Co-funded by
the European Union

Erasmus+
QA4VET

Opening Session

Offenbach Workshop

16 - 20 March 2026

Implementing partners:

araCip

involas
Institute for Vocational Education and Training, Labour Market and Social Policy

ANQA
NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE FOUNDATION

ACEP
ARMENIAN CENTER FOR EDUCATION POLICY AND MANAGEMENT

Welcome speeches

Program Overview

Introduction

- Review of previous progress
- Digital and green priorities
- Overview on Training Program
- Agenda, working methods

Roadmap – Review of previous progress

Setting the baseline

Participants' priorities with digital and green transformation of VET

Activity: Setting the baseline of expertise

Tell your neighbour about your priorities

&

Rate your priorities

More green / more digital investments? Make your choice:

Activity: Rating your expertise

Thank you for rating your priorities

*

At the end of our training workshop, you will rate your priorities again

*

By comparing both ratings you will see your learning experience

Overview on Training Programme

Programme

Day	Our Topics
Mon 1	
Mon 2	
Mon 3	
Mon 4	
Tue 5	
Tue 6	
Wed 7	
Wed 8	
Thu 9	
Thu 10	
Thu 11	
Fr 12/13	

Working methods

Procedure in Training Sessions

- Presentation of topic by Aracip / involas
- Self-learning activities of participants in small break-out groups
- Presentation of group work results
- Discussion of presented group work results

… this was just to start.

Let‘s go!

This project has been co-funded with support from the European Commission. This publication reflects the views only of the author(s), and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by
the European Union

Erasmus+
QA4VET

European recommendations for green transition in VET

Organization: Romanian Agency for Quality Assurance in Pre-University Education

Presenter: Mariana DOGARU, PhD, President of ARACIP

Andrei DUDU, Expert, ARACIP

Place, Date: Offenbach am Main, March 16, 2026

Implementing partners:

araCIP

involas
Institute for Vocational Education and Training, Labour Market and Social Policy

2 ՔՈԼԵՋ

ANQA
NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE FOUNDATION

ACEP
ARMENIAN CENTER FOR EDUCATION POLICY AND MANAGEMENT

By the end of this workshop you will:

- Understand the concept of **green transition in VET**
- Explore **EU policies supporting sustainability skills**
- Identify **new labour market demands** for green competencies
- Discuss how **VET institutions can adapt curricula and training**

The goal is to explore how VET can support Europe's transition toward a climate-neutral economy.

Workshop Objectives

Please share on

technical skills

environmental awareness

sustainable production

renewable technologies

Purpose of this action:

Reveal **different interpretations of sustainability skills**.

What does “green skills” mean in your field?

Why Green Transition Matters

Global environmental challenges include:

- climate change
- biodiversity loss
- resource depletion
- environmental pollution

Economic systems must transition toward **sustainable production and consumption**.

Education systems will prepare workers for these changes.

The Role of Skills in the Green Economy

The green economy requires prepared workers

• operate renewable energy technologies

• implement energy-efficient processes

• manage waste and circular systems

• develop sustainable products and services

VET is central because it provides **practical workforce training**

.

Which sector in your country will require the most green skills?

Options:

- Energy
- Construction
- Agriculture
- Manufacturing
- Transport
- Tourism

Others……

Discussion:

How does this affect **VET programs?**

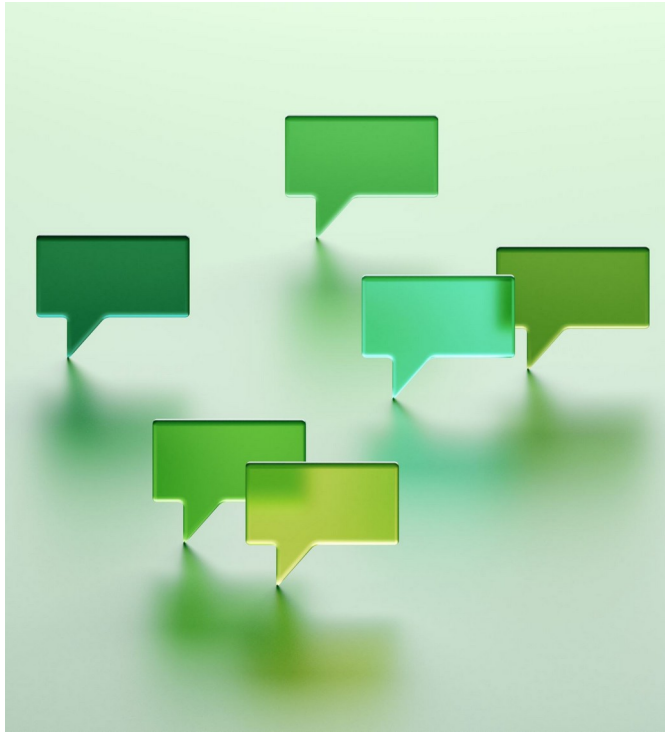
What Are Green Skills?

- Technical skills
- • renewable energy systems
- • energy-efficient construction
- • sustainable agriculture
- Cross-cutting skills
- • environmental awareness
- • systems thinking
- • innovation and problem solving

European Sustainability Competence Framework

The EU developed the **GreenComp framework**.

- It includes **12 competencies grouped into four areas**:
- Sustainability values
- Understanding complex systems
- Envisioning sustainable futures
- Acting for sustainability



This framework helps educators integrate sustainability into learning.

Erasmus+ QA4VET

Do your training programs already include sustainabili topics?

You are asked to briefly discuss:

- yes – integrated courses
- partially – optional modules
- not yet

This reveals **current institutional readiness**.

Vocational education historically focused on:

- practical trade skills
- apprenticeships
- guild traditions
- industrial workforce training

Historical Roots of VET

Evolution of VET in Industrial Societies

With industrialization:

- vocational schools expanded
- governments regulated training systems
- technical knowledge became more important
- labour markets demanded specialized skills

VET evolved alongside **economic transformation**.

EU Cooperation in Vocational Education

European cooperation frameworks include:

- Copenhagen Process
- European Qualifications Framework
- Lifelong Learning policies
- Skills Agenda for Europe

These initiatives support **harmonization and mobility**.

What are the biggest challenges in modernizing VET programs?

Possible answers:

- outdated curricula
- lack of teacher training
- insufficient funding
- weak cooperation with industry

Short discussion (5 minutes)

Global Climate Policy Context

International climate agreements influence EU policy:

- United Nations climate frameworks
- global sustainability commitments
- carbon reduction targets

These policies push countries to **transform their economies**.

EU Climate Strategy

The EU aims to become **climate neutral by 2050**.

Key initiatives

- European Green Deal
- Climate Law
- Just Transition Mechanism
- Sustainable finance programs

Education and training are essential for achieving these goals.

Reflection

- Imagine:

Your country is investing heavily in **renewable energy infrastructure**.

