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Ongoing discussions at the European level to prepare the vision for the post 2020 VET policy framework pay particular attention to quality assurance as an essential element to responsive and relevant VET ⁽¹⁾. Cedefop's policy analysis contributes to work on the post 2020 VET priorities and related implications on quality assurance. This is achieved by drawing lessons from monitoring the progress countries have made on the objectives agreed under the Bruges Communiqué and Riga conclusions as well as looking into the future of VET. Cedefop's report ⁽²⁾ on the achievement of the Riga medium term deliverables demonstrates that all EU countries have quality assurance approaches in place which in recent years have focused on promoting VET providers' quality culture, procedures and tools. Countries have also been increasingly using information to identify training needs and develop effective feedback mechanisms to continually improve VET and make it responsive to technological, demographic and societal trends.

In addition, Cedefop's flagship project on the *Changing nature and role of VET* ⁽³⁾ improves understanding of how VET is changing in European countries and inspires debate on how different strategies can influence VET structures, content and outcomes in the years to come. The project's findings demonstrate the transformation of VET in almost all EU countries as IVET provision is combined with alternative forms of delivery and the borders between VET and general education, between IVET, higher VET and CVET, are blurring. The reorientation of VET towards lifelong and life-wide learning puts pressure on quality assurance mechanisms and increases expectations on EQAVET's role to ensure '... transparency of, and consistency in, VET policy developments between Member States, thereby promoting mutual trust, mobility of workers and learners, and lifelong learning' (EQAVET Recommendation 2009).

In this complex and changing VET landscape, EQAVET is expected to play a key role in supporting excellent, inclusive and lifelong VET beyond 2020.

⁽¹⁾ Opinion of Advisory Committee of Vocational Training on the future of VET, <https://ec.europa.eu/social/main.jsp?langId=en&catId=1146&newsId=9263&furtherNews=yes>

⁽²⁾ Cedefop's project Reporting on European training policy, <http://www.cedefop.europa.eu/en/events-and-projects/projects/reporting-european-training-policy>

⁽³⁾ Cedefop's project Changing nature and role of VET in Europe, <http://www.cedefop.europa.eu/en/events-and-projects/projects/changing-nature-and-role-vocational-education-and-training-vet-europe>

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Quality assurance and the student voice - the key to high quality VET

An article by Rob O'Donnell, OBESSU Board

Quality assurance and student voice are both key demands from students for a high quality VET system in the modern age. OBESSU (the Organising Bureau of European School Student Unions) represents students studying in both general and VET secondary education, and while the representation and work in VET is an ever-present topic for the organisation, 2018 marked a special year of refocusing our work in this area. A working group of current VET students from across the continent was formed with the aim of making the European VET sphere more accessible and understandable to learners and their representatives. The working group also set out to review OBESSU's policies in relation to this rapidly-changing environment. VET represents a unique opportunity to cooperate directly on education policy at a European level, but ensuring students understand this as well as their national context is a challenge.

Following extensive exploration of the needs and realities facing VET students today and in the future, this working group prepared a "Quality VET" policy paper in spring 2018. This paper was unanimously adopted by the OBESSU membership at the General Assembly in July 2018 in Bucharest, and now forms the basis for our advocacy in the area of VET. Many of the challenges facing the improvement of VET in Europe - attractiveness of a VET degree, the creation of additional educational opportunities, the provision of adequate resources and cross-border recognition to name a few - all link to the core principle of quality assurance. Learners have for decades noted shortcomings and areas for improvement in VET, and in countries with an established space for the input of civil society and student unions in particular, a clear correlation with high quality VET systems can be seen.

OBESSU's focus includes strengthening the students' voice at the national level as countries implement European Recommendations on VET instruments. Ensuring that student unions understand the thinking behind the EQAVET and ECVET Recommendations and the consultations that have created them is key to this. The VET working group knows that this is not as simple as sharing information.

