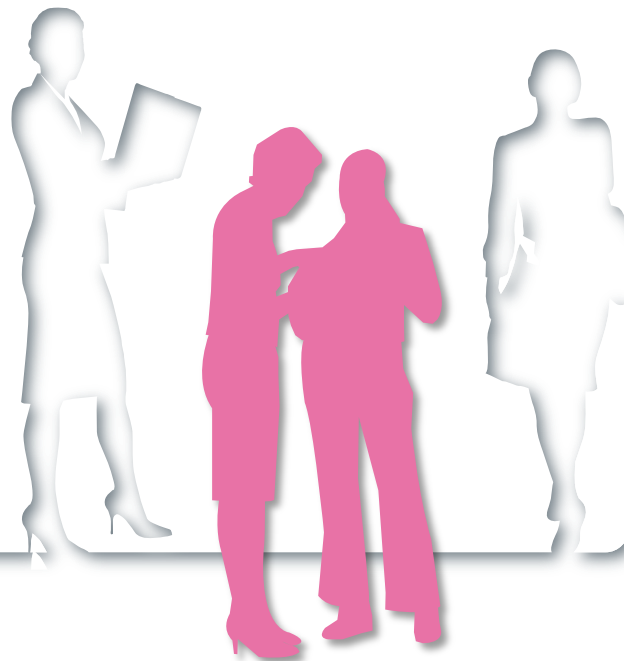


**EUROPEAN TRAINING FOUNDATION**  
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**Senior Specialist in VET Policy**

# **Attractive VET is inclusive VET ..... and a lot more!**

**REGIONAL SUPPORT FOR INCLUSIVE EDUCATION**



# PRESENTATION OUTLINE

- 1. Keeping sight of the big picture – what is the purpose of VET?**
- 2. What makes VET attractive for young people?**
- 3. What conditions help to make VET more attractive?**
- 4. How does EU policy support making VET more attractive?**
  - **The EU Quality Assurance Reference Framework (EQARF) for VET**
  - **EQAVET tools to support VET quality assurance improvement**

# KEEPING SIGHT OF THE BIG PICTURE – WHAT IS THE PURPOSE OF VET?



Young people do not choose to engage in VET to be socially included -

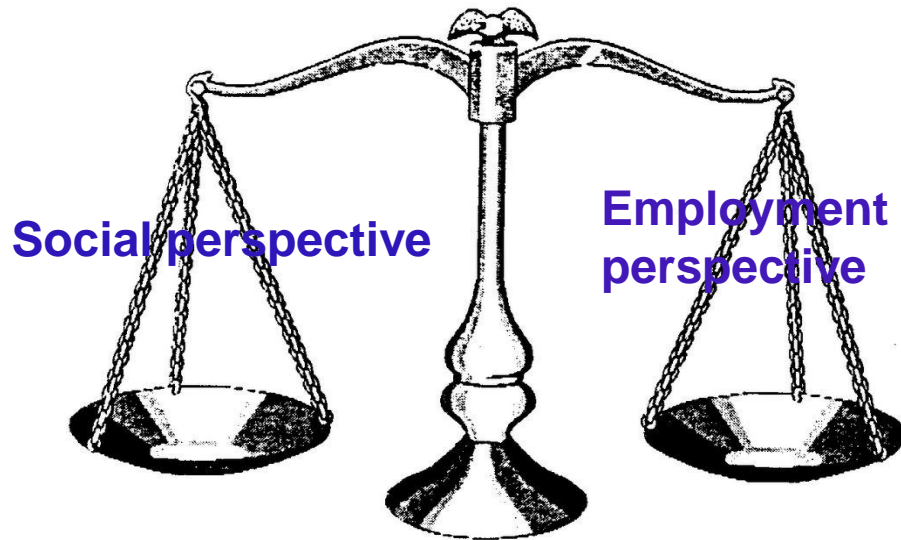
they engage to get a job and to remain in the labour market!