Question:

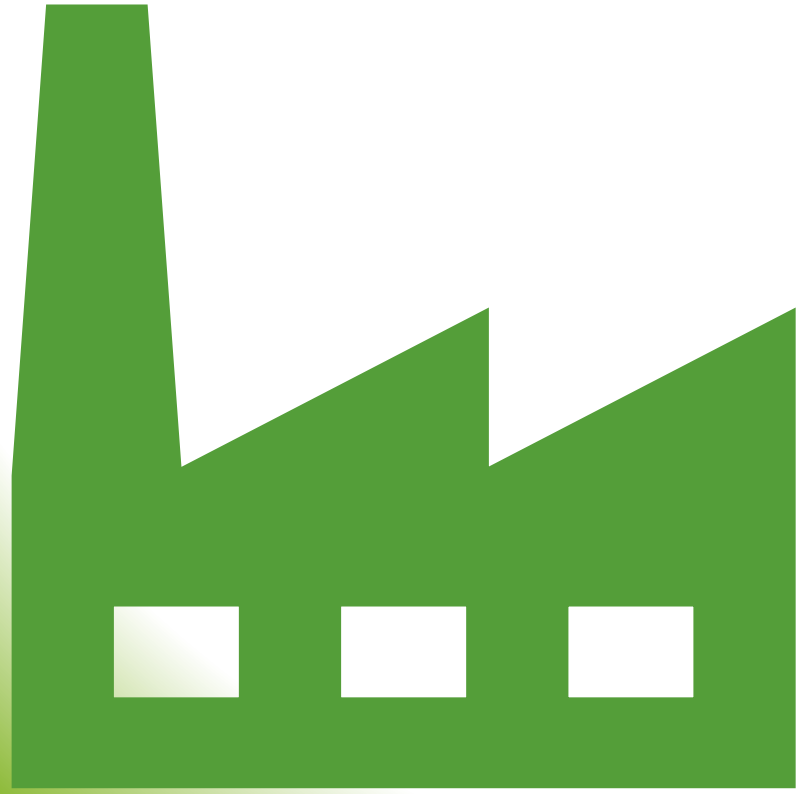
What new training programs should VET institutions develop?

Let`s brainstorm ideas.

Examples:

- solar panel installation
- wind turbine maintenance
- smart grid technology
- energy auditing

Green Transition and Labour Market



Green transition will transform labour markets by:

- creating new jobs
- transforming existing occupations
- eliminating some high-emission jobs

Workers must **reskill and upskill** continuously.

New Job Profiles in the Green Economy

Examples of emerging occupations:

• renewable energy technician

• sustainable construction specialist

• circular economy consultant

• environmental data analyst

VET institutions must anticipate **future skill demands**.

Successful VET systems rely on cooperation with:

- companies
- industry associations
- research institutions
- public authorities

Industry partnerships ensure **training reflects real labour market needs**.

The Role of Industry Partnerships

How strong is the cooperation between VET institutions and industry in your region?

Rate from:

1 – very weak

2 – moderate

3 – strong

Short discussion about **best practices**.

Challenges for Green VET

Major challenges include:

- lack of qualified trainers
- outdated training infrastructure
- financial constraints
- unequal regional development

Policy coordination is required to overcome these barrier

Teacher Training and Capacity Building

Teachers play a critical role in green transition.

They need:

- sustainability knowledge
- updated technical skills
- digital competencies
- new teaching methods

Continuous professional development is essential.

Innovative Teaching Approaches

Effective green education methods include:

- project-based learning
- problem-based learning
- industry internships
- simulation and digital labs

These methods improve **practical sustainability skills**.

Final Group Reflection
What is one change your institution could implement to support the green transition?

Examples:

- new course modules
- partnerships with green companies
- sustainability labs
- teacher training programs

Briefly share ideas.

Key messages

- Green transition requires **major workforce transformation**
- VET systems are essential for developing sustainability skills
- EU policies support modernization of vocational training
- Collaboration between education, industry, and policy makers is critical

The future workforce must be both skilled and sustainable.

“Green skills today, sustainable jobs tomorrow.”

This project has been co-funded with support from the European Commission. This publication reflects the views only of the author(s), and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Erasmus+ QA4VET

Co-funded by the European Union

ANQA

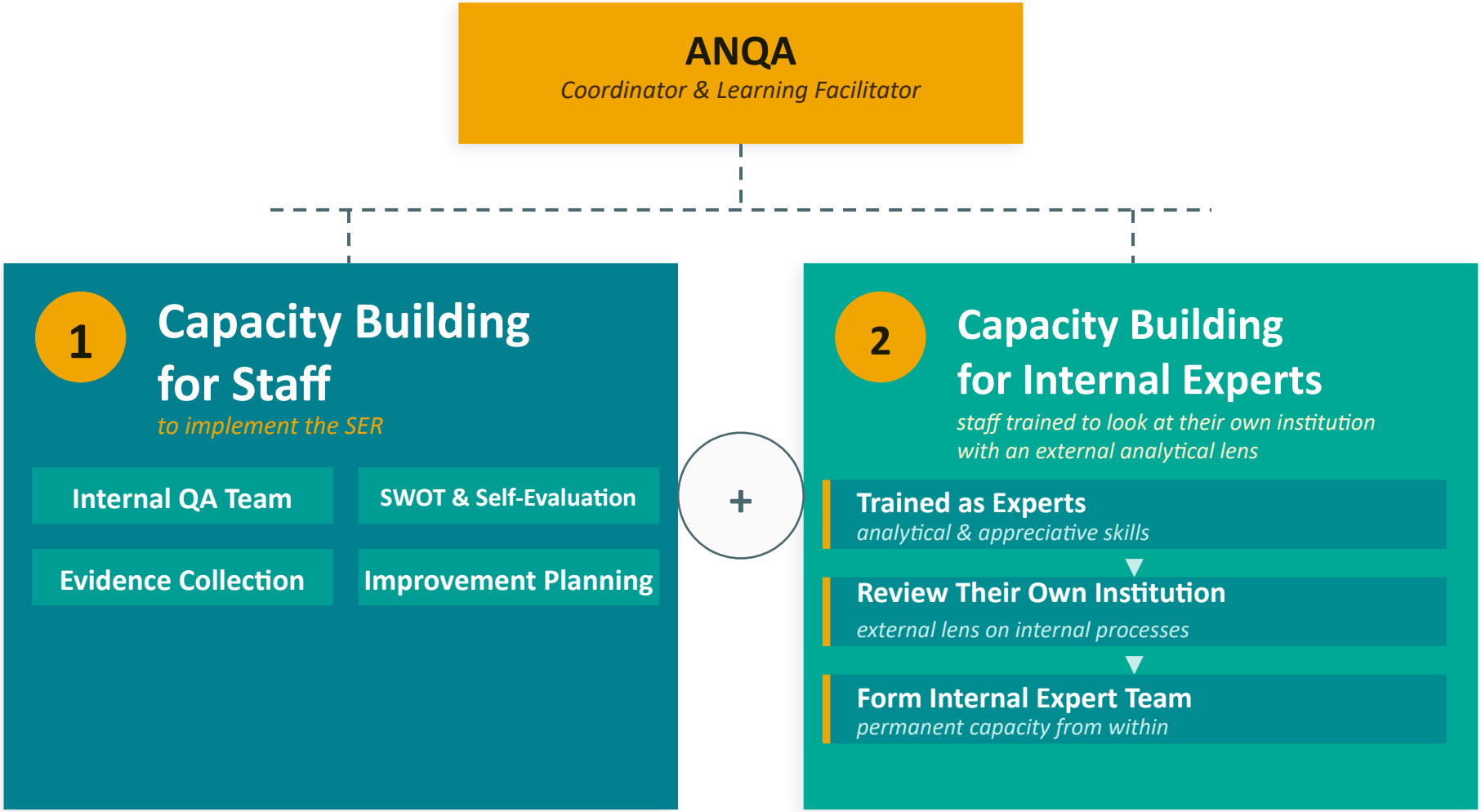
Erasmus+ QA4VET

QA4VET PROJECT

Mock Accreditation Model

A Structured Learning Process for Quality Assurance in Armenian VET Institutions

NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE (ANQA)


