



EQAVET

European Quality Assurance
in Vocational Education and Training

Supporting the Implementation of the
European Quality Assurance Reference Framework
for Vocational Education and Training

Supporting the implementation of the European Quality Assurance Reference Framework

DRAFT Results of EQAVET Secretariat Survey 2018

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Foreword

This report provides a snapshot, as of July 2018, of the steps taken by EU-28 Countries to develop their national approaches to the implementation of the Recommendation on the European quality assurance reference framework for vocational education and training (EQAVET Recommendation). It also includes information on Norway, Liechtenstein and Switzerland; and Turkey, Serbia, FYROM and Bosnia and Herzegovina.

The report is first and foremost a working tool designed to capture the results of the survey undertaken by the EQAVET Secretariat during the summer 2018, building on the work initiated in 2011 on reporting on progress. It will enable the EQAVET Network and other important stakeholders (e.g. the European Commission, VET policymakers, researchers and those with responsibilities in the area of quality assurance of VET) to reflect on progress, identify areas for improvement and ensure continuous planning, implementing, evaluation and reviewing processes based on evidence and updated information.

The report should not in any sense be considered a static document which provides a definitive view of what is happening in EU-28 Countries. The intention is that the exercise of reporting on progress will develop as a basis for self-evaluation and provide an opportunity for countries to provide regular information on their progression in developing and implementing a culture of quality assurance in their VET systems in dialogue with relevant bodies/actors.

Acknowledgements

On behalf of the EQAVET Secretariat and the European Commission DG EMPL, we would like to express our gratitude to all EQAVET members, particularly the EQAVET National References points, who took the time to complete the survey. This progress report is based on those answers and we are well aware that the work involved in completing this survey was yet another burden on very busy colleagues. We hope that the results of the report will benefit us all in both the medium and long term.

We are also grateful to the members of the EQAVET working groups (2010-2012), and the experts who supported their work, for their feedback and comments during the drafting of the survey in 2011, which has been the basis of subsequently surveys.

Finally, we would like to thank the EQAVET Steering Committee which has shown its commitment to the preparation of the reporting exercise and to the promotion of a culture of quality assurance in European vocational education and training.

Introduction

The Secretariat Survey is part of the work programme of the EQAVET Network and provides a way to review the implementation of the [EQAVET Framework](#).

The Survey is a collaborative process where the questions are devised by key stakeholders such as the Member States, social partners and the European Commission. This approach enables the Network to capture information on national developments in the quality assurance of VET and provide up-to-date information on ongoing implementation of European policy initiatives (such as the Copenhagen process, [Riga Conclusions](#), [New EU Skills Agenda](#), etc). This collaborative approach has supported the Network's efforts to develop a shared understanding and language when discussing quality assurance and consolidate a common view among EU Member States of what constitutes a quality assurance approach for VET (defined as *the strategy or plan which defines what measures need to be taken to further develop quality assurance in VET in a system. This is described in an explicit document which is strategic in nature and describes the steps for the improvement of national quality assurance systems or at a minimum clearly states the intention to strengthen quality assurance in VET. This strategic document can cover other issues of VET policies*).

The EQAVET Network's first Survey was launched in June 2011. This coincided with the deadline in the EQAVET Recommendation¹ which called on Member States to establish national approaches to quality assurance of VET in line with EQAVET. The exercise was repeated in 2012, 2014, 2016 and 2018 in order to update information and introduce new questions to reflect emerging EU policy developments. The Survey provides a snapshot of progress on implementing the Recommendation and the data enables the Network to prepare its ongoing work programmes and activities. The data is also used by the European Commission when reporting on progress in the context of the EU deliverables in education and training carried out by Cedefop. The Survey is completed by the EQAVET national reference points and representatives of Member States in the EQAVET Network in collaboration with all relevant partners in the national contexts.

SURVEY 2018 – RESULTS

This report presents information provided by countries in the Survey of 2018. It has been prepared by the EQAVET Secretariat and collates and analyses responses from all EU-28² countries; three EFTA countries: Norway, Liechtenstein and Switzerland³; and six Candidate Countries: Albania, Turkey, Serbia, Montenegro, FYROM and Bosnia and Herzegovina. It reflects the "state of play" relating to the development of national quality assurance approaches to the implementation of the EQAVET Recommendation and will be of particular assistance in preparing the work of the EQAVET Network for the coming years.

MAIN FINDINGS

- there is an incremental approach to improving and strengthening the system-level approach to quality assurance of VET in the EU-28 countries, which is impacting in the approaches at provider level

¹ [European Quality Assurance Reference Framework for VET](#) (EQAVET Framework) invites Member States to "devise, not later than 18 June 2011, an approach aimed at improving quality assurance systems at national level, where appropriate, and making best use of the [EQAVET] framework, involving the social partners, regional and local authorities, and all other relevant stakeholders in accordance with national legislation and practice".

² BE, BG, CZ, DK, DE, EE, EL, IE, ES, FR, HR, IT, CY, LT, LV, LU, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK. Country codes are specified in the Annex. UK(Eng) and Demark did not reply to the survey of 2018, so data is used from previous years.

³ Switzerland, Liechtenstein Serbia and FYROM did not reply to the survey of 2018, so data is used from previous years.

- these approaches are not only aligned to but increasingly ‘utilising’ the EQAVET Framework; which is used as the basis for developing the quality assurance of VET
- while progress is observed, data indicates that change in policy takes time but the EQAVET process seems to be the anchor and impetus that keeps developments on track and the focus on quality assurance in the policy agenda of Member States
- the work of the EQAVET national reference points is strengthened by collaborative actions at EU level as work at European level is being embedded in national and regional systems
- quality standards and measures for the definition and assessment of learning outcomes for VET are an integral part of national approaches to quality assurance
- the approaches used by Member States emphasise the importance of stakeholder collaboration to develop a culture of quality assurance at both system and provider levels
- the approaches which are used to strengthen quality assurance continue to build on the foundations and previous successes identified in earlier EQAVET surveys. These highlight the importance of continuing to work on the evaluation and review phases of the quality assurance cycle and the EQAVET indicators, particularly those which focus on ‘outcomes’
- the survey also identifies (see information on EQAVET+) the importance of quality assurance in: 1) work-based learning and continuing VET; 2) addressing the needs of learners in a lifelong learning context; and 3) defining and assessing learning outcomes

These findings indicate that the modernisation of quality assurance in VET is an ongoing task in Member States and progress, although sometimes slowly, is being made; and that the EQAVET Recommendation continues to serve as a solid basis as we move into this new phase of collaborative work at the European level.

On the other hand, the work at EU level on quality assurance is being stimulated by the European Commission proposal for a [European Education Area](#) that focuses on improving VET as a high quality, attractive and first option for learners and workers who seek flexible and relevant learning in an increasing mobile and digital world. As part of this vision, [The Council Recommendation on promoting the automatic mutual recognition of higher education and upper secondary education qualifications and study periods](#) will re-focus everyone’s efforts towards improving the quality assurance of VET as the key mechanism that ensures transparency and trust in the procedures put in place by Member States.

TRENDS

The Report enables us to identify a number of important trends relating to the development of national approaches to the implementation of the EQAVET Recommendation; and when possible – i.e. if questions have not been altered – identify changes/progress from the information provided by countries in previous years. Notwithstanding, these changes should not be considered as an analysis of the ‘progress made’ Instead the changes can be seen as being influenced by a greater understanding of the implementation process in the national context and, by those involved in the completion of the surveys, a broader picture of the national situation. For these reasons, reported changes/progress between years should be treated with care.

Progress in consolidating the national approaches at system and provider levels in EU-28

Chapter 1 shows that important progress has been made in the quality assurance of VET since the adoption of the EQAVET Recommendation in 2009; and countries have developed or are currently developing policies, structures and processes leading to the establishment of national approaches aimed at improving quality assurance at system and provider levels and making best use of the EQAVET Framework.

All VET systems in EU-28 have devised/established a national quality assurance approach at system and provider levels which is compatible with the EQAVET Framework (e.g. the quality cycle, the indicative descriptors and the indicators are presented in the approaches). This indicates that EQAVET provides a reference for comparing, developing and assessing the quality assurance measures and can be seen as an encouragement and an opportunity

to critically question existing national practices. The Recommendation also provides a basis for building consensus at national level on the importance of developing a comprehensive framework for quality assurance in VET. This provides evidence of a common understanding at EU level of what quality assurance means, namely a systematic use of quality assurance processes which can be described and measured through a consistent set of quality descriptors and indicators. This indicates progress towards the overall EU objective of increasing trust, transparency and mobility among EU VET systems.

The results also show that the approaches apply equally to initial VET (IVET)⁴ and continuing VET (CVET)⁵. There is also evidence that work-based learning⁶ is a priority and it is included in these approaches. This implies that national VET systems are aware of the importance of CVET (as a key to up-skilling an ageing EU labour force) and work-based learning (in order to reduce youth unemployment). However, the figures for the use of EQAVET in the CVET sector are lower.

In addition, the survey shows:

- All EU-28 Countries have established comprehensive quality assurance approaches compatible with EQAVET at system and provider levels;
- Progress has been made over the years (in 2013, 88 and 91 per cent of countries reported they had in place a comprehensive quality assurance approach compatible with EQAVET at system and provider level respectively);
- There is a steady increase in the number of countries that are not just designing quality assurance measures compatible with/aligned to EQAVET but more importantly they are 'utilising' the EQAVET Framework as the basis for these measures. This is occurring more often at system level (38 per cent of EU countries) than at provider level (28 per cent);
- No system diverges from the principles of EQAVET; and the EU approaches to quality assurance include the EQAVET indicative descriptors and indicators;
- There is a significant increase in the use of EQAVET indicators by VET providers;
- The changes observed suggest that the sharing of good practice and/or the methodologies provided by EQAVET have inspired or influenced the policy measures taken – as there is evidence that VET structures in transition are more exposed to EU influence⁷.
- The quality assurance approaches cover IVET, CVET and work-based learning (WBL). However, the rate of increase at which countries have addressed the quality assurance of WBL and CVET decelerated between 2016 and 2018 in comparison to the significant increase observed between 2013 and 2016. This trend could be explained by the EU support launched in 2013 such as the Youth Guarantee Recommendation or the EU Alliance for Apprenticeship.

Despite the large variety of organisational arrangements and structures, most EU countries have consolidated the national approach at ministerial/central level. This suggests a high-level political commitment to quality assurance in VET across EU-28. It also suggests that the relevant ministries are playing a leadership role. This is crucial in the development of a national culture of quality assurance.

⁴ According to Cedefop's Terminology of European education and training policy, Initial VET is: ***'Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective'***; Terminology of European education and training policy, CEDEFOP, Luxembourg, 2008. www.cedefop.europa.eu/EN/publications

⁵ Continuing VET is the ***'education or training after initial education and training – or after entry into working life aimed at helping individuals to: improve or update their knowledge and/or skills; acquire new skills for a career move or retraining; continue their personal or professional development'***. Terminology of European education and training policy, CEDEFOP, Luxembourg, 2008. www.cedefop.europa.eu/EN/publications

⁶ For the purpose of this exercise, work-based learning is used to refer to: 1) alternance schemes or apprenticeships typically known as the "dual system", 2) work-based learning as school-based VET which includes on-the-job training periods in companies and 3) work-based learning integrated into a school-based programme, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments'. Definition of the European Commission report from 2013 ([Work based learning in Europe: Practices and Policy pointers](#)).

⁷ Cedefop: ["Renewing VET provision"](#), Research Paper, Luxembourg 2014.

Furthermore, the national approaches at system level support the implementation of important parts of EU education and training policy, such as the NQF/EQF, validation of non-formal and informal learning, certification and to a lesser extent credit(s) systems/ECVET and qualification design. This support is particularly evident in relation to NQF/EQF which reflects the importance of synergising efforts when considering the ‘Common principles for quality assurance’ of Annex IV of the [EQF Recommendation](#)⁸.

There is a significant involvement of relevant stakeholders in the consolidation of quality assurance measures at system and provider levels; and EU countries seem to be institutionalising the participation of stakeholders to ensure dialogue and the correct flow of information between VET and the labour market and society (so-called ‘feedback mechanisms’). This indicates that VET systems in EU-28 are not only reinforcing structures and management arrangements to define their quality assurance processes but are strengthening national cultures of quality assurance by ensuring the development of shared values, beliefs, expectations and commitments towards quality among stakeholders. Moreover, it is observed that countries are increasingly involving the various stakeholders. This is particularly clear for the CVET sector, and for the Evaluation and Review phases of the quality assurance cycle.

However, there is a need to ensure improved, sustained involvement and active participation of the following stakeholders in relation to quality assurance:

- Whereas the participation of students/learners is one of the key principles in developing a quality culture approach, not all national VET systems systematically involve them in the development of their national approach.
- This is also the case for the involvement of the higher education sector (HE). This may undermine the importance of creating a holistic strategy to accommodate transversal mobility and permeability. There is also evidence that some national VET systems consider it necessary to put in place mechanisms to establish cooperation between VET and HE to support progression/transition between VET and HE. This is necessary to increase the attractiveness of learner-centred VET.
- The level of engagement with employers and the labour market requires more attention as not all VET systems in EU-28 involve them in a systematic and ‘deliberative’⁹ manner. This weakens the ability of VET systems to ensure that VET is responsive to labour market needs. This is particularly important because of the labour market’s role in delivering work-based learning (particularly apprenticeships), ensuring greater cross-fertilisation between VET and industry, and facilitating the transition from school to work. The contribution of employers is important at all levels of VET provision as it considerably strengthens the recognition and acceptance of VET qualifications, thereby increasing employability.
- The involvement of regional and local authorities in the national approach to quality assurance is very low among VET systems in EU-28. The involvement of local authorities is important because regionally/locally based decision-making is more tailored to regional/local needs.

When EU-28 countries were asked whether their approach to quality assurance includes a system that collects information relating to graduates who completes VET, results show that:

- the majority of EU-28 countries have a system for the IVET sector (78 per cent); but not always for the CVET sector (only 41 per cent of countries have a system).

⁸ The EQAVET Recommendation notes that it ‘takes into account the ‘Common Principles for Quality Assurance in Education and Training’ that are included in Annex III to the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (EQF). The Framework should therefore support the implementation of the EQF, in particular the quality of the certification of learning outcomes’. [EQAVET Recommendation](#); paragraph 14, page 2.

⁹ By ‘deliberative involvement’ we understand that stakeholders actively participate in the decision-making process; in contrast to ‘consultative involvement’ where stakeholders are asked, at different stages, to state their opinions. The basic difference between these two forms of exchange is that in a ‘consultative involvement’ the stakeholders’ influence is restricted to commenting on proposals; and there is little direct exchange between VET and stakeholders (aside from practices such as work placement, internships etc., which in many cases are based on informal arrangements). Also, this type of involvement implies that the feedback between VET and stakeholders is mediated through the state or the relevant administration bodies (such as information/cooperation departments). On the other hand, in ‘deliberative involvement’, the implementation of change is strongly dependent on the input of stakeholders. When relevant actors are not involved directly, they may not have a formal role that would enable them to articulate their interests and perspectives. In cases of ‘deliberative involvement’, one can assume that purposefully implemented institutional procedures (formalised/legalised procedures) are established in order to encourage and allow this form of feedback mechanism.

It is also found that in the majority of EU-28 countries that have a system for tracking VET graduates:

- the information is used to monitor the quality of VET provision. However, figures are lower in relation to the use of this information in order to modify and/or improve the quality of VET provision. This suggests that countries are collecting and evaluating data, but not always for the purpose of reviewing and improving the system/provision (i.e. the quality assurance cycle is not fully used). In some cases this could be related to organisational issues as data is not always easy to use when it is not centrally collected or validated. These results were observed both in the IVET and CVET sectors.
- the information collected is related to graduates' entry into the labour market. To a lesser extent, the systems for tracking learners in various countries collect information on graduates' progression once they are employed; or in their careers. The low figures in relation to this latter category are more apparent in the IVET sector.

Quality Standards for VET, including learning outcomes

Chapter 2 focuses on the need to ensure transparency and national integrity/consistency. This idea does not undermine the autonomy of VET institutions in their decision-making processes as this ensures that these decisions are fit for purpose, reflect the needs of the region, demands of industry, and the significant diversity of VET provision and training/learning settings – i.e. occupational requirements, work-based learning, etc.).

The Chapter shows that in most national VET systems in EU-28 there are national registration systems for VET institutions in IVET and CVET which seem to be based on external review.

The majority of VET systems have quality standards for VET providers which are mainly used as a condition for funding, accreditation and/or are required as part of legislation. These features are shared by both the initial VET (IVET) and continuing VET (CVET) sectors. However, the CVET sector figures are lower, which may in part be explained by the fact that the CVET sector requires greater flexibility as it interacts with and responds to changes in market conditions and to industry sector requirements.

In a large number of VET systems the quality standards include measures for the definition and assessment of learning outcomes. This is particularly the case in the education and assessment standards for IVET; and the assessment and occupational standards for CVET. This aligns with the EU trend to shift the focus of standards, qualifications and external review processes towards an outcome-based model¹⁰.

Establishment of quality assurance national reference points (NRPs)

Chapter 3 shows that most VET systems in EU-28 have established a NRP and they are increasingly undertaking all of the tasks and responsibilities described in the EQAVET Recommendation. Between 2013, 2016 and 2018 NRPs are implementing their EQAVET responsibilities at an increasing rate. This is particularly the case for the functions:

- 'Ensuring that information is disseminated to stakeholders effectively'
- 'Taking concrete initiatives to promote further development of the EQAVET Framework in the national context'
- 'Supporting training providers to introduce or develop self-evaluation systems'

This indicates that NRPs are increasingly playing an important role in the national VET contexts.

Many NRPs support quality assurance aspects and foster the development and implementation of EQF and ECVET in national contexts.

Use of the EQAVET indicative descriptors

Chapter 4 shows a lower use of the EQAVET indicative descriptors by VET providers than by VET systems in both the IVET and CVET sectors.

The Chapter also shows that, on average, national VET systems in EU-28 'always use' (i.e. in a consistent and systematic manner) and implement the EQAVET indicative descriptors more often in the planning and

¹⁰ Cedefop: *'The shift to learning outcomes. Policies and practices in Europe'*, Luxembourg 2009; and *'Application of learning outcomes approaches across Europe – A comparative study'*, 2016.

implementing phases than in the evaluation and review phases within their IVET and CVET quality assurance approaches. This may suggest that, on average, national systems have more developed quality assurance systems in the planning and implementation stages than in the evaluation and review stages for both IVET and CVET sectors (of particular interest is the IVET sector where the review phase is much lower than the other three stages).

On the other hand, on average, VET providers in the IVET sector ‘always use’ and implement the EQAVET indicative descriptors more often in the planning rather than in the other phases of the quality cycle. Also, in both the IVET and the CVET sectors, VET providers on average ‘always use’ the EQAVET descriptors more often in the evaluation phase rather than in the implementation and review phases (this is more noticeable in the IVET sector). This might suggest that providers are responding to or complying with external evaluation or inspection requirements of relevant authorities. While this may assure the quality of their provision, high quality education and training is not only a result of formal quality assurance; rather it is a consequence of the emergence of a culture of quality assurance and continuous improvement shared by all members of a training institution. However, this suggestion cannot be fully supported by the information provided in the survey – in some countries this finding may be due to VET providers conducting systematic self-evaluation.

The Chapter also includes information on the use of the [EQAVET+ indicative descriptors](#). The EQAVET+ indicative descriptors were developed by the Network in 2017. This work reflects the need to be more explicit about the importance of work-based learning; learning outcomes; pedagogy which focuses on meeting the needs of individual learners; and the opportunity for learners to demonstrate their achievement through a wider range of learning contexts including the recognition of achievement through non-formal and informal learning.

The analysis indicates that the EQAVET+ indicative descriptors are relevant, and countries are using them. However, the EQAVET+ indicative descriptors in the evaluation and review phases are not been systematically used, particularly at provider level, in both the IVET and CVET sectors.

Use of the EQAVET Indicators

Chapter 5 shows that more than half of the VET systems in EU-28 have developed and established centralised review procedures for monitoring their quality assurance activities, and systems to collect data on VET performance, which is publicly available. However, it is not clear whether these reviews involve a follow-up exercise and whether relevant stakeholders are involved. Some information in relation to this issue can be found in Chapter 1.

The Chapter shows that the indicators with the lowest values of ‘always used’ are: a) the ‘pure’ outcome indicators (i.e. indicator 5 and 6); and b) the indicators which provide qualitative data (i.e. indicators 6, 9 and 10). The difficulty of measuring, collecting and administering outcome and qualitative data may in part explain the low figures on these indicators. The Chapter also shows that national VET systems have established centralised review procedures for monitoring their quality assurance activities, and systems to collect data on VET performance which is publicly available.

The Chapter provides information on how EU-28 countries use the EQAVET indicators to inform VET provision.

In addition, the Chapter offers information on EQAVET Network members’ opinion on increasing EU cooperation regarding the use of the EQAVET indicators. This shows that a majority of EQAVET members would find it useful to increase EU cooperation with a view to working towards using the EQAVET indicators for benchmarking purposes at national and/or EU level. These results seem to indicate that the EQAVET Network can play an important role in supporting EQAVET members to promote the conditions under which EQAVET indicators can be useful for further cooperation at the level they believe to be appropriate (EU or national).

Chapter 1



NATIONAL VET POLICY and the NATIONAL APPROACHES to QUALITY ASSURANCE in line with the EQAVET Framework

INTRODUCTION

General information about the 32 national VET systems in EU-28 Countries participating in the Survey is presented in Table 1.I. It provides the name/s of the national authority institution/s of those involved in the completion of the survey. The name of the institutions in the table are reproduced as they were written by those who responded to the Survey. Therefore, some of these are indicated by their national names while others have been translated to English.

Table I. General information about national authorities/institutions in EU-28

Country	NAME of INSTITUTION INVOLVED in the COMPLETION of SURVEY
BE(fr)	Fédération Wallonie-Bruxelles, Administration générale de l'enseignement
BE(nl)	Flemish Ministry of Education and Training – Department of Education and Training; and Agency for Higher Education, Adult Education, Qualifications and Study Grants
BG	Ministry of Education and Science; Ministry of Labour and Social Policy; and National Agency for VET
CZ	National Institute for Education
DK	The Ministry of Children, Education and Gender Equality; and National Agency for Quality and Education
DE	Federal Institute for Vocational Education and Training (BIBB), German Reference Point for Quality Assurance in VET (DEQA-VET); Standing Conferences of the Ministers of Education and Cultural Affairs of the "Länder" in the Federal Republic of Germany (KMK)
EE	Ministry of Education and Research; and The Estonian Quality Agency for Higher and Vocational Education
EL	National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)
ES	Ministry of Education, Culture and Sport (Sub-directorate General of Guidance, Vocational Education and Training) and The Ministry of Labour, Migration and Social Security (State Public Employment Service)
FR	Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche; and Ministère du travail, de l'emploi et du dialogue social
HR	Agency for VET and Adult Education
IE	Quality and Qualifications Ireland (QQI)
IT	Ministry of Education; Ministry of Labour; and the Italian EQAVET Reference Point (INAPP)
CY	Ministry of Education and Culture; and Human Resource Development Authority of Cyprus
LV	State Education Quality Service
LT	Qualifications and VET Development Centre
LU	Ministry of Education, Children and Youth
HU	National Office of VET and Adult Learning (NOVETAL)
MT	Ministry of Education and Employment
NL	CINOP International Agency (EQAVET NRP); Ministry of Education, Culture and Science; and Gilde Opleidingen (VET provider)
AT	Federal Ministry of Education, Arts and Culture; and ARQA-VET (Austrian Reference for Quality Assurance VET)
PL	Ministry of National Education; and the Centre for Education Development
PT	ANQEP – National Agency for Qualification and VET
RO	National Centre for TVET Development; and Romanian Agency for Quality Assurance in Pre-university education
SI	Institute of Republic of Slovenia for VET (CPI)
SK	State Vocational Education Institute; and University of Zilina - Faculty of Management Science and Informatics
FI	Ministry of Education and Culture; and Finnish National Agency for Education
SE	Ministry of Education and Research; and Swedish National Agency for Education
UK(Eng)	Department for Business Innovation and Skills
UK(Wls)	Skills, Higher Education and Lifelong Learning (SHELL), Welsh Government; and Colegau Cymru/Colleges Wales
UK(Nir)	Department for the Economy
UK(Sct)	Scottish Qualifications Authority (Accreditation)

SECTION 1.1: National VET policy, the quality assurance approach at system level and the EQAVET Framework

Significant progress has been made in quality assurance for VET in recent years, and most of EU-28 Countries have policies, structures and processes in place which provide a solid basis to ensure structured and sustainable implementation, adaptation and/or utilisation of the EQAVET Framework in the national context.

1.1.1 VET governance in participating countries

The responses revealed that most quality assurance policies for VET in EU-28 are conducted at national level. It also shows that there is no “pure” decentralised model among respondents as VET policy tends not to be conducted *only* at regional level.

Table 1.1.1 provides an overview of the level of VET policy in EU-28 Countries.

Q1: In general, at what level is VET policy conducted in your country?

Table 1.1.1 – Institutions primary domain

PRIMARY DOMAIN	Response count	Response Percentages	Countries
Regional	1	3%	BE(fr)
National	21	66%	BG, DK, EE, HR, IE, CY, LV, LT, LU, HU, MT, NL, PT, RO, SI, FI, SE, UK(Eng, Nir, Sct, Wls)
Both	10	31%	BE(nl), CZ, DE, EL, ES, FR, IT, AT, PL, SK

Table 1.1.1 above shows that some VET systems (BE(nl), CZ, DE, EL, ES, FR, IT, AT, PL, SK) have delegated responsibilities to regional/local level. In some countries, this move may be motivated by:

- the federal structure of a country, which requires liaison with autonomous regional/states within the national territory;
- the principle that states that regionally/locally-based decision-making is more effective and tailored to regional/local needs.

In some cases, this means that the State defines the overall education/VET strategy and provides broad guidelines – through legislation, funding, curricula and qualification frameworks – while regional institutions are given discretion on the practical arrangements for VET provision, such as training offer/content, selection of target groups, staff recruitment or independent budgetary decisions¹¹. In these circumstances, regional institutions are granted more flexibility to generate their own funding and allocate funds according to their needs. However, the Survey does not go far enough to allow a deeper analysis which would enable us to determine how national policy-making and control and local implementation and decision-making regarding VET quality assurance are articulated within the country.

It is worth remarking that in decentralised governance systems quality assurance is crucially important in order to ensure transparency and accountability.

¹¹ CEDEFOP: *Continuity, consolidation and change. Towards a European era of VET*; Luxembourg 2009.

1.1.2 The national approaches to quality assurance at system level and the EQAVET Framework

This section aims to identify the institutional processes and structures that support the development of quality assurance policies; and shed some light on the measures taken by EU-28 Countries when developing and improving their quality assurance approaches. It provides information in relation to the strategic objective of:

1. the [Bruges Communiqué](#) 2a¹², which states that *participating countries should establish quality assurance frameworks in accordance with the EQAVET Recommendation by 2014, and make progress towards national quality assurance frameworks for VET*; and
2. the EQAVET-related medium-term deliverable of the [Riga Conclusions](#), which states that *participating countries should further develop quality assurance mechanisms in VET in line with the EQAVET Recommendation and, as part of quality assurance systems, establish continuous information and feedback loops in IVET and CVET systems based on learning outcomes*.

The **quality assurance approach** (or quality assurance framework)¹³ refers to the strategy or plan which defines what measures need to be taken to further develop quality assurance in VET in a system. This is described in an explicit strategic document which describes the steps for the improvement of national quality assurance systems or at a minimum clearly states the intention to strengthen quality assurance in VET. This strategic document can cover other issues of VET policies beside quality assurance.

The section provides information on whether or not a 'national approach' is in accordance, compatible, inspired and/or aligned to the structure of EQAVET (the quality cycle, indicative descriptors and indicators). It shows that EQAVET is supporting countries in the development of their national quality assurance systems or measures; and that there is a positive indication that EQAVET is making a worthwhile contribution to the quality assurance approaches in EU-28 Countries in a variety of ways.

In this regard, Table and Figure 1.1.2 below show that:

- all countries, with the exception of BE(fr), have *devised*¹⁴ an approach to quality assurance in VET at national level;

¹² On 7 December 2010, European Ministers for vocational education and training (VET), the European Social Partners and the European Commission adopted the Bruges Communiqué¹² on enhanced European cooperation in VET for 2011-2020. The Communiqué defines common objectives for 2020 and an action plan for the coming years, combining national measures with European support. The Communiqué and the Riga Conclusions are the most recent review of the Copenhagen Process which has played a crucial role in raising awareness of the importance of VET at both national and European levels. Progress is most evident in the common European tools (Europass, the European Qualifications Framework (EQF), the European Credit System for VET (ECVET) and the European Quality Assurance Reference Framework for VET (EQAVET)), principles and guidelines which have been developed to make qualifications more transparent, comparable and transferable, as well as to improve flexibility and quality of learning. They establish a basis to move towards a real European education and training area. The impact of the Copenhagen Process on countries' VET policies has been both quick and strong: it has triggered profound reforms. The focus of the EQAVET network is to support the use and implementation of the EQAVET Recommendation in national contexts. The Bruges Communiqué (together with the new lifelong learning (LLL) programme proposed by the European Commission - 'Erasmus for All') provides a new impetus for the on-going and future work of the EQAVET network, in particular in relation to the quality assurance related strategic objectives 2a and 2b on fostering the excellence, quality and relevance of both IVET and CVET

¹³ Term quality assurance approach is used in the [EQAVET Recommendation](#) and quality assurance framework in the Bruges Communiqué; both terms refer to the same process.

¹⁴ The question refers to the concept 'devise' as mentioned in the text of the EQAVET Recommendation which asks Member States to 'devise, not later than 18 June 2011, an approach aimed at improving quality assurance systems at national level, where appropriate, and making best use of the EQAVET Framework, involving the social partners, regional and local authorities, and all other relevant stakeholders in accordance with national legislation and practice'. The question relates to short-term deliverable number 3 of the [Bruges Communiqué](#) concerning strategic objective number 2a (i.e. '[...] participating countries should establish quality assurance frameworks in accordance with the EQAVET Recommendation'), which specifies the actions at national level in relation to 'taking adequate measures to implement the EQAVET Recommendation and make progress towards national quality assurance frameworks for VET' by 2014.

- this indicates a significant increase with respect to the results obtained in 2013 when only 28 countries reported to have in place an approach to quality assurance in VET at national level (see table 1.1.3 below)

Furthermore, when countries were asked if their quality approach has been developed utilising the EQAVET Framework, the analysis shows that:

- 12 national VET systems in EU-28 Countries (38 per cent) have devised the approach utilising the EQAVET Framework, indicating that EQAVET has inspired the measures and reforms undertaken in BE(nl), BG, EL, FR, IT, MT, AT, PL, PT, RO, FI, SI. This shows the added value contribution of EQAVET in the development of national quality assurance approaches in the EU, which otherwise would not have taken shape.
- In 19 VET systems (59 per cent: CZ, DE, DK, EE, HR, IE, ES, CY, LV, LT, LU, HU, NL, SK, SE, UK(Eng, Wls, Nir, Sct)), the development of the national approach to quality assurance is in line or aligned with the EQAVET Framework. In some instances, this might indicate that the EQAVET Framework has been used but adapted according to national legislation, practices and/or circumstances. Whether or not this is the case, the fact that VET systems have put in place a quality assurance approach/framework compatible with EQAVET, indicates that the work at EU level in relation to quality assurance and the implementation of EQAVET remains a priority; and that the guidelines, supporting material and activities undertaken and developed by the EQAVET Network are relevant and useful for the national authorities involved.
- No system differs from the main characteristic of EQAVET; and
- No system appears to deny the need to devise a quality assurance approach aimed at improving quality assurance at national level and making the best use of the EQAVET Framework.

Q2: Has a national approach been devised aimed at improving quality assurance systems at national level and making best use of the EQAVET Framework in accordance with national legislation and practice?

Table 1.1.2 – Devising the national approaches to quality assurance in line with the EQAVET Framework in EU-28, 2018

A NATIONAL APPROACH has been DEVISED in line with THE EQAVET FRAMEWORK	Response count	Response percentages	Countries
NO			
It is still in preparation (year it will be devised)	–	–	–
We need more time to devise (year it is planned be devised)	1	3%	BE(fr)
We do not need it (explain why)	–	–	–
Totals	1	3%	BE(fr)
YES			
But the national approach has been devised independently of EQAVET but is compatible with the EQAVET Framework	19	59%	CZ, DE, DK, EE, HR, IE, ES, CY, LV, LT, LU, HU, NL, SK, SE, UK(Eng, Wls, Nir, Sct)
But the national approach has been devised independently of EQAVET and does not share features with the EQAVET Framework	–	–	–
The national approach has been devised utilising the EQAVET Framework	12	38%	BE(nl), BG, EL, FR, IT, MT, AT, PL, PT, RO, FI, SI
Other approaches (explain)	–	–	–
Totals	31	97%	BE(nl), BG, CZ, DE, DK, EE, EL, HR, IE, ES, FR, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, FI, SI, SK, SE, UK(Eng, Wls, Nir, Sct)

Figure 1.1.2 – Has a national approach to quality assurance in line with the EQAVET Framework been devised?

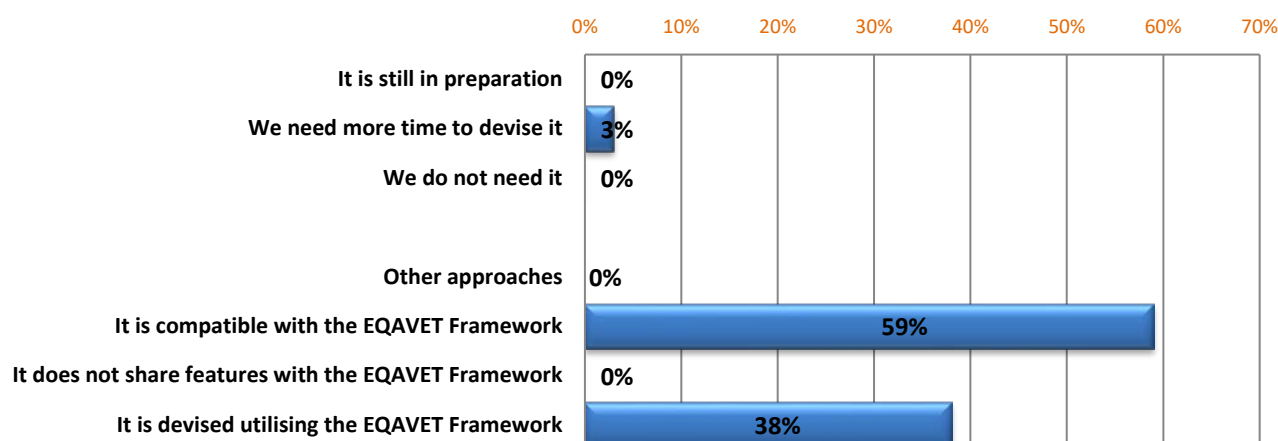
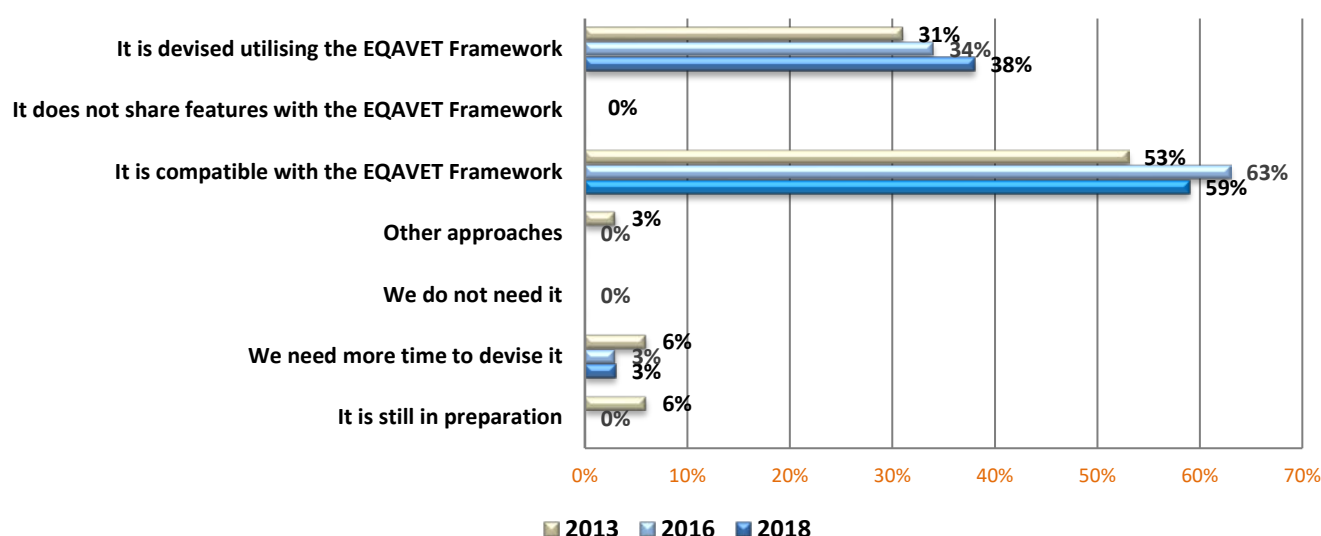


Table and Figure 1.1.3 below shows a steady increase over the years of the number of EU-28 countries that are 'utilising' the EQAVET Framework as the basis for devising their measures and approaches to quality assurance in their VET systems.

Table 1.1.3 – Observed changes between 2013, 2016 and 2018 in the EU-28 Countries – Devising the national approaches to quality assurance in line with the EQAVET Framework

Observed changes – A NATIONAL APPROACH has been DEVISED in line with THE EQAVET FRAMEWORK	Nu %	Countries 2013	Nu %	Countries 2016	Nu %	Countries 2018
NO						
It is still in preparation (year it will be devised)	2 6%	CZ, SK	–	–	–	–
We need more time to devise (year it is planned be devised)	2 6%	BE(fr), PT	1 3%	BE(fr)	1 3%	BE(fr)
We do not need it (explain why)	–	–	–	–	–	–
Totals	4	BE(fr), CZ, PT, SK	1	BE(fr)	1	BE(fr)
YES						
But the national approach has been devised independently of EQAVET but it is compatible with the EQAVET Framework	17 53%	DE, DK, EE, HR, IE, ES, CY, LV, LT, LU, NL, SI, SE, UK(Eng, Wls, Nir, Sct)	20 63%	CZ, DE, DK, EE, HR, IE, ES, CY, LV, LT, LU, HU, NL, SI, SK, SE, UK(Eng, Wls, Nir, Sct)	19 59%	CZ, DE, DK, EE, HR, IE, ES, CY, LV, LT, LU, HU, NL, SK, SE, UK(Eng, Wls, Nir, Sct)
But the national approach has been devised independently of EQAVET and does not share features with the EQAVET Framework	–	–	–	–	–	–
The national approach has been devised utilising the EQAVET Framework	10 31%	BE(nl), BG, EL, FR, IT, MT, AT, PL, RO, FI	11 34%	BE(nl), BG, EL, FR, IT, MT, AT, PL, PT, RO, FI	12 38%	BE(nl), BG, EL, FR, IT, MT, AT, PL, PT, RO, FI, SI
Other approaches (explain)	1	HU	–	–	–	–
Totals	28	BE(nl), BG, DE, DK, EE, EL, HR, IE, ES, FR, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, RO, FI, SI, SE, UK(Eng, Wls, Nir, Sct)	31	BE(nl), BG, CZ, DE, DK, EE, EL, HR, IE, ES, FR, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, FI, SI, SK, SE, UK(Eng, Wls, Nir, Sct)	31	BE(nl), BG, CZ, DE, DK, EE, EL, HR, IE, ES, FR, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, FI, SI, SK, SE, UK(Eng, Wls, Nir, Sct)

Figure 1.1.3 – Observed changes between 2013, 2016 and 2018 in the EU-28 Countries – Devising the national approaches to quality assurance in line with the EQAVET Framework



These results indicate that in EU-28 Countries:

- EQAVET Framework continues to be an inspiration and supporting tool for actions taken by national bodies in charge of quality assurance. In this sense, EQAVET is serving as a basis for and triggering reform and development of a national approach to a common framework of quality assurance¹⁵;
- EQAVET continues to provide a reference for comparing and assessing the measures taken in relation to quality assurance as the approaches are compatible with EQAVET. In this respect, the EQAVET Framework can be seen as an opportunity to question critically existing national practices; and/or a basis for building consensus at national level on the importance of developing a framework to quality assurance in VET¹⁶.
- One could say that the overall objective is not the adoption of EQAVET per se, but to support Member States to develop the systematic use of quality assurance processes which can be described and measured through a consistent set of quality descriptors and indicators; and enabling the emergence of a quality assurance culture among the relevant parties.

Based on the analysis of figures, one can conclude that important progress has been made towards the development of national quality assurance approaches to VET in EU-28 Countries; and that VET systems, in a variety of ways, seem to view the EQAVET model as a reference/framework for actions undertaken in this respect. It indicates that actions and measures towards the Bruges Communiqué's strategic objectives and deliverable have been taken by EU-28 Countries.

This is shown in Table and Figure 1.1.4 below, which indicate that the main features of the EQAVET Framework (the quality cycle, the indicator descriptors and the indicators) are present in the national approaches to quality assurance in VET. The Table shows that in many national VET systems more than one element is present in the approach and that the quality cycle, descriptors and indicators are equally relevant and present in the national approaches to quality assurance in VET in EU-28 Countries.

This might suggest that the development of a shared view and/or a common language or terminology in relation to quality assurance in VET can be or has been achieved at national level and between EU VET systems, which will

¹⁵ CEDEFOP's study '[Renewing VET provision](#)', Research paper, Luxembourg 2014, suggests that VET structures in transition periods are more exposed to external/EU influence as these systems are evolving, one can assume that the sharing of good practices and/or the model offers by EQAVET is inspiring or influencing the measure taken.

¹⁶ In 2013 the EQAVET network established a working group in order to offer guidelines and support to those systems and providers who are seeking to align their quality approach to EQAVET. The group produced material for the development of an on-line resource available at: <http://www.eqavet.eu/WebBasedQA/GNS/home.aspx>

increase transparency (thereby increasing trust, recognition of VET qualifications and programmes and mobility within and across EU countries), and was one of the main objectives of the EQAVET Recommendation.

Q3: (If yes) Specify what the national approach to quality assurance is aligned to.

Table 1.1.4 – The national approaches to quality assurance in line with the EQAVET Framework in EU-28, 2018

THE NATIONAL APPROACH is aligned to the following features of THE EQAVET FRAMEWORK	Response count	Response percentages	Countries
The EQAVET quality cycle	28	90%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, HU, LV, LT, MT, NL, AT, PL, PT, RO, SI, FI, SE, UK(Nir, Sct)
The EQAVET indicative descriptors	27	87%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, HU, LU, MT, NL, AT, PL, PT, RO, FI, SE, SI, SK
The EQAVET indicators	27	87%	BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, SE, SI, SK, FI, UK(Eng, Wls)

Figure 1.1.4 – The national approaches to quality assurance in line with the EQAVET Framework in EU-28, 2018

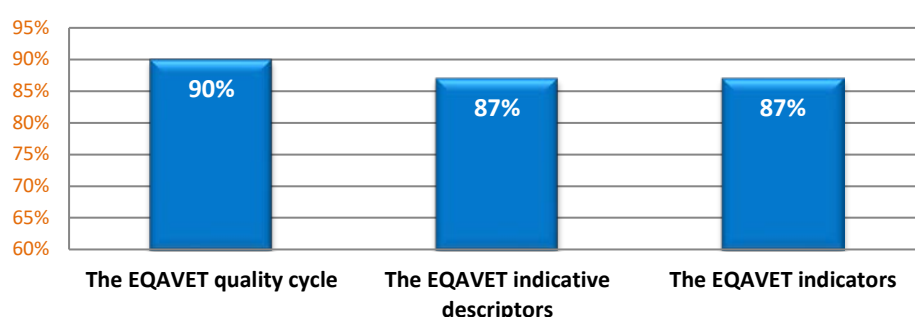
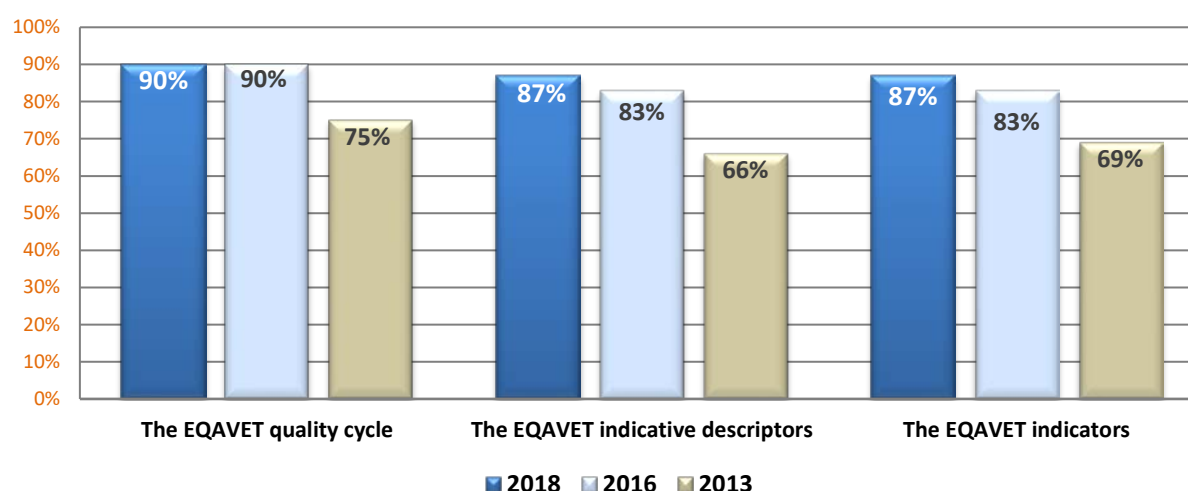


Figure 1.1.5 below shows the changes observed since 2013 in relation to how the main features of the EQAVET Framework are present in the national approaches to quality assurance in VET. It shows that a significant increase on the utilisation of the elements offered by the EQAVET Framework by EU countries, particularly in relation to the indicative descriptors and indicators.

Figure 1.1.5 – Observed changes between 2013, 2016 and 2018 in the EU-28 Countries – The national approaches to quality assurance in line with the EQAVET Framework



Among the 31 national VET systems in EU-28 which had developed the national approach (i.e. all with the exception of BE(fr)), Table 1.1.5 below shows the mechanisms these systems used in order to establish their national approach. The Table indicates that:

- In most VET systems the approach has been formally agreed by law or other types of regulation (in 18 VET systems or 58 per cent) and/or is fully implemented (in 13 countries or 42 per cent).
- In ES, FR and HU the approach has been formally agreed but has been only partially implemented; as in four other countries (IT, LT and CY).
- Eight systems (BE(nl), CZ, EE, FR, IE, LV, LU, PT and SK) reported that the national approach is currently in the process of being developed and that by 2020 all will have in place the national approach to quality assurance for VET.

Q4: (If yes) What progress has been made towards full implementation of the national approach to quality assurance?

Table 1.1.6 – Progress towards full implementation of the national approach to quality assurance in EU-28*, figures for 2018

THE NATIONAL APPROACH is CURRENTLY	Response count	Response percentages	Countries
At development stage (year it is expected to be implemented)	8	26%	BE(nl)(2019), CZ (2020), EE(2016/2017), FR, IE, LV, LU (2019/2020), PT, SK(2020)
Formally agreed (e.g. law or regulation, or other form of agreement – year it is expected to be fully implemented)	18	58%	BG(2016), DE, DK, EE(2013), ES,FR, IE, IT(2012), LU(2018), HU, AT, MT, PL, SI, SK(2015), FI(2009), SE(2011), UK(Sct)(2014)
Partially implemented (in piloting stage, implemented in some regions of VET programmes – year it is expected to be fully implemented)	8	26%	ES, HU, FR, IT, LT(2020), CY(2018), SI, SK(2016-2020)
Fully implemented (year it was fully implemented)	13	42%	DE, DK(2008), EE(2013), EL, LV(2016), MT(2016), NL(1996), RO(2006), FI(2009), SE(2010), UK(Eng)(2009), UK(Nir)(2007), UK(Wls)(2019)
Others	1	3%	HR(2018)

*Some countries have formally agreed the approach but it has not yet been fully implemented, i.e. it is at a developmental stage – these countries have ticked more than one option in the question.

1.1.6 – **ADDITIONAL NOTE: Progress towards full implementation of the national approach – ‘Others’**

ES and IT – The progress made is at different stages in the various regions

HR – In 2016 a Programme for Development of the System of Vocational Education and Training created conditions for further development of quality assurance system was adopted in 2016, aiming at the development and implementation of improvements in the system of quality assurance area by 2018. Currently self-assessment of vocational schools is fully implementation as one of the mechanisms of quality assurance, which schools have been conducting since school year 2011/2012.

As shown in Table and Figure 1.1.7 below, in those national VET systems where the national approach to quality assurance has been devised, the approach covers:

- In all national VET systems, initial VET (IVET); in five of the 31 countries which have devised the national approach, the approach does not apply to IVET associated work-based learning¹⁷.
- In addition, the national approach in 23 national VET systems also covers continuing VET (CVET); and out of those 23, 18 approaches also cover CVET associated work-based learning.

Figures in tables 1.1.7 and 1.1.8 suggest that countries are taking measures to assure the quality not only of IVET but also of CVET and work-based learning as the national approaches to quality assurance seem to be increasingly covering these two areas. This is particularly noticeable in relation to work-based learning in IVET. This suggests that national VET systems perceive the importance of work-based learning (to prevent unemployment, in particular youth unemployment, as it facilitates the transition from the classroom to the work place) and CVET (as a key to up-skilling an ageing EU labour force¹⁸).

This trend confirms the findings of the CEDEFOP research project 2017-2018 on [the Changing nature and role of VET in Europe](#) which suggests that countries are strengthening VET as a work-based training and/or lifelong learning opportunity.

Q5: (If yes) To whom does the national approach to quality assurance apply?

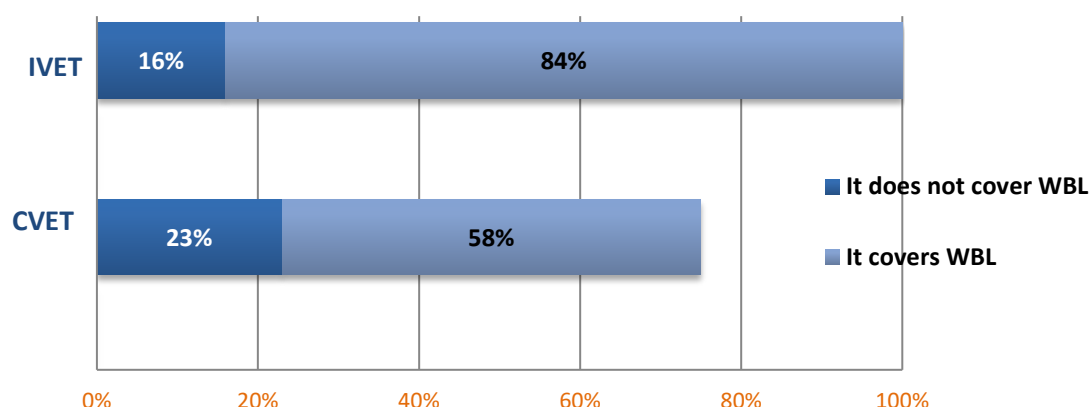
Table 1.1.7 – The national approaches to quality assurance applying to initial, continuing VET and/or associated work-based learning (WBL) in EU-28, figures 2018

THE NATIONAL APPROACH APPLIES TO	Response count	Response percentages	Countries
Initial VET only	5	16%	BG, LV, LT, PL, RO
Initial VET & associated work-based learning	26	84%	BE(nl), CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LU, HU, MT, NL, AT, PT, FI, SE, SI, SK, UK(Eng, Wls, Nir, Sct)
Continuing VET only	7	23%	BG, CZ, EL, LV, LT, HU, RO
Continuing VET & associated work-based learning	18	58%	BE(nl), DE, DK, EE, ES, FR, HR, IE, IT, CY, MT, NL, FI, SE, UK(Eng, Wls, Nir, Sct)

¹⁷ For the purpose of this exercise, work-based learning is used to refer to ‘the knowledge and skills acquired through carrying out – and reflecting on – tasks in a vocational context, either at the workplace [...] or in a VET institution. For IVET, according to the Commission report from 2013 ([Work based learning in Europe: Practices and Policy pointers](#)), there are three forms of work-based learning: 1) alternance schemes or apprenticeships typically known as the “dual system”, 2) work-based learning as school-based VET which includes on-the-job training periods in companies and 3) work-based learning integrated in a school-based programme, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments’.

¹⁸ Europe is striving for a *high productivity* region which is only possible if the workforce possesses sufficient skills and competences to tackle the future challenges of modern societies. This does not seem to be the case, according to recently published results of the result of the [Survey of Adult Skills. OECD-PIAAC survey](#) (OECD 2013a, b).

Figure 1.1.7 – The national approaches to quality assurance apply to initial, continuing VET and/or associated work-based learning (WBL) in EU-28, figures for 2018



Although figures are positive, the rate of increase at which countries have addressed the quality assurance of WBL and CVET decelerated between 2016 and 2018 in comparison to the significant increase observed between 2013 and 2016 – as indicated by figures in Table 1.1.8 below. The EU initiatives¹⁹, the ‘[Youth Guarantee Recommendation](#)’ and ‘[European Alliance for Apprenticeship](#)’ launched in 2013, seem to have been effective in triggering actions to address these, particularly WBL. But further support might be needed. [The New Skills Agenda](#) should provide this support by calling on countries to increase the quality and supply of WBL and have in place the necessary quality assurance arrangements to facilitate progress on ‘making VET a first choice by enhancing opportunities for VET learners to undertake a work-based learning experience and promoting greater visibility of good labour market outcomes of VET’.

Table 1.1.8 – Observed changes since 2013 by EU-28 Countries – national approaches to quality assurance applying to initial, continuing VET and/or associated work-based learning

THE NATIONAL APPROACH APPLIES TO	Nu	Countries 2013	Nu	Countries 2016	Nu	Countries 2018
Initial VET only	4	BG, LV, LT, PL, RO, SI	5	BG, LV, LT, PL, RO	5	BG, LV, LT, PL, RO
Initial VET & associated work-based learning	20	BE(nl), DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LU, NL, AT, FI, SE, SSK, UK(Eng, Wls, Nir, Sct)	26	BE(nl), CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LU, HU, MT, NL, AT, PT, FI, SE, SI, SK, UK(Eng, Wls, Nir, Sct)	26	BE(nl), CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LU, HU, MT, NL, AT, PT, FI, SE, SI, SK, UK(Eng, Wls, Nir, Sct)
Continuing VET only	6	BG, EL, HR, LV, LT, RO	7	BG, CZ, EL, LV, LT, HU, RO	7	BG, CZ, EL, LV, LT, HU, RO
Continuing VET & associated work-based learning	14	BE(nl), DE, DK, FR, IE, IT, CY, NL, FI, SE, UK(Eng, Wls, Nir, Sct)	17	BE(nl), DE, DK, EE, ES, FR, IE, IT, CY, MT, NL, FI, SE, UK(Eng, Wls, Nir, Sct)	18	BE(nl), DE, DK, EE, ES, FR, hr, IE, IT, CY, MT, NL, FI, SE, UK(Eng, Wls, Nir, Sct)

Table 1.1.9 below provides further information on the national approaches to quality assurance in VET in those systems where the national approach have been devised (i.e. all except BE(fr)).

Q6: What does the national approach to quality assurance support?

¹⁹ Also, the EQAVET network established in 2013 a working group to developed guidelines in relation to quality assurance in work-based learning in line with EQAVET. The group produced material for the development of an online resource which is available at: <http://www.eqavet.eu/workbasedlearning/GNS/Home.aspx>

Table 1.1.9 – The national approach to quality assurance supporting the implementation/use of other important areas of education and training policy

THE NATIONAL APPROACH SUPPORTS	Response count	Response percentages	Countries
NQF/EQF IMPLEMENTATION			
Only Initial VET	3	10%	LU, AT, PT
Only Continuing VET	–	–	–
Both	25	81%	BE(nl), BG, CZ, DE, DK, EE, EL, FR, HR, IE, IT, CY, LV, LT, MT, NL, PL, RO, SK, FI, SE, UK(Enl, Wls, Nir, Sct)
Totals	28	91%	BE(nl), BG, CZ, DE, DK, EE, EL, FR, HR, IE, IT, CY, LV, LT, LU, MT, NL, AT, PL, RO, SK, FI, SE, UK(Enl, Wls, Nir, Sct)
CREDIT SYSTEMS/ECVET IMPLEMENTATION			
Only Initial VET	7	23%	ES, HR, IT, CY, LU, AT, RO
Only Continuing VET	–	–	–
Both	14	45%	BG, CZ, DK, EE, FR, IE, MT, NL, PL, FI, SE, UK(Wls, Nir, Sct)
Totals	21	68%	BG, CZ, DK, EE, ES, FR, HR, IE, IT, CY, LU, MT, NL, AT, PL, RO, FL, SE, UK(Wls, Nir, Sct)
VALIDATION of NON-FORMAL and INFORMAL LEARNING			
Only Initial VET	2	7%	LU, AT
Only Continuing VET	2	7%	CY, RO
Both	20	65%	BE(nl), BG, CZ, DK, EE, EL, ES, FR, IE, IT, LV, MT, NL, PL, SE, SK, FI, UK(Wls, Nir, Sct)
Totals	24	79%	BE(nl), BG, CZ, DK, EE, EL, ES, FR, IE, IT, CY, LV, LU, MT, NL, AT, PL, RO, SE, SK, FI, UK(Wls, Nir, Sct)
QUALIFICATION DESIGN			
Only Initial VET	2	7%	AT, LU
Only Continuing VET	–	–	–
Both	19	61%	BG, CZ, DE, EE, EL, ES, FR, HR, IE, IT, CY, LT, MT, NL, PL, RO, SE, SK, UK(Wls)
Totals	21	68%	BG, CZ, DE, EE, EL, ES, FR, HR, IE, IT, CY, LT, LU, MT, NL, AT, PL, RO, SE, SK, UK(Wls)
CERTIFICATION			
Only Initial VET	2	7%	AT, LU
Only Continuing VET	–	–	–
Both	23	74%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, MT, NL, AT, PL, RO, SK, SE, UK(Wls)
Totals	25	81%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, LU, MT, NL, AT, PL, RO, SK, SE, UK(Wls)

Figures show that national approaches to quality assurance for VET are supporting the implementation of:

- The development of national qualifications frameworks (NQFs) and/or the European Qualification Framework (EQF) in almost all EU-28 Countries where the approach is in place (91 per cent); and that this support is relevant to both IVET and CVET.
- Credits systems and/or the European Credit System for VET (ECVET) in 68 per cent of the countries. However this support seems to be focused only on the IVET sector (23 per cent of systems are not supporting the used/implementation of credit systems/ECVET in the CVET sector).
- Validation of non-formal and informal learning and certification processes in 79 per cent of national VET systems for IVET and CVET sectors. This is of relevance as the [New Skills Agenda for Europe](#) sets the need to improve the ‘opportunities to validate non-formal and informal learning’.

- To a lesser extent, the national approach to quality assurance supports the qualification designing process in the IVET and CVET sectors (68 per cent)
- In the majority of systems the quality assurance approach supports certification.

This indicates that the national approaches to quality assurance in VET systems, which are aligned to EQAVET, are supporting the implementation of national qualifications frameworks; and when these are being established according to EQF, the national approaches to quality assurance need to take into account the ‘Common Principles for Quality Assurance in Education and Training’ that are included in Annex III to the [Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the EQF](#), which is a cornerstone of the implementation of EQF²⁰.

Moreover, the national approaches to quality assurance in VET appear to be contributing to the quality of the certification process and learning outcomes, as national approaches to quality assurance in VET are supporting the implementation of EQF, ECVET, and the identification and validation of non-formal and informal learning, all of which are built on the learning outcomes approach (more information on learning outcomes and quality assurance in national VET systems in Chapter 2).

In this context and within the observed trend in the EU of shifting from an input to an outcome-based model, EQAVET can provide a framework for the identification, support and exchange of best practices at all relevant levels; providing a systematic approach to quality, covering and interrelating the relevant levels, actors and initiatives.

Figure 1.1.9 – The national approach to quality assurance supporting the implementation/use of other important areas of education and training policy

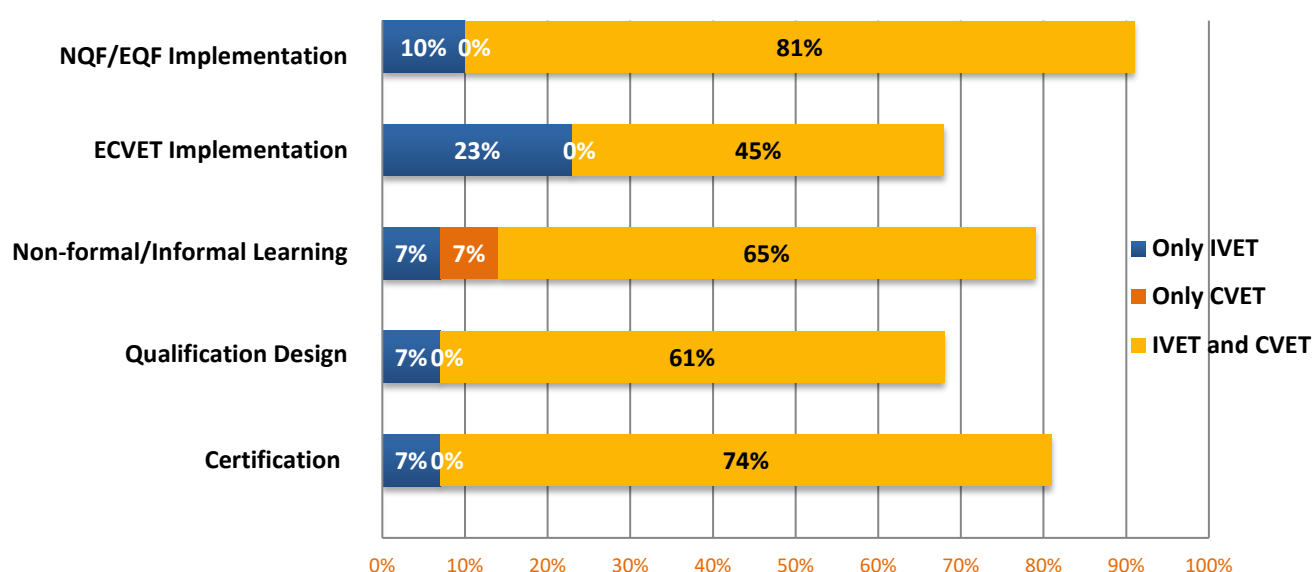


Table 1.1.10 below suggests that in an increasing number of countries the national approach to quality assurance is supporting the implementation of the policy areas for VET provision mentioned; and that this increase is relevant to both IVET and CVET. This accelerating process is particularly visible in the designing of qualifications. No changes were reported between 2016 and 2018 in the areas of analysis.

²⁰ The EQAVET Recommendation notes that it ‘takes into account the ‘Common Principles for Quality Assurance in Education and Training’ that are included in Annex III to the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (EQF). The Framework should therefore support the implementation of the EQF, in particular the quality of the certification of learning outcomes’. [EQAVET Recommendation](#); paragraph 14, page 2.

Table 1.1.10 – Observed changes between since 2013 by EU-28 Countries – The national approach to quality assurance supporting the implementation/use of other important areas of education and training policy

THE NATIONAL APPROACH SUPPORTS	Nu	Countries 2013	Nu	Countries 2016 and 2018
NQF/EQF IMPLEMENTATION				
Only Initial VET	2	LU, AT	3	LU, AT, PT
Only Continuing VET	–	–	–	–
Both	22	BE(nl), BG, DE, DK, EE, EL, HR, IE, IT, CY, LV, LT, NL, PL, RO, SK, FI, SE, UK(Enl, Wls, Nir, Sct)	25	BE(nl), BG, CZ, DE, DK, EE, EL, FR, HR, IE, IT, CY, LV, LT, MT, NL, PL, RO, SK, FI, SE, UK(Enl, Wls, Nir, Sct)
Totals	24	BE(nl), BG, DE, DK, EE, EL, HR, IE, IT, CY, LV, LT, LU, NL, AT, PL, RO, SK, FI, SE, UK(Enl, Wls, Nir, Sct)	28	BE(nl), BG, CZ, DE, DK, EE, EL, FR, HR, IE, IT, CY, LV, LT, LU, MT, NL, AT, PL, RO, SK, FL, SE, UK(Enl, Wls, Nir, Sct)
CREDIT SYSTEMS/ECVET IMPLEMENTATION				
Only Initial VET	6	HR, IT, CY, LU, AT, RO	7	ES, HR, IT, CY, LU, AT, RO
Only Continuing VET	–	–	–	–
Both	12	BG, DK, EE, FR, IE, NL, PL, FI, SE, UK(Wls, Nir, Sct)	14	BG, CZ, DK, EE, FR, IE, MT, NL, PL, FI, SE, UK(Wls, Nir, Sct)
Totals	18	BG, DK, EE, ES, FR, HR, IE, IT, CY, LU, NL, AT, PL, RO, FL, SE, UK(Wls, Nir, Sct)	21	BG, CZ, DK, EE, ES, FR, HR, IE, IT, CY, LU, MT, NL, AT, PL, RO, FL, SE, UK(Wls, Nir, Sct)
VALIDATION of NON-FORMAL and INFORMAL LEARNING				
Only Initial VET	2	LU, AT	2	LU, AT
Only Continuing VET	2	CY, RO	2	CY, RO
Both	17	BE(nl), BG, CZ, DK, EE, EL, ES, FR, IE, IT, LV, MT, NL, PL, SE, SK, FI, UK(Wls, Nir, Sct)	20	BE(nl), BG, CZ, DK, EE, EL, ES, FR, IE, IT, LV, MT, NL, PL, SE, SK, FI, UK(Wls, Nir, Sct)
Totals	21	BE(nl), BG, DK, EE, EL, FR, IE, IT, CY, LV, LU, MT, NL, AT, PL, RO, SK, FI, UK(Wls, Nir, Sct)	24	BE(nl), BG, CZ, DK, EE, EL, ES, FR, IE, IT, CY, LV, LU, MT, NL, AT, PL, RO, SE, SK, FI, UK(Wls, Nir, Sct)
QUALIFICATION DESIGN				
Only Initial VET	2	AT, LU	2	AT, LU
Only Continuing VET	–	–	–	–
Both	13	BG, DE, EE, HR, IT, CY, LT, MT, NL, PL, RO, SK, UK(Wls)	19	BG, CZ, DE, EE, EL, ES, FR, HR, IE, IT, CY, LT, MT, NL, PL, RO, SE, SK, UK(Wls)
Totals	15	BG, DE, EE, HR, IT, CY, LT, LU, MT, NL, AT, PL, RO, SK, UK(Wls)	21	BG, CZ, DE, EE, EL, ES, FR, HR, IE, IT, CY, LT, LU, MT, NL, AT, PL, RO, SE, SK, UK(Wls)
CERTIFICATION				
Only Initial VET	2	AT, LU	2	AT, LU
Only Continuing VET	–	–	–	–
Both	19	BE(nl), BG, DE, DK, EE, EL, HR, IT, CY, LV, LT, MT, NL, PL, RO, SK, SE, UK(Wls)	23	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, MT, NL, AT, PL, RO, SK, SE, UK(Wls)
Totals	21	BE(nl), BG, DE, DK, EE, EL, HR, IT, CY, LV, LT, LU, MT, NL, AT, PL, RO, SK, SE, UK(Wls)	25	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, LU, MT, NL, AT, PL, RO, SK, SE, UK(Wls)

1.1.3: Involvement of stakeholders in devising a national approach to quality assurance at system level

This section focuses on the importance of VET governance and the interaction of relevant parties in ensuring the effectiveness, quality and renewal of initial and continuing VET, which is the objective of establishing a quality assurance approach. In this regard, the 'type' of interaction established by VET systems is of paramount importance,

in particular with labour market actors which are particularly relevant in the current discussion on work-based learning, apprenticeship and up-skilling the EU labour force.

Table and Figure 1.1.11 below indicate that key national institutions (the relevant ministries) have shown leadership in the design and establishment of quality assurance approaches to national VET systems, aligned with the EQAVET Framework (as it has been shown in the section 1.1.1). This demonstrates that there is a strong commitment to quality assurance of VET across EU-28 Countries. The support for these key institutions within national contexts will facilitate a widespread and all-encompassing approach to quality assurance across the whole spectrum of VET.

Among the 31 national VET systems in EU-28 which state 'yes', they have devised the national approach (i.e. all except BE(fr)), Table and Figure 1.1.11 below show that:

- In all national VET systems (SK did not respond to this question) the national approach has been devised at central/ministerial level. In other words, the relevant ministry/s was involved in all national approaches to quality assurance.
- Only six VET systems have liaised with local authorities ((DE, DK, MT, NL, RO, FI).
- Seventeen systems or 55 per cent of all countries within this category have involved other national bodies/institutions at local level, in addition to the relevant ministry/ies.

These results indicate that national VET institutions follow national frameworks and guidelines designed at central level.

Q7: Which national bodies have taken part in devising the national approach?

Table 1.1.11 – National bodies involved in devising the national approach in EU-28

NATIONAL BODIES INVOLVED	Response count	Response percentages	Countries
Ministry	30*	100%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, LU, MT, NL, AT, PL, PT, RO, SI, FI, SE, UK(Eng, Wls, Nir, Sct)
Local authorities	9	29%	CZ, DE, DK, FR, IT, MT, NL, RO, FI
Others	17	55%	CZ, DE, EE, EL, ES, HR, IE, LT, NL, MT, AT, RO, FI, SE, UK(Nir, Sct, Wls)

*SK did not respond

In relation to the category 'others':

- Seven national VET systems in EU-28 Countries (CZ, HR, NL, PL, RO and UK(Wls, Nir) have involved external evaluation agencies or the inspectorate in the development of the national approach. This suggests that internal quality assurance and external evaluation are articulated in a strategic planning manner.
- Four VET systems (EE, EL, RO, UK(Sct) have engaged with national institutions responsible for the development of VET qualifications.
- CZ, LT, SI, PL, FI have involved experts; and MT the Directorate for LifeLong Learning (DLLL), and ACQUIN (the transnational and cross-border Higher Education Quality Assurance Agency partner based in Germany).
- CZ, EE, IE involved sector/occupational skill councils
- UK(Wls) involved a body representing the voluntary sector at national level.

All of this suggests that the role of these important 'external' stakeholders goes beyond that of information providers and that they have a strategic involvement in the decision-making process. The participation of these external stakeholders in the design stages of the quality assurance system for VET is an essential element for the development of a strong quality culture. This area therefore requires further work.

Figure 1.1.10 – National bodies involved in devising the national approach, figures for 2018

The analysis provided in the following pages aims to increase our understanding of the functioning of the so-called 'feedback mechanisms'²¹ which VET systems establish in order to ensure dialogue and the correct flow of information between VET and the labour market and society as a whole. It is an important aspect of quality assurance that VET systems institutionalise the participation of key stakeholders (such as social partners, teachers and trainers, students) when developing and renewing standards, qualifications, curricula, etc. in order to respond to the needs of citizens and the labour market.

Table and Figure 1.1.12 below present information in relation to the type of participation of key stakeholders in those VET systems where the national approach has been developed. The analysis distinguishes between:

- A 'consultative involvement' where the stakeholders are asked, at different stages, to state their opinions.
- A 'deliberative involvement' where the stakeholders actively participate in the decision-making process.

The basic difference between these two forms of exchange is that in a 'consultative involvement' the stakeholders' influence is restricted to commenting on proposals and there is little direct exchange between VET and stakeholders (aside from the practices such as work placement, internships etc., which in many cases are based on informal arrangements). Also, this type of involvement implies that the feedback between VET and stakeholders is mediated through the state or the relevant administration bodies (such as information/cooperation departments). On the other hand, in the 'deliberative involvement', the implementation of change is a collective proposal strongly dependent on the input of stakeholders. When relevant actors are not involved deliberatively, they may not have a formal opportunity to articulate their interests and perspectives. In the case of a 'deliberative involvement', one can assume that purposefully implemented institutional procedures (formalised/legalised procedures) are established in order to encourage and allow this form of feedback mechanism.

The analysis provides information for the IVET and CVET sectors²². This distinction is important because one can expect greater involvement of social partners and firms in CVET and greater centralised presence in IVET (this assumption is indicated by the figures analysed below).

In this regard, the tables indicate that in the development of the national quality assurance approach for VET in EU-28 Countries:

- Half of VET systems on average involve the relevant stakeholders in a consultative manner; and on average relevant stakeholders are deliberatively involved in less than one quarter of the systems.
- These results are replicated for both IVET and CVET sectors. However, it seems that in CVET the level of stakeholder involvement is lower than for the IVET sector (in consultative or deliberative manner).

²¹ For more information in the subject, visit Cedefop Research paper: '[Renewing VET provision – Understanding between initial VET and the Labour Market](#)'; Research paper number 37, 2013.

²² Some countries did not fill in all the options given, this is interpreted to mean that the stakeholder in question was not involved (as indicated in Table 1.1.8a), so percentages shown do not add 100 per cent.

- Only four VET systems involve 'Industry/companies' in a deliberative manner for both IVET and CVET sectors. This result suggests that active and structured feedback between VET and key actors of the labour market in the devising of a quality assurance approach has been limited among EU-28 Countries. It seems that the feedback between them has been mediated through particular actors ('Employer and Employees Associations', which share greater values).
- Only five VET systems have involved 'Regional authorities' deliberatively for both the IVET and CVET sectors; this could support the trend observed in the EU of increased regional inequality of VET (e.g. partners, including industries, may pay less attention to worse-off regions within the same country).
- Students/learners are actively involved in the quality assurance approach of national VET systems but only to a low degree, in particular deliberatively and/or in the IVET sector. This can obstruct the need to deliver learning that meets the needs of learners and that is flexible enough to realise the lifelong learning dimension of VET (this is particularly important in CVET).
- Teacher/trainers in the CVET sector relatively had a more active role in the devising of the national approach than in the IVET sector; although in absolute terms, figures are lower in the CVET than in IVET.

However, it is worthwhile noting that 'feedback mechanisms' of VET systems depend on a variety of factors (regulation, cultural, socio-economic) and that in many cases, systems need to determine the value of information and feedback when offset by time-consuming consultations that could be undertaken by other VET institutions/centralise agencies. Taking this into consideration, these results indicate that national VET systems in the EU, in general, are promoting a culture of quality assurance in VET in the broader sense: not only implementing structural/management arrangements that enhance quality but also investing significant effort in developing the broader cultural aspects of shared values, beliefs, expectations and commitments towards quality, by engaging in different ways with the wider community involved in VET.

Q8: Indicate if the involvement of the following stakeholders in devising the national approach has been consultative or deliberative for the Initial VET and Continuing VET sectors.

