O2 – State of Art Study on Gaps and Challenges of VETPRO

VETPRO

Transnational Report

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Overview

Methodology

The following analysis is as a result of research undertaken by CARDET for the ATTRACT VET Project on the gaps and challenges of VETPRO in seven European countries; Austria, Cyprus, Greece, Ireland, Latvia, Portugal and Sweden. The research process involved the use of three different approaches such as an online survey, an interview tool and a focus group discussion with VET providers, practitioners and policy makers participating.

Below, the national key findings for each country are presented, as well as a comparative report for all the countries, summarized recommendations for each country and a national stakeholder map for each country.

Map of Participants

The research process involved three different approaches to target various stakeholders. The interview method involved three VET providers, the focus group two VET providers, three policy makers and two VET practitioners and finally the online survey involved at least thirty practitioners in each country. The complete number of participants for all the seven participating countries can be found below.

Research Tool	No of participants
Interviews	25
Online survey	235
Focus group	60

National key findings EQF, ECVET, EQAVET

Austria

Implementation: Motivations, strengths and challenges

Motivation for implementing EU-tools is that in the more fragmented areas of non-formal VET provision these systems would increase transparency and comparability of learning outcomes for people with different migration backgrounds, as well as in an international environment. Respondents, who participated in the online survey, agree that cooperation with other European countries would be beneficial for the implementation of EU tools on national level.

Therefore, it is recognised as a strength, if organisations have already participated in various European projects and are familiar with the European tools. The challenge of developing a culture of European instruments is that the NQF is still processing and not well known. Results from the online survey show that the majority doesn`t know, if there has been a previous involvement in projects relevant to EU-tools.

The challenge is that these tools are not generally accepted, as their advantage is not obvious. The use of the EU tools requires a change of mind-set and a different way of teaching. Currently, many actors fear that the implementation of EU-tools will lead to an increase in bureaucracy and administrative burden.

The adaption to the national context in order to guarantee a smooth process can be difficult at some stages. For regular programmes, there are no special main challenges, maybe some misunderstandings or disagreements with formal or financial issues. For specific requirements it might be difficult, especially for small institutes to provide the resources themselves e.g. in terms of specialist knowledge of staff.

For national programmes/trainings, the courses need to be re-structured to be based on learning outcomes. Also, the practical part has to be highlighted in some courses, in order to guarantee the outcome of skills and competences, which might be a challenge for some courses, respectively requires additional efforts.

Also, as mentioned above, advantages are uncertain, and knowledge of several levels (management, product development, trainers) within the organisation differs. Human Resources - experts in the field of EU tools are assessed to be the best support option, as well as regular staff meetings of the responsible bodies and formal and informal knowledge sharing.

National Agendas on EQF, ECVET, EQAVET

According to the results of the online survey a great majority of respondents isn`t aware if there are official policy/working papers about EQF/ECVET/EQAVET. From this point of view, they don`t know the current status of implementation. From the feedback of the interviews, respondents state that there is a national agenda for EQF in Austria with a first focus on the formal educational sector. It is noted that the implementation process should be completed in 2015, but that there are still some obstacles regarding the adaption of the NQF and the recognition of specific qualifications. According to the graph below, which resulted from the online survey, 22 out of the 31 participants responded that they didn't know if there is a national agenda for EQF.

Furthermore, respondents stated that the national agenda for ECVET in Austria is still under development. So far, the recognition of qualifications gained abroad only exists for the tertiary level in form of ECTS, but not for the vocational education context. Austrian organisations participate in several international projects about training and

work mobility, which credit the outcomes using the ECVET system. According to the graph below, 17 out of 30 participants didn't know if a national agenda for ECVET exists.

The national adaption of the EQAVET is called ARQAVET and it strives to adapt the European model to the Austrian context. Also, this tool is partly implemented on a national level. For the IVET sector, an initiative called QIBB is responsible for the evaluation of vocational schools. Those have the opportunity to receive consultation on a voluntary basis for school development, transparency and quality assurance. In general, respondents` opinion differ regarding VET provisions and trainings needs. The majority state that vocational education and training policies and programmes in Austria are partly aligned with the needs of the vocational education and training.

The results of the online survey regarding the existence of an official policy or working paper regarding the three EU tools in Austria, can be found in the graph below.
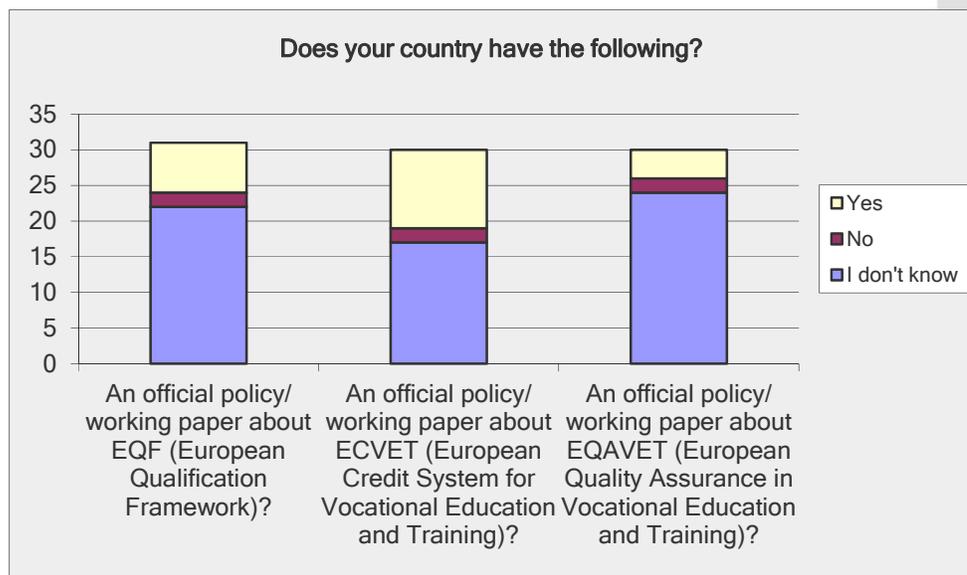

Figure 1 National agendas in Austria

Main gaps for the successful implementation of EU tools in Austria

The main gaps for the successful implementation of EU-tools in Austria are based on the fact that EU-tools are not well known, their purpose is not clear and therefore, they aren`t fully accepted. As mentioned above, the research participants assume that the implementation of EU-tools would lead to an increase of bureaucracy.

Besides the lack of knowledge on the system and the threat of an increase of bureaucracy, there is a gap of profound practical experience. Information about these tools as well as training are recommended measures in order to address these gaps. People involved have to be trained in order to use the tools in an appropriate way. A qualified educator, the re-formulation of curricula and in some cases additional facilities and therefore financial resources are needed. Currently, the existence of these kinds of supporting structures is not known.

Cyprus

Implementation: Motivations, strengths and challenges

In Cyprus, a great part of the stakeholders who were involved in the research, have never participated in projects regarding the three transparency tools EQF, ECVET, EQAVET.

More specifically, in terms of EQF, almost half of the participants said that they had previous involvement in projects related to it. For ECVET the number of involvement was lower, to about one third of the participants. Finally, regarding EQAVET only about a fifth of the total respondents said to be involved in projects related to it. In addition, even if most of them were aware that these tools have the potential to enhance mobility

and promote lifelong learning, they have identified various challenges which should be overcome before moving forward.

The first distinct challenge regards the lack of knowledge by the majority of stakeholders, as well as the lack of expertise in the field of EU tools. A major problem is the difficulty in finding the required helpful information for implementing EQF/ ECVET/ EQAVET and the fact that there are no clear instructions on how to use these tools. Furthermore, some difficulties in promoting the collaboration/communication between all the stakeholders can be clearly identified due to the fact that there are many of them involved in the VET sector. This can be seen as a challenge, because each of the stakeholders has a different vision, making it more difficult to follow a common path. Another challenge which can be identified in Cyprus, is the reluctance of the private colleges/ universities to transform their courses according to ECVET points. Instead, they are stuck with using ECTS points as they always did. This is mainly because the whole process would be time and cost consuming for them. Finally, the non-clear existence of EU tools agendas makes it difficult for organizations to adopt them and use them.

