

The
QALLL Potential

The QALLL Potential – Putting QALLL to work in VET and AL is a follow-up paper to the final QALLL conference (Vienna, Nov. 4–5, 2012) and focuses on the implementation and further development of the QALLL recommendations as well as on how QALLL can contribute to the EQAVET work on quality assurance (QA) in VET and the Commission’s work on QA in adult learning.

The QALLL Potential

Putting QALLL to work in VET and AL

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The QALLL project consortium is composed by:

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- OeAD-GmbH National Agency for Lifelong Learning, Austria (coordinator)
- Agency for European Education Programmes VoG, Belgium
- DZS, Academic Information Agency, Czech Republic
- National Agency – Education for Europe at BIBB, Germany
- CIMO, Centre for International Mobility, Finland
- Léargas, The Exchange Bureau, Ireland
- Research Liaison Office, University of Iceland, Iceland
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- ANEFORÉ a.s.b.l., National Agency for the Lifelong Learning Programme, Luxembourg
- CINOP, National Agency for Lifelong Learning, Netherlands
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- CMEPIUS, Center of the Republic of Slovenia for Mobility and European Educational and Training Programmes – CMEPIUS, Slovenia
- SAAIC – Slovak Academic Association for International Cooperation, Slovakia
- The Centre for European Union Education and Youth Programmes, Turkey

and two silent partners:

- frse – The Foundation for the Development of the Education System, Poland
- The Education, Audiovisual and Culture Executive Agency (EACEA), Brussels



Contents

Executive summary	5
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I. Introduction	7
1 Quality in VET and adult learning	9
· European visions and practice	9
· Quality concepts and definitions	11
2 The role of the thematic network QALLL	12
· Key conclusions and recommendations from QALLL	13
· Critical reflections and priorities	14
II. Selected QALLL recommendations and products of QALLL good practice projects	17
1 Contributions to the EQAVET work on quality in VET	18
· EQAVET Work Programme 2013–2015	18
· The QALLL contribution	19
2 Contributions to the Commission's work on quality in adult learning	26
· The Thematic Working Group on Quality in Adult Learning	26
· The QALLL contribution	27
3 General contributions from QALLL	36
· Methodology	36
· Quality culture and development	39
· Work-based learning	41
· Guidance and Counselling	43
III. The next generation of quality in VET and adult learning – the QALLL contribution	47
1 Where to focus?	48
· Major strategic and operational areas	49
· Levels	51
2 Conclusions	53
IV. Annex – Links to the QALLL projects	57



Executive Summary

This article highlights the extensive potential of the QALLL projects for both VET and AL. How effective this potential is realised depends mainly on the stakeholders and on the context where the education, training and learning takes place. We have focused on a selected number of topics of both political and practical interest and importance together with ideas of how to act.

Our main general conclusion is **that QALLL makes a difference to the quality of vocational education and training and adult learning for the benefit of the learners and societies.**

We suggest that all stakeholders should use the existing project and product experiences and the possibilities for getting a quick electronic overview at the QALLL homepage and a more comprehensive view in the ADAM database and the possibility to contact the project management and partners directly.

Systematic participation in quality work – locally, nationally and internationally – supports the development of a quality culture and we strongly recommend this.

The QALLL projects show that there are more similarities than differences with respect to quality in VET and AL. **We suggest, based on this, to consider focusing on common reference frameworks through raising common questions but expecting different answers according to the different sectors.**

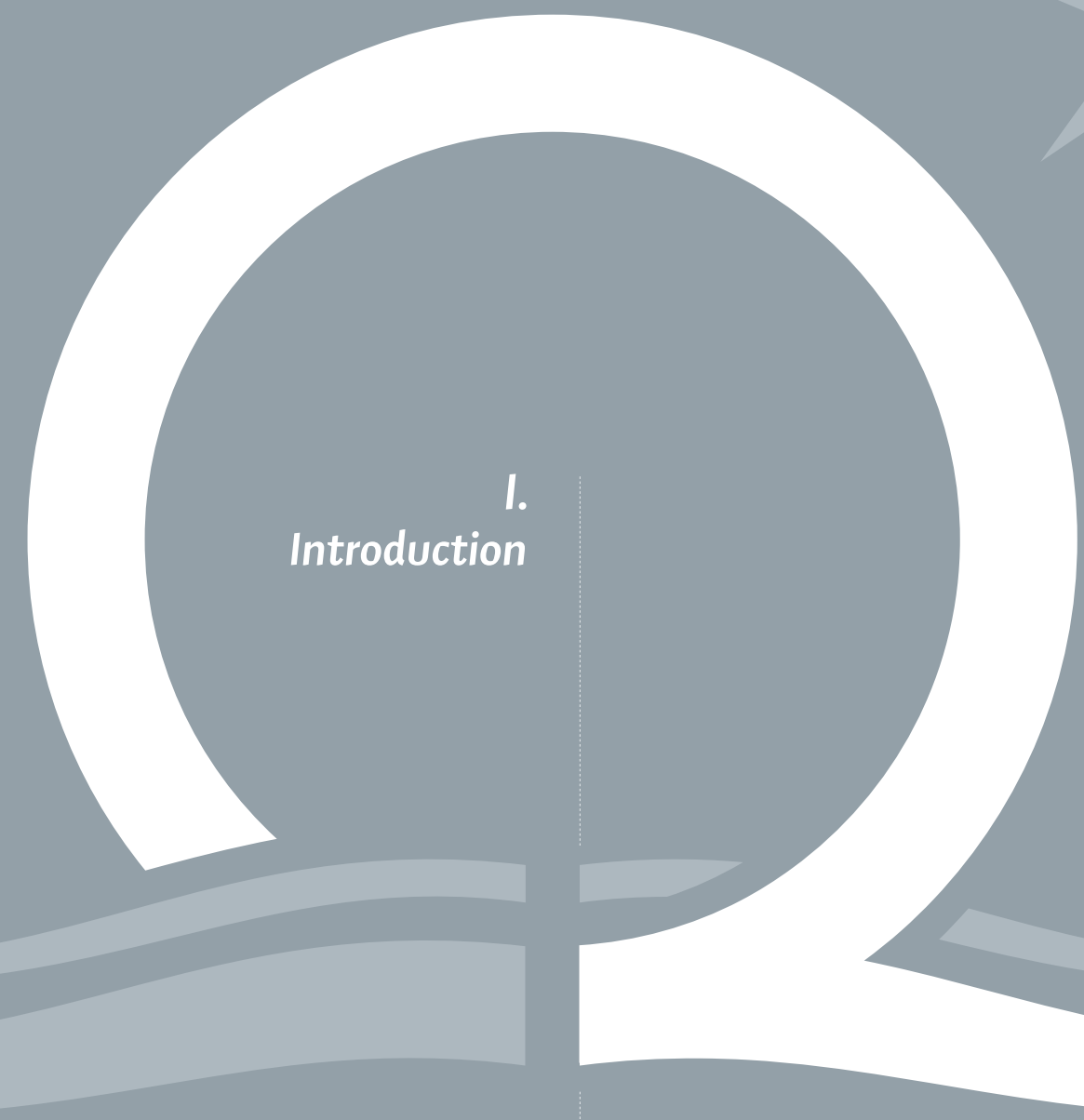
There needs to be coordination between the work on quality in VET and the one within adult learning to create synergies for collaboration. **The quality cycle model**, its concept and structure seem by now to be universally and easily understood and accepted in both VET and AL. We suggest to use this model as the backbone of all the work done on quality in education, training and learning and to focus on answering the key questions related to each phase of the quality cycle in order to assure and develop quality.

Teachers and trainers are the single most important factor for quality in VET and adult education, thus training in quality work and management support are a precondition for success. Participation in European and national projects in quality is seen as an important tool for enabling staff development at a relatively low cost.

Work-based learning is still one of the few still unexplored aspects in the quality world. We recommend that VET and HE cooperate within QA for work-based learning and that QA in work-based learning should be given higher priority in both educational sectors. Common research, tests and projects will be among the potential activities to achieve a better insight into quality in work-based learning and for developing further quality aspects within work-based learning.

Guidance is extremely important in societies with high insecurity and challenges in predicting the future demand for skills and competences. If we consider employment and employability as key quality criteria for both VET and AL, guidance is one of the major tools to secure a high quality. We consider this area very important and suggest that both actors should focus more on it in the coming years.

The potential of the QALLL projects can only be activated through **action**. Targeted action requires the involvement of a number of different stakeholders and this requires a high level of motivation. Each stakeholder needs to recognise “what is in it for him/her” in order to invest in working with the QALLL projects, analysis, conclusions and recommendations. We advise bringing the different actors together and holding QALLL projects easily available. The aim is making the contact with project managers and partners easier as well as stimulating further work on quality through trans-sectoral cooperation both at the European and the national level. These objectives should be achieved by the use of the current work with national roadmaps and a European strategy for Lifelong learning tackling both VET and AL together.



I.
Introduction

1 | **Quality in VET and adult learning**
European visions and practice
Quality concepts and definitions

PAGE 9
PAGE 9
PAGE 11

2 | **The role of the thematic network QALLL**
Key conclusions and recommendations
from QALLL
Critical reflections and priorities

PAGE 12
PAGE 13
PAGE 14

1 Quality in VET and adult learning

This section will introduce current concepts, approaches and trends in Quality Assurance in VET and adult learning and the role of the thematic network QALLL.

The European visions and objectives in quality in VET and AL are based on the Lisbon Strategy and the Copenhagen Declaration. They can be summarised to focus on achieving a stronger Europe through one European labour market; mobility of students and workers; world class education; transparency in the provision and assessment of education and learning; mutual trust and recognition among providers on a national, European and global level; and common understanding.

Implemented by a network of 15 National Agencies for Lifelong Learning, QALLL aims at improving the quality and efficiency of education and training. Its main objective is to bring good QA practice into prominence and subsequently develop recommendations in relation to quality assurance. The QALLL project provides a detailed description of the state of the art in European projects, focusing on quality assurance and development in both vocational education and training and adult learning. Ten recommendations are put forward based on the analysis of a number of best practice projects at European level.

The main objective of this article is to promote the use of the results of the QALLL project by educational institutions, in order to further increase the quality of both VET and adult learning.

This QALLL conference follow-up paper focuses on the realisation, implementation and further development of the QALLL recommendations, as well as on how QALLL can contribute to the EQAVET work on quality assurance (QA) in VET and the Commission's work on QA in adult learning. EQAVET is the key actor in quality in VET on the European level and also supports quality work at national, regional and provider level. The detailed EQAVET work programme 2013–2015 suggests several priorities and thematic areas as tailored support at national level; addressing the short-term deliverables relating to EQAVET identified in the Bruges Communiqué; addressing and supporting a sectoral approach to QA; fostering cooperation on quality assurance approaches with higher education; and increasing synergies with EQF and ECVET.

Based on the EU2020 objectives and on the results of initiatives such as in VET and higher education, the members of the Thematic Working Group on Quality in Adult Learning – member countries, partner countries, European agencies (CEDEFOP and Eurydice), social partners, European networks and adult education providers – will provide practical outputs and policy recommendations aimed at assisting the member countries in improving the quality and efficiency of their national systems for adult education and training as agreed in the work programme.

The Thematic Working Group on Quality in Adult Learning has been commissioned with developing a quality framework which will inform and guide both member countries and individual providers regarding the provision of high-quality adult learning. The TWG strives for a policy framework for quality assurance, including recommendations for policy makers; and a policy handbook based on the work of the three sub-groups within accreditation of education and training providers; staff quality; and indicators.

The paper demonstrates how the results and experiences of the QALLL project can be used in the current activities within VET, adult learning and lifelong learning. It describes in detail how selected QALLL recommendations and the products of QALLL good practice projects can feed into the EQAVET toolboxes and the policy handbook/guidelines that are to be developed by the European Commission's working group on quality in adult learning. The QALLL analysis, experiences and reflections are closely linked to the work done by European initiatives on quality assurance in VET and adult learning.

This article focuses particularly on actions, activities and the involvement of all stakeholders. There are detailed proposals for action plans at all levels and in all the major strategic and operational areas within quality assurance and development in VET and adult learning.

QALLL ought to make a difference to the quality of vocational education and training and adult learning for the benefit of the learners and societies - that is our ambition.

EUROPEAN VISIONS AND PRACTICE

The European visions and objectives are stipulated in the Lisbon Strategy¹ and the Copenhagen Declaration² and can be summarised to focus on achieving:

- A stronger Europe;
- One European labour market;
- Mobility of students and workers;
- World-class education;
- Transparency in the provision and assessment of education and learning;
- Mutual trust and recognition among providers on a national, European and global level; and
- Common understanding

The table below provides a summary of the visions and objectives that have been worked on to reach these objectives in many different ways and involving many different stakeholders.

