



# **IN-QUAL**

## Imprinting quality to entrepreneurship education

**O1 - Guidelines for the implementation of a quality  
Assurance System in entrepreneurship education**

**O1-A1 Baseline National Report**

**Version 1**



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## 1- Introduction

The design and development of the **Baseline Report** results from two main activities: a **desk research** (at national level) and the **conduction of interviews** (7/Partner) with quality managers of cVET providers of entrepreneurship education.

The **desk research** (*see Annex 2\_Template for Desk Research*) will be managed with a collaborative approach within the Partnership, which will guarantee a good flow of cooperation and distribution of tasks. Project Partners are invited to gather detailed information on the following topics:

1. Legal framework and definition of entrepreneurship education (EE) in national context;
2. National provisions, legislations, rules for the implementation of EQAVET criteria and indicators on QA mechanisms applied by cVET providers (with specific focus on providers delivering EE, if any).
3. Availability of existing training materials/tools (3-5/Partner) specifying: title, owner of the material/s, target group (professionals, age groups, etc.), phase of training (plan, delivery, assess and review), year of design/implementation, accreditation (if any), range of application, description, impact and benefits, opportunity to transfer in other contexts, possibility to be used by the project (IPR, license).

In parallel with the desk research, they will begin to schedule **interviews** (*see Annex 3\_Template for Interview*) - in the form of open interview (in person or virtual), according to partners' and interviewees' availability and preference - aiming at investigating which are the actions taken for the implementation of quality assurance mechanisms by entrepreneurship education organisations, what kind of tools and methodologies are used for this purpose, which are the practices for the effective engagement of providers and the staff as a whole and, finally, which is the strategy set to reach relevant stakeholders.

Moreover, interviewees will be required to provide:

- some example of good practices (2/Partner) of EQAVET or similar principle of quality assurance implementation in cVET providers of entrepreneurship education (*see Annex 3.1\_Template for the collection of good practices*)
- some example of successful evidence-based practices (2/Partner) to measure to what extent quality assurance mechanisms are applied by VET providers of entrepreneurship education (*see Annex 3\_Template for Interview and Annex 4\_Transfer of image Data protection*);

## 2 - Desk research

### 2.1 - Legal framework and definition of entrepreneurship education in national context

“Sense of initiative and entrepreneurship refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context

of their work and being able to seize opportunities and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance”.<sup>1</sup>

According to the Eurydice Report Entrepreneurship Education at school in Europe (2017), Italy do not have a national definition for entrepreneurship, but it refers to the description of entrepreneurship used in the European Reference Framework for Key Competences in Lifelong Learning<sup>2</sup>.

There is no current national strategy related to entrepreneurship education (EE) in Italy. Regardless, on 28 March 2018, the MIUR (the Italian Ministry of Education, University and Research) published the first syllabus to make entrepreneurial education a structural subject into secondary school education. The syllabus states that schools will be supported in building learning path towards ensuring that students develop the abilities and competencies to transform their ideas into action, increasing their creativity, innovation and risk-taking behaviour. The syllabus is divided into 5 areas:

1. Business Opportunity;
2. Idea development, context and social needs;
3. From the idea to the market: resources and competencies;
4. Market analysis;
5. Economic citizenship<sup>3</sup>.

For what it concerns instead the Vocational Education and Training at ISCED 3 and IVET, a specific area related to the development of “sense of initiative and entrepreneurship” is included in the subject *Law and Economics* and within *Work Based Learning* activities. In particular, the activities related to the *alternanza scuola-lavoro*, which allows students to alternate school with practical experience (apprenticeships, internships and/or through activities in school contexts with external experts). One of the most important programmes related to entrepreneurial education is Junior Achievement, and its Italian branch.

## 2.2 - National provisions, legislations, rules for the implementation of EQAVET criteria and indicators on QA mechanisms applied by cVET providers (with specific focus on providers delivering EE, if any)

According to the report *Italy: Brief description of the context of the VET system in Italy*<sup>4</sup> developed in 2016 by the EQAVET - the European Quality Assurance in Vocational Education and Training, in Italy there are two main pathways for the Italian C-VET system:

1. A **C-VET offer provided by the Sectoral Training Funds** (Fondi Paritetici Interprofessionali per la Formazione Continua<sup>5</sup>) managed by the Social Partners and

<sup>1</sup> KEY COMPETENCES FOR LIFELONG LEARNING European Reference Framework, 2007, European Commission.