National Agendas on EQF, ECVET, EQAVET

According to the results of our research, in Cyprus the national agenda for EQF, is still under development but in the late stages of its final approval. Most of the respondents answered that EQF agenda has been partially implemented, as the enactment via legislation is still pending. The development has reached a satisfactory level, meaning that the NQF has already been prepared and aligned with the EQF. According to the online survey results that are illustrated in the graph below, 18 out of 28 participants stated that a national agenda of EQF exists.

Regarding ECVET, most of the participants in Cyprus aren't aware of any legal document or official working paper about the specific tool. Most of them responded negatively when asked if there is a national agenda for ECVET in Cyprus. Some of them though who had the chance to work in ECVET related projects, mentioned that even if it is partially implemented, the private colleges/universities are free to transform their courses to ECVET points if they want, since there is a reference in the legislation for it.

About EQAVET, most of the participants, more specifically 15 out of 28, responded that they didn't know if there is a national agenda for it. They don't know if there is an official policy or at what level and phase is its implementation.

Generally, in Cyprus, according to our research, the VET practitioners believe that most of the VET policies are somewhat aligned with the needs of Vocational Education and Training, but still there is plenty of room for improvement.

The results of the online survey regarding the existence of an official policy or working paper regarding the three EU tools in Cyprus, can be found in the graph below.
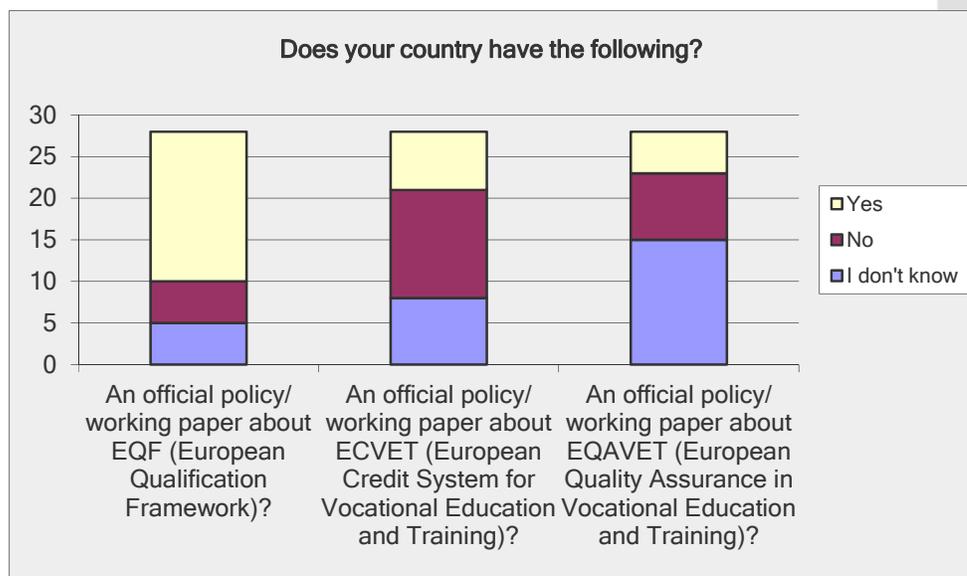

Figure 2 National agendas in Cyprus

Main gaps for the successful implementation of EU tools in Cyprus

The research revealed numerous gaps that should be overcome in order to achieve a successful implementation of the three EU tools in Cyprus. The most important gap has to do with the limited political decision making and the lack of EU tools-related legislation. There is no clear policy framework for these EU tools that defines what should and should not be followed. In addition, most of the participants stated that the national authorities and the responsible institutions should provide more information and guidelines about these EU tools, in order to bring up to date all the stakeholders and VET providers and that people should be trained in accordance to these EU tools in order to get acquainted with them and use them.

Another gap is the lack of knowledge regarding these tools and that the curricula of institutions in Cyprus is not aligned with EU tools. Even if some of the participants knew about these tools, a large segment of them didn't know if these EU tools exist and how they are used in Cyprus. Again, the responsible bodies should provide more information both to the public and to the relevant institutions, in order to make it more appealing for them to adopt these tools in their organizations.

Finally, the research revealed that the trainers are not adequately trained to use these EU transparency tools and that more financial resources should be provided for the VET sector. The different responsible departments should consider the development of training facilities that would offer the chance to the VET trainers to be trained in accordance to these EU tools.

Greece

Implementation: Motivations, strengths and challenges

In Greece, most of the stakeholders who have participated in the research have never been involved in projects regarding the three transparency tools EQF, ECVET, EQAVET. This reflects the fact that most of organizations are unable to adopt the above tools and include them in their services. Even if there is a general understanding that they could use these tools to comply with the EU framework, to enhance their services and to provide the attendants with real qualifications, there are many challenges that should be overcome.

The first distinct challenge regards the lack of knowledge by the majority of stakeholders, as well as the lack of expertise in the field of EU tools. A major problem are the difficulties in finding the required helpful information for implementing EQF/ ECVET/ EAVET and the fact that there aren't clear instructions and also the difficulties in promoting the collaboration/communication between all the stakeholders. Another problem is the complexity of training and knowledge sharing, as people do not know where to address if they want to be trained. Unfortunately, there aren't the necessary financial resources and funds to be used for that purpose. Final but not least, some of the participants in the research are worried that it would be required a lot of time just to understand how these tools work and overcome the great bureaucracy.

National Agendas on EQF, ECVET, EQAVET

According to the results of our research, in Greece there is a national agenda for the EQF, but it has been partially implemented, as the enactment via legislation is still pending. The development has reached a sufficient level though. The NQF has already been prepared and aligned with the EQF.

Regarding ECVET, most of the participants aren't aware of any legal document or official working paper about the specific tool. Some of them know that the procedures for implementing ECVET have started by EOPPEP and therefore the EU tool has been partially implemented and not completed yet. Of course there is a general belief, that a national agenda for ECVET should be developed in order to promote reliability and competitiveness of the provided training programmes and would motivate the organizations to offer the highest quality.

About EQAVET, some of the participants think that have been done some actions by the relevant authorities, but the truth is that the majority of them have not been informed or have not read a relevant publication. According to the graph below, 23 out of 31 participants didn't know if there is an official policy or at what level and phase is its implementation. In general terms the VET practitioners in Greece don't believe that the VET policies and the programmes are so much aligned with the needs of the Vocational Education and Training. Most of them think that are somewhat aligned with the actual needs, but there is still room for improvement.The results of the online survey regarding the existence of an official policy or working paper regarding the three EU tools in Greece, can be found in the graph below.
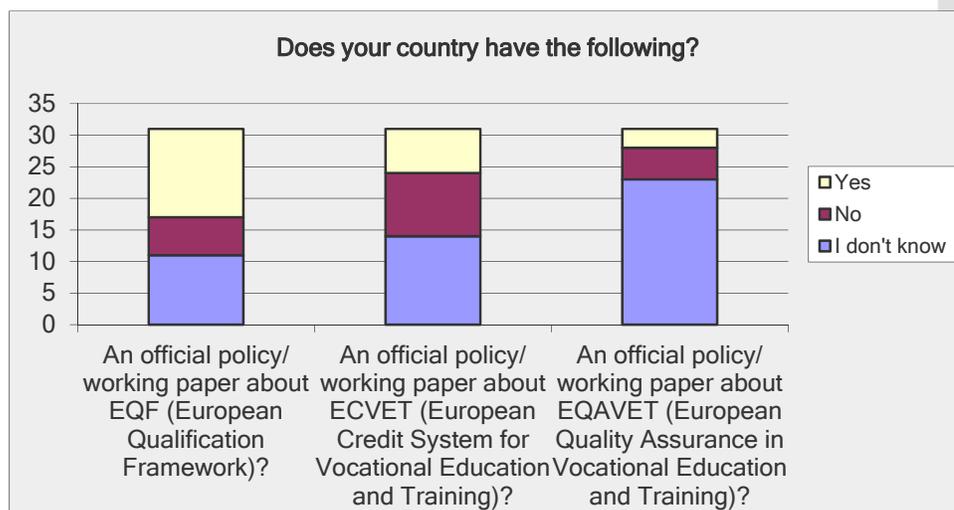

Figure 3 National agendas in Greece

Main gaps for the successful implementation of EU tools in Greece

The research revealed a wide field of gaps that should be overcome in order to achieve a successful implementation of the three EU tools in Greece. The dominant gap has to do with the lack of knowledge and information. There is a great ignorance regarding the function of EQF, ECVET and EQAVET and a significant percentage of the participants believe that the national authorities and the responsible institutions should provide more information in order to bring up to date all the stakeholders and VET providers and that people should be trained in accordance to these EU tools in order to get acquainted with them and use them.

