

Introduction - Angela Lambkin Head of Qualifications Information and Learning Opportunities Unit, QQI

This report is an overview of the proceedings of the Ninth Meeting of the Irish EU Reference Group of Agencies of the Department of Further and Higher Education, Research, Innovation and Science. Due to COVID-19 restrictions the meeting was held online on 02 February 2022. The event was well attended with over 90 persons attending on the day from across the education and training sector to engage with stakeholders discussing EU-related activities and developments of interest to the wider education and training community.

In line with the remit of the group of agencies the meeting's focus was on European policies and initiatives updates which support and promote mobility. (A copy of the agenda is attached as an annexe).

On behalf of QQI, participants were welcomed by Angela Lambkin, Head of the Qualifications Information and Learning Opportunities Unit. Angela noted the last meeting of this group was in January 2021 and outlined that this annual meeting would identify a range of current initiatives, share emerging findings from new projects and discuss potential developments affecting learner mobility.

The meeting was divided into two sessions:

1. session one included regular poster updates of the agencies of the Reference Group meeting,
2. session two focussed on the New Agenda for Skills and Qualifications and EU Skills policy developments from the Keynote speaker Koen Nomden, Team leader 'Transparency and Recognition of Skills and Qualifications', European Commission.



Session 1 - Poster Updates

Angela introduced the session advising it consisted of five short presentations.

1. Charis Hughes – Léargas

Charis spoke on Erasmus+ Submissions and Themes, Research Reports on School Education Impact and Long-term Impact of VET Placements which included the following:

Erasmus+ Submissions and Themes

2021 was the first year of the new Erasmus+ Programme Cycle (2021-2027) which was affected by the Covid-19 pandemic. New applications in 2021 were impacted as the 2019 and 2020 funded projects were extended.

- Evidence that current funded projects and current applications have themes closely linked to the priority areas set out by the European Commission.
- The 2014-2020 school education themes revealed a shift in projects over time: From 2014 - 2016 projects focussed on numeracy and literacy themes and by 2019, projects focussed on sustainable development goals and 21st century teaching.

Erasmus+ 2021-2027



Priorities



School Education Report

Conducted by an external researcher from Léargas, it reviewed how Erasmus+ mobility projects had been used in schools in Ireland, particularly focussing on how it supported staff.

Report Outcomes:

- Identified that using Erasmus+ for staff CPD had enhanced student education and experience; benefited in terms of upskilling, knowledge, and increased staff motivation which impacted positively on students.
- Project Co-Ordinators reported project engagement led to increased awareness of their work in the context of national and European priorities; opportunity to learn from others and improved teaching and learning practices in the schools.

Tracing VET Graduates with Foreign Mobility Experience Report¹

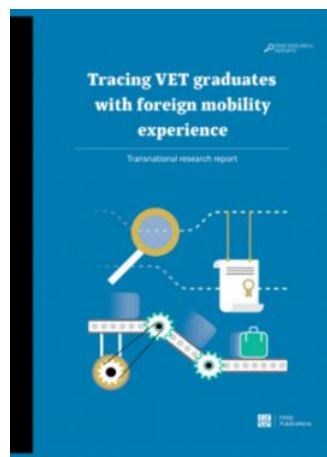
A transnational report (involving nine other European countries), reporting on the long-term impact of Vocational Education Training (VET) placements i.e., work placements, skills, actions, and career paths of learners.

Report Outcomes

- Placements had a positive impact on learners, improving professional skills in a work-based environment, i.e., communication skills
- Placement satisfaction was high when there was a close link between the student and the organisation.
- Students who undertook placements confirmed it had a positive impact on their vocational training grades.
- Facilitated in securing employment.

Recommendations

- Several recommendations including the importance of peer-to-peer connections, the benefit of vocational oriented language instruction and project-based learning, the mobility of placements to include virtual connections before placements commence and the importance of student guidance was highlighted.



¹ [Tracing VET Graduates with Foreign Mobility Experience, 2020 - Leargas](#)

2. Sheena Duffy – Higher Education Authority (HEA)

Sheena spoke on Erasmus and the wider national and European Policy Context. Referring to the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) Statement of Strategy 2021-2023², she highlighted two important goals on Ireland’s position within Europe:

- Ireland as a leading knowledge economy and aligning Ireland’s strategies with the European Research Area and collaborating with international higher education and research partners.
- Advancing with EU Partners – supporting the European economy recovery and promoting the green and digital transitions, which aligns with the Erasmus+ Programme objectives.

On a European level, three areas were discussed:

1. European Strategy for Universities

- European Commission is focussing on the higher education agenda.
- The strategy has several objectives identifying four flagship initiatives which will underpin the strategy: European Universities Initiative, Joint European Degree, Legal Statute for Alliances, and the European Student Card Initiative.



2. Erasmus+ Programme (2021-2027)

Horizontal priorities include:

Inclusion

- The Covid-19 pandemic highlighted the importance of programmes focussing on having a more flexible and blended mobility format and to foster inclusion (virtual) and innovative ways to travel.
- Increased grant levels and expansion to students including doctoral mobility.

² [DFHERIS Statement of Strategy 2021–2023 - Skillnet Ireland](#)

Digitisation

- Developing digital skills for students and staff.
- ICT teaching practices to support projects.
- Digitalisation of paperless Erasmus and agreements.
- European student card.

Green Erasmus

- Environmentally friendly practices e.g., green travel.
- Erasmus+ mobile app; permitting students access to more information and avail of educational opportunities.
- Climate changes/sustainability.

International Dimension

- EU co-operation and mobility to building capacity and EU contribution to third countries.

Blended Initiative Programme (BIP)

- The BIP for participating HEI's student and staff, is a new area within the Erasmus+ programme, building on the concept of blended (virtual) learning and mobility.
- HEI's have shown interest in the programme, aiming to strengthen the virtual and in person learning approach to programmes.

3. European Universities Alliances

- These are EU transnational flagship initiatives focussing on pooling expertise, resources, data etc across institutions to address economical and societal challenges.
- Our institutions have already formed strong alliances and partnerships, with Ireland having 50% of HEI's involved.
- The alliances allow Ireland to build, engage and collaborate with other European HEI's, creating opportunities on a large EU scale.

European University Alliances

Flagship initiatives of the EU's ambitions to build a European Education Area, European Universities are transnational alliances of higher education institutions from across the EU that come together to create a European inter-university 'campus', where students, staff and researchers enjoy seamless mobility (physical, virtual or blended) to study, train, teach, do research, work or share services at cooperating partner institutions.

European University	Title	Irish Partner
CHARM-EU	Challenge-Driven, Accessible, Research-based, and Mobile	Trinity College Dublin
ECIU University	European Consortium of Innovative Universities	Dublin City University
ENLIGHT	European University Network to promote Equitable Quality of Life, Sustainability, and Global Engagement through Higher Education Transformation	National University of Ireland, Galway
Eut	European University of Technology	Technological University Dublin
FILMEU	The European Universities Alliance for Film and Media Arts	Institute of Art, Design + Technology, Dún Laoghaire
RUN-EU	Regional University Network	Technological University of the Shannon: Midlands Midwest
UNIC	The European University of Post-Industrial Cities	University College Cork

3. Jennifer McKenzie and Orla Ní Cheallaigh – National Centre for Guidance in Education (NCGE)

Jennifer spoke about the role of NCGE and its role as the host of the Euroguidance Centre for Ireland, which is an EU Commission funded network of guidance centres across Europe.

Role of NCGE

- An agency of the Department of Education working with colleagues in the DFHERIS providing support and information on guidance policy and practice within the education and training sector.
- Support development of guidance policy in the education and training sector.
- Develop guidelines to support good guidance e.g., Whole School Guidance Framework³.
- Represent Ireland at EU and international level on quality guidance practice.



EU Focus on Guidance

- Collaborate on a European level with agencies and organisations such as Cedefop, the European Training Foundation (ETF), UNESCO
- Members of the Cedefop CareersNet and the EU Europass Advisory Group and contributed to the publication 'Investing in Career guidance, revised edition 2021⁴, an internationally published document to highlight the importance of career guidance.
- Engage with International organisations to maintain the EU focus on lifelong guidance.
- Inform practice in schools, FET sector, higher education.
- Host the National Forum on Guidance.

**INVESTING IN
CAREER
GUIDANCE**

³ [NCGE - A Whole School Guidance Framework | NCGE - National Centre for Guidance in Education](#)

⁴ [Investing in career guidance | ETF \(europa.eu\)](#)

Euroguidance Centre

Orla spoke on the Euroguidance Centre and how guidance is relevant in supporting mobility.

- Euroguidance, a network of over 40 centres across 33 countries linking career guidance systems in Europe, targets guidance counsellors, individuals interested in studying and policy makers.
- The objective of the network is to support the competence development of guidance practitioners and foster connections with colleagues in Europe.
- Promote the value of international mobility for education, training, and employment.
- Collaborate with national and European guidance networks agencies/ organisations i.e., QQI, Europass, EURES, Eurodesk, Léargas etc.
- Support national and international networking.
- Disseminate information on European initiatives and projects.
- Member of the Project Group on Learning Opportunities, a subgroup of the Europass-AG.



Euro-Quest

- Euro-Quest⁵, launched in 2020, is an online resource for Transition Year students to promote and prepare them for educational mobility across Europe.
- Approx. 3,400 students registered.
- Survey results indicate students find the Euro-Quest resource beneficial as it increases their awareness as an EU citizen and informs on mobility opportunities and supports.



⁵ [Euro-Quest | Euroguidance Ireland](#)

4. Órla Barry and Angela Lambkin– QQI

Órla delivered an overview of the current work in QQI, focussing on Europass⁶ and EQF-NCP priorities and activities at EU and national level.

QQI Statement of Strategy 2022-2024⁷

- Context for QQI is within the recently launched [QQI Statement of Strategy 2022-24](#) where the provision of ‘**information**’ is one of four strategic priorities and most relevant to this area of work aligning with the work of Europass and the European Qualifications Framework (EQF)⁸ objectives.
- The QQI website has also recently been updated to provide and disseminate high quality information to learners in a clearer user-friendly manner.



Europass EQF-NCP Project 2021-2023

- The project aims to promote and build awareness of the Europass platform and the EQF to stakeholders.
- Plan activities aligned to the strategy of QQI and DFHERIS.
- Priorities include a scheme for Listed Awarding Bodies (LABS), further development of the National Framework of Qualifications (NFQ)⁹ and the integration of the Irish Register of Qualifications (IRQ)¹⁰ to the Qualifications Dataset Register (QDR)¹¹ on the Europass platform.

⁶ [Home | Europass](#)

⁷ [QQI Statement of Strategy 2022-24](#)

⁸ [The European Qualifications Framework \(EQF\) | Europass](#)

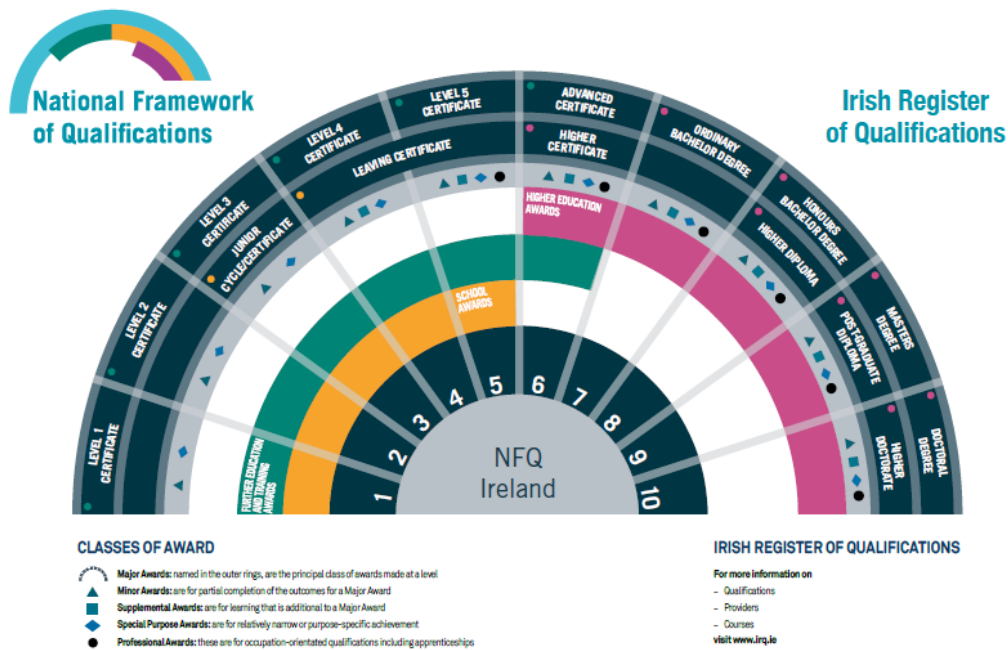
⁹ [National Framework of Qualifications | Quality and Qualifications Ireland \(qqi.ie\)](#)

¹⁰ [Irish Register of Qualification \(irq.ie\)](#)

¹¹ [Qualification Dataset Register \(europa.eu\)](#)

National Framework of Qualifications - NFQ

- The NFQ, a 10-level system, was updated in December 2021 to reflect the changing landscape of education and training in Ireland.
- QQI has been promoting, communicating, and informing stakeholders of these changes which include:
 - The junior cycle extends from level 1 to level 3.
 - The language has been updated regarding awards associated with the introduction of the Technological Universities.



European Qualifications Framework - EQF¹²

- The EQF is used as a translational tool to communicate and deliver transparency of education levels and learning outcomes to other European frameworks, including the Irish NFQ.
- The EQF is due to be reviewed in 2022.

Listed Awarding Bodies - LABS

- Outlined in the Qualification and Quality Assurance (Education and Training) (Amendment) Act 2019, QQI will have the authority to provide access for other (listed) awarding bodies to the NFQ.
- Policy, procedures, and processes are currently being developed, with consultation for same due to take place this year.
- Briefly, QQI will make two decisions when considering the establishment of a listed awarding body;
 - The suitability of the body to make awards
 - The inclusion of the proposed awards in the NFQ

IRQ/QDR

- QQI, as part of statutory requirement, developed and manage the IRQ national database. It is a register of all programmes and awards that are on the NFQ.
- Awarding bodies who have programmes and courses leading to an NFQ award, are required to upload their data to the IRQ.
- Data on the IRQ is subsequently uploaded to the QDR, a tool located on the Europass platform to support national authorities in the EU, to publish their recognised education and training programmes and awards to a central portal on the Europass platform.



UK and Ireland Qualifications Framework Group – 5 Countries

- QQI is a member of the UK and Ireland Qualifications Framework Group which is made up of regulators, QA bodies and government representatives who meet annually to share information on their respective qualification frameworks and collaborate on topics of mutual interest.
- The group produce and update a Qualifications Can Cross Boundaries Leaflet¹³ which compares qualifications across the five countries.
- Although the UK is no longer part of the EU, the Common Travel Agreement¹⁴ supports the high levels of mobility between these countries.



¹³ [Qualifications can Cross Boundaries 2019.pdf \(qqi.ie\)](#)

¹⁴ [Common Travel Area - Department of Foreign Affairs \(dfa.ie\)](#)

Qualifications Information and Learning Opportunities Unit

Angela highlighted other complementary activities at QQI and the key priority of delivery of **information** to learners and individuals.

Work and projects in other Directorates and Units within QQI was also noted:

- **Fraud Scan:** A project which focused on the increase of fraudulent certificates available and presented to institutions and included the development of an international database of fraudulent certificate examples.
- **Micro credentials:** How best they can be recognized and the process of credit allocation at institutional level.
- **Diploma Supplement:** Digitalization of diploma supplements is currently on the European agenda with the Europass platform having the facility to assist national institutions to produce same.
- **NARIC Ireland:** provides advice and recognition of foreign academic qualifications in Ireland. The importance of uploading of data to the IRQ by awarding bodies was noted, as international quality assurance and government bodies contact the NARIC Ireland and refer to the IRQ as a verifiable source for qualifications. Reference was also made briefly to work in other units on international recognition, recognition of prior learning, and validation of non-formal and informal.



