

## EDITORIAL



**Sean Feerick**  
Director, EQAVET  
Secretariat

Almost twenty years from the launch of the Copenhagen Process in vocational education and training, much has changed. The process, designed to ensure VET would continue to respond to rapidly changing European economies and the global economy, has become a catalyst for innovative policy development across EU member states. It has also succeeded in putting VET at the centre of policies in education and training and contributed to enhancing its attractiveness as a career choice for young people.

Perhaps its greatest success has been to bring a strong European dimension to an area where, traditionally, systems have worked in isolation. It has enabled policy makers and those who develop the methodologies to implement change to work collaboratively and created an approach to addressing the challenges faced by education and training systems.

European collaboration in VET quality assurance has played a central role in this change. It began in 2001 with the VET technical working group on quality's reflection on quality descriptors and indicators. The launch of ENQA-VET in 2005 marked an important milestone in bringing together member states and social partners in a network of quality assurance specialists who worked closely with the European Commission to ensure the adoption of the 2009 EQAVET Recommendation. The collaborative approach developed in ENQA-VET created the basis for the work of the EQAVET Network which has created the dynamic European quality assurance community of practice we see today. Member states' national reference points, created following the adoption of the EQAVET Recommendation, have been an important link between European policy development and national implementation.

Each phase of this work enabled VET systems to have access to appropriate tools to build and

monitor their quality assurance approaches. This collaborative process engaged those most closely involved in quality management in VET systems and ensured that the European approach built on the best examples from member states.

The success of EQAVET has been due to its capacity to listen and respond to member states' needs, to identify specific challenges and to develop resources that network members find useful in their daily work. EQAVET has been developed using a bottom-up rather than a top-down approach. This has facilitated ownership of the network, its various activities and the results of its ongoing collaborative work. This has also promoted trust between network members and supported increased transparency on quality assurance in EU VET systems.

When we look at the factors that have ensured this success, we see that governance and organisation have played a key role. EQAVET's governance arrangements provide a forum for those with quality assurance responsibility in the member states to work together to develop responses to shared challenges.

In addition:

- The national reference points ensure effective implementation of the Recommendation in their national contexts;
- An experienced steering committee has ensured there is a connection between the network members and the European level.

The network has always agreed its work programmes which have been developed by those who have a detailed knowledge of what is happening at member state level. This has also helped the network to provide effective responses to priorities at both system and provider level. This strong link to policy making and implementation at national level has taken the network beyond an expert group and ensured ownership of the work and its results. The continued support of a dedicated secretariat

**EQAVET Secretariat**  
Quality and Qualifications  
Ireland (QQI)

26 Denzille Lane, Dublin  
D02 P266, Ireland

**T:** 00353 1 905 8144

**E:** [info@eqavet.eu](mailto:info@eqavet.eu)

**W:** [www.eqavet.eu](http://www.eqavet.eu)

## In this Issue

**P1**

*Editorial -  
Sean Feerick,  
EQAVET  
Secretariat*

**P2**

*EQAVET - is it a  
tool to analyse  
the VET system  
in Luxembourg?*

*Carlo Frising -  
Deputy Director  
for the Chamber  
of Employees,  
Luxembourg*

**P3**

*Ten years of  
the EQAVET  
Recommendation  
- Christian Sperle,  
SMEunited*

**P3**

*EQAVET - A 10  
Year Supportive  
Journey*

*Jenny Conroy  
- Manager,  
Quality, Further  
Education and  
Training, Education  
and Training  
Boards Ireland*

**P4**

*The quality  
journey (then,  
now and  
beyond)*

*Barbara Kelly  
- Director of  
Qualifications  
- Quality and  
Qualifications  
Ireland (QQI)*

**P5**

*EQAVET in Practice  
Ali Rashidi, Director,  
Department for  
International  
Cooperation,  
Folkuniversitetet,  
Sweden  
and Roger van de  
Winkel, Director of  
Revalento (one of the  
partner organisations  
for EQAVET in Practice),  
The Netherlands*

**P6**

*Bruges and Riga  
boosting quality  
assurance in VET  
- George Kostakis  
Co-ordinator  
VET policies  
and systems  
CEDEFOP*

**P7**

*Events*

**P8**

*What's  
New*

has been an important factor in EQAVET's success and this has been recognised in successive external evaluations of the network.

As the mandate of the current secretariat I have been privileged to lead draws to a close, I would like to thank network members for their commitment and support over the years, and our team of highly experienced experts and the staff who have all contributed to the success we have known in EQAVET.

