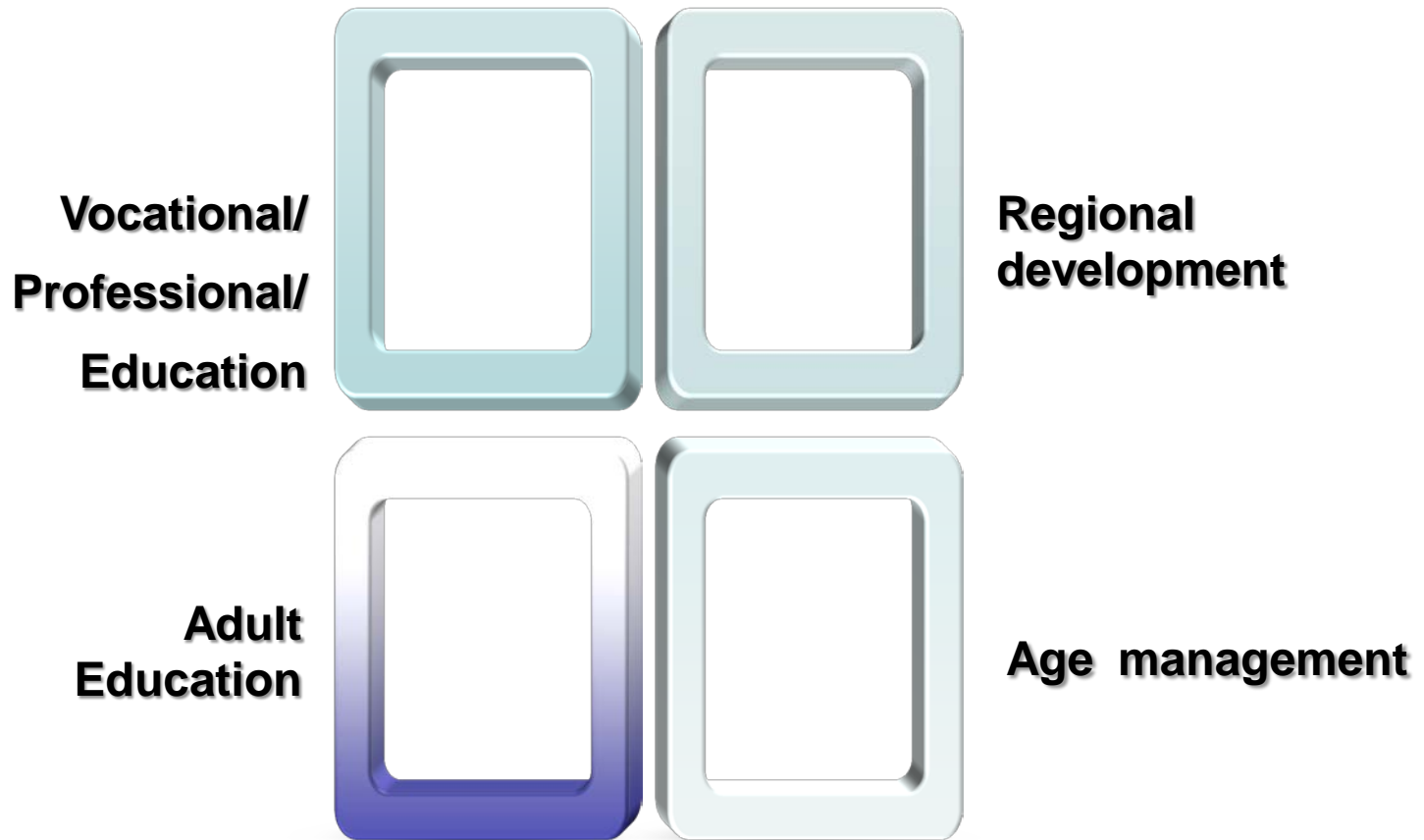


European Quality Assurance Model for VET providers

EQAVET ONLINE MODEL

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Main area for International cooperation





Roadmap for European VET initiatives

2010
Brugges EQAVET

GOAL

Step2

2004
Maastricht Common Quality
Assurance Framework CQAF

Step1

2000
The Lisbon strategy 2000
to 2010

Definition of Learning to Learn

To organise one's own learning,

Effective management of time and information,

Identifying available opportunities,

The ability to overcome obstacles in order to learn successfully.