QQI early exploration into
Micro-credentials in Higher
Education, 2014–2020



The Diploma
Supplement



Session 2

New Agenda for Skills and Qualifications

Róisín Doherty, Director Learner Support – SOLAS, chaired and introduced session two, a presentation delivered by keynote speaker, **Koen Nomden, Team Leader ‘Transparency and Recognition of Skills and Qualifications’, European Commission.**

Koen Nomden - European Commission

Koen provided a detailed overview of the activities and plans in progress and the context in which the EU Commission is working on skills and tools for transparency of qualifications for learners and individuals.

Context

- Atypical forms of work are increasing; Four out of ten Europeans do not have a standard tradition work pattern of permanent employment.
- Increase in professional transitions evident in statistics from 19 Member States (MS) over the last 10 years.
- Shifting employment between sectors; decrease in e.g., mining and agriculture sectors and increase in IT, healthcare, and services sectors.
- Demographic changes: changes in race, employment, and an increasingly aging population
- Shifting skills requirements.

Policy Challenges

- Employers reporting difficulty in sourcing skilled employees.
- Low levels of adults participating in learning to meet employer requirements.
- Uneven support in job related training.
- Insufficient attractive supply – not all learners are motivated to learn.

European Pillar of Social Rights and Action Plan¹⁵

The European Pillar of Social Rights and Action Plan identifies the right to education, training, and lifelong learning for individuals as one of the twenty principles. The EU Commission set an ambitious target of a minimum 60% of the adult population to participate in annual training by 2030. The importance of a lifelong learning and guidance system is crucial with the European Skills Agenda, linking other elements to increase skills such as the European Green Deal, Digital Decade and the Digital Education Plan, the European Research and Education Area and the European Industrial and SME Strategies.

¹⁵ [The European Pillar of Social Rights Action Plan | European Commission \(europa.eu\)](https://european-council.europa.eu/media/en/press-communications/infographic/infographic-pillar-social-rights-action-plan-2020-2023-1000x500.pdf)

European Skills Agenda

As part of the European Pillar of Social Rights and Action Plan, the European Skills Agenda was adopted in 2020, outlining the EU Commission’s actions in the field of skills. The European Skills Agenda has three priorities:

1. **Strengthen collective action:**

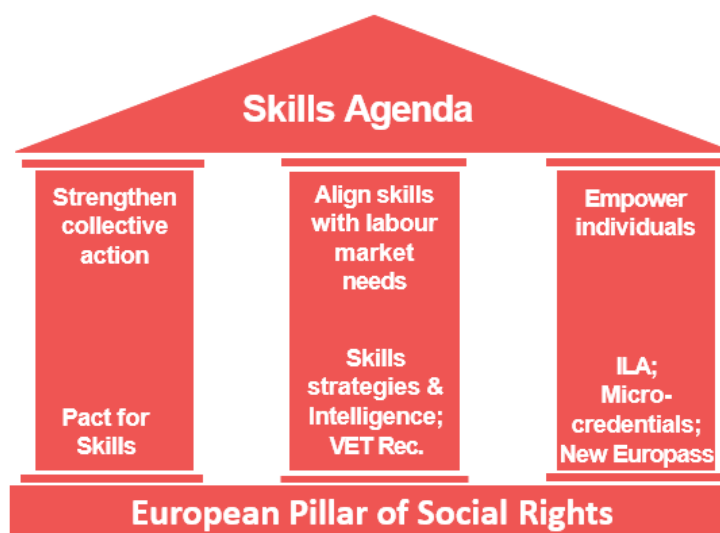
Stakeholder engagement and collective action. All MS have stakeholders committed to the **Pact for Skills** initiative, with a focus on lifelong learning. It currently has over 500 signatories to the Charter including approx. 200 with concrete commitments.

2. **Align skills with labour market need:**

Actions on skills strategies, VET council recommendation, EU universities work related to digital skills etc.

3. **Empower individuals:**

Providing education and training skills and assist in the mobility for learners and workers in Europe.



Individual Learning Accounts (ILA) Initiative

The EU Commission submitted the proposal¹⁶ for Council Recommendation, which was adopted in December 2021 and is currently under negotiation. It includes a principal of universal supports to learning and accumulation/ transferability of entitlements and to have the facility to use it during employment transition and travel. The framework to support the ILA initiative contains several elements with EU support funding and implementation available.

¹⁶ [Adult skills - Individual Learning Accounts: a tool to improve access to training \(europa.eu\)](https://europa.eu)

Micro-credentials

The EU Commission submitted a proposal¹⁷ on micro-credentials for Council Recommendation, which was also adopted in December 2021. The initiative seeks to establish a common European approach to micro-credentials which complements existing systems/ qualifications and to target lifelong learning and employability. The proposal outlines several building blocks, recommendations, and the requirement to focus on education, training, skills, and labour market policies. The Europass platform will support the technical detail for micro-credentials at a European level.

Commission Support

Develop and adapt existing EU tools



Technical implementation through Europass

Support co-operation between Member States and stakeholders



Research and Data Collection



Europass

The new Europass platform, as part of the European Skills Agenda was launched in July 2020 and has been adapted to a Europass portfolio, allowing learners to structure their skills, avail of self-assessment tools, compare qualifications and explore opportunities for volunteering, education, training, employment opportunities and contain digital credentials in a secure central library/ e-wallet. The Europass platform, has over 3 million registered accounts and is the official learning platform for the EQF, with several components including the e-portfolio, qualifications dataset register (QDR), digital credentials and digital skills test.

Ireland has uploaded their national qualifications to the QDR which are available on the Europass platform. Ireland is a member of the Europass AG on Project Group on Learning Opportunities, who work together with the EU Commission to progress the learning opportunities requirement and secure improved data visibility and functionality.

A new addition to the Europass platform, the European Digital Credentials for Learning (EDCL)¹⁸ is central to the European Skills Agenda, which uses the European Learning Model (ELM) as a system for digital credential authentication. It is hoped the ELM, with over 250 properties, will become the single learning model in Europe. There are four services to the EDCL: the issuer, wallet, viewer, and accreditation database. The EDCL activities are currently working on the Diploma Supplement facilities with the Europass and ENIC-NARIC centres.

¹⁷ [A European approach to micro-credentials | European Education Area \(europa.eu\)](https://european-council.europa.eu/media/en/press-communications/infographic/infographic_micro_credentials_en.pdf)

¹⁸ [European Digital Credentials for Learning | Europass](https://european-council.europa.eu/media/en/press-communications/infographic/infographic_micro_credentials_en.pdf)

Other Project Work and Updates Non-European Skills Agenda Items

Validation of Non-Formal and Informal Learning

The EU Commission complemented Ireland for the support and participation in this area. The EU Commission is currently working on updating validation guidelines and on another EU inventory on validation across Europe. It is intended the guidelines in 2022 will capture the experiences in recent years and make these available to stakeholders in different positions and at different levels.

Lifelong Guidance

The EU Commission has limited involvement with career guidance, as it is considered a domain of national competence. However, in many of the Council Recommendations, there is a prominent role for guidance. A recent publication (Nov. 2021) *'Digital Transitions in Lifelong Guidance: ReThinking Careers Practitioner Professionalism – A CareersNet expert collection'*¹⁹ is a good source of information on the European approach to lifelong guidance. Other guidance work involved collaborations with international organisations including the OECD, ILO, UNESCO, ETF and CEDEFOP and the production of a joint international leaflet, *'Investing in Career Guidance revised edition 2021'*²⁰ outlines the aim of working towards a common vision on the role of career guidance for individuals.

EQF Implementation Status

- All 38 EQF countries have national qualifications frameworks;
- 36 countries have referenced, and 7 countries presented an updated referencing report;
- 33 countries indicate EQF levels on certificates, diplomas or supplements;
- 22 countries indicate EQF levels on databases or registers of qualifications;
- Work areas: referencing updates, third country cooperation, international qualifications, qualifications outside formal E&T, learning outcomes (short descriptions), linking Q-registers to Europass, communication, NQF Inventory.

Upcoming EU Evaluations

- Council Recommendation on Upskilling Pathways (public consultation until 17 March 2022)
- Council Recommendation on the EQF (expected start: April, public consultation in Q3 2022)
- Council and EP Decision on Europass (expected start Q3 2022)

Róisín thanked K. Nomden for his informative presentation covering the full breadth of EU Commission activities on education, training, and skills. A lively and productive discussion followed the presentation with points made on the important of lifelong guidance to individual learners, the relationship between micro-credentials and major awards and the need for guidance and information provision to enhance sustainable career development.

¹⁹ [Digital transitions in lifelong guidance: rethinking careers practitioner professionalism | CEDEFOP \(europa.eu\)](#)

²⁰ [Career guidance in the spotlight | CEDEFOP \(europa.eu\)](#)

Q & A/ Panel Discussion Bryan Maguire, Director of Integration, QQI

Angela thanked all participants and noted the **QQI 10th Anniversary Conference** planned for the *18th and 19th October 2022 in Croke Park*.

Finally, B. Maguire thanked all presenters and reflected on the purpose of the meeting and the various initiatives outlined at the sessions; Erasmus+ projects, HEA schemes and developments, the importance of guidance to learners at every stage, the Europass portfolio, the increase in digitalisation and the importance of member state involvement in the European Skills Agenda activities.

Although a small country, he recognised Ireland's participation on a national, European, and international stage.

He closed the meeting by highlighting the timely Irish government (online) launch of the [‘Harnessing Digital – The Digital Ireland Framework’](#) on the 1st February 2022.



Harnessing Digital The Digital Ireland Framework





Erasmus+ Adult Education, School Education, VET and Youth

Charis Hughes, Léargas



Higher Education

Sheena Duffy, HEA



EU focus on Guidance, Euroguidance and Learning Opportunities

Jennifer McKenzie, NCGE



EU focus on Guidance, Euroguidance and Learning Opportunities

Orla Ní Cheallaigh, NCGE



European Qualifications Framework,

Órla Barry, QQI





QQI

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Quality and Qualifications Ireland



Erasmus+

Qualifications Information and Learning Opportunities,

Angela Lambkin, QQI



Director Learner Support, SOLAS

Chair Session Two: Róisín Doherty



European Commission Presentation

Recognition of Skills and Qualifications”, European Commission.

Speaker: Koen Nomden, Team leader "Transparency and Recognition of Skills and Qualifications”, European Commission



Director of Integration QQI

Dr Bryan Maguire





9th Meeting of the Irish EU Reference Group of Agencies of the Department of Further and Higher Education, Research, Innovation and Science

Agenda

Date:

Wednesday 2nd February 2022

Time:

9.30am – 12.30pm.

Venue: Online

Online Registration available until 27th
January 2022 (here)

9.30 Welcome

Session 1 - Poster Updates

- *Erasmus+ Adult Education, School, VET and Youth*, Charis Hughes, Léargas
- *Higher Education*, Sheena Duffy, HEA
- *EU focus on Guidance, Euroguidance and Learning Opportunities*, Orla Ní Cheallaigh and Jennifer McKenzie, NCGE
- *European Qualifications Framework*, Órla Barry, QQI
- *Qualifications Information and Learning Opportunities*, Angela Lambkin, QQI
- *Q & A*

11:00 Networking Break

11.15 Session 2 – New Agenda for Skills and Qualifications

Chair: Róisín Doherty, Director Learner Support, SOLAS

- *European Commission Presentation*

Speaker: Koen Nomden, Team leader "Transparency and Recognition of Skills and Qualifications", European Commission.

12.30 Q & A/ Panel Discussion/AOB

Dr Bryan Maguire, Director of Integration QQI

Close

Secretary: Katherine Walsh



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Quality and Qualifications Ireland



Erasmus+



10th Anniversary Conference



Tuesday 18 to Wednesday 19 October 2022



Croke Park, Jones Road, Dublin 3

Quality and Qualifications Ireland (QQI)
26/27 Denzille Lane
Dublin 2, D02 P266
Ireland
Tel: +353 1 905 8100



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



euro | guidance
European Network to Support
Guidance and Counselling



HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS



Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Welcome



9th Meeting of the Irish EU Reference Group of Agencies of the DFHERIS 2 February 2022

Please mute microphones and camera and use the chat function for questions and comments.

This meeting will be recorded.

Thank you for your cooperation.



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

Agenda



Poster updates

Erasmus+ Adult Education, School, VET and Youth, Charis Hughes, Léargas

Higher Education, Sheena Duffy, HEA

EU focus on Guidance, Euroguidance and Learning Opportunities, Órla NiCheallaigh and Jennifer McKenzie, NCGE

European Qualifications Framework, Orla Barry, QQI

Qualifications Information and Learning Opportunities, Angela Lambkin, QQI

Q & A

11:00 Networking Break

New Agenda for Skills and Qualifications

Chair: Roisin Doherty, Director of FET Active Inclusion, SOLAS

European Commission Presentation

Speaker: Koen Nomden, Team leader "Transparency and Recognition of Skills and Qualifications", European Commission.

12.30: Q & A/ Panel Discussion

Dr Bryan Maguire, Director of Integration QQI

Feedback & Close

Poster updates



*Erasmus+ Adult Education,
School Education, VET and
Youth*

Charis Hughes, Léargas



*EU focus on Guidance,
Euroguidance and Learning
Opportunities,*

Jennifer McKenzie, NCGE



*Higher Education,
Sheena Duffy, HEA*



*European Qualifications
Framework,*

Orla Barry, QQI



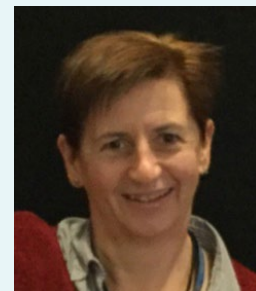
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*Qualifications Information
and Learning Opportunities,*

Angela Lambkin, QQI



Welcome



9th Meeting of the Irish EU Reference Group of Agencies of the DFHERIS



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Dearbhú Cáilochta agus Cáilochtaí Éireann



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

European Commission Presentation



Chair: Roisin Doherty, Director of FET Active Inclusion, SOLAS



European Commission Presentation

Speaker: Koen Nomden, Team leader "Transparency and Recognition of Skills and Qualifications", European Commission.