<sup>2</sup> <https://publications.europa.eu/en/web/general-publications/publications>

<sup>3</sup> ST BANK- Student Talent Bank 2017-1-FR01-KA201-037170, 2017, Analysis of policy context: entrepreneurial education in the secondary education. National framework in the partner countries (pg. 30)

<sup>4</sup> <https://www.eqavet.eu/what-we-do/implementing-the-framework/italy>

<sup>5</sup> [http://www.isfol.it/temi/Formazione\\_apprendimento/formazione-degli-adulti/fondi-interprofessionali](http://www.isfol.it/temi/Formazione_apprendimento/formazione-degli-adulti/fondi-interprofessionali)

the Italian Ministry of Labour. These types of funds have been introduced for the first time in 2000, but they become operative since 2004. They are usually promoted at national level by the central employer organization along with the trade union;

2. **A C-VET offer organized and promoted by the Regions and the Autonomous Provinces for adults, employed and unemployed.** This kind of C-VET form is organized with the same regulation of the i-VET training offers, which implies that the QA (Quality Assurance) Framework is almost the same for both: I-VET and C-VET.

As reported by EQAVET – Italy: *For adults, employed or unemployed, there is a CVET system that is publicly funded, together with a large range of courses in almost all sectors provided by private providers*<sup>6</sup>.

In Italy there is no a common framework for QA, Quality Assurance, in continuous VET by the sectoral Training Funds. Indeed, each fund have its own regulation for QA according to the organization that has emitted the tender.

As the training providers are usually private bodies there is no specific regulation for QA at regional level in C-VET provider, apart from what it's provided during the accreditation system.

As for the I-VET, also the C-VET has several tools to implement QA and according to the EQAVET the most useful system for quality assurance is the Accreditation of VET providers organizations which ensure high quality standards for course delivery. All the public and private providers must be accredited to deliver publicly funded training in I-VET and C-VET. The Regions and the Autonomous Provinces in accordance with the rules set by the national legislation.

*The agreement for the definition of the minimum standards of the new accreditation system of VET institutions for the quality of services, signed on the 20th of March 2008 by the State-Regions Conference, is the most recent measure adopted in this field*<sup>7</sup>.

The competent authorities for QA, Quality Assurance, are the Regions and the Autonomous Provinces. And, at regional level, the accreditation system is organized also through a quality support mechanism, in particular:

- Ex- ante (as the lowest requirements to be assessed before the performance);
- In Itinere (which means and collect all the requirements during the performance);
- Ex post (how to measure the results achieved).

In order to identify the training needs, the Regional VET planning have been analysed in collaboration with the social partners. Furthermore, the Ministry of Labour has been financing for years a project, Excelsior<sup>8</sup> (Sistema informativo per l'occupazione e la formazione) implemented by the Chambers of Commerce (Unioncamere). The project makes forecast about the labour market trends and occupational needs of the enterprises. In addition to Excelsior, also the NUP has been created, NUP stands for Classification of Professional Units (Nomenclatura e Classificazione delle Unità Professionali). NUP allows to

<sup>6</sup> <https://www.eqavet.eu/What-We-Do/Implementing-the-Framework/Italy?page=2>

<sup>7</sup> Italy: *Brief description of the context of the VET system in Italy*, 2016, EQAVET - the European Quality Assurance in Vocational Education and Training

<sup>8</sup> <https://excelsior.unioncamere.net/>

have a common language and reference for all the occupations with a common reference of quality.

The competent body for the certification of the vocational qualification are the Regions and Autonomous Provinces. All the certifications are included into one register, which is the Regional Register. In C-VET usually only parts of the course are certified, not all the competences indeed follow the same process.

*The EQAVET process is becoming, a reference point for quality assurance in the Italian system, Although the Recommendation is non-binding, it was able to further legitimise all the efforts made to develop a single approach to quality assurance in VET. Its existence, in a way, allowed all relevant institutional stakeholders (ministries, regions, provinces) to engage in a steady discussion on quality assurance and to start mentioning it in a number of prescribing acts, thus starting a deeper action for the acknowledgment of its principles in the Italian VET system As a consequence, all the actors in the VET system (mainly the school system and the vocational training agencies/providers) were further encouraged to continue the voluntary work started in the field of quality assurance and saw their efforts recognised and used as examples<sup>9</sup>.*

### 2.3 - Availability of existing training materials/tools for the implementation of Quality Assurance in entrepreneurship education

