

# The Fifth meeting of The Irish Reference Group for EU Initiatives in Education and Skills

Date: 5<sup>th</sup> October 2017

Venue: Tullamore Court Hotel, Tullamore, Co. Offaly

#### **Agenda**

10:00	Registration					
10:30	Welcome and introduction					
	Presentations					
	<ul> <li>Europass update Angela Lambkin, QQI</li> </ul>					
	<ul> <li>NFQ/EQF Update, Beata Sokolowska, QQI</li> </ul>					
	<ul><li>Erasmus+ Adult Education, School, VET and Youth, Fionnual</li></ul>					
	Broughan/ KA1, Vocational Education and Training, Elva					
	Duggan, Léargas					
	<ul> <li>Erasmus+ Higher Education, Gerry O'Sullivan, HEA</li> </ul>					
	<ul><li>European Lifelong Learning Guidance Policy Network/</li></ul>					
	Euroguidance & Ploteus, Mary Stokes, NCGE					
12.15	Comfort Break					
12.30	European Qualifications Passport for Refugees,					
	Marina Malgina, Head of NOKUT's Refugee Section, Norwegian					
	Agency for Quality Assurance in Education					
	Q&A					
13:30	Lunch and Close					



#### **Terms of Reference**



## Irish Reference Group for EU Initiatives in Education and Skills

#### **Background context**

The education and training sector in Ireland under the leadership of the Department of Education and Skills, participates in a wide range of EU programmes of work, initiatives and working groups, in a leadership or representative capacity. Typically these activities relate to the core mission and remit of the individual agency and service where these connect to the overarching context of creating an EU-wide Area of Skills and Qualifications and more critically, to our need to ensure coherent national responses and development.

As agencies and as individuals, we represent Ireland and implement EU initiatives and programmes nationally.

It can be challenging for stakeholders, service users and different programme teams to understand the different initiatives, to relate one to another and to see where the benefits of the work may apply in different contexts.

QQI, in collaboration with Léargas and Euroguidance at the National Centre for Guidance in Education (NCGE), is hosting an EU Reference Group in 2014 to address some of these

issues and to allow stakeholders consider possible linkages and efficiencies recognising the context of reduced national resources.

This Reference Group for the first time will give an opportunity for common sharing of education and training actions and plans across all sectors within education and training.





#### **Purpose**

The Irish Reference Group for EU Initiatives in Education and Skills will

- Provide an opportunity to show case a range of EU initiatives, working groups and projects in the education and training sector in a broad policy context
- Promote understanding of each programmes unique selling point and contribution
- Assist in the identification of potential synergies with existing stakeholder plans and promote possible efficiencies through sharing objectives, key events, outputs, directions etc.
- Support the development of a publication by November 2014 outlining succinctly and in a common format, the purpose, aims, and intended benefits of each programme.
- Review the contribution and methodology of the Reference Group to determine continuance and governance beyond 2014
- Collaborate and connect with each other to disseminate information and opportunities among the relevant constituencies
- Assist in the coordination of a national response to relevant European policy developments in education and training

#### Methodology

It is proposed that the group would meet periodically, providing for the initial introduction of programmes of work and for general updates. Participants may be invited to comment on relevant policy developments, programme workplans, publications, or other proposals between meetings.

It is intended that the Reference Group would meet again in November 2014.





# Europass & Quality and Qualifications Ireland



EU Reference Group for Education and Skills 2017

Welcome









- Europass within legislative process
- Council and Parliament reviewing the draft
- November Commission, Council & Parliament 'trilogues' to agree final text
- New Decision end 2017???
- Development work new Europass portal 2018 ??



- Still 5 documents
- New portal built around the CV
- Reform the Learning Opportunities and Qualifications Portal (Ploteus) and incorporate into new Europass
- Europass 'documentation tools' + information
- New text with flexibility to change only if necessary and in close consultation with MS



# Europass – national level



- EU Reference Group
- Promotional events
- ECV Competition
- ECS and Diploma Supplements
- Synergies with NCGE, EURES, EQF
- 2018 joint application









- www.naric.ie
- 968 foreign awards listed
- 50k users in 2017
- 2k direct queries
- New Zealand comparability
- Hong Kong comparability
- Qualifications Cross Boundaries updated









# NFQ/EQF Update

The Irish Reference Group for EU Initiatives in Education and Skills
5 October 2017

#### Beata Sokolowska

Quality and Qualifications Ireland www.QQI.ie

## What's new?

- NFQ Review
- EQF Revision
- Launch of the first full version of the European classification of Skills, Competences,
   Occupations and Qualifications (ESCO).

## **NFQ** Review **National Framework** LEVEL 5 CERTIFICATE ADVANCED CERTIFICATE of Qualifications HIGHER LEAVING CERTIFICATE CERTIFICATE A ... **NFQ** Ireland 10

#### **AWARDING BODIES**

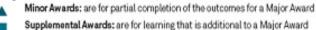
- Quality and Qualifications Ireland (QQI) makes awards in further and higher education and training
- SEC State Examinations Commission (Department of Education and Skills)
- Institutes of Technology
- Universities

#### AWARDS IN THE FRAMEWORK

There are four classes of award in the National Framework of Qualifications:



Major Awards: named in the outer rings, are the principal class of awards made at a level





Special Purpose Awards: are for relatively narrow or purpose-specific achievement



# **NFQ** Review

- Consultative Forum (May 2016).
- Qualifications Policy Insights: National Qualifications and Frameworks – Reflections and Trajectories (January 2017).
- Policy Impact Assessment of the NFQ:
- Phase 1: Online survey sent out to 3,823 national stakeholders in December 2016.

Response rate of 20.4% (January 2017).

- Phase 2: Bi-lateral semi-structured interviews with key informants (Spring 2017).
- Final report (expected Autumn 2017).