Dr Bryan Maguire, Director of Integration QQI



EU Reference Group, Wednesday 2 February 2022

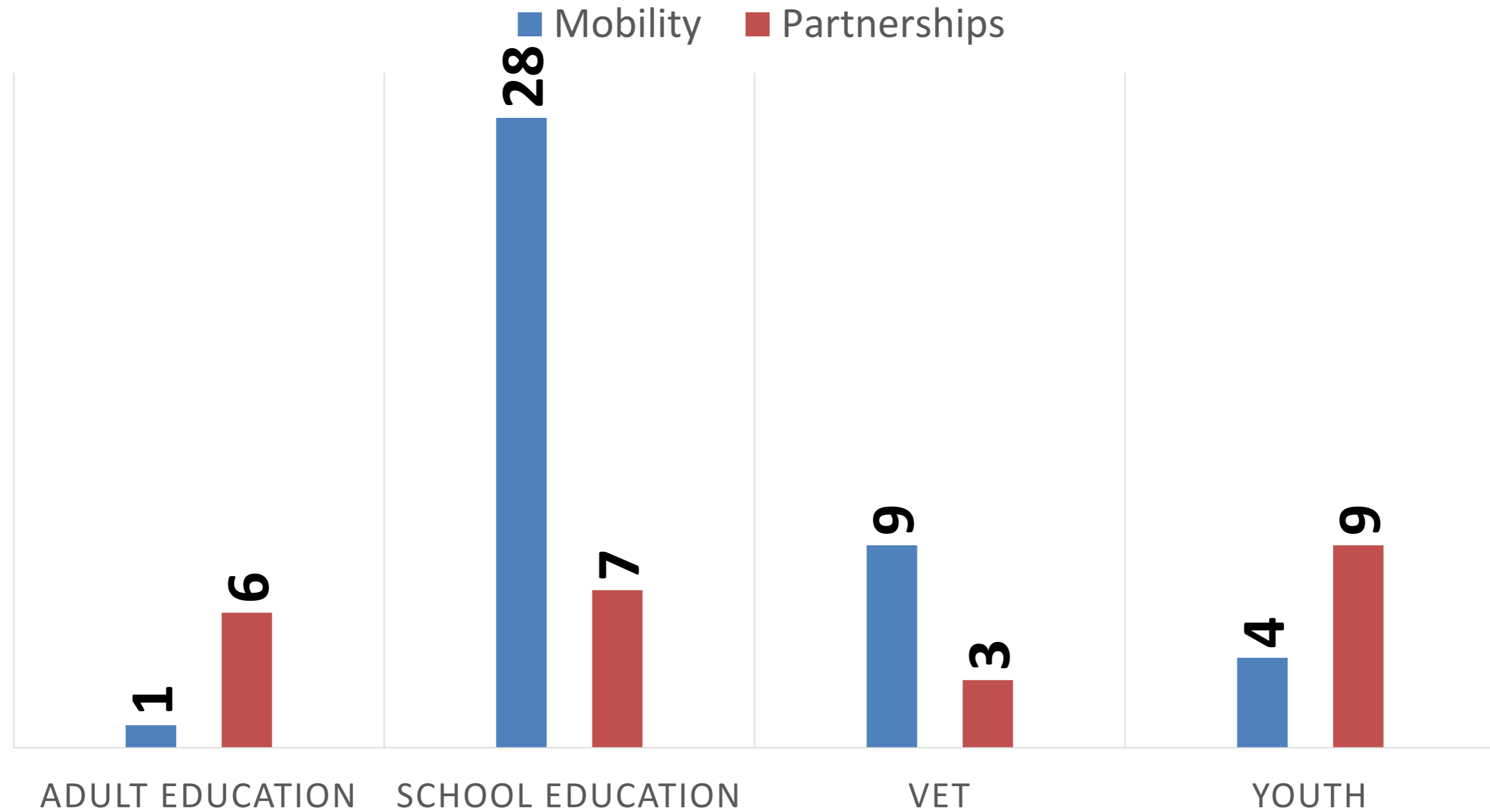
Charis Hughes, Senior Communications Officer, Léargas

- Update on Erasmus+ Submissions and Themes
- School Education Impact
- VET Long-term Impact



ERASMUS+ FUNDED PROJECTS 2021 FIRST DEADLINE

Source:
<https://www.leargas.ie/resources/programme-results/>



Policy Priorities

Projects select at least one

HORIZONTAL



But must be relevant to the sector!

- Inclusion and Diversity
- Climate and Environment
- Digital Transformation
- Values, Civic Engagement and Participation

SCHOOL EDUCATION



- Tackling Disadvantage and ESL
- Educator Competences
- Developing Key Competences
- Language Teaching-Learning
- STEM-STEAM
- High-quality ECEC
- Cross-border Mobility

ADULT EDUCATION



- Access and Recognition
- Upskilling Pathways
- Educator Competences
- QA and Learner Tracking
- Access / Local Learning
- Promoting AE

VET



- Labour Market Needs
- Flexible VET / CVET
- Innovative VET
- Attractiveness/Educator Competences
- Internationalisation
- Quality Assured VET

HIGHER EDUCATION



- Interconnected HE
- Innovative Learning & Teaching
- STEM-STEAM
- Excellence
- Inclusive HE
- Digital Capabilities in HE

YOUTH



- Active Citizenship
- Innovative Youthwork
- Employability of Young People
- Linking Policy and Practice

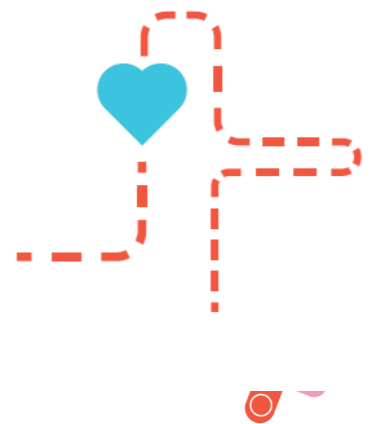
2021 VET Themes



digital
post-covid
sustainability
wellbeing
archeology
health
apprenticeship
hospitality
tourism
agri-food



2021 School Education Themes



Environment/Climate Change

STEM/STEAM

Inclusion

Entrepreneurial Education

ICT/Digital Skills

Artificial Intelligence



Art Education

Mindfulness

School Education Themes 2014-20

- Final reports 2014-2016: numeracy and literacy
- Final reports 2017 onwards: Learning outcomes and 'whole school approach' to staff CPD and impact on the pupils
- Shift mid-programme to 'intercultural and cross-cultural communication'
- 2019+ increased references to the SDGs and 21st century teaching



“The popularity and growth of each thematic area aligns with policy development”

School Education Research - Objectives

1. To examine how KA1 Mobility Projects are used by schools and education orgs for the **professional development of staff**
2. To consider how E+ mobility has **supported the implementation of key school education policies**, at national and European level.
3. To **identify advice and guidance** in the design, delivery and implementation of KA1 projects for staff professional development.



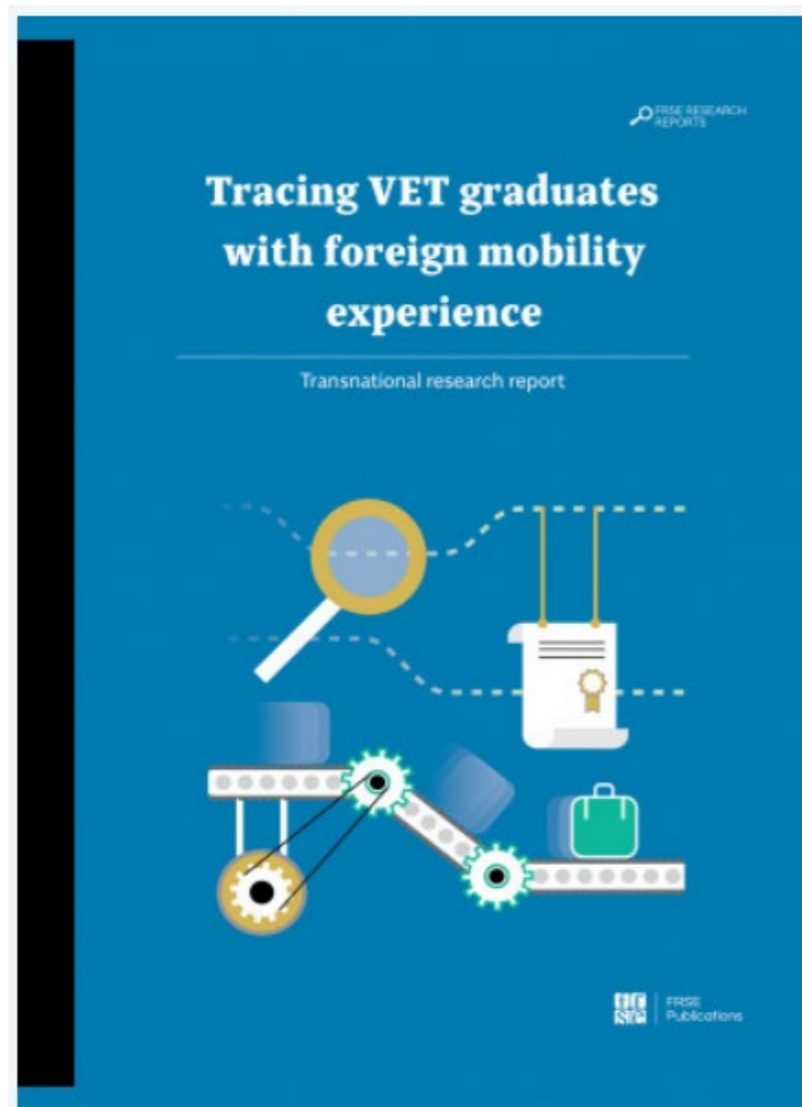
Outcomes and Impact

- 89% agree that E+ mobility provided support for schools to address educational priorities at national level which would not otherwise have been possible
- Offers opportunity for CPD not available at national level
- Increased 21st Century skills (collab, leadership, analysis, problem solving, creativity, confidence to experiment)
- Changes to practices within and outside the classroom e.g. 'flipped classroom', student wellbeing space, whole school approach to wellbeing etc.

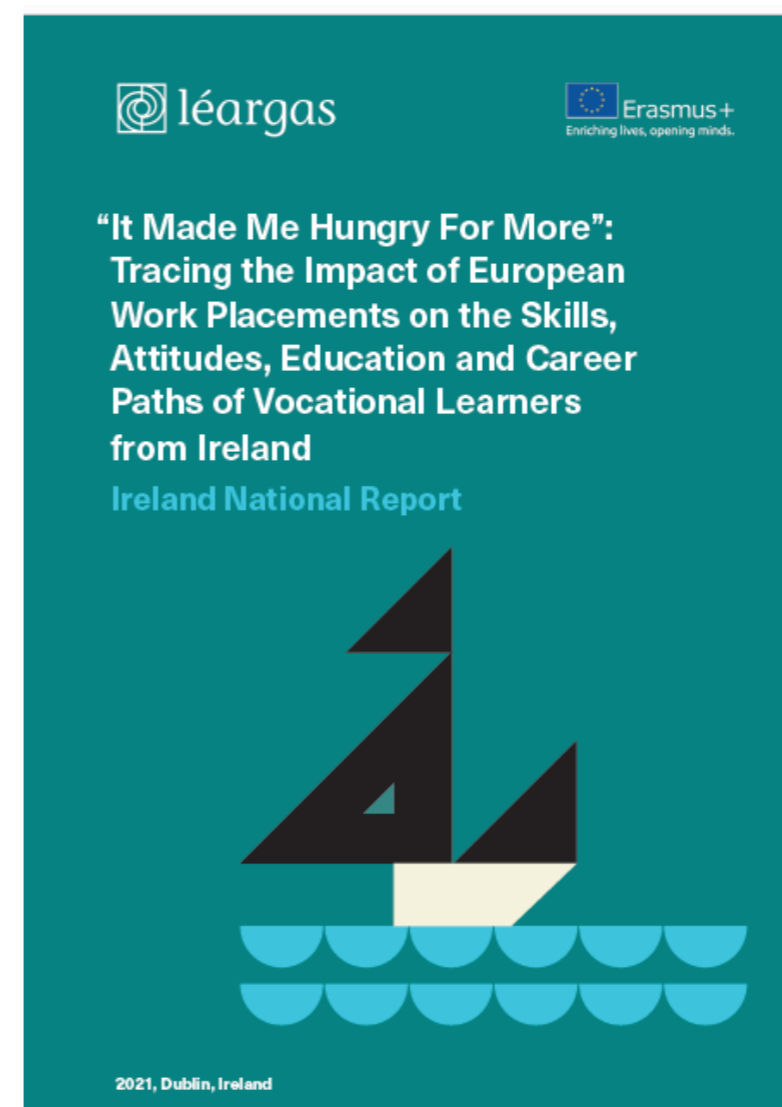




VET 'Tracer' Studies



International



National



Findings

92% reported a positive or highly positive experience

>75% developed or improved communication and team-working skills, ability to work in an international environment

64% learned elements of their profession they could not otherwise learn in school or college



Findings

Participants express the highest satisfaction with their work placements when the work duties were **relevant to their interests, matched to their skill level** and when they **progressed to education or employment after their work placement**.

Vocational mobilities have the **greatest cultural and interpersonal impact on those who have not lived away from home or worked in their vocational area before**, and these participants tend to value their placements expressly for developing these competences.



Outcomes and Impact

55% agreed that their placements had positively influenced the grades they received in their vocational training

Finally, almost two thirds agreed that their participation had helped them get a job.



Recommendations

1. Peer-to-peer connection should be further supported and encouraged, particularly online through sharing of information on social and professional networks.
2. Targeted, vocationally oriented language instruction would substantially enhance the experience of participants
3. The introduction of a project-based learning element to mobility placements could mitigate the reported disengagement of some participants in the mobility experience.
4. Participants would benefit from greater guidance on how to present the value of their mobility experience to employers in CVs and interviews
5. Mobility placements could be used more flexibly to meet the needs of different cohorts of learners
6. The Irish vocational sector in general, and VET learners in particular, should be made more aware of the opportunities that exist for them



Find out more

International Tracer: <https://www.frse.org.pl/czytelnia/tracing-vet-graduates-with-foreign-mobility-experience>

<https://www.leargas.ie/resource/impact-european-work-placements-vet-learners-2021/>

School Ed report: <https://www.leargas.ie/resources>
(shortly)

Printed copies of National Studies available from Léargas

Use of Findings

- Peer learning/role models
- TCAs
- Accreditation
- Connecting policy to practice
- Case studies/blogs
- Whole-school approach
- Tips/guidance
- 'Supportive approach'



GET IN TOUCH



chughes@leargas.ie



087 918 3693



leargas.ie



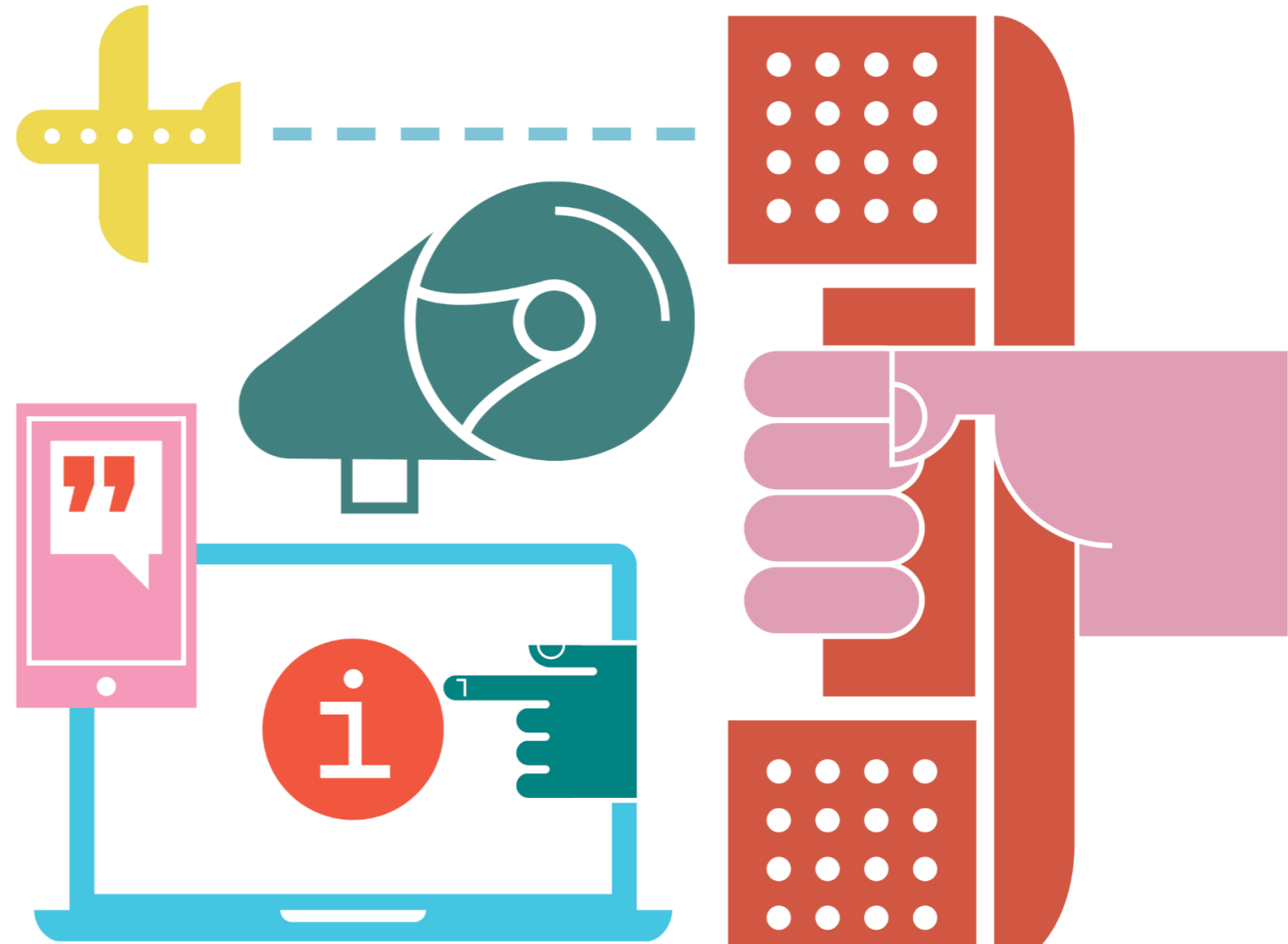
Leargas.Ireland



@Leargas



leargas.ireland



Erasmus+ 2021-2027

Sheena Duffy
Erasmus+ National Agency
Higher Education Authority

02 February 2022

EU Reference Group

National and European Policy Context

- **DFHERIS Strategy -#international – succeed on world stage**

Goal 1: Leading Knowledge Economy Position Ireland as a leading knowledge economy focussed on excellence in innovation, research and post-secondary education outcomes, aligning Ireland's strategies with the European Research Area, collaborating closely with higher education and research partners internationally

Goal 4: Advancing with EU Partners Engage and influence the European Commission and EU partners and work with them to support the recovery of the European economy, achieve the European Education Area, and promote the green and digital transitions, while also supporting the implementation of the European Pillar on Social Rights.

