



# **Transnational Recognition of European Certification in Vocational Education and Training TRECvet**

Final Report

Public Part



## Project information

Project acronym:	TRECNET
Project title:	Transnational Recognition of European Certification in Vocational Education and Training
Project number:	518197-LLP-1-2011-1-ES-Leonardo-LMP
Sub-programme or KA:	Leonardo da Vinci - Multilateral Project (Development of Innovation)
Project website:	<a href="http://www.trecvet.eu">www.trecvet.eu</a>
Reporting period:	From 01/10/2011 To 30/09/2013
Report version:	V1.0
Date of preparation:	14.11.2013
Beneficiary organisation:	Sea Teach S.L.
Project coordinator:	Silja Teege
Project coordinator organisation:	Sea Teach S.L.
Project coordinator telephone number:	0034-971 648 429
Project coordinator email address:	<a href="mailto:email@sea-teach.com">email@sea-teach.com</a>

This project has been funded with support from the European Commission.

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## Executive Summary.

TRECET, a Lifelong Learning Programme Leonardo da Vinci project, started on the 1st of October 2011 and ran for 24 months. The need for the project arose as currently within the SCV (Small Commercial Vessel) maritime sector of the EU, qualifications of one Member State are not recognised by authorities in other Member States. The objective of this project was to develop a database and online tools to allow learners, trainers and decision makers to:

- simply and objectively compare qualifications and training materials from different countries;
- identify and isolate single FEs (Fundamental Elements, a unique TRECET concept) in qualifications;
- rebuild or equalise qualifications by adding or removing individual FEs;
- find differences and commonalities within different countries' qualifications; and
- create learning modules to standardise competence levels between countries' qualifications.

The five member project consortium provided combined expertise in the SCV sector, internet applications, software development, dissemination and exploitation, and general project management and included associated partners representing SCV sector decision makers from Germany, Spain and the UK who gave critical feedback for the tools developed. Initially three target groups were identified:

Target Group a): Decision makers, competent bodies and authorities within the project related countries (UK, Spain and Germany) and the SCV marine sector.

Target Group b): Students/learners (existing and potential) and professionals.

Target Group c): Trainers, institutions, SMEs and VET organisations.

Additionally the project aimed at the wider ECVET community and included it as additional target group to support the idea that the projects results can provide valuable tools in a broader ECVET context. These target groups included national licensing authorities and other ECVET experts, who were identified and introduced to the tools as they were being developed. All groups were invited to attend the end of project conference.

The project developed the 'fexTool' for the consortiums' experts in marine training. This software was used to extract Fundamental Elements (FEs), which are the smallest logical teaching blocks, from the analysed qualifications. 3,497 FEs were extracted and placed on a common data base. The TRECET Comparison Tool was then developed and embedded into the project website to provide the project's target groups and the public with a user friendly device that objectively presents commonalities, differences and unique elements in three analysed SCV qualifications. The Comparison Tool's primary function is to create the basis by which the three responsible authorities can engage in meaningful dialogue towards mutual acceptance of their respective qualifications. The tools and methodologies developed are designed to be transferable to all VET sectors with qualification acceptance problems. The tools and methodologies developed will support the wider ECVET philosophy within Europe and find numerous applications for identifying learning outcomes and for planning learning pathways within the VET sector. Any VET qualification can be added to the database to provide a cross industry comparison tool identifying workers' skills that can be moved between countries and sectors. This will provide greater job opportunities and worker mobility within the Member States. Full details of the projects aims, achievements, news, dissemination and exploitation can be found at [www.trecvet.eu](http://www.trecvet.eu).



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## 1. Project Objectives.

The specific requirement for this project arose because currently within the SCV (Small Commercial Vessel) maritime sector of the EU, professional skipper qualifications of one Member State are not recognised by the authorities of other Member States. This problem exists across the whole of the EU and limits worker opportunities and mobility.

The project examined the problem as it exists within three similar qualifications in a sample group from three Member States, UK, Spain and Germany with the aim of making these qualifications more transparent and offering tools to objectively compare them.

The main objective of the TRECNET project was to develop methodologies, on-line tools, a database and a set of database queries to allow all members of the target groups consisting of learners, trainers and decision makers, to:

- simply and objectively compare qualifications and training materials from different countries;
- identify and extract single FEs from within qualifications;
- rebuild or equalise qualifications by adding or removing individual or groups of FEs;
- find differences and commonalities within different countries' qualifications; and
- create learning modules to standardise competence levels between countries' qualifications.

