

ANNEXES

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Annex 1 Country reports

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Annex 2 Case studies

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Annex 3 Additional tables and information

A3.1 Summary tables on QA in IVET and CVET

Table A3.1 Overview of basic features of QA in IVET

Country	Does the country have a consolidated/ overarching explicit quality assurance framework?	Does the country report mention								
		A policy strategy/ plan with objectives for VET?	Statutory involvement of stakeholders in planning VET?	Statutory involvement of stakeholders in monitoring VET?	Body responsible for evaluation and monitoring of VET	System-level use of indicators for monitoring of VET	That work-based learning is covered by the QA measures described	Statutory external evaluation of providers	Self-evaluation or other internal evaluation of providers	Peer review of VET providers
AT	yes		yes	yes	yes	yes	no (different arrangements)	yes	statutory	yes
BE fr	In development		yes	yes	yes			yes	voluntary (but have to do annual activity report)	
BE nl	yes	yes	yes		yes	yes	no (different arrangements)	yes	statutory	
BG	no	yes	yes		yes	yes		yes	voluntary (to become required soon)	
CY	no	no	yes	yes	yes			yes	statutory (for public VET providers)	
CZ	no	yes	yes		yes	yes		yes	statutory	yes
DE	no	no	yes	yes	very fragmented (Länder level)	yes	no (different arrangements)	In some Länder	Depends on the Länder	
DK	yes	yes	yes	yes	yes	yes	no (different arrangements)	yes	statutory	
EE	yes	yes	yes		yes	yes		yes	statutory	
ES	In development	yes	yes		yes	yes		yes	Depends on Autonomous Community	
EL	In development	yes	yes		yes	yes (new reform)		yes (being		

Country	Does the country have a consolidated/ overarching explicit quality assurance framework?	Does the country report mention									
		A policy strategy/ plan with objectives for VET?	Statutory involvement of stakeholders in planning VET?	Statutory involvement of stakeholders in monitoring VET?	Body responsible for evaluation and monitoring of VET	System-level use of indicators for monitoring of VET	That work-based learning is covered by the QA measures described	Statutory external evaluation of providers	Self-evaluation or other internal evaluation of providers	Peer review of VET providers	
FI	yes	yes	yes	yes	yes	yes		reformed)	yes	statutory	yes
FR	In development	yes	yes	yes	yes	yes			yes	voluntary (will be encouraged by a national label of excellence) required annual reports	
HU	In development		yes			yes			no (but planned to be reintroduced)	statutory	
IE	In development (ongoing reform)	yes	yes		yes	yes			yes	statutory	
IT	In development		yes		yes				yes	voluntary but scarce	pilot stage
LU	no	yes	yes		yes				yes	statutory	
LV	yes	yes	yes		yes	yes			yes	statutory	
LT	In development		yes	yes	yes	yes			yes	voluntary to become required (pilot stage)	planned
MT	yes	yes			yes				yes	statutory	the external quality audits

Country	Does the country have a consolidated/ overarching explicit quality assurance framework?	Does the country report mention								
		A policy strategy/ plan with objectives for VET?	Statutory involvement of stakeholders in planning VET?	Statutory involvement of stakeholders in monitoring VET?	Body responsible for evaluation and monitoring of VET	System-level use of indicators for monitoring of VET	That work-based learning is covered by the QA measures described	Statutory external evaluation of providers	Self-evaluation or other internal evaluation of providers	Peer review of VET providers
										have certain features of peer review
NL	no	yes	yes	yes	yes	yes	no (different arrangements)	yes	statutory	
PL	no	yes	yes	yes	yes (but other bodies for some specific areas of education such as agriculture)	yes		yes	statutory	
PT	no		yes	yes	yes (but several bodies depending on system)			yes	statutory	
RO	yes	yes	yes	yes	yes	yes		yes	statutory	networks for exchange of good practice not peer review as such
SE	yes		yes		yes	yes		yes	statutory	
SI	In development	yes	yes	yes	yes	yes		yes	statutory	
SK	no	yes	yes		yes	yes		yes	voluntary but	

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		A policy strategy/ plan with objectives for VET?	Statutory involvement of stakeholders in planning VET?	Statutory involvement of stakeholders in monitoring VET?	Body responsible for evaluation and monitoring of VET	System-level use of indicators for monitoring of VET	That work-based learning is covered by the QA measures described	Statutory external evaluation of providers	Self-evaluation or other internal evaluation of providers	Peer review of VET providers
										scarce
UK	no	at the level of 4 national administrations	yes	yes	yes (several bodies)	yes		yes	statutory	
FYROM	in development	yes	yes		yes	yes		yes	statutory	
HR	no	yes	yes	yes				yes	voluntary	
IC	no	no			yes (but this is the Ministry not a separate institution)			no	statutory	
LI*	no									
NO	in development	yes	yes			planned		yes (but arrangements vary across counties)	statutory	tested but not successful
TK	no	yes			planned			yes	voluntary (part of the quality award for schools)	

* initial VET in Liechtenstein is largely provided by Swiss training institutions depending on quality assurance of Switzerland

Table A3.2 Overview of key features of CVET

Country	Does the country report mention						
	Evidence of an overarching QA framework in CVET?	Is such framework the same as in IVET?	Existence of multiple or unified QA arrangements in the country?	Accreditation of CVET providers	Inspection of CVET providers	use of quality management instruments such as ISO, EFQM	Use of self-assessment of CVET providers
AT	yes	different	multiple (with an effort to improve recognition)	yes	no	required (free to choose)	
BE fr	no		multiple		yes	widely used	
BE nl	in development	different	multiple	yes		widely used	yes
BG	in development	same		yes (licencing)		required (free to choose)	
CY	in development	different		yes			yes
CZ	in development	different	multiple	yes			
DE	no	different	multiple	yes		widely used	
DK	yes	same (for most parts)		no (just approval of ministry)			yes
EE	in development	different		yes (licencing)			yes
ES	no	different	multiple	yes			
EL	in development	same	unified	yes			yes
FI	yes	same					
FR	no		multiple			widely used	yes (in some systems)
HU	yes	same		yes	proposed	widely used	yes
IE	yes* (until 2012 - not clear what will succeed)	same (though not the same as VET at secondary level)		yes*	yes*	voluntary	yes*
IT	in development	different	multiple	yes		voluntary	voluntary

Country	Does the country report mention						
	Evidence of an overarching QA framework in CVET?	Is such framework the same as in IVET?	Existence of multiple or unified QA arrangements in the country?	Accreditation of CVET providers	Inspection of CVET providers	use of quality management instruments such as ISO, EFQM	Use of self-assessment of CVET providers
LU	yes (voluntary)	different		yes (quality label)			
LV		same (nearly)		yes			yes
LT	in development	same for some parts of CVET	multiple	yes (licencing)			yes (some providers)
MT	yes (requirement for external evaluation)	different (partly)					yes
NL	yes	same			yes		yes
PL	no						
PT	no	same			yes		yes
RO	in development	different		yes (authorisation)		voluntary	
SE	yes	same			yes		yes
SI	in development	different		yes			voluntary
SK	in development	different	multiple	yes		no	no
UK	no	same (for parts of CVET)	multiple		yes		
FYROM	no			yes (licencing of institutions and programmes)			yes
HR	no						voluntary
IC	no (there is legislation for adult learning but not a quality assurance		unified	yes			yes

Does the country report mention							
Country	Evidence of an overarching QA framework in CVET?	Is such framework the same as in IVET?	Existence of multiple or unified QA arrangements in the country?	Accreditation of CVET providers	Inspection of CVET providers	use of quality management instruments such as ISO, EFQM	Use of self-assessment of CVET providers
	framework as such)						
LI	no					voluntary but recommended and widely used	
NO	no						
TK	no						voluntary

*In Ireland the national structures for VET are changing in 2013. Most VET in Ireland is post-secondary and can be both IVET and CVET.