- **System Performance Framework**

Objective 2 Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community

National and European Policy Context

- European Strategy for Universities
- Erasmus+ Programme (2021-2027)
- European Universities

European Strategy for Universities

Objectives

- Support and enable universities to adapt to changing conditions, to thrive and to contribute of Europe's resilience and recovery
- Builds on first lessons learned from the European Universities initiative
- Strengthen the European dimension in higher education and research

Flagship Developments



Erasmus+ 2021-2027

Horizontal priorities

Inclusion

- New and more flexible mobility formats either on bilateral basis or through blended intensive programmes
- Increased grant levels and more top ups for those with fewer opportunities
- Fostering inclusive and innovative ways of learning and teaching through cooperation partnerships
- Expansion to all students in all fields and cycles including doctoral mobility

Erasmus+ 2021-2027

Horizontal priorities

Digitisation

- Focus on developing digital skills of both students and staff
- Support for blended mobility
- Supporting projects to foster innovative curriculum design and learning and teaching practices using ICT
- Paperless Erasmus – digitalisation of IIA transition period extended until the end of the calendar year 2022
- Erasmus Student Card

Erasmus+ 2021-2027

Horizontal priorities

Green Erasmus

- Commitment in the new ECHE to environmentally friendly practices
- Erasmus+ Mobile App to raise awareness among participants
- Climate change and sustainability as a policy priority in all actions

International Dimension

- This involves EU co-operation with Partner Countries and includes building an EU contribution to human and institutional development in third countries

Blended Intensive Programmes (BIP) – Application to the National Agency at HEA

- Short-term physical mobility abroad (5 up to 30 days) combined with a compulsory virtual component of collaborative learning (no duration specified. This can be decided by the group of HEIs in the collaboration).
- At least three ECHE holders from at least three Programme Countries. At least two HEIs from two other Programme Countries have to be involved in the organisation of the blended intensive programme. In addition, any other HEI or organisation located in a Programme or Partner Country may participate.”
- A BIP must award a minimum of 3 ECTS.
- BIPs can be open to students and staff from higher education institutions outside the partnership including from Partner Countries.
- The activity can take place at the receiving HEI (i.e. the applicant HEI) or in any venue in a Programme or Partner Country.

European University Alliances

Flagship initiatives of the EU's ambitions to build a European Education Area, European Universities are transnational alliances of higher education institutions from across the EU that come together to create a European inter-university 'campus', where students, staff and researchers enjoy seamless mobility (physical, virtual or blended) to study, train, teach, do research, work or share services at cooperating partner institutions.

European University	Title	Irish Partner
CHARM-EU	Challenge-Driven, Accessible, Research-based, and Mobile	Trinity College Dublin
ECIU University	European Consortium of Innovative Universities	Dublin City University
ENLIGHT	European University Network to promote Equitable Quality of Life, Sustainability, and Global Engagement through Higher Education Transformation	National University of Ireland, Galway
Eut	European University of Technology	Technological University Dublin
FILMEU	The European Universities Alliance for Film and Media Arts	Institute of Art, Design + Technology, Dún Laoghaire
RUN-EU	Regional University Network	Technological University of the Shannon: Midlands Midwest
UNIC	The European University of Post-Industrial Cities	University College Cork

www.eurireland.ie

erasmus@hea.ie

EU Focus on Guidance and Euroguidance

Jennifer McKenzie

Director

National Centre for Guidance in Education (NCGE)
encompassing Euroguidance Ireland



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



Erasmus+



An Roinn Oideachais
Department of Education



National Centre for Guidance in Education

Role of NCGE

- * Agency of Dept of Education (DE), working in collaboration with Dept Further & Higher Education, Research Innovation & Science (DFHERIS)
- * Support development of guidance policy in education / training sector
- * Support and develop quality guidance practice in schools and FET Represent Ireland at EU Commission and Internationally on guidance (– e.g. European Lifelong Guidance Policy Network -ELGPN 2011-2015 – Guidelines)
- * Host Euroguidance Centre for Ireland
- * Director – Member of EU Europass Advisory Group

EU Focus on Guidance

- * **EU Council** defines **Lifelong Guidance** as

‘... a range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used’

- * **Cedefop** provide Resources for Guidance – Labour Market Information across EU
- * **Cedefop CareersNet** - network of independent experts in lifelong career guidance and career development,
- * **Collaboration** EU Commission , Cedefop, European Training Foundation (ETF) , International Labour Organisation (ILO) , UNESCO, OECD - publication “ ***Investing in Career Guidance, revised edition 2021***”
- * **International & UK Organisations** – ICCDPP, IAEVG, CICA (Australia) , CCDF (Canada) Skills development Scotland, etc

Euroguidance Ireland

Orla Ní Cheallaigh
Euroguidance Officer
NCGE



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



Erasmus+



An Roinn Oideachais
Department of Education





Euroguidance



An Roinn Oideachais
Department of Education

Who we are-

A Network of national resource and information centres which link together the Career Guidance systems in Europe.

Main target groups-

- * Guidance Counsellors
- * Individuals interested in studying abroad/ in Ireland (European schools)
- * Policy makers

- * To **support the competence development of guidance practitioners** on the European dimension of lifelong guidance.
- * To **raise their awareness of the value of international mobility** for education, training and employment.
- * to provide **information and communication** on the European dimension of guidance

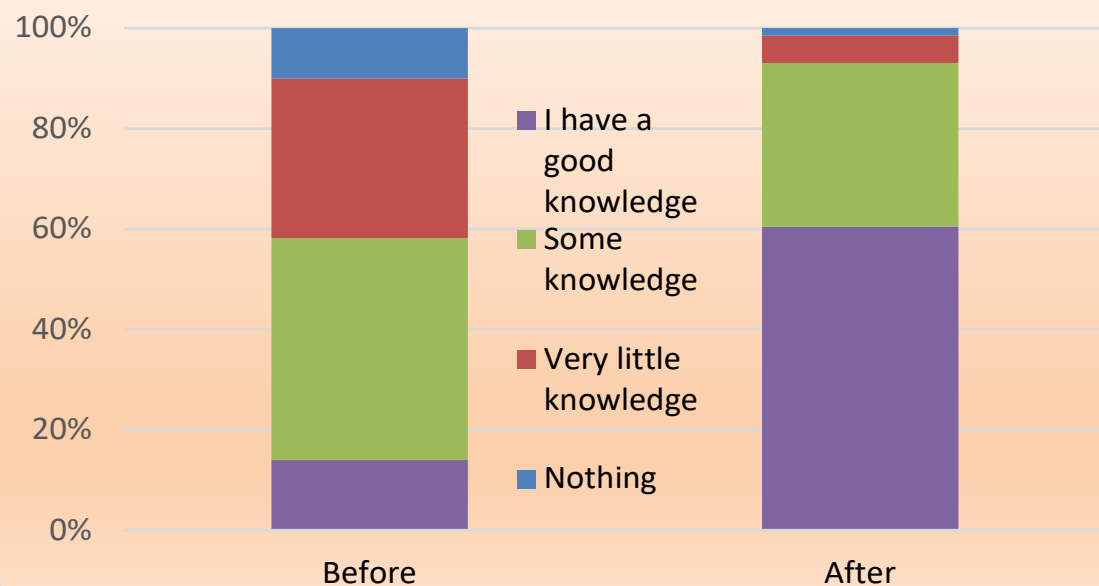
EG-IE

- * Contribute to the activities of the **European Euroguidance Network** and other *European networks*
- * Work in **collaboration at national level** with other relevant agencies
- * Coordinate the provision of the **guidance service to European Schools** throughout the EU
- * Support **national and international networking** of guidance counsellors by organising seminars and study visits
- * **Disseminate information** on European initiatives/ programmes/ tools/ good practices relevant to Guidance Counsellors
- * **Develop and promote programmes, resources and CPD** to support the inclusion of a European dimension to the Irish Guidance Counsellor's practice

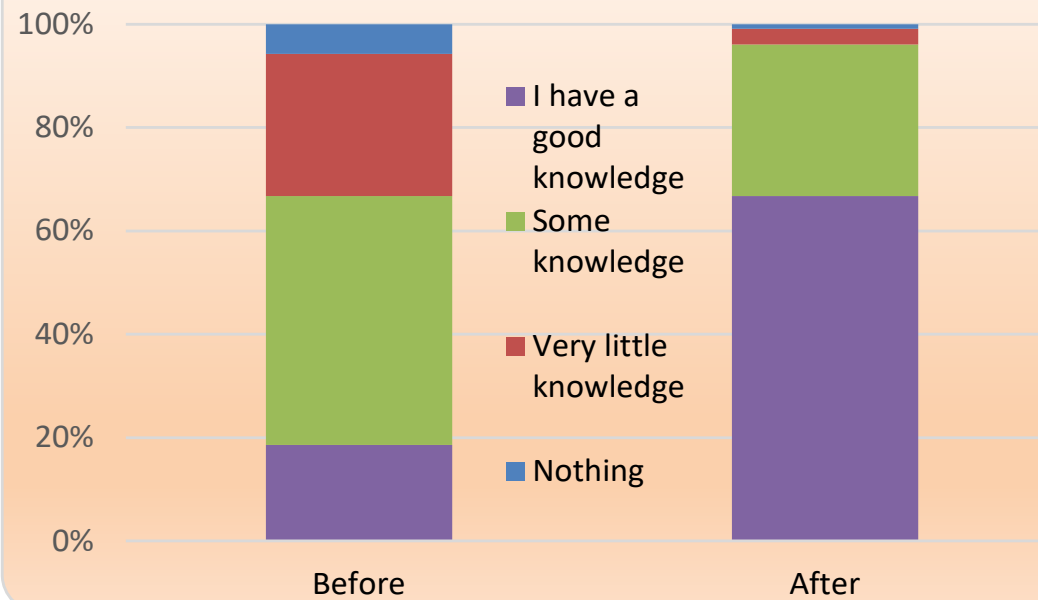
‘Euro-Quest’ - update

- * Launched in 2020
- * Promotes educational mobility
- * Designed to be integrated into the Transition Year (TY) curriculum through Guidance and to link with other subjects using ‘Europe’ as the common theme.
- * 3400 students registered to date

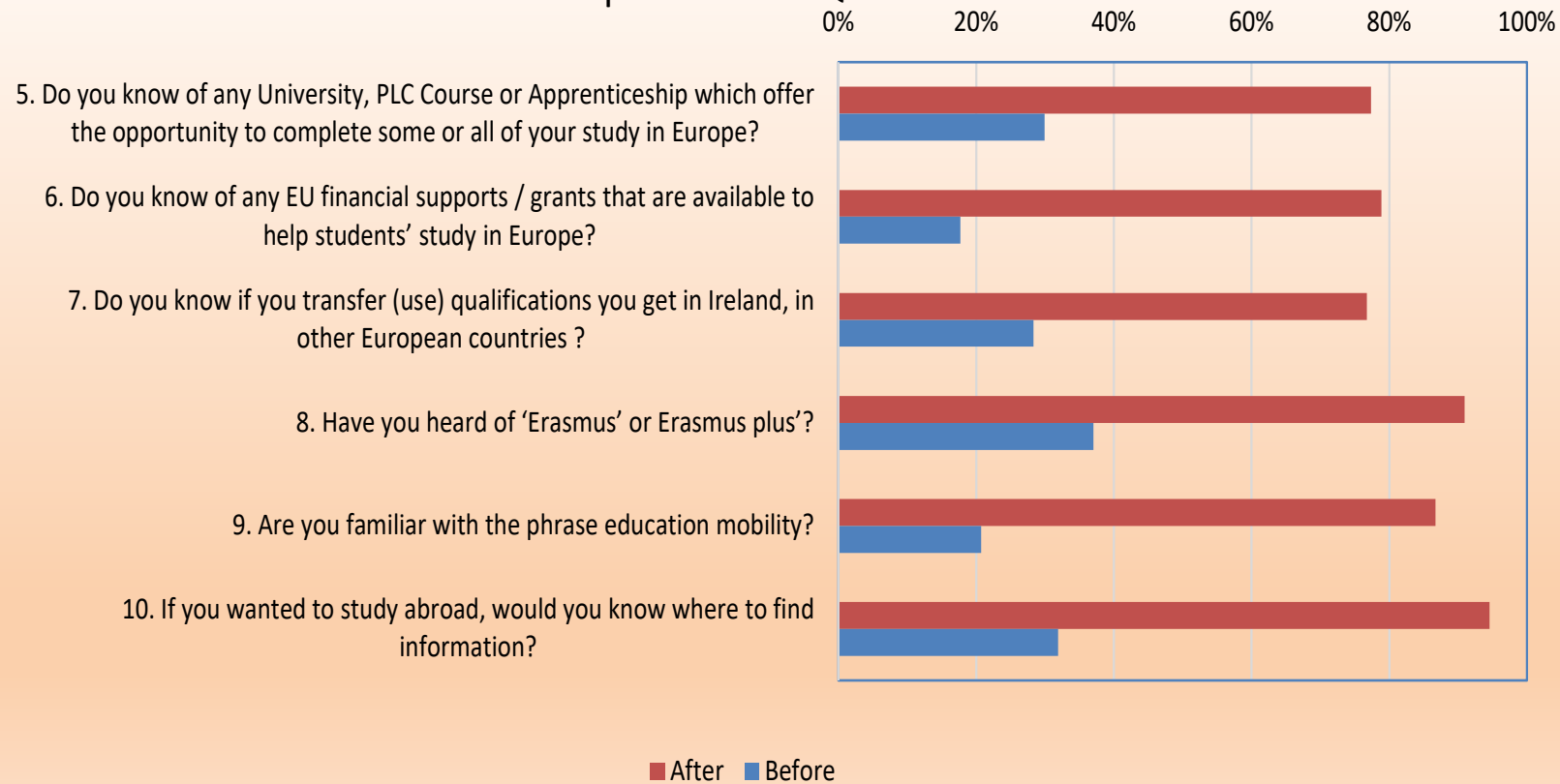
How much do you now know about the history of the European Union?



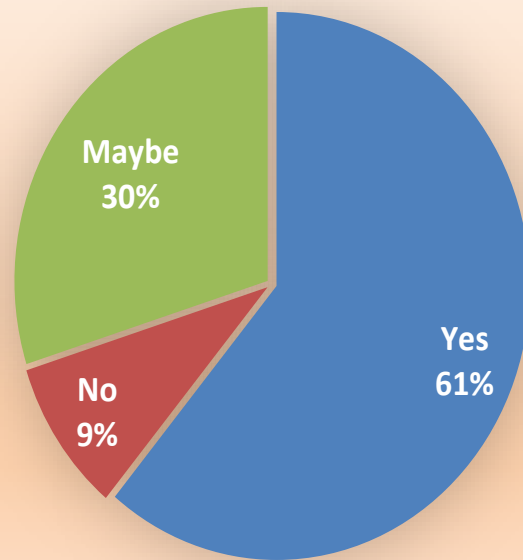
How much do you now know about your rights (to travel, study and work) as an EU citizen?



