

Learning Unit 2: EQAVET

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1 Introduction to EQAVET

Welcome to this learning unit on the **European Quality Assurance in Vocational Education and Training (EQAVET)**. Quality in VET is a complex notion that raises fundamental questions: how it should be defined, how it can be monitored and most importantly how it may be continuously improved. These are questions every VET professional comes across. EQAVET provides a common European framework designed to respond to exactly these challenges. It doesn't replace national systems, but it helps them become stronger, more transparent, and more comparable across Europe.

This unit gives you the foundation you need to understand and apply EQAVET in your own context. Whether you're a teacher, trainer, provider, or policymaker, you will see how quality assurance can become a practical and continuous process.

Learning Objectives

Upon completion of this unit, learners will be able to:

- Understand the purpose of the EQAVET framework and its role in enhancing quality in vocational education and training (VET).
- Identify and explain the key components of EQAVET, including indicators and descriptors and how they support flexibility across different educational systems.
- Recognize the main stakeholders involved in EQAVET and explain how the framework supports learners, training providers, employers, and policy-makers.
- Explore practical applications of EQAVET and analyse examples illustrating how the framework can be adapted to national or institutional contexts

This unit consists of four main topics:

- **Topic 1: What is EQAVET?**
An introduction to the framework, its aims and its distinctive features.
- **Topic 2: The Quality Assurance Cycle (Deming Cycle)**
How the "Plan – Implement – Evaluate – Review" process works and why it is central to improvement.
- **Topic 3: The EQAVET Framework – Descriptors & Indicators**
The toolbox of EQAVET, showing how shared criteria can be applied at both provider and system level.
- **Topic 4: EQAVET in Practice**
Examples of national approaches and how EQAVET supports learners, providers, and employers.

Note:

- Throughout the unit, you will encounter interactive activities and self-check quizzes to connect concepts with your own VET practice.
- A glossary and additional resources are available at the end for deeper exploration.

- Feel free to focus on what is most relevant to you and revisit sections whenever needed.

Let's begin our journey into EQAVET and see how this framework can help ensure quality, trust and progress in vocational education and training across Europe.

2 Introductory video

Video Link: <https://www.youtube.com/watch?v=wANJBPPuEwc>

Transcript: Ensuring Quality in VET – Quality assurance in practice

What ensures quality in vocational education and training across Europe?

Discover EQAVET, the European framework that helps make quality in VET not only visible, but measurable, practical, and meaningful.

In this self-learning unit, you'll explore how EQAVET supports better training, stronger outcomes and alignment with labor market needs, across diverse national systems.

You won't just read theory.

You'll engage through:

- short texts and country examples
- interactive quizzes and reflection prompts
- hands-on activities like action plans and scenario-based questions

You'll follow a clear, step-by-step approach based on EQAVET's continuous improvement cycle — Plan, Implement, Evaluate, Review — making it easy to apply quality assurance in real settings. Through examples from Greece, Portugal, Estonia, and Germany, you'll see how this framework works in practice and reflect on how it can enhance quality in your own context.

By fostering transparency, accountability, and innovation, EQAVET strengthens lifelong learning, supports learner mobility, and enhances the overall credibility of vocational training.

Whether you're an educator policy maker, or training provider, this self-learning unit will help you see how quality becomes measurable and meaningful. From foundational concepts to hands-on applications you'll explore how EQAVET contributes to empowering learners, boosting employability, and transforming vet systems across Europe.

3 EQAVET- CORE CONCEPTS

3.1 What is EQAVET

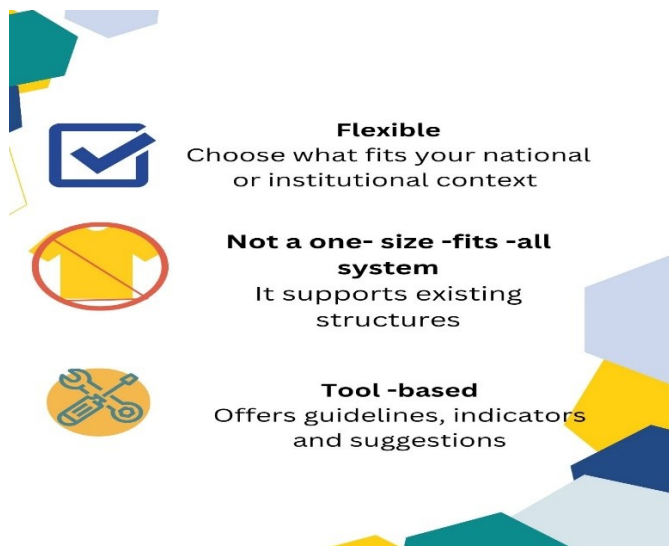
EQAVET (European Quality Assurance in Vocational Education and Training) is a [European framework](#) aimed at supporting the quality assurance of Vocational Education and Training (VET) systems, both IVET and CVET, across EU member states.