As we move into the future it will be important to recognise what has made EQAVET work until now and to ensure that this approach is strengthened. Successful European processes do not happen in a vacuum. They need people who can engage with key stakeholders and ensure their voices are heard. This should not be a top down process, much less an informal gathering of opinions. On the contrary, it is a process which

needs clear lines of organisation, and governance structures that ensure information and initiatives move not only upwards and downwards, but also across systems and member states.

When this happens we see a meaningful and deep European process which is recognisable and respected on a global scale. More importantly we see a Europe that captures the imagination of those who are working together and creates a genuine European benefit for education in general and VET in particular. This is something precious, to be nurtured and most importantly, to be planned for. With almost twenty years' experience of managing quality assurance of VET across the EU, the EQAVET network has the experience to provide ever more focused support in managing the quality assurance of VET as the EU looks to its education and training initiatives over the next ten years.

## EQAVET - is it a tool to analyse the VET system in Luxembourg?



Carlo Frising  
Deputy Director  
for the Chamber  
of Employees,  
Luxembourg

The 2009 Council Recommendation on the European Quality Assurance Reference Framework for Vocational Education and Training encourages countries to define a strategy to improve their system of quality assurance in initial and continuing VET.

The four stages of the Recommendation (planning, implementation, evaluation and review) are essential components of the quality assurance cycle. The indicators and descriptors in annexes 1 and 2 are intended to support the improvement and development of VET systems. The tool-box nature of the indicators was developed in collaboration with representatives of the Member States and the Social Partners - this approach supports individual countries when they develop their national approach to the implementation of the Recommendation.

In 2008 Luxembourg designed and implemented a new approach to VET. This included a competence approach (based on learning outcomes) which was based on legislation to confirm a partnership model between the state, employees and employers' representatives. Together they determine the way in which the system is managed and organised. This includes developing a standardised method for producing a competence-based modular curriculum based on a professional profile and a training profile; renewing the dual system by giving the enterprise a defined learning mission etc.

The reformed VET system immediately encountered difficulties in its implementation and there was a need to focus on the reasons for this situation. In this situation the EQAVET quality indicators could have been used to support the evaluation and quality improvement of the VET system. These indicators were designed as voluntary guidance which could be used in a national context. The indicators are not benchmarks and they are not seen as a basis for comparing systems or countries. However, by looking at two particular indicators it is possible to identify possible changes in the quality assurance of the VET system in Luxembourg:

- Indicator no. 2 - investment in training of teachers and trainers:
  - (a) share of teachers and trainers participating in further training
  - (b) amount of funds invested

In Luxembourg:

- company-based trainers/tutors are usually trained by the relevant professional chamber. This enables them to acquire the competences necessary to train apprentices in line with the training master programme;
- initial and continuing teacher training is usually organised using the principles of a competence-based approach. Most teachers and the Chamber of employees are reluctant to use a competence-based approach. This resistance to competence-based assessment has been addressed and the classical evaluation system (based on points) was reintroduced in July 2019 alongside the competence-based approach.

The review of VET provision highlighted the main issues facing teachers and trainers. And, even though there is information on the number of participants and the costs of training, they were not used to support VET reform.

- Indicator no. 4 - completion rate in VET programmes:  
Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria.  
In Luxembourg there is a National Continuing VET Training Observatory. **The TEVA (Transition École-Vie Active) study shows** young people's access to employment at the end of their initial training and, through the use of an interactive barometer, reports on access to employment by trade. This useful tool is a stand-alone system which is unconnected to other analyses e.g. it is not connected to the data on 'drop out' and this makes it more difficult to get an overall picture of the quality in VET.

These two examples (and we can hypothesise that similar outcomes can be found for other indicators) show how EQAVET can help to set up a more coherent approach to the gathering of information which can lead to a systematic monitoring of the performance of the VET system. A more coherent approach would also help to identify additional areas of improvement.

# Ten years of the EQAVET Recommendation



Christian Sperle  
SMEunited

Ten years have passed since the adoption of the EQAVET recommendation: a good reason for SMEunited, the European Association of Craft, Small and Medium-Sized Enterprises, to offer a retrospective review and assessment of this important European initiative.