Impact of Euro-Quest



Having completed Euro-Quest, would you be more likely to consider studying / training / doing an apprenticeship abroad?



- * **Classroom resources** to incorporate a European element*
 - * **Webinars** with input from the Léargas/ QQI Europass/ Dept of Foreign Affairs etc.
 - * **Publications** -Inter- agency collaboration on a new publication
 - * Bulletin and **newsletter**
- *Available in English and as Gaeilge



Useful links

- * www.ncge.ie
- * <https://www.ncge.ie/ncge/european-policy-guidance>
- * <https://www.cedefop.europa.eu/en/tools/resources-guidance>
- * <https://www.cedefop.europa.eu/en/publications/2230>
- * <https://www.skillsdevelopmentscotland.co.uk/>
- * <https://cica.org.au/>
- * <https://ccdf.ca/>



Please feel free to contact us directly at-
euroguidance@ncge.ie

www.euroguidance.ie

www.euroguidance.eu

www.ncge.ie

www.ncge.ie/guidance-europe



An Roinn Oideachais
Department of Education

Europass & EQF-NCP



9th Meeting of the Irish EU Reference Group of Agencies of the Department of Further and Higher Education, Research, Innovation and Science

2 February 2022



QQI
Quality and Qualifications Ireland
Dearbhú Cáilochta agus Cáilochtaí Éireann



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

QQI Strategy 2022 - 2024

Key strategic priority regarding **#information**

Aiming to provide better information and opportunities for learners.

Aligns with the work of Europass and the EQF-NCP

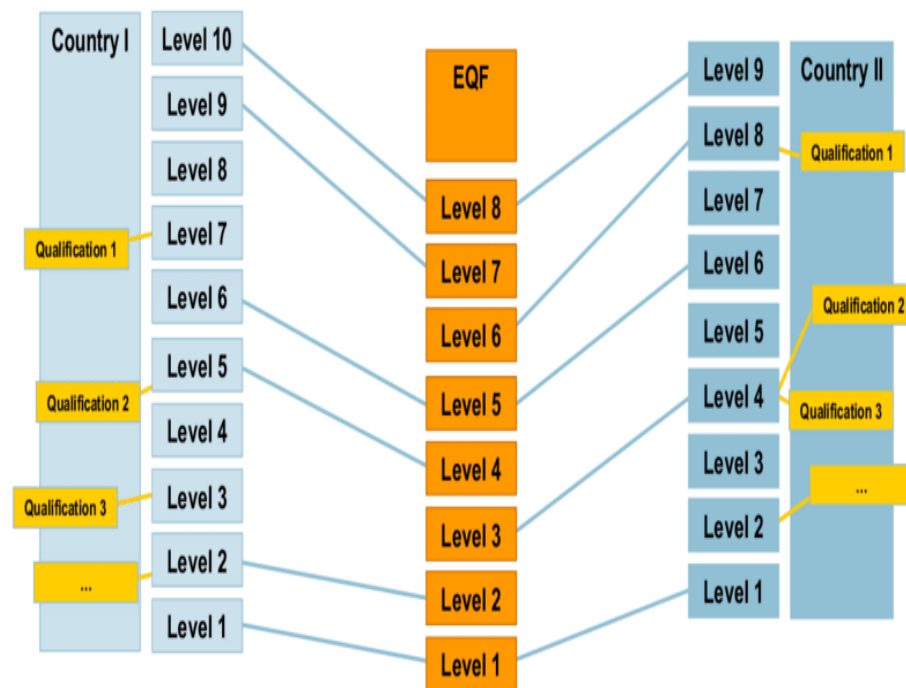


Erasmus+

Europass EQF-NCP Project 2021-2023

- Aims to promote the Europass platform and tools and EQF to stakeholders and the general public in Ireland.
- Promote new Europass platform & build awareness
- Further the agenda of the EQF NCP through planned activities aligned to the strategy of QQI and DFHERIS.

EQF – The European Qualifications Framework



A reference system enabling comparison of national qualifications systems on the basis of learning outcomes

Europass EQF-NCP Project 2021-2023

Work packages

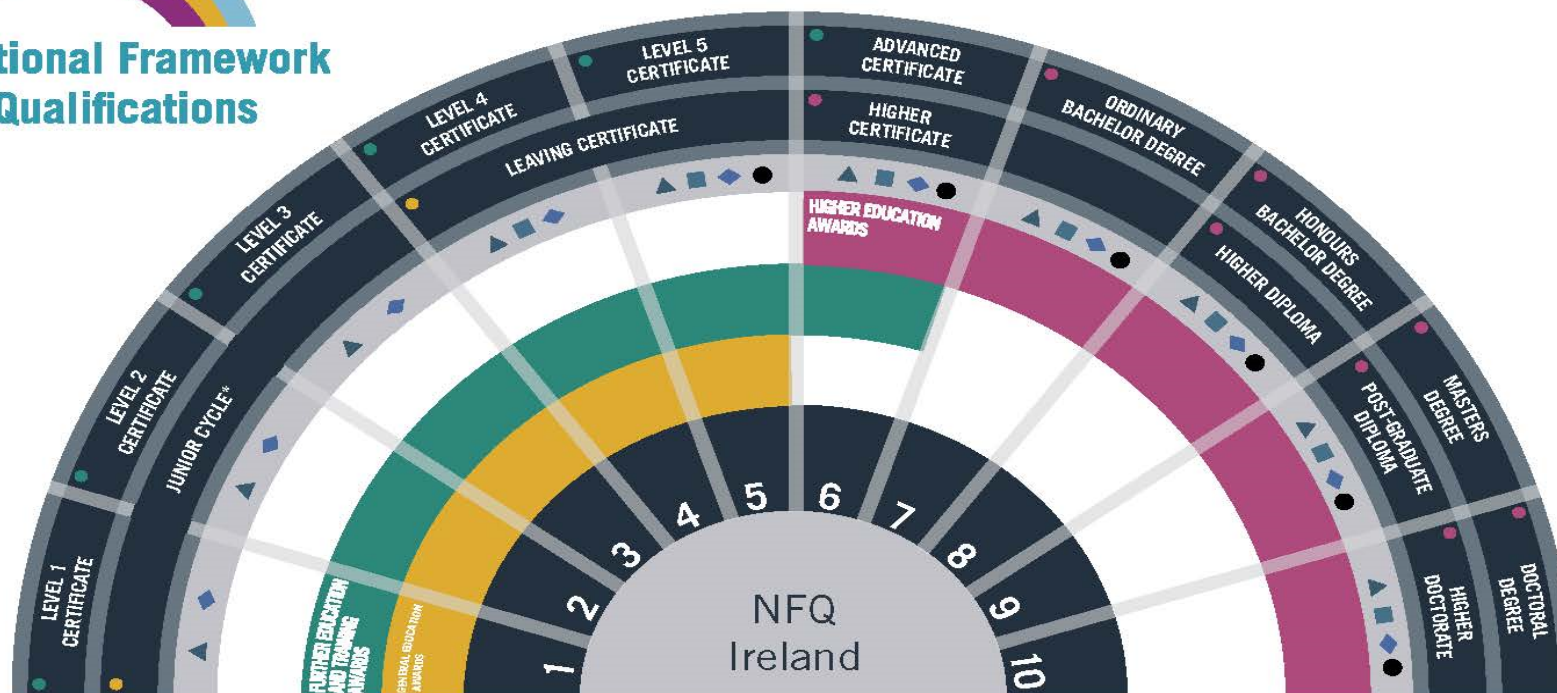
1. Promotional activities and dissemination about Europass
2. Further development and implementation of NFAQ
3. Integration of IRQ to QDR platform and preparing for digital credentials
4. Integration of Europass activities with Euroguidance (NCGE)








NFQ Fan Diagram - updated



National Framework of Qualifications



CLASSES OF AWARD

-  **Major Awards:** named in the outer rings, are the principal class of awards made at a level
 -  **Minor Awards:** are for partial completion of the outcomes for a Major Award
 -  **Supplemental Awards:** are for learning that is additional to a Major Award
 -  **Special Purpose Awards:** are for relatively narrow or purpose-specific achievement
 -  **Professional Awards:** are for occupation-orientated qualifications including apprenticeships
- * Please refer to NCCA website, ncca.ie/en/junior-cycle/

IRISH REGISTER OF QUALIFICATIONS

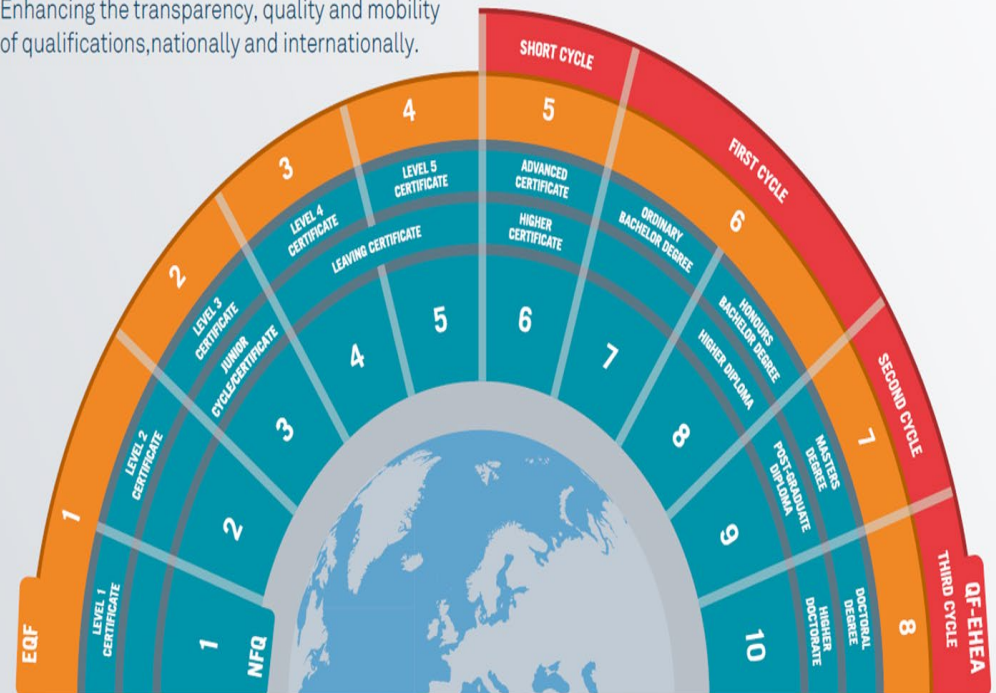
- For more information on**
- Qualifications
 - Providers
 - Courses
- visit www.irq.ie

EU Commission Evaluation of EQF

- **Scheduled for 2022**
- **Will focus on the interaction between the EQF and national frameworks**
- **Continue working on delivering transparency in relation to levelling and learning outcomes**

Qualifications Frameworks - Going Global

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



- NQF Irish National Framework of Qualifications
- EQF European Qualifications Framework
- QF-EHEA Qualifications Framework for the European Higher Education Area

EQF-NCP Project 2021-2023

Priorities

- Scheme for **Listed Awarding Bodies** to include non-formal sectoral and international awards in the NFQ
- Ongoing promotion and communication of the **NFQ & EQF**
- Updating of the **IRQ** to ensure it's accuracy and that of the QDR

IRQ

- The Irish Register of Qualifications (IRQ) is developed by QQI to meet the statutory requirement for a register of all programmes and awards that are in the National Framework of Qualifications (NFQ).
- Each awarding body that provides programmes/courses leading to awards/qualifications in the NFQ, uploads data for publication on a dedicated site. www.irq.ie



QDR

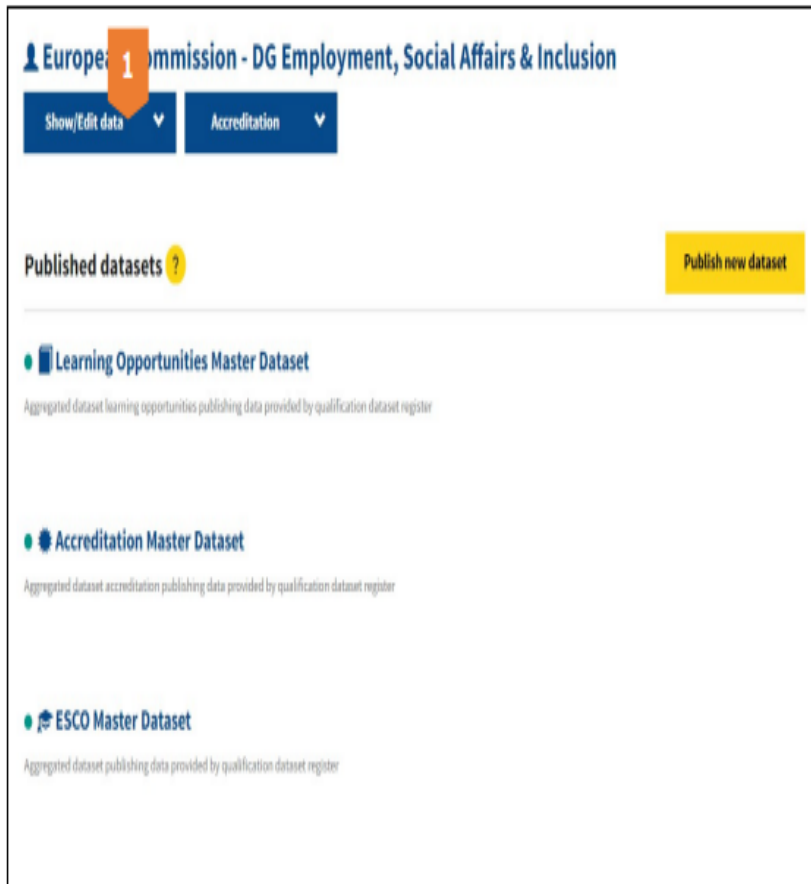


Figure 5. Overview of your qualifications data

- Central portal for qualifications, learning opportunities and accreditations.
- Enables different governmental institutions and awarding bodies to publish their information to the European infrastructure.

Listed Awarding Bodies (LAB)

- Provides access to NFQ for other awarding bodies
- Voluntary scheme
- Currently designing the policy, procedures & processes
- Plan for consultation during 2022
- Email obarry@qqi.ie for inclusion on stakeholder list, or for further information

Inclusion of Awards in the Framework

- Suitable body to make awards
- Inclusion of awards will focus on needs of learners, wider society & government policy
- Consultation with regulators, funders, government

The UK and Ireland Qualifications Frameworks

Group

5 Countries

- Regulators, QA bodies & government share information & intelligence about our national frameworks of qualifications.
- Ensuring common understanding and supporting coordination and collaboration on topics and issues of mutual interest
- Produces Qualifications Can Cross Boundaries Leaflet
- Annual Meeting – Jan 2022



- Compares qualifications across national boundaries.
- Major qualifications at each level are broadly compared across jurisdictions.
- Includes apprenticeships
- [Qualifications can Cross Boundries 2019.pdf \(qqi.ie\)](#)

Qualifications can Cross Boundaries

A guide to comparing qualifications in the UK and Ireland

How to use this leaflet:

- This leaflet provides information that allows you to look at the ways qualifications are organised in the UK and Ireland.
- It shows which qualifications in other countries are broadly comparable in terms of the level of challenge to your qualifications (or those that you are interested in taking).
- On the left side of the principal table you will find the main stages of education or employment – you can find where you are in these stages.
- To the right of this you can see the nearest levels and similar kinds of qualifications that are used in the other countries.
- This makes it possible to draw broad comparisons in terms of the level of challenge, rather than direct equivalences, between qualifications and their levels for each country.
- The back page indicates how UK and Irish qualifications frameworks relate to qualifications frameworks in Europe.
- This leaflet is updated periodically. Check one of the websites for the most up-to-date version.