The VET working group has also researched the representation of VET students in Europe and this has identified a stark gap in the realities between countries. Some countries have fully-fledged independent student unions working solely on VET, others combine the

representation of VET and general high school student in one body. At the other end of the scale the working group found a total absence of inputs from any representative body at a national level in many countries. The research highlights that the presence of an active representative body for VET learners is affected by:

- a causal relationship between the popularity of VET;
- a correlation to the overall quality of the VET system.

The research also shows the reality of the student voice at a local or school level. This can often differ from the official national recommendations on representation. There is much more that needs to happen to make the student voice a reality in all Member States.

OBESSU, as part of the European Apprentices Network, is also carrying out research on work-based apprenticeships and the results will be released in the near future. From this we hope to assist the creation of sustainable representative bodies for VET learners and apprentices. This long term goal will need resources from each Member State. We continue to look forward to working with partners in the coming months and years to achieve this support for the creation of appropriate representative bodies.



OBESSU VET Working Group members during their meeting with the Finnish Education Ministry. Pictured from left to right: Sarah McCluney (UK), Sari Turunen-Swinger (Education Ministry of Finland), Giacomo Zolezzi (Italy), Ema Tutic (Bosnia and Herzegovina), Bicca Olin (Finland), Rico Martikainen (Finland), Rob O'Donnell (Ireland).

⁴ OBESSU is the representative body for school students at a European level. It brings together 30 national school student unions from 24 countries.

⁵ <https://www.obessu.org/resources/documents/advocacy-work/policy-paper-on-quality-vet/>

Balancing VET providers' internal self-evaluation with external processes

An article by Saša Grašic, EQAVET NRP, Slovenia



Saša Grašic,
EQAVET NRP, Slovenia

In Slovenia self-evaluation has been a mandatory requirement for quality assurance (QA) and quality development (QD) of VET providers since 2006 (Organisation and financing of Education Act, 2007; Vocational Education Act, 2006; Adult Education Act, 2018).

In initial VET there are 11 national indicators which have to be used by schools during their self-evaluation process - these include

the 10 EQAVET indicators. The self-evaluation process leads to the preparation of an annual quality report which is published on each VET provider's website (Vocational Education Act, 2006).

In continuing VET the legislation is less detailed. It requires VET providers to establish an internal QA system which includes regular monitoring and self-evaluation. According to the Adult Education Act, VET providers are required to describe their internal quality assurance system on their web pages.

In each VET school there is a professional body (Quality Commission) to consider the systematic, regular and sustainable process of QA and QD. Each Quality Commission (Vocational Education Act, 2006; Adult Education Act, 2018) is appointed by the School's Council based on a proposal from the school's director. Since 2006 the QA and QD processes used by VET providers have been periodically monitored by the national education institutes and universities. The findings from this monitoring show that increasingly VET providers are improving their internal quality assurance systems even though more than half of the VET providers report that they need regular professional support. This support is particularly needed to develop planning for QA and QD; identifying the best methodology and tools to use; and reporting on QA and QD.

In response to these findings, in 2016 the Ministry of Education, Science and Sport completed early work on a 'common national framework for QA in formal education'. This framework covers kindergartens, primary schools, upper secondary general schools and upper secondary VET schools offering qualifications at EQF Levels 3 and 4. Between 2016 to 2019 this framework was jointly developed by four national institutes. It will be implemented in all schools and kindergartens in the coming years. Alongside the framework's implementation there will be regular professional work to support schools; activities to monitor the effectiveness of the framework; and reports on its impact.



PICTURE 1: The national framework for QA in Education includes indicators on the quality areas set out above. As well as covering the content areas for QA, the framework describes the process of self-evaluation and the associated quality indicators. (<http://solazaravnatelje.si/index.php/dejavnosti/zaloznistvo/zbirka-kakovost-v-rtcih-in-solah>)

The EQAVET indicators are part of the national QA framework and their use in the self-evaluation of VET schools is obligatory.

The self-evaluation of VET providers is complemented with two types of external evaluation - one which is voluntary and one which is obligatory.

