European and Swedish measures to ensure quality, transparency and comparability regarding education, training and other learning.

The Nordic countries

My speech

- The Swedish system for Adult education and training
- Initiatives from the EU in the area of lifelong learning, education and training:
- Transparency and comparability regarding education, training and other learning – EQF, ECVET
- Quality in VET – EQARF

From the viewpoint of being a Swedish practitioner in adult education and VET

Adult education

- Adult education for individuals with learning disabilities.
- Municipal adult education, which consists of basic adult education, upper secondary adult education and post-secondary training courses.
- Swedish for Immigrants (SFI).
- Higher Vocational Education

Strategic framework for European cooperation in education and training (ET 2020)

Objectives and targets

- Making lifelong learning and mobility a reality;

- Improving the quality and efficiency of education and training;

- Promoting equity, social cohesion and active citizenship;

- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

Vocational education and training (VET)

- <u>Economic competitiveness and welfare</u> in a global knowledge-based economy.

- In addition attention must be paid to <u>individual needs</u> and differences and <u>recognition of previously acquired skills</u>

- Continuous <u>improvement of the quality of vocational education and training</u> is a key priority both in Sweden and within the European Union.

- Accordingly quality improvement is one of the main objectives for the processes going on in Europe regarding vocational education and training.
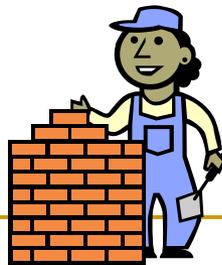
European initiatives for improving quality, transparency and comparability regarding education, training and other learning

- **EQF -** The European Qualifications Framework
- **NQF –** National Qualifications Framework
- **ECVET-** The European Credit system for Vocational Education and Training
- **EQARF -** The European Quality Assurance Reference framework for Vocational Education and Training
- ECTS - European Credit Transfer and Accumulation System
- Europass
- Principles for the identification and validation of non-formal and informal learning

The European Qualifications Framework (EQF)

- Translation device to make national qualifications more readable across Europe,
- Promoting workers' and learners' mobility between countries and facilitating their lifelong learning.
- The EQF will relate different countries' national qualifications systems to a common European reference framework.
- Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems.

The EQF encourages countries to relate their qualifications systems or frameworks to the EQF (NQF) by 2010.
Ensure that all new qualifications issued from 2012 carry a reference to the appropriate EQF level.

EQF

Eight reference levels describing what a learner

- ❏ knows,
- ❏ understands and
- ❏ is able to do – 'learning outcomes'.

Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8).

