



**CEDEFOP**

European Centre for the Development  
of Vocational Training

# Relevance and quality

## Scene setting

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**50**  
YEARS  
SHAPING LEARNING AND  
SKILLS FOR EUROPE

# Policy context



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of Vocational Training

- **2016** Council Recommendation on upskilling pathways
- **2020** European Skills agenda
- **2020** Council Recommendation on VET
- **2020** Osnabrück Declaration
- **2021** European Pillar of Social Rights Action Plan
- **2021-2030** Council Resolution on a new European agenda for adult learning
- **2022** Council Recommendation on individual learning accounts (ILAs)
- **2022** Council Recommendation on a European approach to micro-credentials for lifelong learning and employability
- **2025** Union of Skills
- **2025** Herning Declaration
- **2026** forthcoming EU VET strategy

**EU target**

**60%**

adult participation in training by 2030

# Fostering a lifelong learning culture

## Complex and changing landscape of CVET

- providers, VET programmes learning formats, policies, strategies, approaches
- modularisation
- learning outcomes

## Cedefop vision

- VET-S for VET and skills
- Towards a systemic CVET

## Labour-market relevant and learner centred ILAs

- Based on skills intelligence
- Stakeholder involvement
- Learner and employer feedback

## Quality assured system of ILAs

- Training provision
- Information and guidance
- Recognition of learning outcomes
- Prevent misuse of resources

# The European Quality Assurance Framework for VET

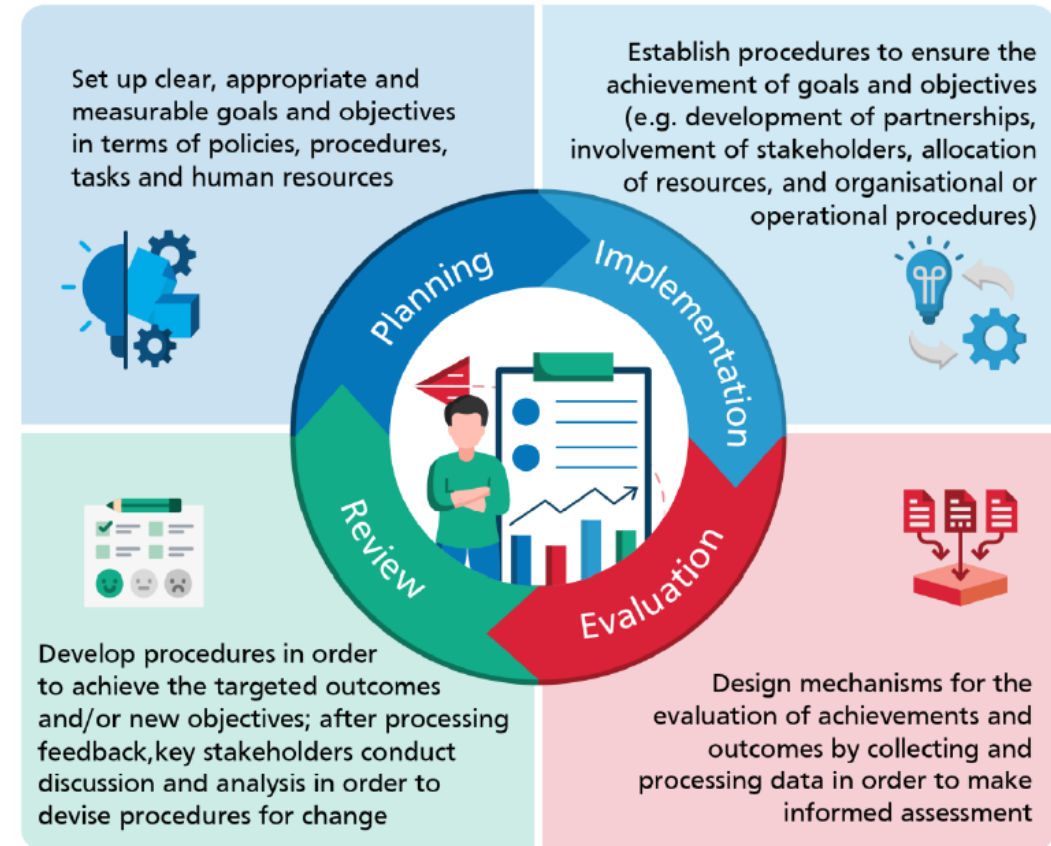
## Quality assurance in education and training

- ✓ any activity implemented to ensure that education and training (content of programmes, curricula, assessment and validation of learning outcomes, etc.) meet the quality requirements expected by stakeholders
- ✓ includes activities related to planning, implementation, education and training evaluation, and review

[Source: Cedefop terminology of European education and training policy](#)



## The Quality Assurance Cycle



# EQF recommendation: Shifting the focus!

A qualification is the formal outcome of an assessment and validation process, obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

Source: 2017 Council Recommendation on the European Qualifications Framework for lifelong learning

# Different approaches of quality assurance

Accreditation of providers

External evaluation

Accreditation of programmes

Self-assessment

Quality awards/labels

National registries

# Quality and relevance of ILAs: challenges and opportunities

- ❑ Ensuring LM relevance
- ❑ Administrative and monitoring burdens
- ❑ Outreach
- ❑ Access to career guidance and support
- ❑ Fragmented governance and QA systems
- ❑ Fraud prevention measures