ANQA
Coordinator & Learning Facilitator
1
Capacity Building for Staff
to implement the SER
Internal QA Team
SWOT & Self-Evaluation
Evidence Collection
Improvement Planning
+
2
Capacity Building for Internal Experts
staff trained to look at their own institution with an external analytical lens
Trained as Experts
analytical & appreciative skills
Review Their Own Institution
external lens on internal processes
Form Internal Expert Team
permanent capacity from within
Together, both angles build a sustainable, institution-led quality assurance system

What is Mock Accreditation?

*A **structured**, **learning-oriented** quality assurance process that supports VET institutions in **strengthening their internal quality assurance systems** — through **collective reflection**, **evidence-based self-evaluation**, and **capacity building**.*

Institutional Learning

Shared understanding of strengths, weaknesses and development priorities

IQA Capacity Building

Practical skills in self-evaluation, evidence collection and analytical review

Quality Culture Development

Promotes reflection, dialogue and collective responsibility for quality

Five Core Principles

1	**Appreciative Approach**	Dialogue-based; focuses on understanding and improvement; co-creates solutions; recognises strengths alongside weaknesses
2	**Capacity Building**	"Training by doing" — develops internal expertise that persists; transfers QA skills; creates sustainable quality culture
3	**Stakeholder Engagement**	Involves management, teachers, students, employers and graduates; ensures multiple perspectives
4	**Continuous Improvement Focus**	Mock review as part of ongoing enhancement cycle; forward-looking recommendations; follow-up tracking
5	**Learning Orientation**	Not supervisory or controlling — facilitative and developmental; focused on institutional learning, not compliance

The Mock Accreditation Process

11-Phase Learning System

1. Form QA Team
2. Select Focus Theme
3. Capacity Building (Team)
4. Select Internal Experts
5. Expert Role Training
6. Self-Evaluation
7. Desk Review
8. Mock Site Visit
9. Feedback Session
10. Expert Report
11. Improvement Plan

Coordinated by ANQA | Repeatable institutional learning cycle

KEY INSIGHT

Capacity is Built on Internal Stakeholders Who Act as Experts

The mock accreditation model does not import external knowledge — it systematically develops and deploys the analytical capacity already present within the institution.

01

Foundation

Phase 1

Formation of the Institutional QA Team

Phase 1: Formation of the Institutional QA Team

PURPOSE

Establish an internal team responsible for leading, coordinating and sustaining the mock accreditation process within the institution.

KEY ACTIVITIES

- Appoint an internal QA team of 8–10 members
- Add heads of academic programmes/departments
- Team acts as the core learning group throughout the entire process
- Include management (director, vice-director), QA unit and teaching staff
- Include student and employer representatives where relevant
- Responsible for internal communication, coordination and documentation

OUTCOME

Collective ownership of QA — shifts quality assurance from an individual task to a shared institutional responsibility.

02

Strategic Focus

Phase 2

Selection of Focus Theme / Criteria

Phase 2: Selection of Focus Theme / Criteria

PURPOSE

Define the thematic focus of the mock accreditation based on institutional needs and development priorities.

KEY ACTIVITIES

- QA team consults with the ANQA coordinator on theme selection
- Possible themes: work-based learning, student assessment, employer engagement
- Consider self-identified internal challenges
- Choose a specific accreditation criterion, OR a thematic area
- Base selection on previous accreditation results
- Align with the institution's strategic development priorities

OUTCOME

Strategic prioritisation — trains institutions to make evidence-informed decisions about where to focus improvement efforts.

03

Training

Phase 3

Capacity Building for the Institutional Team

Phase 3: Capacity Building for the Institutional Team

PURPOSE

Strengthen the internal team's understanding of quality assurance concepts, standards and tools relevant to the selected theme.

KEY ACTIVITIES

- ANQA conducts targeted, interactive training sessions
- Understanding the logic of internal quality assurance systems
- Self-evaluation methodology and analytical reflection
- Interpretation of accreditation standards and indicators
- Evidence identification and mapping techniques
- Training uses real institutional examples and documents

☆ **KEY POINT**

Capacity is built inside the institution — with internal stakeholders as the primary learners and future experts.

OUTCOME

Internal QA literacy — capacity is built inside the institution so it persists beyond the mock accreditation cycle.

04

Expert Pool

Phase 4

Selection and Preparation of Internal Experts

Phase 4: Selection and Preparation of Internal Experts

PURPOSE

Create a pool of internal experts — drawn from institution — capable of acting as external reviewers in a learning-oriented manner.

KEY ACTIVITIES

- 2–3 staff members selected from each participating institution
- Criteria: demonstrated analytical capacity and engagement level
- Experts will review their institutions
- Selection coordinated by ANQA based on professional relevance
- Experts are internal stakeholders

KEY POINT

Experts are internal stakeholders from VET institutions — not external consultants. This is what makes capacity building sustainable.

OUTCOME

A network of internal stakeholders transformed into expert reviewers — building evaluative capacity that stays within the VET system.

05

Expert Training

Phase 5

Capacity Building for Internal Experts (Expert Role Training)

Phase 5: Capacity Building for Internal Experts (Expert Role Training)

PURPOSE

Develop the ability of selected internal staff to analyse institutions from an external, expert perspective and provide professional, constructive and learning-oriented feedback.

KEY ACTIVITIES

- Appreciative & analytical questioning — explore system logic and root causes
- System-level analytical thinking — distinguish individual issues from patterns
- Appreciative report writing — strengths → observations → development opportunities
- Dialogue and interview facilitation — manage learning-oriented meetings
- Triangulation — combine documents, interviews and observations
- Developmental language — supports institutional ownership, not defensive compliance

☆ **KEY POINT**

Internal stakeholders become the experts. Training by doing — they develop real evaluative competence that remains inside the institution.

OUTCOME

Internal staff transformed into learning-oriented QA experts — the institution gains permanent evaluative competence.

06

Self-Assessment

Phase 6

Institutional Self-Evaluation

Phase 6: Institutional Self-Evaluation

PURPOSE

Conduct structured and evidence-based self-evaluation of the selected theme.

KEY ACTIVITIES

- QA team prepares a SWOT analysis and/or a Self-Evaluation Report (SER)
- Process conducted through facilitated internal discussions
- Evidence mapping against accreditation standards and indicators
- All statements must be supported by documented evidence
- Ensures shared understanding and collective reflection
- Initial identification of strengths, weaknesses and development areas

OUTCOME

Institutional capacity for self-observation, system analysis and internal sense-making — the foundation for the expert review.

07

Pre-Visit Analysis

Phase 7

Desk Review by Expert Team

Phase 7: Desk Review by Expert Team

PURPOSE

Provide preliminary analytical feedback and identify key areas before the site visit.

