



Co-funded by the
Erasmus+ Programme
of the European Union



INDUCATE

IMPLEMENTATION GUIDE FOR THE INTEGRATED ASSESSMENT FRAMEWORK

Output type: Intellectual Output

PROMEA

September 2021

Project acronym: INDUCATE

Project name: Integrated framework for adult education providers to support social inclusion for learners with health-related conditions

Project code: 2019-1-AT01-KA204-051520

Document information

Document ID name: INDUCATE_O2-T3_Implementation guide_2021-09-20 V.3

Document title: IMPLEMENTATION GUIDE OF THE INTEGRATED ASSESSMENT FRAMEWORK

Output Type: Intellectual Output

Date of Delivery: 20/09/2021

Activity type: Document

Activity leader: PLUS

Dissemination level: Public

Document History

Versions	Date	Changes	Type of change	Delivered by
Version 1.0	01/09/2021	Initial document	-	PROMEIA
Version 2.0	08/09/2021	Final document	Including feedback	PROMEIA
Version 3.0	20/9/21	GIP-FCIP addition	GIP-FCIP input	PROMEIA

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Introduction

The INDUCATE Integrated Assessment Framework (IAF) is a tool designed for adult education providers (and practitioners) to self-assess the effectiveness of adult education provision to learners with health-related conditions.

This Implementation Guide supports the provider's leadership team throughout the process and provides information towards setting up an effective Assessment Team.

The IAF is also supported by a Methodology, to enable the Assessment Team to self-assess, produce a Self-Assessment Report (SAR) and action plan identified improvements.

Establishment of a self-assessment procedure

This guide presents a streamlined and effective self-assessment process so that providers can be able to review and improve the degree of inclusiveness of their organizational. The self-assessment approach is subdivided into: Leadership and Management; Professionals. The self-assessment process can be completed using all sections, or the provider may choose to concentrate on specific elements that may be of special interest to their needs. Each section of the INDUCATE IAF presents *Success Measure Indicators* against which providers will assess their performance, identify their key strengths and areas for further development.

This self-assessment procedure should be a continuous improvement process to enable the provider to gradually improve their inclusivity across the whole organizational spectrum. An overview of the suggested implementation cycle is presented in Figure 1.

This document:

- ❖ **Presents a clear step by step overview of the self-assessment and evaluation process.**
- ❖ **Will enable providers to establish an effective and appropriate self-assessment team with clearly defined roles and responsibilities.**
- ❖ **Includes diagrams and checklists to guide providers through the process.**

To start this process, leadership teams should consult with operational managers to identify and recruit assessors for the self-assessment team, based on experience, availability of resources, job role and level within the organization. This guide provides a step by step approach for the provider to follow, which can also be adapted to meet the needs of the organization. Table 1 provides an overview of the whole self- assessment process.

Stage	Description	Indicative timescale for assessment over 1 academic year
1	Understand the IAF structure, and plan appropriately	Autumn Term (beginning of Semester 1)
2	Set up the self-assessment team	Autumn Term (end of Semester 1)
3	Complete the self-assessment	Spring Term (beginning of Semester 2)
4	Plan(s) for improvement	Summer Term (end of Semester 2)

