



What do Erasmus+ KA1/KA2 VET project implementers think about quality & sustainability in Erasmus+ projects?

(Survey Results of 2022, Research Report of 2023 by VET LV Team)

Agris Ruperts, VET LV Team Expert



EUROPEAN UNION



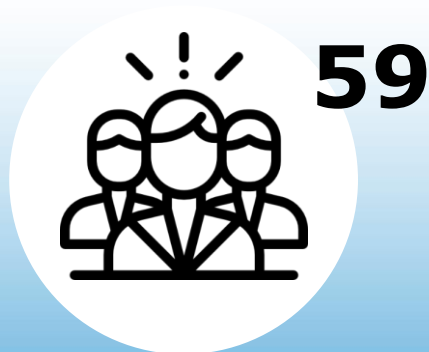
State Education
Development Agency
Republic of Latvia

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Survey Results of 2022

- The goal is **to study the current situation and find out the interests and needs** of Erasmus+ KA1 and KA2 vocational education sector project implementers **in order to help apply EU vocational education tools and policy documents in the preparation and implementation of Erasmus+ projects**
- Data collected from August 29 to September 12, 2022



Invitation sent



E-mail addresses



Feedback

Survey Results of 2022

Respondents

69,8% of respondents	state vocational education institutions
14% of respondents	municipal vocational education institutions

58.1% of respondents' organizations implement KA1 and KA2	
27,9% KA1 projects	14% KA2 projects

All respondents are involved in project implementation	
74,4% involved	25,6% in the team

44.2% of respondent organizations >10 years of experience in project implementation	30,2% of respondent organizations 4-10 years experience
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The most used EU vocational education tools

In achieving the organization's internationalization goals

- Framework of Latvian qualifications (LKI) - 44,2%,
- *Graduate tracking* - 32,6%
- Basic profiles of European vocational education - 30,2%
- European qualifications framework (EKI) - 27,9%
- EQAVET (27,9%)

In the implementation of projects and the achievement of the goals set in the projects

- *Europass* (48,8%)
- European Credit Transfer and Accumulation System (ECTS) - 31,7%
- Basic profiles of European vocational education - 30,2%

The least used EU vocational education tools

For internationalization and project implementation
(**<5% of respondents**)

- DigComp framework - 2,3%
- Self-assessment tool SELFIE - 2,3%
- ESCO - 4,7%
- DigCompEdu - 4,7%

In achieving the organization's internationalization goals

- CoVEs - 11,6%
- ECTS - 11,6%
- Self-assessment tool SELFIE - 14,0 %
- DigCompEdu (14,0%)

In the implementation of projects and the achievement of the goals set in the projects

- *EU quality framework for apprenticeships* - 11,6%
- *Graduate tracking* - 14,3%
- Framework of Latvian qualifications (LKI) - 16,3%



Necessary support in project implementation

- **Information needed by respondents:**
 - **24,5% respondents** – exchange of experience between implementers of vocational education projects
 - **21,9%** – EU vocational education policy documents and current events
 - **19,9%** – EU vocational education tools
- **Suggestions for topics related to Erasmus+ projects:**
 - Vocational education tools and their use
 - Project implementation and reporting
 - Projects in art and music professional education
 - Experience of other organizations
 - Other

Research program 2023

2022

A survey of Erasmus+ KA1 and/or KA2 project implementers to explore the interests and needs of respondents and to help apply EU vocational education tools and policy documents in the preparation and implementation of Erasmus+ projects, improving their quality and sustainability

2023

Research on the quality and sustainability of vocational education to stimulate the use of the results achieved in the projects in the educational process and to provide tailored support to project implementers

04.- 05.

Survey of heads, deputies and project coordinators of vocational education institutions

- Presentation of the initial results of the survey
- Discussions of target groups of heads, deputies and project coordinators of vocational education institutions

18.05.

05. – 06.

Survey of teachers of vocational education institutions

- Data collection and analysis
- Preparation of research report

06. – 08.