KEY ACTIVITIES

- Internal and external experts review self-evaluation documents
- Review supporting evidence and additional materials
- Identify gaps, inconsistencies and key questions
- Analyse the SWOT analysis and/or SER
- Identify institutional strengths evident from documentation
- Define focus areas and key questions for the site visit

OUTCOME

An external analytical perspective that prepares both experts and institutions for deeper learning during the site visit.

08

Learning Encounter

Phase 8

One-Day Mock Site Visit

Phase 8: One-Day Mock Site Visit

PURPOSE

Test institutional self-evaluation through direct observation and dialogue, creating a collective learning space for all stakeholder groups.

KEY ACTIVITIES

- Meetings with institutional management
- Meetings with heads of chairs, teaching staff, students and employers
- Appreciative and learning-oriented questioning throughout
- Meetings with the internal QA team
- Observation of facilities and learning environments
- Co-reflecting with stakeholders on improvement possibilities

KEY POINT

Internal stakeholders — teachers, students, employers — are not passive subjects. They are active contributors whose voices shape the review.

OUTCOME

Reality testing — confronts institutional narratives with actual practice, while creating shared understanding among stakeholders.

09

Collective Sense-Making

Phase 9

Comprehensive Feedback Session

Phase 9: Comprehensive Feedback Session

PURPOSE

Ensure immediate learning and institutional sense-making following the site visit.

KEY ACTIVITIES

- Experts provide structured oral feedback immediately after the visit
- Highlights identified strengths in the institution
- Outlines key development priorities
- Feedback delivered to management and the QA team
- Presents system-level observations and patterns
- Dialogue-based — questions and clarifications are welcomed

OUTCOME

Evaluation transformed into collective interpretation and learning — the institution begins to own the findings.

10

Documented Findings

Phase 10

Expert Report and Recommendations

Phase 10: Expert Report and Recommendations

PURPOSE

Document findings and provide structured guidance for improvement in a developmental tone.

KEY ACTIVITIES

- Experts prepare a written mock review report
- Includes analytical observations, strengths and weaknesses
- Written in a developmental tone — learning, not compliance
- Structured: Strengths → System-Level Observations → Development Opportunities
- Provides practical, prioritised and actionable recommendations
- Serves as input for institutional improvement planning

KEY POINT

The report is produced by internal stakeholder-experts — not external evaluators. This builds trust and institutional ownership of findings.

OUTCOME

A forward-looking report that guides institutional change — written by internal stakeholders trained as experts.

11

Transformation

Phase 11

Institutional Follow-up and Improvement Plan

Phase 11: Institutional Follow-up and Improvement Plan

PURPOSE

Translate learning into real institutional change and embed quality assurance into long-term practice.

KEY ACTIVITIES

- Institution prepares a structured improvement action plan
- Findings discussed at management meetings, Pedagogical council and QA committees
- Progress monitored internally and feeds into the next QA cycle
- Each action linked to: responsibilities, timelines and indicators of success
- QA Team embedded into governance — not dissolved after the cycle
- New theme or criterion selected each year for a repeating improvement cycle

KEY POINT

Sustainability comes from within. The QA Team — made of internal stakeholders — becomes a permanent institutional learning unit.

OUTCOME

Real institutional transformation — capacity built on internal stakeholders becomes a permanent feature of the institution's quality culture.

A Living Learning System

Mock accreditation is not a one-time exercise — it is a repeatable institutional learning cycle that builds lasting quality culture.

Capacity is built on internal stakeholders who act as experts — making quality assurance sustainable from within.

11 Phases
structured process

Learning-Oriented
not compliance-driven

Internal Experts
stakeholders as reviewers

Cyclical
new theme each year

QA Team: Learning Engine · ANQA: Facilitator · Management: Integrator · Experts: Internal Stakeholders · All: Contributors

Co-funded by
the European Union

Erasmus+
QA4VET

VET in the German Dual System

involas

Erwin Seyfried & Wolfgang Schlegel

Offenbach Workshop

16-20 March 2020

Implementing partners:

araCip

involas
Institute for Vocational Education and Training, Labour Market and Social Policy

ANQA
NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE FOUNDATION

ACEP
ARMENIAN CENTER FOR EDUCATION POLICY AND MANAGEMENT

Learning outcomes

- Participants are familiar with the cornerstones and the functioning of the German dual VET system and its respective strengths and weaknesses.

- Participants are able to compare the German VET model with their own approach and draw conclusions for their institutions.

- Participants are prepared for the visit to a German vocational school and meetings with students and teachers.

Components of VET in Germany

- **Vocational orientation** – takes place in compulsory education schools to assure smooth transition to vocational training
- **School-based initial VET** (e.g. in health sector) – approximately 300.000 students in 2025
- **Initial VET in the dual system** – 1,22 million students in January 2025
- **Dual study programs** and **continuing education and training**

Dual System – right or wrong?

The German VET system is called dual because ….

- it combines theoretical **and** practical learning?
- it takes place in schools **and** in companies?
- graduates have access to higher education **and** to skilled jobs?
- it is jointly governed by the public **and** the private sector?

Dual System – Target Groups

The dual system in Germany addresses primarily the following target groups:

- Graduates of compulsory education who do not have access to upper secondary education
- Graduates of compulsory education who do not want to pursuit upper secondary education
- Graduates of upper secondary education who do not want to pursuit tertiary education
- Graduates of upper secondary education who want to get a vocational qualification before entering tertiary education
- Drop-outs of upper secondary education
- Drop-outs of tertiary education

Dual System – Entry Requirements

To undergo vocational education and training in the German dual system, there are only two entry requirements:

- You must have **completed lower secondary education** – with or without a leaving certificate.
- You must find a **company** that signs an **apprenticeship contract** with you (and the company must of course be accredited as a training company). With the signature of the contract, you become an employee of the company with the special status of an apprentice.

This means that young people do not have a **guaranteed right** to a dual vocational education and training. Rather, the dual system is subject to the market forces of **supply and demand**.

Dual System – VET Programmes

- The dual system offers vocational education and training for approximately **320 recognised training occupations**.
- For each occupation, there are standardised **national training regulations** - occupational profile, curricula and examination requirements –, which govern the **in-company part** of the training.
- Training regulations are jointly developed by the Federal Government and the social partners - **tripartite system**.
- For the **school-based part** of the training, the Ministries of Education of the 16 German states jointly develop **framework curricula** for each occupation, aligned with the training regulations.
- Depending on the occupation, the duration of the VET programmes varies from 2.5 to 4 years.

Dual System – Delivery of Education and Tra

- VET is delivered 3.5 – 4 days per week in the **company** – with a focus on **practical training** – and 1 – 1.5 days per week in the **Vocational School** – with a focus on **theory**.
- The **in-company training** is conducted directly at the **workplace** or – in bigger companies – partly in special training workshops or labs.
- The **in-company training** is delivered or supervised by **certified trainers**.
- In order to get **hands-on experience** of all aspects of the occupation, the apprentices usually rotate through **different departments of the training company**.
- There are some **deviations from this standard model**. In some cases, parts of the practical training are delivered in specialised training centres run by the chambers, e.g. in the construction sector. In other cases, a training company can outsource parts of the practical training to another company if they do not cover all aspects of the occupation.