EQF-NCP Ireland



Thank you for your attention

obarry@qqi.ie

kwalsh@qqi.ie



QQI

Quality and Qualifications Ireland
Dearbhú Cáilochta agus Cáilochtaí Éireann



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of the European Union



**EU Skills policies developments
9th Meeting of the
Irish Reference Group of Agencies
2 February 2022**

Koen Nomden
Team Leader – Transparency
EC - DG EMPL - Skills Agenda Unit

Our context



Atypical forms of work



More frequent professional transitions



Shifting employment between sectors



Shifting skills needs



Demographic changes

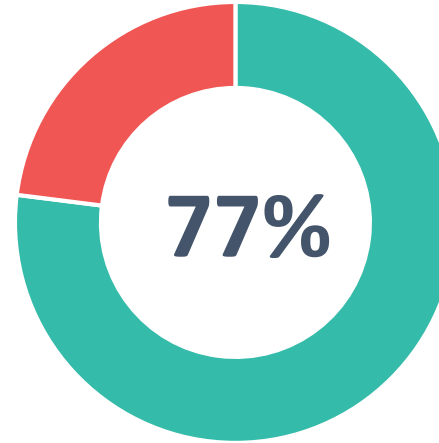
Policy Challenge

Low adult learning participation

21 Member States did not reach the EU adult learning target for 2020

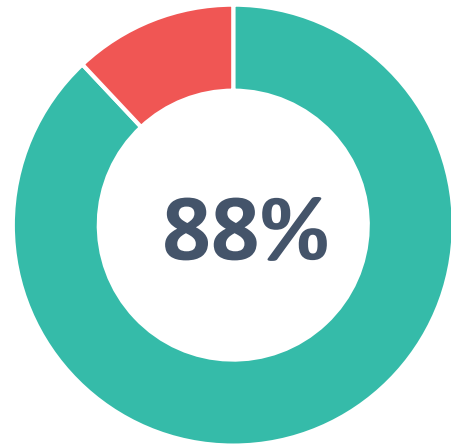


Skills shortages in a context of accelerating digital and green transitions



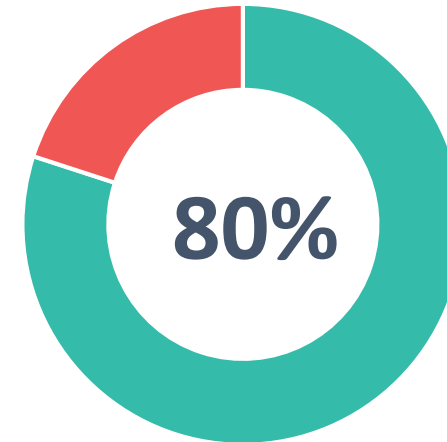
of companies report difficulties finding employees with right skills

Uneven support



of job-related training sponsored by the current employer

Insufficiently attractive supply



of non-learners in the past year *“did not want”* to learn

European Pillar of Social Rights & Action Plan

Education, training, lifelong learning for all

European Green Deal

Skills for green transition

Skills for jobs

European Industrial and SME Strategies

European Skills Agenda

Digital skills

Lifelong learning

Digital Decade

Digital Education Action Plan

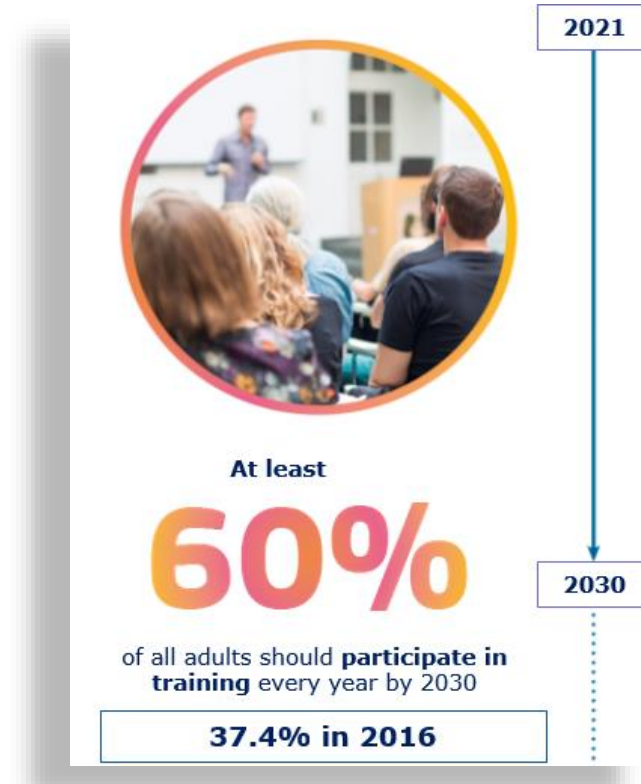
STEM

European Research Area

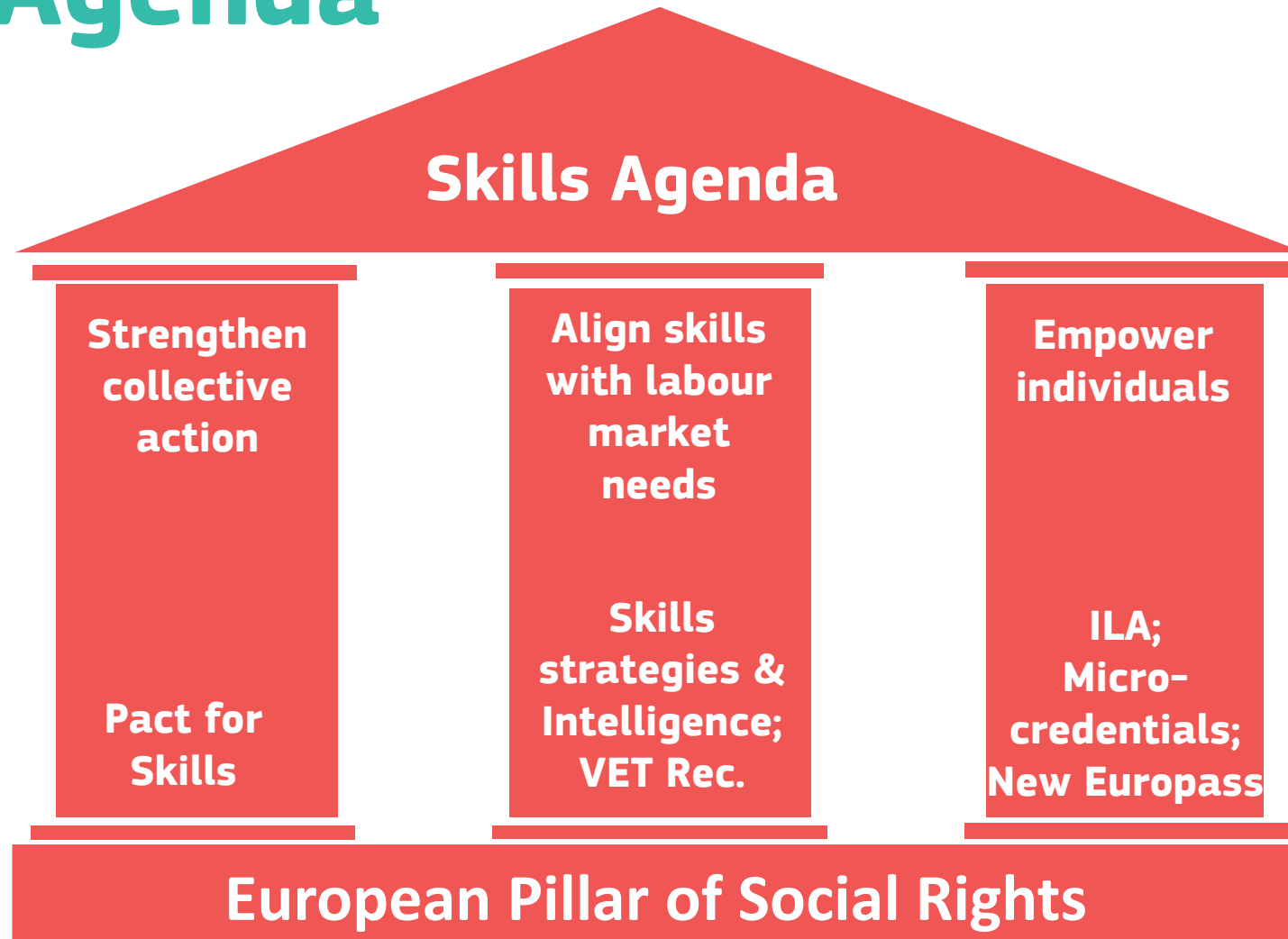
European Education Area

Lifelong guidance


Increasing policy attention



Skills Agenda



Pact for Skills



Private and public organisations, social partners, education and training providers



Concrete commitments

What do I commit to?

Promoting a culture of lifelong learning for all

Working against discrimination, for gender equality and equal opportunities

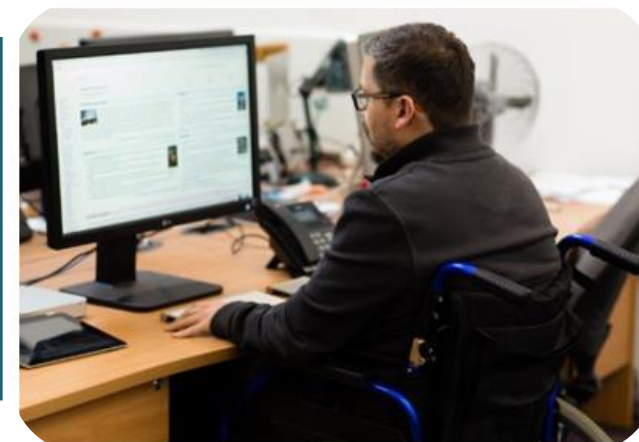
Building strong skills partnerships with relevant stakeholders

Monitoring skills supply/demand and anticipating skills needs

Joining the Pact in practice

1. Sign up to the **Charter** and its key principles
2. Translate engagement into concrete commitments
3. Monitor commitments

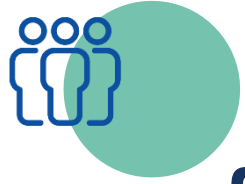
Apply
<https://ec.europa.eu/social/PactforSkills>



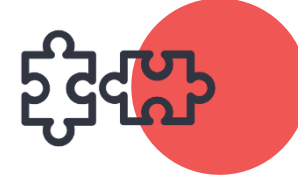
Already with the Pact for Skills

- **Over 500 signatories** of the Charter, including close to 200 with concrete commitments.
- **All MS** have now stakeholders committed to the Pact.
- **Very different types of stakeholders:** from big multinational, to local training providers, with chambers of commerce, SMEs, regional authorities, sectoral clusters, large-scale partnerships in key ecosystems, national authorities and diverse kinds of networks and associations.
- **100 of them are training providers.**

Individual learning accounts



**Universal but
differentiated support**



**Accumulation &
transferability** of
entitlements



Use **it in transitions** from job
to job or in times of
unemployment

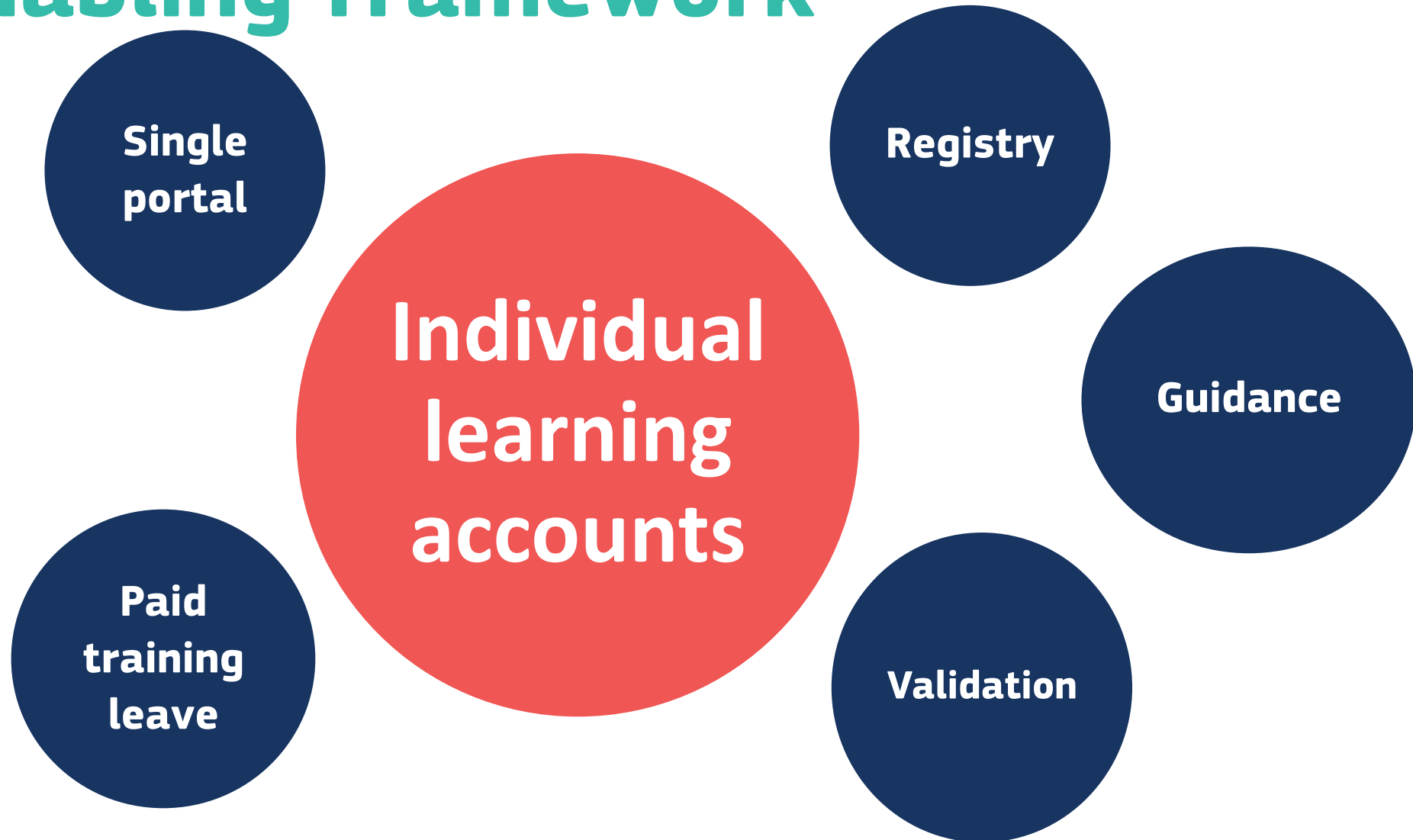


ILA



Keep it **while temporarily
abroad** and even use it
from there

The enabling framework



EU support (Art. 27)

Funding

- Recovery and Resilience Facility
- European Social Fund Plus
- European Regional Development Fund
- Just Transition Fund
- Technical Support Instrument

Implementation

- Facilitate mutual learning
- Develop relevant guidance material
- Further develop the Europass platform to support the recognition of ILA-funded training

Micro-credentials

- Micro-credentials can be used to **complement & enhance** education, training, lifelong learning and employability ecosystems
- Proposal **does not seek to replace or disrupt existing systems or qualifications**
- The proposal establishes a **common European approach to the ongoing and emerging provision** of micro-credentials

Micro-credentials - Outline of the proposal

'Building Blocks'

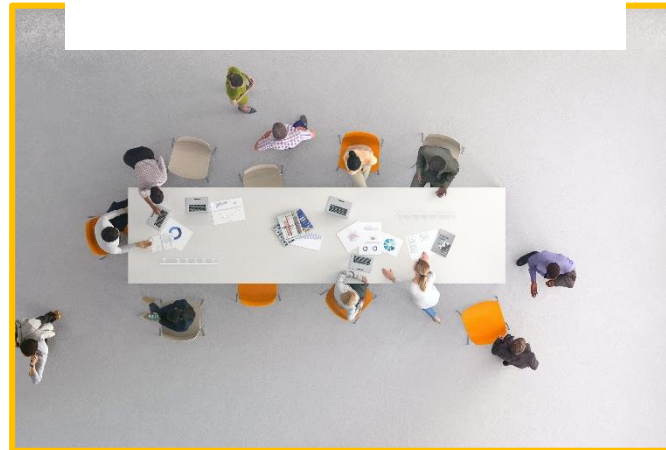


Common Definition of micro-credentials

Standard Elements

Principles for the design and Issuance of micro-credentials

Recommendations

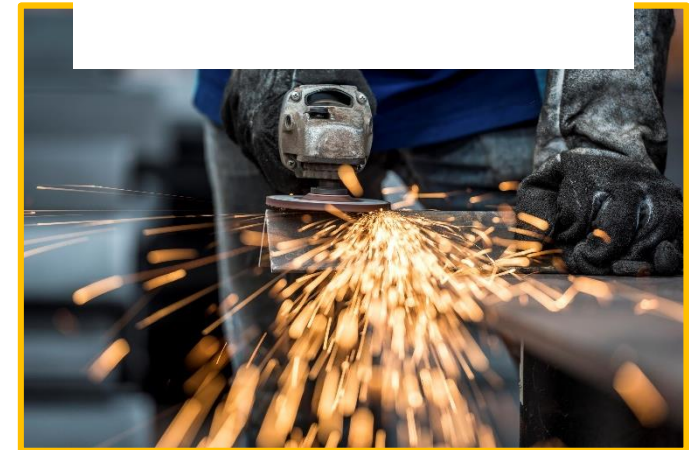


Development of ecosystems for micro-credentials

Deliver on the potential of micro-credentials

Commission Support

Focus



Education, training and skills policies

Active Labour Market Policies

Development of ecosystem for MCs Systems

Formal learning

- **Support exploration of MCs by HEIs** (European universities Alliances)
- **Support exploration of MCs by VET Providers** (COVEs)

Non-formal + informal learning

- **Non-formal providers** incl. employers, social partners, civil society organisations, local authorities & private providers
- Promoting the development of MCs designed & approved by employers' and workers' representatives **through social dialogue**
- **Adaptation of validation/RPL processes**

Quality and Transparency

- apply, adapt and develop **quality assurance mechanisms for MCs**
- supporting the use of **'skills-intelligence' systems** to identify needs to develop or update MCs
- ensuring that providers **publish catalogues of MCs**
- **integrate MCs in NQFs**, where relevant.