# Adoption of the revised EFQ Recommendation (May 2017)



#### **EQF** Objectives



Transparency, comparability and portability of people's qualifications

Employability, mobility and social integration of workers and learners

Linking formal, non-formal and informal learning

Supporting the validation of learning outcomes acquired in different settings

Contributing to modernising education and training systems



# **Continuity: referencing as a process**

Referencing process: Linking national qualifications frameworks to the EQF

Review and update of referencing

Core process

Include EQF levels on qualifications



### **Recommendations to Member States:**

Results of the referencing to be **publicly available** and ensure that **information** on qualifications and their learning outcomes is **accessible and published** using **data fields in Annex VI** 

Dat	a rec	<mark>juired</mark>	Data optional		
Title of the quali	fication		Credit points/ notional workload needed to achieve the learning outcomes		
Field*			Internal quality assurance processes  External quality assurance/regulatory body		
Country/Region	(code)		Further information on the qualification		
EQF Level			Source of information		
Description of the qualification <sup>9</sup>	Either	Knowledge	Link to relevant supplements		
		Skills	URL of the qualification		
		Responsibility and autonomy	Information language (code)		
		Open text field describing what the learner is	Entry requirements		
	Or	expected to know, understand and able to do	Expiry date (if relevant)		
Awarding body o	vr.commeter		Ways to acquire qualification.		
Awarding body t	a competer	n douborry	Relationship to occupations or occupational fields		



#### **ESCO**

#### European Skills/Competences, qualifications and Occupations

- The European Commission has launched the first full version of the European classification of Skills, Competences, Occupations and Qualifications (ESCO).
- It covers 2,942 occupations and 13,485 skills and competences. It will progressively display information on qualifications provided by the Member States.
- ESCO is accessible through the ESCO service platform.

## What's next

- Increase information exchange with Europass Ireland, NARIC Ireland, Euroguidance, EQAVET, NCPs for QF-EHEA, ENQA, Erasmus+ and other European initiatives.
- Consider how a change in the Erasmus+ support for the Networks (Joint application based on the multiannual implementation period) will impact activities in 2018.

Thank you for your attention



# Irish Reference Group for EU Initiatives Tullamore, 05 October 2017



Fionnuala Broughan Communications Manager, Léargas

## What's in store...



Léargas reminder

Erasmus+ refresher

Erasmus+ 30

That was the year that was...

What lies ahead

\*\*Bonus! VET Mobility\*\*





- Léargas is an agency of the Dept of Education and Skills
  - We manage national, European and international programmes in Adult Education, School Education, VET, Youth
    - For over thirty years
    - Together with the HEA, we manage Erasmus+ in Ireland, 2014-2020
    - 2017 marks 30 years since Erasmus was first introduced in Europe





"Erasmus+ is the EU flagship education and training programme.

It funds organisations to enable their students, staff, youth and voluntary workers, from all walks of life, to explore opportunities abroad.

Some travel and bring new experiences and skills back with them.

Others stay close to home but find their world has expanded just the same."





Tuesday 3 October 2017

'I met so many people it was like speed dating - we have gone from six students a year to 90'

Erasmus+ and us: Galway Technical Institute



Students of the GTI elite soccer course looking forward to their Erasmus+ placement to Glasgow







Soccer students to Glasgow for coaching with Celtic legend, David Hay, fashion students to Tenerife, aspiring nurses off to Sweden to check out the health service... and

At Galway Technical Institute (GTI), a college of further education in the western capital, opportunities for study or work placement abroad are offered on about 75pc and growing - of its post-Leaving Certificate (PLC) courses.

Recent school-leavers starting a one-year course in GTI this month will have their passports stamped before their course finishes, thanks to Erasmus+.

News From Erasmus to Ei 'We use drama workshops to make the rights of the elderly more real'

Erasmus+ and us: Age Action and the Gaiety School of Acting

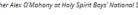


A S.T.Age workshop at the Gaiety School of Acting

September 18 2017 2:30 AM







Tackling ageism and combating elder abuse is central to a novel education and training

programme involving the ad-Dublin and partners in Finla Erasmus+ and us: 'We are tapping into Dublin and partners in Finla Erasmus+ and us: 'We are tapping into Dublin and Dublin an

rights and give them the conf ageist attitudes through build

Aptly named S.T.Age (Sociodrama workshops - both for different activities were used



#### 'It's a no-brainer - anybody who doesn't grab it, is crazy'

Erasmus+ and me: Alex O'Mahony

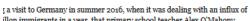


Teacher Alex O'Mahony at Holy Spirit Boys' National School, Silloge Road, Ballymun.









illon immigrants in a year, that primary school teacher Alex O'Mahony tion for his recent Erasmus+ project. s a particular interest in phonics teaching, works at Holy Spirit Boys' NS,

ublin which has a history of involvement in the EU Comenius programme. r to Erasmus+ for the school sector.

t couple of years, he has been involved in arranging an Erasmus+ project: es went to Leicester, UK, to explore a new approach to phonics, called SSP. t to London on a maths project. Generally, staff were interested in pursuing s in English-speaking countries, but Alex's horizon was Europe.

Germany last year, he came face to face with the immigrant crisis, which ting about integration of refugee children into schools.

Michael McDermott at the Unwrapping Words mural in Moville, Co Donegal

Supported by Erasmus+, its: the voices of rural vouth'





Untapped talents in writing and art have been discovered in one of two recent Erasmus+ projects run by the Moville and District Family Resource Centre (MFRC) on

'Unwrapping Words' explored the works of writers such as Joyce Cary, Frank McGuinness, Brian Friel and others who have connections with Inishowen through their books, family, themes, sense of place or geographical reference in their work.

Two groups of young people, one from Inishowen, and another from across the border in Derry, were invited to reinterpret and contextualise the works, with multimedia technology employed to encourage participation and creativity.