Another gap is the lack of legislation regarding these tools. A related to the EU tools legislative framework isn't implemented yet. This will be a focal point for the complete and successful implementation of the three transparency tools and would help in the direction of these efforts.

References were also made to the collaboration between the different responsible departments that should be advanced and of course to the lack of financial resources regarding the trainings/ workshops and the training facilities that should be developed.

Ireland

Implementation: Motivations, strengths and challenges

From the research conducted with local stakeholders in Ireland it is evident that a significant majority of respondents had no prior experience or working knowledge of EQF, ECVET and EQAVET within the VET sector and struggled to identify meaningful responses as to how they could be motivated to use these instruments within their daily training activities.

When asked about the challenges of developing a culture of EQF-ECVET-EQAVET within their organisation, there was a general response that a targeted and tailored information campaign would be needed, supported by a practical training programme identifing the responsible bodies for these instruments and demonstrating how these instruments could be relevant and supportive to the work of practitioners and trainers within VET. Concerns were voiced as to how these EU level instruments can fit within an Irish system that is somewhat underdeveloped and not ready to accommodate them at present. Many of the respondents stated that to overcome the challenges, the need for leadership at the top level and willingness to modify and change current practices to reflect the EU tools was required. Finally when asked specific as to the challenges when trying to implement these EU tools in VET in Ireland, there was a general argument put forward that the Irish VET system (known as FET – further education and training) is based on a credit system rather than a VET systems based on learning outcomes. This for participants presented a major issue without any real alternatives highlighted that could outcome this in the short-term.

National Agendas on EQF, ECVET, EQAVET

Ireland was one of the first EU country's to benchmark and reference its National Framework of Qualifications against the European Qualifications Framework in 2008. However in relation to ECVET and EQAVET the approach and adoption of these instruments at a national level is somewhat more fragmented and it is unclear if there is a prescribed national agenda and timeline for the implementation of these instruments across VET provision.

Throughout the research process it was highlighted that the VET system in Ireland is well suited for the implementation of ECVET, with learning outcomes being central to the regulation of the vocational education system. The curriculum for each module (part of a major or minor award) identifies the knowledge, skills and competences expected at

the end of the training, while providers can exercise greater discretion with regard to other aspects of the learning process. A number of respondents indicated that there are a range of stakeholders working to demonstrate how ECVET could be implemented with the support of the Erasmus+ programme. Through the interviews, focus groups and survey it emerged that at practitioner level, there is little concrete information available as to the implmentation or national agenda in support of EQAVET across VET provision within Ireland. According to the online survey, 22 out of 30 participants stated that they did not know if there is an agenda for EQAVET. Some respondents stated that to their knowledge "there is no plan or evidence to support the implementation of EQAVET in Ireland" however other determined that "there are number of commitments to quality within the VET system laid down in Irish policy documents but little to support or evidence EQAVET in practice." These views are captured in the results of the questionnaire as highlighted in the diagram above. Quality and Qualifications Ireland are responsible for the accreditation of training provision and learning within the VET system in Ireland. QQI prescribes very strict and comprehensive guidelines for VET and many of the principles that underpin EQAVET are presented in the Irish Quality Standards.

The results of the online survey regarding the existence of an official policy or working paper regarding the three EU tools in Ireland, can be found in the graph below.
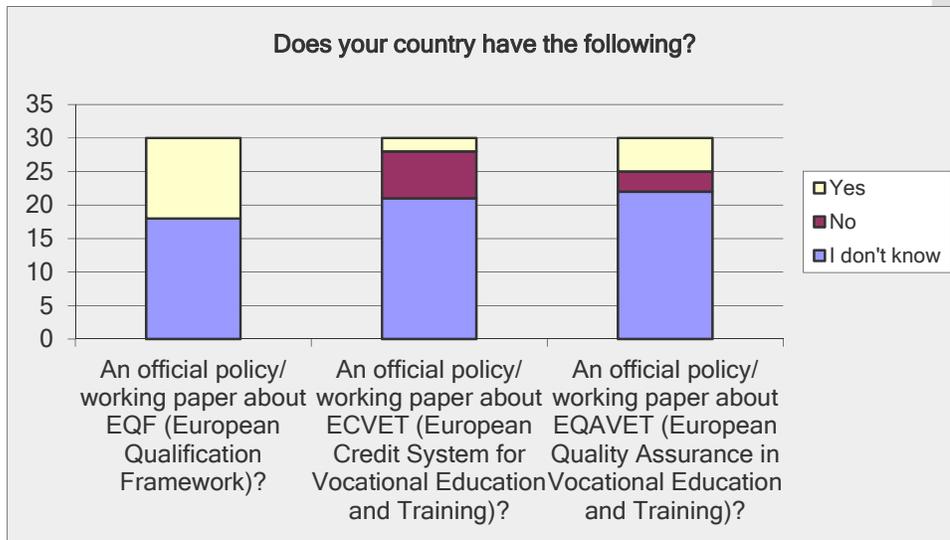
Figure 4 National agendas in Ireland

Main gaps for the successful implementation of EU tools in Ireland

In Ireland at present it was difficult through our research process to identify and present a value proposition for these tools at practice level that makes sense. The policy framework at national level needs to change and there was an argument put forward "that the EU tools are just too late". VET has been around for decades, and national systems have developed without any EU tools/frameworks to benchmark against - "the retrofitting of these now is often not possible."

When asked to consider the implementation of these tools at organization level, the fact that the training organizations where not required to deliver training offers in line with ECVET or training provision benchmarked against EQAVET, acted as a de-motivating factor. QQI was seen as the most appropriate stakeholder for the ATTRACT VET project to engage with as they have the power and influence to affect change if a policy and legislative change was required at national level.

Latvia

Implementation: Motivations, strengths and challenges

The three research tools yield slightly different results as regards respondents' awareness and knowledge about EU transparency tools - EQF/ ECVET/ EAVET. Those respondents who are responsible for or are engaged in different working groups responsible for national policies and methodologies are well informed, however majority of VET practitioners do not know much about these instruments. Although, around half of all online survey respondents answer that they are aware of EU transparency tools, they also admit that their knowledge about these tools is between medium and low and they do not apply these tools in practice. Online respondents mention legislation, policy-strategy level challenges, inadequate financing, and practitioners' level of awareness as the main challenges in implementing VET EU tools.

The challenges mentioned in online survey do not contradict with those mentioned in interviews and focus group discussions where respondents consider lack of legislation and finances as main challenges.

Policy decision maker representatives from focus group consider that low practical application of EU tools among VET practitioners is understandable at this stage, because VET Education Law stipulates transition period and practical implementation of tools will start only in 2017.

Respondents consider that the main strengths in implementing EU tools in Latvia are the following: current VET curriculum reform, including development of learning outcomes based VET programs; established EU tools reference or coordination points; each VET school has appointed persons dealing with EU transparency tools; awareness raising events are organized by the coordination points.