TABLE 1 Quality in VET and Adult Learning in a European perspective

Year	Place	Activity, event
2000	Lisbon	The Lisbon Strategy 2000–2010
2001		European Forum on Quality in VET (2001–2002)
2002	Copenhagen	The Copenhagen Declaration
2003		Technical Working Group on Quality in VET (2003–2004)
2004	Maastricht	Common Quality Assurance Framework CQAF
2005	Helsinki	ENQAVET – 2 work programmes (Oct. 2005–Dec. 2009)
2008	Bordeaux	EQARF
2009		EQARF + ECVET Recommendation, The QALLL-Network
2010	Bruges	EQAVET (1.1.2010)
2011		Quality in the Adult Learning Sector
2012	Wien	Final conference, Nov. 2012
2013		Quality reference framework for Adult learning?
20??		Quality reference framework for lifelong learning

¹ http://ec.europa.eu/information_society/eeurope/i2010/docs/launch/lisbon_strategy_and_ict.pdf

² http://ec.europa.eu/education/pdf/doc125_en.pdf

10 EU2020³ is the successor of the Lisbon Strategy.⁴ It is to shape the EU's response to the global economic and financial crisis. The Communication of the Commission (2010) sets three strategic policy directions/priority areas to reinvigorate economic growth:

- Smart growth – developing an economy based on knowledge and innovation;
- Sustainable growth – promoting a more resource-efficient, greener and more competitive economy; and
- Inclusive growth – fostering a high-employment economy delivering economic, social and territorial cohesion.

These three priorities constitute the policy framework for European cooperation in the fields of economy, employment, education and training, research and social inclusion.

Until 2020 the issue of quality in education and training will continue to be a major theme at the European level. The second strategic objective of the Strategic framework for European cooperation in education and training (ET2020)⁵ is to improve the quality and efficiency of education and training in the interest of ensuring the acquisition of key competences by everyone.

Developments in relation to quality in adult learning are still at an early stage. The Action Plan on adult learning (2007)⁶ urged member countries to address the challenge of ensuring and improving quality in adult learning through a focus on staff as the key determinant of quality in the sector.

Since the Bologna Declaration on Higher Education in 1999⁷ and the Copenhagen Declaration in 2002 the main

developments in relation to the quality of adult education and training have been in higher education (HE) and vocational education and training (VET).⁸ In these sectors stakeholders have worked for more than a decade to build quality structures and systems and, most importantly, widespread transparency, mutual trust and agreement on common objectives. In terms of political endorsement the European Qualifications Framework (EQF) Recommendation (2008)⁹ and the European Quality Assurance Reference Framework (EQARF) for VET were approved by the European Parliament and the Council in 2009¹⁰, while Standards and Guidelines for Quality Assurance for the Higher Education Area were adopted in Bergen in May 2005¹¹.

The European Lifelong Guidance Policy Network (ELGPN)¹² addresses the development of quality assurance systems for guidance services from a user perspective and the need for an evidence base for developing policies for guidance provision. The objective is to develop a proposal for a common EU framework for quality assurance from a lifelong guidance perspective.

In addition to these developments at policy level a specific call for Leonardo da Vinci projects on Quality¹³ was launched in mid-2010 as part of the Lifelong Learning Programme (LLP). A number of Grundtvig projects have also specifically addressed the issue of quality in adult education. Also, the current European thematic network, Quality Assurance in Lifelong Learning (QALLL)¹⁴, aims at highlighting good practice in quality assurance in lifelong learning by facilitating the networking and mainstreaming of the results and outcomes of previous and existing LLP-funded centralised and decentralised projects in VET (Leonardo da Vinci) and adult education (Grundtvig).

³ http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/targets/index_en.htm

⁴ http://ec.europa.eu/research/innovation-union/pdf/innovation-union-communication_en.pdf

⁵ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

⁶ http://ec.europa.eu/education/policies/adult/com558_en.pdf

⁷ http://www.bologna-bergen2005.no/Docs/00-Main_doc/990719BLOGNA_DECLARATION.PDF

⁸ The described background focused on VET and higher education because of the close links to adult education and the necessity to bring the three sectors together more closely. Nevertheless several measures have been taken in order to improve quality assessment of school education as well. The recent proposal for a Council recommendation "on policies to reduce early school leaving" http://ec.europa.eu/education/school-education/doc/earlyrec_en.pdf also stressed the importance of quality at different levels.

⁹ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=oj:c:2008:111:0001:0007:en:pdf>

¹⁰ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF>

¹¹ [http://www.enqa.eu/files/ESG_3edition%20\(2\).pdf](http://www.enqa.eu/files/ESG_3edition%20(2).pdf)

¹² <http://ktl.jyu.fi/ktl/elgpn>

¹³ http://eacea.ec.europa.eu/llp/leonardo/leonardo_da_vinci_multilateral_projects_en.php. In total projects have been selected (8 for ECVET and 5 for EQAVET).

¹⁴ <http://www.qalll.eu/>

QUALITY CONCEPTS AND DEFINITIONS

Quality is difficult to define due to the many different actors and different points of view.

The Thematic Working Group on Quality in Adult Learning's understanding¹⁵ of quality in adult learning is based on the CEDEFOP definitions of quality (taken from ISO 8402 and ISO 2000, respectively) as 'all characteristics of an entity that bear on its ability to satisfy stated and implied needs' or 'the degree to which a set of inherent characteristics fulfils requirements'.

The Thematic Group also bases its understanding of quality assurance in education and training on the CEDEFOP definition, namely, 'Activities involving planning, implementation, evaluation, reporting, and quality improvement, implemented to ensure that all education and training (content of programmes, curricula, assessment and validation of learning outcomes, etc.) meet the quality requirements expected by stakeholders'¹⁶.

Section 10 and 11 in the Recommendation of The European Parliament and of The Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training¹⁷ presents a number of dimensions that can be seen as elements in a quality definition for VET:

"The framework should comprise a quality assurance and improvement cycle of planning, implementation, evaluation/assessment and review/revision of VET, supported by common quality criteria, indicative descriptors and indicators. The monitoring processes, including a combination of internal and external evaluation mechanisms, have to be defined by member states as appropriate in order to identify the strength of systems, processes and procedures and areas for improvement. The framework should include the use of measuring tools to provide evidence of effectiveness.

The framework should be directed at the VET system, VET provider and qualification-awarding levels. It provides a systemic

¹⁵ European Commission. Thematic Working Group on Quality in Adult Learning. Work Programme. May 30th, 2012.

¹⁶ Cedefop (2011) Glossary. Quality in education and training.

¹⁷ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF>

I. 2 The role of the thematic network QALLL

For several years the Lifelong Learning Programme (LLP) of the European Commission has funded transnational projects in the fields of vocational education and training (VET) and adult education (AE) in the programme sectors Leonardo da Vinci and Grundtvig. Quite a number of these projects deal with the topic of quality assurance (QA), thereby delivering highly interesting outcomes, results and products. The thematic network QALLL – Quality Assurance in LifeLong Learning with particular focus on vocational

education and training and adult learning seeks to better exploit the results of these projects and draw lessons and good practices from these experiences.

Implemented by a network of 15 National Agencies for Lifelong Learning, QALLL aims at improving the quality and efficiency of education and training. Its main objective is to bring good QA practice into prominence and subsequently develop recommendations in relation to quality assurance.

TABLE 2 – QALLL Project Overview – Number of projects within the selected topics

The Lisbon Strategy 2000–2010	Quality Management Systems		Methodologies and Procedures				EQAVET quality cycle			
	Criteria/indicators	Tools/instruments	Self-assessment	External assessment	Accreditation of providers	Certification of individuals	Planning	Implementation	Evaluation	Review
15	17	33	19	7	7	3	20	16	31	19

The total number of selected QALLL projects is 39, and many projects cover more than one topic.

Table 2 shows that the majority of the QALLL projects focused on developing tools and instruments and work with different aspects of evaluation. Fewer than half of the projects worked on different aspects of implementation activities or with the review phase of the EQAVET quality cycle.

Links to all the QALLL projects are presented in **Annex IV**, in order to help the interested reader to get fast and direct access to the QALLL projects and products.

QALLL combines VET and adult learning and has collected, analysed and presented good practices identified. In this way QALLL has reduced the complexity of analysing all the various projects and has developed a proactive channel for the dissemination of project results, tools and contact persons.

KEY CONCLUSIONS AND RECOMMENDATIONS FROM QALLL

The analysis of all the projects has led to identifying ten QALLL recommendations related to promoting quality assurance in education provision in vocational education and training (VET) and adult education (AE). These are presented in table 3. These recommendations are based on:

- 39 good practice projects which have been subjected to a comparative analysis, fleshing out in detail how they contribute to key issues in European quality assurance policy;
- a survey on sustainability of project results which was conducted among the 39 good practice projects.
- the outcomes of two QALLL conferences and eleven QALLL national expert panels carried out in the partner countries;

TABLE 3 The ten QALLL recommendations for VET and AE

	Topic	Recommendation
1	Joint approaches in AE and VET	Enhance exchange and cooperation between AE and VET for mutual benefit.
2	Quality Culture	Develop and nurture a quality culture.
3	The EQAVET Quality Cycle	For constant development make sure to employ the whole quality cycle.
4	Quality Management Models and Indicators	Adopt easy-to-use and flexible QM models and develop/choose meaningful indicators.
5	Methodologies	Make use of the rich repertoire and choose the methodology that suits your requirements.
6	Work-based learning	Develop QA for work-based learning involving enterprises.
7	Guidance	Build upon existing QA models for Guidance and Counselling.
8	Professionalisation and staff development	Establish QA as an integral part of professionalisation and staff development.
9	Dissemination and Valorisation	Ensure dissemination and valorisation to enhance the impact of your project.
10	Innovation in QA	Support further innovation of quality assurance in AE and VET

Source: http://www.qalll.net/fileadmin/qalll/Downloads/QALLL_Recommendations_web.pdf

A detailed analysis of the QALLL projects and the presentations and discussions at the QALLL final conference showed that QALLL presents many examples of good practice, a good overview, a lot of inspiration, but quality work still has room for improvement within a number of areas, these are:

- it is still difficult to see the lifelong learning perspective
- there is still limited involvement of learners
- there is still limited focus on learning outcome
- there is still limited knowledge about quality in work-based learning
- there is still limited involvement of external stakeholders at the various stages of the quality cycle;
- there is still limited staff involvement in the quality process; and
- there are still a number of organisational challenges in relation to quality

and the Lifelong Learning programme projects still have a number of areas to be developed further, including:

- it is still mainly theoretical and far from moving away from quality papers and policy to the implementation of systematic practice;
- there still exists a number of challenges in relation to dissemination of good practices in quality assurance for providers to learn from and be inspired by others; and
- many projects results/instruments are so context-dependent that it is difficult to transfer the conclusions to other areas.

Both the ten QALLL recommendations and the critical reflections and priorities will function as the basis for the coming chapters. The contributions of QALLL to the EQAVET work on quality in VET and the contributions to the Commission's work on quality in adult learning will be presented, too.

II. Selected QALLL recommendations and products of QALLL good practice projects

This section will focus on the contributions of QALLL to both the EQAVET work on quality in VET and the Commission's work on quality in adult learning.

The first chapter will be based on the EQAVET Work Programme 2013-2015 and presents the contributions of QALLL to each of the planned activities within VET. The second chapter builds on the aims of the Thematic Group on Quality in Adult Learning and the contributions of QALLL will be presented for accreditation of education and training providers, staff quality and indicators. At the end a more general and transversal contribution of QALLL will be presented in order to complete the picture.

1 Contributions to the EQAVET work on quality in VET	PAGE 18		
EQAVET Work Programme 2013-2015	PAGE 18		
The QALLL contribution	PAGE 19		
2 Contributions to the Commission's work on adult quality in learning	PAGE 26		
The Thematic Working Group on Quality in Adult Learning	PAGE 26		
The QALLL contribution	PAGE 27		
3 General contributions from QALLL	PAGE 36		
Methodology	PAGE 36		
Quality culture and development	PAGE 39		
Work-based learning	PAGE 41		
Guidance and Counselling	PAGE 43		

II. 1 Contributions to the EQAVET work on quality in VET

EQAVET is the key actor in quality in VET on the European level and also supports quality work at national, regional and provider level. This chapter will present the EQAVET work programme for the coming years and how QALLL can contribute to these activities.

EQAVET WORK PROGRAMME 2013–2015

The European Network for European Quality Assurance in Vocational Education and Training, EQAVET (<http://www.eqavet.eu>), was established in 2010 and builds on the work of the former network, ENQAVET, originally developed by a Leonardo da Vinci project and running until the end of 2009.

EQAVET¹⁸ is a community of practice bringing together member countries, social partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework. The EQAVET network provides a knowledge resource which can support the development of a culture of QA at national level. The expertise of the network can support communities of practice which is useful at system level through those who are responsible for developing appropriate strategies for implementing the EQAVET recommendations in their national contexts.