A3.2 Information about EQAVET projects

Table A3.3 EQAVET projects analysed

Source: ADAM database and EQAVET projects website

Country	Project number and type	Project title	Start Year	Sectoral or system-wide	Types of partners	Products intended for system level	Product intended for provider level
AT		Qualification as a way to quality: Certification of persons holding functions in quality management systems in initial VET and adult education	2011	System-wide	National agencies QA in VET; National VET research institute; VET providers	Introducing a certified training programme for Quality Managers in Initial and Continuing Vocational Education and Training in support of national qualifications framework QIBB.	Training programme for VET quality managers and principals
DE	191185-LLP-1-2010-1-DE-LEONARDO-EQAVET EQAVET project	Europäisierung der nationalen Modellinitiative zur Qualitätssicherung und –entwicklung in der betrieblichen Berufsbildung (ENIQAB)	2011	System-wide	National VET development institute; education development institutes	ENIQAB links to the EQAVET process: - development of instruments - development of communication structures - development of a qualification concept for the training personnel	
NL	191181-LLP-1-2010-1-NL-LEONARDO-EQAVET EQAVET project	Supporting the implementation of EQAVET in the Netherlands	2011	System-wide	National agencies QA in education; Associations of VET providers	Overview of quality assurance at provider level. What can be learned, what are good practices? Improving the culture of quality assurance. Publication of the description of the methodologies applied	
MT		Quality Assurance Tool for VET institutions (QA-VET)	2011	System-wide	National qualifications council; VET providers		Stocktaking instrument for VET providers to assess their QA systems (with

Country	Project number and type	Project title	Start Year	Sectoral or system-wide	Types of partners	Products intended for system level	Product intended for provider level
					National agency QA in VET (external partner)		special methodologies to evaluate e.g. compatibility of ISO for VET and EQAVET) Benchmarking QA tool for VET providers
RO	191183-LLP-1-2010-1-RO-LEONARDO-EQAVET EQAVET project	Capacity Building for the Romanian NRP: Promoting Quality - QUALVET@RO	2010	System-wide	National agency for QA in education; VET development centers	- NRP communication strategy, -website (backed up by a database of relevant policies, documents, initiatives and best practices conferences and workshops, - a package of printed materials, to foster sustainable cooperation among the decision makers and with stakeholders at regional, national and European levels.	

Table A3.4 Transfer of Innovation and Development of Innovation projects, other LdV projects promoting common QA principles

Sources: ADAM database, CEDEFOP

Country	Project number and type	Project title	Start Year	Sectoral or system-wide	Types of partners	Products intended for system level	Product intended for provider level
AT	517861-LLP-1-2011-1-AT-LEONARDO-LMP EU-centralised	CHARISM - Case Management for unemployed Youth	2011	System-wide	CVET providers	- CHARISM-Passport: an instrument to make informal competences and soft skills certifiable and comparable on a European level - Implementing Case Management approach,	

Country	Project number and type	Project title	Start Year	Sectoral or system-wide	Types of partners	Products intended for system level	Product intended for provider level
						developed in accordance with ECVET and EQAVET, to integrate unemployed youth in the labour market.	
DE	DE/11/LLP-LdV/TOI/147453 Transfer of innovation	ECVET-path for Lifelong learning	2011	Sectoral, Healthcare and social sector	NGOs; VET providers; Social services.	Building communication strategies to reach stakeholders involved in the implementation of European instruments such as ECVET, ECTS and EQAVET; Developing system for recognition of skills and qualifications (in Germany - DECVET-System)	Portfolio developing manual "How to create your individual lifelong learning path"
DE	DE/11/LLP-LdV/TOI/147454 Transfer of Innovation	QuaG: QUALITY GUIDELINES Transfer - Requirements for a quality-based design of transnational education - Transfer of results of the Transnational Quality Partnerships Project	2011	System-wide	SMEs; VET providers; NGOs	- Improved, newly structured and extended setting of quality-based design of transnational education defined in the QUALITY GUIDELINES (QG), linked to the structure of the ISO 29990;	- online tools for the QUALITY GUIDELINES
DE	DE/12/LLP-LdV/TOI/147510 Transfer of innovation	Support structures for ECVET and EQF application in Europe	2012	System wide; partly sectoral (transport and logistics sector)	CVET providers; Research institutes; SMEs; Trade union.	Development of support structures and tools for EQF, ECVET, EQAVET such as: - online portal with European and country specific support information regarding practical ECVET and EQF application; - consultation forum that provides VET practitioners with expert and peer support	- Guidelines on proper application of EQF and ECVET principles in VET; - virtual, regional and national workshops - tutorial

Country	Project number and type	Project title	Start Year	Sectoral or system-wide	Types of partners	Products intended for system level	Product intended for provider level
						when applying European instruments;	
FI	2009-1-FI1-LEO05-01584 Transfer of innovation	Peer Review Impact - Ensuring the impact of Peer Review to improve the provision of VET in Europe	2009	System-wide	National agency for QA in education; National VET development institute; VET colleges		<ul style="list-style-type: none"> • Peer Review Impact Guidelines • Peer Review Follow-up Guide and other products associated with VET providers peer review.
IT	518269-LLP-1-2011-1-IT-LEONARDO-LMP EU-centralised, Development of Innovation	VET QUALITY IN ICT SECTOR" / VET QI	2011	Sectoral (ICT)	SME; VET providers, incl. business training centres University		<ul style="list-style-type: none"> - Interactive portal for information on ECVET, EQARF and EQF policies implementation, for VET providers and SMEs - VET QI trademark, a system qualification for VET providers and SMEs in ICT sector - manual for identification of proper Vocational education tools for ICT sector.
IT	2011-1-IT1-LEO05-01968 Transfer of Innovation	P.R.I.S.D.O.Q.- Peer Reviews: Increasing Sustainable Development Of Quality	2011	System-wide	VET providers; Education trade union	Plan for sustainable management of European Transnational Peer Review;	Improved methodologies for Transnational European Peer Review (of VET providers)
IT	527776-LLP-1-2012-1-IT-LEONARDO-LMP EU-centralised Development of Innovation	T-GuIDE: Tourist Guides for Intellectually Disabled in Europe	2012	Sectoral (tourism)			Tourist guide trainings for providing services to intellectually disabled persons (training programme developed according to EQAVET principles)
LT	LLP-LdV-TOI-2012-	EXPAND QUALITY	2012	System-wide	Chamber of		On-line benchmarking tool for

Country	Project number and type	Project title	Start Year	Sectoral or system-wide	Types of partners	Products intended for system level	Product intended for provider level
	LT-0117 Transfer of Innovation	ASSURANCE IN VET (BENCHMARKING TOOL)		(but limited to participating providers)	Commerce; Technological institutes and VET colleges		VET providers; Web based quality sharing network and good practice centre establishing Community of Practice (CoP) in the field of quality assurance in VET.
NL	2011-1-NL1-LEO05-05208 Transfer of innovation	PRIME	2011	Sectoral (Social services and VET services in the disability sector)	VET colleges Social service providers		EQUASS (European Quality in Social Services). The EQUASS approach to quality measuring performance for quality assurance for social services and for VET-services in the disability sector. EQUASS is the operationalization of the EQAVET framework for the VET-services, the Common Quality Framework for SSGI and the Voluntary European Quality Framework for SSGI.
NL	2011-1-NL1-LEO05-05200 Transfer of innovation	Working and Learning in the World of Cradle-to-Cradle	2011	Sectoral (industry)	Continuing training institutions; Technological institutes and VET colleges; Chamber of commerce; University.		Developing the quality management system ISO 26.000 on social responsibility used in enterprises towards the needs of the VET, according to the principles of EQAVET (on the basis of C2C technological concept in industry, developing C2C training on vocational level).
PT	526749-LLP-1-2012-PT-LEONARDO-LMP EU-centralised,	Quality Development Roadmap for training in the Financial Services Sector	2012	Sectoral (FSS)	FSS training associations and institutes		Applying EQAVET to Financial Services Sector (FSS) trainings: procedure for analysis and prognosis of vocational training demand

Country	Project number and type	Project title	Start Year	Sectoral or system-wide	Types of partners	Products intended for system level	Product intended for provider level
	Development of Innovation						evaluation methods
UK	UK/12/LLP-LdV/TOI-515 Transfer of Innovation	Social Enterprise Training for Work	2012	Sectoral (social enterprises, particularly those employing people with learning and other disabilities)	NGO; Continuing training institutions		Training modules for social enterprises developed according to EQAVET and ECVET standards.

1.1.1 Earlier projects on QA which were promoting CQAF (Source: CEDEFOP)

EQAVET – coordinated by the European Platform for Rehabilitation (EPR), integrating the Common Quality Assurance Framework (CQAF) core criteria and indicators into an operational and harmonised Quality Assurance system for all VET providers in Europe (2007)

Products:

- fine-tuned Quality Assurance system related to CQAF tested by 14 VET providers in Europe,
- adapted quality indicators to measure VET providers' performance,
- on-line Self-Assessment instrument based on the CQAF quality indicators.