Methods for QA of VET providers

SELF-EVALUATION -	EXTERNAL EVALUATION - voluntary	EXTERNAL EVALUATION - obligatory
<ul style="list-style-type: none"> - mandatory - the result is report on school quality Quality report - has to be published on web - School quality team/commission - involvement of external stakeholders (parents, employers) 	Peer review Monitoring process (external experts included)	Review by inspection Accreditation processes Assessment of school directors

PICTURE 2: The two approaches to the external evaluation and monitoring of VET providers.

Mandatory forms of external evaluation in Slovenia have been regularly criticised by the VET providers and by the professional public. As they are seen as 'being too administratively oriented' other forms of external evaluation are increasingly important as a way to support the QA and QD of VET providers e.g. VET providers

recognise peer review as a desired tool for initial and continuing VET. (An interview on peer review with a VET school director is available at <http://www.eqavet-nrp-slo.si/novice/na-voljo-je-nov-video-o-kolegialni-presoji/>). The Slovenian approach to peer review in VET has been developed by the EQAVET National Reference Point

(NRP) using the European Peer Review Quality Areas and Criteria (<http://www.eqavet-nrp-slo.si/wp-content/uploads/2019/04/EU-QA-PRAMManual-Final.pdf>) This approach was developed in partnership with the Finnish, Austrian, Croatian and Slovenian NRPs.

VET GRADUATE TRACKING SYSTEMS: PILOT STUDY IN GREECE

Antonios Glaros, National Organisation for the Certification of Qualifications and Vocational Orientation, Greece



Antonio Glaros,
National Organisation for the
Certification of Qualifications
and Vocational Orientation,
Greece

Increasingly more attention and importance is being placed on VET graduate tracking systems in the EU. This can be seen from the 2015 Riga Conclusions which refer to the establishment of continuous information and feedback loops in initial and continuing VET. These feedback loops cover coherent systems for data collection and analysis; monitoring systems; and mechanisms which use information on VET graduate employability, labour

market entry and career progress as important inputs to the development of VET policy and provision. These systems and mechanisms are part of the quality assurance mechanisms used in VET and need to be developed in line with the EQAVET recommendation. Priority 2.3 of the *New Skills Agenda for Europe*⁶ (*Advancing skills intelligence, documentation and informed career choices*) also emphasises the importance of VET graduate tracking systems.

Following the development of these policies, and as a result of the growing importance and role of graduate tracking systems, the European Council issued the Recommendation on tracking graduates in 2017⁷. This Recommendation includes a focus on using data from VET tracking as part of quality assurance.

It is worth noting that graduate tracking systems which are part of a quality assurance system which is aligned with EQAVET are likely to be collecting data on graduates' progression. EQAVET indicator number 5⁸ measures where VET learners go when they complete their programmes.

At the moment Greece does not have a VET graduate tracking system. However, a pilot project to track IVET graduates has been implemented recently by the National Organisation for Certification of Qualifications and Vocational Guidance (EOPPEP) which is the National Reference Point for the EQAVET Network.

The primary aim of this project is to ensure that information from tracking VET graduates, as well as skill need forecasts, is used at the VET system level to improve the quality of VET provision and VET qualifications. As part of this project the researchers have completed their first analysis of young people's transition from education or an apprenticeship to:

- employment;
- further study in the educational system;
- seeking employment;
- employed or self-employed.

The project has combined desk-based and field research with a selected sample of employers and IVET graduates. The field research has included the collection and analysis of employers' perceptions of existing VET programmes and the skills and competences of the VET graduates they have employed. The field research also measured graduates' employment status and their perceptions of the quality of their VET programmes.

This research has produced some interesting results in terms of graduate employability, the needs of the labour market, employers' satisfaction with the VET graduates' skills and the extent of the skills mismatch between the supply and demand for graduate skills. These results were presented and discussed at a national conference organised by EOPPEP in Athens in March 2019. One of the core findings from the results has been the value and importance of graduates gaining a certificate to confirm their skills. These findings were a clear conclusion from the data on employment rates

6 <https://ec.europa.eu/social/main.jsp?catId=1223>

7 <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A32017H1209%2801%29>

8 Indicator 5 measures the placement rate in VET programmes: and considers

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

as those IVET graduates who had passed their programmes and gained their certificate were three times more likely to be employed than those IVET graduates without a certificate.