The EQAVET Work Programme 2013–2015 suggests the range and type of activities which are necessary to create an environment in which member countries and national reference points feel committed but also supported. This is considered essential to ensure that the EQAVET Rec-

ommendation is implemented in a way which embeds a culture of quality assurance within and between member countries in order to develop and improve QA in VET and contribute to the broader agenda of the EU. The focal point of the work of the network in 2013–2015 will be to encourage, stimulate and support the national implementation processes by using two distinguishable levels of action:

- Supporting implementation at national level; and
- Strengthening synergies and European cooperation.

The detailed EQAVET Work Programme 2013–2015 proposes the following priorities and thematic areas

- Tailored support at national level;
- Addressing the short-term deliverables relating to EQAVET identified in the Bruges Communiqué;
- Addressing and supporting a sectoral approach to QA;
- Fostering cooperation on quality assurance approaches with higher education in order to increase mobility between VET and higher education institutions;
- Increasing synergies with EQF and ECVET

THE QALLL CONTRIBUTION

The QALLL experiences and projects can contribute to the EQAVET work in many ways. The quality and impact of the contribution of QALLL has to take the experience since the launch of the current EQAVET activities in 2010 into consideration. The following factors will influence the future development of both the work within EQAVET and their use of the QALLL experiences work:

1. The needs of member countries are not homogenous and a unique set of supporting materials cannot cover all needs.
2. Each type of VET (IVET, CVET, WBL, etc.) requires an approach and/or QA procedures that are 'fit for purpose'.
3. There is a need to work on the interactions between the already well-established QA management systems (e.g. ISO, EFQM) among VET systems and providers and the EQAVET Framework, which also serves as a communication instrument between VET systems and providers. There is a need to build on and initiate a process which shows the specific added value contributed by EQAVET.
4. Cooperation with EQF and ECVET is crucially important but complex both at national and EU levels. This co-operation is possible if it is anchored in common issues of interest from the perspective of the three tools.
5. The Bruges Communiqué represents a step forward from the voluntary or toolbox nature of the EQAVET Framework. The question now is how to respond most effectively to this new context by addressing the EQAVET-related concrete deliverables identified in the Bruges Communiqué.
6. A common EU area for VET or an EU vision of VET is being defined gradually. For some member countries this means reforming their system at national level; which is a long-term and complex process requiring appropriate resources and political leadership in order to ensure sustainability.

The following sections will take the EQAVET work programme and context presented above as point of departure in the presentation of the potential use of the QALLL experiences.

The priorities and thematic areas will be covered one by one and both the general conclusions and the experiences from the individual best practice QALLL projects will be used and presented.

Tailored support at national level

The tailored support at national level has policymakers, social partners and national reference points as the key target groups. The focus at national level is on implementation and increasing communication with key stakeholders, utilising the resources developed by the network, which should facilitate dissemination, dialogue and communication of the benefits of using the EQAVET Framework.

A number of activities are planned by the EQAVET network:

- Peer learning activities for system level actors and national reference points;

- A working group will be established as a means of supporting VET systems to address the interrelation between the EQAVET framework and existing quality management systems/instruments, in particular in the context of CVET;
- An annual plenary meeting of national reference points will be held each year;
- An annual forum of the EQAVET network will be held each year; and
- Regular updating of the IT tool.

¹⁸ The background section builds on materials from <http://www.eqavet.eu/gns/home.aspx>

CVET is an important part of both VET and of adult learning in many countries. The final QALLL conference highlighted that it is possible to combine the two worlds of education

in a way where all actors benefit from the cooperation and the exchange of experiences and views.

- We suggest that EQAVET proactively expands some of their activities to include representatives from adult learning. This will easily be possible to achieve by inviting players from the adult sector to:
- The annual forum of the EQAVET network; and
 - The annual plenary meeting of national reference points.

And can with an extra effort be expanded to both:

- Peer learning activities for system level actors and national reference points. It is to be pointed out that member countries have already nominated national coordinators for adult learning and these can also participate in these activities;
- The working group which supports VET systems can address the interrelation between the EQAVET framework and existing quality management systems/instruments, in particular in the context of CVET.

Addressing the short term deliverables relating to EQAVET identified in the Bruges Communiqué

The priority/thematic area Addressing the short term deliverables relating to EQAVET identified in the Bruges Communiqué has national policymakers, national reference points, social partners and VET provider representatives as target groups.

A working group should be established to support strategic networking of member countries in facilitating the development of a QA reference framework for VET providers in line with the EQAVET framework.

- We suggest that EQAVET proactively secures a close cooperation with adult learning providers within the development of a QA reference framework for both VET and adult learning providers.

This development of a QA reference framework for VET providers in line with the EQAVET framework will benefit from including different types of educational providers such as providers for adult learning. It must be expected that there exist a number of similarities among the

different providers, which makes it both possible and relevant to cooperate between VET and adult learning in relation to the development of a QA reference framework in line with the EQAVET framework.

- Some of the QALLL projects work directly with different types of quality management models for providers. We suggest that EQAVET should look in detail at these projects as part of the development of a quality assurance framework for VET-providers.

The QALLL mapping exercise shows that almost half of all quality assurance projects deal with quality assurance / quality management systems and more than a third of

them with standards, which means that a strong focus was placed on these issues in both the Leonardo da Vinci and Grundtvig projects.

There are several projects which can serve as food for thought. The project **QWVET** developed a comprehensive quality management system for providers of vocational education and training focusing on pedagogical processes, with continuous improvement embedded throughout. **QUALC** introduced a quality label for assuring high quality of training provided in adult learning organisations, relatively similar to **RECALL** that introduced “The European Quality Mark” (EQM) for lifelong learning (especially non-formal and informal learning) providers to systematically assess and improve the quality and transparency of

education provision. **TQP-EU** have developed a quality-based approach, standards covering transnational education processes in VET to be implemented as a supplement to the QM Stage Model, a fully-fledged quality system which is widely used by education providers.

Last but not least is **QUINORA**, which linked quality management at the provider level with the system level, i. e. the commissioning institutions. This might be an interesting topic for future work.

TABLE 4 Important QALLL projects and products related to the Bruges Communiqué

QUALC – Quality Assurance Network for Adult Learning Centres	
PROJECT WEBSITE	www.efquel.org/tools/qualc
ADAM link	n/a
A quality label for assuring high quality of training provided in adult learning organisations	
TQP-EU – Transnational Quality Project – Quality Guidelines for Providers of Vocational Education and Training	
PROJECT WEBSITE	www.leonardo-tqp.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2711
A quality-based approach, and standards covering transnational education processes in VET	
QUINORA – International Quality Assurance Programme in Vocational Orientation	
PROJECT WEBSITE	www.quinora.com
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=1783
Linked quality management at the provider level with the system level, i. e. the commissioning institutions.	

Addressing the occupational sectoral approach to QA

The priority/thematic area addressing the sectoral approach to QA has a number of target groups including policymakers, national reference points, social partners

and those who are concerned with QA in industry sectors, CVET, apprenticeship.

→ It is important to learn from industry approaches to quality management. Moreover it is crucial to strengthen QA approaches that facilitate interaction between schools and industry and the development of high quality VET which is responsive to labour market needs and is also attractive to learners.

The sectoral aspects are covered in different ways where work-based learning and direct occupational sectoral projects are the main groups.

Other projects, e.g. **AVE-EXEMPLO** and **CM ProWork**, focus on the skills and competences of the trainers and companies' staff by developing a digital e-portfolio, a competence card for the workplace and an instrument "Recognising and recording progress and achievement" (RARPA), which combines competence assessment with skills/competences development, i.e. with a formative learning-centred method and strict orientation of learning processes towards strategic goals of companies (www.aveexemplo.org). These products and tools are a help to other actors working with trainers and companies staff.

Quality assurance in work-based learning applies to both adult learning and vocational education and training. Adult learning covers a wide range of lifelong training and learning activities and especially training for employment. The vocational training and education sector is dominated by different types of dual systems where the work-based learning part is especially valued.

A limited number of best practice projects, however, exist in quality assurance of in-service training and work-based learning, these including: **GEMS**, **QWVET**, **RECALL**, **REVIMP** and **RESYFAC**.

Several specific sectors are covered by QALLL projects. For example, the media & entertainment sector is targeted in **CM ProWork**. The metal sector is covered by **QUALIVET**, the healthcare sector is described in **REVIMP** and veterinary nurse trainers in **DASVENT**. The providers of hospitality and tourism training are covered in "Guiding from School to Job".

These projects cover a range of aspects within work-based learning from planning, implementation and follow-up of work-based learning, quality assurance and improvement processes, manuals and books to proposing a quality assurance mark for providers of non-formal learning.

GEMS



GEMS developed a simple but effective process for quality improvement and enhancement of learner experiences in a work-based learning environment in the hospitality and food sectors across Europe. The products are designed for use in a transnational context, i. e. in European mobility projects. The project thus makes a contribution to the quality assurance of transnational mobility, focusing on:

1. the organisational framework and support and
2. on the learning process and its outcomes.

The tools developed are "A Guide for Coordinators and Mentors" in work-based learning and a comprehensive "Student Logbook".

The products and tools from **GEMS** are not the only ones developed. **QWVET** developed a Quality Improvement Manual, which provides guidance on strategies to any VET provider. **REVIMP's** book "Improving Quality Assurance in European Vocational Education and Training" contains case

studies of six European countries describing factors influencing the use of the quality assurance data in VET for the health care sector. **RESYFAC** has developed a number of products where the main product includes the frameworks and profiles of facilitators throughout Europe.

→ We suggest that all sectoral stakeholders use the existing projects, products and tools within their sector as a starting point for their work on quality in VET and AL in the selected sector.

TABLE 5 Important QALLL projects and products related to the occupational sectoral approach

GEMS – Guidance for Educators, Mentors and Students		
PROJECT WEBSITE	www.leogems.org	
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4063	
	A simple but effective process for quality improvement and enhancement of learner experiences in a work-based learning environment	
RECALL – Recognition of Quality in Lifelong Learning		
PROJECT WEBSITE	www.eaea.org/index.php?k=2140&projekti_id=3389	
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=6660	
	Quality assurance of in-service training and work-based learning	
REVIMP – From Review to Improvement in European Vocational Education and Training		
PROJECT WEBSITE	n/a	
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2609&page=1	
	Factors influencing the use of the quality assurance data in VET	
RESYFAC – Reference System for Facilitators of Learning		
PROJECT WEBSITE	www.cecoa.pt/en-US/38/2/41/Projecto.aspx	
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=3801	
	The frameworks and profiles of facilitators throughout Europe	
AVE-EXEMPLO – Assessment, Visibility and Exploitation of Non-/Informally Acquired Competencies of Experienced EMPLOYees in Enterprises		
PROJECT WEBSITE	www.f-bb.de/projekte/internationalisierung-der-berufsbildung/internationalisierung-der-berufsbildung/proinfo/ave-exemplo.html	
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4888	
	The skills and competences of the trainers and companies' staff	
CM Pro Work – Competence Management in the Production Sector		
PROJECT WEBSITE	www.cmprowork.eu	
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=1796	
	The skills and competences of the trainers and companies' staff	
RECALL – Recognition of Quality in Lifelong Learning		
PROJECT WEBSITE	www.qualivet.info	
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2039	
	The metal sector	

DASVENT – Development of an Accreditation System for Veterinary Nurse Trainers in Europe

PROJECT WEBSITE www.acovene.com
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=2611
Veterinary nurse trainers

Fostering cooperation in quality assurance approaches with higher education in order to increase mobility

The EQAVET priority/thematic area Fostering cooperation in quality assurance approaches with higher education in order to increase mobility has as target group: VET and higher education sector policymakers. EQAVET suggests that

- a seminar or series of workshops could be organised in order to build on this initial work and advance the discussion about increasing awareness and reflection about the conditions to facilitate access to HE. It will also help to start building channels of communication between the two different sectors.

All of the QALLL projects can be used to show the high level of QA projects and practices in VET and AL, even if none

of them have worked directly with HE. If HE is lacking this overview, these projects can function as a motivation for cooperation within QA and as an example of how HE can even benefit from the work done in VET and AL. The huge number of developed products and tools will be an excellent inspiration pool for all educational actors including those in higher education.

The idea of dissemination and collaboration through seminars and cooperation fits well with the QALLL recommendations and the QALLL methodology and we will support this way of working.