QTEL.NET

Addressed the issue of the quality of VET systems and practices and its role of a major contribution to the progress towards the transformation, modernisation and adaptation of the European Education and Training systems, by exploring the issue of matching between training demand and training provision (2006).

Products:

- Success Factors & Success Indicators Charts for improving the match between qualification demands and training provision
- Practical Guidelines for actors at policy, social dialogue and provision level, for proposing QA procedures for assuring the match between training demand and training provision following the CQAF model.

ProQAVET - Development of good practices in quality assurance of VET providers against CQAF

Led by a Romanian partner, aimed to connect the National Reference Points (NRPs) in the countries participating in the project and/or contact public and private sector institutions/organisations which could be considered as ""potential"" NRPs in the future, and identify modes of best implementation of CQAF by VET providers, and analyse the CQAF relevance as regards the quality management systems at the level of VET providers.

Products:

- - European Guidebook of Good Practices in QA addressed to VET Providers
- - Networking between National References Points of the ENQA-VET.

A3.3 Overview of European initiatives and tools analysed

European Credit System for Vocational Education and Training (ECVET)

ECVET¹ is one of the European tools developed through the Copenhagen process, in the same manner as EQAVET. ECVET is a technical framework for supporting accumulation and recognition of credit in VET. It is expected to support international mobility as well as lifelong learning by enabling learners to get credit achieved in another country or institution recognised.

ECVET is based on the following technical components:

- Qualifications are defined in terms of units of learning outcomes;
- Units are assessed and can be validated and recognised;
- Based on the above units can be accumulated or transferred;
- Accumulation or transfer is facilitated by partnerships which are defined in form of Memoranda of Understanding. Each learner has a learning agreement and a transcript of record based on which credit can be accumulated or recognised;
- ECVET points provide additional information on units.

To enable accumulation and recognition ECVET requires quality assurance. To be trusted the quality of LO described in units of learning outcomes has to be credible. Furthermore, the assessment and validation processes need to be quality assured.

European Quality Charter for Mobility

The Charter² provides ten guiding principles for ensuring the quality of mobility experience of learners. Its aim is to ensure that the mobility experience is always a positive one for the learner. The principles in the Charter are articulated around the different stages of the mobility experience: its preparation, the actual mobility experience and its evaluation.

Countries and institutions involved in organising or carrying out mobility are expected to respect the Charter.

The Charter is promoted through the Lifelong Learning programme.

European Qualifications Framework (EQF)

EQF is a meta-framework of eight qualifications level. Countries are referencing their national qualifications frameworks or systems to the eight levels of EQF. As a result EQF is expected to serve as a translation tool between national qualifications systems. It should show how the qualifications levels in the different countries compare.

EQF is also a tools that is being used in countries to support reform of national qualifications frameworks. There are certain principles underpinning EQF, namely:

- Use of learning outcomes to define qualifications; and
- The possibility to access a qualification through a diversity of routes – including through recognition of non-formal and informal learning.

EQF can only be used as a tool to support mobility if countries can trust that:

- The process other countries have in place to align qualifications to their national qualifications frameworks/ systems are robust; and
- The process to align national qualifications frameworks to the EQF is also robust.

Both aspects require quality assurance.

European Standards and Guidelines for Quality assurance in higher education (ESG)

ESG contain a set of principles for quality assurance in higher education. The ESG defines a set of criteria for:

¹ http://ec.europa.eu/education/lifelong-learning-policy/ecvet_en.htm

² http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11085_en.htm

- Internal review/evaluation of higher education institutions;
- External review/ evaluation of higher education institutions; and
- Evaluation of quality assurance agencies

The ESG were developed in the framework of the Bologna process which goes beyond the EU-27 countries.

Adopted in 2005, they are found to have raised significant level of acceptance by stakeholders, impacted national quality assurance systems and supported development of shared understanding of quality assurance among stakeholders³. ESG have now become a reference for quality assurance in higher education.

At the time of writing this evaluation the ESG were in process of being updated.

The ESG are used to support peer-review of quality assurance systems in higher education:

- The European Quality Assurance Register (EQAR)⁴ contains a list of quality assurance agencies having undergone an international peer-review based on the ESG;
- Members of the European Association for Quality Assurance in Higher Education (ENQA⁵) also review their policies against ESG.

European Quality framework for traineeships

The European Commission, DG Employment launched work on the development of a quality framework for traineeships. Traineeships are recognised as having a positive contribution to young people's skills and employability. However, to have these effects, traineeships have to satisfy certain minimum conditions otherwise there is a risk that trainees will simply replace other employees and that the learning benefits for the trainee will not be optimal. These issues initiated EU-level development of this framework which is still work in progress.

The framework is expected to cover a set of principles defining minimum standards for organising traineeships.

The main target for this framework are traineeships organised outside formal education and training but it also covers work-based learning periods that are integrated into formal studies.

This development takes place in the framework of the Youth Opportunities Initiative⁶.

³ ENQA (2011) *Mapping the implementation and application of the ESG*

⁴ <http://www.eqar.eu/>

⁵ <http://www.enqa.eu/>

⁶ <http://ec.europa.eu/social/main.jsp?catId=1006>

Annex 4 Evaluation framework

Evaluation questions	Judgement criteria	Indicators and descriptors	Data collection tool and
RELEVANCE			
Q1 To what extent are the EQAVET framework objectives and achievements relevant to the current goals of the European strategy for education and training and of the Europe 2020 strategy?	<p>The EQAVET overarching objectives and expected impact feed logically into the goals of the European strategy for education and training and of the Europe 2020 strategy</p> <p>The EQAVET intervention logic is coherent – and the implementation process is likely to contribute to the expected impacts</p>	Share of objectives and expected impacts which are similar/identical with the overall policy objectives	<p>Assessment of the EQAVET intervention logic</p> <p>Desk research to comparatively map the objectives of the European strategy for education and training and of the Europe 2020 strategy – and those of EQAVET</p>
Q 3 To what extent has this initiative proved to be consistent with and complementary to other Community initiatives in the field of education and training as well as with other European tools and initiatives?	<p>The EQAVET overarching objectives and expected impact are complementary or identical to the goals of EQF, European Charter of mobility, ECVET, the Bruges communiqué and the communication on Rethinking Education in the context of Europe 2020</p> <p>The EQAVET intervention logic is coherent – and the implementation process is likely to contribute to the expected impacts</p>	Share of objectives and expected impacts which are similar/identical with the policy objectives of other instruments	<p>Assessment of the EQAVET intervention logic</p> <p>Desk research to comparatively map the objectives of EQF, European Charter of mobility, ECVET, the Bruges communiqué and the communication on Rethinking Education in the context of Europe 2020 – and those of EQAVET</p> <p>EU level interviews</p>
Q 2 To what extent is the current quality assurance EQAVET framework's approach consistent with and complementary to other European initiatives that aim to improve the quality assurance of education and increase mutual trust?	<p>At an operational level there is coherence and consistency between the Common Principles for Quality Assurance in Higher Education and Vocational Education and Training in the context of the European Qualifications Framework; and the European Standards and guidelines (hereafter ESG) for the European Higher Education Area (EHEA) and the EQAVET principles – as regards to quality assurance approaches</p>	NA	<p>Desk research to comparatively map quality assurance approaches in EQAVET and in the Common Principles for Quality Assurance in Higher Education and Vocational Education and Training in the context of the European Qualifications Framework; and the ESG</p> <p>EU level interviews</p>