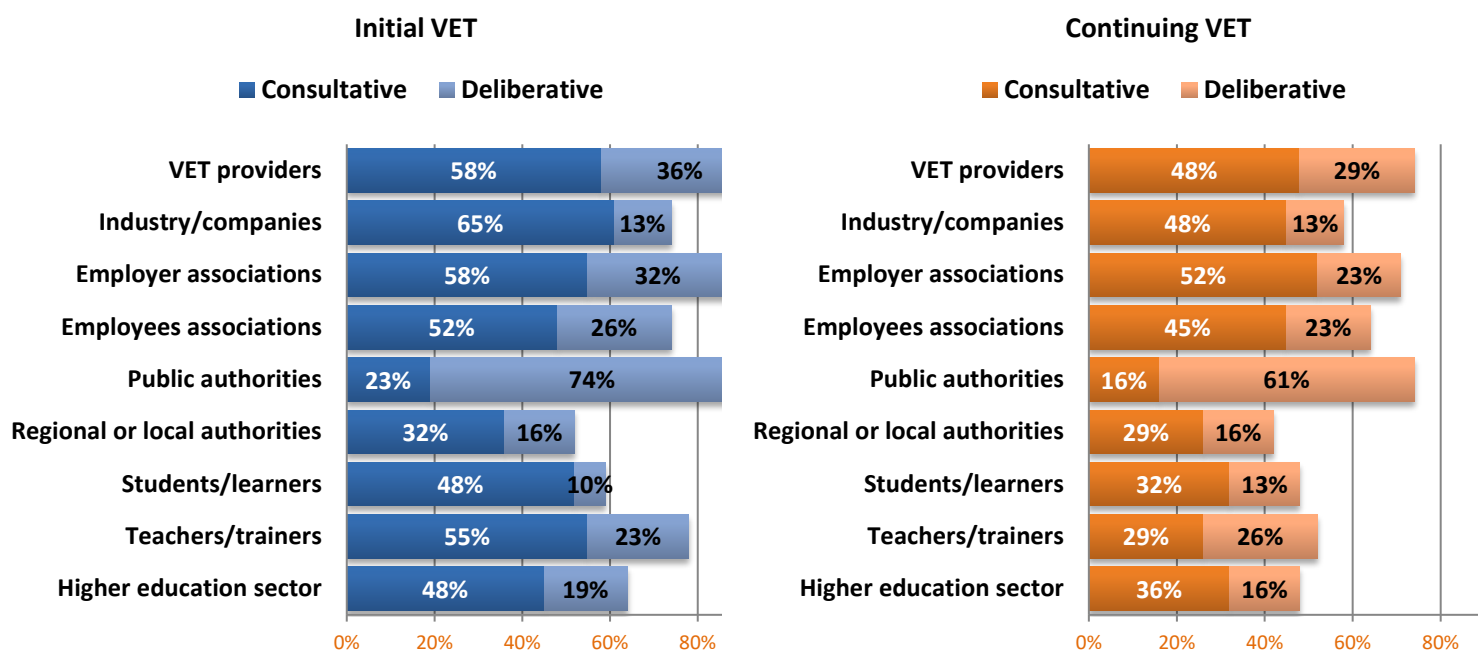
Table 1.1.12 – Stakeholders involved in devising the national approach – type of involvement for initial and continuing VET

STAKEHOLDERS INVOLVED and TYPE of INVOLVEMENT	INITIAL VET				CONTINUING VET			
	CONSULTATIVE	Nu. %	DELIBERATIVE	Nu. %	CONSULTATIVE	Nu. %	DELIBERATIVE	Nu. %
VET providers	BE(nl), BG, CZ, DE, DK, EL, ES, FR, IT, LU, AT, PT, RO, SE, UK(Eng, Wls, Nir, Sct)	18 58%	EE, HR, IE, LV, LT, MT, NL, PL, FI, SI, SK	11 36%	BE(nl), BG, CZ, DE, EL, ES, IT, CY, LU, RO, SE, UK(Eng, Wls, Nir, Sct)	15 48%	DK, EE, IE, HR, LV, LT, MT, NL, FI	9 29%
Industry/companies	BG, CZ, DE, DK, EL, ES, HR, IE, CY, LT, LU, MT, AT, RO, SI, FI, SE, UK(Wls, Nir, Sct)	20 65%	EE, NL, PL, SK	4 13%	BG, CZ, DE, ES, FR, IE, CY, LT, MT, RO, FI, SE, UK(Nir, Wls, Sct)	15 48%	DK, EE, LV, NL	4 13%
Employer associations	BG, CZ, DK, EL, ES, HR, IE, IT, CY, LV, MT, RO, SI, SE, UK(Eng, Wls, Nir, Sct)	18 58%	BE(nl), DE, EE, LV, LT, LU, NL, AT, SK, FI	10 32%	BG, CZ, EL, ES, IE, FR, IT, CY, LV, MT, RO, SE, UK(Eng, Wls, Nir, Sct)	16 52%	BE(nl), DE, DK, EE, LT, NL, FI	7 23%
Employee associations	BG, CZ, DK, EL, ES, HR, IT, CY, LV, MT, AT, RO, SE, UK(Wls, Nir, Sct)	16 52%	BE(nl), DE, EE, IE, LU, NL, SK, FI	8 26%	BG, CZ, EL, ES, FR, IT, CY, LV, MT, RO, SE, UK(Wls, Nir, Sct)	14 45%	BE(nl), DE, DK, EE, IE, NL, FI	7 23%

Public authorities	CY, AT, PL, PT, UK(Eng, Sct, Wls)	7 23%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, LV, LT, LU, MT, NL, RO, SI, FI, SK, SE, UK(Nir, Wls)	23 74%	CY, RO, UK(Eng, Sct, Wls)	5 16%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, HR, IE, FR, IT, LV, LT, MT, NL, FI, SE, UK(Nir)	19 61%
Regional or local authorities	BG, DE, DK, EE, NL, AT, RO, SE, UK(Wls, Sct)	10 32%	CZ, ES, IT, LV, SK	5 16%	BG, DE, EE, FR, NL, RO, SE, UK(Wls, Sct)	9 29%	CZ, DK, ES, IT, LV	5 16%
Students/Learners	BE(nl), BG, DK, ES, HR, IE, CY, LV, LU, MT, RO, SK, SE, UK(Wls, Nir)	15 48%	EE, NL, FI	3 10%	BE(nl), BG, DK, ES, IE, CY, LV, MT, SE, UK(Wls)	10 32%	EE, NL, FI, UK(Nir)	4 13%
Teachers/instructors/trainers	BE(nl), BG, CZ, DE, DK, EE, ES, FR, HR, CY, LV, LU, AT, RO, SK, SE, UK(Wls, Nir)	18 58%	IE, LT, NL, MT, PL, SI, FI	7 23%	BE(nl), BG, CZ, DE, ES, CY, LV, RO, SE, UK(Wls)	10 32%	DK, EE, IE, LT, MT, NL, FI, UK(Nir)	8 26%
Higher education sector	BE(nl), BG, CZ, DK, EE, HR, CY, LV, LU, NL, PT, FI, SE, UK(Wls, Nir)	15 48%	ES, IE, LT, MT, SI, UK(Sct)	6 19%	BE(nl), BG, CZ, DK, EE, FR, LV, NL, FI, SE, UK(Wls)	11 36%	IE, LT, MT, UK(Nir, Sct)	5 16%
AVERAGE number		15		9		11		8
AVERAGE percentages		48%		29%		36%		26%

In some instances, as the national approach applies only for IVET, questions in relation to CVET are not completed

Figure 1.1.12 – Stakeholders involved in devising the national approach – type of involvement for initial and continuing VET



Furthermore, these results indicate that:

- Some national VET systems failed to consult the industry/companies representatives while developing the national approach. The involvement of industry/companies is an important contribution to improved responsiveness in VET systems, because:
 - they deliver work-based training (apprenticeship); which is a way to ensure VET responsiveness to the conditions prevailing in the workplace, but also to improve the efficiency of training (through a better integration of theory and practice) and to facilitate the transition from school to work;

- if they make a contribution at all levels of VET provision, they will be more inclined to recognise the skills of those holding a VET qualification, thereby increasing employability.
- this is particularly relevant for the CVET sector.
- This is particularly relevant in the context of [The New Skills Agenda](#) which proposes 10 actions to be taken over the next two years and calls on Member States and stakeholders to improve the quality of skills and their relevance to the labour market, including *making VET a first choice by enhancing opportunities for VET learners to undertake a work-based learning experience and promoting greater visibility of good labour market outcomes of VET*.
- Regional or local authorities were not involved in almost a quarter of VET systems for the IVET and CVET sectors; which might hinder the integration of VET into regional and sectoral development strategies.
- Student/learners were not involved in the devising of the national approach in nine VET systems in the IVET and the CVET sectors.
- Three quarters of VET systems did not engage with the higher education sector during the formulation of the national approach to quality assurance in VET for either IVET or CVET sectors.

As shown by the analysis above, more work is necessary in order to involve regional/local authorities, students/learners, teachers/instructors/trainers and the higher education sector in the process of developing national approaches in EU-28 Countries. In this respect, there is a need to encourage the establishment of solid channels of communication with:

- a) Regional/authorities in order to promote VET tailored to regional/local needs.
- b) Students/learners and teachers/instructors/trainers in order to improve quality assurance in teaching and learning based on outcomes rather than inputs.
- c) The higher education sector. The process of developing closer complementarities between VET and higher education is important and additional emphasis should be placed on the transition from VET to higher education (Section 1.1.4 provides more information on how national VET systems in EU-28 are addressing this issue in VET policy and the role of quality assurance).

Tables and Figure 1.1.13 and Table 1.1.13a provide further insights into the involvement of stakeholders in the IVET and the CVET sectors. The tables provide a new perspective on stakeholder involvement in the national approach as the analysis follows the structure of the quality cycle and its four phases (i.e. planning, implementation, evaluation and review). The aim of involving the relevant actors within the four phases of the quality cycle is to coordinate individual and institutional efforts towards a common goal. By creating a link between quality assurance processes and the national strategic plan for quality assurance, its implementation, evaluation and review, involving relevant stakeholders, national authorities establish a solid basis for embedding a quality culture within the national context.

The figures reveal that:

- On average half of the national VET systems when devising the national approach for IVET have communicated and engaged with most of relevant stakeholders in all four phases of the quality assurance cycle. However, this is not the case for the CVET sector.
- VET systems, in both the IVET and CVET sectors, have, on average, involved more relevant actors in the planning phase (when setting up appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources) than in the implementation (when establishing procedures to ensure the achievement of goals and objectives), evaluation (when designing mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment) or review phases (when developing procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change).
- This is especially noticeable in the CVET sector, particularly in the evaluation and review phases.
- When figures are compared between 2016 and 2018 (as shown Figure 1.1.13 below) is observed that countries are increasingly involving the various stakeholders. This is particularly noticeable for the CVET sector (figures for 2016 can be found at: www.eqavet.eu/What-We-Do/Statistics)

- However, some areas (such as the involvement of firms/companies, the learner, particularly in the CVET sector, when evaluating and reviewing the quality assurance measures taken) require further attention.

Q9: Indicate the involvement in the devising of the national approach of the following stakeholders for four phases of the quality assurance cycle in Initial VET and Continuing VET sectors.

Table 1.1.13 – Stakeholders involved in devising the national approach in all four phases of the quality assurance cycle –initial VET

STAKEHOLDERS INVOLVED for the four PHASES of THE QA CYCLE	INITIAL VET								No response /Not involved	Nu. %
	Planning	Nu. %	Implementation	Nu. %	Evaluation	Nu. %	Review	Nu. %		
VET providers	BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, LV, LT, LU, MT, NL, PL, PT, RO, SI, FI, SK, SE, UK(Eng, Wls)	24 77%	BE(nl), DE, DK, EE, ES, FR, HR, IE, IT, LV, LT, LU, MT, NL, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Sct)	24 77%	DE, DK, EE, ES, FR, HR, IE, LV, LU, MT, NL, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls)	20 65%	DE, DE, BG, DK, EE, ES, FR, IE, LV, LU, MT, NL, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls)	21 68%	CY, AT, UK(Nir),	3 10%
Industry/companies	CZ, DK, EE, EL, ES, IE, CY, LV, LT, LU, MT, NL, PL, RO, SK, FI, SE, UK(Wls)	18 58%	BG, DE, DK, EE, EL, ES, HR, LT, LV, NL, PL, SK, FI, UK(Wls, Sct)	15 48%	DE, DK, EE, EL, ES, LV, NL, RO, PL, SI, SK, UK(Wls)	12 39%	DE, DK, EE, ES, LV, MT, NL, PL, SE	9 29%	BE(nl), FR, AT, IT, PT, UK(Eng, Nir)	6 19%
Employer associations	BE(nl), CZ, DE, DK, EE, EL, ES, IE, CY, LV, LT, LU, MT, NL, PL, RO, SK, FI, SE, UK(Wls)	20 65%	BE(nl), DE, DK, EE, ES, HR, LT, LU, NL, PL, SK, FI, UK(Wls, Sct),	14 45%	BE(nl), BG, DE, DK, EE, ES, IE, LV, LU, NL, SI, SK, FI, UK(Wls)	14 45%	BE(nl), DE, DK, EE, ES, LU, MT, NL, FI, SE, UK(Wls)	11 36%	FR, AT, IT, PT, UK(Eng, Nir)	6 19%
Employee associations	BE(nl), CZ, DE, DK, EE, EL, ES, IE, IT, CY, LV, LU, MT, NL, PL, RO, SK, FI, SE, UK(Wls)	20 65%	BE(nl), DE, DK, EE, ES, IE, LU, NL, SK, FI, UK(Wls, Sct)	12 39%	BE(nl), BG, DE, DK, EE, ES, IE, LV, LU, NL, SK, FI, UK(Wls)	13 42%	BE(nl), DE, DK, EE, ES, IE, LU, MT, NL, FI, SE, UK(Wls)	12 39%	FR, HR, AT, LT, PT, SI, UK(Eng, Nir)	8 26%
Public authorities	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, LU, MT, NL, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Sct)	28 90%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, IT, CY, LV, LT, LU, MT, NL, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Sct)	27 87%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LU, MT, NL, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Sct)	27 87%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, HR, CY, LV, LU, MT, NL, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Sct)	25 81%	AT, UK(Nir)	2 7%
Regional or local authorities	BG, CZ, DE, DK, EE, ES, IT, LV, RO, SK, SE	11 36%	CZ, DE, DK, EE, ES, IT, SK, SE, UK(Sct)	9 29%	CZ, DE, DK, EE, ES, IT, RO, SK	6 19%	CZ, DE, DK, EE, ES, LV, SK, SE	8 26%	BE(nl), EL, FR, HR, IE, CY, AT, LT, LU, MT, NL, PL, PT, SI, FI, UK(Eng, Wls, Nir)	18 58%
Students/Learners	DK, EE, ES, HR, CY, LV, LU, MT, NL, RO, FI, SE, UK(Wls)	13 42%	BE(nl), DK, EE, ES, IE, LU, MT, NL, FI, UK(Wls)	10 32%	DK, EE, ES, HR, IE, LU, CY, NL, RO, FI, UK(Wls)	11 36%	BG, EE, ES, CY, IE, LU, LV, MT, NL, FI, SE, UK(Wls)	12 39%	CZ, DE, EL, FR, IT, AT, LT, NL, PL, PT, SI, SK, UK(Eng, Nir, Sct)	15 48%

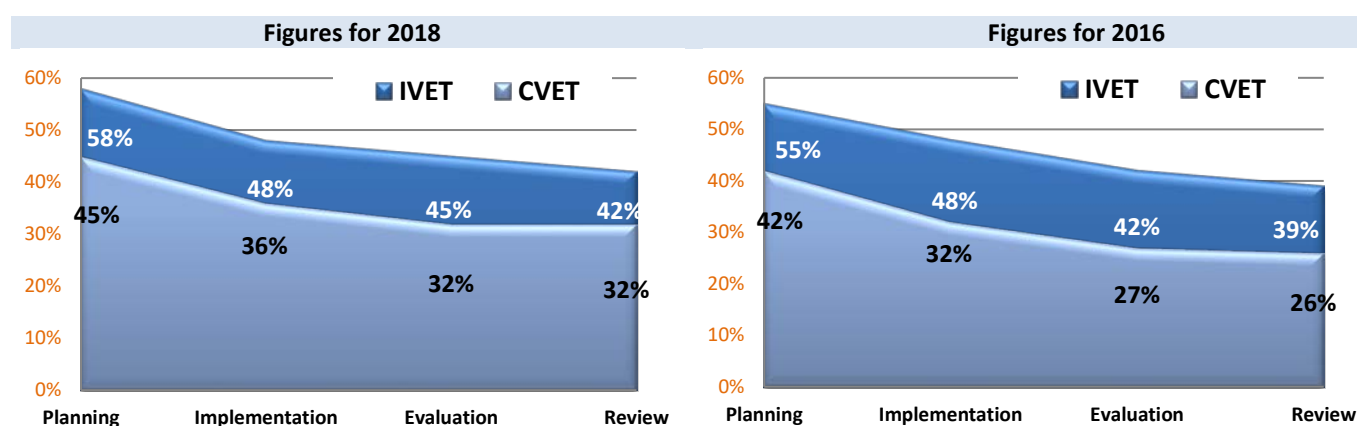
Teachers/ instructors/ trainers	DE, DK, EE, ES, FR, HR, CY, LV, LT, LU, MT, NL, PL, RO, SI, FI, SE, UK(Wls)	18 58%	BE(nl), BG, DE, DK, EE, ES, FR, HR, IE, IT, CY, LV, LT, LU, MT, NL, PL, RO, SI, FI, UK(Wls)	21 68%	DE, DK, EE, ES, FR, HR, IE, CY, LV, LU, MT, NL, PL, RO, SI, FI, UK(Wls)	17 55%	BG, DE, DK, EE, ES, HR, IE, CY, LV, LU, MT, NL, PL, RO, SI, FI, SE, UK(Wls)	17 55%	CZ, EL, PT, AT, SK, UK(Eng, Nir, Sct)	8 26%
Higher education sector	CZ, EE, ES, IE, CY, LV, LT, LU, MT, PT, FI, SE, UK(Sct)	13 42%	BE(nl), EE, ES, MT, LV, PT, UK(Sct)	7 23%	BG, EE, ES, HR, IE, LV, MT, PT, SI, UK(Sct)	10 32%	EE, ES, IE, MT, SE, UK(Sct)	6 19%	DE, DK, EL, ES, FR, IT, AT, NL, PL, RO, SK, UK(Eng, Wls, Nir)	14 45%
AVERAGE number		18		15		14		13		8
AVERAGE percentages		58%		48%		45%		42%		26%

1.1.13a – Stakeholders involved in devising the national approach for all four phases of the quality assurance cycle – continuing VET

STAKEHOLDERS INVOLVED for the four PHASES of THE QA CYCLE	CONTINUING VET								No response/ Not involved	Nu. %
	Planning	Nu. %	Implementation	Nu. %	Evaluation	Nu. %	Review	Nu. %		
VET providers	BG, CZ, DE, DK, EE, EL, ES, IE, HR, CY, LV, LT, MT, NL, FI, SE, UK(Eng, Wls)	17 55%	BE(nl), DE, DK, EE, FR, IE, CY, LV, LT, MT, NL, FI, SE, UK(Eng, Wls, Sct)	16 52%	DE, DK, EE, FR, IE, LV, MT, NL, FI, SE, UK(Wls)	11 36%	BG, DE, DK, EE, IE, LV, MT, NL, FI, SE, UK(Wls)	11 36%	HR, IT, LU, AT, PL, PT, RO, SI, SK, UK(Eng, Nir)	11 36%
Industry/companies	CZ, DE, DK, EE, ES, FR, IE, LV, LT, MT, NL, FI, SE, UK(Wls)	14 45%	BG, DE, DK, EE, FR, LT, LV, NL, FI, UK(Wls, Sct)	11 36%	DE, DK, EE, FR, LV, NL, UK(Wls)	7 23%	DE, DK, EE, FR, LV, MT, NL, SE, UK(Wls)	9 29%	BE(nl), EL, HR, IT, LU, AT, CY, PL, PT, RO, SI, SK, UK(Eng, Nir),	16 52%
Employer associations	BE(nl), CZ, DE, DK, EE, ES, EL, FR, IE, CY, LV, LT, MT, NL, FI, SE, UK(Wls)	17 55%	BE(nl), DE, DK, EE, FR, LT, NL, FI, UK(Wls, Sct)	10 32%	BE(nl), BG, DE, DK, EE, FR, IE, NL, FI, UK(Wls)	10 32%	BE(nl), DE, DK, EE, FR, LV, MT, NL, FI, SE, UK(Wls)	11 36%	ES, HR, IT, LU, AT, PL, PT, RO, SI, SK, UK(Eng, Nir)	12 39%
Employee associations	BE(nl), CZ, DE, DK, EE, EL, ES, FR, IE, IT, CY, LV, MT, NL, FI, SE, UK(Wls)	16 52%	BE(nl), DE, DK, EE, FR, IE, NL, FI, UK(Wls, Sct)	9 29%	BE(nl), BG, DE, DK, EE, IE, NL, FI, UK(Wls)	9 29%	BE(nl), DE, DK, EE, IE, LV, MT, NL, FI, SE, UK(Wls)	11 36%	HR, AT, LT, LU, PL, PT, RO, SI, SK, UK(Eng, Nir)	11 36%
Public authorities	BE(nl), BG, CZ, DE, DK, EE, EL, ES, FR, IE, IT, CY, LV, LT, MT, NL, PL, FI, SE, UK(Eng, Wls, Sct)	22 71%	BE(nl), BG, CZ, DE, EE, EL, ES, FR, IT, LV, MT, NL, PL, FI, SE, UK(Eng, Wls, Sct)	18 58%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, IE, IT, LV, MT, NL, PL, FI, SE, UK(Eng, Wls, Sct)	19 61%	BE(nl), BG, CZ, DE, DK, EE, EL, ES, LV, MT, NL, FI, SE, UK(Eng, Wls, Sct)	16 52%	HR, LU, AT, PT, RO, SI, SK, UK(Nir)	8 26%
Regional or local authorities		10 32%		9 29%		7 23%		8 26%	BE(nl), EL, HR, LU, AT, IE, CY, LT, LU, MT, NL, PL, PT, RO, SI, SK, FI, UK(Eng, Wls, Nir)	20 65%
Students/Learners		9 29%		7 23%		5 16%		9 29%	CZ, DE, DK, EL, FR, HR, IT, AT, LT, LU, PL, PT, RO, SI, SK, UK(Eng, Nir, Sct)	18 58%

Teachers/ instructors/ trainers	DE, DK, EE, ES, CY, LV, LT, MT, NL, FI, SE, UK(WIs)	12 39%	BE(nl), BG, DE, DK, EE, IE, CY, LV, LT, MT, NL, FI, UK(WIs)	13 42%	DE, DK, EE, IE, LV, MT, NL, FI, UK(WIs)	9 29%	BG, DE, DK, EE, IE, LV, MT, NL, FI, SE, UK(WIs)	11 36%	CZ, EL, FR, HR, IT, LU, AT, PL, PT, RO, SI, SK, UK(Eng, Nir, Sct)	15 48%
Higher education sector	CZ, EE, ES, FR, IE, LT, MT, FI, SE, UK(Sct)	10 32%	BE(nl), EE, FR, MT, UK(WIs, Sct)	6 19%	BG, EE, IE, MT, UK(Sct)	5 16%	EE, IE, SE, MT, UK(Sct)	5 16%	DE, DK, EE, EL, HR, IT, CY, AT, LV, LU, NL, PL, PT, RO, SI, SK, UK(Eng, Nir)	20 65%
AVERAGE number		14		11		10		10		15
AVERAGE percentages		45%		36%		32%		32%		48%

Figure 1.1.13 – Stakeholders involved in devising the national approach in all four phases of the quality assurance cycle – initial VET (IVET) and continuing VET (CVET), figures for 2018 and 2016



The analysis carried out in relation to the devising of the national approach to VET and stakeholder involvement shows that national VET systems in EU-28 Countries have established clearly defined missions and strategic goals for VET at national level by establishing the national approach to quality assurance in VET, taking into account relevant EU initiatives and by involving relevant parties in the process. The EQAVET Framework appears to have contributed to these processes by providing a reference tool towards the establishment and sharing among relevant stakeholders of what quality means in the light of these goals. This collaborative process has enabled stakeholders to contribute to the development of a well-functioning quality assurance system for VET in national contexts. By engaging with all relevant stakeholders, national quality assurance systems for VET are not only establishing quality assurance management processes, but are also strengthening the culture of quality assurance based on shared values, beliefs, expectations and commitment. This latter aspect of quality assurance is less tangible and takes time to develop.

1.1.4: The quality assurance approach and systems for tracking VET graduates

The latest review of the Copenhagen Process, the [Riga Conclusions](#) (in June 2015), highlighted “the importance of investing in the VET and skills’ policies that, on one hand, raise the employability of people, help to reduce current skill mismatches and allow for smoother transitions into employment and, on the other hand, promote personal development of individuals and thus contribute to increasing quality of life”; and sets new mid-term deliverables (2015-2020) to advance this goal by furthering the development of quality assurance mechanisms in VET in line with the EQAVET Recommendation and, as part of quality assurance systems, establishing continuous information and feedback loops in IVET and CVET systems based on learning outcomes²³. Additionally, the Conclusions suggest concrete actions to address these deliverables, which include the: “use of information on VET graduate employability and a combination of data on learning, labour market entry and career; establish coherent systems for data collection and analysis and mechanisms to feed back the results of the monitoring to adapt VET provision”.

The [New Skills Agenda for Europe](#) – launched in June 2016 by the European Commission – provides the comprehensive skills agenda for Europe and is built around three priorities:

- improving the quality and relevance of skills formation,
- making skills more visible and comparable and
- improving skills intelligence and information for better career choices.

The *Agenda* proposes 10 actions to be taken by Member States over the next two years, including *an initiative on graduate tracking to improve information on how graduates progress in the labour market*.

This initiative is related to EQAVET indicator 5²⁴ which constitutes a valuable outcome measure for learning where VET learners go when they complete their programmes. The VET quality dimensions embodied in this indicator are:

- destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria
- share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria

Further information on the use of EQAVET indicator 5 is provided in Chapter 5, but given the importance of this topic within the New Skills Agenda, this section provides further background information on how Member States have developed quality assurance approaches that include systems that can track VET graduates in order to improve information on the outcome of VET in the labour market and the progress of learners.

The questions included in this section were added to the 2016 exercise and no information is available for UK(Eng) as they did not participate in the current exercise.

Table and Figure 1.1.14 below show that:

- In the majority of countries (81 per cent or 26 out of 32 systems in EU-28) the quality assurance approach for the IVET sector includes a system that collects information on VET graduates;
- But less than half of countries (only 44 per cent) have in place a system to track learners in the CVET sector.

Q 10: Does the national approach to quality assurance in VET include a system that collects information on graduates who complete Initial VET and CVET?

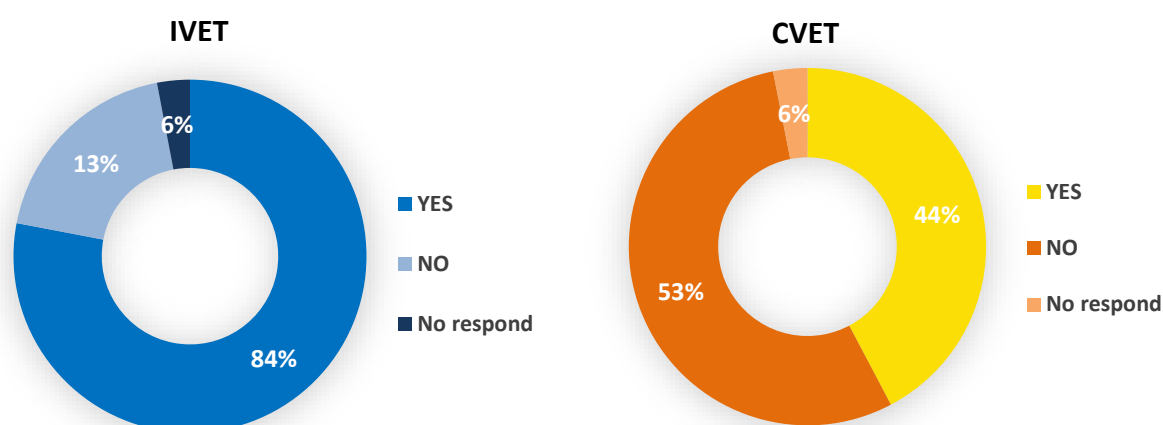
²³ <http://data.consilium.europa.eu/doc/document/ST-13486-2015-INIT/en/pdf>

²⁴ For further information visit: EQAVET quality cycle on-line tool at http://www.eqavet.eu/ga/tns/monitoring-your-system/evaluation/indicator_5.aspx. Also the information on the [peer learning activity](#) organised by the EQAVET Secretariat in 2016.

Table 1.1.14 – The national approach to quality assurance in VET includes a system that collects information relating to graduates who complete Initial VET and Continuing VET

COLLECTION of INFORMATION on VET GRADUATES	INITIAL VET			CONTINUING VET		
	Nu.	%	Countries	Nu.	%	
YES	27	84%	BG, CZ, DK, DE, EE, EL, ES, FR, HR, IE, IT, LT, LU, CY, HU, MT, NL, PL, PT, AT, SI, SK, SE, FI, UK(Nir, Sct, Wls)	14	44%	DE, EE, ES, FR, IE, IT, MT, NL, CY, SE, FI, UK(Nir, Sct, Wls)
NO	4	13%	BE(nl, fr), LV, RO	17	53%	BE(nl, fr), BG, CZ, DK, EL, HR, HU, LT, LU, LV, PL, PT, RO, AT, SI, SK
No response	2	6%	PL, UK(Eng)	1	3%	FI, UK(Eng)

Figure 1.1.14 – The national approach to quality assurance in VET includes a system that collects information on graduates who complete Initial VET and CVET, figures for 2018



Tables 1.1.15 and 1.1.15a below provide further information relating to the operational procedures of the tracking VET graduates systems put in place by countries.

Table 1.1.15 – How the information is collected on graduates who complete Initial VET and CVET, figures for 2016

HOW INFORMATION IS COLLECTED?	INITIAL VET			CONTINUING VET		
	Nu.	%	Countries	Nu.	%	
The information is collected by one organisation at national level	19	70%	BG, CZ, DK, EE, EL, ES, CY, FR, IE, IT, LU, MT, NL, PT, SK, SE, FI, UK(Nir, Sct)	9	64%	EE, ES, FR, IE, IT, NL, CY, SE, UK(Nir)
Other way of collecting the information	7	26%	DE, HU, HR, AT, LT, SI, UK(Wls)	4	28%	DE, MT, UK(Sct, Wls)
No response	1	4%	PL	1	7%	FI

Table 1.1.15 above show that of those countries that have a system to track learners:

- for the IVET sector (BG, CZ, DK, DE, EE, EL, ES, FR, HR, IE, IT, LT, LU, CY, HU, MT, NL, PL, PT, AT, SK, SE, FI, UK(Nir, Sct, Wls), 19 countries out of 27 that have a system to track learners (i.e. 70 per cent) reported that

the information is collected by one organisation only; i.e. the collection of information is centralised which ensures that the system is well organised.

- For the CVET sector (EE, ES, FR, IE, IT, NL, CY, SE, UK(Nir)) 9 countries out of 14 countries that have a system to track learners reported that this information is collected by one organisation.

Tables 1.1.15a below provides further information on the bodies and institutions responsible for collecting the information on graduates. This information indicates that the organisations involved in the collection of data on tracking students are not always the same for the IVET and CVET sectors in the countries analysed. This can hinder the development of a comprehensive approach to collecting data.

Figure 1.1.15a – Organisational arrangements for the collection of information on graduates who complete Initial VET and CVET

INITIAL VET The information is collected by one organisation at national level – please explain	CONTINUING VET The information is collected by one organisation at national level – please explain
<p>BG: Ministry of Education and Science and National Statistical Institute</p> <p>CZ: National Institute for Education</p> <p>DK: Agency for IT and Learning</p> <p>EE: Ministry of Education and Research (Estonian Education Database (EHIS))</p> <p>EL: The Public Employment Service collects information at the national level and at the regional level</p> <p>ES: The National Institute of Education Evaluation, depending on the Ministry of Education, Culture and Sport collects information through the State System of Education Indicators</p> <p>FR: Le Ministère de l'Éducation Nationale et de l'Enseignement Supérieur</p> <p>IE: SOLAS</p> <p>IT: database "SISTAF"</p> <p>CY: The Technical and Vocational Education Department of The Ministry of Education and Culture</p> <p>FI: Statistics Finland</p> <p>LU: The Training Observatory of the National Institute for the development of Continuous Training obtains data from different organisations (Ministry of Education, Social security service, Employment agency)</p> <p>MT: Information is collected by VET providers which forward their data to the NCFHE</p> <p>NL: ROA and CBS provide the information on graduates on a regular basis</p> <p>PT: VET providers insert data on an online platform developed and managed by ANQEP at national level</p> <p>SI: Information is collected by VET providers (aprox. by 20%)</p> <p>SK: Central Office of Labour, Social Affairs and Family</p> <p>SE: Collaboration between Agency Statistics Sweden and the National Agency for Education</p> <p>UK(Nir): Department for the Economy on an annual basis</p> <p>UK(Sct): Skills Development Scotland</p>	<p>EE: Ministry of Education and Research</p> <p>ES: The State Public Employment Service</p> <p>FR: Le Ministère de l'Éducation Nationale et de l'Enseignement Supérieur et de la Recherche</p> <p>IE: SOLAS</p> <p>IT: database "SISTAF"</p> <p>NL: no further information is provided</p> <p>CY: by The Ministry of Social Insurance and Labour</p> <p>SE: Collaboration between Agency Statistics Sweden and the National Agency for Higher Vocational Education</p> <p>UK(Nir): Department for the Economy on an annual basis</p>
INITIAL VET Other way of collecting the information – please explain	CONTINUING VET Other way of collecting the information – please explain
<p>DE: The federal institute for vocational education and training (BIBB) prepares the Data Report on VET. The federal statistical office and the statistical offices of the Länder and the federal labour agency/IAB (Institute for Employment Research). The competent bodies (in the first place chambers of Trade and commerce/of crafts) maintain the central register of signed</p>	<p>DE: the Adult Education Survey, the Institute for Employment Research (IAB) Establishment Panel Survey and the CVTS studies (Continuing Vocational Training Survey). In addition, the BIBB Training Panel collects information on company-based continuing training and cooperates with the German Institute for Adult Education to prepare the Continuing Training Monitor</p>

training contracts and examinations and they transmit the data to the statistical offices (Federal level/Länder level).

EE: VET institutions collect information on graduates entry to the labour market six month after completion of their studies.

HU: The National Office of VET and Adult Learning (NSZFH), The Educational Authority, The National Tax and Customs Administration of Hungary (NAV), the National Health Insurance Fund of Hungary (OEP), PESs record data on unemployed and job seekers, The Institute for Economic and Enterprise Research (Research Institute of Hungarian Chamber of Commerce, MKIK GVI)

HR: By vocational schools in self-assessment process and National Centre for External Evaluation of Education

AT: mixture of data from the Ministry of Education, schools from self-evaluation and the Public Employment Service

LT: VET institutions. In addition, a system that connects data from VET educational registers with VET graduates, social security fund register and state tax inspection about employability of graduates has been introduced and in 2018 report on Human resources status was published containing data about employability of VET graduates

UK(Wls): Information provided by individual providers and coordinated by Welsh Government

MT: Various VET providers collect information separately from each other

UK(Sct): Scottish Funding Council collates data on those young people who enter Further Education colleges and track destinations post completion of college courses

UK(Wls): Provided by learning and training providers and coordinated by Welsh Government

Table 1.1.16 below show that of those countries that have a system to track learners:

- for the IVET sector, 24 countries out of 25 that have a system to track learners (i.e. 92 per cent) reported that the information collected related to graduates' entry into the labour market.
- For the CVET sector, 12 countries out of 13 (i.e. 92 per cent) collected information on graduates' entry into the labour market.
- To a significant lesser extent, the system for tracking learners put in place by countries collected information on graduates' progression after having become employed; or in their careers.
- The low figures in relation to the latter category (i.e. information on VET graduates' progressing in their career) are significant in the IVET sector.

Table 1.1. 16 - If information on VET graduate employability is collected, please identify what information is collected

WHAT INFORMATION IS COLLECTED?	INITIAL VET			CONTINUING VET		
	Nu.	%	Countries	Nu.	%	
Information on VET graduates' entry into the labour market	24	92%	CZ, DK, DE, EE, ES, FR, HR, IE, IT, LT, LU, AT, CY, HU, MT, NL, PT, SI, SK, SE, FI, UK(Nir, Wls, Sct)	12	92%	DE, EE, ES, FR, IE, IT, NL, CY, SE, FI, UK(Nir, Wls)
Information on VET graduates' early progression after they have become employed	12	50%	DE, EE, FR, HR, IT, LU, NL, PT, AT, SE, FI, UK(Wls)	4	31%	DE, EE, NL, UK(Nir)
Information on VET graduates' progression in their career	4	15%	DE, HU, FI, UK(Wls)	4	31%	DE, UK(Nir, Wls, Sct)
Others	12	46%	BG, ES, CY, FI, FR, HR, LT, LU, NL, SI, UK(Sct, Wls)	3	23%	MT, NL, UK(Wls)
No response	1	4%	PL	—	—	—

1.1.15 – ADDITIONAL NOTE: what information on VET graduates is collected? – ‘Others’

BG: Registration of diplomas for secondary education and acquired level of professional qualification.

ES: Unemployment rate according to training level. Currently the information is collected at regional level. However, an agreement is in progress with the Administration of the Social Security to get the most relevant data at national level. In CVET a [Plan for the evaluation of quality, effectiveness, efficiency and impact of professional training for employment](#) 2014 sets up 29 indicators on the criteria established for the evaluation.

FR: L'enquête génération menée tous les trois ans permet d'étudier l'accès à l'emploi et les trois premières années du parcours professionnel des jeunes sortis de la formation initiale ; L'enquête relative à l'insertion professionnelle des apprentis s'intéresse à la situation professionnelle des anciens apprentis 7 mois après leur sortie de formation.

HR: National Centre for External Evaluation of Education collects data on students that passed the State Matura exams

LT: Salary of VET graduates.

LU: Comparison of graduates and non-graduates leaving the final class of a VET programme regarding the first three years of their professional career.

MT: Completion of courses and hence the certification of graduates. No information is collected in terms of employment

NL: Information is collected on how long learners take to find their first job.

CY: Information is collected on VET graduates who continue their studies to colleges or universities in Cyprus or Greece

SI: Learners and employers' satisfaction of learning outcomes

UK(Sct): Skills Development Scotland with regards to those young people who complete the Modern Apprenticeship Programme. The Scottish Funding Council collects data on young people who move from Further Education into Higher Education

UK(Wls): Information on entry to Further/Higher Education. There are less robust procedures for establishing entry and progression into the labour market. The Welsh Government are involved in a trial project of data matching to obtain information on learner destinations. Information for CVET is more widely available as graduates often stay within the workplace

Table 1.1.17 below show that:

1. In the majority of EU-28 countries that have a system for tracking graduates in the IVET sector, they use the information for the purpose of monitoring the quality of VET provision. However, figures are lower in relation to countries which use this information in order to modify and/or improve the quality of VET provision;
2. On the other hand, for the CVET sector in the majority of cases, system use information on tracking graduates with the purpose of improve the quality of provision.
3. The fact that for both the IVET and CVET sectors the information on tracking VET graduates is to a lesser degree used in order to modify how VET is organise, suggests that the quality cycle is not closed and that the review phase is inadequate despite the fact that systems collect data and monitor actions, but not all countries use these actions in order to improve the system. In some cases, this could be as result of organisational issues in which data is not always easy to use as it is not centrally collected.
4. These results are observed both in the IVET and CVET sectors.

Table 1.1.17 - How the information on VET's graduates is used

HOW IS THIS INFORMATION USED?	INITIAL VET			CONTINUING VET		
	Nu.	%	Countries	Nu.	%	
To monitor the quality of VET provision	21	81%	BG, CZ, DK, DE, EE, FR, IE, IT, LT, LU, HU, MT, NL, PT, AT, SI, SK, SE, UK(Nir, Sct, Wls)	9	69%	DE, EE, ES, FR, IE, NL, SE, UK(Nir, Wls)
To modify how VET is organised at a system level	14	54%	BG, DE, EE, ES, IE, LU, CY, MT, NL, AT, SK, SE, UK(Wls, Sct)	7	54%	DE, EE, ES, FR, IE, NL, UK(Wls)

To improve the quality of VET provision	19	73%	BG, DK, DE, EE, ES, FR, IE, IT, LT, LU, HU, MT, NL, PT, AT, SI, SK, UK(Sct, Wls)	11	85%	DE, EE, ES, FR, IE, IT, CY, NL, SE, UK(Nir, Wls)
Others	6	23%	DE, ES, HR, MT, FI, UK(Wls)	4	31%	DE, ES, FR, UK(Sct)
No response	1	4%	SK	1	8%	SK

1.1.16 – ADDITIONAL NOTE: the information on VET graduates' is used for other purposes – please explain – 'Others'

DE: From the perspective of education as part of lifelong learning.

EE: Policy making

ES: To serve as a model for autonomous communities to systematise evaluation procedures.

FR: Dans le cadre de l'amélioration de la qualité de l'offre, l'une des finalités est d'étudier la correspondance en l'offre de formation et les besoins en compétences du marché du travail.

HR: VET schools use this data for self-evaluation of their work.

MT: VET providers use this information to introduce new VET provisions following information provided by industry so as to tackle 'skills gaps' in their courses.

FI: The information is used as a basis (among other indicators) of the outcome-based funding of VET providers.

UK(Wls): to inform current and future provision

UK(Sct): Information is used for destination data.

1.1.5: Cooperation between VET and Higher Education (HE) to support progression/transition from VET to HE and vice versa.

It was shown in Section 1.1.3 that national VET systems in EU-28 have not or do not ‘always’ involve the higher education sector in the development of the national approach for quality assurance for IVET and CVET although this is an important issue worth considering.

The [Bruges Communiqué](#), the latest policy review of the Copenhagen Process for European cooperation on VET, emphasises the need to ‘*promote flexible pathways between VET, general education and higher education, and enhance permeability by strengthening the links between them. To achieve this aim participating countries should accelerate the establishment and implementation of comprehensive qualifications frameworks based on learning outcomes*’ (page 21).

In this sense, the development of qualifications seems to be the underpinning factor which facilitates progression into higher education (HE) for VET learners or those holding a VET qualification. However, the Bruges Communiqué also acknowledges that quality assurance frameworks promote high quality and excellence of VET provision, which *facilitates mobility and recognition of skills and competences* between education sub-sectors. As such, quality assurance is an indirect condition for ensuring progression and permeability, including the process of helping learners to gain access to HE in a lifelong learning perspective (quality of the learning and teaching processes ensures the quality of the learning provided and received which might encourage and allow learners to fulfil their potential and achieve their goals, including going on to HE. In this context, VET systems and institutions should offer robust counselling services on career prospects. It is also important that the quality of learning and teaching in VET is regarded as of good quality from the perspective of the HE sector).

The key factors in relation to quality assurance in VET and supporting access to HE are flexibility and quality of learning. Moreover, the development of ‘sound’ quality assurance processes should include strong partnerships between VET institutions and HE providers (e.g. at local level), which helps to develop a relationship of trust, thereby facilitating VET students to gain access to HE, and vice versa.

The benefits of supporting access to HE are various, including making VET more attractive and promoting a VET which is fit for learners’ purpose.

Also, in the [New Skills Agenda for Europe](#), the European Commission invites Member States to ensure that the right training, skills and support are available. The aim is to make better use of the skills that are available; equip people with the necessary new skills to help them find quality jobs and improve their life chances. The cooperation between HE and VET support the three priorities set in the Agenda, namely:

- improve the quality and relevance of skills formation
- make skills more visible and comparable
- improve skills intelligence and information for better career choices

Against this background, the Survey asks participating countries if VET and HE authorities/institutions cooperate to support progress/transition from VET and HE and vice versa.

Q10: Do VET and higher education (HE) authorities/institutions cooperate to support progression/transition from VET and HE and vice versa?

Table and Figure 1.1.17 below show which national VET systems in EU-28 Countries cooperate with HE institutions/authorities in order to support and foster easy pathways between VET and vice versa, indicating that:

1. 15 national VET systems (DE, DK, EE, EL, ES, FR, HR, IE, CY, MT, NL, PT, SI, UK(Nir, Wls, Sct)) or 47 per cent acknowledge that VET and HE institutions cooperate in order to facilitate transition pathways for learners.
2. 15 systems reported that ‘sometimes’ this occurs.

3. Three systems (BE(fr), LV, RO) or 12 per cent observed that this is not the case.

CEDEFOP research project 2017-2018 on [the Changing nature and role of VET in Europe](#) indicates countries are experiencing a diversification of VET provision with easier access to HE and small improvements in the parity of esteem between vocational and academic pathways. Based on these findings, CEDEFOP suggests that:

1. the traditional distinctions between the sub-sections of education (general, VET and HE) are not always appropriate;
2. there should be an increased attention being paid to lifelong learning will require policies which support and allow for progression between different types and levels of education and training.

While the figures on Table 1.1.17 suggests these trends, more than half of EU-28 countries don't or 'sometimes' (i.e. not in a systematic manner) are putting in place measurements to facilitate progression/transition from VET and HE and vice versa.

Table 1.1.17 – Cooperation between VET and HE authorities/institutions supporting progression/transition from VET and HE and vice versa in the EU-28, figures for 2018

COOPERATION between VET & HE to support PROGRESSION/TRANSITION	Response count	Response percentages	Countries
No	3	12%	BE(fr), LV, RO
Yes	15	47%	DE, DK, EE, EL, ES, FR, HR, IE, CY, MT, NL, PT, UK(Nir, Wls, Sct)
Sometimes	14	44%	BE(nl), BG, CZ, IT, LT, LU, HU, AT, PL, FI, SK, SE, SI, UK(Eng)

Figure 1.1.17 – Cooperation between VET and HE authorities/institutions supporting progression/transition from VET and HE and vice versa in the EU-28, figures for 2018

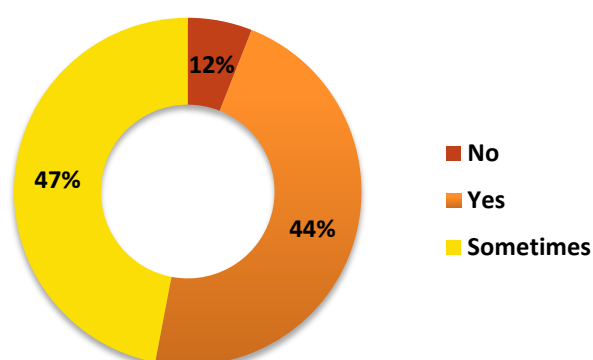


Table 1.1.17a below shows how VET and HE institutions cooperate in order to facilitate learners' progress/transition:

Table 1.1.17a – Cooperation between VET and HE authorities/institutions supporting progression/transition from VET and HE and vice versa in the EU-28

Countries	Methodology
BE(nl)	Level 5 is perceived as a possible way for transition between VET and HE. Therefore in BE(nl) VET providers (adult education) work together with HE

BE(fr)	It is possible to progress from VET to HE by obtaining the CESS (Certificat d'enseignement secondaire supérieur), which is delivered to students after attending 6 years of regular professional education, and a 1-year complementary programme
BG	Some providers of HE recognise qualifications acquired in the VET system
CZ	1. Progression from upper secondary to tertiary education: 4-year leaving certificates of general education programmes (gymnazium) and of vocational/technical education programmes (střední odborná škola) are considered equal when applying to study in any HE institution. 2. Progression/transition between tertiary VET programmes and university programmes: Tertiary professional schools (vyšší odborná škola – VOŠ) and more academically oriented HEIs in the same region sometimes sign bilateral agreements, in which conditions on recognition of previous studies are stated. Therefore graduates of VOŠ who want to continue studying in master programmes do not have to study bachelor programmes in full length, but typically take only one year of supplementary classes which are theoretically oriented and prepare students for more academically demanding study
DE	It is supported by the recognition of the learning outcomes
DK	The education system is committed to support opportunities for LLL
EE	1. Vocational Education Standard sets the purpose of vocational training as creating the conditions for life-long learning. 2. The conditions for recognition of prior learning and experience were added to Vocational Education Standard in 2009. In all VET schools and applied higher education institutions prior learning and experience is being recognised in entrance and in completion of curriculum. 3. For better access to higher education persons who have completed the curriculum of vocational secondary education have the opportunity to enter HE programmes. HE institutions may set additional requirements, as passing state exams etc
EL	According to recently introduced law (4186/2013) a percentage of upper secondary education level graduates are entitled to enter higher technical education.
ES	Regarding VET system: Higher VET is included in non-university Higher Education. There is a direct bridge between higher VET and university studies and a regulation, Royal Decree 1618/2011 November, which establishes the recognition of studies in the field of HE, allowing students from either Higher VET or from university have their studies validated by the corresponding institution or educational establishment. On the other hand, students coming from VET upper secondary (intermediate VET) have access to higher VET but not to university
HR	In Croatia VET students enrolled in 4-year VET programs (more than 67% of all VET students in Croatia) can progress to HE, after taking a "state mature" exam. State mature was introduced nationwide and in cooperation with all relevant authorities/institutions in VET and HE.
IE	The establishment of a HE Links Scheme provides access for learners with VET qualifications to HE institutions and to the awards they offer
FR	Les diplômes professionnels de l'Éducation nationale permettent la poursuite d'études vers un niveau supérieur. La validation des acquis de l'expérience permet également aux personnes ayant une expérience professionnelle d'accéder à un diplôme professionnel ou à finalité professionnelle, quel que soit le niveau de ce diplôme. Par ailleurs, le renforcement du continuum de formation de l'enseignement scolaire à l'enseignement supérieur a fait l'objet d'une circulaire en 2013 adressée aux recteurs d'académies qui présente les modalités de collaboration de l'enseignement scolaire et de l'enseignement supérieur dans la construction du continuum de formation articulant les trois années qui précèdent et les trois années qui suivent le baccalauréat.
IT	Through guidance initiatives
CY	Technical and Vocational School graduates are entitled to sit for special examinations in which they are examined in general educational subjects, as well as in the curricula of their chosen specialisation. Subsequently, they become eligible to apply for spaces in HE institutions as well as for an additional set of places held exclusively for Technical School graduates
LV	Access to HE is possible only after graduating from accredited 4-year VET programmes
LT	The cooperation between VET and HE institutions takes place on case-to-case basis, i.e. there are agreements between institutions to facilitate transition of VET graduates to HE (institutions agree that graduates of VET institution will have possibility to continue their studies at HE level and that a part of their prior learning will be validated). Additionally, on the national level it is agreed that VET graduates receive additional entrance points to higher education institutions in similar area as their previous VET learning area
LU	Consultation with actors of higher VET to improve access to HE
MT	The two main VET providers in Malta, MCAST and ITS, are now Higher Education Institutions offering courses at MQF levels 6 and 7. There are possible routes from these main VET providers and other private ones to the UoM. This permeability co-operation is increasing. Furthermore, the NCFHE does not differentiate between VET and academic routes with regard to Quality Assurance and accreditation. This strategy is further enhancing the possibility of permeability between higher institutions
HU	Vocational training pursued within HE institutions, with the person having official HE student status, provides an advanced level qualification, but not a further level of qualification (i.e. higher education degree). In a HE VET programme, a certificate of HE qualification can be obtained. In the main tier of further education in the field where the HE VET programme belongs, 75 per cent of the credits obtained, specified in the training and

outcome requirements of the HE VET programme, have to be recognised. This, in the case of a HE qualification having 120 credits, means 90 credits have to be recognised in the main tier of further education in the field where the HE VET programme belongs. Further education can be pursued following a successful admission procedure in HE VET programme or by the recognition of studies pursued but not completed in the given specialisation where the HE VET programme belongs. HE VET programmes connect vocational education and training and higher education, and build on close cooperation between both sectors

NL	There are national agreements about the level and learning outcomes of VET students that are required in order for them to continue their education in HE. It is up to HE to do an intake test if they have doubts about the entry level of students from VET. The underlying reason for this is to improve the transition of VET to HE and enhance mutual trust. Almost 50% of VET students (level 4) go on to HE. Within the Ministry the directorate of HE and VET work together to support the transition of VET students. In general there is attention to continuous learning programs between HE and VET
AT	Validation of prior learning in VET for certain study programmes
PL	Some HE institutions have initiatives to enhance transition from VET to HE. As HE institutions are independent, the decision to give preference in admission to VET graduates continuing their education in the same field is a decision for the university council
PT	All VET paths when successfully completed allow trainees to access higher education. VET students must comply with the provisions of Rule. nº 1650/2008, the National Commission on Access to Higher Education or the Decree-Law n.º 64/2006, of 21 March (access to higher education for those over 23), to access higher education. On the other hand, a student who has completed HE can enrol in VET paths in order to acquire relevant competences that will facilitate/promote integration into the labour market
SE	There is cooperation on issues such as vocational teacher training
SI	All IVET students have access to HE if they pass the vocational mature exam. With vocational mature exam students can enrol directly into the higher vocational education or the first cycle higher professional education. For enrolling to the academic HE students have to pass an additional exam prescribed by the faculty
SK	By means of a national project "Development of NQF" within which working groups comprising representatives of VET and HE have been established to ensure dialogue and cooperation
FI	VET and HE institutions decide independently the forms of their cooperation. At national level the cooperation is systematic
UK(Wls)	HE institutions in Wales all have cooperative arrangements with local Further Education colleges and enable degree courses to be taken at the FE college. Many also have Foundation courses at FE level which then allows progression to degree courses in HE institutions with appropriate recognition of prior learning. However, a numbers of Welsh students enrolling in UK HE institutions has been falling for the last seven years. In 2016/2017 97,095 Welsh students enrolled in HEIs in the UK. This decrease is mainly due to a fall in part-time enrolments. The Degree Apprenticeship is a new type of award which combines the workplace learning of a traditional apprenticeship with a higher education qualification such as a B.Sc., B. Eng., or B.A. The apprentice is employed by the company and spends 80% of their time at work. In the remaining 20% of their working week, they complete a degree qualification on a part-time basis
UK(Eng)	Some colleges and universities conduct joint programmes for access to HE
UK(Nir)	The Quality Assurance Agency provides support for quality assurance of HE courses, including those delivered by further education providers. VET graduates can proceed to take HE courses, subject to universities' entry requirements
UK(Sct)	QAA (Scotland) is the quality assurance agency responsible for quality assurance in the Scottish HE sector and is a member of the steering group for the overarching quality assurance framework. In addition, there is a long tradition of students completing an HNC or HND at a Scottish College and being able to enter degree provision at year 2 (if they gain an HNC) or year 3 (if they gain an HND)

SECTION 1.2: The common approach to quality assurance for VET providers and the EQAVET Framework

This section focuses on the Bruges Communiqué's **strategic objective 2b** which invites *participating countries to establish at national level a common quality assurance framework for VET providers compatible with the EQAVET framework which also applies to workplace learning by 2015*.

Quality assurance in VET provision is a prerequisite for its attractiveness. In order to guarantee improved quality, increased transparency, mutual trust, the mobility of workers and learners and lifelong learning, it is important that VET providers in national contexts implement and establish common and robust quality assurance management systems. The EQAVET Framework offers a common quality assurance framework based on EU best practice that can be adapted to national legislative practices, traditions and cultures. In this regard, the Bruges Communiqué encourages participating countries to establish a national framework for quality assurance for VET institutions, which can also be applied to workplace learning, and is compatible with the EQAVET model. Among other measurements, it is important that systematic and sustained interaction between VET systems and VET providers in the national context is ensured, in order to elicit the right balance between autonomy and accountability and flexibility and transparency.

1.2.1 The common approaches to quality assurance at provider level and the EQAVET Framework

The **quality assurance approach** (or quality assurance framework)²⁵ refers to the strategy or plan which defines what measures need to be taken to further develop quality assurance in VET. This is described in an explicit document of a strategic nature which describes the steps for the improvement of national quality assurance or at a minimum clearly states the intention to strengthen quality assurance in VET. This strategic document can cover other issues of VET policies beside quality assurance.

The section provides information on whether or not a 'common national approach to quality assurance for VET institutions' has been established and it is compatible with the structure of EQAVET (the quality cycle, indicative descriptors and indicators).

In this regard, Table and Figure 1.2.1 below show that:

- The majority of countries (94 per cent) have established a common approach to quality assurance for VET providers, from which 28 per cent have established this approach 'utilising' the EQAVET Framework, showing that EQAVET is inspiring measures and reforms in this regard.
- As was shown in Section 1.1.1, all VET systems have made similar progress on the implementation of the strategic objective of the Bruges Communiqué 2b and on strategic objective 2a.
- However, figures reveal that the 'utilisation' of the EQAVET Framework is lower at provider level than when developing the national approach at system level (12 and 9 the number of countries respectively). One of the reasons for this could be the fact that adaptation is more relevant to forming an approach that is 'fit for purpose' for a heterogeneous set of VET providers/training institutions in the national context
- In most VET systems, the approach for VET providers is compatible with the EQAVET Framework. This indicates that work at EU level in relation to quality assurance and the implementation of EQAVET remains relevant and a priority. Also, despite the differences between VET providers/institutions in the EU and within countries, EQAVET seems to be able provide a reference for comparing and assessing the measures taken.

²⁵ Term quality assurance approach is used in the EQAVET Recommendation and quality assurance framework in the Bruges Communiqué; both terms refer to the same process.

- Only BE(nl) has established the national approach to quality assurance at system level but has not done so for the common approach for VET providers; and no approach differs from the main characteristics of the EQAVET model.

Q19: Have measures been taken to establish at national level a common quality assurance approach for VET providers compatible with the EQAVET Framework?

Table 1.2.1 – Establishment of a common quality assurance approach for VET providers compatible with the EQAVET Framework in EU-28, 2018

A NATIONAL APPROACH for VET PROVIDERS HAS BEEN ESTABLISHED COMPATIBLE with the EQAVET FRAMEWORK	Response count	Response percentages	Countries
NO			
It is still in preparation (year it will be devised)	–	–	–
We need more time to devise (year it is planned be devised)	1	3%	BE(fr)*
We do not need it (explain why)	1	3%	BE(nl)*
Totals	2	6%	BE(nl, fr)
YES			
But the common approach for VET providers has been developed independently of EQAVET; but it is compatible with the EQAVET Framework	21	66%	BG, CZ, DE, DK, EE, ES, HR, IE, IT, CY, LT, LU, NL, RO, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
But the common approach for VET providers has been developed independently of EQAVET; and does not share features with the EQAVET Framework	–	–	–
The common approach for VET providers has been developed utilising the EQAVET Framework	9	28%	EL, FR, HU, LV, MT, AT, PL, PT, SI
Totals	30	94%	BG, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, LU, HU, NL, MT, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)

* BE(fr) reported that 'the EQF has been translated into a national framework and a new project concerning the quality of the evaluation process in VET is at a pilot stage. Both are compatible with EQAVET framework'

* BE(nl) reported that 'internal quality assurance system is part of autonomy of VET providers'

These results show that countries have taken measures to establish a comprehensive approach to quality assurance for VET institutions and that EQAVET, under the principle of subsidiarity, is making a positive contribution to this progress by:

- providing a model or inspiration for national bodies in charge of quality assurance on which to build the approach for VET providers;
- triggering change as EQAVET can be used as the basis for building consensus among providers on the importance of establishing a common framework to quality assurance in VET with EU characteristics; and/or
- providing a reference for comparing and assessing the measures taken in relation to quality assurance²⁶.

These assumptions are based on countries having reported that their common approach is compatible with EQAVET.

²⁶ The EQAVET network established in 2013 a working group which would offer guidelines and support to those systems and providers who are seeking to align their quality approach to EQAVET. The group produced material for the development of an on-line resource available at: <http://www.eqavet.eu/WebBasedQA/GNS/home.aspx>

Figure 1.2.1 – Establishment of a common quality assurance approach for VET providers compatible with the EQAVET Framework in the EU-28

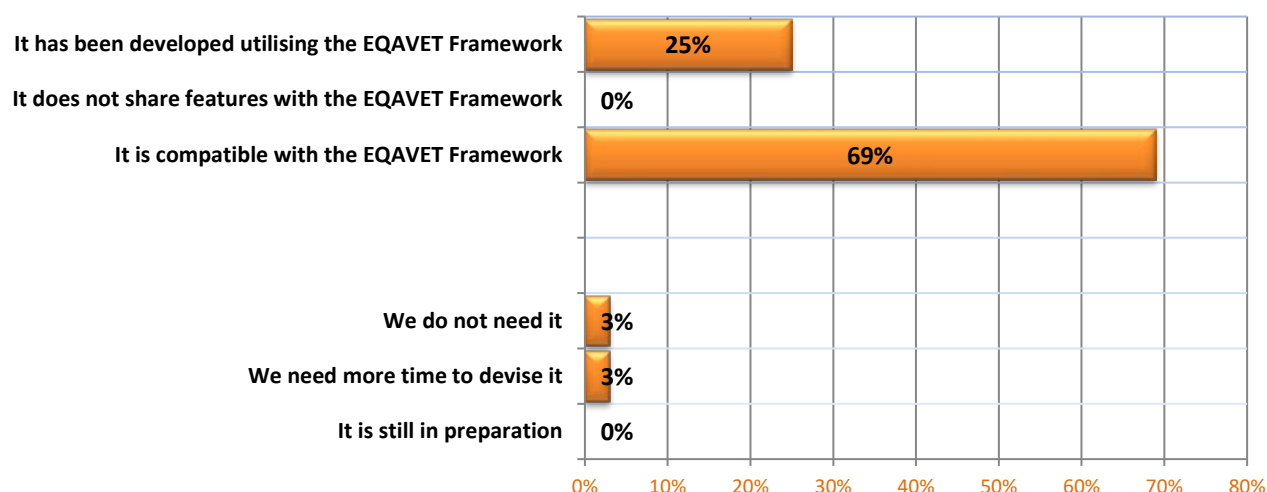


Table and Figure 1.2.2 below shows a steady increase over the years of the number of EU-28 countries that are 'utilising' the EQAVET Framework as the basis for establishing the a common quality assurance approach for VET providers.

Table 1.2.2 – Observed changes between 2013, 2016 and 2018 in the EU-28 Countries – Establishment of a common quality assurance approach for VET providers compatible with the EQAVET Framework

Observed changes – A NATIONAL APPROACH for VET PROVIDERS HAS BEEN ESTABLISHED COMPATIBLE with the EQAVET FRAMEWORK	Nu %	Countries 2013	Nu %	Countries 2016	Nu %	Countries 2018
NO						
It is still in preparation (year it will be devised)	1 3%	CZ	–	–	–	–
We need more time to devise (year it is planned be devised)	2 6%	BE(fr, nl)	1 3%	BE(fr)	1 3%	BE(fr)
We do not need it (explain why)	–	–	1 3%	BE(nl)	1 3%	BE(nl)
Totals	2	BE(fr, nl), CZ	2	BE(fr, nl)	1	BE(fr, nl)
YES						
But the national approach has been devised independently of EQAVET but it is compatible with the EQAVET Framework	23 72%	BG, DE, DK, EE, ES, HR, IE, CY, LV, LT, LU, HU, NL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	22 69%	BG, CZ, DE, DK, EE, ES, HR, IE, IT, CY, LT, LU, NL, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	21 66%	BG, CZ, DE, DK, EE, ES, HR, IE, IT, CY, LT, LU, NL, RO, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
But the national approach has been devised independently of EQAVET and does not share features with the EQAVET Framework	–	–	–	–	–	–
The national approach has been devised utilising the EQAVET Framework	6 19%	EL, FR, IT, MT, AT, PL	8 25%	EL, FR, HU, LV, MT, AT, PL, PT	9 28%	EL, FR, HU, LV, MT, AT, PL, PT, SI
Other approaches (explain)	–	–	–	–	–	–
Totals	28	BG, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, LU, HU, NL, MT, AT, PL, PT, RO, SI, SK,	30	BG, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, LU, HU, NL, MT, AT, PL, PT, RO, SI, SK, FI, SE,	30	BG, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, LU, HU, NL, MT, AT, PL, PT, RO,

	FI, SE, UK(Eng, Wls, Nir, Sct)	UK(Eng, Wls, Nir, Sct)	SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
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Figure 1.2.2 – Observed changes between 2013, 2016 and 2018 in the EU-28 Countries – Establishment of a common quality assurance approach for VET providers compatible with the EQAVET Framework

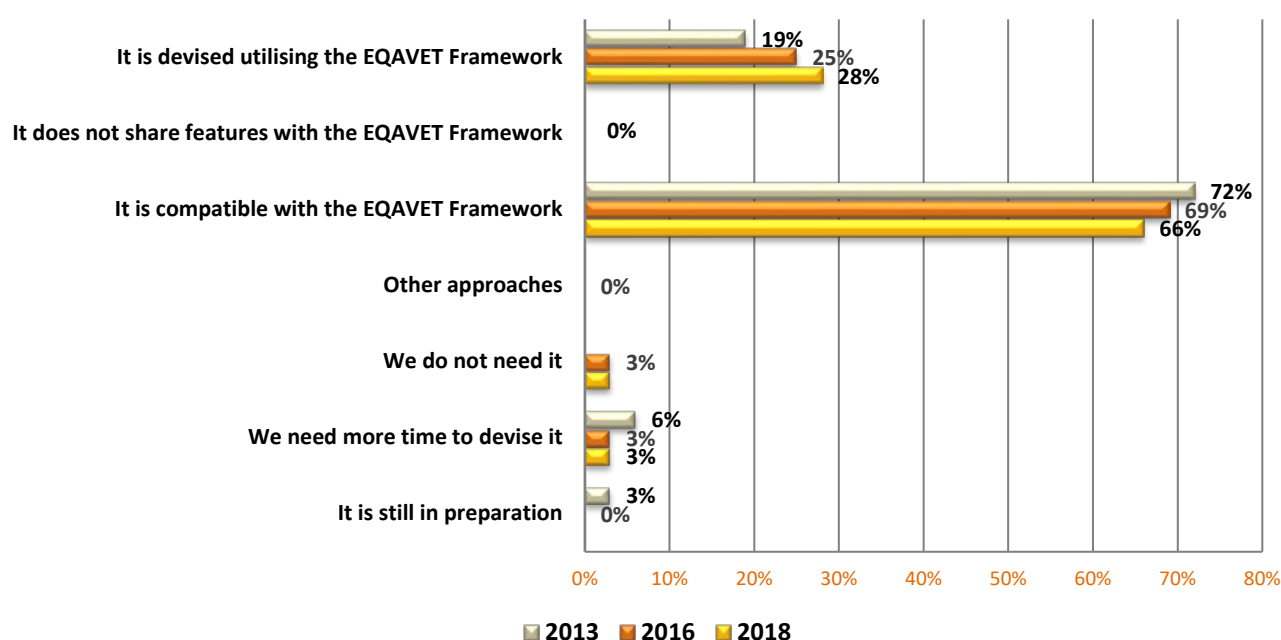


Table and Figure 1.2.3 below indicate that the main features of the EQAVET Framework (the quality cycle, the indicator descriptors and the indicators) are present in the common approaches to quality assurance for VET providers in EU-28 Countries (as it was the case at system level). The Table shows that more than one element is present in the approach and that the quality cycle, descriptors and indicators are equally relevant and present. This might indicate that a shared view and/or common language/terminology in relation to quality assurance in VET has been achieved at national level among providers, which can increase transparency without undermining management autonomy.

Q20: (If yes) Specify what features of the EQAVET Framework the national approach to quality assurance for VET providers is aligned to?

Table 1.2.3 – The common approaches to quality assurance for VET providers compatible with the EQAVET Framework in EU-28

THE NATIONAL APPROACH for VET providers is aligned to the following features of the EQAVET FRAMEWORK	Response count	Response percentages	Countries
The EQAVET quality cycle	27	90%	BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, LU, HU, MT, NL, AT, PT, RO, SI, SK, FI, SE, UK(Nir, Sct)
The EQAVET indicative descriptors	24	80%	CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SI, FI, UK(Eng)
The EQAVET indicators	24	80%	CZ, DE, DK, EE, EL, ES, FR, IE, IT, CY, LV, LT, LU, HR, HU, MT, NL, AT, PT, SK, FI, SI, UK(Eng, Wls)

Figure 1.2.3 – The national approaches to quality assurance for VET providers, compatible with the EQAVET Framework in EU-28

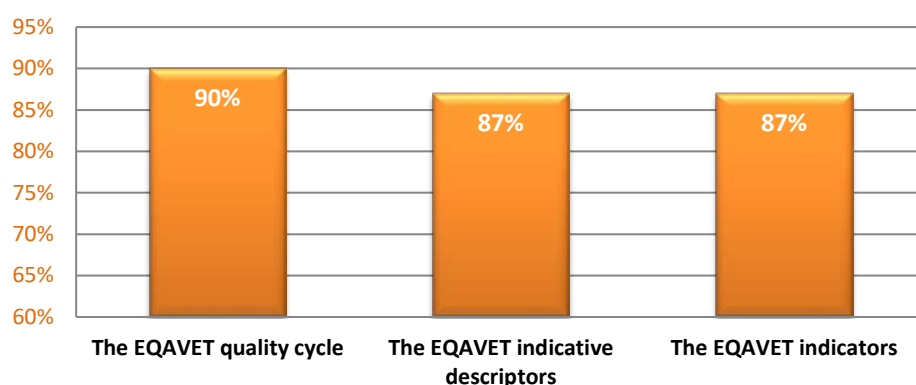
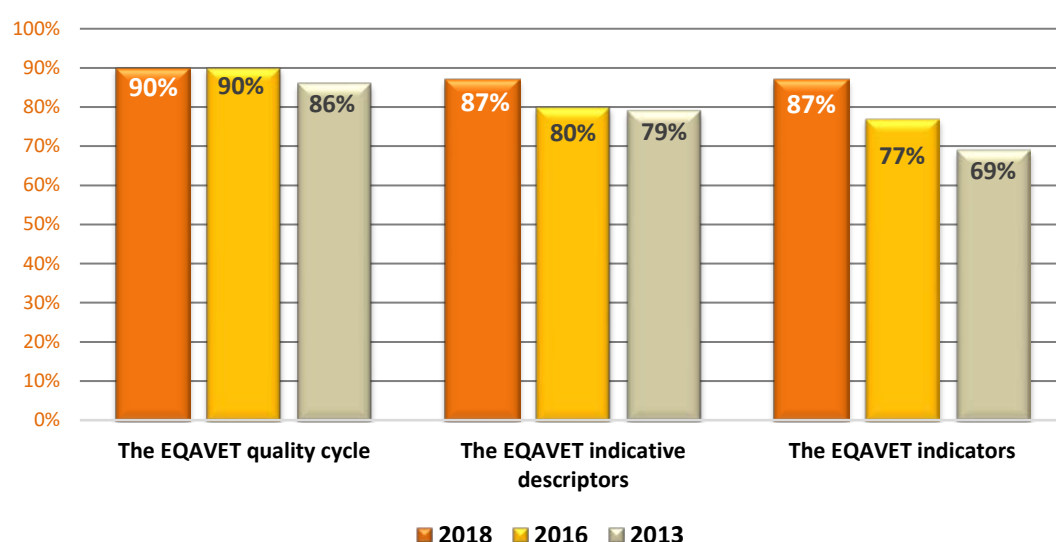


Figure 1.2.3 below shows the changes observed since 2013 in relation to how the main features of the EQAVET Framework are present in the common approaches to quality assurance at provider level. It shows that a significant increase on the utilisation of the elements offered by the EQAVET Framework by EU countries, particularly in relation to the indicators.

Figure 1.2.3 – Observed changes between 2013, 2016 and 2018 in the EU-28 Countries – The national approaches to quality assurance for VET providers, compatible with the EQAVET Framework in EU-28



Among the 30 national VET systems in EU-28 which had established a common quality assurance approach for VET providers (i.e. except BE(fr, nl)), Table 1.2.4 below shows the mechanisms used by these systems to establish a common approach for VET providers. The Table indicates that:

- In most VET systems the approach has been formally agreed by law or other type of regulation and/or fully implemented (in 17 VET systems or 57 per cent; and 15 systems or 50 per cent respectively). These figures are higher for the quality assurance approach for VET providers than for systems (where the approach has been fully implemented in 11 countries or 37 per cent).
- In ES, HU, LU and LT, the common approach for VET providers has been formally agreed but it has been only partially implemented.

- Three systems (EL, LU, FR, PT) reported that the common approach for VET providers is currently in the process of being developed.

Q22: (If yes) What is the current state of progress on the common quality assurance approach for VET providers?

Table 1.2.4 – Progress towards full implementation of the common approach to quality assurance for VET providers in EU-28

THE QA COMMON APPROACH for VET PROVIDERS is CURRENTLY	Response count	Response percentages	Countries
At development stage (year it is expected to be implemented)	3	10%	EL, FR(2017), PT
Formally agreed (e.g. law or regulation, or other form of agreement – year it is expected to be fully implemented)	17	57%	BG, CZ, DK, DE, ES, FR, IE, IT(2001/2008), LU, HU(2010), LV(2010), MT, AT, PL, RO(2006), SI(2006), FI(2008/2009)
Partially implemented (at pilot stage, implemented in some regions of VET programmes – year it is expected to be fully implemented)	4	13%	ES*, LU (2019 or 2020), LT(2020), HU
Fully implemented (year it was fully implemented)	15	50%	CZ (2004), DE, DK, IT(2001/2008), CY(2013), MT(2015), NL(1996), RO(2006), SK(2008/2015), FI(2009), SE (2010), UK(Eng, Wls)(2009), (Nir)(2007), Sct(2014))
Others	3	10%	EE, HR, HU

*ES: For CVET – Autonomous Regions are using and implementing quality systems and models recognised at European level (EFQM, ISO and others)

1.2.4 – ADDITIONAL NOTE: Progress towards full implementation of the common approach for VET providers – ‘Others’

EE – Training providers are autonomous in choosing quality assurance models and methods. In Estonia all training providers use different quality assurance systems for their administration, training provision and self-evaluation. Approximately 60% use formal models such as EFQM based on the EKKA model, very few use ISO 9000, Balanced Scorecard and CQAF.

HR – Act. Self-assessment is conducted in quality areas using quality criteria in accordance with the Law and Croatian Framework for Quality Assurance. Schools have been conducting self-assessment since the 2011/12 schoolyear. Newly adopted Programme for Development of Vocational Educational and Training System contains plans for improvement of the existing concept of self-assessment, including linking it to external evaluation which encompasses expert-pedagogical supervision. Strengthening the capacity of schools/institutions to implement self-assessment is also planned. In CVET, quality assurance approach is in development stage. However, those adult education institutions that are also VET schools are obliged to conduct self-assessment.

HU – In the field of CVET / adult training a common national approach has been developed – the quality assurance framework for adult training – which is stipulated by law (58/2013. (XII. 13.) Decree of the Minister for National Economy on the Quality Assurance Framework for Adult Training) and fully implemented.

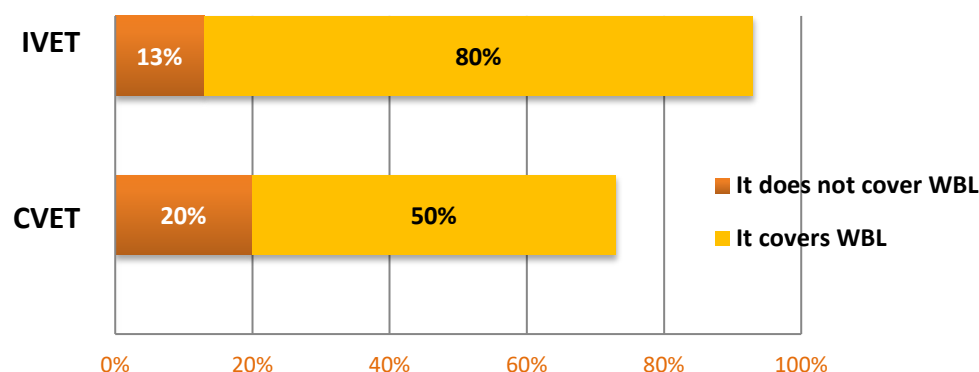
Q21: (If yes) To which sectors does the common approach to quality assurance for VET providers apply?

Table 1.2.5 – The common approaches to quality assurance for VET providers applies to initial, continuing VET and/or associated work-based learning in EU-28

THE NATIONAL APPROACH APPLIES TO	Response count	Response percentages	Countries
Initial VET only	4	13%	BG, LV, LT, RO

Initial VET & associated work-based learning	24	80%	CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, LU, HU, MT, NL, AT, PT, SI, SK, FI, SE, UK(Eng, Nir, Sct, Wls)
Continuing VET only	6	20%	BG, EL, LV, LT, HU, MT
Continuing VET & associated work-based learning	15	50%	DE, DK, ES, FR, IE, IT, CY, HU, NL, FI, SE, UK(Eng, Nir, Sct, Wls)
No response	1	3%	PL

Figure 1.2.5 – The common approaches to quality assurance for VET providers apply to initial, continuing VET and/or associated work-based learning in EU-28



As shown in Table and Figure 1.2.3 above, in those VET systems where the common national approach to quality assurance for VET providers has been established, the approach covers:

- In 93 per cent of countries, the approach covers the IVET sector and in 70 per cent, the CVET sector.
- In almost all national VET systems (with the exception of BG, LV, LT, RO) the common approach for VET providers in the IVET sector apply to associated work-based learning²⁷.
- But only in half of countries the approach in the CVET applies to associated work-based learning.

Although figures are positive, not change was reported by countries between 2016 and 2018. This contrasts with the significant increase observed between 2013 and 2016 – as indicated by Table 2.1.6 below. The EU initiatives²⁸, the ‘[Youth Guarantee Recommendation](#)’ and ‘[European Alliance for Apprenticeship](#)’ launched in 2013, seem to have been effective in triggering actions to address these, particularly WBL. But further support might be needed. [The New Skills Agenda](#) should provide this support by calling on countries to increase the quality and supply of WBL and have in place the necessary quality assurance arrangements to facilitate progress on ‘making VET a first choice by enhancing opportunities for VET learners to undertake a work-based learning experience and promoting greater visibility of good labour market outcomes of VET’.

²⁷ For the purpose of this exercise, work-based learning is used to refer to ‘the knowledge and skills acquired through carrying out – and reflecting on – tasks in a vocational context, either at the workplace [...] or in a VET institution. For IVET, according to the Commission report from 2013 ([Work based learning in Europe: Practices and Policy pointers](#)), there are three forms of work-based learning: 1) alternance schemes or apprenticeships typically known as the “dual system”, 2) work-based learning as school-based VET which includes on-the-job training periods in companies and 3) work-based learning integrated into a school-based programme, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments’.

²⁷ Europe is striving for a *high productivity* region which is only possible if the workforce has sufficient command over the skills and competences necessary to tackle the future challenges of modern societies. This does not seem to be the case, according to recently published results of the [Survey of Adult Skills. OECD-PIAAC survey](#) (OECD 2013a, b).