Deliver on the potential of micro-credentials

Education, training and skills policies



- publish MCs in **national catalogues** of courses
- improve **access and transitions** in education and training for all learners, incl. disadvantaged + vulnerable
- improve **digital skills + green skills**
- use MCs for **teacher training**
- for the prompt transfer of the latest research findings into learning opportunities
- **challenge gender and other discriminatory stereotypes**

Active Labour Market Policies



- address **skills challenges (bottlenecks, skills shortages)**
- **upskill and reskill workers** (links with ILAs)
- **support target groups** (self-employed, vulnerable groups, youth)
- national implementation of **EASE Recommendation**
- to meet **regulatory requirements** for jobs/work (e.g. licences, mandatory training and permits)

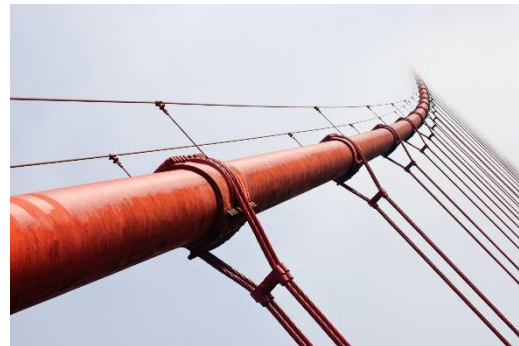
Commission Support

Develop and adapt existing EU tools



Technical implementation through Europass

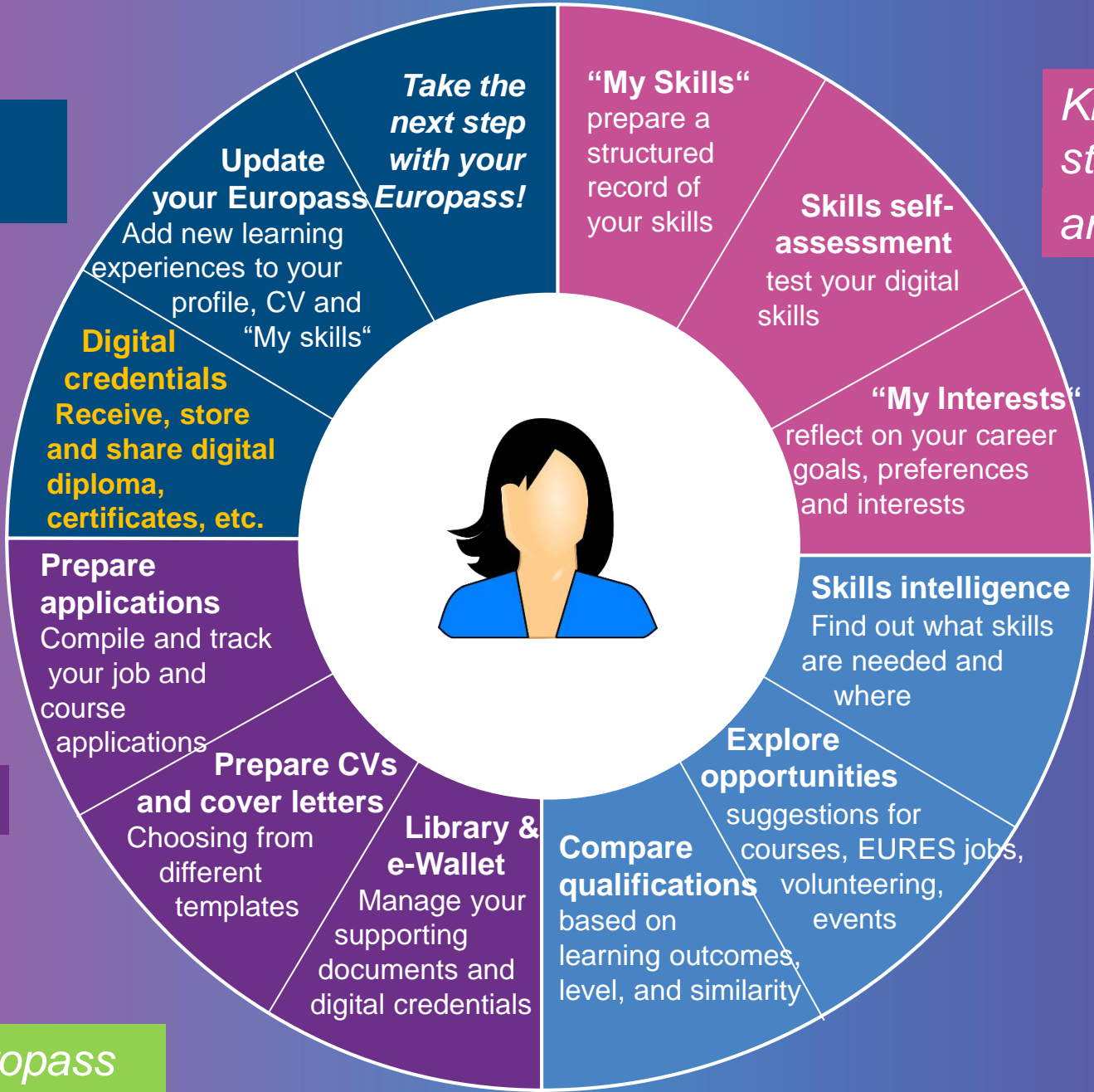
Support co-operation between Member States and stakeholders



Research and Data Collection

Record your learning

Know your skills, strengths and ambitions



Take action

Explore your options

<https://europa.eu/europass>



europass

Europass Components

Europass infosite

Presents information as described on the Europass decision and the first access point to register and use the digital tools.

e-Portfolio

Set of online tools & information to manage every step of your learning and career.

Digital skills Test

Open source tool to assess and improve digital skills. Based on the Digital Competence Framework.

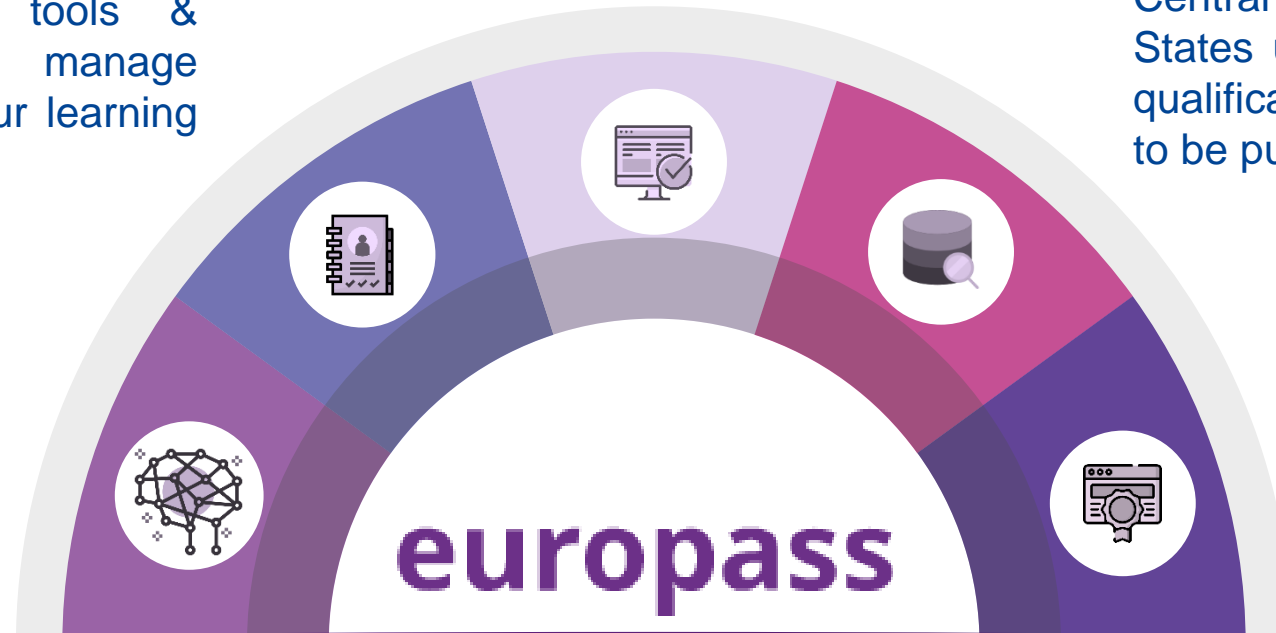
INTEROPERABILITY

Qualifications Data Register

Central repository where Member States upload data about their national qualifications and learning opportunities to be published on Europass.

Digital Credentials

Set of standards, services & software allowing institutions to issue digital, tamper-proof qualifications and other learning credentials.



QDR



1.1. COUNTRIES THAT PUBLISHED QUALIFICATIONS

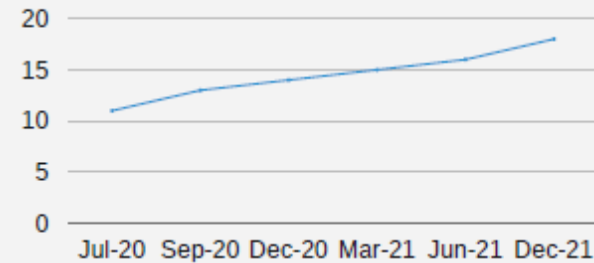
NTT DATA

Figure 1- EQF AG -countries that published qualifications (18)



(BE (fr+nl), CZ, DE, EE, EL, FR, IE, LT, LV, MT, NL, HU, PL, PT, SI, SE, IS, TR)

Figure 2- number of countries that published qualifications: evolution since launch



52%

Of the EQF AG countries (total: 35) have published qualifications in Europass

QDR



1.2. COUNTRIES THAT PUBLISHED LEARNING OPPORTUNITIES

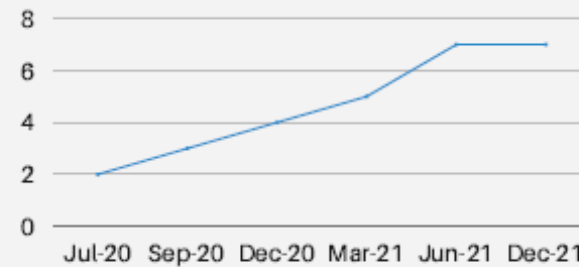
NTT DATA

Figure 3- EQF AG -countries that published learning opportunities (7)



EL, FR, IE, IS, MT, PT, SR

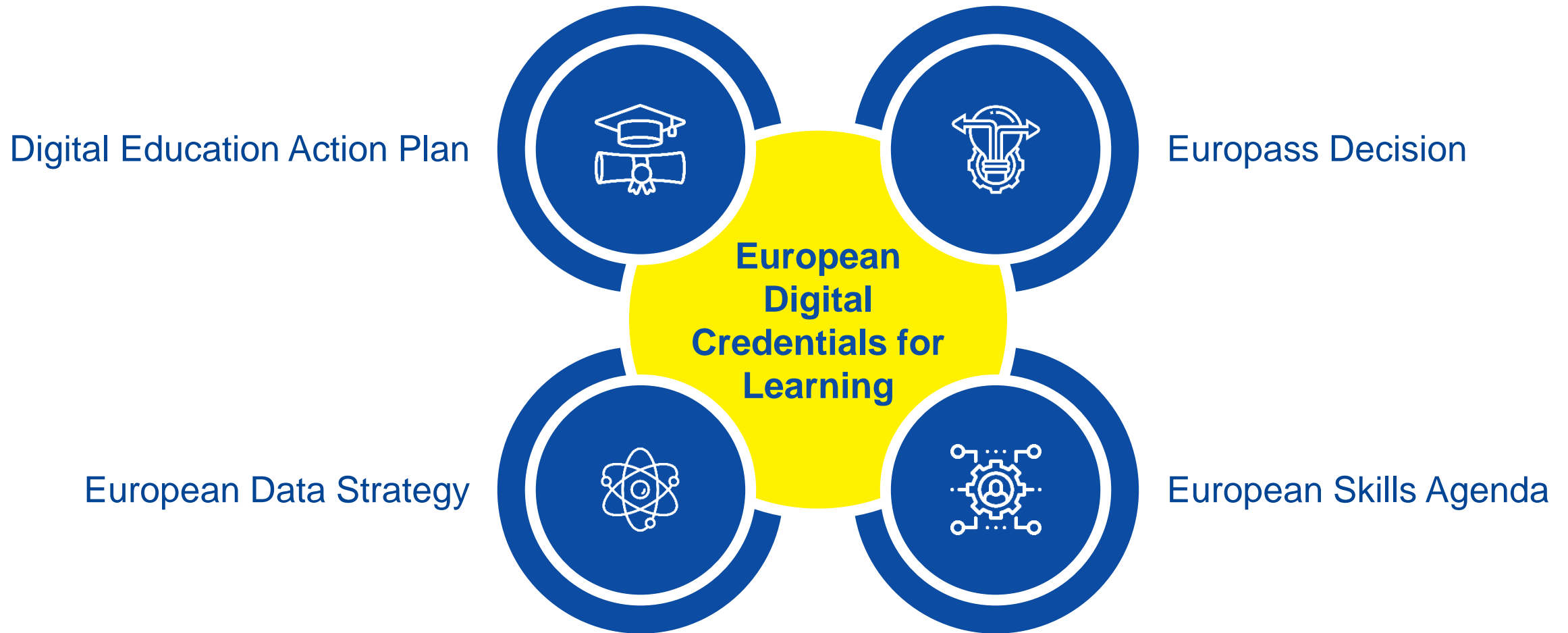
Figure 4- number of countries that published learning opportunities: evolution since launch



20%

Of the EQF AG countries (35) have published learning opportunities in Europass

EDC – Central To EU's Skills Agenda



Elements of the EDCL Infrastructure

Standards

1. European Learning Model
(Linked to W3C VC)

Services

1. Issuer
2. Wallet
3. Viewer
4. Accreditation DB

Software & Support

1. eIDAS & EDCL code
libraries
2. Playground & API library
3. Helpdesk

European Digital Credentials for Learning Functions



Identify

Learners who will
be awarded the
credential



Issue

credentials and
send them to their
owners



Store

credentials
securely in a
single online or
offline wallet



Verify

if the credential is
authentic, valid and
issued by an
accredited
organisation



Share

the information in the
credential with any
other person or
organisation with just
a click

Foreseen technical developments



Q4/2021

- Code and Docker Images available
- Consultation on standard governance procedures
- Verifiable Presentations
- Official Launch Event**
- Multilingual Platform and credentials















Q1/2022

- Diploma Supplement
- Accreditation DB
- ELM 3.0
- JSON support (native verifiable credentials)
- Enhanced Documentation



Future

- Archive Wallet
- Digital recognition statements
- Resigning service
- Micro-credential stacker
- Credential from qualification
- Revocation list
- Data Model Browser
- Europass Mobility

-  Ana Andromeda
-  Sveučilište u Splitu
-  **Master of Science in Civil Engineering** ▼
-  Applied mathematics course ▼
-  Applied mathematics Study visit ▼
-  Concrete structures I course ▼
-  Dynamics of structures and earthquake engineering course ▼
-  Geotechnical engineering course ▼
-  Stability of structures course ▼
-  Postgraduate doctoral study
-  Civil engineer
-  Recognition for credit

Master of Science in Civil Engineering

Awarding Date: 20/09/2019 00:00 GMT +0200

Awarding Body: Fakultet Građevinarstva, Arhitekture i Geodezije

This is the overall description of the achievement of the Master of Science in Civil Engineering, that is linked to the overall credential, together with its sub-achievements.