INTERNATIONAL CONFERENCE ON LEARNING CITIES



18-20 SEPTEMBER 2017

CORK CITY, IRELAND

16:00 - 17:00

Forum: Mobility and exchange between cities and countries towards peace, tolerance and inclusion:

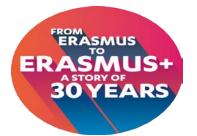
Cork City Hall, Concert Hall

Erasmus+ - a European case study over 30 years

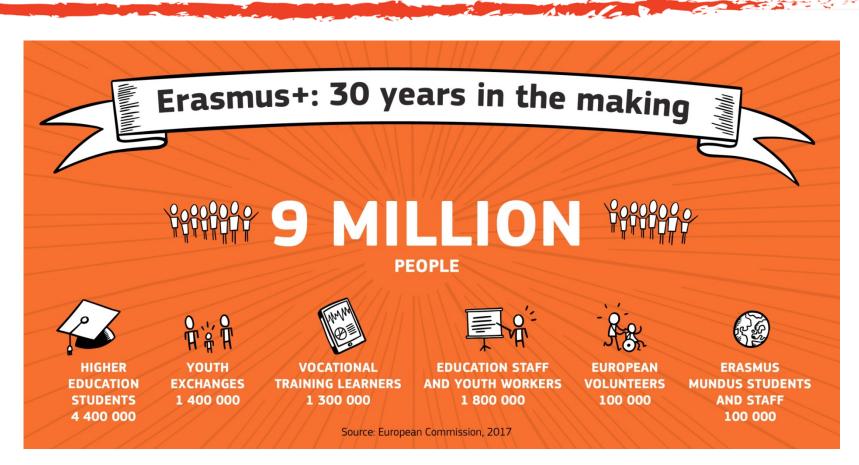
Irish National Commission for UNESCO

PANELLIST 1: Mr Gerry O'Sullivan, Head of International Education, Erasmus+ National Agency at the Higher Education Authority

PANELLIST 2: Ms Fionnuala Broughan, Communications Manager, Léargas (Irish National Agency for Erasmus+)

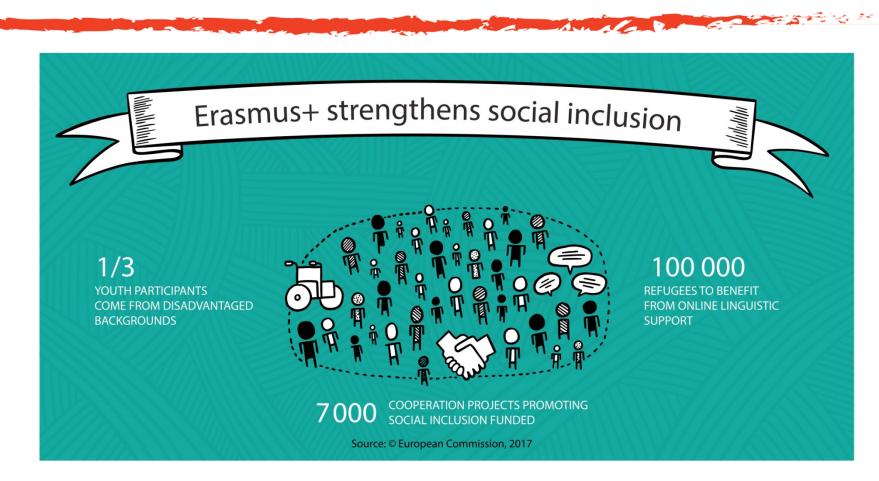






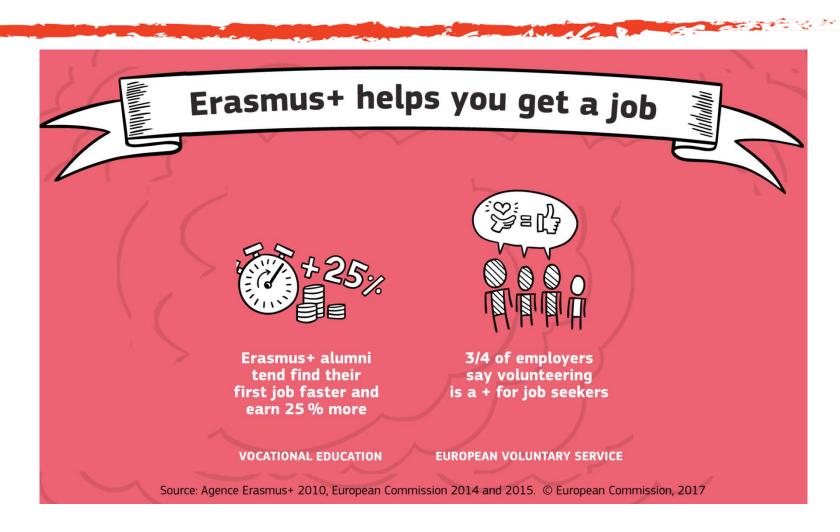














# Erasmus+, 30 years in Ireland



#### 1987-2017: 30 YEARS OF ERASMUS

When the programme started, Erasmus targeted only higher education students, but it has since grown to offer opportunities in the vocational education and training, school education, adult education, youth and sport sectors. Today, all these programmes have one name: Erasmus+. Ireland joined in 1987.

#### **IRISH WHO BENEFITED BETWEEN 1987 AND 2017 (ESTIMATED)**

**54 700** higher education students

15 800 youth exchange participants

**5 500** vocational training learners

9 200 education staff and youth workers

**2 000** European volunteers

1 100 Erasmus Mundus students and staff



## Erasmus+ 2016 in Ireland



**Adult Education** €10.2m **School Education** VET Funding allocated in 2016 Sectors Youth KA1: Mobility of Individuals 181 KA2: Strategic Partnerships **Key Actions** KA3: Support for Policy Reform Projects KA1 participants across all fields 3,266 9,500 KA2 participants across all fields 5,646 KA3 participants across all fields 604 **Participants** 



## **Erasmus+ 2016 in Ireland**



#### **ERASMUS+ VET**



Mobility of Individuals

Key Action 1 (KA1)

€1,610,120



16 Projects



723
Participants

Mobility projects for staff and learners

This action allows VET organisations to send learners and/or staff to other European countries to undertake a dedicated period of learning or professional experience, such as job shadowing, training, volunteering, or gaining work experience.

