

**Quality and sustainable development for VET organizations**  
**Quality System of partners' institution in comparison to EQARF**  
**framework**  
**Analysis study**  
**WP 2**



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## 1. Background information

### 1.1. EQARF (European Quality Assurance Reference Framework)

The Member States and the Commission underlined the need to further develop and implement European tools aimed at VET on quality assurance in VET in order to promote culture of quality improvement and wider participation in the European Network for Quality Assurance in Vocational Education and Training. As result of these recommendations, a European Quality Assurance Reference Framework was established in order to help Member States to promote and monitor improvement of VET systems in their countries.

The framework should contribute not only to quality improvement in VET but also to increase of transparency, consistency and policy development in Member States. It is expected that it will provide framework for the identification, support and exchange of best practices that can a serve as basis for further development through cooperation at various levels (local, regional, national, EU) promoting mutual trust and transparency in VET quality assurance.

EQARF is a part of European initiatives which aim is to recognize various skills and competencies received by learners across different countries or learning environments, e.g. Europass, the European principles for the identification and validation of non-formal and informal learning, ECVET and the European Qualification Framework for lifelong learning (EQF).

### 1.2. Quality assurance model

EQARF is based on the quality cycle and consists of four phases:

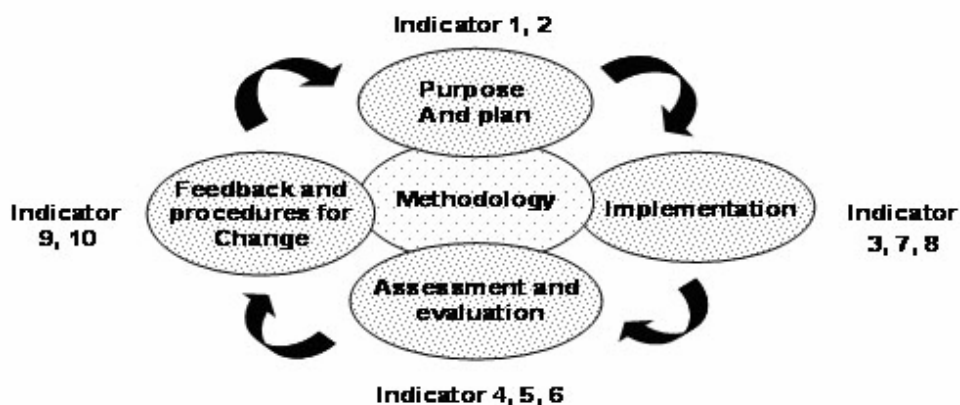
- setting of policy goals/objectives and planning
- implementation phase,
- evaluation phase which deals with the design of the mechanisms for evaluation and the assessment of achievements/outcomes at individual, provider and system levels,
- review, based on a combination of internal and external evaluation results, processing of feedback and organisation of procedures for change<sup>1</sup>.

**Important notice:** *the framework aims in supporting Member States in their efforts of assuring quality of VET. The EQARF should be used as a toolbox, from which the various users may choose those descriptors and indicators that they consider most relevant to the requirements of their particular quality assurance system.*

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<sup>1</sup> [http://ec.europa.eu/education/lifelong-learning-policy/doc1134\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc1134_en.htm)

## Quality Assurance Model



### 1.2.1 Planning<sup>2</sup>

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators	Goals/objectives of VET are described for the medium and long terms, and linked to European goals	European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers
	The relevant stakeholders participate in setting VET goals and objectives at the different levels	Explicit goals/objectives and targets are set and monitored
	Targets are established and monitored through specific indicators (success criteria)	Ongoing consultation with relevant stakeholders takes place to identify specific local/individual needs
	Mechanisms and procedures have been established to identify training needs	Responsibilities in quality management and development have been explicitly allocated
	An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements	There is an early involvement of staff in planning, including with regard to quality development
	Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	Providers plan cooperative initiatives with other VET providers
	The relevant stakeholders participate in the process of analysing local needs	
	VET providers have an explicit and transparent quality assurance system in place	