Research 2023

Continuation of 2022. For survey of Erasmus+ KA1 and/or KA2 project implementers

Research the interests and needs of respondents and help apply EU vocational education tools and policy documents in the preparation and implementation of Erasmus+ projects, improving their quality and sustainability

It is necessary to study the needs and opinions of specific target groups in project planning, implementation and evaluation

Research on the quality and sustainability of vocational education to stimulate the use of the results achieved in the projects in the educational process and to provide tailored support to project implementers

Research steps in 2023:

1. survey of heads, deputies and project coordinators of vocational education institutions
2. target group discussions
3. survey of teachers of vocational education institutions



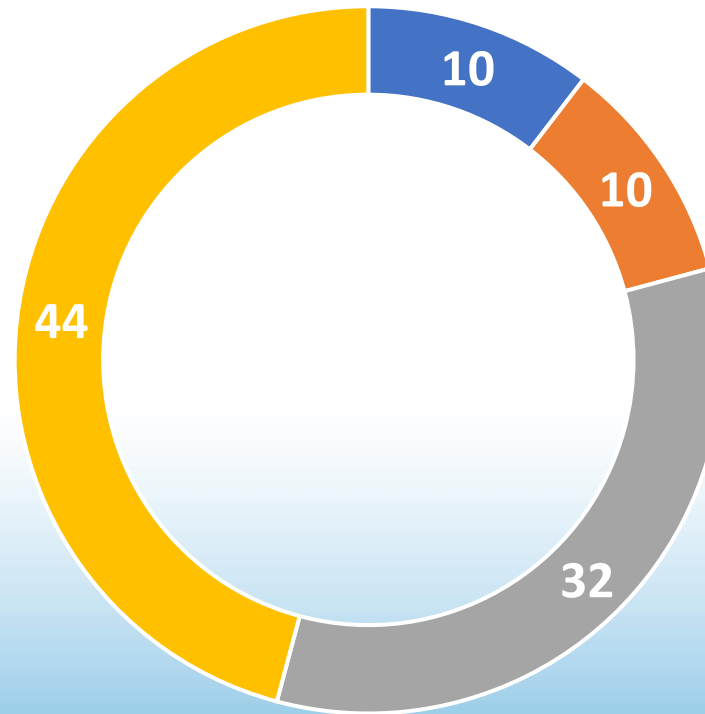
Thematic scope of the study

- The **importance of the results achieved** in the projects in ensuring the quality and sustainability of education
- **Organization** of project planning, implementation and evaluation process
- **Cooperation** between personnel representatives in project planning, implementation and evaluation
- **Using the results achieved** in the projects in the planning and implementation of the educational process, in the operation of the institution
- Attracting project **partners** and international cooperation

Thematic scope of the study



96 representatives of vocational education institutions/organizations



■ managers ■ deputy managers ■ teachers ■ project managers

Involvement of respondents in projects (surveys)

	% (deputy managers)	% (teachers)
In project planning	46,7	32,1
Project supervision	40,0	7,1
In the integration of project results to improve the quality of the learning process or content	40,0	39,3
In identifying the need for the project	33,3	21,4
In project preparation	26,7	17,9
In project evaluation	26,7	25,0
Involved in all stages	26,7	21,4
In the implementation of projects	20,0	67,9
In none of the mentioned stages	6,7	n.a.

Project coordinators/managers (93.8% of respondents), deputy managers (84.4%) and managers (75%) participate in project planning

Use of project results in the operation of the vocational education institution (%)

Survey of managers, deputies, project coordinators

Examples

The results serve as a basis for the development of new projects	74,5
Information about the project was provided to all employees of the vocational education institution	68,1
The results were discussed at the meeting of the relevant structural unit (e.g., the methodical meeting of the industry sector).	63,8
Results integrated into the content or process of vocational education	44,7
Other	2,1

Developed teaching materials/supplemented material and technical base	50,0
Improved teaching content	50,0
Teaching methodical materials have been developed and/or new teaching/assessment methods have been introduced	27,8
Improved operation of the institution and organization of processes	16,7
Improved knowledge and experience of teachers/broadened horizons	5,6

The main barriers and benefits to participating in projects (teacher survey)

Obstacles

75% of respondents – Too much workload

67.9% of respondents - Weak knowledge of foreign languages

39.3% of respondents – Participation in projects imposes additional obligations that are not paid for

21.4% of respondents - No desire

Benefits

75% of respondents – Gained experience of obtaining a professional qualification in another country

46.4% of respondents – Learned new or updated teaching methods

39.3% of respondents - Improved foreign language skills

35.7% of respondents – Established personal contacts with teachers of professional subjects from another country

35.7% of respondents – Obtained new or supplemented methodological materials

Discussion of managers and deputies

The main challenges in planning and implementing projects:

- Average age of teachers (→ weak knowledge of foreign languages and/or insufficient digital skills)
- Heavy workloads for experienced teachers
- Unmotivating salary in projects (the rate in basic work is higher than in projects)