€3,937,689

**Total Allocated Funding** 

Strategic Partnerships

Key Action 2 (KA2)

€2,327,569



11 Projects



2,291
Participants

Strategic Partnerships

Strategic Partnerships allow organisations active in vocational education and training to cooperate with other relevant organisations to promote the development and use of innovative methods.



## Erasmus+ 2016 in Ireland



### **ERASMUS+ ADULT EDUCATION**



Mobility of Individuals

Key Action 1 (KA1)

€148,435



**7** Projects



83 Participants

Mobility projects for adult education staff

This action allows organisations to send staff to other European countries to undertake a dedicated period of learning or professional experience, such as job shadowing, training, volunteering, or gaining work experience.

€890,222

**Total Allocated Funding** 

**Strategic Partnerships** 

Key Action 2 (KA2)

€741,787



Projects



553
Participants

**Strategic Partnerships** 

Strategic Partnerships allow organisations active in adult education to cooperate with other relevant organisations to promote the development and use of innovative methods.





Erasmus+ has embedded the aims of the Paris Declaration with priority now given to projects addressing inclusive education

approaches:







## 2018 and beyond

- Some changes: ErasmusPRO; School Exchange Partnerships; European Solidarity Corps
- 2018 Funding:

	KA1 €m	KA2 €m	KA3 €m	Total €m
Adult Ed	0.14	1.1	0	1.24
School Ed	0.96	3.7	0	4.66
VET	4.9	1.2	0	6.1
Youth	2.4	0.95	0.13	3.48
				15.48





## 2018 and beyond

- Tie in with national and European education and language strategies and policies
- Meet funding challenges
- Predict and meet external challenges (e.g. Brexit, wider political changes, public perceptions)





## Léargas goal:

# Implement the programme effectively in our target sectors

- Supportive approach
  - Focus on inclusion
    - Gather evidence
  - Share the learning





# Supportive Approach, e.g.

- What are the links between National and European policies and 'work on the ground'?
- Policy Officer
- 123 Guides



#### Linking your Erasmus + Sch to national and European Pr



#### WHAT IS POLICY?

Policy is the set of values and the work of organisations or I for example, the Irish Governme Union.



#### WHY IS POLICY IMPORTANT?

Policy is important because it tell organisations and bodies hope to they will be guided in their work.

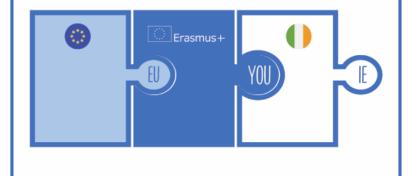
Government policy tells us what the Government's priorities are and what it plans to accomplish. It sets out the commitments it is making on a range of different issues.

For example: mental health; housing; young people; climate change; education; employment; people with disabilities; migrants; Travellers' rights etc.

Your Erasmus+ project can play a role in achieving these aims and help to make positive changes for young people, be that at a local, national or international level.



- Your project can directly tackle some of the issues affecting young people that are set out in EU or national policy priorities
- Your project can give young people a voice in discussions around national or EU policy that affect their lives, thereby ensuring accountability







#### **Focus on Inclusion**

- Target hard-toreach groups
- InclusionOfficer
- InspirationDays





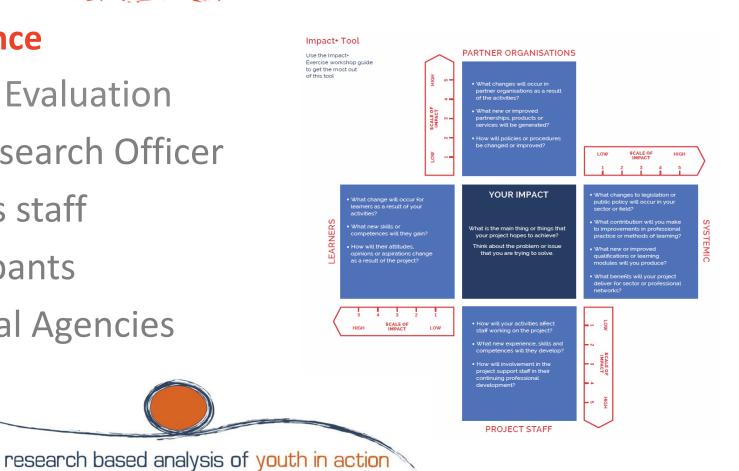






#### **Gather evidence**

- Mid-Term Evaluation
- Impact Research Officer
  - Léargas staff
  - **Participants**
  - National Agencies







#### Gather Evidence: Mid-Term Evaluation of Erasmus+

- participants are, by a vast majority, impacted positively by their experience of the programme
- improving labour market skills and employment opportunities, and increasing cultural awareness and appreciation, are all in evidence.
- increases in confidence and enthusiasm are also reported
- formation of professional relationships and friendships, many of which have continued for several years.
- the programme is shown to be relevant, adding value, and very much aligned with national priorities.



NATIONAL REPORT: IRELAND, 12 JUNE 2017 AUTHOR: O'BRIEN /Governance Design CONTACT DETAILS: info@obriengd.ie







#### **Gather evidence**

Workshops etc.

#### **Share the Learning**

- Workshops etc.
- Léargas online

#### Practical Dissemination: Share What You've Learned

Fri, Apr 21st, 2017



Dissemination is a key part of any international project, and has particular importance in Erasmus+. In fact, along with impact it counts for 30% of the total score in applications! Yet it can be difficult to know where to start and how to disseminate

effectively. In the first part of this short series, Léargas Communications and Impact Research Officei Charis Hughes looks at practical ways to share what you've learned.



## All-neu experiences for a VET trainee in Berlin

Tue, May 24th, 2016

"For anybody looking to broaden their horizons I would definitely recommend a work placement abroad": For Sound Engineering trainee Martin Larkin, an EU-funded work placement in Berlin led to a whole new direction for his career.



#### CoderDojo: Creativity with code

Tue, Apr 5th, 2016

Ross O'Neill of CoderDojo on using Erasmus+ Key Action 2 funding to develop resources, recognise learning and support coding across Europe.