As a European social partner, speaking for 24 million SMEs in Europe, SMEunited has supported EQAVET from its start in order

to foster quality assurance in vocational education and training (VET). Quality assurance in VET is essential for the design of attractive training programmes and the development of career pathways which respond to the skill needs of enterprises. It is also the basis for more transparent qualifications, better comparability and accountability within the heterogeneous VET landscape in Europe, and for facilitating the transnational mobility of learners and workers. Therefore, the importance of quality assurance in VET – not only from the perspective of the companies – has to be rightly appreciated.

The EQAVET recommendation and network, with the involvement of 34 European countries and the European social partners, form a sound basis for intensifying cooperation in the field of quality assurance at the European, national, regional and sectoral level. Step-by-step, over the last ten years, EQAVET has been getting closer to its main goal of establishing a joint, Europe-wide understanding of quality in VET. EQAVET was rightly designed not as a rigid set of rules but as a flexible tool which provides all actors with the necessary scope to implement national or sectoral quality assurance approaches in initial and continuing vocational training. In the long term, this approach may take longer, but in the end, it is more promising.

Alongside the political support for EQAVET, SMEunited is actively involved in testing and implementing the EQAVET principles. From 2014 to 2016 SMEunited with five of its member organisations developed guidelines for the quality assurance in Higher VET as part of the Erasmus + project “QA HiVETnet”. These guidelines provide a structured and transparent description of the quality features of Higher VET. They increased the understanding of these types of qualifications in the European context, especially for those in education systems where such qualifications play no role, or only a minor role. The guidelines provided a practical tool for those with an interest in Higher VET when they are planning, implementing, evaluating and reviewing their own qualification programmes.

SMEunited considers EQAVET to be a useful instrument to increase quality assurance, VET qualification transparency and promote mutual trust. Over the next ten years, EQAVET should continue its existing gradual and inclusive approach, based on close cooperation with social partners and other relevant stakeholders. As part of this work, EQAVET should open itself up to current VET developments, in particular the increasing importance of digital skills, digital teaching and learning methods, the early identification of skill needs and Higher VET. Last but not least, SMEunited considers a closer alignment of EQAVET with the implementation process of the European Qualifications Framework (EQF) to be highly necessary. Thus, SMEunited is very confident about the future of EQAVET.

## EQAVET - A 10 Year Supportive Journey



Jenny Conroy  
Manager, Quality, Further  
Education and Training,  
Education and Training  
Boards Ireland

The EQAVET approach has been defined throughout various articles and publications as one which **supports** the implementation of the EQAVET Recommendation by **working collectively** to build a **shared understanding** of quality assurance and development among member countries and social partners through **exchanging experiences** and generating **new insights** that can **influence** policy and practice at the national, regional and local levels.

This approach provides a vision of the future, an idea of what the future can hold but has not yet happened: it creates a desire among people to grow and improve. This vision embodies our hopes and ideals. It gives us a sense of purpose and glimpses of what is possible.

Has the EQAVET vision already begun to be realised? has the co-operation across Member States worked? have there been real impacts resulting from the EQAVET recommendation which have demonstrated a shared understanding and new insights? Has it influenced policy and practice?

It is worth trying to answer these questions by considering the EQAVET Work Programmes which are devised on the basis of members’ experiences of developing their national approaches to implementing the recommendation. Each Work Programme over the years builds





on the experience of implementing the previous.

If we consider these Work Programmes as a toolbox of materials, best practice, peer learning activities/articles, it would suggest that they are a way to achieve

the vision to embed **a culture of quality assurance throughout the EU** by producing an informed and inclusive range and type of activity which is desired and informed by EQAVET network members.

It is also worth considering that these Work Programmes encompass the four stage quality assurance cycle that EQAVET users are striving to implement. A lot has been produced to support planning and implementation, and evaluating and reviewing activities will be included in the next iteration of Work Programmes. This will support the evaluation and review of the impact of members' practice in the field, thus restarting the cycle.

Is this enough to answer the questions posed above? A member state quality community of practice now exists - built around **support, collective working, shared understanding, exchanging of experiences** and the generation of **new insights** that can **influence**. Of course, many case studies have been prepared by EQAVET network members as part of the development of EQAVET+. These demonstrate among other things that the EQAVET+ indicative descriptors can be applied at various levels of VET provision and in a range of situations.<sup>1</sup>

In conclusion, quality is ever evolving, based on a model of continuous improvement. This requires the support and practice for quality enhancement to also evolve. With this in mind the learners' voice, an increased emphasis on the importance of work-based learning and the recognition of achievement through non-formal and informal learning should shape the next 10 year member journey. This will help to ensure these developments are embedded in the EQAVET-aligned approaches being used at the system and VET provider levels.