- ❑ Empowering individual learning
- ❑ Adaptability to changing skill needs
- ❑ Collaboration between actors
- ❑ Resilience to economic shocks and technological change

# New Cedefop study on QA in formal CVET

1

## New evidence

to deepen understanding of QA approaches and mechanisms in formal CVET

2

## Focus

- ✓ 12 countries – AT, BG, DE, EL, ES, FI, FR, IE, IT, LT, NL, PL
- ✓ 3 sectors – construction, elderly care, AI in formal CVET

3

## Methodology

- ✓ Qualitative approach
- ✓ Policy, institutional, learning process levels

4

## Outputs

- ✓ Analytical framework
- ✓ Challenges and conditions for a systematic and coordinated QA approach in formal CVET
- ✓ Examples of good policies and practices
- ✓ Recommendations for policymakers and practitioners



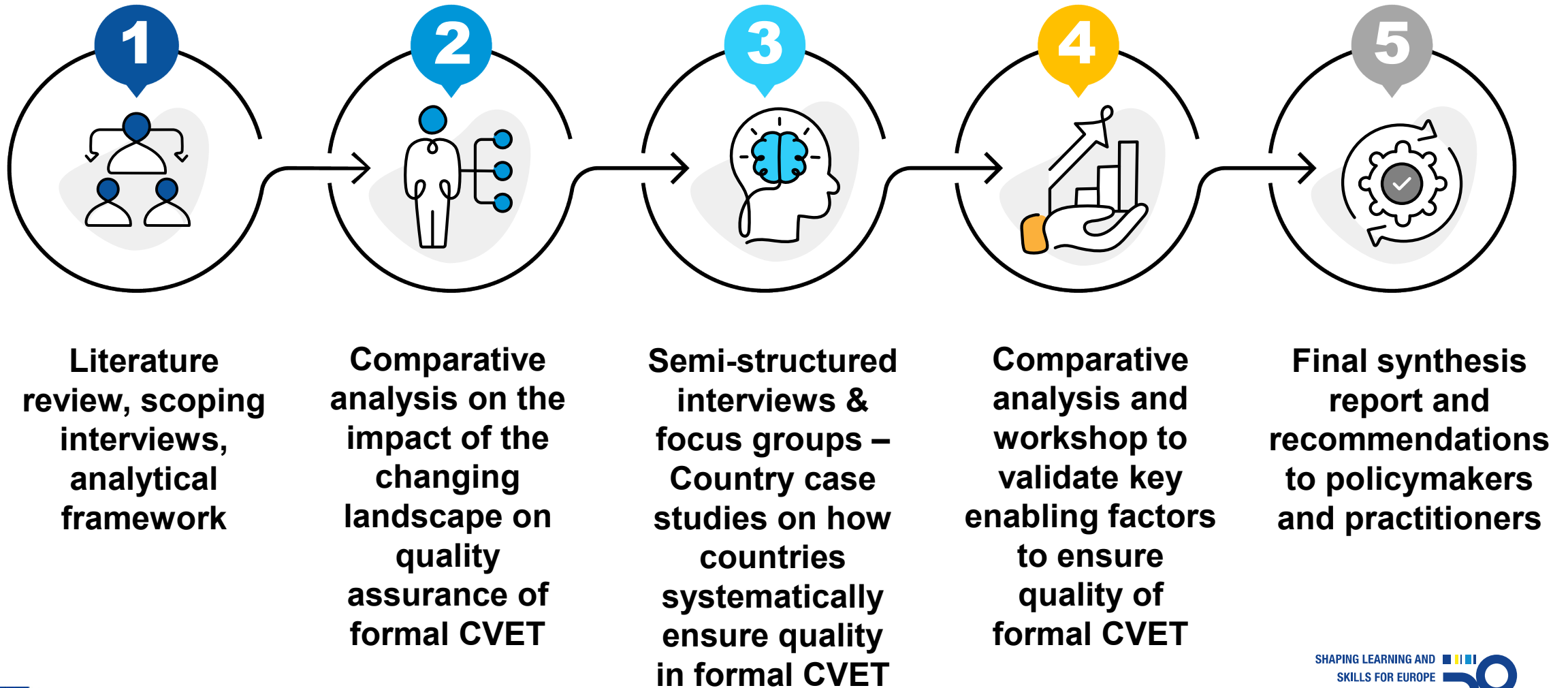
# Definitions and scope

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## Formal CVET

- ✓ any form of continuing training in an organised and structured environment in terms of learning objectives that leads to a formal qualification (including microcredentials) and has an explicit vocational, or occupation-specific focus;
- ✓ targets adults or young people who have left or completed IVET and includes occupational (re-)training programmes, customised vocational and professional programmes for organisations, and continuing professional education governed by professional bodies, all leading to a qualification;
- ✓ may also include VET programmes at higher level and programmes at the intersection of IVET and CVET, such as upper secondary, post-secondary VET, and apprenticeships.

# Methodology



# Working group: Relevance and quality

Participants will discuss the following questions:

- To what extent could the ILA system in your country build on existing quality assurance mechanisms? What additional elements might be needed?
- In your country, how is it (or could be) decided which training programmes should be eligible for funding through ILAs?
- What measures are/should be in place in your country to prevent fraud and misuse of public funding in the ILA scheme?

# Thank you

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