²⁸ Also, the EQAVET network established in 2013 a working group to developed guidelines in relation to quality assurance in work-based learning in line with EQAVET. The group produced material for the development of an online resource which is available at: <http://www.eqavet.eu/workbasedlearning/GNS/Home.aspx>

Table 1.2.6 – Observed changes between 2013, 2016 and 2018 by EU-28 Countries – the common approaches to quality assurance for VET providers applies to initial, continuing VET and/or associated work-based learning

THE NATIONAL APPROACH APPLIES TO	Nu	Countries 2013	Nu	Countries 2016 and 2018 (no change reported)
Initial VET only	5	BG, LV, LT, RO, SI	4	BG, LV, LT, RO
Initial VET & associated work-based learning	21	DE, DK, EE, EL, ES, FR, HR, IE, IT, LU, HU, NL, AT, PT, SK, FI, SE, UK(Eng, Nir, Sct, Wls)	24	CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, LU, HU, MT, NL, AT, PT, SI, SK, FI, SE, UK(Eng, Nir, Sct, Wls)
Continuing VET only	4	BG, EL, LV, LT	7	BG, EL, LV, LT, HU, MT
Continuing VET & associated work-based learning	12	DE, DK, IE, CY, HU, NL, FI, SE, UK(Eng, Nir, Sct, Wls)	15	DE, DK, ES, FR, IE, IT, CY, HU, NL, FI, SE, UK(Eng, Nir, Sct, Wls)

1.2.2: Involvement of stakeholders in the establishment of common quality assurance approach for VET providers

This section focuses on the importance of the interaction of relevant parties and governance structures to this end. This is of particular importance in labour market actors who are particularly important in the current discussion on skills gaps, work-based learning, apprenticeship and up-skilling the EU labour force.

Tables 1.2.7, 1.2.7a and Figure 1.2.7 below present information on the involvement of stakeholders in the establishment of the common quality assurance framework for VET institutions providing both IVET and CVET. The information is presented following the structure of the quality cycle and its four phases (i.e. planning, implementation, evaluation and review). This analysis aims to show how measures to build a quality culture of continuous improvement in the common approach for VET providers, involving the relevant actors at all stages, fosters coordinated efforts and actions towards common goals. This in turn, engages, motivates and keeps the relevant actors informed.

The figures reveal that:

- On average 60 per cent in the IVET sector and 50 per cent in the CVET sector of the national VET systems have communicated and engaged with most of relevant stakeholders in the planning phase when establishing the common approach for VET providers.
- However, figures reveal that on average, VET systems have involved more relevant actors in the planning phase (when setting up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources) than in implementation (when establishing procedures to ensure the achievement of goals and objectives), evaluation (when designing mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment) or review phases (when developing procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change). This is the case for both the IVET and the CVET sectors.
- When figures are compared regarding the formulation of the national approach at system level and the approach at provider level in the IVET sector, one can conclude that the level and degree of involvement of stakeholders was higher at system level.

In addition, when figures are compared individually by groups, it is observed that in the establishment of the common approach for VET providers:

- There are some stakeholders who were not always involved and figures require some attention – these figures are evenly distributed in the IVET and CVET sector: *Industry/companies, Employers and Employees associations, Regional Authorities, Students* and the *Higher Education sector*. This was also the case when the data was analysed in relation to the formulation of the national approach at system level.
- However, we need to acknowledge that systems balance of the level of engagement can be hampered by time-consuming consultations with a large variety of stakeholders. Taken this into consideration, in general terms these results indicate that national VET systems in the EU are promoting a culture of quality assurance in VET in the broader sense: by not only putting in place the structural/management arrangements that enhance quality but also by investing significant effort in developing the broader cultural aspects of shared values, beliefs, expectations and commitments towards quality, by engaging in different ways with the wider VET community.

Q23: Indicate if the following stakeholders were involved in the implementation of the common approach for VET providers during all four stages of the quality cycle for the Initial VET and Continuing VET sectors?

Table 1.2.7 – Stakeholders involved in implementation of the common approach for VET providers during all four stages of the quality assurance cycle for Initial VET

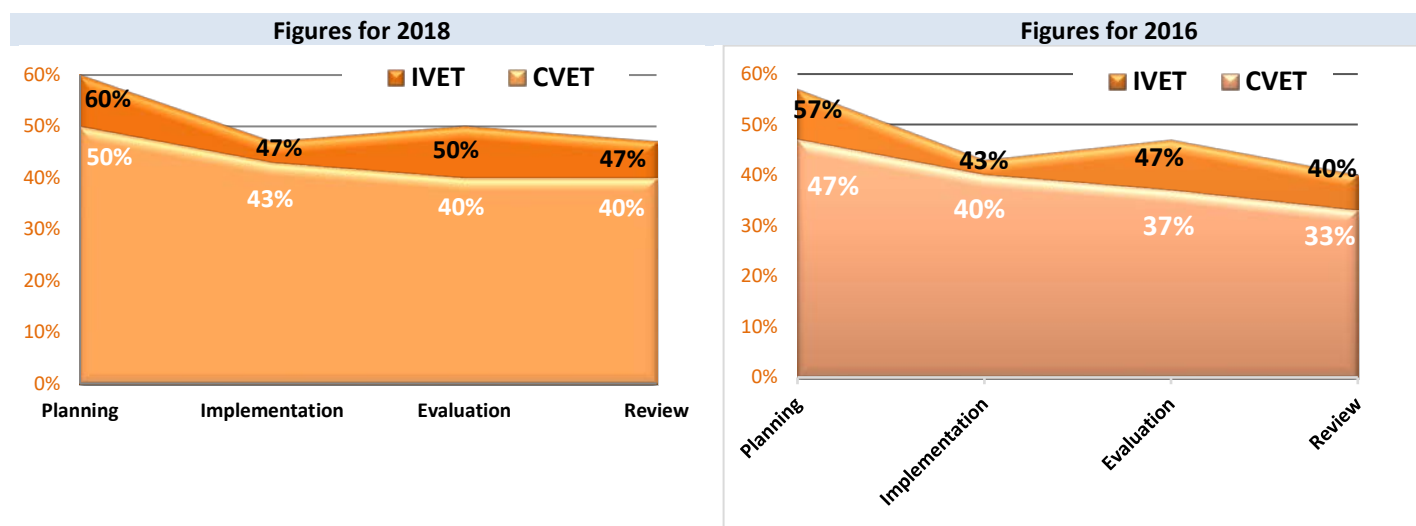
STAKEHOLDERS INVOLVED for the four PHASES of THE QA CYCLE	INITIAL VET								No response /Not involved	Nu. %
	Planning	Nu. %	Implementation	Nu. %	Evaluation	Nu. %	Review	Nu. %		
VET providers	BG, CZ, DE, DK, EE, EL, ES, HR, IE, IT, LT, LV, LU, HU, MT, NL, PL, PT, RO, SK, SI, FI, SE, UK(Eng, Nir, Sct, Wls)	27 90%	BG, CZ, DE, DK, EE, ES, FR, HR, IE, IT, LT, LV, LU, HU, MT, NL, PL, PT, RO, SK, SI, FI, SE, UK(Eng, Nir, Sct, Wls)	27 90%	BG, CZ, DE, DK, EE, ES, FR, HR, IE, LV, HU, MT, NL, PL, PT, RO, SK, SI, FI, SE, UK(Eng, Nir, Wls)	23 77%	BG, CZ, DE, DK, EE, ES, IE, IT, LV, HU, MT, NL, PL, PT, RO, SK, SI, FI, SE, UK(Eng, Nir, Wls)	22 73%	CY, AT	2 7%
Industry/companies	CZ, DE, DK, EE, IE, CY, LT, LV, LU, MT, NL, PL, RO, SI, FI, UK(Nir, Sct, Wls)	18 60%	CZ, DE, DK, EE, IE, HR, LV, HU, NL, PL, SI, FI, UK(Sct, Wls)	14 47%	BG, CZ, DE, DK, EE, IE, LV, HU, NL, PL, RO, SE, SI, FI, UK(Wls)	15 50%	DE, DK, EE, LV, MT, NL, PL, SI, SK, FI, UK(Nir, Wls)	12 40%	EL, ES, FR, IT, AT, PT, UK(Eng)	7 23%
Employer associations	CZ, DE, DK, EE, EL, HR, IE, IT, CY, LT, LV, LU, HU, MT, NL, PL, FI, UK(Wls)	18 60%	DE, DK, EE, HR, LT, HU, NL, PL, FI, UK(Sct, Wls)	11 37%	BG, DE, DK, EE, IE, NL, PL, SI, FI, UK(Wls)	10 33%	DE, DK, EE, LV, MT, NL, PL, SK, UK(Wls)	9 30%	FR, ES, IE, AT, PT, RO, SE, UK(Eng, Nir)	9 30%
Employee associations	DE, DK, EE, EL, IE, IT, CY, LV, LU, HU, MT, NL, PL, FI, UK(Wls)	15 50%	DE, DK, EE, NL, FI, UK(Wls, Sct)	7 23%	BG, DE, DK, EE, IE, NL, FI, UK(Wls)	8 27%	DE, DK, EE, LV, MT, NL, PL, SK, UK(Wls)	9 30%	CZ, ES, FR, HR, IE, AT, PT, RO, SE, SI, UK(Eng, Nir)	12 40%
Public authorities	BG, CZ, DE, DK, EE, EL, ES, FR, HR, IE, IT, CY, LT, LV, LU, HU, MT, NL, PL, PT, RO, SI, FI, UK(Eng, Nir, Sct, Wls)	27 90%	BG, DE, EE, FR, HR, IT, CY, LT, LV, LU, MT, NL, PL, PT, RO, SI, FI, UK(Eng, Nir, Wls, Sct)	21 70%	BG, CZ, DE, DK, EE, FR, HR, CY, LV, LU, MT, NL, PL, PT, RO, SK, SI, SE, UK(Eng, Nir, Sct)	21 70%	BG, DE, DK, EE, ES, FR, HR, IE, CY, LV, LU, MT, NL, PL, PT, RO, SK, SI, UK(Eng, Nir, Wls, Sct)	22 73%	AT	1 3%
Regional or local authorities	CZ, DE, DK, EE, ES, IT, LV, HU, MT, PL, RO, FI, SE, UK(Wls)	14 47%	CZ, DE, EE, ES, IT, FI, SE, UK(Sct)	8 27%	BG, CZ, DE, DK, EE, ES, IT, LV, RO, SE, SK	9 30%	DE, DK, EE, ES, IT, MT, LV, PL, SK, SE	10 33%	EL, FR, HR, IE, CY, LT, LU, NL, AT, PT, SI, UK(Eng, Nir)	13 43%
Students/Learners	EE, HR, CY, HR, LV, LU, HU, MT, NL, PL, RO, FI, UK(Nir, Wls)	14 47%	DE, EE, FR, IE, HU, NL, PL, PT, FI, UK(Wls)	10 33%	DE, DK, EE, HR, IE, IT, CY, HU, NL, PL, RO, SI, FI, UK(Nir, Wls)	15 50%	BG, DK, EE, IE, LV, HU, MT, NL, PL, FI, SE, SI, UK(Nir, Wls)	14 47%	CZ, EL, ES, LT, PT, AT, SK, SI, UK(Eng, Sct)	10 33%
Teachers/instructors/trainers	CZ, DE, DK, EE, FR, HR, IE, CY, LT, LV, LU, HU, MT, NL, PL, RO, SK, SI, FI, SE, UK(Nir, Wls)	22 73%	BG, CZ, DE, DK, EE, FR, HR, IE, IT, CY, LT, LV, HU, MT, NL, PL, PT, RO, SE, SK, SI, FI, UK(Nir, Sct, Wls)	25 83%	BG, CZ, DE, DK, EE, FR, HR, IE, CY, LV, HU, MT, NL, PL, RO, SE, SK, SI, FI, UK(Nir, Wls)	21 70%	BG, CZ, DE, DK, EE, FR, HR, CY, LV, HU, IE, IT, MT, NL, PL, RO, SK, SI, FI, SE, UK(Nir, Wls)	22 73%	EL, ES, AT, PT, UK(Eng)	5 17%
Higher education sector	CY, EE, IE, LT, LV, LU, MT, FI, PT, SI, UK(Sct)	11 37%	EE, LV, MT, PT, SI, FI, UK(Sct)	7 23%	BG, EE, HR, IE, LV, MT, PT, SI, UK(Sct)	9 33%	EE, IE, MT, LV, PT, SI, UK(Sct)	7 23%	CZ, DE, DK, EL, ES, FR, IT, HU, NL, AT, PL, RO, SE, SK, FI, UK(Eng, Nir, Wls)	18 60%
AVERAGE number	18		14		15		14		9	
AVERAGE percentages	60%		47%		50%		47%		30%	

Table 1.2.7a – Stakeholders involved in implementation of the common approach for VET providers in all four stages of the quality assurance cycle for Continuing VET

STAKEHOLDERS INVOLVED for the four PHASES of THE QA CYCLE	CONTINUING VET								No response/ Not involved	Nu. %
	Planning	Nu. %	Implementation	Nu. %	Evaluation	Nu. %	Review	Nu. %		
VET providers	BG, DE, DK, EE, EL, FR, IE, IT, CY, LV, LT, HU, MT, NL, PL, FI, SE, UK(Eng, Nir, Sct, Wls)	21 70%	BG, DE, DK, EE, ES, FR, IE, CY, LV, LT, HU, MT, NL, PL, FI, SE, UK(Eng, Nir, Sct, Wls)	20 67%	BG, DE, DK, EE, FR, IE, LV, HU, MT, NL, PL, FI, SE, UK(Eng, Nir, Wls)	17 57%	BG, DE, DK, EE, IE, LV, HU, MT, NL, PL, FI, SE, UK(Eng, Nir, Wls)	15 50%	CZ, FR, HR, LU, AT, PT, RO, SK, SI	9 30%
Industry/companies	DE, DK, EE, FR, IE, CY, LV, LT, MT, NL, PL, FI, SE, UK(Nir, Sct, Wls)	16 53%	DE, DK, EE, ES, FR, IE, CY, LV, HU, NL, PL, SE, FI, UK(Sct, Wls)	15 50%	BG, DE, DK, EE, FR, IE, LV, HU, NL, PL, SE, FI, UK(Wls)	13 43%	DE, DK, EE, FR, LV, MT, NL, PL, SK, FI, SE, UK(Nir, Wls)	13 43%	CZ, EL, HR, IT, LU, AT, PT, RO, SI, UK(Eng)	10 33%
Employer associations	DE, DK, EE, EL, FR, IE, IT, CY, LV, LT, HU, MT, NL, PL, FI, UK(Wls)	16 53%	DE, DK, EE, ES, FR, CY, LT, HU, NL, PL, FI, UK(Wls, Sct)	13 43%	BG, DE, DK, EE, FR, IE, HU, NL, PL, FI, UK(Wls)	11 37%	DE, DK, EE, FR, LV, HU, MT, NL, PL, SK, FI, SE, UK(Wls)	13 43%	CZ, HR, LU, AT, PT, RO, SE, SI, UK(Eng, Nir)	10 33%
Employees associations	DE, DK, EE, EL, FR, IE, IT, CY, LV, MT, NL, PL, FI, UK(Wls)	14 47%	DE, DK, EE, ES, FR, CY, NL, PL, FI, UK(Wls, Sct)	11 37%	BG, DE, DK, EE, FR, IE, NL, PL, FI, UK(Wls)	10 33%	DE, DK, FR, EE, LV, MT, NL, PL, SK, FI, UK(Wls)	11 37%	CZ, HR, LT, LU, AT, PT, RO, SE, SI, UK(Eng, Nir)	11 37%
Public authorities	BG, CZ, DE, DK, EE, EL, ES, FR, IE, IT, CY, LV, LT, HU, MT, PL, FI, UK(Eng, Nir, Sct, Wls)	21 70%	BG, DE, EE, ES, FR, CY, LV, LT, MT, NL, PL, FI, UK(Eng, Nir, Wls, Sct)	16 53%	BG, CZ, DE, DK, EE, ES, FR, LV, MT, NL, PL, SK, UK(Eng, Nir, Wls, Sct)	16 53%	BG, DE, DK, EE, ES, FR, IE, LV, MT, NL, PL, SK, UK(Eng, Nir, Wls, Sct)	16 53%	HR, LU, AT, PT, RO, SE, SI	7 23%
Regional or local authorities	DE, DK, EE, ES, FR, IT, LV, HU, MT, FI, UK(Wls)	11 37%	DE, EE, ES, FR, IT, FI, UK(Sct)	7 23%	BG, DE, DK, EE, ES, IT, FR, LV, SK	9 30%	DE, DK, EE, ES, IT, MT, FR, LV, SK	9 30%	CZ, EL, HR, IE, CY, LT, LU, NL, AT, PL, PT, RO, SE, SI, UK(Eng, Nir)	16 53%
Students/Learners	EE, LV, HU, MT, NL, PL, FI, SE, UK(Nir, Wls)	10 33%	DE, EE, IE, HU, NL, PL, SE, FI, UK(Wls)	9 30%	DE, DK, EE, FR, IE, HU, NL, PL, SE, FI, UK(Nir, Wls)	10 33%	BG, DK, EE, LV, HU, IE, MT, NL, PL, FI, UK(Nir, Wls)	12 40%	CZ, EL, ES, HR, IT, CY, LT, LU, AT, PT, RO, SK, SI, UK(Eng, Sct)	15 50%
Teachers/ instructors/ trainers	DE, DK, EE, IE, CY, LV, LT, HU, MT, NL, PL, SK, FI, SE, UK(Nir, Wls)	20 67%	BG, DE, DK, EE, FR, IE, IT, CY, LV, LT, HU, MT, NL, PL, SE, SK, FI, UK(Nir, Sct, Wls)	20 67%	BG, DE, DK, EE, IE, IT, LV, HU, MT, NL, PL, SE, SK, FI, UK(Nir, Wls)	16 53%	BG, DE, DK, EE, IE, IT, LV, HU, MT, NL, PL, SK, FI, SE, UK(Nir, Wls)	16 53%	CZ, EL, ES, HR, LU, AT, PT, RO, SI, UK(Eng)	10 33%
Higher education sector	EE, IE, LV, LT, MT, PL, SK, FI, UK(Sct, Wls)	10 33%	EE, LV, MT, PL, SK, FI, UK(Sct, Wls)	8 27%	EE, IE, LV, MT, PL, SK, UK(Sct, Wls)	8 27%	EE, IE, MT, LV, PL, SK, UK(Sct, Wls)	8 27%	BG, CZ, DE, DK, EL, ES, FR, HR, IT, CY, LU, HU, NL, PT, AT, RO, SE, SI, FI, UK(Eng, Nir)	21 70%
AVERAGE number		15		13		12		12		13
AVERAGE percentages		50%		43%		40%		40%		43%

When figures are compared between 2016 and 2018 (as shown Figure 1.2.7 below) is observed that countries are increasingly involving the various stakeholders. This increase is evenly distributed in the IVET and CVET sectors (figures for 2016 can be found at: www.eqavet.eu/What-We-Do/Statistics)

Figure 1.2.7 – Stakeholders involved in implementation of the common approach for VET providers during all four stages of the quality assurance cycle for Initial VET (IVET) and Continuing VET (CVET), comparison figures for 2018 and 2016



In summary: information gathered on the establishment of the common quality assurance approach for VET providers and stakeholders' involvement reveals that VET systems in EU-28 Countries have established clearly defined missions and strategic goals for VET at national level by establishing this approach, and by involving relevant parties in the process. The EQAVET Framework appears to have contributed to these processes by providing a reference tool towards the establishment and sharing among relevant stakeholders of what quality means in the light of these goals. This collaborative process has enabled stakeholders to contribute significantly to the development of a quality assurance management culture of continuous improvement.

Chapter 2

QUALITY STANDARDS for VET and LEARNING OUTCOMES

INTRODUCTION

There is a close relationship between establishing a registration system for VET institutions, accreditation, external review and standards. However, EU-28 Countries make use of these processes in different ways and for different purposes.

The objective of establishing a registration system for VET institutions at national level is to ensure that VET qualifications and statements of attainment are recognised and accepted by industry and other educational institutions within the country and/or internationally. In order to become a registered institution to deliver VET, training institutions need to meet quality assurance procedures, build their programmes and qualifications on the national qualification framework/s; and/or apply legal requirements which set standards at national level. These form the 'ground rules' and details of the quality systems that must be established before any institution can operate as a registered body. These standards are approved by the state, the sector and/or regions. They apply to public and/or private institutions, and can be a pre-requisite for receiving public funding. Registered VET institutions and the qualifications or programmes they are registered to deliver are listed on a variety of forms/models of information services.

In some countries, in order to establish and facilitate these conditions (for registration), an audit or an external review process is put in place, which ensures transparency and national consistency. Audits form an important part of improving the quality and consistency of VET. They are carried out by inspectors/auditors contracted or operating within centralised agencies by the authorities and/or the industry. VET institutions are regularly monitored in different forms in order to ensure that they are continuously meeting standards.

In parallel or alternatively, countries can set quality criteria (many based on well-established quality management models, such as EFQM or ISO), and/or voluntary audit/evaluation processes, enabling VET institutions to market themselves.

There is a trend in the EU to shift the focus of standards, qualifications and audits/external review processes towards an outcomes-based model²⁹.

To be approved for registration, and to maintain national registration, VET institutions need documentary evidence of how they are meeting standards and continually improving their training delivery systems. The focus on continual improvement ensures that training institutions can adapt quickly to changing external environments such as economic factors and skills needs.

²⁹ Cedefop: [‘The shift to learning outcomes. Policies and practices in Europe’](#), Luxembourg 2009.

SECTION 2.1: Registration systems and external review for VET institutions in national VET systems

Table 2.1.1 provides information on registration systems in EU-28 Countries, showing that:

- Most all national VET systems (81 per cent) have in place national registration systems for both IVET and CVET sectors; or they have other arrangements that replicate this. When these two categories are added, 94 per cent of systems have these processes in place. This ensures that VET institutions provide learners with training which results in qualifications and programmes that are recognised and accepted by industry and other educational institutions within a country. The category other is specified in *Additional Note 2.1.1* below.
- There is no system that does not have such a process and only AT reported that a registration system is only available for IVET.

Q24: Is there a registration system at national level for VET institutions?

Table 2.1.1 – Registration system for VET institutions at national level

REGISTRATION SYSTEM for VET INSTITUTIONS	Response count	Response percentages	Countries
Yes, for Initial VET	1	3%	AT
Yes, for Continuing VET	2	6%	HU, CY
Yes, for both	26	81%	BE(nl), BG, CZ, DK, DE*, EE, EL, ES, FR, HR, IT, LT, LV, LU, MT, NL, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Nir, Wls)
No	–	–	–
Other approaches	4	13%	BE(fr), IE, UK(Wls, Sct)

FR did not respond

*DE: The term "registration system" is not used. Instead, state-recognised schools and training companies are required to fulfil certain criteria and verification is the responsibility of "competent bodies" (mostly the chambers, who maintain a register of training contracts -- companies are required to report all training contracts to their chamber).

2.1.1 – ADDITIONAL NOTE: National registration systems – 'Other approaches'

BE(fr) – VET Institutions (IVET & CVET) have a legal basis as public body. There is no registration but a law.

IE – VET providers who wish to offer QQI awards must agree their QA with QQI, as prescribed in the Qualifications and Quality Assurance (Education And Training) ACT 2012.

UK(Wls) – The delivery of state-funded education is subject to inspection in order to ensure quality of provision. WBL providers delivering state-funded provision have to go through a tendering process to deliver apprenticeship programmes and training programmes for unemployed young people and adults. Successful WBL contractors are subject to the same state-funded institutions.

UK(Sct) – There are two types of VET providers in Scotland; Further Education Colleges and Private Training Providers. FE Colleges are public bodies and are accountable to the Scottish Government. If Private Training Providers wish to attract public funding to deliver Scottish Government-approved programmes, they have to apply to Skills Development Scotland and be approved by it before they can access public funding.

As mentioned in the introduction, registration systems are dependent on the establishment of audit or external review processes. The purpose of these processes is to ensure transparency and national integrity/consistency of VET. They are important quality management mechanisms which should focus on continuous improvement and

foster and be accompanied by self-evaluation or internal evaluation processes within institutions. The EQAVET Framework offers a systematic way of conducting all three processes.

These processes should assist, facilitate and be flexible enough so that VET institutions can adapt to changing external environments such as economic factors and skills needs. At the same time, they should provide more guidance on compliance and greater protection for learners (in particular vulnerable groups), ensuring that VET institutions' decisions are adequately influenced by the learning and assessment process and not only by economic considerations.

Table 2.1.2 below indicates that all VET systems in EU-28 Countries make provision for an external review of VET providers (94 per cent or in 30 VET systems); of these:

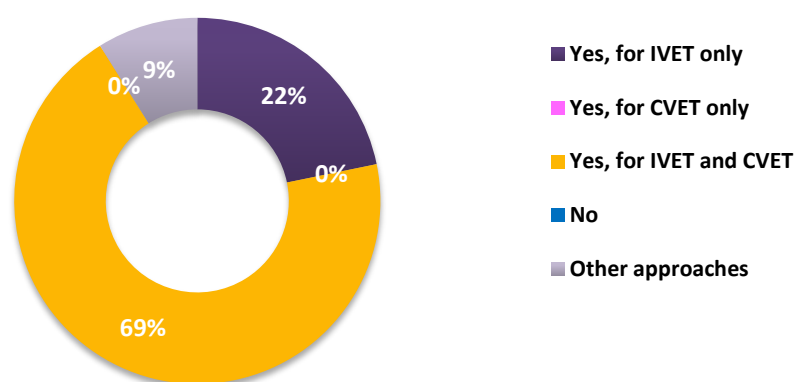
- 22 per cent of VET systems, the external review is for the IVET sector and not for the CVET sector.
- Three countries (BE(fr), FR, SK) have other approaches in place for external review of VET providers.

Q25: Does your quality assurance approach make provision for the external review of VET providers?

Table 2.1.2 – The national approach makes provision for external review of VET providers

EXTERNAL REVIEW of VET PROVIDERS	Response count	Response percentages	Countries
Yes, for Initial VET	7	22%	FR, LU, , AT, PT, RO, SI, SK
Yes, for Continuing VET	–	–	–
Yes, for both	24	75%	BE(nl), BG, CZ, DK, DE, EE, EL, ES, HR, HU, IE, IT, CY, LT, LV, MT, NL, PL, FI, SE, UK(Eng, Wls, Nir, Sct)
No	–	–	–
Other approaches	3	9%	BE(fr), FR, SK

Figure 2.1.2 – The national approach makes provision for external review of VET providers



2.1.2 – ADDITIONAL NOTE: External review systems – ‘Other approaches’

BE(fr) – The EQF has been translated into a national framework. This framework defines a list of quality principles coming from the EQAVET. External review is part of these principles. A new project concerning the quality of the evaluation process in VET is in pilot stage. The key aspect of this project is that it organises external review of the evaluation process in VET.

FR – Pour la formation professionnelle initiale, l'évaluation repose sur les corps d'inspection de niveau national et territorial. Il existe également des inspecteurs « formation continue » pour les formations menant à des diplômes de l'Education Nationale préparés en formation continue. Pour la formation professionnelle continue, l'évaluation externe n'est pas obligatoire mais à partir de 2017, les financeurs devraient coordonner leur action pour contrôler la base de données, en cours d'élaboration, dites « des organismes de formation de qualité ». Pour la formation professionnelle continue, l'évaluation externe n'est pas obligatoire mais à partir de 2017, les financeurs devraient coordonner leur action pour contrôler la base de données, en cours d'élaboration, dites « des organismes de formation de qualité ». Cette base devrait être l'occasion de mettre en place des dynamiques de mutualisation de contrôle interne et externe. Le détail de cette organisation sera connu début 2017 (Cf.21)

SK – Providers in the dual system are reviewed by a relevant employers' organisation to obtain a certificate of professional competence. The Self-governing Regions decide on the number of first grades opened based on the results of monitoring and evaluation of quality.

SECTION 2.2: Quality standards

Setting national standards assures nationally consistent, high-quality training and assessment services for the provision of VET. In some countries setting standards implies that only registered training organisations/institutions can issue qualifications and deliver accredited training and assessment (this is particularly relevant in the CVET sector and/or for private providers).

Adherence by state-recognised schools and/or training providers and registering authorities to the national standards will ensure key quality assurance aspects of VET provision.

The cornerstones in the process of establishing national standards are:

- A national quality assurance framework;
- A national qualifications framework;
- A registration system at national level of registered training institutions;
- A national recognition system whereby the recognition of VET qualifications at national level is guaranteed among registered training institutions, enhancing mobility in the labour market.

It has been argued that standards for VET will facilitate the introduction and establishment of the learning outcomes approach in a national context; which in turn facilitates the introduction of national qualification frameworks, the EQF and ECVET³⁰.

According to the Cedefop study *'The relationship between quality assurance and VET certification in EU Member States'*³¹: standards for VET in the EU are considered to be the norms and specifications applying to assessment, educational pathways or targeted occupations; and the following types of standard can be distinguished:

- *Assessment standards*: may specify the object of assessment and performance criteria. These are typically the standards used for the certification process;
- *Occupational standards*: may specify the professional tasks and activities the holder of a qualification is supposed to be able to carry out, and the competences needed for that purpose. Occupational standards are often set through a dialogue with stakeholders in the economic world and reflect the needs of the labour market and of society more generally. They are often the basis for deriving the other two types of standards;
- *Educational standards*: may define the expected outcomes of the learning process leading to the award of a qualification. These standards relate to education and training and are the basis for defining appropriate teaching and training methodologies and approaches.

Table and Figure 2.2.1 below provide information on which VET systems in EU-28 Countries include quality standards for VET at national level. It shows that almost every country has made progress towards establishing national standards for VET providers:

- 27 VET systems in the EU-27 (or 84 per cent) include quality standards for VET providers.

Q26: Does your VET system include quality standards for VET providers?

³⁰ For more information on the relationship between standards and learning outcomes approach, check the outcome of the EQAVET, EQF, ECVET Joint Seminar –Building synergies at: www.eqavet.eu/gns/what-we-do/joint-seminar.aspx

³¹ Cedefop: *'The relationship between quality assurance and VET certification in EU Member States'*, Luxembourg 2009.

Table 2.2.1 – National quality standards for VET providers

NATIONAL QUALITY STANDARDS for VET	Response count	Response percentages	Countries
Yes	27	84%	BE(fr, nl), BG, CZ, EL, ES, FR, HR, IE, IT, CY, LT, LV, LU, HU, MT, NL, PL, PT, RO, SI, SK, SE, UK(Eng, Wls, Nir, Sct)
No	1	3%	DK
Other approaches	4	13%	DE, EE, AT, FI

2.2.1 – ADDITIONAL NOTE: National quality standards – ‘Other approaches’

BE(fr) – All training institutions have their own QMS (based on Quality standards or inspection) that guarantee the excellence of the results

DE, EE and FI have quality requirements supported by legislation

AT – For IVET schools and colleges, a management system is implemented with goals, objectives, instruments and tools for the different parts of the quality cycle (following Deming and the EQAVET Recommendation); which is steering and management by setting up goals, practicable both bottom-up and top-down.

Figure 2.2.1 – National quality standards for VET providers

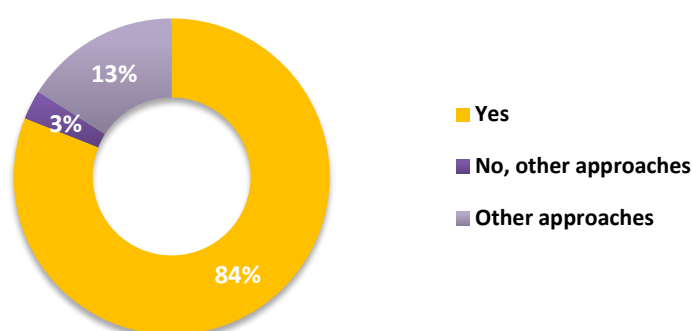


Table 1.2.2 below shows how national VET systems in EU-28 Countries use quality standards for VET providers (excluding DK as reported that its system does not include quality standards for providers):

- In the vast majority use standards as ‘*a condition of accreditation/approval*’ (23 systems or 74 per cent) and they are ‘*required as part of legislation*’ (24 systems or 77 per cent) in the IVET sector;
- For the CVET sector, the vast majority of VET systems use standards as ‘*a condition of accreditation/approval*’ (23 VET systems or 74 per cent); or ‘*a condition for funding*’ (20 VET systems or 65 per cent).
- The use of standards ‘*for guidance only*’ is rare
- The category ‘other purpose’ is explored in the *Additional Note 1.2.2* below.

Q27: How are they used in Initial and Continuing VET?

Table 2.2.2 – How are national quality standards for VET providers used in 2018?

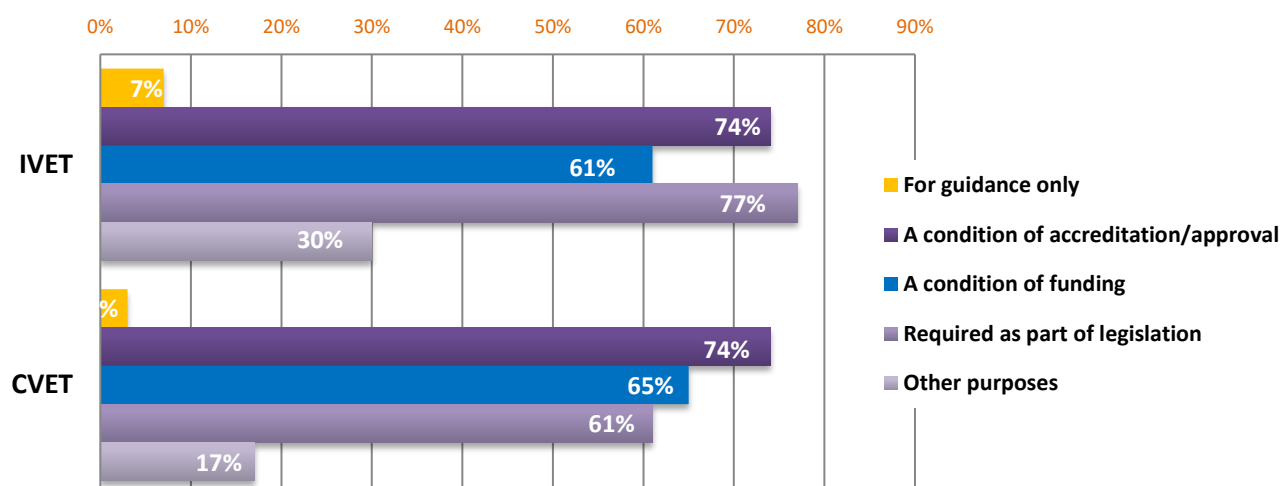
QUALITY STANDARDS How are they used?	Initial VET			Continuing VET		
	Countries	Nu.	%	Countries	Nu.	%
For guidance only	BE(fr), CY	2	7%	BE(fr)	1	3%
A condition of accreditation/approval	BE(nl), BG, CZ, DE, EE, IE, EL, ES, FR, HR, IT, LT, LV, LU, MT, PT, RO, SI, SK, SE, UK(Eng, Wls, Nir)	23	74%	BE(nl), BG, CZ, DE, EE, IE, EL, ES, FR, HR, IT, CY, LT, LV, HU, MT, PL, RO, SK, SE, UK(Eng, Wls, Nir)	23	74%
A condition of funding	BE(nl), BG, CZ, DE, EE, IE, EL, FR, IT, LV, LU, HU, NL, PT, SE, UK(Eng, Wls, Nir, Sct)	19	61%	BE(nl), BG, CZ, DE, EE, IE, EL, ES, FR, IT, CY, LV, HU, NL, PL, SE, UK(Eng, Wls, Nir, Sct)	20	65%
Required as part of legislation	BE(nl), BG, CZ, DE, EE, EL, ES, FR, HR, IT, CY, LV, LU, HU, MT, NL, PL, PT, RO, SI, SK, SE, UK(Eng, Wls)	24	77%	BE(nl), BG, DE, EE, EL, FR, HR, IE, IT, LV, HU, MT, NL, PL, RO, SK, SE, UK(Eng, Wls)	19	61%
Other purposes	BE(nl), FR, IT, CY, LT, HU, RO	23	30%	BE(nl), FR, IT, LT	4	17%
AVERAGE figures		18	58%		13	42%

AT did not respond

Table and Figure 2.2.2 show that, on average, national VET systems in EU-28 set standards for VET providers:

- in a similar way for both IVET and CVET sectors;
- however figures are higher for the CVET sector than for the IVET sector.
- The fact that the IVET sector is more likely to be under central control than CVET may in part explain the lower figures for the CVET in relation to the use of standards as *required of legislation*.
- These trends were observed in 2013, however there was a significant increase in the information provided by countries in relation to the CVET sector – in 2016 more countries answered questions in relation to the CVET sector than in 2013.

Figure 2.2.2 – How are national quality standards for VET providers used?



2.2.2 – ADDITIONAL NOTE: How quality standards are used – ‘Other purpose’

BE(nl) – Quality standards are used for quality development, improvement and self-regulation for IVET and CVET

FR – Performance indicators tailored to regional needs are used for both sectors

IT – Within the National Accreditation System, some regions have foreseen additional quality standards that can be considered as an added value or rewarding in order to take part to public calls and receive public funds

LT – Quality standards are used for school development for both IVET and CVET

HU – Quality standards are used for external evaluation of schools and school development in IVET

RO – The national QA framework for IVET includes specific tools for quality assurance such as a Self-Assessment Manual and an Inspection Manual for external monitoring; and a common set of quality criteria at provider level and recommended procedures for conducting the self assessment, internal and external monitoring procedures

Table and Figure 2.2.3 below explore the topic of the certification. The certification process includes the assessment, validation and recognition that lead to the awarding of a qualification.

The analysis provided information in relation of the types of standards used in the certification process for the IVET and the CVET sectors. Commonly, there are three forms of standards which are used in the certification process:

- 1) *Educational standards* which define the expected outcomes of the learning process leading to the award of a qualification.
- 2) *Assessment standards* which specify the object of assessment and performance criteria.
- 3) *Occupational standards* which specify the professional tasks and activities the holder of a qualification is supposed to be able to carry out, and the competences needed for that purpose.

In addition, the analysis provides information in relation to whether or not the certification process is based on learning outcomes in EU-28 Countries. This issue is explored in Table 2.2.4 below.

Q28: What types of standards are used in the certification process in initial and continuing VET?

Table 2.2.3 – Type of standards used in the certification process in initial and continuing VET

TYPE of QUALITY STANDARDS and the CERTIFICATION PROCESS	Initial VET			Continuing VET		
	Countries	Nu.	%	Countries	Nu.	%
Educational standards	BE(fr, nl), BG, CZ, DE, EE, EL, ES, FR, HR, IE, IT, CY, LT, LV, LU, HU, MT, NL, PL, PT, SI, SK, UK(Eng, Sct, Wls)	26	84%	BE(fr, nl), BG, CZ, DE, EE, EL, ES, FR, IE, IT, LT, LV, HU, MT, NL, PL, PT, SK, SE, UK(Eng, Sct, Wls)	23	74%
Assessment standards	BE(fr), BG, CZ, DE, EE, EL, ES, FR, HR, IE, IT, LT, LV, LU, HU, MT, NL, PL, PT, SI, SK, UK(Eng, Wls, Nir, Sct)	25	81%	BE(fr), BG, CZ, DE, EL, ES, FR, IE, IT, CY, LT, LV, HU, MT, NL, PL, PT, SK, UK(Eng, Wls, Nir, Sct)	22	71%
Occupational standards	BE(fr, nl), CZ, DE, EE, EL, ES, FR, HR, IT, LT, LV, LU, HU, MT, NL, PL, PT, SI, UK(Eng, Wls, Nir, Sct)	23	74%	BE(fr, nl), CZ, DE, EL, ES, FR, IE, IT, LT, LV, HU, MT, NL, PL, PT, RO, SE, UK(Eng, Wls, Nir, Sct)	22	71%
Other purposes	EL, PL, RO, SE	4	13%	BE(fr), PL, RO	3	10%
No respond	AT, FI	2	7%	HR, AT, FI	3	10%

LT only for formal CVET programmes (CVET figures), i.e. those that are included in the national register of training programmes

Figure 2.2.3 – Type of standards used in the certification process in initial and continuing VET

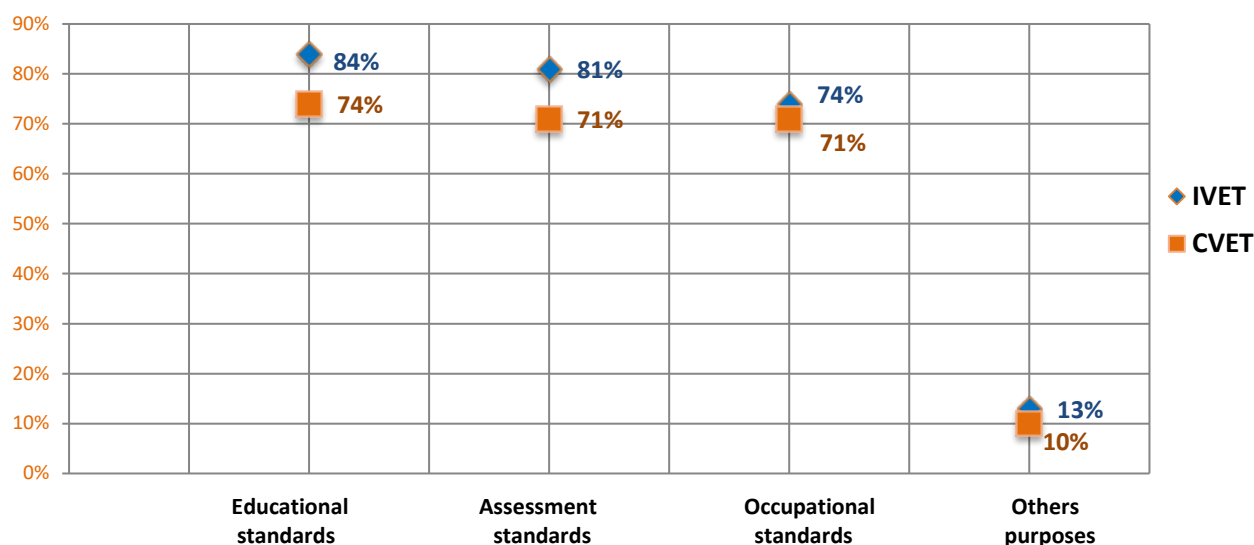


Table and Figure 2.2.3 above show that:

- The degree at which systems use any type of standards for certification purposes is higher in IVET than in CVET.
- This is not the case for *Occupation standards*, which are almost used to the same degree used by both the IVET and the CVET sectors. This could be explained by the fact that CVET is closely linked to the labour market and the industry sectors, where *occupational standards* are of relevance. On the other hand *educational standards* are an important criteria in school-based settings (IVET) where assuring the quality of the teaching and learning processes of non-occupational competences are of importance.
- Most systems use more than one type of standard (in many cases the three types of standards are used) in the certification process.

2.2.3 – ADDITIONAL NOTE: Type of quality standards used – ‘Other purpose’

BE(fr) – For CVET ‘The Consortium de validation des compétences’ evaluates and certifies learning outcomes based on informal and non formal learning

EL – For IVET, the certification process includes theoretical and practical examinations, as students are requested to perform practical tasks related to their profession in their second year

PL – For IVET and CVET, an external examination system provides the necessary objectivity and assures that the requirements for skills and knowledge are consistent at national level

RO – Training standards that describe the learning outcomes related to a qualification linked with one or more occupations developed for IVET. These standards are used in IVET and in formal CVET, in relation to the assessment of prior learning and apprenticeship. Between 2013-2016 the training standards were revised and in 2016 they were approved by Ministerial Order. These training standards include a section for the assessment and certification of learning outcomes.

SE – Staff, budget and facilities standards for IVET

Table and Figure 2.2.4 and Table 2.2.5 below provide information in relation to whether or not the *Educational*, *Assessment* and *Occupational standards* developed by systems in EU-28 are based on learning outcomes (the tables contain information on those standards which have been reported as used by VET systems in Table 2.2.2 above. The percentage figures shown are based on these values).

The outcomes-based model (and the use of learning outcomes) emphasises the necessity of setting clear standards for observable, measurable outcomes through which learners' performance can be empirically measured. The model does not focus on educational inputs and content and time allocation but favours educational processes based on specified outcomes in terms of individual student learning. In this sense, having decided what are the key things learners should understand and be able to do or the qualities they should develop, both structures and curricula are designed to achieve those capabilities or qualities³². This approach requires putting in place high standards for all groups, because it measures outputs rather than inputs. The adoption of measurable standards is a means of ensuring that the content and skills covered by the standards will be a high priority in the education process and in the labour market. Thus and by using learning outcomes, standards can be a way of going beyond percentages and grades, and aiming for education for lifelong learning beyond the classroom.

In this regard, figures analysed below signal the EU trend whereby VET systems are shifting the focus of standards from the inputs-based model towards an outcomes-based model:

Table 2.2.4 – Are the quality standards based on learning outcomes (LO)?

Are QUALITY STANDARDS based on LEARNING OUTCOMES?	Initial VET			Continuing VET		
	Countries	Nu.	%	Countries	Nu.	%
EDUCATIONAL STANDARDS						
YES	BE(fr, nl), BG, CZ, DE, EE, ES, FR, HR, IE, IT, CY, LT, LU, HU, MT, NL, PL, PT, SI, SK, UK(Sct, Wls)	23	74%	BE(fr, nl), CZ, DE, EE, ES, FR, IE, IT, LT, HU, MT, NL, PL, PT, SK, UK(Sct, Wls)	18	58%
NO	EL, LV, UK(Eng)	3	10%	BG, EL, LV, SE, UK(Eng)	5	16%
ASSESSMENT STANDARDS						
YES	BE(fr), CZ, DE, EE, ES, FR, HR, IE, IT, LT, LU, LV, HU, MT, NL, PL, PT, SI, SK, UK(Wls, Nir, Sct)	22	71%	BE(fr), CZ, DE, ES, FR, IE, IT, LT, LV, HU, MT, NL, PL, PT, UK(Wls, Nir, Sct)	17	54%
NO	BG, EL, UK(Eng)	3	10%	BG, CY, EL, SK, UK(Eng)	5	16%
OCCUPATIONAL STANDARDS						
YES	BE(fr), CZ, DE, EE, ES, FR, HR, IT, LT, LU, HU, MT, NL, PL, PT, SI, UK(Wls, Nir, Sct)	19	61%	BE(fr), CZ, DE, ES, FR, IE, IT, LT, HU, MT, NL, PL, PT, UK(Wls, Nir, Sct)	16	52%
NO	BE(nl), EL, LV, UK(Eng)	4	13%	BE(nl), EL, LV, RO, SE, UK(Eng)	6	19%

It is shown that:

- The majority of VET systems in IVET and more than half of VET systems in CVET which reported that they use *Educational, Assessment and Occupational standards* are using an outcomes model.
- When figures are compared, it is observed that the outcomes-based model in which standards are set, is more often used in IVET than in CVET. However, as per IVET, more VET systems seem to be using an outcomes model rather than the inputs model in CVET.
- This is more noticeable in relation to *Educational and Assessment standards*.

³² 'Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. They are explicit assertions about the outcomes of learning – the results of learning. Learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher (expressed in the aims of a module or course). They can take many forms and can be broad or narrow in nature. They are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of successful education experiences. In reality, they represent much more than this. They exemplify a particular methodological approach for the expression and description of the curriculum (modules, units and qualifications) and level, cycle and qualifications'; 'Learning outcomes current developments in Europe: update on the issues and applications of learning outcomes', Bologna Seminar, AEF Europa, Edinburgh 2008.

- It is interesting to observe that the outcomes-based model is less frequently used when setting *Occupational standards* in the certification process in IVET than for *Educational* and *Assessment standards*; however one could expect that this form of standards are more easily translatable into learning outcomes than any other type of learning process.

Figure 2.2.4 – Are the quality standards based on learning outcomes (LO)?

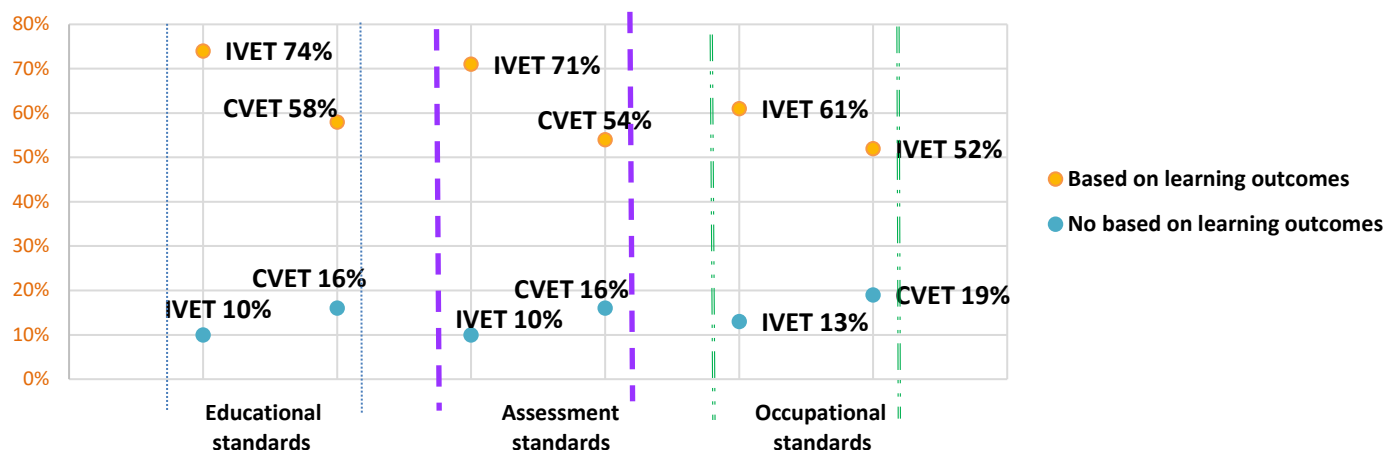


Table 2.2.5 below provides further information about standards and learning outcomes (not all VET systems provided information on this):

Table 2.2.5 – Are the quality standards based on learning outcomes (LO)?

Country	Explain HOW LEARNING OUTCOMES are used in the CERTIFICATION PROCESS and QUALITY STANDARDS
BE(nl)	CVET: LOs in Educational standard are used if they are situated within formal education. This is also a condition for funding
BE(fr)	The Service francophone des métiers et qualifications defines the learning outcomes. The education standards in IVET and CVET are based on these learning outcomes
BG	Since 04.2016 all State Educational Standards are adopted based on LOs
CZ	IVET: In relation to Educational standards: national (core) curricula for IVET are based on LOs which focus on key competences. In relation to Assessment standards, a new comprehensive final exam for apprenticeship certificate and a new Maturita exam are standardised now and they verify achievement of LO as defined in curricula. In relation to Occupational standards, occupation requirements in terms of LO are defined in the National System of Occupations (a publicly accessible register of occupations and job positions – www.nsp.cz) CVET: In relation to Educational Standards accredited educational CVET programmes must fulfil given requirements including description of the programme in terms of LO. In relation to Assessment standards, vocational qualifications in the NSK (national register of vocational qualifications) are based on learning outcomes, are publicly available (www.narodni-kvalifikace.cz) and are used for the preparation of CVET programmes and for recognition of non-formal and informal learning. In relation to Occupational standards, occupation requirements in terms of LO are defined in the National System of Occupations (a publicly accessible register of occupations and job positions)
DE	IVET and CVET, in relation to Educational, Assessment and Occupational standards, aim to equip young people with complete occupational proficiency within a broadly contoured area of work (§ 1 of the German Vocational Training Act). Insofar the standards used in the certification process are based on LOs. CVET for state regulated offer

EE	<p>Education standards IVET and CVET: The Government of the Republic established by a regulation the Vocational Education Standard which sets out the following uniform requirements for vocational training: 1) the learning outcomes of vocational training, including key competencies and the link thereof with the Estonian Qualification Framework; 2) the functions of and requirements for the curricula and studies, including the volume of studies, requirements for the commencement and completion of studies, structure and volume of the studies of key competencies and specifications of joint curricula; 3) the principles for amendment of curricula; 4) the principles for recognition of prior learning and professional experience; 5) the list of broad groups of studies, fields of study and curricula groups.</p> <p>Assessment standards: The uniform assessment system used in vocational training, bases for assessment of the acquisition of learning outcomes, assessment methods and criteria and descriptions of marks shall be established by a regulation of the Minister of Education and Research</p>
EL	IVET: other purposes certification process includes theoretical and practical examinations, as for the second students are requested to perform practical tasks related to their profession
ES	<p>IVET: Royal Decrees regulating VET organisation set that studies leading to Technician and Higher Technician Diplomas are organised in professional modules which include, among other aspects, objectives expressed in learning outcomes. Each learning outcome has a series of assessment criteria associated, which assess whether learning outcomes have been duly reached/ met. They also include 'indicators' to measure procedures, concepts and attitudes linked to learning outcomes.</p> <p>Assessment criteria guide on contents selection, methodology and the design of learning contexts. The curriculum of IVET Diplomas includes occupational standards from the National Catalogue of Occupational Standards as references for the design. CVET: Professional certificates are CVET offers linked to National Catalogue of Occupational Standards Act 5/2002, of 19 June, on Qualifications and Vocational Training. Professional certificates are organised in professional competences and their associated training modules. The training specifications are expressed in terms of skills and performance criteria, the skills which must be reached in a real work setting, the contents needed to reach those skills and methodological guidelines for the training module. Royal Decree 34/2008 of 18 January, regulates professional certificates. Professional certificates specify the professional tasks and activities the holder of that certificate is supposed to be able to carry out, and the competences needed for that purpose.</p>
FR	<p>IVET: in relation to Educational, Assessment and Occupational standards: VET diplomas delivered by ministries are recognised qualifications which are based on occupational standards, certification standards specify the expected LO to achieve, and assessment standards. Those diplomas include professional and general learning outcomes.</p> <p>They can be obtained through IVET, CVET and through validation of informal/non-formal learning</p>
HR	<p>IVET: In relation to Educational standards: all IVET programmes have assessment and validation processes in place in order to gain qualification. Students should prepare a final assignment that is assessed by a designated school commission.</p> <p>Assessment standards are partly in place. About 30 new VET curricula were introduced in the last two years in VET schools and these have clear assessment objectives and criteria. Older VET programmes (around 120 of them) are based solely on the teaching content. In relation to Occupational standards: the VET Act from 2009 introduced occupational standards, qualification standards and curricula</p>
IE	IVET and CVET: in relation to Educational standards: LOs are specified in each VET award specification leading to awards on NFQ. In relation to Assessment standards: LOs inform Assessment within validated programmes leading to awards on NFQ
IT	IVET and CVET: in relation to Educational, Assessment and Occupational standards, if as they are covered by specific law (See the recent decree 13/2013 concerning certification of competences) and implemented
LT	<p>IVET and CVET: in relation to Educational standards: the current VET programmes are based on VET standards (profesinio rengimo standartai). The framework of standards and VET programmes are currently being updated. Sectoral qualifications standards (profesiniai standartai) will gradually replace VET standards. Current VET standards comprise three main interrelated components: (a) parameters characterising occupational activities described by defining areas of activities, competences, and limits of these competences; (b) training objectives that define the knowledge and skills (i.e. LOs) necessary to achieve certain competences; (c) assessment parameters of vocational competences. Sectoral qualifications standards will be used to design VET content and assess whether a person's learning outcomes meet the requirements for a qualification. Unlike the VET standard, a sectoral qualifications standard will be developed for a particular sector of the economy by describing the most important qualifications in specific sectors of the economy at different LTQF levels. For each qualification the standard will describe competences that will be grouped into units. If standards are not developed for specific qualification, the learning outcomes for this qualification are agreed between the provider of qualification and Qualifications and VET Development Centre. In relation Assessment standards: see above information about VET standards and sectoral qualifications standards. In relation to Occupational standards: there are no separate and specific occupational standards in Lithuania. See above information about VET standards and sectoral qualifications standards that incorporate both, educational and assessment standards</p>
LU	IVET: in relation to Educational, Assessment and Occupational standards are fixed at national level by the Ministry of Education, Children and Youth
LV	The standardised education quality assessment system ensures that a uniform quality assessment methodology is used across seven operational fields which are based on 19 criteria across four levels (insufficient, sufficient, good and very good)

HU	IVET: in relation to Educational standards, they are centrally regulated by the Module Decree (Governmental Decree (nr. 217/2012 (VIII.9)) on the vocational module requirements of state recognised qualifications.). Descriptions are competence based and outcome oriented. The Curriculum Framework regulates the tasks and objectives based on Professional and Examination Requirements. In relation to Assessment standards, they are centrally regulated by the Vocational and Examination Requirements (SZVK) if the training is state recognised. In relation to Occupational standards: Vocational and Examination Requirements contain occupational standards described by LOs. Standard Classification of Occupations (FEOR) describe occupational tasks. CVET: in relation to Educational standards, they are centrally regulated by the Module Decree if the training is state recognised. All types of CVET training must have a training programme. This lists the competences that can be acquired during the training. All non-state recognised adult trainings have their own vocational programme requirements, prepared by the training provider. In relation to Assessment standards, they are centrally regulated by the Vocational and Examination Requirements if the training is state recognised. The content of module closing examinations is a compulsory element of training programmes, prepared by the training provider. In relation to Occupational standards, Vocational and Examination Requirements contain occupational standards described by LOs. Standard Classification of Occupations (FEOR) describes occupational tasks.
MT	IVET: in relation to Educational standards, all IVET courses are based on learning outcomes that match particular levels in the National Qualifications Framework. In relation to Assessment standards, assessment is always an integral part of the learning process and thus critical for accreditation purposes. In relation to Occupational standards, these are gradually being developed. Where available, they are adopted as a first direct input for relevant curricular development. CVET: in relation to Educational standards, CVET courses are gradually being converted to adopt standards similar to IVET. In relation to Assessment standards, again organisations delivering CVET courses are gradually adopting the necessary assessment criteria and standards. In relation to Occupational standards, these are gradually being developed. Where available they are adopted as a first direct input for relevant curricular development
NL	IVET and CVET: in relation to Educational standards, NL has a national qualification framework. They are stated as learning outcomes. The educations need to make a curriculum based on the qualification in the national system. In relation to Assessment standards, NL has a national supervision framework (defined by Inspectorate and Ministry in consultation with the VET-sector) with standards on quality and quality assurance. VET providers need to make assessments based on the qualification in the national system. VET providers use also QA systems as ISO and EFQM with assessment standards. In relation to Occupational standards, qualifications in the national qualifications framework are made in close cooperation with the social partners. So the professional tasks and activities are according to the way they are carried out in practice and according international occupational requirements
PL	IVET and CVET: Education standards are defined in the form of Los, defined in the core-curriculum for general education and for VET. They are the same for IVET and CVET and issued as a Regulation of the Minister of Education. Assessment standards are clearly defined in the Regulation of the Minister of National Education and are the basis for conducting students' assessment. In relation to Occupational standards, Vocational Education standards for all occupations are defined in the guidebook "The quality standards of Vocational Education"
PT	In relation to Assessment standards for IVET and CVET: some qualifications of the NQF have already been designed based on a learning outcomes approach
SI	IVET: in relation to Education standards, all programmes of VET were revised between 2002 and 2008, including the two- and three-year VET programmes and the four-year technical programmes. The professional parts of VET programmes are outcome oriented; general subjects are more input oriented. Modules are linked to credits, and have credit points attached. In relation to Assessment standards in vocational education programmes standards and procedures are prepared on school level based on state regulations. There are special national standards for finale exams and vocational mature exam. IVET educational programmes and system of national qualifications are prepared on bases of occupational standards
SK	IVET: Educational and Assessment standards are part of "state education programmes" which (beside others) define "graduate profile" and "performance standards" described in terms of LOs
UK(Wls)	IVET and CVET: The Credit and Qualifications Framework for Wales (CQFW) is based on the expression of achievement as learning outcomes
UK(Sct)	All qualifications offered in IVET and CVET are based on learning outcomes
UK(Nir)	IVET and CVET: in relation to Assessment standards all regulated VET qualifications are based on learning outcomes. In relation to Occupational standards, national occupational standards underpin all VET qualifications

Chapter 3

QUALITY ASSURANCE NATIONAL REFERENCE POINTS

INTRODUCTION

The EQAVET Recommendation invites Member States to designate a quality assurance national reference point (hereafter, national reference point or NRP) for VET that brings together national/regional key players with a role in the development of quality assurance in VET, in order to ensure the follow-up of initiatives and efficient dissemination of information.

With the adoption of the EQAVET Recommendation, the national reference points have a legal basis which ensures that they are *“linked to the particular structures and requirements of each Member State and that, in accordance with national practice, bring together existing relevant bodies and involve the social partners and all stakeholders concerned at national and regional levels, in order to ensure the follow-up of initiative”*³³.

The rationale for the establishment of national reference points is to:

- Establish connections between general European goals and national quality assurance frameworks, facilitating the implementation and adaptation of the EQAVET Framework.
- Be a catalyst for developing a culture of quality assurance in Member States.
- Ensure European cooperation in the field of quality management.
- Facilitate the exchange of experiences, mutual learning and consensus-building on common quality assurance principles.
- Develop guidelines and tools for supporting quality in VET based on European principles.

Chapter 3 provides information and data on the status, functions, responsibilities and actions undertaken by national reference points in their respective national contexts.

³³ Recommendation of the European Parliament and of the Council on the establishment of a European Quality Assurance Reference Framework for vocational education and training; Brussels, 2008/0069 (COD) LEX 1033, April 2009.

SECTION 3.1: Profile of National Reference Points

Table and Figure 3.1.1 below shows that:

- 30 VET systems out of 32 within EU-28 Countries have established national reference points, i.e. almost all countries (94 per cent) have a national reference point for the national context.

Q29: Has a national reference point for VET been established in your country?

Table 3.1.1 – Establishment of national reference points in EU-28 Countries, 2018

ESTABLISHMENT of NRPs	Response count	Response percentages	Countries
Yes	30	94%	BE(nl), BG, CZ, DK, DE, EL, ES, HR, IE, IT, FR, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
No	2	6%	BE(fr), EE

The two countries that reported that they have not established a national reference point, acknowledged that this issue is being addressed by the competent authority and/or that progress is being made in this respect:

Table 3.1.1a – National reference points in EU-28 not yet established

Countries	In progress
BE(fr)	The designation of the NRP is being discussed
EE	The NRP has not been officially established but it functions as such within the Ministry of Education and Research. The Estonian Quality Agency for Higher and Vocational Education is also engaged in the development and implementation of an accreditation system and EQAVET cooperation

Figure 3.1.1 – Establishment of national reference points in EU-28 Countries, 2016

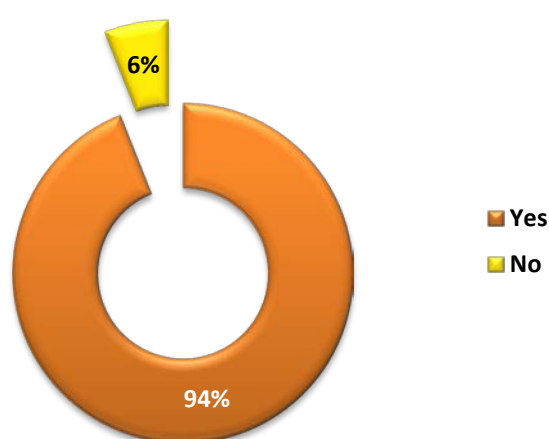


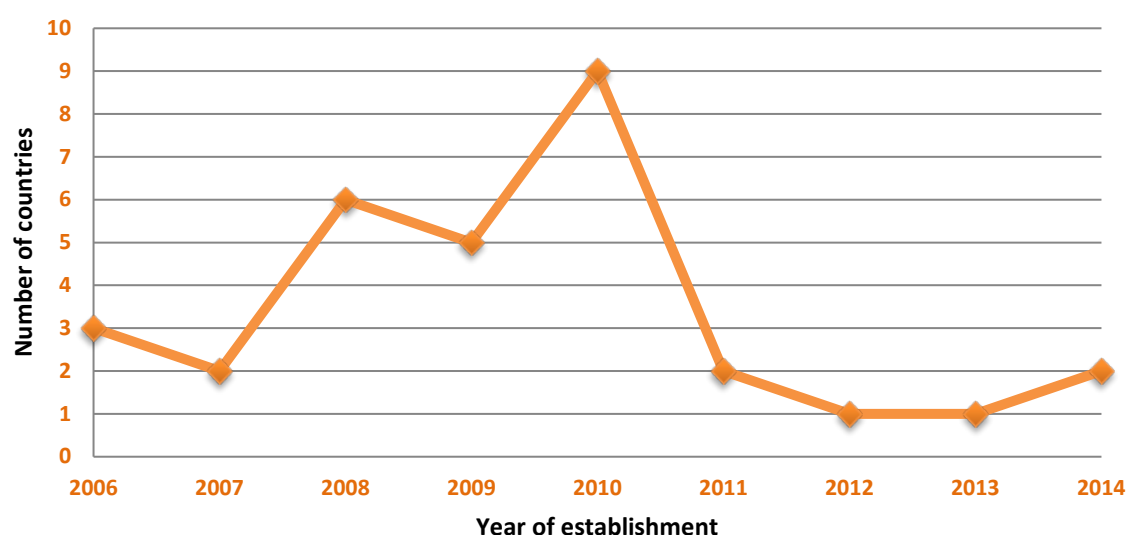
Table 3.1.2 below indicates the year in which the national reference points across EU-28 were established.

Table 3.1.2 – Year of national reference points establishment among EU-28 Countries

YEAR of ESTABLISHMENT	Response count	Response percentages	Countries
2006	3	11%	ES, IT, HU, RO
2007	2	7%	LT, AT
2008	6	21%	DE, IE, CY, SI, FI
2009	5	18%	BE(nl), PT, UK(Eng, Wls, Nir)
2010	9	32%	BG, CZ, LU, MT, NL, SK, SE, UK(Sct)
2011	2	7%	DK, EL
2012	1	4%	PL
2013	1	4%	LV
2014	2	7%	HR, FR

Figure 3.1.2 below represents the rate at which national VET systems were establishing national reference points. It clearly shows that the peak year was 2010, a year after the EQAVET Recommendation was considered as a legislative text and adopted by the European Parliament and the European Council. The changes were observed after year 2014.

Figure 3.1.2 – Year of national reference point establishment in EU-28 Countries



Out of the 30 national VET systems which have established the national reference point (i.e. with the exception of BE(fr) and EE), Table 3.1.3 below indicates that:

- Nine systems or 30 per cent of countries have established it within their relevant ministry (the ministries involved are specified in Table 3.1.4 below);
- More than half of all systems (63 per cent) have set up an agency funded by the relevant ministry in which the national reference point operates (the ministries involved are specified in Table 3.1.4 below);

- Only 10 per cent of all systems or 3 countries (NL, HR, IE) have organised an agency independent of their relevant ministries;
- Only one national VET system (NL) has reported that its national reference point combines both public and private organisational inputs.
- See *Additional Note 3.1.3* below for the organisation arrangements set up by those national VET systems reporting in the category 'Others'.

Q30: Under which bodies does the national reference point operate?

Table 3.1.3 – Organisational arrangements used by national VET systems in EU-28 to establish the national reference point

DESIGNATION of NATIONAL REFERENCE POINTS	Response count	Response percentages	Countries
It is part of the Ministry/ies	9	30%	BG, DK, EL, ES, CY, LU, PT, UK(Eng, Nir)
It is an agency funded by the Ministry/ies	19	63%	BE(nl), CZ, DK, DE, FR, IE, IT, LT, LV, HU, MT, NL, AT, PL, SI, SK, FI, SE, UK(WIs)
It is an agency independent of the Ministry/ies	3	10%	NL, HR, IE
It is a private organisation	1	3%	NL
Others	2	7%	RO, UK(Sct)

Figure 3.1.3 – Organisational arrangements used by national VET systems in EU-28 to establish the national reference point, 2018

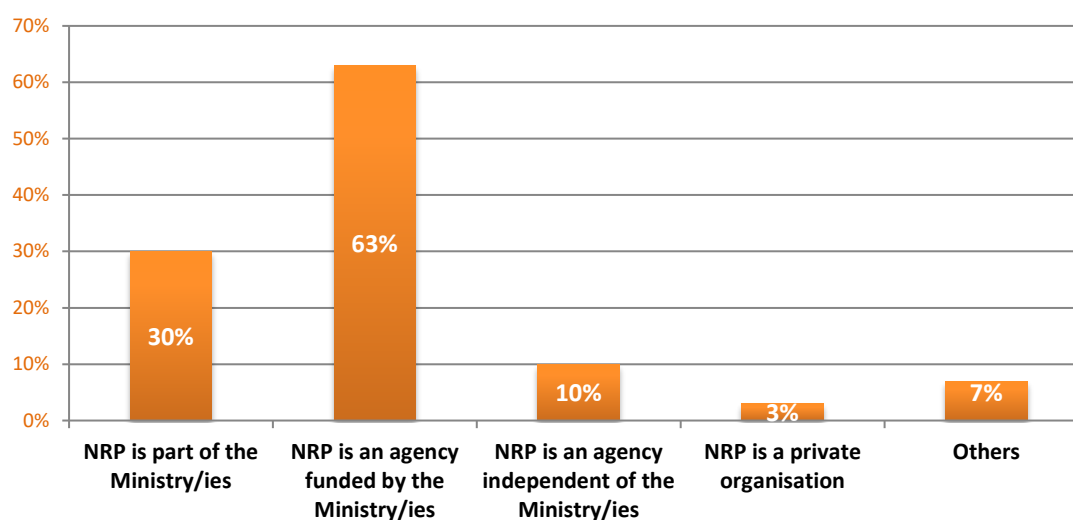


Figure 3.1.4 – Relevant ministry/ies involved in the establishment of the national reference point, 2018

Countries	Ministry/ies
BE(nl)	Ministry of Education and Training – Agency AHOVOKS for Higher Education, Adult Education, Qualifications and Study Grants
BG	Ministry of Education and Science
CZ	Ministry of Education, Youth and Sport - National Institute for Education
DK	Agency for Quality and Education funded by Ministry of Children, Education and Gender Equality

DE	Federal Institute for VET (BIBB)
EL	Ministry of Education and Religious Affairs - National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) as NRP
ES	Ministry of Education, Culture and Sport
FR	CNEFOP, Ministry of Labour and Employment
HR	Agency for VET and Adult Education
IE	Ministry of Education and Skills
IT	Ministry of Labour - INAPP Istituto Nazionale per l'Analisi delle Politiche Pubbliche (the National Institute for the Analysis of Public Policies)
CY	Ministry of Education and Culture
LT	Ministry of Education and Science
LV	Ministry of Education and Science
LU	Ministry of Education, Children and Youth
HU	Ministry for Innovation and Technology
MT	Ministry of Education and Employment
NL	Ministry of Education, Culture and Science
AT	Ministry of Education; and Ministry of Science and Research as part of the Austrian Exchange Service agency (OeAD-GmbH)
PL	Centre for Education Development (CED)/ Ośrodek Rozwoju Edukacji (ORE)
PT	Ministry of Economy and Employment
RO	See additional note 3.1.3 below
SI	Ministry of Education, Science and Sport – Institute of Republic of Slovenia for VET
SK	Ministry of Education, Science, Research and Sport and State Vocational Education Institute – SIOV
FI	Finnish National Agency for Education
SE	Ministry of Education, National Agency for Education
UK(Eng)	Ministry for Business Innovation and Skills
UK(Wls)	Welsh Government – Skills, Higher Education and Lifelong Learning (SHELL) Group
UK(Nir)	Department for the Economy
UK(Sct)	See additional note 3.1.3 below

3.1.3 ADDITIONAL NOTE – Organisational arrangements for the establishment of the NRP – ‘Others’

RO – Constituted The National Group for Quality Assurance, acting as NRP at national level, in 2006, in compliance with the recommendations of the European Network for Quality Assurance in VET (ENQA-VET). The National Group for Quality Assurance (GNAC) is an inter-institutional coordination structure with the role of applying in a coherent way the European and national measures for quality assurance in VET. The GNAC includes experts of national institutions who have certain attributions regarding quality assurance for initial and continuing VET: the Ministry of Education, Research and Youth, the Ministry of Labour, Family and Equal Opportunities, the Romanian Agency for quality assurance in Pre-university Education, the National Adult Training Board, the National Centre for Vocational Education and Training Development, the National Centre for Staff Training in Pre – university Education

UK(Sct) – The NRP for Scotland has been passed from the Scottish vq Board to the Scottish Qualifications Authority (Accreditation)

SECTION 3.2: Responsibilities and functions undertaken by national reference points in EU-28

The section provides information on the responsibilities and functions specified by the EQAVET Recommendation for national reference points (the analysis is based on all countries with the exception of BE(fr) which has not yet appointed a national reference point. EE has not officially appointed a NRP either but it is a function as such, so information on responsibilities is provided).

Q31: As set in the Recommendation, select the functions carry out by National Reference Point?

Table 3.2.1 – Responsibilities of national reference points under the EQAVET Recommendation

RESPONSIBILITIES of NRPs under the EQAVET RECOMMENDATION	Response count	Response percentages	Countries
Keeping stakeholders informed about the activities of the EQAVET network	28	90%	BE(nl), BG, CZ, DK, DE, EE, HR, IE, EL, ES, IT, CY, LT, LV, LU, HU, MT, NL, AT, PT, RO, SI, FI, SE, UK(Eng, Wls, Nir, Sct)
Providing active support for the implementation of the work programme of the EQAVET network	28	90%	BE(nl), BG, CZ, DK, DE, EE, ES, FR, HR, IE, EL, IT, CY, LT, LV, LU, HU, MT, NL, AT, PT, RO, SI, FI, UK(Eng, Wls, Nir, Sct)
Taking concrete initiatives to promote further development of the EQAVET Framework in the national context	28	90%	BE(nl), BG, CZ, DE, EE, ES, IE, EL, ES, FR, HR, IT, CY, LT, LV, LU, HU, MT, NL, AT, PL, RO, SI, FI, SE, UK(Eng, Wls, Nir)
Ensuring that information is disseminated to stakeholders effectively	30	97%	BE(nl), BG, CZ, DK, DE, EE, ES, FR, HR, IE, EL, IT, CY, LT, LV, LU, HU, MT, NL, AT, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
Supporting training providers to identify areas for improvement to QA and implement QA systems in line with the EQAVET Recommendation	27	87%	BE(nl), BG, CZ, DK, DE, EE, ES, FR, HR, IE, IT, LT, LV, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir)
Supporting training providers to introduce or develop self-evaluation systems	22	71%	BG, CZ, DK, DE, EE, ES, FR, HR, IE, IT*, LV, LT, HU, MT, AT, SI, FI, SE, UK(Eng, Wls, Nir, Sct)
AVERAGE number and percentage of activities undertaken by NRPs as set up by the EQAVET Recommendation	27	87%	–
Undertaking other activities	14	45%	BG, EL, ES, FR, HR, IE, IT, LU, HU, NL, AT, SI, FI, UK(Wls)

*Peer review

Table 3.2.1 above shows that the percentage of national reference points undertaking the functions and activities specified in the EQAVET Recommendation is as follows:

- Most national reference points in EU-28 (97 per cent) are ‘Ensuring that information is disseminated to stakeholders effectively’;
- This is not the case in relation to ‘Supporting training providers to introduce or develop self-evaluation systems’ which is carry out by a lesser extend by national reference points.
- There has been a significant increase over the years on the number of national referece points that are ‘Taking concrete initiatives to promote further development of the EQAVET Framework in the national context’; ‘Ensuring that information is disseminated to stakeholders effectively’; and ‘Supporting training providers to introduce or develop self-evaluation systems’ as shown in Table and Figure 3.2.2 below.

3.2.1 ADDITIONAL NOTE – Responsibilities and functions of the NRP – ‘Others’

BG – The NRP has integrated information on EQAVET (including the EQAVET logo and link) in the official page of the Ministry of Education, Youth and Science (MES), raising awareness of QA in VET and promotion of communication activities / Quality Assurance Culture: in addition to the section "Professional Education", available on the MES website, a subheading "Quality" was created to contain uploaded materials related to quality assurance in VET at national and European levels. The ongoing project "Governance for effective vocational education" constructed 20 sectoral networks that cover all vocational schools in the country. Manual for building a system for quality management in VET school was developed in the framework of the project. The ongoing project "Improving quality of service in adult vocational training provided by vocational training centres" focuses on analysing the training needs of administration and trainers in vocational training centres, developing training manuals and training staff and trainers in the centres.

