



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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

Date: 9th October 2018

Venue: Davenport Hotel, 8/10 Merrion Street Lower, Dublin 2

Agenda

09:30

Registration

09:45

Welcome and introduction

Session 1 – Poster Updates

- Erasmus+ Adult Education, School, VET and Youth, Fionnuala Broughan, Léargas
- Higher Education, Eimear Hayes, HEA
- European Lifelong Learning Guidance Policy Network/ Euroguidance & Ploteus, Hazel Stanley, NCGE
- EQF, Beata Sokolowska, QQI
- Europass & NARIC, Angela Lambkin QQI
- Q & A

11:00

Networking Break

11:15

Session 2 – Raising Awareness on Mobility

Chair: Oisín Hassan, USI

Speakers:

Dr Máiréad Moriarty, University of Limerick

Adrian Sheehan, Colleges Wales

Lisa Collett, ECCTIS UK

Charis Hughes, Léargas

12:45

Q & A/ Panel Discussion

13:15

Lunch and Close

Secretary: Keith Brumfitt

Erasmus+

Enriching lives,
opening minds

 léargas

 @Leargas

 Leargas.Ireland

www.leargas.ie





Erasmus+ Review

Irish Reference Group for EU Initiatives, 2018

Fionnuala Broughan
Communications Manager
Léargas



@Leargas_FB



fbroughan@leargas.ie



Erasmus+ 2017

Key Metrics

€13.3m Total Allocated Funding in 2017

€6.8m Allocated to Key Action 1 in 2017

€6.4m Allocated to Key Action 2 in 2017

€0.13m Allocated to Key Action 3 in 2017

201 Erasmus+ projects in 2017

11,756 participants in 2017

4,417 Key Action 1 participants in 2017

6,156 Key Action 2 participants in 2017

1,183 Key Action 3 participants in 2017

Key Action 1: Mobility of Individuals

Key Action 1 is for projects that involve exchanges, study visits, job-shadowing, training, or volunteering in another country.

Key Action 2: Cooperation for Innovation and Exchange of Good Practice

Key Action 2 projects are projects where organisations from different countries taking part in Erasmus+ collaborate to share experience, exchange or develop new practices in their work.

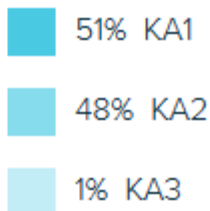
Key Action 3: Support for Policy Reform

Key Action 3 projects empower young people to have their voices heard and to take part in policy discussions with decision makers. Key Action 3 only applies to the youth field.



Erasmus+ 2017

Erasmus+ by Key Action

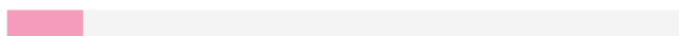


Erasmus+ Projects

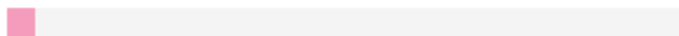
160 Key Action 1 Projects



35 Key Action 2 Projects



6 Key Action 3 Projects



Léargas supporting programmes, 2017

External events - 75



Information events - 45



Programme events - 36



Monitoring/Compliance meetings - 49





Erasmus+ 2017

EPALE



Ireland



2017 Key Metrics for EPALE Ireland

720+ Registered EPALE users

165 New Irish members registered on EPALE

42% Return users on EPALE in 2017

94% Increase in Twitter followers

15% Increase in Facebook followers

37 Blog contributions from Ireland

46 Irish resources shared

30+ Networking events attended by EPALE

2 New Irish 'Communities of Practice' established



ECVET Users' Group, Experts' Group, National Team

Siobhan Mc Gee
Catherine Fox
Cathal De Paor
Marie Cleary
Miriam Dunne
Roisin Sweeney
Andrina Wafer
Siobhan Wallace
Emma Grainger
Ruth Baker
Peter Nolan

2017:
ECVET Forum in Malta
Peer Learning Activities

2018: Various events, both national and European e.g. in Finland, Denmark, Bulgaria, Scotland, Greece, Ireland. Looking at validation, qualification frameworks, networking meetings.

And: a significant investment of time from Léargas staff and Users Group members in the ECVET review being conducted at European level. This involved phone interviews, surveys and two focus groups in Brussels. The results of this review (carried out by the new Secretariat ICF) should be available in early 2019.

eTwinning is a free online platform linking a community of more than 500,000 teachers across Europe. It supports primary and post primary schools to find partners and work on joint projects in any curricular area, using Information and Communication Technology (ICT).





Erasmus+ 2018-2019

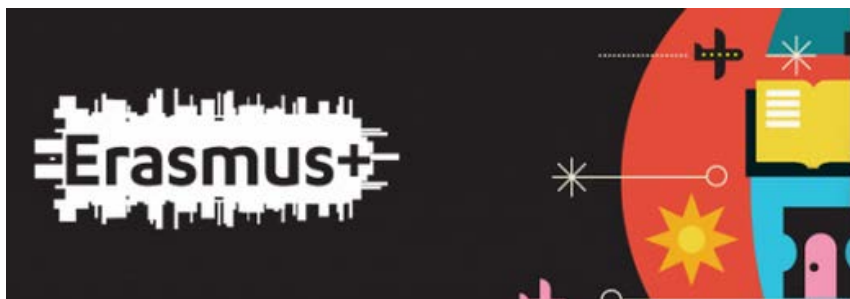
Funding 2018, 2019

	2018	2019	% change
VET	6.2	6.6	6
SE	4.7	5.6	19
AE	1.4	1.7	26
Youth	4	3*	
Erasmus+	16.3	16.9	4
European Solidarity Corps	0.8	1.5	83

**Apparent decrease in Youth funding in 2019 linked to move of volunteering to European Solidarity Corps*



Plans for 2019



Continue **promotion**; focus on Inclusion and Diversity; bring in newcomers; use combination of digital strategy and Discovery Days, Inclusion Days *etc.*



Continue **supportive work** on project life cycle (application, reporting, dissemination, assessing impact)

Continue **research into impact** of programme

Prepare for new programme

Be Brexit-ready...



Erasmus+ Higher Education

**Ms. Eimear Hayes,
Policy Officer, HEA**

**Davenport Hotel
Tuesday 9th October**

KA103 Intra European mobility (Programme Countries)

No changes in the area of standard mobility

Year on year we are seeing a 10-15% increase on mobilities. This year, aprox 5,000 mobilities

Increase in funding - Approximately 10m allocated

Final reports are in the process of completion for 2017/18



Erasmus+



HEA

HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

KA107 International Credit Mobility (Partner Countries)

Programme is now in its **fourth year** of funding

Approximately €1.8m allocated to 14 HEIs

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	1,879,566	127	233	360



Erasmus+



HEA

HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

KA203 Strategic Partnerships (Decentralised Action)

3 applications under this programme in this year

Two successful applicants-2018/19

Institute of Technology Carlow;

“Teaching Interdisciplinary Human Centred Design to Improve Patient Quality of Life”

Institute of Technology Sligo;

“Pedagogy of Robotics in the Social Professions in Europe”

New Developments and upcoming events

- Erasmus+ call 2019- mid-October 2018
- Launch of Internationalisation of Higher Education Report
- Erasmus+ photographic exhibition
- Erasmus+ regional workshops October 2018
- Government of Ireland Academic Mobility Programme- October 2018