Increasing synergies with EQF and ECVET

The priority/thematic area Increasing synergies with EQF and ECVET has EQF, ECVET, the LLL programme, policymakers and social partners as target groups. A number of activities are planned, including:

- The Reflection Group¹⁹ should continue as a forum for exchange and the events organised under its aegis should continue;
- The cooperation with EQF and ECVET should focus on common areas of interest (e.g. level 5 on the EQF) and learning outcomes;
- Guidance to support national reference points to establish a cooperative approach with EQF and ECVET at national levels should be developed;
- Peer learning activities will provide opportunities for dialogue and exchanges of expertise and experience between the different national actors involved in the various initiatives; and

- One peer learning activity per annum to be organised (in conjunction with ECVET and EQF Secretariats) in order to address specific areas identified in the Reflection group.

Quality assurance is a crucial ingredient for the further development of vocational education and training and adult learning. It helps to build and maintain mutual trust, which forms the basis of international cooperation and European transparency instruments such as the EQF.

The paradigm shift to learning outcomes (as compared to learning input) as promoted by European policies (EQF, Bologna process, etc.) also has implications for quality assurance policies and practices.

There were quite a number of projects which covered learning outcomes (at least to some extent) in the quality dimensions, standards and indicators of their models. RECALL developed a quality assurance system for lifelong

learning providers which includes teaching and learning processes and relevant support processes and pays special attention to learning outcomes. **EXPERO2EU** developed theoretical quality models and standards focusing on the evaluation of the quality of the learning outcome in the field of mechatronics, taking into account the stakeholders' expectations and perceptions.

The developed products and tools within learning outcomes and especially **ExPerO's** European standard in the assessment of the learning outcome quality are recommended to all stakeholders interested in learning outcome.

EXPERO2EU



ExPerO is recognised as a European standard in the assessment of the learning outcome quality. The document **STANDARD FOR THE CERTIFICATION OF QUALITY IN PROFESSIONAL EDUCATION AND TRAINING** describes in detail this standard containing eight families of characteristics (e.g. Mission and vision, Organisational processes, Quality of results, Quality of competencies, etc.) and the innovative **ExPerO** model, which is the first supranational European model aimed at evaluating the quality of learning outcomes.

Informal learning outcomes have been covered by **ACT-NET** and provide an evaluation system for evidencing informal learning outcomes especially suitable for those stakeholders in adult learning and vocational training who work with "non-mainstream", i. e. non-formalised learning activities such as learning in European projects and partnerships. Areas of further revision of existing QA systems and tools could be learner-centeredness and outcome

orientation. These two interlinked principles are covered by some QALLL projects but do not feature prominently. In view of current policy developments in Europe around the EQF and ECVET a learner and learning outcome focus needs to be integrated into quality assurance. This implies individual support for learners and monitoring of learning achievements including early warning systems to prevent drop-outs.

TABLE 6 Important QALLL projects and products related to increasing synergies with EQF and ECVET

EXPERO2EU – Expero in European Union: Focus on Mechatronics

PROJECT WEBSITE www.expero2.eu
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=4408
European standard in the assessment of the learning outcome quality

ACT-NET – Active Citizen Training Network

PROJECT WEBSITE www.act-eu.org
ADAM link http://eacea.ec.europa.eu/llp/grundtvig/documents/Grundtvig_en_2008.pdf
An evaluation system for evidencing informal learning outcomes

¹⁹ The Reflection Group is a group which brings together the secretariats at EU level of the three tools EQF, ECVET and EQAVET. They had joint seminars in 2011 and 2012 and will continue in 2013 with a focus on learning outcomes.

II. 2 Contributions to the Commission's work on quality in adult learning

This chapter will answer the question: "Where do selected QALLL recommendations and products of QALLL good practice projects fit into the policy handbook/guidelines by the European Commission's working group on quality in adult learning?"

THE THEMATIC WORKING GROUP (TWG) ON QUALITY IN ADULT LEARNING

Based on the EU2020 objectives and on the results of initiatives such as in VET and higher education, the members of the Thematic Working Group on Quality in Adult Learning – member countries, partner countries, European agencies (CEDEFOP and Eurydice), social partners, European networks and adult education providers – will provide practical outputs and policy recommendations aimed at assisting the member countries in improving the quality and efficiency of their national systems for adult education and training as agreed in the Work Programme²⁰.

The Thematic Working Group on Quality in Adult Learning has been commissioned with developing a quality framework which will inform and guide both member countries and individual providers regarding the provision of high-quality adult learning. The group will produce tools that are practical and useful for participating countries and stakeholders.

The TWG aims to produce the following overall outputs

- A policy framework for quality assurance, including recommendations for policy makers; and
- A policy handbook

based on the work of the three sub-groups within:

- Accreditation of education and training providers²¹;
- Staff quality; and
- Indicators²².

Validation and Guidance will be a transversal priority that has to be taken into account in all priority areas but have not been among the main working topics.

The Thematic Working Group aims to:

- contribute to and facilitate the improvement of quality of adult learning through:
 - sharing practice and experience from the member countries and partner countries;
 - establishing general principles that will enable each country to assess their situation in relation to the quality of adult education; and
 - creating a road map, which will assist countries to establish short, medium-term and long-term targets to make progress towards high quality in adult learning provision;
- share ideas and practice of how to achieve an improvement in the quality of adult learning at system, provider and practitioner levels;
- establish general principles that will enable each country to assess its situation in relation to the quality of adult learning;
- deepen and complement the work on the three priorities: indicators, accreditation and staff quality through peer learning, particularly for improving national and EU policies in these areas;
- explore synergies and strengthen the policy links/interface between EU policy developments in quality in VET and higher education, adult learning, employment and social inclusion;

- showcase good practice;
- produce policy advice to assist national policy-makers, developers and stakeholders in their national and EU-level policy development and disseminate the outcomes of the Thematic Working Group through EU-level and member country-level tools;
- develop an exploitation strategy for the work of the TWG.

The TWG has got input from both VET and HE, overviews of the systems from a number of member countries and materials from the research study on quality in adult learning. The working process differs in some degree from the planned and "the road is constructed during the walking".

THE QALLL CONTRIBUTION

The QALLL experiences and projects can contribute to the Commission's work on quality in adult learning in many ways. We will present the working group's discussion areas and the QALLL contributions topic by topic in the following sections.

The accreditation of education and training providers

This working group on quality in adult learning has discussed the following:

- The accreditation of providers with the option of including accreditation of teachers & programmes at a later stage;
- Non-formal adult learning; formal / non-formal provision for low-skilled adults will be covered. HE will not be covered by the proposed accreditation framework;
- Accreditation in other parts of the education system, for instance VET, HE and a number of industry-led training courses, where accreditation is often a large part of the model will form reference points for the work of the sub-group;

The planned outcome of the working group's activities includes a framework for the accreditation of providers as part of a common reference framework to which the other sub-groups will contribute.

Seven²⁴ projects with a focus on work with accreditation in different ways were identified as good practice by the QALLL-Network.

The projects DASVENT, EQUASS, QVETIS, RECALL and TQP-EU all work with accreditation systems for institutions, VET providers and educational service providers. The objectives for the accreditation include different degrees of how to inform the public of those institutions providing quality education (DASVENT, EQUASS), including stage models (TQP-EU), working methods (QVETIS) and a quality assurance mark (RECALL).

Accreditation and validation of informal and non-formal learning are covered by the remaining two projects ACT-NET and EXPEO2EU, which developed a European standard for the assessment of the learning outcome quality.

The accreditation criteria, methods and processes developed in all the projects and very often described in detail can be useful for the working group on accreditation. A number of products and tools have been developed and require the groups' attention, e.g. the minimum standards of accreditation of veterinary nursing programmes in DASVENT and the more comprehensive sector-specific Quality Management System (with 9 principles for quality, 38 quality criteria and 98 performance indicators) applicable in social services developed in EQUASS.

²⁰ European Commission. Thematic Working Group on Quality in Adult Learning. Work Programme. 30 May 2012.

²¹ "Process of quality assurance through which an accredited status is granted to an education or training provider, showing that it has been approved by the relevant legislative or professional authorities for having met predetermined standards." (Cedefop (2011) Glossary. Quality in education and training).

²² Formally recognised figure(s) or ratio(s) used as yardsticks to judge and assess quality performance' (Cedefop (2011) Glossary. Quality in education and training)

²³ This study was carried out by a Dutch company, Panteia, and presents and analyses quality in AL in all European countries and makes a number of recommendations to the Commission in relation to how to work further with quality in AL.

²⁴ ACT-NET, DASVENT, EQUASS, EXPEO2EU, QVETIS, RECALL, TQP-EU

QVETIS has developed a Protocol for the certification of Continuing Training Providers, specifying the methodologies and phases that give shape to the process of implementation of a quality management system, the certification process and the maintenance of such a certification.

RECALL



RECALL has developed a quality assurance system for lifelong learning providers. The core of the QA system is a label, the "European Quality Mark" (EQM). The EQM offers a quality standard and indicators for measuring the capacity of learning providers to offer effective and successful learning programmes. It includes teaching and learning processes and relevant support processes and pays special attention to learning outcomes. The EQM Assessment Form is an easy-to-use and very practical tool that provides a comprehensive overview of the quality of the educational provision. It identifies a wide range of quality criteria covering four areas for assessment relevant for the EQM process:

1. Organisation and administration
2. Learner needs and course development
3. Achieving learning goals
4. Quality improvement for learning organisations.

TABLE 7 Important QALLL projects and products related to increasing synergies with EQF and ECVET

DASVENT – Development of an Accreditation System for Veterinary Nurse Trainers in Europe

PROJECT WEBSITE	www.acovene.com
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2611
	The minimum standards of accreditation of veterinary nursing programmes

EQUASS – European Quality in Practice

PROJECT WEBSITE	www.epr.eu/index.php/equass/projects/166
ADAM link	www.adam-europe.eu/prj/6213/project_6213_en.pdf
	Comprehensive sector-specific quality management system

QVETIS – Training in Quality: VET and Enterprises

PROJECT WEBSITE	www.traininginquality.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4094&page=1
	Protocol for the certification of continuing training providers

RECALL – Recognition of Quality in Lifelong Learning

PROJECT WEBSITE	www.eaea.org/index.php?k=2140&projekti_id=3389
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=6660
	A quality assurance system for lifelong learning providers

TQP-EU – Transnational Quality Project – Quality Guidelines for Providers of Vocational Education and Training

PROJECT WEBSITE	www.leonardo-tqp.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2711
	Stage models

ACT-NET – Active Citizen Training Network

PROJECT WEBSITE	www.act-eu.org
ADAM link	http://eacea.ec.europa.eu/llp/grundtvig/documents/Grundtvig_en_2008.pdf
	Accreditation and validation of informal and non-formal learning

EXPERO2EU – Expero in European Union: Focus on Mechatronics

PROJECT WEBSITE	www.expero2.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4408
	A European standard for the assessment of the learning outcome quality

Staff quality

This working group on quality in adult learning has discussed the following:

- the creation, development and implementation of policy measures to enhance the professionalisation of staff in all sectors of adult learning in all member countries and partner countries;
- the majority of the sub-group's work will be aimed at establishing a consensus in the countries and it will be important to include concrete messages among the outputs, including a message on the importance of formal basic education as an important sector of adult learning;

The planned outcome of this working group's activity is

- A **checklist for quality assurance of adult learning staff** to enable countries to self-assess existing policies, structure and systems for staff quality.
- The following **key sectors of adult learning will be covered**: general education (second-chance/evening schools); VET (IVET/CVET); liberal adult education; basic skills; migrant education – the last two in depth.

Most of the QALLL projects aim at raising the skills and competences of the educational staff. This can be done in several ways and with different target groups, as the projects²⁵ shows.

Both **AVE-EXEMPLO** and **CM ProWork** focus on the skills and competences of the trainers and companies' staff. Small and medium-sized enterprises (SME) are covered by **AVE-EXEMPLO** and the tasks and competences in the media & entertainment sector are targeted in **CM ProWork**.

The standards determining the quality demands, including the profile of the teaching staff in the metal sector, are covered by **QUALIVET**, while the same aspects in the health-care sector are described in **REVIMP**.

The providers of hospitality and tourism training are covered in **Guiding from School to Job**, where the main focus is on competence profiles for the mainly informally involved persons in the guidance of the students.

A broader range of projects worked on a number of aspects of the staff profiles, ranging from general skills and competencies to specific requirements for the staff in selected educational activities and processes linking self-evaluation, guidance, peer review, reflective practices.

The general profile of the trainers, the quality criteria and the certification of these are described in detail in **EQUAL**, **QUALIVET** and **Flexi-Path** and are combined with proposals for a further development of the trainers'/staff's skills and competencies.

QVETIS has developed training designs for both trainer staff and quality managers. **Flexi-Path** goes even a step further by establishing clear links to the European Qualifications Framework (EQF) and suggesting a common referential for adult educators on EQF level 6 (Bachelor) and 7 (Master).