Table 1_Action Plan overview

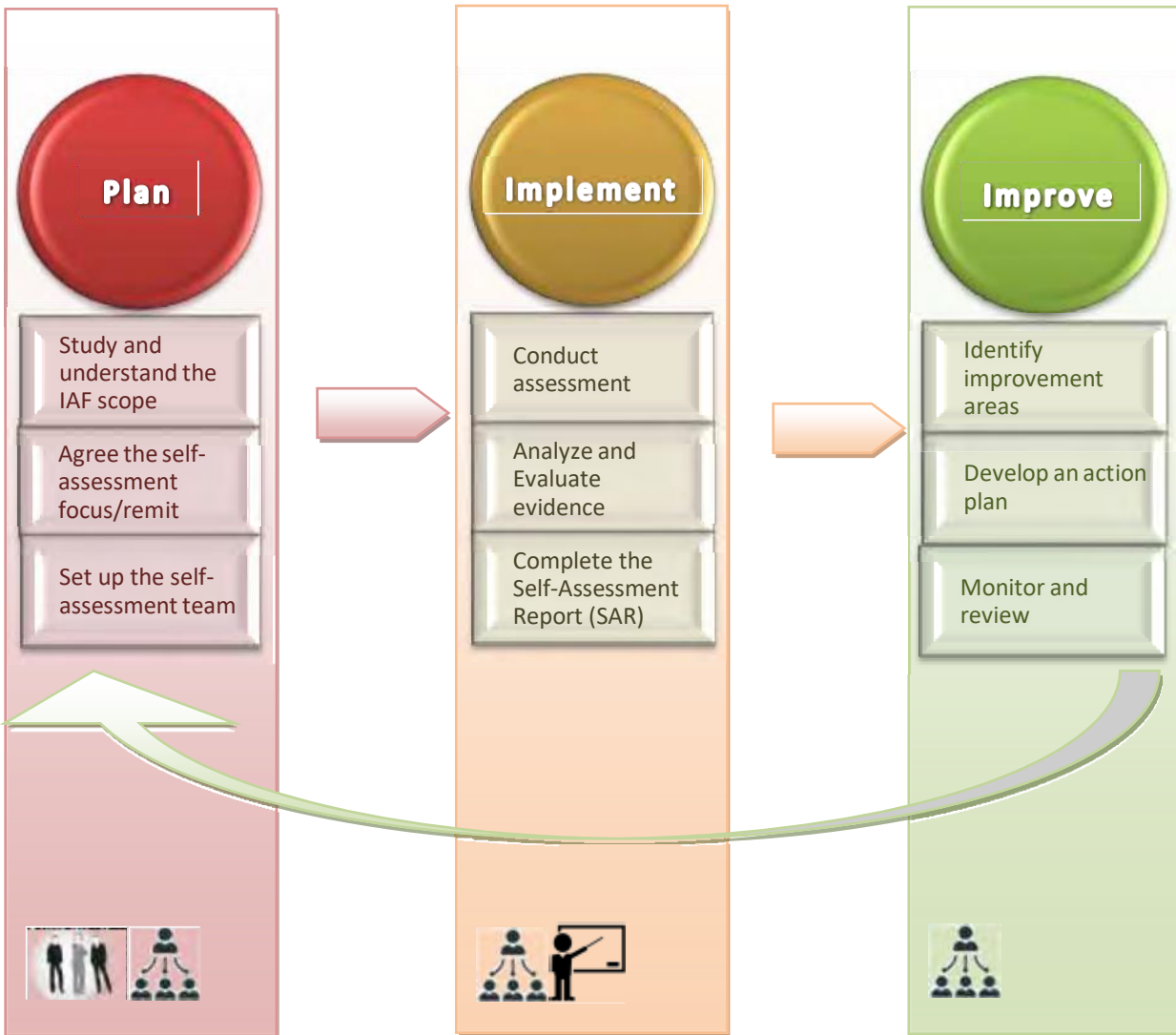


Figure 1 The self-assessment implementation cycle

Stage 1: Understand the IAF structure, and plan appropriately

Step	Action	Involvement of	Suggested timescale
1.1	Study and understand the IAF structure and components	Leadership team Self-assessment team leader/s	Click here to enter a date. (Week 1)
1.2	Identify appropriate staff to be involved in the assessment process	Leadership team Self-assessment team leader/s	Click here to enter a date. (Week 3)
1.3	Determine the scope and focus of the self-assessment team, including identifying target groups	Leadership team Self-assessment team leader/s	Click here to enter a date. (Week 4)
1.4	Communicate to relevant staff about the upcoming process	Leadership team Self-assessment team leader/s	Click here to enter a date. (Week 5)

Table 2 Planning and understanding the IAF structure

Stage 1 Check List		
Step	To do	Verify
1.1	Leadership team to get accustomed to the IAF and select the scope and focus for the self-assessment as appropriate to the	<input type="checkbox"/>
1.2	Leadership team to have a firm understanding of the self-assessment process	<input type="checkbox"/>
	Agree the ideal self-assessment team profiles and structure	<input type="checkbox"/>
	Nominate the self-assessment team	<input type="checkbox"/>
1.3	Define the terms of reference and the self-assessment team remit	<input type="checkbox"/>
	Identify target groups to be explored and assessed	<input type="checkbox"/>
	Set self-assessment team meetings	<input type="checkbox"/>
1.4	Communicate to all staff about the upcoming process, including greater detail to relevant staff as appropriate to the organization	<input type="checkbox"/>

Table 3 Stage 1 Check List

Stage 2: Set up the self-assessment team

Step	Action	Involvement of	Suggested timescale
2.1	Select, inform and meet self-assessment team members	Self-assessment team leader/s	Click here to enter a date.
	Sub-divide assessment team into operational units as appropriate	Self-assessment team members	(Week 6)
2.2	Self-assessment of the team, discussion and familiarization with self-assessment Methodology and IAF	Self-assessment team leader/s	Click here to enter a date.
		Identified self-assessment team members	(Week 7)
2.3	Provide training as appropriate to team members to ensure consistency	Self-assessment team leader/s	Click here to enter a date.
		Identified self-assessment team members	(Week 8)
2.4	Discuss and agree assessment documents and evidence-base	Self-assessment team leader/s	Click here to enter a date.
		Identified self-assessment team members	(Week 10)
2.5	Agree how the collected data will be evaluated and reviewed, and agree self-assessment report template	Self-assessment team leader/s	Click here to enter a date.
		Identified self-assessment team members	(Week 11)