EL – Actively participating in the development and referencing phase of the Greek NQ; and E.O.P.E.P. operates as an umbrella organisation for Europass, Euroguidance and EQF, facilitating and enhancing convergence and synergies particularly in the area of dissemination

ES – The NRP is responsible for regulations related to academic organisation, designing of diploma curricula, which must be adapted and implemented by the Autonomous Communities

FR – Le CNEFOP est chargé de faire un rapport faisant la synthèse des démarches qualité dans le domaine de la formation professionnelle

HR and IE – In the context of the restricted call for NRPs aiming at the improvement of a VET quality assurance system on national level, in line with EQAVET

IT – The NRP contributes to the integration of the main European tool, i.e. ReferNetA

LU – Stakeholders and social partners have been involved in EQAVET conferences and seminars

HU – In the frame of the NRP grant/project 2015-2016 an expert subgroup from the members of the National EQAVET Expert Team is currently examining the feasibility of developing an appropriate methodology to accredit/certify VET providers in line with the principles and requirements of the EQAVET Recommendation. Following this the methodology (criteria, process, procedure etc.) of issuing an EQAVET label will be defined and piloted

NL – Supporting and working on quality assurance at team level; organising an expert meeting on quality culture; promoting peer review, in order to promote culture of quality; bringing stakeholders together so that initiatives for improving quality can be aligned and made more effective; activities to involve students in the process of quality assurance

AT – The NRP is seen by the Ministry as a think tank or expertise pool, the NRP is also supporting the Ministry in all kinds of activities and projects to develop, disseminate, promote and quality assure the Austrian Quality Initiative in VET, QIBB

FI – The NRP establishes a quality network for VET and yearly Quality Seminar for VET

SI – Prepares an annual national QA report for IVET based on national indicators in line with to the EQAVET indicators

UK(WIs) – Working with different stakeholders to improve the use of destination data in their quality assurance systems

This analysis suggests that on average 87% per cent (or 27 national VET systems) of all national reference points in EU-28 are undertaking the tasks, duties and/or responsibilities set out in the EQAVET Recommendation. Nevertheless, comparing the figures provided by Table 3.2.1 above, there seems to be room for improvement: national reference points need to stress their functions in supporting VET providers at national level according to the actions set out in the EQAVET Recommendation); particularly in relation to ‘Supporting training providers to:

- ‘introduce or develop self-evaluation systems’³⁴; and
- ‘identify areas for improvement to QA and implement QA systems in line with the EQAVET Recommendation’

³⁴ The EQAVET working group on ‘Developing a culture of using indicators to self-monitor the quality assurance processes in VET provision’ established in 2010, developed a [self-evaluation guideline for VET providers](#). This will support national reference points to fulfil their responsibilities in this area. You can find all the information on the [EQAVET Quality Cycle on-line tool for VET providers](#). The EQAVET network has organised peer learning activities on this issue between 2017-2018. More information at <https://www.eqavet.eu/What-We-Do/peer-learning-activities>

When results between 2013, 2016 and 2018 are compared, it is observed that countries are implementing their EQAVET responsibilities at an increasing rate and that more national reference points are undertaking these functions as shown in Table and Figure 3.2.2 below.

Between 2016 and 2018, there are three functions that have increased: 'Ensuring that information is disseminated to stakeholders effectively' followed by 'Taking concrete initiatives to promote further development of the EQAVET Framework in the national context' and 'Supporting training providers to introduce or develop self-evaluation systems'.

Table 3.2.2 – Observed changes between 2013, 2016 and 2018 in EU-28 Countries – Responsibilities of national reference points as set out by the EQAVET Recommendation

RESPONSIBILITIES of NRPs and the EQAVET RECOMMENDATION	Nu %	Countries 2013	Nu %	Countries 2016	Nu %	Countries 2018
Keeping stakeholders informed about the activities of the EQAVET network	26 84%	BE(nl), BG, CZ, DK, DE, IE, EL, ES, IT, CY, LT, LV, LU, HU, MT, NL, AT, PT, RO, SI, FI, SE, UK(Eng, Wls, Nir, Sct)	28 90%	BE(nl), BG, CZ, DK, DE, EE, HR, IE, EL, ES, IT, CY, LT, LV, LU, HU, MT, NL, AT, PT, RO, SI, FI, SE, UK(Eng, Wls, Nir, Sct)	28 90%	BE(nl), BG, CZ, DK, DE, EE, HR, IE, EL, ES, IT, CY, LT, LV, LU, HU, MT, NL, AT, PT, RO, SI, FI, SE, UK(Eng, Wls, Nir, Sct)
Providing active support for the implementation of the work programme of the EQAVET network	25 81%	BE(nl), BG, CZ, DK, DE, FR, IE, EL, IT, CY, LT, LV, HU, MT, NL, AT, FI, SE, PT, RO, SI, UK(Eng, Wls, Nir, Sct)	28 90%	BE(nl), BG, CZ, DK, DE, EE, ES, FR, HR, IE, EL, IT, CY, LT, LV, LU, HU, MT, NL, AT, PT, RO, SI, FI, UK(Eng, Wls, Nir, Sct)	28 90%	BE(nl), BG, CZ, DK, DE, EE, ES, FR, HR, IE, EL, IT, CY, LT, LV, LU, HU, MT, NL, AT, PT, RO, SI, FI, UK(Eng, Wls, Nir, Sct)
Taking concrete initiatives to promote further development of the EQAVET Framework in the national context	23 74%	BE(nl), BG, CZ, DE, IE, EL, ES, FR, IT, CY, LT, LV, MT, NL, AT, PL, RO, SI, FI, SE, UK(Eng, Wls, Nir)	27 87%	BE(nl), BG, CZ, DE, EE, ES, IE, EL, ES, FR, HR, IT, CY, LT, LV, LU, HU, MT, NL, AT, PL, RO, SI, FI, UK(Eng, Wls, Nir)	28 90%	BE(nl), BG, CZ, DE, EE, ES, IE, EL, ES, FR, HR, IT, CY, LT, LV, LU, HU, MT, NL, AT, PL, RO, SI, FI, SE, UK(Eng, Wls, Nir)
Ensuring that information is disseminated to stakeholders effectively	25 81%	BE(nl), BG, CZ, DK, DE, ES, IE, EL, IT, CY, LT, LV, LU, MT, NL, AT, PT, RO, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	28 90%	BE(nl), BG, CZ, DK, DE, EE, ES FR, HR, IE, EL, IT, CY, LT, LV, LU, HU, MT, NL, AT, PT, RO, SK, FI, UK(Eng, Wls, Nir, Sct)	30 97%	BE(nl), BG, CZ, DK, DE, EE, ES FR, HR, IE, EL, IT, CY, LT, LV, LU, HU, MT, NL, AT, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
Supporting training providers to identify areas for improvement to QA and implement QA systems in line with the EQAVET Recommendation	21 68%	BE(nl), BG, DE, ES, FR, IE, IT, LT, LV, MT, NL, AT, PL, PT, RO, SI, FI, SE, UK(Eng, Wls, Nir)	27 87%	BE(nl), BG, CZ, DK, DE, EE, ES, FR, HR, IE, IT, LT, LV, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir)	27 87%	BE(nl), BG, CZ, DK, DE, EE, ES, FR, HR, IE, IT, LT, LV, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir)
Supporting training providers to introduce or develop self-evaluation systems	20 65%	BG, CZ, DK, DE, ES, FR, IE, IT, LV, LT, LU, MT, AT, SI, FI, SE, UK(Eng, Wls, Nir, Sct)	21 68%	BG, CZ, DK, DE, EE, ES, FR, HR, IE, IT, LV, LT, MT, AT, SI, FI, SE, UK(Eng, Wls, Nir, Sct)	22 71%	BG, CZ, DK, DE, EE, ES, FR, HR, IE, IT*, LV, LT, HU, MT, AT, SI, FI, SE, UK(Eng, Wls, Nir, Sct)

Figure 3.2.2 – Observed changes between 2013, 2016 and 2018 in EU-28 Countries – Responsibilities of national reference points as set out by the EQAVET Recommendation

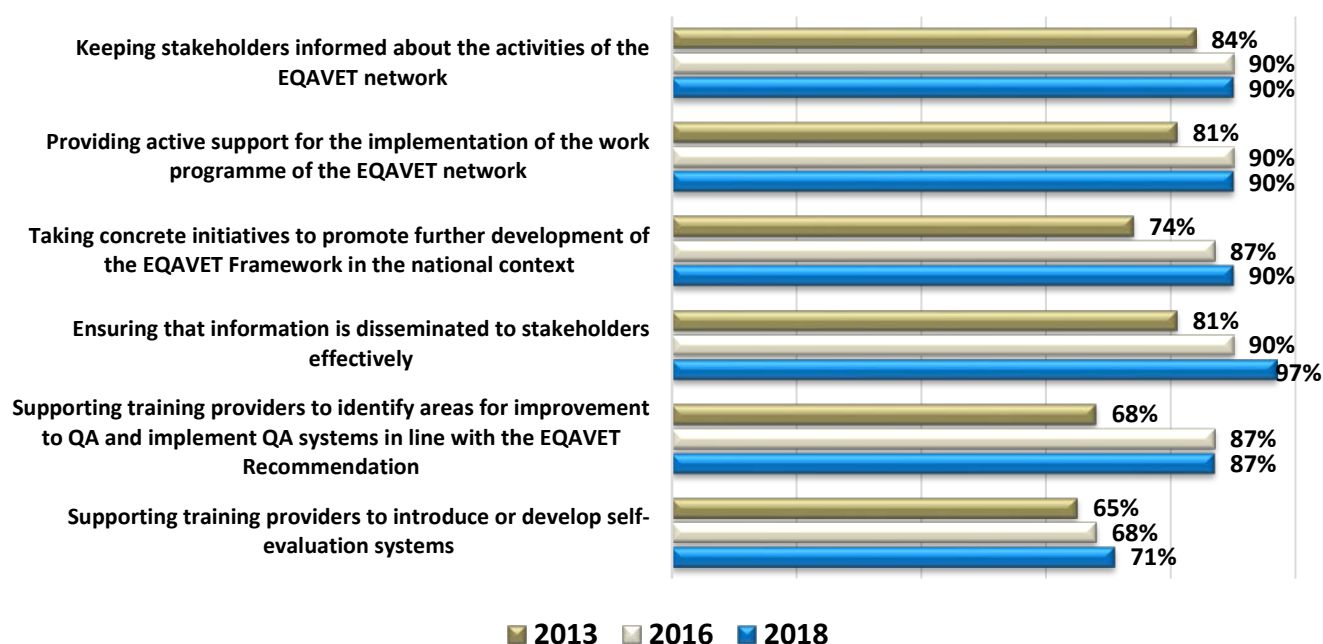


Table 3.2.3 below shows the areas in which national reference points operate within their national education and training systems in relation to the development and implementation of the EQAVET Reference Framework.

Q32: In which areas does the national reference point support the development of the EQAVET Framework for VET in the national context?

Table 3.2.3 – Areas of VET supported by national reference points regarding the implementation of the EQAVET Framework

NRPs' SUPPORT regarding AREAS of VET	Response count	Response percentages	Countries
Initial VET (IVET)	31	100%	BE(nl), BG, CZ, DK, DE, EE, IE, EL, ES, FR, HR, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
Continuing VET (CVET)	28	90%	BE(nl), BG, CZ, DE, EE, IE, EL, ES, FR, HR, IT, CY, LV, LT, LU, HU, MT, NL, PL, PT, RO, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
Adult education (AE)	22	71%	BE(nl), BG, DE, IE, EL, ES, FR, HR, IT, LU, MT, NL, AT, PL, PT, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
Informal education	14	44%	BG, CZ, DE, IE, ES, LU, MT, PT, RO, SK, UK(Eng, Wls, Nir, Sct)
Non-formal learning	17	53%	BG, CZ, DE, IE, EL, ES, LU, CY, MT, NL, PT, RO, SK, UK(Eng, Wls, Nir, Sct)
Institutions funded by the public sector	25	81%	BG, CZ, DK, DE, EE, IE, EL, IT, CY, LV, LT, HU, MT, NL, AT, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
Institutions funded by private or voluntary sector	20	65%	BG, CZ, DE, EE, FR, IE, IT, CY, LV, HU, MT, NL, PT, RO, SK, FI, UK(Eng, Wls, Nir, Sct)

The Table shows that:

- All national reference points are operating in Initial VET (IVET);
- 28 national reference points in EU-28 or 90 per cent are operating in the Continuing VET sector (CVET); and 22 national reference points or 71 per cent in adult education.

- The fact that large percentages of national reference points are reaching CVET and adult education seems to indicate that these are important areas of action for national reference points. National reference points need to be supported to enhance the contribution of VET towards reaching the benchmark³⁵ of 15 per cent of adults participating in education and training by 2020. In fact, the EQAVET network set up a working group in 2014-2015 in order to address this issue³⁶.
- 15 or less than half of national reference points (48 per cent) and 17 countries (53 per cent) are feeding into the informal and non-formal learning sectors of education and training within the national context. This requires attention, particularly in the light of the strategic objectives set by the Bruges Communiqué: the last review of the Copenhagen Process advises countries to ‘*start to develop, no later than 2015, national procedures for the recognition and validation of non-formal and informal learning, supported as appropriate by national qualifications framework*’. Quality assurance is the underpinning principle that can build solid, accountable and transparent bridges between formal, non-formal and informal learning and expand the awarding of qualifications on the basis of experience acquired.
- No change on this issue has been observed between 2016 and 2018.

Figure 3.2.3 – Areas of VET supported by national reference points regarding the implementation of the EQAVET Framework

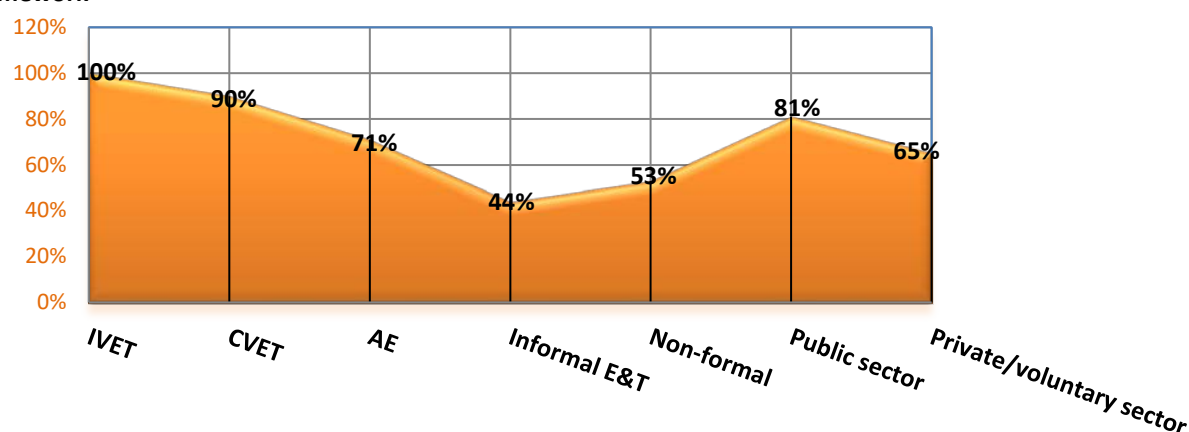


Table 3.2.4 below shows some changes in the relevant areas of education and training supported by national reference points between 2013, 2016 and 2018. The changes indicate that more national reference points seem to be supporting the areas of VET under analysis, except for Informal and non-formal learning, which are supported by a lesser extend in 2018 than in 2016.

Table 3.2.4 – Observed changes between 2012, 2013 and 2016 in EU-28 countries – Areas of VET supported by national reference points

Observed changes in NRPs' SUPPORT regarding AREAS of VET	Nu	Countries 2013	Nu	Countries 2016	Nu	Countries 2018
Initial VET (IVET)	29 91%	BE(nl), BG, CZ, DK, DE, IE, EL, ES, FR, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	31 100%	BE(nl), BG, CZ, DK, DE, EE, IE, EL, ES, FR, HR, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	31 100%	BE(nl), BG, CZ, DK, DE, EE, IE, EL, ES, FR, HR, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
Continuing VET (CVET)	26 84%	BE(nl), BG, CZ, DE, IE, EL, ES, FR, IT, CY, LV, LT, LU, HU, MT, NL, PL, PT, RO, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	28 90%	BE(nl), BG, CZ, DE, EE, IE, EL, ES, FR, HR, IT, CY, LV, LT, LU, HU, MT, NL, PL, PT, RO, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	28 90%	BE(nl), BG, CZ, DE, EE, IE, EL, ES, FR, HR, IT, CY, LV, LT, LU, HU, MT, NL, PL, PT, RO, SK, FI, SE, UK(Eng, Wls, Nir, Sct)

³⁵ Council conclusions 25/3/2007 on a coherence framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in education and training.

³⁶ Further information of this EQAVET working group on Adult Learning in the context of Continuing VET can be found on the EQAVET website here: http://www.eqavet.eu/gns/what-we-do/working-groups/working-groups_2014-2015.aspx

Adult education (AE)	21 68%	BE(nl), BG, CZ, DE, IE, EL, ES, IT, LU, MT, NL, AT, PL, PT, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	22 71%	BE(nl), BG, DE, IE, EL, ES, FR, HR, IT, LU, MT, NL, AT, PL, PT, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	22 71%	BE(nl), BG, DE, IE, EL, ES, FR, HR, IT, LU, MT, NL, AT, PL, PT, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
Informal education	13 42%	BE(nl), BG, DE, IE, ES, MT, PT, RO, SK, UK(Eng, Wls, Nir, Sct)	15 48%	BE(nl), BG, CZ, DE, IE, ES, LU, MT, PT, RO, SK, UK(Eng, Wls, Nir, Sct)	14 45%	BG, CZ, DE, IE, ES, LU, MT, PT, RO, SK, UK(Eng, Wls, Nir, Sct)
Non-formal learning	17 53%	BE(nl), BG, CZ, DE, IE, EL, ES, CY, MT, NL, PT, RO, SK, UK(Eng, Wls, Nir, Sct)	18 58%	BE(nl), BG, CZ, DE, IE, EL, ES, LU, CY, MT, NL, PT, RO, SK, UK(Eng, Wls, Nir, Sct)	17 53%	BG, CZ, DE, IE, EL, ES, LU, CY, MT, NL, PT, RO, SK, UK(Eng, Wls, Nir, Sct)
Institutions funded by the public sector	25 81%	BG, CZ, DK, DE, IE, EL, IT, CY, LV, LT, LU, HU, MT, NL, AT, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	25 81%	BG, CZ, DK, DE, EE, IE, EL, IT, CY, LV, LT, HU, MT, NL, AT, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	25 81%	BG, CZ, DK, DE, EE, IE, EL, IT, CY, LV, LT, HU, MT, NL, AT, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)
Institutions funded by private or voluntary sector	19 61%	BG, CZ, DE, IE, IT, CY, LV, LU, HU, MT, NL, PT, RO, SK, FI, UK(Eng, Wls, Nir, Sct)	20 65%	BG, CZ, DE, EE, FR, IE, IT, CY, LV, HU, MT, NL, PT, RO, SK, FI, UK(Eng, Wls, Nir, Sct)	20 65%	BG, CZ, DE, EE, FR, IE, IT, CY, LV, HU, MT, NL, PT, RO, SK, FI, UK(Eng, Wls, Nir, Sct)

Table 3.2.5 below shows the role of national reference points in relation to broader European policy initiatives to support the lifelong learning strategy. It shows that:

- 24 national reference points in EU-28 countries (77 per cent) contribute to the development and implementation of the quality assurance aspects of the European Qualification Framework (EQF)
- Almost a quarter of all national reference points (21 or 68 per cent) support quality assurance issues relating to the European Credit System for VET (ECVET);
- This shows the complementarity and consistency of the arrangements put in place by national VET systems in EU-28 Countries concerning the policy initiatives taken at EU level.
- A low percentage is noted in relation to ‘*The Common EU Principles for Identification and Validation of non-formal/informal learning*’³⁷. Only 14 national reference points (45 per cent) include this area, despite its importance within the EU broader strategy of growth and jobs for all.
- Only 7 national reference points (23 per cent) provide support for the implementation of the ‘European Charter for Mobility’³⁸. This is significant, since it is mentioned by the EQAVET Recommendation as an initiative in which quality assurance will play a crucial role.

Q 33: Does the national reference point provide support for quality assurance issues relating to ...?

Table 3.2.6 – Scope of national reference points

SCOPE of NRPs regarding EU initiatives in VET	Response count	Response percentages	Countries
European Qualification Framework (EQF)	24	77%	BE(nl), BG, CZ, DE, EE, EL, ES, FR, HR, IE, IT, CY, LT, HU, MT, NL, AT, PT, RO, SK, FI, SE, UK(Nir, Wls)

³⁷ Recommendation (EC) No 2006/961 of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: [European Quality Charter for Mobility](#) [Official Journal L 394 of 30.12.2006].

³⁸ Conclusions of the Council and of the representatives of the Governments of the Member States meeting within the Council on [Common European Principles for the identification and validation of non-formal and informal learning](#) (May 2004); and Cedefop: ‘[European guidelines on the validation of non-formal and informal learning](#)’, 2009.

European Credit System for VET (ECVET)	21	68%	BG, CZ, DE, EE, EL, ES, IE, IT, CY, LT, LU, MT, NL, AT, PT, RO, SK, FI, SE, UK(Wls, Nir)
The common EU principles for identification and validation of non-formal/informal learning	14	45%	BE(nl), BG, CZ, DE, EE, EL, ES, IE, LV, MT, PL, SK, FI, UK(Wls)
The EU Quality Charter for Mobility	7	23%	BG, CZ, DE, IE, ES, SK, FI

Figure 3.2.6 – Scope of national reference points

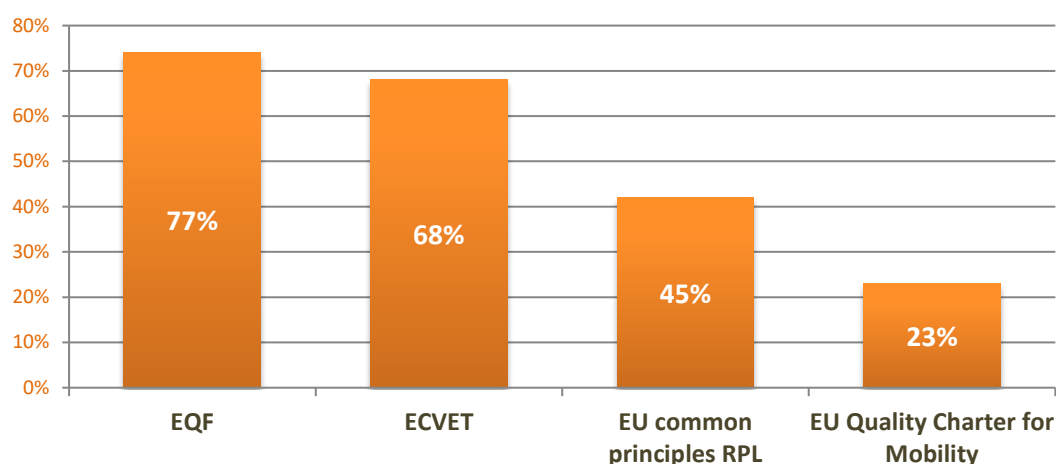


Table below shows observed changes between 2013, 2016 and 2018 in relation to the scope of national reference points concerning relevant EU initiatives; suggesting that some increase can be observed in the number of national reference points supporting EQF and the 'The common EU principles for identification and validation of non-formal/informal learning'.

Table 3.2.7 – Observed changes between 2011, 2012 and 2013 in EU-28 countries – Scope of national reference points

Observed changes in SCOPE of NRPs regarding EU initiatives in VET	Nu %	Countries 2013	Nu %	Countries 2016	Nu %	Countries 2018
European Qualification Framework (EQF)	20 65%	BE(nl), BG, CZ, DE, EL, ES, IE, IT, CY, LT, LV, HU, MT, NL, PT, RO, SI, SK, FI, SE	22 71%	BE(nl), BG, CZ, DE, EE, EL, ES, FR, HR, IE, IT, CY, LT, HU, MT, NL, AT, PT, RO, SK, FI, SE	24 77%	BE(nl), BG, CZ, DE, EE, EL, ES, FR, HR, IE, IT, CY, LT, HU, MT, NL, AT, PT, RO, SK, FI, SE, UK(Nir, Wls)
European Credit System for VET (ECVET)	22 71%	BE(nl), BG, CZ, DE, EL, ES, FR, IT, CY, LT, LV, HU, MT, NL, AT, PT, SI, SK, FI, SE, UK(Wls, Sct)	21 68%	BE(nl), BG, CZ, DE, EE, EL, ES, IE, IT, CY, LT, LU, MT, NL, AT, PT, RO, SK, FI, SE, UK(Wls)	21 68%	BG, CZ, DE, EE, EL, ES, IE, IT, CY, LT, LU, MT, NL, AT, PT, RO, SK, FI, SE, UK(Wls, Nir)
The common EU principles for identification and validation of non-formal/informal learning	11 36%	BE(nl), BG, CZ, DE, EL, ES, IE, MT, PL, SK, FI	12 39%	BE(nl), BG, CZ, DE, EL, ES, IE, LV, MT, PL, SK, FI	14 45%	BE(nl), BG, CZ, DE, EE, EL, ES, IE, LV, MT, PL, SK, FI, UK(Wls)
The EU Quality Charter for Mobility	8 26%	BG, CZ, DE, IE, ES, MT, SK, FI	7 23%	BG, CZ, DE, IE, ES, SK, FI	7 23%	BG, CZ, DE, IE, ES, SK, FI

Figure 3.2.7 – Observed changes between 2011, 2012 and 2013 in EU-28 countries – Scope of national reference points

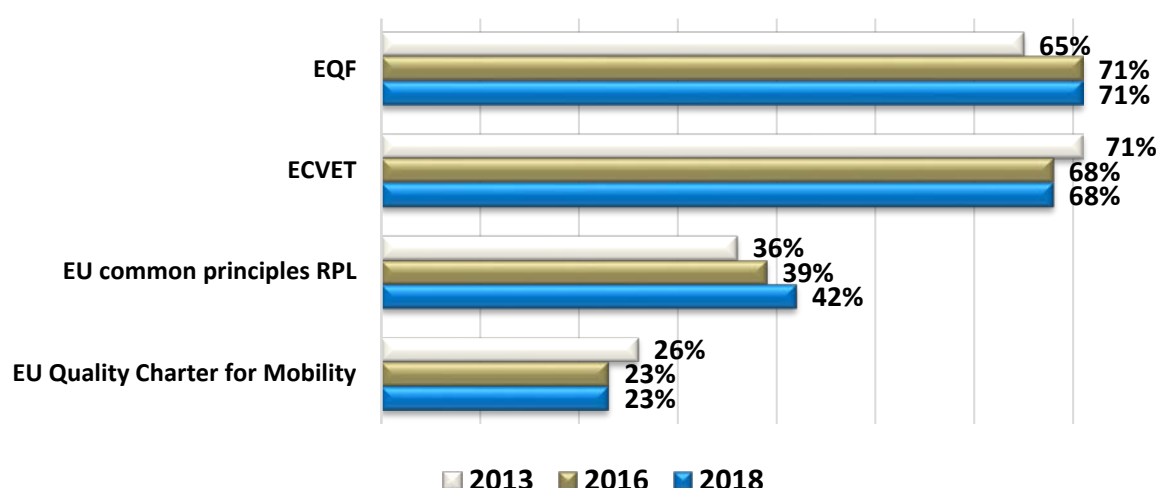


Table 3.2.8 below provides further information on the measures taken by countries in order to address the quality assurance aspects of EU transparency tools and related policies/initiatives (the table gathers the information provided by countries, i.e. not all countries provided information)

Table 3.2.8 – Scope of national reference points – description of measures taken

Countries	Scope of NRPs
BG	The NRP supports mobility of its labour force establishing the International Standards Classification of Occupations, and national representatives are involved in the development of the EU classification of skills/Competence and Occupations (ESCO)
CZ	The EU transparency and mobility tools (EQF, ECVET, EQAVET, Europass) are implemented by the national agency National Institute for Education (NUV); which ensures coordination and synergies. NUV is the NCP for EQF
DE	Provision of information on the deqa-vet-website, support of networking/exchange on the topic, cooperation with relevant bodies
ES	EQF and ECVET: The Sub-directorate General of Guidance and Vocational Education and Training takes part in the advisory group and representatives attend the meetings proposed by the Commission, taking part in discussions related to NQF levelling. Common: Representatives from the Sub-directorate General of Guidance and Vocational Education and Training attend meetings proposed by the Commission (apart from the EQF meetings that also include representatives in validation matters), taking part in discussions that could affect the improvement of our procedures of validation and recognition of labour experience and contributing as long as possible to the improvement of this principle taking our experience as reference.
FR	Mobility SEPIE (Spanish Service for the Internationalisation of Education), depending on the Ministry of Education, Culture and Sport is in charge of the European Quality Charter for Mobility.
IE	La CNCP, commission nationale des certifications professionnelles est le point de référence pour le CEC QQI is an integrated agency providing a broad range of services which underpin Quality assurance and qualifications services. QQI is also NRP for the EQF and uses this relationship to support the recognition and positioning of Irish qualifications and related education and training services globally: promotional materials are available to practitioners. The EQAVET NRP also collaborate with the reference group for EU initiatives in education and skills (such as ECVET) which also promotes synergies between the range of initiatives. ACT 2012 for VNFIL, which we fulfill through the publication of policy for access, transfer and progression and of principles and operational guidelines for RPL; QQI is also stimulating practice nationally to support the implementation of the 2012 Recommendation on VNFIL and the 2016 Recommendation on Upskilling Pathways and participates in national steering groups supporting planning to that end, including within the FET Strategy. We are members of an international consortia in a KA3 Erasmus+ funded project addressing VNFIL for those with low levels of skills and qualifications, steered by a National Advisory Group comprising key national interests and participate in a range of projects nationally. QQI has established an RPL practitioner network drawing together practice from all sectors, including public, private, training, industry and the third sector. These shared activities drive progress, including the embedding of systems for QA embedding validity and reliability, credibility and legitimacy, confidence and trust, with each stakeholder aware of obligations at

	system and service level. QQI reports on progress nationally with regard to VNFIL to the EQF Advisory Group of the Commission, on behalf of the Ministry
IT	In relation to EQF: In supporting the EQF Coordination Point in defining quality assurance procedures. In relation to ECVET: proposing tools to develop mutual trust
CY	In relation to EQF: Link the evaluated Qualifications to EQF levels. In relation to ECVET: Link the Learning Outcomes to Qualifications (Framework)
	In relation to EQF: Host of NRP-QVETDC – is responsible for referencing of national qualifications framework to the EQF thus synergy between 2 tools increases through exchange of information. In relation to ECVET: Host of NRP-QVETDC – is responsible for development of credits system thus synergy between 2 tools increases through exchange of information. In addition, QVETDC cooperates with national LLP programme agency – Education Exchanges Support Foundation. The Foundation from 2014 will coordinate national network of ECVET experts. It is planned to organise training about EQAVET for these experts.
LT	information about EQAVET was publicised in ECVET promotional material
LU	EQAVET NRP is a member of the ECVET users' group
LV	The State Education Quality Service collects information from persons who acquired professional qualifications (only for 1-2-3 qualification level NQF) in process of validation
HU	The National Office of VET and Adult Learning (NOVETAL) provides information and data to the Educational Authority (OH) in connection with EQF/HuQF levels of VET qualifications listed in the NQR (OKJ)
	In relation to EQF and ECVET: The NCFHE oversees the implementation of the National Qualifications Framework, quality assurance and qualifications recognition as part of the Bologna and Copenhagen Processes. It also acts as a National Contact Point for the European Qualifications Framework. In relation to the Common European principles for the identification and validation of non-formal and informal learning: The NCFHE is responsible for the validation of informal and non-formal learning. A 'Sector Skills Committee' has been set up by government to govern and regulate the validation process. Various 'Sector Skills Units' have been set up by the NCFHE to establish occupational standards and their respective validation process. In relation to the European Quality Charter for Mobility: The NCFHE supports the VET providers with the recognition and accreditation of courses that include transnational mobility activities and experiences. In this way, it provides support in the recognition of each other's courses by virtue of ECTS or ECVETS
MT	
NL	In relation to EQF and ECVET: There is cooperation between the different national reference points. The activities are aligned
AT	NQF and NRP are now in the same department in the OeAD; personal linkages make it easier to support on specific topics
	In relation to the Common European principles for the identification and validation of non-formal and informal learning: The information on the exam confirming vocational qualifications is presented on Centre for Education Development (CED) – the previous KOWEZIU website. It also includes information on the possibility of taking an external examination (egzamin eksternistyczny) which has been introduced in 2012 for persons who wish to confirm their skills and knowledge acquired via work experience. This exam is designed for both general education and vocational education
PL	
	In relation to EQF: NRP members are involved in the development of the Romanian national Qualifications Framework. In relation to ECVET: the representatives of the National Centre for TVET Development (EQAVET NRP) are also part of the National Team of ECVET experts. They are involved each year in the organisation of a number (12-15) seminars for the IVET provider representatives
RO	
SI	In relation to EQF: By preparing input for description of quality assurance system in IVET. In relation to ECVET: By collaboration in preparing manual for VET providers
SK	In relation to ECVET: National Coordination Point has been established at State Vocational Education Institute, employees have become members of National Team of Experts
	In relation to EQF and ECVET: There are regular meetings between EQF, ECVET and QA where the implementation of the tools is discussed. It's important that the tools are complementary and for that reason a cooperation has been established. A concrete outcome of this cooperation is a joint conference which was held in December 2013, gathering some 250 policymakers, principals and other actors in VET
SE	
	In relation to EQF: The UK was formally referenced to EQF in January 2010. The Qualifications & Credit Framework has been formally referenced to EQ. The QCF and general qualifications have now been subsumed within the Register of Regulated Qualifications In relation to ECVET: The UK has a Network of Experts upon which NI has two representatives. The experts offer practical support and tips on how ECVET can be incorporated and how it can be used to improve the quality of mobility
UK(Nir)	
UK(WIs)	In relation to ECVET: Contributed to guidance from Awarding Organisations on using ECVET for mobility
	In relation to ECVET: the SCQF Partnership has lead responsibility in Scotland for ECVET and has a close working relationship with SQA Accreditation, the NRP for EQAVET
UK(Sct)	

Chapter 4



The USE of the EQAVET INDICATIVE DESCRIPTORS

This chapter offers an overview of the use and implementation of the indicative descriptors specified in the EQAVET Recommendation in the national quality assurance processes for national VET provision and institutions.

INTRODUCTION

The Recommendation of the European Parliament and of the Council on the establishment of a European Quality Assurance Reference Framework for VET (EQAVET Recommendation) establishes a European quality assurance reference framework (EQAVET Reference Framework).

EU Quality Assurance in Vocational & Educational Training



The EQAVET Framework comprises a quality assurance and improvement cycle (planning, implementation, evaluation/ assessment and review/revision) based on a selection of quality criteria, descriptors and indicators applicable to quality management at both VET-system and VET-provider levels. The aim is not to introduce new standards, but to support Member States' efforts, whilst preserving the diversity of their approaches.

The EQAVET Framework should be regarded 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.

The proposed descriptors and indicators are provided as guidance only and may be selected and applied by users of the Reference Framework in accordance with all or part of their requirements and existing settings.

They may be applied to initial vocational training (IVET) and/or continuous vocational training (CVET), depending on the relevant individual characteristics of each Member State's VET system and the type of VET providers. They are to be used on a voluntary basis, taking account of their potential added value and in accordance with national legislation and practice. They should be considered neither as benchmarks, nor as a means of reporting on, or drawing comparisons between, the quality and efficiency of different national systems. The responsibility for monitoring the quality of these systems remains entirely with the Member States.

4.1.1 -EXPLANATORY NOTE: The use of EQAVET indicative descriptors

NL and **RO** provided information only for accredited CVET provision in relation to the use of the indicative descriptors for the CVET sector

SECTION 4.1: Indicative descriptors at system level for IVET

The EQAVET Framework provides a general quality assurance instrument for IVET and CVET and work-based learning. EQAVET includes a set of quality descriptors for the four stages of its quality cycle (planning, implementation, evaluation and review) to support documentation, development, monitoring and evaluation in order to improve the effectiveness of VET provision and quality management practices.

Irrespective of the state of development or tradition of the national VET system, the EQAVET model provides a reference framework for establishing a quality assurance system which has operationally defined criteria that serve as performance descriptors or criteria indicative descriptors. Each indicative descriptor describes a quality criteria area.

The EQAVET Framework recognises that approaches to VET need to be compatible with the national/regional system, the needs of industry and the community, which vary from region to region and country to country. The Framework acknowledges that diversity among VET systems and providers is desirable. The EQAVET Reference Framework defines the prerequisites for basic quality assurance in VET in broad terms and is a quality management framework based on best practice from Member States.

On this basis, the EQAVET Framework can contribute to the development of a European lifelong learning area and promote a culture of quality improvement at all levels.

Tables 4.1.1 (planning phase) 4.1.2 (implementation phase), 4.1.3 (evaluation phase) and 4.1.4 (review phase); and their corresponding Figures 4.1.1, 4.1.2, 4.1.3 and 4.1.4, below present which EQAVET indicative descriptors at system level for Initial VET (IVET) are used by EU-28 Countries.

Table 4.1.1 presents the quality assurance indicative descriptors used by EU-28 Countries at system level corresponding to the **planning phase** of the quality cycle. It shows that:

- On average 21 VET systems in EU-28 (or 66 per cent) 'always use' the EQAVET indicative descriptors in the planning phase in their IVET systems at national level.
- On average only 1 national VET system in EU-28 (or less than 3 per cent) reported that it has 'not used'/'never implemented/used' an EQAVET indicative descriptor at system level when articulating their quality assurance processes in the planning stage of their IVET systems.
- Almost every IVET system (25 VET systems in EU-28 or 78 per cent) uses the indicative descriptor: *Goals/objectives of VET are described for the medium and long terms* and (24 VET systems in EU-28 or 75 per cent) *Mechanisms and procedures have been established to identify training needs* in IVET.
- On the other hand, only 17 VET systems in the IVET have implemented the indicative descriptor: *'An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements'*. 11 systems (almost half of all countries or 38 per cent) stated that they have only 'sometimes' implemented this indicative descriptor in their national systems when formulating their planning processes for IVET, which signals the need for a more systematic approach to this area.
- The 'always used' higher figures suggest that national VET systems in EU-28 Countries have identified strategic planning and clearly defined the mission and strategic goal for VET within their national contexts.

These results were replicated in 2013 and 2016 (more information on changes observed between years in section: Summary 4.1).

Table 4.1.1. – EQAVET Indicative descriptors at system level for IVET – PLANNING PHASE

PLANNING PHASE	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
INDICATIVE DESCRIPTORS AT VET SYSTEM INITIAL VET								
Goals/objective of VET are: described for the medium and long terms	BE(nl), BG, CZ, DK, DE, EE, HR, IE, ES, FR, IT, CY, LT, LV, LU, HU, MT, NL, AT, RO, SI, FI, SE, UK(Wls, Nir)	25 78%	PL, SK, UK(Eng, Sct)	4 13%	BE(fr)	1 3%	EL, PT	2 6%
Goals/objective of VET are: linked to EU goals	BE(nl), BG, CZ, EE, HR, IE, ES, IT, CY, LT, LV, LU, HU, MT, AT, PL, RO, SI, SK, FI	20 63%	DE, DK, FR, NL, SE, UK(Eng, Sct, Wls)	8 25%	BE(fr),UK(Nir)	2 6%	EL, PT,	2 6%
The relevant stakeholders participate in setting VET goals and objectives at the different levels	BG, DE, DK, CZ, EE, IE, ES, FR, IT, CY, LT, LU, HU, MT, NL, AT, FI, SE, UK(Eng, Wls, Nir, Sct)	22 69%	BE(nl), HR, LV, PL, RO, SI, SK	7 22%	BE(fr)	1 3%	EL, PT	2 6%
Targets: are established	BE(nl), BG, CZ, DK, DE, EE, IE, ES, FR, CY, LT, LV, HU, MT, NL, AT, PL, SI, FI, SE, UK(Eng, Nir, Sct, Wls)	24 75%	HR, IT, LU, RO, SK	5 16%	BE(fr)	1 3%	EL, PT	2 6%
Targets are: monitored through specific indicators (success criteria)	BE(nl), DK, DE, EE, IE, ES, FR, CY, LT, LV, MT, NL, SK, FI, SE, UK(Eng, Nir, Sct, Wls)	19 59%	BG, CZ, HR, IT, LU, HU, AT, PL, RO, SI	10 31%	BE(fr)	1 3%	EL, PT	2 6%
Mechanisms and procedures have been established to identify training needs	BE(nl), DK, DE, EE, IE, ES, FR, IT, CY, LT, LV, HU, MT, NL, AT, RO, SI, SK, FI, SE UK(Eng, Wls, Nir, Sct)	24 75%	BG, CZ, HR, LU, PL	5 16%	BE(fr)	1 3%	EL, PT	2 6%
An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements	BE(nl), CZ, DK, DE, ES, FR, LV, LU, MT, NL, AT, SK, FI, SE, UK(Eng, Sct, Wls)	17 53%	BG, EE, HR, IE, IT, LT, HU, PL, RO, SI, UK(Nir)	11 34%	BE(fr), CY	2 6%	EL, PT	2 6%
Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	BE(nl), BG, CZ, DK, EE, ES, FR, CY, LV, LT, LU, MT, NL, AT, RO, SI, SK, UK(Eng, Nir, Sct, Wls)	21 66%	DE, HR, IE, IT, HU, PL, FI, SE	8 25%	BE(fr)	1 3%	EL, PT	2 6%
AVERAGE number		21		7		1		2
AVERAGE percentages		66%		22%		3%		6%

Figure 4.1.1 below illustrates the high percentages of countries implementing and using the EQAVET indicative descriptors in their IVET systems at the planning stages.

Figure 4.1.1 – EQAVET Indicative descriptors at system level for IVET – PLANNING PHASE

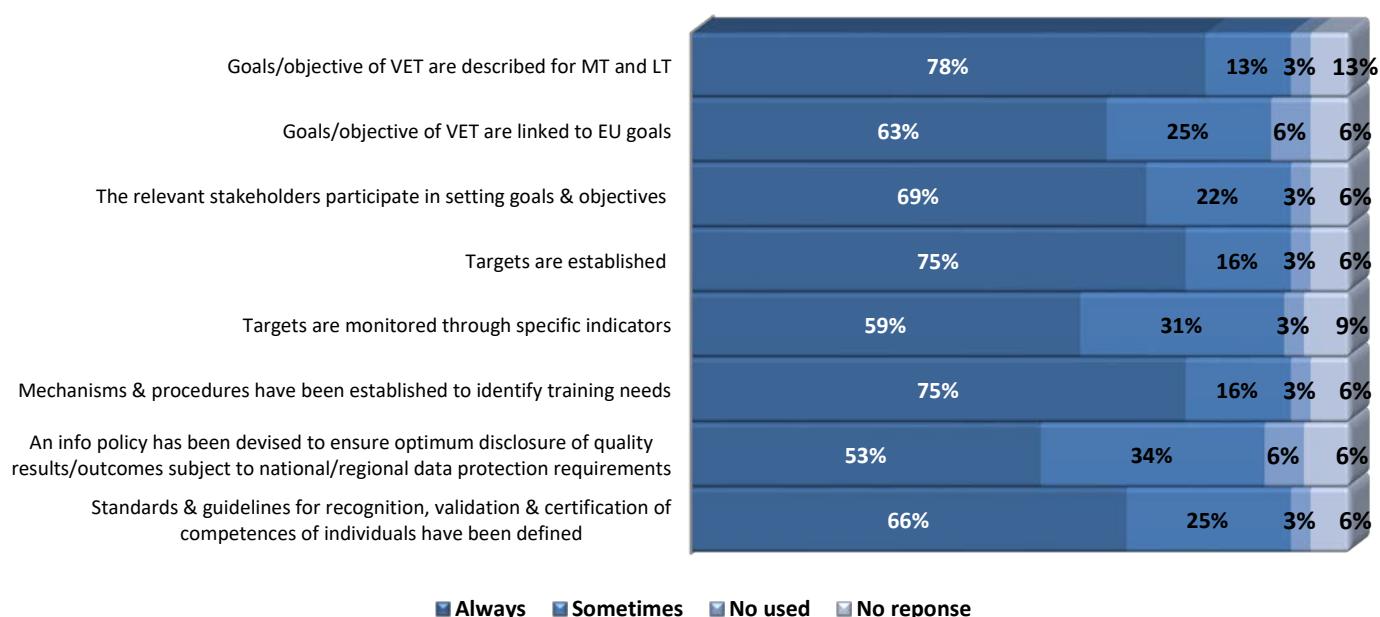


Table 4.1.2 and Figure 4.1.2 show the indicative descriptors of the **implementation phase** used by IVET system across EU-28 Countries. They indicate that:

- On average 21 VET systems in EU-28 (66 per cent) 'always use' the EQAVET indicative descriptors when implementing quality management systems in their IVET systems.

Both Table and Figure 4.1.2 signal that in relation to the implementation phase:

- The indicative descriptor almost 'always used' by all national VET systems in EU-28 (by 24 countries) is: *'VET providers' responsibilities in the implementation process are explicitly described'*.
- Indicative descriptors which are 'always used' are well below average (56 per cent):
 - 'Implementation plans include specific support towards the training of trainers';*
 - 'Guidelines and standards have been devised for implementation at different levels; and*
 - 'A national and/or regional quality assurance framework to promote continuous improvements and self-regulation has been devised and includes quality standards at VET-providers level'*³⁹.

These figures suggest the need to develop actions that can support countries in these three important quality assurance areas at the implementation stage because

- A significant concern for VET is the further development of teachers and trainers, which has been identified as an essential ingredient for ensuring a more attractive VET which keeps pace with a rapidly changing labour market and working environment. The EQAVET Secretariat organised a peer learning activity on the issue in 2015, in order to address and reflect on the issue. It is too early to say if this has had an impact on the actions taking by countries⁴⁰ in this regard.
- The use of standards facilitates consistency and fosters transparency and trust among all parties involved

³⁹ The figures gathered in relation to this indicative descriptor provide further insights into how countries are implementing the national approach to quality assurance in the IVET sector – see Chapter 1-; and that a more systematic measure is needed in this area.

⁴⁰ More information on this activity can be found on the EQAVET website at: http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/PLA_2015_Athens.aspx

- To delegate responsibilities to regional/local level and foster institutional autonomy of VET providers (empowering VET providers) while guaranteeing quality and standards provide a basis for a flexible and administration-effective VET, tailored to local/regional needs. Delegating decision-making power to lower levels requires more robust quality assurance arrangements. In this regard the implementation of the indicative descriptor '*A national and/or regional quality assurance framework to promote continuous improvements and self-regulation has been devised and includes quality standards at VET-providers level*', is significant.
- On average eight national VET systems in EU-28 (or 25 per cent) stated that they 'sometimes' (i.e. not on a regular or systematic basis) use the indicative descriptors when developing their quality assurance processes of their IVET I systems at national level.
- These results were replicated in 2013 and 2016 (more information on changes observed in section 4.2).

Table 4.1.2 – EQAVET Indicative descriptors at system level for IVET – IMPLEMENTATION PHASE

IMPLEMENTATION PHASE INDICATIVE DESCRIPTORS AT VET SYSTEM INITIAL VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels	BE(nl), CZ, DK, DE, EE, IE, FR, CY, LT, LU, HU, MT, NL, PL, AT, SI, FI, SE, UK(Eng, Wls, Nir, Sct)	22 69%	BG, ES, HR, IT, LV, SK, RO	7 22%	BE(fr)	1 3%	EL, PT	2 6%
Implementation plans include: consideration of the resources required	BE(nl), BG, CZ, DK, EE, IE, ES, FR, IT, CY, LT, LV, LU, HU, MT, NL, AT, SI, FI, SE, UK(Wls, Nir, Sct)	23 72%	DE, HR, PL, RO, SK, UK(Eng)	6 19%	BE(fr)	1 3%	EL, PT	2 6%
Implementation plans include: the capacity of the users and the tools	CZ, DK, EE, IE, ES, FR, IT, CY, LT, LU, MT, NL, PL, AT, SI, SE, UK(Wls, Nir, Sct)	19 59%	BE(nl), BG, DE, HR, LV, RO, SK, FI, UK(Eng)	9 28%	BE(fr)	1 3%	EL, HU, PT	3 9%
Implementation plans include: guidelines needed for support	BE(nl), CZ, DK, DE, EE, IE, ES, FR, CY, LT, MT, NL, AT, PL, SI, SE, UK(Wls, Nir, Sct)	19 59%	BG, HR, IT, LV, LU, RO, SK, FI, UK(Eng)	9 28%	BE(fr)	1 3%	EL, HU, PT	3 9%
Guidelines and standards have been devised for implementation at different levels	BE(nl), DK, DE, EE, IE, LT, LU, HU, MT, NL, RO, SI, FI, UK(Eng, Wls, Nir, Sct)	18 56%	CZ, ES, FR, HR, IT, LV, AT, PL, SK, SE	10 31%	BE(fr), BG, CY	3 9%	EL, PT	2 6%
Implementation plans include specific support towards the training of teachers and trainers	BG, DK, EE, ES, LT, LU, HU, MT, NL, AT, PL, RO, SI, SK, FI, UK(Eng, Wls, Nir)	18 56%	BE(nl), CZ, DE, HR, FR, IE, IT, CY, LV, SE, UK(Sct)	11 34%	BE(fr)	1 3%	EL, PT	2 6%
VET providers' responsibilities in the implementation process are explicitly described	BE(nl), CZ, DK, DE, EE, IE, ES, FR, CY, LT, LV, LU, HU, MT, NL, AT, PL, RO, SI, FI, UK(Eng, Wls, Nir, Sct)	24 75%	BG, HR, IT, SK, SE	5 16%	BE(fr)	1 3%	EL, PT	2 6%

VET providers' responsibilities in the implementation process are made transparent	BE(nl), CZ, DK, DE, EE, IE, ES, FR, CY, LT, LU, HU, MT, NL, AT, PL, RO, FI, UK(Eng, Wls, Nir, Sct)	22	69%	BG, HR, IT, LV, SI, SK, SE	7	22%	BE(fr)	1	3%	EL, PT	2	6%
A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and includes guidelines at VET-provider level	BE(nl), DK, DE, EE, ES, HR, IE, LT, LV, LU, HU, MT, NL, AT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	23	75%	BG, CZ, FR, IT, CY, PL	6	19%	BE(fr)	1	3%	EL, PT	2	6%
A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and includes quality standards at VET-provider level	BE(nl), DK, DE, ES, LU, HU, MT, NL, AT, RO, SK, SE, UK(Eng, Nir, Sct, Wls)	16	50%	CZ, FR, HR, IE, IT, CY, LT, LV, PL, SI, FI, UK(Wls)	11	34%	BE(fr), BG, EE	3	9%	EL, PT	2	6%
AVERAGE number		20			8			1			2	
AVERAGE percentages		63%			25%			3%			6%	

Figure 4.1.2 – EQAVET Indicative descriptors at system level for IVET – IMPLEMENTATION PHASE

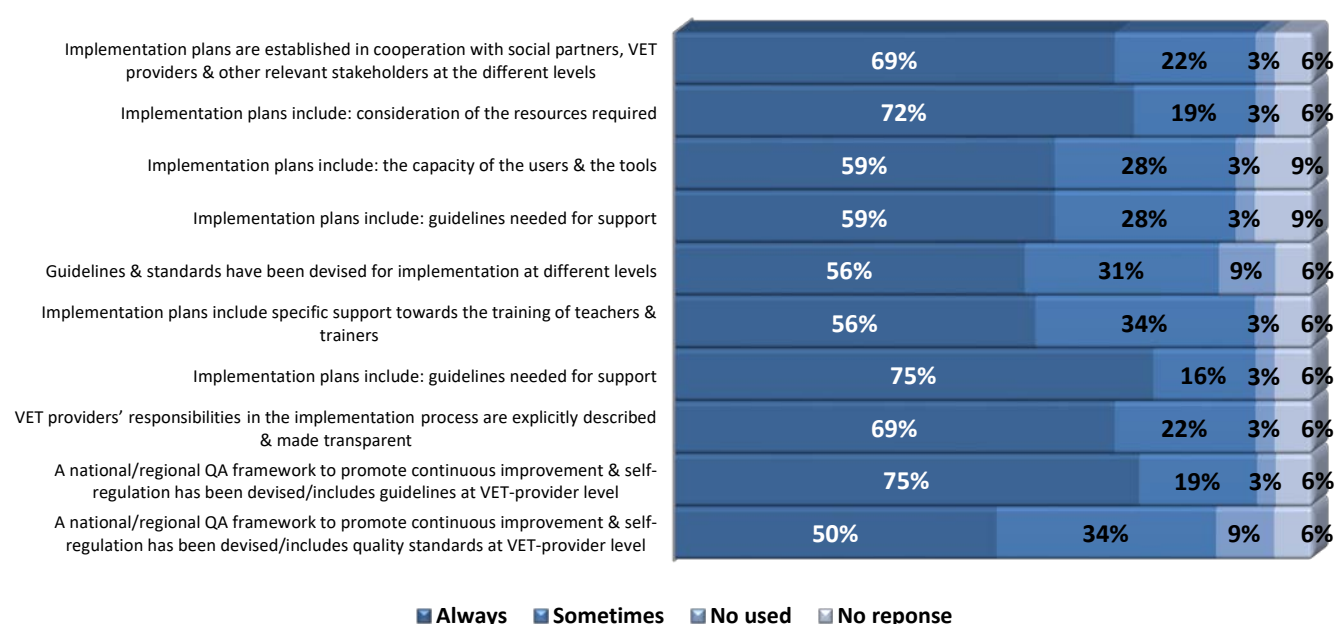


Table 4.1.3 and Figure 4.1.3 below present the EQAVET indicative descriptors corresponding to the **evaluation phase**. They show which countries are using these quality assurance descriptors in their IVET systems. Both indicate that:

- Just above half of national VET systems within EU-28 (18 countries or 56 per cent) on average 'always' apply all of the indicative descriptors of the evaluation phase when assessing their IVET systems.
- In comparison to the figures so far provided in relation to usage of the EQAVET indicative descriptors at IVET system level across the EU, the number of national VET systems (only 9 countries or 28 per cent) using the indicative descriptor: '*Early warning systems are implemented*' is well below average. This low figure was also found in the 2013 and 2016 surveys.
- In relation to this indicative descriptor: 12 systems or 38 per cent stated that they have implemented this indicative descriptor 'sometimes' and 9 or 28 per cent have failed to implement it, i.e. they have never

used/implemented *early warning systems* in their quality assurance processes. However, *early warning systems* are in most instances, timely surveillance initiatives that collect information and data to improve VET performance. In many cases, such initiatives may be useful in averting dropout. In this regard, national VET systems in EU-28 need further support to put in place, implement and utilise early warning systems as they are a valuable and timely sources of relevant information.

- The EQAVET Secretariat organised a peer learning activity on the issue in Helsinki, October 2015, in order to address and reflect on the issue. It is too early to say if this has had an impact on the actions taken by countries⁴¹ in this regard.

Figure 4.1.3 – EQAVET Indicative descriptors at system level for IVET – EVALUATION PHASE

EVALUATION PHASE	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
A methodology for evaluation has been devised, covering internal evaluation	BG, DK, EE, IE, ES, FR, CY, LT, LV, LU, HU, MT, NL, AT, PL, RO, SK, FI, UK(Eng, Nir, Sct, Wls),	22 69%	CZ, DE, HR, IT, SI, SE	6 19%	BE(fr)	1 3%	BE(nl, EL, PT)	3 9%
A methodology for evaluation has been devised, covering external evaluation	BG, BE(nl), CZ, DK, EE, IE, FR, CY, LT, LV, MT, NL, AT, PL, RO, SK, FI, SE, UK(Nir, Sct, Wls)	21 66%	DE, ES, HR, LU, HU, UK(Eng)	6 19%	BE(fr), IT, SI	3 9%	EL, PT	2 6%
Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described	CZ, DK, DE, EE, IE, ES, FR, LT, LV, LU, MT, NL, AT, PL, SK, UK(Eng, Nir, Sct, Wls)	19 59%	BE(nl), BG, HU, RO, SI, FI, SE	7 22%	BE(fr), HR, IT, CY	4 13%	EL, PT	2 6%
The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector	BE(nl), DK, DE, EE, IE, LT, HU, MT, NL, AT, PL, RO, SK, SE, UK(Eng, Nir, Sct, Wls)	18 56%	CZ, ES, FR, HR, IT, LV, LU, SI, FI	9 28%	BE(fr), BG, CY	3 9%	EL, PT	2 6%
Systems are subject to self-evaluation, internal and external review, as appropriate	BE(nl), DE, EE, HR, IE, FR, LT, LV, MT, NL, AT, SK, UK(Eng, Wls, Nir, Sct),	18 56%	BG, CZ, DK, ES, CY, LU, PL, RO, SI, FI, SE	11 34%	BE(fr), IT, HU	3 9%	EL, PT	2 6%
Early warning systems are implemented	BE(nl), IE, FR, MT, NL, AT, UK(Eng, Sct, Wls)	9 28%	CZ, DK, DE, EE, ES, LT, LV, LU, PL, SK, FI, UK(Nir)	12 38%	BE(fr), BG, HR, IT, CY, HU, RO, SI, SE	9 28%	EL, PT	2 6%
Performance indicators are applied	CZ, DK, DE, EE, IE, FR, LT, LV, MT, NL, AT, PL, RO, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	20 63%	BE(nl), BG, HR, IT, LU, HU, SI	7 22%	BE(fr), CY	2 6%	EL, ES, PT	3 9%

⁴¹ More information on this activity can be found on the EQAVET website at: http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/PLA_2015_Finland.aspx

Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement	DK, EE, HR, ES, FR, IE, LT, LV, LU, NL, AT, PL, FI, SE, UK(Wls, Nir, Sct),	17 53%	BE(nl), BG, CZ, DE, IT, HU, MT, RO, SI, UK(Eng)	10 31%	BE(fr), CY, SK	3 9%	EL, PT	2 6%
Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	DK, DE, EE, HR, ES, FR, IE, LT, LU, HU, MT, NL, AT, PL, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	21 66%	BE(nl), BG, CZ, IT, CY, LV, RO	7 22%	BE(fr), SI	2 6%	EL, PT	2 6%
AVERAGE number		18		9		3		3
AVERAGE percentages		56%		28%		9%		9%

Figure 4.1.3 – EQAVET Indicative descriptors at system level for IVET – EVALUATION PHASE

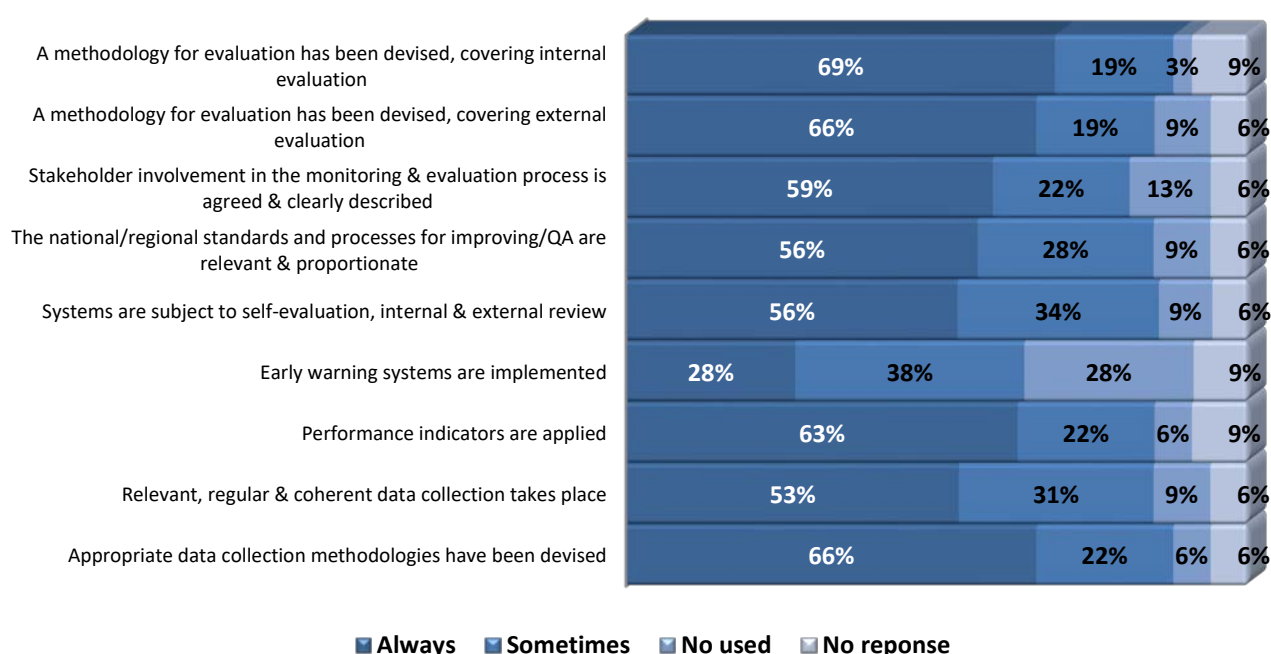


Table and Figure 4.1.4 below present the EQAVET indicative descriptors regarding the **review phase**. They illustrate that:

- The average number of national VET systems in EU-28 which 'always use' the EQAVET indicative descriptors in their quality management review processes of IVET is 17 countries or 53 per cent.
- Use of the indicative descriptor: '*Information of the outcomes of evaluation is made publicly available*' is above average, as it is 'always used' by 24 VET systems or 75 per cent.
- There are high values of 'sometimes used'. This suggests that more attention needs to be paid to a critical step in the review process, which allows the alteration and regulation of subsequent actions in an informed manner, in order to ensure that the philosophy of the EQAVET quality assurance cycle as a dynamic process of continuous improvements is supported.

These results were replicated in 2013 and 2016 (more information on changes observed between the years in section: Summary 4.1).

Figure 4.1.4 – EQAVET Indicative descriptors at system level for IVET – REVIEW PHASE

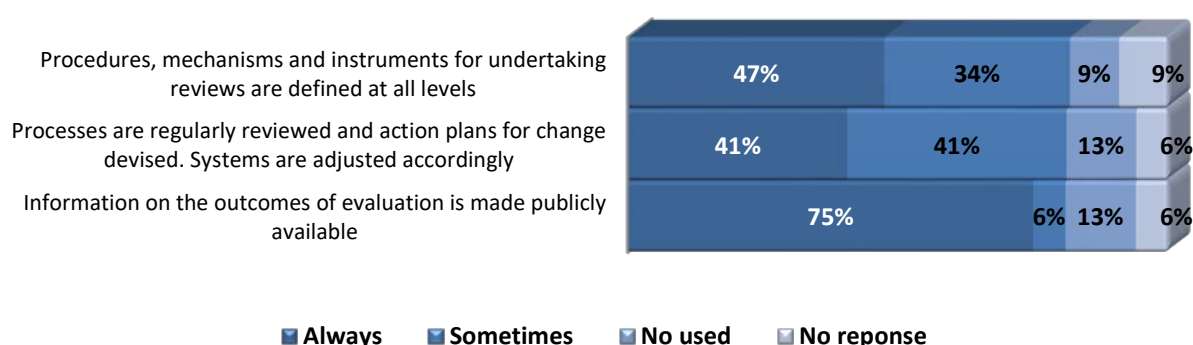
REVIEW PHASE INDICATIVE DESCRIPTORS AT SYSTEM LEVEL INITIAL VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %
Procedures, mechanisms and instruments for undertaking reviews are defined at all levels	DE, DK, FR, IE, LT, LV, MT, NL, AT, PL, SK, SE, UK(Eng, Sct, Wls)	15 47%	BG, CZ, EE, ES, HR, IT, LU, RO, SI, FI, UK(Nir)	11 34%	BE(fr), CY, HU	3 9%	BE(nl), EL, PT	3 9%
Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly	DK, EE, FR, IE, LT, MT, NL, AT, PL, UK(Eng, Wls, Nir, Sct)	13 41%	BE(nl), CZ, DE, ES, HR, IT, CY, LV, LU, RO, SI, FI, SE	13 41%	BE(fr), BG, HU, SK	4 13%	EL, PT	2 6%
Information on the outcomes of evaluation is made publicly available	BE(nl), BG, CZ, DK, DE, EE, ES, FR, IE, LT, LV, MT, NL, AT, PL, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct)	24 75%	IT, LU	2 6%	BE(fr), CY, HR, HU	4 13%	EL, PT	2 6%
AVERAGE number		17		9		4		2
AVERAGE percentages		53%		28%		13%		6%

Figure 4.1.4 below presents a snapshot of IVET systems at national level with less than optimum review processes:

- Only half of all IVET national systems in EU-28 (17 countries on average) 'always' set up procedures and tools to undertake review processes.
- As a result of this, IVET systems at national level may not 'always use' regular and systematic review in order to support change.

All of this suggests that there is a need to promote IVET systems that have the capacity to adapt according to regular and systematic review processes.

Figure 3.1.4 – EQAVET Indicative descriptors at system level for IVET – REVIEW PHASE



SUMMARY 4.1

Figure 4.1.5 below shows that on average national VET systems in EU-28 Countries ‘always use’ and implement the EQAVET indicative descriptors more often in the planning and implementing phases than in the evaluation and review phases of their IVET national systems.

This may suggest that, on average, national VET systems in EU-28 have established more developed quality management systems in the planning and implementation stages than in the evaluation and review stages. It indicates that national VET systems may need further support in these two phases of the quality assurance cycle, in particular in relation to review processes.

Figure 4.1.5 – Percentage values for EQAVET indicative descriptors ‘always used’ at system level for IVET in 2018

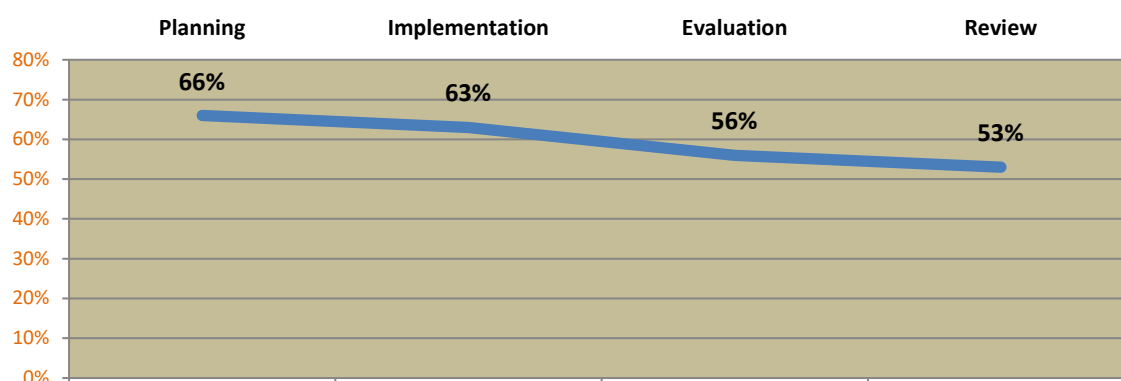
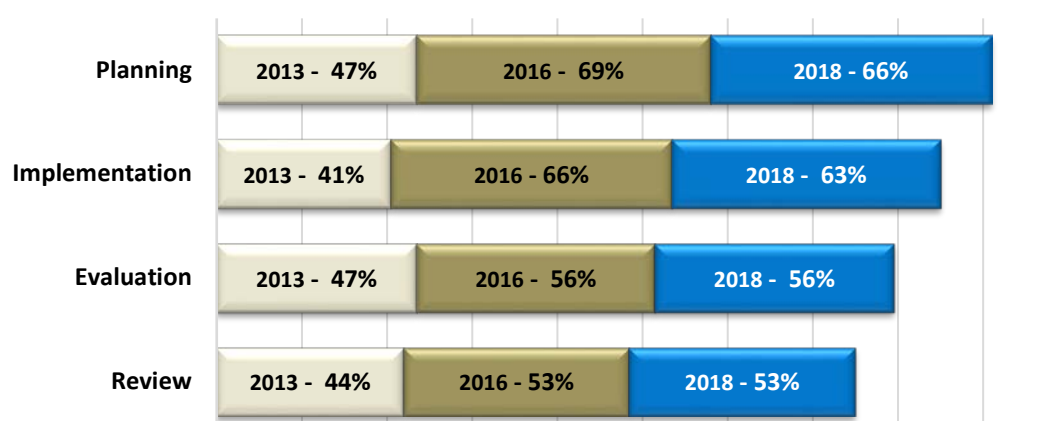


Figure 4.1.5a below plots the figures reported by participating countries in 2013, 2016 and 2018 in relation to the average ‘always used’ figures for the EQAVET indicative descriptors at system level for the IVET sector. It shows that the pattern unveiled in previous years is similar to the pattern of 2018. Which suggests that on average the evaluation and review phases depict lower values than the planning and implementation phases over the years. In 2018, these later phases have slightly decreased.

More information on figures from previous years available at <http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/progress-report.aspx>

Figure 4.1.5a – Percentage values for EQAVET indicative descriptors ‘always used’ at system level for IVET in 2013, 2016 and 2018



SECTION 4.2: Indicative descriptors at system level for CVET

This section presents how the EQAVET indicative descriptors at system level are used by Continuing VET (CVET) across EU-28 Countries.

Table and Figure 4.2.1 below present the indicative descriptors for the planning phase used by CVET systems at national level.

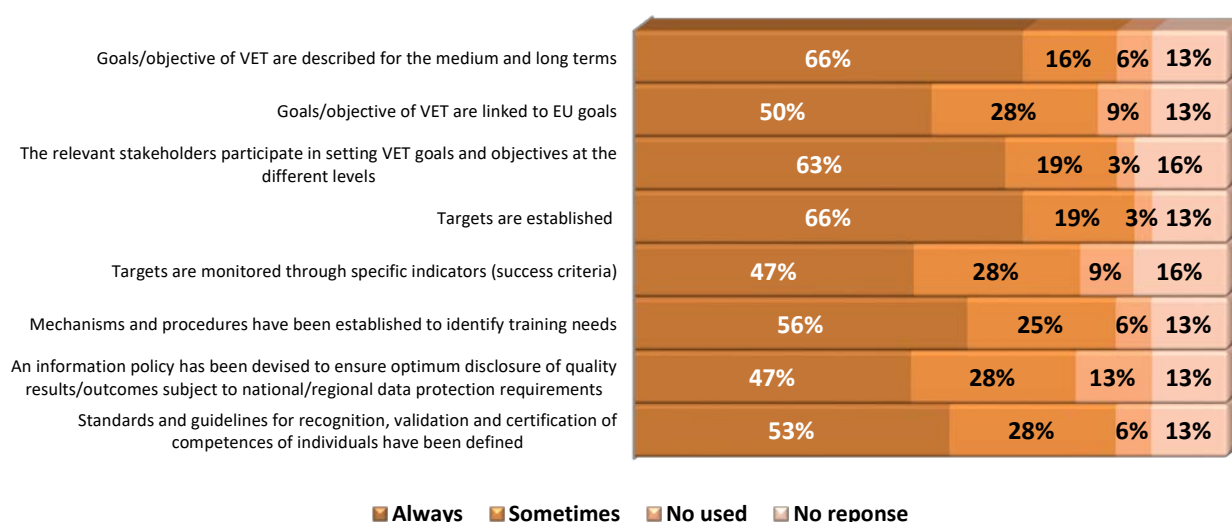
Table 4.2.1 – EQAVET Indicative descriptors at system level for CVET – PLANNING PHASE

PLANNING PHASE INDICATIVE DESCRIPTORS AT SYSTEM LEVEL CONTINUING VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
Goals/objective of VET are described for the medium and long terms	BE(nl), BG, CZ, DE, DK, EE, ES, IE, FR, IT, CY, LT, LV, HU, MT, NL, PL, FI, SE, UK(Wls, Nir)	21 66%	HR, LU, RO, UK(Eng, Sct)	5 16%	BE(fr),SK	2 6%	EL, AT, PT, SI	4 13%
Goals/objective of VET are linked to EU goals	BE(nl), BG, CZ, EE, ES, IE, IT, CY, LT, LV, HU, MT, PL, RO, SK, FI	16 50%	DE, HR, FR, LU, NL, SE, UK(Eng, Sct, Wls)	9 28%	BE(fr), DK, UK(Nir),	3 9%	EL, AT, PT, SI	4 13%
The relevant stakeholders participate in setting VET goals and objectives at the different levels	BG, DE, DK, EE, ES, FR, IE, IT, CY, LT, LU, HU, MT, NL, FI, SE, UK(Eng, Wls, Nir, Sct)	20 63%	BE(nl), CZ, HR, LV, PL, SK	6 19%	BE(fr)	1 3%	EL, AT, PT, RO, SI	5 16%
Targets are established	BE(nl), BG, CZ, DE, DK, EE, ES, IE, FR, CY, LT, LV, MT, NL, PL, FI, SE, UK(Eng, Nir, Sct, Wls)	21 66%	IT, HR, LU, HU, RO, SK	6 19%	BE(fr)	1 3%	EL, AT, PT, SI	4 13%
Targets are monitored through specific indicators (success criteria)	BE(nl), DE, EE, ES, IE, LT, LV, MT, NL, FI, SE, UK(Eng, Nir, Sct, Wls)	15 47%	BG, CZ, DK, FR, HR, IT, LU, HU, PL	9 28%	BE(fr), RO, SK	3 9%	EL, CY, AT, PT, SI	5 16%
Mechanisms and procedures have been established to identify training needs	BE(nl), DE, DK, ES, IE, FR, IT, CY, LT, LV, MT, NL, FI, SE, UK(Eng, Wls, Nir, Sct)	18 56%	BG, CZ, EE, HR, LU, HU, PL, SK	8 25%	BE(fr), RO	2 6%	EL, AT, PT, SI	4 13%
An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements	BE(nl), CZ, DE, EE, ES, FR, LV, LU, NL, MT, FI, SE, UK(Eng, Sct, Wls)	15 47%	BG, IE, IT, LT, HR, HU, PL, SK, UK(Nir)	9 28%	BE(fr), DK, CY, RO	4 13%	EL, AT, PT, SI	4 13%
Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	BE(nl), BG, CZ, DK, EE, ES, FR, LV, LT, MT, NL, RO, SE, UK(Eng, Nir, Sct, Wls)	17 53%	DE, HR, IE, IT, CY, LU, HU, PL, FI	9 28%	BE(fr), SK	2 6%	EL, AT, PT, SI	4 13%
AVERAGE number		18		8		2		4
AVERAGE percentages		56%		25%		6%		13%

Table 4.2.1 above and Figure 4.2.1 below present the EQAVET indicative descriptors in the **planning** phase for the CVET sector, showing that:

- On average 18 or 76 per cent of countries 'always use' the indicative descriptors;
- Above this average are the use of the indicative descriptors :
 1. 'Goals/objective of VET are described for the medium and long terms';
 2. 'The relevant stakeholders participate in setting VET goals and objectives at the different levels'; and
 3. 'Targets are established';
- The lower number of CVET systems in EU-28 Countries using an indicative descriptor occurs for:
 1. 'Targets are monitored through specific indicators (success indicators)'; and
 2. 'An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements'.

Figure 4.2.1 – EQAVET Indicative descriptors at system level for CVET – PLANNING PHASE



The indicative descriptors at system level for CVET at the **implementation phase** are presented by Table and Figure 4.2.2, showing that:

- 'VET providers responsibilities in the planning process are: explicitly described' is 'always used' by the highest number of national VET systems in EU-28 (22 or 69 per cent) in the process of implementing their quality assurance system for CVET (also there is a high average percentage of systems applying this indicative descriptor in their IVET systems as shown in Section 3.1).
- The indicative descriptors: 'Implementation plans include specific support towards the training of trainers'; and 'A national and/or regional quality assurance framework to promote continuous improvements and self-regulation has been devised and includes quality standards at VET-provider level' is reported to be 'always used' in only a small number of national VET systems⁴².
- The consequences of neglecting 'specific support towards the training of trainers' in the implementation process for VET are very substantial as it could have a negative effect on the attractiveness of VET and its market relevance (as argued in section 3.1 – indicative descriptor for IVET). A peer learning activity on this

⁴² The figures gathered in relation to this indicative descriptor provide further insights into how countries are implementing the national approach to quality assurance in the CVET sector – see Chapter 1-; and show that a more systematic measure is needed in this area.

issue was organised by the EQAVET Secretariat in 2015. More information can be found on the EQAVET website at: http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/PLA_2015_Athens.aspx

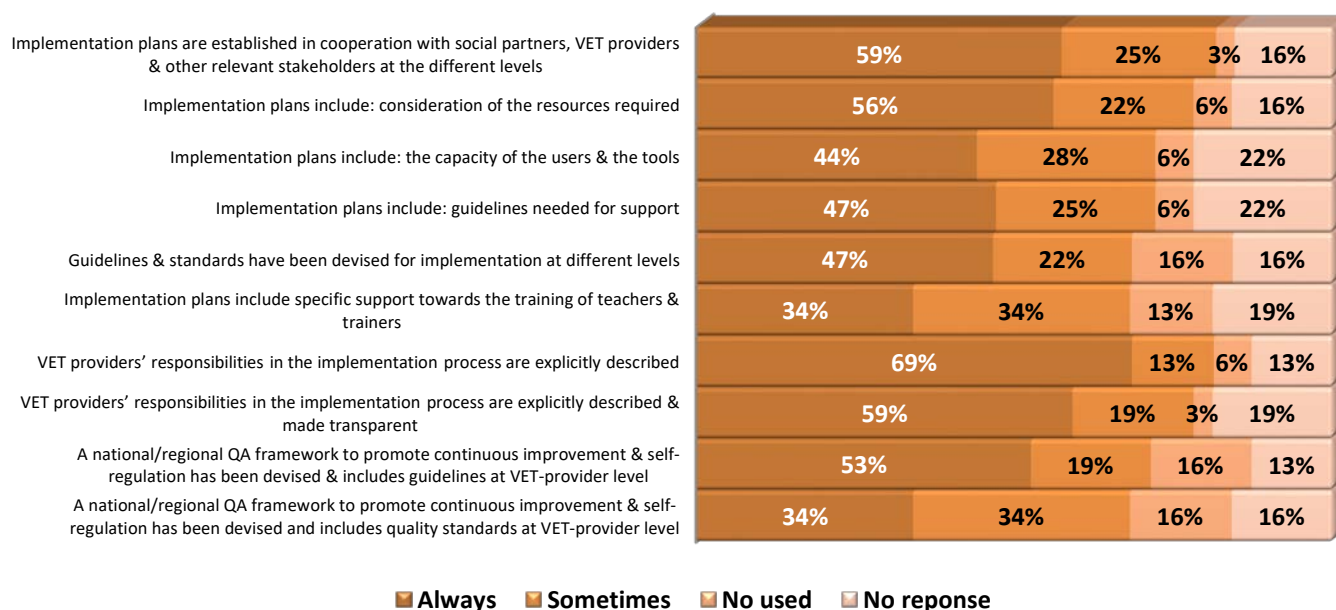
These results were replicated in 2013 and 2016 (more information on changes observed between these years and 2016 in section: Summary 4.2).