Government of Ireland Academic Mobility Programme

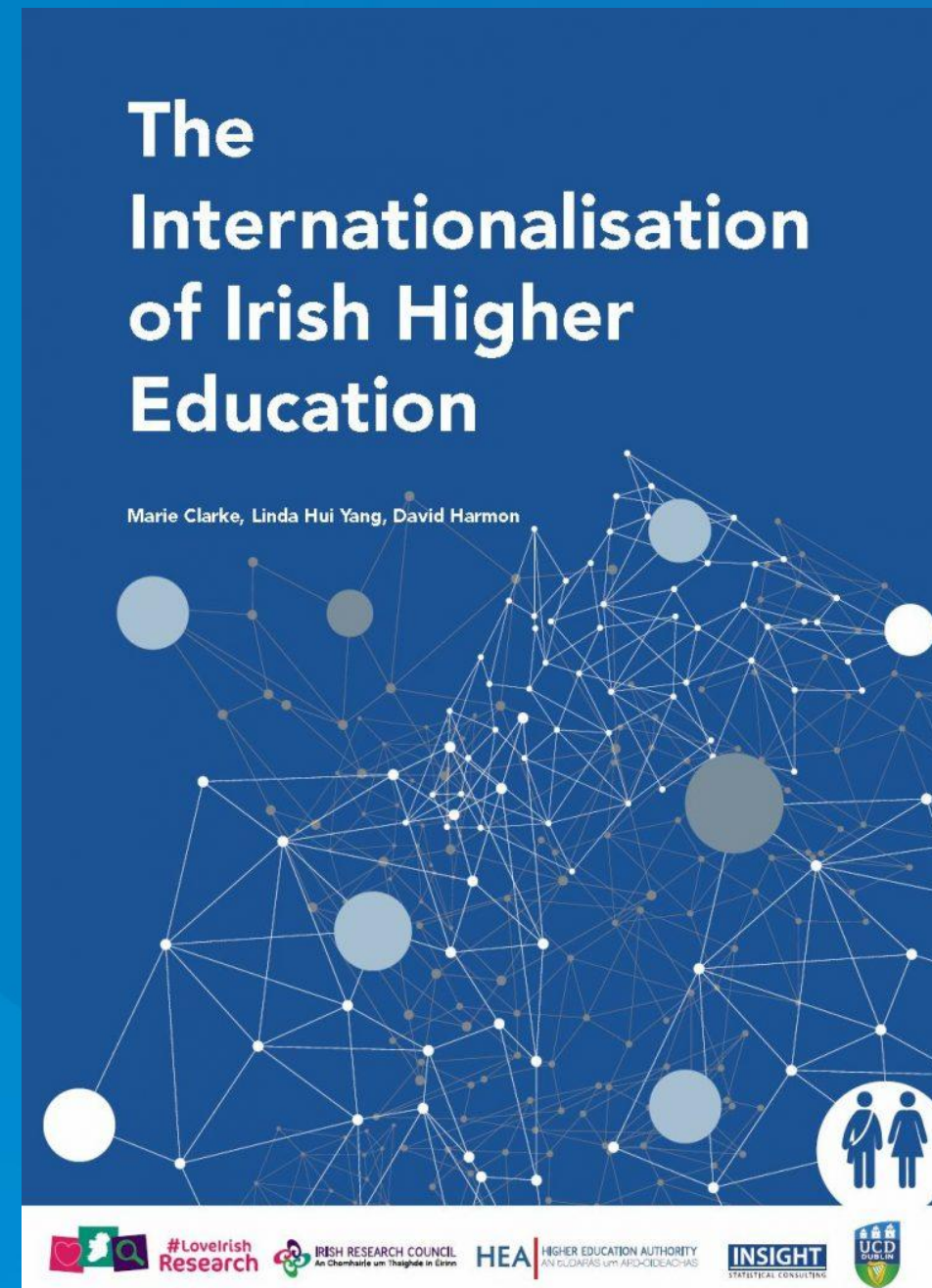
In support of the objectives of the International Education Strategy 2016-2020, *“Irish Educated, Globally Connected”*.

Budget of €500,000 to support outward mobility of staff to countries on any continent

Last year saw 51 projects led by 25 higher education institutions



The Internationalisation of Irish Higher Education



Erasmus+



HEA

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AN tÚDARÁS um ARD-OIDEACHAS

Erasmus+ Photographic Exhibition in partnership with French Embassy



Erasmus+

Erasmus+
learn / experience / explore

HEA

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Go raibh maith agaibh





Lárionad Náisiúnta um Threoir san Oideachas
National Centre for Guidance in Education

NCGE and Euroguidance Ireland

Hazel Stanley
Euroguidance Officer
National Centre for Guidance in Education (NCGE)



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



Lárionad Náisiúnta um Threoir san Oideachas

National Centre for Guidance in Education



EUROPEAN LIFELONG
GUIDANCE POLICY
NETWORK



Erasmus+

- * Agency of the Department of Education and Skills (DES)
- * Representative for Ireland in EU

AIMS

- * promote the implementation of best practice in guidance counselling in schools, centres for education, and Further Education and Training settings
- * advise on policy and strategies for the promotion of a continuum of guidance in the context of lifelong learning

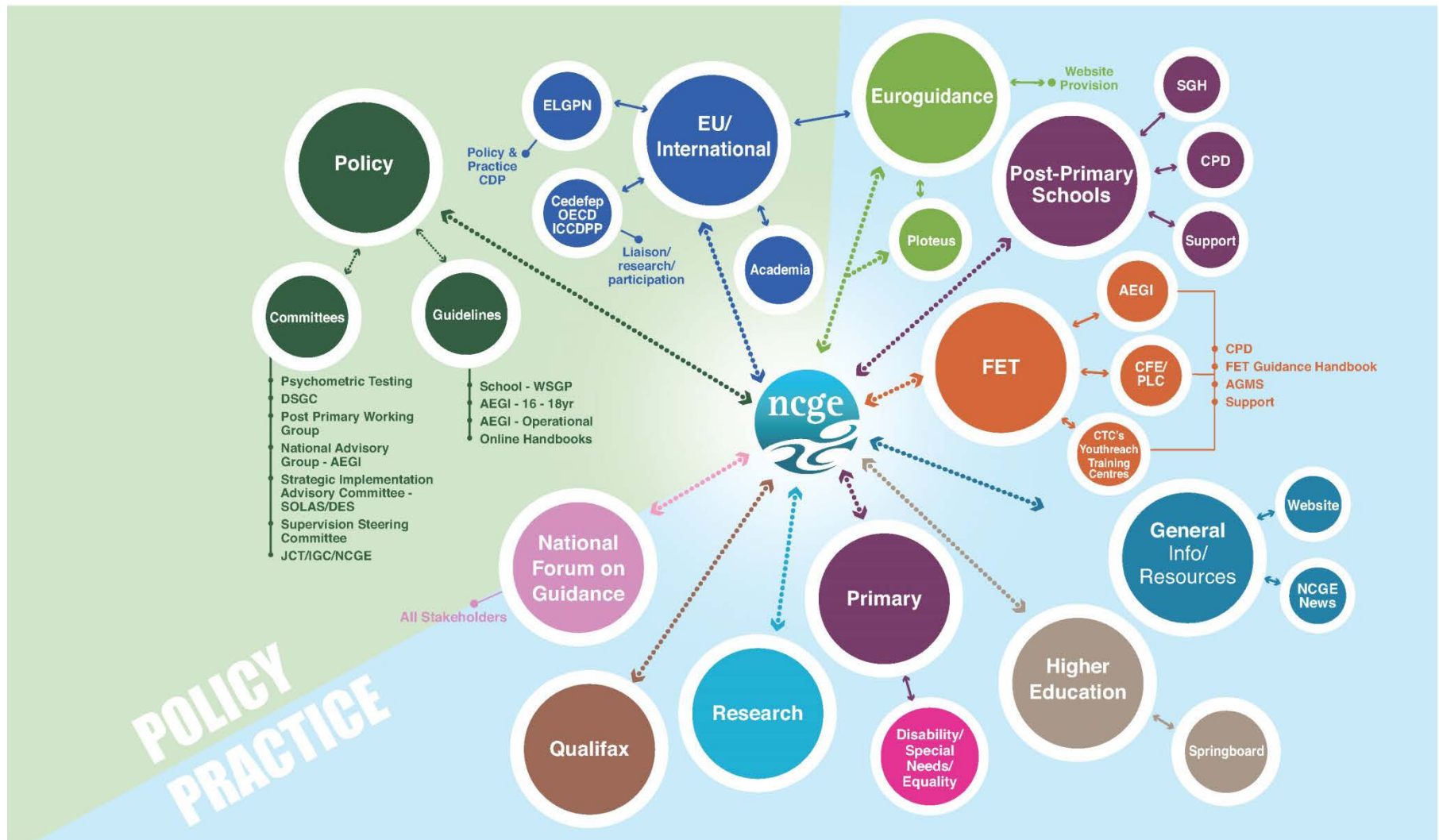
ACTIVITIES

- i. inform and support the development of DES lifelong guidance policy in the education and training sector
- ii. develop and support quality guidance practice in post primary schools and the FET sector
- iii. promote and support a national and EU focus to guidance policy provision and practice