1. Sistema di Assicurazione Qualità – Università Bocconi  
(Management and Entrepreneurship at tertiary level and C-VET);  
**Title:** Sistema di Assicurazione Qualità  
**Owner of the material/s:** Università Bocconi  
**Target group (professionals, age groups, etc.):** any students of their courses (from 20 on);  
**Phase of training (plan, delivery, assess and review):** plan (Educational institution policy related to Quality Assurance).  
**Year of design/implementation:** still running  
**Range of application:** NA  
**Description:** The University has created an [internal system](#) to implement quality assurance in their daily activities, in relation to:
  - Policy of the educational organization ([link](#));
  - Quality assurance as a process, with a direct link to all the items that the university takes into consideration about 7 different areas: Pianificazione strategica e politiche generali, Programmi formativi offerti; Studenti/partecipanti: Corpo docente; Ricerca; Risorse fisiche, finanziarie e infrastrutturali, in particolare; Rapporti con gli stakeholders e con la comunità di riferimento ([link](#)).
  - Quality assurance and procedures ([link](#)).**Impact and benefits:** the expected impact is to be the leader in education related to management and entrepreneurship in Italy and in the worlds.  
**Opportunity to transfer in other contexts:** yes.  
**Possibility to be used by the project (IPR, license):** NA

<sup>9</sup> Italy: Brief description of the context of the VET system in Italy ,2016, EQAVET - the European Quality Assurance in Vocational Education and Training

**Link:**

[https://www.unibocconi.it/wps/wcm/connect/Bocconi/SitoPubblico\\_IT/Albero+di+navigazione/Home/Chi+siamo/Ateneo+e+organizzazione/Quality+Assurance/](https://www.unibocconi.it/wps/wcm/connect/Bocconi/SitoPubblico_IT/Albero+di+navigazione/Home/Chi+siamo/Ateneo+e+organizzazione/Quality+Assurance/)

Even if it's not directly directed to entrepreneurship in CVET, but it's used for implementing QA during the implementation of courses related to secondary students and entrepreneurship, during the desk research, the following tools have been identified:

2. Dream Coach: The Junior Achievement Initiative

**Title:** Dream Coach: The Junior Achievement Initiative

**Owner of the material/s:** Junior Achievement Italy

**Target group (professionals, age groups, etc.):** students 15.18 and professional no age

**Phase of training (plan, delivery, assess and review):** plan

**Year of design/implementation:** still running

**Range of application:** NA

**Description:** *The JA programme is aimed at developing activities in class with students related to entrepreneurial activities, in order to provide real experience and contact with the job market. JA Programme provides also meeting with external experts that act as JOB COACH and work with teachers in classes. JOB COACHES are professionals that mentor students on a specific topic. To become a JOB COACH, each external expert needs to apply to the position. The application form requires experiences in the field and information about the JOB COACH profile and soft skills.*

**Impact and benefits:** *the impact is to select the right and motivated job coach to assist and mentor students into their business development. Job coaches represents the intermediate between the schools and the job market.*

**Opportunity to transfer in other contexts:** yes.

**Possibility to be used by the project (IPR, license):** NA

**Link:** <https://www.jaitalia.org/dream-coach/>

3. Dream Coach: The Junior Achievement Initiative

**Title:** Dream Coach: The Junior Achievement Initiative

**Owner of the material/s:** Junior Achievement Italy

**Target group (professionals, age groups, etc.):** students 15.18 and professional no age

**Phase of training (plan, delivery, assess and review):** plan

**Year of design/implementation:** still running

**Range of application:** NA

**Description:** *Once that the job coaches have been selected to support the students in delivering their business plan, the schools prepare a "PATTO DI SERVIZIO" which is an agreement to state the guidelines on behaviour, responsibilities and good practices to adopt by the job coaches while they are in classes (developing the educational activities with students). The agreement is signed by the school, the job coach and if present, the enterprise representing the job coach.*

**Impact and benefits:** *the expected impact is to provide a safe environment for the students while they are experimenting the entrepreneurial activities.*

**Opportunity to transfer in other contexts:** yes.

**Possibility to be used by the project (IPR, license):** NA

**Link:** <https://www.jaitalia.org/dream-coach/>

### 3 - Results of interviews - analysis of data and findings

#### P.2 - EUROCREA

Thanks to the 7 interviews and direct contact with C-VET providers, we managed to have a clearer picture about the Quality Assurance System related to the implementation of entrepreneurship courses and training and/or structure of the different organizations.