Developing and implementing a comprehensive, systematic and national VET graduate tracking mechanism can be a valuable input in the process of developing new and/or updating existing VET curricula and occupational profiles/qualifications. Tracking systems, as underlined in the EQF Recommendation, support the development and use of the standardised quality assurance processes and procedures which are part of the Hellenic Qualification Framework (which is aligned to the EQF).

This pilot project has also shown that a graduate tracking system can serve as:

- a mechanism for measuring the overall satisfaction of employers/companies employing IVET graduates;
- a way to measure the performance of IVET graduates when they gain employment;
- a way to show the extent of the skills gap between IVET graduates and the needs of the labour market;
- a mechanism for collecting data on two EQAVET quality indicators: number 5 ('placement rate of VET programmes') and number 6 ('utilisation of acquired skills at the workplace').

Quality assurance and work-based learning in Slovakia

Lubica Gállová, Head of EU Policies Department, State Vocational Education Institute, Slovakia



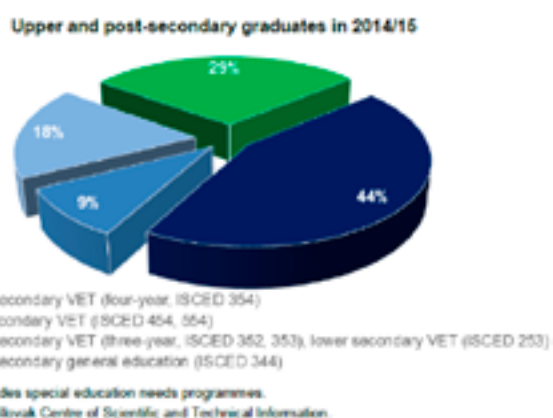
Lubica Gállová
State Vocational
Education Institute,
Slovakia

Slovakia is one of the leading economies in the central region of Europe and has strengthened its economic potential and dramatically reduced its unemployment rate in the last decade (unemployment was close to 5% in March 2019). The Slovak vocational education and training system is based on a long tradition and this has helped to ensure that participation in VET is the highest of the EU member states. More than 70% of all pupils at secondary and post-secondary level graduate from VET (Cedefop, 2016).

A well-educated labour force has attracted foreign investors and created new jobs all over the country. Projections for the Slovak labour market indicate that from 2015-2020 approximately 320,000 new employees will be needed. (Dolobac a kol., 2015). Despite the success of the Slovak VET system, there have been criticisms from

The government's response to employers' requests for learners to acquire better, more relevant job-related vocational skills before they enter the labour market was new legislation (Act No. 61/2015) on vocational education and training which was adopted in 2015 and amended in 2018. The Act set out to reform VET in Slovakia, increase pupils' interest in VET, and reduce the risk of young learners' unemployment by ensuring their education and training was in line with labour market requirements. The Act introduced elements of Dual education in Slovakia and significantly strengthened employers' involvement in, and their co-responsibility for, delivering high-quality VET.

The employers who work within the Dual education system have a strong role in influencing the provision of VET programmes. Secondary VET schools have a duty to develop their school curriculum through consultation with the relevant professional organisation or chamber. This means that in the Slovak approach to Dual education, the employer has a responsibility to participate in the creation of the school curricula.



employers because the system has low levels of flexibility, does not respond quickly to labour market needs, and has low levels of work-based learning in formal VET programmes.