NCGE - activities and links

'Leading and shaping guidance practice'



EU Policy – ELGPN



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





European Centre for the Development of Vocational Training

- * CEDEFOP supports development of European vocational education and training (VET) policies and contributes to their implementation
- * The agency assists the European Commission, EU Member States and the social partners to develop the right European VET policies.
- * Cedefop: *'helping develop the right policies to provide the right skills'*
- * The Director of NCGE Jennifer McKenzie is a member of the CareersNet network, set up to advise CEDEFOP guidance policy



- Euroguidance is a network of centres linking together the Careers Guidance systems in Europe
- Promotes educational mobility, helping *guidance counsellors* to understand and promote the opportunities available to European citizens throughout Europe
- Responds to individual queries from general public
- There are 64 Euroguidance centres across 35 EU and EEA member countries
- NCGE hosts the Euroguidance Centre Ireland





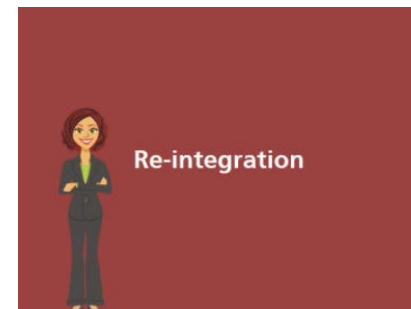
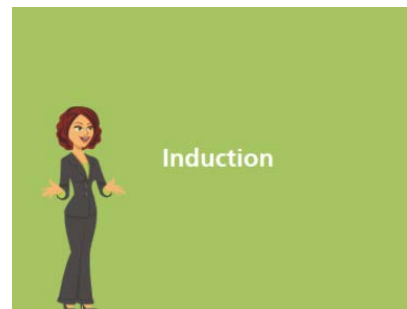
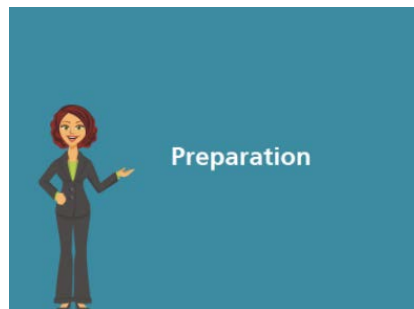
Euroguidance Ireland

- Collects, processes and disseminates information on studying and training opportunities in the EU and EEA member states
- Disseminates information on European initiatives and programmes in education training and mobility and highlights examples of innovative working methods and good practice in the field of lifelong guidance
- Supports national and international networking of guidance counsellors by organising seminars, training and study visits
- Coordinates the provision of guidance to European Schools throughout the EU
- Promotes cooperation among different stakeholders in guidance and education
- Represents Ireland at Euroguidance meetings in Europe

Mobility Guidance Counselling

The Mobility Guidance Counselling (MGC) online course was launched in 2016:

- an online professional development course to provide guidance counsellors with skills necessary to support students in their quest to study abroad
- developed in collaboration with Euroguidance Sweden
- Participants requested additional resources for students
- Euro-Quest has been developed as a result of this feedback





Euro-Quest

Euro-Quest

Euro-Quest is an online resource for Transition Year students :

- Pilot programme 2018-2019 in 15 schools nationally
- Raising students' awareness of mobility in education and employment in Europe
- Providing students with the motivation and information, tools and skills to research opportunities to study and work abroad

Euro-Quest is:

- An inter-curricular collection of websites, activities and assignments
- Reflects the Whole School Guidance approach – Guidance Counsellor and Transition Year Co-ordinator





If you have any queries about learning
opportunities across the EU
Contact me!



hazel.stanley@ncge.ie
euroguidance@ncge.ie
www.euroguidance.ie
www.euroguidance.eu



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

www.ncge.ie

Qualifications Frameworks - Going Global

Enhancing the transparency, quality and mobility of qualifications, nationally and internationally.



The Irish Reference Group for EU Initiatives in Education and Skills 9 October 2018

Beata Sokolowska

Quality and Qualifications Ireland www.QQI.ie

Towards Mutual Recognition of Qualifications between Ireland and Hong Kong



MoU signing ceremony between QQI and EDB on 23 September 2016

QUALIFICATIONS FRAMEWORKS

The Irish NQF

Launched in 2003, the NQF in Ireland is a comprehensive and learning-outcomes-based framework of 10 levels. Each level is based on nationally agreed standards of knowledge, skills and competence.



The HKQF

Launched in 2008, the HKQF is a unitary 7-level hierarchy covering all accredited learning in the academic, vocational, professional and continuing education sectors. It is a framework based on learning outcomes and underpinned by a robust quality assurance mechanism.



Qualifications Frameworks in Ireland and Hong Kong

Qualifications Frameworks bringing you where you want to go

Irish NQF	EQF	HKQF
10	8	7
9	7	6
8	6	5
7	5	4
6	4	3
5	3	2
4	2	1
3	1	No Match
2		
1		

Using Qualifications Levels

Guide to Comparing Qualifications

Comparing Qualifications in Ireland and Hong Kong

Making Connections for You



Introduction

Qualifications Frameworks in Ireland and Hong Kong

Using Qualifications Levels

Comparing Qualifications



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www.QQI.ie
www.hkqf.gov.hk

What Does This Mean For You?

Comparing Qualifications in Hong Kong and Ireland

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www.hkqf.gov.hk
www.QQI.ie

What Does This Mean For You?



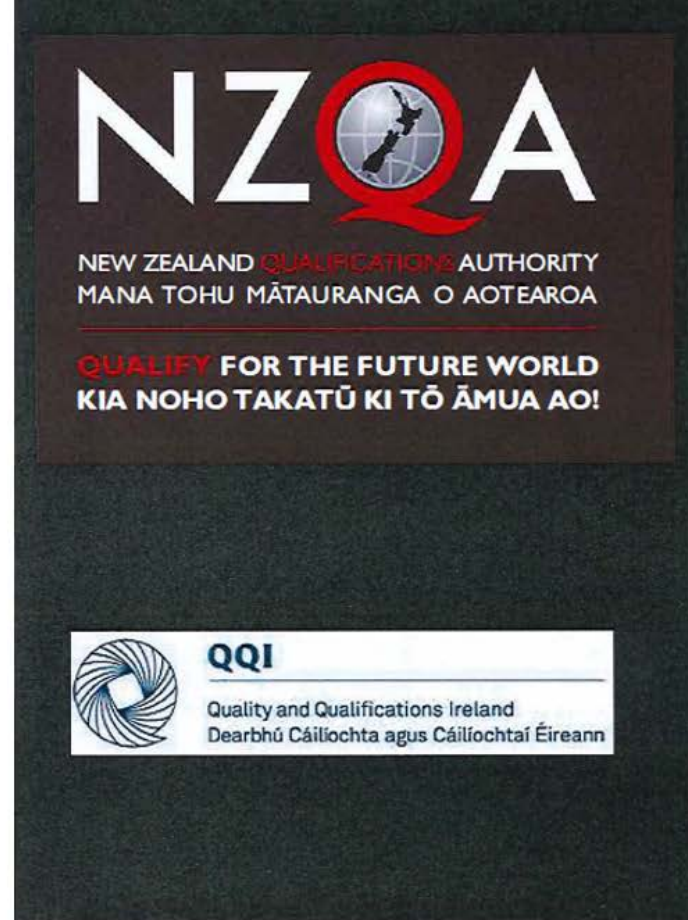
The NZQA and the QQI signed a Memorandum of Cooperation (MoC) in December 2017 for the purpose of strengthening collaboration in the development of their qualifications frameworks, promoting mutual recognition of qualifications and facilitating the mobility of learners and employees between New Zealand and Ireland.



**Working together to
support fair recognition
of Irish qualifications in
New Zealand and New
Zealand qualifications
in Ireland**



Comparing Qualifications A Guide



Towards mutual recognition of qualifications between Ireland
and New Zealand

Making mobility easier for learners and workers

Student Mobility benefits:

- Learners have greater choices and learning pathways in NZ and Ireland.
- Education providers have confidence in the quality of a student applicant in NZ and Ireland.

Labour mobility benefits:

- People have credible, relevant qualifications that improve their employability in NZ and Ireland.
- Employers in NZ and Ireland have confidence in the qualifications of job applicants from each other's countries.