As a general consideration, we can say that partners may not be aware about the QA mechanism even if they are implementing them daily. Furthermore, interviewed organization states that for them all these activities related to quality assurance are done to improve the quality of their services, even if they may call them with a different name.

Indeed, most of the answer related to provide a brief description of QA system, most or answers relate QA to **Standard operational activities** (at the beginning of the training courses, *in itinere* and at the end) and to **Guidelines, questionnaires, reviews and improvements**.

#### P.5 - EFFEBI

During the 6 interviews conducted we were able to better understand how Quality Assurance Systems are implemented in various C-VET providers. They were different for their sizes and type and quantity of trainees reached, but they had similarities regarding the way in which they approach the Quality Assurance. The majority of them reported having a **Quality Assurance certification** (of the UNI ISO system). Many affirmed to have a strong interest in Quality Management, since it offers them the possibility to meet a higher level of satisfaction from both client companies and students, and to consider this process in term of **added value** to their organization.

#### 3.1 - Description of profile of the respondent and the organization involved

During the phase of interviews, different people have been asked about Quality Assurance system that they implement in their daily activities and in relation to the project topic. The interviewers are mainly project managers, administrative staff and trainers that works in organizations dealing with Entrepreneurial education and continues vocational educational training.

Organizations involved have on average less than 50 people as average staff and less than 1000 trainees/year, *but there are also representative of larger organizations, with more than 50 staff and/or more than 5000 trainees per year.*

#### 3.2 - Quality assurance

3.2.1 Concerning the first question related to a brief description of Quality assurance system, here below a summary of the most frequent answers:

- 1) **Certification of the Quality Assurance according to UNI ISO standards (5)** (UNI ISO 9001 [5], UNI ISO 14001 [1], OHSAS 18001[1], UNI ISO 29990 [1]).
- 2) **Standard operational activities (3):**

**Commentato [U1]:** METHODOLOGY for integrating EFFEBI's interviews' results: we have added a new line in the cases where the answers were not recorded by the Eurocrea Report; otherwise we've added the number in the parenthesis.

- **at the beginning of the training courses (to test the level of the basic skills/knowledge of each learner, depending on the type of course);**
- ***in itinere* – quality evaluation in relation to the acquisition of knowledge where quality managers and trainers prepare specific questionnaire with multiple choices;**
- **at the end of the course: each learner may have to fill a final test to assess his/her competences and perceived quality;**
- 3) Guidelines, questionnaires, reviews and improvements (3);**
- 4) Guidelines for “AQ Formazione”; Quality Assurance Training;
- 5) Common measure involving experts, coordinators of the activities and quality managers;
- 6) Quality Policy with annual general objectives;
- 7) European Peer Review Methodology, through its application to specific Quality Areas;
- 8) Quality System based on process management, consisting in over 30 procedures;
- 9) Formal accreditation by the respective National Organization.

3.2.2 Please, indicate which are the instruments and procedures your organization applies for the implementation of Quality Assurance mechanisms

- Nomination of a quality manager/officer/responsible for the quality assurance system (10)**
- Development of a quality assurance manual (9)**
- Provide training for internal staff on Quality Assurance mechanisms and procedures (9)**
- Integration of Quality Assurance objectives in the organisation’s mission and vision (7)
- Adoption of specific QA procedures for each training phase (PDCA) (5)
- Adoption of transparency mechanisms in delivery training (4)
- Adoption of specific QA procedures for work-based learning activities (3)
- Other (*please, specify*): **Manual, procedures, specific templates and questionnaires mainly aimed at tracking and monitoring the key processes deployment and results (1)**

3.2.3 Which are the key competences a Quality Manager should possess?

- **Be able to use the methodologies and techniques for assessing the quality of a service (rules, standards, laws, processes etc.) (8);**
- **Management skills (7);**
- **Communication skills (5);**
- **Pro-activity and entrepreneurial mind-set (4);**
- **Analytical skills (4);**
- **Problem Solving (3);**
- Knowledge of the quality policy of its own organization (3);

- Knowledge of the quality measures for VET (2);
- Ability to control a business process;
- Digital skills;
- Team Work;
- Independence;
- Flexibility in the implementation of the methodological framework;
- Negotiation skills;
- Time Management.