<sup>2</sup> Fundamentals of a common quality assurance framework (CQAF) for VET in Europe, Cedefop Panorama

### 1.2.2 Implementation

<p>Implementation plans are devised in consultation with stakeholders and include explicit principles</p>	<p>Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels</p> <p>Implementation plans include consideration of the resources required, the capacity of the users and the tools and guidelines needed for support</p> <p>Guidelines and standards have been devised for implementation at different levels</p> <p>Implementation plans include specific support towards the training of teachers and trainers</p> <p>VET providers' responsibilities in the implementation process are explicitly described and made transparent</p> <p>A national and/or regional quality assurance framework has been devised and includes guidelines and quality standards at VET-provider level to promote continuous improvement and self-regulation</p>	<p>Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans</p> <p>Relevant and inclusive partnerships are explicitly supported to implement the actions planned</p> <p>The strategic plan for staff competence development specifies the need for training for teachers and trainers</p> <p>Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance</p>
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### 1.2.3 Evaluation and assessment

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
<p>Evaluation of outcomes and processes is regularly carried out and supported by measurement</p>	<p>A methodology for evaluation has been devised, covering internal and external evaluation</p> <p>Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described</p> <p>The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector</p> <p>Systems are subject to self-evaluation, internal and external review, as appropriate</p> <p>Early warning systems are implemented</p> <p>Performance indicators are applied</p> <p>Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement. Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics</p>	<p>Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers</p> <p>Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction</p> <p>Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders</p> <p>Early warning systems are implemented</p>

#### 1.2.4. Review

<p>Review</p>	<p>Procedures, mechanisms and instruments for undertaking reviews are defined at all levels</p> <p>Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly</p> <p>Information on the outcomes of evaluation is made publicly available</p>	<p>Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback this is used to inform further actions</p> <p>Information on the outcomes of the review is widely and publicly available</p> <p>Procedures on feedback and review are part of a strategic learning process in the organisation</p> <p>Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place</p>
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#### 1.2.5. Methodology

This is an important transversal dimension present throughout all the elements of the model. It includes decisions on participation mechanisms, measurement and indicators; design of assessment and evaluation tools; procedures for planning, implementation and feedback; ways of combining all elements to create a unified system.

### 1.3. Quality indicators

#### Proposed EQARF Indicators<sup>3</sup>

List of indicators	
Indicator	Policy Rationale
Overarching Indicators for Quality Assurance	
No 1 Relevance of quality assurance systems for VET providers: a) share of providers applying internal quality assurance systems defined by law/at own initiative b) share of accredited VET providers	Promote a quality improvement culture at VET-provider level Increase the transparency of quality of training Improve mutual trust on training provision
No 2 Investment in training of teachers and trainers: a) share of teachers and trainers participating in further training b) amount of funds invested	Promote ownership of teachers and trainers in the process of quality development in VET Improve the responsiveness of VET to evolving demand of labour market Increase individual learning capacity building Improve learner's achievement
Indicators supporting quality objectives for VET policies	
No 3 Participation rate in VET programmes: Number of participants in VET programmes <sup>1</sup> , according to the type of programme and the individual criteria <sup>2</sup>	Obtain basic information at system and provider levels on the attractiveness of VET Target support to increase access to VET, including disadvantaged groups

<sup>3</sup> RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training

<p>No 4</p> <p>Completion rate in VET programmes:</p> <p>Number of successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria.</p>	<p>Obtain basic information on educational achievements and the quality of training processes</p> <p>Calculate drop-out rates compared to participation Rate</p> <p>Support successful completion as one of the main objectives for quality in VET</p>
<p>No 5</p> <p>Placement rate in VET programmes:</p> <p>a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria;</p> <p>b) Share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.</p>	<p>Support employability</p> <p>Improve responsiveness of VET to the changing demands in the labour market</p> <p>Support adapted training provision, including disadvantaged groups</p>

