EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING (ECVET)

What is ECVET?

As living organisms, all types of institutions, including higher education institutions, are affected by events that cause change as much as they are in the world. Since the 1980s, three major developments have affected the landscape of higher education institutions; these are globalization, increasing requirements for lifelong learning, and rapid and intensive developments in information and communication technologies (Erçetin and Açıklam, 2018a). In Europe, education and training reform is seen as a fundamental requirement to support competitiveness objectives by providing education and training that will respond more to labor market needs and encouraging labor mobility (Winterton, 2011). Europeanization can be seen as an intuitive concept for solving a two-stage process of institutional change. The first process, the "European" arena of change, is concerned with the change initiated by domestic actors in response to EU initiatives; the second process of change, the "in-home" change arena, is concerned with the ever-increasing internal change underneath the arena of Europeanizing institutional change and independently of internal institutions (Trampusch, 2009). Since 1999 and 2002, the processes of Bologna and Copenhagen in higher education (HE) and VET have added these comprehensive objectives to European skill formation (Powell and Trampusch, 2012). In this context, in each country, a different competence model based on different VET systems has been adopted (Brockmann, Clarke and Winch, 2009).

ECVET is a credit transfer system developed for the purpose of providing, recognizing and accumulating transfer of knowledge, skills and competences acquired through different learning paths in vocational education and training. ECVET supports mobility in the learning process by creating a common language across Europe through the transfer, recognition and accumulation of learning outcomes. ECVET facilitates the understanding and recognition of the knowledge, skills and competences that individuals acquire in a different country, in a different educational and educational institution and in a different learning environment. Thanks to ECVET, which adopts the accumulation of learning outcomes and transfer approach, the qualification systems in countries can be easily comparable (ECVET, 2015). In other words,
ECVET is a useful tool to facilitate the transfer and accumulation of learning outcomes of individuals who transition from one learning environment to another and/or from one system of qualifications to another. Açıkakın and Erçetin (2018) stated that in active learning environments, learning activities of learning and teaching staff of students develop because these environments are student-centered and improve student experience.

ECVET’s development began in 2002 after the Copenhagen Process, underlining the need for a VET-related credit system. The system was developed in cooperation with the European Commission by member states and social partners and was adopted in 2009 by the proposal of the European Parliament and the Council. The application of ECVET is a voluntary process. The preparations of Member States for the implementation of ECVET are in progress and many countries have made progress in establishing the necessary conditions. However, despite the adoption of the ECVET principles and its adoption, full and systematic implementation is still far from many member states. In addition to the understanding, adoption and implementation of the principles that emphasize ECVET, there is ongoing works across Europe in piloting modular training systems and preparing learning outcomes with pilot studies in member and candidate countries (Ata and Ucal Çepni, 2015: 14)

ECVET’s competency typology had to be comprehensive enough to accommodate different models of competence and to capture the different aspects of competence in a real business context (Brockman et al., 2009). In the implementation of ECVET, transparency, understanding of common qualifications, development of the framework of national qualifications and learning outcomes approach should be established. At the same time, the implementation of ECVET requires preparations for the transfer and validation of learning outcomes (CEDEFOP, 2012).

**History of ECVET?**

**When:**

This initiative (ECVET) builds upon the achievements of the Higher Education Credit Transfer System (ETCS) initiated in 1989. ETCS has been developed to provide recognition and transparency of the education the individual trains in a country outside his own country (Ulusal Ajans, 2012).

The development of ECVET began with the Copenhagen Declaration in 2002 and continued
with Maastricht 2004, Helsinki 2006, Bordeaux 2008, which supports the creation of a credit transfer system in vocational education and training (VET). In Europe, many steps have been taken and progress has been made in the historical process of ECVET. Countries are trying to adapt ECVET to education systems. Since 2002, the ECVET has a development process as follows (Ata and Ucal Çepni, 2015: 2-3):

- It was emphasized by the European Commission in 2002 that a transfer of credit in Vocational Education and Training should be developed in Copenhagen Declaration.

- Reports from the following years (Maastricht 2004, Helsinki 2006, Bordeaux 2008) indicate that a credit transfer system related to VET should be established. At the same time, a number of national and European level testing and consulting activities have been initiated to create a convincing ECVET proposal that can be submitted for approval by the official authorities, including many sectors and organizations. In order to support the development of ECVET partnerships and to encourage the testing and experiencing of ECVET, it has been decided by the EU Commission that ECVET should be a priority in the projects. As a result, 11 pilot projects related to ECVET have been financed.