Example of an advert for Dual training

Practical training in VET can be organised in several ways. It can be in a school workshop, an employer's workplace or a place of practical training. In our Dual education system, work-based learning is organised and led by employers. They are responsible for the organisation, content and quality of the practical training. Each

employer's workplace (as set out in the legislation) must be certified by a relevant chamber to confirm it fully meets the requirements for materials and technical equipment. Each employer's contract with a secondary VET school defines the responsibilities and duties of each party. The 2018 amendment to the Act on VET introduced the idea of a 'main instructor' for practical training. This person has to have basic knowledge of pedagogy, psychology and didactics alongside a deep knowledge of how to coordinate practical training in the Dual education system. In addition, a well-performing VET school can be certified as a Centre of VET. This label is awarded by an appropriate chamber or professional organisation when the VET provider demonstrates it meets the certifying body's requirements.

Alongside the Act on vocational education and training, the quality of a school's performance is the responsibility of each school's director (Act 596/2003 on state

administration and self-governance). Every year, each school has to prepare a report on their educational activities (a self-assessment report) which must be discussed and agreed by the School Board. It is then submitted to the regional government and published on the school's web-site. The report's structure has been set by the government (Decree No. 9/2006) and this ensures that the same data is available from all schools; staff are involved in the report's preparation; and the report is based on an analysis of each subject using strictly defined methodical approaches. In addition to these self-assessment reports, the State School Inspectorate provides an external element to the quality assurance in VET.

From peer review of VET providers to peer review at the system level



Giorgio Allulli,
EQAVET expert

During the last two years many National Reference Points for Quality Assurance (NRPs) have used funds from the Erasmus+ call to develop peer review for VET providers. These developments show that a friendly quality assurance approach which aims to support improvements in quality is well accepted and works well. It should be possible to take inspiration from the positive results of the

Erasmus+ initiative to extend its scope from a peer review of a single VET provider to a broader review of the quality assurance of the whole or part of a national VET system.

Over the years there have been peer review activities at the system level. These have been carried out by international institutions such as the OECD and the EU Commission:

- the OECD has used peer review since its creation and it has been a characteristic of its work in most policy areas. *According to OECD, peer review can be described as the systematic examination and assessment of the performance of a State by other States, with the ultimate goal of helping the reviewed state improve its policy making, adopt best practices, and comply with established standards and principles;*
- the EU Commission has used peer review in the Mutual Learning Programme (MLP)⁹ as part of the European Employment Strategy. The MLP includes peer learning events and public conferences - one of the most frequently used peer learning events is the peer

review. In the context of the MLP, a peer review is a learning event hosted by a European country wishing to present examples of good practice or an emerging policy or practice to a group of peer countries (up to 10 guest countries) and the relevant European-level NGOs. The goal of this type of peer review is to discuss a specific topic in order to identify transferable aspects, learning from good practice and/or support the implementation of emerging policies or practices. The peer review is attended by experts from the European Commission, peer countries and relevant stakeholders. It usually involves a two day meeting with visits to local sites where the policy can be seen in operation. This type of exercise consists of a two-way exchange guided by the questions 'what works, what does not work and why'. A host country can also hold a peer review meeting to collect expert advice from other countries to inform the preparation of a major policy reform (or new programme or institutional arrangement) in the field of social protection and social inclusion.

As we can see from the two examples above, the expressions 'peer review' and 'peer learning' are often used interchangeably. Both methodologies are based on a predominantly qualitative methodology which includes the observation of a policy or an institution by a group of 'fellow' experts (peers). However, there is a important difference in terms of the objectives of these two types of activities. For peer learning the objective relates to the transfer of knowledge or good practice from the host to the visitor countries, while the main objective of a peer

⁹ The MLP uses the open method of coordination in the field of EU employment policy.

review of a system is improving the practice which is assessed by the peers. In this situation the knowledge transfer benefits the host country as it receives critical feedback from the peers.

Given these different approaches, the development of peer review at the system level could benefit:

- those countries which have introduced an innovation or system reform and need an external perspective or set of inputs to support its implementation or improvement;

- other countries who provide experts who contribute to a peer review. By participating in an in depth peer review of another country's quality assurance approach to VET they have the possibility of increasing their knowledge about how other quality assurance systems work.