Evaluation questions	Judgement criteria	Indicators and descriptors	Data collection tool and
<p>Q 4 To what extent are the various components of the framework consistent with each other? What is the scope for improvement?</p>	<p>The different components of the EQAVET works together and are mutually supportive – i.e. The descriptors and indicators provides and adequate basis for regular monitoring and reporting on progress of the implementation of quality assurance; The indicators for assessing quality in VET works in conjunction with the descriptors for quality assurance; Both descriptors and indicators support the implementation of the quality assurance and improvement cycle The framework is sufficient to provide guidance to countries on the approach to take The EQAVET framework is considered relevant and appropriate to the national contexts and needs</p>	<p>NA</p>	<p>Interviews with NRP Interviews with national stakeholders involved in the definition and implementation of the national approaches EU level interviews</p>
<p>Q5 To what extent has the implementation of the initiative shown that the policy instrument chosen (i.e. a recommendation) is relevant and inspires a strong enough commitment to ensure an effective implementation of the EQAVET framework?</p>	<p>The Recommendation – as an instrument - is having an ‘agenda setting’ effect on countries and has created a momentum which has not been possible to achieve with previous initiatives that preceded EQAVET</p>	<p>Stare NRPs and MS representatives indicating that the Recommendation has had an impact which EQAVET initiatives prior to EQAVET were not able to generate</p>	<p>Interviews with NRP and national Representatives</p>
<p>EFFECTIVENESS</p>			
<p>Q 8: The recommendation asks the Member States to establish, a NRP for QA in VET. To what extent has this been fulfilled? What actions could support further progress in this direction at the national and European levels?</p>	<p>Member States have established NRPs and provided these with adequate resources and mandate to undertake effectively the expected activities</p>	<p>Factors which contribute or hamper the effective working of the (National Reference Points) NRPs</p>	<p>Interviews with NRPs</p>

Evaluation questions	Judgement criteria	Indicators and descriptors	Data collection tool and
<p>Q 9: The recommendation asks the Member States to each devise, an approach aimed at improving quality assurance systems at national level, where appropriate, and making best use of EQAVET, involving the social partners, regional and local authorities, and all other relevant stakeholders in accordance to national legislation and practice. To what extent has been this deadline (2011) met?</p>	<p>Countries which have devised an approach which is considered by key stakeholders to have covered all key issues related to quality assurance in the country Key stakeholders have been adequately involved in all parts of the formulation processes</p>	<p>The national approach contains aspects that are attributable to EQAVET The appropriateness of the approach in the national context. The extent to which the approach is embedded in national developments (i.e. there is action taken upon it) The coverage of the approach – who is affected and how/through which initiatives The strategy laid out for implementing and for monitoring of the implementation of the approach – and the feasibility of this approach considering the national context. Stakeholder involvement – scope and relevance (were all the right actors involved, were they sufficiently engaged to ensure support?) and actual commitment to the implementation of the approach</p>	<p>Desk research Interviews with NRP Interviews with national stakeholders involved in the definition and implementation of the national approaches</p>
<p>Q6: To what extent has the EQAVET framework contributed to improving the quality assurance of VET systems and to increasing transparency and consistency of VET developments between Member States, thereby promoting trust, mobility of workers and learners and lifelong learning?</p>	<p>Quality assurance systems have changed at MS level The change of quality assurance is in line with the principles in EQAVET</p>	<p>Contribution of the EQAVET process at EU level to the development/improvement of quality assurance systems at national level and to the creation of transparency and consistency of systems and trust across participating countries Effects of EQAVET process – as initiated in 2004 –on quality assurance systems at system level and on national requirements for provider level quality assurance. In this respect consideration should both be given to IVET and CVET</p>	<p>Desk research Interviews with NRP Interviews with national Representatives Interviews with national stakeholders involved in the definition and implementation of the national approaches</p>

Evaluation questions	Judgement criteria	Indicators and descriptors	Data collection tool and
<p>Q7: The EQAVET recommendation is, together with other European tools, aiming at the promotion of transparency, mobility and comparability of qualifications, skills and competences, and the recognition of qualifications (such as ECVET, EQF...). Which synergies, have been created during the implementation of the different tools, and how could synergies be further developed?</p>	<p>Strategies have been put in place at EU and national level to promote synergy with other European tools Actors involved in the EQAVET process are informed of (or involved in) implementation of other instruments</p>	<p>Existence, implementation and effectiveness of an strategy to promote synergy at EU level Effectiveness of the EU level activities which has been implemented to promote synergies Organisation of the implementation of the different instruments and involvement of actors responsible for EQF and ECVET in the development of the EQAVET approach Coordination mechanisms in place at national level and their adequacy and issues with inconsistencies of approaches. It will be important in this respect to consider the impacts of eventual inconsistencies or lack of coordination on the EQAVET implementation and identify specific national practices which have ensured synergy at national level and enhanced efficiency in the implementation of EQAVET.</p>	<p>Desk research Interviews with NRP Interviews with national Representatives Interviews with national stakeholders involved in the definition and implementation of the national approaches EU level interviews</p>

Evaluation questions	Judgement criteria	Indicators and descriptors	Data collection tool and
<p>Q 9 a To what extent do guidance and support material – the EQAVET IT Tool, the website etc. – provide support for national authorities in developing the quality improvement of their VET systems? What actions could support progress in this direction at national and European level?</p> <p>Q 10 The EQAVET Recommendation invites the Commission to support Member States in carrying out the above tasks, in particular by facilitating cooperation and mutual learning, testing and developing guidance material, and providing information on quality developments in VET across Member States. To what extent has the Commission's support been sufficient and useful for Member States? Which kinds of support actions have proved to be useful and which one less helpful?</p>	<p>The contracts, projects and support tools supported by the Commission are reported to have improved significantly the content, scope and approaches devised in the national approach.</p> <p>The tools and activities in place are sufficient to support the development of approaches and to support the implementation of these.</p> <p>The tools and activities implemented take into account – and support – countries with different levels of advancement</p>	<p>Share of key stakeholders expressing satisfaction with tools and activities</p>	<p>Interviews with NRP</p> <p>Interviews with national stakeholders involved in the definition and implementation of the national approaches</p>
EFFICIENCY			
<p>Q11: To what extent are the governance and monitoring arrangements at European level – in particular the work of the European network – fulfilling their aim? Is there an adequate coordination at European level?</p>	<p>The governance structure and monitoring system in place contributed to the improvement of the EQAVET framework and has supported the formulation of national approaches and their implementation at national level</p>	<p>Share of key national stakeholders indicating that the governance and monitoring arrangements at European level are working effectively</p>	<p>Interviews with NRP</p> <p>Interviews with national Representatives</p> <p>EU level interviews</p>
<p>Q12: To what extent are the EQAVET projects efficiently helping the implementation of the EQAVET framework?</p>	<p>Lessons learned from EQAVET projects contributed to improve the EQAVET framework – and to the formulation of approaches and their implementation at national level</p> <p>The projects selected are of clear relevance to Member States and reflect the variety of progress achieved by Member States</p> <p>The projects selected are of high quality</p>	<p>Number of projects and project proposals reported to be of good quality and adding value to the EQAVET process</p>	<p>Interviews with project promoters and partners</p> <p>Interviews with NRP</p> <p>Interviews with national Representatives</p>

Evaluation questions	Judgement criteria	Indicators and descriptors	Data collection tool and
<p>Q13: How efficient and effective are the structures put in place at national levels for implementing the EQAVET framework? To what extent could they be fine-tuned and/or modified to increase efficiency and lessen the burden of actors and stakeholders?</p>	<p>NRPs have been provided mandates and resources to take up the roles assigned to them</p>	<p>Share of key national stakeholders indicating that the structures put in place at national level are working effectively</p>	<p>Interviews with NRPs Interviews with national Representatives Interviews with national stakeholders involved in the definition and implementation of the national approaches</p>
<p>SUSTAINABILITY</p>			
<p>Q14: To what extent is the implementation of the EQAVET producing results that may have a longer term impact on improving quality of VET systems? What measures could be taken to further ensure that commitment among member States is maintained and strengthened to the EQAVET framework and that the framework is extensively applied among the Member States for improving quality assurance of VET systems?</p>	<p>The national approaches are embedded in national quality assurance developments and changing the rules and practices in place NRPs have a mid-term mandate with clear tasks as well as resources and an approach to monitoring progress</p>	<p>Share of national approaches that lead to change in national practice The mandate of NRPs, their tasks and the resources they have at their disposal</p>	<p>Interviews with NRPs Interviews with national Representatives Interviews with national stakeholders involved in the definition and implementation of the national approaches</p>