- ❏ The EQF applies to all types of education, training and qualifications, from <u>school education</u> to <u>academic, professional</u> and <u>vocational</u>.
- ❏ Shift from the traditional approach emphasising 'learning inputs' to "learning outcomes"
- ❏ Facilitating the validation of non-formal and informal learning.
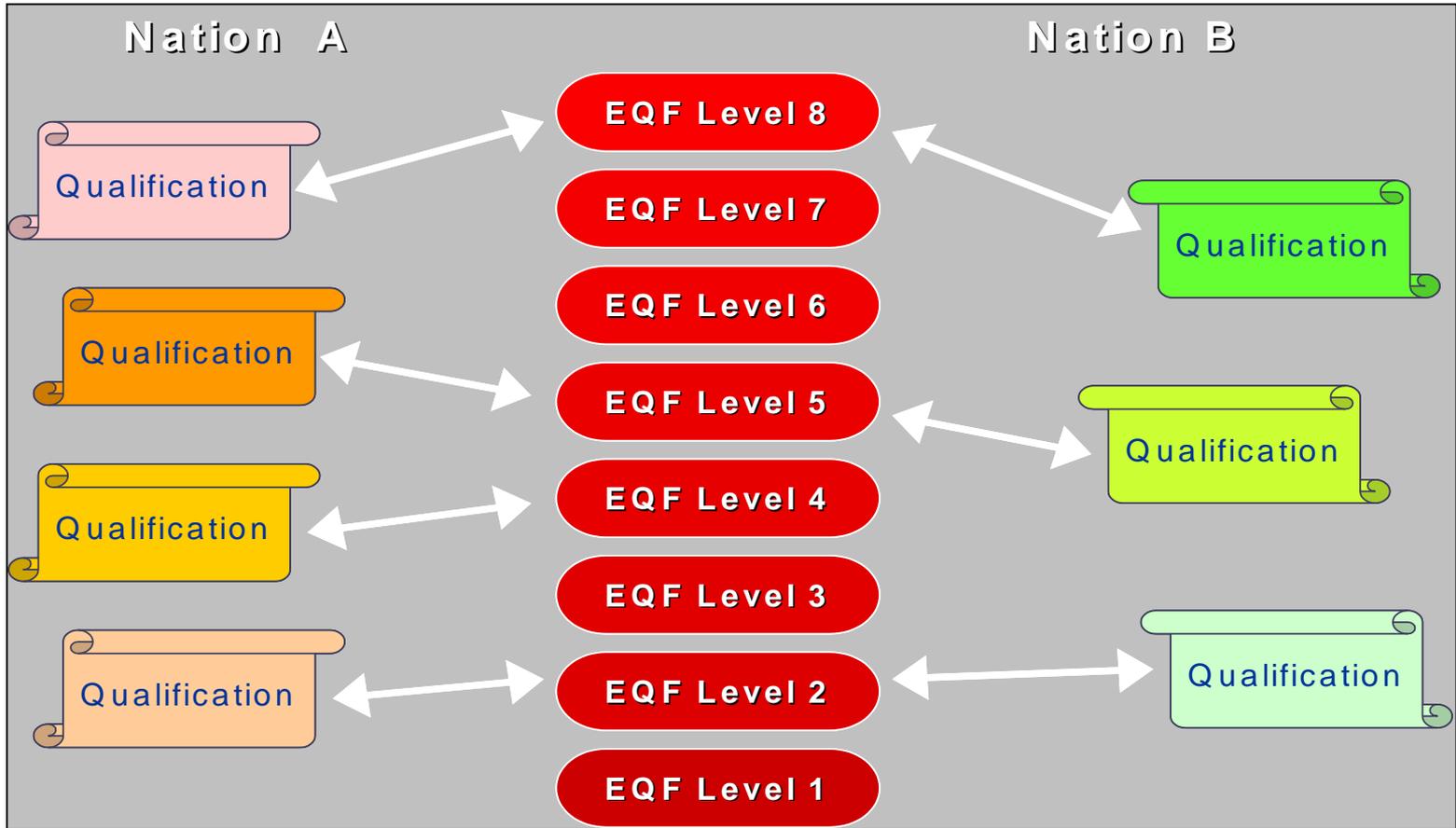
Descriptors defining levels in the European Qualifications Framework (EQF)

	KNOWLEDGE	SKILLS	COMPETENCE
Level 1	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 4	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that Knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract Problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change Review and develop performance of self and others

Descriptors defining levels in the European Qualifications Framework (EQF) levels 1-4

Level	Knowledge	Example - Level of education
Level 1	Basic general knowledge	
Level 2	Basic factual knowledge of a field of work or study	
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	Abitur, vocational school

Descriptors defining levels in the European Qualifications Framework (EQF) levels 5-8

Level	Knowledge	Example
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	"Vocational university" (Fachhochschule) Bachelor
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Masters "Vocational university" (Fachhochschule)
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	Doctorate

The European Credit system for Vocational Education and Training (ECVET)

System to facilitate the recognition of knowledge, skills and competences gained by individuals in different learning environments or through periods of <u>vocational education and training abroad.</u>

Facilitate validation, recognition and accumulation of VET-learning outcomes <u>acquired during a stay in another country or in different learning contexts.</u>