# KEEPING SIGHT OF THE BIG PICTURE – GETTING THE BALANCE RIGHT!



Accessible and inclusive VET schools provide conducive environments for individuals to acquire knowledge, skills and competences for employment.

## GET THE BALANCE RIGHT!



# ACHIEVING THE PURPOSE OF VET – DO WE GET THE BALANCE RIGHT?



**Fed up with schooling?**

**How many young people:**

- do not consider VET as a positive choice
- ‘drop-out’ of VET or
- are classified as early school leavers and/or NEET on completing VET?

**Is VET attractive for young people?**

**Can young people trust that investment in VET will lead to a (desired) job?**

# WHAT MAKES VET ATTRACTIVE?



## Conditions that make VET attractive:



VET qualifications must have **currency** in the labour market.



VET must offer **access** to other education and training opportunities.



VET must be **inclusive, appealing, have high status and a positive image.**



Information on VET must be **reliable** and **guidance** services must be **effective.**



The **quality** and relevance of VET must be **assured.**

# WHAT MAKES VET ATTRACTIVE?

## How to ensure that VET qualifications have currency in the labour market?

- **Take overall responsibility** for VET qualifications (public authorities).
- **Engage employers and social partners** in VET.
- Provide for a **full range of labour market qualifications** for a balanced economy.
- Inform VET developments with **evidence from research**.
- Agree with economy actors on the need for complementary education.
- Ensure that VET leads to **full qualifications**.
- **Develop standards**, curricula, contents in close partnership **with economy actors**.
- Integrate **valuable work-based training** into VET pathways and programmes.
- Ensure acquired knowledge & know-how match those needed for employment.
- Facilitate **employers to co-operate with** authorities in relation to **assessment**.



# WHAT MAKES VET ATTRACTIVE?



## How to ensure that VET offers access to further education and training?

- Consult/build consensus to **integrate VET in a system of lifelong learning.**
- **Engage social partners** in developments for lifelong learning.
- **Establish co-operation** measures across VET at every level.
- Support **co-operation between VET & general/further/tertiary** education.
- Develop **open and flexible qualifications systems.**
- Establish mechanisms to **enable progression** for VET students.
- **Set up NQFs** that facilitate different combinations of knowledge, skills and competences sets to co-exist at the same level



# WHAT MAKES VET ATTRACTIVE?

## How to ensure that VET is appealing and has a positive image?

- Guarantee that learning facilitators' competences are up-to-date and excellent.
- Provide technology and equipment that are 'state-of-the-art'.
- Incorporate on-the-job and/or simulated work-based learning in VET.
- Integrate varied processes for learner assessment and feedback.
- Enable learners to demonstrate attainment through presentation.
- Listen to the voice of learners via learner councils/associations/unions.
- Give VET learners status: titles (e.g. trainee chef), remuneration, grants.
- Offer attractive environments: buildings, facilities, extra-curricula activities.
- Undertake surveys to gauge the levels of learner & employer satisfaction.



# WHAT MAKES VET ATTRACTIVE?



## How to ensure VET information is reliable and guidance services effective?

- Monitor the reliability of information on occupations, jobs, programmes, providers.
- Make information attractive & accessible using relevant media for young people.
- Highlight the relevance of VET for employability purposes.
- Target information to take account of age, gender, nationality, interests, abilities.
- Provide guidance from an early age: prior to, during and on completion of VET.
- Ensure guidance specialists have up-to-date knowledge of jobs and the world of work (and further/higher learning options).
- VET teachers/trainers need career counselling competences.
- Give guidance that balances learners' aspirations and the labour market reality.

# WHAT MAKES VET ATTRACTIVE?

## How to ensure that the quality and relevance of VET is assured?

### Quality assurance framework

- Develop a quality assurance (QA) policy framework with multi-level governance.
- Ensure VET QA addresses qualifications standards as well as provision.
- Establish mutually supportive external-internal provider assessment measures.
- Implement measures for the objective QA of programmes, e.g. accreditation.
- Promote an inclusive QA at provider level involving staff, learners, external actors.
- Appoint 'quality managers' in provider institutions.