Dual System – Assessment and Certificat

- There are interim examinations and a final examination.
- The **final examinations** are conducted by the respective **chambers**, based upon the examination requirements stipulated in the training regulation.
- The final examinations assess both **theoretical and practical competences** of the candidates, according to the current standards stipulated in the training regulations.
- Successful candidates receive a **certificate as skilled worker or skilled craftsman**, issued by the **chamber**.
- The certificates are **recognised nationwide** and facilitate access to the **world of work**.
- Unsuccessful candidates can extend their apprenticeship contract and repeat the examination after six or twelve months.

Dual System - Financing

The German dual system is jointly financed by the public and the private sector:

- The 16 German **states** cover the costs of the **vocational schools** including their staff.
- The **training companies** cover the costs of the **in-company training** (trainers, equipment, material)
- The **companies** also pay a **training allowance** to their apprentices of an amount, which is subject of collective bargaining with the respective trade-unions.
- The **significant costs** the training companies have, can at least partially **be offset** by the **productive work** the apprentices are usually able to conduct as of year 2 of the training process.

Dual System – right or wrong?

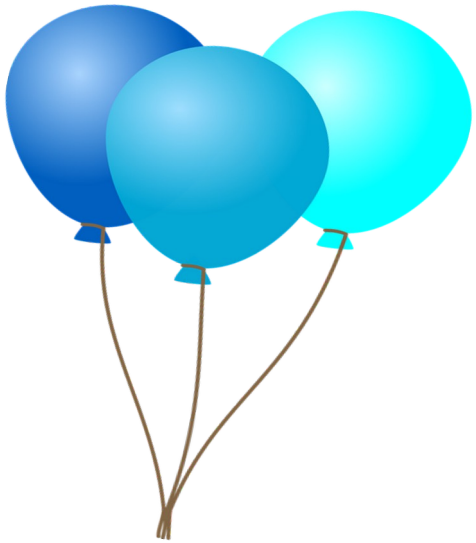
The German VET system is called dual because ….

- it combines theoretical **and** practical learning?
- it takes place in schools **and** in companies?
- graduates have access to higher education **and** to skilled jobs?
- it is jointly governed by the public **and** the private sector?

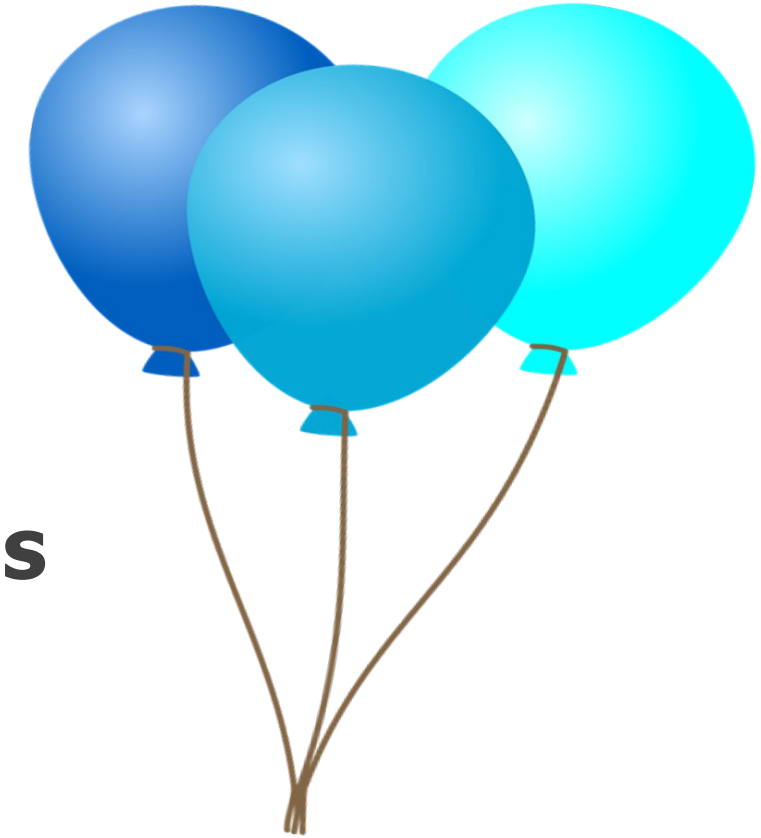
Self-learning exercise

You are asked to:

- Analyse the strengths and weaknesses of the German dual model as compared to the vocational training approach in your country.
- Identify aspects which you think could be transferred and introduced in your system and the obstacles you would have to overcome.
- Prepare a list of questions you would like to discuss with apprentices and teachers when we visit the vocational school.
- You may work in small self-organised teams to draft transfer plan into your VET system.
- Please be prepared to present your draft to all participants in our training session



Results of self-learning exercise



Present your analysis and questions

… this was just another step.

Let‘s move on!

This project has been co-funded with support from the European Commission. This publication reflects the views only of the author(s), and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by
the European Union

Erasmus+
QA4VET

Digital Skills Development in VET
European Policies, Tools and Opportunities

involas

Erwin Seyfried & Wolfgang Schlegel

Offenbach Workshop

16-20 March 2020

Implementing partners:

araclip

involas
Institute for Vocational Education and Training, Labour Market and Social Policy