## The Quality Journey (Then, Now and Beyond)



**Barbara Kelly**  
Director of Qualifications  
Quality and Qualifications Ireland  
(QQI)

### THEN

The Recommendation on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training was agreed in June 2009. It aimed to promote and monitor continuous improvement of VET systems based on common European

references. The Recommendation established the EQAVET Network at the European level and recommended that Member States (if they hadn't already done so) establish National Reference Points (NRPs).

### A DECADE OF EXPERIENCE

Having consulted European colleagues, who I have had the pleasure of working with for decades and who have been instrumental in promoting and implementing the Recommendation at country level, I believe that significant progress has been made by Member States since 2009. Evidence to support this can be found in the findings of annual EQAVET surveys and external evaluations.

The EQAVET Network has done tremendous work in supporting Member States to reform their VET systems. The range of achievements include numerous thematic working groups and Peer Learning Activities; State of Play surveys; annual network meetings and annual EQAVET Forums. The EQAVET website, itself, a significant resource and depository, hosts a vast amount of collaborative quality outputs including thematic publications, policy briefs, survey findings and quality improvement tools/resources.

NRPs now play a central role in supporting Member States to reform and improve their VET quality assurance systems. There are variations between Member States in terms of how NRPs are governed and organised but they are now generally well established. The EU dedicated funding stream has helped to motivate NRPs to undertake specific and relevant projects. NRPs have assisted large numbers of learners, teachers, trainers and social partners to mobilise and participate in and contribute to thematic events at regional, national or European level. This has helped Member States to share experiences, learn from each other and validate good practices at home.

Despite a period of economic recession quality assurance is now very much embedded in European VET systems. Strong communities of practice exist and collaborate in developing and improving quality assurance at European, national, regional and local levels. Obviously, Member States are at different stages of implementation and more work needs to be done.

<sup>1</sup> Examples of how the EQAVET+ descriptors have been used can be seen in case studies from:  
Germany - Collaboration between teachers and trainers when designing qualifications  
Ireland - Assuring a consistent approach to assessment  
Malta - Student learning agreements as a way to improve attendance and reduce drop-out

Change as we know is the only constant. VET systems and practices will continue to evolve at increasing speed, to meet and support the growing need for skills development, improved learner pathways and greater social inclusion. The future is both exciting and challenging for young and adult learners, apprentices and workers. Young people have different expectations, and they will work in jobs and roles that currently do not exist. New technologies and digitalisation offer new ways of blending learning, working and living. Globalisation and environmental protection are also important and will influence how we future proof

the further development of VET systems. Workplaces of the future and new learning environments offer greater opportunities for international mobility without leaving home.

Therefore, I have no doubt that the future of the quality assurance of VET will require even greater levels of European cooperation and collaboration, leading to further re-imagining and re-thinking. I look forward to continuing to work with all of you to realise our collective vision and ambition for VET.

## EQAVET in Practice

Ali Rashidi

Director Department for  
International Cooperation  
Folkuniversitetet,  
Sweden

Roger van de Winkel

Director of Revalento (one  
of the partner organisations  
for EQAVET in Practice)  
The Netherlands

EQAVET in Practice (project number 2015-1-SE01-KA202-012245) was an Erasmus+ funded project which developed provider-oriented guidelines for an effective implementation of the EQAVET criteria within national frameworks. The innovative nature of the project mixes the top-down EU approach to criteria, descriptors and indicators with a bottom-up provider-based need approach. The project has produced three main resources:

- a report on indicators used by providers in relation to EQAVET;
- guidelines on EQAVET for providers;
- Qspirit: a tool to support VET providers' self-assessment, quality management and improvement process.

EQAVET in Practice was coordinated by Folkuniversitetet (Sweden) with the support of Revalento (Netherlands). It offers an easy to use model and set of tools. Based on their own needs, VET providers can adopt EQAVET in line with their nation's VET framework. The project is a logical follow up of previous activities:

- in 2011 there was the VET Provider Model Online project <http://www.documenta.es/index.php/en/projects/european/245-cqaf-vet-online-common-quality-assurance-framework-vet-online-model>

- in 2012 there was the Expanding Quality Spirit in VET (<https://ido.tsu.ru/en/projects/vet/>) which aimed to engage teaching staff in quality improvement measures.
- in 2013 the project EQAVET to NQAVET (<https://ido.tsu.ru/en/projects/nqavet/>) aimed to adopt EQAVET to national frameworks;
- the 2015 EQAVET in Practice (<https://www.eqavet.eu/Top-Navigation/EQAVETinPractice>) and the 2017 Quality Culture in VET (<http://www.documenta.es/index.php/en/projects/european/620-qc-vet-promoting-quality-culture-in-vet>) aimed to spread the model among providers in Europe.