Gaining, processing and assimilating new knowledge and skill

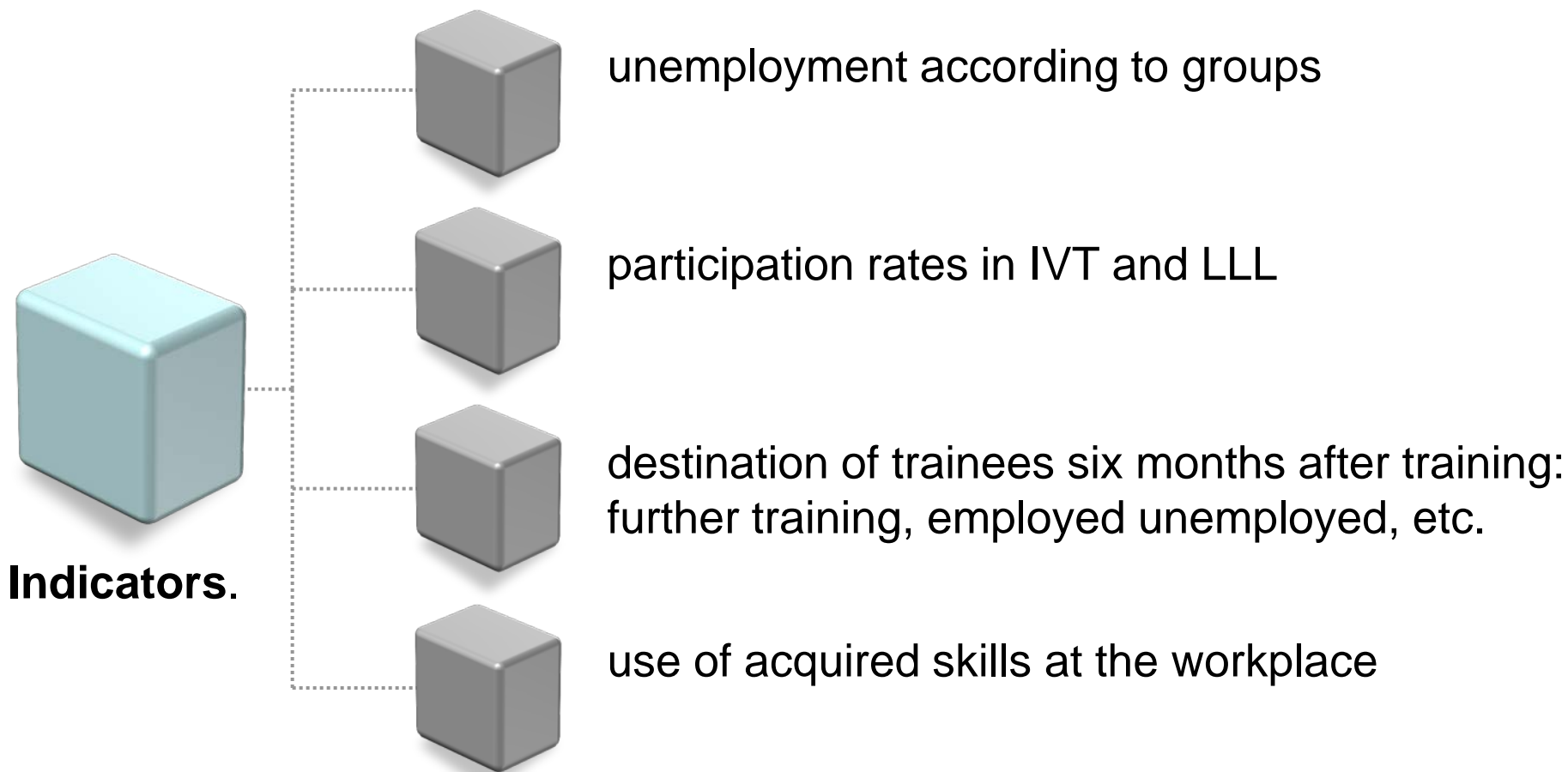
Build on prior learning and life experiences

Use and apply knowledge and skills in a variety of contexts:

Motivation and confidence are crucial to an individual's competence..'