Annex 5 Organisations interviewed

Country report interviews

	Nbr of interviews	Organisations interviewed
AT	3	Federal Ministry for Education, Arts and Culture Austrian Reference Point for Quality Assurance in VET ARQA-VET Higher College of Engineering in Steyr
BE (fr)	2	Service Francophone des Métiers et des Qualifications FOREM
BE (nl)	2	AKOV – Agentschap voor Kwaliteitszorg in Onderwijs en Vorming Flemish Ministry of Education
BG	4	Ministry of Education, Youth and Science National Agency for Vocational Education and Training
CY	2	Ministry of Education and Culture; Secondary Technical and Vocational Education Directorate Human Resource Development Authority
CZ	2	Ministry of Education, Youth and Sport National Institute for Education
DE	3	Federal Ministry of Education and Research (BMBF) Federal Institute for Vocational Education and Training (BIBB) Hesse Ministry of Education and the Arts
DK	2	Ministry of Children and Education, National Agency for Quality and Supervision
EE	3	Ministry of Education and Research Foundation Archimedes EKKA
EL	2	Ministry of Education & Religious Affairs, Culture and Sports National Organisation for the Certification of Qualifications and Vocational Guidance
ES	3	Ministry of Education Basque Agency for the Evaluation of competencies and quality in VET
FI	1	Finnish National Board of Education
FR	3	Ministere de l'Education Nationale
HU	3	National Labour Office, Directorate for VET and Adult Education
IE	2	Quality and Qualifications Ireland
IT	3	Ministry of Education, University and Research ISFOL - Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori
LT	3	Ministry of Education and Science of the Republic of Lithuania Qualifications and Vocational Education and Training Development Centre
LU	2	Ministry of Education and Vocational Training
LV	4	Ministry of Education and Science State Service of Education Quality
NL	3	Ministry of Education, Culture and Science MBO Raad, Dutch association of VET providers CINOP
MT	1	National Commission for further and higher education
PL	3	Ministry of National Education National Centre for Supporting Vocational and Continuing Education Educational Research Institute

PT	2	Nacional para a Qualificação e o Ensino Profissional Instituto do Emprego e Formação Profissional (IEFP) do Ministério da Economia e do Emprego
RO	3	National Centre for Development of Technical and Vocational Education and Training National Qualifications Authority Romanian Agency for Quality Assurance in Pre-university Education
SE	3	Ministry of Education and Research Swedish National Agency for Education Swedish Schools Inspectorate
SI	1	Slovenian Institute for Vocational Education and Training
SK	3	Ministry of Education, Science, Research and Sport National VET Institute
UK	3	Department for Business, Innovation and Skills Welsh Government Department for Employment and Learning
EEA countries		
IC	1	Ministry of Education, Science and Culture
LI	1	Office for Vocational Training and Career Counselling
NO	2	Norwegian Directorate for Education and Training
Candidate and potential candidate countries		
FYROM	1	Ministry of Education and Science
HR	4	Ministry of Science, Education and Sport Agency for Vocational Education and Adult Education
TK	3	Ministry of National Education

Case study and stakeholder interviews

Coun try	Type	Affiliation	Name of organisation
CZ	SH	Business association	Czech Chamber of Commerce
CZ	SH	Trade union	Czech-Moravian Confederation of Trade Unions
DE	CS/SH	Business association	Association of German Chambers of Industry and Commerce (DIHK)
DE	CS/SH	Business association	German Confederation of Skilled Crafts (ZDH)
DE	CS/SH	Business association	Association of German Chambers of Industry and Commerce (DIHK)
DE	CS/SH	Business association	Association of German Chambers of Industry and Commerce (DIHK)
DE	CS/SH	VET provider	Umbrella Association of the Continuing Training Organisations (DVWO)
DE	CS/SH	Business association	German Confederation of Trade Unions (DGB)
DE	CS/SH	Business association	Association of German Chambers of Industry and Commerce (DIHK)
DE	CS/SH	Ministry	Hesse Ministry of Education and the Arts
EL	CS/SH	VET provider	Association of CVET/LLL providers
EL	CS/SH	VET provider	Public IVET school (IEK) of Glyfada, Athens
EL	CS	Ministry	Department of Vocational Education
EL	CS/SH	VET provider	ELSEKEK (Greek Association of Vocational Education Centres) (CVET)
EL	CS/SH	Business association	Institute of Small Enterprises, General Confederation of Professionals, Craftsmen and Merchants (IME GSEVEE)

Coun try	Type	Affiliation	Name of organisation
EL	CS	Public agency	National Organisation for the Certification of Qualifications and Vocational Guidance
ES	SH	Student association	CANAE: Confederación Estatal de Asociaciones de Estudiantes
ES	SH	Teachers' trade unions	UGT-FETE Education (Trade Union)
ES	SH	VET provider	Catalan VET Council (Consultative Body)
ES	SH	Teachers' trade unions	ANPE: National Association of State Teachers
ES	SH	Business association	Spanish federation of employers
FI	CS/SH	Student association	Finnish Association of VET Students (Suomen Ammattiin Opiskelevien Liitto - SAKKI ry)
FI	CS/SH	Business association	Confederation of Finnish Industries - Senior Adviser, Education and Skills
FI	CS/SH	VET provider	Finnish Association for the Development of Vocational Education and Training (AMKE ry)
FR	SH	VET provider	FNADIR - National association of Directors of VET centres
FR	SH	VET provider	Fédération de la formation professionnelle (FFP)
IE	SH	Teachers' trade unions	Teachers' Union of Ireland
IE	SH	VET provider	Irish Vocational Education Association (IVEA)
IE	SH	Business association	Irish Business and Employers' Confederation (IBEC)
IT	CS/SH	Business association	Confindustria
IT	CS/SH	VET provider	CIOFS FP - Centro Italiano Opere Femminili Salesiane
IT	CS/SH	Trade union	UIL - Unione Italiane del Lavoro
IT	CS/SH	Trade union	CGIL - Confederazione Generale Italiana del Lavoro
NL	SH	Trade union	AoB (Algemene Onderwijsbond)
NL	SH	Trade union	FNV (Federatie Nederlandse Vakbeweging)
PL	SH	Business association	Polish Craft Association
RO	CS	Public agency	National Centre for Development of Technical and Vocational Education and Training
RO	CS	Public agency	County School Inspectorate NEAMT County (NORD Romania)
RO	CS/SH	Business association	Sectoral Committee <i>Finance, Banking and Assurance</i>
RO	CS	Public agency	National Qualifications Authority
RO	CS	Public agency	Romanian Agency for Quality Assurance in Pre-university Education
SK	CS	Public agency	Slovak School Inspection
SK	CS	Public agency	Slovak School Inspection
SK	CS/ SH	Business association	Automotive industry association of the Slovak Republic
SK	CS/SH	Teachers' trade unions	Trade Union of Workers in education and science Slovakia
SK	CS/SH	Business association	National union of employers

Legend: SH – Stakeholder interview; CS – Case study interview; CS/SH – stakeholder and case study interview

EU level interviews

The following organisations were interviewed:

- Cedefop
- DG Education and Culture – EQF secretariat
- European Training Foundation
- ECVET secretariat
- EFVET (VET providers association)
- EUProVET (VET provider association)
- EQAR (higher education)
- ETUC-ETUCE (trade union)
- UAPME (small businesses)
- 2 experts supporting the EQAVET Network

Annex 6 Data collection tools

Country reports

Country report - template

Part 1 – Description of quality assurance arrangements and of recent developments

Summary of recent changes to quality assurance measures. Present in bullet points the changes to quality assurance requirements and measures at provider or system level since 2009 (if major reforms took place between 2004 and 2009 and these are still in place, these should also be noted here).

Quality assurance arrangements at system level in initial VET

1 page - 1.5 page

This section should address the following questions:

- What parts of initial VET are concerned (if there is more than one sub-system of initial VET focus on the main system but clarify focus in the introduction)?
- What is the general framework? What explicit quality assurance mechanisms are in place?

This includes – legislative requirements as well as more soft measures such as guidelines
- What are the main features/ measures in the quality assurance framework at system level?
- Who is in charge of quality assurance at system level? What are the main quality assurance institutions?
- What kind of criteria and descriptors are used?
- Are the EQAVET indicators used?
- How is the quality assurance implementation monitored?
- What main changes to the quality assurance framework took place:
 - Since 2009
 - Since 2003
- What were the main drivers for the introduction of these changes?

