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Template 2: Collection of Good Practices regarding to ECVET implementation

Organization (full legal name):	**Zeynep Mehmet Donmez Vocational and Technical High School**
Country:	**TURKEY**

Description of a Project in which Good Practices regarding ECVET were implemented	
Project Title / Project Number:	**İnsan Kaynaklarının Mesleki Eğitim Yoluyla Geliştirilmesi Projesi (İKMEP)** **Human Resources Development through Vocational Education and Training (HRD-VET)** **Ref.No: TR_IKMEP**
Partners:	
Description of the Project:	The HRD-VET Project is a 2-year project financed by the European Union from IPA 2006 (Instrument for Pre-Accession Assistance) and implemented between June 2008 – May 2010 for its beneficiaries which are the Ministry of National Education (MoNE) and the Council of Higher Education (CoHE). An international consortium lead by GFA Consulting provided technical assistance to the project jointly implemented by the MoNE Project Coordination Centre and CoHE. The budget for HRDVET Project is a total of 15.4 million Euros, composed of 10 million Euros for purchase of equipment and 5.4 million Euros for purchase of services. The overall aim of HRD-VET Project is to promote the development and competitiveness of small and medium size enterprises (SMEs) in Eastern and South-Eastern regions of Turkey through the participation of a qualified and skilled labour force. The HRD-VET Project also seeks to enhance the modernization and quality of vocational education and training (VET) through ensuring employment-oriented collaboration between the labour market and the secondary and post-secondary VET schools within a lifelong learning perspective and thus promote human resources development.
Description of the ECVET Good Practices Implemented:	Within the scope of HRD-VET Project, activities have been carried out to develop competency based modular curricula at secondary education (2nd, 3rd and 4th levels) and post-secondary education (5th Level) levels. Occupational analyses, task analyses, competency tables and module specifications have been prepared for pilot occupational areas during curricula preparation activities. Then, these were used in the next step of educational programme development activities which is identification of courses and development of framework curriculum. The activities for the development of 21 4th level in 12 occupational areas and 52 5th level programs in 22 areas have been carried out by teachers specialized in the area from MoNE, academic staff from post-secondary higher vocational school, programme coordinators, representatives from the sector and NGOs and academicians. These figures are well above the outputs indicated in the project Terms of Reference. The activities were conducted in 202 working days and with the participation of over a thousand participants and short-term expert/day use. Out of the educational programmes that have been prepared for 2-year degrees, pilot implementation for 12 of them was initiated in 8 project pilot institutions

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	affiliated to the Council of Higher Education following their endorsement by the University Councils in 2009 – 2010 academic year. The secondary education programmes are still being applied in all MoNE secondary education institutions and the updated secondary education programmes will be implemented following the approval of the Board. Activities to adapt the curricula prepared under the project to both 4th and 5th level non-formal education have been completed.
For more information (website page):	http://ikmep.meb.gov.tr/tr/ http://ikmep.meb.gov.tr/tr/images/stories/hrdvet_final_bulletin_2010.pdf
Sources:	http://ikmep.meb.gov.tr/tr/images/stories/hrdvet_final_bulletin_2010.pdf

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