Table 4 Setting up the self-assessment team: steps and suggested actions

Stage 2 Check List		
Step	To do	Verify
2.1	Use suggested self-assessment team members table to form appropriate self- assessment team	<input type="checkbox"/>
	Notify identified team members. Inform team members of focus and proposed scope for self-assessment, ensuring staff are motivated and engaged.	<input type="checkbox"/>
	Set 1st team meeting	<input type="checkbox"/>
	Introduce IAF, and assessment documents and forms	<input type="checkbox"/>
	Decide whether it is needed to sub-divide the self-assessment team. If so, identify sub-units (e.g. Programme Leaders will be responsible for the Leadership and Management aspect, while teachers are aligned with assessing Teaching and Learning)	<input type="checkbox"/>
2.2	Self-assessment team meeting to discuss and familiarize themselves with IAF and the type of evidence to be collected	<input type="checkbox"/>
2.3	Training content should include the purpose of the self-assessment and how the results will be used, a detailed description of the process, and a discussion on relevant documents	<input type="checkbox"/>
2.4	Discuss and allocate duties among self-assessment team members (e.g. conducting interviews, collecting data, evaluating results, and drafting assessment reports)	<input type="checkbox"/>
2.5	Discuss the grading scale	<input type="checkbox"/>
	Agree how the collected data will be evaluated and reviewed and draft relevant guidelines	<input type="checkbox"/>
	Agree self-assessment report template	<input type="checkbox"/>

Table 5_Stage 2 Check List

Suggested self–assessment team members

Staff Type	Possible Staff	Characteristics	Responsibility
Leadership team	Senior Managers Quality Improvement Lead	Objective/Unbiased Strong leadership skills	Agree the scope of the process, appoint self-assessment team leaders.
Self-assessment team leader/s	Quality Improvement Lead Programme/ Curriculum Managers	Objective/Unbiased Strong leadership skills Effective communicators Effective delegators organized	Design and lead the process Select team members Analyze results Formulate continuous quality improvement recommendation
Identified self-assessment team members	Teachers/tutors Information, advice and guidance counselor	Objective/Unbiased Documentation skills Subject matter experts organized	Collect, organize and assess evidence against IAF Serve as ambassadors to general staff about the process

Table 6 Suggested self–assessment team members

Stage 3: Complete the self-assessment

Step	Action	Involvement of	Suggested timescale
3.1	Self-assessment team to use the tool to trail the process and adjust as needed	Self-assessment team members	Click here to enter a date. (Week 12)
3.2	Use Success Measures Indicators from IAF to gather data about the selected learners group/s, which may include interviews with relevant target groups	Self-assessment team members Relevant target groups	Click here to enter a date. (Week 14)
3.3	Use gathered evidence to select self-assessment judgement – pre-emerging, emerging, developing, excelling	Self-assessment team leader/s Self-assessment team members	Click here to enter a date. (Week 16)
3.4	Compose draft assessment reports as agreed	Self-assessment team members	Click here to enter a date. (Week 18)
3.5	Consolidate the draft assessment reports into a single SAR document	Self-assessment team leader/s Leadership team	Click here to enter a date. (Week 19)

Table 7 Complete the self-assessment process: steps and suggested actions

Stage 3 Check List

Step	To do	Verify
3.1	As a group exercise, select part of the IAF and work through it as a team to familiarize with the process and finalize the approach	<input type="checkbox"/>
3.2	Use Success Measures Indicators from IAF to gather data about the selected learners group/s, which may include interviews/surveys with learners' groups	<input type="checkbox"/>
	Conduct interviews; collect and process data into relevant Success Measures Indicators	<input type="checkbox"/>
3.3	Use gathered evidence to select self-assessment judgement: pre-emerging, emerging, developing, excelling, and then allocate the appropriate self-assessment number, see annex V for suggested sources of evidence.	<input type="checkbox"/>
3.4	Using the Self-Assessment Report Template provided, including adjustments as agreed in Stage 1, populate individual reports	<input type="checkbox"/>
3.5	Consolidate team Self-Assessment Reports into one SAR, to be agreed by the Leadership Team.	<input type="checkbox"/>

Table 8 Stage 3 Check List

Stage 4: Plan(s) for improvement

Step	Action	Involved parties	Suggested time of execution
4.1	From the SAR, identify all the potential improvement areas	Self-assessment team leaders	Click here to enter a date. (Week 20)
4.2	From the improvement areas, select those which can have the greatest impact on the identified groups of learners	Self-assessment team leaders	Click here to enter a date. (Week 21)
4.3	Action plan for improvements, using SMART outcomes defined in Action Plan template	Self-assessment team leaders Leadership team	Click here to enter a date. (Week 22)
4.4	Carry out actions, review and monitor the progress in agreed intervals and within an agreed time frame	Self-assessment team leaders Self-assessment team members Leadership team	Click here to enter a date. (Week 23)
4.5	Review the whole self-assessment process, adjust accordingly Repeat/implement a new self-assessment cycle	Leadership team Self-assessment team leaders Self-assessment team members	Click here to enter a date. (Week 25)