- On 18 June 2009, the proposal of the European Parliament and Council for the "Establishment of the European Credit System for Vocational Education and Training (ECVET)" sets out the common ECVET principles, the determination of the technical priorities of ECVET and the necessary measures for the implementation of ECVET in member and candidate countries.

- Since 2009, members and candidate countries have been encouraged in Europe to establish the conditions under which ECVET can be used by all students in VET. In 2010, the European Commission approved the further financing of 8 pilot projects related to ECVET and emphasized national practices in these projects. In addition, ECVET has become one of the priorities of the Leonardo da Vinci sectoral program (one of the four sector programs that make up the European Commission Lifelong Learning Program between 2007 and 2013).

- In 2011, the 14 National Agencies responsible for managing national implementations of the Lifelong Learning Program conducted studies on the preparation of ECVET-related supporting documents under the leadership of the German National Agency (NA BIBB). These national agencies networks, known as NetECVET (http://netecvet.com/), have
made the network of ECVET Toolkit (ECVET useful documents and tools) available to users (ECVET Toolkit).

- In 2014, the EU Council and Parliament requested from member states and the EC Commission on ECVET to report on their performance from 2009 onwards.

**Why:**

The reasons for the need for ECVET can be explained as follows:

- Problems with the training of qualified personnel required by competitive economies and sustainable development models and the provision of vocational training participation
- Reasons why individuals cannot get a job despite having vocational education and training
- The need for a solution proposal from the EU point of view on the existing problems of vocational education and training (VET).
- Member States have agreed that at least 6% of students or adults receiving vocational education and training should complete some of their vocational training outside of their country up to 2020.
- For the development of information society in Europe a high level of general and vocational education is essential. For this reason, general and vocational education is an important element of the 2020 European strategy.

Besides, there are two main goals of ECVET. These are (ECVET, 2015):

**Facilitate the mobility of individuals among countries:** It enables the transfer of learning achievements that individuals successfully achieve to a system of competences among countries at national level.

**Support lifelong learning:** Lifelong learning is supported by the knowledge, skills and competences acquired in another learning environment while mobility among countries and sectors is achieved.
APPLICATION OF ECVET IN PROJECT COUNTRIES

(Turkey, Germany and Spain)

TURKEY

The future education is taking a shape in the effects of the relation between technological and social changes (Erçetin and Açıklın, 2018b). The ECVET system is a system based on the certification and validation of all knowledge, skills and competencies that individuals get in Europe. Since 2005 significant works associated with ECVET have been carried out in Turkey. These developments can be briefly explained as follows;

One of the most important developments in ECVET was the foundation of VQA (Vocational Qualifications Authority) in Turkey in 2006. VQA has made important contributions to the creation of the National Qualifications Framework.

The VQA was established as a result of a two-year intensive workshop with the Ministry of National Education, Higher Education Council (YÖK), related stakeholders and social partners on an EU-funded Vocational Education and Training project. The VQA provides national coordination point in the National Qualifications Framework in Turkey. The Board of Turkish Qualifications Frameworks comprising VQA MoNE and CoHE have responsibility for referencing national qualification to the European Qualifications.

One of the important works in Turkey was that MoNE submitted a country report on ECVET that reflects the views of stakeholders. According to this report, it was negotiated on a special ECVET approach in Turkey, and this approach is based on the experience gained from the implementation of EU member states. As a result of the report, a document and an action plan on ECVET negotiations has been prepared in Turkey (MEB, 2006).

In accordance with this action plan, focus group meetings were organized with the participation of different actors involved in ECVET and agreed on an approach which adopted a credit in the VET curriculum. Subsequently, some works have been initiated to develop a national credit transfer system to match credit scores of all learning outcomes based on knowledge, skills and competencies. The necessity of developing an ECVET system in Turkey within the scope of lifelong learning was discussed in international meetings in 2007 and some studies was began in this direction. In Turkey, National Qualifications...
Framework (NQF) from the European Qualifications Framework has adopted regarding the use of eight reference levels. This system is based on documenting acceptable professional standards at these levels.