Comparable to <u>ECTS</u> in higher education

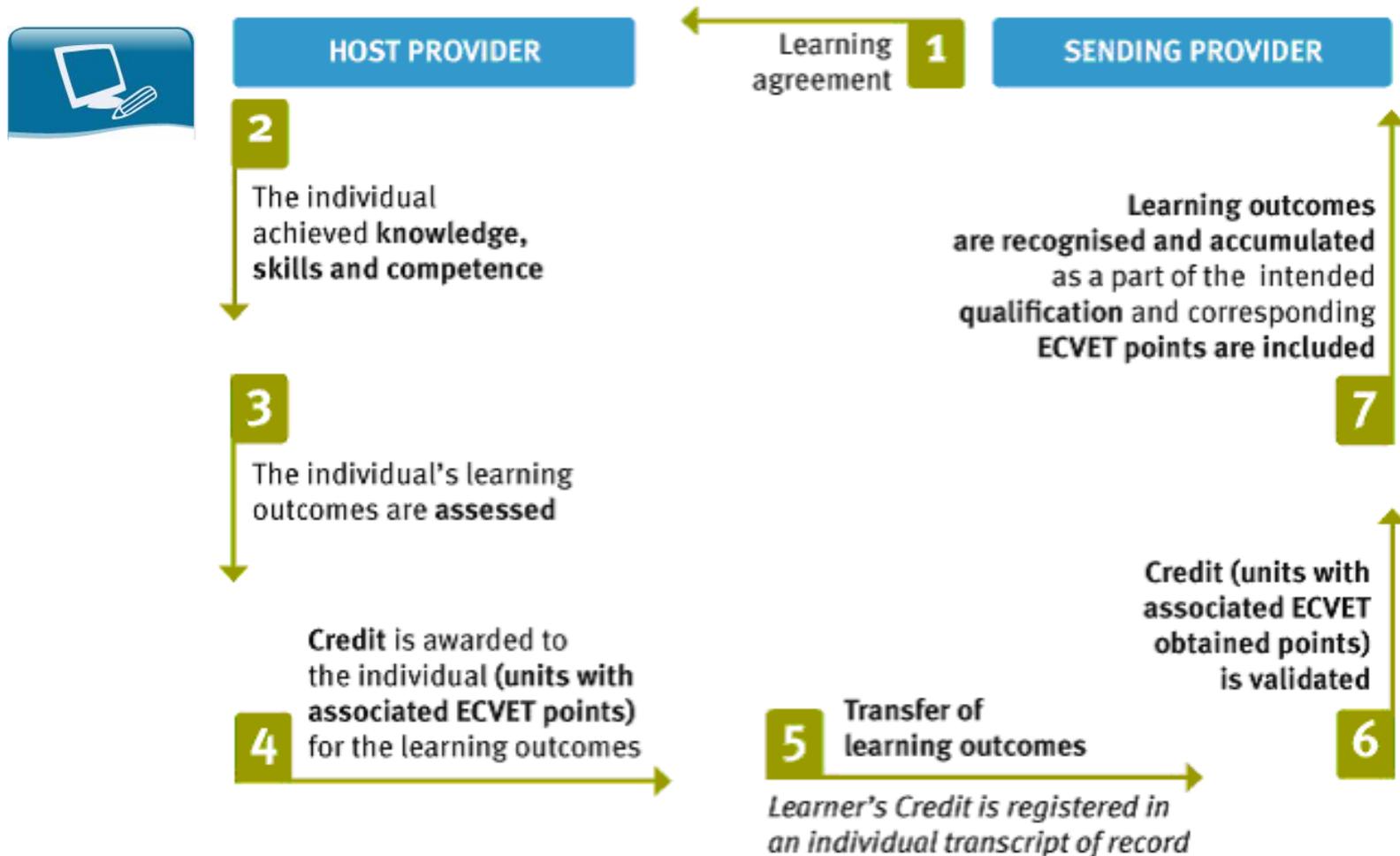<u>Voluntary framework</u> to be implemented by 2012

ECVET

- Qualifications in terms of <u>units of learning outcomes</u>.

- Each of these units will be associated with a certain number of <u>ECVET points</u> developed on the basis of common European standards.

- <u>Transfer of learning outcomes</u> from one country to another.

- <u>60 points</u> should correspond to the learning outcomes achieved <u>in a year of full time VET.</u>

In *ECVET,* learning outcomes acquired by an individual in different contexts, whether abroad or under another system, can be easily transferred to the individual's home context for accumulation and the achievement of a qualification.
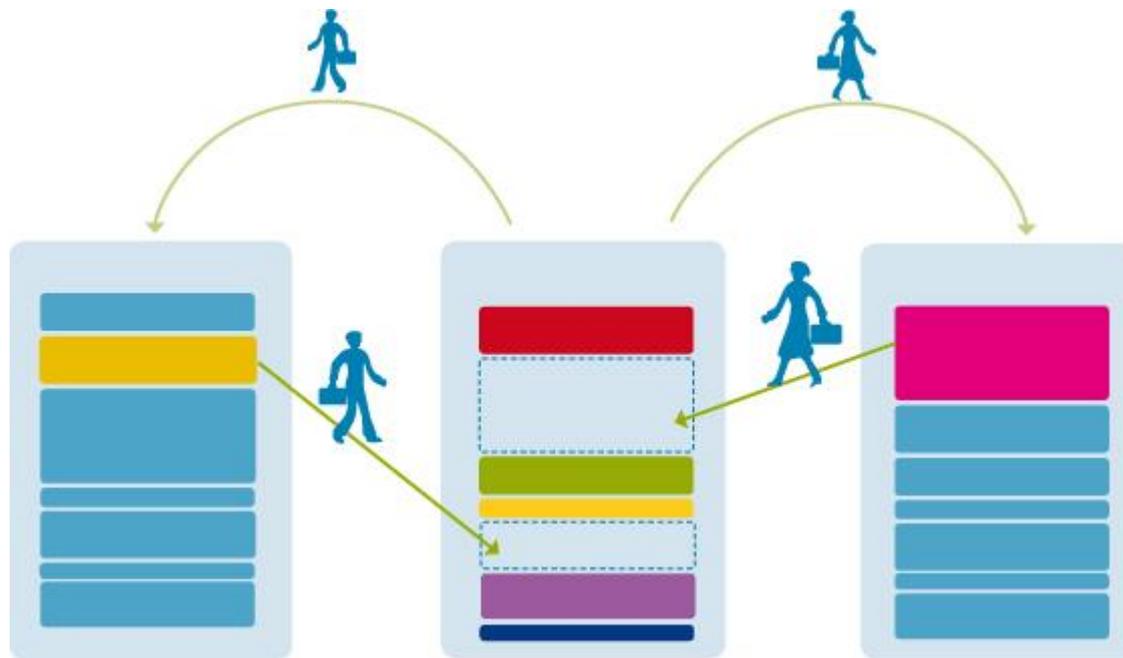
Application of ECVET for the transfer of learning outcomes organised by two VET providers for individuals involved in a mobility programme.