Use the following sub-headings to structure this section of the report:

- National Framework for initial VET – who is in charge of what?
- Statutory stakeholder involvement in initial VET systems
- Planning at VET system level
- Requirements for evaluation and review
- Identification of training needs
- Who can deliver VET and under what conditions – accreditation or other requirements on VET providers
- Certification – assessment and validation of learning (system level)
- Monitoring, inspection and use of indicators
- Reforms of quality assurance in initial VET since 2009 (adoption of EQAVET Recommendation)
- Reforms of quality assurance in initial VET since 2003 (beginning of EU cooperation) - 2008

Quality assurance arrangements at provider level in initial VET

1 page – 1.5 page

This section should address the following questions:

- What parts of initial VET are concerned (if there is more than one sub-system of initial VET focus on the main system but clarify focus in the introduction)?
- What is the general framework?
This includes – legislative requirements as well as more soft measures such as guidelines
- What are the main features/ measures in the quality assurance framework at provider level?
- Who is in charge of quality assurance at provider level? What are the quality assurance institutions and how is quality assurance enforced?
- What kind of criteria and descriptors are used?
- Are the EQAVET indicators used?
- How is the quality assurance implementation monitored?
- What main changes to the quality assurance framework took place:
 - Since 2009
 - Since 2003
- What were the main drivers for the introduction of these changes?

Use the following sub-headings to structure this section of the report:

- Requirements VET providers have to comply with (if not described in 1st section)
- Planning at VET provider level (including identification of training needs)
- Requirements for monitoring and review (self-assessment)
- Certification, assessment and validation of learners
- Stakeholder involvement
- Outputs from quality assurance at provider level
- Reforms of quality assurance in initial VET at provider level since 2009 (adoption of EQAVET Recommendation)
- Reforms of quality assurance in initial VET at provider level since 2003 (beginning of EU cooperation) -2008

Quality assurance arrangements at system level in continuous VET

0.5 – 1.5page

This section should address the following questions:

- Is there a general framework and if so what is it? Which aspects/ segments of continuous VET are concerned?
- What are the main features/ measures?
- Who is in charge of quality assurance in continuous VET? What are the quality assurance institutions and how is quality assurance enforced?
- What kind of criteria and descriptors are used?
- Are the EQAVET indicators used?
- How is the implementation of quality assurance monitored?
- What main changes to the quality assurance framework took place:
 - Since 2009
 - Since 2003
- What were the main drivers for the introduction of these changes?

Use the following sub-headings to structure this section of the report:

- National Framework for CVET – who is in charge of what?
 - Make it clear which aspects of CVET are you describing

- Statutory stakeholder involvement in CVET systems
- Planning at CVET system level
- Requirements for evaluation and review
- Identification of training needs
- Who can deliver VET and under what conditions – accreditation or other requirements on CVET providers
- Certification – assessment and validation of learning (system level)
- Monitoring, inspection and use of indicators
- Reforms of quality assurance in CVET since 2009 (adoption of EQAVET Recommendation)
- Reforms of quality assurance in CVET since 2003 (beginning of EU cooperation) -2008

Quality assurance arrangements in continuous VET at provider level

0.5 – 1.5page

This section should address the following questions:

- Is there a general framework and if so what is it? Which aspects/ segments of continuous VET are concerned?
- What are the main features/ measures?
- Who is in charge of quality assurance in continuous VET at provider level? What are the quality assurance institutions and how is quality assurance enforced?
- What kind of criteria and descriptors are used?
- Are the EQAVET indicators used?
- How is the implementation of quality assurance monitored?
- What main changes to the quality assurance framework took place:
 - Since 2009
 - Since 2003
- What were the main drivers for the introduction of these changes?

Use the following sub-headings to structure this section of the report:

- Requirements CVET providers have to comply with (if not described in 1st section)
- Planning at CVET provider level (including identification of training needs)
- Requirements for monitoring and review (self-assessment)
- Certification, assessment and validation of learners
- Stakeholder involvement
- Outputs from quality assurance at provider level
- Reforms of quality assurance in CVET at provider level since 2009 (adoption of EQAVET Recommendation)
- Reforms of quality assurance in CVET at provider level since 2003 (beginning of EU cooperation) -2008

Part 2 – Interaction between national quality assurance and EQAVET

Basic information

- Is there a NRP in place?
- Is there a national approach to enhancing quality assurance in place?
- Since when does the country participate in EU level developments underpinning EQAVET?

National Reference Point

- Which institution? What is the mandate of this institution?
- What is the mandate of the NRP – and what is the scope of action?
- What was the process leading to the setting up of the NRP?
- What are the resources at the disposal of the NRP (including human resources)?
- Is there a monitoring plan for the work of the NRP?
- What are the implemented activities of the NRP and the planned activities for the future?
- What is the added value of the NRP compared to existing national structures from the national perspective?
- Who are the main actors engaged by the NRP?
- What were the main issues in relation to the set up an NRP?

- If there is no NRP
- Why?
- What are the obstacles to set up one?

National approach to enhance quality assurance

- Is there such approach?
- What is its status?
- What does the approach focus on (priority areas) – and what are the expected results and outcomes
- What changes/ evolutions does it propose?
- What was the process leading to the establishment of the approach?
- Who designed it and who were consulted?
- What concrete actions have taken place so far as a result of this approach?

- If there is no approach:
- Why?
- What are the obstacles to put in place one?

Influence of EQAVET on national developments of quality assurance

Summary of interviewees views on:

- To what extent is quality assurance in VET high on the national policy agenda in education and training? Is it considered a priority by policy makers? In national strategies for development of education and training and in particular VET?
- To what extent has the existence of EQAVET increased national attention paid to the topic of quality assurance – did it have an agenda setting effects and how did this manifest itself?
- Which developments were triggered as a result of the EQAVET Recommendation at national level. Give concrete examples (may include for example enhanced understanding of the importance of quality assurance new activities, enlargement of scope of quality assurance, use of indicators and/or descriptors and/or development of new monitoring and reporting systems, involvement of new/different stakeholder etc.)
- Participation in EQAVET-related activities and groups (since 2003)
 - Strengths and weaknesses of main activities
 - Benefits and impact on national level activities, tools and strategy
 - Give concrete examples;
- To what extent has the existence of EQAVET raised the interest of stakeholders? To what extent did it engage new stakeholders and are all main stakeholders engaged?

Usefulness of EU level governance structures, activities and guidance in national processes

- How is information from EQAVET EU groups and actions disseminated in the country?
- Use and usefulness of EQAVET guidance materials
- Use and usefulness of results of EQAVET projects
- Participation in and use of results of working groups, peer-learning activities and fora.
- Concrete examples of how EU-level activities, exchanges and documents were taken into account in national developments

- The success factors and obstacles for policy learning among countries about quality assurance measures in VET

Synergies with other EU level instruments

- Involvement of stakeholders in charge of other instruments in quality assurance developments;
- Stakeholders at what levels of governance are involved – national/ regional/ local?
- What is the engagement of stakeholders in charge of quality assurance instruments in other parts of education and training systems (namely higher education, adult learning)
- Dissemination of information to these stakeholders
- Obstacles

Other country specific issues of importance to the implementation of EQAVET
 (not covered above)

Sources

- List of sources consulted
- List of persons interviewed:
 - Name
 - Institution
 - Role
 - Contact details
 - Date of interview

Interview Guide – NRPs

Interview Guide – NRPs
Name
Institution
Role
Contact details
Date of interview

Basic information

- Since when are you involved in EQAVET developments?
- What is your position in your organisation?

Eventual comments to the descriptive part of the country fiche

EQAVET National Reference Point

- Please describe the NRP
 - Mandate of the NRP
 - hosted by which organisation
 - Mandate of the institution that hosts the NRP
 - When set up
 - resources at the disposal of the NRP: Human resources & Financial resources
- What was the process leading to setting up of the NRP?
- What was the main reason for hosing the organisation by ...?

- Have there been any issues with the setup of the NRP – or making the NRP work effectively?
 - If yes what were the main obstacles to set it up?
 - What other issues have been encountered (lack of resources, political priority and commitment, inadequate mandate etc.)
 - What activities does the NRP undertake?
 - Seek to identify concrete examples of actions
 - Is there a work programme? What is it?
 - What is the added value of having an NRP in place compared to previously existing national bodies/ units?
 - **If, there is no NRP why?**
- Is the process to set it up underway and if so what does the process entail?
- What are the main obstacles in setting it up?
- Is there any monitoring strategy in place to assess the work of the NRP?

National approach to enhancement of quality assurance

(National approach reviewed as part of the desk research)

The EQAVET Recommendation asks countries to draw up a national strategy to enhance quality assurance.