National Agendas on EQF, ECVET, EQAVET

Research shows that about half of respondents think that EU transparency tools are on national agenda in Latvia and they are informed about implementation process. Most probably those are VET practitioners who have been involved in different working groups, have attended awareness raising seminars about transparency tools or have participated in related EU projects. They are aware that EQAVET recommendations have been integrated into school evaluation criteria; that new learning outcomes based programmes are being developed; that policy makers work on new legislation regarding EU tools; that there are responsible institutions coordinating these processes, etc. But 19 out of 35 participants stated that they are not aware of an agenda for EQAVET. Most comprehensive answers regarding implementation of transparency tools were received from focus group and interview participants, because majority of them deal with these issues on everyday basis. They mention that at this stage focus is on development of legislation; organization of stakeholders' awareness raising events; development of methodological and informative materials.

The results of the online survey regarding the existence of an official policy or working paper regarding the three EU tools in Latvia, can be found in the graph below.
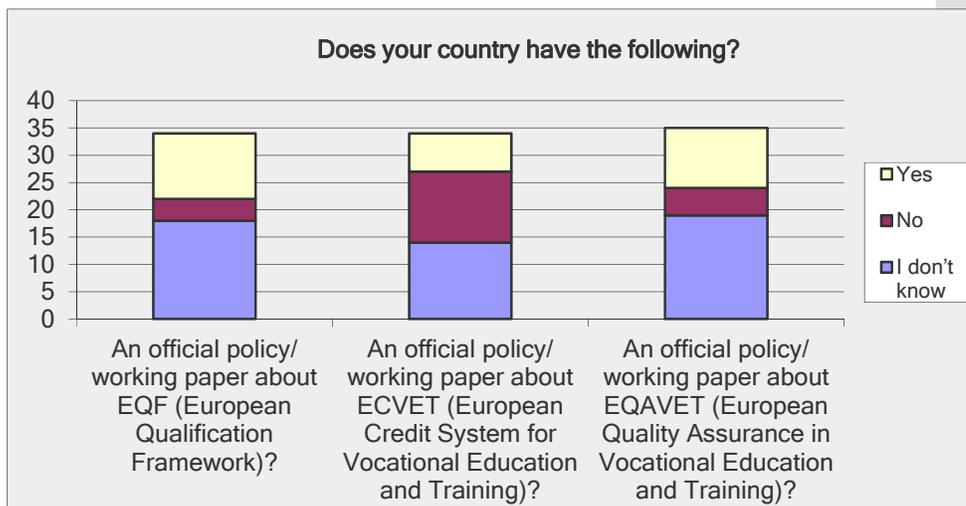

Figure 5 National agendas in Latvia

Main gaps for the successful implementation of EU tools in Latvia

The research revealed that the majority of respondents considers the lack of knowledge and information about these tools as a significant gap and would be interested to participate in training.

Another gap mentioned by survey participants was the lack of legislation. Although, the main laws already stipulate implementation of EU transparency tools, Cabinet Regulations and methodologies are still not in place.

Although the existing curriculum reform supports the development of learning outcome-based modular programs, half of respondents think that the implementation process is too slow.

Other gap mentioned by respondents relates to the lack of cooperation on different levels (school level, national level, etc.)

Portugal

Implementation: Motivations, strengths and challenges

Through the study carried out it can be concluded that about 48% of the stakeholders never had professional experience related with the three transparency tools EQF, ECVET, EQAVET, 34% don't know and 18% indicate yes. We can also see that Training Entities, already apply the instruments, especially because it's part of the requirement for being a Certified VET Provider by the Entity Certification System for Training (DSQA).

Despite the requirements, for VET Providers it's important to have a global dimension and create a European Culture which will share experiences, knowledge and culture and will also be able to contribute to the increase of European mobility, the recognition of training and more career and job opportunities. VET Providers, VET Schools and Public

Schools are already working to the goal of being certified in terms of Quality so that the deadline of the implementation of the tools can be as planned.

The main challenges identified in this implementation were mainly the need for more Human and Financial Resources availability, the lack of information and training on the theme, not only to the stakeholders but also for the general public.

National Agendas on EQF, ECVET, EQAVET

With the goals of transparency and comparability of qualifications, recognition of learning outcomes and the increasing value of competences, the National Qualifications Frameworks (NQF) started to be established in 2007 with the implementation of the Legal Regime for the National Qualifications System - NQS (Decree Law 396/2007), in which there is already a reference to the correspondence with the European Qualifications Framework (EQF). A National Qualifications Catalogue was created in order to establish standard and uniform training units (by levels of qualification), by ensuring that a particular qualification (for example technical dyeing) the same program is delivered to the trainees, regardless of the educational institution. The NQS encompasses all the entities of the training and education system, including those in the higher level.

Portugal has a national agenda regarding ECVET, although there's no conclusion date to the process. In vocational education and training courses are already structured training units, according to the National Qualifications System, which facilitates the allocation of credits. Vocational Schools have to adapt their curricula to the national framework during 2015/2016. In higher education there is a policy and practices well implemented mainly with the Bologna process. However, educational institutions and professionals

do not have the necessary training or information to contribute more actively on the building of a unique European Credit System. According to the graph below, 18 out of 26 online survey participants responded positively when asked if there is a national agenda for ECVET in Portugal.

Regarding EQAVET, the analysis of the research leads us to the conclusion that there is a national agenda established. However most of the respondents (13 out of 26 according to the online survey results) don't know if there is a national agenda about it. VET providers have this instrument partially implemented because it is one of the requirements of the Certification process. VET Schools, by the end of 2016 must have a quality system aligned with EQAVET standards and their Association (ANESPO) is working in partnership with ANQEP (current National Reference Point) to achieve this goal.

The results of the online survey regarding the existence of an official policy or working paper regarding the three EU tools in Portugal, can be found in the graph below.
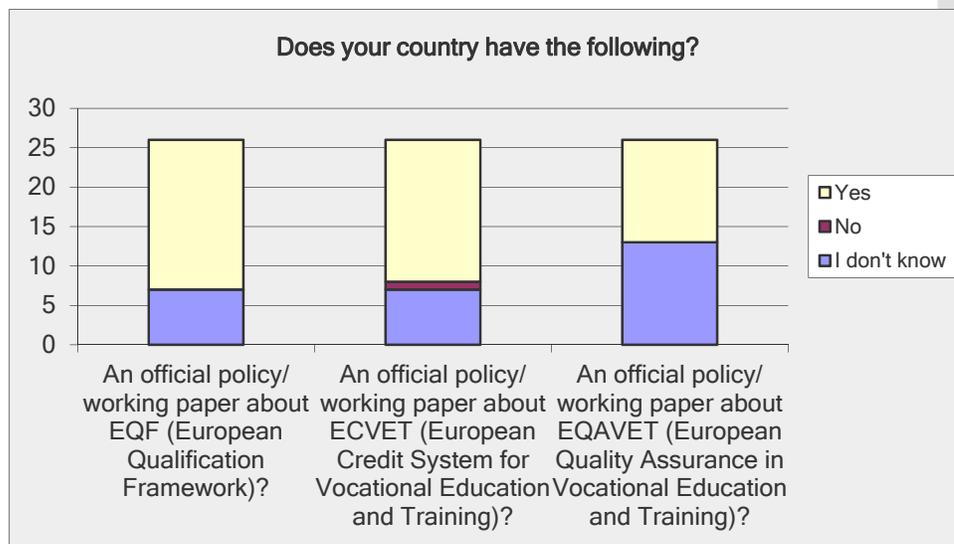

Figure 6 National agendas in Portugal

Main gaps for the successful implementation of EU tools in Portugal

The main gap pointed out is the lack of a national dissemination plan for the implementation of these instruments by the responsible institutions in order to raise awareness. There is also a lack of commitment from the political leaders of governmental departments responsible for their implementation / promotion.

It is necessary to create documents, guides, procedures and regulations in the Portuguese language, as well as provide video and collaborative digital platforms in order to make information more practical and simple for all stakeholders. Stakeholders,

VET Providers, VET Schools and staff working in this instruments must have access to training opportunities in accordance to these tools so that the awareness can be reached and that the message can be transmitted to the target audience. Also there's another important resource, the increase funding needed to implement these tools.