Today a great number of VET providers are using these resources to quickly scan for advice on self-assessment, how to assure quality in work-based learning and how to develop an action plan for quality improvement. The online version of these guidelines were developed by one of the project partners (DIMITRA Education and Consulting) in Greece.

During the last ten years nine EU countries and four non-EU countries have participated in the above projects and partnerships. More information on EQAVET in Practice is available at [www.qspirit.eu](http://www.qspirit.eu)

# Bruges and Riga boosting quality assurance in VET



George Kostakis  
Co-ordinator VET policies  
and systems  
CEDEFOP

Since 2002 the Copenhagen process has been a catalyst to European cooperation in strengthening quality assurance and modernising vocational education and training (VET). The 2010 Bruges communiqué<sup>2</sup> reiterated the commitment to implementing the EQAVET Recommendation<sup>3</sup> and in the Riga Conclusions<sup>4</sup>. Ministers for VET, the European Commission and European social partners committed to step up their

efforts to develop high quality and labour market relevant vocational skills and qualifications. Building on the lessons learnt from the implementation of quality assurance systems until 2015, the second of five Riga medium term deliverables (MTD) focused on strengthening evaluation and review in VET through the establishment of '... coherent systems for data collection and analysis and mechanisms to feed back the results of the monitoring to adapt VET provision' (MTD2). Cedefop and ETF (for the candidate countries) were requested to monitor progress and analyse developments.

By 2016 all EU-28 countries, with the exception of one<sup>5</sup>, had devised an approach to quality assurance in VET at the national level<sup>6</sup>. A survey among Directors General for VET (DGVTs) carried out by Cedefop in 2016 highlighted that one third of the countries assigned high priority to quality assurance and feedback loops (MTD2) compared to the other MTDs. Half of the countries assigned to MTD2 medium level priority, and continued developments that they had already started. Most DGVTs highlighted in particular their plans to strengthen feedback loops and skills anticipation to inform formal VET and labour market training<sup>7</sup>.

Cedefop's analysis<sup>8</sup> shows that the Bruges communiqué and the Riga Conclusions maintained the momentum of the 2009 EQAVET Recommendation and helped countries to improve VET quality by increasingly combining self-assessment and external evaluation. Most countries have focused on quality assurance frameworks for VET providers including the development of tools and guidelines for continuous improvement. Some countries, in response to the blurred dividing line between initial and continuing VET have developed comprehensive and integrated QA systems. With regards to strengthening feedback loops most countries focused on anticipating training needs and introduced schemes for monitoring VET graduate transitions, employability and labour market outcomes in line with the 2017 Council Recommendation on graduate tracking<sup>9</sup>. Although countries have worked to collect data in these areas, their use of this data to inform VET remains an area for improvement. As in the past, EU funding has been important in supporting Member States in their developments. Specifically for the EQAVET National Reference Points (NRPs), Erasmus+ funding under Key action 3: Support for Policy Reform has contributed to embedding European level work at the national level and this has helped NRPs to fulfil their tasks as set out in the Recommendation<sup>10</sup>.

Looking back at these developments since 2015, Cedefop and ETF will organise a joint conference in June 2020 in Thessaloniki to present and discuss countries' achievements in the five MTDs. Moreover, evidence from Cedefop's project on the Changing nature and role of VET<sup>11</sup> will provide a forward looking element on how VET is changing in European countries. The debates in the conference will inspire policy makers to set priorities for an excellent, inclusive and lifelong VET in the post 2020 period as outlined in the opinion of the Advisory Committee for Vocational Training (ACVT) on the future of VET. The conference will bring together policy makers and experts from all participating countries, the European Commission, the two agencies and relevant international organisations.

<sup>2</sup> Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020 (2010).

Available from Internet: [http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf)

<sup>3</sup> European Parliament; Council of the European Union (2009) 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 training.