To address this complex problem the TRECNET project developed the unique and original concept of the FE or Fundamental Element. For the purposes of the project an FE is defined as follows:

- An FE is the smallest subdivision of an examinable content that in itself constitutes a complete logical and coherent learning block.
- FEs can contain knowledge only (Theory) or be a combination of knowledge and skill (Practical).
- An FE is autonomous and does not contain or depend on other FEs for its existence. - The minimum pre-knowledge required to assimilate an FE is that of an average 16 year old school leaver.

By developing the tools and methodologies described above to analyse a known problem within a sample group of three countries, the project produced results and outcomes that are not only of benefit to the SCV marine sector but are additionally of great significance to the wider European VET sector. The tools have been designed to be scalable to enable them to be immediately available to accept FEs from other VET sectors.

The software allows:

- cross national and cross industry comparisons of qualifications offering workers the opportunity to migrate between sectors and countries with the minimum of retraining and requalifying,
- employers to compare skill sets available in workers from other industry sectors facilitating better and more imaginative human resource deployment, and
- examining bodies to objectively compare international qualifications.



In a fluid and uncertain financial and technological environment, employers and employees alike are having to make major re-assessments. The single skilled will be at a great disadvantage in the post crisis workplace as companies strive for greater efficiency and utilisation of employee's experience and talents. Employers and employees alike will need a means to identify, record, communicate and demonstrate available skill sets that may not be immediately apparent for emerging industries such as smart cities, energy efficiency, environmental protection, intelligent manufacturing, digital services, robotics, biotechnology and new energy.

The TRECNET FE based analytical and comparison tools and database will prove an invaluable asset for dealing with these new challenges and provide an effective means for supporting the implementation of the EU's ECVET principles. This is why the TRECNET project is of such importance.



## 2. Project Approach.

Computer systems will faithfully process all, even meaningless, input data. This, in data processing language, is referred to as "garbage in, garbage out". Consequently great care and effort was taken during the initial development stages of the project; the technical success of TRECNET was undoubtedly due to the development of robust analytical and extraction methodologies for identifying and extracting FEs from qualifications.

As would be expected within a development project, the methodologies evolved from an initial premise to a final working system over a number of progressive stages. A primary methodology for breaking the three qualifications into their smallest parts (the FEs) was developed and a Standard Analysis Procedure Handbook (SAPH) was produced. A first evaluation amongst partners identified soon that the practical application of this primary methodology showed shortfalls due to its complexity. It was therefore decided that the methods had to be reviewed, further developed and simplified without losing accuracy in its results. To complement the final methodology, an online software extraction tool, called 'fexTool', was developed to speed up and standardise the extraction process.

Each of the three country experts was allocated a password protected version of this tool to extract and place their FE results into a common database. The low risk development of this tool was justified because it added a standardised the extraction process, allowed the coordinators to view in real time the FE extractions as they occurred, and resulted in a viable database structure.

To disseminate information about the fexTool throughout the consortium and to a wider audience, a dummy online extraction tool with its own independent database, was produced for trial use by the partners and other interested parties. This tool can be accessed via <https://trecvet.eu/demo-fextool.html>.

Note: The fexTool, which was developed to standardise and speed up the FE extraction process, should not be confused with the public version of the TRECNET Comparison Tool which is the actual software for presenting and comparing FEs and thereby is one of the main deliverables of the project.

In total the experts extracted 3,497 FEs from the three analysed qualifications. These were 1.335 FEs from the Spanish "Patrón Profesional de Embarcaciones de Recreo" (PPER), 1.093 FEs from the German "SportSeeSchifferschein" (SSS) and 1.069 FEs from the British "Yachtmaster Offshore Commercial" (YM Offshore).

The German and Spanish data was then translated into English. This was followed by a detailed process where the translated data in the matrix table had to be finalised, sometimes reworded and agreed between the experts in order to achieve a meaningful result.

With this final list of data, the consortium designed a General User Interface (GUI), the TRECNET Comparison Tool, which is most user-friendly to the different target groups and provides its users with interesting and meaningful results to an array of queries.

The project website with forums and on-line Project Management System (PMS) was launched in November 2011 and can be found at [www.trecvet.eu](http://www.trecvet.eu). The website



evolved into a very professionally presented, comprehensive dissemination and exploitation tool with links to TRECNET's high profile presence on LinkedIn and Facebook, which can be found at:

[http://www.linkedin.com/groups?gid=4458856&trk=hb\\_side\\_g](http://www.linkedin.com/groups?gid=4458856&trk=hb_side_g) and  
<https://www.facebook.com/trecnet>

The secure on-line PMS with its file repository proved an indispensable tool for internally disseminating results, ideas and information amongst the project partners.