- Is such approach developed or being developed?
 - If it is in development what is the status quo of this process?
- What is/ will be its status?
- What is the process for designing this approach?
- Who designed the approach?
- Who was consulted?
- What was the motivation/trigger to design the approach?
- What are the main priorities and objectives of the approach?
- What changes/evolutions to quality assurance processes does it propose? (is it likely to propose?)

The framework cover ... and Overall, with the benefit of high insight, is the national approach sufficiently comprehensive to:

- Ensure and promote enhanced national requirements for VET quality assurance (system level and provider level)?
- Ensure monitoring of VET quality?

If no approach:

- If there is no such approach or no plan to have one – why?
- Is there a process to develop such approach in place and if so what is this process?
- What are the obstacles or objectives to develop one?

The content of the EQAVET Framework – use and usefulness

- Given your national context how useful has the EQAVET framework (criteria, descriptors, indicators) been for the development of your National approach?
 - To what extent did you use the framework (please explain)
 - Which aspects proved to be useful/not useful to improve your national quality assurance practices?
- In your view is the EQAVET framework (criteria, descriptors, indicators) coherent?
- Overall is it suitable to reach the objectives of enhancing quality assurance at national level?

Partner organisations involvement

- How does the NRP cooperate with other institutions in charge of quality assurance in the country?
- Which are the other organisations involved in the activities of the NRP – or targeted by information/awareness raising activities?
- As NRP how do you disseminate information about the activities of the EQAVET network?
- Would you say overall you have managed to engage all the right actors in the:
 - formulation of the national approach enhancement of quality assurance and/or
 - in its implementation

If no – why and what are the consequences of lack of involvement?

Influence of EQAVET on national developments of quality assurance

To what extent has the issue of quality assurance in VET been on the agenda of the national authorities in your country since 2003? Is it an important issue/priority – and why/why not?

How would you assess EQAVET contribution to the process of national developments in the area of quality assurance:

- Did the existence of EQAVET and previous initiatives increase national attention paid to the topic of quality assurance? When did this change occur?
- Did the adoption of the EQAVET Recommendation in 2009 trigger developments at national level which most likely would not have taken place without the Recommendation?
 - Which ones?
- Did the existence of EQAVET (and previous initiatives) raise the interest of stakeholders? How did this manifest itself?

Overall, in your view how important has EQAVET been for

- Development quality assurance of VET systems in your country
 - System level
 - Providers level
 - IVET/CVET
- Increasing transparency and consistency of VET developments between Member States

Usefulness of EU level governance structures and guidance in national processes

Added value at MS level

- What has been – in your view - the main added value of EQAVET-network related activities and groups?
 - Exchange of practices
 - Peer learning
 - Development of trust in other quality assurance systems overall

- Have the EQAVET network activities influenced development in your country – if yes how?

Can you cite concrete examples of how these activities influenced the debate in the country or the national developments?

- What are in your view the main benefits of the network (for your country or for other countries)?
- What are the weaknesses of the network?

Overall, given the context of your county does the network focus on the right issues?

- Are you aware of any EQAVET projects in your country – funded by the Lifelong learning programme?
- Have you been involved in EQVET projects? If yes
 - which benefits did your country draw from this involvement
 - What were the weaknesses of the project
- Did you benefit from other EQAVET projects? If yes how? If no why not?
- Do you know if others use these?

Overall, given the context of your county do the projects focus on the right issues and engage the right actors?

- How do you use the EQAVET guidance materials?
 - Do you consider these useful? Why/why not
 - Do you know whether these are used/ referred to in your country? Why/why not
- What are the success factors and obstacles for policy learning from these EU level activities and products?

Governance overall

- It is your impression that your country’s expectations and objectives for EQAVET is identical/similar to that of other countries – or are there differences (which ones)
- How would you rate the effectiveness of the governance system of EQAVET? Why?
- To what extent are the procedures for reporting appropriate? Is the burden associated with reporting associated with any benefits? If yes please specify how

Synergies with other EU level instruments

- How would you describe the synergies in your country with the following instruments:
 - EQF and national qualifications framework;
 - ECVET or credit systems in place;
 - Other quality assurance measures – in particular in higher education.
- Are there any synergies in governance? Implementation strategies?
- Are there any synergies regarding sharing of resources?
- Are there any structural synergies?
- How are stakeholders in charge of these other instruments involved in quality assurance developments?
 - at what level are these stakeholders involved – national/ regional/ local
- Are stakeholders in charge of other quality assurance measures (higher education, adult learning, etc.) involved and how?
- What are the obstacles encountered?

Interview Guide – Other national representatives or stakeholders

Interview Guide – NRPs

Name

Interview Guide – NRPs

Institution

Role

Contact details

Date of interview

Basic information

- Since when are you involved in EQAVET developments?
- What is your position in your organisation?
- What is your role regarding quality assurance developments or EQAVET implementation?

- Eventual comments to the descriptive part of the country fiche

EQAVET National Reference Point

According to your knowledge:

- What is the mandate of the NRP?, where is it hosted? What is the mandate of the host organisation? What was the main reason for hosing the organisation by ...?
- What activities does the NRP undertake?
 - Seek to identify concrete examples of actions
 - Is there a work programme? What is it?

- What was the process leading to setting up the NRP?
- Have there been any issues with the setup of the NRP – or making the NRP work effectively?
 - If yes what were the main obstacles to set it up?
 - What other issues have been encountered (lack of resources, political priority and commitment, inadequate mandate etc.)
 - What is the added value of having an NRP in place compared to previously existing national bodies/ units?
- **If, there is no NRP why?**
- Is a process to set it up under way and if so what does this process entail?
- What are the main obstacles in setting it up?

National approach to enhancement of quality assurance

(National approach reviewed as part of the desk research)

The EQAVET Recommendation asks countries to draw up a national strategy to enhance quality assurance.

- Is such approach developed or being developed?
 - If it is in development what is the status quo of this process?
- What is/ will be its status?
- What was the process to draw up the approach?
- Who designed the approach?
- Who was consulted?
- What was the motivation/trigger to design the approach?
- What are the main priorities and objectives of the approach?
- What changes/evolutions to quality assurance processes does it propose? (is it likely to propose?)

The framework cover ... and Overall, with the benefit of high insight, is the national approach sufficiently comprehensive to:

- Ensure and promote enhanced national requirements for VET quality assurance (system level and provider level)?
- Ensure monitoring of VET quality?

If no approach:

- If there is no such approach or no plan to have one – why?
- Is the process to draw up such approach under way and if so what does the process entail?
- What are the obstacles or objectives to develop one?

The content of the EQAVET Framework – use and usefulness

- Given your national context how useful has the EQAVET framework (criteria, descriptors, indicators) been for the development of your National approach?
 - To what extent had the framework been used in your country (please explain)
 - Which aspects proved to be useful/not useful to improve your national quality assurance practices?
- In your view is the EQAVET framework (criteria, descriptors, indicators) coherent, well understood and adapted to your needs?
- Overall is it suitable to reach the objectives of enhancing quality assurance at national level?

Partner organisations involvement

- How are other institutions in charge of quality assurance in the country engaged in the EQAVET process?
- Which are the other organisations involved– or targeted by information/awareness raising activities?
- Do you disseminate information about the activities of the EQAVET network?
- Would you say overall that the all the right actors have been involved in the:
 - formulation of the national approach enhancement of quality assurance and/or
 - in its implementation

If no – why and what are the consequences of lack of involvement?

Influence of EQAVET on national developments of quality assurance

To what extent has the issue of quality assurance in VET been on the agenda of the national authorities in your country since 2003? Is it an important issue/priority – and why/why not?

How would you assess EQAVET contribution to the process of national developments in the area of quality assurance:

- Did the existence of EQAVET and previous initiatives increase national attention paid to the topic of quality assurance? When did this change occur?
- Did the adoption of the EQAVET Recommendation in 2009 trigger developments at national level which most likely would not have taken place without the Recommendation?
 - Which ones?
- Did the existence of EQAVET (and previous initiatives) raise the interest of stakeholders? How did this manifest itself?