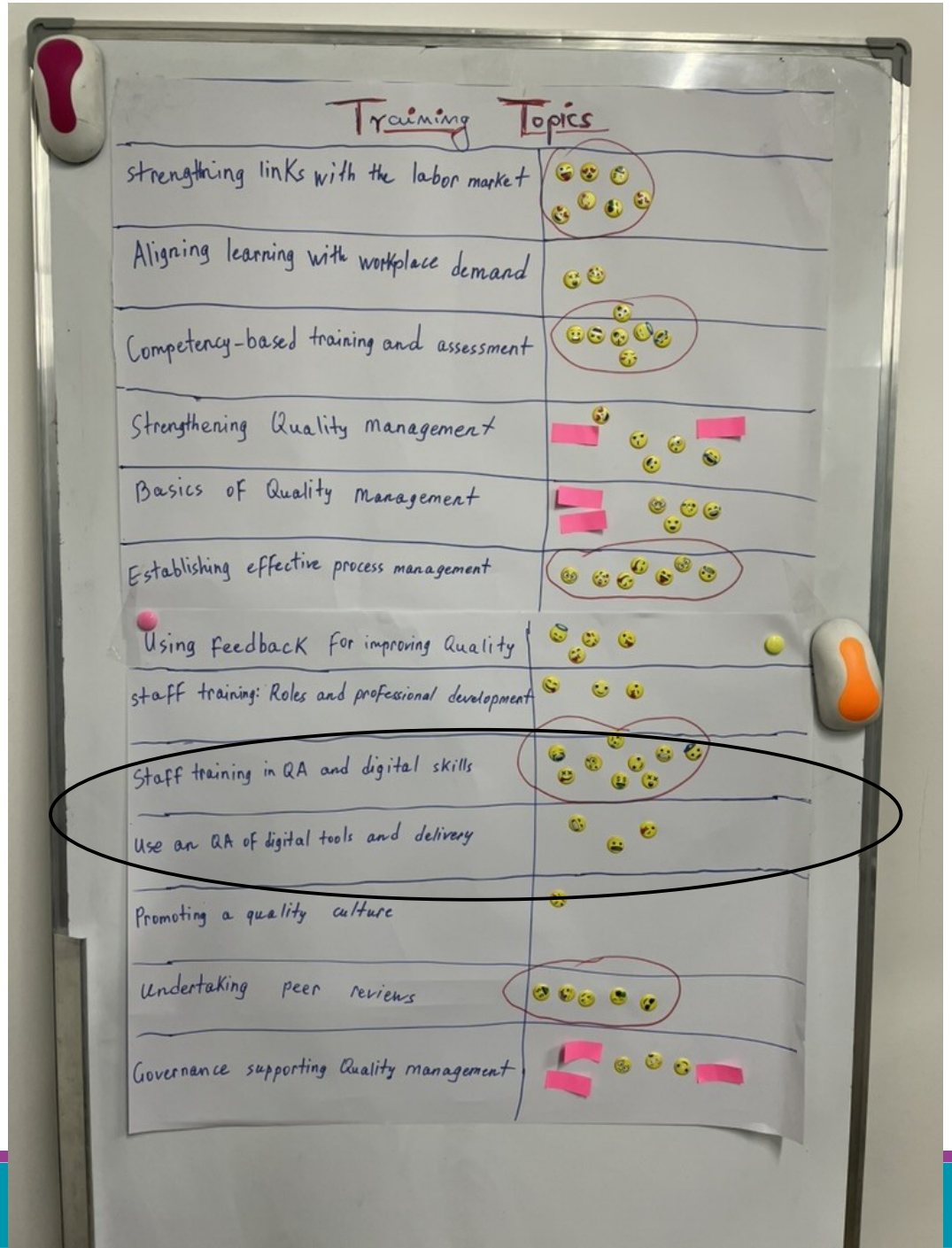
NATIONAL CENTER FOR
PROFESSIONAL EDUCATION
QUALITY ASSURANCE FOUNDATION

ACEP
ARMENIAN CENTER FOR
EDUCATION POLICY
AND MANAGEMENT

Learning outcomes

- Participants are informed in European digital policies and able to draw conclusions
- Participants are able to evaluate the potential capacity of a number of digital tools for their context
- Participants are able to implement suitable digital tools in their institutions

Training needs as our starting point



"Master,
we want to become experts in digital transformation.
What should we do?"

shutterstock.com · 2536897139

Learn, try, and decide what to drop or apply

European policies

Recommendations to Member States

Key enabling factors

- **Strategic Approach:** Implementing a cohesive strategy for digital education that covers both skills development and institutional needs.

- **Infrastructure & Connectivity:** Ensuring access to modern digital equipment, high-speed connectivity, and secure, accessible, high-quality digital content.

- **Teacher Training & Support:** Providing continuous professional development for educators in digital skills and pedagogy.

Recommendations to MS

- **Digital Safety -** Promoting cybersecurity measures and training on the safe and ethical use of technology.
- **Governance & Cooperation -** Adopting a "whole-of-government" approach with stronger stakeholder collaboration, including the private sector.
- **Inclusive Access -** Bridging the digital divide to ensure all students, including those from vulnerable groups, have access to digital tools.

The recommendation supports the EU's Digital Decade goal of having 80% of the population aged 16-74 with at least basic digital skills by 2030.

Support of the European Commission

… by

- Launching a **"Digital Education in Europe"** ***survey*** every three years (starting in 2025) to track progress.

- Creating a **Higher Education Interoperability Framework** to connect European universities.

- Providing clear **guidelines on accessible and high-quality digital education content**

Digital Tools for VET

Digital Tools for VET

Ivideo Education

http://ivideo.education/ivideo/login.jsp

Video education in health care

https://ivideo.education/ivideo/videoPlayerHome.jsp?projectId=8a8a8ac23a94d075013ad091d4a20036

Garden Design with VR

https://www.youtube.com/watch?v=IqHmQAn0mcg

REALTO: The online learning platform for integrated vocational education

https://www.epfl.ch/labs/chili/dualt/current-projects/realto/

Digital Tools for VET

Study planning and monitoring

https://www.keuda.fi/en/for-the-student/study/Study-planning-and-monitoring-at-Hoks/#:~:text=HOKS%20is%20a%20study%20plan,student's%20career%20plan

Learning management systems for VET

https://www.epfl.ch/labs/chili/dualt/current-projects/realto

Digital Tools for VET

Teacher Training – AI in classroom

https://www.euneoscourses.eu/courses/future-ai-classroom-in-finland/

Examples of AI support for learners

Examples of AI support for learners

Implementing AI tools in VET schools?

AI Regulation
Mandatory authorisation within EU – required AI skills

- Basic understanding of how the technology works
- Knowledge of possible applications and risks

(e.g. discrimination, data protection)

- Application of legal and ethical standards
- Critical evaluation of the results

→ AI regulation promotes open, critical approach and dialogue with AI system.

It’s your turn …

Self-learning:
Draft a plan for digital skills development in your institution

Self-learning exercise

- You are asked to draft a plan for digital skills development in your institution
- You may work in small self-organised teams and draft the plan together
- Please be prepared to present your draft to all participants in our training session
- You are recommended to draft a development plan which is addressing real challenges in the organization you are working in

Results of self-learning Exercise

Present your plan

… this was just another step.

Let‘s move on!

This project has been co-funded with support from the European Commission. This publication reflects the views only of the author(s), and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the European Union

Erasmus+ QA4VET

Offenbach Workshop · 16 – 20 March 2020

MOCK Accreditation Model Role Play Scenario

NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE /ANQA/

Implementing partners:

araclip · involas Institute for Vocational Education and Training, Labour Market and Social Policy · 2 RILSP · ANQA NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE FOUNDATION · ACEP ARMENIAN CENTER FOR EDUCATION POLICY AND MANAGEMENT

Role Play Scenario: SWOT Analysis

Participants

VET Institution Team

3–4 representatives conducting a SWOT analysis of their academic programmes

Internal Expert

Selected from the VET institution — looks at the college from an external perspective

AM ANQA Team

Responsible for coordinating the role-play game and working with the Internal Expert to prepare outcome-based questions for VET representatives.

European Partners

International Experts who act as external expert and support the Internal Expert

◆ Phase · 40 minutes

Conducting a SWOT Analysis & Working with the Internal Expert

The institutional team conducts a SWOT analysis of their academic programmes.

SWOT Team

Discusses and prepares their SWOT:

- **Strengths**
- **Weaknesses**
- **Opportunities**
- **Threats**

Expert team

ANQA Works with the Internal Experts, guiding them in:

- How to formulate questions
- How to look at the college from an outside perspective

Internal Expert
Learns to view the institution from an external perspective

Phase 2 · 10–15 minutes

VET institutions presents the results of its SWOT analysis.

Institutional Team Presents:

S	W	O	T
Strengths	Weaknesses	Opportunities	Threats

Internal & International Experts Ask Questions:

- Better understand the institution's perspective
- View the college from an outside perspective
- Clarify and deepen the analysis

ANQA and Experts :

- **ANQA supports the discussion & ensures structured exchange**
- **Experts present specific observations and recommendations for improvement**

SWOT Context

ACADEMIC PROGRAMME
CRITERION

The programmes are in concord with the institution's mission, form part of institutional planning and promote mobility and internationalization.