Make the connection and travel with your qualifications

Useful links:

Quality and Qualifications Ireland www.QQI.ie

Naric IRELAND www.naricireland.ie

Guide to Comparing Qualifications in Ireland and Hong Kong

<https://www.qqi.ie/Downloads/Comparing%20Qualifications%20Ireland%20and%20Hong%20Kong.pdf>

International Agreements

<https://www.qqi.ie/Articles/Pages/MOUs-and-Bilateral-Agreements.aspx>

European Qualifications Framework for Lifelong Learning (EQF)

www.ploteus.eu

Thank you for your attention



Supported by the Erasmus+
Programme of the European Union



European
Qualifications
Framework



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Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Europass

- Project 2018 – 2020 (with EQF)
 - activities as planned
- NEW Europass in development
 - Europass Advisory Group to guide
 - Phase 1 autumn 2019
 - E Portfolio Platform



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

NARIC Ireland

- 1100 awards
- User numbers 18K per quarter
- GDPR compliance & Qhelp
- Erasmus + Projects
 - Q Entry
 - E Valuate
 - React
 - Arnet



UNIVERSITY *of* LIMERICK

O L L S C O I L L U I M N I G H

Access to Higher Education for Refugees and Asylum Seekers in Ireland

Dr. Máiread Moriarty

Chair, University of Sanctuary Committee

University of Limerick

Contact: mairead.moriarty@ul.ie

9th Oct 2018

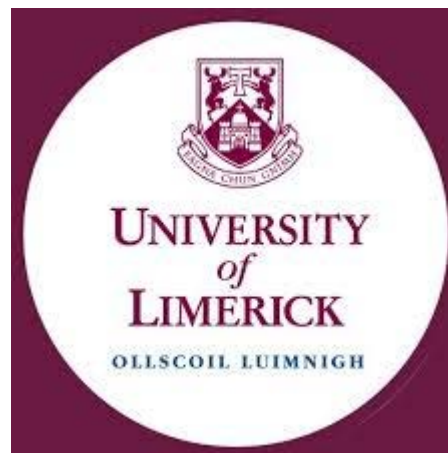


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OLLSCOIL LUIMNIGH

Key barriers

- HE in Ireland lacks the flexibility to adapt to the needs of Ireland's changing
- Lack of a national policy to deal with the educational needs of migrants
- Financial barriers
- Language barriers
- Status and Impact on social welfare payments

Universities of Sanctuary





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OLLSCOIL LUIMNIGH

UL Sanctuary Scholarship Programme

- 2017/18= 14 participants took part in our MSAC
- 2018/19= 8 Full degree students & 14 MSAC
- 1 x PhD Fellowship
- Other initiatives:
 - Sandwich courses: English Language Courses run by MA/PhD TESOL students on preparation for University
 - Academic writing support
 - Counselling support



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O L L S C O I L L U I M N I G H

Enabling access

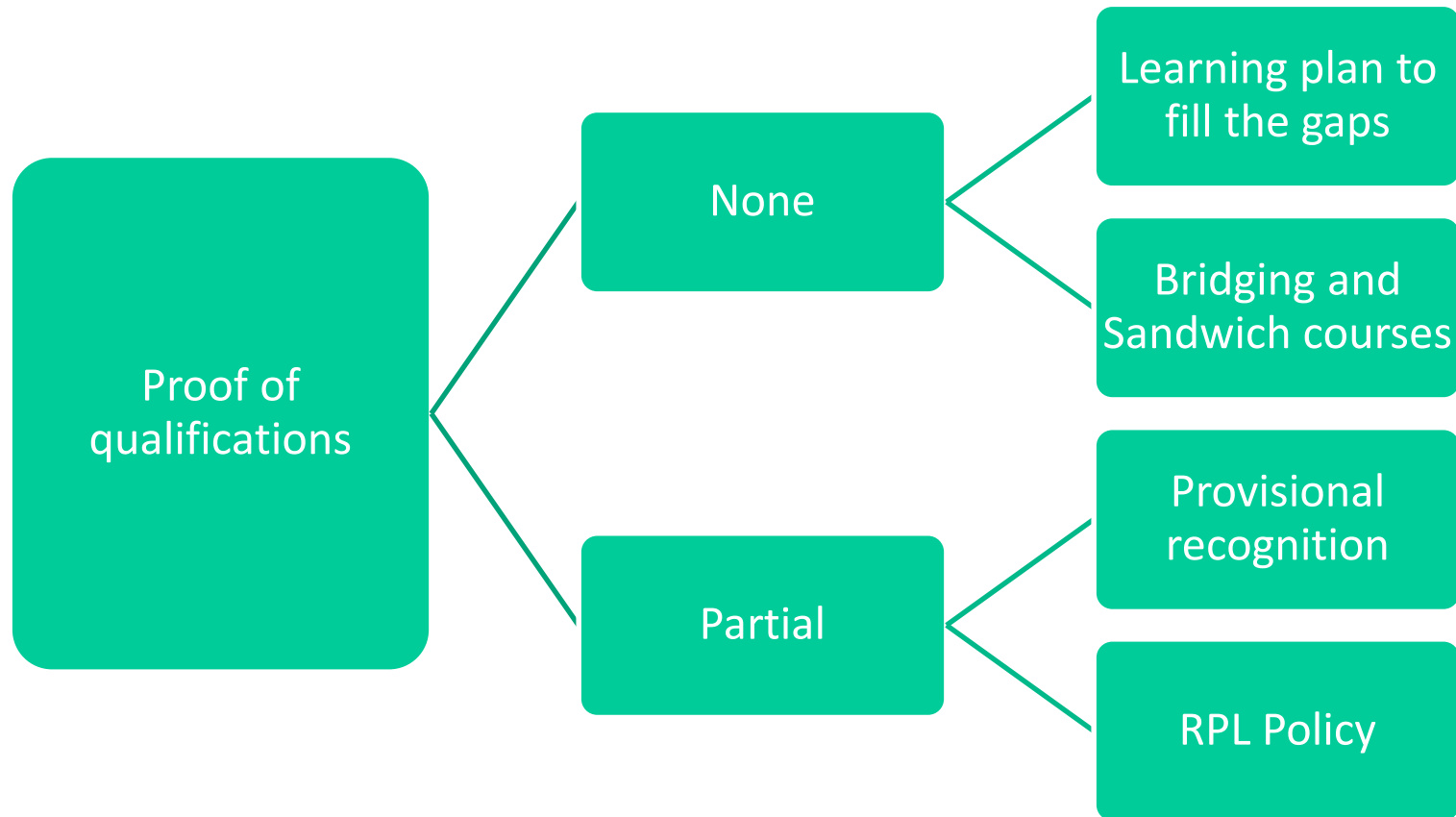
- UL Sanctuary checklist
 - Identification of the holder of the claimed qualifications ·
 - Refugee's claimed educational background and achievements · Level of the qualification(s) in the home country ·
 - Contents of the program and results gained
 - Studies not completed



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Overcoming barriers

- Verifying a migrants qualification/skill level





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OLLSCOIL LUIMNIGH

Barriers once in HE

- Ability to avail of Erasmus and Cooperative Education programmes
- Hidden costs- field trips; social interaction
- Staying on campus after 5pm



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O L L S C O I L L U I M N I G H

Feedback from the 1st cohort of Sanctuary Students

- ‘It was a dream come true.’
- ‘I felt I was making progress in life and not stagnating in the bleak provision of a DP (Direct Provision) centre.’



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OLLSCOIL LUIMNIGH

Creating a truly diverse campus

- Belonging: Integration & Celebrating Diversity
- Challenging perceptions of classmates: intercultural training workshops



Images from UL Sanctuary March Week 2018

A View from Wales

Adrian Sheehan

Irish Reference Group for EU Initiatives in Education and Skills
Dublin October 2018

Role of ColegauCymru

- Coordinating and facilitating service for FEIs
- National Coordination Point in Wales for EQF, ECVET and EQAVET
- Works together with SCQF, Ofqual and CCEA on behalf of the UK

Why Re-referencing?