Importantly, EQAVET is not a fixed quality system, but a flexible framework. It doesn't define what "quality" is—it helps ensure that whatever quality a VET system already has is maintained and improved over time. It focuses on the process of quality assurance, helping different countries assess, monitor, and enhance their VET systems in a consistent way.

Each country is encouraged to adapt the framework to its own context, whether at the national or regional level. This means member states can choose the parts of EQAVET that are most useful for their needs. It's a "pick what works for you" approach rather than a one-size-fits-all solution.

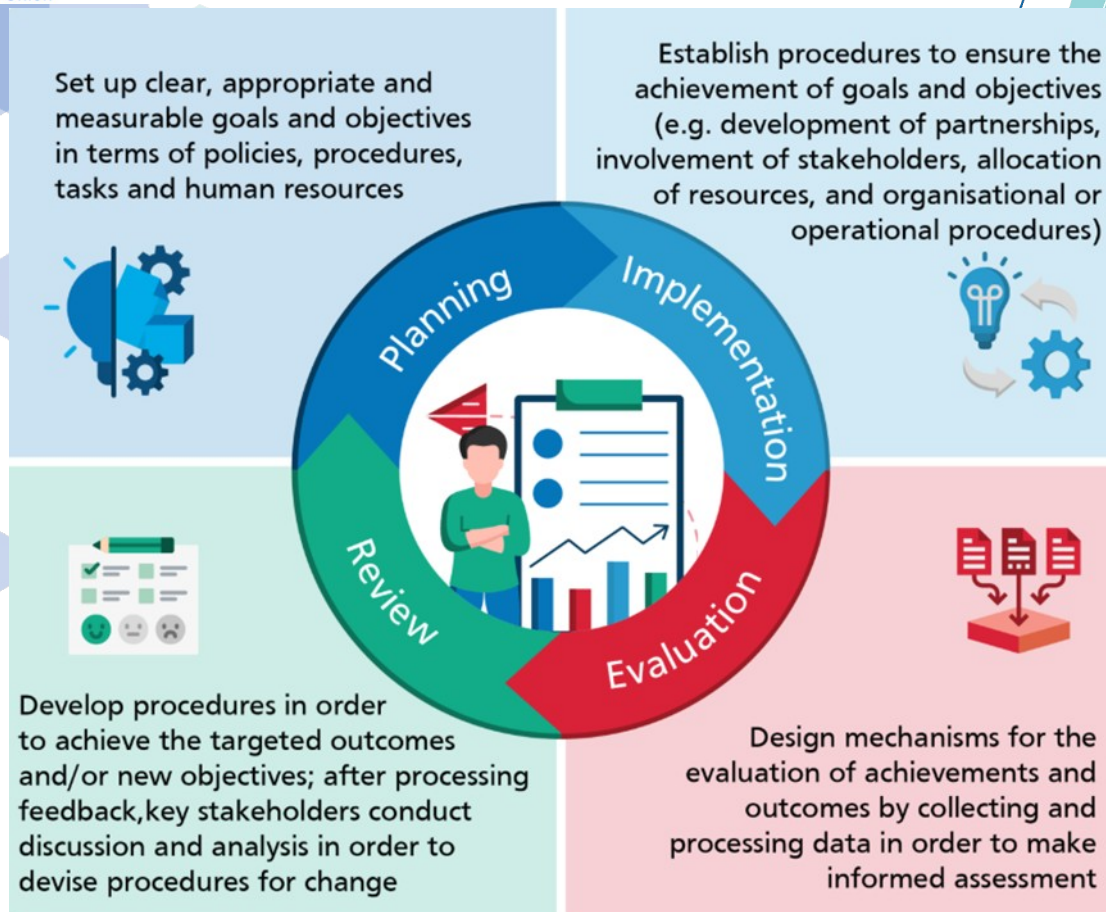
The core purpose of EQAVET is to offer common tools, indicators, and guidelines that help countries measure performance, maintain high standards, and drive improvement in vocational education and training.