The specific skills and competences in relation to peer reviews are described in the three projects about peer review, e.g. **Peer Review Extended II** and **Peer Review in initial VET**. Here the main product is The European Peer Review

²⁵ AVE-EXEMPLO, CM ProWork, EMPOWER, EQUABENCH, EQUAL, Flexi-Path, Peer Review Extended II, Guiding from School to Job, QUALC, QUALIVET, QVETIS, Reflect OR, REVIMP, SEALLL.

Manual for initial VET. It introduces a European standard procedure for the use of peer reviews in initial vocational education and training.

The profile of and standards for the staff involved in guidance can be found in **Guiding from School to Job**, where quality standards were suggested for guidance training to the “informal guidance workers”. (Further projects in guidance and counselling are presented in chapter 3. section ‘Guidance and Counselling’, p. 43).

Self-evaluation, self-assessment and reflective practices are all seen as key requirements to educational staff. The **Flexi-Path** Toolkit is a self-evaluation toolkit and a validation instrument of adult educators’ competencies which meet EQF level 7 by adult educators themselves.

QUALIVET and **SEALLL** developed both standards for and a profile of the skills and competences in self-evaluation and self-assessment. Both work with the teachers’, trainers’, teaching teams’ own professional judgments as a key building block.

The main products of **QUALIVET** are the **QUALIVET** Quality Development Framework (QDF), which contains standards determining the quality demands, i.e. what the school, the school organisation, students, teaching staff, etc. should know and be able to do as a result of the study process or the contents.

Reflect OR aimed at increasing the capabilities of teachers and trainers in VET implementing “reflective practices” in their activities.

SEALLL



SEALLL targets teachers, trainers, heads and administrative staff of formal, non-formal and informal adult education institutions, teacher trainers, policy makers, programme developers and adult learners. The SEALLL Manual addresses learners, teachers, developers and management. It offers some theoretical background and practical materials to support adult learning organisations in their self-evaluation processes.

TABLE 8 Important QALLL projects and products related to the staff quality

AVE-EXEMPLO – Assessment, Visibility and Exploitation of Non-/Informally Acquired Competencies of Experienced EMPLOYEES in Enterprises

PROJECT WEBSITE	www.f-bb.de/projekte/internationalisierung-der-berufsbildung/internationalisierung-der-berufsbildung/proinfo/ave-exemplo.html
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4888 The skills and competences of the trainers and companies’ staff

CM Pro Work – Competence Management in the Production Sector

PROJECT WEBSITE	www.cmprowork.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=1796 The skills and competences of the trainers and companies’ staff

QUALIVET – Quality Development and Quality Assurance with Labour Market Reference

PROJECT WEBSITE	www.qualivet.info
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2039 Standards for and a profile of the skills and competences in self-evaluation and self-assessment

REVIMP – From Review to Improvement in European Vocational Education and Training

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2609&page=1 The standards determining the quality demands, including the profile of the teaching staff

EQUAL – Evaluation and Quality Assurance in Adult Education

PROJECT WEBSITE	www.qualityinlearning.net
ADAM link	http://eacea.ec.europa.eu/static/Bots/docbots/TCP/Compendia/Compendia2005.htm The general profile of the trainers, the quality criteria and the certification of these

Flexi-Path – Flexible Professionalisation Pathways for Adult Educators between the 6th and the 7th Level of QF

PROJECT WEBSITE	www.flexi-path.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=3818 Clear links to the European Qualifications Framework (EQF)

QVETIS – Training in Quality: VET and Enterprises

PROJECT WEBSITE	www.traininginquality.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4094&page=1 Training designs for both trainer staff and quality managers

Peer Review Extended II

PROJECT WEBSITE	www.peer-review-education.net
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2958 The specific skills and competences in relation to peer reviews

Peer Review in Initial VET

PROJECT WEBSITE	www.peer-review-education.net
ADAM link	www.leonardodavinci-projekte.org/adam/project/view.htm?prj=1656 The specific skills and competences in relation to peer reviews

Guiding from School to Job – Professionalism in the Work with Young People at Risk of Social Exclusion / Guiding from School to Job

PROJECT WEBSITE	www.bildungsmarkt.de/en/index.php?m=4&mi=104&mid=159
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2052 Quality standards for guidance training to the “informal guidance workers”

SEALLL – Self-Evaluation in Adult Life-Long Learning

PROJECT WEBSITE	n/a
ADAM link	n/a Standards for and a profile of the skills and competences in self-evaluation and self-assessment

Reflect OR – Reflective Practices for Professional Guidance Practitioners

PROJECT WEBSITE	http://reflect.tagliacarne.it
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4488 Increasing the capabilities of teachers and trainers in VET implementing “reflective practices” in their activities

Indicators

This working group on quality in adult learning has discussed the following:

- The indicators are informed by the work of the other sub-groups;
- The indicators apply to publicly-funded adult learning, from basic skills to high level qualifications;
- The indicators should be sufficiently flexible to allow individual countries to use them according to their own priorities; and
- An adult learner is defined as “someone who is engaged in learning after he/she has completed their period of uninterrupted education”.

The planned outcomes of this working group’s activities are

- An all-encompassing **set of indicators** exemplified through good practice case studies accompanied by a **set of recommendations** for their use with a view to inspiring countries in how to ensure high quality adult learning.

The working group on indicators has used the EQAVET framework and its indicators as a basis for its work.

A wide range of the selected QALLL projects²⁶ work with indicators and quality criteria defining and indicating quality.

The indicators and quality criteria have mainly been developed to be applied when using the general evaluation approach like in **ACT-NET**, for evaluation of the quality of VET learning outcomes as in **EXPERO2EU**, for reflection as in **Reflect OR** and to identify the strong and weak points in organisations as well as the improvement tasks to work with as in **QVETIS**. The developed **QVETIS** Quality Indicators Bank identifies 10 different indicators with definitions in line with the EQAVET indicators.

Other projects have developed indicators for planning, implementing, measuring and evaluating specific elements and actors involved in the quality work.

The project **REVIMP** goes even beyond the quality concept and presents the theoretical framework that was used for investigating which factors enable or constrain a successful review phase in quality assurance activities. Moreover, it includes the research results and the guidelines for a successful review phase that were developed on the basis of the research results.

Mentors are covered in the project: **“Development of a Validation Framework for Mentoring”** and indicators for adult educators are developed in the **AQOR** guides list with 42 indicators for quality. **QUALIVET** developed 28 quality criteria and indicators (quality areas) to help teachers and trainers and/or teaching teams to do a self-assessment of their professional practice and to identify and develop new teaching and learning practices.

Indicators for career guidance are covered by both **EGUIDE**, where the focus is on helping the disadvantaged job seekers, and **QA in YCC** with its focus on youth career consultancy. These projects develop both a number of indicators for career guidance and propose implementation models and implementation processes. Other projects within guidance are described in chapter 3. section ‘Guidance and Counselling’, p. 43).

Immigrants are the main focus group for **EMPOWER**, where indicators and monitoring tools have been determined per cohort, per student and per teaching unit. The indicators and tools developed aim at providing a rough analysis of the situation of migrants and immigration.

The products and tools developed are not solely lists of indicators for quality as in the projects presented in the section above. Manuals and systems for certification have also been developed and are considered as structures to secure the use of the indicators developed, as e.g. in **EQUASS**.

VET providers across sectors can benefit from the number of QALLL projects developing manuals and systems for certification of VET providers, like **EQUASS**. The manuals are often very comprehensive and detailed. The **EQUASS** Quality Framework consists of a model

²⁶ Including ACT-NET, Development of a Validation Framework for Mentoring, EGUIDE, EMPOWER, EQUASS in Practice, EFA, EXPERO2EU, GEMS, AQOR, Peer Review Extended II, Peer Review in Initial VET, QUALC, QA in YCC, QUALIVET, QVETIS, QWVET, RECALL, EQM, Reflect OR, REVIMP

with 9 principles for quality, 38 quality criteria and 98 performance indicators for VET providers in vocational rehabilitation. The quality areas follow the quality cycle. **QUALIVET** developed quality criteria and indicators (quality areas) for assessing VET provision at the provider level. **RECALL** introduced The European Quality Mark and developed a quality assurance system for lifelong learning providers and formulated the results as a set of applicable measures for providers seeking to improve the quality of their provision and promote themselves as accredited providers.

TQP-EU works with quality guidelines and presents the theoretical framework that was used for investigating which factors enable or constrain a successful review phase in quality assurance activities. Moreover, it includes the research results and the guidelines for a successful review phase that were developed on the basis of the research results.

Peer Review in Initial VET and **Peer Review Extended II** include quality criteria and indicators (quality areas) for assessing VET provision at the provider level and criteria for

peer reviews. The quality areas follow the quality cycle. The sectoral approach is not only seen in the certification projects but also in projects like **GEMS**, with its focus on work-based learning in hospitality and tourism. **QWVET** developed a manual which provides the basis for the implementation of quality procedures in work-based vocational education and training (VET) programmes. The QA processes are based on the ECQAF and a self-assessment method for assessment and review of the QA processes together with data collection designed to address 10 indicators of quality in QA in VET recommended by the Technical Working Group on Quality Assurance in VET.

The abovementioned QALLL projects work with very different numbers of quality criteria and indicators, often supplemented by manuals and systems, and can be seen as a comprehensive toolbox and list to get inspired from. The structure, types and number of quality criteria and indicators is a key decision in quality assurance and development. The proposed and used broad range of indicators, quality criteria, systems and manuals provides a good starting point both for establishing new quality systems and for challenging and developing existing models.

TABLE 9 Important QALLL projects and products related to indicators

ACT-NET – Active Citizen Training Network	
PROJECT WEBSITE	www.act-eu.org
ADAM link	http://eacea.ec.europa.eu/llp/grundtvig/documents/Grundtvig_en_2008.pdf A general evaluation approach
EXPERO2EU – Expero in European Union: Focus on Mechatronics	
PROJECT WEBSITE	www.expero2.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=44086 Indicators and quality criteria for evaluation of the quality of VET learning outcomes
Reflect OR – Reflective Practices for Professional Guidance Practitioners	
PROJECT WEBSITE	http://reflect.tagliacarne.it
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4488 Indicators and quality criteria for reflection

²⁶ Including ACT-NET, Development of a Validation Framework for Mentoring, EGUIDE, EMPOWER, EQUASS in Practice, EFA, EXPERO2EU, GEMS, AQOR, Peer Review Extended II, Peer Review in Initial VET, QUALC, QA in YCC, QUALIVET, QVETIS, QWVET, RECALL, EQM, Reflect OR, REVIMP

QVETIS – Training in Quality: VET and Enterprises

PROJECT WEBSITE	www.traininginquality.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4094&page=1 10 different indicators with definitions in line with the EQAVET indicators

REVIMP – From Review to Improvement in European Vocational Education and Training

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2609&page=1 Presents the theoretical framework for investigating which factors enable or constrain a successful review phase in quality assurance activities

Development of a Validation Framework for Mentoring: Evaluating the Achievements of Disabled and Disadvantaged People

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=6664 Mentors

EGUIDE – Quality Assurance Framework for Guidance in Initial Training

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=3015&page=1 Focus on helping the disadvantaged job seekers

QA in YCC – Quality Assurance in Youth Career Consultancy

PROJECT WEBSITE	http://vqac.org
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4165 Focus on youth career consultancy

EMPOWER – European Melting Pot Wide Range Quality System

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=6299 Indicators and monitoring tools have been determined per cohort, per student and per teaching unit

EQUASS – European Quality in Practice

PROJECT WEBSITE	www.epr.eu/index.php/equass/projects/166
ADAM link	www.adam-europe.eu/prj/6213/project_6213_en.pdf Manual and system for certification of VET providers

QUALIVET – Quality Development and Quality Assurance with Labour Market Reference

PROJECT WEBSITE	www.qualivet.info
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2039 Quality criteria and indicators (quality areas) for assessing VET provision at the provider level

RECALL – Recognition of Quality in Lifelong Learning

PROJECT WEBSITE	www.eaea.org/index.php?k=2140&projekti_id=3389
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=6660 introduced The European Quality Mark and developed a quality assurance system for lifelong learning providers

TQP-EU – Transnational Quality Project – Quality Guidelines for Providers of Vocational Education and Training

PROJECT WEBSITE	www.leonardo-tqp.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2711 Quality guidelines

Peer Review in Initial VET

PROJECT WEBSITE	www.peer-review-education.net
ADAM link	www.leonardodavinci-projekte.org/adam/project/view.htm?prj=1656 Quality criteria and indicators (quality areas) for assessing VET provision at the provider level and criteria for peer reviews

Peer Review Extended II

PROJECT WEBSITE	www.peer-review-education.net
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2958 Quality criteria and indicators (quality areas) for assessing VET provision at the provider level and criteria for peer reviews

GEMS – Guidance for Educators, Mentors and Students

PROJECT WEBSITE	www.leogems.org
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4063 Focus on work-based learning in hospitality and tourism

QWVET – Quality Workplace Training for Unemployed Young People

PROJECT WEBSITE	n/a
ADAM link	n/a A manual which provides the basis for the implementation of quality procedures in work-based vocational education and training (VET) programmes

Many of the contributions, products and tools from the QALLL projects can be seen as general and transversal for VET and AL and thereby useful for both EQAVET and the Commission's work on quality in adult learning.