Table 9_Plan for improvement: steps & suggested actions

Stage 4 Check List

Step	To do	Verify
4.1	From the SAR, identify all the potential improvement areas	<input type="checkbox"/>
4.2	From the improvement areas, select those which can have the greatest impact on the identified learners groups, including but not limited to those with the lowest awarded marks	<input type="checkbox"/>
4.3	Action plan for improvements, using SMART outcomes defined in Action Plan template and in agreement with leadership team	<input type="checkbox"/>
	Reflect on mid/long term organizational improvement planning, and write suggestions	<input type="checkbox"/>
	Estimate human and other resources needed to implement the improvement plan	<input type="checkbox"/>
4.4	Agree intervals and time frame for identified actions,	<input type="checkbox"/>
	Carry out actions identified	<input type="checkbox"/>
	Review and monitor the progress against targets and agreed time frame. Report the above data to the leadership team	<input type="checkbox"/>
4.5	Review the whole self-assessment process, adjust accordingly and in consultation with leadership team	<input type="checkbox"/>
	Agree the priority areas/identified groups for the next self-assessment cycle (e.g. repeat this self-assessment and implement further areas for inclusion)	<input type="checkbox"/>
	Liaise with peers and exchange experiences and good practices	<input type="checkbox"/>

Table 10_Stage 4 Check List

State-level provisions in countries represented in the INDUCATE consortium

The INDUCATE IAF implementation guide also takes into account the specificities of each partnership country, e.g., existing practices and monitoring procedures across different countries, procedures that adult learning providers have to follow prior, during and after inspection, etc., in order to ensure the transferability of the Integrated framework and its feasibility in all partnership countries.



1. Federal Ministry for Education, Science and Research (Bundesministerium Bildung, Wissenschaft und Forschung)

Quality assurance in adult education

The two standards ISO 29993 and ISO 21001 are standards that were created specifically for educational organizations and thus complement the range of different approaches to the topic of standards in the education sector. Thus, education and training organizations have the opportunity to choose from different standards. Depending on the objectives and requirements, the most suitable system can be used.

The standards are aimed at all types of educational institutions that impart

knowledge to learners: e.g. through teaching, hands-on training, play in kindergartens or also by means of research projects. Regardless of the type of learning service, the focus is on supporting learners' acquisition of competencies. The formal education sector (e.g. schools, universities) is not a direct target group, but the application of the standards can be very useful for the continuous development of the organization and its services.

OBJECTIVES:

- ✓ Internationally recognized ISO standards with certification
- ✓ Industry-specific orientation with clear requirements
- ✓ on the management system and

processes of a training provider

- ✓ Comparability and transparency of offers both nationally and internationally
- ✓ Increased effectiveness and efficiency with the help of consistent processes and tools for evaluation
- ✓ Increased credibility of the educational organization

ISO 29993

The focus of ISO 29993 is on the performance processes and the service offering. The standard defines a general frame of reference for learning services by specifying the various elements and their implementation. This includes all types of learning services, including forms of lifelong learning (e.g., vocational training and on-the-job training, both external and internal). The standard includes all learning methods: Face-to-face, e-learning or a combination thereof (blended learning).

TARGET GROUP

All educational institutions, from individual trainers to private seminar and course providers, in-company training and continuing education to academies and higher education

institutions, which aim for a comprehensive management system.

2. Institution for Quality assurance and development of educational institutions (Northern Austria)

Quality assurance and development of educational institutions

Content criteria

1. Market presence: The organization has been present in the market in its current form of business for at least three years. If the market presence is less than three years, an equivalent activity in the same business field must be proven.

2. Training needs and market placement

The education and training offer is designed on the basis of well-founded analyses of the market situation, social developments, competitive situation, etc. Research on the market situation is conducted and is incorporated into the design of the educational program.

Current and future market situation: Consideration of individual and societal educational needs in the design of the education and training program.

3. Institutional criteria

The mission statement of the submitting organization is defined and published. The organizational foundations of the submitting organization are comprehensible.

4. Infrastructure

- ✓ Size and equipment of the course rooms were selected/designed according to pedagogical aspects.
- ✓ Description of the pedagogical requirements of the course rooms for the implementation of the education and training events.
- ✓ Location of the premises (exact address of all premises used, whether owned or rented by the submitting institution).
- ✓ Description of the size and equipment of the course rooms (technical equipment, seating, ...).

5. Instructors

The teaching staff must have the necessary professional and pedagogical skills based on their education and/or professional experience. The selection of instructors is based on established criteria. Lecturers regularly undergo further training in pedagogy and/or

subject matter.

6. Education and training provision

- ✓ Clients and potential participants receive sufficient information about the educational events offered.
- ✓ Description of five educational and training events offered during the current calendar year that reflect the core competencies of the submitting organization

7. Conditions of participation

- ✓ The general conditions of participation as well as the conditions for withdrawal/cancellation are specified in writing and passed on to the customers. The acceptance of participants is based on fixed criteria.
- ✓ Description of five education and training offerings for the current calendar year that reflect the submitting organization's core competencies

8. Proof of success

The conditions for successful participation in the training and further education events and, if applicable, completion of examinations are specified in writing. A certificate of attendance/examination will be issued upon successful attendance and/or passing the designated examination(s).