What Makes EQAVET Unique?



Source: Created by the authors of this document

3.2 Quality Assurance Deming Cycle



Quality Assurance Cycle – The Deming Cycle (Plan → Implement → Evaluate → Review)

Sourced from https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/eqavet-european-quality-assurance-vocational-education-and-training/about-eqavet/eqavet-quality-assurance-cycle_en

EQAVET is built on a continuous quality assurance and improvement cycle, also known as the Deming Cycle. This cycle includes four key stages:

- *Planning – What do we want to achieve? setting clear goals and expectations*
- *Implementation – How do we deliver it? putting the plan into action*
- *Evaluation/Assessment – Did we meet our goals? measuring performance and outcomes*
- *Review/Revision – What can we improve? analyzing results and making improvements.*

This cycle emphasizes the ongoing nature of quality improvement and how each phase feeds into the next. It helps ensure that quality is not just maintained but continuously enhanced. EQAVET supports this process with a set of common descriptors and indicators, which can be used to manage and improve quality at both the national VET system level and the individual VET provider level.

An Example of how this works in practice

Mini Case « Applying the Deming Cycle in a VET Provider»

A VET provider notices that completion rates in one programme have decreased.

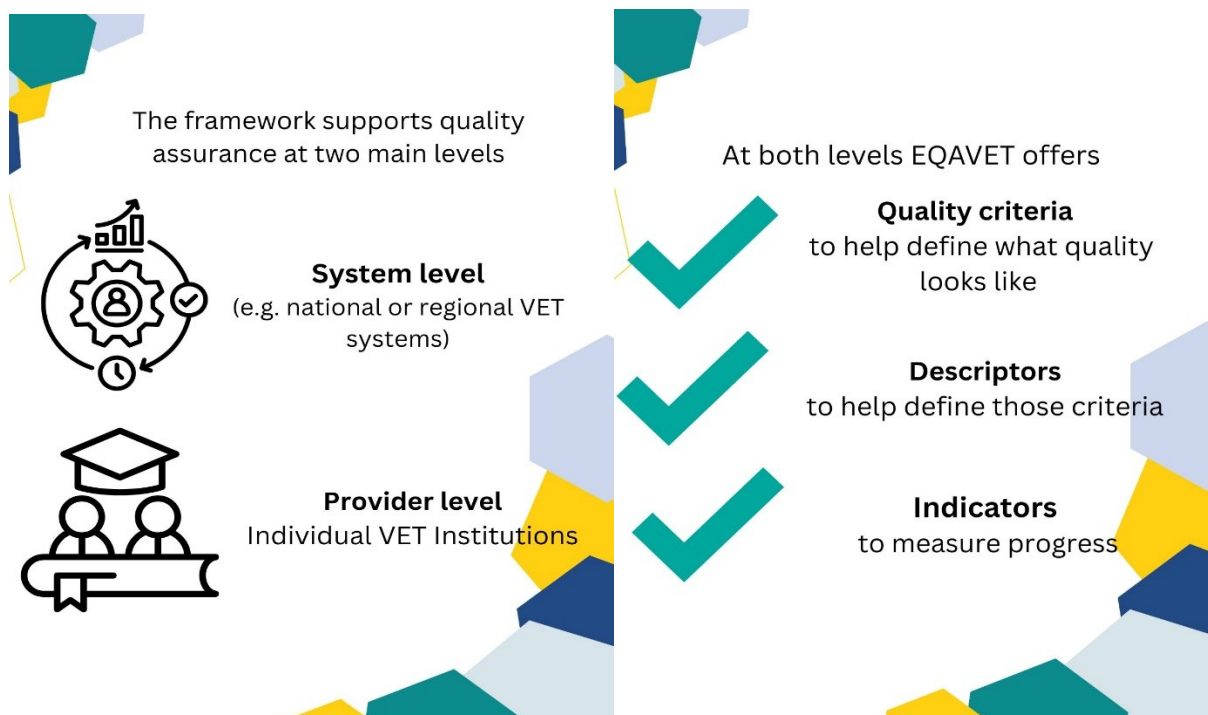
Plan	The provider reviews student feedback and sets a goal to
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	improve completion rates. It decides to introduce mentoring and update teaching materials.
Implement	Mentoring sessions are launched and teachers integrate more practical digital activities into their teaching.
Evaluate	At the end of the year, the provider reviews completion rates and student satisfaction indicators. The results show measurable improvement.
Review	The provider maintains the successful measures and plans further improvements in the next cycle.

