



Peer- learning activity on EQAVET indicator 9

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Maria Emília Galvão



Analysis of the pre-activity questionnaire

**Respondents' information on
EQAVET indicator 9**

Key issues & challenges

QUESTION 1: Is EQAVET indicator 9 relevant in your VET QA approach at system and/or provision level?

EQAVET indicator 9 is considered to be

- **relevant** in **15** out of **17 participating countries**
- **not relevant** in **1** participating country
- perceived as relevant **but not used** in **1** participating country

Respondents' information: key issues & challenges

Key issues: the “Why”

- a. To accommodate to the skills, knowledge & attitudes essential for future satisfactory job performance (IVET):
- b. To bridge the gap between current performance and skills, knowledge, attitudes essential for current or future satisfactory job performance (CVET);
- c. To motivate people to improve and work towards becoming more of what they are capable of becoming (IVET & CVET)

Respondents' information: key issues & challenges (cont.)

Key issues: the “Why”

- To integrate work- based learning and school -based learning;
- To introduce competence- based education in the right way;
- To support the cooperation with the labour market;
- To decide on the size of classes for each VET programme at regional/local level

Respondents' information: key issues & challenges (cont.)

CHALLENGES

- ❑ Approaches to analyse training needs require **interaction & communication** among a wide range of stakeholders (researchers, policy makers, social partners, VET providers) in order to reach consensus on the **purpose of the analysis**.
- ❑ Anticipating training needs in the labour market is a vital activity for optimally **align labour demand and supply**. It is also an essential **instigator to high quality VET delivery**.

QUESTION 2: Do you currently collect any data on training needs at system or provider level or both?

- At system level**, data on training needs is collected by **11 out of the 17 participating countries** in the PLA.

- At VET provider level**, data collection seems, in general, to be less usual or not done systematically as stated by **8 out of 17** participating countries

Respondents' information: key issues & challenges (cont.)

KEY ISSUE: the “WHO” (or involved stakeholders)

Data collection is conducted by a **variety of institutions** typified as follows:

- ❑ Ministries of Economic Affairs or Labour, Governmental Agencies & Offices, Research Institutes, National Institutes for Education/VET, Labour Market organizations (e.g. Social partners, Chambers of Commerce), Statistics Offices

Respondents' information: key issues & challenges (cont.)

Key issue: the “WHAT” (or types of information collected)

- Data on qualification/training needs and demands of the Labour Market
- Data on Labour Market trends and occupational needs of enterprises
- Data on employers' needs
- Data on employability needs/ individual training needs to perform a profession
- Data on training needs of unemployed

Respondents' information: key issues & challenges (cont.)

Key issues: the “HOW” (or methods used)

- **Methods** used to collect data include
 - National and regional surveys
 - Forecasts
 - Research studies
 - School- based surveys
- **Frequency** of data collection: a few countries explicitly say they collect data annually

Respondents' information: key issues & challenges (cont.)

CHALLENGES

- ❑ Within the Copenhagen process, VET system modernisation is anchored in a demand-driven model comprising such key components as: i) introduction/enhancement of competency-based learning; ii) greater involvement of external stakeholders, namely individual employers or employers' organizations; iv) **improved information systems**

QUESTION 3: Does your current QA approach promote the use of training needs data as part of providers' self-evaluation processes?

- As part of providers' self- evaluation, training needs data are
 - **Used** in **11** out of **17** participating countries: **2** countries clearly point out it is a legal requirement and **1** country states it is not mandatory. The remaining countries do not mention any status.
 - **Possibly used** was mentioned by **1** country
 - **Not used** in **4** participating countries: regarded as “extremely useful” by **1** country

Respondents' information: key issues & challenges (cont.)

Challenges

□ **Think globally**" (at European level and beyond), "**Think nationally**" (at VET system level) and "**Act locally**" (at VET providers' level) seems to encapsulate most of the key issues in addressing the use of training needs data by both VET policy makers and providers

QUESTION 4: Personal and /or professional interest & added value of PLA

- Professional interest
 - Personal interest
 - Institutional responsibilities
- Get an **overview of the use** of indicator 9 at European level
 - Learn how indicator 9 is implemented in other countries at system and provider level: **experiences & solutions**
 - Learn about the procedures/processes connected with **data collection, analysis and usage** and their effectiveness.

QUESTION 4: Personal and /or professional interest and added value of PLA

- **Professional interest**
 - **Personal interest**
 - **Institutional responsibilities**
- Explore **correlation** between indicator 9 and indicator 6
 - **Transfer** national experiences into the EQAVET network and vice versa.
 - Gain **new insight** into implementation of QA mechanisms at system and provider level.

QUESTION 4: Personal and /or professional interest & added value of PLA

- **Professional interest**
 - **Personal interest**
 - **Institutional responsibilities**
- Identify and initiate cooperation between / among the countries e.g. by **making use of the Erasmus + programme**
 - Learn what tools are used and **how information is communicated**

QUESTION 4: Personal and /or professional interest & added value of PLA

- **Professional interest**
 - **Personal interest**
 - **Institutional responsibilities**
- Know more about **how labour market and VET providers work together** in identifying training needs; how to feed them into the curriculum
 - **Explore** how VET providers **can keep up with the innovations** in the working field or even better be part of the innovations; how to come to a result that **satisfies both labour market and VET providers**