Table 4.2.2 – EQAVET Indicative descriptors at system level for CVET – IMPLEMENTATION PHASE

IMPLEMENTATION PHASE INDICATIVE DESCRIPTORS AT SYSTEM LEVEL CONTINUING VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %
Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels	BE(nl), DK, DE, EE, ES, IE, FR, CY, LT, LV, HU, MT, NL, FI, UK(Eng, Wls, Nir, Sct)	19 59%	BG, CZ, HR, IT, LU, PL, SK, RO	8 25%	BE(fr)	1 3%	EL, PT, AT, SI, SE	5 16%
Implementation plans include: consideration of the resources required	BE(nl), BG, CZ, EE, ES, IE, FR, IT, CY, LT, LV, LU, MT, NL, FI, UK(Wls, Nir, Sct)	18 56%	DE, HU, PL, RO, SK, SE, UK(Eng)	7 22%	BE(fr), HR	2 6%	DK, EL, PT, AT, SI	5 16%
Implementation plans include: the capacity of the users and the tools	EE, ES, FR, IE, IT, CY, LT, LU, MT, NL, PL, UK(Wls, Nir, Sct)	14 44%	BE(nl), BG, CZ, DE, LV, SK, FI, SE, UK(Eng)	9 28%	BE(fr), HR	2 6%	DK, EL, HU, PT, AT, RO, SI	7 22%
Implementation plans include: guidelines needed for support	BE(nl), DE, EE, ES, FR, IE, CY, LT, MT, NL, PL, RO, UK(Wls, Nir, Sct)	15 47%	BG, CZ, IT, LV, FI, SK, SE, UK(Eng)	8 25%	BE(fr), HR	2 6%	DK, EL, LU, HU, PT, AT, SI	7 22%
Guidelines and standards have been devised for implementation at different levels	BE(nl), DE, EE, ES, IE, LT, LU, HU, MT, NL, FI, UK(Eng, Wls, Nir, Sct)	15 47%	CZ, FR, LV, CY, IT, PL, SE	7 22%	BE(fr), BG, HR, RO, SK	5 16%	DK, EL, AT, PT, SI	5 16%
Implementation plans include specific support towards the training of teachers and trainers	DE, EE, IE, LT, MT, NL, PL, FI, UK(Eng, Wls, Nir)	11 34%	BE(nl), BG, CZ, ES, HR, IT, CY, LV, SK, SE, UK(Sct)	11 34%	BE(fr), LU, HU, RO	4 13%	DK, EL, FR, AT, PT, SI	6 19%
VET providers' responsibilities in the implementation process are explicitly described	BE(nl), DK, DE, CZ, EE, ES, IE, FR, CY, LT, LV, HU, MT, NL, PL, RO, FI, SE, UK(Eng, Wls, Nir, Sct)	22 69%	BG, HR, IT, SK	4 13%	BE(fr), LU	2 6%	EL, PT, AT, SI	4 13%
VET providers' responsibilities in the implementation process are made transparent	BE(nl), CZ, DE, EE, ES, IE, CY, LT, HU, MT, NL, PL, RO, FI, SE, UK(Eng, Wls, Nir, Sct)	19 59%	BG, FR, HR, IT, LU, SK	6 19%	BE(fr)	1 3%	DK, EL, LV, PT, AT, SI	6 19%
A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and	BE(nl), DE, DK, EE, ES, IE, LT, LV, HU, MT, NL, FI, SE, UK(Eng, Wls, Nir, Sct)	17 53%	CZ, FR, IT, CY, LU, PL	6 19%	BE(fr), BG, HR, RO, SK	5 16%	EL, AT, PT, SI	4 13%

includes guidelines at VET-provider level								
A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and includes quality standards at VET-provider level	BE(nl), DE, DK, EE, ES, HU, MT, NL, UK(Eng, Nir, Sct)	11	CZ, FR, IE, IT, CY, LT, LV, LU, PL, FI, SE	11	BE(fr), BG, HR, RO, SK	5	EL, AT, PT, SI, UK(WIs)	5
		34%		34%		16%		16%
AVERAGE number		16		8		3		5
AVERAGE percentages		50%		25%		9%		16%

Figure 4.2.2 – EQAVET Indicative descriptors at system level for CVET – IMPLEMENTATION PHASE



The indicative descriptors for the **evaluation phase** at system level for CVET are presented by Table 4.2.3 and corresponding Figure below. They show that:

- EU-28 national CVET systems are doing particularly well in relation to the EQAVET indicative descriptor: *'Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics'*, which on average is 'always used' by half of the systems in EU-28 (18 national CVET systems or 56 per cent). This indicative descriptor was also 'always used' by a high majority of systems at IVET system level.
- Something to note is the high percentage of CVET systems which 'sometimes' use the indicative descriptors in the evaluation phase at CVET system level (on average 10 or 31 per cent of countries). This indicates the need to implement evaluation procedures in a regular and systemic manner.
- Only 7 national systems in EU-28 Countries 'always use' the indicative descriptor: *'Early warning systems are applied'* – as shown, IVET systems share this low percentage. However early warning systems are a valuable and timely source of information and data to improve teaching and learning methods and/or identify students at risk of dropout (higher dropout rates are a common feature in many EU-28 Countries). A peer learning activity on this issue was organised by the EQAVET Secretariat in 2015. More information can be found on the EQAVET website at: http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/PLA_2015_Finland.aspx

These results were replicated in 2013 and 2016 (more information on changes observed between years in section: Summary 4.2).

Table 4.2.3 – EQAVET Indicative descriptors at system level for CVET – EVALUATION PHASE

EVALUATION PHASE INDICATIVE DESCRIPTORS AT SYSTEM LEVEL CONTINUING VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
A methodology for evaluation has been devised, covering internal evaluation	DK, EE, ES, IE, LT, LV, HU, MT, NL, PL, RO, FI, UK(Eng, Nir, Sct, Wls)	16 41%	BG, CZ, DE, FR, IT, CY, LU, SK, SE	9 28%	BE(fr), HR	2 6%	BE(nl), EL, PT, AT, SI	5 16%
A methodology for evaluation has been devised, covering external evaluation	BE(nl), EE, ES, IE, LT, LV, LU, MT, NL, PL, RO, FI, UK(Nir, Sct, Wls)	15 47%	BG, CZ, DE, DK, FR, HR, CY, HU, SK, SE, UK(Eng)	11 34%	BE(fr), IT	2 6%	EL, PT, AT, SI	4 13%
Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described	DE, DK, EE, ES, IE, CY, LV, LT, MT, NL, UK(Eng, Nir, Sct, Wls)	14 44%	BE(nl), BG, CZ, FR, LU, HU, PL, RO, SK, FI, SE	11 34%	BE(fr), HR, IT	3 9%	EL, PT, AT, SI	4 13%
The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector	BE(nl), DE, DK, EE, ES, IE, LT, HU, NL, PL, SK, SE, UK(Eng, Nir, Sct, Wls)	16 50%	CZ, FR, IT, CY, LV, LU, RO, FI	8 25%	BE(fr), BG, HR	3 9%	EL, MT, PT, AT, SI	5 16%
Systems are subject to self-evaluation, internal and external review, as appropriate	BE(nl), DE, ES, IE, FR, LT, LV, MT, NL, UK(Eng, Wls, Nir, Sct)	13 41%	BG, CZ, DK, EE, HR, CY, LU, PL, SK, FI, SE	11 34%	BE(fr), IT, HU, RO	4 13%	EL, PT, AT, SI	4 13%
Early warning systems are implemented	BE(nl), FR, IE, MT, NL, UK(Eng, Sct)	7 22%	CZ, DE, EE, ES, LT, LV, LU, PL, SK, SE, UK(Nir)	12 38%	BE(fr), BG, DK, HR, IT, CY, HU, PT, RO	9 28%	EL, PT, AT, SI, FI, UK(Wls)	6 19%
Performance indicators are applied	DE, EE, ES, FR, IE, LT, LV, MT, NL, PL, FI, SE, UK(Eng, Wls, Nir, Sct)	16 50%	BE(nl), BG, CZ, DK, IT, CY, LU, HU	8 25%	BE(fr), HR, RO, SK	4 13%	EL, PT, AT, SI	4 13%
Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement	DK, EE, ES, IE, FR, LT, LV, NL, PL, FI, UK(Eng, Wls, Nir, Sct)	14 44%	BE(nl), BG, CZ, DE, HR, IT, CY, LU, HU, MT, SE	11 34%	BE(fr), RO, SK	3 9%	EL, PT, AT, SI	4 13%
Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	DE, DK, EE, ES, FR, IE, LT, LU, HU, MT, NL, PL, FI, SE, UK(Eng, Wls, Nir, Sct)	18 56%	BE(nl), BG, CZ, HR, IT, CY, LV, PT, SK	9 28%	BE(fr), RO	2 6%	EL, PT, AT, SI	4 13%
AVERAGE number		14		10		3		4
AVERAGE percentages		44%		31%		9%		13%

Figure 4.2.3 show the average percentage EQAVET indicative descriptors for the **evaluation phase** at system level for CVET used/implemented by EU-28 Countries.

Figure 4.2.3 – EQAVET Indicative descriptors at system level for CVET – EVALUATION PHASE

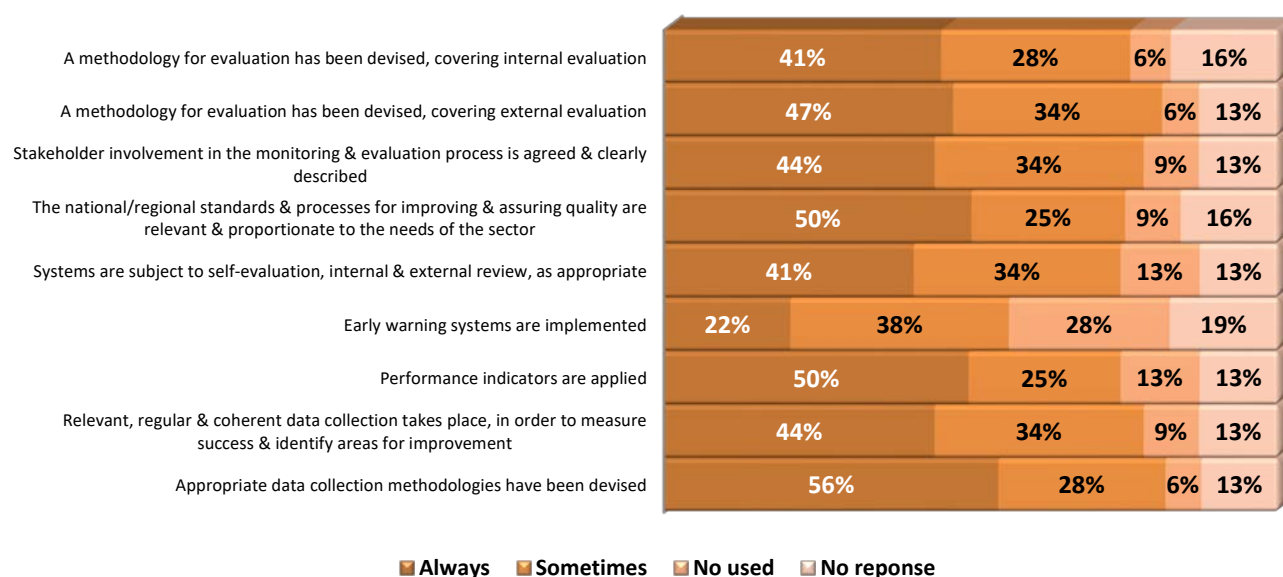


Table and Figure 4.2.4 below present the indicative descriptors of the **review phase** at system level for the CVET sector. Among the three EQAVET indicative descriptors to be used in the review phase:

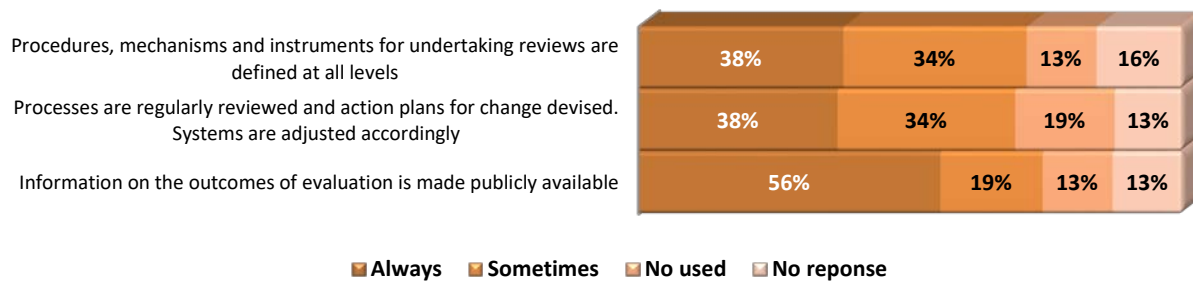
- ‘Procedures, mechanisms and instruments for undertaking reviews are defined at all levels’ and ‘Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly’ are ‘always used’ by a lower number of national VET systems in EU-28; only 12 countries stated that they ‘always use’ these descriptors.
- The average ‘sometime used’ value is high, which indicates that countries do not have systematic reviewing quality assurance approaches in the CVET sector.

This same outcome was replicated in the data gathered in 2013 and 2016 surveys (more information on changes observed years in Summary 4.2).

Table 4.2.4 – EQAVET Indicative descriptors at system level for CVET – REVIEW PHASE

REVIEW PHASE INDICATIVE DESCRIPTORS AT SYSTEM LEVEL CONTINUING VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
Procedures, mechanisms and instruments for undertaking reviews are defined at all levels	DE, DK, IE, LT, LV, MT, NL, PL, SE, UK(Eng, Sct, Wls)	12 38%	BG, CZ, EE, ES, FR, IT, CY, LU, RO, FI, UK(Nir)	11 34%	BE(fr), HR, HU, SK	4 13%	BE(nl), EL, PT, AT, SI	5 16%
Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly	DK, EE, IE, LT, MT, NL, PL, SE, UK(Eng, Wls, Nir, Sct)	12 38%	BE(nl), BG, CZ, DE, ES, FR, IT, CY, LV, LU, FI	11 34%	BE(fr), HR, HU, RO, SK	6 19%	EL, PT, AT, SI	4 13%
Information on the outcomes of evaluation is made publicly available	BE(nl), BG, DE, EE, ES, IE, FR, LT, LV, MT, NL, PL, FI, SE, UK(Eng, Wls, Nir, Sct)	18 56%	CZ, DK, IT, CY, LU, SK	6 19%	BE(fr), HR, HU, RO	4 13%	EL, PT, AT, SI	4 13%
AVERAGE number		14		9		5		4
AVERAGE percentages		44%		28%		16%		13%

Figure 4.2.4 – EQAVET Indicative descriptors at system level for CVET – REVIEW PHASE



SUMMARY 4.2

Table 4.2.5 indicates that the average number of CVET systems with a quality assurance systematic approach in place regarding the EQAVET descriptors (i.e. which 'always use' the EQAVET indicative descriptors) is higher in the planning and the implementation phases than in the evaluation and review phases.

The same situation was evident for the IVET sector at system level. This suggests that further actions are needed focusing on the evaluation and review phases for both IVET and CVET sectors.

Figure 4.2.5 – Percentage values for EQAVET indicative descriptors 'always used' at system level for CVET in 2018

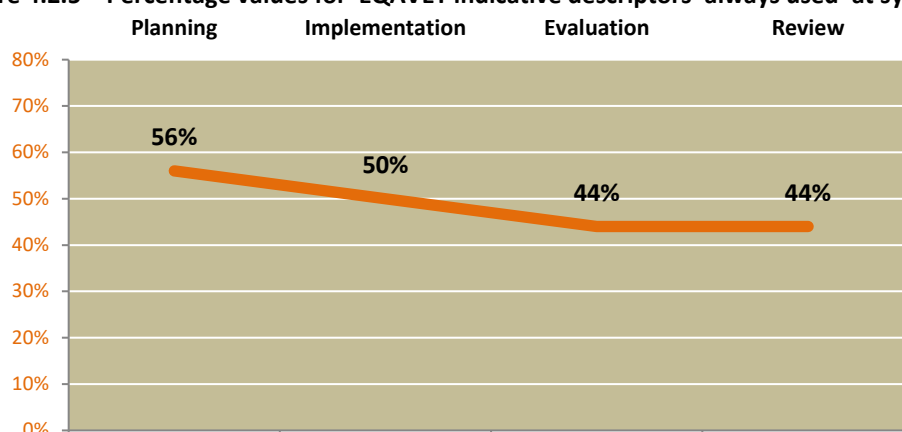


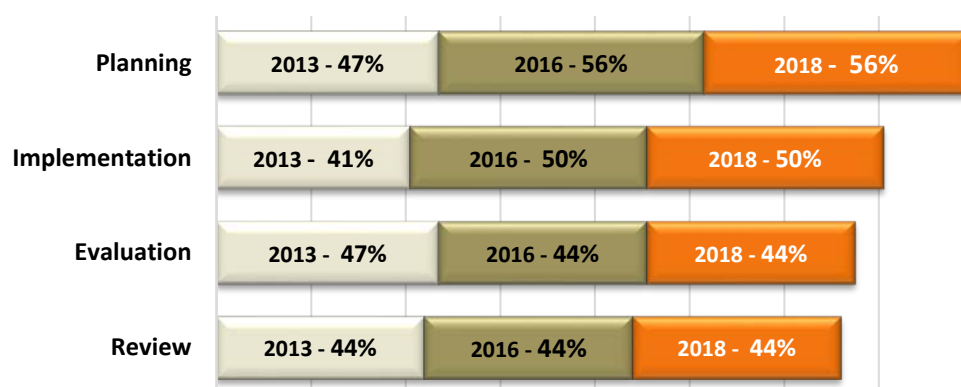
Figure 4.2.5a below plots the figures reported by participating countries in the 2013 and 2016 in relation to the average 'always used' figures for the use of EQAVET indicative descriptors at system level in the CVET sector. It shows that the pattern in 2013 and 2016 is similar to the one in 2018 (as shown in Figure 4.1.5 above).

Figures suggest that:

- Not change have occurred between 2016 and 2018;
- there has been progress between 2013 and 2018 and countries are increasingly implementing/using systematically quality assurance processes for the planning and implementation phases.
- However, this is not the case for the evaluation and review phases.

More information on figures from previous years survey available at <http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/progress-report.aspx>

Figure 4.2.5a – Percentage values for EQAVET indicative descriptors 'always used' at system level for CVET in 2013, 2016 and 2018



SECTION 4.3: Indicative descriptors at VET provider level for IVET

This section deals with the EQAVET indicative descriptors and how they are used and applied by VET providers in national contexts within the IVET sector. The descriptors will be analysed in relation to each of the four stages of the quality assurance cycle, i.e. planning, implementation, evaluation and review.

In the following pages, use of the EQAVET indicative descriptors by VET providers in their quality assurance management actions for the IVET sector will be examined for the four phases of the quality cycle.

Table and Figure 4.3.1 below present the EQAVET descriptors for the **planning phase**. They show that VET providers operating in the IVET sector in EU-28 need to improve their performance in relation to the following key indicative descriptors:

- *‘Providers plan cooperative initiatives with other VET providers’*; which is ‘always used’ in only 8 systems in EU-28 by VET providers at national level. This lack of systematic cooperation between providers may have a negative impact on the attempt to build a culture of quality assurance among VET providers at national level. This could suggest that the development of initiatives to foster mutual learning, exchange of experience and good practice among providers within the national context is an important priority.
- *‘The local targets set by the VET providers reflect: European VET policy goals/objectives’*.

Similar results were replicated in 2013 and 2016 (more information on changes observed between these years and 2016 in section Summary: 4.3).

Table 4.3.1 – EQAVET Indicative descriptors at VET provider level for IVET – PLANNING PHASE

PLANNING PHASE INDICATIVE DESCRIPTORS AT VET PROVIDER LEVEL INITIAL VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
The local targets set by the VET providers reflect: European VET policy goals/objectives	DK, HR, ES, IE, HU, MT, PT, AT, SK, UK(Eng)	10 31%	BE(fr), BG, CZ, DE, EE, FR, IT, CY, LT, LV, LU, NL, PL, RO, SI, SE, FI, UK(Wls, Nir, Sct)	20 63%		0 –	BE(nl), EL	2 6%
The local targets set by the VET providers reflect: National level VET policy goals/objectives	CZ, DK, DE, EE, HR, IE, ES, FR, IT, LT, LU, HU, MT, NL, AT, PL, PT, SI, SK, FI, UK(Eng, Wls, Nir, Sct)	24 75%	BE(fr), BG, CY, LV, RO, SE	6 19%		0 –	BE(nl), EL	2 6%
The local targets set by the VET providers reflect: Regional level VET policy goals/objectives	BG, CZ, DK, DE, HR, ES, IE, FR, IT, LT, PT, AT, RO, SK, UK(Eng, Wls, Nir, Sct)	18 56%	BE(fr), EE, LV, NL, PL, FI, SE	7 22%	SI	1 3%	BE(nl), EL, CY, LU, HU, MT	6 19%
Explicit goals/objectives and targets are: set	CZ, DK, DE, EE, ES, FR, HR, IT, LT, HU, MT, NL, PL, PT, AT, RO, SI, SK, FI, UK(Eng, Nir, Sct, Wls)	23 72%	BE(fr), BG, IE, CY, LV, LU, SE, UK(Wls)	8 25%		0 –	BE(nl), EL	2 6%
Explicit goals/objectives and targets are: monitored	CZ, DK, DE, EE, ES, FR, LT, LV, HU, MT, NL, AT, PT, RO, SI, SK	20 63%	BE(fr), BG, HR, IE, IT, LU, PL, FI, SE	9 28%	CY	1 3%	BE(nl), EL	2 6%

	UK(Eng, Nir, Sct, Wls)							
On-going consultation with relevant stakeholders takes place to identify specific local/ individual needs	BE(fr), BG, DK, DE, EE, IE, FR, LU, LT, HU, MT, NL, PT, AT, RO, SK, FI, SE, UK(Nir, Sct, Wls)	21 66%	CZ, ES, HR, IT, CY, LV, PL, SI, UK(Eng)	9 28%	–	0 –	BE(nl), EL	2 6%
Responsibilities in quality management and development have been explicitly allocated	DK, DE, IE, ES, LT, LV, HU, MT, NL, AT, PT, RO, SI, SK, SE, UK(Eng, Nir, Sct, Wls)	19 59%	BE(fr), BG, CZ, EE, FR, HR, IT, LU, PL, FI	10 31%	CY	1 3%	BE(nl), EL	2 6%
There is an early involvement of staff in planning, including with regard to quality development	DK, DE, IE, ES, FR, HU, MT, NL, PT, AT, PL, RO, SK, FI, UK(Eng, Sct, Wls)	17 53%	BE(fr), BG, CZ, EE, HR, FR, IT, CY, LT, LV, LU, SI, SE, UK(Nir)	14 44%	–	0 –	BE(nl), EL	2 6%
Providers plan cooperative initiatives with other VET providers	IE, LT, HU, MT, NL, PT, UK(Eng, Wls)	8 25%	BE(fr), BG, CZ, DE, DK, EE, ES, HR, FR, IT, CY, LV, LU, AT, PL, RO, FI, SI, SE, UK(Nir, Sct)	21 63%	SK	1 3%	BE(nl), EL	3 9%
The relevant stakeholders participate in the process of analysing local needs	DK, DE, ES, FR, LU, LT, HU, MT, NL, PT, AT, SI, FI, UK(Eng, Wls, Sct)	15 47%	BG, CZ, EE, HR, IE, IT, CY, LV, PL, RO, SK, SE, UK(Nir)	13 41%	BE(fr)	1 3%	BE(nl), EL	3 9%
VET providers have an explicit and transparent quality assurance system in place	DK, EE, IE, ES, LT, HU, MT, NL, AT, PT, SE, UK(Eng, Nir, Sct, Wls)	15 47%	BE(fr), BG, CZ, DE, FR, HR, IT, LV, LU, PL, RO, SI, SK, FI	14 44%	CY	1 3%	BE(nl), EL	2 6%
AVERAGE number		16		12		1		3
AVERAGE percentages		53%		38%		3%		9%

Figure 4.3.1 – EQAVET Indicative descriptors at VET provider level for IVET – PLANNING PHASE

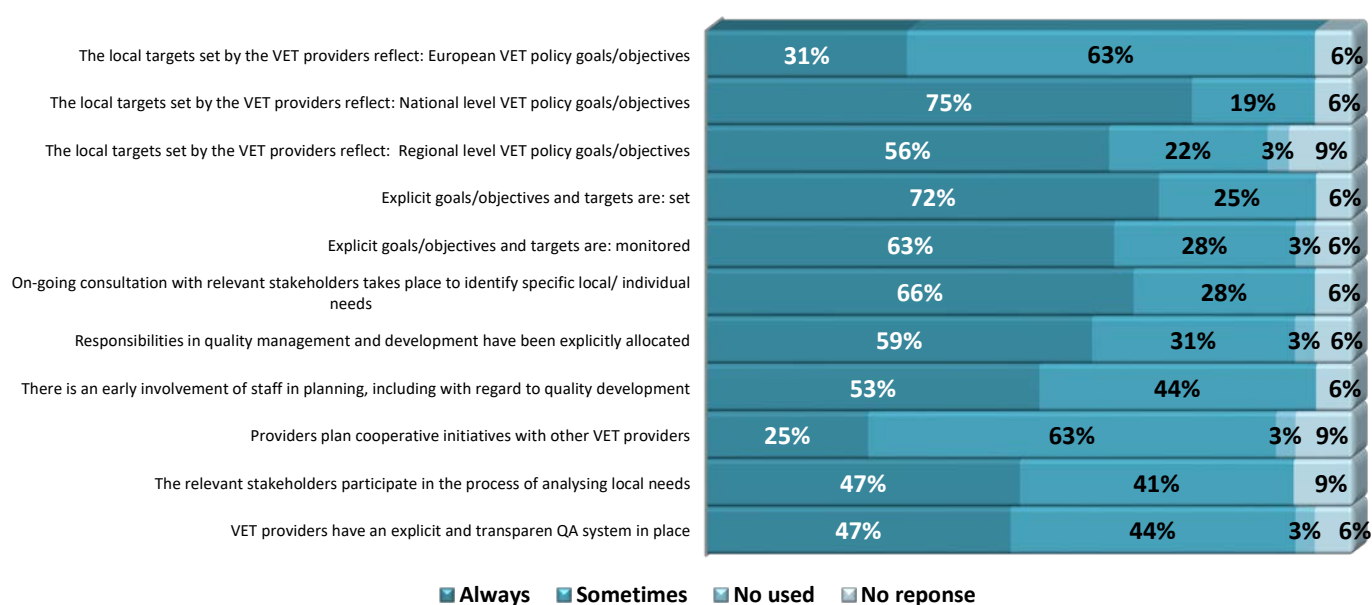


Table 4.3.2 and corresponding Figure below present the indicative descriptors for the **implementation phase** at VET provider level for IVET.

They show that:

- ‘Sometimes used’ average value is the same as the ‘always used’. This signal that VET providers in the IVET sector are not systematically addressing their quality approaches in the implementation phase.
- In contrast to what national systems are doing in relation to the training of teachers/trainers, VET providers proportionately seem to be doing more in relation to the indicative descriptor: ‘*The strategic plan for staff competence development specifies the need for training for teachers and trainers*’ (18 systems in EU-28 reported that providers operating in the IVET sector in the national context ‘always used’ this indicator). However, there is still room for improvement as 12 systems in EU-Countries (38 per cent) reported that IVET providers ‘sometimes’ use this descriptor.

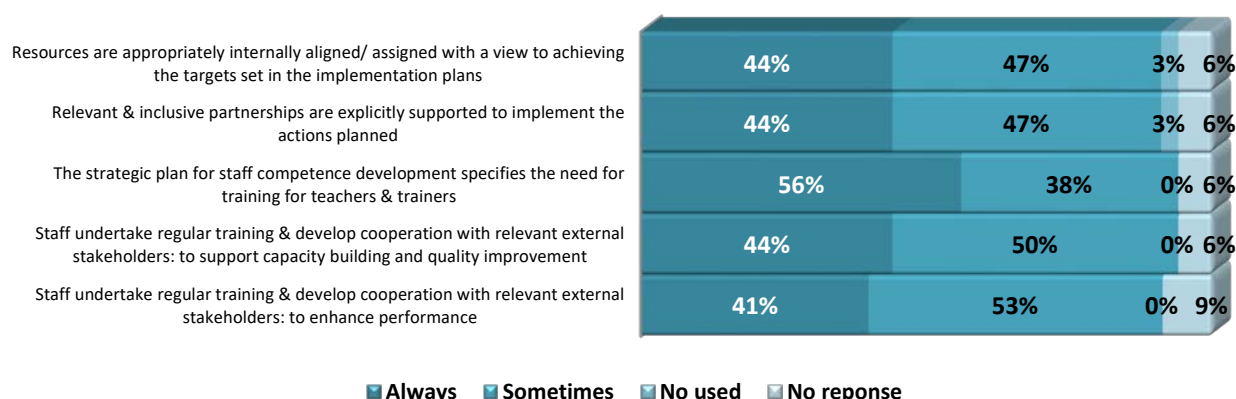
Despite these low figures, there has been progress and countries have reported better performance between 2013, 2016 and 2018 (more information on changes observed between years in Summary 4.3).

Table 4.3.2 – EQAVET Indicative descriptors at VET provider level for IVET – IMPLEMENTATION PHASE

IMPLEMENTATION PHASE INDICATIVE DESCRIPTORS AT VET PROVIDER LEVEL INITIAL VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans	BE(fr), DK, IE, ES, LT, HU, MT, NL, PT, SK, UK(Eng, Nir, Sct, Wls)	14 44%	BG, CZ, DE, EE, FR, HR, IT, LV, LU, AT, PL, RO, SI, FI, SE	15 47%	CY	1 3%	BE(nl), EL	2 6%
Relevant and inclusive partnerships are explicitly supported to implement the actions planned	BG, DE, IE, LT, HU, MT, NL, PT, AT, FI, SE, UK(Eng, Sct, Wls)	14 44%	BE(fr), CZ, DK, EE, ES, FR, HR, IT, LV, LU, PL, RO, SI, SK, UK(Nir)	15 47%	CY	1 3%	BE(nl), EL	2 6%
The strategic plan for staff competence development specifies the need for training for teachers and trainers	BE(fr), DK, ES, HR, IE, LT, LU, HU, MT, NL, PL, PT, SK, FI, UK(Eng, Nir, Sct, Wls)	18 56%	BG, CZ, DE, EE, FR, IT, CY, LV, AT, RO, SI, SE	12 38%	–	0 –	BE(nl), EL	2 6%
Staff undertake regular training and develop cooperation with relevant external stakeholders: to support capacity building and quality improvement	BE(fr), DK, EE, IE, LU, HU, MT, NL, AT, PL, PT, FI, UK(Eng, Wls)	14 44%	BG, CZ, DE, ES, FR, HR, IT, CY, LV, LT, RO, SI, SK, SE, UK(Nir, Sct)	16 50%	–	0 –	BE(nl), EL	2 6%
Staff undertake regular training and develop cooperation with relevant external stakeholders: to enhance performance	BE(fr), BG, DK, EE, IE, LU, HU, MT, NL, AT, PL, PT, UK(Wls)	13 41%	CZ, DE, FR, ES, HR, IT, CY, LV, LT, RO, SI, SK, FI, SE, UK(Nir, Sct)	17 53%	–	0 –	BE(nl), EL, UK(Eng)	3 9%
AVERAGE numbers		15		15		1		2
AVERAGE percentages		47%		47%		3%		6%

Figure 4.3.2 below shows the higher percentages of VET providers at national level using ‘sometimes’ the EQAVET indicative descriptors in the implementation phase.

Figure 4.3.2 – EQAVET Indicative descriptors at VET provider level for IVET – IMPLEMENTATION PHASE



The **evaluation phase** is explored in Table and Figure 4.3.3 below.

They show that:

- The average value of 'always used' is low which indicates that VET providers need to be more systematic and regular in evaluating their processes.
- A significant number of VET providers use the indicative descriptor: *'Self-assessment/self-evaluation is periodically carried out: under national regulations/frameworks'*.
- On the other hand, the indicative descriptor *'Self-assessment/self-evaluation is periodically carried out: under regional regulation/framework'* is 'always used' in only 4 VET systems in EU-28 Countries by IVET providers in the national context. This could indicate that the local/regional circumstances and needs are not always reflected in VET provision.

These results were replicated in 2013, 2016 and 2018 (more information on changes observed over the years in Summary 4.3).

Table 4.3.3 – EQAVET Indicative descriptors at VET provider level for IVET – EVALUATION PHASE

EVALUATION PHASE	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
Self-assessment/self-evaluation is periodically carried out: under national regulations/frameworks	BG, CZ, DK, DE, EE, IE, HR, LT, LV, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir, Sct),	24		3		3		2
		75%	BE(fr), FR, LU	9%	ES, IT, CY	9%	BE(nl), EL	6%
Self-assessment/self-evaluation is periodically carried out: under regional regulations/framework		4	BE(fr), BG, CZ, ES, DE, FR, IE, IT, LT, PL, UK(Eng, Sct)	12	HR, LV, NL, SI, FI, SE, UK(Wls, Nir)	8	BE(nl), EE, EL, CY, LU, HU, MT, RO	8
	DK, PT, AT, SK	13%		38%		25%		25%
Self-assessment/self-evaluation is periodically carried out: at the initiative of VET providers	BG, CZ, DK, IE, LT, HU, AT, PL, PT, SK, FI, UK(Eng, Nir, Wls)	14	BE(fr), DE, EE, ES, HR, FR, IT, LV, LU, NL, SI, SE, UK(Sct)	13		1	BE(nl), EL, MT, RO	4
		44%		41%	CY	3%		13%
Evaluation and review covers processes and results/outcomes of	BG, DK, EE, IE, ES, LT, HU, MT, NL, PL, PT, AT,	18	CZ, DE, HR, FR, IT, LV, LU, RO, SI, SE	10		2	BE(nl), EL	3
					BE(fr), CY			

education including: the assessment of learner satisfaction	SK, FI, UK(Eng, Wls, Nir, Sct)	56%		31%		6%		9%
Evaluation and review covers processes and results/outcomes of education including: staff performance and satisfaction	DK, EE, HR, LT, HU, MT, NL, AT, PL, PT, SK, FI, UK(Eng, Nir, Wls)	15	BG, CZ, DE, ES, FR, IT, CY, LV, LU, RO, SI, SE, UK(Sct)	13		1		4
		47%		41%	BE(fr)	3%	BE(nl), EL, IE	13%
Evaluation and review includes adequate and effective mechanisms to involve: internal stakeholders	BG, DK, EE, LT, LV, HU, MT, NL, AT, PL, PT, RO, SK, FI, UK(Eng, Wls, Nir, Sct)	18		11		1		2
		56%	BE(fr), CZ, DE, ES, HR, IE, FR, IT, CY, LU, SI	34%	SE	3%	BE(nl), EL	6%
Evaluation and review includes adequate and effective mechanisms to involve: external stakeholders	DK, EE, IE, LT, LV, HU, MT, NL, AT, PL, PT, SK, UK(Eng, Wls, Nir, Sct)	16	BE(fr), BG, CZ, DE, ES, FR, HR, IT, CY, LU, RO, SI, FI	13		1		2
		50%		41%	SE	3%	BE(nl), EL	6%
Early warning systems are implemented		9	BE(fr), BG, CZ, DE, EE, ES, FR, HR, IT, LT, LU, LV, PL, SI, FI, SE, UK(Nir, Sct)	18		3		2
	DK, IE, MT, NL, PT, AT, SK, UK(Eng, Wls)	28%		56%	CY, HU, RO	9%	BE(nl), EL	6%
AVERAGE numbers		15		12		2		3
AVERAGE percentages		47%		38%		6%		9%

Figure 4.3.3 – EQAVET Indicative descriptors at VET provider level for IVET – EVALUATION PHASE

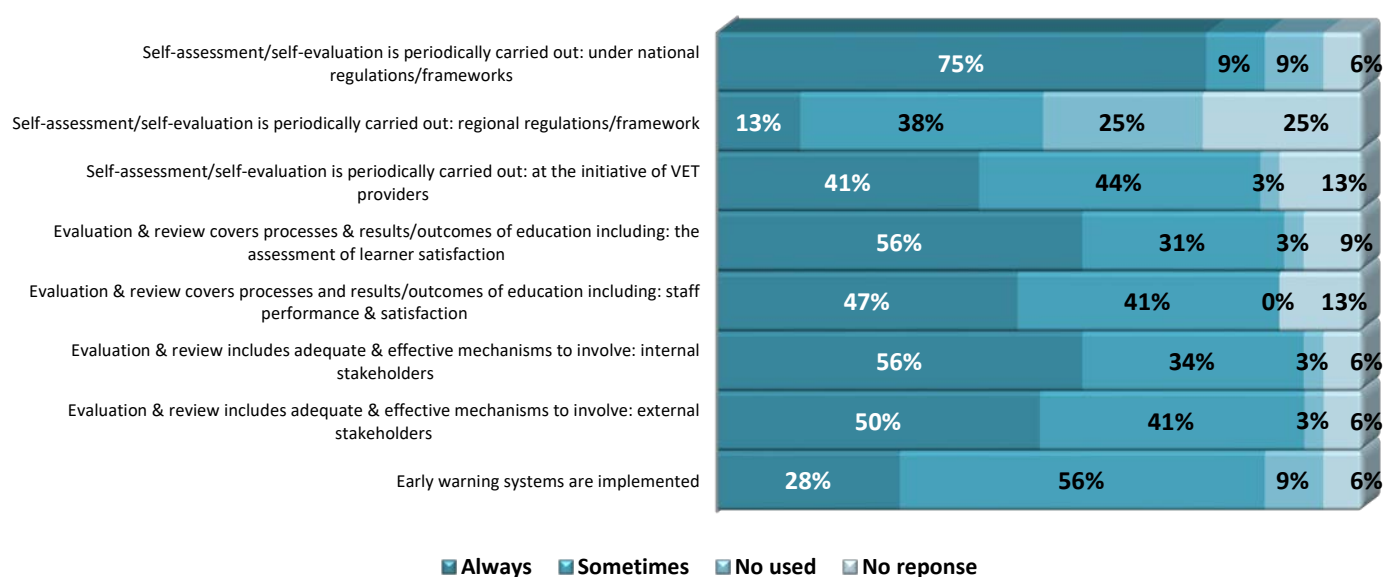


Table and Figure 4.3.4 below present the indicative descriptors used by VET providers at national level in the **review processes** of their educational and training IVET provision.

They show that the lowest percentage values of ‘always used’ occur in the indicative descriptors:

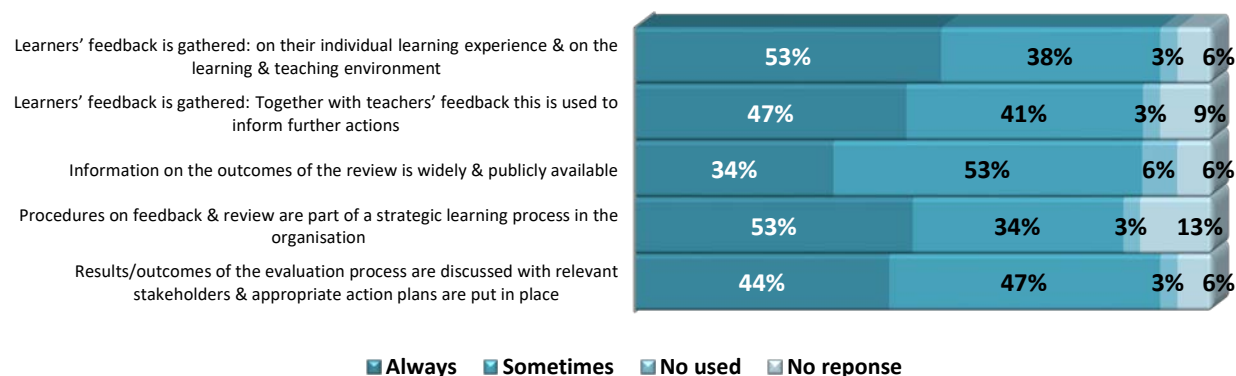
- ‘Information on the outcomes of the review is widely and publicly available’ ;
- The average ‘sometimes used’ is almost as higher as the ‘always used’ value. This indicates that providers in the IVET sector have not in place systematic review approaches.

These results were shared in 2012, 2011 and 2013 (more information in Summary 4.3).

Table 4.3.4 – EQAVET Indicative descriptors at VET provider level for IVET – REVIEW PHASE

REVIEW PHASE INDICATIVE DESCRIPTORS AT VET PROVIDER INITIAL VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
Learners' feedback is gathered: on their individual learning experience and on the learning and teaching environment	DK, EE, IE, LT, LV, HU, MT, NL, AT, PL, PT, SK, FI, UK(Eng, Wls, Nir, Sct)	17 53%	BG, CZ, DE, ES, FR, HR, IT, CY, LU, RO, SI, SE	12 38%	BE(fr)	1 3%	BE(nl), EL	2 6%
Learners' feedback is gathered: Together with teachers' feedback this is used to inform further actions	DK, EE, IE, LT, HU, MT, NL, AT, PL, PT, FI, UK(Eng, Nir, Sct, Wls)	15 47%	BG, CZ, DE, ES, FR, HR, IT, CY, LU, RO, SI, SK, SE	13 41%	LV	1 3%	BE(nl, fr), EL	3 9%
Information on the outcomes of the review is widely and publicly available	BE(fr), DK, ES, HU, MT, NL, PT, RO, UK(Eng, Nir, Wls)	11 34%	BG, CZ, DE, EE, FR, IE, IT, LV, LT, LU, AT, PL, SI, SK, FI, SE, UK(Sct)	17 53%	HR, CY	2 6%	BE(nl), EL	2 6%
Procedures on feedback and review are part of a strategic learning process in the organisation	BE(fr), CZ, DK, IE, ES, HU, MT, NL, AT, PL, PT, RO, SK, UK(Eng, Nir, Sct, Wls)	17 53%	BG, DE, EE, HR, IT, LT, LV, LU, SI, SE, FI	11 34%	CY	1 3%	BE(nl, fr), EL, FR	4 13%
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	DK, IE, LT, LU, HU, MT, NL, AT, PL, PT, UK(Eng, Nir, Sct, Wls)	14 44%	BE(fr), BG, CZ, DE, EE, ES, HR, FR, IT, LV, RO, SI, SK, FI, SE	15 47%	CY	1 3%	BE(nl), EL	2 6%
AVERAGE number		15		14		1		3
AVERAGE percentages		47%		44%		3%		9%

Table 4.3.4 – EQAVET Indicative descriptors at VET provider level for IVET – REVIEW PHASE



SUMMARY 4.3

Figure 4.3.5 below shows that on average VET providers in the IVET sector in the EU-28 ‘always use’ and implement the EQAVET indicative descriptors more often in the planning phase than in the implementation, evaluation or review phases. Use is lowest in the implementation phase. This may suggest that on average VET providers at national level have established more developed quality management systems in the planning than in the other stages. It indicates that VET providers at national level need further support in these phases of the quality assurance cycle.

Figure 4.3.5 – Percentage values for EQAVET indicative descriptors ‘always used’ at provider level for IVET in 2018

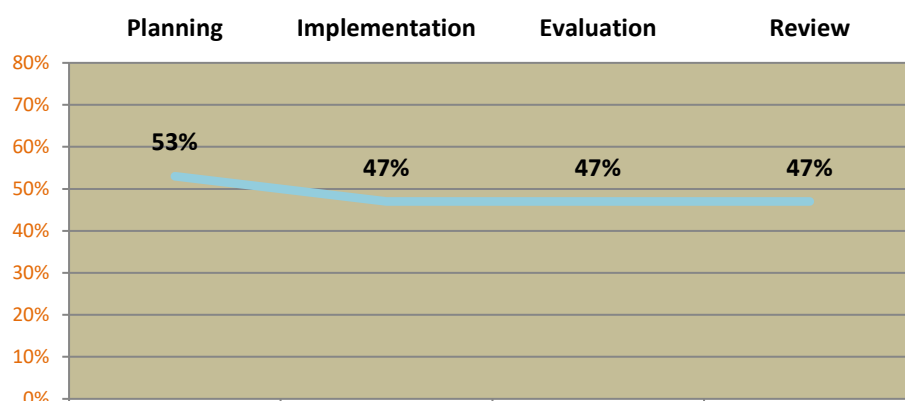
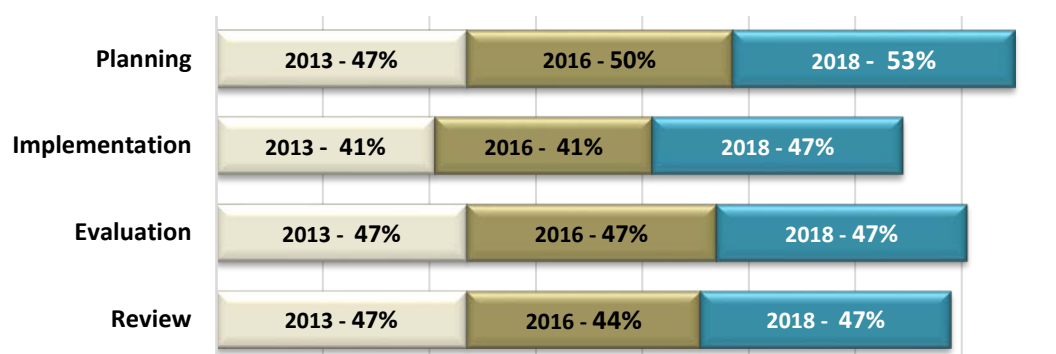


Figure 3.2.7a below plots the figures reported by participating countries in 2013, 2016 and 2018 in relation to the average ‘always used’ figures for the EQAVET indicative descriptors at VET provider level in the IVET sector. The trend seems to suggest that:

- average ‘always used’ figures for the implementation phase are lower than for other phases. This contrasts with the results at system level, where the evaluation and review phase are lower than in the implementation phase. These results may suggest that IVET providers in national contexts are complying with or responding to external evaluations proposed by the relevant authorities.
- A significant increase is reported by countries in 2018, particularly in relation to the implementation and review phases.

Figures from previous years can be found at <http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/progress-report.aspx>

Figure 4.3.5a – Percentage values for all EQAVET indicative descriptors ‘always used’ at provider level for IVET 2013, 2016 and 2018



SECTION 4.4: Indicative descriptors at VET provider level for CVET

This section shows how the EQAVET indicative descriptors at VET provider level are used by the continuing VET (CVET) sector across EU-28 Countries.

Tables 4.4.1, 4.4.2, 4.4.3 and 4.4.4 (and associated figures) explore how EQAVET indicative descriptors for the planning, implementation, evaluation and review phases are used and applied in the CVET sector by VET providers at national level.

Table and Figure 4.4.1 below show that training institutions at national level in the CVET sector for the **planning phase**:

- 'always use' (on average 50 per cent of the time) the EQAVET indicative descriptors when devising strategic planning in their internal quality assurance management processes.
- The 'sometimes used' value is 34 per cent; which is high. This indicates that CVET providers at national level need to be encouraged to establish solid and systematic strategic plans for their CVET provision. Strategic planning is essential to embed the internal quality assurance processes in a training institution.
- Well below this 'always used' average percentage is the indicative descriptor: *'The local targets set by the VET providers reflect: European VET policy goals/objectives'*; which is 'always applied' in only 19 per cent of countries (i.e. six) by training institutions in the CVET sector.

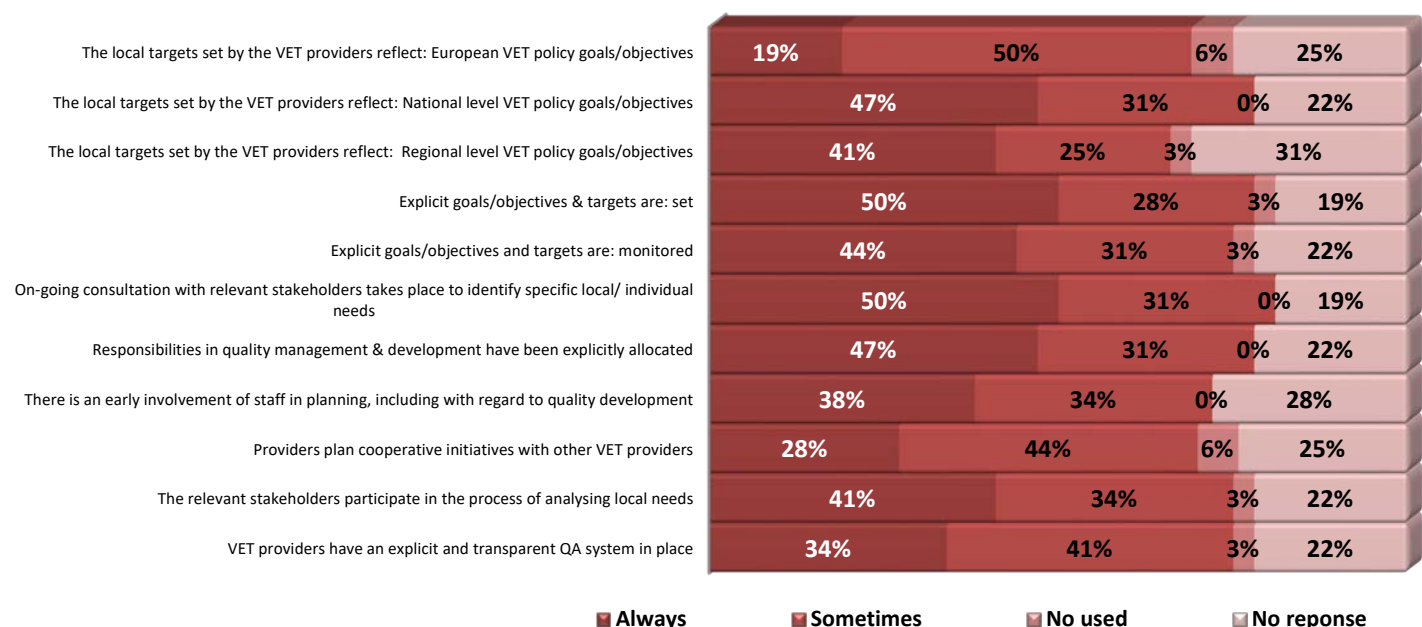
Similar results were observed in 2013 and 2016 (more information on changes observed between these years and 2016 is available in Summary 4.4).

Table 4.4.1 – EQAVET Indicative descriptors at provider level for CVET – PLANNING PHASE

PLANNING PHASE INDICATIVE DESCRIPTORS AT VET PROVIDER LEVEL CONTINUING VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
The local targets set by the VET providers reflect: European VET policy goals/objectives	DK, ES, IE, HU, MT, UK(Eng)	6 19%	BE(fr), BG, CZ, DE, HR, FR, IT, LT, LV, NL, RO, SK, SE, UK(Wls, Nir, Sct)	16 50%	PL, FI	2 6%	BE(nl), EE, EL, CY, LU, PT, AT, SI	8 25%
The local targets set by the VET providers reflect: National level VET policy goals/objectives	DE, DK, ES, IE, FR, IT, LT, HU, MT, NL, RO, UK(Eng, Wls, Nir, Sct)	15 47%	BE(fr), BG, CZ, EE, HR, LV, PL, SK, SE, FI	10 31%	–	0	BE(nl), EL, CY, LU, PT, AT, SI	7 22%
The local targets set by the VET providers reflect: Regional level VET policy goals/objectives	BE(fr), BG, DE, ES, IE, FR, IT, LT, FI, UK(Eng, Wls, Nir, Sct)	13 41%	CZ, HR, LV, NL, RO, SK, PL, SE	8 25%	DK	1 3%	BE(nl), EE, EL, CY, HU, MT, LU, PT, AT, SI	10 31%
Explicit goals/objectives and targets are: set	BE(fr), DE, DK, EE, ES, IT, LT, HU, MT, NL, PL, FI, UK(Eng, Wls, Nir, Sct)	16 50%	BG, CZ, HR, IE, FR, CY, LV, SK, SE	9 28%	RO	1 3%	BE(nl), EL, LU, PT, AT, SI	6 19%
Explicit goals/objectives and targets are: monitored	BE(fr), DK, DE, EE, ES, LT, LV, HU, MT, NL, UK(Eng, Wls, Nir, Sct)	14 44%	BG, CZ, HR, IE, FR, IT, PL, SK, FI, SE	10 31%	RO	1 3%	BE(nl), EL, CY, LU, PT, AT, SI	7 22%
On-going consultation with relevant stakeholders takes place to identify specific local/ individual needs	BG, DE, DK, EE, ES, IE, FR, LT, MT, NL, HU, FI	16 50%	BE(fr), CZ, HR, IT, CY, LV, PL, RO, SK, UK(Eng)	10 31%	–	0	BE(nl), EL, LU, PT, AT, SI	6 19%

	SE, UK(Wls, Nir, Sct)						
Responsibilities in quality management and development have been explicitly allocated	BE(fr), DE, DK, ES, IE, LV, HU, MT, NL, SK, SE, UK(Eng, Wls, Nir, Sct)	15 47%	BG, CZ, EE, HR, FR, IT, LT, PL, RO, FI	10 31%		0 –	BE(nl), EL, CY, LU, PT, AT, SI 7 22%
There is an early involvement of staff in planning, including with regard to quality development	DK, DE, ES, IE, HU, MT, NL, PL, FI, UK(Eng, Wls, Sct)	12 38%	BE(fr), BG, CZ, HR, FR, IT, LT, LV, RO, SK, UK(Nir)	11 34%		0 –	BE(nl), EE, EL, CY, LU, PT, AT, SI, SE 9 28%
Providers plan cooperative initiatives with other VET providers	DK, ES, IE, LT, HU, MT, NL, UK(Eng, Wls)	9 28%	BE(fr), BG, CZ, DE, EE, HR, FR, IT, LV, PL, FI, UK(Nir, Sct)	14 44%	RO, SK	2 6%	BE(nl), EL, CY, LU, PT, AT, SI, SE 8 25%
The relevant stakeholders participate in the process of analysing local needs	DK, DE, ES, FR, LT, HU, MT, NL, FI, SE, UK(Eng, Wls, Sct)	13 41%	BE(fr), BG, CZ, EE, HR, IE, IT, LV, PL, SK, UK(Nir)	11 34%	RO	1 3%	BE(nl), EL, CY, LU, PT, AT, SI 7 22%
VET providers have an explicit and transparent quality assurance system in place	BE(fr), DK, EE, IE, HU, MT, NL, UK(Eng, Nir, Wls, Sct)	11 34%	BG, CZ, DE, ES, HR, FR, IT, LT, LV, PL, RO, FI, SE	13 41%	SK	1 3%	BE(nl), EL, CY, LU, PT, AT, SI 7 22%
AVERAGE numbers		16		11		1	8
AVERAGE percentages		50%		34%		3%	25%

Figure 4.4.1 – EQAVET Indicative descriptors at provider level for CVET – PLANNING PHASE



The indicative descriptors at provider level of the **implementation phase** for the CVET sector are explored in Table and Figure 4.4.2 below.

Table 4.4.2 indicates that CVET providers ‘sometimes apply’ the EQAVET descriptors in the implementation stages of their quality assurance processes more often than ‘always apply’:

- Almost half of CVET providers at national level across EU-28 (on average 41 per cent) 'sometimes use' the descriptors in contrast to ten or 34 per cent that on average 'always use' the EQAVET descriptors in the implementation phase.
- The table shows that CVET providers are doing better in relation to the training of teachers/trainers than at system level (15 or 47 per cent of CVET providers 'always use' the descriptor: 'The strategic plan for staff competence development specifies the need for training for teachers and trainers').
- Low figures were reported for the descriptors: 'Staff undertake regular training and develop cooperation with relevant external stakeholders: to support capacity building and quality improvement' and 'Staff undertake regular training and develop cooperation with relevant external stakeholders: to enhance performance'. The participation of staff in these quality assurance processes is a key principle in developing a culture of quality assurance within the institution and with the relevant stakeholders.

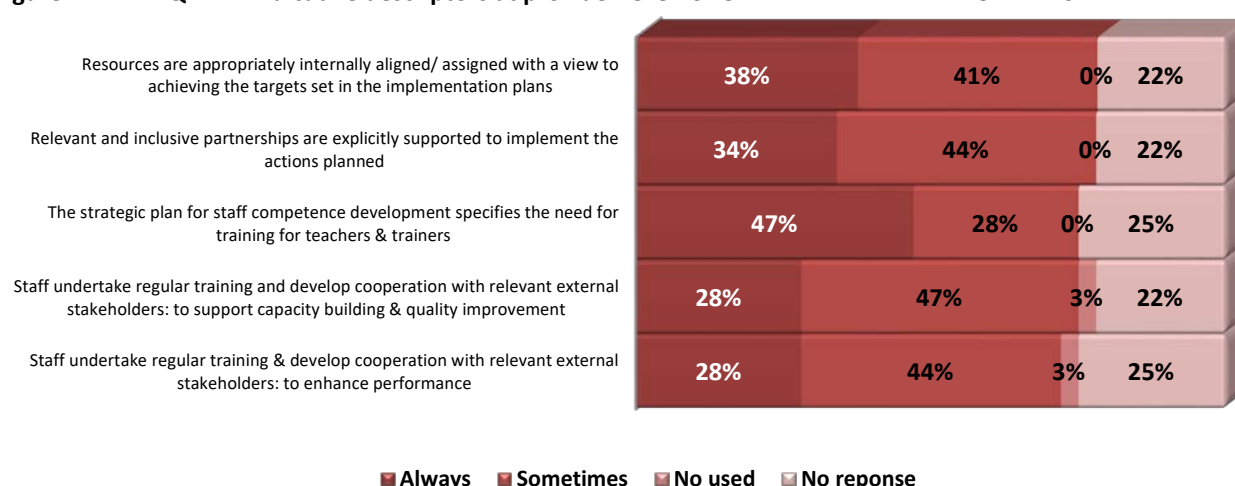
CVET providers should be encouraged to establish systematic and regular quality assurance implementation processes.

Similar results were observed in 2013, 2016 and 2018 (more information on changes observed between these years and 2016 in section Summary 4.4).

Table 4.4.2 – EQAVET Indicative descriptors at provider level for CVET – IMPLEMENTATION PHASE

IMPLEMENTATION PHASE INDICATIVE DESCRIPTORS AT VET PROVIDER LEVEL CONTINUING VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans	BE(fr), DK, ES, IE, LT, HU, MT, NL, UK(Eng, Nir, Wls, Sct)	12 38%	BG, CZ, DE, EE, HR, FR, IT, LV, PL, RO, SK, FI, SE	13 41%		0 —	BE(nl), EL, CY, LU, PT, AT, SI	7 22%
Relevant and inclusive partnerships are explicitly supported to implement the actions planned	BG, ES, IE, LT, HU, MT, NL, FI, UK(Eng, Wls, Sct)	11 34%	BE(fr), CZ, DE, DK, EE, FR, HR, IT, LV, PL, RO, SK, SE, UK(Nir)	14 44%		0 —	BE(nl), EL, CY, LU, PT, AT, SI	7 22%
The strategic plan for staff competence development specifies the need for training for teachers and trainers	DK, FR, IE, LT, HU, MT, NL, PL, SK, FI, SE, UK(Eng, Nir, Wls, Sct)	15 47%	BE(fr), BG, CZ, DE, ES, HR, IT, LV, RO	9 28%		0 —	BE(nl), EL, EE, CY, LU, PT, AT, SI	8 25%
Staff undertake regular training and develop cooperation with relevant external stakeholders: to support capacity building and quality improvement	DK, EE, IE, MT, NL, PL, FI, UK(Eng, Wls)	9 28%	BE(fr), BG, CZ, DE, ES, FR, HR, IT, LT, LV, HU, SK, SE, UK(Nir, Sct)	15 47%	RO	1 3%	BE(nl), EL, CY, LU, PT, AT, SI	7 22%
Staff undertake regular training and develop cooperation with relevant external stakeholders: to enhance performance	DK, BG, EE, IE, MT, NL, HU, PL, UK(Wls)	9 28%	BE(fr), CZ, DE, ES, FR, IT, HR, LT, LV, SK, FI, SE, UK(Nir, Sct)	14 44%	RO	1 3%	BE(nl), EL, CY, LU, PT, AT, SI, UK(Eng)	8 25%
AVERAGE numbers		11		13		1		7
AVERAGE percentages		34%		41%		3%		22%

Figure 4.4.2 – EQAVET Indicative descriptors at provider level for CVET – IMPLEMENTATION PHASE



In relation to the **evaluation phase**:

- CVET providers in EU-28 'sometimes use' the EQAVET indicative descriptors almost at the same rate as 'always'. This is shown by Table and Figure 4.4.3 which hint at the need to foster more systematic approaches to evaluation than those existing or already put in place by national institutions providing CVET.
- It is worth noting that only two countries (DK, ES) reported that CVET providers 'always use' the descriptor: *'Self-assessment/self-evaluation is periodically carried out: under regional regulations/framework'*. This might suggest a lack of tailor-made internal evaluation processes within the CVET providers.

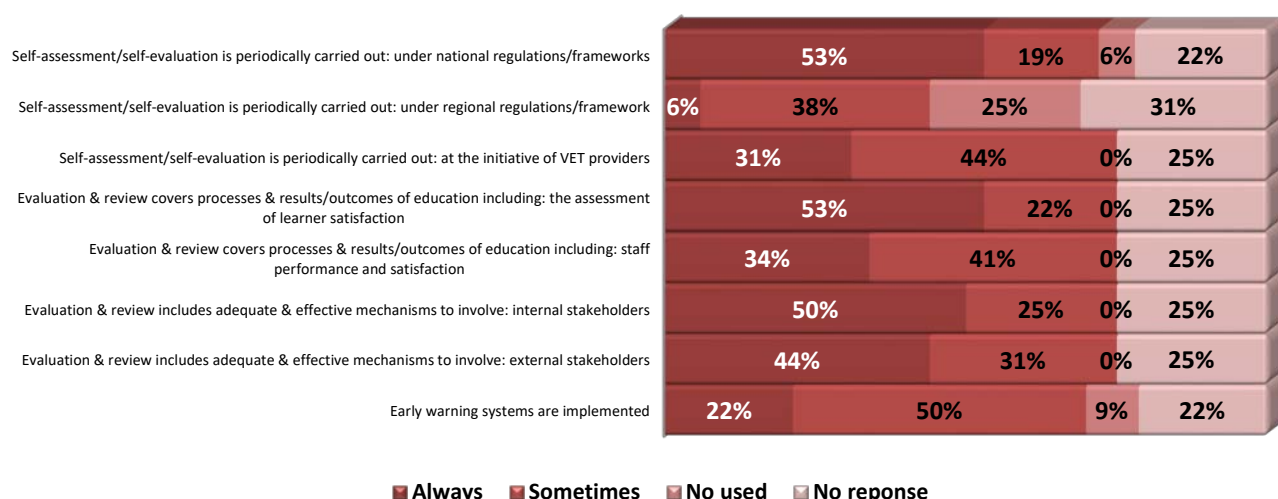
These results show no change from the outcomes gathered in 2012, 2011 and 2013 (more information on changes observed between these years and 2016 in Summary 4.4).

Table 4.4.3 – EQAVET Indicative descriptors at provider level for CVET – EVALUATION PHASE

EVALUATION PHASE INDICATIVE DESCRIPTORS AT VET PROVIDER CONTINUING VET	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
Self-assessment/self-evaluation is periodically carried out: under national regulations/frameworks	BG, DK, EE, ES, IE, LT, LV, HU, MT, NL, PL, RO, FI, UK(Eng, Wls, Nir, Sct)	17 53%	CZ, DE, HR, FR, SK, SE	6 19%	BE(fr), IT	2 6%	BE(nl), EL, CY, LU, PT, AT, SI	7 22%
Self-assessment/self-evaluation is periodically carried out: under regional regulations/framework	DK, ES	2 6%	BG, CZ, DE, HR, IE, FR, IT, LT, PL, SE, UK(Eng, Sct)	12 38%	BE(fr), LV, NL, RO, SK, FI, UK(Wls, Nir)	8 25%	BE(nl), EE, EL, CY, LU, HU, MT, AT, PT, SI	10 31%
Self-assessment/self-evaluation is periodically carried out: at the initiative of VET providers	BG, DK, ES, HU, IE, PL, FI, UK(Eng, Wls, Nir),	10 31%	BE(fr), CZ, DE, EE, FR, HR, IT, LT, LV, NL, RO, SK, SE, UK(Sct)	14 44%	—	0 —	BE(nl), EL, CY, LU, MT, PT, AT, SI	8 25%
Evaluation and review covers processes and results/outcomes of education including: the assessment of learner satisfaction	BG, DK, EE, ES, IE, LT, HU, MT, NL, PL, RO, SK, FI, UK(Eng, Wls, Nir, Sct)	17 53%	BE(fr), CZ, DE, HR, IT, LV, SE	7 22%	—	0 —	BE(nl), EL, FR, CY, LU, PT, AT, SI	8 25%

Evaluation and review covers processes and results/outcomes of education including: staff performance and satisfaction	DK, EE, LT, HU, MT, NL, PL, FI, UK(Eng, Nir, Wls)	11 34%	BE(fr), BG, CZ, DE, ES, FR, HR, IT, LV, RO, SK, SE, UK(Sct)	13 41%	—	—	BE(nl), EL, IE, CY, LU, PT, AT, SI	8 25%
Evaluation and review includes adequate and effective mechanisms to involve: internal stakeholders	BG, DK, EE, ES, LT, LV, HU, MT, NL, PL, SK, FI, UK(Eng, Nir, Wls, Sct)	16 50%	BE(fr), CZ, DE, FR, HR, IE, IT, SE	8 25%	—	—	BE(nl), EL, CY, LU, PT, AT, RO, SI	8 25%
Evaluation and review includes adequate and effective mechanisms to involve: external stakeholders	DK, EE, ES, IE, LT, LV, HU, MT, NL, PL, UK(Eng, Nir, Wls, Sct)	14 44%	BE(fr), BG, CZ, DE, FR, HR, IT, SK, FI, SE	10 31%	—	—	BE(nl), EL, CY, LU, PT, AT, RO, SI	8 25%
Early warning systems are implemented	BE(fr), FR, IE, MT, NL, UK(Eng, Wls)	7 22%	BG, CZ, DE, DK, EE, ES, HR, IT, LT, LV, PL, FI, SE, UK(Nir, Sct)	16 50%	HU, RO, SK	3 9%	BE(nl), EL, CY, LU, PT, AT, SI	7 22%
AVERAGE numbers	12	11	2	8				
AVERAGE percentages	38%	34%	6%	25%				

Figure 4.4.3 – EQAVET Indicative descriptors at provider level for CVET – EVALUATION PHASE



CVET providers ‘sometimes use’ the EQAVET indicative descriptors for the **review phase** in a high proportion as it is shown by Table and Figure 4.4.4. It should be noted that the review process (the feedback loop and the follow-up activities) is of crucial importance for the development and enhancing of the quality of VET provision. Institutions should be encouraged to establish systematic, regular and internally described review processes.

Table and Figure show that the indicative descriptor less systematicall used by countries is:

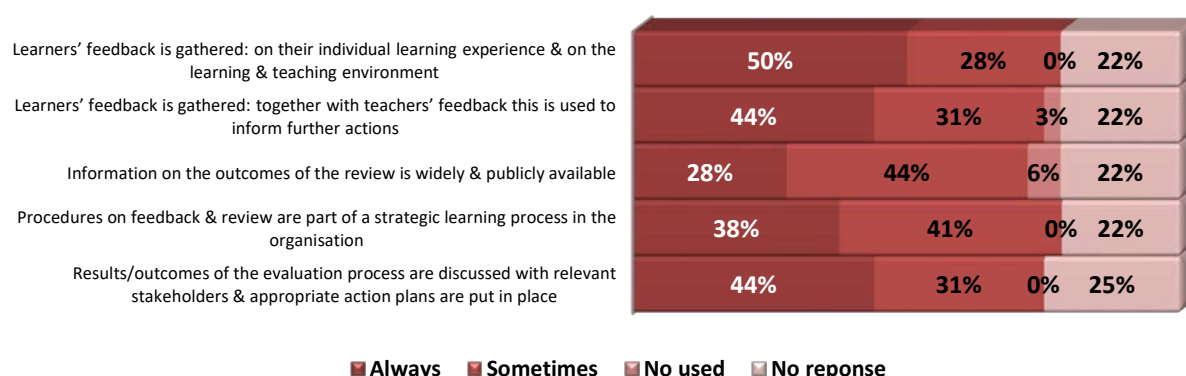
- Information on the outcomes of the review is widely and publicly available

Table 4.4.4 – EQAVET Indicative descriptors at provider level for CVET – REVIEW PHASE

REVIEW PHASE	Always used		Sometimes used		Not used		No response	
INDICATIVE DESCRIPTORS AT VET PROVIDER CONTINUING VET	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %

Learners' feedback is gathered: on their individual learning experience and on the learning and teaching environment	BE(fr), DK, EE, ES, IE, LT, LV, HU, NL, PL, RO, FI, UK(Eng, Nir, Wls, Sct)	16 50%	BG, CZ, DE, FR, HR, IT, MT, SK, SE	9 28%		0	BE(nl), EL, CY, LU, PT, AT, SI	7 22%
Learners' feedback is gathered: together with teachers' feedback this is used to inform further actions	BE(fr), DK, EE, IE, LT, HU, NL, PL, RO, FI, UK(Eng, Nir, Wls, Sct)	14 44%	BG, CZ, DE, ES, FR, HR, IT, MT, SK, SE	10 31%	LV	1 3%	BE(nl), EL, CY, LU, PT, AT, SI	7 22%
Information on the outcomes of the review is widely and publicly available	DK, FR, IE, HU, MT, NL, UK(Eng, Nir, Wls)	9 28%	BE(fr), BG, CZ, DE, EE, ES, IT, LT, LV, PL, SK, FI, SE, UK(Sct)	14 44%	HR, RO	2 6%	BE(nl), EL, CY, LU, PT, AT, SI, UK(Wls)	7 22%
Procedures on feedback and review are part of a strategic learning process in the organisation	BE(fr), DK, FR, IE, HU, MT, NL, PL, UK(Eng, Nir, Sct)	11 34%	BG, CZ, DE, EE, ES, HR, IT, LT, LV, RO, SK, FI, SE, UK(Wls)	14 44%		0	BE(nl), EL, CY, LU, PT, AT, SI	7 22%
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	BE(fr), DK, ES, FR, IE, LT, HU, MT, NL, PL, SE, UK(Eng, Nir, Wls, Sct)	15 47%	BG, CZ, DE, EE, HR, IT, LV, RO, SK, FI	10 31%		0	BE(nl), EL, CY, LU, PT, AT, SI	7 22%
AVERAGE numbers		13		11		1		7
AVERAGE percentages		41%		34%		3%		22%

Figure 4.4.4 – EQAVET Indicative descriptors at provider level for CVET – REVIEW PHASE



SUMMARY 4.4

Figure 4.4.5 below suggests that on average CVET providers 'always use' the EQAVET indicative descriptors more often in the planning phases than in other phases of the quality cycle (as was the case with the IVET sector). This may suggest that on average CVET providers at national level have established more developed quality management systems in the planning stages than in the implementation, evaluation and/or review stages.

The Figure also shows that the lowest 'always' values occur in the implementation phase, which may indicate that CVET providers at national level need further support in this phase. However, the average 'always' value of the review phase is not significantly higher than in the implementation phase.

Figure 4.4.5 – Percentage values for EQAVET indicative descriptors 'always used' at provider level for CVET in 2018

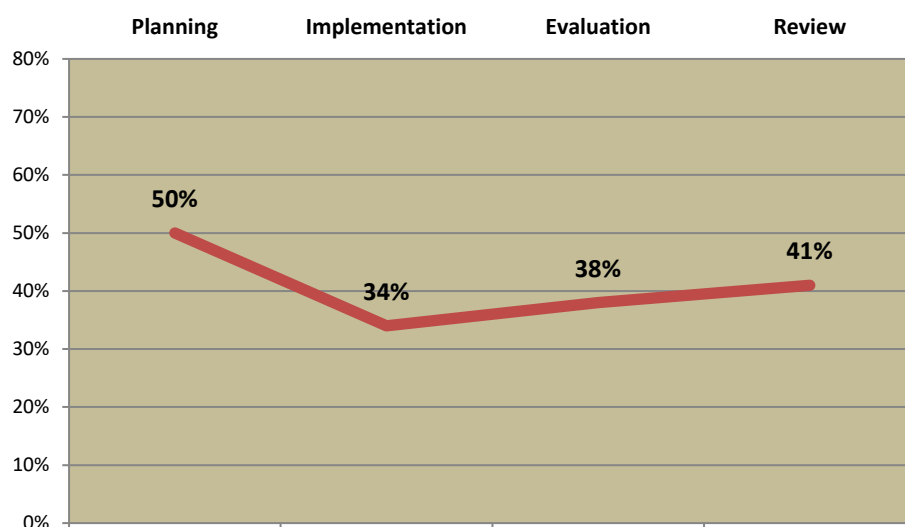
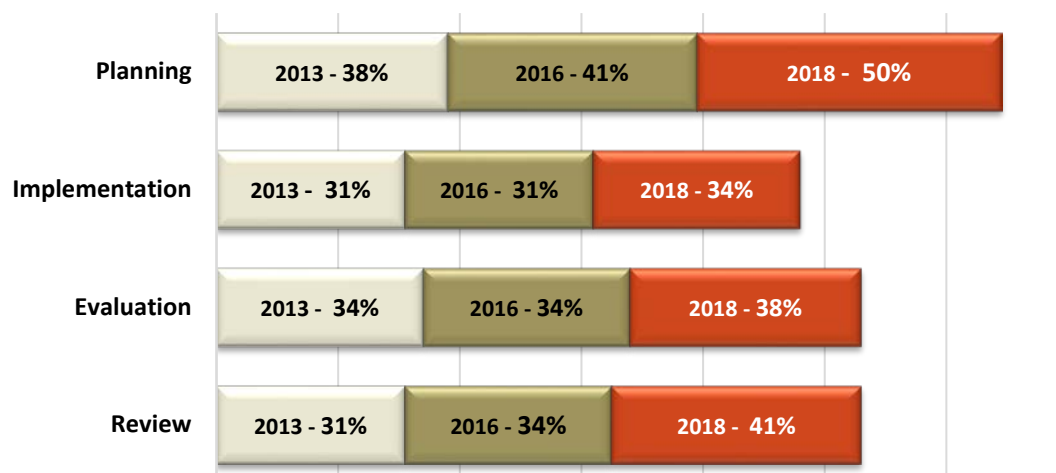


Figure 4.4.5a below plots the figures reported by participating countries in the 2013, 2016 and 2018 in relation to the average figures for 'always used' EQAVET indicative descriptors at provider level for the CVET sector. It shows that the pattern observed in 2013 and 2016 is similar to the one observed in 2018. However, for 2018 figures are higher suggesting that CVET providers are performing better.

More information in changes is available at <http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/progress-report.aspx>

Figure 4.4.5a – Percentage values for EQAVET indicative descriptors 'always used' at provider level for CVET in 2013, 2016 and 2018



SECTION 4.5: Overview

Tables 4.5.1 and 4.5.2 below provide an overview of the average values of the EQAVET indicative descriptors used by systems and VET providers for both the IVET and CVET sectors. They present average values of the variables 'always used', 'sometimes used', 'not used' and 'no response'.

The Tables show that:

- Percentage values of 'always used' are higher at system level than at VET provider level, for both IVET and CVET; while, the 'sometimes used' values are for all cases higher at provider level for both the IVET and CVET sectors. This might indicate that providers are applying their quality management processes in a less systematic way as the 'sometimes used' average variable is almost always higher than the 'always used' variable. This applies particularly in the CVET sector.
- The IVET sector presents higher percentage values of 'always used' than in the CVET sector at both system and provider levels.
- Moreover, it shows that the 'sometimes used' values are in most of the quality cycle phases higher for CVET than for IVET, signalling that the CVET sector in EU-28 needs a more systematic approach to the quality assurance procedures put in place.
- In this regard, it is crucial to keep in mind the importance of CVET in EU-28. The European Commission has made a central component of CVET within its education and training strategy and it has developed policies to support national schemes to encourage in-company training and training for people in employment, recognising the importance of increasing investment in the field. CVET is part of lifelong learning. As such, CVET enhances employability and competitiveness in European societies, which are facing increasing globalisation, technological change and population ageing. All of these factors emphasise the need to ensure that the skills of the workforce are kept up-to-date, relevant and are continually upgraded. Moreover, CVET, as an element that preserves and develops human resources, fosters innovation, personal development, active citizenship and protection against unemployment as the workforce becomes more adaptable. CVET is a crucial element for fulfilling the requirement of a knowledge society.