HOST PROVIDER

1 Learning agreement

SENDING PROVIDER

2 The individual achieved **knowledge, skills and competence**

3 The individual's learning outcomes are **assessed**

4 **Credit** is awarded to the individual (**units with associated ECVET points**) for the learning outcomes

5 Transfer of learning outcomes

Learner's Credit is registered in an individual transcript of record

6 **Credit (units with associated ECVET obtained points) is validated**

7 **Learning outcomes are recognised and accumulated** as a part of the intended **qualification** and corresponding **ECVET points are included**

The European Quality Assurance Reference framework for Vocational Education and Training (EQARF)

- Help Member States to **promote and monitor continuous improvement** of their Vocational Education and Training (VET) systems, based on common European references. Therefore the Framework should **encourage mutual trust** in national VET systems within a genuine borderless lifelong learning area.

- **Supports lifelong learning strategies**, European labour market integration and promotes a culture of quality improvement at all levels, while respecting the rich diversity of national education systems. It should therefore **underpin every policy initiative** in vocational education and training.

- EQARF forms part of a series of European initiatives which aim is to **recognize various skills and competencies** received by learners **across different countries or learning environments,**

1. Relevance of quality assurance systems for VET providers:
2. Investment in training of teachers and trainers
3. Participation rate in VET programmes:
4. Completion rate in VET programmes:
5. Placement rate in VET programmes:
6. Utilisation of acquired skills at the workplace:
7. Unemployment rate
8. Prevalence of vulnerable groups:
9. Mechanisms to identify training needs in the labour market:
10. Schemes used to promote better access to VET:

Overarching Indicators for Quality Assurance

Indicator	Policy Rationale
No 1 Relevance of quality assurance systems for VET providers: a) share of providers applying internal quality assurance systems defined by law/at own initiative b) share of accredited VET providers	■ Promote a quality improvement culture at VETprovider level ■ Increase the transparency of quality of training ■ Improve mutual trust on training provision

Overarching Indicators for Quality Assurance

Indicator	Policy Rationale
No 2 **Investment in training of teachers and trainers:** a) share of teachers and trainers participating in further training b) amount of funds invested	■ Promote ownership of teachers and trainers in the process of quality development in VET ■ Improve the responsiveness of VET to evolving demand of labour market ■ Increase individual learning capacity building ■ Improve learner's achievement

Indicators supporting quality objectives for VET policies

Indicator	*Policy Rationale*
No 3 Participation rate in VET programmes: Number of participants in VET Programmes according to the type of programme and the individual criteria	■ Obtain basic information at system and provider levels on the attractiveness of VET ■ Target support to increase access to VET, including disadvantaged groups

Indicators supporting quality objectives for VET policies

Indicator	*Policy Rationale*
No 4 Completion rate in VET programmes: Number of successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	■ Obtain basic information on Educational achievements and the quality of training processes ■ Calculate drop-out rates compared to participation rate ■ Support successful completion as one of the main objectives for quality in VET ■ Support adapted training provision, including for disadvantaged groups

Indicators supporting quality objectives for VET policies

Indicator	Policy Rationale
No 5 Placement rate in VET programmes: a) Destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria; b) Share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.	■ Support employability ■ Improve responsiveness of VET to the changing demands in the labour market ■ Support adapted training provision, including disadvantaged groups