Sweden

Implementation: Motivations, strengths and challenges

In Sweden, a lot of the stakeholders who were involved in the research have never participated in projects regarding the three transparency tools EQF, ECVET, EQAVET. Almost all of the participants said that they had no useful knowledge related to it.

The first distinct challenge regards the lack of knowledge by the majority of stakeholders, as well as the lack of expertise in the field of EU tools. A major problem is the difficulty in finding the required helpful information for implementing EQF/ ECVET/ EQAVET and the fact that there are no clear instructions on how to use these tools. Furthermore, some difficulties in promoting the collaboration/communication between

all the stakeholders can be clearly identified due to the fact that there are many of them involved in the VET sector. This can be seen as a challenge, because each of the stakeholders has a different vision, making it more difficult to follow a common path.

National Agendas on EQF, ECVET, EQAVET

The EQF is from the 1st of January 2016 implemented in the Act of Education in Sweden and the national version is named SEQF (www.seqf.se). The implementation on a national level is however still not fully implemented on a local level but the process has started.

Regarding ECVET, according to the graph below, 12 out of 20 participants in Sweden aren't aware of any legal document or official working paper about the specific tool. Most of them responded negatively when asked if there is a national agenda for ECVET in Sweden. It still needs to be implemented and today it´s not a tool in Swedish VET that is used in a way worth mentioning.

About EQAVET, just like ECVET, 12 out the 19 participants responded that they didn't know if there is a national agenda for it. They don't know if there is an official policy or at what level and phase is its implementation. The rest of the participants of the online survey (7 out of 19) responded negatively when they were asked if they are aware of an EQAVET agenda in Sweden. However local versions of QA (Quality Assurance) exist and the Act of Education and also the National School Inspectorate has a key role in QA (Quality Assurance) of VET. The results of the online survey regarding the existence of an official policy or working paper regarding the three EU tools in Sweden, can be found in the graph below.
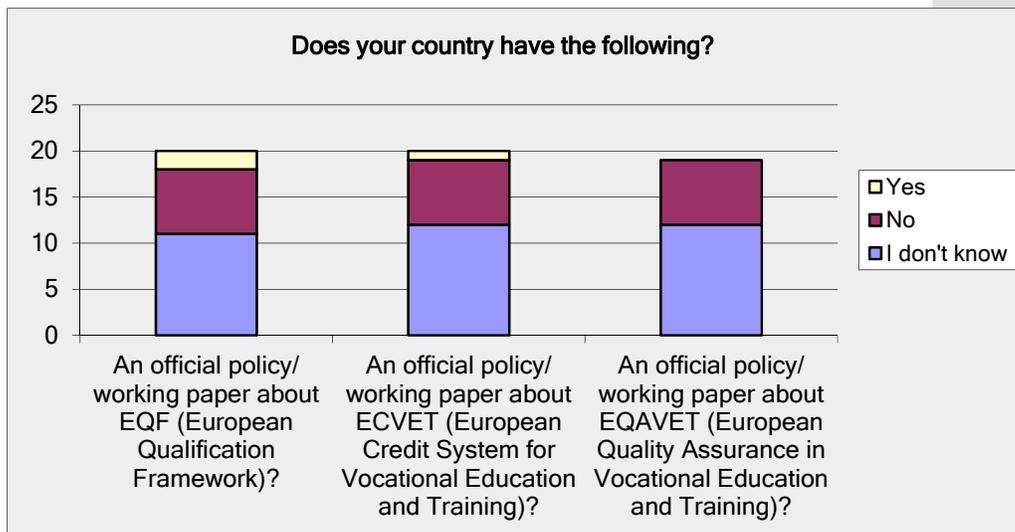
Figure 7 National agendas in Sweden

Main gaps for the successful implementation of EU tools in Sweden

The research revealed numerous gaps that should be overcome in order to achieve a successful implementation of the three EU tools in Sweden. The most important gap has to do with the limited political decision making and the lack of EU tools-related legislation. There is no clear policy framework for these EU tools that defines what should and should not be followed. In addition, most of the participants stated that the national authorities and the responsible institutions should provide more information and guidelines about these EU tools, in order to bring up to date all the stakeholders and VET providers and that people should be trained in accordance to these EU tools in order to get acquainted with them and use them.

Another gap is the lack of knowledge regarding these tools and that the Act of Education in Sweden is not aligned with EU tools. Even if some of the participants knew about these tools, a large segment of them didn't know if these EU tools exist and how they

are used in Sweden. Again, the responsible bodies should provide more information both to the public and to the relevant institutions, in order to make it more appealing for them to adopt these tools in their organizations.

Finally, the research revealed that the trainers are not adequately trained to use these EU transparency tools and that more financial resources should be provided for the VET sector. The different responsible departments should consider the development of training facilities that would offer the chance to the VET trainers to be trained in accordance to these EU tools.

Comparative analysis of gaps and challenges in implementing EQF-ECVET-EQAVET

Topic 1 – Implementation: Motivations, strengths and challenges

Throughout the key national findings, various motivations, strengths and challenges were identified, concerning the implementation of EU instruments. Most of the countries stated that the main motivations for implementing these EU tools is to increase the transparency and comparability of learning outcomes for people with different national backgrounds and to provide them with more career and job opportunities. In addition, these tools can be used to promote lifelong learning, to enhance mobility and the services of each organization or institution. In some countries though, such as Ireland and Latvia, the majority of the respondents didn't know much about these instruments, so they had difficulties in identifying any possible motivations for implementing and using these instruments in their daily training activities.

Moving on to the identified challenges regarding the implementation of EU tools in each country, it is quite obvious that they do have some themes in common. To begin with, one of the main challenge regards the lack of knowledge and expertise in the field of EU tools, by the majority of the stakeholders. Most of the stakeholders mentioned that there is a general difficulty in finding the required information and instructions on the use and implementation of EU tools such as EQF, ECVET and EQAVET in their country. Furthermore, another challenge which is worth considering is the fact that there aren't any clear advantages of using these EU instruments and the fear that it will lead to an increase of bureaucracy and administrative burden. In addition, the process of reforming the curricula to meet the requirements of EU tools, will probably be time and cost consuming for the institutions, making it more difficult

to follow this path, without any clear future advantages. Greece also stated that the necessary financial resources do not exist for this purpose and Ireland expressed its concerns on how these tools can fit in the Irish system which is somewhat underdeveloped at present.

Topic 2 - National Agendas on EQF ECVET EQAVET

This topic aims to describe the national agendas on EQF, ECVET and EQAVET in all the seven countries which participate in the project and their level of implementation in the Vocational Education and Training (VET) sector.

Starting with the European Qualifications Framework (EQF), Austria according to the research, has a national agenda for EQF, which mainly focuses on the formal education sector but it still faces some obstacles regarding the adaptation of the NQF and the recognition of specific qualifications. EFQ in Cyprus though, is still under development but in the late stages of its final approval. The research showed that EQF in Cyprus has been partially implemented as the enactment of legislation is still pending, but the development has reached a satisfactory level though. Similarly, in Greece there is a national agenda for EQF but it has only been partially implemented as the enactment via legislation is still pending. But both Cyprus and Greece have successfully prepared National Qualifications Framework (NQF) and aligned it with EQF. When it comes to Ireland, it should act as an example for other countries to follow, as it was one of the first EU countries to benchmark and reference NQF against EQF back in 2008. In Latvia, on the other hand, only half of the respondents think that there is a national agenda for EQF, so the status and level of implementation is not very clear. Like in Ireland, Portugal has managed to establish a National Qualifications Framework (NQF) in 2007 with the implementation of the Legal regime for the National Qualification System

(NQS) (Decree Law 396/2007), in which there is already a reference to the correspondence with EQF. Finally, in Sweden, EQF is implemented from the 1st of January in the Act of Education and the national version of it is called SEQF (www.seqf.se). Even if it is not fully implemented yet, the process has already started and has the potential to grow effectively.