The projects, products, tools and the work in both EQAVET and in the Working Group on quality in adult learning have shown more similarities than differences in the work on quality. This makes it possible to learn from each other's activities and to build on experiences from other sectors.

The final QALLL conference raised a number of strategic questions in relation to the implementation of the ten QALLL recommendations. Some of these strategic questions will be used to structure this chapter covering the more general and transversal contributions, others are covered in detail in other chapters.

METHODOLOGY

The QALLL projects show that it is important to:

- employ the whole quality cycle;
- make use of the rich repertoire and choose the methodology that suits your requirements.

Both EQAVET and the Working Group for Quality in Adult Learning use the quality cycle and indicators, and major parts of the EQAVET framework have been used as a point of departure for the work with quality in adult learning. The QALLL projects can all contribute directly to the methodological aspects of QA both by the methodology used and by the experiences made in the projects.

The QALLL projects and publications shall not be seen as a quality handbook but as a tool making it easier to:

- develop a product that is relevant for all countries no matter what their current situation;
- cover both general and concrete issues in the same product;
- make use of existing results from other sectors;
- present a concrete result, albeit less ambitious than a handbook; and
- isolate the important quality areas and to raise the key questions.

VET and AL often have very different contexts and especially AL is broad, diversified and cross-sectional. On the other hand the quality questions and the factors and mechanisms that influence quality are relatively similar, at least at a meta level. It is then possible to find a very general and overarching framework which covers all forms of AL and VET.

Raising questions instead of giving answers is one successful methodology that builds on a common structure/reference framework and still provides room for diversity at all levels in both VET and AL.

The Project Island I at the final QALLL conference²⁷ presented a number of projects²⁸ using the EQAVET quality cycle. The projects cover both the complete quality cycle as in the project **Quality Management of Peer Production of eLearning** and selected parts of the EQAVET quality cycle as in **REVIMP**.

Quality Management of Peer Production of eLearning aimed at accelerating the creation of peer-produced e-learning content by providing a process to manage its quality and develop a solid approach and methodology for how to organise and support the quality management process of peer-produced e-learning content. The **Quality Management for Peer Production** Handbook provides a

²⁷ Interactive working groups and themed islands at the conference offered the possibility to network and learn about QALLL activities at close range.

²⁸ Development of a Validation Framework for Mentoring, europass+, i2i, Quality Management of Peer Production of eLearning, ReflectOR, REVIMP, Validating Mentoring 2.

clear path through the different steps of quality procedures as well as those to improve the quality of peer-produced e-learning content.

REVIMP, on the other hand, aimed at finding out which factors promote or hinder the utilisation of quality assurance data. Guidelines have been formulated to promote the utilisation of quality assurance data. The project focused on one of the general weak spots in the quality work: From review to improvement. The project's main product is the book "Improving Quality Assurance in European Vocational Education and Training." It provides a broad-based, thought-provoking discussion with a focus on the review/improvement stage in the quality cycle, based on extensive research throughout Europe. Though researched around VET in health care, the outputs of this project are still a worthwhile resource for all providers of VET in the EU and even informative across all other levels of education and training.

The Project Island III at the final QALLL conference presented a number of projects²⁹ on quality management systems. **QUALIVET** engineered a quality development system for educational initial training in the field of metal production by means of which the quality of courses can be improved and secured. The system developed in **TQP-EU** focused on how to control the content, methods and organisation of VET services and to allow VET service providers to monitor

and manage their own activities reliably. The **QUALC** handbook describes the common European quality assurance model that has been developed for assuring high quality of training provided in adult learning centres.

All these products, tools and handbooks related to quality management systems are useful both in VET and AL to guarantee that the quality work is done systematically and as a never-ending process and cycle.

When we recognise the similarities instead of focusing on the differences we can all benefit from cooperation both within and across educational levels and systems. Networks, cooperation and contact across educational systems are tools for a higher quality in all kinds of education and learning and an efficient way of using public money.

Both **QUALC** and **TQP-EU** are based on networks and projects like **AVE-EXEMPLO** and **EXPERO2EU** and target to disseminate the results to a new geographical context and to combine them with a new media approach.

Another level of the methodology question is the access to information and experiences from other projects. The QALLL projects can be used as cases on the EQAVET webpage to inspire and to make contacts between interested stakeholders and the project teams possible and easily accessible.

TABLE 10 Important QALLL projects and products related to methodology

Quality Management of Peer Production of eLearning

PROJECT WEBSITE	www.qmpp.net
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=3803
	A path through the different steps of quality procedures as well as the path to improve the quality of peer-produced e-learning content

REVIMP – From Review to Improvement in European Vocational Education and Training

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2609&page=1
	Which factors promote or hinder the utilisation of quality assurance data

²⁹ AVE-EXEMPLO, BAEA, EQUASS, EXPERO2EU, QUALC, QUALIVET, TQP-EU.

QUALIVET – Quality Development and Quality Assurance with Labour Market Reference

PROJECT WEBSITE www.qualivet.info
 ADAM link www.adam-europe.eu/adam/project/view.htm?prj=2039
 A quality development system for educational initial training

TQP-EU – Transnational Quality Project – Quality Guidelines for Providers of Vocational Education and Training

PROJECT WEBSITE www.leonardo-tqp.eu
 ADAM link www.adam-europe.eu/adam/project/view.htm?prj=2711
 Based on networks

QUALC – Quality Assurance Network for Adult Learning Centres

PROJECT WEBSITE www.efquel.org/tools/qualc
 ADAM link n/a
 Based on networks

AVE-EXEMPLO – Assessment, Visibility and Exploitation of Non-/Informally Acquired Competencies of Experienced EMPLOYees in Enterprises

PROJECT WEBSITE www.f-bb.de/projekte/internationalisierung-der-berufsbildung/internationalisierung-der-berufsbildung/proinfo/ave-exemplo.html
 ADAM link www.adam-europe.eu/adam/project/view.htm?prj=4888
 Target to disseminate the results to a new geographical context and to combine them with a new media approach

EXPERO2EU – Expero in European Union: Focus on Mechatronics

PROJECT WEBSITE www.expero2.eu
 ADAM link www.adam-europe.eu/adam/project/view.htm?prj=4408
 Target to disseminate the results to a new geographical context and to combine them with a new media approach

QUALITY CULTURE AND DEVELOPMENT

The time when quality was implemented and managed mainly by manuals and papers alone is over. The current focus is now on how to develop and nurture a quality culture and on how to support further innovation of quality assurance in both AE and VET. The quality process and the involvement and motivation of all stakeholders are reflected in a number of QALLL projects. Many of these³⁰ were presented in The Project Island II Methodologies and procedures at the final QALLL conference.

Creating a quality culture requires a combination of many activities and actors and many elements are presented in the other section of this article, such as **DASVENT** and **RECALL**, developing accreditation systems and a European Quality Mark and thereby setting the standards for a quality culture.

Tools, methods and skills are important elements in the development of a quality culture. All the QALLL projects contribute in this way to the creation of a quality culture but some of the projects have this as their main objectives. **CM Pro Work** developed a set of tools, methods and skills to support both the executive staff in the production sector, to support human resources personnel and to enable adult educators to design, apply and evaluate their own modules and materials for flexible, community and ICT-based learning.

Self-evaluation and dialogue are a key element in a quality culture and presented in **ACT-NET** with its evaluation system for evidencing competences in informal learning contexts and in **SEALLL** where self-evaluation as a dialogue in a multiplayer situation is the key concept.

Peers can contribute directly to the development of the quality culture as described in **Peer Review Extended** where the European peer review procedure was developed and introduced as a promising new instrument for quality assurance and quality development in the initial VET sector.

Dialogue and cooperation with enterprises is also important as an approach to developing courses and are tackled in the project **DELID**. The project developed a methodology for e-learning courses for small and medium-sized enterprises in close collaboration with SMEs.

Participation in quality projects contributes in general to the development of a quality culture at the involved organisations and institutions and the influence is remarkable especially among the participants and in the departments. **Systematic participation in quality work – locally, nationally and internationally – supports the development of a quality culture and we strongly recommend this.**

BAEA



BAEA is a research-focused project that investigated the role of the adult educator and the education and training pathways which lead to this profession in four countries. The handbook “The art of being an adult educator” developed in BAEA is one of the few projects that focused on how a quality culture can be developed and what the contents of a quality culture might be.

The handbook sums up the research findings and addresses, in particular, prospective adult educators willing to learn more about some of the features that characterise this occupation and the implications of working with adults, such as the roles and competencies of adult educators, the relationship with and motivation of the adult learner, the promotion of critical reflection, etc.

³⁰ ACT-NET, CM Pro Work, DASVENT, DELID, E-MODE, Peer Review Extended, RECALL, SEALLL.

→ We recommend all interested stakeholders to benefit from the work already done for creating a quality culture in the projects presented above. The main conclusions are that the contents of and steps in the development of a quality culture are very similar for both VET and AL.

TABLE 11 Important QALLL projects and products related to quality culture and development

DASVENT – Development of an Accreditation System for Veterinary Nurse Trainers in Europe

PROJECT WEBSITE	www.acovene.com
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2611
	Developing accreditation systems

RECALL – Recognition of Quality in Lifelong Learning

PROJECT WEBSITE	www.eaea.org/index.php?k=2140&projekti_id=3389
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=6660
	A European Quality Mark

CM Pro Work – Competence Management in the Production Sector

PROJECT WEBSITE	www.cmprowork.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=1796
	A set of tools, methods and skills to support educational staff

E-MODE – Engage Trainers in Learning Modules and Material Creation

PROJECT WEBSITE	www.emode-net.eu
ADAM link	http://eacea.ec.europa.eu/llp/grundtvig/documents/Grundtvig_en_2008.pdf
	A set of tools, methods and skills to support educational staff

ACT-NET – Active Citizen Training Network

PROJECT WEBSITE	www.act-eu.org
ADAM link	http://eacea.ec.europa.eu/llp/grundtvig/documents/Grundtvig_en_2008.pdf
	Evaluation system for evidencing competences in informal learning contexts

SEALL – Self-Evaluation in Adult Life-Long Learning

PROJECT WEBSITE	n/a
ADAM link	n/a
	Self-evaluation as a dialogue in a multiplayer situation

Peer Review Extended

PROJECT WEBSITE	www.peer-review-education.net
ADAM link	www.leonardodavinci-projekte.org/adam/project/view.htm?prj=2958
	A European peer review procedure was developed

DELID – A Dialogue Approach to Developing E-Learning Courses

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2331
	A methodology for e-learning courses for small and medium-sized enterprises

BAEA – Becoming Adult Educators in the European Area

PROJECT WEBSITE	www.dpu.dk/baea
ADAM link	http://eacea.ec.europa.eu/llp/grundtvig/documents/Grundtvig_en_2008.pdf
	The role and the education and training pathways of the adult educator

WORK-BASED LEARNING

Education and learning are not only limited to schools and other educational institutions but a majority of both VET and AL takes place at the workplace. Despite the fact that the amount of learning activities at workplaces is enormous this area still is not given the attention that it deserves.

Quality in work-based learning should have the same focus areas for both VET and AL and is also considered as the area with the highest potential for cooperation and with the highest level of similarities. It will be possible to work directly across both VET and AL within this topic and to benefit directly from the learning experiences reached in both types of education and learning.

The QALLL projects focused on work-based learning in two ways, first of all by covering the work-based part and secondly in projects with a sectoral approach.

The project **Development of a Validation Framework for Mentoring** developed a comprehensive system for the validation of workplace monitoring for disabled and disadvantaged people in the job market, aiming at the promotion of a system which defines and implements overall principles and practical procedures. The project developed a Code of Practice for Mentoring that provides the promoters of mentoring programmes with advice and support to help them define the key goals that a good mentoring programme must address.

i2i



The project i2i aimed at improving the quality of workplace training in industries in Europe. Manuals were developed to support schools, companies, exchange organisations as well as participants. The three manuals “Manual for internship coordinators in VET”, “Manual for internship supervisors in VET” and “Manual for internship trainees in VET” describe the internship process step by step (before/during/after) with consideration of the quality cycle, i.e. how to plan an internship, how to carry it out, how to evaluate it and how to follow it up.

The sectoral approach of work-based learning is found in some of the QALLL projects such as **AVE-EXEMPLO**, **CM ProWork**, **GEMS**, **REVIMP**, **QUALIVET**, **Guiding from School to Job** and **QWVET**. Fundamentally the quality approaches, methodologies and the quality system and tools are independent from the sectors and contexts.