3.2.4. Would you/your colleagues be interested in acquiring specific competences and skills to become a Quality Manager?

**YES (11)**

NO (2)

3.2.5. Are there any existing quality measurements criteria within your organization?

**YES (12)**

NO (1)

3.2.6 Are the quality measurements criteria based on a PDCA cycle?

**YES (8)**

NO (5)

3.2.7. Please, define the Quality Assurance criteria and indicators implemented within your own organization

- **Questionnaire and reviews about trainee/trainer's satisfaction (7);**
- Staff satisfaction and performance (evaluation and self-assessment) (4);
- Client companies' satisfaction (3);
- Quality of teaching (2);
- Quantitative and qualitative indicators for the evaluation of the overall and analytical validity of the training path (i.e. number of graduates, employment rates, grades) (2);
- Employment rate after training courses completion (2);
- Approval/success rate for projects presented to financing bodies (2);
- Criteria and indicators provided by the UNI ISO standards or other international guidelines (2);
- Each quality assurance process follows the steps included in the PDCA cycle: plan, do, check, act, meaning that there is a steady willing to improve and enhance the current QA procedures. Indicators and criteria are not fixed, they depend on the average 'score' each course has according to different kinds of surveys and inquiries carried out by the Quality Assurance referents;
- Reception;

- Administrative support;
- Relationship with teachers and organizational staff;
- Comfort of the structure;
- Interviews;
- Annual verification by the inspectors of the certificate institute;
- Periodic Monitoring by the Quality Manager;
- New customers acquired.

3.4.8. How confident are you with EQAVET indicators and principles?

1 (Very poor) 5

2 (Poor) 4

3 (Good) 3

4 (Very good) 1

### 3.3 - Stakeholders engagement

3.3.1 Please, indicate which are the most relevant stakeholders your organization involves for the implementation of Quality Assurance mechanisms

*Ask the interviewee to choose one or more tips among the ones suggested here below:*

Learners, trainees (10)

Tutors, mentors, trainers (10)

Business (companies and SMEs) (7)

Public institutions entitled of quality assurance mechanisms (4)

Social partners working in close collaboration with VET providers of entrepreneurship education (3)

Public authorities (3)

Other VET providers of entrepreneurship education (2)

Other institutions working in partnership with companies (1)

Chambers of commerce (1)

Research Institutes

Policy makers

Trade Unions

- Other (*please, specify*): [Regional Union of VET providers \(1\)](#); [Providers \(1\)](#); [Membership \(1\)](#)

3.3.2. In which of the following phases of quality assurance implementation your organization involves relevant stakeholders?

- Implement 9**
- Check 8**
- Plan 7**
- Review 6**
- Other (*please, specify*): Impact Assessment (1)

3.3.3. Please, provide specific information related to the strategies and practices your organization puts into actions to reach the above selected relevant stakeholders

- Involvement of relevant stakeholder for each specific training project (3);
- [Periodical Update to relevant stakeholders about results \(2\)](#);
- The above-mentioned phase is included into the organization QA process;
- The organisation has a network of associated SMEs which contributes to enhance our courses; as you can see in the good practice section, we have a specific line with SMEs in order to get feedback about our methodologies, the content of our courses and how to better address them both for training and for job-market entrance. As for planning and implementation, our trainers contribute to the design and the structure of different quality approaches concerning the topics. More specifically, in relation with the training course for entrepreneurship, there is an external reference group which is in contact and collaborates with the organisation;
- A small committee of trainers knows the organisation's measures as for QA. One person within the committee is responsible for sharing the satisfaction surveys. Once they are collected, data are analysed and review by the QA referent for a particular set of courses e.g. entrepreneurship education;
- Trainers for planning;
- Tutors, mentors, trainers for planning and checking; we have partnership with SMEs since they ask for students who might be willing to join them (ex. WBL);
- Other VET providers for reviewing and sharing of quality assurance methods;
- [Specific meetings with stakeholders are planned every year for each stage of the quality assurance process](#);
- [Membership of the regional VET provider organization](#);
- [The main stakeholders of the territory are member of the board](#);
- [The consortium includes among its associates the main territorial Institutions, companies, trade associations, and other institutions](#);

- Annual mapping of the key stakeholders and their expectations, divided by groups (Properties-Members, Customers-Users, Clients, Partners, Institutions, Providers, Employees); each member of the group is then classified, on the basis of a SWOT analysis, in a ranking system of relevance. Workshops are then set up to map the most relevant issues and identify related response actions;
- Stakeholders involved as “trainers”, as direct testimonials of specific professional competences and/or sector of work
- Companies are involved both in the training needs analysis and evaluation of the competences acquired by trainees
- Management involvement, external relations with the socio-political economic institutions

3.3.4 Please, provide specific information related to the strategies and practices your organization puts into actions to engage internal trainers and the staff as a whole in the QA processes