1. Academic programs are thoroughly formulated according to the intended learning outcomes, corresponding to an academic qualification and in line with the institution's mission and state academic standards.

2 The TLI has a policy that ensures alignment between teaching and learning approaches and the intended learning outcomes of academic programs, promoting student-centered learning.

3. The TLI has a policy on students' assessment according to the learning outcomes and ensures academic integrity.

4 The academic programmes are contextually coherent with other relevant programmes and promote internationalization and mobility of students and staff.

5 The TLI has a policy ensuring academic programme monitoring, effectiveness assessment and improvement.

Co-funded by the European Union

Erasmus+ QA4VET

Thank You!

We appreciate your active participation in this exercise.

Learning Together

Building Partnerships

Quality Assurance

BERUFSWAHL SIEGEL HESSEN

GÜTESIEGEL BERUFS- UND STUDIENORIENTIERUNG OloV Die hessenweite Strategie HESSEN

Quality Seal for Career and Higher Education Guidance at (secondary) schools

Carolin Mechtel

Kooperationspartner:

Bundesagentur für Arbeit Regionaldirektion Hessen bringt weiter.

Arbeitsgemeinschaft der Hessischen Handwerkskammern

IHK Hessischer Industrie- und Handelskammertag

VEREINIGUNG DER HESSISCHEN UNTERNEHMERVERBÄNDE

SCHULEWIRTSCHAFT Hessen

BERUFSWAHL SIEGEL HESSEN

Das Projekt ist Bestandteil der hessenweiten Strategie OloV und wird gefördert von der Europäischen Union, aus Mitteln des Hessischen Ministeriums für Wirtschaft, Energie, Verkehr, Wohnen und ländlichen Raum und des Hessischen Ministeriums für Kultus, Bildung und Chancen.

Kofinanziert von der Europäischen Union

HESSEN

Projektbüro bei: involas

Agenda

1. The project's content, structure and process
2. Advantages and benefits for (secondary) schools and the federal state of Hesse (policy level)

Structure and Content Criteria

Framework concept of the network Berufswahl-SIEGEL in Germany

3 thematic areas with mandatory criteria

BERUFSWAHL SIEGEL HESSEN

1 Supporting and guiding students throughout career guidance
- Skills assessment
- Professional portfolio
- Mandatory internships

2 Career guidance as a core element of schooling
- Cross-curricular implementation
- School coordinator or team

3 Schools as part of a wider network
- Cooperation with companies, institutions & vocational schools

Stakeholders, process and quality seal database

Database:
test system, training system and the real system

= comprehensive digital system for the procedure.
including 7 roles; about 350 participants every year with a sophisticated role concept, which facilitates coordination by the central office

Advantages and benefits

for schools

- Contribution to profile building, image gain and external impact
- Continuous Reflection and analysis of the Career Orientation processes -> continuous improvement
- Instrument of quality assurance and development (re-certification after 3 years)
- External feedback by audit

for federal state

- Quality assurance through implementation legal requirements + the quality standards (OloV)
- Incentive for nationwide school development in Career Orientation
- Broad impact and systematic engagement of the economy and employment agency

Seal celebration 2025 with Minister of Education and State Secretary of the Ministry of Economics

Contact information

Gütesiegel für Berufs- und Studienorientierung

Foto: Wolf Kunik

Christian Sonnen

Abgeordnete Lehrkraft des Hessischen Ministeriums für Kultus, Bildung und Chancen

phone: 069 27 22 4 – 830
E-Mail: guetesiegel@olov-hessen.de

Foto: Fabian Mechtel

Carolin Mechtel

Abgeordnete Lehrkraft des Hessischen Ministeriums für Kultus, Bildung und Chancen

phone: 069 27 22 4 – 830
E-Mail: guetesiegel@olov-hessen.de

Co-funded by
the European Union

Erasmus+
QA4VET

Quality Assurance in the German VET System

involas

Erwin Seyfried & Wolfgang Schlegel

Offenbach Workshop

16-20 March 2020

Implementing partners:

araclip

involas
Institute for Vocational Education and Training, Labour Market and Social Policy

2 ՔՈԼԵՋ

ANQA
NATIONAL CENTER FOR
PROFESSIONAL EDUCATION
QUALITY ASSURANCE FOUNDATION

ACEP
ARMENIAN CENTER FOR
EDUCATION POLICY
AND MANAGEMENT

Learning outcomes

- Participants are familiar with the cornerstones and the layer-system of QA in the German VET system and able to draw conclusions for their institutions

- Participants are able to evaluate the potentials of a QA approach involving various stake-holders

- Participants are able to implement suitable ideas for QA in their institutions

Cornerstones of QA for VET in Germany

- Cooperation of companies with VET schools
- Apprenticeship contract recording rights and obligations
- Programs and curricula leading to recognised qualifications
- Education and training oriented towards professions and jobs
- Career counseling, vocational orientation, career guidance

Cornerstones of QA for VET in Germany

- Appropriate facilities for education and training
- Technical and pedagogical skills of teachers and in-company trainers
- Assessments geared toward solving practical tasks
- Indicator-based reporting
- Continious adapatation and improvement

QA for VET in Germany: a three layer-system

Top layer

company and VET school, qualification of instructors

Intermediate Layer

tri-partite system, chambers, assessments

Ground Layer

laws, principles, additional services like vocational orientation

The Top Layer: VET-school and company

Accreditation?

Implementation of Training Regulations

Teachers skills development

Eligibility of the company

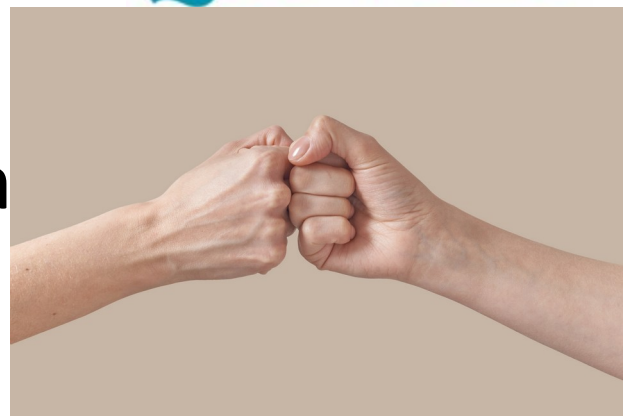
Technical and pedagogical skills of in-company trainers