# WHAT MAKES VET ATTRACTIVE?

## How to ensure that the quality and relevance of VET is assured?

### Teachers and instructors are key

- Require that VET teachers and instructors are specialised in the occupational area and that they have effective pedagogical methods and skills.
- Make it mandatory for teachers and trainers to engage in CPD.
- Train VET teachers and instructors in QA processes and procedures.
- Take measures to ensure 'parity of esteem' for VET teachers and instructors with peers in general & higher education (a pre-requisite for parity of esteem for VET).



# QUALITY ASSURANCE CONSIDERATIONS AT NATIONAL/REGIONAL LEVEL

- Comprehensive policy planning is essential
- ‘One-size-fits-all’ procedures may not be appropriate.
- Employers and the social partners need to engage pro-actively in policy planning
- Policies, processes and procedures for VET quality assurance need to be explicit
- Capacity must be built at all levels
- Quality assurance practice must be ‘fit-for-purpose’ and should not introduce inappropriate rigidity
- Learning ‘on-the-job’ needs special attention

# EU MEASURES TO ENHANCE VET QUALITY ASSURANCE

## MORE THAN 50 YEARS OF CO-OPERATION ON VET

POLICY LEVEL

FORUMS, STRATEGIES, PROCESSES,  
INSTRUMENTS

FRAMEWORK

MODEL, METHODOLOGY & MEASUREMENT  
MECHANISMS - **EQARF**

NETWORK

INFRA-STRUCTURE AND RESOURCES FOR  
CO-OPERATION - **EQAVET**

- On-line support tool
- Monitoring mechanisms (reporting, surveys)

# THE QUALITY CYCLE

of the European Quality Assurance Reference  
Framework for Vocational Education and Training

## 1. Purpose and Plan

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

## 2. Implementation

Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures).



## 4. Review

Develop procedures in order to achieve the targeted outcomes and/or new objectives after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change.

## 3. Assessment and Evaluation

Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

## INDICATIVE DESCRIPTORS

**PLANNING:** clear, appropriate and measurable goals and objectives

**IMPLEMENTATION:** procedures to ensure the achievement of goals and objectives

**ASSESSMENT and EVALUATION:** mechanisms for monitoring, measuring, evaluating achievements-collecting and processing data

**REVIEW:** feedback mechanisms and procedures for change



## QUALITY INDICATORS

1. RELEVANCE OF QA MEASURES FOR PROVIDERS
2. **INVESTMENT IN TRAINING** OF VET TEACHERS & 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



European Quality Assurance  
in Vocational Education and Training

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## Welcome to EQAVET

EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.

[More about EQAVET](#) | [About Social Partners](#)

### National Reference Points

[Forum for National Reference Points](#)

### Latest News



04 Mar 2014

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## Implementing Quality Assurance in Member States

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### What We Do

EU Quality Assurance in Vocational Education & Training. [Click below to enter](#)

QUALITY ASSURANCE FOR



QUALITY ASSURANCE FOR



### Events Calendar

March 2014

M T W T F S S

## EQARF/EQAVET CAN PROVIDE GUIDANCE ON:

- How to approach VET quality assurance in a **policy** perspective and ensure quality is embedded holistically in all phases of the policy cycle?
- Which **stakeholders/actors** need to be involved in VET quality assurance and how?
- What **data** are needed for evidence–based policy and how to collect and use them?
- What quality assurance **processes and procedures** suit different contexts?
- How to develop a VET **quality culture** that goes beyond quality control?

# ATTRACTIVE VET ENHANCES EMPLOYABILITY AND SOCIAL COHESION

Keep sight of the big picture!  
Get the balance right –  
employment and social goals!



**Take care of the image, status,  
quality and relevance of VET!**