- **Use of social media and communication strategy (also with SMEs engagement) (3)**
- Selection based on the previous experience of one or more professionals
- CPD, Continual professional development opportunities;
- Creating value for others through quality assurance mechanism;
- Dedicated portals and advertisement;
- No specific methodology for QA process;
- The outcome of the evaluation of the course by each participant is always detected and communicated to the teacher and staff;
- Yearly specific courses and workshops with trainers and staff in order to share the objectives, mission, results and evaluate the activities developed;
- Identification of training needs of personnel who carry out activities that impact on the quality of the service;
- Internal seminars and specific meetings, also aimed at treat complaints or areas of improvement are the main practices adopted.
- Involvement during the Audit phase by external auditor are used to engage the staff on Quality issues.
- Didactic planning document (quality system document that asks the trainer to indicate the objectives of the intervention, the didactic program, the time dedicated to each macro topic, the didactic materials used and/or the recommended bibliography): these cards are fundamental for the redesign of the intervention and for this reason they contribute to improve the product/service offered and to implement the Quality System;
- Student evaluation form (module in which the trainer indicates the learning outcomes of the students and their level of participation in the lessons); this document allows to measure the effectiveness and impact of training;

- Faculty committee.

#### 4 - Collection of evidence - based practices for the implementation of Quality Assurance in entrepreneurship education

##### 4.1 - CASE I

Title:	ENFOR statistics about master courses
Owner:	ENFOR
Description	ENFOR holds statistics about the employability of their students after attending masters at ENFOR premises. 75% of students find an employment in the short-term (6 months from the end of the course).
Benefits/Impact	Increased quality and overall prospective of the course. The number of people that find a job after the training is a quality indicator of the validity of the course itself.
Challenges	N/A
Possibility of transfer the practices:	Yes

##### 4.2 - CASE II

Title:	Employability/employment rate after training courses completion
Owner:	FORMA.Azione
Description	It is carried out through a phone interview after 3, 6 9 and 12 months after the training courses completions, following a structured questionnaire.
Benefits/Impact	It helps trainees to remain focused on their need to find a job and it is useful for our organization to check the relevance of the training delivered to find a job.  The questionnaire is aimed also at checking the consistency of the job found with the professional profiles and the related contents the training has been focused on.

Challenges	The main challenge is related to the fact that often trainees, after the training course completion, are not willing to respond or, being unsatisfied for their current employment situation, do not want to answer
Possibility of transfer the practices:	It is mainly related to the methods and the possible adaptability to different context and VET provision specificity

#### 4.2 - CASE III

Title:	Documents Revision
Owner:	I.F.O.A. – Istituto Formazione Operatori Aziendali
Description	<p>The Quality System is implemented through the revision of documents, which can be done by the Quality Manager or at the suggestion of each staff member involved in the process or in the phase to be improved.</p> <p>All the data of the Quality System are re-elaborated numerically (in the DQ - quality system documents - in which quantitative data appear on a numerical scale) and / or qualitatively managed (For example: in the evaluation DQ of the course and teachers, administered at the end of a 'training activity, the implementation of the system is given by the numerical updating of the evaluation on the teacher, tutor and numerical indicators, plus the final comments of the tutor on the progress of the course and the management of any critical issues with a view to future improvement) .</p>
Benefits/Impact	N/A
Challenges	N/A
Possibility of transfer the practices:	N/A

## 5 - Collection of good practices of EQAVET or other Quality Assurance mechanisms implementation

### 5.1 - CASE I

Full title: Improvement of employability

Area and Context:

**Country/ies:** Italy

**City/ies:** Region of Basilicata

**Type of institution/organization:** VET Centre

**Target group/End-users:** Fresh-graduates

**Timeframe:** At the end of each master's programme

**Brief description (abstract):** ENFOR provides training courses for: companies (continuous training of company owners and staff), professionals and unemployed/ unemployed through regional funds. The goal of the training is to enhance the skills/ abilities of the individual in the working context and/or to foster the entrance to work contexts of people looking for a job. An example are the master's programmes organised by ENFOR for fresh graduates. In this case, 75% of students find employment in the short term (6 months from the end of the course).

**Tags:** C-VET

**Aim of the good practice:**

Build a culture of quality within the organization

Mainstream a culture of quality within the organization

**Results:** 75% of students find employment in the short term (6 months from the end of the course).

**Impact:** On the long-term, the Quality monitoring assures a smooth and qualitative development of the course. The quality of the course is ultimately confirmed by the above-mentioned results.