Description of the success criteria for the issuance of participation/examination confirmations, based on the five selected training and continuing education courses.

9. Quality assurance and development

- ✓ The submitting organization has measures in place for systematic quality assurance and development
- ✓ General company goals and measures to achieve these goals
- ✓ Process management (partial steps and time sequence of an essential process flow, e.g. planning of the educational program)

10. Diversity management

- ✓ The submitting organization has measures in place to deal with differences within the

organization. Differences in gender, age, social background, etc. are taken into account in the design and delivery of education and training events.

- ✓ Description of diversity management with regard to selected differences (at least two).
- ✓ Justification of the selection made
- ✓ Description of the improvement of equal opportunities and/or productivity in the submitting institution through diversity management.

3. Institute for Vocational and Adult Education Research

Quality assurance and quality seals

The Institute for Vocational and Adult Education Research is offering EB Quality Seal upon certain basic requirements for EBQ auditing regarding organizational requirements, educational provision standards, and educational quality system.

4. Ö-Cert, a cooperation of the Federal Ministry of Education, Science and Research and the provinces

Quality assurance, Quality

Framework for Adult Education in Austria

Ö-Cert provides an overview of quality assurance measures of adult education organisations and ensures mutual supraregional recognition between the individual Länder and with the federal government. The aim of Ö-Cert is to

further promote quality assurance measures in adult education and to create transparency and simplified administration.



1. Quality framework for programs of study in vocational education and training (EEK)- Ministerial Decision No. 26412/20-02-2017

Educational programs

It establishes a quality framework for study programmes of Vocational Education and Training, posing definitions compatible with the European Qualifications Framework. This quality framework delineates specifications and benchmarking as well as ways for the development and revision of the certification and evaluation process of new and existing Vocational Education and Training programmes.

Programs are designed to support the link with the labour market through

apprenticeships, the integration of integrated core authentic occupational activities into laboratory exercises (project-based learning), the reduction of syllabus and the utilization of the 'flexible area of the program of study', which encourage assignments on important social and professional issues.

Special attention is paid to the update of all specialties in accordance with National Qualification Framework and their holistic approach so as to avoid duplication and facilitate linking and classification of specialties and mobility among different countries.

2. National quality assurance framework for lifelong learning (n3)

Quality assurance in vocational

education and training

It addresses equally all governing bodies and learning/training service providers. The National Quality Assurance Framework for Lifelong Learning is planned in alignment with the European Parliament's and Council's Recommendation of the 18th of June 2009/C 155/01 for the creation of a European Framework of Reference for Quality Assurance in Vocational Education and Training.

The n3 helps improve quality by setting a framework of principles for Quality Assurance in LLL, providing stakeholders with an additional tool for planning, delivering and evaluating the results of LLL, since it:

- defines quality, making use of existing quality principles and setting new specialised ones, in all three components of LLL, namely inputs, processes and outputs
- provides measurable qualitative and quantitative indicators for the evaluation of the implementation of quality principles by stakeholders.

The n3 framework is addressed to all providers of education and training and non-formal education whether they are supervised by the Ministry of Education and Religions or by other Ministries. The

National Strategic Framework for the Upgrading of Vocational Education and Training (April 2016) provides for the updating and institutionalization of the n3 framework. Its implementation remains in the pilot phase.

3. 5954/23-06-2014 Ministerial Decision «Regulation of IEK's operating under General Secretariat for Vocational Education and Training, Life long learning and Youth»

Self-evaluation

It implements a process of self-assessment on annual basis, according to the established quality assurance framework. Self-assessment involves both the evaluation of policies and procedures as well as the assessment of measurable performance results.

These measurable results are related to quality indicators, including the main indicators of the quality framework, which the administrations of public Vocational Training Institutes should define targets and systematically monitor, with the supervision of the General Secretariat of Vocational Education, Training and Lifelong Learning accompanied by the application support provided by EOPPEP.

The measurable results of quality indicators should be recorded at regular

intervals in a special database, to create the basis for assessment between different Vocational Training Institutes and to allow for the continuous improvement of Vocational Education and Training services.

Following the implementation of law 4673/2020, the institutionalization and implementation of new operating regulations for the IEK are due to be legislated.

The annual self-assessment of IEKs is based on the formative results of (on-going) evaluations and investigations, which include: trainees' survey, trainers' survey, graduates survey, employer survey, reviews of management principles and evaluations by the General Secretariat for Lifelong Learning.

The tools for conducting surveys (questionnaires, interviews, etc.) are provided by the General Secretariat for Vocational Education, Training and Lifelong Learning (GSVETLLL) to ensure the homogeneity of the data collected. Surveys may be conducted at central level, the results of which are forwarded to the local Vocational Training Institutes in order for them to take improvement measures.