Proven by

Title	Grade
Overall Assessment	excellent (5)

Influenced by: Applied mathematics course, Applied mathematics Study visit, Concrete structures I course, Dynamics of structures and earthquake engineering course, Geotechnical engineering course, Stability of structures course

Entitles Owner to: Postgraduate doctoral study , Civil engineer , Recognition for credit

Sub-Achievements

Applied mathematics, Concrete structures I, Dynamics of structures and earthquake engineering, Geotechnical engineering, Stability of structures

Specification

Ach-Spec-ID-Scheme identifier: AchSpecID-72

Learning Outcomes:

LO1 related to applied mathematics ▲

LOID-Scheme identifier: LOID-73a

To formulate equations of mathematical physics for engineering problems, and to solve them analytically or with numerical methods.

Type: knowledge

Reusability Level: cross-sector skills and competences

Related ESCO Skills: use mathematical tools and equipment, execute analytical mathematical calculations, geodesy

Related Skills: applied mathematics, perform engineering calculations, construct earthquake resistant structures

European Learning Model

includes 250 properties to describe

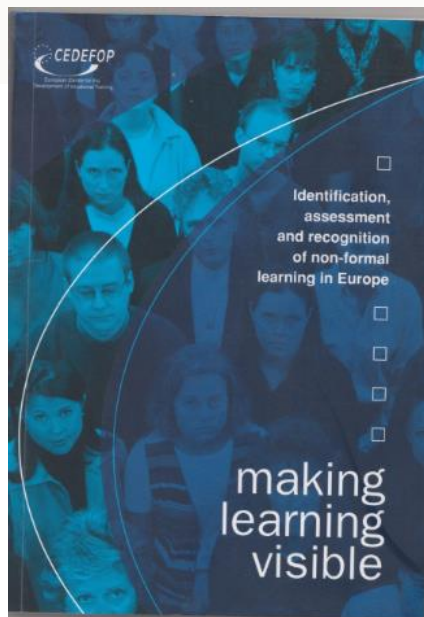
- Organisations
- Details of the credential owner
- Achievements (including grades and references to learning outcomes, EQF/NQF levels, ISCED-f codes, ESCO skills activities and entitlements)
- Activities (by start and end dates; format, mode and volume of learning)
- Entitlements (Entitlement to work as an attorney or enroll in further education)

Areas of EDC adoption

- LU “digital Luxembourg” strategy (1600+ **VET** diplomas issued by Oct-21)
- HR issued its first multilingual digital **degrees** in Oct-21
- European Universities of the Seas (SEA-EU) and Digital Innovations in Credential Evaluation and the Networks (DigiNet) using EDC for **recognition**,
- MT issued 2,200+ **transcripts of records** in early 2022,
- European Student Network issues **non-formal** training certificates from within a few weeks of joining the Early Adopters Programme,
- European Consortium of Innovative Universities (ECIU) **building own solution**,
- Vendors (e.g. Moodle and Digitary) developing own **interoperable credentialing products**



Validation of non-formal and informal learning



Storyline of validation in EU

2004

European Principles

2008

EQF recommendation

2009

1st edition European Guidelines

2012

Council Recommendation on validation

2015

Updated European guidelines

2016

Upskilling pathways recommendation

2017

EQF new recommendation

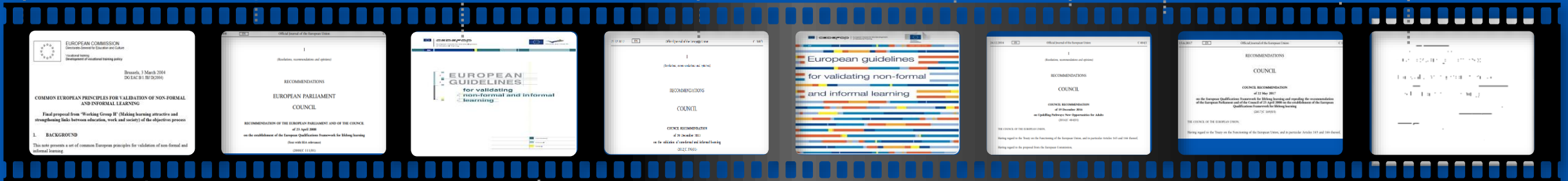
2018
Europass new Decision

2020

New skills agenda

2022

New updated guidelines



2004

1st EU inventory

2005

2nd EU inventory

2008

3rd EU inventory

2010

4th EU inventory

2014

5th EU inventory

2016

6th EU inventory

2018

7th EU inventory

2023

8th EU inventory

Evaluation of the 2012 Recommendation

- All **Member States** have taken action;
- On the whole **more people** have **validation opportunities** and can find better information and **guidance** on validation;
- Wide agreement that in general **validation benefits justify its costs**;
- Wide consensus that the Recommendation is **consistent** with other actions and tools;
- Overall, the Recommendation has had a certain **impact on national action on validation**.

Challenges

- Many people still have no access to validation – no information, not eligible, no means
- Validation arrangements are not comprehensive and not coordinated
- Guidance may not be effective (outreach)
- Need to involve more stakeholders
- Poor information on costs and benefits of validation

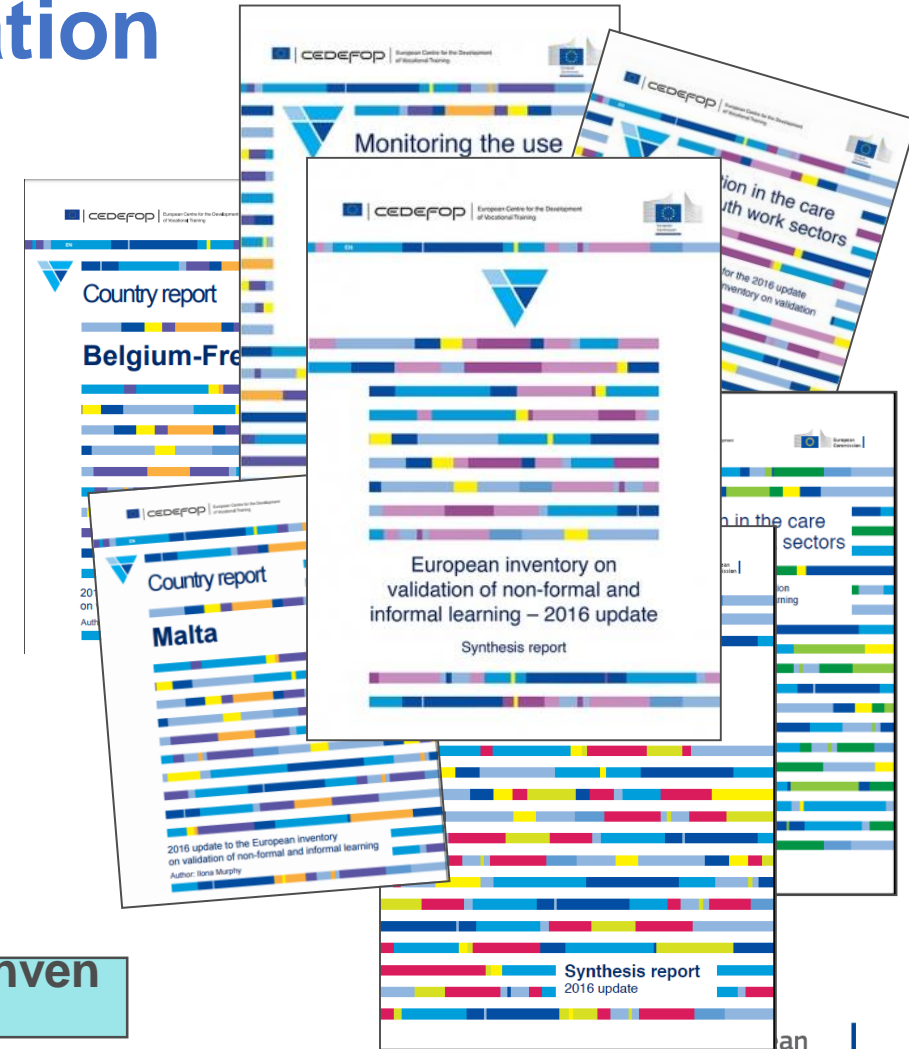
European Guidelines for validating non-formal and informal learning

- The first edition in 2009 – reflecting European cooperation on validation since 2000 – helped to identify the opportunities and clarify the challenges facing validation in Europe
- The second edition in 2015 – reflecting the 2012 Council recommendation on validation and establishing the guidelines as an acknowledged tool for European cooperation
- The third edition in 2022 should capture the most experiences made in recent years and make these available to stakeholders in different positions and at different levels



EU inventory - A rich source of information

- 2004, 2005, 2008, 2010, 2014, 2016, 2018 editions
- 39 country reports (covering 36 countries)
- Providing detailed information by sector
 - ✓ Sub-sector of education
 - General Education
 - IVET
 - CVET
 - Higher education
 - Adult education
 - ✓ Labour market
 - ✓ Third sector
- Thematic studies
- International country cases
- A synthesis of main findings

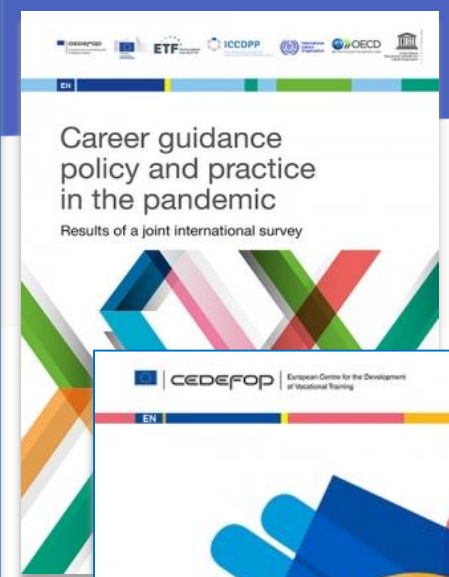
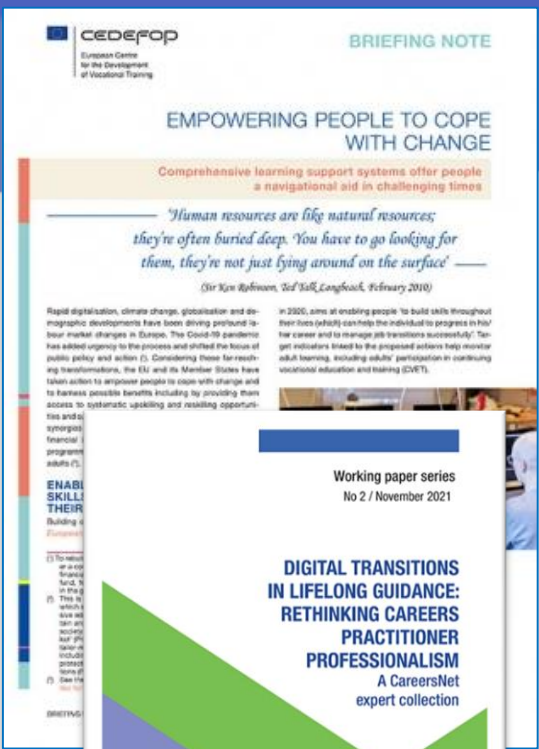
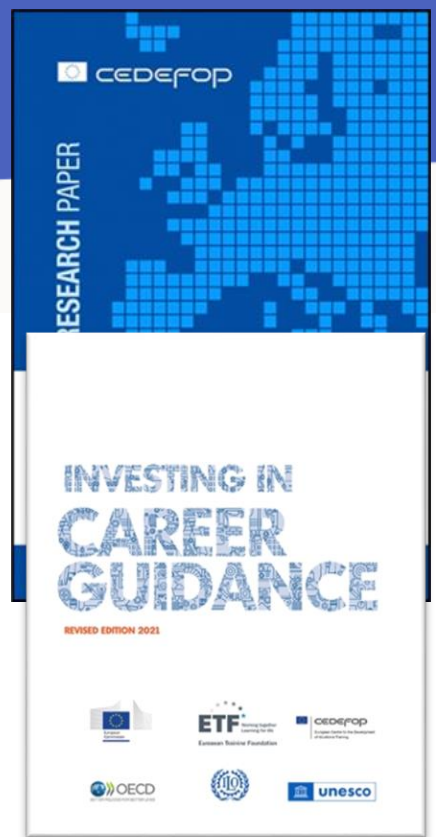


www.cedefop.europa.eu/validation/inventory

CareersNet

Cedefop's expert network for lifelong guidance and career development

Lifelong Guidance



Cedefop's online (live) Inventory of LLG systems and practices

36

Forthcoming records

31 + AL, CZ, MK, SK, CH , (BE-DE)

32

Core experts and countries covered

31

Current online records

AT, BE-FR, BE-NL, BG, CY, CZ, DK, EE, FI, FR, DE, EL, HU, IE, IT, LU, MT, ME, NL, NO, PL, PT, RO, RS, SK, SI, ES, SE, TR, UK-ENG, UK-NIR, UK-SCT, UK-WAL



Working paper series
No 2 / November 2021

**DIGITAL TRANSITIONS
IN LIFELONG GUIDANCE:
RETHINKING CAREERS
PRACTITIONER
PROFESSIONALISM**
A CareersNet
expert collection

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✓ 15 authored papers by network experts, teams and stakeholder colleagues, including an introduction by Cedefop

✓ Content editing by LLG team colleagues, with moderate language editing by Cedefop publications services

✓ Published in November 2021

✓ Second working paper series collection (first - Community of apprenticeship experts, September)

Joint international leaflet – revised edition (2021)

- Collaboration between 6 international and European organisations
- Involvement of some members from CareersNet and ICCDPP
- Aims at working toward a common vision of the role of career guidance for individuals, in society, education, training and employment - underlining the need for greater attention and investment
- Revised in 2021 due to the pandemic context, and new global policy shifts
- Language versions - Spanish, French, Russian...

<https://www.cedefop.europa.eu/en/news-and-press/news/career-guidance-spotlight>



What is the implementation status of the EQF?

- All 38 EQF countries have **national qualifications frameworks**;
- 36 of them have **referenced** and 7 presented an **updated referencing report**;
- 33 countries **indicate EQF levels** on certificates, diplomas or supplements,
- 22 countries **indicate EQF levels** on databases or registers of qualifications;
- **Work areas:** referencing updates, third country cooperation, international qualifications, qualifications outside formal E&T, learning outcomes (short descriptions), linking Q-registers to Europass, communication, NQF Inventory

Upcoming evaluations

- Council Recommendation on ***Upskilling Pathways*** (public consultation open until 17 March 2022)
- Council Recommendation on the ***EQF*** (expected start: April, public consultation in Q3 2022)
- Council and EP Decision on **Europass** (expected start Q3 2022)



**Thank
you!**