#### From Carnival Queens to Celtic FC

Wed, Apr 22nd, 2015

Vocational trainees from Galway Technical Institute tell us about their Erasmus+ work placements in Spain, Poland and Scotland, where duties vary from spectacular costume design to java programming.





# Thank you!





# Irish Reference Group for EU Initiatives Tullamore, 05 October 2017



Elva Duggan
VET Mobility, Client Services

# **Learner Mobility**



- apprentices
- VET students (whose studies typically include work-based learning)
- recent graduates from VET providers or from companies providing VET to apprentices (must undertake their training placement within one year of graduation)
- a workplace or VET provider (with periods of work-based learning in a company or other organisation)
- 2 weeks to 3 months
- ErasmusPRO 3 to 12 months



# **Learner Mobility - example**



Who: 56 learners and accompanying persons

From where: a range of FETAC (QQI) level 5 or 6 courses including language and European studies, architectural design and technology, graphic design, interior design, outdoor management, social care, health science (pre-nursing), special needs assisting (childcare), communication and media production

To do what: a three-week placement

Where: Finland, France, Germany, Hungary, The Netherlands

or Sweden



# **Staff Mobility**



#### Teaching/training assignments:

- Allow staff of VET providers to teach at a partner VET provider abroad
- allow staff of companies to provide training at a VET provider abroad

#### Staff training:

- supports the professional development of VET staff
- work placement or a job shadowing/observation period abroad in a company or any other VET provider



# **Staff Mobility**



#### **Duration**

two days to two months (excluding travel time)

#### Open to:

 Any person working for an organisation active in the field of VET and in charge of VET:

e.g. teachers, trainers, international mobility officers, staff with administrative or guidance functions, etc.



# **Staff Mobility**



Who: tutors in childcare

To do what: a one week period which will comprise job shadowing, lectures, and observation at relevant childcare centres.

Where: to Trondheim, Norway.

or

Who: staff delivering VET in an Education and Training Board

To do what: focus on enterprise in VET

Where: either the UK or Finland.



# **Funding**



In 2017 to date, for KA102

Average allocation was €94,275

Smallest allocation was €16,070

Largest allocation was €266,670

For KA109 (Charter projects)

Average allocation was €198,996

Smallest allocation was €122,892

Largest allocation was €312,135



## **Vocational Skills Week**



VET Skills Week: 20 – 24 November 2017

## Raising VET attractiveness and excellence

Can include activities and events between 01 September and 31 December 2017

To register events:

https://ec.europa.eu/eusurvey/runner/register-your-VocationalSkillsWeek17





# **Important Dates**



Discovery Day: 15 November 2017

Application workshops: TBC

Next deadline: 11:00 a.m. on 01 February 2018





# Thank you!





#### **Erasmus+ Higher Education**

Mr. Gerry O'Sullivan,
Head of International Education, HEA

**Tullamore Court Hotel Thursday 6 October 2017** 







# **KA103 Intra European mobility** (Programme Countries)

No changes in the area of standard mobility

Final reports are in the process of completion for 2016/17

Year on year we are seeing a 10-15% increase on mobilities. Next year we will see the number of third level students who have gone out on Erasmus exceed 55,000 since it's inception in 1987







# **KA103 Intra European mobility (Programme Countries)**

Details of 2017/2018 allocation below

Higher Education Institution	Total Grant awarded	Number of Students	Number of Staff	Total awarded number of participants
University of Limerick	1,235,380	670	44	714
National University of Ireland, Galway	1,075,440	427	19	446
University College Cork	891,635	343	67	410
Trinity College Dublin	868,670	384	24	408
University College Dublin	852,985	410	15	425
Dublin City University	672,795	274	23	297
Dublin Institute of Technology	622,315	326	9	335
National University of Ireland, Maynooth	439,775	178	19	197
Galway-Mayo Institute of Technology	253,710	115	13	128
Cork Institute of Technology	224,675	110	22	132
Mary Immaculate College	209,600	104	6	110
Waterford Institute of Technology	160,055	66	18	84
Limerick Institute of Technology	150,840	67	14	81
National College of Art and Design	144,705	50	14	64
Institute of Technology, Sligo	128,125	58	16	74
Institute of Technology, Carlow	122,360	58	17	75
Dundalk Institute of Technology	82,390	41	4	45
Letterkenny Institute of Technology	76,670	38	11	49
Dun Laoghaire Institute of Art Design & Technology	72,315	44	6	50
Institute of Technology, Tallaght	63,850	32	9	41
Institute of Technology, Tralee	50,895	19	12	31
Institute of Technology, Blanchardstown	49,165	17	5	22
Athlone Institute of Technology	43,770	14	9	23
Royal Irish Academy of Music	22,685	3	12	15
St. Angela's College	21,405	12	4	16
Royal College of Surgeons in Ireland	19,095	10	7	17
St. Nicholas Montessori College Ireland	17,905	8	6	14
Marino	9,755	5	3	8
Hibernia	5,525	0	5	5
Total	8,594,925	3883	433	4316







# **KA107 International Credit Mobility (Partner Countries)**

Programme is now in its third year of funding

#### Details of 2017/2018 allocation below;

Higher Education Institution	Total Grant Awarded	Number of students	Number of staff	Total awarded number of participants
University of Limerick	433,392	43	83	126
University College Dublin	253,830	34	33	67
Mary Immaculate College	134,730	6	44	50
University College Cork	109,906	11	18	29
Trinity College Dublin	58,761	2	10	12
Royal College of Surgeons in Ireland	39,150	6	4	10
Limerick Institute of Technology	34,540	10	2	12
Cork Institute of Technology	31,710	0	11	11
Dublin City University	31,462	0	11	11
Institute of Technology Tallaght	21,580	3	4	7
Dun Laoghaire Institute of Art, Design & Technology	20,600	5	5	10
Saint Nicholas Montessori College Ireland	20,520	4	4	8
Institute of Technology Blanchardstown	13,300	3	2	5
National College of Art & Design	7,716	0	2	2
Total	1,211,197	127	233	360