Events

Peer learning in Athens

In March 2019, the Greek National Reference Point for EQAVET¹⁰ hosted a two-day peer learning activity for colleagues from EL, HR, RO and FN. The PLA was organised as follows:

Day one included presentations on the work of EOPPEP and the advantages of one national agency hosting many European initiatives such as Europass, the European Qualifications Framework and Euroguidance. For most of the day, the EQAVET colleagues were based in two vocational schools in Athens where they discussed the organisation of practical training, drop-out rates and the structure of VET programmes. Day one concluded with a walking tour of Athens and dinner at a local restaurant.

Day two focused on tracking VET graduates and was organised as a national conference for 60 people. During the morning there were presentations on the challenges and opportunities associated with the Greek approach to tracking VET graduates; the work of the Greek NRP; the tracking system used in Finland and the early work of the VET sub-group from the European Network of Experts who are meeting in Brussels with the support of the European Commission. During the afternoon, three sub-groups considered:

- the role of graduate tracking surveys in improving the quality of VET provision;
- the appropriate institutional and methodological framework for the development of VET graduate tracking systems;
- the demand and supply of VET graduates' technical and social skills in the Greek labour market.

During the conference's final plenary session delegates made the following comments on VET graduate tracking systems:

- VET graduate employment should be seen as a reflection of the overall state of the economy as well as a commentary on the quality of VET provision;
- VET graduates need to develop soft skills and these are difficult to monitor or record through a tracking system;
- the employability of VET graduates depends on the availability of good careers guidance, opportunities for VET learners to change programmes, and learner support during their training;
- the availability of tracking data is the start of a conversation on improving the quality of VET. Tracking provides an important source of evidence - the challenge is to use this evidence to change practice;
- when there is a significant mismatch between the skills learners acquire and the skills needed by the labour market, fewer VET graduates will be employed in an occupation which is related to their vocational programme;
- it is important for tracking systems to take account of labour markets which are characterised by large numbers of small and medium sized enterprises; have significant regional variations; and have employers who emphasise personal characteristics when recruiting new employees;
- tracking systems need to recognise that many higher education graduates continue their education by taking a VET programme at EQF Level 4 or 5.

EOPPEP's website (<https://www.eoppep.gr/index.php/en/>) has more information on the conference.

¹⁰ The NRP is based in EOPPEP - the National Organisation for the Certification of Qualifications and Vocational Guidance

EQAVET's peer learning activity in Gothenburg, Sweden

In March 2019, the EQAVET Secretariat organised a two-day PLA in collaboration with Skolverket¹¹ which hosts the Swedish National Reference Point for Quality Assurance in VET. The PLA was held on the premises of a multinational company (SKF) which owns its own VET school.¹² Participants included representatives from AT, BE (nl), BG, CZ, DE, EE, FI, HU, IT, LV, MT, ME, PL, RO, SE, SK, SL, UK (Wales), the European Training Foundation (ETF) and the European Association of Craft, Small and Medium-Sized Enterprises (UEAPME).

The PLA was based on:

- how different approaches to self-assessment can be used to quality assure the work-based learning of upper secondary school students;
- how the EQAVET Framework can be used to support the quality assurance of work-based learning.

Within this context the participants discussed the range of approaches used to support work-based learning. The examples from SE, SK, IT and UK(Wales) were based on the first two of the following models in the European Commission's Rethinking Education Communication¹³:

- alternance schemes or apprenticeships (often referred to dual systems) are based on the integration of companies as training providers with VET schools or other education/training institutions;

- school-based VET which includes on-the-job training in companies. On-the-job training typically cover internships, work placements or traineeships that are incorporated as a compulsory or optional element of VET programmes leading to formal qualifications;
- integrated in a school-based programme through on-site laboratories, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments. The aim is to create "real life" work environments, establish contacts and/or cooperation with companies or clients, and develop entrepreneurship competences.