Four press releases were distributed to relevant publications in English, Spanish, German and Polish and four newsletters were sent to the target groups. In addition to this (and extra to project requirements) an informative flyer "Transnational Recognition of European Certification in Vocational Education and Training TRECNET" was produced for partners to distribute at meetings, exhibitions and other suitable events. Downloadable versions of the news letters and flyer can be found in the public section of the project website at:

<https://trecnet.eu/downloads.html>.

A high quality A5 glossy colour brochure was produced for general distribution by the partners to the projects target groups. A major dissemination and exploitation channel was the end of project conference held in Palma de Mallorca on the 20th of September 2013. The initial aim of the conference was to present the project's results, promote open discussion between effected parties and to find a solution to the problems that the project addressed. However, as the project progressed it became apparent that its outcomes would prove extremely important tools for application in a broader ECVET context. The consortium therefore decided that the Dissemination, Exploitation and Sustainability activities and the planned end of project conference would be expanded to include not only the original target groups but also more general ECVET experts. The conference attracted seventy five delegates from maritime authorities and institutions, crew agencies, crew, accrediting bodies, shipping companies, journalists and a number of experts from the ECVET community. It can be judged a significant success in dissemination and exploitation as it presented its results live to the relevant target groups. It also proved very beneficial to the sustainability of the project by bringing together previously unconnected authorities and institutions and initiating an ongoing dialogue regarding the industry problems and possible solutions. These initiatives will be accompanied by the project coordinator in the post project period and followed up in a planned future conference in autumn 2014. A summary video of the conference was made and can be found at:

<http://www.youtube.com/watch?v=3X6Bq8hNorg>

In addition to this a promotional video, "TRECNET Project Overview", can be found at: <http://www.youtube.com/watch?v=dIGt62o6Hb0> and a training video, "trecnet comparison demo" at <http://www.youtube.com/watch?v=b4bXmBwfYmM> .

A rigid self assessment policy was put in place from the outset of the project with all partners participating in the evaluation of partner meetings, project deliverables and products and a quarterly assessment of the project management. In addition to this an internal Evaluation and Monitoring Group was responsible for monitoring quality of products and deliverables, partner cooperation, communication, moral and the effectiveness of the Management Group. A major deliverable from the project was the TRECNET Comparison Tool which was evaluated and tested internally but also externally by the target groups and an independent external evaluator.



### 3. Project Outcomes & Results

#### **Data Matrix Table:**

A major achievement of the project was the extraction of 3,497 raw data elements from the three countries' qualifications being analysed. This was accomplished using the on-line software tool 'fexTool'. This software tool was developed in-house by Sea Teach and is based on the final methodologies developed which are now recorded in the final version of the SAPH (Standard Analysis Procedure Handbook). Individual password protected versions of the fexTool were allocated to each of the projects experts in their own language on the TRECET website. This allowed the experts, working independently, to extract FE data and deliver it to a common database.

Detailed information relating to the Fundamental Element principle employed by this project can be found in the public section of the website at: <http://www.trecvet.eu/project/developments/fundamental-elements.html>

#### **The SAPH (Standard Analysis Procedure Handbook):**

This document, used by the partners involved in the qualification analysis and software development, is finalised and can be found by authorised users at:

[https://www.trecvet.eu/user-resources/project-mgmt/2-trecvet/filemanager\\_pro/25-saph.html](https://www.trecvet.eu/user-resources/project-mgmt/2-trecvet/filemanager_pro/25-saph.html)

#### **TRECET Comparison Tool:**

The TRECET Comparison Tool is the main outcome of the TRECET project and successfully fulfils the projects primary objective of providing authorities with a transparent and objective tool for qualification comparison and a basis for meaningful dialogue. It is presented as a publicly available asset and can be located at <https://trecvet.eu/comparison-tool.html>. The TRECET Comparison Tool provides an objective and transparent way for the projects target groups to compare the three SCV qualifications analysed by the project, which are for:

- Germany (SportSeeSchifferschein-SSS);
- Spain (Patrón Profesional de Embarcación de Recreo –PPER); and
- U.K. (Yachtmaster Offshore Commercial).