# KA203 Strategic Partnerships (Decentralised Action)

Year on year, number of applications under this action from HEIs continue to grow

Two successful applicants-2017/18

Trinity College Dublin, Principal Investigator Dr Mark Monaghan;

"Strengthening multi-professional competencies in mental health in an international context, through co-production with academics, students, service users and professionals"

Dublin City University, Principal Investigator Dr James O'Higgins Norman;

"Disablist Bullying - Experience into Change, providing the right support services"







# Erasmus+ Sport Action (Centralised action, promoted by the Irish NA, Higher Education)

Aims to support;

- Volunteering in sport
- Social inclusion through sport
- Gender equality in sport
- Health-enhancing Physical Activity (HEPA)
- Implementation of the European Week of Sport

More information;

http://ec.europa.eu/sport/







#### **New Developments and upcoming events**

- Erasmus+ call 2018- October 2017

Traineeships KA107
12% Budget
Master Loan reallocation

- Irish Educated, Globally Connected An International Education Strategy For Ireland, 2016-2020- October 2016
- Foreign Language Strategy end of 2017
- International Education Conference- 11 December 2017
- Language Conference- Goethe Institut Dublin- 6-7 December 2017
- Government of Ireland Academic Mobility Programme- October 2017







# 1987-2017- 30th years of Erasmus A year of celebrations!









# Go raibh maith agaibh







# NCGE, ELGPN and Euroguidance Ireland

Mary Stokes
FET Guidance Programme Co-ordinator
National Centre for Guidance in
Education (NCGE)







## National Centre for Guidance in Education











2008 Council Resolution on better integrating lifelong guidance into lifelong learning strategies: Strengthen European cooperation on lifelong guidance provision, in particular through the ELGPN, with the support of the Lifelong Learning Programme, and in liaison with CEDEFOP

## European Lifelong Guidance Policy Network (ELGPN)

www.elgpn.eu

- Funded by EU Commission
- Work Programme 2007-2015
- 30 Member countries across EU Member States
- NCGE representative for Ireland
- Lead and Co-Lead on Quality Assurance working groups
- Active participant in Career Management Skills group





2008 Council Resolution on better integrating lifelong guidance into lifelong learning strategies: Strengthen European cooperation on lifelong guidance provision, in particular through the ELGPN, with the support of the Lifelong Learning Programme, and in liaison with CEDEFOP

#### **ELGPN Publications 2015**

- Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Framework for the EU and for the Commission
- Strengthening the Quality Assurance and Evidence-base of Lifelong Guidance
- Designing and Implementing Policies Related to Career Management Skills (CMS)





2008 Council Resolution on better integrating lifelong guidance into lifelong learning strategies: Strengthen European cooperation on lifelong guidance provision, in particular through the ELGPN, with the support of the Lifelong Learning Programme, and in liaison with CEDEFOP

#### **Implications for Ireland**

- NCGE co-ordinates National Forum on Guidance to support cooperation and collaboration across guidance sectors
- Informed the DES Programme Recognition Framework
- Guidelines for Guidance in education and FET sector through online Handbooks
- CMS informing development of guidance learning outcomes in post primary / Junior & Senior Cycle – Whole School Guidance Framework - 2017
- Currently working on Data gathering on guidance in schools





# www.euroguidance.ie

#### NCGE hosts the Euroguidance Centre for Ireland

- promote EU dimension of Guidance
- promote mobility for learning opportunities across EU

#### **Network of 64 Centres across EU**

- Euroguidance.eu website
- Insight Newsletter
- Network meetings twice per year





# www.euroguidance.ie

- Mobility Guidance Counselling Online-CPD Modules for Guidance Counsellors
- Work with EU networks
   create awareness of EU Initiatives for general
   public
- DES/SOLAS FET Strategy 2014-2019
   focus on Mobility for FET students role for Euroguidance



# www.euroguidance.ie

- <u>www.ncge.ie</u>
- www.euroguidance.eu
- <a href="https://www.euroguidance.eu/resources/publications/insight-newsletter">https://www.euroguidance.eu/resources/publications/insight-newsletter</a>
- http://euroguidance.ie/resources



# Go raibh maith agaibh! Thank You!

www.ncge.ie euroguidance@ncge.ie www.euroguidance.ie









# European initiatives in the field of recognition of refugees' qualifications

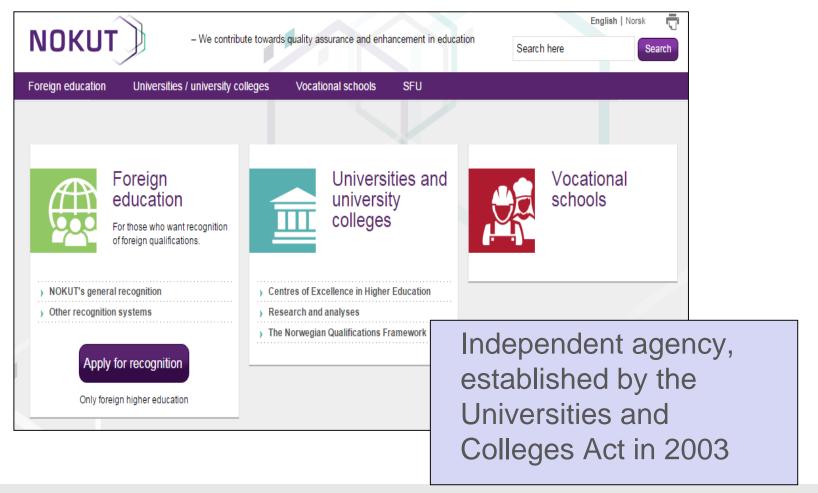
Marina Malgina

Head of Section

NOKUT – Norwegian Agency for Quality Assurance in Education



# NOKUT – Norwegian Agency for Quality Assurance in Education





## Recognition... what are we actually talking about?

- Recognition is more than a technical exercise
- Recognition is more than a preparation for further studies or employment
- Early recognition of refugees` qualifications is a key to build inclusive societies
- Recognition of a qualification = recognition of the human behind the qualification
- Inclusion empowerment participation
- Reduce the risk of (social, political, economical) alienation