ECVET’s support studies in Turkey, established by the Turkish National Agency has continued and even strengthened in 2014 by the National ECVET Team. The team has an extremely broad participatory structure consisting of representatives of the Ministry of National Education, General Directorate of the European Union and External Relations, General Directorate of Lifelong Learning, General Directorate of Vocational and Technical Education, Vocational High Schools, CoHE, VQA, TÜRK-İŞ, HAK-İŞ, TİSK and TESK.

The Turkish National Agency continues its activities related to ECVET with the Ministry of Education units and sector cooperation. ECVET Thematic Monitoring Meeting held on 25-26 December 2015 is one of the important works for ECVET in Turkey. This study provides support for the ECVET issue in Turkey and is one of the most important studies that revealed all the details.

In Turkey, ECVET has been implemented with projects about some sectors such as automotive, exporting / importing, electric-electronic, tourism, easy metal, etc. The achievements obtained from ECVET context in Turkey can be handled under six titles:

1. **European Qualification Framework Process and Establishing Vocational Qualification Authority in Turkey**

   The EQF refers to itself as a common reference framework which links countries’ qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in the Europe. One of the important goals of Turkey Qualifications Framework certified qualifications in Turkey (diploma, certificate, professional qualification certificates, etc.) recognized in European Union countries and provide it to become valid. The first step in the process of achieving this goal is to put into force on 11.19.2015 of Turkey Qualifications Framework. TYC (TQF) was presented to the European Commission by Vocational Qualification Authority on 30 December 2016. It was referenced to EQF in March 2017.

2. **Determination of National Vocational Standards**
The EU Commission has decided to recommend all member and candidate countries to establish national professional qualification standards by the end of 2010 and to adapt them to the EU professional qualifications framework. The studies start in Turkey after the Commission's recommendation continuing this work. One of the main works in this area was to establish Vocational Qualification Authority (VQA) in 2006. More than 700 vocational qualifications were determined by VQA cooperation with NGO, professional bodies, industry and trade unions

2. Regulations about Recognition of Prior learning by Ministry of Education

In particular, the process of documenting the professions learned by working with or developing by someone else has gained tremendous momentum with the "Directive Regarding Procedures and Principles Related to Recognition, Equivalence and Measurement and Evaluation of Prior Learning" issued by MoNE on 02.10.2017.

3. Second Diploma Education for Graduated Students (Compensatory Education)

This training is vocational education which gives General and High School, Imam Hatip High School and Mastership Certificate to Vocational and Technical High School Diplomas. The student can apply for a qualification to receive a diploma by applying for a vocational course. Basis: Circular No. 2002/92 of the Ministry of National Education, dated 01.11.2002.

4. Evaluation of Apprenticeship Training in the Scope of Compulsory Education

Law no. 6764 issued on 23.12.2016 was enacted and provisions related to apprenticeship education were added to the basic law of national education. With this law, apprenticeship education is included in compulsory education, and a major deficiency in the legislation due to the extension of compulsory education to 12 years has been eliminated.

5. Setting Up the Certification and Examination Centers (VOC-TEST)

161 (VOC-TEST) Certification and Testing Center (VOC-TEST) has been authorized by VQA and continues its activities. The process of establishing the accredited test centers through the VOC-TEST Centers project is ongoing. 5568 certificates have been issued by these centers regarding learning outcomes.
Students and Teachers Views

In order to examine perceptions of teachers and students regarding mobility and training in different countries and also the ECVET program in Turkey, the interviews were conducted with 36 teachers and 27 students. The data obtained at the end of the interviews were analyzed through content analysis. As a result of the examinations, the opinions and responses of students and teachers are categorized as opportunities, difficulties and contributions as follows;

The Views of Students

Opportunities

They express the opportunities provided for the students abroad as follows:

- Basic needs such as food, accommodation and transport
- Free city travels
- The opportunity to see new cities and get to know new people
- Touristic trips
- Social events
- Language training
- Effective working environment
- Various materials and equipment
- Performance-oriented training
- Applied and theoretical training
- Workshops
- Debate platforms
- Innovative technology
- Robotic systems

Difficulties

The students expressed the difficulties arising from social life as follows:

- Family and homeland longing
- Some hotels are out of town and limited activities
- The problem of not
communicating with people in the vicinity due to different language

- Students participating in the program seem to have had almost no problems with accommodation.
- When it comes to transportation difficulties, it is seen that buses and metro lines are mixed only during the integration process by the students.