Moving on to ECVET, Austria's national agenda is still under development and the recognition of qualifications gained abroad only exists for the tertiary level in form of ECTS points, but not for the vocational education context. In Cyprus, according to the research conducted, most of the participants are not aware of any official working paper for ECVET. Some of them stated that it is partially implemented, since there is a reference in legislation for it, but institutions are not using it, even if they have the ability to. In Greece, most of the participants are not aware of any official working paper for ECVET, just like in Cyprus. The procedures for ECVET implementation have started by EOPPEP and it is therefore partially implemented but not completed yet. In Ireland, in Latvia and in Sweden it is not clear whether there is a national agenda for ECVET, since the research could not support the existence of any legal document or official working paper. Some of the respondents, though, in Ireland stated that some of the stakeholders are working to demonstrate how ECVET could be implemented with the support of the Erasmus + programme. On the other hand, Portugal has a national agenda for ECVET but no date is provided for the finalization of the process. In Vocational Education and Training (VET), the courses are already structured according to NQF, which eases the allocation of credits. Moreover, the vocational schools in Portugal will have to adapt their curricula to the NQF during 2015/2016. Taken Portugal as an example to follow, the adaptation of the curricula in vocational schools should be implemented in the rest of the EU countries the soonest.

The EU transparency tool called EQAVET, which is responsible for the Quality Assurance in Vocational Education and Training, has also been researched during the data collection process. In most of the countries, the respondents were not able to provide an answer, mainly because they didn't know whether a national agenda or an official working paper exists for EQAVET. More specifically, in Cyprus and Greece, most of the participants stated that they were not aware of any national agenda for EQAVET, neither the level of its implementation. But in both countries, some participants mentioned that some actions have been done by the relevant authorities, without being able to provide more information though. In Ireland, the situation is quite similar to Cyprus and Greece. There is little concrete information available about a national agenda for EQAVET or the level of its implementation. But in Ireland, Quality Qualification Ireland (QQI), provides strict and comprehensive guidelines for VET and includes many of the principles that are presented in EQAVET. Additionally, in Sweden, even if most of the respondents stated that they didn't know the status and the level of implementation of a national agenda for EQAVET, some of them reported that some local versions of Quality Assurance (QA) exist and that the National School Inspectorate also plays a significant role in QA in VET. In Latvia, EQAVET recommendations have been integrated into school evaluation criteria and new learning outcome based programmes are being developed. Latvia's example should be followed from all the EU countries who still do not have an integrated agenda. Finally, in Portugal EQAVET is partially implemented.

Based on the conducted research we can clearly notice that there are various countries which do not have a national agenda for some European transparency tools, or their agendas are still under development. Even if in most countries the participants stated that the vocational education and training policies and programmes are partially aligned with the needs of VET, the implementation of these European tools in the

aforementioned countries obviously stands at a low level. Below, to the next topic, the main gaps for the successful implementation of EU tools will be presented and discussed in detail.

Topic 3 - Main gaps for the successful implementation of EU tools

This topic is dedicated to the main gaps for the successful implementation of the three EU transparency tools in the seven countries which participate in the ATTRACT-VET project. The gaps around these countries share much in common, since the implementation level in most of these countries stands at a low level.

To begin with, almost all the countries reported the lack of knowledge and information about the three European transparency tools as a main gap for the successful implementation. There is a great ignorance regarding their functions and the way of their appropriate implementation method. Most of the participants stated that they had difficulties in finding both general information and information regarding the implementation of these EU tools. The purpose of these tools is not clear, so it is not appealing for eveyone to adopt and use them in their daily activities. In addition, another gap that was revealed in most of the countries, is the lack of the necessary legislation to support these EU tools. In all the participant countries, there is no clear policy framework and even if some of them do have, the regulations and methodologies are still not in place. Definitely, the implementation follows a slow rate on all these countries which can be considered as an obstacle in the adoption of these EU tools. Generally, there is a lack of a national dissemination plan for the implementation of EU tools by the responsible authorities, which would help in raising the overall awareness of these transparency tools.

Another gap that blocks the successful implementation of EU tools such as EQF, ECVET and EQAVET, as indicated from our research, is the lack of training and financial resources allocated for this sector. The responsible bodies are still not providing the adequate financial resources for the promotion and development of the EU tools as it should. In addition, the training programmes offered on these EU tools, as well as the training facilities are quite limited across the EU participant countries, something that definitely needs to change if the implementation of these tools is to be successful. Furthermore, Cyprus and Ireland stated that the change of mind sets is a significant gap to be taken into consideration. Private colleges and universities in Cyprus are not willing to transform their curricula according to EU tools. This is mainly due to the general belief that the transformation process will be time and cost consuming for them, with no obvious advantage over the currently used system and it will also lead to bureaucracy. So, as a result, even if there is a national agenda of EU tools in those countries, the willingness to adopt and retrofit them, from the side of the stakeholders is quite limited. These are the main gaps that block the successful implementation of EQF, ECVET and EQAVET in the seven participant countries. In the next section, some recommendations for improving the overall situation, based on our research, will be presented and analysed.

Recommendations for the development of ATTRACT-VET curriculum

In this section, a number of recommendations from the participant countries will be presented, for improving the main gaps of EU tools implementation, based on the research conducted. The respondents were asked to provide recommendations that would help in the overall implementation of the three EU transparency tools. The most proposed and important recommendations that have arisen, according to the respondents, are the following:

Recommendation 1 – More information about EU tools should be made available

The main recommendation that derived from the research, is that the responsible bodies should provide more information about the three European transparency tools. The information may include guidelines on how the tools can be used and implemented and also refer to the advantages of using these tools, rather than the traditional systems that are used at the moment, in order to make them more appealing to the public. According to Portugal, it is necessary to create documents, guides, procedures, videos and regulations in order to make information more practical and simple for all the involved stakeholders. So, it needs to become clear to the stakeholders that the use of these EU tools will eventually improve their services, and promote mobility and lifelong learning.

Recommendation 2 – More financial resources should be provided

All the participant countries proposed that the responsible bodies should provide more incentives such as additional financial resources for the promotion of the tools. The financial resources will be exlusively used for the empowerment of the VET

stakeholders. These financial resources could act as an incentive to the involved VET stakeholders, who are currently not adopting these EU tools due to financial concerns.

So it is quite crucial that the experts on Vocational Education and Training (VET) all around Europe, should be further supported financially, in order to adopt and use the EU transparency tools in order to provide services of a higher level, all in accordance to EU standards.

Recommendation 3 – More training opportunities should be developed

All the participant countries also agreed that the responsible bodies should provide more training opportunities to the relevant stakeholders such as trainers and practitioners. They proposed the development of additional training facilities and workshops related with Vocational Education and Training (VET) which would definitely help in addressing the gaps related to the implementation. In this way, the people who are involved in the VET sector will have the opportunity to enhance their knowledge on these European tools through training, so they can pass this knowledge to other people later on.

Recommendation 4 – Development of a clear policy framework for EU tools

In countries where national agendas of these tools do not exist or are still under development, like Cyprus, Greece and Ireland, a clear policy framework for these tools should be developed by the responsible authorities. A clear legal framework could ease the overall implementation process and help the relevant stakeholders follow the correct procedure of implementation as well. So, according to the proposed recommendations, the policy makers need to evaluate the existing policies regarding these tools and then make a concrete decision in order to improve them and help the relevant stakeholders in their implementation. The responsible authorities can use as a reference the national agendas of other EU countries who have already implemented

these tools in a successful way. By studying those already implemented agendas, they can identify the weaknesses of their own agendas and legal frameworks, so they can adjust them to function properly and become easier and more appealing to implement.