Rather than provide a highly complex set of FE data, which would prove very difficult to interpret, the Comparison Tool presents sets of question choices to the user. When a particular choice is made, the Comparison Tool presents the user with clear and meaningful answers which are supported by data in graphical and numerical form. The questions are subdivided into four distinct sets aimed at specific target groups, with a final question of general interest to all. The information presented in answers to the questions is not only useful in showing the commonalities and differences in pairs of qualifications, but can also be used by authorities, institutions and professionals for identifying learning outcomes and plan learning pathways.

Although the TRECET Comparison Tool was specifically designed to address a problem in the SCV marine sector it is intended that it will also be used by other VET sector users to gain an insight into the benefits of the TRECET FE principles for analysing and comparing any qualification.

A user handbook has been produced for the Comparison Tool and can be downloaded from <https://trecvet.eu/downloads.html>



In addition to this a training video can be found at:  
<http://www.youtube.com/watch?v=dL1VfyKml-A>

### **Impact of project outcomes.**

Although the TRECNET software tool was developed using the case study of three similar tri-national marine qualifications, it was always intended in the long term to be scalable into a crossover skill comparator to accommodate the wider maritime industry as well as all VET sectors.

Since its original conception and the granting of funding for the TRECNET project, the world economic crisis has had a major impact on the employment landscape. In the current financial and technological environment, employers and employees alike have to make major re-assessments. The tools and methodologies developed in the TRECNET project can be applied in a wider VET context to identify where skills in one employment sector can be identified and migrated into other sectors offering greater mobility of labour and a fuller utilisation of the EU's human resources. An article explaining this conclusion can be found in the public section of the website at: <http://www.trecnet.eu/project/developments/future-workplace.html>

By its very nature a development project requires flexibility and an ability to adapt to changing circumstances. TRECNET was no exception. Some initial concepts proved untenable and alternative methodologies had to be developed and tested. The new methods developed invariably provided simpler solutions and proved more effective and robust than the original concepts. The ability of the development team to quickly identify and discard misconceptions enabled the project to progress steadily and to be completed successfully on time and within budget.



## 4. Partnerships

The TRECNET project brought together a consortium of five partners with a wide range of VET experience in the maritime and IT sectors from four European countries. This experience was effectively shared and utilised amongst the partners for the completion of the project. Three of the partners were experienced in EU funded projects within the Lifelong Learning Program which provided further benefits with regard to project management, quality, execution, evaluation and dissemination.

Although each partner was given responsibility to perform a range of tasks, certain partners were selected because of their expertise in national level qualifications in the maritime field and were therefore tasked to perform specific roles based on that national expertise; this is explained in more detail in the description of the individual partner roles that follows. Besides the benefits of creating and working together in a project partnership, the consortium members were also able to establish and enlarge their own networks by interfacing with national authorities and industry representatives throughout the project's lifetime and during the project's final conference. The project's outcomes and objectives will be sustained beyond its life by pursuing a solution to the qualification acceptance problem with national decision making institutions and by a planned follow up conference in a years time.

### The TRECNET Project Partners:

**From Spain:** Sea Teach S.L. is a Spanish Limited Company registered and based in the Port of Cala D'or, Mallorca, Spain and is the project coordinator. The company has operated within the marine sector for over 13 years as both a Sea School and as a Motor Boat Charter Business. The Sea School is recognised by the Royal Yachting Association (RYA). The RYA is the UK's national organisation responsible for issuing certificates of competence for professionals operating vessels up to 24 meters, known as the 'Small Commercial Vessel' (SCV) Sector.

#### Sea Teach's Role:

Sea Teach were the project coordinator responsible for project execution, management and monitoring the work of the partnership consortium. Sea Teach were also the lead partner in the Evaluation and Monitoring Group and the expert for the UK syllabus. Sea Teach worked together with FNB and Seebär (the experts for the Spanish and German professional qualifications respectively) in order to develop and test a methodology for analysing and comparing the three qualifications under consideration. They developed and produced a software tool (fexTool) that allowed the experts to breakdown their individual qualifications into FEs in their own language, which were then translated into a common language (in this case English). Sea Teach extracted and delivered the FE list for the UK Yachtmaster Offshore Commercial qualification.

**From Germany:** Seebär GbR is a Sea School located in Hamburg, Germany. The school offers vocational training for various qualifications within the Small Commercial Vessels category alongside pleasure boat qualifications for adult students. Seebär has worked closely with the German umbrella organisations DSV



and DMYV for the last 15 years and also works in cooperation with one of the largest Sailing Clubs in Hamburg.

