

we are  **ICF**

Study on the instruments supporting the European Union vocational education and training (VET) policy

Context

Study objectives

- Assess progress so far
- Identify strengths and weaknesses of policy instruments
- Analyse options for future development

Scope

- Main focus: EQAVET, ECVET
- Context : EQF, validation, Europass, etc.
- Period: 2013-2017 (since external evaluations)

OVERVIEW OF DATA COLLECTION AND ANALYSIS METHODS

TECHNIQUES TO IDENTIFY PROGRESS MADE AND WHAT WORKS WELL



- Desk research (EU publications on ECVET, EQAVET and broader policy developments)
- Key informant interviews (10 EU level and 90 national level – persons not directly involved in ECVET/EQAVET governing bodies)
- Targeted consultation (short written questionnaire combining closed-ended and open-ended questions for all Members of ECVET Users Group and EQAVET network)
- Case studies (5 thematic case studies including up to 25 examples of national influences)

TECHNIQUES TO INPUT TO THE SCENARIOS DEVELOPMENT



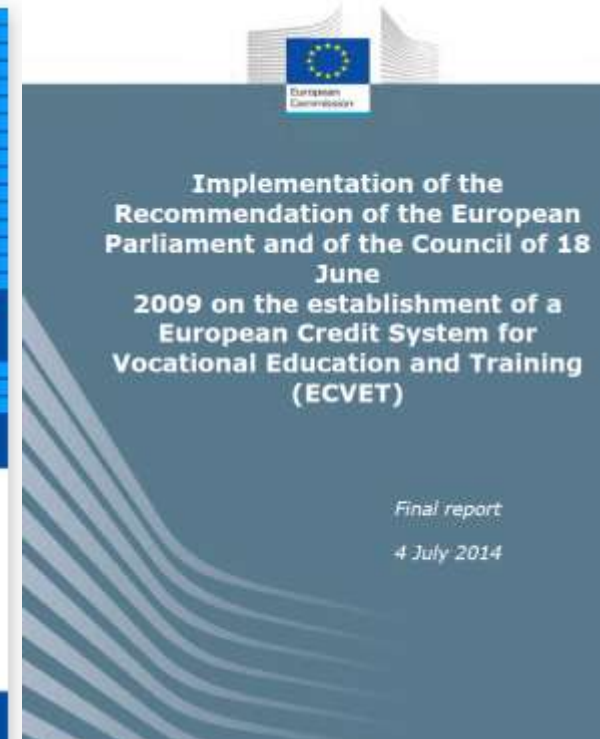
- Delphi survey (national experts on ECVET and EQAVET inputting to the scenarios)
- Brainstorming techniques during stakeholder meetings
- Gap analysis