**Contributions**

This section is examined under two main themes and firstly, the contribution of the program to the students in *social and personal development aspects* is presented:

- Making new friends
- The opportunity to live and coalesce with the community of people from different cultures
- Tour of historical and touristic places
- Foreign language learning
- Recognizing different lifestyles and cultures
- Development of horizons with different perspectives
- Having fun and big time
- Improve the ability of reasoning and analysis
- Gaining experience in various subjects
- Development of sense of responsibility
- Sharing with various people
- Broad scanning
- Increase of self-confidence

In this section, the contributions about the professional and academic (the development of professional skills) dimension of the program are listed:

- Participation in an efficient vocational internship program
- Gaining experience in vocational skills and professional management
- To be able to make a comparison of professional practices abroad and domestically
- Increasing the level of knowledge in specific areas
Analysis of the Students’ Responses

When the opinions of the students about the opportunities of the program are examined, it can be seen that the opportunities can be handled in two areas, socio-cultural and vocational. It seems that all the mandatory requirements of the students like nutrition, accommodation, transportation, etc. are provided free of charge. Besides, students have socio-cultural opportunities such as visiting new cities, travelling to historical and touristic places experience new cultures, social activities and language learning. From a professional point of view, they have stated that they are in **educative, helpful and comfortable** environments. These opportunities are also thought to positively influence their practical and theoretical training. In addition, they have the opportunity to use innovative technologies and participate workshops that they cannot reach in their own countries. When students' opinions on difficulties are examined, it is seen that they rarely meet only some difficulties in the social direction. Family and homeland longing are at the beginning of these difficulties. However, some students stated that they had difficulties due to foreign language but solved the situation with accompanying guides. Some students stated that they have limited activities due to its distance from the city center. However, in general, it has been found that students rarely encounter any problems. Students participating in the program seem to have had almost no problems with accommodation. The students think that the program has many contributions for them. When we look at the contributions of the program to the students, these contributions can be handled under two main headings as social and
occupational. One of the most important aspects of social contributions is to recognize different cultures and make friends from those cultures. In addition, students also have the opportunity to learn a new foreign language. One of the contributions of the project is the increased self-esteem and self-esteem of the students themselves. Taking part in a project and having social activities also enabled them to have a broad perspective on various issues. Looking at the contributions in terms of occupation, it is seen that most of the learners mentioned that they has the possibility to make compare VET with their own countries and project country. In addition, students have developed cooperation and solidarity skills within the project. It is also seen that the academic awareness of the students who found the application field in a professionally equipped environment is increased. Açıkalın and Erçetin (2018) stated that in active learning environments, learning activities of learning and teaching staff of students develop because these environments are student centered and improve student experience. In this context, it is obvious that this program has many professional advantages for the students.

The Views of Teachers

*Opportunities*

The opportunities provided for the teachers abroad are expressed by them as follows:

- Basic needs such as food, accommodation and transport
- Touristic trips and free city travels
- Training on vocational competence and vocational training
- Technological and equipped training environments
- The opportunity to see new cities and get to know new people from different cultures
- Social events
- Language training
- Participation in practice
- Opportunity to see and examine workshop applications and site applications
- Effective working environment
- Various materials and equipment
• Applied and theoretical training
• Information and technology resources
• Following technological developments in the specific fields
• Meeting with different teaching methods and techniques
• Informing about various professional systems
• Technical school trips and (industry) sector trips
• On-site monitoring of applications
• Information on dual vocational education system, workplace based learning, firms' vocational education systems

**Difficulties**

• Nutrition problem caused by difference in food culture
• The problem of not communicating with people in the vicinity due to different language
• Family and homeland longing
• Difficulty in making friends

**Contributions**

This section is examined under two main themes and firstly, the contribution of the program to the teachers in *social and personal development aspects* is presented:

• Making new friends
• The opportunity to live and coalesce with the community of people from different cultures
• Knowledge on life in different cultures, technological knowledge, social life communication and globalization
• Broad scanning
• The importance of issues such as respect, orderliness, etc.
• Cooperation and solidarity
• Increase of self-confidence
• Meeting different cultural and social structures
• Communicating with people who speak different languages