<p>No 6</p> <p>Utilisation of acquired skills at the workplace:</p> <p>a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>b) satisfaction rate of individuals and employers with acquired skills/competences</p>	<p>Increase employability</p> <p>Improve responsiveness of VET to changing demands in the labour market</p> <p>Support adapted training provision, including disadvantaged groups</p>
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Context information	
<p>No 7</p> <p>Unemployment rate<sup>3</sup> according to individual criteria</p>	<p>Background information for policy decision-making at VET-system level</p>

<p>No 8</p> <p>Prevalence of vulnerable groups:</p> <p>a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchments area) according to age and gender;</p> <p>b) success rate of disadvantaged groups according to age and gender</p>	<p>Background information for policy decision-making at VET-system level</p> <p>Support access to VET for disadvantaged groups</p> <p>Support adapted training provision for disadvantaged groups</p>
<p>No 9</p> <p>Mechanisms to identify training needs in the labour market:</p> <p>a) Information on mechanisms set up to identify changing demands at different levels;</p> <p>b) Evidence of their effectiveness.</p>	<p>Improve responsiveness of VET to changing demands in the labour market</p> <p>Support employability</p>
<p>No 10</p> <p>Schemes used to promote better access to VET:</p> <p>a) Information on existing schemes at different levels;</p> <p>b) Evidence of their effectiveness.</p>	<p>Promote access to VET, including disadvantaged Groups</p> <p>Support adapted training provision</p>

#### **1.4. Recommended literature**

- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: an updated strategic framework for European cooperation in education and training COM (2008) 865 final. [http://ec.europa.eu/education/lifelong-learning-policy/doc/com865\\_pt.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/com865_pt.pdf)
- Fundamentals of a common quality assurance framework (CQAF) for VET in Europe, Cedefop Panorama
- RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training
- Study on the set of indicators proposed in the European Quality Assurance Reference Framework for VET, European Network for Quality Assurance in Vocational Education and Training

#### **1.5. National contact points**

##### **Austria**

QANRP - Austrian Reference Point for Quality Assurance in VET (Österreichische Referenzstelle für Qualität in der Berufsbildung - ARQA-VET)  
Schottengasse 7  
1010 Wien  
[www.arqa-vet.at](http://www.arqa-vet.at)

##### **France (No contact point)**

###### **Other contact**

Ministry of Education  
Ministere de l'Education Nationale  
110 rue de Grenelle  
75357 Paris Cedex 7  
Paris  
[www.education.gouv.fr](http://www.education.gouv.fr)

##### **Germany**

DEQA-VET – Nationale Referenzstelle für Qualitätssicherung in der beruflichen Bildung Bundesinstitut für Berufsbildung  
Federal Institute for Vocational Education and Training  
Robert-Schuman-Platz 3  
53175 Bonn  
[www.deqa-vet.de](http://www.deqa-vet.de)

##### **Greece**

Ministry of Labour and Social Security  
40 Peiraios st, GR 10182 Athens  
Web:  
[www.ypakp.gr](http://www.ypakp.gr)

National Accreditation Centre for Continuing Vocational Training (EKEPIS)  
49 Konstantinoupoleos st, GR 118 55 Athens  
Web:  
[www.ekepis.gr](http://www.ekepis.gr)

### **Italy**

QANRP  
Italy Reference Point for Vet Quality Assurance  
C/O Isfol, Via Morgagni 33, 00161 Roma, Italy  
Web: [www.isfol.it/Istituto/Attivita/Ricerche/Reference\\_point\\_per\\_la\\_qualita/index.scm](http://www.isfol.it/Istituto/Attivita/Ricerche/Reference_point_per_la_qualita/index.scm)

### **Sweden**

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Swedish National Agency For Education  
Alströmergatan 12  
SE-106 20 Stockholm  
[www.skolverket.se](http://www.skolverket.se)