



*Study on EU VET instruments (ECVET
and EQAVET) – Key findings
Research conducted by ICF and 3s*

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Study objectives



Assess the progress made in the implementation of ECVET and EQAVET

Examine the contribution of the instruments to the implementation of the Bruges Communiqué and Riga priorities

Identify the enablers and barriers that affect the implementation and influence of the instruments at national level

Identify and assess options for how the two instruments could move forward for the post-2020 EU policy framework for education and training



Important to note:

- study reflect the views of the contractors based on the research and interviews with stakeholders
- Challenge to determine the influence due to strong links with other EU instruments (e.g. EQF) and sometimes conflicting opinion of stakeholders from the same country
- The final study will be published beginning 2019

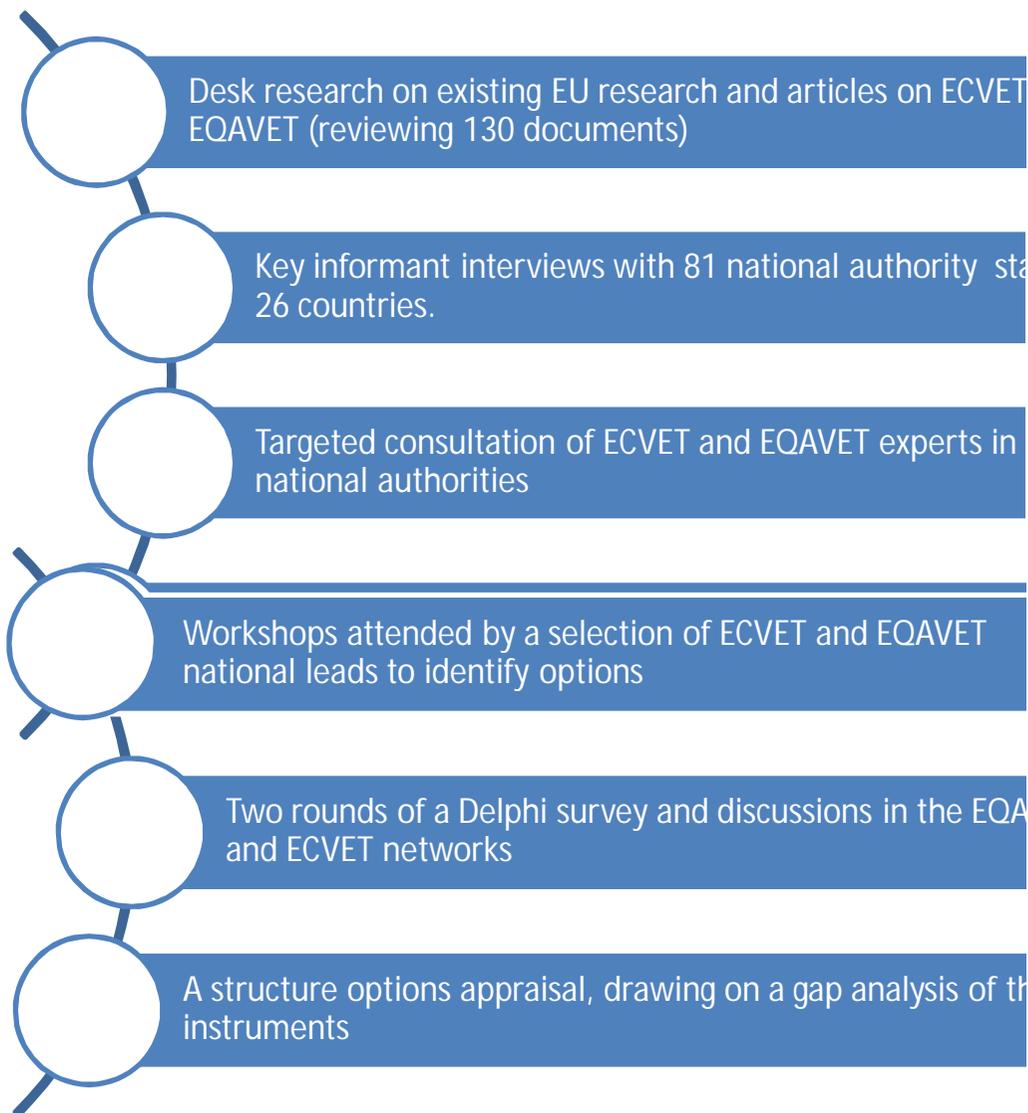
Research methodology



Examining
influence in
Member
States



Identifying
and testing
options



Progress of EQAVET



▪ 19 countries made major changes to their QA arrangements for IVET and 20 for CVET. Others made adjustments.

▪ EQAVET principles of QA cycle and provider self-assessments commonly used. Most countries have a provider registration system and all have external audit approach.