Training Plan

Cooperation of learning venues
Cooperation with the intermediate layer

Quality in VET Schools

Intermediate Layer



Leading monitoring role in the Tripartite System

Chambers and Professional Associations

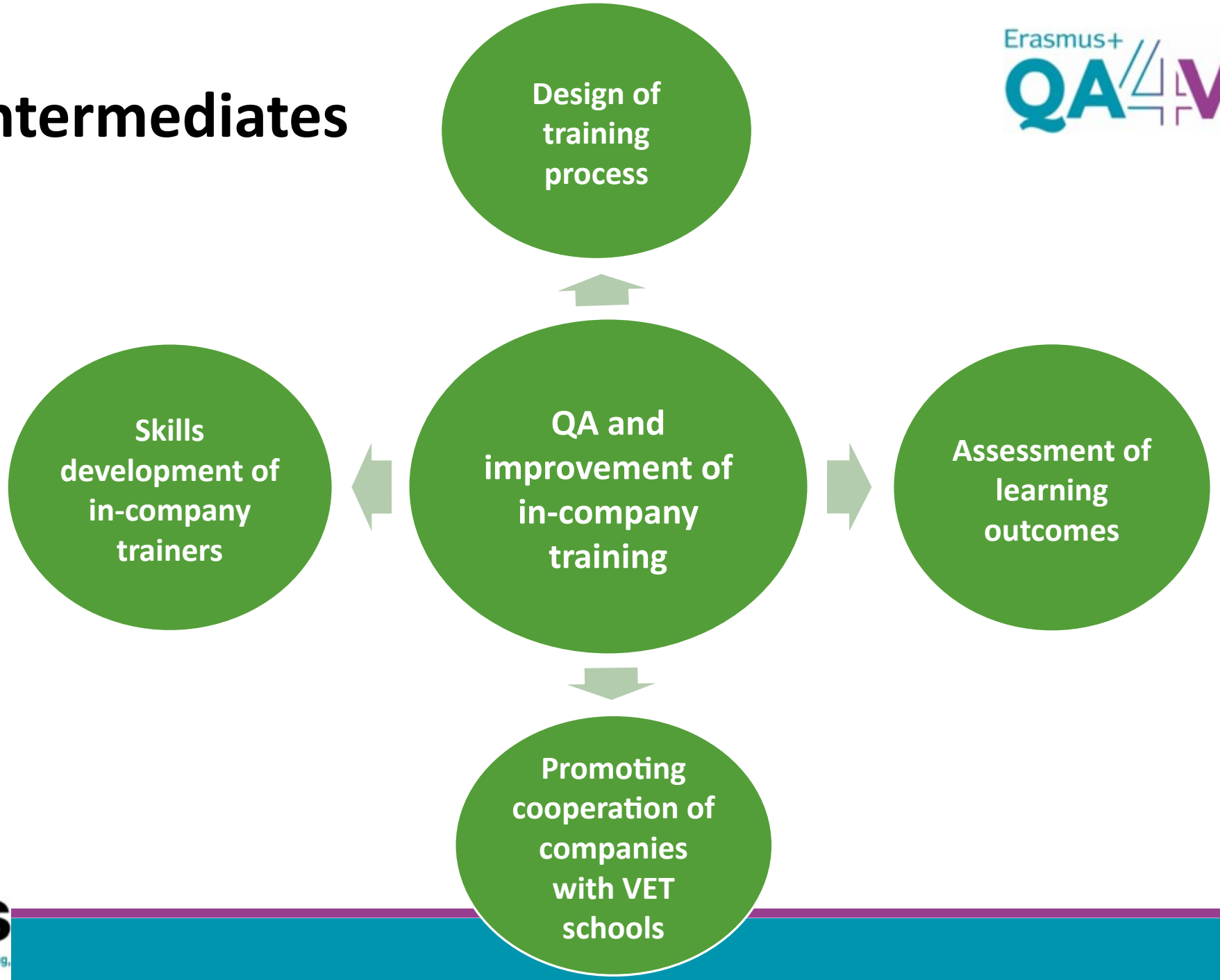
Creation, adaptation and recognition of qualifications

(Final) Assessments

Monitoring of Training Regulations

Quality Initiatives

QA by Intermediates



Quality Initiatives of Intermediates

Awarding Excellence

Provision of Training

Providing Counselling

Promoting Networking

Provision of Tools

Ground Layer / System level

Leading regulating partner in the Tripartite System

Laws, regulations and (EU) recommendations

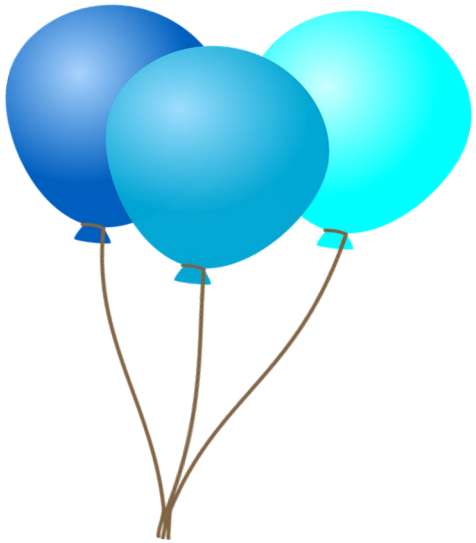
Agreement on standards for regulations of VET programmes

- Title of qualifications
- Duration of training
- Description of knowledge, skills, and competences (minimum)
- Training plan: structure for imparting competences
- Assessment requirements

Modernisation of VET programmes

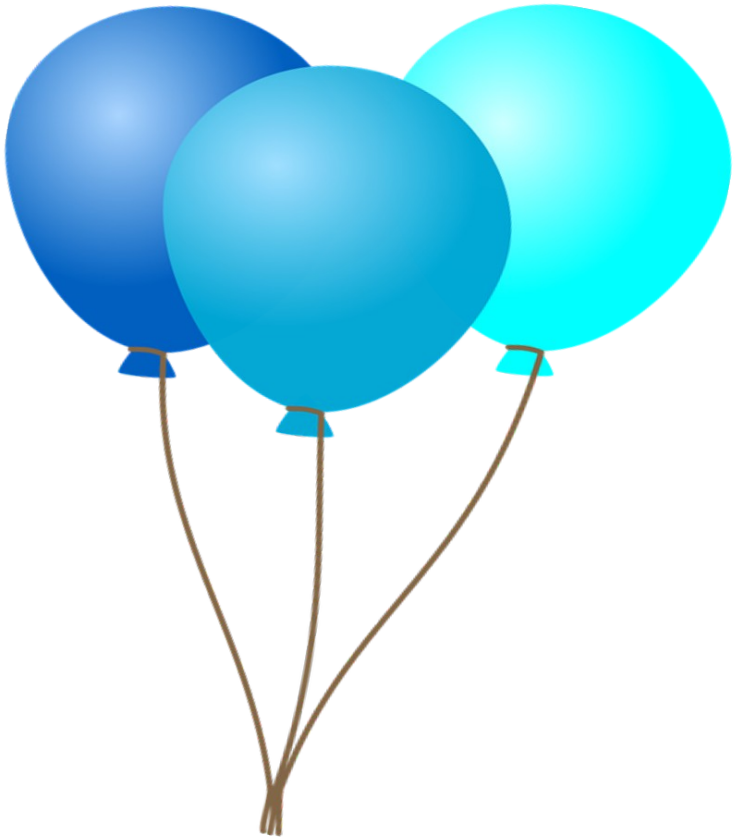
Self-learning exercise

- You are asked to draw conclusions for your country from the German approach to QA in VET
- You may work in small self-organised teams to draft a QA transfer plan into your VET system
- Please be prepared to present your draft to all participants in our training session



Results of self-learning exercise

Present your QA transfer plan



… this was just another step.

Let‘s move on!

This project has been co-funded with support from the European Commission. This publication reflects the views only of the author(s), and the Commission cannot be held responsible for any use which may be made of the information contained therein.