**Seebär's Role:**

Seebär were a member of the Management Group and the Evaluation and Monitoring Group and were the national experts for the German national qualification. They provided in-depth knowledge on the diversity of rules, regulations and systems gained from their experience in sail training and cruising. Seebär attended meetings, supported internal evaluation, performed dissemination activities and extracted and delivered the FE list for the German SportSeeSchifferschein-SSS qualification.

**From Spain:**

FNB (The Faculty of Nautical Studies Barcelona).

FNB is part of the Polytechnic University of Catalonia. This University has 15 Faculties and schools covering all disciplines in engineering (computer, telecommunication, civil, naval, architectural, etc) and offers courses in continuous education for both in house and e-learning study. FNB offers its students the following qualifications:

Diploma in Maritime Navigation; Diploma in Marine Engineering; Diploma in Ship Systems and Propulsion; Bachelor's degree in Nautical Studies and Maritime Transport; and Bachelor's degree in Marine Engineering.

They are an institution that is directly involved in educating students for the marine sector within Spain and provide knowledge about requirements regarding the qualifications to operate vessels professionally within SCV (Small Commercial Vessel) sector.

**FNB's Role:**

FNB were a member of the Management Group and the Evaluation and Monitoring Group and were the national experts for the Spanish qualification and its pre-qualifications requirements. They attended meetings, supported internal evaluation, performed dissemination activities and extracted and delivered the FE list for the Spanish Patrón Profesional de Embarcacion de Recreo –PPER qualification.

**From Poland:**

Danmar Computers are an organisation providing vocational training in the field of IT since the year 2000. The company deals mainly with training, developing programs and training materials, consultancy, implementation of computer systems, designing web sites and applications, e-learning and e-business. Danmar has extensive experience gained from coordinating many EU funded educational projects, including Minerva, Lingua, Grundtvig and Leonardo. Danmar Computers' technical team has extensive experience in developing modern web-based e-learning applications for use in areas of education, research, process management and PLM (Product life-cycle management) systems, including integration with web 2.0 environments and multimedia technologies. Danmar Computers' mission is promoting life-long education and assuring equal opportunities of access to education for everyone with the use of modern technology and with innovative training methodologies.

**Danmar Computers' Role:**

Danmar Computers were a member of the Management Group and the Evaluation and



Monitoring Group. They were responsible for creating and maintaining the project web site and PMS (Project Management System). They were the lead developer for the TRECNET online software application called the TRECNET Comparison Tool that is used to compare the three national qualifications from Spain, Germany and the UK. They attended meetings, supported internal evaluation and performed dissemination activities.

#### **From the UK:**

C4FF (Centre for Factories of the Future)

C4FF's Maritime Education division has many years of experience in developing programmes for the education and training of merchant navy officers based on international standards. C4FF, together with other major European maritime institutions of further and higher education, have established maritime education partnerships and networks called MariFuture ([www.marifuture.org](http://www.marifuture.org)) and MarEDU ([www.maredu.co.uk](http://www.maredu.co.uk)). MariFuture and MarEDU have established programmes of cooperation to improve education and training practices in Europe, and undertake the harmonisation of merchant navy officers education and training across Europe. C4FF have instigated several EU funded projects to address specific deficiencies or problems in the maritime sector and through these projects C4FF has built up a solid network of contacts at all levels within the maritime sector.

#### **C4FF's Role:**

C4FF were a member of the Management Group and the Evaluation and Monitoring Group, they attended meetings and supported internal evaluation. C4FF were the lead partner for the dissemination work package and responsible for dissemination products and activities such as project Press Releases, Flyers, Newsletters and Brochures. C4FF managed and controlled the dissemination activities of the other project partners relating to contact with project target groups.



## 5. Plans for the Future

ECVET (The European Credit system in Vocational Education and Training), which begins its implantation process in all Member States from 2012, aims to foster recognition and transparency of qualifications by creating learning credits that are transferable between borders and qualifications. This process is often held back by a lack of trust between competent institutions.

The TRECNET tools and methodologies have been developed to overcome this problem by offering a system where qualifications and learning outcomes become transparent and comparable. The TRECNET software tool, *fexTool*, is used to break down qualifications into their smallest parts (known as FEs) and place this data onto a common database. The TRECNET Comparison Tool is then used to process and present this data as meaningful information that can be used to transparently and objectively compare VET qualification.