3.3 EQAVET framework

EQAVET is not a one-size-fits-all quality assurance system. Instead, it offers a [flexible framework](#) that includes shared principles, to help countries and institutions evaluate and improve the quality of their Vocational Education and Training (VET).

The infographic below summarizes the basic structure of the EQAVET framework. It explains the three key components—**quality criteria**, **descriptors**, and **indicators**—and shows how these are applied at both the **system level** and the **provider level** to support quality assurance in VET.



Source: Created by the authors of this document

Think of EQAVET as a "toolbox":

It doesn't tell you exactly how to build your quality assurance system, but it gives you useful tools and guidance. Each country or VET provider can choose the elements that best fit their specific context and needs.

The EQAVET framework offers tools and guidelines to support quality assurance at different levels. The visuals below show its key components—first at the provider level, then at the system level—serving as practical guides for implementing and monitoring quality.

Provider-Level Descriptors

The first infographic illustrates the **indicative descriptors at the provider level**, which serve as practical tools for individual VET institutions. These descriptors help providers conduct self-assessments, monitor their performance, and identify opportunities for improvement—aligning their internal quality processes with European standards.



Indicators for each phase of the quality cycle: provider level

1. Planning	2. Implementation	3. Evaluation	4. Review
- European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers - Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them - Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/ individual needs - Responsibilities in quality management and development have been explicitly allocated - There is an early involvement of staff in planning, including with regard to quality development - Providers plan cooperative initiatives with relevant stakeholders - The relevant stakeholders participate in the process of analysing local needs - VET providers have an explicit and transparent quality assurance system in place - Measures are designed to ensure compliance with data protection rules	- Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans - Relevant and inclusive partnerships, including those between teachers and trainers, are explicitly supported to implement the actions planned - The strategic plan for staff competence development specifies the need for training for teachers and trainers - Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance - VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process - VET providers respond to the learning needs of individuals by using a learner – centred approach which enable learners to achieve the expected learning outcomes - VET providers promote innovation in teaching and learning methods, in school and in the workplace, supported by the use of digital technologies and online-learning tools - VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes	- Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers, covering also the digital readiness and environmental sustainability of VET institutions - Evaluation and review covers processes and results/outcomes of education and training including the assessment of learner satisfaction as well as staff performance and satisfaction - Evaluation and review includes the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders - Early warning systems are implemented	- Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers', trainers' and all other relevant stakeholders' feedback this is used to inform further actions - Information on the outcomes of the review is widely and publicly available - Procedures on feedback and review are part of a strategic learning process in the organisation, support the development of high-quality provision, and improve opportunities for learners. - Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place

Source: https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/eqavet-european-quality-assurance-vocational-education-and-training/about-eqavet/eqavet-framework_en

The second infographic presents the **indicative descriptors at the system level**, guiding national authorities in developing, supporting, and evaluating VET policy. These elements are essential for ensuring coherence across the national VET landscape while fostering alignment with EU-wide goals for quality, transparency, and mobility.

Indicators for each phase of the quality cycle: system level

1. Planning	2. Implementation	3. Evaluation	4. Review
- Goals/objectives of VET are described for the medium and long terms, and linked to European and Sustainable Development Goals taking into account environmental sustainability considerations - Social partners and all other relevant stakeholders participate in setting VET goals and objectives at the different levels - Targets are established and monitored through specific indicators (success criteria) - Mechanisms and procedures have been established to identify the training needs of the labour market and society - An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements - Standards and guidelines for recognition, validation and certification of competences of individuals have been defined - VET qualifications are described using learning outcomes - Mechanisms are established for the quality assurance of the design, assessment and review of qualifications - VET programmes are designed to allow flexible learning pathways and to respond quickly to changing labour market needs	- Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels - Implementation plans include consideration of the resources required, the capacity of the users and the tools and guidelines needed for support - Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include assessment, validation and certification of qualifications - Implementation plans include specific support towards the training of teachers and trainers, including for digital skills and environmental sustainability - VET providers' responsibilities in the implementation process are explicitly described and made transparent - A national and/or regional quality assurance framework has been devised and includes guidelines and quality standards at VET-provider level to promote continuous improvement and self-regulation	- A methodology for evaluation has been devised, covering internal and external evaluation - Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described - The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector - Systems are subject to self-evaluation, internal and external review, as appropriate - Early warning systems are implemented - Performance indicators are applied - Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement. Appropriate data collection methodologies have been devised, e.g., questionnaires and indicators/metrics	- Procedures, mechanisms and instruments for undertaking reviews are defined and used to improve the quality of provision at all levels - Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly - Information on the outcomes of evaluation is made publicly available