- The content and quality of referencing reports has become better
- Re-referencing is on the EQF Advisory Group agenda
- Changes to all of the UK qualification frameworks
- Retain links with the EQF

Re-referencing Plan

- Separate reports for Scotland, Wales and England/Northern Ireland
- Scotland pilot report 2015
- Scotland to present a report in December 2018
- Wales, England/Northern Ireland to present in June 2019

Credit and Qualification Framework for Wales

Quality Assured Lifelong Learning

CQFW units of credit,
Vendor/Professional courses,
Continuous Personal and
Professional Development

QA - CQFW competent
bodies, Sector, Industry or
Professional Body

Higher Education

Degrees, Post Graduate,
Masters/Doctorates


QA - HE Review: Wales

Regulated Qualifications

Learning programmes for 14-
19 learners, apprenticeship
programmes (such as GCSE,
A level, VQs, Welsh Bacc)

QA - Qualifications Wales,
QAA (Access to HE)

Credit and Qualifications Framework for Wales

- Transformative  Enabling
- Review in 2014
- “Why has no-one told us about this?”
- Quality Assured Lifelong Learning

Wales – Refugees and Asylum Seekers

- Immigration and asylum are non-devolved policies
- Nation of Sanctuary
- “Integration” “long-term well-being”
- Cluster areas
- Individual initiatives, Wales Refugee Council, HE institutions

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- Individual initiatives, Wales Refugee Council, HE institutions

Supporting Refugees Access to Higher Education.

Irish Reference Group for EU Initiatives in Education
and Skills

9th October 2018

Lisa Collett, Head of Global Division, UK NARIC

UK NARIC activities

- European Qualification Passport for Refugees
- Toolkit for Recognition of Higher Education for Refugees
- Syrian Interim Government Secondary Certificate
- Syrians In Jordan



recognising international expertise

European Qualifications Passport for Refugees (EQPR)



HELLENIC REPUBLIC
Ministry of Education,
Research and Religious Affairs



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

European Qualifications Passport for Refugees No. 1701¹

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, Syria²**

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	 Rose Chacko (UK NARIC), credential evaluator
	

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

¹ 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.
² Available documentation: Degree Certificate
³ No available documentation



The Toolkit

- **Country Briefings:**
 - Afghanistan
 - Eritrea
 - Iraq
 - Libya
 - Syria
- **EAR Manual for HEIs – Chapter 12: Refugees**
- **Questionnaire templates**
- **Interview templates**
- **Sample EQPR**
- **Sample Background Paper**
- **Webinar Series**
 - Introduction to the toolkit
 - Process of the EQPR and the process of the background paper
 - Application of the Toolkit

Co-funded by the
Erasmus+ Programme
of the European Union



Syrian Interim Government Qualifications

EXECUTIVE SUMMARY



Syrian Interim Government Qualifications



Students in Rural Damascus complete Fall Semester exams in February, 2017; Rural Damascus ED.

UK NARIC has found the Syrian Interim Government Grade 12 qualifications suitable for consideration for entry to International Foundation Year programmes available at UK universities. Grade 9 provides suitable preparation for continuing secondary education.



recognising international expertise

Syrians in Jordan Project



Department for Business, Energy & Industrial Strategy

National Recognition Information Centre for the United Kingdom
SUFFOLK HOUSE, 68-70 SUFFOLK ROAD, CHELTENHAM GL50 2ED, UK HEAD OF UK NARIC: DR CLOUD BAI-YUN
www.naric.org.uk/SIJ

Statement of comparability
check to ensure this statement is genuine, email: stj@naric.org.uk

شهادة مقارنة
للتحقق من هذه الشهادة، الرجاء إرسال بريد إلكتروني إلى: stj@naric.org.uk

The assessments and comparisons below are based on expert opinion. However, our evaluations and assessments are not binding, and should be treated as guidance only.
تعتمد التقييمات والمقارنات التالية على آراء الخبراء في التعليم الدولي. ومع ذلك، فالمعلومات المقدمة ليست ملزمة قانونياً وإنما توجيهية فقط.

Name:		الاسم:	
Number:		الرقم:	
Qualification Title:	Postgraduate Diploma in Mechanical Engineering	اسم المؤهل:	درجة البكالوريوس في الهندسة الميكانيكية
Country:	Syria	البلد:	سوريا
Year:	2011	السنة:	٢٠١١
Awarded by:	Al-Libn University	الجهة المانحة:	جامعة البعث

Additional information:

Qualifies the holder to work in the related field in Syria.

Demonstrates an individual who should be able to perform tasks requiring a high level of scientific, technical and administrative skills which aid him/her to analyse, plan, manage, evaluate and improve work, participate in training others and solve problems.

Other responsibilities may involve complex problem-solving, decision-making and creativity, based on an extensive body of theoretical and factual knowledge in a specialised field.

Also demonstrates an individual who holds advanced literacy and numeracy skills, as well as the ability to communicate complex information.

Guidance:

This level of qualification is considered to be an entry requirement for postgraduate education.

Official confirmation of the equivalence of this qualification within the Jordan national qualifications framework is available from the Ministry of Higher Education and Scientific Research. Please see here for details: <http://rce.mohe.gov.jo/CertificationEquivalent>

يؤهل هذا التخصص الخريج للحصول على فرصة عمل في نفس مجال تخصصه في سوريا. يمكن هذه الشهادة الفرد من القيام بالأعمال التي تتطلب مهارات عالية من المهارات العلمية والفنية والإدارية والتي بدورها تقوده إلى التحليل والتخطيط والبرمجة والتقييم ولتطوير العمل والمشاركة في تدريب الآخرين وحل المشكلات.

وقد تحتاج المسؤوليات الإضافية التي يتعامل معها الشخص إلى طرق بديلة متطورة من خلال إمتلاك مجموعة واسعة من المعارف النظرية والعملية.

كما يمثل التقييم شخص يمتلك مهارات متقدمة في القراءة والكتابة والحساب، فضلاً عن القدرة على التعامل مع المعلومات المعقدة.

إرشادات:

يعتبر هذا المؤهل شرطاً لادخول برامج التعليم العالي في سوريا.

يتوفر التصديق الرسمي لمعادلة هذا المؤهل من قبل إطار عمل المؤهلات الأردنية من وزارة والبحث العلمي. يرجى الاطلاع على الرابط التالي: <http://rce.mohe.gov.jo/CertificationEquivalent>



recognising international expertise

Thank you for your attention



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recognising international expertise



Irish Reference Group for EU Initiatives, 2018

‘Raising awareness on mobility’