Table 4.5.1 – Overview of EQAVET indicative descriptors used at SYSTEM LEVEL for IVET and CVET

INDICATIVE DESCRIPTORS at SYSTEM LEVEL		Always used	Sometimes used	Not used	No response
Initial VET at system level	Planning phase	66%	22%	3%	6%
	Implementation phase	63%	25%	3%	6%
	Evaluation phase	56%	28%	9%	9%
	Review phase	53%	28%	13%	6%
Continuing VET at system level	Planning phase	56%	25%	6%	13%
	Implementation phase	50%	25%	9%	16%
	Evaluation phase	44%	31%	9%	13%
	Review phase	44%	28%	16%	13%

Figure 4.5.2 – Overview of EQAVET indicative descriptors used at PROVIDER LEVEL for IVET and CVET

INDICATIVE DESCRIPTORS at PROVIDER LEVEL		Always used	Sometimes used	No used	No response
Initial VET at provider level	Planning phase	53%	38%	3%	9%
	Implementation phase	47%	47%	3%	6%

	Evaluation phase	47%	38%	6%	9%
	Review phase	47%	44%	3%	9%
Continuing VET at provider level	Planning phase	50%	34%	3%	22%
	Implementation phase	34%	41%	3%	22%
	Evaluation phase	38%	34%	6%	25%
	Review phase	41%	34%	3%	22%

Figures 4.5.3 and 4.5.4 below provide an overview of the ‘always used’ values for the four phases of the quality cycle comparing systems and providers in 2013. Both figures show that:

- the quality management approaches put in place by systems and providers follow different patterns of action in relation to the four phases of the quality cycle.
- VET providers in EU-28 appear to use lower levels of systematic quality assurance processes than is evident at system level. The largest difference between systems and providers occurs in the implementation phase, for both the IVET and CVET sectors.

Figure 4.5.3 – Overview of EQAVET indicative descriptors used at SYSTEM & PROVIDER LEVEL for IVET, 2018

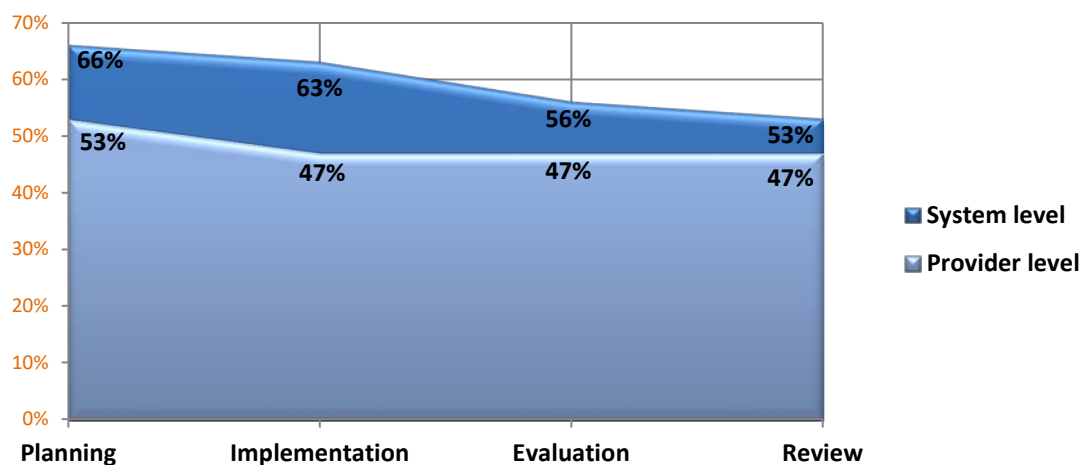
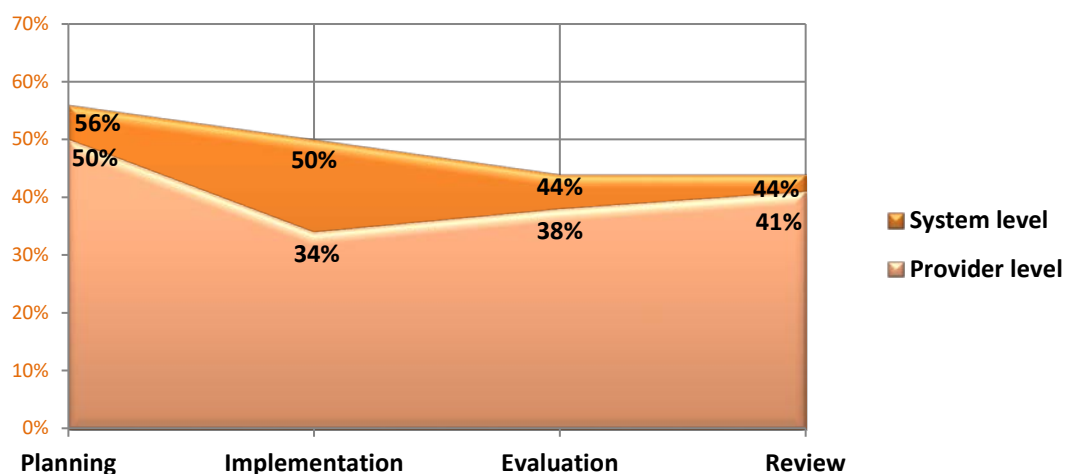


Figure 4.5.4 – Overview of EQAVET indicative descriptors used at SYSTEM & PROVIDER LEVEL for CVET, 2018



Chapter 5



The USE of the EQAVET+ INDICATIVE DESCRIPTORS

This chapter provides information on the work developed by the EQAVET Network between 2015 and 2017 on an [EQAVET+ approach](#). Questions related to this work has been included for the first time in the current survey. Therefore, there are not trends to report over the years on this issue.

The EQAVET+ approach reflects on the changing environment for VET, which suggests an increasing emphasis on the importance of:

- work-based learning;
- learning outcomes;
- pedagogy which focuses on meeting the needs of individual learners; and
- the opportunity for learners to demonstrate their achievement through a wider range of learning contexts including the recognition of achievement through non-formal and informal learning.

In order to address this changing environment since the introduction of the EQAVET Recommendation in 2009, the EQAVET Network developed the [EQAVET+ indicative descriptors](#).

The EQAVET+ indicative descriptors aim to support Member States, as they deem appropriate, when implementing the EQAVET Framework. They can also be applied to school-based provision; apprenticeships, lifelong learning programmes, in-company training, and non-formal and informal learning. The Network invites the EQAVET National Reference Points and other users of the EQAVET Recommendation to use the EQAVET+ indicative descriptors to support quality assurance in their context and taking account of their circumstances.

The approach ensures that these developments are embedded in the EQAVET-aligned approaches being used at both the system and VET provider levels.

This chapter presents information on the use and implementation of the EQAVET+ indicative descriptors in the EU-28 Member States.

DK and UK(Eng) are not included in the analysis as they did not participate in the Survey in 2018.

INTRODUCTION

The EQAVET Network reflected on the need to be more explicit about the importance of the aspects outlined above of training/learning; and suggested an EQAVET+ approach that complements the EQAVET Framework and help Member States to further strengthen their quality assurance approaches in line with EQAVET.

The Network's work on EQAVET+ adds information on the Annex I of the EQAVET Recommendation, i.e. related to the indicative descriptors. This additional text provides a complementary focus for each indicative descriptor – there are no changes to the ideas underlying the original indicative descriptors. The additions comment on how to apply each stage of the quality assurance cycle to these aspects of training/learning. In some cases, the additions simply add further information to the existing EQAVET indicative descriptors; in others, new indicative descriptors are offered.

The additions have been integrated in the text of the EQAVET Framework. To ensure clarity between this and the complementary text from the EQAVET Network, all the additions are written in white in Tables 5.1.1., 5.1.2, 5.2.1 and 5.2.2. below.

Table 5.1.1 presents information on the EQAVET+ indicative descriptors use and implement by the system level for Initial VET (IVET) for the four stages of the quality cycle (i.e. planning, implementation, evaluation and review); and Table 5.1.2 for the Continuing VET (CVET) sector.

Table 5.2.1 and 5.2.2 present information on the EQAVET+ indicative descriptors for the four phases of the quality cycle at VET provider level for the IVET and CVET sectors respectively.

More information on all aspects of EQAVET+ can be found on the EQAVET website at www.eqavet.eu.

5.1.1 -EXPLANATORY NOTE: The use of EQAVET+ indicative descriptors

DK and **UK(Eng)** did not participate in the Survey 2018. Therefore, no information is provided on these two countries. Therefore, the analysis on the EQAVET+ indicative descriptors is based on 30 national VET systems (not in 32 as in previous chapters)

SECTION 5.1: EQAVET+ Indicative descriptors at system level for IVET and CVET

The EQAVET+ indicative descriptors highlight the importance of continued reflection on the effectiveness and relevance of the approaches used for quality assurance responding to emerging quality assurance priorities; and strengthened the references to learning outcomes.

The EQAVET+ indicative descriptors at system level identified by Network address the following areas:

- quality assurance of apprenticeship/work-based learning provision and in company training;
- quality assurance aspects of the processes of defining, describing and assessing learning outcomes;
- quality assurance for qualification design, assessment and certification;
- the pedagogical elements related to learning outcomes;
- teachers and trainers;
- quality assurance procedures in the validation of non-formal and informal learning in line with the European Qualifications Framework/National Qualifications Frameworks;
- planning and improving the review phase of the quality assurance cycle.

The EQAVET+ indicative descriptors encourage those with responsibility for quality assurance to consider some aspects of provision which may not have been seen as central to the EQAVET Recommendation e.g. the role of stakeholders, particularly employers and teachers/trainers; and/or the learning outcomes approach.

At system level, the EQAVET Network has prepared two types of indicative descriptors as part of the EQAVET+ process:

- five new indicative descriptors which are not covered in the Recommendation for the planning phase;
- seven indicative descriptors, based on the Recommendation, where additional text highlights emerging quality assurance priorities. Of this type, three indicative descriptors cover the planning and the implementation phases and one covers the review phase.

No indicative descriptor has been identified in the evaluation phase at system level.

Tables 5.1.1 (IVET sector) and 5.1.2 (CVET sector); and their corresponding Figures 5.1.1 and 5.1.2 below present how the EQAVET+ indicative descriptors at system level for IVET and CVET are used by EU-28 Countries.

Table 5.1.1. – EQAVET+ Indicative descriptors at system level for IVET – PLANNING, IMPLEMENTATION, EVALUATION and REVIEW PHASES

PLANNING PHASE	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
Social partners participate in setting VET goals and objectives at the different levels	BE(nl), CZ, DE, EE, EL, ES, FR, HR, IT, CY, LT, LV, LU, HU, MT, NL, AT, PL, RO, SI, SK, FI, UK(Wls, Sct)	24	BE(fr), BG, IE, SE	4	UK(Nir)	1	PT	1
		80%		13%		3%		3%
Mechanisms and procedures have been established to identify the training needs of the labour market	BE(nl), CZ, DE, EE, EL, IE, ES, FR, HR, IT, LU, HU, MT, NL, AT, PL, RO, SI, FI, UK(Wls, Nir, Sct)	22	BE(fr), BG, CY, LT, LV, SK, SE	7	–	–	PT	1
		73%		23%				3%
Mechanisms and procedures have been established to identify the training needs of the society	BE(nl), CZ, DE, EE, EL, ES, HR, MT, NL, AT, SI, FI, SE, UK(Wls, Nir, Sct)	16	BG, IE, FR, IT, CY, LV, LU, HU, RO, SK	10	BE(fr), LT	2	PL, PT	2
		53%		33%		7%		7%

VET qualifications are described using learning outcomes	BE(nl), BG, CZ, DE, EE, EL, ES, FR, HR, IT, CY, LT, LU, MT, NL, AT, PL, RO, SI, SK, FI, SE, UK(Wls, Sct)	24 80%	BE(fr), UK(Nir)	2 7%	LV, HU,	2 7%	IE, PT	2 7%
Mechanisms are established for the quality assurance of the Design of qualifications	BE(nl), BG, CZ, DE, EE, EL, IE, ES, FR, HR, IT, CY, LT, LU, HU, MT, NL, AT, PL, RO, SI, SK, FI, SE, UK(Wls, Nir, Sct)	27 90%	BE(fr), LV	2 7%	—	—	PT	1 3%
Mechanisms are established for the quality assurance of the Assessment of qualifications	BE(nl), BG, CZ, DE, EE, EL, IE, HR, IT, CY, LT, LV, LU, HU, MT, NL, AT, PL, RO, SI, SE, UK(Wls, Nir, Sct)	24 80%	BE(fr), ES, FR, FI	4 13%	—	—	PT, SK	2 7%
Mechanisms are established for the quality assurance of the Certification of qualifications	BE(nl), BG, CZ, DE, EE, EL, IE, ES, HR, IT, CY, LT, LV, LU, HU, MT, NL, AT, PL, RO, SI, FI, SE, UK(Wls, Nir, Sct)	26 87%	BE(fr), FR	2 7%	—	—	PT, SK	2 7%
Mechanisms are established for the quality assurance of the Review of qualifications	BE(nl), BG, CZ, EE, EL, IE, ES, FR, HR, IT, CY, LT, HU, MT, NL, AT, SI, FI, UK(Nir, Sct)	20 67%	BE(fr), DE, LV, LU, RO, SE	6 20%	—	—	PL, PT, SK, UK(Wls)	4 13%
IMPLEMENTATION PHASE	Always used		Sometimes used		Not used		No response	
EQAVET+ INDICATIVE DESCRIPTORS AT VET SYSTEM INITIAL VET	Countries	Nu. %	Countries	Nu. %	Countries	Nu %	Countries	Nu %
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Assessment of qualifications	BE(nl), CZ, DE, EE, EL, IE, HR, IT, CY, LT, LV, LU, HU, MT, NL, AT, PL, RO, SI, FI, SE, UK(Wls, Nir, Sct)	24 80%	BE(fr), ES, FR	3 10%	BG	1 3%	PT, SK	2 7%
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Validation of qualifications:	BE(nl), CZ, DE, EE, EL, IE, ES, HR, IT, CY, LU, HU, MT, NL, AT, RO, SI, FI, SE, UK(Wls, Nir, Sct)	22 73%	BE(fr), FR, LT, PL	4 13%	BG, LV	2 7%	PT, SK	2 7%
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Certification of qualifications	BE(nl), CZ, DE, EE, EL, IE, ES, HR, IT, CY, LU, HU, MT, NL, AT, RO, SI, FI, SE, UK(Wls, Nir, Sct)	22 73%	BE(fr), FR, LT	3 10%	BG, LV	2 7%	PL, PT, SK,	3 10%
REVIEW PHASE	Always used		Sometimes used		Not used		No response	
EQAVET+ INDICATIVE DESCRIPTORS AT VET SYSTEM INITIAL VET	Countries	Nu. %	Countries	Nu. %	Countries	Nu %	Countries	Nu %
Procedures, mechanisms and instruments for undertaking reviews are used to improve the quality of provision at all levels	BE(nl), CZ, DE, EE, LU, MT, NL, AT, SI, UK(Wls, Nir, Sct)	13 43%	BE(fr), BG, IE, ES, FR, HR, CY, LT, LV, HU, PL, RO, FI, SE	14 47%	IT, SK	2 7%	PT	1 3%
AVERAGE number	22		4		1		2	
AVERAGE percentages	73%		13%		3%		7%	

Figure 5.1.1. – EQAVET+ Indicative descriptors at system level for IVET – PLANNING, IMPLEMENTATION, EVALUATION and REVIEW PHASES

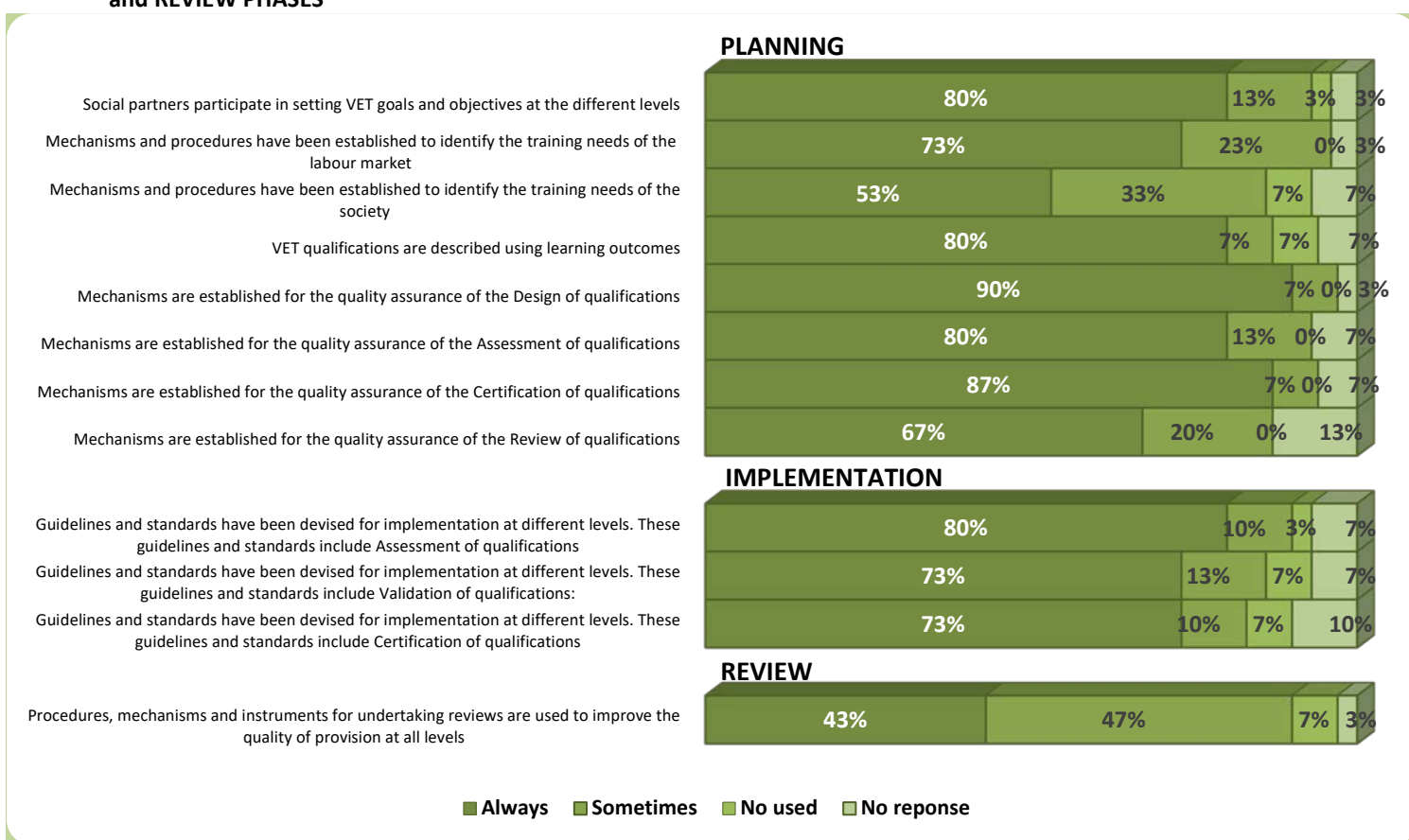


Table and Figure 5.1.1 above show that:

- On average 22 VET systems in EU-28 (or 73 per cent) ‘always used’ the EQAVET+ indicative descriptors in their IVET systems at national level.
- However, there is a great disparity between figures of the planning and implementation phases and the review phase; and this average is not representative for the review phase, which show a low figure of ‘always used’.
- The only EQAVET+ indicative descriptor identified by the Network in the review phase is systematically used and implemented by only 13 IVET systems (i.e. by less than half of countries, just by 43 per cent).
- Also, well below this average is the EQAVET+ indicative descriptor for the planning phase: ‘*Mechanisms and procedures have been established to identify the training needs of the society*’ is also used below the average number (just by 17 countries or 57 per cent).
- The highest figure of ‘always used’ occurs for the EQAVET+ indicative descriptor: ‘*Mechanisms are established for the quality assurance of the Design of qualifications*’ which used by almost all IVET systems in the EU-28 countries (i.e. by 90 per cent).

Table and Figure 5.1.2 below show how the EQAVET+ indicative descriptors are used in the continuing VET sector by systems in the EU-28 countries. They show that:

- On average just over half (18 or 60 per cent) ‘always used’ the EQAVET+ indicative descriptors in their CVET systems at national level.
- As per the IVET sector, this average is only indicative for the planning and implementation phases but not for the review phase.

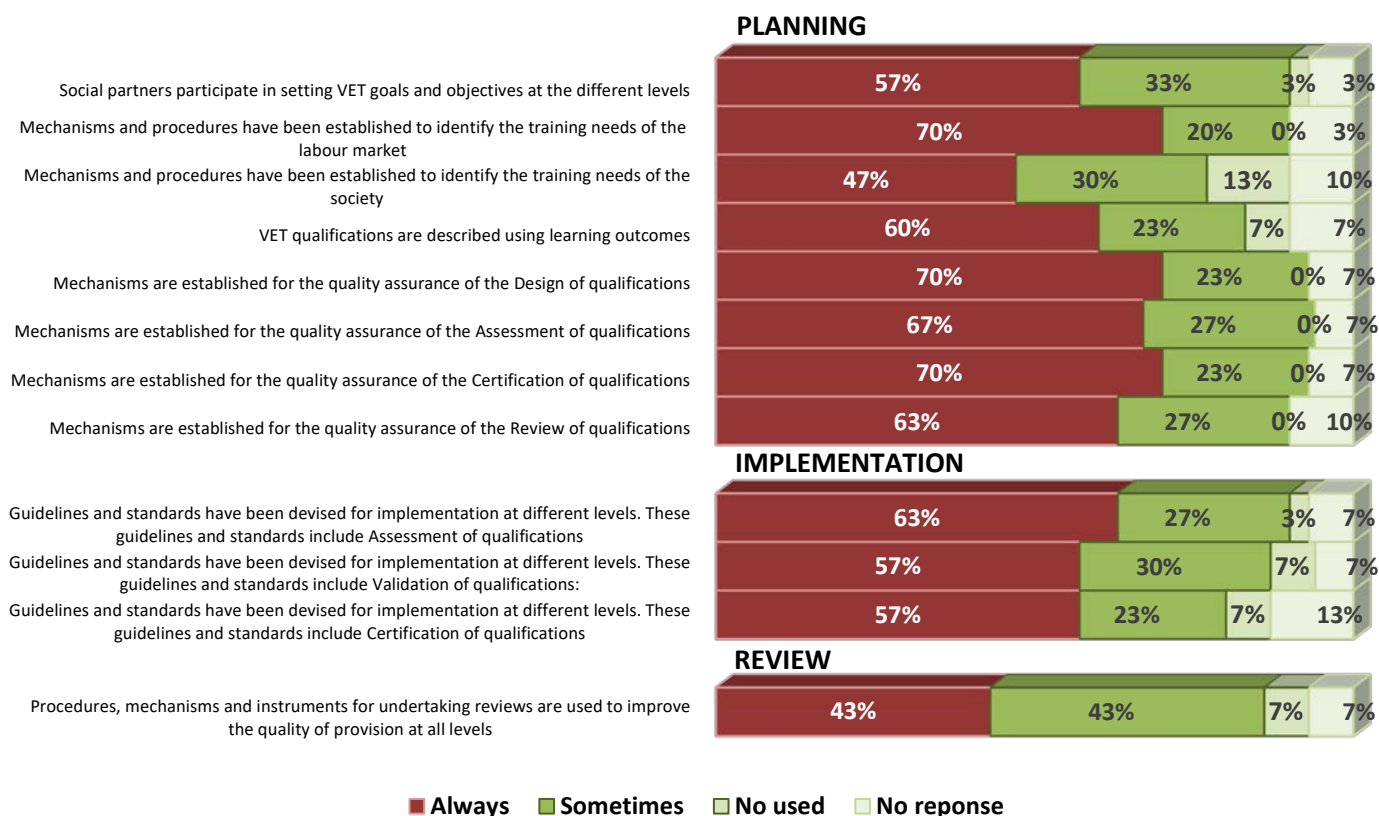
- The later shows a lower ‘always used’ value of the EQAVET+ indicative descriptor for the review phase: ‘Procedures, mechanisms and instruments for undertaking reviews are **used to improve the quality of provision at all levels**’; which is ‘always used’ just by 13 or 43 per cent of CVET systems. It is worth noting that this value is slightly higher for the CVET than for the IVET sector.
- The average figure of ‘sometimes used’ is quite higher; indicating that quality assurance arrangements in the CVET sector are not always systematically used in the VET systems.

Table 5.1.2. – EQAVET+ Indicative descriptors at system level for CVET – PLANNING, IMPLEMENTATION, EVALUATION and REVIEW PHASES

PLANNING PHASE		Always used		Sometimes used		Not used		No response	
EQAVET+ INDICATIVE DESCRIPTORS AT VET SYSTEM CONTINUING VET		Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %
Social partners participate in setting VET goals and objectives at the different levels		BE(nl), CZ, DE, EE, ES, FR, HR, IT, CY, LT, LV, MT, NL, PL, FI, UK(Wls, Sct)	17 57%	BE(fr), BG, EL, IE, LU, HU, AT, RO, SK, SE	10 33%	UK(Nir)	1 3%	PT, SI	2 7%
Mechanisms and procedures have been established to identify the training needs of the labour market		BE(nl), CZ, DE, EE, IE, ES, FR, HR, IT, CY, LU, MT, NL, AT, PL, SK, FI, SE, UK(Wls, Nir, Sct)	21 70%	BG, EL, LT, LV, HU, RO	6 20%	–	–	BE(fr), PT, SI	3 10%
Mechanisms and procedures have been established to identify the training needs of the society		BE(nl), DE, EE, ES, HR, MT, NL, AT, SK, FI, SE, UK(Wls, Nir, Sct)	14 47%	BG, EL, IE, FR, CY, LV, LU, HU, RO	9 30%	BE(fr), CZ, IT, LT	4 13%	PL, PT, SI	3 10%
VET qualifications are described using learning outcomes		BE(nl), BG, CZ, DE, EE, ES, FR, HR, CY, LT, MT, NL, PL, SK, FI, SE, UK(Wls, Sct)	18 60%	BE(fr), EL, IT, LU, HU, AT, UK(Nir)	7 23%	LV, RO	2 7%	IE, PT, SI	3 10%
Mechanisms are established for the quality assurance of the Design of qualifications		BE(nl), BG, CZ, DE, EE, IE, ES, FR, HR, CY, LT, HU, MT, NL, PL, SK, FI, SE, UK(Wls, Nir, Sct)	21 70%	BE(fr), EL, IT, LV, LU, AT, RO	7 23%	–	–	PT, SI	2 7%
Mechanisms are established for the quality assurance of the Assessment of qualifications		BE(nl), BG, CZ, DE, EE, IE, ES, HR, CY, LT, LV, HU, MT, NL, PL, SK, SE, UK(Wls, Nir, Sct)	20 67%	BE(fr), EL, FR, IT, LU, AT, RO, FI	8 27%	–	–	PT, SI	2 7%
Mechanisms are established for the quality assurance of the Certification of qualifications		BE(nl), BG, CZ, DE, EE, IE, ES, HR, CY, LT, LV, HU, MT, NL, PL, SK, FI, SE, UK(Wls, Nir, Sct)	21 70%	BE(fr), EL, FR, IT, LU, AT, RO	7 23%	–	–	PT, SI	2 7%
Mechanisms are established for the quality assurance of the Review of qualifications		BE(nl), BG, CZ, EE, IE, ES, FR, HR, CY, LT, HU, MT, NL, SK, FI, SE, UK(Wls, Nir, Sct)	19 63%	BE(fr), EL, DE, IT, LV, LU, RO, AT	8 27%	–	–	PL, PT, SI	3 10%
IMPLEMENTATION PHASE		Always used		Sometimes used		Not used		No response	
EQAVET+ INDICATIVE DESCRIPTORS AT VET SYSTEM CONTINUING VET		Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %

Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Assessment of qualifications	BE(nl), CZ, DE, EE, IE, HR, CY, LT, LV, HU, MT, NL, PL, RO, FI, SE, UK(Wls, Nir, Sct)	19 63%	BE(fr), EL, ES, IT, FR, LU, AT, SK	8 27%	BG	1 3%	PT, SI	2 7%
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Validation of qualifications:	BE(nl), CZ, DE, EE, IE, ES, HR, CY, LU, MT, NL, RO, FI, SE, UK(Wls, Nir, Sct)	17 57%	BE(fr), EL, FR, IT, LT, HU, AT, PL, SK	9 30%	BG, LV	2 7%	PT, SI	2 7%
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Certification of qualifications	BE(nl), CZ, DE, EE, IE, ES, HR, CY, LU, HU, MT, NL, RO, FI, SE, UK(Nir, Sct)	17 57%	BE(fr), EL, FR, IT, LT, AT, SK	7 23%	BG, LV	2 7%	PL, PT, SI, UK(Wls)	4 13%
REVIEW PHASE	Always used		Sometimes used		Not used		No response	
EQAVET+ INDICATIVE DESCRIPTORS AT VET SYSTEM CONTINUING VET	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %
Procedures, mechanisms and instruments for undertaking reviews are used to improve the quality of provision at all levels	BE(nl), CZ, DE, EE, ES, CY, LU, MT, NL, SE, UK(Wls, Nir, Sct)	13 43%	BE(fr), BG, EL, IE, FR, HR, LT, LV, HU, AT, PL, RO, FI	13 43%	IT, SK	2 7%	PT, SI	2 7%
AVERAGE number	18		8		1		3	
AVERAGE percentages	60%		37%		3%		10%	

Figure 5.1.2. – EQAVET+ Indicative descriptors at system level for CVET – PLANNING, IMPLEMENTATION, EVALUATION and REVIEW PHASES



SECTION 5.2: EQAVET+ Indicative descriptors at provider level for IVET and CVET

The EQAVET+ indicative descriptors encourage training providers to consider some aspects of provision which may not have been seen as central to the EQAVET Recommendation, e.g. the role of stakeholders, particularly employers and teachers/trainers; and/or the learning outcomes approach; to address emerging quality assurance priorities; such as work-based learning and strengthened the references to learning outcomes.

The EQAVET+ indicative descriptors at provider level identified by Network address the following areas:

- quality assurance of apprenticeship/work-based learning provision and in company training;
- quality assurance aspects of the processes of defining, describing and assessing learning outcomes;
- quality assurance for qualification design, assessment and certification;
- the pedagogical elements related to learning outcomes;
- teachers and trainers;
- quality assurance procedures in the validation of non-formal and informal learning in line with the European Qualifications Framework/National Qualifications Frameworks;
- planning and improving the review phase of the quality assurance cycle.

At system level, the EQAVET Network has prepared two types of indicative descriptors as part of the EQAVET+ process:

- four new indicative descriptors which are not covered in the Recommendation for the implementation phase;
- ten indicative descriptors covering all four phases of the quality cycle, based on the Recommendation, where additional text highlights emerging quality assurance priorities.

Tables 5.2.1 (IVET sector) and 5.2.2 (CVET sector); and their corresponding Figures 5.2.1 and 5.2.2 below present which EQAVET+ indicative descriptors at provider level for IVET and CVET are used by EU-28 Countries.

Table and Figure 5.2.1 show that:

- On average less than 50 per cent of providers in the IVET sector in the EU-28 'always use' the EQAVET+ indicative descriptors.
- The average value of 'sometimes used' is almost as higher as the former, indicating that IVET providers not always use and implement systematically quality assurance that address the issues identified by the EQAVET+ indicative descriptors, e.g. that all VET qualifications are described using learning outcomes; learners, teachers, trainers, employers etc. know about and understand how learning outcomes are used in VET qualifications; marketing and publicity materials for VET qualifications and programmes explain the learning outcomes based approach; and/or the cooperation with all stakeholders, particularly employers.
- For almost all EQAVET+ indicative descriptors, figures of 'always used' are lower for the evaluation and review phases than for the implementation and review. Particularly noticeable are the descriptors: 'Evaluation and review **the collection and use of data, and** adequate and effective mechanisms to involve internal and external stakeholders' (the only EQAVET+ indicative descriptor in the evaluation phase, which is 'always used' by providers in eight countries (only 27 per cent)); and 'Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with **all other relevant stakeholders' feedback** which is used to inform further actions' (in the review phase which is 'always used' by providers in seven countries (only 23 per cent)).

Table 5.2.1. – EQAVET+ Indicative descriptors at provider level for IVET – PLANNING, IMPLEMENTATION, EVALUATION and REVIEW PHASES

PLANNING PHASE	Always used		Sometimes used		Not used		No response	
	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %
Programmes are designed to meet the explicit goals/objectives and targets set	BE(fr), CZ, DE, EE, IE, ES, FR, HR, IT, LT, LV, LU, HU, MT, NL, AT, RO, SI, SK, FI, SE, UK(Wls, Nir, Sct)	24 80%	BG, EL, CY, PL	4 13%	–	–	BE(nl), PT	2 7%
Ongoing consultation with social partners takes place to identify specific local/individual needs	BE(fr), CZ, DE, EE, ES, LT, LU, HU, MT, NL, RO, SI, SK, SE, UK(Wls, Nir, Sct)	17 57%	BG, EL, IE, FR, HR, CY, LV, AT, PL, FI	10 33%	IT	1 3%	BE(nl), PT	2 7%
Providers plan cooperative initiatives with all relevant stakeholders	CZ, EE, ES, LU, HU, MT, NL, SI, UK(Wls, Sct)	10 33%	BE(fr), BG, DE, EL, IE, FR, HR, IT, CY, LT, LV, AT, PL, RO, SK, FI, SE, UK(Nir)	18 60%	–	–	BE(nl), PT	2 7%
IMPLEMENTATION PHASE	Always used		Sometimes used		Not used		No response	
	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %
Relevant and inclusive partnerships between teachers and trainers are explicitly supported to implement the actions planned	BE(fr), CZ, EE, CY, HU, MT, NL, AT, RO, SE, UK(Wls, Sct)	12 40%	BG, DE, EL, IE, ES, FR, HR, IT, LT, LV, LU, SI, SK, FI, UK(Nir)	15 50%	–	–	BE(nl), PL, PT	3 10%
VET providers' programmes enable learners to meet the expected learning outcomes	BE(fr), CZ, DE, EE, IE, ES, FR, HR, LT, LU, HU, MT, NL, AT, RO, SK, FI, SE, UK(Wls, Nir, Sct)	21 70%	BG, EL, IT, CY, LV, PL, SI	7 23%	–	–	BE(nl), PT	2 7%
VET providers' programmes enable learners to become involved in the learning process	BE(fr), DE, EE, IE, ES, FR, HR, LT, LU, HU, MT, NL, AT, SK, FI, SE, UK(Wls, Sct)	18 60%	BG, CZ, EL, IT, CY, LV, RO, SI, UK(Nir)	9 30%	–	–	BE(nl), PL, PT	3 10%
VET providers respond to the learning needs of individuals by using approaches to pedagogy and assessment which enable learners to achieve the expected learning outcomes	CZ, DE, EE, EL, IE, ES, FR, LT, LV, HU, MT, NL, AT, RO, SE, UK(Wls, Nir, Sct)	18 60%	BE(fr), BG, HR, IT, CY, LU, PL, SK, SI, FI	10 33%	–	–	BE(nl), PT	2 7%
VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes	BE(fr), CZ, EE, EL, IE, ES, FR, HR, LT, LU, HU, MT, AT, RO, UK(Wls, Nir, Sct)	17 57%	BG, DE, IT, CY, LV, NL, SI, SK, FI, SE	10 33%	–	–	BE(nl), PL, PT	3 10%
EVALUATION PHASE	Always used		Sometimes used		Not used		No response	
	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %

Evaluation and review the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders	CZ, EE, LV, HU, NL, UK(Wls, Nir, Sct)	8 27%	BE(fr), BG, DE, EL, IE, ES, FR, HR, IT, CY, LT, LU, MT, AT, PL, RO, SI, FI	18 60%	SK	1 3%	BE(nl), PT, SE	3 10%
REVIEW PHASE	Always used		Sometimes used		Not used		No response	
EQAVET+ INDICATIVE DESCRIPTORS AT VET SYSTEM INITIAL VET	Countries	Nu. %	Countries	Nu. %	Countries	Nu %	Countries	Nu %
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback which is used to inform further actions	EE, IE, CY, LT, LV, HU, MT, NL, AT, RO, FI, SE, UK(Wls, Nir, Sct)	15 50%	BE(fr), BG, CZ, DE, EL, ES, FR, HR, IT, LU, PL, SI	12 40%	—	—	BE(nl), PT, SK	3 10%
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with trainers' feedback which is used to inform further actions	EE, IE, LV, HU, MT, NL, FI, UK(Wls, Nir, Sct)	10 33%	BE(fr), BG, CZ, DE, EL, ES, HR, IT, CY, LT, LU, AT, PL, RO, SI, SE	16 53%	—	—	BE(nl), FR, PT, SK	4 13%
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with all other relevant stakeholders' feedback which is used to inform further actions	EE, LU, HU, NL, UK(Wls, Nir, Sct)	7 23%	BE(fr), BG, CZ, DE, EL, IE, ES, HR, IT, CY, LT, MT, AT, PL, RO, SI, FI, SE	18 60%	FR, LV	2 7%	BE(nl), PT, SK	3 10%
Procedures on feedback and review are part of a strategic learning process in the organisation support the development of high quality provision	EE, IE, ES, LV, LU, HU, MT, NL, AT, UK(Wls, Nir, Sct)	12 40%	BG, CZ, DE, EL, FR, HR, CY, LT, PL, RO, SI, FI, SE	13 43%	BE(fr), IT	2 7%	BE(nl), PT, SK	3 10%
Procedures on feedback and review are part of a strategic learning process in the organization improve opportunities for learners	EE, IE, ES, LV, LU, HU, MT, NL, AT, UK(Wls, Nir, Sct)	12 40%	BG, CZ, DE, EL, FR, HR, CY, LT, PL, RO, SI, FI, SE	13 43%	BE(fr), IT	2 7%	BE(nl), PT, SK	3 10%
AVERAGE number		14		12		1		2
AVERAGE percentages		47%		40%		3%		7%

Figure 5.2.1. – EQAVET+ Indicative descriptors at provider level for IVET – PLANNING, IMPLEMENTATION, EVALUATION and REVIEW PHASES

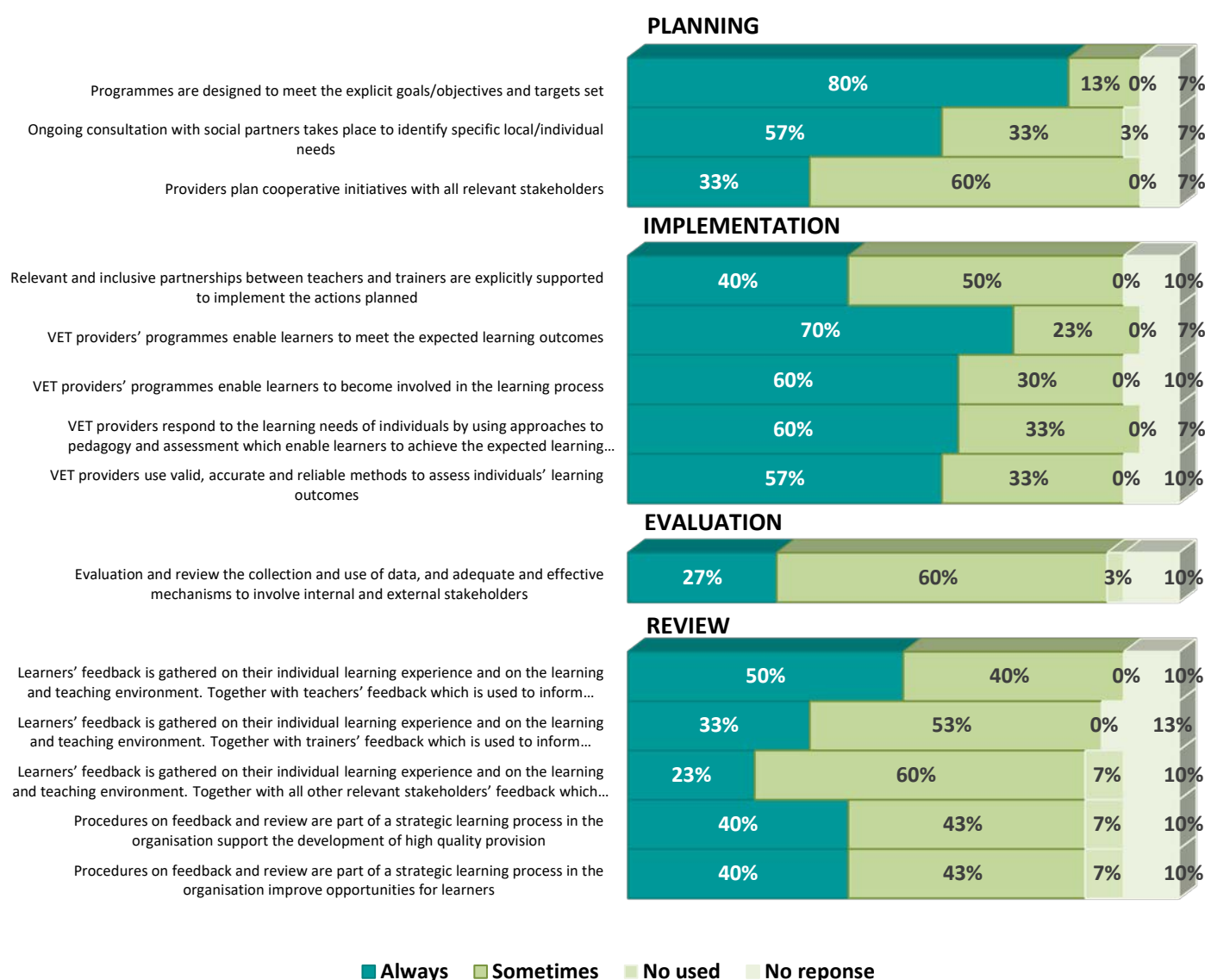


Table and Figure 5.2.2 below show how the EQAVET+ indicative descriptors are used in the continuing VET sector by providers in the EU-28 countries. They show that:

- On average less than half of providers in the CVET sector (13 or 43 per cent) 'always used' the EQAVET+ indicative descriptors. The same average occurs in the 'sometimes used' value; indicating that providers in the CVET sector do not always have systematic measures in place to address emerging quality assurance priorities suggested by the EQAVET+ indicative descriptors; and strengthened the references to learning outcomes.
- As per the IVET sector, the values of 'always used' are lower in the evaluation and review phases than for the planning and implementation phases.
- Within these phases, the lowest figures appear in the descriptors: 'Evaluation and review the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders' (the only EQAVET+ indicative descriptor in the evaluation phase, which is 'always used' by providers in nine countries (only 30 per cent)); and 'Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with all other relevant stakeholders' feedback

which is used to inform further actions' (in the review phase which is 'always used' by providers in eight countries (only 27 per cent).

- Although low, the figures of 'always used' are slightly higher in the CVET sector than in the IVET sector.

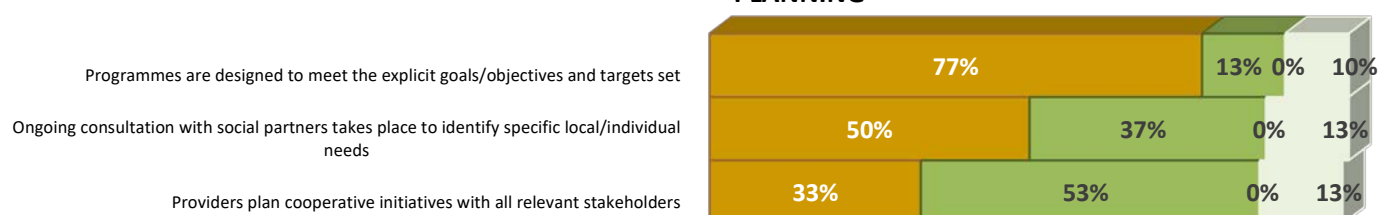
Table 5.2.2. – EQAVET+ Indicative descriptors at provider level for CVET – PLANNING, IMPLEMENTATION, EVALUATION and REVIEW PHASES

PLANNING PHASE	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
Programmes are designed to meet the explicit goals/objectives and targets set	BE(fr), CZ, DE, EE, IE, ES, FR, HR, IT, CY, LT, LV, LU, HU, MT, NL, AT, RO, FI, SE, UK(WIs, Nir, Sct)	23 77%	BG, EL, PL, SK	4 13%	–	–	BE(nl), PT, SI	3 10%
Ongoing consultation with social partners takes place to identify specific local/individual needs	BE(fr), CZ, DE, EE, ES, FR, CY, LT, MT, NL, RO, SE, UK(WIs, Nir, Sct)	15 50%	BG, EL, HR, IT, LV, LU, HU, AT, PL, SK, FI	11 37%	–	–	BE(nl), IE, PT, SI	4 13%
Providers plan cooperative initiatives with all relevant stakeholders	CZ, EE, ES, FR, CY, MT, NL, SE, UK(WIs, Sct)	10 33%	BE(fr), BG, DE, EL, HR, IT, LT, LU, LV, HU, AT, PL, RO, SK, FI, UK(Nir)	16 53%	–	–	BE(nl), IE, PT, SI	4 13%
IMPLEMENTATION PHASE	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.
		%		%		%		%
Relevant and inclusive partnerships between teachers and trainers are explicitly supported to implement the actions planned	CZ, EE, ES, CY, HU, MT, NL, SE, UK(WIs, Sct)	10 33%	BE(fr), BG, DE, EL, IE, FR, HR, LT, LV, LU, AT, RO, SK, FI, UK(Nir)	15 50%	IT	1 3%	BE(nl), PL, PT, SI	4 13%
VET providers' programmes enable learners to meet the expected learning outcomes	BE(fr), CZ, DE, EE, IE, FR, CY, HR, LT, LU, HU, MT, NL, SK, FI, SE, UK(WIs, Nir, Sct)	19 63%	BG, EL, ES, IT, LV, AT, PL	7 23%	RO	1 3%	BE(nl), PT, SI	3 10%
VET providers' programmes enable learners to become involved in the learning process	DE, EE, IE, HR, CY, LT, MT, NL, SK, FI, SE, UK(WIs, Sct)	13 43%	BE(fr), BG, CZ, EL, ES, FR, IT, LV, LU, HU, AT, RO, UK(Nir)	13 43%	–	–	BE(nl), PL, PT, SI	4 13%
VET providers respond to the learning needs of individuals by using approaches to pedagogy and assessment which enable learners to achieve the expected learning outcomes	BE(fr), CZ, DE, EE, IE, FR, LT, LV, MT, NL, SK, SE, UK(WIs, Nir, Sct)	15 50%	BG, EL, ES, HR, IT, CY, LU, HU, AT, RO, PL, FI	12 40%	–	–	BE(nl), PT, SI	3 10%
VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes	CZ, DE, EE, IE, FR, HR, LT, HU, MT, SK, UK(WIs, Nir, Sct)	13 43%	BE(fr), BG, EL, ES, CY, LV, LU, NL, AT, FI, SE	11 37%	IT	1 3%	BE(nl), PL, RO, PT, SI	5 17%
EVALUATION PHASE	Always used		Sometimes used		Not used		No response	
	Countries	Nu.	Countries	Nu.	Countries	Nu.	Countries	Nu.

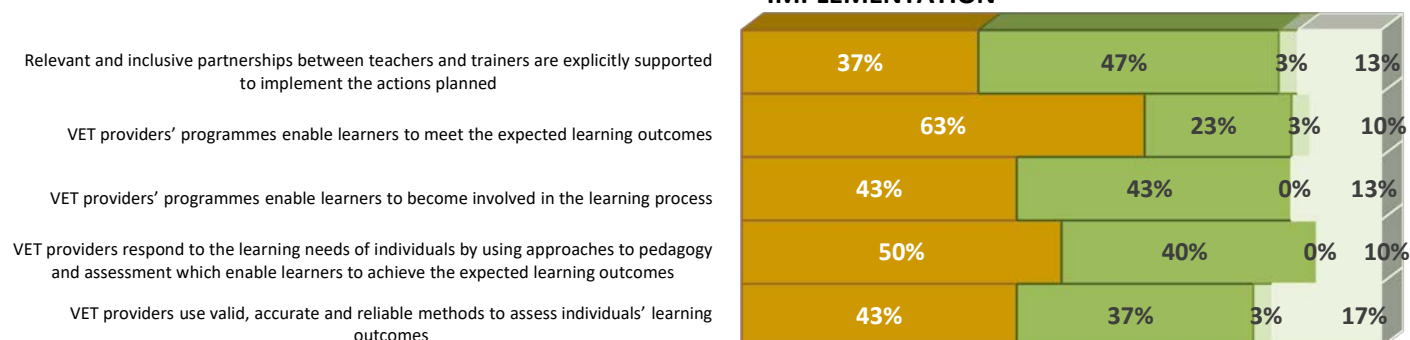
EQAVET+ INDICATIVE DESCRIPTORS AT VET PROVIDER CONTINUING VET		%		%		%		%
Evaluation and review the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders	CZ, EE, CY, LV, HU, NL, UK(WIs, Nir, Sct)	9 30%	BE(fr), BG, DE, EL, IE, ES, FR, HR, IT, LT, LU, MT, AT, PL, RO, SK, FI	17 57%	—	—	BE(nl), PT, SI, SE	4 13%
REVIEW PHASE	Always used		Sometimes used		Not used		No response	
EQAVET+ INDICATIVE DESCRIPTORS AT VET SYSTEM CONTINUING VET	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback which is used to inform further actions	CZ, EE, IE, CY, LT, LV, HU, MT, NL, AT, FI, SE, UK(WIs, Nir, Sct)	15 50%	BE(fr), BG, DE, EL, ES, HR, IT, LU, PL, RO, SK	11 37%	—	—	BE(nl), FR, PT, SI	4 13%
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with trainers' feedback which is used to inform further actions	CZ, EE, IE, CY, LV, MT, NL, FI, SE, UK(WIs, Nir, Sct)	12 40%	BE(fr), BG, DE, EL, ES, FR, HR, IT, LT, LU, HU, AT, PL, RO, SK	15 50%	—	—	BE(nl), PT, SI	3 10%
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with all other relevant stakeholders' feedback which is used to inform further actions	EE, CY, HU, NL, SE, UK(WIs, Nir, Sct)	8 27%	BE(fr), BG, CZ, DE, EL, IE, ES, HR, IT, LT, LU, MT, AT, PL, RO, SK, FI	17 57%	FR, LV	2 7%	BE(nl), PT, SI	3 10%
Procedures on feedback and review are part of a strategic learning process in the organisation support the development of high quality provision	EE, IE, CY, LV, HU, MT, NL, AT, SE, UK(WIs, Nir, Sct)	12 40%	BE(fr), BG, CZ, DE, EL, ES, FR, HR, LT, LU, PL, RO, SK, FI	14 47%	IT	1 3%	BE(nl), PT, SI	3 10%
Procedures on feedback and review are part of a strategic learning process in the organization improve opportunities for learners	EE, IE, CY, LV, LU, MT, NL, AT, SE, UK(WIs, Nir, Sct)	12 40%	BE(fr), BG, CZ, DE, EL, ES, FR, HR, LT, HU, PL, RO, SK, FI	14 47%	IT	1 3%	BE(nl), PT, SI	3 10%
AVERAGE number		13		13		1		3
AVERAGE percentages		43%		43%		3%		10%

Figure 5.2.2. – EQAVET+ Indicative descriptors at provider level for CVET – PLANNING, IMPLEMENTATION, EVALUATION and REVIEW PHASES

PLANNING



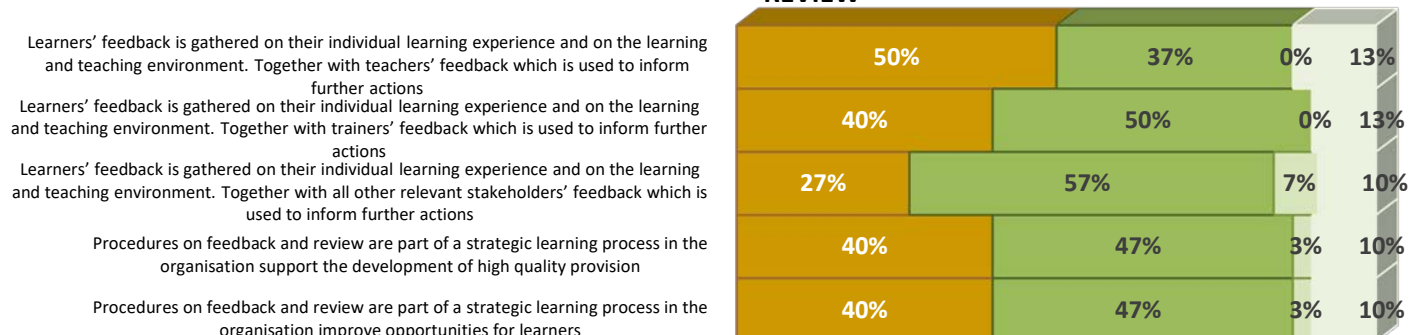
IMPLEMENTATION



EVALUATION



REVIEW



■ Always ■ Sometimes ■ No used ■ No response

Chapter 6



The USE of the EQAVET INDICATORS

INTRODUCTION

The EQAVET Framework – as established in Chapter 4 – offers concise qualitative criteria or indicative descriptors applicable at both IVET and CVET level for systems and providers. This is complemented by key indicators which provide statistical data on how VET systems and providers are able to produce the learning outcomes that are needed to improve employability, competitiveness and equity.

The purpose of this chapter is to examine:

- What type of information national VET systems in EU-28 collect in line with the EQAVET Recommendation;
- How this information is stored and used by these VET systems.
- How the system communicates this information to the community involved.
- How the information feeds into the internal discussions and decision making processes.

In addition, the chapter includes a question for EQAVET members as to whether they wish to increase cooperation on EQAVET indicators. This question gathered ‘personal’ (i.e. not a national/official position) suggestions and opinions on EQAVET indicators and EU cooperation from both EQAVET members representing EU-28 Countries and quality assurance national references points. This question was first included in the 2012 survey because the EQAVET network believes that the work on the EQAVET indicators should be continued⁴³.

⁴³ To see the work of the EQAVET Network in relation to the indicators –since 2008- please visit the EQAVET quality cycle on-line tool at: <http://www.eqavet.eu/gns/home.aspx>

SECTION 6.1: The use of information: the feedback loop and communication

15 national VET systems in EU-28 Countries (or 47 per cent) reported that they have put in place arrangements to review the national approach to quality assurance. This implies that almost half of all systems have developed and established

- centralised review procedures for monitoring their quality assurance activities; and
- centralised systems to collect data on VET performance.

However, the link between having a centralised system to collect data and informing the community involved in this data collection is not always straight forward.

Q36 – Are arrangements in place to review the national approach to quality assurance?

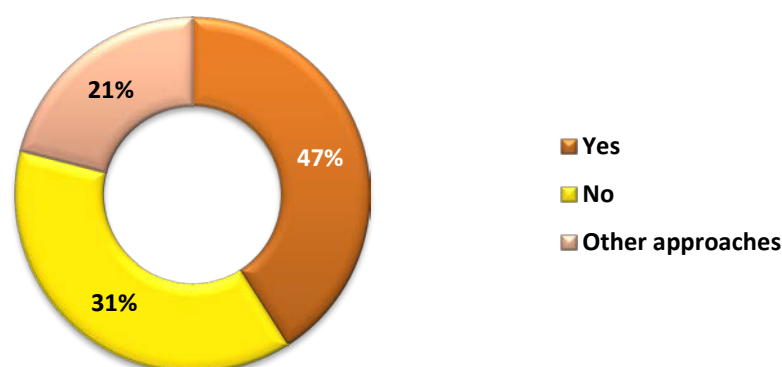
Table 6.1.1 – Arrangements in place to review the national approach

ARRANGEMENTS to review the NATIONAL APPROACH	Response count	Response percentages	Countries
Yes (specify the year)	15	47%	BE(nl), DK, EE, ES*, IT(2017/08), LV(2016), LT (2018), NL, AT(2016/7), RO(2018), SK(2020), UK(Eng(annually), Nir, Sct(2016-2017), Wls)
No	10	31%	BE(fr), BG, CZ, EL, IE*, CY, LU, HU, PT, SI
Other approaches	8	21%	DE (annually), FR, HR, MT, NL, PL, FI, SE

*ES: There is not a specific year. Revisions are made as frequently as necessary, depending on weaknesses detected

*IE: This matter is under consideration and the development of an approach is part of the Draft QQI Strategy Statement 2019-21. Evaluations will be public.

Figure 6.1.1 – Arrangements in place to review the national approach



6.1.1 ADDITIONAL NOTE –Review the national approach– ‘Others approaches’

DE – Surveys carried out by the BIBB. Annual VET Report: discussed by the Main Board of the BIBB, published by the Ministry of Education and Research and the BIBB. In addition, different QA and evaluation arrangements both at state and regional levels are carried out by relevant bodies. These evaluations are published in different ways

FR – The LdV project aims to develop a “self-evaluation” approach for IVET schools, using the existing national framework and the EQAVET Framework. A methodological tool for self-evaluation will be produced based on experimentation in different VET schools called “lycée des métiers”

HR – Programme for Development of VET System (2016) contains plans for improvement of the existing concept of self-assessment, including linking it to external evaluation, which encompasses expert-pedagogical supervision. Strengthening the capacity of schools/institutions for implementation of self-assessment is continuously carried out, partially within EQAVET NRP projects, and evaluation of the self-assessment has been conducted.

MT – The National Quality Framework was published in July 2015. The NCFHE performs ongoing monitoring and necessary updates

NL – Uses advisory committees and councils which review (parts of) the quality assurance procedures. A new inspectorate framework was established in 2017

PL – Reviewing and updating the approach will be done in the future, due to changing education law

FI – Survey-based approach (every 3 years), performance indicators (yearly) and National Evaluation according to the Evaluation Plan

SE – Mechanisms for QA and development are subject to revision. The vast reforms of school regulations (new Education Act, reformed upper secondary school etc.) will be evaluated in due course. The relevant national agencies will report on needs for review

Table 6.1.2 below was completed by those EU-28 Countries responding ‘yes’ or ‘other approaches’ to the previous question (i.e. all except BE(fr), BG, CZ, EL, IE, CY, LU, HU, PT, SI). It shows that:

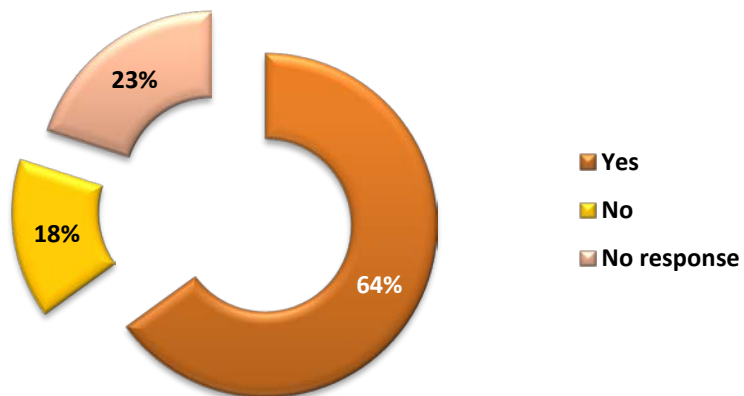
- the majority of these national VET systems (14 or 64 per cent) have a system in place to review the national approach and to communicate and make publicly available the outcomes of their review processes.
- This indicates that the feedback loop is functioning well among those countries that have a review system for the national approach.

Q37 – (If yes) Are the outcomes of these reviews publicly available?

Table 6.1.2 – Review outcomes are publicly available

OUTCOMES are PUBLICLY AVAILABLE	Response count	Response percentages	Countries
Yes	14	64%	DK, EE, ES, FR, IT, LV, NL, AT, RO, SK, FI, UK(Eng, Nir, Wls)
No	5	23%	BE(nl), HR, IT, LT, UK(Sct)
No response	4	18%	DE, MT, PL, SE

Table 6.1.2 – Review outcomes are publicly available



However, what is not clear and cannot be assumed from the results shown so far is whether the review process involves the community of relevant stakeholders in the follow-up activities. The information analysed on Chapter 1 on the issue reveals that key stakeholders are not always engaged in the review process of the national approach.

SECTION 6.2: Indicators used by EU-28 Countries for the IVET and CVET sectors

The EQAVET Recommendation offers a set of reference quality indicators for assessing quality in VET, which can be used as a toolbox to support the evaluation and quality improvement of VET systems and/or VET providers.

In terms of their nature and purpose, they should be distinguished from the indicators and benchmarks referred to in the Council Conclusions of 25 May 2007 on a coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in education and training.

The EQAVET indicators are linked to the three policy priorities in Vocational Education and Training at European level i.e.:

- increasing employability;
- improving the match between labour demand and supply; and
- better access to lifelong learning/ training, in particular for vulnerable people.

List of EQAVET indicators:

Code	INDICATOR	Type of indicator
1A	1. Relevance of quality assurance systems for VET providers share of providers applying internal quality assurance systems defined by law/at own initiative	
1B	share of accredited VET providers	Context/Input
2A	2. Investment in training of teachers and trainers share of teachers and trainers participating in further training	
2B	amount of funds invested	Input/Process
3	3. Participation rate in VET programmes: Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)	Input/Process/ Output
4	4. Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	Process/Output/ Outcome
5A	5. Placement rate in VET programmes: 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(3) 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	
5B		Outcome
6A	6. Utilisation of acquired skills at the workplace: a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria	Outcome (mix of qualitative and quantitative data)
6B	b) satisfaction rate of individuals and employers with acquired skills/competences	
7	7. Unemployment rate (4) according to individual criteria	Context
8A	8. Prevalence of vulnerable groups: a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender	
8B	b) success rate of disadvantaged groups according to age and gender	Context
9A	9. Mechanisms to identify training needs in the labour market: a) information on mechanisms set up to identify changing demands at different levels	Context/Input (qualitative information)
9B	b) evidence of their effectiveness	
10A	10. Schemes used to promote better access to VET: a) information on existing schemes at different levels	Process (qualitative information)
10B	b) evidence of their effectiveness	

(1) For IVET: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment. (3) For IVT: including information on the destination of learners who have dropped out. (4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.

Table 5.2.1 below presents the EQAVET indicators used at system level for the **IVET sector** by the national VET systems in EU-28.

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Table 6.2.1 – The use of EQAVET Framework Indicators in the IVET sector in 2018 by EU-28 Countries

INDICATORS	Always used		Sometimes used		Not used		No response	
	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %
INDICATOR 1A	BG, CZ, DK, DE, IE, EL, ES, FR, LT, , LV, MT, NL, AT, PL, RO, SI, SK, SE, UK(Eng, Wls, Nir, Sct)	22 69%	BE(fr), HR, IT, LU, CY, FI	6 9%	EE, HU	2 6%	BE(nl),PT	2 6%
	BG, CZ, DE, EE, IE, EL, ES, FR, IT, LV, MT, NL, AT, RO, SI, SK, FI, UK(Eng, Wls, Nir)	20 63%	BE(fr), HR, CY, PL, UK(Sct)	5 16%	DK, LT, LU, HU, SE	5 16%	BE(nl), PT	2 6%
INDICATOR 2A	BE(fr), BG, DK, DE, EE, ES, FR, CY, LV, LU, HU, MT, NL, AT, PL, SI, SK, FI, UK(Eng, Wls, Nir)	21 66%	CZ, HR, IE, EL, IT, LT, RO, SE, UK(Sct)	9 28%		0 —	BE(nl), PT	2 6%
	BE(fr), BG, ES, IT, CY, HU, MT, NL, PL, SI, SK, FI, UK(Eng, Wls, Nir)	15 47%	CZ, DE, HR, IE, EL, LU, LV, AT, RO, SE, UK(Sct)	11 34%	DK, LT	3 9%	BE(nl), EE, FR, PT	3 9%
INDICATOR 3	BE(fr), BG, CZ, DK, DE, IE, EL, ES, FR, IT, LV, LT, LU, HU, MT, NL, AT, PL, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir)	26 81%	EE, HR, CY, UK(Sct)	4 13%		0 —	BE(nl), PT	1 3%
	BE(fr), BG, CZ, DK, DE, EE, IE, EL, ES, FR, IT, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir)	28 88%	HR, CY, UK(Sct)	3 9%		0 —	BE(nl)	1 3%
INDICATOR 5A	DK, DE, EE, EL, FR, IT, LT, LU, MT, NL, PT, SI, SE, FI	14 44%	BG, CZ, ES, HR, IE, CY, LV, HU, AT, PL, RO, UK(Eng, Wls, Nir, Sct)	15 47%	BE(fr), SK	3 9%	BE(nl)	1 3%
	DK, DE, EE, FR, IT, LT, LU, NL, SI, SE, FI	11 34%	BG, ES, HR, IE, EL, CY, LV, HU, MT, AT, PL, RO, UK(Eng, Nir, Sct, Wls)	16 50%	BE(fr), CZ, SK	5 16%	BE(nl), PT	1 3%
INDICATOR 6A	DK, DE, EL, FR, NL, PT, SI	7 22%	BG, CZ, EE, ES, HR, IE, IT, CY, LU, LV, HU, MT, AT, PL, RO, SE, UK(Eng, Nir, Sct, Wls)	20 63%	BE(fr), LT, SK, FI	4 13%	BE(nl)	1 3%
	DK, DE, EL, NL, PT, SI, SK	7 22%	BG, CZ, EE, ES, HR, IE, IT, CY, LT, LV, LU, HU, MT, AT, PL, RO, SE, UK(Eng, Nir, Sct, Wls)	21 66%	BE(fr), FI	2 6%	BE(nl), FR	2 6%
INDICATOR 7	BG, CZ, DK, DE, IE, FR, IT, LT, LU, HU, NL, AT, RO, SI, FI, SE, UK(Eng, Wls, Nir, Sct)	20 63%	BE(fr), ES, HR, EL, LV, PL, SK	7 22%	EE, CY, MT	3 9%	BE(nl), PT	2 6%

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INDICATORS	Always used		Sometimes used		Not used		No response	
	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %
INDICATOR 8A	BG, CZ, DK, DE, EL, ES, FR, LT, LU, HU, NL, AT, SI, SK, FI, UK(Eng, Wls, Nir)	18 56%	BE(fr), HR, IE, IT, LV, PL, RO, SE, UK(Sct)	9 31%	EE, CY, MT	3 9%	BE(nl) , PT	1 3%
INDICATOR 8B	DE, DK, ES, FR, LU, HU, NL, SI, SK, FI, UK(Eng, Wls, Nir)	13 41%	BE(fr), BG, HR, EL, IT, PL, RO, SE, UK(Sct)	9 28%	CZ, EE, IE, CY, LT, LV, MT, AT	8 25%	BE(nl) , PT	2 6%
INDICATOR 9A	CZ, DK, DE, IE, EL, ES, FR, IT, LT, LU, HU, MT, NL, AT, PL, RO, FI, SI, SE, UK(Eng, Wls, Sct)	22 69%	BE(fr), BG, HR, LV, CY, SK, UK(Nir)	7 22%	EE	1 3%	BE(nl) , PT	2 6%
INDICATOR 9B	CZ, DE, DK, IE, ES, MT, NL, SI, UK(Wls)	9 28%	BG, EL, HR, IT, LT, LU, LV, HU, AT, PL, RO, SE, SK, FI, UK(Eng, Nir, Sct)	17 53%	BE(fr), CY	2 6%	BE(nl), EE, FR, PT	4 13%
INDICATOR 10A	CZ, DK, DE, EL, IE, ES, FR, LV, LT, LU, MT, NL, PL, FI, SI, SE, UK(Wls, Sct)	18 56%	BE(fr), BG, IT, HR, CY, HU, AT, RO, SK, UK(Eng, Nir)	11 34%	EE	1 3%	BE(nl) , PT	2 6%
INDICATOR 10B	CZ, DK, IE, MT, NL, SI, FI, UK(Wls, Eng)	9 28%	BE(fr), BG, DE, EL, ES, HR, FR, IT, CY, LT, LU, LV, HU, PL, RO, SK, UK(Nir, Sct)	19 59%	EE, AT, SE	3 9%	BE(nl) , PT	2 6%
AVERAGE number		15		12		3		2
AVERAGE percentages		47%		38%		9%		6%

Figure 6.2.1 – The use of EQAVET Framework Indicators in the IVET sector in 2018 by EU-28 Countries

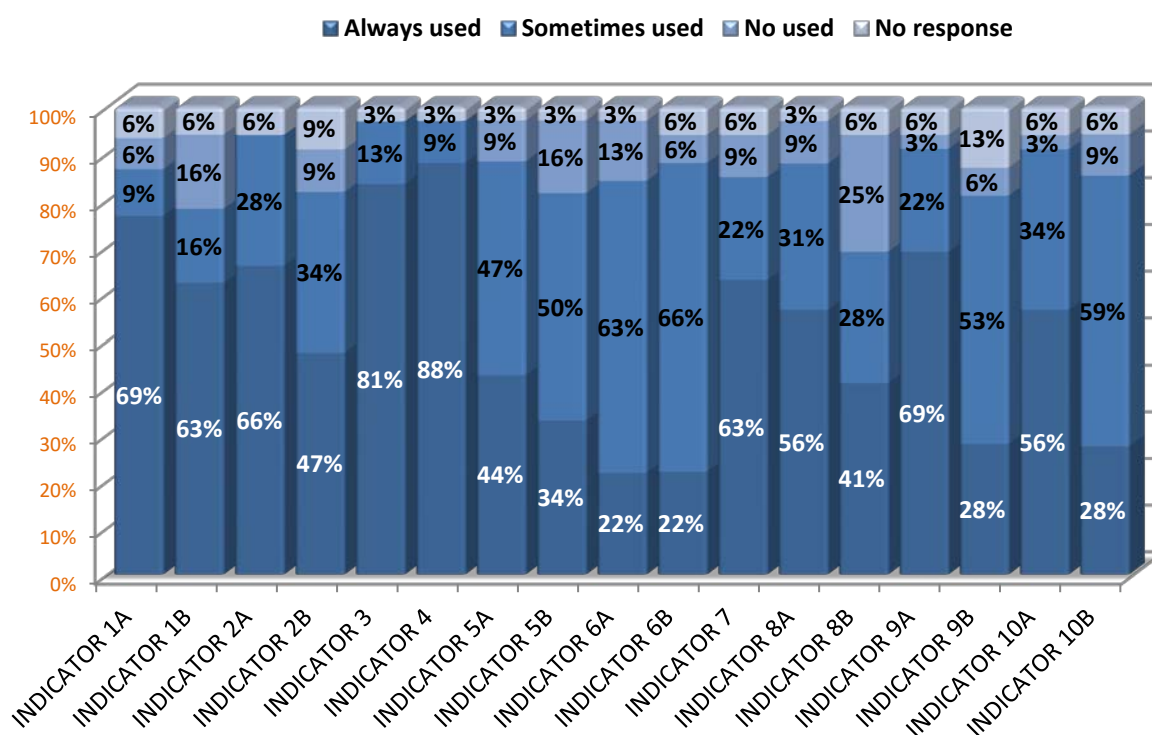


Table and Figure 6.2.1 above show that:

- Indicators 3 and 4 have the highest value of 'always used' and they are used by almost all national IVET systems in EU-28 (81 and 88 per cent).
- These are followed by indicator number 1 ('always used' by 22 IVET systems or 69 per cent).
- The 'pure' outcome indicators (i.e. indicators 5A, 5B, 6A and 6B) seem to be 'always implemented' by fewer IVET systems in EU-28 Countries than the input, context, process and output indicators in the IVET sector. In particular, Indicator 6 is used by only seven systems or 22 per cent. The difficulty of measuring outcome-data may in part explain the low usage of these indicators.
- Indicator 9B – a context/input indicator – and indicator 10B – a process indicator – also shared a low 'always used' value (seven IVET systems in EU-28 reported that they 'always used' these indicators).
- One possible reason which could explain the low percentage of 'always used' values is that indicators 6, 9 and 10 provide qualitative data which is difficult to collect and administer.
- It is worth noticing that indicator 8B is 'not used' by the highest number of IVET systems (four IVET systems or 13 per cent reported that this indicator was 'not used' in the national context).

These trends were replicated in 2013 and 2016. However, as it is shown by Table 5.2.2 below:

- There is slow but steady increase over these years on countries utilising the EQAVET Indicators.
- Of particular interest is the increase of countries using Indicators 5, 8, 9 and 10 between 2016 and 2018.

The work programmes of the EQAVET Network since 2014 have developed peer learning activities which focused on sharing information, experiences and knowledge on the implementation and use of the EQAVET Indicators (more information at: <http://www.eqavet.eu/gns/what-we-do/peer-learning-activities.aspx>). It is still too early to say what impact these activities might have had, but an increase in the use of these indicators was observed in 2018 when figures were compared with previous years. More information on changes is available in the report on the 2011, 2012 and 2013 surveys at <http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/progress-report.aspx>

Table 6.2.2 – Observed changes since 2013 by EU-28 Countries – The use of EQAVET Framework Indicators in the IVET sector in 2018 by EU-28 Countries

EQAVET indicator	Nu %	Countries 2013	Nu %	Countries 2016	Nu %	Countries 2018
INDICATOR 1A	20 63%	BG, CZ, DK, DE, IE, EL, ES, LT, MT, NL, AT, PL, RO, SI, SK, SE, UK(Eng, Wls, Nir, Sct)	22 69%	BG, CZ, DK, DE, IE, EL, ES, FR, LT, , LV, MT, NL, AT, PL, RO, SI, SK, SE, UK(Eng, Wls, Nir, Sct)	22 69%	BG, CZ, DK, DE, IE, EL, ES, FR, LT, , LV, MT, NL, AT, PL, RO, SI, SK, SE, UK(Eng, Wls, Nir, Sct)
INDICATOR 1B	19 59%	BG, CZ, DE, EE, IE, EL, ES, IT, LV, MT, NL, AT, RO, SI, SK, FI, UK(Eng, Wls, Nir)	20 63%	BG, CZ, DE, EE, IE, EL, ES, FR, IT, LV, MT, NL, AT, RO, SI, SK, FI, UK(Eng, Wls, Nir)	20 63%	BG, CZ, DE, EE, IE, EL, ES, FR, IT, LV, MT, NL, AT, RO, SI, SK, FI, UK(Eng, Wls, Nir)
INDICATOR 2A	20 63%	BE(fr), BG, CZ, DK, DE, ES, CY, LV, LU, HU, MT, NL, AT, PL, SI, SK, FI, UK(Eng, Wls, Nir)	21 66%	BE(fr), BG, DK, DE, EE, ES, FR, CY, LV, LU, HU, MT, NL, AT, PL, SI, SK, FI, UK(Eng, Wls, Nir)	21 66%	BE(fr), BG, DK, DE, EE, ES, FR, CY, LV, LU, HU, MT, NL, AT, PL, SI, SK, FI, UK(Eng, Wls, Nir)
INDICATOR 2B	16 50%	BE(fr), BG, CZ, ES, IT, CY, HU, MT, NL, PL, SI, SK, FI, UK(Eng, Wls, Nir)	15 47%	BE(fr), BG, ES, IT, CY, HU, MT, NL, PL, SI, SK, FI, UK(Eng, Wls, Nir)	15 47%	BE(fr), BG, ES, IT, CY, HU, MT, NL, PL, SI, SK, FI, UK(Eng, Wls, Nir)
INDICATOR 3	26 81%	BE(fr), BG, CZ, DK, DE, IE, EL, ES, FR, IT, LV, LT, LU, HU, MT, NL, AT, PL, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir)	26 81%	BE(fr), BG, CZ, DK, DE, IE, EL, ES, FR, IT, LV, LT, LU, HU, MT, NL, AT, PL, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir)	26 81%	BE(fr), BG, CZ, DK, DE, IE, EL, ES, FR, IT, LV, LT, LU, HU, MT, NL, AT, PL, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir)
INDICATOR 4	27 84%	BE(fr), BG, CZ, DK, DE, EE, IE, EL, ES, FR, IT, LV, LT, LU, HU, MT, NL, AT, PL, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir)	28 88%	BE(fr), BG, CZ, DK, DE, EE, IE, EL, ES, FR, IT, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir)	28 88%	BE(fr), BG, CZ, DK, DE, EE, IE, EL, ES, FR, IT, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK(Eng, Wls, Nir)
INDICATOR 5A	12 38%	DK, DE, EE, EL, ES, FR, IT, LT, MT, NL, SI, FI	13 41%	DK, DE, EE, EL, FR, IT, LT, LU, MT, NL, PT, SI, FI	14 44%	DK, DE, EE, EL, FR, IT, LT, LU, MT, NL, PT, SI, SE, FI
INDICATOR 5B	10 31%	DK, DE, EE, ES, FR, IT, LT, NL, SI, FI	10 31%	DK, DE, EE, FR, IT, LT, LU, NL, SI, FI	11 34%	DK, DE, EE, FR, IT, LT, LU, NL, SI, SE, FI
INDICATOR 6A	7 22%	DK, DE, EL, ES, FR, NL, SI	7 22%	DK, DE, EL, FR, NL, PT, SI	7 22%	DK, DE, EL, FR, NL, PT, SI
INDICATOR 6B	6 19%	DE, EL, ES, NL, SI, SK	7 22%	DK, DE, EL, NL, PT, SI, SK	7 22%	DK, DE, EL, NL, PT, SI, SK
INDICATOR 7	22 69%	BG, CZ, DK, DE, IE, ES, FR, IT, LT, LU, HU, NL, AT, PT, RO, SI, FI, SE, UK(Eng, Wls, Nir, Sct)	20 63%	BG, CZ, DK, DE, IE, FR, IT, LT, LU, HU, NL, AT, RO, SI, FI, SE, UK(Eng, Wls, Nir, Sct)	20 63%	BG, CZ, DK, DE, IE, FR, IT, LT, LU, HU, NL, AT, RO, SI, FI, SE, UK(Eng, Wls, Nir, Sct)
INDICATOR 8A	17 53%	CZ, DK, DE, EL, ES, FR, LT, LU, HU, NL, AT, PT, SK, FI, UK(Eng, Wls, Nir)	17 53%	BG, CZ, DK, DE, EL, ES, FR, LT, LU, HU, NL, AT, SK, FI, UK(Eng, Wls, Nir)	18 56%	BG, CZ, DK, DE, EL, ES, FR, LT, LU, HU, NL, AT, SI, SK, FI, UK(Eng, Wls, Nir)
INDICATOR 8B	12 38%	DE, DK, ES, FR, LU, HU, NL, SK, FI, UK(Eng, Wls, Nir)	12 38%	DE, DK, ES, FR, LU, HU, NL, SK, FI, UK(Eng, Wls, Nir)	13 41%	DE, DK, ES, FR, LU, HU, NL, SI, SK, FI, UK(Eng, Wls, Nir)
INDICATOR 9A	20 63%	DK, DE, IE, EL, ES, FR, IT, LV, LT, LU, HU, MT, NL, AT, PL, RO, FI, SE, UK(Eng, Sct)	20 63%	CZ, DK, DE, IE, EL, ES, FR, IT, LT, LU, HU, MT, NL, AT, PL, RO, FI, SE, UK(Eng, Sct)	22 69%	CZ, DK, DE, IE, EL, ES, FR, IT, LT, LU, HU, MT, NL, AT, PL, RO, FI, SI, SE, UK(Eng, Wls, Sct)
INDICATOR 9B	6 19%	DE, DK, IE, ES, MT, NL	7 22%	CZ, DE, DK, IE, ES, MT, NL	9 28%	CZ, DE, DK, IE, ES, MT, NL, SI, UK(Wls)
INDICATOR 10A	17 53%	CZ, DK, DE, EL, IE, ES, FR, LV, LT, LU, MT, NL, PL, PT, FI, SE, UK(Sct)	16 50%	CZ, DK, DE, EL, IE, ES, FR, LV, LT, LU, MT, NL, PL, FI, SE, UK(Sct)	18 56%	CZ, DK, DE, EL, IE, ES, FR, LV, LT, LU, MT, NL, PL, FI, SI, SE, UK(Wls, Sct)
INDICATOR 10B	8 25%	CZ, DK, IE, ES, MT, NL, FI, UK(Eng)	7 22%	CZ, DK, IE, MT, NL, FI, UK(Eng)	9 28%	CZ, DK, IE, MT, NL, SI, FI, UK(Wls, Eng)
AVERAGE percentages		50%		50%		53%

The following pages explore how national VET systems in EU-28 countries are using the EQAVET indicators in the **CVET sector**.