Recommendation 5 – Reformulation of curricula

Another recommendation which could help in addressing the gaps related to the implementation of these EU tools is to reformulate the existing curricula so it will be aligned with the needs of VET. At present, in almost all the participant countries, the curricula of both the public and private VET institutions is not aligned with the needs of these EU tools. For example, in Cyprus, all the private institutions, use the system of ECTS points and credits instead of ECVET ones. They are unwilling to use ECVET credits because they believe it would be time and cost consuming and would also lead to additional bureaucracy. So, these institutions should be offered some extra incentives from the responsible authorities, in order to start transforming their curricula in accordance to the aforementioned EU tools. The advantages of using these tools should be made as clear as possible, so it will enable them to identify what the short term and long term benefits would be for them.

Recommendation 6 – Cooperation with other EU countries

As most of the countries proposed, it is also crucial that a cooperation between the EU countries exists. The countries that do not have complete and functional national agendas for these EU tools, could cooperate with other EU countries which have already implemented successfully the aforementioned transparency tools. These countries could share some guidelines that can be used for implementation purposes and could definitely help the rest of the countries in need.

National Stakeholders Map

Austria

Organisation/ VET practitioner (please specify)	REMIT *	Website (if applied)
ECVET in Österreich	National	www.ecvet-info.at
OeAD Nationalagentur Lebenslanges Lernen	National	www.lebenslanges-lernen.at
ARQA-VET Österreichische Referenzstelle für Qualität in der Berufsbildung	National	www.arqa-vet.at
AMS AusländerInnenberatungsstellen Arbeitsmarktservice	National	www.ams.at
AST–Anlaufstelle für Personen mit im Ausland erworbenen Qualifikationen	National	www.berufsanerkennung.at
BMBF Bundesministerin für Bildung und Frauen	National	www.bmbf.gv.at
Sozialministerium	National	www.sozialministerium.at
waff – Beratungszentrum für Beruf und Weiterbildung	National	www.waff.at
Wirtschaftskammer Wien	Regional	www.wko.at
The Skills Group GmbH	Local	www.skills.at
Wien bewegt	Local	www.wienbewegt.at
NEBA Netzwerk Berufliche Assistenz	National	www.neba.at
GCN Consulting	National	www.gcn.at
Ferdinand Porsche FernFH	Regional	www.fernfh.ac.at

*Local, Regional, National, European, International

Cyprus

Organisation/ VET practitioner (please specify)	REMIT *	Website (if applied)
INNOVADE LI/Researcher	National	Not applicable
Director of Cyprus National Agency/ Dr. Antroulla Papanastasiou	Regional	Not applicable
Administrator/Senior Officer	National	Not applicable
Manager	National	Non applicable
Director of KES COLLEGE / Mr. *Demetrios Englezakis*	National	Not applicable
European University Cyprus/Teacher	Regional	Not applicable
Administrator	National	Not applicable
Human Resource Development Authority/Manager	Regional	www.hrdauth.org.cy
Apostolos Varnavas Special School/ Principal	National	Not applicable
Principal	National	Not applicable
Administrator	National	Not applicable
Director of Secondary Technical and Vocational Education / Elias Markatzis	Regional	Not applicable
Researcher	Local	Not applicable
Cyprus Productivity Centre (CPC)/ Coordinator of the Technical Vocational Training Sector of the CPC	Regional	www.mlsi.gov.cy/kepa

*Local, Regional, National, European, International

Greece

Organisation/ VET practitioner (please specify)	REMIT *	Website (if applied)
Trainer	Regional	Not applicable
Project Manager	Local	Not applicable
Expert	National	Not applicable
Trainer	National	www.eurotraining.gr
Trainer	Local	Non applicable
Manager	Local	Not applicable
Researcher	Regional	Not applicable
Team leader	Local	Not applicable
Municipal lifelong learning Center	Local	www.kekda.gr
Youth and Lifelong Learning Foundation	National	www.inedivim.gr
Vocational Training Center	Regional	www.epimorfotiki.gr
Educational Organization	National	Not applicable
Adults educational Center	Local	Not applicable
Hellenic Professional Chamber	National	www.eea.gr
State Scholarships Foundation	European	www.iky.gr
Vocational Training Center	National	www.emigroup.gr
Educational Institution	Regional	www.sae.edu
National Organisation for the Certification of Qualifications and Vocational Guidance	National	www.eoppep.gr
Vocational High School	Local	Not applicable

*Local, Regional, National, European, International

Ireland

Organisation/ VET practitioner (please specify)	REMIT *	Website (if applied)
Martin Cooper	National	n/a
Bernie Tracey	National	n/a
Francis Verling	National	n/a
Gert O'Rourke	National	n/a
Mary O'Dricsoll	Local	n/a
Sheena Hooper	Local	n/a
Sandra Hennessy	Local	n/a
Maeve Finch	Local	n/a
Terry Daly	National	n/a
Beaufort College	Regional	www.beaufortcollege.ie
Dunboyne College	Regional	n/a
O'Fiach Institute of Further Education	Regional	www.ofi.ie
St. Oliver Post Primary College	Regional	n/a
Drogheda Institute of Further Education	Regional	www.dife.info
Centre for European Schooling	National	www.europeanschooling.eu
National Learning Network	National	www.nln.ie
National Training Solutions	National	www.nationaltraining solutions.ie
Alan Breathnach - NLN Navan	Local	n/a
Miriam McQuaid - NLN Cavan	Local	n/a
Cormack Woods - NLN Dundalk	Local	n/a
John Doolin - NLN Ballyfermot	Local	n/a
Pamela Clinton - NLN Phibsboro	Local	n/a
Paul Coulter - NLN Roslyn Park	Local	n/a
John Costello - NLN Swords	Local	n/a
NLN Tallaght	Local	n/a
Suzanne McCarthy - NLN Assessment Service	National	www.nln.ie
Johnny Pettit - NLN Athlone	Local	n/a
Gary O'Neill - NLN Mullingar	Local	n/a
SOLAS	National	www.solas.ie
Louth Meath Education and Training Board	Regional	www.lmetb.ie

*Local, Regional, National, European, International

Latvia

Organisation/ VET practitioner (please specify)	REMIT *	Website (if applied)	
Aizkraukles Profesionālā vidusskola	Regional	www.apvs.lv	
Barkavas Profesionālā vidusskola	Regional	www.bavs.lv	
Daugavpils Būvniecības tehnikums	Regional	www.dbt.lv	
Daugavpils tehnikums	Regional	www.daugvt.lv	
Daugavpils Tirdzniecības profesionālā vidusskola	Regional	www.dtskola.lv	
Dobeles Amatniecības un vispārizglītojošā vidusskola	Local	www.davv.lv	
Jelgavas tehnikums	Regional	www.jelgavastehnikums.lv	
Kandavas Lauksaimniecības tehnikums	Regional	www.kandavastehnikums.lv	
Kuldīgas Tehnoloģiju un tūrisma tehnikums	Regional	www.kuldigastehnikums.lv	
Latvijas Jūras akadēmijas Jūrskola	Regional	www.latja.lv/jurskola/lja_jurskola	
Liepājas jūrniecības koledža	Regional	www.ljk.lv	
Liepājas Valsts tehnikums	Regional	www.lvt.lv	
Mālpils profesionālā vidusskola	Local	www.malpilsskola.lv	
Ogres tehnikums	Regional	www.ovt.lv	
Priekuļu tehnikums	Regional	www.pt.lv	
Profesionālās izglītības kompetences centrs "Saldus tehnikums"	Regional	www.saldustehnikums.lv	
Profesionālās izglītības kompetences centrs "Rīgas Mākslas un mediju tehnikums"	Regional	www.rsm-skola.lv	
Profesionālās izglītības kompetences centrs „Liepājas Valsts tehnikums"	Regional	www.lvt.lv	
Profesionālās izglītības kompetences centrs „Rīgas Valsts tehnikums"	Regional	www.rvt.lv/en	
Rēzeknes tehnikums	Regional	www.rezeknestehnikums.lv	
RIMAN profesionālā vidusskola	Local	www.riman.lv	
Rīgas 1. medicīnas koledža	Regional	www.rmk1.lv	
Rīgas 3.arodskola	Regional	www.3arodskola.lv	
Rīgas Stila un modes profesionālā vidusskola	Regional	www.rsm-skola.lv	
Rīgas Tirdzniecības profesionālā vidusskola	Regional	http://rtpv.edu.lv	
Sarkanā krusta medicīnas koledža	Regional	www.rcmc.lv	
Smiltenes tehnikums	Regional	www.smiltenestehnikums.lv	
Valmieras tehnikums	Regional	www.vpvsk.lv	