**Key success factors**

Data collection. We collect data even after the completion of the course, in order to see and record how much the employability of the students has improved.

Attention to details. Every step of the QA is important in order to not lose any detail that might enhance the development of the courses over the average of 6-month duration.

**Transferability.**

Although the QA system of the organisation is tailored specifically for our courses, the improved employability thanks to the mentioned key success factors might be achieved in several categories apart from our ones.

## 5.2 - CASE II

**Title:** Direct involvement of SMEs

**Area and context of implementation:**

**Country/ies:** Italy

**City/ies:** Region of Lazio

**Type of institution/organization:** VET Centre

**Target group/End-users:** Quality assurance referents/ SMEs

**Timeframe:** from the development to implementation

After several courses, the already structured QA system was enhanced by other inquiries and contribution from SMEs. Period of implementation: the end of each entrepreneurship education course since the third year of our organisation.

**Brief description (abstract)**

The good practice revolves around the direct involvement of the associated SMEs in the QA process. With their valuable contribution – gathered to tailored questionnaires – our organisation can design the course according to specific needs of the job market, making our courses offerings more practical and useful for both learners and trainers.

**Tags:**

SMEs involvement; QA for SMEs; Questionnaire for SMEs.

**Training type:**

iVET provider

cVET provider

**Aim of the good practice:**

- Build a QA system within the organisation
- Monitor the QA system within the organisation
- Build a culture of quality within the organization

**Results**

- a. More participation of SMEs in the QA systems;
- b. Courses specifically updated according to the experiences of the entrepreneurs and SMEs involved, but also according to the current market trends.

**Impact**

The impact was visible on the long-term, since more and more associated SMEs started to contribute – year after year with more qualitative suggestions and interventions – when they had appreciated the initial results of the ‘innovative’ part of our QA system.

**Key success factors**

- a. Involvement of the 'recipients' of our learners/ trainees – the SMEs – in the QA system;
- b. More participation of the associated SMEs

Results and success are measured through statistics and graphics which are developed and shared on semesterly basis.

#### Transferability

The involvement of SMEs in the QA systems for VET Centres is part of a procedure highly applicable to a significant amount of aspects both in iVET and cVET.

#### **5.3 - CASE III**

Title of the good practice: A structured method for QA

#### Area and context of implementation

Country/ies: Italy

City/ies: Region of Lombardia

Type of institution/organization: VET Centre

Target group/End-users

Learners/ Trainers

#### Timeframe: from the development to implementation

During the first year of the organisation. The good practice was implemented during the first round of our courses.

#### Brief description (abstract)

Our organisation strongly believes in the advantages brought by a structured framework. Therefore, the needs addressed were basically a methodology which might have been available for the different kinds of courses we design. The PDCA cycle is a good way to start with, since we based most of our QA development on it. It is relevant for entrepreneurship education providers because the QA system is fully integrated in our course development, and the success of the latter (the course) is complementary with the success of the former (the QA system).

#### Training type:

cVET provider

#### Aim of the good practice:

- Build a QA system within the organisation

- Monitor the QA system within the organisation
- Build a culture of quality within the organization

### Results

The result might be appreciated at the end of each course we develop, since the standard score is high on the average and both learners and trainers are satisfied and happy with their work at the very end.

### Impact

Strong impact on both short- and long-term for learners, trainers, and – indirectly – for the organisation itself and its continuous improvement.

### Key success factors

The organisation. Intended as the applied methodology, the organisation and the attention to details is part of the good practice around the use of proved successful factors as the PDCA cycle.

### Transferability

Yes, it is. Methodology such as the PDCA cycle are international basis on which you can build a strong and efficient QA system.

## 5.4 - CASE IV

Title of the good practice: PRALINE - Peer Review in Adult Learning to Improve formal and Non-formal Education.

Area and context of implementation

Country/ies: IT, LT, PT, MT, FR

City/ies: Perugia/Rome, Vilnius, Lisbon, La Valletta, Reutheil

Type of institution/organization: Adult Education providers

Target group/End-users: Both Adult education providers staff and learners

Timeframe: from the development to implementation

The practice has been developed from 2015 to 2017. But it is still possible to implement it, according to the Manual and the Tool-box provided.