The results of the annual self-assessment are evaluated by a team of specially trained assessors, assigned by EOPPEP. The total results of self-assessments and evaluations are announced to the General Secretariat for Vocational Education, Training and Lifelong Learning, which prepares a report on Lifelong Learning in Greece.



1. Accreditation by Lealtad Foundation stamp

Transparency and good practices audit

In case of schools not linked to the Government and managed by associations of students, they carry out quality evaluations addressed to NGOs.

Lealtad foundation accredits those associations which are committed to transparency and good practices. It contributes to the improvement and efficiency in the management of non-profit organizations. Lealtad Foundation recognises with a stamp those associations and NGO's that comply in

an integrated manner with the 9 principles. The 9 principles are the following:

- Public mission/ Planning, follow-up and guidance/ Independent, active and public governing body/ Transparent funding/ Monitoring the use of funds/ Financial sustainability/ Transparent communication/ Trained and participatory volunteering/ Policy issues.

To be integrated in the network of Lealtad foundation means that:

- It is an organization that differentiates itself from the 30.000 NGOs in Spain as an NGO that is committed to accountability.

- It is an NGO that conveys its commitment to efficient management and transparency.

- The Accredited NGO Seal is recognized as a positive evaluation criterion in numerous calls for public and private grants.

Since 2001, they have been assessing the Transparency and Good Practices of associations and foundations of different sizes and fields of action.

2. Education law of the Generalitat of Catalunya 12/2009
Quality assurance in public education centres

Schools in Spain are expected to

participate in internal and external evaluations. Education authorities within autonomous communities are responsible for external evaluations and support school staff in carrying out internal evaluations.

This law regulates the educational system of Catalonia and its quality. The evaluation system and the inspection system are determined in accordance with this law. In addition to this, the centres must report the results, the processes and must verify the adequacy of the objectives.

This law establishes the Corps of Education Inspectors of the Government of Catalonia, which groups together civil servants whose purpose is to carry out educational inspections. The activities carried out within this inspectorate are: evaluation of schools, supervision and evaluation of teachers and the management team, development of evaluation processes and issuing reports to the educational administration.

3. Vocational training for employment, formal and non-formal
Evaluation of the quality of supply and demand training

The state Public Employment Service, with the relevant bodies and entities of

the Autonomous Communities draws up and implements an annual evaluation plan within the framework of the annual work programme of the National Employment System. The activities evaluated are:

- Actions carried out at the venue where the training activity takes place and in the course of the activity
- Actions undertaken once the training activity is completed

Furthermore, the students participate in the evaluation through a quality

assessment questionnaire whose minimum content is established by the State Public Employment Service, taking into account the proposals of the Autonomous communities:

- Supply training, the entities are responsible for implementing vocational training for employment plans. Entities must allocate up to 5% of the subsidy granted for this purpose.
- Demand training: the origin and the accuracy of the reduction of employer Social Security contributions are verified.



1. **Qualiopi**, the quality certification mark for training providers developed in 2018



 RÉPUBLIQUE FRANÇAISE

The law "for the freedom to choose one's professional future" of September 5, 2018, created a certification requirement for training providers wishing to benefit from professional training funds. The Ministry of Labor is the authority responsible for developing the national quality repository. Certifying bodies audit training providers, with a view to issuing the required certification on January 1,

2022.

The law includes measures on the employment of people with disabilities.

Article 6 of the law of 5 September 2018 "for the freedom to choose one's professional future" makes it compulsory for providers of actions contributing to the development of skills wishing to benefit from public or mutualised funds to hold this quality certification issued after an audit carried out on the basis of the single national reference framework.

The law of 11 February 2005 for equal rights and opportunities, participation and

citizenship of disabled people lays down 3 principles: the principle of non-discrimination, the principle of individual compensation and the principle of universal accessibility.

In France, disabling diseases are one of the causes of disability.

Qualiopi promotes a more accessible training offer and professionalizes training organizations and trainers on how to take disability into account.

The certification frame of reference includes indicators related to the consideration of the needs of trainees with disabilities:

- mobilise expertise, tools and networks to welcome, support/train or guide people with disabilities
- disseminate information accessible to the public, detailed and verifiable on the services offered
- analyse the beneficiary's needs in relation with the company/financier
- provide information on how the service is provided (including access procedures), implement and adapt the services (list of structures/resource persons likely to adapt the pathways).
- mobilise and coordinate the internal/external contributors required for the service (mention of the disability referent)
- competences of internal and external stakeholders (awareness of staff on how to deal with people with disabilities, etc.)

-keep a legal and regulatory watch (on disability) and on educational innovations

Legal and regulatory framework

Law No. 2018-771 of September 5, 2018 for the freedom to choose one's professional future. Chapter 1 of Title III ("Provisions relating to employment") of the law aims to promote inclusive enterprise.