The PLA participants agreed on the importance and value of self-assessment as part of the quality assurance of work-based learning. They stressed that a range of approaches to self-assessment can be equally effective e.g. the approach used by a VET provider to monitor the quality of their provision could be inappropriate for an employer with one of two learners or a small or medium sized enterprise which does not work with learners on a regular basis. Underlying this flexible approach was the recognition that the needs of the learner (their 'journey' through their training programme) should be central to the self-assessment process.

Full details of the PLA and the associated policy brief are available at <https://www.eqavet.eu/What-We-Do/peer-learning-activities/Self-assessment-for-work-based-learning>

¹¹ <https://www.skolverket.se/andra-sprak-other-languages/english-engelska>

¹² <http://www.skftekkniskagymnasium.se/>

¹³ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52012DC0669>

EQAVET Annual Network Meeting, Bucharest 13-14 June, 2019

EQAVET's Annual Network Meeting took place in Bucharest on 13-14 June 2019. It was organised by the EQAVET Secretariat, the European Commission, the Ministry of National Education and the National Centre for Technical and Vocational Education and Training Development in Romania.

Discussions in the Annual Network Meeting covered the network's strategic direction within the context of policy developments in VET in the EU. There was an opportunity for a detailed discussion on the EQAVET Recommendation and to find out more about the recent work of three National Reference Points, Cedefop and the European Training Foundation.

For further information on the meeting, visit the EQAVET website at: www.eqavet.eu



What's new?

JOB-Monitor in the Netherlands

In the Netherlands the youth organisation for vocational education - Jongerenorganisatie beroepsonderwijs (JOB) - has five elected students from different VET schools to represent students' voices at the national level. As part of their work, JOB researches VET students' satisfaction every two years. Through a questionnaire (the JOB-monitor) JOB provides schools and students with a large amount of data which can be used to improve the quality of VET provision. The JOB-monitor gives students an important role in improving the quality of their education. VET schools recognise it is important to know what students think of their education in order to provide high quality provision.

The 2018 JOB-monitor was completed by every VET school and 264,53 students (61% of all VET students) participated in the research. The most important results are:

- *The use of books and materials:* 43% of the students said they bought books and materials for their future profession but they did not use them. These purchases could include chefs' knives, professional uniforms or clothing. As a result of analysing the data from

the JOB-monitor, this requirement to buy books and materials is being reviewed by many schools;

- *Participation of VET students:* 22% of students indicate that their VET school does not consider their opinion as important. The Minister of Education sees student participation as important and, in the coming months, JOB will work with the Ministry of Education, Culture and Science to strengthen activities which improve student participation in schools;
- *Satisfaction with their education programme and school:* 58% of VET students were satisfied with their school and 16% were not satisfied. However students were more satisfied with their own education programme: 66% of the VET students were satisfied and 11% were not satisfied.

The data from the research can be analysed at the programme, school and system level. The involvement of stakeholders from all levels of the VET system ensure the importance of the research and findings, and gives the JOB-monitor an important role in the quality assurance cycle of VET.

Rozemarijn van Toly (Dutch National Reference Point for EQAVET) and Marlon Bosscher (project officer of the JOB-monitor)

The graduate tracking group

The second meeting of the European Commission's expert group to support the graduate tracking recommendation¹⁴ met in February 2019. The sub-group on VET has agreed its mandate and has decided to develop policy guidelines for graduate tracking systems in VET. These guidelines will take account of existing evidence and be based on:

- best practice in Member States;
- findings of the study on mapping VET graduate tracking measures in EU Member States;

- results of the work of the EQAVET network;
- exploring future trends (big data analysis, social media, new communication tools etc.) in graduate tracking.

The third meeting of the group will take place in June 2019. This meeting will look at a draft set of principles and standards which, based on the experts' experience of national systems and recent research, can support Member States in developing their VET graduate tracking system(s).

EQAVET Forum, Helsinki, 2019

The EQAVET Forum 2019 will take place in Finland on 16 October. It will be part of the European Vocational Skills Week during the Finish presidency of the Council of the European Union. The Forum will provide opportunities to:

- engage with a wide range of stakeholders and provide networking opportunities;

- attend workshops on EQAVET for new participants or an NRP meeting before the start of the official programme.