Common Quality Assurance Framework (CQAF-VET)



The EQAVET quality Cycle

For constant development make sure to employ the whole quality cycle – systematically! Measurable!





QALLL

Thematic networking was initiated by the European Commission in order to **increase the impact** of innovative **projects** in the sectorial lifelong learning programmes such as Leonardo da Vinci (Vocational Education and Training) or Grundtvig (Adult Education).





INDICATOR 1	OPERATIONAL DEFINITIONS
<p>Relevance of quality assurance systems for VET providers:</p> <p>a) Share of providers applying internal quality assurance systems defined by law/at own initiative;</p> <p>b) <u>Share of accredited VET providers</u></p>	<p>Relevance of quality assurance systems for VET providers:</p> <p>a) Percentage of VET providers showing evidence of applying the EQARF principles within a defined quality assurance system, where the number of registered VET providers =100%;</p> <p>b) Percentage of VET providers who are accredited, where the number of registered VET providers=100%.</p>



INDICATOR 2

Investment in training of teachers and trainers:

- a) Share of teachers and trainers participating in **further training**;
- b) Amount of funds invested.

OPERATIONAL DEFINITIONS

Investment in training of teachers and trainers:

- a) Percentage of teachers and trainers participating at **accredited in-service training programmes**, from the total number of registered teachers and trainers;
- b) Total amount of funds annually invested **per teacher and trainer** in teachers' and trainers' further education and training.



INDICATOR 5

Placement rate in VET programmes:

- Destination of VET learners at **designated point** in **time** after completion of training, according to the type of programme and the individual criteria;
- Share of **employed learners** at designated point in time after completion of training, according to the type of programme and the individual criteria.

OPERATIONAL DEFINITIONS

Placement rate in VET programmes:

- a) Proportion of VET programme completers who are placed either in the labour market, further education or training (including university) or other destination within **12-36** months after the end of programme;
- b) Percentage of VET programme completers who are employed **one year** after the end of training.



INDICATOR 6

Utilisation of acquired skills at the workplace:

- Information on occupation obtained by individuals after **completion of training**, according to type of training and individual criteria;
- Satisfaction rate of **individuals and employers** with acquired skills/competences.

OPERATIONAL DEFINITIONS

Utilisation of acquired skills at the workplace:

1. Percentage of VET programme completers working in **relevant occupations**;
2. Percentage of employees of a given sector who, within a period of **12-36 months from completing the VET programme**, find that **their training is relevant** for their current occupation;
3. Percentage of employers of a given sector who are satisfied to find VET programme completers **with relevant qualifications and competences required** for the work place;
4. Percentage of employers of a given sector who are satisfied with programme completers.



INDICATOR 7

Placement rate in VET programmes:

- Destination of VET learners at **designated point** in **time** after completion of training, according to the type of programme and the individual criteria;
- Share of **employed learners** at designated point in time after completion of training, according to the type of programme and the individual criteria.

OPERATIONAL DEFINITIONS

Placement rate in VET programmes:

- a) Proportion of VET programme completers who are placed either in the labour market, further education or training (including university) or other destination within **12-36** months after the end of programme;
- b) Percentage of VET programme completers who are employed **one year** after the end of training.

EQARF indicators 2010-2011

1
2
3

Completion rate in VET programmes

Investment in training of teachers and trainers

Utilisation of acquired skills at the **workplace**

4
5
6

Prevalence of vulnerable groups

Mechanisms to identify training needs in the labour market

Schemes used to promote better access to VET

What is Education ?

- Education is that which remains, when one has **forgotten all that he learned in school**
- The most valuable result of all education is the ability **to make yourself do the thing you have to do**, when it ought to be done, whether you like it or not...
- Education is not filling a bucket but **lighting a fire.**



Thank you for your attention