• Recognizing cultural differences
• To communicate with people in different cultures, to have information about social experiences and to go abroad easily
• Taking part in new projects

In this section, the contributions about the professional and academic (the development of professional skills) dimension of the program are listed:

• Developing professional experience through training methods and techniques experienced
• Realizing the importance of practice in vocational education
• Explaining the necessity of vocational education in the business world
• Meeting "Industry 4.0." and having detailed information about it
• Developing professional competences in different environments and cultures
• Having knowledge about pedagogical methods in Europe
• Increasing the level of knowledge in specific areas
• Professional development opportunities in a different environments
• Opportunity to follow developments in specific areas
• To be able to make a comparison of professional practices abroad and domestically
• Use of all kinds of materials for professional development
• Informed of technological developments visually and tactically
• Meeting with various material, equipment, applications and projects
• Finding a source of inspiration from a professional perspective
• Developing academic knowledge and skills
• Gaining project writing competence
• Meeting with new vocational courses
• Changing future expectancy
• Recognizing how disabilities are facilitated in educational environments and social life
• Academic comparison of trainings between our country and abroad
• Building academic awareness
• Transporting overseas applications to their home country
Recognizing the education system of a different country

Liaise with the people and institutions that we can collaborate with in next projects

**Analysis of the Teachers’ Responses**

When teachers’ opinions about the program are examined, it seems that they have similar views with the students. First of all, when the problems of the program are examined, it is seen that the teachers have family and home longing. In addition, it is seen that some teachers have difficulty in acquiring a friend because of lack of foreign language. Another distress appears to have emerged in the nutritional dimension due to the different culinary culture. Opportunities and contributions of the program can be examined together. Teachers had the opportunity to see different cities within the program, to recognize new people and cultures. Teachers who have established social relations with new people also have the opportunity to cooperate in future projects. The project has also been an effective factor in increasing teachers’ self-esteem. In general, teachers have put more emphasis on professional contributions. Teachers from different fields have indicated that they have new knowledge and skills related to their field. For example, there are different specific areas such as industry 4.0, metals, tourism, pedagogy, etc. Teachers have had the opportunity to improve themselves both in theoretical and practical terms in these subjects. This situation has contributed positively to their professional and academic awareness. As a result, the teachers stated that their thoughts about the future have changed. This suggests that innovations occurred at the point of view of the teachers of the progeny. In addition, teachers have indicated that they have the opportunity to transfer their learning to their own country. In addition, teachers who have found the opportunity to dispose of new projects are clear that they are pleased with the project.

**GERMANY**

ECVET, developed in 2003-2006 in the context of the Copenhagen process for enhanced co-operation in VET, aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. It is an instrument to improve the quality of VET mobility and as a tool to organize labor market relevant requalification measures.

The development and implementation of the European Qualifications Framework as a meta-framework for mutual recognition of transparency, quality
assurance, mobility and qualifications have led to some challenges. These are partly due to different definitions of competence, skills and knowledge. Taking German-speaking countries as an example, the author underlines the difficulties of developing a common terminology on a basis of common reference levels and discusses some possible conclusions about the implementation of the European Qualifications Framework in these countries (Bohlinger, 2008).

The main institutions in the German Vet System are companies and schools. The majority of schools are open to the public, but there are some private schools recognized by the government due to the traditions and needs of the labor market. According to the most important legislation for vocational education, social partners behave competently for many tasks in their systems. They are supported by the government research institute "BIBB".

The development of a Credit System for Vocational Education and Training - VET (DECVET) was established by the Federal Ministry of Education and Research in 2007. Ten (10) pilot projects have been implemented to develop credit transfer methods for identification, approval and validation of learning outcomes under national legislation and practice. National Lifelong Learning Institutions have established a national steering committee. This committee includes ministries, social partners, chambers (through umbrella organizations), Lander, national LLL institutions and trade unions. In Germany, as in other countries, ECVET's legislative entry has brought about the development of the appropriate National Qualifications Framework (NQF) for the European Qualifications Framework (EQF). In Germany there is not yet a system to link NQFs and credit systems, whereas the framework of national qualifications in EQFs is completed. However, since the German system is already compatible with ECVET, no changes have been made to the regulations. In Germany, BIBB, the national institution and the ECVET national coordination point organize seminars and workshops. Qualification modules (Qualifizierungs-und Ausbildungsbauwerke) make it easier for young people to get education and they can also be used when entering higher education. Germany has decided to implement a program under the name of DECVET for piloting ECVET. Under the DECVET program, 10 pilot projects related to ECVET in Germany were completed in 2012 (Ata and Ucal Çepni, 2015: 7)