Erasmus+ Work Placements for Vocational Learners

Charis Hughes

Communications & Impact Research

Léargas

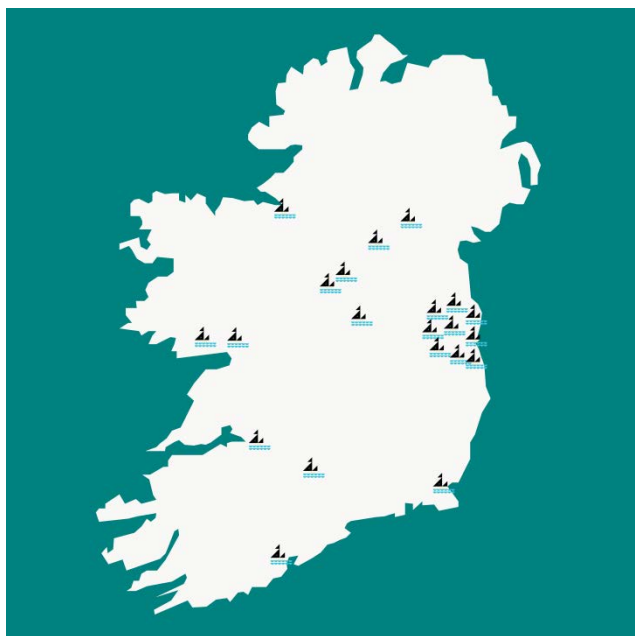


@leargas_charis

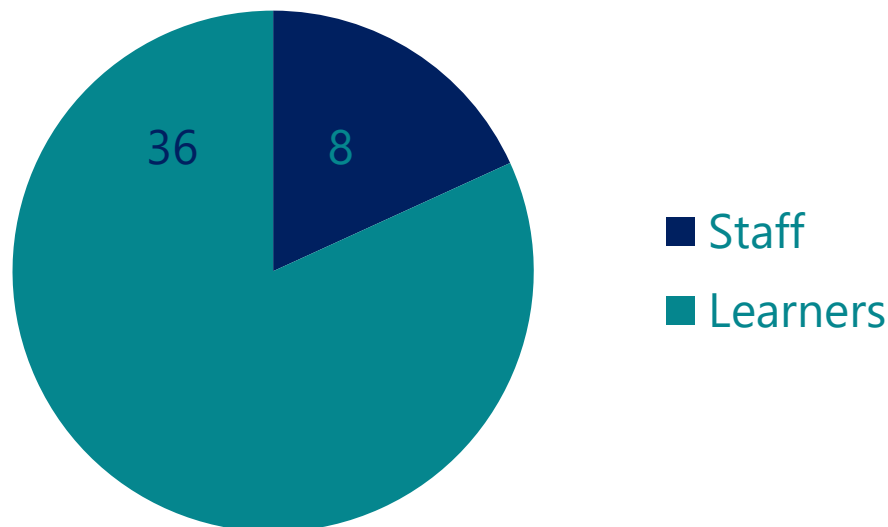


Erasmus+ VET Mobility Projects for Learners

2014-2016; 21 Vocational Organisations



KA102 Projects





Data Sources





Participant Profile

NFQ Level 5 or 6

73% of learners in Year 1

92% of placements < one month duration

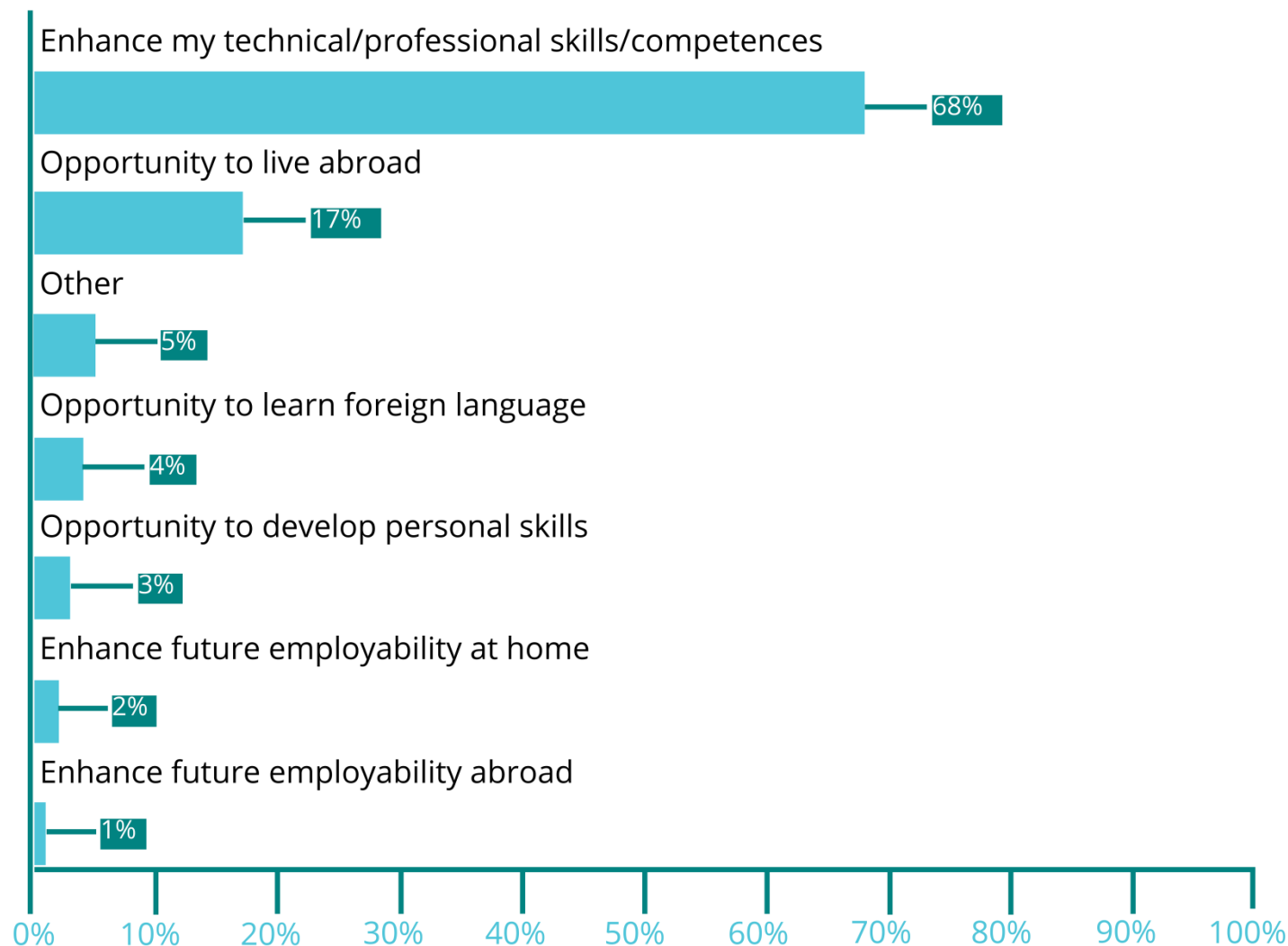
QQI data on Level 5 & 6 learners:

59% under 29 years old

60% female, 40% male



Why do learners go on international placements?





Professional Skills

93% believe that their chances to get a new or better job have increased

90% have a clearer idea of professional aspirations and goals

89% have enhanced their technical and professional skills



Professional Skills

Increased connection to vocational area

- first real-world experience
- confirmation of career choice
- Learners gain employment with host or local employer
- stimulates entrepreneurial skills



Professional opportunity

Offers placements unavailable in Ireland:

- Insurance concerns
- Recession
- No relevant employer in local area

"Many of the veterinary students in Slovenia commented on the high degree of hands-on experience they were given, (*this is*) often impossible here due to insurance considerations." (2016, St John's College)



Professional opportunity

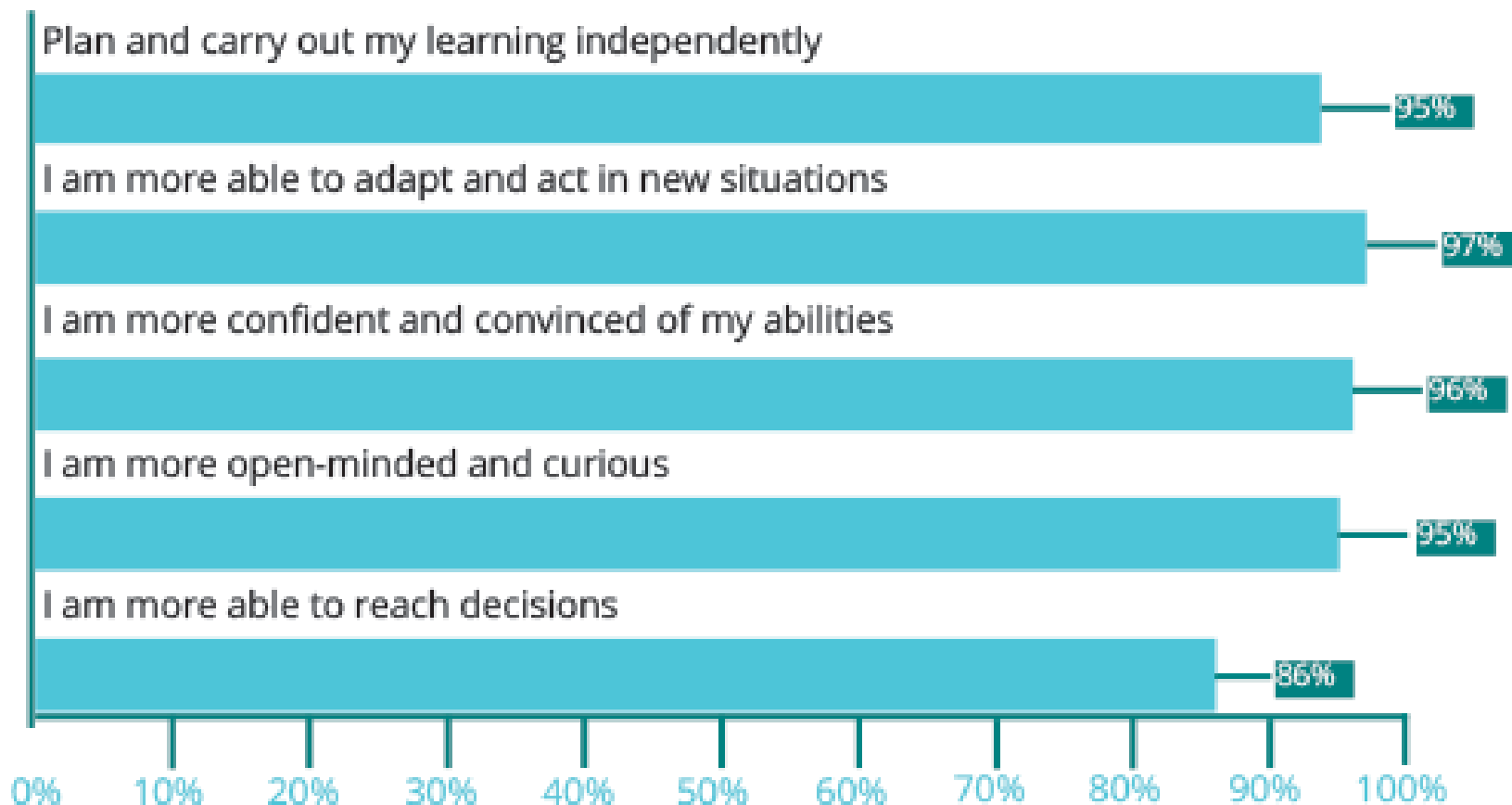
Enables those who would not otherwise travel due to:

- economic reasons
- family concerns
- anxieties

"It is a great opportunity for people like me who otherwise would never get such a chance to live and work abroad any time soon." (2014 participant, Inchicore CFE)



Personal Skills





Personal Skills

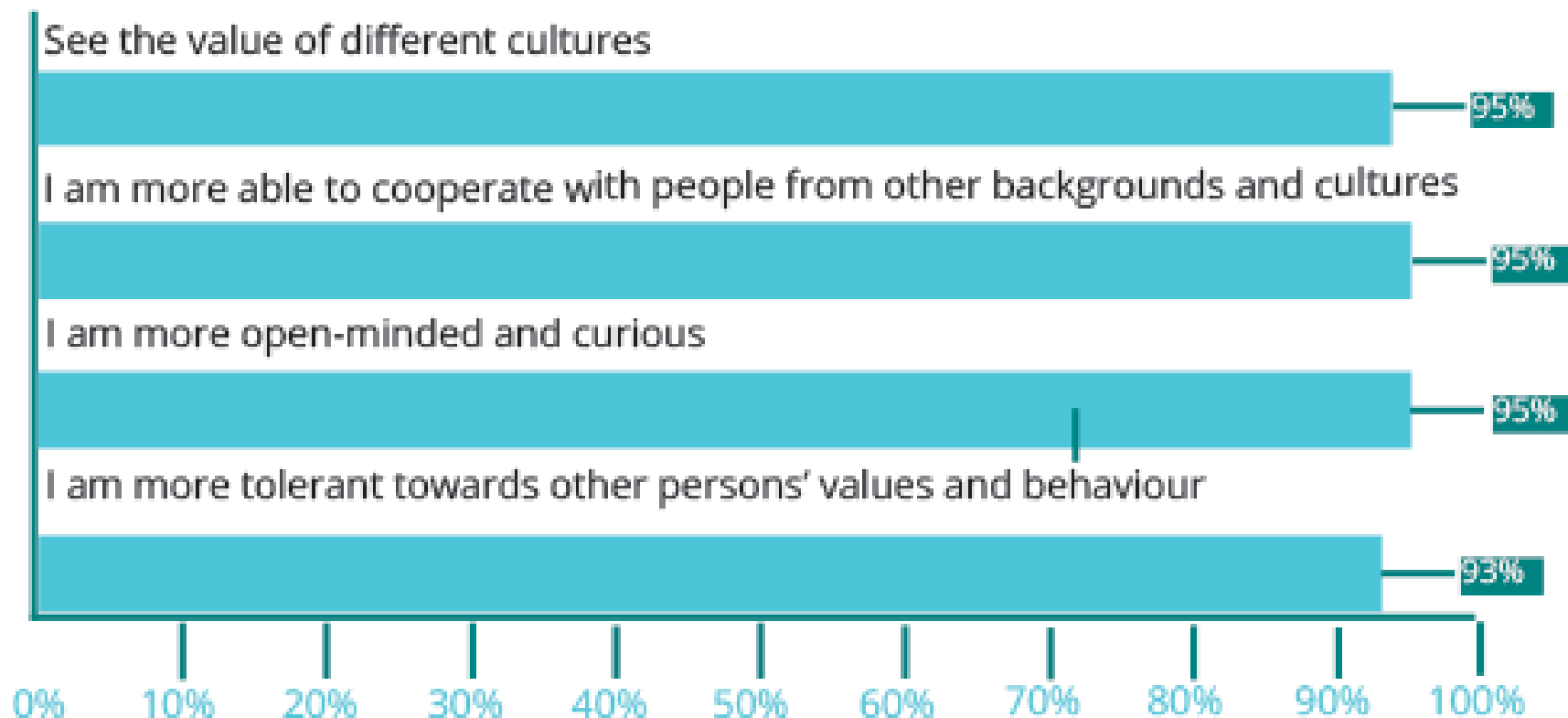
Self-confidence and independence

- first experience away from home
- living in another country
- managing own responsibilities
- awareness of opportunities outside Ireland

"Prior to this mobility, they did not have any experience of the countries listed nor will many of them have travelled independently of family." *(2014 participant, Inchicore CFE)*