The regulatory mechanism is composed of two decrees:

- one sets the 7 criteria that will be taken into account for certification (Decree No. 2019-564 of June 6, 2019 on the quality of vocational training actions) and
- the other defines the repository and the general principles of auditing (Decree No. 2019-565 of June 6, 2019 on the national repository on the quality of actions contributing to the development of skills).

2. **EDUFORM:**

the National Education's quality label for vocational training

The EDUFORM label aims to



guarantee the quality of the services offered and implemented within the vocational training network of the French national education system throughout the country. It is also open to all vocational training providers, public or private, which prepare for professional diplomas

of the national education.

The certification frame of reference includes indicators related to the consideration of the needs of trainees with disabilities:

- information accessible to the public (including welcome booklet, public accessibility register, access conditions...)
- collection of the request and analysis of the beneficiary's needs with the employer and/or the funder (proof that disability situations and compensation needs are taken into account)
- adaptation of the service, support and monitoring of the beneficiaries (in particular the list of regularly updated structures and resource persons)
- provision of adapted means and techniques (including accessibility

for people with reduced mobility)

- provision of adapted methods, tools and educational resources to the beneficiary
- identification, mobilisation and evaluation of the competences of the different stakeholders
- monitoring educational and technological innovations
- mobilising expertise, tools and networks

Legal and regulatory framework

Order of December 18, 2019 on the conditions for awarding and withdrawing the EDUFORM label

Decree No. 2019-1390 of December 18, 2019, modifying the "EDUFORM" quality label provided for in Articles D. 122-9-1 and D. 122-9-2 of the Education Code
Source:<https://www.education.gouv.fr/eduform-le-label-qualite-de-l-education-nationale-pour-la-formation-professionnelle-41585>



1. Concept of quality assurance system for formal education, approved in 2008 November 24 by the Order of the Minister of Education and Science of the Republic of Lithuania No. ISAK-3219

Educational programs

The purpose of the concept of the formal quality assurance system of education

(hereinafter - the concept) is to provide a conceptual basis for political and public agreements on the concept of quality in education and ways and means of formal quality assurance in education, as well as to create preconditions for harmonization of quality assurance policy.

Objectives of the concept:

- to formulate the key concept of the quality of formal education;
- to present a conceptual model of quality assurance in formal education as well as its means to describe the necessary activities and their interrelationships;
- to define general principles of quality assurance in formal education (philosophy).

For quality monitoring, evaluation and improvement purposes, more abstract components of formal education or general elements of formal education quality are distinguished: input, leadership and management, teaching and learning processes, outcomes, and two elements of the formal education environment: education impact and consequences; and educational context. The quality of formal education is determined by the quality of individual components and their interaction and coherence.

The results of formal education are the most important component of the quality of formal education, which testifies to the ability of education to properly perform the educational mission, the functions assigned to formal education and to achieve the set goals. The quality of formal education outcomes can be

judged directly by assessing learning outcomes, educational quality and educational attainment, or indirectly by assessing the impact and consequences of formal education.

The quality of teaching and learning processes is evidenced by the fulfilment of two criteria: the extent to which they enable or are appropriate to achieve the desired outcomes and impacts; the extent to which they are acceptable to the participants of education - students, teachers, other persons working in the education system.

General principles of quality assurance in formal education:

- universality - all education providers and education management entities are involved in quality assurance;
- progress - fostering innovation and positive change through the choice of quality assurance methods and tools;
- consistency - the consistency of quality assurance objectives, principles and measures.

A systematic assessment of the quality of formal education consists of clarifying the concept and requirements of the quality of formal education; selection or development of evaluation methodology

(evaluation objectives, questions, theory, model, tools, procedures, etc.); collection, analysis and interpretation of statistics and other information; providing recommendations for the assessment of the quality of formal education and the improvement of formal education.

2. Law of the Republic of Lithuania on Non-formal Adult Education, approved by the President of the Republic of Lithuania in 2014 July 10 No. XII-1018

Quality assurance in non-formal adult education

The law regulates non-formal adult education and continuing education, the basics of their structure, organization and financing. The purpose of the law is to provide legal guarantees for a person to exercise the innate right to develop their personality throughout life, to guarantee the opportunity to acquire knowledge and skills, discover new meanings of life, promote not only professional skills, but also to create meaningful leisure, be an active member of a democratic society.

The main objectives of non-formal adult education and continuing education, taking into account the targeted development policy of the state, lifelong learning and development guidelines, are to create conditions for a person:

- to meet the needs of self-education;
- to develop creative powers and abilities;
- to acquire and improve general and professional competencies;
- to become an active member of a democratic society.

The organization of non-formal adult education and lifelong learning includes:

- planning and implementation of non-formal adult education and lifelong learning;
- information and counseling for participants in non-formal adult education and lifelong learning;
- quality assurance in non-formal adult education and lifelong learning;
- monitoring and evaluating the implementation of non-formal adult education and lifelong learning;
- Recognition of competences acquired through non-formal and informal learning.