Within the scope of the DECVET program, a number of technical components related to ECVET have been tested: units, credits, partnerships; evaluation; procedures for
recognizing learning outputs; and documentation methods are some of them. Education and training providers are mainly interested in testing ECVET. On the other hand, the boards of commerce and industry are very interested in ECVET. It is still unclear when a policy decision on the implementation of ECVET will be taken. Many stakeholders are skeptical of ECVET because they believe that ECVET and the German VET system are not fully compatible. They are also against the integration / modularization of training programs and competences. Stakeholders should be convinced of the added value of ECVET and the recognition of learning outcomes, especially in other learning contexts. There are many practical problems with the development of ECVET. The DECVET program could bring some answers. However, more pilot projects need to be implemented (Ata and Ucal Çepni, 2015: 8)

In addition to this information, the data obtained at the end of visits to Germany by the Ministry of National Education are presented in this section. According to the data, the results can be explained as follow:

Vocational education is given in Germany for both the employees of member businesses of DEKRA and the unemployed people in Germany.

a. Vocational education for the unemployed people is given in metal, transportation, electronics, storage, and health sectors.

b. Expert trainings/courses; apprentice training from 3 months to 2 years for occupational safety, storage, carriage of dangerous goods, waste management, high voltage technology, electronic fire protection sectors and for the drivers of forklift and truck.

There is an inclination in vocational education in Germany towards competence management. Companies want to measure people’s competence. Competence measuring of people in the working life is carried out together with government. Wage concept is based on performance. For instance, the government has competence acquisition and certification trainings for someone who becomes unemployed at the age of 50.

Germany makes a complete use of technology brought in by Industry 4.0 revolution. Even more, it aims to take this technology even further through constant innovation. It is seen that Industry 4.0 spread in every area of industry and life in Germany and it has an effect on how the things are done and that it is expected from people to be more competent if they take a place in labor marker and that the competencies should be revealed to determine the
VET plays an important role in supporting the workforce and having the qualifications to meet the needs of young people in the labor market. It is at the center of Spain's education and employment policies to modernize vocational education and training (VET) and to make it more flexible by lifelong learning and support for employability (CEDEFOB, 2016).

The European Commission Recommendation of 2009 for the creation of ECVET proposes to the EU Member States to define the necessary conditions and take measures, where appropriate, so that from 2012, in accordance with national legislation and practices and on the basis of trials and tests, it is possible that ECVET can be gradually applied to VET qualifications at all levels of the EQF and used for the purpose of transferring, recognizing and accumulating the individual learning outcomes obtained in a formal context and, where appropriate, non-formal and informal.

The Spanish Constitution establishes that public authorities have to promote the right to education and professional re-qualification. Two systems have been developed, one in the educational field (the regulated VET system which is based on the Ministry of Education, Culture and Sport and on the Autonomous Communities) and another in the labor market (the VET system is connected to the Ministry of Employment and Social Security, which depends on the SEPE – State Public Employment Service – and the Autonomous Communities). Both share the same advisory bodies but their qualification governance and objectives, as well as their programs, are quite different.

The National Professional Qualifications Catalog (CNCP) occupational standards constitute the base for both systems' qualifications. Therefore, some of the parties may concede to a mutual recognition of the acquired training. They also share the regulatory procedures for recognizing the professional competences acquired through work experience and the implementation of the dual system. The training programs are modulated and always include compulsory training at the workplace, at the end or during the training period. Students need to pass all modules to obtain the degree. However, modularization allows for a partial recognition and subsequent re-engagement within a lifelong learning context.