Intercultural Skills





Intercultural Skills

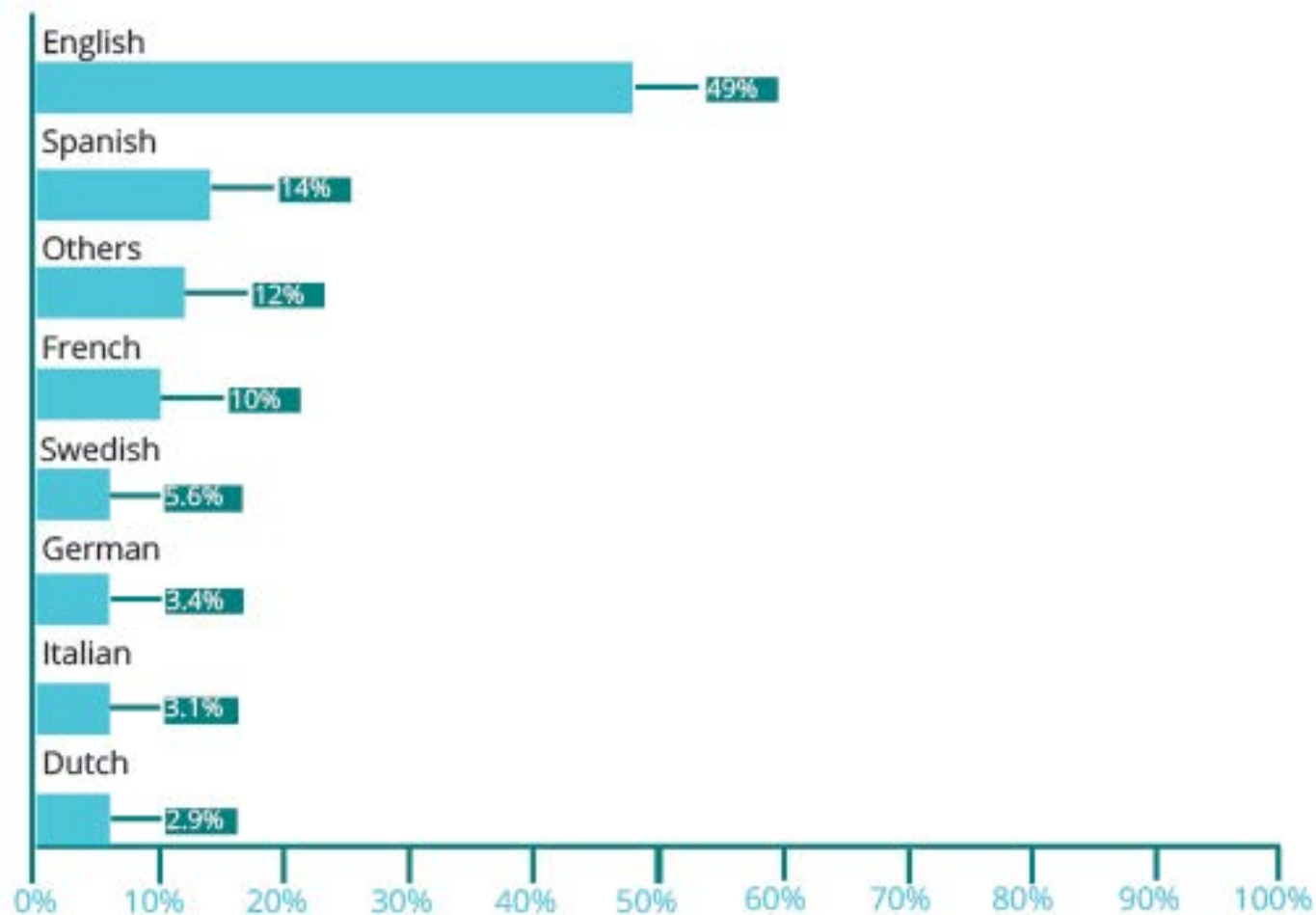
Intercultural awareness

- exposure to new attitudes and norms
- more tolerant of others
- aware of opportunities outside Ireland
- use of different languages

"Many of the participants come from rural backgrounds in the border region and may have been less aware of the cultural diversity that exists in the Netherlands." (2014, *Monaghan Institute*)



Language Skills





Language Skills

English widely used on placements, even when not native language of destination

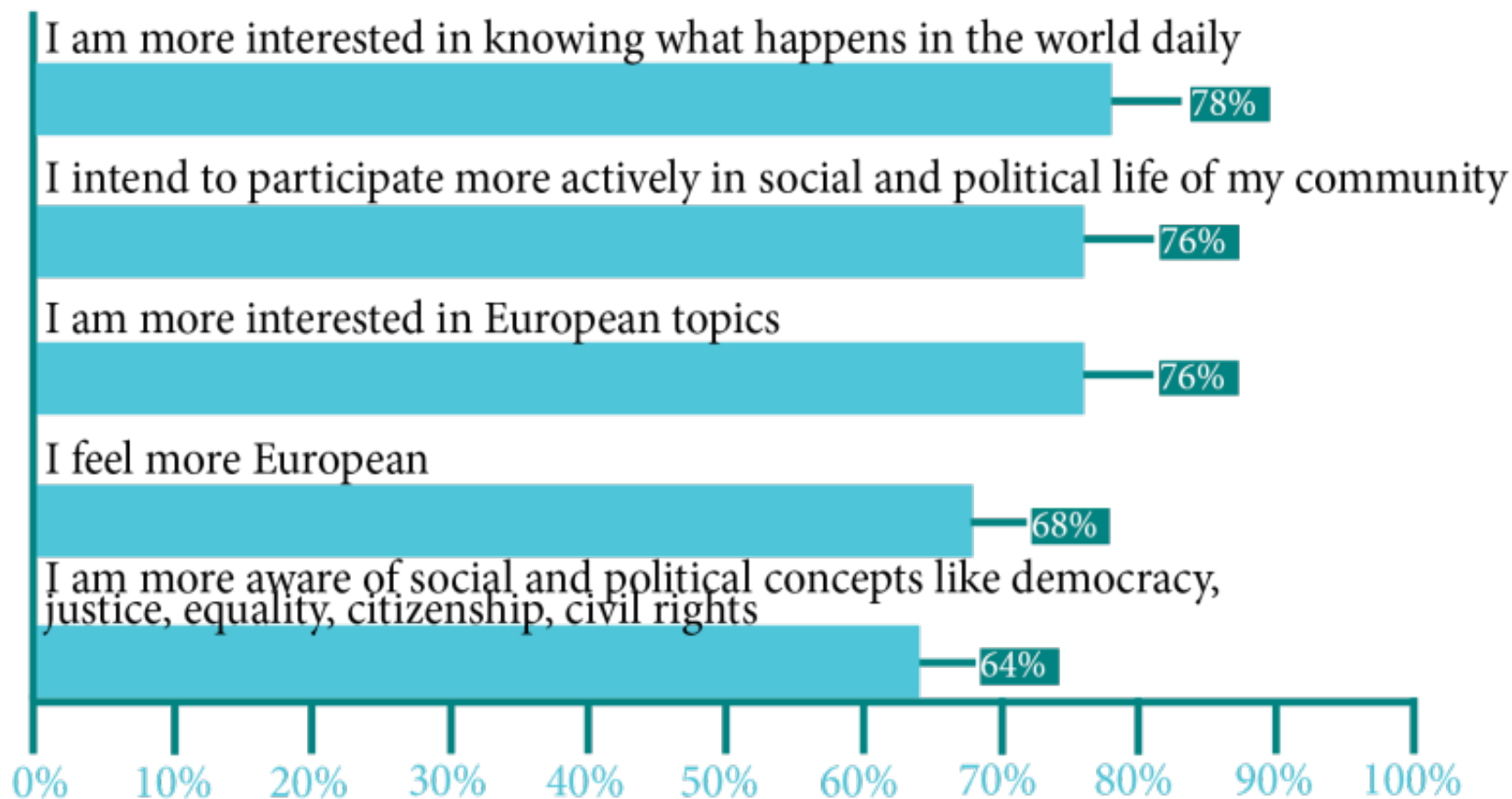
Excluding those already fluent, 86% stated language skills had improved

Degree of improvement is difficult to assess

Base knowledge/preparation is key



Identity & Engagement





European Identity

Notable difference between 'cooperate with different cultures' (95%) and 'feel more European' (68%)

29 times more likely to use 'foreign' than 'European' when describing experiences

Significant, given current European context



Areas to explore further

Progression to
third-level
education

Increased
academic
attainment for
class group

Social inclusion
through
participation



Impact on Vocational Organisations

Increased connection with local employers

Development of international networks

Influence changes to VET course curricula and systems

Increased motivation for staff

Makes colleges more attractive for learners



Characteristics of Good Quality Projects

Clear communication and mutual exchange between partners	Authentic feedback from participants	Customised work placements
Community/family involvement	Integration with QQI Work Experience module	Peer-to-peer promotion



Conclusions

Increased professional opportunities and competences	Increased intercultural skills	Developed personal skills
Less emphatic impact on language skills and sense of European citizenship	Benefits for wider vocational system in Ireland	Organisational involvement attractive to learners



Recommendations

Fund language preparation in successor programme

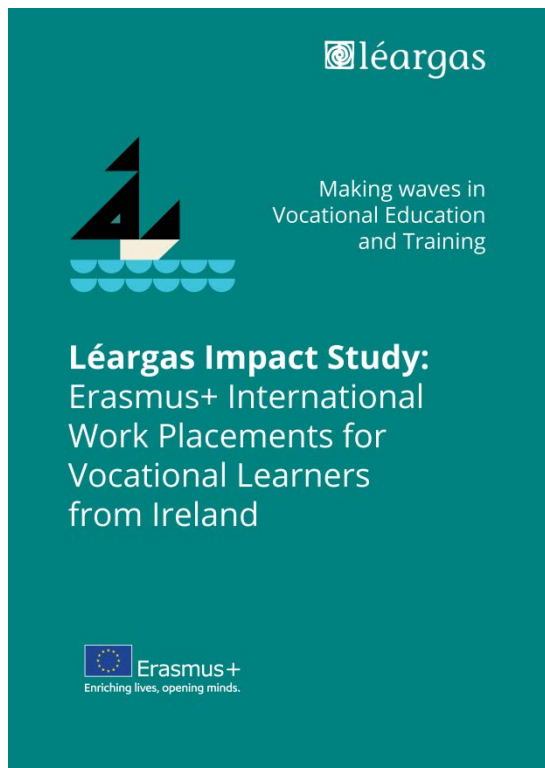
Support cultural preparation, with emphasis on European values

Establish a network for participating vocational organisations in Ireland

Carry out follow-up studies to trace paths of progression and longer-term impact



Further steps



Study available from
www.leargas.ie

Language Impact Study
2018-2019

VET Tracer Study
2018-2019