Table 6.2.3 and Figure 6.2.3 below show that:

- As is the case for the IVET sector, the indicators providing qualitative data, i.e. indicator 6A, 6B, 9B (but not 9A) and 10B (but not 10A), seem to be 'always used' less frequently than for the other indicators by national VET systems in EU-28 for the CVET sector. This is also the case for 2B.
- In particular, indicators 6A and 6B are 'always used' by only five and six CVET systems respectively.
- Indicators 5B, 9B and 10B also share a low 'always used' value.
- It is worth noticing that indicator 6A is the indicator 'not used' by the highest number of CVET systems (7 CVET systems or 25 per cent reported that this indicator was 'not used' in the national context); followed by indicators 8B and 2A (7 countries or 22 per cent), 6B, 9B and 10B (5 countries and 16 per cent).
- Indicators 3 and 7 ('always used' by 20 national CVET systems or 63 per cent) share the highest 'always used' values.
- For the CVET sector, VET systems in EU-28 seem to use and implement the EQAVET indicators with a low degree of systematic arrangements as the average value of 'always used' is almost as high as the average value of 'sometimes used'.

Table 6.2.4 shows that these trends were replicated in previous years.

This table shows that although there was a significant increase between 2013 and 2016, this is not the case between 2016 and 2018. It indicates that countries are very slow implementing and using the EQAVET Indicators in the CVET sector. This is not the case for Indicators 9 and 10A which have been using by a higher number of countries when figures are compared between 2016 and 2018. However, the rate of increase is very slow.

The comparative analysis between years, suggests that more support is needed in the area and that the use of indicators in the CVET sector should be a focus for the work of the Network and countries.

More information on changes is available in the report on the 2011, 2012, 2013 and 2016 surveys at <http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/progress-report.aspx>

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Table 6.2.4 - The use of EQAVET Framework Indicators in the CVET sector in 2018 by EU-28 Countries

INDICATORS	Always used		Sometimes used		Not used		No response	
	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %
INDICATOR 1A	BG, DE, DK, IE, EL, ES, LV, HU, MT, NL, SK, SE, UK(Eng, Wls, Nir, Sct)	16 50%	BE(fr), CZ, HR, FR, IT, CY, LT, AT, PL, FI	10 31%	LU, RO	2 6%	BE(nl), EE, PT, SI	4 13%
	BG, DE, IE, EL, ES, FR, IT, LV, LU, HU, MT, NL, SK, FI, UK(Eng, Wls, Nir)	17 53%	BE(fr), CZ, HR, AT, PL, UK(Sct)	6 19%	DK, LT, RO, SE	4 13%	BE(nl), EE, CY, PT, SI	5 16%
INDICATOR 2A	BE(fr), BG, DK, FR, LV, MT, NL, PL, SK, FI, UK(Eng, Wls, Nir)	13 41%	CZ, DE, IE, EL, ES, HR, IT, LT, CY, HU, SE, UK(Sct)	12 38%	LU, AT, RO	3 9%	BE(nl), EE, PT, SI	4 13%
	BE(fr), DE, IT, MT, NL, SK, UK(Eng, Wls, Nir)	9 28%	BG, CZ, IE, EL, ES, HR, LV, CY, PL, FI, SE, UK(Sct)	12 38%	DK, FR, LT, LU, HU, AT, RO	7 22%	BE(nl), EE, PT, SI	4 13%
INDICATOR 3	BE(fr), BG, DK, CZ, ES, IE, EL, FR, IT, CY, LU, HU, MT, NL, SK, FI, SE, UK(Eng, Wls, Nir)	20 63%	DE, HR, LT, LV, AT, PL, RO, UK(Sct)	8 25%		0 -	BE(nl), EE, PT, SI	4 13%
	BG, DK, IE, EL, ES, FR, IT, CY, LV, HU, MT, NL, PL, SK, FI, SE, UK(Eng, Wls, Nir)	19 59%	BE(fr), CZ, DE, HR, LT, RO, UK(Sct)	7 22%	LU, AT	2 6%	BE(nl), EE, PT, SI	4 13%
INDICATOR 5A	BE(fr), DK, EL, ES, FR, IT, MT, NL, FI, SE	10 31%	BG, CZ, DE, IE, CY, LT, HU, LV, AT, PL, RO, UK(Eng, Wls, Nir, Sct)	15 47%	HR, LU, SK	3 9%	BE(nl), EE, PT, SI	4 13%
	DK, ES, FR, IT, HU, NL, FI, SE	8 25%	BE(fr), BG, CZ, DE, IE, EL, CY, LV, LT, MT, AT, PL, RO, UK(Eng, Nir, Sct, Wls)	17 53%	HR, LU, SK	3 9%	BE(nl), EE, PT, SI	4 13%
INDICATOR 6A	DK, EL, ES, NL, SE	5 16%	BE(fr), BG, CZ, DE, FR, HR, IE, IT, LV, LU, MT, PL, UK(Eng, Nir, Sct, Wls)	16 50%	CY, LT, HU, AT, RO, SK, FI	7 22%	BE(nl), EE, PT, SI	4 13%
	BE(fr), EL, ES, NL, SK, SE	6 19%	BG, CZ, DE, DK, FR, HR, IE, IT, CY, LV, LT, MT, AT, PL, UK(Eng, Nir, Sct, Wls)	18 56%	LU, HU, RO, FI	4 13%	BE(nl), EE, PT, SI	4 13%
INDICATOR 7	BG, CZ, DE, DK, ES, IE, FR, IT, LT, LU, HU, NL, AT, RO, FI, SE, UK(Eng, Wls, Nir, Sct)	20 63%	BE(fr), EL, HR, CY, LV, PL, SK	7 22%	MT	1 3%	BE(nl), EE, PT, SI	4 13%

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INDICATORS	Always used		Sometimes used		Not used		No response	
	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %	Countries	Nu. %
CONTINUING VET								
INDICATOR 8A	BG, DK, EL, ES, FR, LU, HU, NL, AT, SK, FI, UK(Eng, Wls, Nir)	14 44%	BE(fr), CZ, DE, IE, IT, LT, LV, PL, RO, SE, UK(Sct)	11 34%	HR, CY, MT	3 9%	BE(nl), EE, PT, SI	4 13%
INDICATOR 8B	DK, ES, FR, HU, NL, SK, FI, UK(Eng, Wls, Nir)	10 31%	BE(fr), BG, CZ, DE, EL, IT, PL, RO, SE, UK(Sct)	10 31%	HR, IE, CY, LT, LV, LU, MT, AT	8 25%	BE(nl), EE, PT, SI	4 13%
INDICATOR 9A	DE, DK, EL, ES, FR, IE, IT, LT, HU, MT, NL, AT, FI, SE, UK(Eng, Wls, Sct)	17 53%	BE(fr), BG, CZ, LV, CY, PL, SK, UK(Nir)	10 31%	HR, LU, RO	3 9%	BE(nl), EE, PT, SI	4 13%
INDICATOR 9B	DK, ES, IE, MT, NL, AT, SE, UK(Wls)	8 25%	BE(fr), BG, CZ, DE, EL, IT, CY, LT, LV, HU, PL, FI, UK(Eng, Nir, Sct)	15 47%	HR, RO, SK	3 9%	BE(nl), EE, FR, LU, PT, SI	6 19%
INDICATOR 10A	CZ, DK, EL, ES, FR, IE, LV, LT, LU, MT, NL, PL, FI, SE, UK(Wls, Sct)	16 50%	BE(fr), BG, DE, IT, CY, HU, AT, RO, UK(Eng, Nir)	10 31%	HR, SK	2 6%	BE(nl), EE, PT, SI	4 13%
INDICATOR 10B	CZ, DK, ES, IE, MT, NL, FI, UK(Eng)	8 25%	BE(fr), BG, DE, EL, FR, IT, LV, CY, LT, HU, AT, PL, UK(Nir, Sct)	14 44%	HR, RO, SK, SE	4 13%	BE(nl), EE, LU, PT, SI, UK(Wls)	6 19%
AVERAGE number		13		12		4		4
AVERAGE percentages		41%		38%		13%		13%

Table 6.2.4 – The use of EQAVET Framework Indicators in the CVET sector in 2018 by EU-28 Countries

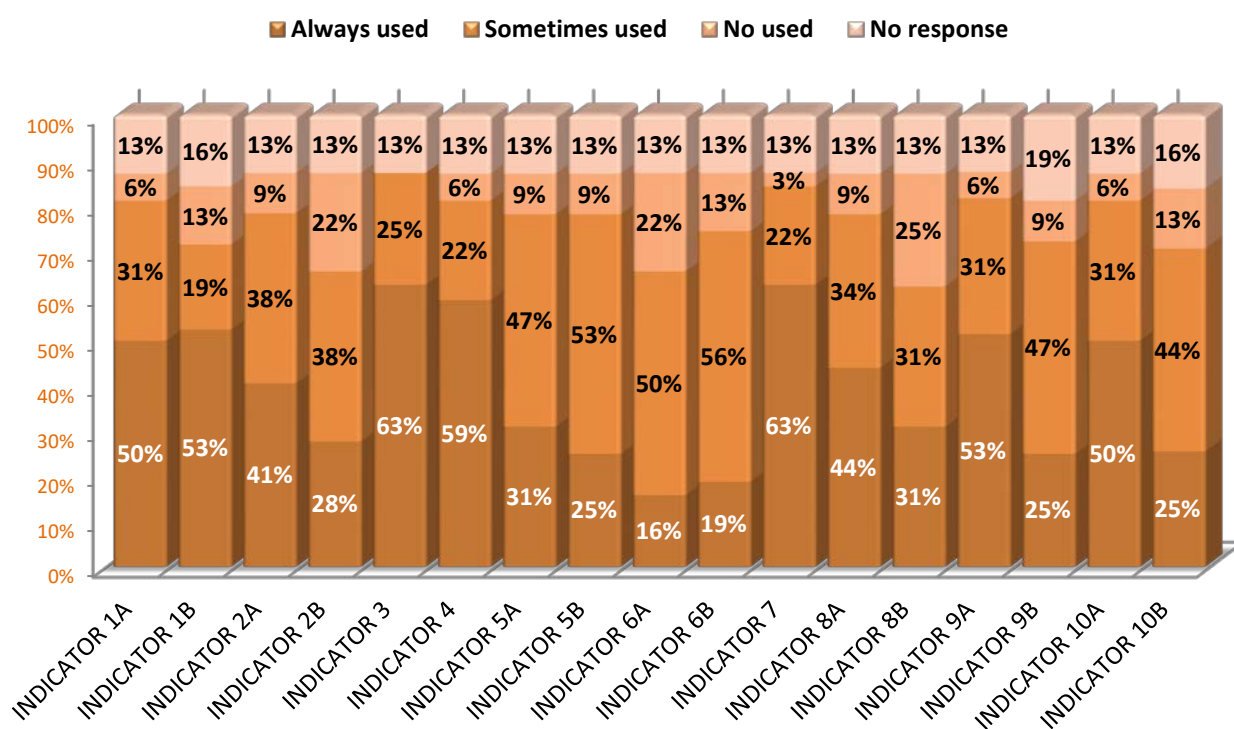


Table 6.2.5 – Observed changes since 2013 by EU-28 Countries – The use of EQAVET Framework Indicators in the CVET sector in 2018 by EU-28 Countries

EQAVET INDICATORS CVET sector	Nu %	Countries 2013	Nu %	Countries 2016	Nu %	Countries 2018
INDICATOR 1A	9 35%	BG, DE, DK, IE, EL, HU, MT, NL, SK, SE, UK(Eng, Wls, Nir, Sct)	16 50%	BG, DE, DK, IE, EL, ES, LV, HU, MT, NL, SK, SE, UK(Eng, Wls, Nir, Sct)	16 50%	BG, DE, DK, IE, EL, ES, LV, HU, MT, NL, SK, SE, UK(Eng, Wls, Nir, Sct)
INDICATOR 1B	11 42%	BG, DE, DK, IE, EL, FR, IT, LV, LU, HU, MT, NL, PL, SK, FI, UK(Eng, Wls, Nir)	17 53%	BG, DE, IE, EL, ES, FR, IT, LV, LU, HU, MT, NL, SK, FI, UK(Eng, Wls, Nir)	17 53%	BG, DE, IE, EL, ES, FR, IT, LV, LU, HU, MT, NL, SK, FI, UK(Eng, Wls, Nir)
INDICATOR 2A	7 27%	BE(fr), BG, DK, CZ, LV, MT, NL, PL, SK, FI, UK(Eng, Wls, Nir)	13 41%	BE(fr), BG, DK, FR, LV, MT, NL, PL, SK, FI, UK(Eng, Wls, Nir)	13 41%	BE(fr), BG, DK, FR, LV, MT, NL, PL, SK, FI, UK(Eng, Wls, Nir)
INDICATOR 2B	7 27%	BE(fr), CZ, DE, IT, MT, NL, SK, UK(Eng, Wls, Nir)	9 28%	BE(fr), DE, IT, MT, NL, SK, UK(Eng, Wls, Nir)	9 28%	BE(fr), DE, IT, MT, NL, SK, UK(Eng, Wls, Nir)
INDICATOR 3	16 62%	BE(fr), BG, DK, CZ, IE, EL, FR, IT, CY, LV, LU, HU, MT, NL, SK, FI, SE, UK(Eng, Wls, Nir)	20 63%	BE(fr), BG, DK, CZ, ES, IE, EL, FR, IT, CY, LU, HU, MT, NL, SK, FI, SE, UK(Eng, Wls, Nir)	20 63%	BE(fr), BG, DK, CZ, ES, IE, EL, FR, IT, CY, LU, HU, MT, NL, SK, FI, SE, UK(Eng, Wls, Nir)
INDICATOR 4	13 50%	BG, DK, IE, EL, FR, IT, CY, LV, HU, MT, NL, PL, SK, FI, SE, UK(Eng, Wls, Nir)	19 59%	BG, DK, IE, EL, ES, FR, IT, CY, LV, HU, MT, NL, PL, SK, FI, SE, UK(Eng, Wls, Nir)	19 59%	BG, DK, IE, EL, ES, FR, IT, CY, LV, HU, MT, NL, PL, SK, FI, SE, UK(Eng, Wls, Nir)
INDICATOR 5A	7 27%	BE(fr), DK, EL, FR, IT, MT, NL, FI, SE	10 31%	BE(fr), DK, EL, ES, FR, IT, MT, NL, FI, SE	10 31%	BE(fr), DK, EL, ES, FR, IT, MT, NL, FI, SE
INDICATOR 5B	6 23%	DK, FR, IT, HU, NL, FI, SE	8 25%	DK, ES, FR, IT, HU, NL, FI, SE	8 25%	DK, ES, FR, IT, HU, NL, FI, SE
INDICATOR 6A	4 15%	DK, EL, NL, SE	5 16%	DK, EL, ES, NL, SE	5 16%	DK, EL, ES, NL, SE
INDICATOR 6B	3 12%	BE(fr), EL, NL, SK, SE	6 19%	BE(fr), EL, ES, NL, SK, SE	6 19%	BE(fr), EL, ES, NL, SK, SE
INDICATOR 7	17 65%	BG, CZ, DE, DK, IE, FR, IT, LT, LU, HU, NL, AT, PT, RO, FI, SE, UK(Eng, Wls, Nir, Sct)	20 63%	BG, CZ, DE, DK, ES, IE, FR, IT, LT, LU, HU, NL, AT, RO, FI, SE, UK(Eng, Wls, Nir, Sct)	20 63%	BG, CZ, DE, DK, ES, IE, FR, IT, LT, LU, HU, NL, AT, RO, FI, SE, UK(Eng, Wls, Nir, Sct)
INDICATOR 8A	10 38%	DK, EL, FR, LU, HU, NL, AT, PT, SK, FI, UK(Eng, Wls, Nir)	14 44%	BG, DK, EL, ES, FR, LU, HU, NL, AT, SK, FI, UK(Eng, Wls, Nir)	14 44%	BG, DK, EL, ES, FR, LU, HU, NL, AT, SK, FI, UK(Eng, Wls, Nir)
INDICATOR 8B	7 27%	DK, FR, HU, NL, SK, FI, UK(Eng, Wls, Nir)	10 31%	DK, ES, FR, HU, NL, SK, FI, UK(Eng, Wls, Nir)	10 31%	DK, ES, FR, HU, NL, SK, FI, UK(Eng, Wls, Nir)
INDICATOR 9A	14 54%	DE, DK, IE, EL, FR, IT, LV, LT, HU, MT, NL, AT, FI, SE, UK(Eng, Sct)	16 50%	DE, DK, EL, ES, FR, IE, IT, LT, HU, MT, NL, AT, FI, SE, UK(Eng, Sct)	17 53%	DE, DK, EL, ES, FR, IE, IT, LT, HU, MT, NL, AT, FI, SE, UK(Eng, Wls, Sct)
INDICATOR 9B	4 15%	DK, IE, MT, NL, AT, SE	7 22%	DK, ES, IE, MT, NL, AT, SE	8 25%	DK, ES, IE, MT, NL, AT, SE, UK(Wls)
INDICATOR 10A	9 35%	CZ, DK, IE, EL, FR, LV, LT, LU, MT, NL, PL, PT, FI, SE, UK(Sct)	15 47%	CZ, DK, EL, ES, FR, IE, LV, LT, LU, MT, NL, PL, FI, SE, UK(Sct)	16 50%	CZ, DK, EL, ES, FR, IE, LV, LT, LU, MT, NL, PL, FI, SE, UK(Wls, Sct)
INDICATOR 10B	11 42%	CZ, DK, IE, MT, NL, FI, UK(Eng)	8 25%	CZ, DK, ES, IE, MT, NL, FI, UK(Eng)	8 25%	CZ, DK, ES, IE, MT, NL, FI, UK(Eng)
AVERAGE percentages		28%		41%		41%

Table 6.2.6 provides information on how EU-28 Countries use the EQAVET quality indicators to inform VET provision (the Table presents the information provided by Countries and not all countries completed this question).

Q40 – For those indicators ‘always’ or ‘sometimes’ used in your quality assurance system, please indicate how they are used to inform VET provision

Table 6.2.6 - EQAVET indicators used to inform VET provision in EU-28 Countries, 2018

Country	INDICATOR 1 – <i>Relevance of quality assurance systems for VET providers</i>
BE(fr)	The Comité de Concertation Enseignement-Formation (CCEF) gathers stakeholders as well as the general managers of VET providers. The participants to the CCEF meetings share their experiences
BG	VET providers develop and apply internal quality assurance; in order to form quality culture and promote self assessment in VET. Public registers of accredited VET providers are maintained
CZ	Indicator 1a is used by regional governments, which are in charge of upper secondary education, for long term policy development plans. Indicator 1b is used for statistics purposes as a basis for rationalisation of schools' network in regions
DE	The indicators are used in different ways on different levels of the system. There is no single set of information; one can find relevant figures concerning the indicators at different places. The Federal Report on Vocational Education and Training issued by the Federal Ministry of Education and Research provides comprehensive and detailed information on the VET System. It is adopted by the Federal government. The Data Report worked out by the Federal institute for Vocational Education and Training accompanies the Report on Vocational Education and Training. It includes comprehensive information on and analyses of initial and continuing vocational education and training, provides a summary of Federal Government and federal state VET funding programmes and also covers international indicators and benchmarks. There are further reports as the reports of the national employment agency. Content and relevance of the data are discussed in competent bodies, such as the main board of the Federal institute for Vocational Education and Training
DK	Results are publicly available on the providers and the ministry's website and are used for dialog with providers on how to enhance the quality and for self-assessment at the providers
EE	Input in order to implement actions to further develop schools, also for decision-making process in planning, financing etc.
ES	VET providers in IVET are encouraged to apply QA-systems by law. Institutions involved: Ministry of Education, Culture and Sport and the Education Departments in the Autonomous Communities, but there are not specific data.
HR	The indicator is taken into account when analysing and approving new enrolments (number of students, programmes, new staff employing etc.)
IE	All providers who seek accreditation from QQI for their programmes are required to demonstrate capacity in the internal quality assurance of their provision
IT	Country analysis and to fund VET providers, only those accredited can apply for public funds (Criterion C of the National Accreditation System)
CY	The Ministry of Education and Culture is responsible for the accreditation of IVET providers. Inspectors are visiting the premises of VET providers and make sure are aligned with the provision of the law
LV	In accordance with regulation of the Cabinet of Ministers only accredited education institutions are entitled to implement licensed vocational education programmes and to issue a State-recognised document certifying vocational education or a vocational qualification. Education institutions are accredited for six years, while programmes are accredited for six years or two years. In the accreditation process programmes are evaluated in terms of their correspondence to the state education standards, occupational standards, occupation register as well as in terms of implementation and allocation of resources to ensure that they deliver the necessary knowledge, skills and competences. Education institutions and programmes are assessed on the basis of an integrated list of criteria, including education content, teaching and learning, student achievement, support for students, school climate, school resources and organisation, management and quality assurance. The State Education Quality Service is the body which grants accreditation to education institutions and their programmes.
LT	All formal IVET providers in 2013 finalised introduction of internal quality management systems, therefore the share is 100 % for IVET
LU	In IVET, a national agency (Ministry of Education, Children and Youth) is supporting the development of school quality. Since 2017, a law obliges all secondary schools including VET schools to elaborate a school quality development plan
HU	This is a system-level indicator, supported currently by the legal regulation of adult training. According to the present legislation, adult training providers have to apply for a license of operation which is awarded by the competent authority (NSZFH) for an indefinite period. One of the preconditions of issuing such a license is that the adult training

	provider has to have a quality assurance system in operation which meets the requirements of the QA Framework for adult training which is specified in a separate Ministerial Decree. The QA Framework for adult training is in line with the EQAVET principles. NSZFH keeps the register of the licensed adult training providers
MT	NCFHE maintains a database which is used for EQA purposes
NL	As a standard of the inspectorate framework and published by annual report
PL	Reviewing and updating the approach will be done in the future. Due to changing education law
RO	in IVET, the indicator is not necessary relevant in the Romanian context because in IVET system all the providers are obliged to use internal quality assurance
SI	All 10 indicators are prescribed for self-evaluation on system and providers level and for the whole process of quality assurance. The result of self-evaluation on system level is the National report on quality of VET and the result of self-evaluation on providers level is report on quality of a provider. Activities in support of self-evaluation on providers level are carried out by EQAVET NRP in Slovenia
SK	They are part of annual statistics in VET based on which it is possible to decide whether an institution/study branch will continue or will be terminated etc.
FI	We use surveys to collect information and inform the providers in seminars and training. Information used by the Ministry in preparing the VET policy
UK(WIs)	Within the Common Inspection Framework and other quality assurance systems – external e.g. Awarding Organisations and internal
UK(Sct)	VET Colleges and Private Training Providers are required to ensure that they have effective quality assurance systems in place to be eligible to attract public funding

Country	INDICATOR 2 – <i>Investment in training of teachers and trainers</i>
BE(fr)	FormaForm and ICF are training centers for VET trainers. The trainers exchange experiences while participating in further training
BG	Motivation and encouragement of teachers and trainers to participate in further training. Managers of VET providers stress on efficiency and effectiveness of the investments in training of teachers and trainers
CZ	There is no national data available. However the data on teachers who have completed further education within the educational programs organised by NIDV (National Institute for Further Education of pedagogical staff) are available. NIDV is the major, but not the only provider of educational programmes for pedagogical staff. In the statistical yearbook of the Ministry of Education information on number of teachers and their salaries can be found. These data are used for the ministry and school budgeting (operating costs and investments) and for setting financial norms (per capita) for relevant study programmes.
DE	The indicators are used in different ways on different levels of the system (see more information in box –indicator 1)
DK	There is firmly set a national requirement for competency in teaching staff. Indicator 2 is used in supervision
EE	It was previously used. Currently lot of data are gathered and analysed about teachers further training (participation, training hours, courses, providers etc), but it is not used as a separate indicator. Data is available in Estonian Education Database (EHIS) http://www.ehis.ee/
ES	Participation of Autonomous Communities is not homogeneous. The funds invested refer not only to IVET teachers but to all the other teachers in the education system but universities. Therefore it is difficult to get more precise data.
HR	is used when planning VET programme provision, especially new qualifications and curricula development and implementation
IE	Solas have published a CPD strategy for FET provision following in dept analysis of needs. One of the areas of provision which VET providers of accredited programmes must quality assure is Staff Development. The provider's commitment to staff development will be reviewed through QQI monitoring and institutional review processes
IT	Included in the National accreditation system to apply for public funds (Criterion C of the National Accreditation System), Country analysis
CY	Trainers of vocational training are assessed mainly on the basis of their academic and professional qualifications, their professional experience and their training experience. In addition consideration is given to individuals' participation in the HRDA's 'training the trainer' activities and the demonstration of a sample training programme
LV	The necessary education and professional qualifications for teachers and their professional competence development procedures are established in Regulations by the Cabinet of Ministers. It is said that a teacher him or herself is responsible for the development of professional competence, accomplished within three years and not less than 36 hours, and it is planned in co-operation with the heads of educational institutions in which the teacher performs his or her teaching activities.

LU	The qualification of teachers and trainers is a legal requirement in IVET. The Ministry of Education, Children and Youth and the Chambers of Employers and Employees do provide training courses for IVET teachers and trainers and the participation rate as well as the funds invested are being monitored. Participation rate in teaching of trainers is monitored by the ministry and used for the development of the training offer
HU	It is also a system-level indicator, which shows the ratio / proportion of the resources used in line with the (attainment of) sector-level aims. Nowadays, when very significant contextual, structural and methodological changes are taking place in the Hungarian VET system, this indicator has a special importance as the learning needs of teachers and trainers within VET is one of the most crucial factors for improving the quality of VET. The role of this indicator is also important on regional and on institutional level, and it has a clear connection with the aims of the sector, the regions and the institutions
MT	A measure of the number of hours of training per capita is being monitored
NL	VET providers receive an extra amount of money from the ministry. The VET providers need to account how they invest the money in the training of teachers
PL	It is standard No 2 in Quality Standards for VET, regards diagnosis of teachers needs and providing comprehensive support in teachers, trainers, instructors' professional development
RO	In IVET, at system level, data are collected by a special HR department of the ministry of education and it is used to evaluate and review the ministry's offer of Teachers training programmes. However, the indicator needs to be defined more clearly in the Romanian context (what types of training? what type of providers?, what type of certification?) also because currently the offer for teachers' training has broadened a lot, mainly due to specific projects financed by the European Social Fund
SI	All 10 indicators are prescribed for self-evaluation on system and providers level and for the whole process of quality assurance. The result of self-evaluation on system level is the National report on quality of VET and the result of self-evaluation on providers level is report on quality of a provider. Activities in support of self-evaluation on providers level are carried out by EQAVET NRP in Slovenia
SK	They are part of annual statistics in VET, based on which it is possible to decide whether an institution/study branch will continue or will be terminated etc.
FI	Included in Performance-based funding
SE	Statistics are collected on a national level, mainly for policy making. The National Agency of Education organise national programme councils / Advisory Boards for all IVET programmes. In those boards the social partners are represented, and the boards are used for consultation by the NAE in various questions such as indicator 2-3, 5-6 and 8-10. The Agency for Higher Vocational Education shall approve and review all applications at CVET level on the basis of several quality criterias
UK(Wls)	Continuous Professional Development and Training takes place at both organisational and central level
UK(Sct)	All VET College Lecturers are required to have qualified lecturing staff (typically staff have to gain the Teaching Qualification for Further Education). All staff in FE Colleges and Private Training Providers who undertake assessment are also required to hold an Assessment Qualification

Country	INDICATOR 3 – Participation rate in VET programmes: Number of participants in VET programmes
BE(fr)	Collected and used by the VET providers at their own level
BG	Publications, analysis, public discussions, conferences, seminars, etc. are used to disseminate the gathered information
CZ	It is used in statistical yearbooks for budgeting and for setting financial norms (per capita) for relevant study programmes
DE	The indicators are used in different ways on different levels of the system (see more information in box –indicator 1)
DK	Is used to follow the students admitted to assess dropout
EE	The share (%) of basic school graduates who continue in full time form of VET studies. This is the indicator of Estonian Life Long Learning Strategy
ES	Rate / trend of students enrolled according to age , gender and VET field. Assigned budget to VET programmes; satisfaction rate of VET users' regarding the service provided; share of education flows along VET programmes
HR	Is taken into account when analysing and approving new enrolments (number of students, programmes, new staff employing etc.)
IE	National funding agencies which support VET programmes e.g. DE&S, Solas etc. will measure and monitor participation rates on these programmes. Privately funded VET programmes will not be monitored in the same way. If the latter programmes are accredited by QQI, participation and completion rates will be an aspect of the programme which will be monitored and reviewed by QQI
IT	Included in the accreditation system to apply for public funds (Criterion D of the National Accreditation System)
LV	Indicators on participation of students in vocational education and training programmes and participation rate are calculated. Indicators are collected at the national level. Each initial VET provider reports about the planned and real

	situation to the Ministry of Education and Science. CVET providers report about learned persons to the National Employment Agency.
LT	Situation is observed and analysed to manage flows into VET
LU	The participation rate is monitored by the statistical department of Ministry of Education, Children and Youth and used for planning purposes regarding the VET offer
HU	This indicator also gives information on different levels of VET: VET sector / maintainer level, regional level, and of course it is an important indicator for the providers, too. It is worthwhile to follow and revise on sector-level the participation rates in different school types, the participation rate in VET and within this the rate of participation in the secondary technical VET schools (4 year programmes providing VET parallel to general education for 14-18 years old pupils ending with secondary school leaving examination) and the rate of participation in the secondary VET schools (3 year programmes of general education and VET, with high proportion of practical training (dual model) for pupils aged 14-16), as well as the participation rate in adult VET. These rates can establish very important decisions on sector-, on regional and on local levels, too.
MT	Most data is being monitored and analyzed by VET providers. Basic data (number of participants to VET programs, their gender, nationality and ability status) is collected by NCFHE.
NL	By national registration and several annual reports (inspectorate and 'kerncijfers') and in the annual report of the individual VET providers
PL	This data is gathered and stored nationally in the System of Information on Education (SIO). It is further transferred to Central Statistical Office
RO	In IVET, data are collected and used to analyse the efficiency of IVET provision and are included in the annual Reports developed at regional and national level. Data are also used to improve the IVET provision
SI	All 10 indicators are prescribed for self-evaluation on system and providers level and for the whole process of quality assurance. The result of self-evaluation on system level is the National report on quality of VET and the result of self-evaluation on providers level is report on quality of a provider. Activities in support of self-evaluation on providers level are carried out by EQAVET NRP in Slovenia
SK	They are part of annual statistics in VET, based on which it is possible to decide whether an institution/study branch will continue or will be terminated etc. Furthermore, it is very important indicator as Slovak schools are financed "per capita"
FI	Included in Performance-based funding
SE	Statistics are collected on a national level, mainly for policy making. The National Agency of Education organise national programme councils / Advisory Boards for all IVET programmes. In those boards the social partners are represented, and the boards are used for consultation by the NAE in various questions such as indicator 2-3, 5-6 and 8-10. The Agency for Higher Vocational Education shall approve and review all applications at CVET level on the basis of several quality criterias
UK(Wls)	Data on participation rate in VET is gathered via the Lifelong Learning Wales Record (LLWR). The Learning Outcome Report (LOR) provides information on the percentage of provision for each sector subject area and can be benchmarked against other providers
UK(Sct)	All Schools and VET Colleges are required to gather data on school leavers (it is possible for school pupils to undertake elements of their school provision at FE Colleges) and to describe the pupils attainment. FE Colleges are also required to collect data on all entrants and leavers and report this to the Scottish Funding Council. Consideration is being given to requiring Private Training Providers to provide similar data for all funded provision.

Country	INDICATOR 4 – Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria
BE(fr)	Collected and used by the VET providers at their own level
BG	Support of decision making process in the field of VET at national, regional and local level. Electronic information system on persons having successfully completed VET programmes is available on-line
CZ	It is used in statistical yearbooks, information on numbers of successful graduation is used by labour market, information on early leavers is used for budgeting. Information on successful graduates is used to monitor the quality of schools.
DE	The indicators are used in different ways on different levels of the system (see more information in box –indicator 1)
DK	It is used to assess how effective providers are to retain students in education
EE	Used for measuring effectiveness and efficiency. In particular, completion rate in upper secondary VET programmes (IVET), this is one of the VET institutions performance indicators. Learners' satisfaction with studies will be measured in future and will be launched in 2017-2018.
ES	Gross rate of students having completed successfully or abandoned VET programmes. http://www.mecd.gob.es/dms/mecd/servicios-al-ciudadano-mecd/estadisticas/educacion/no-universitaria/alumnado/resultados/2013-2014/Nota.pdf http://www.mecd.gob.es/prensa-mecd/actualidad/2013/09/20130916-datos-cifras.html

HR	is taken into account when analysing and approving new enrolments (number of students, programmes, new staff employing etc.)
IE	National funding agencies which support VET programmes e.g. DE&S, Solas etc. will measure and monitor participation rates on these programmes. Privately funded VET programmes will not be monitored in the same way. If the latter programmes are accredited by QQI, participation and completion rates will be an aspect of the programme which will be monitored and reviewed by QQI
IT	Included in the accreditation system to apply for public funds (Criterion D of the National Accreditation System)
LV	Data about students having successfully completed or abandoned vocational education and training programmes are collected. Results of the qualification examination are collected by the National Centre for Education. Each initial VET provider reports about the situation to the Ministry of Education and Science.
LT	Results of the qualification examination are included in institutional self-assessment report
LU	Situation is observed and analysed to manage flows into VET
LU	Completion and drop-out rate in IVET are monitored by the Statistical department of the Ministry of Education, Children and Youth. A reform of the VET system has been implemented since 2008 in order to increase the number of qualified people and to reduce drop-out rates
HU	This indicator is also important both on system and institutional levels. It shows the efficiency of the training supply and the training programs on sector-, regional- and institutional level and delivers the main output data for the employability objective. It is one of the important indicators of renewing and modernising the training content, as the modular structure vocational training and the differentiated outputs of the (competence-based) National Qualifications Register (NQR / OKJ) identified the decrease of drop-out rates (as another valuable indicator of quality) and the provision for participants differentiated individual learning pathways as priorities. The modular structure ensures the possibility for joining the school-based VET (IVET) and the course-based vocational training (CVET, adult training) on system level based on the differentiated NQR (shift towards the uniform content regulation in the Hungarian VET sector)
MT	Data is being monitored and analyzed by VET providers. Number of students who have completed the courses is collected by NCFHE. NCFHE has no information on people who have abandoned the programs.
NL	It is a standard of the inspectorate framework and published by annual report. Also national registration and annual report (kerncijfers) of the government. Also in the annual report of the individual VET providers
PL	It is standard No 8, regards monitoring students' assessment, analysing it and evaluating. The results of external exams are analysed and findings from such analyses are implemented
PT	Data collected on the EQAVET selected indicators and information produced at local, regional and national level will be used to monitor and to improve the quality of VET provision. Providers will be able to compare their performance to regional and national results in order to inform their internal process of benchmarking and the strategies towards improvement. ANQEP will monitor their progress through annual analysis of the data inserted and the progress report submitted via the online platform by the providers
RO	In IVET, at system level, data are collected by a special HR department of the ministry of education and it is used to evaluate and review the ministry's offer of Teachers training programmes. However, the indicator needs to be defined more clearly in the Romanian context (what types of training? what type of providers?, what type of certification?) also because currently the offer for teachers' training has broadened a lot, mainly due to specific projects financed by the European Social Fund
SI	All 10 indicators are prescribed for self-evaluation on system and providers level and for the whole process of quality assurance. The result of self-evaluation on system level is the National report on quality of VET and the result of self-evaluation on providers level is report on quality of a provider. Activities in support of self-evaluation on providers level are carried out by EQAVET NRP in Slovenia
SK	They are part of annual statistics in VET, based on which it is possible to decide whether an institution/study branch will continue or will be terminated etc.
FI	Included in Performance-based funding
SE	On national level there is statistics according to the type of programme. Two different quality assessments has in this perspective been undertaken 2009 and 2013-2014, looking at the completion rate in IVET and what steps schools are taking in order to help their students to complete their studies
UK(Wls)	Data on completion rate in VET is gathered via the LLWR. The LOR allows benchmarking against other providers
UK(Sct)	This is routinely collected and reported upon by VET Colleges (for the Scottish Funding Council) and by Private Training Providers (where they draw down funding from Skills Development Scotland)

Country	INDICATOR 5 – Placement rate in VET programmes
BE(fr)	Collected and used by the VET providers at their own level
BG	Institutions financing and/or providing VET training use this information in the enrolment planning process. Individual learners may be informed and consulted in the process of career guidance

	It is used by some VET providers for self-evaluation purposes. Collecting of these data is not mandatory, therefore obtaining such information is rather difficult. There is no nation-wide survey, but NÚV carries out a sample of graduates, every three years and includes graduates for 3 and 6 years after graduation.
CZ	Indicator 5b is not monitored and data is not collected in the framework of informal learning.
DE	The indicators are used in different ways on different levels of the system (see more information in box –indicator 1)
DK	In order to gain knowledge about transitions from education to employment. In addition, the indicators is used to assess whether specific education is still relevant to the labour market
EE	Used for measuring effectiveness and efficiency purpose. Annual employability survey run by the Analysis Department of the Estonian Ministry of Education and Research. This annual quantitative study analyses the employability and incomes of VET and higher education graduates (persons who graduated from VET and higher education in 2005-2013). The 2016 analysis covers the period of 2011-2014. The results are published in a form of a short report and make available via a statistical database (HaridusSilm). VET schools and VET stakeholders can easily get access to data on medium incomes of VET graduates by schools and by fields of studies
ES	Percentage of students having successfully finished Higher VET continuing University studies. Percentage of students having successfully finished Intermediate VET doing Higher VET. Agreement with the Administration of the Social Security to get relevant data about employed and unemployed students.
HR	is taken into account when analysing and approving new enrolments (number of students, programmes, new staff employing etc.)
IE	Placement is a major focus for funding agencies reviewing the efficacy of programmes that they have funded. However, data in this area is difficult to collate and track. Solas are working on a major IT project to capture a range of data on VET programmes, including on placement. It is not a focus for QQI review where the focus will be more on completion rate and achievement of learning outcomes
IT	Included in the accreditation system to apply for public funds (Criterion D of the National Accreditation System)
LV	VET providers monitor first destination of graduates. Placement rate data are available at the national level. Further occupation description of the learners after completion of the VET programme is included in institutional self-assessment report.
LT	To support decisions about the relevance of VET
LU	In IVET, this indicator is being used by the Statistical department of the Ministry of Education, Children and Youth as well as the Ministry of Labour, Employment and the Social and Solidarity Economy. A longitudinal study on the transition of young persons from VET to the labour market is conducted regularly by the National Training Observatory
HU	It is a fundamental indicator on all levels of VET which can monitor the effectiveness of the changes in the content on system level, and also transfers socio-political aspects. Regarding socio-policy, it is an important factor whether or not the economical development trends which can act upon the training structure of the VET system appear among the aims. The indicator provides information in reference to the whole training structure, to the trade groups and to the qualifications but useful conclusions can be drawn on regional and institution level, too. This is a determinative indicator, which measures the effectiveness and efficiency of VET along different segments.
MT	Tracer studies are performed and analyzed by VET providers. Relevant actions taken by providers. More tracer studies are being planned
NL	National surveys (ROA and CBS) and annual reports
PL	It is standard No 9. Measures should be taken in each vet school or centre to obtain information on graduates career and employment.
PT	Data collected on the EQAVET selected indicators and information produced at local, regional and national level will be used to monitor and to improve the quality of VET provision. Providers will be able to compare their performance to regional and national results in order to inform their internal process of benchmarking and the strategies towards improvement. ANQEP will monitor their progress through annual analysis of the data inserted and the progress report submitted via the online platform by the providers
RO	In IVET, data are not collected in a systematic way, due to the nonexistence of an adequate mechanism that would enable this data collection. Data for this indicator was however collected as part of several ESF projects implemented at regional level and information was used to improve the IVET training offer
SI	All 10 indicators are prescribed for self-evaluation on system and providers level and for the whole process of quality assurance. The result of self-evaluation on system level is the National report on quality of VET and the result of self-evaluation on providers level is report on quality of a provider. Activities in support of self-evaluation on providers level are carried out by EQAVET NRP in Slovenia
FI	Included in Performance based funding
SE	Statistics are collected on a national level, mainly for policy making. The National Agency of Education organise national programme councils / Advisory Boards for all IVET programmes. In those boards the social partners are represented, and the boards are used for consultation by the NAE in various questions such as indicator 2-3, 5-6 and

	8-10. The Agency for Higher Vocational Education shall approve and review all applications at CVET level on the basis of several quality criterias
UK(Wls)	Developments in data matching aim to improve the accuracy of placement and destination data that can be used to inform quality of VET provision in Wales. Welsh Government have been involved in projects to enhance destination data collection since 2014/15. They have used data matching to track leavers into Education and Employment
UK(Sct)	This is partially collected by VET Colleges. Consideration is being given to how it could be more fully collected and reported upon

Country	INDICATOR 6 – Utilisation of acquired skills at the workplace
BE(fr)	Collected and used by the VET providers at their own level
BG	Information is received with the involvement of social partners at different levels and by jointly implemented projects. Such information is used in the process of improvement of the learning outcomes in the terms of knowledge, skills and competencies
CZ	It is used by some VET providers for self-evaluation purposes. Collecting of these data is not mandatory, therefore obtaining such information is rather difficult
DE	The indicators are used in different ways on different levels of the system (see more information in box –indicator 1)
DK	In order to gain knowledge about transitions from education to employment. In addition, the indicators used 6 to assess whether specific education is still relevant to the labour market
EE	Share of students successfully passed professional examinations (%). Target set for 2018 is 80% of graduates. It is used for measuring effectiveness and efficiency and studies relevance. Utilisation of acquired skills at the workplace – percentage of VET programme completers working in relevant occupations (data collected at school level)
ES	Results differ according to specific qualification. In the case of regulated professions, the rate is much higher than in those in which acquired skills don't fit the occupation they are performing. There are data according to age and training. Information from the Labour administration: https://www.sepe.es/indiceTitulaciones/indiceTitulaciones.do?tipo=fp&idioma=es
IE	Placement is a major focus for funding agencies reviewing the efficacy of programmes that they have funded. However, data in this area is difficult to collate and track. Solas are working on a major IT project to capture a range of data on VET programmes, including on placement. It is not a focus for QQI review where the focus will be more on completion rate and achievement of learning outcomes
IT	Included in the accreditation system to apply for public funds (Criterion D of the National Accreditation System)
LV	VET providers monitor first destination of graduates and satisfaction of employers. To get feedback loops the State Education Quality Service designs a survey focused on information obtained by individuals after completing training and a satisfaction rate of individuals and employers with the skills and competences that have been acquired during training. In accordance with the Vocational Education Law, the aim of the Convent is to promote the development of vocational education institutions according to the needs of labour market.
LT	To support decisions about the relevance of VET
LU	It is sometimes used in IVET and CVET but there is no systematic monitoring
HU	This indicator serves the assessment of the structure of the National Qualifications Register, it is suitable for the monitoring of the differentiated VET, and also the compliance of the range of qualifications with the labour market needs can be examined by this indicator. This indicator also qualifies the content definition of the partial and built-on qualifications, and it also measures the efficiency of content regulation on sector-, regional- and institution-level. The most important aim of the renewal of the content regulation is that instead of the previous
MT	NCFHE collects information through surveys
NL	Yearly surveys and national reports
PL	It is standard No 9. It regards also utilisation of skills at the workplace. See point Indicator 5
PT	Data collected on the EQAVET selected indicators and information produced at local, regional and national level will be used to monitor and to improve the quality of VET provision. Providers will be able to compare their performance to regional and national results in order to inform their internal process of benchmarking and the strategies towards improvement. ANQEP will monitor their progress through annual analysis of the data inserted and the progress report submitted via the online platform by the providers
RO	In IVET, data are not collected in a systematic way, due to the nonexistence of an adequate mechanism that would enable this data collection. Data for this indicator was however collected as part of several ESF projects implemented at regional level and information was used to improve the IVET training offer
SI	All 10 indicators are prescribed for self-evaluation on system and providers level and for the whole process of quality assurance. The result of self-evaluation on system level is the National report on quality of VET and the result of self-evaluation on providers level is report on quality of a provider. Activities in support of self-evaluation on providers level are carried out by EQAVET NRP in Slovenia

SE	Statistics are collected on a national level, mainly for policy making. The National Agency of Education organise national programme councils / Advisory Boards for all IVET programmes. In those boards the social partners are represented, and the boards are used for consultation by the NAE in various questions such as indicator 2-3, 5-6 and 8-10. The Agency for Higher Vocational Education shall approve and review all applications at CVET level on the basis of several quality criterias
UK(Wls)	As with Indicator 5 this indicator continues to be the most difficult to quantify. Work is ongoing to develop better data. This involves working with various stakeholders including employers and sector skills councils to ensure that qualifications are fit for purpose. Regional Skills Partnerships liaise with Sector Skills Councils to determine skills gaps and future provision. This is then fed to Welsh Government who produce a Programme Delivery report to FE colleges indicating the provision for required for each sector in their local area. FE colleges also have Sector/Employer Advisory Boards to obtain relevant LMI
UK(Sct)	This is partially collected by VET Colleges. Consideration is being given to how it could be more fully collected and reported upon

Country	INDICATOR 7 – Unemployment rate
BE(fr)	Collected and communicated by the employment regional office
BG	This information is used in the process of distribution of the state budget for active labour market policy which includes measures for increase of employability of the work force through VET. The information is also used for determination of VET school based enrolment in the process of coordination done by local and regional authorities
CZ	It is used in statistical yearbooks, in thematic reports of the CSI and in annual reports of the ministry on the current state and future development of the education system. Regions use it for local education policy development
DE	The indicators are used in different ways on different levels of the system (see more information in box –indicator 1)
DK	In order to gain knowledge about transitions from education to employment. In addition, the indicators is used in order to assess whether specific education is still relevant to the labour market
ES	Percentage of students having successfully finished Higher VET and are registered for unemployment. Percentage of students having successfully finished Intermediate VET and are registered for unemployment. https://www.sepe.es/contenidos/observatorio/mercado_trabajo/2634-1.pdf . https://www.sepe.es/contenidos/que_es_el_sepe/estadisticas/datos_estadisticos/empleo/datos/estadisticas_nuevas.html
HR	It is taken into account when analysing and approving new enrolments (number of students, programmes, new staff employing etc.)
IE	Placement is a major focus for funding agencies reviewing the efficacy of programmes that they have funded. However, data in this area is difficult to collate and track. Solas are working on a major IT project to capture a range of data on VET programmes, including on placement. It is not a focus for QQI review where the focus will be more on completion rate and achievement of learning outcomes
IT	Included in the accreditation system to apply for public funds (Criterion D of the National Accreditation System)
LV	Data are collected at the national level. The State Employment Agency of Latvia (NVA) is an institution which is under the supervision of the Ministry of Welfare of the Republic of Latvia, and is responsible for implementing government policy in the field of reducing unemployment and providing support for unemployed and persons seeking employment. The NVA provides services, consultancy and assistance to persons in the field of reducing unemployment and the provision of support for unemployed and persons seeking employment, and also to national and local authorities and non-governmental organisations.
LT	To support decisions about the relevance of VET
LU	The unemployed rate according to individual criteria is being monitored by the national statistical institute (STATEC) and the Ministry of Labour, Employment and the Social and Solidarity Economy
HU	This is an important indicator on sector, regional, local and settlement level, which provides contextual information about the VET, including its content- and supply characteristics, which is important for both the objectives of better employability and improvement of access. Of course, this indicator can also be examined on institutional level as it is worthwhile to investigate the status and development of this indicator prior to defining the institutions' strategy, to planning the capacities, to starting a development / improvement action, to establishing and operating a teacher's in-service (further) training system
NL	National survey (data are not available on provider level)
PL	The information on unemployment rate is gather by Central Statistical Office and published quarterly. It presents data disaggregated according to types of completed schools
RO	In IVET, data on unemployment are used to set up specific measures aiming to reduce early school leaving and youth unemployment
SK	Unemployment rate is considered to be the most important indicator in this area. However, in Slovakia it is yet to be fully developed – there is no efficient mechanism to collect data in the area, as mentioned before – the responsibilities are transferred from Ministry of Education to Ministry of Labour which has its own system of monitoring in this area
FI	Included in Performance based funding

SE	Statistics are collected on a national level, mainly for policy making
SI	All 10 indicators are prescribed for self-evaluation on system and providers level and for the whole process of quality assurance. The result of self-evaluation on system level is the National report on quality of VET and the result of self-evaluation on providers level is report on quality of a provider. Activities in support of self-evaluation on providers level are carried out by EQAVET NRP in Slovenia
UK(Wls)	National , regional and local data
UK(Sct)	Produced by Scottish Government

Country	INDICATOR 8 – Prevalence of vulnerable groups
BE(fr)	Collected and communicated by the employment regional office
BG	This information supports the allocation of public financing of VET by giving priority to the disadvantaged groups
CZ	It is used in thematic reports of the CSI as a result of inspection visits in schools. Teaching methods for development of literacy, numeracy, ICT and financial skills are observed and reported. Data are used for the development of inclusion in education as well
DE	The indicators are used in different ways on different levels of the system (see more information in box –indicator 1)
DK	Used to evaluate vulnerable young people succeed in education
HR	The indicator is used when planning VET programme provision, especially new qualifications and curricula development and implementation
IE	This analysis will be done by funding agencies which have contracted programmes designed to meet the needs of marginalised / vulnerable groups. VET providers offered QQI accredited programmes are required to demonstrate application of equality policy within their provision
ES	Figures differ according to: -Special educational needs derived from disability. -Late entries into the education sys-tem. Others. http://www.mecd.gob.es/prensa-mecd/dms/mecd/prensa-mecd/actualidad/2016/08/20160812-apoyo/cuadro1.pdf http://www.mecd.gob.es/prensa-mecd/actualidad/2016/08/20160812-apoyo.html
IT	Most of the Regions in their Accreditation systems have included a specific category referred to VET providers offering training for vulnerable groups and in general further and specific requirements are needed to offer training to this target group
LV	In accreditation process differentiation of the teaching process is evaluated according to the needs of each individual and support to disadvantaged groups. Results are included in institutional self-assessment report and external evaluation report.
LT	To observe and analyse the inclusiveness of VET system
LU	The percentage of participants in VET classified as disadvantaged groups is not being monitored. However, different measures have been put in place in order to support access of disadvantaged groups to VET. A specific IVET offer for lower qualified persons exists and is continually being adapted to labour market needs and new programs are currently being developed. A second chance school has been established in 2011 by the Ministry of Education, Children and Youth in order to give young people who abandoned IVET (drop-outs) an opportunity to acquire a VET qualification. Success rate of these measures is being monitored by the Ministry of Education, Children and Youth and the Ministry of Labour, Employment and the Social and Solidarity Economy
HU	This is a very significant indicator at each level of VET. It can be a measure of flexibility of the changed Hungarian vocational training structure as one of the aims of having a differentiated VET structure in place is to help the individual to achieve a qualification which is useful for both the individual and the society. The system of partial qualifications, the different learning pathways facilitated by the modular VET / NQR promote the involvement of vulnerable groups into vocational training.
NL	As a standard of the inspectorate framework. National survey
PL	Success rate of disadvantaged groups is monitored within the same system as for the rest of students (System of Information on Education-SIO). The information is analysed regionally and nationally
RO	In IVET, data on indicator 8 are used to set up specific measures aiming to improve IVET inclusion
SI	All 10 indicators are prescribed for self-evaluation on system and providers level and for the whole process of quality assurance. The result of self-evaluation on system level is the National report on quality of VET and the result of self-evaluation on providers level is report on quality of a provider. Activities in support of self-evaluation on providers level are carried out by EQAVET NRP in Slovenia
FI	Included in funding at system level
SE	Statistics are collected on a national level, mainly for policy making. The National Agency of Education organise national programme councils / Advisory Boards for all IVET programmes. In those boards the social partners are represented, and the boards are used for consultation by the NAE in various questions such as indicator 2-3, 5-6 and

	8-10. The Agency for Higher Vocational Education shall approve and review all applications at CVET level on the basis of several quality criteria
UK(Wls)	The LOR provides background information on learner's age, gender, ethnicity and levels of deprivation which can be used to inform provision for vulnerable groups. The "Youth engagement and progression framework - implementation plan" aims to reduce the number of young people who are not engaged in education, employment or training (NEETS) and to put into place strategies to identify those at most risk from disengagement from the system http://wales.gov.uk/docs/dcells/publications/131007-ye-framework-implementation-plan-en.pdf
UK(Sct)	This is partially collected by VET Colleges, Consideration is being given to how it could be more fully collected and reported upon

Country	INDICATOR 9 – Mechanisms to identify training needs in the labour market
BE(fr)	Collected and used by the VET providers at their own level. Also, the Instances Bassins Enseignement-Formation professionnelle-Emploi gather stakeholders of VET and employment active on a specific territory. One of their mission is to identify training needs in the labour market
BG	Information collected on this indicator is used for raising awareness of the key VET actors. Social partners provide additional information on the workforce competence assessment within 20 pilot economic sectors
CZ	Qualification and assessments standards of vocational qualifications included in the national register of vocational qualifications (NSK) are developed by social partners in cooperation with NUV. These standards are taken into account in process of IVET curricula reviews
DE	The indicators are used in different ways on different levels of the system (see more information in box –indicator 1)
DK	In order to assess the need for and develop new training and adapt existing programs
EE	1. The Ministry of Economic Affairs and Communications is responsible for researching the skills and human resources needed by the labour market. The annual forecasts produced by the Ministry for each sector are one of the components considered by the MoER in determining the number and type of state funded study places in VET. 2. The Ministry of Education and Research, the Ministry of Economic Affairs and Communications, and the Ministry of Social Affairs in cooperation with employers and representatives from other ministries launched a regular and well-ordered system (OSKA http://oska.kutsekoda.ee/en/) for the forecasting, monitoring, and feedback of labour market needs. Within the framework of this programme, the developmental potential and labour requirements of different economic sectors in Estonia will be analysed, using quantitative as well as qualitative methods. Lifelong learning will be planned, based on the occupational areas. The results of this analysis and projections will form the basis for establishing qualifications and a career counselling service, for the curriculum development work of educational institutions, as well as for different authorities that finance learning activities. The prerequisite for this approach is the active and content-driven participation of employers in the creation of the lifelong learning system. The first three OSKA reports on ICT, accounting and the forestry and timber industry were published in April 2016 alongside a general overview of global and domestic trends influencing the supply and demand of labour in Estonia.
HR	The indicator is used when planning VET programme provision, especially new qualifications and curricula development and implementation
ES	Through the Observatory in the National Institute of Occupational Standards, depending on the Ministry of Education, Culture and Sport, and that in the Public Employment Service.
IE	Providers are required to demonstrate how they identify the need for a programme i.e. what market research they have undertaken and how programme proposals are evaluated by provider management as part of overall governance procedures. The effectiveness of these procedures will be evaluated in programmatic and institutional review processes. Participation and completion rates will be considered when reviewing effectiveness. Funding agencies generally will also undertake market research studies prior to tendering for VET providers to offer programmes
IT	Included in the accreditation system to apply for public funds (Criterion E of the National Accreditation System)
CY	The HRDA conducts, on an annual basis, a study to help develop estimates regarding the needs of individuals by specialty, so as to accordingly plan the implementation of training programmes by specialty and province- thus, meeting the needs of the economy in well trained workforce. The assessment of future training needs is based on data collected
LV	to get feedback loops the State Education Quality Service designs a survey focused on information on mechanisms to identify training needs in the labour market by determining the training needs in the labour market and evaluating the teaching, learning and training process in VET.
LT	To support decisions about the relevance of VET
LU	In IVET, training needs are identified by the tripartite curricular commissions supervised by the Ministry of Education, Children and Youth. These commissions are composed on one hand by experts representing the labour market nominated by the Professional Chambers and on the other hand by teachers representing the educational sector. All training programs are being appraised and validated by the Professional Chambers.

	A Training observatory has been created in order to provide the government with statistical and qualitative data on the labour markets' skills needs
HU	This is a sector- and regional level indicator, which has to be supported by a system defining the training directions and proportions. For the recently started county level structure-control in the Hungarian VET it is an important indicator, which shows what like and how effective methods are (to be) applied for the definition of the structure of the training both within and outside the school system (i.e. in adult training) in order to adapt VET to developments in the labour market
MT	Regular formal meetings with major stakeholders such as Chamber of Commerce. Most VET providers have a dedicated manager that regularly meets industries. Furthermore, NCFHE collects information via the 'Graduate Tracer Study', (part of an Erasmus+ project to identify the situation of graduates after completion of course), 'Employee Skills Survey' (joint project with Jobspus and Malta Enterprise – collects evidence about the number of employees in different sectors) and the Employability Index Study (identifies students that may be at a risk of underemployment due to mismatch between their educational attainment and current occupation).
NL	Survey executed by a national centre of expertise (cooperation between VET provider and labour market) and other organisations (f.e. CBS). Data are available on national, regional and sectoral level. VET provider are obliged to deliver a leaflet with information on the probabilities to find a job after qualification
PL	It is standard No 1. Schools conduct diagnosis of the regional and local educational needs and skills needs. They can cooperate in this area with Regional and Local Employment Councils, employers, Regional Observatories of labour market, County and Provincial Labour Offices. A school cannot open education for a given occupation unless it has a positive opinion to do it from Regional and Local Employment Council
RO	In IVET, data on indicator 9 are used to improve the correlation between the IVET offer and the labour market needs
SK	It is considered to be very important, as well. However, there is no "common" mechanism for monitoring labour market needs and it is limited to analyses of the needs of the most important employers in the area
FI	VET providers have their own forecasting systems (locally). We have a good national forecasting system at national and regional level. At national level actors are The Ministries of Education and Culture and Labour and the Economy. Finnish National Agency for Education is an important actor as well as the Regional State Authorities.
SI	All 10 indicators are prescribed for self-evaluation on system and providers level and for the whole process of quality assurance. The result of self-evaluation on system level is the National report on quality of VET and the result of self-evaluation on providers level is report on quality of a provider. Activities in support of self-evaluation on providers level are carried out by EQAVET NRP in Slovenia
SE	Statistics are collected on a national level, mainly for policy making. The National Agency of Education organise national programme councils / Advisory Boards for all IVET programmes. In those boards the social partners are represented, and the boards are used for consultation by the NAE in various questions such as indicator 2-3, 5-6 and 8-10. The Agency for Higher Vocational Education shall approve and review all applications at CVET level on the basis of several quality criterias
UK(Wls)	A number of governmental and non-governmental agencies provide labour market intelligence (LMI). Regional Skills Partnerships (RSPs) are tasked with analysing economic challenges and likely growth areas to identify the skills needed in the workforce. They produce Regional Employment and Skills Plans to analyse and influence the provision of skills based on regional economic need, to support growth and key infrastructure projects in each region. The Regional Employment and Skills Plans build on and support priorities identified by Enterprise Zones, City Deal, City Regions and cross border collaborations. The plans are refreshed annually and provide recommendations to Welsh Government to influence the prioritisation and deployment of skills funding including Apprenticeship and Further Education allocations
UK(Sct)	Labour Market Intelligence is generated by a number of bodies which is then presented to and shared with Scottish Government and other public sector bodies

Country	INDICATOR 10 – <i>Schemes used to promote better access to VET</i>
BE(fr)	The promotion of VET is done by each provider. There are some common communication actions at regional level
BG	This information is used in the process of development of strategic documents and legislation related to VET, such as the draft LLL Strategy, Actualised Employment Strategy, Draft amendments in VET Act, Strategy for decrease of early school leavers, etc. With the view to widen the access to VET for employed and unemployed persons, training schemes financed through vouchers have been introduced
CZ	In the Czech Republic there are web portals providing very detailed and up-to-date information on IVET provision (www.infoabsolvent.cz), on VNFIL and vocational qualifications (www.narodni-kvalifikace.cz), labour market (www.vzdelavaniaprace.cz) or job description (www.nsp.cz)
DE	The indicators are used in different ways on different levels of the system (see more information in box –indicator 1)
DK	Used in order to assess the need for and develop new training and adapt existing programs
EE	It's not an indicator, but schemes are used: 1. System for career guidance https://rajaleidja.innove.ee/ . 2. ESF program for improving the image of vocational education and training. As an outcome of this measure the awareness of

	students of general education schools of vocational education opportunities will increase and the share of the students among basic school graduates commencing their studies in vocational schools will also increase. Information about vocational education and training opportunities (incl. work-based learning) is up-to-date and available for all. As a result, the promotional and marketing activities of VET schools are systematic and targeted. In promotional and marketing activities the needs of different targets groups (learners with special needs, migrants/refugees, NEET youth etc) are taken into consideration. VET schools are offered consultancy in developing a communication plan, and in-service training for their communication and marketing specialists. Schools are encouraged to share best practices and to collaborate with each other and other actors in VET. Under this measure, national skills competitions are organised in many different fields involving enterprises, VET schools and professional associations
ES	Share of students holding the specific Compulsory Secondary Education Certificate to access intermediate VET. Share of students passing the specific entrance exam accessing to intermediate VET. Share of students holding the specific Bachillerato Diploma accessing to higher VET. Share of students passing the specific entrance exam accessing to higher VET.
HR	The indicator is taken into account when analysing and approving new enrolments (number of students, programmes, new staff employing etc.)
IE	National legislation requires providers and awarding bodies to promote access, transfer and progression for learners availing of accredited VET programmes. Provider effectiveness in this area is monitored and reviewed by QQI
IT	Included in the accreditation system to apply for public funds (Criterion E of the National Accreditation System)
CY	i) post-secondary programmes (meta-lykeiaka programmata); ii) the Apprenticeship System is changing (New Modern Apprenticeship-NMA) and becomes more flexible. Especially as far as vocational education is concerned, the new apprenticeship system is function as a bridge to formal education, for people that have mainly work experience on their field. Therefore, it could be argued that the NMA will function on the basis of recognition of non-formal and informal learning. The NMA will become fully operational in 2015 (Refernet, 2011).
LV	Different activities and public venues are used to promote the VET system. Different learning opportunities are offered in Latvia. People have an opportunity to engage in educational activities, which correspond to their interests and needs, and are organised in a non-formal way parallel to formal education that implies the structured and systematic acquisition of educational programmes, which are approved by state recognised educational or professional qualification certificates. The professional competency acquired in non-formal education is also formed by knowledge, skills and abilities gained through personal life and job experience. The evaluation of professional competencies of an applicant mastered in the process of the non-formal education is based on a test of the corresponding professional standard at the professional qualification examination.
LT	To support participation in VET
LU	Some of the guidance services have recently been regrouped in one single place in order to increase their networking and efficiency
HU	This is a sector level indicator, which is an important element in the establishment of equal opportunities. It contains the work of the supporting mechanisms, the provision of Lifelong Learning opportunities through the openness of both the vocational and adult training
MT	Major ESF projects in progress related to improving accessibility (elearning, access to labs and workshops), recognition of informal learning in lieu of entry requirements
NL	As a standard of the inspectorate framework. National survey executed by the national student union. This survey is about student satisfaction of VET students on several areas and very relevant for improvement because it gives student feedback on provider level and programme level
PL	It is Standard No 9. It regards providing full information on educational, vocational and employment possibilities. Students are provided with access to comprehensive counselling services. The actions in this area are monitored and evaluated
RO	In IVET, data on indicator 8 are used to set up specific measures aiming to improve IVET access
SK	These schemes are partially elaborated and not (yet) accessible for non-professional public. However, this is about to change by the means of another national project the aim of which is to promote VET, better access to VET and to test elements of dual education
SI	All 10 indicators are prescribed for self-evaluation on system and providers level and for the whole process of quality assurance. The result of self-evaluation on system level is the National report on quality of VET and the result of self-evaluation on providers level is report on quality of a provider. Activities in support of self-evaluation on providers level are carried out by EQAVET NRP in Slovenia
FI	Attractiveness of VET is high. Over 50% of Basic School leavers apply to VET and some 42% start their studies in VET. VET is promoted by the state, all relevant industries and employment offices. Joint national application system makes it easy to apply to all Education
SE	Statistics are collected on a national level, mainly for policy making. The National Agency of Education organise national programme councils / Advisory Boards for all IVET programmes. In those boards the social partners are represented, and the boards are used for consultation by the NAE in various questions such as indicator 2-3, 5-6 and

	8-10. The Agency for Higher Vocational Education shall approve and review all applications at CVET level on the basis of several quality criterias
UK(Wls)	The Welsh Government continues to fund/part-fund initiatives aimed at getting people of all ages into work through education or training in a work based environment
UK(Sct)	This has been a central part of Scottish Government policy during the current recession

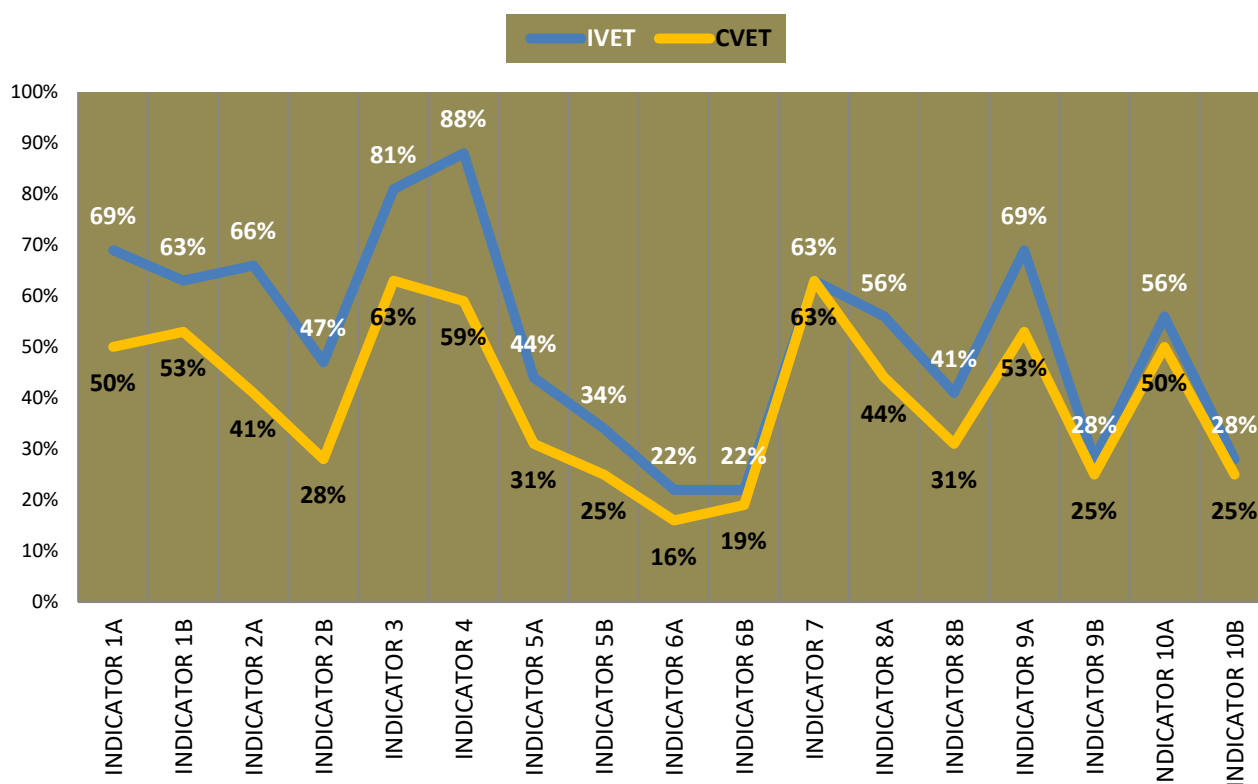
Overview 6.3

Figure 6.3.1 below shows that the implementation and use of the EQAVET indicators by national VET systems in EU-28 Countries follows similar patterns in IVET and CVET when the ‘always used’ average figures are compared.

The CVET sector presents in all instances lower figures, with the exception of indicator 7 which is ‘always used’ by the same number of countries in the IVET and CVET sector.

The greatest gap or discrepancy between IVET and CVET sectors occurs in indicators 1A, 3 and 4.

Figure 5.2.6 – Overview of EQAVET indicators used at system level for the IVET and CVET sectors, 2016



These trends were observed in previous years; for more information visit reports for 2011, 2012 and 2013 at <http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/progress-report.aspx>.

SECTION 6.4: European cooperation and the EQAVET indicators

This section analyses the responses provided by EQAVET members to the question:

Q41: Do you think that it would be useful to use some of the EQAVET indicators for benchmarking purposes?

This question asks EQAVET members about their opinion on increasing European cooperation regarding the use of EQAVET indicators. It gathers professional and ‘personal’ (i.e. it does not reflect a national/official position) suggestions and opinions on the use of the EQAVET indicators and EU cooperation from both EQAVET members representing EU-28 Countries and quality assurance national references points.

Table 6.4.1 – Working with EQAVET indicators and benchmarking

WORKING with EQAVET INDICATORS and BENCHMARKING	Response count	Response percentages	Countries
Yes	25	78%	BE(fr), BG, DK, DE, EE, IE, EL, ES, IT, CY, LV, LT, HU, MT, PL, PT, RO, SI, SK, FI, SE, UK(Wls, Nir, Sct), HR
No	5	16%	BE(nl), CZ, LU, NL, UK(Eng)
No response	2	6%	FR, AT

Table 6.4.1 – Working with EQAVET indicators and benchmarking, figures for 2013, 2016 and 2018

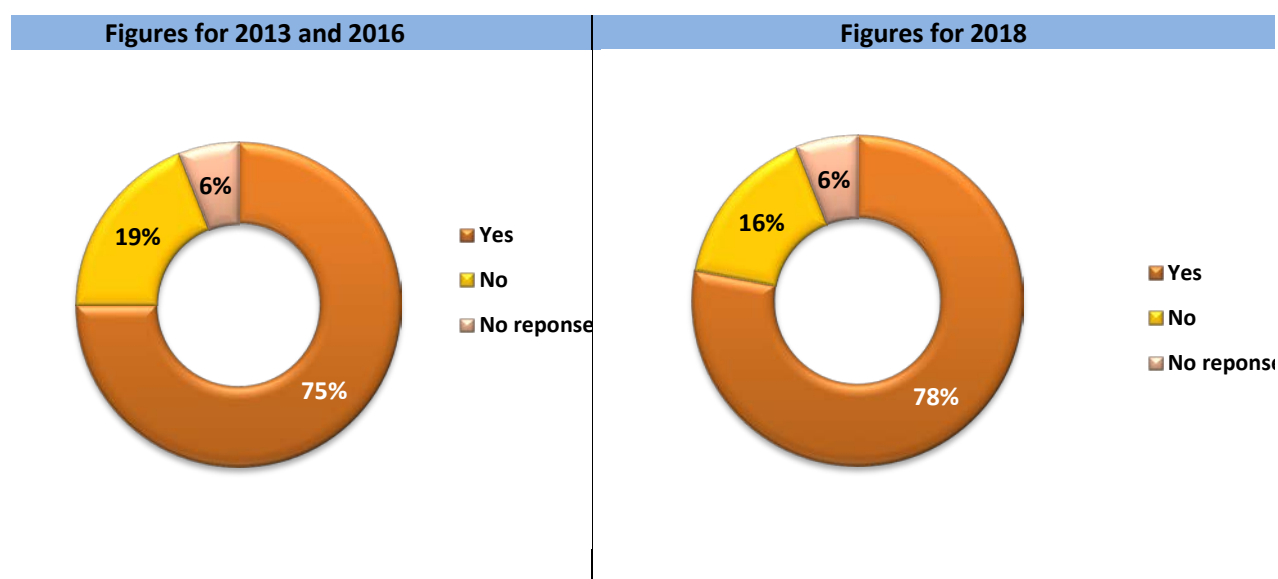
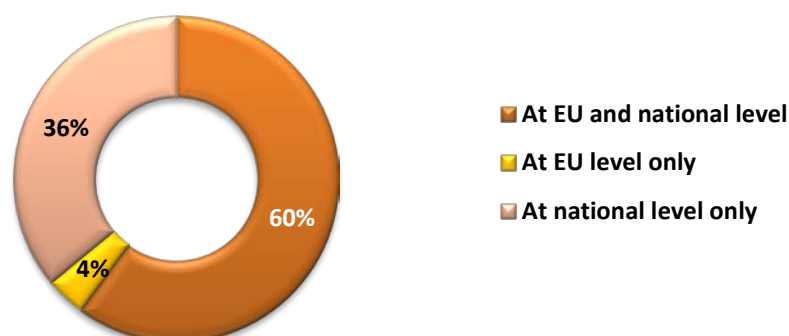


Table and Figure 6.3.1 above shows that the majority of respondents (25 or over three quarters (78 per cent)) would find it useful to increase EU cooperation with a view to working towards benchmarking conditions in relation to the EQAVET indicators. Figure 5.3.1 also shows an increase in the number of EU-28 Countries which favour to work with EQAVET indicators between 2013-2016 and 2018.

The analysis below (Table and Figure 6.3.2) shows at what level EQAVET members are interested in working with the EQAVET indicators for benchmarking purposes.

Figure 6.4.2 – Level of cooperation and benchmarking



Among the 25 EQAVET members in EU-28 which answered 'yes' to the previous question:

- 15 members (60 per cent) acknowledged that they would like to use and cooperate with EQAVET indicators at both EU and national levels. Within this category
 - seven members stated that they would find useful to use the '*all ten indicators*' for benchmarking purposes;
 - eight members would find it useful to use only '*some*'.
- Only one member stated that it would be useful to use the EQAVET indicators for benchmarking purposes '*at EU level only*'.
- Nine members (36 per cent) reported that they would find useful to use the indicators for benchmarking purposes '*at national level only*'. Within this category:
 - four members stated that they would like to work with '*all ten indicators*';
 - five members with '*some*' indicators.

