

## Project partners

**REACOLLEGE**

**rijnijvel**

 **CenterKontura**

 **BIOTEHNIŠKI  
IZOBRAŽEVALNI  
CENTER LJUBLJANA**



Valakupių  
reabilitacijos centras

 **KAIUNO  
MAISTO PRAMONĖS IR  
PREKYBOS MOKYMO CENTRAS**

 **ASTANGU**  
Astangu Vocational Rehabilitation Centre

 **TALLINNA MAJANDUSKOOI**



 **ESCOLA PROFISSIONAL  
ValdoRio**



## Dissemination events

At the end of the project, the partners will disseminate the results in writing and in multiplier events. In these events they will present the methodology of benchmarking, the curriculum of training sessions and the preconditions opportunities and experiences for inclusive education.



If you want to learn more about the project you can contact:

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**Erasmus+**

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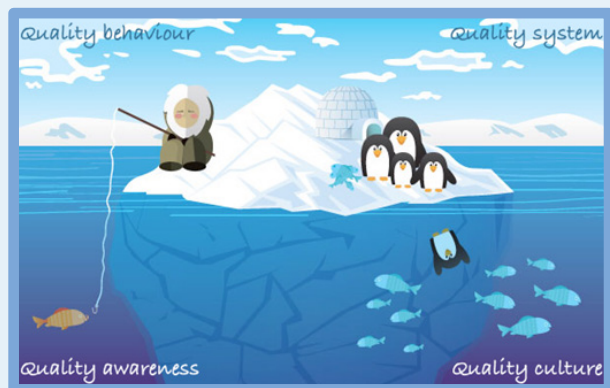
## TVLC

Developing quality assurance mechanisms and promotion of inclusive VET

## Visible and non-visible factors

Quality in Vocational Education and Training can be seen from two different perspectives:

- Visible factors for quality: the quality system and the quality behaviour;
- Non-visible factors for quality: quality awareness of staff and the quality culture of the organisation.



Many organisations focus on the implementation of a quality system and quality behaviour when they want to improve the quality of their services. However, research learned that the quality culture of an organisation (how do we really think about- and act on quality) may also have a substantial influence on how quality in education is provided and assured.

## Comparing and learning

This project focusses on systematic comparing, exchanging and learning from day-to-day practices in a national and international context. The EQAVET building blocks (European Quality Assurance in VET) and the results of a quality culture assessment are the frameworks for mutual learning and improving daily practice in VET.

The key **objectives** of the project are:

1. the improvement the overall quality performance and quality culture of mainstream and special VET providers throughout Europe;
2. the creation of a sustainable partnership for exchange and learning.

## Inclusion

In project TVLC we will also work on identifying preconditions for inclusive education. We believe that the experiences from mainstream and special VET may contribute to new valuable concepts. The description of preconditions will be based on an international analysis of the risks and opportunities.

## Project activities

Project starts with a systematic **needs analysis**. To get more information from the partners, we use two instruments: a quality culture survey and a needs assessment questionnaire based to the EQAVET building blocks.

The results of the needs analysis, will be used to identify priorities for learning and improvement. We expect that the comparison and exchange of performance, practice of knowledge (= benchmarking) between special and mainstream VET providers and between different countries will give us new insights and ideas.

Also, all partners will make plans how to **improve** their **quality culture and the performance** on the EQAVET building blocks. Based on the needs of the partners, experts will develop and carry out a curriculum of training sessions that are supporting the improvement initiatives.