Sources of evidence

We are not starting from scratch



EQAVET Secretariat Survey 2016 - 2017



technopolis

ICF | GHK
and Technical Centre

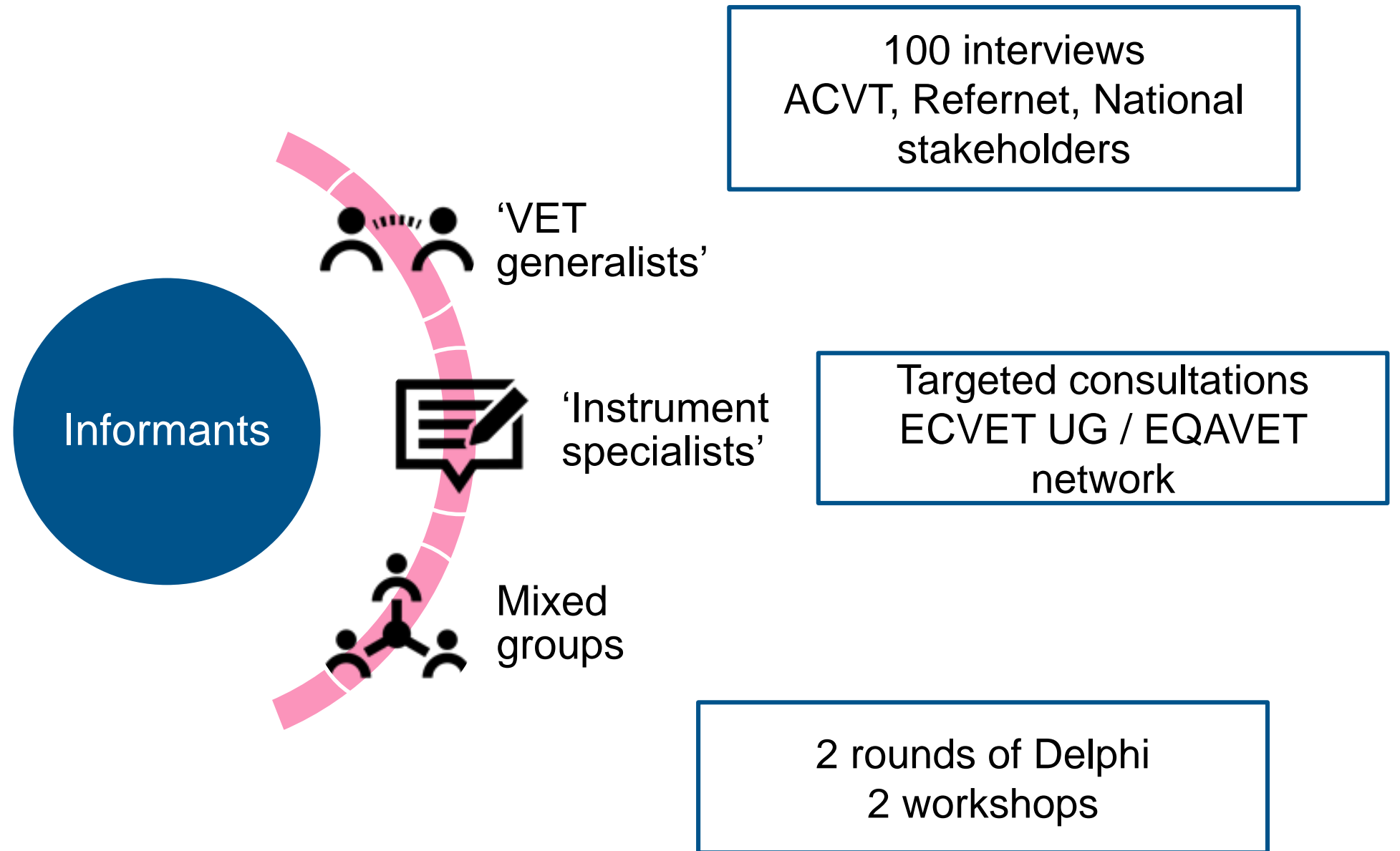
Evaluation of implementation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)

Final report

A report submitted by ICF GHK
In cooperation with Technopolis
Date: June 2013
Job Number 9510



Who will be consulted and how?



Interviews with 'VET generalists'

- General sentiment about what has worked and what not
- Detailed examples of why – strengths and weaknesses of the instruments

Targeted consultations

- Focus on strengths and weaknesses
- Future developments

Delphi and workshop

- Based on the analysis of the past → focusing on the future

Areas to analyse progress made

ECVET specific questions – progress made

- has recognition of LO improved in the context of
 - mobility as part of VET studies?
 - formal learning in others contexts?
 - non-formal and informal learning?
- has individualisation of training pathways in VET improved?
- to what extent have countries developed credit systems in VET?
- To what extent have countries developed/strengthened use of learning outcomes?

WHAT WAS THE ROLE OF ECVET IN THIS?



Areas to analyse strengths and weaknesses

What worked well and what is lagging behind and why?

- Clarity of expectations in the Recommendation
- Governance
- EU level support actions
- Alignment with national priorities
- Level of awareness of the initiative
- Interaction with other instruments
- **Details of the technical specifications**

Timeline