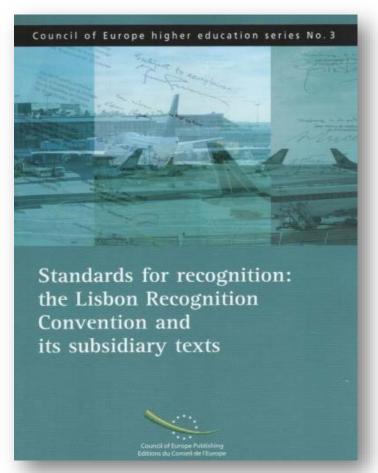
| 69



# Legal obligations: Lisbon Recognition Convention









# Lisbon Recognition Convention (1997)



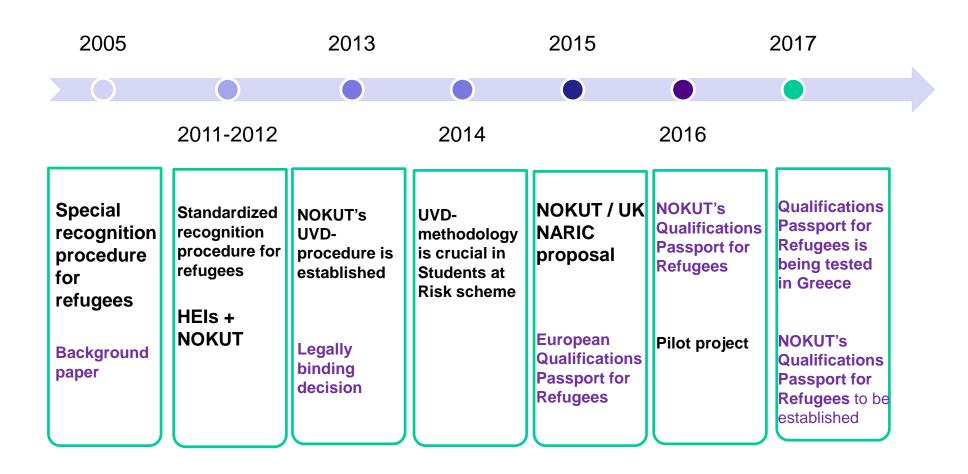


- Only legally binding text in the EHEA
- Article VII: Legal obligation to develop procedures to assess qualifications of refugees
- For access to HE/employment
- Even where qualifications cannot be proven through documentary evidence.





### Norwegian experience





# Challenges

- Number of refugees
- Language competency
- Unfinished or undocumented qualifications
- Demand for mobility and portability



05.10.2017 Slide **73** 







# Towards a multilateral solution: European Qualifications Passport for Refugees

#### Aim:

Provide refugees with

- An assessment of qualifications that cannot be fully documented
- An assessment accepted across borders









05.10.2017







#### Task:

- Map educational level, work experience and language proficiency
- Provide information relevant for employment, internships, qualification courses, HE admission

#### Method:

- Assessment of available documentation
- Structured interview by qualified credential evaluators





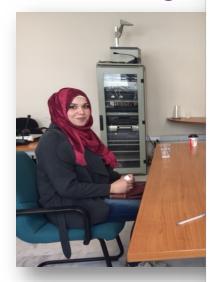




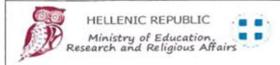
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# **Outcomes:** for Refugee









#### European Qualifications Passport for Refugees No. 1701<sup>1</sup> Assessment Part

Issued: 14.03.2017

Valid through: 14.03.2022

#### Personal information

Last name:

First and middle names:

Date of birth:

Place of birth: Homs, Syria

Nationality: Syrian

#### Assessed qualifications

Highest achieved qualification: (2010) Bachelor's Degree in Physiotherapy, Al-Baath University, Syria<sup>2</sup>

#### Additional relevant information from the applicant

Languages: Arabic (native speaker), Arabic (language of instruction), English (language course)

Relevant work experience: no

Membership in professional organizations: Certificate of Membership, Physiotherapists Union, Syria (member since 2010)3

Interview and documentation assessment is conducted by credential evaluators:

On behalf of the project

Marina Malgina (NOKUT), evaluation coordinator

Kosmas Papavlassopoulos (D.O.A.T.A.P.), credential evaluator

For more information about the status of this document: http://www.coe.int/en/web/education/recognition-ofrefugees-qualifications





ity, Syria<sup>2</sup>

n, Syria



European Qualifications Passport for Refugees is neither a legal document nor replacement for the national recognition schemes, but a statement intended to be of help in connection with applications for employment/internships and studies. The evaluation is based on available documentation and a structured interview with a professional credential evaluator. This document is only valid together with the explanatory part.







### Results so far:

- 91 refugees interviewed (29 last week)
- 73 European Qualifications Passports for Refugees issued
- Refugees interviewed in Greece have been relocated to Norway, Germany and Ireland – more are in process of relocation











Anwar (born 1986)

- B.Sc. in Physiotherapy, University of Homs, Syria (from 2011)
- In Greece from 2014
- Ambition: to be able to work with the elderly, to contribute to the new society



March 2017: Interview with the credential evaluators



October 5, 2017 Slide 79



March 2017: Anwar received the passport



October 5, 2017

Slide 80



May 2017: Anwar relocated to Norway



ctober 5, 2017



July 2017: Anwar submits application to NOKUT and gets advice on the road ahead



October 5, 2017

Slide 82



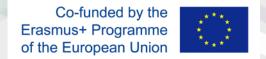
August 2017: Anwar visits Oslo University College of Applied Sciences and gets information on the bridging courses – starts the courses in November 2017



October 5, 2017

Slide 83





Refugees and Recognition - Toolkit for recognition of higher education for refugees, displaced persons and persons in a refugee-like situation

### **Participants**

- UK NARIC, CIMEA, NUFFIC, CIEP (NARIC)
- ArmENIC (ENIC)
- Swedish Council for Higher Education, German Kultusministerkonferenz (Associate partners)











184



# Refugees and Recognition - Toolkit for recognition of higher education for refugees, displaced persons and persons in a refugee-like situation

Aim of the project - Development of appropriate common recognition methods and tools to secure effective and streamlined recognition of qualifications for refugees and persons in a refugee-like situation in signatory countries of The Lisbon Recognition Convention, as stated in Article VII.