Regarding the institutions involved, educational and labor authorities are mainly
responsible for VET, while the National Vocational Evaluation and Training System is the benchmark of the training programs that lead to the formal qualifications these authorities accredit. The General VET Council is the government’s advisory body on Vocational Training, being composed by representatives of the public national and regional administration authorities and social partners such as business organizations and trade unions. The interested parties have developed the occupational standards and have participated in the elaboration of the National Professional Qualifications Catalog (CNCP) which serves as a reference so that the educational and labor authorities can design the VET qualifications and programs in such a way that they can meet the needs of the labor market.

In order to analyze the situation of ECVET and its possibilities of application of VET programs in Spain it is necessary to take into account the current situation of the Spanish Qualifications Framework (MECU) and the Vocational Training and Recognition of Labor Competence systems in the context of the National System of Qualifications and VET (Law 5/2002).

The Spanish Qualifications Framework MECU (NFQ) is in development. Eight levels are established for the classification of Spanish qualifications, and the descriptors of each are defined. The criteria to determine the levels are based on the results of learning, that is, on the capacities that have been acquired, independently of the learning mode (in the education system, at work ...).

The MECU will allow to compare the qualifications recognized in Spain with those of the rest of Europe through the EQF (European Qualifications Framework for Lifelong Learning).

The SNCFP (National System of Qualifications and Professional Training) in Spain has the following objectives (CEDEFOB, 2014):

- Guide training to the demands of qualification of productive organizations,
- Facilitate the matching between supply and demand in the labor market,
- Extend training throughout life, beyond the traditional educational period,
- Promote the free movement of workers, so that it plays an essential role in the workplace and training

The Vocational Training in Spain is articulated through two subsystems:

**Education Vocational training system.** Regulated by the Ministry of Education and
Culture and Sport.

**Vocational Training for Employment.** Regulated by the Ministry of Employment and Social Security

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

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

The first priority is the development of the Marco Nacional of Qualifications. It is fundamental that the frame is prepared before taking any decision on the ECVET. The Technical Committee for the Vocational training, the General Advice(Council) of Vocational training, the School board of the State and the Sectorial Conference on Education they are approaching the situation of the ECVET. The financing for the development of the system ECVET, according to CEDEFOP's report, more than 80 % of the financing sources comes fundamentally from European Funds. Spain, contributes with national financing according to general budgets of the State, granted to the Department of Education, Culture and Sport.

In Spain, the vocational training is coherent with the philosophy of the European System of Credit transfer for the Education and the Vocational training (ECVET), since the system of vocational training is based on modular programs of learning. All the degrees of initial vocational training of the educational system are 2.000 hours(o'clock) of duration, both the degrees of average degree (CINE-3B) and the degrees of top degree (CINE-5B), and express in results of learning and in allowing the acquisition of professional competences following the standards established in response to the needs of the productive sector. All the diplomas support the acquisition and improvement of personal and social competences and
citizenship activates. In the new system for the recognition of the professional competences acquired across the professional experience there is established the evaluation and partial accreditation of the units of competence of the professional qualifications (established standards) included in the degrees of vocational training or in the certificates of professionalism.

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

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

The principal problem is that ECVET is not a system consolidated yet, to the being a system that voluntarily receives every country, attending to recommendations not legislated of the EU. It is possible to think that the absence of a national frame of qualifications determines the lack mistake of impulse, though from a functional point of view, one believes that in these moments, the absence of the MECU is not an important obstacle, since all qualifications have a level the assigned one. One of the principal obstacles in centers of training they are located in the scanty knowledge of the system ECVET on the part of the forming ones and teachers,
as well as of parents and student body.

In relation to the Recommendation of 2009, it can only still for defining how it is the procedure of assignment of credit points ECVET, though the value of the above mentioned points is not considered to be important, since the results of learning are knowledge and demonstrable skills. Another important obstacle in the area of the centers of training is small mobility of the pupils, fundamentally for the barrier of the language and much more in not qualified workers and of major age. Likewise, is observed as an obstacle the traditional absence of mobility of the pupils / workers between contexts of learning.

It is important to create and to support networks for the collaboration and the credit transfer between the centers of training. The collaboration between professionals and companies of different countries is scantly and residual. In this respect one emphasizes that the problem can be serious if there are neither financing nor incentives for the mobility ECVET. It thinks that it is necessary to experiment more on the processes of recognition of the formal and not formal experience, as well as to spread the existence of the process of recognition of the citizenship, which nowadays is removed from this information.