Table 6.4.2 – Level of cooperation and benchmarking

AT WHICH LEVEL?	Response count	Response percentages	Countries
Yes, at both EU and national levels			
With all 10 indicators	7	28%	DK, EL, HR, LT, MT, PL, UK(WIs)
Only with some (specify)	8	32%	DE (indicators 2, 4, 6, 8, 9) EE (indicators 3, 4, 5) ES (indicators 3, 6, 8, 9) IE (indicators 3, 4, 6, 8, 9, 10) IT* (indicators 1, 2, 3, 4, 5, 6, 10) LV (4, 6, 9, 10) HU (indicators 1, 2, 3, 4, 5) SK (indicators 3, 4, 5, 6, 7, 9)
Totals	15	60%	DK, DE, EE, EL, ES, IE, HR, IT, LT, LV, HU, MT, PL, SK, UK(WIs)
Yes, at EU level only			
With all 10 indicators	0	0%	–
Only with some (specify)	1	4%	SI (3, 4, 5, 6 and 7)
Totals	1	4%	–
Yes, at national level only			
With all 10 indicators	4	16%	BE(fr), FI, UK(Nir, Sct)
Only with some (specify)	5	21%	BG (indicators 1, 2, 3, 4) CY (indicators 1, 2, 3, 4, 5, 6) RO (indicators 2, 4, 5, 8) PT (indicators 1, 3, 9, 10) SE (indicators 2, 4, 5)
Totals	9	36%	BE(fr), BG, CY, PT, RO, FI, SE, UK(Nir, Sct)

*IT stated that it would be useful to use EQAVET indicators at both EU and national levels: at national level with all ten; at EU level with the above specified indicators

These results seem to indicate that the EQAVET network can play an important role in supporting EQAVET members to facilitate the conditions in which the EQAVET indicators can be used for further cooperation and benchmarking purposes at the level they believe to be appropriate.

In this context, EQAVET members were asked:

Q41a: Which indicators you would like to work with in future with a view to collaborating with other Member States?

Table 6.4.3 shows the responses provided by EQAVET members to this question:

Table 6.4.3 – EQAVET indicators and EU cooperation

Countries	Which indicators you would like to cooperate in future with other Member States?
EE	Indicator 9
EL	Indicator 1 and 6
ES	Indicators 3, 6, 8 and 9
HR	All 10 Indicators
IE	Indicators 3, 6, 8, 9 and 10
CY	Indicators 1, 2 and 6
LV	Indicators 4, 5, 6, 9 and 10
LT	Indicators 4, 5, 6 and 9
LU	Indicators 9
HU	Indicators 6, 9 and 10
PT	Indicators 1, 3, 9 and 10
NL	Indicator 6
RO	Indicators 5 and 8
SI	All 10 indicators
SK	Indicators 3, 4, 5, 7 and 9
SE	Indicator 6
UK(WIs)	4, 5 and 6

Among the 17 EQAVET members who replied to the above question, Table 5.3.3 below shows the distribution of indicators which were mentioned by these members when asked which EQAVET indicators they would like to cooperate on in future with other member countries:

Table 6.4.4 – Overview: EQAVET indicators and EU cooperation

WORKING with EQAVET INDICATORS and BENCHMARKING	Response count	Response percentages	Countries
INDICATOR 1	5	29%	EL, HR, CY, PT, SI
INDICATOR 2	3	18%	HR, CY, SI
INDICATOR 3	6	35%	ES, HR, IE, SI, SK, PT
INDICATOR 4	6	35%	HR, LV, LT, SI, SK, UK(WIs)
INDICATOR 5	6	35%	HR, LT, LV, RO, SK, UK(WIs)
INDICATOR 6	13	77%	EL, ES, HR, IE, CY, LV, LT, HU, NL, SI, SK, SE, UK(WIs)
INDICATOR 7	2	12%	HR, SK
INDICATOR 8	5	29%	HR, ES, IE, RO, SI
INDICATOR 9	11	65%	EE, ES, HR, IE, LV, LT, LU, HU, SI, SK, PT
INDICATOR 10	5	29%	HR, LV, HU, PT, SI

The table above shows that the majority of the 17 EQAVET members responding ‘yes’ to question:

- Mentioned Indicator 6 and 9;
- Followed by indicators 3, 4 and 5, which were mentioned by a quarter of EQAVET members;

- It is worth commenting that all ten EQAVET indicators were mentioned by 2 members at least, indicating the relevance of these indicators to EQAVET members.

This analysis can help the EQAVET Network gain important insights for future work in relation to the set of ten EQAVET indicators.

Conclusion



KEY TRENDS and REFLECTIONS

Conclusions & policy implications

The report shows that national approaches to quality assurance at system and provider levels have been effectively aligned with the EQAVET Framework as envisaged in the EQAVET Recommendation. The key stakeholders have been involved, and the national approaches reflect the provisions of the Recommendation. The NRPs, supported by the EQAVET Network, have played an important role in this process.

The need to embed quality assurance culture and establish feedback mechanisms

Of key importance is the need to establish policy procedures which ensure the institutionalisation of stakeholder involvement in quality assurance processes (e.g. feedback mechanisms). However, the establishment of formal and structural quality assurance procedures does not always imply the development of a quality assurance culture. The report highlights the importance of establishing frameworks to ensure the correct interaction and flow of information between stakeholders and VET; and the full participation of stakeholders in the implementation of quality assurance approaches is an essential requirement in the development of a sustainable culture of quality assurance. A culture of quality assurance is closely connected to values, beliefs, expectations and commitments and generally requires more time and effort to become embedded in systems. The (deliberative and not just consultative) participation of stakeholders in the implementation of quality assurance is an essential requirement in the development of a sustainable culture of quality. While VET systems in EU-28 appear to have involved all relevant stakeholders to some extent in their national approaches to quality assurance, further and continued attention is necessary in this area.

Labour market relevance of VET and its outcomes

The engagement of labour market actors in the development of quality assurance is instrumental in establishing effective and responsive VET approaches. Work-based learning is based on efficient partnerships that facilitate transition from learning to working and make VET more relevant. This has been flagged in the most recent EU policy initiatives in education and training. These initiatives also acknowledge that information on tracking learners helps to improve the relevance of VET and can be used to understand factors that can explain graduates' failure or success in finding employment or transition to further education and training. These failures can relate to policy issues relating to the current EU labour market supply: such as a current educational mismatch between the supply and demand of VET graduates, lack of work experience and the absence of specific skills in graduates.

Therefore, while tracking graduates supports the link between VET and the labour market, and enables policymakers and VET providers to make more informed decisions which increase the relevance and the effectiveness of VET, countries do not always:

- have a systematic approach to collecting this information, nor a centralised system that collects and validates the data from different sources;
- use the information for reviewing and improvement purposes, signalling that although countries collect and evaluate information on graduates' destinations, they are not using it to inform further improvements.

Greater focus on the learner

Quality assurance needs to be learner-centred. This requires an increase in the participation of students/learners in quality assurance and the promotion and consolidation of EU initiatives which aim to widen access to qualifications, support lifelong learning and foster transnational mobility. However, as shown in Chapter 1, learners are not always involved in these processes (especially in the CVET sector).

Cooperation with the higher education sector is important, and quality assurance approaches should promote permeability between VET and higher education.

Using the Quality Assurance Cycle to support a holistic approach to quality assurance

Quality assurance at national level within VET systems appears to be more developed in the so-called input phases (planning and implementation) than in the evaluation and feedback phases.

On the other hand, VET providers appear to offer more developed quality assurance procedures in the planning and evaluation phases than in the implementation and review phases. This may suggest that VET providers are responding to external regulation/evaluation. This could imply that internal quality assurance or self-assessment might not be embedded, and/or that a culture of quality assurance has not been developed within training institutions. Monitoring and reporting on quality need to be seen as instruments which strengthen accountability and enable appropriate adaptation and change as a way of improving performance. However, this suggestion cannot be fully supported by the information provided in the survey and in some countries this finding might be due to the fact that VET providers engage in systematic self-evaluation.

Greater focus on continuous improvement and the learning outcome approach

The finding (i.e. that VET providers appear to have more advanced processes in the planning and evaluation than in the implementation and review phases) might indicate that more effort is required to promote the importance of internal evaluation and self-evaluation – in combination with external evaluation – which support continuous review and improvement based on evidence. In order to encourage this bottom-up view, external evaluation processes and agencies need to strike a balance between the autonomy and empowerment of VET providers and the needs of the VET system to ensure sufficient levels of consistency across all VET-related provision and policies. The EQAVET Framework can play an important role in this respect and/or in relation to the development of national standards while responding to the current move towards learning outcomes.

Quality assurance going forward

The analysis of the survey data indicates an ongoing incrementalism of approach in strengthening quality assurance in the EU; which is increasing transparency, common understanding and the development of a culture of quality assurance in VET. Quality assurance remains at the centre of our concern if learners and worker mobility are to be successful. In this context, the [Proposal for a Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad](#) may be a further stimulus to strengthen system and provider commitment to quality assurance. The development of a European Education Area will need enhanced mutual confidence in the quality assurance approaches underpinning qualifications.

The EQAVET Recommendation will continue to serve as a solid basis as we move into a new phase of collaborative work at the European level.

Countries Codes

ANNEX I

ANNEX: Country Codes

Country Codes EU-28

CODE	COUNTRY
BE(nl)	Belgium – Flemish Community
BE(fr)	Belgium – French Community
BG	Bulgaria
CZ	Czech Republic
DK	Denmark
DE	Germany
EE	Estonia
EL	Greece
IE	Ireland
ES	Spain
FR	France
HR	Croatia
IT	Italy
CY	Cyprus
LT	Lithuania
LV	Latvia
LU	Luxemburg
HU	Hungary
MT	Malta
NL	The Netherlands
AT	Austria
PL	Poland
PT	Portugal
RO	Romania
SI	Slovenia
SK	Slovakia
FI	Finland
SE	Sweden
UK(Eng)	United Kingdom – England
UK(Wls)	United Kingdom – Wales
UK(Nir)	United Kingdom – Northern Ireland
UK(Sct)	United Kingdom – Scotland

EFTA & candidate countries

ANNEX II

EFTA and Candidate Countries:

- EFTA countries: Switzerland (CH), Liechtenstein (LI) ⁴⁴, Norway (NO)
- Candidate Countries⁴⁵: Albania (AL), Bosnia and Herzegovina (BiH), Former Yugoslav Republic of Macedonia (FYROM), Montenegro (ME), Serbia (RS), Turkey (TR)

Table I - General information about national authorities/institutions

Country	NAME of INSTITUTION INVOLVED in the COMPLETION of SURVEY
CH	State Secretariat for Education, Research and Innovation
LI	Office for Vocational Education and Training
NO	Norwegian Directorate for Education and Research
AL	National VET and Qualifications Agency
BiH	Ministry of Civil Affairs
FYROM	Ministry of education and Social Policy; and VET Centre
ME	VET Centre Montenegro
RS	Institute for Improvement of Education - Centre for Vocational and Adult Education
TR	Ministry of National Education

SECTION 1: National VET policy, the quality assurance approach at system level and the EQAVET Framework

Table 1 - Institutions primary domain

PRIMARY DOMAIN	Countries
Regional	–
National	– AL, FYROM, ME, RS, TR
Both	CH, LI, NO BiH

Table 2 – Devising the national approaches to quality assurance in line with the EQAVET Framework to 2018

A NATIONAL APPROACH has been DEVISED in line with THE EQAVET FRAMEWORK	Countries
NO	
It is still in preparation (year it will be devised)	–
We need more time to devise (year it is planned be devised)	LI
We do not need it (explain why)	–
YES	
But the national approach has been developed independently to EQAVET; but it is compatible with the EQAVET Framework	– AL, FYROM, ME, RS
But the national approach has been developed independently to EQAVET; and does not share features with the EQAVET Framework	CH
The national approach has been devised utilising the EQAVET Framework	NO BiH*, TR
Other approaches (explain)	–

* BiH developed the approach in 2018

Table 3 - The national approaches to quality assurance in line with the EQAVET Framework, 2018

THE NATIONAL APPROACH is aligned to the following features of THE EQAVET FRAMEWORK	Countries
The EQAVET quality cycle	NO AL, BiH, FYROM, ME, RS, TR

⁴⁴ CH and LI did not complete the survey in 2016 or 2018 so data from 2013 is used.

⁴⁵ FYROM and RS did not complete the survey in 2018 so data from 2016 is used.

The EQAVET indicative descriptors	NO ME, TR
The EQAVET indicators	CH, NO AL, BiH, RS, TR

Table 4 – Progress towards full implementation of the national approach to quality assurance, 2018

THE NATIONAL APPROACH is CURRENTLY	Countries
At development stage (year it is expected to be implemented)	NO (2020) BiH (2018/2019), RS (2020)
Formally agreed (e.g. law or regulation, or other from of agreement - year it is expected to be fully implemented)	TR
Partially implemented (in piloting stage, implemented in some regions of VET programmes – year it is expected to be fully implemented)	AL, BiH (2020), FYROM*, RS, TR*
Fully implemented (year it was fully implemented)	CH (2011) ME (2014, reviewed due in 2018)
Others	–

* FYROM - It is part of the working document “National Strategy for Education in the Republic of Macedonia 2016-2020” that should be adopted by the end of 2016.

* TR – DG VET quality monitoring and evaluation system is implemented in 176 pilot VET schools. At the end of 2016 all providers schools will be registered by the system. Some indicators of MoNE Quality Framework have been implementing to measure institutional performance. In 2016, all indicators will be implemented by Strategy Development Department. 341 qualifications prepared by the sector committee with coordination of TR VQA. In June 2017, all vocational and technical education schools and institutions will complete school self-evaluation process on the on-line medium (<http://ozdegerlendirme.meb.gov.tr>).

Table 5 - The national approaches to quality assurance applies to initial, continuing VET and/or associated work-based learning, 2018

THE NATIONAL APPROACH APPLIES TO	Countries
Initial VET only	– FYROM, TR
Initial VET & associated work-based learning	CH, NO AL, BiH, ME, RS
Continuing VET only	– TR
Continuing VET & associated work-based learning	CH AL, BiH, FYROM, ME, RS

Table 6 – The national approach to quality assurance supporting the implementation/use of other important areas of education and training policy, 2018

THE NATIONAL APPROACH SUPPORTS	Countries
NQF/NQF implementation	
Only Initial VET	AL
Only Continuing VET	–
Both	BiH, FYROM, ME, RS, TR
Credit systems/ECVET implementation	
Only Initial VET	–
Only Continuing VET	–
Both	BiH, ME, TR
Validation of non-formal and informal learning	
Only Initial VET	AL
Only Continuing VET	RS, TR
Both	BiH, ME
Qualification design	
Only Initial VET	AL
Only Continuing VET	–
Both	BiH, FYROM, ME, RS, TR
Certification	
Only Initial VET	AL

Only Continuing VET	– TR
Both	CH BiH, FYROM, ME, RS

NO did not respond this question

Table 7 - National bodies involved in devising the national approach, 2018

NATIONAL BODIES INVOLVED	Countries
Ministry	<p>CH (Federal Department of Economic Affairs, Education and Research) NO (Ministry of Education and Research; The Directorate for Education and Training)</p> <p>AL (Ministry of Finance and Economy) BiH (Education at different levels of the BiH government: Ministry of Civil Affairs at the state-level; two entity-level ministries of the Federation of BiH and Republika Srpska; 10 cantonal ministries and Education Department of Brčko District of BiH) FYROM (The Ministry of Education and Science/ Ministry of labour and Social Policy/ VET Centre/ Centre for Adult Education/ State Examination Centre/ State Inspectorate/ Bureau for Development of Education) ME (Ministry of Education) RS (Ministry of Education) TR (National Education and Labour and Social Security)</p>
Local authorities	<p>CH (Cantonal IVET/CVET offices) NO (country authorities)</p> <p>TR (Provincial and Sub-provincial Directorates of Ministry of National Education, Provincial Directorates of Turkish Employment Agency)</p>
Others	<p>NO (researches)</p> <p>AL (National VET and Qualifications Agency) BiH (Pedagogical institutes, education agencies, foreign trade, crafts, regional development agencies; private and public training providers for LLL etc.) ME (VET Centre, Bureau for Education Services, Examination Centre, University of Montenegro) RS (Institute for the improvement of Education (VET Centre) and Institute for Quality Assessment) TR (Higher Education Council and TR Vocational Qualifications Authority (VQA) are working in close cooperation with MoNE)</p>

Table 8 - Stakeholders involved in devising the national approach – type of involvement for initial and continuing VET

STAKEHOLDERS INVOLVED and TYPE of INVOLVEMENT	INITIAL VET		CONTINUING VET	
	CONSULTATIVE	DELIBERATIVE	CONSULTATIVE	DELIBERATIVE
VET providers	– BiH, RS	NO AL, FYROM, ME, TR	– BiH, RS	– AL, FYROM, ME, TR
Industry/companies	NO AL, BiH, FYROM, RS, TR	– ME	– RS, TR	– BiH, FYROM, ME
Employer associations	NO FYROM, RS, TR	CH AL, BiH, ME	– FYROM, RS, TR	CH AL, BiH, ME
Employees associations	NO BiH, FYROM, RS, TR	CH AL, ME	– BiH, FYROM, RS, TR	CH AL, ME
Public authorities	– –	CH, NO AL, BiH, FYROM, ME, RS, TR	– –	CH AL, BiH, FYROM, ME, RS, TR
Regional or local authorities	NO AL, FYROM, ME, RS	CH BiH, TR	– AL, FYROM, ME, RS	CH BiH, TR
Students/Learners	NO AL, BiH, FYROM, RS, TR	– ME	– AL, BiH, FYROM, RS, TR	– ME
Teachers/instructors/trainers	NO	–	–	–

	AL, RS, TR	BiH, FYROM, ME	AL, RS, TR	BiH, FYROM, ME
Higher education sector	NO AL, FYROM, ME, RS	– BiH, TR	– AL, FYROM, RS	– BiH, ME, TR

Table 9 - Stakeholders involved in devising the national approach for the four phases of the quality assurance cycle –initial and continuing VET

STAKEHOLDERS INVOLVED for the four PHASES of THE QA CYCLE	INITIAL VET				
	Planning	Implementation	Evaluation	Review	No respond /Not involved
VET providers	NO AL, BiH, FYROM, RS, TR	NO AL, BiH, FYROM, ME, TR	NO AL, BiH, FYROM, ME, TR	– AL, FYROM, RS, ME, TR	–
Industry/companies	NO AL, BiH, FYROM, RS	NO AL, BiH, ME	– TR, ME	– AL, ME, RS, TR	–
Employer associations	CH, NO AL, BiH, FYROM, RS	CH, NO BiH, ME	– BiH, RS, TR	– AL, BiH, RS, TR, ME	–
Employee associations	CH, NO AL, RS	CH, NO BiH	– TR	AL, ME, RS, TR	– FYROM
Public authorities	CH, NO AL, BiH, FYROM, ME, RS, TR	CH, NO BiH, ME, RS, TR	CH, NO BiH, ME, RS, TR	CH AL, BiH, FYROM, ME, RS, TR	–
Regional or local authorities	CH, NO AL, BiH, FYROM, RS, TR	CH, NO TR	– TR	– AL, TR	– ME
Students/Learners	NO AL, BiH	NO AL, BiH, FYROM, ME, TR	NO BiH, FYROM, RS	– AL	–
Teachers/instructors/trainers	NO AL, BiH, FYROM, ME, RS	NO AL, BiH, FYROM, ME, RS, TR	BiH, FYROM, ME, RS, TR	– AL, BiH, ME	–
Higher education sector	NO AL, BiH, FYROM, ME, RS, TR	NO TR	– ME, TR	– AL, ME, RS, TR	–
STAKEHOLDERS INVOLVED for the four PHASES of THE QA CYCLE	CONTINUING VET				
	Planning	Implementation	Evaluation	Review	No respond /Not involved
VET providers	– AL, BiH, FYROM, RS, TR	– AL, BiH, FYROM, ME, TR	– AL, BiH, FYROM, ME, TR	– AL, RS, ME, TR	NO
Industry/companies	– AL, BiH, FYROM, RS	– AL, FYROM, ME	– ME, TR	– AL, ME, RS, TR	NO
Employer associations	CH AL, BiH, FYROM, RS	CH BiH, FYROM, ME	– BiH, TR	– AL, ME, RS, TR	NO
Employee associations	CH AL, BiH, RS	CH BiH	– BiH, TR	– AL, ME, RS, TR	NO FYROM
Public authorities	CH AL, BiH, FYROM, ME, RS, TR	CH BiH, ME, RS, TR	CH BiH, ME, RS, TR	CH AL, BiH, ME, RS, TR	NO
Regional or local authorities	CH AL, BiH, FYROM, RS, TR	– CH, TR	– TR	– AL, TR	NO ME

Students/Learners	– AL, BiH	– AL, BiH, FYROM, ME, TR	– BiH, FYROM, RS	– –	NO –
Teachers/instructors/trainers	– AL, BiH, FYROM, ME, RS	– AL, BiH, FYROM, ME, RS, TR	– BiH, FYROM, ME, RS, TR	– AL, BiH, ME	NO –
Higher education sector	– AL, BiH, ME, RS, TR	– TR	– TR, ME	– AL, ME, RS, TR	NO FYROM

Table 10 - The national approach to quality assurance in VET include a system that collects information relating to graduates who complete IVET and CVET

SYSTEM to COLLECT INFORMATION on VET GRADUATES	INITIAL VET	CONTINUING VET
	Countries	Countries
YES	NO AL, BiH, ME, TR	– AL, BiH, ME, TR
NO	– FYROM, RS	– FYROM, RS
No respond	LI –	LI, NO –

CH did not reply to the Survey in 2016 so there is not available on information in relation to the new questions introduced in 2016.

Table 10a -- How the information is collected on graduates who complete Initial VET and CVET

HOW INFORMATION IS COLLECTED?	INITIAL VET	CONTINUING VET
	Countries	Countries
The information is collected by one organisation at the national level	NO: Norwegian directorate of education and training are piloting a survey that collects information relating to graduates who complete initial VET. Once concluded the directorate will consider if this is sort of survey that will be done regularly in the future AL: National Employment Service ME: Ministry of Education, VET Centre and VET schools collect information relating to graduates who completed Initial VET. VET Schools enter data into MEIS (Montenegro Information Education System) TR: by Monitoring and Evaluation department of DG VET, unit: 'e-graduate monitoring'*	– AL: National Employment Service ME: Ministry of Education, VET Centre and VET schools collect information relating to graduates who completed Initial VET. VET Schools enter data into MEIS (Montenegro Information Education System)
Other way of collecting the information	– BiH: responsibility of the 10 cantons in BiH Federation and Brčko District of BiH, but available and shared at the state-level. Agencies for statistics collect information on VET graduates	– BiH: responsibility of the 10 cantons in BiH Federation and Brčko District of BiH, but available and shared at the state-level. Public Employment Institutes at entities level and Brčko district for the programmes they are responsible for TR: by DG for LLL. However, the system only includes graduates' certificate number, and seminar or course programs. If CVET graduates are employed in that case it is possible to get information from Social Security Institution
No response	LI, NO	LI, NO

* The Social Security Institution (SGK) collects information on the graduates who are employed. The "E-graduate monitoring" unit works in close cooperation with SGK

Table 11 - If information on VET graduates' employability is collected, please Identify what information is collected

WHAT INFORMATION IS COLLECTED?	INITIAL VET	CONTINUING VET
	Countries	Countries

Information on VET graduates' entry into the labour market	– AL, BiH, ME, TR	– AL, BiH, ME
Information on VET graduates' early progression after they have become employed	–	–
Information on VET graduates' progression in their career	–	–
Others	BiH: employment agencies TR: graduates' transition to higher education, adaptation of graduates' vocational qualifications	TR: Information related with course or seminar that graduates finished is being collected
No response	LI, NO	LI, NO

Table 12 - How the information on VET's graduates is used

HOW IS THIS INFORMATION USED?	INITIAL VET	CONTINUING VET
	Countries	Countries
To monitor the quality of VET provision	– AL, ME, TR	– AL, BiH, ME
To modify how VET is organised at a system level	– AL, ME, TR	– AL, BiH, ME
To improve the quality of VET provision	– AL, ME, TR	– AL, BiH, ME
Others	– BiH: to update and adjust curricula TR: To determine the sector skill needs, sector satisfaction, future skills provision and etc.	– BiH: to update and modify curriculum in relevance to working employment
No response	LI, NO	LI, NO

Table 13 – Cooperation between VET and HE authorities/institutions supporting progression/transition from VET and HE and vice versa, 2018

COOPERATION between VET & HE to support PROGRESSION/TRANSITION	Countries
No	ME
Yes; explain	<p>CH: Cooperation between VET and HE authorities/institutions related to the transition VET – HE takes place between the State Secretariat and the Conference of Rectors of the Swiss Universities of Applied Sciences, between the State Secretariat and the Conference of Rectors of the Swiss Universities and between the directorates within the State Secretariat. Quality assurance helps to ensure that the qualifications of a VET-graduate suffice to enter higher education</p> <p>NO: The Ministry for Education and Research is responsible for all education, including VET and HE. The Ministry has suggested in several white papers to increase the use of a VET pathway to HE, which means that some VET programmes has a direct admission to certain especially designed bachelor's courses, particularly in engineering</p> <p>AL: A Task Force on Albanian Qualifications Framework (AQF) is co-chaired by VET and HE representatives to further develop and implement AQF</p> <p>BiH: It is intended that this will increase as HE become involved in external evaluation and validation of VET qualifications. Presently VET technicians and other four years VET students who successfully complete their training are able to progress to higher education. Promotional activities are organised by HEI to introduce future students on career opportunities</p> <p>FYROM: Promotion activities are organised to provide information regarding the study programs, expected outcomes, career opportunities, and possibilities for mobility</p> <p>TR: Higher Education Council and MoNE are working closely to determine the effective and efficient policy related with IVET graduates. These are: Transition from upper secondary VET school to Vocational School of Higher Education (2 year education, Diploma Level 5); Technology Faculties have reserved quota for IVET graduates. If IVET graduates choose a field at University that is compliant</p>

	with their own educational field at upper secondary school, additional points are added to the points obtained from university entrance examination
Sometimes	RS
No response	LI

SECTION 2: The common approach to quality assurance for VET providers and the EQAVET Framework

Table 14 – Establishment of a common quality assurance approach for VET providers compatible with the EQAVET Framework to 2018

A NATIONAL APPROACH for VET PROVIDERS HAS BEEN ESTABLISHED COMPATIBLE with the EQAVET FRAMEWORK	Countries
NO	
It is still in preparation (year it will be devised)	– BiH (2018)
We need more time to devise (year it is planned be devised)	–
	<p>CH; IVET: The cantons are responsible for the overall supervision of IVET programmes. Supervising activities also include the monitoring of the quality of the classroom instruction segment of IVET programmes. CVET: The Confederation is responsible for overall supervision of federal CVET examinations and for the recognitions of programmes/courses at CVET colleges. This may trigger quality assurance activities at the level of VET providers</p> <p>LI: Quality standards are dependent on the development and change of the Swiss educational system. Liechtenstein does not have any vocational schools in VET. Liechtenstein and Switzerland have the "Inter-provincial agreement on vocational schools"</p> <p>NO; According to the law, the county authorities are responsible for devising a quality assurance system. Therefore, the national authorities have not devised a common quality assurance approach. The national system for quality in VET that is currently being devised, is meant to guide the county authorities in their work with quality issues.</p>
We do not need it (explain why)	
YES	
But the common approach for VET providers has been developed independently to EQAVET; but it is compatible with the EQAVET Framework	AL, FYROM, ME, RS
But the common approach for VET providers has been developed independently to EQAVET; and does not share features with the EQAVET Framework	–
The common approach for VET providers has been devised utilising the EQAVET Framework	TR

No further information is provided by CH and NO in relation to the common approach for VET providers.

Table 15 - The common approach for VET providers to quality assurance in line with the EQAVET Framework

THE NATIONAL APPROACH is aligned to the following features of THE EQAVET FRAMEWORK	Countries
The EQAVET quality cycle	AL, BiH, FYROM, ME, RS, TR
The EQAVET indicative descriptors	BiH, ME, TR
The EQAVET indicators	BiH, RS, TR

Table 16 – Progress towards full implementation of the common approach for VET providers to quality assurance

THE NATIONAL APPROACH is CURRENTLY	Countries
At development stage (year it is expected to be implemented)	AL (2020) BiH (pilot stage 2017/2018. Formal establishment planned for 2019-2020)
Formally agreed (e.g. law or regulation, or other form of agreement - year it is expected to be fully implemented)	ME RS (Law and Rule book on quality standards for schools) TR (Ministry of National Education Strategy for VET Development (both lifelong learning and initial VET))
Partially implemented (in piloting stage, implemented in some regions of VET programmes – year it is expected to be fully implemented)	AL: Implemented for VET programmes BiH (2020) FYROM (It is part of the working document “National Strategy for Education in the Republic of Macedonia 2016-2020” that should be adopted by the end of 2016) TR (176 VET providers were included in internal quality monitoring system. At the end of 2016 all VET providers will be registered)
Fully implemented (year it was fully implemented)	CH(2011)
Others	–

Table 17 - The common approaches to quality assurance applies to initial, continuing VET and/or associated work-based learning

THE NATIONAL APPROACH APPLIES TO	Countries
Initial VET only	AL, FYROM
Initial VET & associated work-based learning	BiH, ME, RS, TR
Continuing VET only	FYROM, ME
Continuing VET & associated work-based learning	BiH, RS, TR

Table 18 - Stakeholders involved in devising the common approach for the four phases of the quality assurance cycle –initial and continuing VET

STAKEHOLDERS INVOLVED for the four PHASES of THE QA CYCLE	INITIAL VET				
	Planning	Implementation	Evaluation	Review	No respond /Not involved
VET providers	AL, BiH, FYROM, RS, TR	AL, BiH, FYROM, ME, RS, TR	AL, BiH, FYROM, ME, TR	AL, BiH, FYROM, ME, TR	–
Industry/companies	AL, BiH, ME	AL, FYROM, ME	ME, TR	AL, ME, TR	RS
Employer associations	AL, BiH, RS, TR	ME	RS, TR	ME, TR	FYROM
Employees associations	AL, BiH, RS, TR	–	TR	ME, TR	FYROM
Public authorities	AL, BiH, FYROM, ME, RS, TR	ME, RS, TR	AL, FYROM, ME, RS, TR	AL, FYROM, ME, RS, TR	–
Regional or local authorities	AL, BiH, FYROM, RS, TR	TR	TR	TR	ME
Students/Learners	BiH	AL, ME, TR	AL, BiH, FYROM	BiH	–
Teachers/instructors/trainers	AL, BiH, FYROM, ME, TR	AL, BiH, FYROM, ME, TR	AL, BiH, FYROM, ME, RS, TR	AL, BiH, ME, TR	–
Higher education sector	BiH, FYROM, ME, RS, TR	TR	ME, TR	ME, TR	AL
STAKEHOLDERS INVOLVED for the four PHASES of THE QA CYCLE	CONTINUING VET				
	Planning	Implementation	Evaluation	Review	No respond /Not involved

VET providers	AL, BiH, FYROM, TR	AL, BiH, FYROM, ME, TR	AL, BiH, FYROM, ME, TR	AL, BiH, FYROM, ME, TR	RS
Industry/companies	AL, BiH, FYROM, ME	AL, FYROM, ME	FYROM, ME, TR	AL, ME, TR	RS
Employer associations	AL, BiH, FYROM	FYROM, ME	TR	ME, TR	RS
Employees associations	AL, BiH, TR	–	TR	ME, TR	FYROM, RS
Public authorities	AL, BiH, ME, TR	ME, TR	AL, FYROM, ME, TR	AL, ME, TR	RS
Regional or local authorities	AL, BiH, FYROM, TR	TR	TR	TR	ME, RS
Students/Learners	BiH	AL, ME, TR	AL, BiH, FYROM	BiH	RS
Teachers/instructors/trainers	AL, BiH, FYROM, ME, TR	AL, BiH, FYROM, ME, TR	AL, BiH, FYROM, ME, TR	AL, BiH, ME, TR	RS
Higher education sector	BiH, ME, TR	TR	ME, TR	ME, TR	AL, FYROM, RS

SECTION 3: Quality standards for VET and learning outcomes

Table 19 – There is a registration system for VET institutions at national level

REGISTRATION SYSTEM for VET INSTITUTIONS	Countries
Yes, for Initial VET	LI, NO
Yes, for Continuing VET	–
Yes, for both	CH AL, FYROM, ME, RS, TR
No	–
Other approaches	BiH (Registration system is available at the entity and cantonal level, but information is available at the state-level)

Table 20 – The national approach makes provision for external review of VET providers

EXTERNAL REVIEW of VET PROVIDERS	Countries
Yes, for Initial VET	LI, NO
Yes, for Continuing VET	–
Yes, for both	AL, BiH (recently developed), FYROM, ME, RS
No	CH
Other approaches	TR*

* TR: School evaluations focus on compliance with central regulations and are a combination of external evaluation by ministerial school inspectors every 3 years and internal evaluation. VQA defines standards and appropriate procedures for quality assurance in CVET and authorises certification of organisations accredited in multilateral recognition with TURKAK (Turkish Accreditation Authority).

Table 21 - National quality standards for VET providers

NATIONAL QUALITY STANDARDS for VET	Countries
Yes	CH, LI, NO AL, BiH, FYROM, RS, TR
No	–
Other approaches	ME (no formal standards)

Table 22 - How are national quality standards for VET providers used

QUALITY STANDARDS How are they used?	Initial VET	Continuing VET
	Countries	Countries
For guidance only	–	–
A condition of accreditation/approval	CH, LI BiH*, FYROM, RS, TR	CH BiH, FYROM, RS, TR
A condition of funding	CH, LI BiH, FYROM	CH BiH
Required as part of legislation	CH, NO, LI	CH

	AL, BiH, FYROM, RS, TR	AL, BiH, FYROM, RS, TR
Other purposes	–	–
No respond	–	NO

*BiH developed standards recently, these are not yet fully implemented

Table 23 – Type of standards used in the certification process in initial and continuing VET

TYPE of QUALITY STANDARDS and the CERTIFICATION PROCESS	Initial VET	Continuing VET
	Countries	Countries
Educational standards	CH and LI (based on LO), NO AL (based on LO), BiH*, FYROM, ME, RS and TR (based on LO)	CH (based on LO) BiH, ME, RS and TR (based on LO)
Assessment standards	CH and LI (based on LO), NO AL (based on LO), BiH, FYROM, ME, RS and TR (based on LO)	CH (based on LO) BiH, ME and TR (based on LO)
Occupational standards	CH and LI (based on LO), NO AL (based on LO), BiH (based on LO), FYROM, ME, RS and TR (based on LO)	CH (based on LO) BiH (based on LO), FYROM, ME and TR (based on LO)
Other purposes	–	–
No respond		NO AL

*BiH developed standards recently, these are not yet fully implemented

SECTION 4: EQAVET National Reference Points

Table 24 - Establishment of national reference points

ESTABLISHMENT of NRPs	Countries
Yes	CH(2012), LI(2008), NO(2010) RS(2014), TR(2013)
No	AL, BiH*, FYROM, ME

* To be established within the Ministry of Civil Affairs or Agency for Pre-, Primary and Secondary education

Table 25 - Organisational arrangements used by national VET systems to establish the national reference point

DESIGNATION of NATIONAL REFERENCE POINTS	Countries
It is part of the Ministry/ies	CH (Federal Department of Economic Affairs, Education & Research) LI (Ministry of Education; the Office for Vocational Education and Training provides the implementation of the Vocational Education Act) LI (Ministry of Education; The Agency for General Government Affairs is responsible for the planning and implementation of the NQF) NO (Ministry of Education & Research)
It is an agency funded by the Ministry/ies	TR (Ministry of National Education)
It is an agency independent of the Ministry/ies	LI
It is a private organisation	–
Others	RS (an institution established by the Government - within the Institute for the Improvement Education called Centre for Vocational and Adult Education)

Table 26 - Responsibilities of national reference points as set out by the EQAVET Recommendation

RESPONSIBILITIES of NRPs and the EQAVET RECOMMENDATION	Countries
Keeping stakeholders informed about the activities of the EQAVET network	CH, NO TR
Providing active support for the implementation of the work programme of the EQAVET network	LI, NO TR
Taking concrete initiatives to promote further development of the EQAVET Framework in the national context	– RS, TR

Ensuring that information is disseminated to stakeholders effectively	CH
Supporting training providers to identify areas for improvement to QA and implement QA systems in line with the EQAVET Recommendation	CH, NO RS, TR
Supporting training providers to introduce or develop self-evaluation systems	CH, NO TR

Table 27 – Areas of VET supported by national reference points regarding the implementation of the EQAVET Framework

NRPs' SUPPORT regarding AREAS of VET	Countries
Initial VET (IVET)	LI, NO RS, TR
Continuing VET (CVET)	— RS, TR
Adult education (AE)	NO RS
Informal education	— TR
Non-formal learning	— RS, TR
Institutions funded by the public sector	— RS, TR
Institutions funded by private or voluntary sector	— RS

CH did not respond

Table 28 – Scope of national reference points

SCOPE of NRPs regarding EU initiatives in VET	Countries
European Qualification Framework (EQF)	LI RS, TR
European Credit System for VET (ECVET)	— TR
The common EU principles for identification & validation of non-formal/informal learning	NO TR
The EU Quality Charter for Mobility	— —

CH did not respond

SECTION 5: Indicative descriptors at system level for IVET

Table 29 – EQAVET Indicative descriptors at system level for IVET – the four phases of the Quality Cycle

INDICATIVE DESCRIPTORS AT VET SYSTEM INITIAL VET	Always used	Sometimes used	Not used	No response
	Countries	Countries	Countries	Countries
PLANNING PHASE				
Goals/objective of VET are: described for the medium and long terms	CH, LI, NO AL, BiH, FYROM, RS, TR	— —	— —	— —
Goals/objective of VET are: linked to EU goals	AL, BiH, FYROM, RS	LI, NO TR	CH —	— —
The relevant stakeholders participate in setting VET goals and objectives at the different levels	CH AL, BiH, TR	LI, NO FYROM, RS	— —	— —
Targets: are established	CH, LI FYROM, TR	NO BiH, RS	— —	— —
Targets are: monitored through specific indicators (success criteria)	LI AL, FYROM	CH, NO RS, TR	— BiH	— —

Mechanisms and procedures have been established to identify training needs	CH, LI, NO TR	AL, BiH, FYROM, RS	– –	– –
An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements	NO FYROM	LI AL, TR	CH BiH, RS	– –
Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	CH, LI, NO TR	– AL, FYROM	– BiH, RS	– –
IMPLEMENTATION PHASE				
Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels	CH, LI, NO AL, FYROM	BiH, RS, TR	– –	– –
Implementation plans include: consideration of the resources required	CH, LI, NO AL, FYROM, TR	– BiH	– RS	– –
Implementation plans include: the capacity of the users and the tools	CH, LI AL, FYROM, TR	NO BiH, RS		
Implementation plans include: guidelines needed for support	LI –	CH, NO AL, BiH, FYROM, TR	– RS	– –
Guidelines and standards have been devised for implementation at different levels	LI –	CH, NO AL, BiH, FYROM, TR	– –	– RS
Implementation plans include specific support towards the training of teachers and trainers	LI –	CH, NO AL, BiH, FYROM, RS, TR	– –	– –
VET providers' responsibilities in the implementation process are explicitly described	LI, NO AL, BiH, FYROM, TR	CH RS	– –	– –
VET providers' responsibilities in the implementation process are explicitly described and made transparent	LI, NO BiH, FYROM	CH AL, RS, TR	– –	– –
A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and includes guidelines at VET-provider level	– FYROM, TR	CH, LI AL, BiH	NO –	– RS
A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and includes quality standards at VET-provider level	– FYROM, TR	CH, LI AL, BiH, RS	NO –	– –
EVALUATION PHASE				
A methodology for evaluation has been devised, covering internal evaluation	CH AL, FYROM, RS, TR	NO BiH	LI –	– –
A methodology for evaluation has been devised, covering external evaluation	CH FYROM, RS, TR	NO AL, BiH,	LI –	– –
Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described	CH, NO AL, TR	– BiH, FYROM, RS	LI –	– –
The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector	CH, LI AL	NO BiH, FYROM, RS, TR	– –	– –
Systems are subject to self-evaluation, internal and external review, as appropriate	CH, LI FYROM	NO AL, BiH, TR	– –	– RS
Early warning systems are implemented	LI –	CH, NO AL, TR	– BiH, FYROM, RS	– –
Performance indicators are applied	CH, NO AL, FYROM, TR	LI –	– –	– BiH, RS
Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement	CH, LI, NO AL, TR	– FYROM, RS	– BiH	– –
Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	CH, NO TR	– AL, FYROM, RS	LI BiH	– –

REVIEW PHASE				
Procedures, mechanisms and instruments for undertaking reviews are defined at all levels	– TR	CH, NO AL, FYROM	LI BiH, RS	– –
Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly	CH –	NO AL, FYROM, TR	LI BiH, RS	– –
Information on the outcomes of evaluation is made publicly available	NO FYROM	CH AL, RS, TR	LI BiH	– –

ME did not respond

Table 29 – EQAVET Indicative descriptors at system level for CVET – the four phases of the Quality Cycle

INDICATIVE DESCRIPTORS AT VET SYSTEM CONTINUING VET	Always used	Sometimes used	Not used	No response
	Countries	Countries	Countries	Countries
PLANNING PHASE				
Goals/objective of VET are: described for the medium and long terms	CH AL, RS, TR	– BiH, FYROM	– –	LI, NO –
Goals/objective of VET are: linked to EU goals	– AL, RS	– BiH, FYROM, TR	CH –	LI, NO –
The relevant stakeholders participate in setting VET goals and objectives at the different levels	CH AL, TR	– BiH, FYROM, RS	– –	LI, NO –
Targets: are established	CH AL, FYROM, TR	– BiH, RS	– –	LI, NO –
Targets are: monitored through specific indicators (success criteria)	– AL,	CH FYROM, RS, TR	– BiH	LI, NO –
Mechanisms and procedures have been established to identify training needs	CH TR	– AL, BiH, FYROM, RS	– –	LI, NO –
An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements	– FYROM	– AL, TR	CH BiH, RS	LI, NO –
Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	CH –	– AL, FYROM, TR	– BiH, RS	LI, NO –
IMPLEMENTATION PHASE				
Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels	CH AL	– BiH, FYROM, RS, TR	– –	LI, NO –
Implementation plans include: consideration of the resources required	CH AL, FYROM, TR	– BiH	– RS	LI, NO –
Implementation plans include: the capacity of the users and the tools	CH AL, FYROM, TR	– BiH, RS	– –	LI, NO –
Implementation plans include: guidelines needed for support	– –	CH AL, BiH, FYROM, TR	– RS	LI, NO –
Guidelines and standards have been devised for implementation at different levels	– –	CH AL, BiH, TR	– FYROM	LI, NO RS
Implementation plans include specific support towards the training of teachers and trainers	– –	CH AL, BiH, RS, TR	– FYROM	LI, NO –
VET providers' responsibilities in the implementation process are explicitly described	– AL, FYROM, TR	CH BiH, RS	– –	LI, NO –
VET providers' responsibilities in the implementation process are explicitly described and made transparent	– FYROM	CH AL, BiH, RS, TR	– –	LI, NO –
A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and includes guidelines at VET-provider level	– –	CH AL, FYROM, TR	– BiH, RS	LI, NO –

A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and includes quality standards at VET-provider level	–	CH AL, FYROM, RS, TR	– BiH	LI, NO –
EVALUATION PHASE				
A methodology for evaluation has been devised, covering internal evaluation	CH RS, TR	– FYROM	– BiH	LI, NO AL
A methodology for evaluation has been devised, covering external evaluation	CH RS	– AL, FYROM	– BiH, TR	LI, NO –
Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described	CH AL	– FYROM, RS, TR	– BiH	LI, NO –
The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector	CH AL	– BiH, FYROM, RS, TR	– –	LI, NO –
Systems are subject to self-evaluation, internal and external review, as appropriate	CH –	– AL, FYROM, TR	– BiH	LI, NO RS
Early warning systems are implemented	–	CH AL, TR	BiH, FYROM, RS	LI, NO –
Performance indicators are applied	CH AL	– FYROM, TR	– –	LI, NO BiH, RS
Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement	CH AL	– FYROM, RS, TR	– BiH	LI, NO –
Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	CH –	– AL, FYROM, RS, TR	– BiH,	LI, NO –
REVIEW PHASE				
Procedures, mechanisms and instruments for undertaking reviews are defined at all levels	– TR	CH, NO AL, FYROM	LI BiH, RS	LI, NO RS
Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly	CH –	NO AL, FYROM, TR	LI BiH, RS	LI, NO
Information on the outcomes of evaluation is made publicly available	– FYROM	CH AL, RS, TR	LI BiH	LI, NO

ME did not respond

Table 30 – EQAVET Indicative descriptors at provider level for IVET – the four phases of the Quality Cycle

INDICATIVE DESCRIPTORS AT PROVIDER LEVEL INITIAL VET	Always used	Sometimes used	Not used	No response
	Countries	Countries	Countries	Countries
PLANNING PHASE				
The local targets set by the VET providers reflect: European VET policy goals/objectives	– AL	NO FYROM, ME, RS, TR	CH, LI –	– BiH
The local targets set by the VET providers reflect: National level VET policy goals/objectives	CH, LI AL, BiH, FYROM, ME, RS, TR	NO –	– –	– –
The local targets set by the VET providers reflect: Regional level VET policy goals/objectives	CH, LI FYROM, TR	– RS	– –	NO AL, BiH, ME,
Explicit goals/objectives and targets are: set	– AL, BiH, FYROM, ME, RS, TR	CH –	NO –	– –
Explicit goals/objectives and targets are: monitored	LI AL, FYROM, ME, RS	CH BiH, TR	NO –	– –
On-going consultation with relevant stakeholders takes place to identify specific local/ individual needs	CH, LI, NO AL, BiH, FYROM, ME	– TR	– RS	– –

Responsibilities in quality management and development have been explicitly allocated	LI, NO BiH, FYROM, ME	CH AL, TR	– RS	– –
There is an early involvement of staff in planning, including with regard to quality development	NO AL, BiH, FYROM, ME	CH TR	LI RS	– –
Providers plan cooperative initiatives with other VET providers	LI, NO –	CH AL, BiH, FYROM, ME, RS, TR	– –	– –
The relevant stakeholders participate in the process of analysing local needs	CH, LI, NO –	– AL, BiH, FYROM, ME, RS, TR	– –	– –
VET providers have an explicit and transparent quality assurance system in place	– ME	CH, LI, NO AL, BiH, FYROM, RS, TR	– –	– –
IMPLEMENTATION PHASE				
Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans	CH AL, FYROM	LI, NO BiH, ME, RS, TR	– –	– –
Relevant and inclusive partnerships are explicitly supported to implement the actions planned	CH ME	LI, NO AL, BiH, FYROM, RS, TR	– –	– –
The strategic plan for staff competence development specifies the need for training for teachers and trainers	LI AL, ME, TR	CH, NO BiH, FYROM, RS	– –	– –
Staff undertake regular training and develop cooperation with relevant external stakeholders: to support capacity building and quality improvement	LI BiH, ME	CH AL, FYROM, RS, TR	NO –	– –
Staff undertake regular training and develop cooperation with relevant external stakeholders: to enhance performance	LI BiH, ME	CH FYROM, RS, TR	NO –	– AL
EVALUATION PHASE				
Self-assessment/self-evaluation is periodically carried out: under national regulations/frameworks	NO AL, FYROM, ME, RS, TR	– –	CH, LI	– BiH
Self-assessment/self-evaluation is periodically carried out: under regional regulations/framework	NO AL, TR	CH –	LI FYROM, RS	– BiH, ME
Self-assessment/self-evaluation is periodically carried out: at the initiative of VET providers	NO –	CH BiH, FYROM, ME, TR	LI RS	– AL
Evaluation and review covers processes and results/outcomes of education including: the assessment of learner satisfaction	NO AL, FYROM, ME	CH BiH, RS	LI –	– –
Evaluation and review covers processes and results/outcomes of education including: staff performance and satisfaction	NO AL, FYROM, ME, TR	CH BiH, RS	LI –	– –
Evaluation and review includes adequate and effective mechanisms to involve: internal stakeholders	NO AL, ME, TR	CH BiH, FYROM	LI RS	– –
Evaluation and review includes adequate and effective mechanisms to involve: external stakeholders	NO ME	CH AL, BiH, FYROM, TR	LI RS	– –
Early warning systems are implemented	– –	CH AL, ME, TR	LI, NO FYROM, RS	– BiH
REVIEW PHASE				
Learners' feedback is gathered: on their individual learning experience and on the learning and teaching environment	NO BiH, FYROM, ME, RS	CH, LI AL, TR	– –	– –
Learners' feedback is gathered: Together with teachers' feedback this is used to inform further actions	NO AL, BiH, FYROM, ME	CH, LI RS, TR	– –	– –

Information on the outcomes of the review is widely and publicly available	NO ME	CH AL, FYROM, RS, TR	LI BiH	— —
Procedures on feedback and review are part of a strategic learning process in the organisation	— FYROM, ME	CH, LI, NO AL, BiH, RS, TR	— —	— —
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	— ME, RS	CH, NO AL, BiH, FYROM, TR	LI —	— —

Table 31 – EQAVET Indicative descriptors at provider level for CVET – the four phases of the Quality Cycle

INDICATIVE DESCRIPTORS AT PROVIDER LEVEL CONTINUING VET	Always used	Sometimes used	Not used	No response
	Countries	Countries	Countries	Countries
PLANNING PHASE				
The local targets set by the VET providers reflect: European VET policy goals/objectives	— AL	— FYROM, ME, RS, TR	CH —	LI, NO BiH
The local targets set by the VET providers reflect: National level VET policy goals/objectives	CH AL, BiH, ME, RS, TR	— FYROM	— —	LI, NO —
The local targets set by the VET providers reflect: Regional level VET policy goals/objectives	— FYROM, TR	— RS	— —	CH, LI, NO AL, BiH, ME
Explicit goals/objectives and targets are: set	— AL, BiH, ME, RS, TR	CH FYROM	— —	LI, NO —
Explicit goals/objectives and targets are: monitored	— AL, ME, RS	CH BiH, FYROM, TR	— —	LI, NO —
On-going consultation with relevant stakeholders takes place to identify specific local/ individual needs	CH BiH, FYROM, ME	— AL, TR	— RS	LI, NO —
Responsibilities in quality management and development have been explicitly allocated	CH BiH, FYROM, ME	— AL, TR	— RS	LI, NO —
There is an early involvement of staff in planning, including with regard to quality development	CH BiH, AL, FYROM, ME	— TR	— RS	LI, NO —
Providers plan cooperative initiatives with other VET providers	CH —	AL, BiH, FYROM, ME, RS, TR	— —	LI, NO —
The relevant stakeholders participate in the process of analysing local needs	CH —	AL, BiH, FYROM, ME, RS, TR	— —	LI, NO —
VET providers have an explicit and transparent quality assurance system in place	— ME	CH AL, BiH, FYROM, RS, TR	— —	LI, NO FYROM
IMPLEMENTATION PHASE				
Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans	CH AL, FYROM	— BiH, ME, TR	— —	LI, NO RS
Relevant and inclusive partnerships are explicitly supported to implement the actions planned	CH ME	AL, BiH, FYROM, RS, TR	— —	LI, NO —
The strategic plan for staff competence development specifies the need for training for teachers and trainers	— AL, ME	CH BiH, FYROM, RS, TR	— —	LI, NO FYROM
Staff undertake regular training and develop cooperation with relevant external stakeholders: to support capacity building and quality improvement	— BiH, ME	CH AL, FYROM, RS, TR	— —	LI, NO —
Staff undertake regular training and develop cooperation with relevant external stakeholders: to enhance performance	— BiH, ME	CH FYROM, RS, TR	— —	LI, NO AL, FYROM
EVALUATION PHASE				

Self-assessment/self-evaluation is periodically carried out: under national regulations/frameworks	CH AL, FYROM, ME, RS	– TR	– –	LI, NO BiH, FYROM
Self-assessment/self-evaluation is periodically carried out: under regional regulations/framework	– AL	CH TR	– RS	LI, NO BiH, FYROM, ME
Self-assessment/self-evaluation is periodically carried out: at the initiative of VET providers	– –	CH BiH, FYROM, TR	– ME, RS	LI, NO AL
Evaluation and review covers processes and results/outcomes of education including: the assessment of learner satisfaction	– FYROM, ME, TR	CH AL, BiH, RS	– –	LI, NO –
Evaluation and review covers processes and results/outcomes of education including: staff performance and satisfaction	– ME, TR	CH AL, BiH, FYROM, RS	– –	LI, NO –
Evaluation and review includes adequate and effective mechanisms to involve: internal stakeholders	– ME, AL	CH BiH, FYROM, TR	– –	LI, NO RS
Evaluation and review includes adequate and effective mechanisms to involve: external stakeholders	– ME	CH AL, BiH, FYROM, TR	– –	LI, NO RS
Early warning systems are implemented	– –	CH AL, ME, TR	– FYROM, RS	LI, NO BiH
REVIEW PHASE				
Learners' feedback is gathered: on their individual learning experience and on the learning and teaching environment	– BiH, ME, RS, TR	CH AL, FYROM	– –	LI, NO –
Learners' feedback is gathered: Together with teachers' feedback this is used to inform further actions	– AL, BiH, ME, TR	CH FYROM, RS	– –	LI, NO –
Information on the outcomes of the review is widely and publicly available	– ME	CH FYROM, TR	– RS	LI, NO AL, BiH
Procedures on feedback and review are part of a strategic learning process in the organisation	– ME	CH AL, BiH, FYROM, TR	– RS	LI, NO –
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	– ME, RS	CH AL, BiH, FYROM, TR	– –	LI, NO –

SECTION 6: EQAVET+ Indicative descriptors at system level for IVET and CVET

Table 32 – EQAVET+ Indicative descriptors at system level for IVET – the four phases of the Quality Cycle

EQAVET+ INDICATIVE DESCRIPTORS AT SYSTEM LEVEL INITIAL VET	Always used	Sometimes used	Not used	No response
	Countries	Countries	Countries	Countries
PLANNING PHASE				
Social partners participate in setting VET goals and objectives at the different levels	NO AL, BiH, ME, TR			
Mechanisms and procedures have been established to identify the training needs of the labour market	NO AL, ME, TR	BiH		
Mechanisms and procedures have been established to identify the training needs of the society	NO AL, ME	BiH		TR
VET qualifications are described using learning outcomes	NO AL, ME, TR	BiH		
Mechanisms are established for the quality assurance of the Design of qualifications	NO AL, BiH, ME, TR			
Mechanisms are established for the quality assurance of the Assessment of qualifications	NO AL, BiH, ME, TR			
Mechanisms are established for the quality assurance of the Certification of qualifications	NO BiH, ME, TR			

Mechanisms are established for the quality assurance of the Review of qualifications	AL, ME, TR	NO BiH,		
IMPLEMENTATION PHASE				
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Assessment of qualifications	NO AL, ME, TR	BiH,		
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Validation of qualifications:	NO AL, ME, TR		BiH	
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Certification of qualifications	NO AL, ME, TR	BiH,		
REVIEW PHASE				
Procedures, mechanisms and instruments for undertaking reviews are used to improve the quality of provision at all levels	NO TR	AL, ME	BiH	

*BiH did not provide information

Table 33 – EQAVET+ Indicative descriptors at system level for CVET – PLANNING, IMPLEMENTATION, EVALUATION and REVIEW PHASES

EQAVET+ INDICATIVE DESCRIPTORS AT SYSTEM LEVEL INITIAL VET	Always used	Sometimes used	Not used	No response
	Countries	Countries	Countries	Countries
PLANNING PHASE				
Social partners participate in setting VET goals and objectives at the different levels	– AL, BiH, ME, TR			NO
Mechanisms and procedures have been established to identify the training needs of the labour market	AL, ME, TR	BiH		NO
Mechanisms and procedures have been established to identify the training needs of the society	AL, ME,	BiH		NO TR
VET qualifications are described using learning outcomes	AL, ME, TR	BiH		NO
Mechanisms are established for the quality assurance of the Design of qualifications	AL, TR	BiH	ME,	NO
Mechanisms are established for the quality assurance of the Assessment of qualifications	AL, BiH, TR		ME,	NO
Mechanisms are established for the quality assurance of the Certification of qualifications	AL, BiH, TR		ME,	NO
Mechanisms are established for the quality assurance of the Review of qualifications	AL, TR	BiH,	ME,	NO
IMPLEMENTATION PHASE				
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Assessment of qualifications	AL, TR	BiH,	ME,	NO
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Validation of qualifications:	AL, TR		BiH, ME,	NO
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include Certification of qualifications	AL, TR	BiH,	ME,	NO
REVIEW PHASE				
Procedures, mechanisms and instruments for undertaking reviews are used to improve the quality of provision at all levels	TR	AL, ME,	BiH,	NO

Table 34 – EQAVET+ Indicative descriptors at provider level for IVET – PLANNING, IMPLEMENTATION, EVALUATION and REVIEW PHASES

EQAVET+ INDICATIVE DESCRIPTORS AT PROVIDER LEVEL INITIAL VET	Always used	Sometimes used	Not used	No response
	Countries	Countries	Countries	Countries
PLANNING PHASE				
Programmes are designed to meet the explicit goals/objectives and targets set	NO AL, BiH, ME, TR			
Ongoing consultation with social partners takes place to identify specific local/individual needs	NO AL, BiH, ME, TR			
Providers plan cooperative initiatives with all relevant stakeholders	TR	NO AL, BiH, ME,		
IMPLEMENTATION PHASE				
Relevant and inclusive partnerships between teachers and trainers are explicitly supported to implement the actions planned	TR	NO AL, BiH, ME,		
VET providers' programmes enable learners to meet the expected learning outcomes	NO AL, BiH, ME, TR			
VET providers' programmes enable learners to become involved in the learning process	NO AL, BiH, ME, TR			
VET providers respond to the learning needs of individuals by using approaches to pedagogy and assessment which enable learners to achieve the expected learning outcomes	NO AL, BiH, ME, TR			
VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes	NO AL, BiH, ME, TR			
EVALUATION PHASE				
Evaluation and review the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders	NO TR	AL, BiH, ME,		
REVIEW PHASE				
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback which is used to inform further actions	AL, BiH, ME, TR	NO		
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with trainers' feedback which is used to inform further actions	AL, BiH, ME, TR		NO	
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with all other relevant stakeholders' feedback which is used to inform further actions	NO TR	AL, BiH, ME,		
Procedures on feedback and review are part of a strategic learning process in the organisation support the development of high quality provision	NO AL, BiH, ME, TR			
Procedures on feedback and review are part of a strategic learning process in the organisation improve opportunities for learners	NO AL, BiH, ME, TR			

Table 35 – EQAVET+ Indicative descriptors at provider level for CVET – PLANNING, IMPLEMENTATION, EVALUATION and REVIEW PHASES

EQAVET+ INDICATIVE DESCRIPTORS AT PROVIDER LEVEL CONTINUING VET	Always used	Sometimes used	Not used	No response
	Countries	Countries	Countries	Countries
PLANNING PHASE				

Programmes are designed to meet the explicit goals/objectives and targets set	AL, BiH, TR	ME,		NO
Ongoing consultation with social partners takes place to identify specific local/individual needs	AL, BiH, ME, TR			NO
Providers plan cooperative initiatives with all relevant stakeholders	TR	AL, BiH, ME,		NO
IMPLEMENTATION PHASE				
Relevant and inclusive partnerships between teachers and trainers are explicitly supported to implement the actions planned	TR	AL, BiH, ME,		NO
VET providers' programmes enable learners to meet the expected learning outcomes	AL, BiH, TR	ME,		NO
VET providers' programmes enable learners to become involved in the learning process	AL, BiH, TR	ME,		NO
VET providers respond to the learning needs of individuals by using approaches to pedagogy and assessment which enable learners to achieve the expected learning outcomes	AL, BiH, TR	ME,		NO
VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes	AL, BiH, TR	ME,		NO
EVALUATION PHASE				
Evaluation and review the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders	TR	AL, BiH, ME,		NO
REVIEW PHASE				
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback which is used to inform further actions	AL, BiH, ME, TR			NO
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with trainers' feedback which is used to inform further actions	AL, BiH, TR			NO
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with all other relevant stakeholders' feedback which is used to inform further actions	TR	AL, BiH, ME,		NO
Procedures on feedback and review are part of a strategic learning process in the organisation support the development of high quality provision	AL, BiH, TR	ME,		NO
Procedures on feedback and review are part of a strategic learning process in the organisation improve opportunities for learners	AL, BiH, TR	ME,		NO

SECTION 7: The use of the EQAVET Indicators for the IVET and CVET sectors

Table 36 - Arrangements in place to review the national approach, publicly

ARRANGEMENTS to review the NATIONAL APPROACH	Countries	If 'yes' are OUTCOMES PUBLICLY AVAILABLE?	Countries
Yes	CH, NO BiH (development state), RS (2020), TR	Yes	CH, NO TR
No	LI AL, FYROM	No	BiH, RS

Other	ME (new methodology on QA at developmental stage)		
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Table 37 – EQAVET Indicators at system level for IVET and CVET

EQAVET INDICATORS	Always used	Sometimes used	Not used	No response	Always used	Sometimes used	Not used	No response
	Countries	Countries	Countries	Countries	Countries	Countries	Countries	Countries
	IVET				CVET			
INDICATOR 1A	LI AL, FYROM, ME, RS	– TR	CH, NO	–	– AL, ME, TR	– FYROM, RS	CH	LI, NO
INDICATOR 1B	LI FYROM, ME	– RS, TR	CH, NO AL	–	– TR, ME	– FYROM	CH RS	LI, NO AL
INDICATOR 2A	LI ME	NO AL, FYROM, RS, TR	CH	–	– ME	– TR	CH AL, FYROM, RS	LI, NO
INDICATOR 2B	LI ME	CH, NO AL, TR	FYROM, RS	–	– ME	– TR	CH AL, FYROM, RS	LI, NO
INDICATOR 3	CH, LI, NO AL, ME	– FYROM, RS, TR	–	–	CH AL, ME	– TR	FYROM, RS	LI, NO
INDICATOR 4	CH, LI, NO AL, FYROM, ME, RS	– TR	–	–	CH AL, ME	– TR	FYROM	LI, NO RS
INDICATOR 5A	CH ME	NO AL, TR	LI FYROM, RS	–	CH ME	– AL, TR,	FYROM	LI, NO RS
INDICATOR 5B	CH, NO ME	AL, TR	LI FYROM, RS	–	CH ME	– AL, TR	FYROM	LI, NO RS
INDICATOR 6A	CH ME	NO TR	LI AL, FYROM, RS	–	CH ME	– TR	– AL, FYROM	LI, NO RS
INDICATOR 6B	– ME	RS, TR	CH, LI, NO AL, FYROM	–	CH ME	TR	– AL, FYROM	LI, NO RS
INDICATOR 7	CH, NO ME	FYROM, TR	LI AL, RS	–	CH ME	– FYROM, TR	– AL	LI, NO RS
INDICATOR 8A	– AL, ME	NO RS, TR	CH, LI FYROM	–	– ME	– AL, TR	CH FYROM	LI, NO FYROM, RS
INDICATOR 8B	– AL, ME	NO TR	CH, LI FYROM, RS	–	– ME	AL, RS, TR	CH FYROM	LI, NO
INDICATOR 9A	CH AL, ME	– RS, TR	LI, NO FYROM	–	CH AL, ME	– TR	– FYROM	LI, NO RS
INDICATOR 9B	– AL, ME	– TR	LI, NO FYROM, RS	CH	– AL, ME	– TR	– FYROM	CH, LI, NO RS
INDICATOR 10A	CH AL, ME	NO FYROM, RS, TR	LI	–	CH AL, ME	FYROM, TR	–	LI, NO RS
INDICATOR 10B	CH ME	AL, FYROM, TR	LI, NO RS	–	CH ME	– AL, TR	– FYROM	LI, NO RS

*BiH did not provide information

Table 38 - EQAVET indicators used to inform VET provision in EU-28 Countries, 2013

Country	INDICATOR 1 - <i>Relevance of quality assurance systems for VET providers</i>
LI	Advisory Council for Educational Training
AL	Relevance of quality assurance systems for VET providers indicator is used to reorient VET provision and to improve quality assurance mechanisms in place or to propose new ones
FYROM	Secondary school accreditation is prescribed with the Rulebook on the manner of accreditation of secondary schools and the manner of maintaining registries (Official Gazette of the Republic of Macedonia No. 81/07 and 98/13). The Accreditation Commission is composed of members from the Ministry of Education and Science, Bureau for Development of Education/Vocational Education and Training Centre, State Educational Inspectorate and local self-

government representatives. The verified school is registered into the Central registry of secondary schools, which is maintained by the Ministry of Education and Science and in the Municipal registry of secondary schools, which is maintained by the municipality for the secondary schools within its territory. The monitoring and checks of student progress and achievement is conducted by means of internal and external assessment. Internal assessment is performed continuously by means of oral or written assessment, or by doing projects. External electronic assessment is performed at the end of the school year by means of pool of questions. For the students in the final year the assessment takes place at the end of the first semester. The external assessment covers two subjects for each student, except for the subjects that enable the students to acquire skills. The draft pool of questions is prepared by the Bureau for Development of Education and the Vocational Education and Training Centre. The control, final approval of questions and the administering of the testing are carried out by the National Examination Centre. The results are recorded in the certificate for completed year. Upon completion of vocational training, the students take vocational exam in front of a Commission consisting of teachers and in most cases representatives of employers, delegated by the chambers. They obtain a public document – certificate for vocational training. Upon successful completion of vocational education for occupations, students pass Final Exam consisting of theoretical and practical part. The theoretical part is passed internally. The practical part is passed in front of a Commission consisting of teachers and representatives of employers, delegated by the chambers.

ME VET providers apply mechanisms of quality assurance stipulated by law.

According to QA system which is implemented for the providers in formal VET there is self-evaluation process and it is used for strategy planning and improvements at the level of provider. This system does not cover all the specific indicators of EQAVET. Accreditation system for VET providers in non - formal system is regulated by Rule book established in 2015 and the procedure has started recently. VET Centre is going to have data - base of accredited providers in non - formal education (Adult Education)

RS All vet providers (public or private) according to the law 1739, 5580, regulation for secondary, regulation for non-formal education should be accredited by MoNE and serve education and training service to young and adults learning. The data regarding this indicator is used to promote quality culture at VET level, increase the transparency of quality training and increase the mutual trust on training provision in Turkey. It is also used for planning, monitoring and assessment of VET. The information regarding this indicator is new.

TR

Country	INDICATOR 2 - <i>Investment in training of teachers and trainers</i>
CH	2 b. Investment in training of teachers and trainers is steering information at the cantonal level.
LI	The Office for Vocational Education and Training spends on basic vocational training around CHF 11.5 million per year
NO	The Directorate for Education and Training is devising a quality assessment system for VET. The objective of the system is to provide information on relevant issues in VET, so each level (national, regional, local) can work with assuring the quality of VET. In making this system, some of the EQAVET indicators had been used for inspiration in making our own indicators
AL	Investment in training of teachers and trainers is used to better support teacher training initiatives
FYROM	IVET - Teacher qualifications for vocational education and training: higher educational attainment and passed professional exam. Pedagogical and methodical additional qualification from accredited higher education institutions for candidates from non-teaching faculties and passed professional exam in accordance with the Law on Secondary Education. As an exception, teachers for practical training may also be persons with completed specialist secondary education, or higher professional school, with pedagogical - psychological and methodical qualifications from appropriate faculties and passed professional exam. Training of teachers in the last years for 7500 teachers in secondary VET, were organized by: BDI (7150 for interactive teaching methods and techniques + 853 for improvement teaching process); VET Centre (144 teacher for VET subjects and practical work + 200 teachers for school mediation + 30 World treasure for young + 20 for Business and Innovation), USAID, YES Network (550-7.3%), British Council (283 for implementing learning outcomes in 3- year VET).
ME	CVET - Teacher qualification: Completed higher education for the theoretical part of the programme. The practical part of the programme is realized by a person with at least relevant secondary education and 3 years of experience in the relevant area; secondary education, and at least 5 years of working experience in the relevant area; master exam and completed training for work with adults. The staff could be involved in continuous professional development.
TR	This indicates the level of VET provider investment in quality assurance in terms of professional development of staff. Each year DG for Teacher Development and DG for VET prepare in service training program almost for 10.000 VET teacher, and DG VET prepare several work-based training programs cooperation with sector and related stake holders for VET teachers and trainers. Data obtained regarding this indicator is used to promote ownership teachers and trainers in the process of quality development in VET, to improve the responsiveness of the vet evolving the labour market need, increase individual learning capacity building and increase the learners' achievement. The indicator is also used for planning, budgetary target setting, monitoring, assessment and reward scheme. Source of information related with this indicator is new.

Country	INDICATOR 3 - <i>Participation rate in VET programmes: Number of participants in VET programmes</i>
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CH	Information for the Swiss Parliament. Operational steering information
LI	In Cooperation with responsible parties of the Swiss Vocational Education and Training we are using the operating system KOMPASS 3. Registered are all: Vocational Training Regulations, Trainers and Learning Companies, Apprenticeships, Vocational Schools
NO	The Directorate for Education and Training is devising a quality assessment system for VET. The objective of the system is to provide information on relevant issues in VET, so each level (national, regional, local) can work with assuring the quality of VET. In making this system, some of the EQAVET indicators had been used for inspiration in making our own indicators
AL	Participation rate in VET programmes is used to improve access in and relevance of VET provision
FYROM	Total students in Secondary education is 78594. Total students in Secondary VET is 45611. Participation rate in IVET programmes is 54,11% .
ME	Attractiveness of VET programmes and occupation
TR	Participation of vet programs ratio for secondary education is 44%, this ratio is so low for the continuous education. The data obtained related with this indicator is used to obtain information at system and provider levels on the attractiveness of the vet, target support for increase the attractiveness of the vet including disadvantaged groups. The source of information is Eurostat and labour force survey.

Country	INDICATOR 4 - Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria
CH	Information for the Swiss Parliament. Operational steering information
LI	Final Examination, in-process inspection and testing, Teaching the needs for trainers
NO	The Directorate for Education and Training is devising a quality assessment system for VET. The objective of the system is to provide information on relevant issues in VET, so each level (national, regional, local) can work with assuring the quality of VET. In making this system, some of the EQAVET indicators had been used for inspiration in making our own indicators
AL	Completion rate in VET programmes is used to improve the quality of teaching learning process
FYROM	Completion rate in IVET programmes is 57,32%
ME	Quality of VET programme, quality of teaching and VET provider in general
TR	The completion rate of VET Programmes is comparatively lower than academic secondary education. The data obtained under this indicator is used to obtain information on educational achievements and quality of training, calculate the drop out rates that is higher at vet programs in Turkey, support successful completion and support adapted training provision including the disadvantaged groups. The indicator is applicable to make planning, assessment, monitoring, budgetary target planning and benchmarking of the results. The source of information is the labour force survey.

Country	INDICATOR 5 - Placement rate in VET programmes
CH	Information for the Swiss Parliament. Operational steering information
NO	The Directorate for Education and Training is devising a quality assessment system for VET. The objective of the system is to provide information on relevant issues in VET, so each level (national, regional, local) can work with assuring the quality of VET. In making this system, some of the EQAVET indicators had been used for inspiration in making our own indicators
AL	Placement rate in VET programmes is to improve relevance, and efficiency of the provision
ME	Quality of VET programme, quality of skills acquired by learners, quality of teaching, VET provider in general, relevance of occupation for the labour market
TR	The placement rate of young learners after the completion of trainings is relatively low because of the in equality regarding supply and demand rate. The data obtained regarding this indicator is used to increase the employability of young and adults graduated for VET programs, improve the responsiveness of vet to the changing demands in the labour market and support adapted training programs including disadvantaged groups. The indicator is applicable to the planing, assessments of results and effectiveness, benchmarking and comparison of vet providers, reward schemes. The source of information is new.

Country	INDICATOR 6 - Utilisation of acquired skills at the workplace
CH	Information for the Swiss Parliament. Operational steering information
NO	The Directorate for Education and Training is devising a quality assessment system for VET. The objective of the system is to provide information on relevant issues in VET, so each level (national, regional, local) can work with assuring the

quality of VET. In making this system, some of the EQAVET indicators had been used for inspiration in making our own indicators

AL	There are not mechanisms in place to measure this indicator
ME	Quality of learning outcomes, teaching and VET programmes
TR	The placement rate of young learners after the completion of trainings is relatively low because of the inequality regarding supply and demand rate. The data obtained regarding this indicator is used to increase the employability of young and adults graduated for VET programs, improve the responsiveness of vet to the changing demands in the labour market and support adapted training programs including disadvantaged groups. The source of information is new

Country	INDICATOR 7 - <i>Unemployment rate</i>
CH	Information for the Swiss Parliament. Operational steering information
NO	The Directorate for Education and Training is devising a quality assessment system for VET. The objective of the system is to provide information on relevant issues in VET, so each level (national, regional, local) can work with assuring the quality of VET. In making this system, some of the EQAVET indicators had been used for inspiration in making our own indicators
AL	There are not mechanisms in place to measure this indicator
FYROM	Source: https://e-rabota.avrm.gov.mk/PublicReports/PublicReports.aspx
ME	Relevance of VET programme for the labour market
TR	Unemployment rate of young is 16% according to the national statistics in 2015. This rate is comparatively high. The data obtained regarding this indicator is used to get background information for decision making process. The source of information is Eurostat.

Country	INDICATOR 8 - <i>Prevalence of vulnerable groups</i>
NO	The Directorate for Education and Training is devising a quality assessment system for VET. The objective of the system is to provide information on relevant issues in VET, so each level (national, regional, local) can work with assuring the quality of VET. In making this system, some of the EQAVET indicators had been used for inspiration in making our own indicators
AL	Prevalence of vulnerable groups is used to improve access and facilitate the transition to LM
FYROM	Report of the LM Survey done by the State Employment Agency
ME	Source: http://avrm.gov.mk/makedonski-ns_article-analiza-od-potrebi-od-veshtini-na-pazarot-na-trudot-2014.nsp
RS	Effectiveness of inclusive education
TR	In formal system there is (according to the Law) mechanism like individualized curricula for students, that are from disadvantage, or vulnerable groups, or having difficulties in learning process. Adaptation of curricula is done on the school level according to the specific individual needs of student from that group. In Adult education in formal system there are some mechanisms developed for better participation of vulnerable groups (like Roma) in primary education in order to get functional primary education of Adults (level 1), and VET qualification (level 2). Also in non formal education Ministry for labor in cooperation with VET Centre has been implementing policy for social inclusion and within accreditation of providers for VET trainings for disabled persons.
TR	The data related with vulnerable groups is used to get background information for policy making at system level, to design the policy and implementations for disadvantaged groups. The source of information is Eurostat and National Statistics

Country	INDICATOR 9 - <i>Mechanisms to identify training needs in the labour market</i>
CH	Information is for example used for the Swiss committees established for the purpose of developing and improving the quality of corresponding VET programmes (e.g. with regard to the modification of VET ordinances).
AL	Mechanisms to identify training needs in the labour market is used to better match demand and supply
ME	Trends on the labour market and awareness of employers on importance of capacity building of staff
RS	TNA is not systematically implemented. Some project activities in employment and education has resulted with the analyses in which sector of economy should be modernization or development of new qualification. In Strategy of Education Development in Serbia 2020, and under NQF processes it is plan and drafted the establishment of sector councils and their role is identification of skills and Q according to the labour market needs
TR	All related parties of VET discuss regularly labour market skill needs, at provincial level, Employment Commission decide to which program should be opened or not. According to the provincial employment commission MoNE open the vet programs. The data is used to increase the employability of VET graduates.

Country	INDICATOR 10 - Schemes used to promote better access to VET
CH	Information is used to optimize possibilities of transmission The Directorate for Education and Training is devising a quality assessment system for VET. The objective of the system is to provide information on relevant issues in VET, so each level (national, regional, local) can work with assuring the quality of VET. In making this system, some of the EQAVET indicators had been used for inspiration in making our own indicators
NO	
AL	Schemes used to promote better access to VET indicator is used to diversify learning opportunities of youngsters and adults
FYROM	Promotional activities are organized by the Secondary VET Schools, State Employment Agency, MoES, VET Centre, Centre for Adult Education, VET Providers
ME	Commitment of VET providers to promote VET programmes
RS	Some information systems which covers VET qualifications is managing by the Ministry of Education, also we have some IT platforms in public employment services for students information and career guidelines
TR	There are government schemes that include better access to VET. All policy document like development plan, government plan, VET strategic plan includes a scheme. These plans are used to improve the better access to the VET programs.

Table 38 – European cooperation and working with EQAVET indicators and benchmarking

Countries	WORKING with EQAVET INDICATORS and BENCHMARKING	AT WHICH LEVEL (specify)	WHICH INDICATORS YOU WOULD LIKE TO WORK IN FUTURE
CH	Yes	At both EU and national levels, with only some indicators (3, 4, 5, 7, 9, 10)	–
LI	Yes	At EU level only	–
NO	Yes	At both EU and national levels, with only some indicators (3, 4)	2, 3, 4, 5, 6, 7, 9, 10
AL	Yes	At both levels with all ten indicators	
FYROM	Yes	At national level only, with only some indicators (3, 8)	5, 8, 9
ME	Yes	At both levels, with all ten indicators	
RS	Yes	At both levels with all ten indicators	
TR	Yes	At both levels with all ten indicators	6, 7, 9

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