## Aim and objectives

**Effective recognition** procedures for refugees, displaced persons and persons in a refugee-like situation, including those without official documentation

Common methodology

Common statement

Country profiles

E-Learning modules



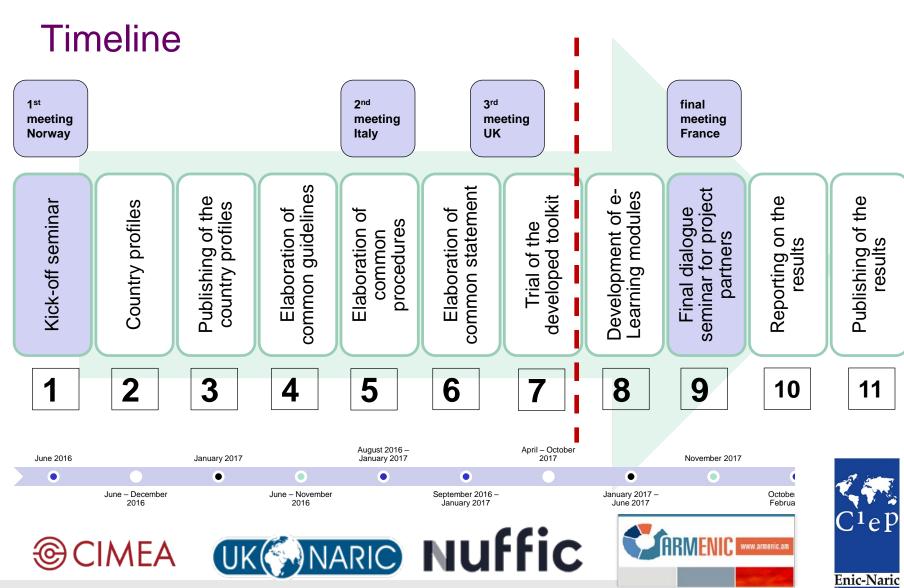






186

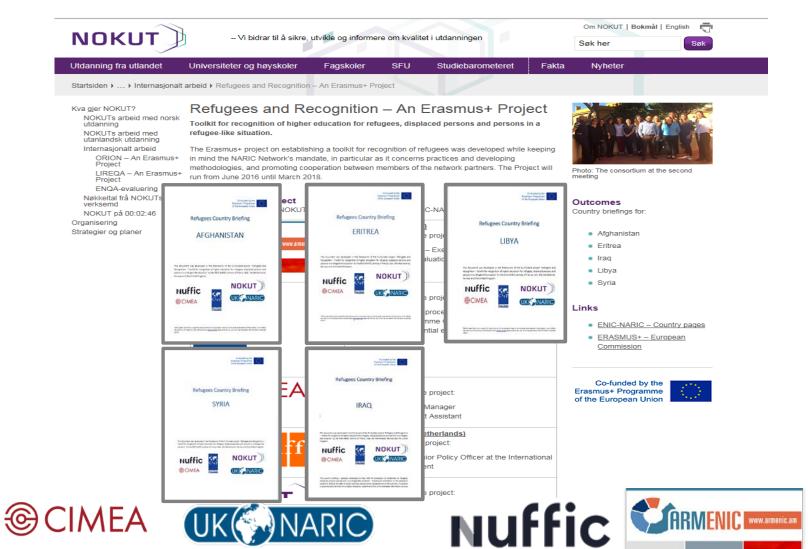








## Country briefings





188





## E-learning modules – NUFFIC, UK NARIC and NOKUT

- The tools available
- How to use the toolkit
- Case studies / demonstration on how those tools are used
- Flow chart to demonstrate the sequence of events

September 2017 - Development

January 2018 - Series of 3 webinars

December 2017- Ready to promote











189





## Testing of toolkit

October 2017 – ArmENIC, UK April 2017 - CIMEA NARIC, KMK September 2017-France















## Qualifications Passport for Refugees as a Tool

- Assessment of available documentation
- Analysis of the qualification
- Structured interview
- · Identify and present refugees' qualifications in a standardized manner (Qualifications Passport for Refugees)









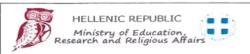






Qualifications
Passport for
Refugees as a
Standardized
Document

+ info/advice on the road ahead





### European Qualifications Passport for Refugees No. 1701<sup>1</sup> Assessment Part

Issued: 14.03.2017

Valid through: 14.03.2022

#### Personal information

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First and middle names

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Marina Malgina (NOKUT), evaluation coordinator

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Rose Chacko (UK NARIC).

Rose Chacko (UK NARIC), credential evaluator

For more information about the status of this document: <a href="http://www.coe.int/en/web/education/recognition-of-">http://www.coe.int/en/web/education/recognition-of-</a>

NOKUT









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Available documentation: Degree Certificate



### The way ahead

- Erasmus+ project Toolkit II
- EQPR II project 2018 (TBC):closer cooperation with HEIs?
- Subsidiary text to Lisbon Recognition Convention
- Methodology can be applied to other similar processes, e.g. identification of the potential students, qualified personnel in a special field of study etc.





### More information about the projects

- Refugees and Recognition (Erasmus+):
   http://www.nokut.no/no/Om-NOKUT/Kva-gjer NOKUT/Internasjonalt-arbeid/Refugees-and-Recognition--An-Erasmus-Project/
- European Qualifications Passport fro Refugees (Council of Europe): <a href="http://www.coe.int/en/web/education/recognition-of-refugees-qualifications">http://www.coe.int/en/web/education/recognition-of-refugees-qualifications</a>

05.10.2017 Slide 94



## Thank you for your attention!

Marina Malgina

Head of Section, Department of Foreign Education

NOKUT