QWVET developed a manual which provides the basis for the implementation of quality procedures in work-based vocational education and training (VET) programmes. **GEMS** focused on work-based learning in hospitality and tourism and both **AVE-EXEMPLO** and **CM ProWork** on

the skills and competences of the trainers and companies’ staff. The standards that determine the quality demands, including the profile of the teaching staff in the metal sector, are covered by **QUALIVET** while the same aspects in the healthcare sector are described in **REVIMP**.

The providers of hospitality and tourism training benefit from the work done in the project **Guiding from School to Job**, where the main focus was on competence profiles for the mainly informally involved persons in the guidance of the students.

→ We suggest that all sectoral stakeholders use the existing projects and their products in their sectors as a starting point for their work on quality in VET and AL in the selected sector. The search possibilities in ADAM allow a fast search for the individual sectors and thereby give access to a broad range of useful related sectoral experiences.

TABLE 12 Important QALLL projects and products related to work-based learning

Development of a Validation Framework for Mentoring: Evaluating the Achievements of Disabled and Disadvantaged People

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=6664 Validation of workplace monitoring for disabled and disadvantaged people in the job market

I2I – Internship to Industry

PROJECT WEBSITE	www.internship2industry.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4323 Improving the quality of workplace training in industries in Europe

AVE-EXEMPLO – Assessment, Visibility and Exploitation of Non-/Informally Acquired Competencies of EXperienced EMPLOYees in Enterprises

PROJECT WEBSITE	www.f-bb.de/projekte/internationalisierung-der-berufsbildung/internationalisierung-der-berufsbildung/proinfo/ave-exemplo.html
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4888 Skills and competences of the trainers and companies' staff

CM Pro Work – Competence Management in the Production Sector

PROJECT WEBSITE	www.cmprowork.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=1796 Skills and competences of the trainers and companies' staff

GEMS – Guidance for Educators, Mentors and Students

PROJECT WEBSITE	www.leogems.org
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4063 Work-based learning in hospitality and tourism

REVIMP – From Review to Improvement in European Vocational Education and Training

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2609&page=1 The profile of the teaching staff

QUALIVET – Quality Development and Quality Assurance with Labour Market Reference

PROJECT WEBSITE	www.qualivet.info
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2039 The profile of the teaching staff

Guiding from School to Job – Professionalism in the Work with Young People at Risk of Social Exclusion / Guiding from School to Job

PROJECT WEBSITE	www.bildungsmarkt.de/en/index.php?m=4&mi=104&mid=159
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2052 Competence profiles for the mainly informally involved persons in the guidance of the students

QWVET – Quality Workplace Training for Unemployed Young People

PROJECT WEBSITE	n/a
ADAM link	n/a A manual which provides the basis for the implementation of quality procedures

GUIDANCE AND COUNSELLING

Guidance and counselling are important for all kinds of learners and, together with work-based learning, are one of the topics that still have room for focus and progress. The need for high-quality guidance and counselling rises with the level of insecurity and unpredictability in our societies and at the labour market. It is difficult to guide both VET students and adult learners in a direction where they make the best use of their potentials. High-quality guidance will promote mobility, help guidance counsellors and individuals to better understand the opportunities available to European citizens both nationally and throughout Europe.

Neither EQAVET nor the Working Group on quality in AL have guidance and counselling high on their agenda or work programme. **We find this area so important that we advise both actors to give it extra emphasis in the coming years.**

A number of QALLL projects focus on guidance: **EGUIDE**, **Guiding from School to Job**, **AQOR**, **MEVOC**, **QA in YCC**, **QUINORA** and **RESYFAC**. All of the projects aim at improving the quality of different types and aspects of guidance and counselling. **EGUIDE** researched and developed a Quality Assurance Framework for use in the guidance of disadvantaged job seekers across Europe and **QUINORA** developed quality standards for vocational orientation and activation training as well as guidance measures and an e-learning tool which teaches institutions to implement the quality standards step by step. A practice-oriented, interactive online manual has been developed in **MEVOC** to help educational and vocational counsellors to identify high-quality counselling.

EGUIDE



EGUIDE developed a quality assurance model for the delivery of guidance to disadvantaged job seekers and those in low-skill employment. Using the European Common Quality Assurance Framework (CQAF) as a basis, the EGUIDE Quality Assurance Model is intended as a general guideline for the delivery of career guidance to individuals who are disadvantaged in the labour market. It consists of 6 core aspects, called "steps" (quality areas), which follow the chronology of the guidance process: 1. Promotion, 2. Welcome to the Service and information provision, 3. Consultancy, 4. Decision-Making (of the client), 5. Implementation of Career Plan, and 6. Follow-up.

TABLE 13 Important QALLL projects and products related to guidance and counselling

EGUIDE – Quality Assurance Framework for Guidance in Initial Training

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=3015&page=1 A quality assurance model for the delivery of guidance to disadvantaged job seekers and those in low-skill employment

Guiding from School to Job – Professionalism in the Work with Young People at Risk of Social Exclusion / Guiding from School to Job

PROJECT WEBSITE	www.bildungsmarkt.de/en/index.php?m=4&mi=104&mid=159
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2052 Improving the quality of guidance and counselling

MEVOC – Quality Manual for Educational and Vocational Counselling

PROJECT WEBSITE	www.mevoc.net
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=853 Improving the quality of guidance and counselling

QA in YCC – Quality Assurance in Youth Career Consultancy


PROJECT WEBSITE	http://vqac.org
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4165 Improving the quality of guidance and counselling

QUINORA – International Quality Assurance Programme in Vocational Orientation

PROJECT WEBSITE	www.quinora.com
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=1783 quality standards for vocational orientation and activation training

RESYFAC – Reference System for Facilitators of Learning

PROJECT WEBSITE	www.cecoa.pt/en-US/38/2/41/Projecto.aspx
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=3801 Improving the quality of guidance and counselling



III.
**The next
generation of
quality in VET and
adult learning –
the QALLL
contribution**

1 | **Where to focus?**
Major strategic and operational areas
Levels

PAGE 48
PAGE 49
PAGE 51

2 | **Conclusions**

PAGE 53

The ten QALLL recommendations³² are all based on the QALLL analysis, results and on political objectives but they are, due to the high number of very different projects and due to the working methods, relatively broad, general and not directly related to the current and planned activities in EQAVET and The Working Group for Quality in Adult Learning. The analysis, presentations and proposals in this article make the recommendations more specific and directly linked to the work plans for EQAVET and The Working Group for Quality in Adult Learning.

In chapters four and five we established direct links between QALLL and the activities in VET and AL. The potential contributions are many and it is up to the different actors to secure a synergy between their activities and the experiences from QALLL.

Our first and most important suggestion is to **use the project tools and products**. The current revision and upgraded version of the **ADAM**-database³³ will make the access to former project contents, products, tools, actors, activities and conclusions easier. All innovative projects in VET can easily be found on ADAM, the projects and products portal of Leonardo da Vinci. ADAM also promotes the thematic networks and tags their projects. Hence you can specifically search for QALLL products and projects. Moreover ADAM continually refines its project search so that qualitatively highly rated projects are prioritised. It seems desirable that ADAM provides more information about VET issues and topics to provide a real platform for communication in the field of VET.

The last day of the final QALLL conference³⁴ was mainly dominated by working group sessions. The participants were invited to find ways how the QALLL recommendations can be disseminated and implemented in the context of their working environment. This resulted in a number of ideas and proposals³⁵ and included the following:

- Keep it simple and start/continue from where you are;
- Involve everyone, use standards, and systematically use the Quality Cycle;

- Increase communication with all actors, use pilot schools, research;
- Realistic targets, support quality culture, consultation/dialogue, clear pathways;
- Train staff, 'tailor' results to country/sectors, use the national reference points, sustainable implementation

Ideas for the national implementation included:

- Using national QALLL meetings, seminars or conferences to disseminate to the VET and adult learning sectors;
- Use of expert/advisory panels;
- Increase engagement between VET and adult learning sectors by using existing and new national networks;
- Develop an implementation strategy based on a national needs analysis;
- Use the QALLL methodologies to 'treasure hunt' for younger QA projects (starting from 2009 onwards);
- 'Tailor' the QALLL recommendations to fit national and sectoral contexts; and
- Develop & implement QA standards for the VET and adult learning sectors.

Systematic participation in quality work – locally, nationally and internationally – supports the development of a quality culture and we strongly recommend this.

These conclusions, proposals and ideas from the final conference have, together with the analysis presented in the former chapters, resulted in the selection of priority recommendations and thus led to a limited number of key focus areas and topics. These are presented in this chapter.

MAJOR STRATEGIC AND OPERATIONAL AREAS

We have already presented a number of ideas for how the QALLL projects can contribute directly to the work of both EQAVET and the Working Group on Quality in Adult Learning but where to start and what are the most important topics? We have selected a limited number of topics, which we find the most important ones and topics we consider to have the highest potential:

- Cooperation between AL and VET;
- The quality cycle;

- Staff development; and
- Work-based learning.

We have decided that the activities need to be focused at a realistic level and to target those areas which have so far not been given enough attention.

Cooperation between AL and VET

QALLL has highlighted the potential and benefits which close cooperation between AL and VET can bring. The close cooperation can be at many different levels, types of education and include all types of stakeholders but always with a focus on the mutual exchange of experiences.

the national cooperation and coordination. This has already been done in several of the countries, e.g. Ireland and Norway. This kind of national cooperation and especially the roadmap are expected to be a key prerequisite for the future close cooperation between VET and AL in relation to quality.

Each country was asked at the end of the final QALLL conference to make a plan for cooperation and a roadmap for

The quality cycle

The quality cycle and its logic seem to have been accepted and recognised as valuable for all actors working with quality. In each of the four phases in the quality cycle there should be a number of questions with the aim of directing the quality work.

In the planning phase the key questions are: "What are the objectives of your work on quality in VET and adult education?" and "Which quality approach do you use?" Answering these questions will set the scene for the other three phases of the quality cycle.

The Quality Cycle



³² www.qalll.net/fileadmin/qalll/Downloads/QALLL_Recommendations_web.pdf

³³ www.adam-europe.eu/adam/homepageView.htm

³⁴ November 5th-6th, 2012

³⁵ www.qalll.net/fileadmin/qalll/Events/Vienna_Conference/REACHING_QALLLity_Conference_Report.pdf

In the implementation phase questions asked can consider issues of “How will you implement your work on quality in VET and adult education?” and “Where will you focus?” These questions can be the key drivers for the work done.

“How will you evaluate the quality in VET and adult education?” is the key question in the evaluation phase and

finally for review one can ask “How will you follow up on the evaluations and set new objectives?”

The question of the systematic aspect of the use of the quality cycle shall be raised, too, in order to secure a continuous development and learning process in the quality work.

→ **We suggest that EQAVET proactively secures a close cooperation with adult learning providers in the development of a QA reference framework for both VET and adult learning providers.** Both should consider common reference frameworks raising common questions but expecting different answers across VET and AE and within each of these. This is not a weakness but a strong aspect of this way of working – due to the differences across the educational areas and contexts.

The quality cycle

Teachers and trainers are considered as the single most important contributor to the perceived quality of education and training. Investment in teachers and trainers together with all the other staff involved are an important tool and part of any quality work in education and training. Here again it must be expected that experiences with how

to involve staff in quality work will be relatively similar between VET and AE. Training in quality work is needed, as it is important to establish QA as an integral part of professionalisation and staff development. This requires training and cooperation across all types and levels of staff and especially requires management support.

→ **We recommend training in quality work for all types and levels of staff involved in education and training.** Participation in European and national projects in quality can be an important tool for enabling staff development at a relatively low cost.

Work-based learning

Quality has to be developed, secured and documented in all education and learning, including that which takes place in enterprises. This requires cooperation between many different actors/stakeholders. It also asks for motivation by both enterprises and schools as a high level of clarification in relation to roles and expectations by all the different persons involved in the learning process.

Most enterprises tend to focus on the work that has to be done and not on the learner’s type of education. A common approach in relation to quality of both VET and AL will make it easier and more motivating for the enterprises to contribute actively to the quality of VET and AL, as they can understand better the benefit of higher quality work-based learning.

The target group for VET overlaps to a certain degree with the younger part of the target groups for AL. Work-based learning has been a special focus area for AL so far – at least in Northern Europe, and they find a lot of inspiration from VET with respect to how work places and learning needs can be linked to and motivated by concrete working tasks/ the normal working tasks. This can be seen as a good starting point for cooperation between AL and VET. The existing quality systems in VET can support this work and might also be relevant for AL.

Industry-led courses have not been investigated in enough detail by the Thematic Working Group on Quality in Adult Learning but can be a resource for both inspiration and further development of the quality in both VET and HE.