Within ECVET, identifying Learning Outcomes and determining how they will be assessed, validated and recognised in a Learning Agreement for mobility activities is a demanding task. With no generally agreed quality standard for the assessment of Learning Outcomes, it is difficult to establish trust between competent institutions and to move beyond “case by case agreements”.

The methodologies, database and tools developed by TRECNET have proved effective for objectively and transparently comparing similar marine qualifications with the aim of making these qualifications mutually acceptable between countries. The tools and methodologies developed have been designed to be scalable to allow the addition of not only other marine qualifications, but all other VET qualifications. This can be achieved by extending the *fexTool* so that data from many different qualifications can be extracted and gathered in a central database. From that database cross-border and cross-sector comparisons are then possible and available to all interested parties.

The software is not only capable of identifying and matching Fundamental Elements within the same VET sector for different countries; but is also able to identify and match Fundamental Elements within what may superficially appear to be completely different VET qualifications. One example of this might be found in the comparison of a Boat Skipper and a Land Surveyor. These two professions would undoubtedly have skill and knowledge overlaps in chart and map reading, navigation, object position fixing, taking bearings and the use of GPS, compass and other types of instrumentation. Less obvious similarities may be found in other professions requiring man-management skills or an understanding of health and safety or fire fighting and prevention procedures.

Once common sets of Fundamental Elements have been identified they can be used to build Learning Outcomes that can be moved and exchanged between essentially dissimilar VET sectors or to build learning pathways. Using the TRECNET tools and methodologies, quality and trust between stakeholders can be engendered by offering a common standard and quantitative methodology for the identification, evaluation, comparison, agreement and documentation of Learning Outcomes, Units of Learning Outcomes and levels of competence.

In the future TRECNET tools will provide a credible solution for revealing formal, informal and non formal skills that are hidden within our most valuable resource.



## 6. Contribution to EU policies.

The TRECNET tools and methodologies were primarily developed to provide authorities with the necessary information to recognise other countries qualifications.

Additionally they were developed to support the idea of ECVET, especially to foster partnerships between competent institutions. Breaking qualifications down into their Fundamental Elements and displaying this information in a meaningful way, makes learning outcomes transparent and comparable in an unbiased way and thereby provides competent institutions with the necessary information to understand and compare their own qualification and other qualifications. This creates the necessary trust for an exchange of learners and the recognition of their learning outcomes.

In this respect they are contributing to the objectives and priorities of the Leonardo da Vinci programme as outlined in the Copenhagen Process, which stipulate are to

- enhance quality, performance and attractiveness of VET;
- improve transparency, guidance and recognition; and
- test and implement the common VET tools such as ECVET, EQAVET and EQF.

This was reconfirmed in the Bruges Communiqué of 7<sup>th</sup> December 2010, which highlighted the increasing role of ECVET. In this Communiqué, the European Commission and the Ministers responsible for VET in the Member States recognise that “although a European area of education and training is emerging, we have still not achieved our original objective of removing obstacles to mobility and we see that the mobility of learners in VET remains low.” and therefore conclude: “Substantially increasing transnational mobility of VET learners and teachers, and recognising the knowledge, skills and competences they have acquired abroad, will be an important challenge for the future”.

The global vision therefore demands:

- a) “a European education and training area, with transparent qualifications systems which enable the transfer and accumulation of learning outcomes, as well as the recognition of qualifications and competences, and which facilitate trans-national mobility”, and
- b) “substantially increased opportunities for trans-national mobility of VET students and VET professionals”.

The consortium agrees with this vision and the policy of implementing ECVET in order to achieve this vision, but sees a problem in its implementation when institutions compare their national curricula with each other. Historical pride, traditions and political pressures make objective comparisons by the competent bodies difficult.

The TRECNET tools and methodologies give competent bodies a means to compare qualifications in a transparent and objective way. This impartial, quantitative and qualitative assessment and evaluation of learning outcomes provides a base for effective negotiations about units and points for the ECVET system. It empowers authorities to judge their own qualifications against other countries qualifications in a



detached way and thereby move the principles of ECVET forward for increased implementation. These tools also offer the possibility for a database of Learning Outcomes, which would enable a standardisation and therefore simplification of Learning Outcome recognition in different scenarios.

For learners, trainers and workers the TRECET Tools provide information that make it easier to decide on career paths and which offer more flexibility and mobility.

TRECET tools and methodologies will be further developed and deployed by the consortium: initially within the Small Commercial Vessel sector, later extended to the wider maritime industry and ultimately into all other VET sectors with the aim of improving recognition of qualifications and increasing student and worker mobility and opportunities.