Around a half of countries 'always use' indicative descriptors at a system level across all the QA cycle - but fewer use them in evaluation and review stage

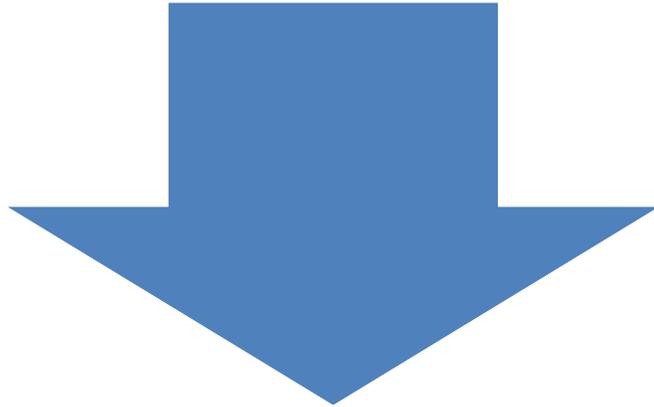
▪ Indicators widely used, but some variation. Indicator 3 and 4 were used by nearly all countries whereas 6A, 6B, 9B and 10B were used by less than seven Member States

Influence on national policies - EQAVET



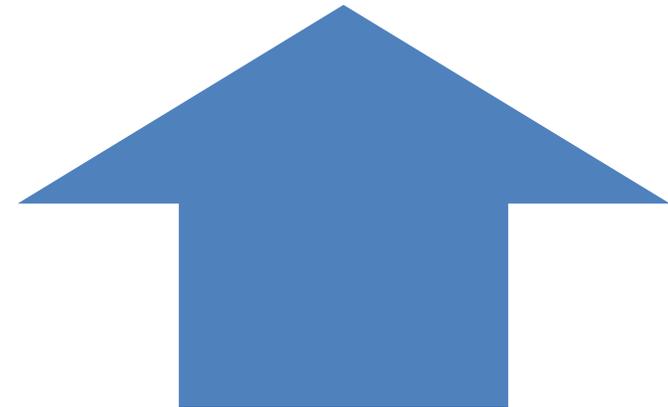
- EQAVET spurred countries to review and refine their QA systems. Around half have QA policies developed specifically to reflect EQAVET. In some (EE, PT, RO) it is referred to in QA legislation. Eleven designed new QA systems based on the EQAVET
- EQAVET useful to countries regardless of the maturity of their QA systems. For countries building up QA, it provides a template for QA; for others it provides a reference point of EU best practice
- Perception of greater influence on QA in school-based IVET. Considerable variation in use of various provision of the Recommendation across countries (e.g. quality of self-assessments, use of indicators and nature of external audits)

Enables / barriers to EQAVET implementation



Provides a tool for QA staff to promote the importance of QA to senior managers/Ministers
General support for EQAVET components
Existence of a peer network on QA, which improved transparency and the sharing of good practice.
'Pick and mix' approach felt to encourage buy-in

Gaining political support for QA developments but remains less visible than other policy priorities
CVET and WBL not mentioned explicitly in Recommendation
Challenges in disseminating good practice across a diverse provider base
Some indicators are labour intensive to measure (e.g. graduate tracking and utilisation of skills)



Options for EQAVET



- **Option 1 - Enhanced status quo.** Revise recommendation to incorporate a set of core indicators utilised by all providers, as well as the refinements in EQAVET+.
- **Option 2 – Embedding the functions of EQAVET into other existing EU policy instruments.** Implement EQAVET as part of Annex IV of the EQF recommendation.
- **Option 3 - EQAVET becomes part of a broader policy strategy framework for VET.** Introduce an overarching recommendation covering QA, flexibility and recognition in VET (same as ECVET option 3).
- **Option 4 - Strengthen the recommendation by implementing peer reviews of Member States' QA arrangements at system level.** Provide the governance group with a remit to monitor the progress countries are making to develop their QA systems and support to them.
- **Option 5 - Align instruments to similar instruments in HE.** Create overarching recommendation for quality in education which provides high-level principles for QA that both systems adhere to, and tools to do this (ESG and EQAVET).
- **Option 6 - Introduce a voluntary certification system for national QA systems.** Revise recommendation to specify explicit expectations for national quality systems and a certification scheme requiring countries VET QA systems to achieve certain standards. These could be graded so they progress towards a standard.

Assessment of EQAVET options



Based on the scoring below, **Option 4** was identified as the most effective option. It provides the greatest benefits in terms of increasing the quality of QA arrangements. Implementing costs are low and it is relatively feasible to implement. It was also the preferred option in the Delphi survey.

Option	Benefits	Costs	Unintended consequences	Feasibility
EQAVET Option 1: Enhanced Status Quo	1	0	0	5
EQAVET Option 2: Subsuming the instrument into existing EU policy instruments	1	1	-3	4
EQAVET Option 3: Instruments become part of a broader policy strategy framework for VET	2	1	-1	4
EQAVET Option 4: Strengthening the Recommendation by implementing peer reviews of QA arrangements at VET system level	4	-1	-1	4
EQAVET Option 5: Aligning instruments to similar instruments in HE, with an ambition of converging systems across HE and VET	2	-1	-1	2
EQAVET Option 6: Introduction of a voluntary certification system for national QA systems	5	-4	-3	2



Develop a peer review mechanism of QA arrangements at VET system level (Option 4) to take forward the implementation of EQAVET;

- Combined with the option on integrating ECVET and EQAVET in a wider policy strategy framework for VET
- Changing the technical specification of some EQAVET provisions, strengthen the requirements for external reviews and having core and optional indicators.

Next steps



- Establishment of an ad hoc working group of the ACVT
- Meetings of the ad-hoc group in the first semester 2019
- Discuss and make proposals on streamlining the instruments
- Report back to the ACVT and agree on the next steps (meeting 3-4 June 2019)
- Report to the EQF and Europass Advisory Groups