Indicators supporting quality objectives for VET policies

Indicator	Policy Rationale
No 6 Utilisation of acquired skills at the workplace: a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria b) satisfaction rate of individuals and employers with acquired skills/competences	■ Increase employability Improve responsiveness of VET to changing ■ Demands in the labour market ■ Support adapted training provision, including disadvantaged groups

Context information

Indicator	Policy Rationale
No 7 Unemployment rate according to individual criteria	Background information for policy decision-making at VET- system level

Context information

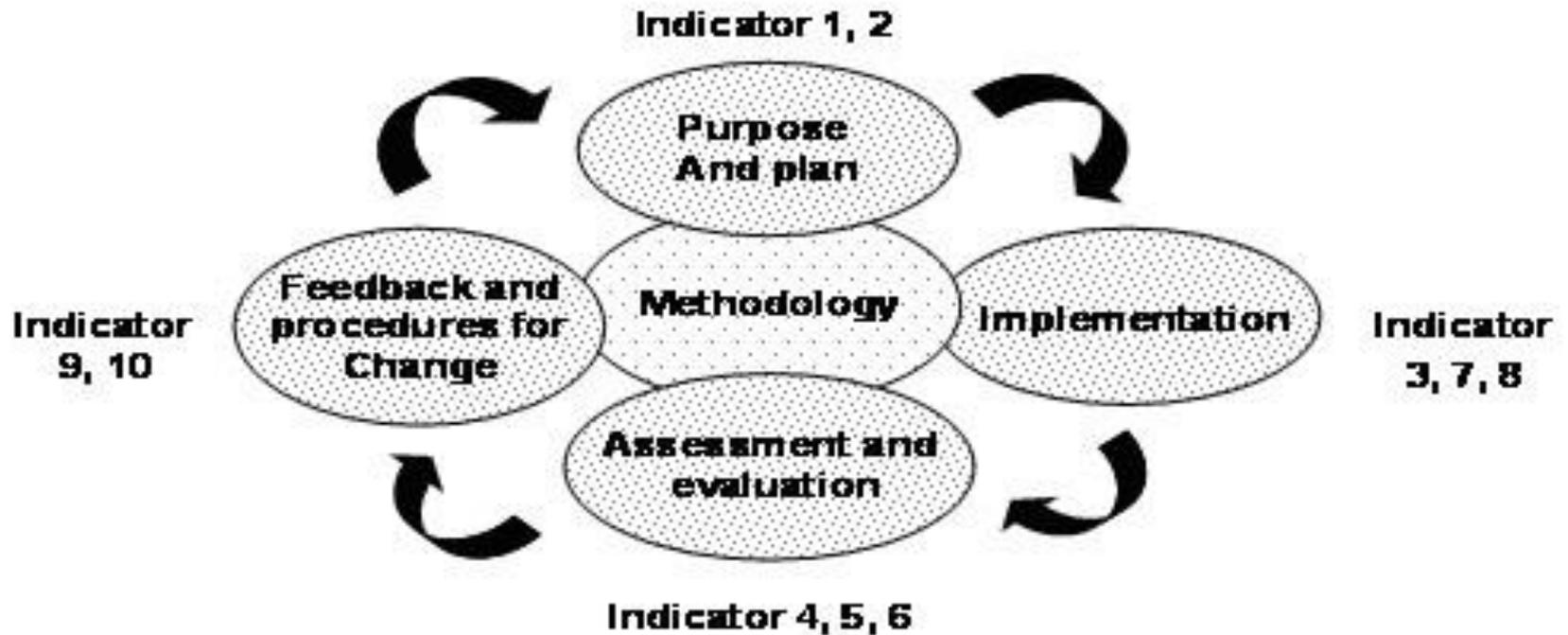| Indicator	Policy Rationale
No 8 Prevalence of vulnerable groups: a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchments area) according to age and gender; b) success rate of disadvantaged groups according to age and gender	■ Background information for policy decision-making at VET-system level ■ Support access to VET for disadvantaged groups ■ Support adapted training provision for disadvantaged groups

Context information

Indicator	Policy Rationale
No 9 Mechanisms to identify training needs in the labour market: a) Information on mechanisms set up to identify changing demands at different levels; b) Evidence of their effectiveness.	■ Improve responsiveness of VET to changing demands in the labour market ■ Support employability

Context information

Indicator	Policy Rationale
No 10 Schemes used to promote better access to VET: a) Information on existing schemes at different levels; b) Evidence of their effectiveness.	■ Promote access to VET, including disadvantaged groups ■ Support adapted training provision

EQARF in practice

Thank you for your attention!