This year's Forum will focus on continuing VET and adult learning; and how quality assurance is supporting adults to turn their ideas into reality.

¹⁴ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52017DC0249>

What's new?

The development of NRP websites



The large number of NRPs with their own website shows how the ideas in the EQAVET Recommendation are being used and incorporated into national quality assurance systems. The NRPs' use of dedicated websites to promote the EQAVET resources and materials has made an important contribution to increasing the awareness of quality assurance in VET.









In December 2018 the EQAVET Secretariat collected information on the websites which had been created by NRPs in their own language(s). The exercise has provided an insight into the increasing importance and relevance of NRPs and their work in the national context. The exercise has shown that:

- ten NRPs have a website and logo. Most of these websites are based on the format and content of the work developed by the EQAVET Network and Secretariat;

- 15 websites are part of the authorities which host the NRPs. In some cases the information provided on QA of VET is substantial and makes extensive use of the information developed at EU level by the EQAVET Network. In other instances the information is limited to links to the EQAVET website and the documents are in English;
- Luxembourg and the UK(Northern Ireland and Scotland) reported that they did not provide information on EQAVET or/and the NRP. They noted that while their approach to quality assurance is aligned to EQAVET, 'promoting EQAVET could cause confusion for providers and other stakeholder as they might think that there is another approach to QA' than the national approach. They decided to keep EQAVET in the background.

EQAVET NRP Weblinks and Logos December 2018

	LINK TO THE NRP WEBSITE	IF THERE IS NO WEBSITE FOR THE NRP, IS THERE A LINK TO A NATIONAL WEBSITE?	NRP LOGO
Austria	https://arqa-vet.at/		ARQA-VET
Belgium FL		http://vlaamsekwalficatiestructuur.be/wat-is-vks/meer-info-en-downloads/	
Belgium FR	No information was provided	No information was provided	
Bulgaria		https://www.mon.bg/bg/100146	
Croatia	http://www.qavet.hr/hr/naslovna/		
Cyprus		http://www.moec.gov.cy/mtee/eqa-vet.html	
Czech Republic	http://www.nuv.cz/eqavet		
Denmark	No information was provided		
Estonia		https://www.hm.ee/en http://ekka.archimedes.ee/en/	

Finland		https://www.oph.fi/saadokset_ja_ohjeet/laadunhallinnan_tuki	
France	The NRP is being re-organised		
Germany	https://www.deqa-vet.de/		
Greece	http://eqavet.eoppep.gr/		
Hungary	http://eqavet.nive.hu/		
Ireland		https://www.qqi.ie/Articles/Pages/IQAVET.aspx	
Italy		https://inapp.org/it/eqavet	
Latvia		https://ikvd.gov.lv/akreditacija-vaditaja-novertesana/kvalitates-novertesana-eqavet/	
Lithuania		http://www.kpmc.lt/kpmc/projektai/vykdomi-projektai/eu-ropos-profesinio-mokymo-kokybes-uztikrinimo-nacionaliniu-orientaciniu-punktu-veiklos-programa/	
Luxembourg	No information was provided	No information was provided	
Malta		https://ncfhe.gov.mt/en/Pages/default.aspx	
Netherlands	https://www.eqavet.nl		
Poland		http://www.koweziu.edu.pl/eqavet	
Portugal		www.anqep.gov.pt/eqavet	
Romania	http://www.gnac.ro/		
Slovakia	http://www.siov.sk/MedzinarodnaSpolupraca/EQAVET.aspx#		
Slovenia	http://www.eqavet-nrp-slo.si/gradiva/		

Spain		http://www.todofp.es/en/profesores/europa/fp-europa/eqavet/que-es-eqavet.html	
Sweden		https://www.skolverket.se/for-dig-som-ar.../studie--och-yrkesvagledare/verktyg/verktyg-for-rorlighet-i-europa	
UK Engl	No information was provided		
UK NI			
UK Sct			
UK Wls		http://www.skillsforeurope.uk	



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