Brief description (abstract)

The European peer Review methodology is based on a bottom-up approach, friendly, able to ensure a focus on learning outcomes and aware of the different/flexible needs of adult learners. It combines self-evaluation and external evaluation carried out by "persons of equal standing" with the persons whose performance is reviewed: Peers. Already implemented successfully in iVET and cVET, through EU funded projects, it has proven easy to be used and coherent with the primarily informal approaches that characterize Adult Learning (AL) at large.

So, the practice here presented is the adaptation of the European Peer Review Methodology to the Adult Learning sector, both formal and non-formal. The process of transferring and adaptation of the PR methodology, by producing Quality Areas and indicators adequate to AL sector, represents an innovative contribution to the European discussion on quality in adult learning. The Quality Areas defined for AL are the result of a multi-stakeholder process (researchers, providers, trade unions involved). It has generated a common framework for QA in AL, coherent with the EQAVET indicators and applicable beyond PR for the assessment of adult learning processes and outcomes. Currently our organization refers to this practice only as an integration tool to ISO certification, inspiring innovative approaches, more focused than the ISO on the Educational Sector.

#### Training type:

- Other (please, specify): Adult Learning providers of both formal and non-formal domains

#### Aim of the good practice:

- Build a QA system within the organization
- Monitor the QA system within the organization
- Build a culture of quality within the organization
- Mainstream a culture of quality within the organization

#### Results

Results in terms of more concrete and coherent indicators for the Adult Learning sector, that can guide AL providers' staff to both a quality culture development and the implementation of measurements tools and practices.

#### Impact

PRALINE promotes an active involvement of Adult learners in two key activities: the Warming-up Strategy and the review and finalization as partners strongly believe that through a participatory process, on one side the developed tools will be more responsive to the sector needs and, on the other, learners will become promoters of a quality provision in Formal &

Non-formal Learning, able to impact on them in terms of up-skilling competences and increase participation rate (EU priorities set for the Adult Education).

#### Key success factors

Easy to use: understandable and immediately applicable, following Quality Areas description, detailed in criteria and indicators;

Learning dimension included in its set of tools, from which users can increase their knowledge about Quality Assurance in AL.

#### Transferability

According to what explained above, the methodology itself is transferable and has proven to be, to other educational domains and well as other sectors.

## 6 - Conclusions and recommendations

### P.2 - EUROCREA

- There is not a clear vision to what it's Quality Assurance, most of the organization may use the techniques and instruments related to it, but they do not easily relate them with the QA and PDCA cycle (plan, do, control and act).
- Most of the interviews state that organizations are interested to gain specific competences and skills related to becoming a Quality Manager; Most of the organizations state that a good Quality manager must: be able to use the methodologies and techniques for assessing the quality of a services (rules, standards, laws etc.); have management skills, a pro-active and entrepreneurial mind-set.
- Most of the respondents are not aware about the EQAVET indicators and principles;
- For what it concerns the Stakeholder involvement, most organizations involve as most relevant stakeholder's: learners and trainee; tutors, mentors and trainers and business (and SMEs representative); while the most important phases of quality assurance implementation where the stakeholders are involved are mainly all: PLAN, IMPLEMENT, REVIEW AND CHECK;

### P.5 - EFFEBI

- Great importance is given to Quality Certifications, following the UNI ISO standard, which ensures that almost all of the organization interviewed follow similar procedures and have a clear idea of the mechanisms and functioning of Quality Assurance and Management;
- The standard procedures followed to assess satisfaction of a client or student are questionnaires and reviews, but objective quantitative and qualitative indicators on the validity of the training path are also used;
- The staff is involved in the Quality Management, since it is often trained in Quality Assurance mechanism and procedures, and later staff satisfaction and performance is also evaluated.

- The majority of the organizations affirmed that they or their colleagues would be interested in acquiring skills to become Quality Managers, affirming that the most important competencies that he/she should possess are communication skills and team work, problem solving skills, and analytical thinking;
- There are strong differences, among the various organizations, in their confidence with EQAVET indicators and principles, with 3 of them declaring to possess good or very good confidence, and 3 declaring poor or very poor confidence.
- The stakeholders most often involved are trainers and trainees, but with a strong presence of businesses, public institutions entitled of quality assurance mechanisms, public authorities, and social partners working in close collaboration with VET providers of entrepreneurship education. They are involved especially in the Implement and Check phases of Quality Assurance implementation.

## 7 - Annexes

[Annexes\Annex I. Project summary.pdf](#)

[Annexes\Annex II. Template for Desk Research.pdf](#)

[Annexes\Annex III. Template for interview.pdf](#)

[Annexes\Annex III.I. Template for collection of good practice.pdf](#)