Overall, in your view how important has EQAVET been for

- Development quality assurance of VET systems in your country
 - System level
 - Providers level
 - IVET/CVET
- Increasing transparency and consistency of VET developments between Member States

Usefulness of EU level governance structures and guidance in national processes (selection of questions in function of the interviewee)

Added value at MS level

- What has been – in your view - the main added value of EQAVET-network related activities and groups?
 - Exchange of practices
 - Peer learning
 - Development of trust in other quality assurance systems overall

- Have the EQAVET network activities influenced development in your country – if yes how?

Please cite concrete examples of how the involvement in EQAVET activities influenced national debate or developments.

- What are in your view the main benefits of the network?
- What are the weaknesses of the network?

Overall, given the context of your county does the network focus on the right issues?

- Are you aware of any EQAVET projects in your country – funded by the Lifelong learning programme?

- Have you been involved in EQAVET projects? If yes
 - which benefits did your country draw from this involvement
 - What were the weaknesses of the project

- Did you benefit from other EQAVET projects? If yes how? If no why not?
- Do you know if others use these?

Overall, given the context of your county do the projects focus on the right issues and engage the right actors?

- How do you use the EQAVET guidance materials?
 - Do you consider these useful? Why/why not
 - Do you know whether these are used/ referred to in your country? Why/why not

- What are the success factors and obstacles for policy learning from these EU level activities and products?

Governance overall (only members of the EQAVET network)

- It is your impression that your country's expectations and objectives for EQAVET is identical/similar to that of other countries – or are there differences (which ones)
- How would you rate the effectiveness of the governance system of EQAVET? Why?
- To what extent are the procedures for reporting appropriate? Is the burden associated with reporting associated with any benefits? If yes please specify how

Synergies with other EU level instruments

- How would you describe the synergies in your country with the following instruments:
 - EQF and national qualifications framework;
 - ECVET or credit systems in place;
 - Other quality assurance measures – in particular in higher education.
- Are there any synergies in governance? Implementation strategies?
- Are there any synergies regarding sharing of resources?
- Are there any structural synergies?
- How are stakeholders in charge of these other instruments involved in quality assurance developments?
 - at what level are these stakeholders involved – national/ regional/ local
- Are stakeholders in charge of other quality assurance measures (higher education, adult learning, etc.) involved and how?
- What are the obstacles encountered?

Stakeholder interviews

The stakeholders interviewed will be:

- Representatives (associations) of VET providers;
- Representatives of the labour market (employers, employees);
- Representatives of teachers and if existent in the country of VET students;
- Representatives of regions – if relevant

The topic guides will be tailor made to each interviewee group.

- Introduction – the interviewer introduces the topic of the study. The interviewer presents the fact that a country report describing the quality assurance framework in the country was produced and that the interview should not focus on describing the status quo in great depth but instead on gathering the views of the organisation interviewed.
- 1) What was the importance of the topic of quality assurance in vocational education and training in your country (increasing, decreasing, stable)?
 - Compared to other developments?
 - Considering the difference between quality assurance and quality?
- 2) What were the main changes in quality assurance in your country over the past years?
- 3) What do you see as the main drivers for reforms in quality assurance in VET/ education and training at national level?
- 4) Is your organisation informed about EQAVET?
 - a. Through which channel?
 - b. Is the information you have sufficient for the needs of your organisation and your members?
- 5) Is your organisation involved in national activities to support development of quality assurance?
 - If yes
 - a) What are these activities?
 - b) How are you involved?
 - If no
 - a) Are you aware of any such activities taking place in your country?

- 6) How would you describe the level of awareness of EQAVET among your members?
 - a. What are the main gaps?
- 7) Did your organisation communicate to them about EQAVET? Or about quality assurance in VET more generally?
- 8) Are you aware of any projects that focused on EQAVET?
 - a. If yes which ones?
 - b. How were their results used in your country?

Case study interviews (excluding stakeholder interviews)

Each case study will be based on 5 semi-structured interviews in the given country. The sample of interviewees will be adjusted to the specific country context. Focus will be on identifying persons who are knowledgeable about the past developments in quality assurance in the country.

The aim of the interviews will be to understand:

- The main drivers for change in quality assurance in the given country;
- The role of EQAVET in this process;
- The role of other instruments, international frameworks or developments in this process;
- The role of EU-funds in the process (and the potential link with EQAVET);
- The extent to which EQAVET is seen as mainly applicable to school-based VET or work-based VET;
- The potential gaps in the EQAVET framework;
- The needs for future support in national development of quality assurance in VET.

The interviews will aim to deepen the information gathered in the country reports. Therefore the country reports will be the basis for the discussions.

The below represents the structure for reporting case study findings. The case study write-ups will be 3-5 pages long. The topic guides will be adjusted to each country context based on the understanding of national developments in quality assurance.

- Country
- Context – text box with bullet points about the main developments in quality assurance in the country (based on the country report);
- Drivers for change in quality assurance in VET and in education and training more generally
- The role of EQAVET in driving change at national level
 - o The role of the EQAVET framework as such (cycle, descriptors, indicators)
 - o The role of EU-level sharing and learning;
 - o The role of EU projects – or of EU funds more generally
 - o The role of EU-level products
- Strengths of EQAVET in supporting change at national level;
- Gaps in the EQAVET framework and implementation approach and how it can support change at national level
 - o School-based versus work-based VET;
 - o Focus on certification
 - o Others
- Conclusions

EU-level interviews

Introduction:

- The interviewer presents the objectives of the evaluation and the status of the analysis.
- The interviewer asks the interviewee to provide some basic information about himself/herself (where appropriate):
 - o Can you please let me know your role in your organisation and your responsibilities?
 - o Briefly, what are the key activities of your organisation in the area of quality assurance in education and training?
 - o How familiar are you with EQAVET?
- 1) What was the importance of the topic of quality assurance in vocational education and training in EU countries (increasing, decreasing, stable)?
 - a. Compared to other developments?
 - b. Considering the difference between quality assurance and quality?
- 2) What do you see as the main drivers for reforms in quality assurance in VET/ education and training at national level?
- 3) What do you see as the main changes at national level in quality assurance in education and training?
- 4) What do you see as the main obstacles for reforming quality assurance at national level?
- 5) How would you describe the level of awareness of EQAVET among the stakeholders/ policy makers with whom your organisation works?
 - a. What are the main gaps?
- 6) What do you consider to be the main contribution of EQAVET to national developments in quality assurance?
 - a. How was this achieved?
- 7) What are the shortcomings in how EQAVET influences national developments in quality assurance?
- 8) How would you rate the contribution to national developments of each of the following:
 - a. The EU governance structure (steering committee, EQAVET network, EQAVET secretariat);
 - b. The activities and products of the EQAVET network and of the secretariat;
 - c. The LLP projects.
- 9) What synergies do you see between EQAVET and other European instruments in quality assurance (ESG) and those in education and training more generally (EQF, ECVET)?

Table 1 – Additional specific questions

Institution	Additional questions
ETF	How would you rate the scale of interest in EQAVET among countries ETF is working with (candidate, pre-candidate, partner countries)? What are the main reasons for their interest in EQAVET? What is the connection between the take up of EQAVET in these countries and the funding programmes to reform VET?

<p>ENQA & EQAR</p>	<p>What level of cooperation do you observe between quality assurance in VET and Higher education?</p> <ul style="list-style-type: none"> - At national level - At European level <p>What do you see as the main reasons that explain the cooperation/ its lack?</p> <p>How aware are stakeholders in quality assurance in higher education of EQAVET?</p> <p>What similarities do you see between EQAVET and ESG?</p> <p>What differences do you see?</p> <p>How could the cooperation in quality assurance between the two sectors be supported?</p>
<p>EFVET & EVTA</p>	<p>What do you think is the level of awareness of EQAVET among your members?</p> <p>Do you communicate about EQAVET towards your members?</p> <p>How do VET providers use EQAVET?</p> <p>What are their needs to use the framework more or better?</p>
<p>ECVET and EQF secretariats</p>	<p>What is the added value of EQAVET for implementing EQF/ECVET?</p> <p>Is EQAVET discussed during the meetings/ activities related to EQF/ ECVET?</p> <p>What is the main focus of these discussions?</p> <ul style="list-style-type: none"> - Is there a specific angle under which EQAVET is discussed in these meetings? - Are the discussions about EQAVET specifically or quality assurance in general? <p>How do the members of the group refer to EQAVET?</p> <ul style="list-style-type: none"> - Are they generally aware of it? - Do they know the specific/ detailed aspects of EQAVET ? - Are they aware of the European activities and products around EQAVET?

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