It is necessary to realize a clear differentiation between mobility in the labor area and in the area of the learning. It is necessary to bear in mind that the labor mobility is not AN ECVET's object, only it is the mobility in contexts of learning. The labor mobility does not treat itself directly from ECVET, since it is an object of Europass' documents and, of specific form, from the regular professions. Likewise, it is necessary to highlight that, nowadays, one does not see with clarity that is suitable to use Europass in the processes ECVET, since Europass is a document that is received at the end of the learning process. If it is estimated suitably as a describer of competences. Before the raised difficulties it is necessary to begin to work from the different organizations involved in the FP and, of special form, from the centers of national reference of vocational training and from the integrated centers.

The interview forms created with the purpose of the ECVET evaluation program in Turkey was also sent to the Spanish authorities. Analyzing the questionnaire from the authority in Spain, the difficulties, opportunities and contributions of the program were addressed separately. Participants in the program participated in the program; think that they could have a better job and status in the future. First, when we examine the area of the program's challenges, it is seen among the student community who take part of EU mobility
schemes funded by Erasmus+ there is no difficulties in since all is funded by the program. When the opportunities in the program and contributions of the program are examined, they stated VET pathways in the metal sector in all schools interviewed provide a solid ground of professional knowledge and a quick way to be integrated in the labor market. Besides, in this way, the students profit greatly since to be employed in good metal companies in such unstable times provide them with self-confidence and security that impact positively in their social and personal lives. There is a lack of qualified workforce in mature sector, where Metal sector is included. Plenty of opportunities are available for the ones qualified properly at VET level. The training contribution of the schools paves the students’ way to cement a sustainable professional career. In addition, it allows them to be quickly integrated in the labor market.

In addition to this information, the data obtained at the end of visits to Spain by the Ministry of National Education are presented in this section. According to the data, the results can be explained as follow:

When the workload of occupational education schools or of state ministry is compared to that of those in our country, it is seen that their workload is a lot less than ours. For instance, total number of students in occupational education in this state is about 3000 and thus, the workload and number of students in occupational schools is very low, and working hours are very short; however, the time is used more efficiently and of more quality, and therefore, the resources management is more efficient and of more quality.

It was observed that the technology used in vocational schools were similar to the current technology used in industrial institutions and that people or students who learn the occupation do so using machinery and equipment appropriate for current manufacturing conditions, which, in return, ensures that students do not have difficulty in performing their job, or have a lot less difficulty when compared to our country, in industrial institutions during their internship and after they complete their education.

It was observed that the areas of occupational schools where workshops and laboratories are located are clean and organized in a way to be appropriate for human health and occupational safety rules.

It was also seen that the way teachers working in occupational education are trained differs from that of ours in that these teachers are people who are competent in practicing the occupation they teach and who received pedagogical formation to work in these schools. Therefore, the way they learn the occupation is production and practice-
oriented rather than theoretical.

When compared with Turkey in terms of school-business collaboration, it is seen that dual education system is better in our country. In Spain, the contribution of businesses as equipment to schools is generally weak (except for the donation of 2 cars from the Seat Company). However, it is seen that MTE education in Spain is ahead of academic education. In particular, the inability of college graduates to find a work and their re-orientation to the MTE is an example of this. The number of students in schools is much lower than the number of student in the schools of Turkey. So, unlike us, they are expecting the student to come to school. The low number of students makes it possible for students to receive individualized training in laboratories and for teachers to have less burden. This leads to an increase in the quality of education.

It is observed that there is a good level of involvement, guidance and control mechanisms for the students on vocational guidance.

Although the business receives a limited number of students according to their capacity, they are highly informed about the vocational technical training. Businesses in our country are more moderate in accepting students and they accept students even if they do not need them. It has been seen that the most of the teachers had sectorial experience in their pasts. Provided that 70% of the programs which are determined at the national level, 30% of it can be changed according to the regional needs. Transitions are also possible between programs. The diversity of the programs can address to every segment. The fact that the teachers are able to provide education at both the secondary education level and Vocational High School level provides an economic education with a single infrastructure.

It is seen that they attach great importance to the occupational health and safety and they apply it in every field. In particular, laboratories are equipped directly by the government.

Vocational and technical education institutions provide basic/intermediate and advanced education. Businesses are very active in the content of their programs and have very professional training.
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