Available from Internet: <http://eur-ex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF>

<sup>4</sup> Riga conclusions (Council of the European Union; European Commission, 2015). Available from Internet: [https://www.izm.gov.lv/images/RigaConclusions\\_2015.pdf](https://www.izm.gov.lv/images/RigaConclusions_2015.pdf)

<sup>5</sup> In 2019 all EU-28 countries and Norway have devised an approach to quality assurance in VET

<sup>6</sup> EQAVET Secretariat (2017). Supporting the implementation of the European quality assurance reference framework: results of EQAVET Secretariat survey 2016-17. Available from Internet: <https://www.eqavet.eu/Eqavet2017/media/Documents/Report-implementation-of-EQAVET-Results-EQAVET-Secretariat-Survey-2016.pdf>

<sup>7</sup> Cedefop (2018) European cooperation in VET: one process, many stops. Developments in vocational education and training policy 2015-17, Available from Internet: <https://www.cedefop.europa.eu/en/publications-and-resources/publications/3079>

<sup>8</sup> Cedefop (forthcoming) Enhancing European cooperation in VET: outcomes of the Riga round – Progress in common priorities for 2015-20 – Final report

<sup>9</sup> Council Recommendation on tracking graduates. Available from Internet: <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A32017H1209%2801%29>

<sup>10</sup> European Commission [2018]. Erasmus+ KA3 — Support to the activities of the European Quality Assurance in Vocational Education and Training (EQAVET) National Reference Points (NRP): Compendium 2017. Available from Internet: [https://eacea.ec.europa.eu/sites/eacea-site/files/compendium\\_eqavet\\_2017.pdf](https://eacea.ec.europa.eu/sites/eacea-site/files/compendium_eqavet_2017.pdf)

<sup>11</sup> 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>

# Events

## 4th EQAVET Forum – 16 October 2019, Helsinki

### Continuing VET and adult learning; and how quality assurance is supporting adults to turn their ideas into reality.

More than 70 participants from 29 countries attended the EQAVET Annual Forum in Helsinki. The Forum, organised by the European Commission and the EQAVET Secretariat with the support of the Finnish National Reference Point and the Amiedu Centre (<http://www.taitotalo.com/>) was part of the 4th European Vocational Skills Week. The discussions focused on strengthening the quality assurance of continuing VET and adult learning. The Forum, based in the Amiedu Centre, looked at the different approaches used to assure the quality of VET in Finland, Estonia and Hungary. There was an opportunity to meet staff and learners from the Amiedu Centre and join one of three workshops to discuss:

- flexible learning;
- the changing role of teachers and changes in the assessment of teachers;
- strengthening policies of inclusion and developing careers.



The Forum concluded with a panel discussion on current issues in the field of quality assurance. Views from VET learners, social partners, VET providers, government officials and the European Commission guided the discussions and identified some of the emerging issues facing the VET sector. All the information from the Forum and a report of the discussions are available on the EQAVET website (<https://www.eqavet.eu/>).

## The expert group on graduate tracking

The fourth meeting of the expert group on graduate tracking took place in Brussels on 8-9 October 2019. This group is preparing guidance based on the 2017 Council Recommendation<sup>12</sup>. For some of the discussion the expert group divides into four sub-groups: one of these is focusing on the tracking of VET graduates. This sub-group has agreed to develop a set of principles and standards which can support countries or regions to develop or strengthen their graduate tracking system(s).

During the fourth meeting there was agreement to look at how, and whether, these principles and standards can also support graduate tracking in the higher education sector. This has resulted in the sub-group on VET working with colleagues in one of the higher education sub-groups. The fifth meeting of the expert group (in February 2020) will continue the discussion on guidance based on principles and standards which cover both VET and higher education.

<sup>12</sup> <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A32017H1209%2801%29>

## What's new?

---

The contract with current provider QQI will end in December 2019. Given that this contract cannot be extended further, the European Commission is currently in the process of contracting with another provider to offer secretarial support to the EQAVET Network. It is planned that this new provider will offer support in organising EQAVET events in 2020 up to the beginning of 2021. At the same time, the EACEA has launched a Yammer group

for EQAVET NRPs using an EU grant from the framework of the call for proposals for EQAVET NRPs. This Yammer group is an online collaborative platform enabling the NRPs, the Commission and EACEA staff involved in European support for EQAVET under the Erasmus+ Programme to connect and better communicate with each other, discuss common issues, share ideas, expertise and best practice.



# EQAVET

European Quality Assurance  
in Vocational Education and Training