→ **We recommend that that VET, AL and HE should cooperate in QA for work-based learning and that QA in work-based learning shall get a higher priority in both educational fields.** Common research, tests and projects will be among the potential activities to achieve a better insight into the quality of work-based learning and to build the ground for even higher quality within work-based learning.

LEVELS

Work will be more focused if it is organised at different levels. A number of ideas for further activities are suggested for each level ranging from European, national, regional and provider level to staff and classroom level.

European level

Education and learning are extremely important for Europe and one of the areas where European cooperation makes a difference.

We suggest to:

- Continue the work for a common quality assurance and development reference framework covering all types of education – for VET, AE and HE;
- Support the networks on quality in VET and the working group on quality in AE to meet, exchange experiences and to find common areas for cooperation and mutual exchange of experiences;
- Coordinate and support the work on quality at all levels by presenting the visions behind the cooperation and the benefits each actor will have by a pro-active participation in the work;
- Use the future European project funding to get even more projects in the areas that still are less covered and demand that the new generation of projects shall build on the existing projects and experiences.

• That EQAVET proactively opens some of their activities to include representatives from adult learning. This will easily be possible at:

- The annual forum of the EQAVET network; and
- The annual plenary meeting of national reference points.

And can also be expanded to:

- Peer learning activities for system level actors and national reference points; and
- The working group which supports VET systems to address the interrelation between the EQAVET framework and existing quality management systems/instruments, in particular in the context of CVET.

National and regional system level

The work at European level has promoted the meeting points for very different national and regional actors in VET and AL in many ways. Many of the national stakeholders have met their national colleagues abroad for the first time. We suggest to:

- Bring the actors in both VET and AL together at system level and present the QALLL results and the European vision about cooperation;

- Bring the national and regional actors in both VET and AL together at system level and motivate them to cooperate and draw up national roadmaps for the future work together; and
- Secure the involvement of the social partners and other stakeholders in discussing the common aspects of quality in VET and AL.

Provider level

Many providers are not involved in European projects and cooperation, and if they are, the number of internal participants is very often very limited.

- We suggest to
- Use the QALLL projects available electronically on ADAM³⁶ and on the QALLL³⁷ websites and be active in promoting the use of the already existing experiences from these projects at provider level.

Staff level

Only a limited number of teachers and even fewer of other staff members are involved in quality projects and have an insight into the experiences from other schools and educational levels.

- We suggest to
- Involve staff in the work on quality in order to get access to the existing experiences and in order to secure the motivation of the staff in relation to the quality work.

³⁶ www.adam-europe.eu/adam/homepageView.htm
³⁷ www.qalll.eu

2 Conclusions

This paper has highlighted the extensive potential of the QALLL projects for both VET and AL. The value of this potential depends mainly on the stakeholders and on the context where the education, training and learning take place. We have focused on a selected number of topics of both political and practical interest and importance together with ideas for action.

QALLL makes a difference to the quality of vocational education and training and adult learning for the benefit of the learners and societies.

General conclusions →

First of all we suggest that all stakeholders use the existing project and product experiences and the possibilities for getting a quick electronic overview at the QALLL homepage and a more comprehensive view in the ADAM database and the possibility to contact the project management and partners directly.

All the projects are a part of our common heritage of work on quality in education, training and learning. It is a public resource, free of charge and with a high level of value if we decide to use it, so **please make use of the QALLL experiences. Systematic participation in quality work – locally, nationally and internationally – supports the development of a quality culture and we strongly recommend this.**

Cross-sectoral approach

The QALLL projects show that there are more similarities than differences with respect to quality in VET and AL. We suggest, based on this, to consider focusing on common reference frameworks through raising common questions but expecting different answers according to the different sectors. Have a try at making a joint approach to quality, at least at meta level. There is no need to reinvent the wheel but it is more important to use and exchange the experiences and the systems which have already been developed.

There needs to be coordination between the work on quality in VET and that within adult learning, and to create synergies for collaboration. This work has already started at the final QALLL conference and has been continued in a number of member countries, where actors from VET and AL now develop national roadmaps together.

The quality cycle

The quality cycle model, its concept and structure seem by now to be universally and easily understood and accepted in both VET and AL. We recommend to use this model as the backbone of all the work done on quality in education, training and learning and focus on answering the key questions related to each phase of the quality cycle in order to assure and develop quality.

- Questions which can be tackled and answered include:
- What are the objectives of your work?
 - How will you implement your work?
 - How will you evaluate it?
 - How will you follow up on the evaluation outcomes and set new objectives?

Staff development

Teachers and trainers are the single most important factor for the quality in VET and adult education, so training in quality work and management support are a precondition for success. Participation in European and national projects in quality are seen as an important tool for enabling staff development at a relatively low cost.

Staff includes all actors involved in VET and AL and it is very important to enhance cooperation within quality among

all types of staff in order to secure a generally high level of quality and not only high quality in selected activities in VET and AL. **We suggest broadening the work and the European networks within quality to include all types of staff**, e.g. management, administration, teachers, mentors and social partners. Quality is too important to solely be left over to experts and the leaders of the international departments and project offices.

Work-based learning

Work-based learning is one of the few still unexplored aspects in the quality world. Since quality has to be developed, secured and documented for all forms of education and learning, including the activities in enterprises, work-based learning is as important as the traditional forms of learning. This requires close cooperation between the many actors needed and motivation both within enterprises and schools so that they can identify and agree on their expectations.

We recommend that VET and HE cooperate within QA for work-based learning and that QA in work-based learning should be given higher priority in both educational sectors. Common research, tests and projects will be among the potential activities to achieve a better insight into quality in work-based learning and into developing further quality aspects in work-based learning.

Guidance

Guidance is extremely important in societies with high insecurity and challenges in predicting future demands for skills and competences. If we consider employment and employability as key quality criteria for both VET and AL, guidance is one of the major tools to secure a high quality.

Neither EQAVET nor the Working Group on quality in AL have guidance and counselling high on their agenda or work programme. We consider this area very important and suggest that both actors (VET and AL) give it extra attention in the coming years.

Action plans

The potential of the QALLL projects can only be activated through action. Targeted action requires the involvement of a number of different stakeholders and this requires a high level of motivation. Each stakeholder needs to recognise “what is in it for him/her” in order to invest in working with the QALLL projects, analysis, conclusions and recommendations. That is why a number of actions, activities and processes are suggested for all stakeholders and at all levels.

We recommend bringing the different actors together, to make the QALLL projects easily available, to make contact with the project managers and partners easy and to stimulate further work on quality through transsectoral cooperation both at European and national level by the use of the current work with national roadmaps and a European strategy for lifelong learning tackling both VET and AL together.



*IV.
Annex –
Links to the
QALLL projects*

ACT-NET – Active Citizen Training Network

PROJECT WEBSITE www.act-eu.org
ADAM link http://eacea.ec.europa.eu/llp/grundtvig/documents/Grundtvig_en_2008.pdf

AVE-EXEMPLO – Assessment, Visibility and Exploitation of Non-/Informally Acquired Competencies of EXperienced EMPLOYees in Enterprises

PROJECT WEBSITE www.f-bb.de/projekte/internationalisierung-der-berufsbildung/internationalisierung-der-berufsbildung/proinfo/ave-exemplo.html
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=4888

BAEA – Becoming Adult Educators in the European Area

PROJECT WEBSITE www.dpu.dk/baea
ADAM link http://eacea.ec.europa.eu/llp/grundtvig/documents/Grundtvig_en_2008.pdf

CM Pro Work – Competence Management in the Production Sector

PROJECT WEBSITE www.cmprowork.eu
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=1796

DASVENT – Development of an Accreditation System for Veterinary Nurse Trainers in Europe

PROJECT WEBSITE www.acovene.com
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=2611

DELID – A Dialogue Approach to Developing E-Learning Courses

PROJECT WEBSITE n/a
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=2331

Development of a Validation Framework for Mentoring: Evaluating the Achievements of Disabled and Disadvantaged People

PROJECT WEBSITE n/a
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=6664

EGUIDE – Quality Assurance Framework for Guidance in Initial Training

PROJECT WEBSITE n/a
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=3015&page=1

E-MODE – Engage Trainers in Learning Modules and Material Creation

PROJECT WEBSITE www.emode-net.eu
ADAM link http://eacea.ec.europa.eu/llp/grundtvig/documents/Grundtvig_en_2008.pdf

EMPOWER – European Melting Pot Wide Range Quality System

PROJECT WEBSITE n/a
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=6299

EQUABENCH – Benchmarking European Excellence

PROJECT WEBSITE <http://equabench.epr.eu>
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=4332&prd=2

EQUAL – Evaluation and Quality Assurance in Adult Education

PROJECT WEBSITE www.qualityinlearning.net
ADAM link <http://eacea.ec.europa.eu/static/Bots/docbots/TCP/Compendia/Compendia2005.htm>

EQUASS – European Quality in Practice

PROJECT WEBSITE www.epr.eu/index.php/equass/projects/166
ADAM link www.adam-europe.eu/prj/6213/project_6213_en.pdf

europass+ / Europass+

PROJECT WEBSITE www.europassplus.info
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=2385

European Fundraising Accreditation and Training

PROJECT WEBSITE www.vocationalqualification.net/mmedia/2008.07.11/1215773569.pdf
ADAM link http://leonardo.ec.europa.eu/pdb/detail_en_2000.cfm?Numero=5084711&Annee=2005

EXPERO2EU – Expero in European Union: Focus on Mechatronics

PROJECT WEBSITE www.expero2.eu
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=4408

Flexi-Path – Flexible Professionalisation Pathways for Adult Educators between the 6th and the 7th Level of QF

PROJECT WEBSITE www.flexi-path.eu
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=3818

GEMS – Guidance for Educators, Mentors and Students

PROJECT WEBSITE www.leogems.org
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=4063

Guiding from School to Job – Professionalism in the Work with Young People at Risk of Social Exclusion / Guiding from School to Job

PROJECT WEBSITE www.bildungsmarkt.de/en/index.php?m=4&mi=104&mid=159
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=2052

I2I – Internship to Industry

PROJECT WEBSITE www.internship2industry.eu
ADAM link www.adam-europe.eu/adam/project/view.htm?prj=4323

Improving the Quality of Guidance – AQOR (Améliorer la qualité de l'orientation)

PROJECT WEBSITE	www.aqor.droa-eu.org (available only in fr, it, pl and cat)
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4902&projLang=en

MEVOC – Quality Manual for Educational and Vocational Counselling

PROJECT WEBSITE	www.mevoc.net
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=853

Peer Review Extended

PROJECT WEBSITE	www.peer-review-education.net
ADAM link	www.leonardodavinci-projekte.org/adam/project/view.htm?prj=2958

Peer Review Extended II

PROJECT WEBSITE	www.peer-review-education.net
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2958

Peer Review in Initial VET

PROJECT WEBSITE	www.peer-review-education.net
ADAM link	www.leonardodavinci-projekte.org/adam/project/view.htm?prj=1656

QUALC – Quality Assurance Network for Adult Learning Centres

PROJECT WEBSITE	www.efquel.org/tools/qualc
ADAM link	n/a

QA in YCC – Quality Assurance in Youth Career Consultancy

PROJECT WEBSITE	http://vqac.org
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4165

Quality Management of Peer Production of eLearning

PROJECT WEBSITE	www.qmpp.net
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=3803

QUALIVET – Quality Development and Quality Assurance with Labour Market Reference

PROJECT WEBSITE	www.qualivet.info
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2039

QUINORA – International Quality Assurance Programme in Vocational Orientation

PROJECT WEBSITE	www.quinora.com
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=1783

QVETIS – Training in Quality: VET and Enterprises

PROJECT WEBSITE	www.traininginquality.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4094&page=1

QWVET – Quality Workplace Training for Unemployed Young People

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4094&page=1

RECALL – Recognition of Quality in Lifelong Learning

PROJECT WEBSITE	www.eaea.org/index.php?k=2140&projekti_id=3389
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=6660

Reflect OR – Reflective Practices for Professional Guidance Practitioners

PROJECT WEBSITE	http://reflect.tagliacarne.it
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=4488

RESYFAC – Reference System for Facilitators of Learning

PROJECT WEBSITE	www.cecoa.pt/en-US/38/2/41/Projecto.aspx
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=3801

REVIMP – From Review to Improvement in European Vocational Education and Training

PROJECT WEBSITE	n/a
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2609&page=1

SEALLL – Self-Evaluation in Adult Life-Long Learning

PROJECT WEBSITE	n/a
ADAM link	n/a

TQP-EU – Transnational Quality Project – Quality Guidelines for Providers of Vocational Education and Training

PROJECT WEBSITE	www.leonardo-tqp.eu
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=2711

Validating Mentoring 2

PROJECT WEBSITE	www.enevapproject.eu/component/option,com_comprofiler/task,userProfile/user,90/lang,aut/
ADAM link	www.adam-europe.eu/adam/project/view.htm?prj=3010

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