Vecbebru Profesionālā un vispārizglītojošā internātvidusskola	Local	www.vecbebri.lv
Ventspils tehnikums	Regional	www.pikc.lv/lv
VSIA „Bulduru Dārzkopības vidusskola"	Regional	www.bulduri.lv
VSIA „Rīgas Tūrisma un radošās industrijas tehnikums"	Regional	www.rtrit.lv
Zaļenieku komerciālā un amatniecības vidusskola	Local	www.zav.lv
Ministry of Education and Science	National	www.izm.gov.lv
State Education Quality Service	National	www.ikvd.gov.lv
SIVA koledža	National	http://www.siva.gov.lv/koledza
National Centre for Education	National	www.visc.gov.lv
EQF National Coordination Point	National	www.aic.lv/portal/nkp

*Local, Regional, National, European, International

Portugal

Organization/ VET practitioner (please specify)	REMIT *	Website (if applied)
Professional Trainer	National	Not Applied
Professional Trainer	National	Not Applied
Expert	National	Not Applied
Expert	European	Not Applied
DGERT (National Point of Reference)	European	www.dgert.mtss.gov.pt
DSQA (Certification Entity of VET Providers)	National	certifica.dgert.msess.pt
FORAVE (VET School)	Regional/European	www.forave.pt
CIOR (VET School)	Regional/European	www.cior.pt
CITEVE (Technological Center and VET Provider)	International	www.citeve.pt
LUSÍADA (Higher Education Institution)	National/European	www.fam.ulusiada.pt
ANQEP	National/European	www.anqep.gov.pt
VET PROVIDER Director	European	www.academia.citeve.pt
CQEP – Famalicão (Center for Training and Professional Education)	Regional	Not Applied
CIM do AVE (Association of municipalities)	Regional/European	www.cim-ave.pt
IEFP (Institute of Employment and Vocational Training)	National/European	www.iefp.pt
VET PROVIDER Director	European	www.forave.pt
Professional Trainer	European	Not Applied
Professional Trainer	European	Not Applied

Researcher	National	Not Applied
Manager	National	Not Applied
Professional Trainer	National	Not Applied

*Local, Regional, National, European, International

Sweden

Organisation/ VET practitioner (please specify)	REMIT *	Website (if applied)
HEA (Halsingland Education Assocation)	Regional	www.hufb.se
National Agency for Education	National	www.skolverket.se
National University Council	National	www.uhr.se
Halsinge Education	Regional	www.hutb.se
HEA CFL	Local	www.cfl.se
NITUS	National	www.nitus.se
UNESCO UNEVOC National Centre	National	www.unevoc.unesco.org
HEA CFL R&D unit	Local	www.hufb.se

*Local, Regional, National, European, International

Annexes

Interview tool

Overview

1. Is there an official definition of Vocational Education and Training in your country? If not, what's the general understanding for Vocational Education and Training?

2. Does Vocational Education and Training have a national strategy/policy in your country?

    - If yes, do you consider it comprehensive and coherent with the society's needs?

    - If not, where are Vocational Education and Training policies and/or programmes conceived, approved and implemented?

3. How is Vocational Education and Training policies and/or programmes (for example, EU funded projects) financed in your country?

4. How is the quality of Vocational Education and Training sector evaluated and assured?

5. How fragmented do you believe Vocational Education and Training is in your country?

6. Do you consider Vocational Education and Training policies and/or programmes in your country in line with the needs of the Vocational Education and Training?

Top-management motivations

7. What are the strengths and challenges of developing a culture of EQF-ECVET-EQAVET inside your organization?

National Agendas

8. Is there any national agenda for EQF in your country?
    - If yes, please provide some more information.
    - If no, do you think it should be developed? Why?

9. Is there any national agenda for ECVET in your country?
    - If yes, please provide some more information.
    - If no, do you think it should be developed? Why?

10. Is there any national agenda for EQAVET in your country?
    - If yes, please provide some more information.
    - If no, do you think it should be developed? Why?

Tacit Knowledge

11. Is the staff of your organization aware of EU tools such as EQF-ECVET-EQAVET? If yes, what skills do they have on these EU tools?
12. In which way is the knowledge of your organization shared between the staff? (workshops, seminars, internal meetings, internships)

Previous Experience

13. Does your organization have any previous involvement in projects relevant to EQF-ECVET-EQAVET? If yes, please provide some more information.

Key knowledge, skills and competences

14. What are the key knowledge, skills and competences required for a successful implementation of these EU tools?
15. Does your organization have any of these in order to successfully implement EU tools?
    - If yes, please provide some more information.
    - If not, what do you think it should be done in order to improve the overall situation in your organization?

Gaps

16. What do you think are the gaps for the successful implementation of EU tools in an /your organization?
17. What do you think could be done, in order to address these gaps?

Challenges

18. What are the challenges for an organization, when trying to implement EU tools such as EQF-ECVET-EQAVET? Please provide some more information on the possible challenges that may arise.
19. What are the main challenges you have in conceiving, approving and implementing Vocational Education and Training policies?

Resources

20. Which resources could be used in order to address these gaps and challenges, when implementing EU tools such as EQF-ECVET-EQAVET?
21. How important do you think is the role of those resources in the overall implementation phase?

Conclusion

22. What are your suggestions to improve the Vocational Education and Training sector in your country?

23. Is there anything else that you would like to add regarding Vocational Education and Training in your country?

Focus Group Tool

Project Objectives:

- Explore the European EQF-ECVET-EQAVET tools and related resources
- Analyze the gaps and challenges of VET providers which they are facing for implementing and using the EQF-ECVET-EQAVET tools within their organizations and daily practice at work
- Develop a new, innovative and multidisciplinary approach in order to empower VET providers to use the existing European Tools
- Modernize and improve the level of quality, excellence and attractiveness of their VET organizations

Aim of the Focus Group:

- To gather data in order to better understand the gaps and challenges that VET providers are facing for implementing and using the EQF-ECVET-EQAVET tools within their organization and daily practices.
- To supply invaluable information to guide partners during the development of other intellectual outputs.

Focus Group Questions

1. What is the status of / national agenda regarding VET in your country?
2. Is there enough information provided about the EQF/ECVET/EQAVET in your country? If not what do you think should be done?
3. Do VET providers in your country follow a common line/ policy at their services in your country? If yes, how that has been achieved? If no, what do you think is missing in order to be achieved?
4. What do you think is the main motivation for an organization to use these EU tools?

5. What do you think are the gaps when trying to implement these EU tools in VET in your country? (e.g. not enough knowledge about these tools, no documents or regulations, etc.)

6. What do you think are the challenges when trying to implement these EU tools in VET in your country? (e.g. legal challenges, financial challenges, lack of training, level of awareness, etc.)

7. What do you think could be done to address these gaps and challenges in your country? (e.g. more training, reformulation of curricula, etc.)

8. Have you ever followed a training/ workshop on how to implement the EU tools? If yes, please describe to us which are the key points. If no, how do you think that would practically help you?

Online Survey

For the online survey, Survemonkey was used. Due to the extent of the survey, only the links to the surveys for each country will be provided below. The links are the following:

Austria - https://www.surveymonkey.com/r/N7MQWBZ

Cyprus - https://www.surveymonkey.com/r/N7X8C3R

Greece - https://www.surveymonkey.com/r/N7XFDNL

Ireland - https://www.surveymonkey.com/r/N7NSMB8

Latvia - https://www.surveymonkey.com/r/N7FYZZK

Portugal- https://www.surveymonkey.com/r/N73T3G7

Sweden - https://www.surveymonkey.com/r/N7GRMVR