3. Description of the professional activity of the andragogue, approved in 2013 October 22 by Minister of Education and Science of the Republic of Lithuania No. V-996

Self-evaluation

The description of the andragogue's professional activity defines the purpose,

goals, objectives and competencies of the andragogue's activity.

The description contributes to the implementation of strategic documents for ensuring lifelong learning by enabling staff working with adults to improve their qualifications, ensuring high quality services for adult learners, enabling the development of andragogical competencies in various types of educational institutions and taking into account national and regional lifelong learning needs while offering various in-service training programs.

Andragogue professional competencies define the abilities required to perform specific functions in the field of adult education, that is, in the field of public activity, where the state adult education policy is implemented, covering the entire adult learning space from work, life, health and leisure to socio-economic relations. Andragogue's professional competencies are divided into three areas of activity: educational, managerial and research.

Annexes

I. Detailed description and further guidelines on Stage 1 Action Plan

Stage 1 Action Plan - Understand the IAF structure, and plan appropriately

Leadership teams, along with the operational managers will lead and overview the effective implementation of the Action Plan. They should study the IAF structure to get a firm grasp of its scope and components. The objective is to initiate a process that will lead the provider towards meeting the IAF *Success Measures Indicators* for the corresponding *Criteria*.

In planning and establishing the assessment procedure, the leadership team should ensure buy-in from the appointed self-assessment team leader/s and whole organization staff, through keeping them informed of the process. This will help the provider's staff to understand the commitment to continuous improvement and commitment to increasing the effectiveness of the provision for learners with health related problems.

II. Detailed description and further guidelines on Stage 2 Action Plan

Stage 2: Set up the self-assessment team

Specific attention should be given to the team's expertise to ensure effective improvement. The self-assessment team should include staff at all levels and experiences (such as managerial, administrative staff and practitioners) so that the Criteria can be considered from a range of perspectives. This will also help to cultivate a culture of continuous improvement at all levels.

The self-assessment team should be led by appropriately experienced managerial staff, who will be able to effectively set up and lead both the team and the process.

External experts/assessors may be included in the self-assessment team where appropriate and as agreed

III. Detailed description and further guidelines on Stage 3 Action Plan

Stage 3: Operationalize the self-assessment

After concluding data collection, the self-assessment team should evaluate findings, and allocate scores to IAF Success Measures Indicators. It is important that the evidence collected is robust, sufficient and valid. This will result in an accurate identification of the key areas for improvement.

In addition to identifying the appropriate people for the process, it is also important to determine the actual size of, and (possible) levels within the team. The models presented below aim to describe large, medium and small scale arrangements. This document outlines arrangements for a larger adult education provider but can be easily adapted to suit the size of the organization, as outlined below:

Stage 3: Operationalize the self-assessment

- **Large adult education provider:** The self-assessment team is comprised of a member of the senior leadership team, programme leaders and programme staff. Programme leaders assign specific areas of the IAF to staff or assign the process to staff to complete in their specific curriculum area or theme. Programme leaders will then analyze results and make recommendations by area.
- **Mid-sized adult education provider:** The self-assessment team is comprised of the Senior Manager and Programme leaders. Together they divide all the standards and measures amongst themselves and complete the entire process, including gathering documentation, scoring standards, analyzing results, and making recommendations.
- **Small adult education provider/local facility:** The self-assessment team is comprised of a Senior Manager who may complete the entire process on their own.

IV. Detailed description and further guidelines on Stage 4 Action Plan

Stage 4: Plan for improvement

After the first cycle of INDUCATE self-assessment, providers should identify the next steps to take to further their organizational approach towards more inclusive practices. This way, the IAF can become a tool for systematically monitoring the effectiveness of organizations' provision for disadvantaged groups. This monitoring can be integrated in any existing QA mechanisms, thus contributing to the providers' overall quality improvement.

v. Evidence-base

Evidence is necessary to certify that the provider's performance has been objectively measured. Providers should maintain an up-to-date evidence-base, which could include the following:

- ✓ Completed copies of the INDUCATE IAF
- ✓ INDUCATE Self-Assessment Reports
- ✓ INDUCATE Quality Improvement Action Plan
- ✓ Documents representing staff training (Continuous Professional Development)
- ✓ INDUCATE Quality Improvement Self-Assessment team meeting minutes
- ✓ State-level existing frameworks
- ✓ Organization's regulatory decisions
- ✓ Decisions of collective administrative bodies
- ✓ Existing and relevant survey results from third parties
- ✓ Learner Achievement Reports
- ✓ Learner Satisfaction Surveys
- ✓ Employer Satisfaction Survey
- ✓ Learner Course Evaluations
- ✓ Learner Focus Groups
- ✓ Learner comments and complaints records
- ✓ Tutor Evaluations
- ✓ Internal Quality Assurance and Assessor reporting
- ✓ Observation of Learning and Teaching reports, database and moderation reports
- ✓ Tutor Qualifications records
- ✓ Health and Safety Audits
- ✓ Employer Surveys
- ✓ Partnership Surveys
- ✓ External Quality Assurance reports