Conclusions

... and some suggestions

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Projects as a method

- Heads and deputy heads of vocational education institutions **relatively rarely initiate initiatives or set guidelines for developing projects on specific topics or issues**, although almost half of the respondents participate in project planning
 - It is necessary to pay significantly more attention to the identification of project needs and the evaluation of projects, since relatively few respondents are involved in these stages of project implementation
- In most of the surveyed institutions, **mechanisms have been established** to promote cooperation between the institution's staff - established working groups, commissions - but it is not known **how successfully such structures function**, how independent the said groups or commissions are and what their main tasks are at each stage of project implementation
 - The cooperation between the staff in the implementation of the project should be studied in depth in order to understand the causes of the problems
- **Project management/administration is not fully integrated** into the organizational processes of vocational education institutions, and project implementation is perceived as separate from the learning process and the direct operation of the institution
- In order to promote teachers' more active participation in projects, **it would be necessary to provide support measures for teachers**, both by creating projects that are aligned with the institution's development priorities, by reviewing the distribution of workload, and by organizing opportunities for teachers to improve their knowledge of foreign languages

Cooperation

- Survey respondents named **cooperation with project partners and companies** as the most significant challenges in project implementation, as well as difficulties in defining and evaluating learning outcomes, which would require more active participation of teachers and methodologists
- The institutions represented by the respondents have long-term cooperation partners in the implementation of projects, but the surveyed project coordinators and teachers mentioned that one of the areas for improvement is cooperation with partners, which can **indicate significant and systematic problems** in building relationships with other institutions within the framework of projects
 - Why are the respondent institutions not more actively looking for new cooperation partners?
- The research participants also suggested creating **a database of trusted partners**, in which it would be difficult to ensure the objectivity of the evaluations expressed, so reviews from colleagues from other institutions are considered more reliable
 - It would be necessary to create a mutual exchange of information between vocational education institutions about project results, incl. cooperation with partners



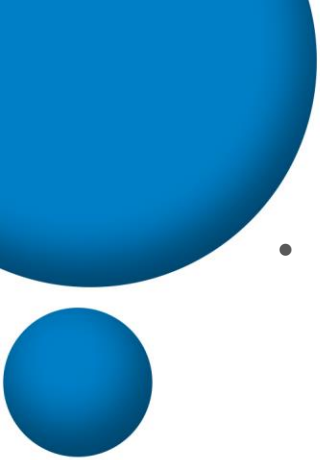
Results

- In general, the **results of the projects are of minor importance** in the operation of the surveyed institutions, because mainly the results of the projects are used in the preparation of new projects
- Informing colleagues about project **results does not yet ensure that the results are also actively used** in teaching
- Mainly, the results of the projects are **used to improve teaching materials or content**, which is natural in a way, since the main functions of educational institutions are related to the learning process
 - It would be necessary to provide informative and methodical support to vocational education institutions on various possibilities of how to promote the use of project results for the development of the institution's activities



Benefits

- It is important that involvement in projects significantly promotes **the independence and responsibility of young people**, which are important qualities for further study and professional work
- The most important benefits for **teachers** after participating in projects are **new teaching methods and methodical materials, as well as improved foreign language skills**
- As the most significant benefits for the **institutions** after participating in the project, **new collaborations between the educational institution and companies** at the national and international level have been strengthened and established
 - The institution's management should be more actively involved in the identification of project needs according to the institution's development directions, in order to be able to more successfully use project results in the administration and operation of the institution
- The main emphasis when evaluating the sustainability of education in vocational education institutions is focused on the **knowledge and skills of project participants**, which have been improved during the projects

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- Quantitative indicators are mostly used in project evaluation, as they are easier to analyze and clearly reflect in the institution's self-assessment reports, therefore **special attention should be paid to qualitative indicators in the future**
 - In order to carry out effective project evaluation, it would be necessary for the management of vocational education institutions and project coordinators to establish common criteria that would indicate successful international cooperation in a vocational education institution.
 - Samples of modular professional education programs are not used by all surveyed teachers in the implementation of projects, **so defining and evaluating learning outcomes is still a significant challenge** in project planning and implementation
 - Although **lifelong learning competences** have a relatively significant role in projects, the potential of their use in the implementation of projects has not been fully realized
 - It would be necessary to provide wider informational and methodological support to project implementers on the role of lifelong learning competencies in professional education
 - Methodological support for the recognition of learning outcomes achieved during mobility would be needed, as the majority of teachers expressed the opinion that recognition depends on the content of the learning outcomes to be achieved



Thank you for your
attention!

agris.ruperts@lvt.lv

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