Source: https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/eqavet-european-quality-assurance-vocational-education-and-training/about-eqavet/eqavet-framework_en

This structure helps ensure that quality in VET is not only assessed but continuously developed—tailored to local needs while aligned with European standards.

Examples of National Approaches:

[Greece](#) has taken steps to introduce a new approach to quality assurance within initial vocational training institutes.

[Germany](#) has recently conducted research on quality initiatives implemented by intermediary institutions within its dual VET system.

In [Estonia](#), VET providers use the EQAVET indicators to carry out self-assessments and plan quality improvements in line with national priorities.

In [Portugal](#), VET providers implement EQAVET-aligned quality assurance systems focused on continuous improvement, stakeholder involvement, self-assessment, and alignment with national and European quality standards. As an institutional example of EQAVET implementation in Portugal, see: [ETG Barcelos – Garantia de Qualidade EQAVET](#).”

3.4 How EQAVET Supports VET Providers and Stakeholders

The EQAVET Framework provides a structured approach to improving the quality of vocational education and training (VET). It supports all types of providers—public or

private—and applies across learning formats, from classrooms to apprenticeships and workplace learning.

For VET Providers

EQAVET helps providers take ownership of their quality processes. It encourages them to:

- Carry out self-assessments to identify strengths and areas for improvement.
- Use quality tools and indicators to support continuous improvement.
- Align their programs with European standards, including the [European Qualifications Framework](#) (EQF).

For Learners

Learners benefit from:

- Better learning experiences—more relevant, up-to-date and practical training.
- Qualifications that are trusted and recognized across Europe.
- Improved employment opportunities, as training is closely connected to labor market needs.

For Employers and Industry

Businesses and industry partners benefit from:

- Stronger collaboration with training providers.
- Work-ready graduates with the skills that meet actual workplace requirements.
- A voice in shaping vocational education, ensuring relevance and responsiveness.

Example (Portugal):

The National Agency ANQEP has developed and shared a national EQAVET-aligned quality assurance model, which is mandatory for professional schools and optionally adopted by other VET providers. It includes tools for monitoring key quality indicators — such as course completion and graduate placement — and allows providers to upload data into a central EQAVET-compatible platform

1. What is the main function of EQAVET?
 - a) To replace national VET systems
 - b) To provide rigid quality standards
 - c) To support and improve VET quality systems across Europe (R)
 - d) To certify individual learners
2. EQAVET is considered flexible because:
 - a) It changes rules every year
 - b) It is optional for training providers (R)
 - c) It can be adapted to national and regional needs (R)
 - d) It focuses only on classroom learning
3. What does EQAVET primarily offer?
 - a) Direct funding to VET providers
 - b) Common tools, indicators, and guidelines (R)
 - c) Ready-made curricula
 - d) Certification exams
4. Which is not a phase of the Deming Cycle?
 - a) Implement
 - b) Evaluate
 - c) Certify (R)
 - d) Review
5. The Deming Cycle is useful because:
 - a) It avoids the need for monitoring
 - b) It ensures one-time evaluation
 - c) It encourages continuous improvement (R)
 - d) It standardizes teaching content across countries
6. Why is EQAVET often referred to as a "toolbox"?
 - a) It contains physical equipment for workshops
 - b) It provides adaptable tools for different contexts (R)
 - c) It only works for construction VET
 - d) It is fixed and unchangeable
7. What is one key benefit of EQAVET's flexibility?
 - a) Avoiding performance measurement
 - b) Offering identical systems to all countries
 - c) Allowing adaptation to local and national needs (R)
 - d) Excluding private VET providers
8. Which of the following is a benefit for learners under EQAVET?
 - a) Less formal evaluation
 - b) Greater freedom in choosing trainers
 - c) Recognized qualifications across Europe (R)
 - d) Shorter training durations
9. How do employers benefit from EQAVET-aligned training?

- a) Reduced training budgets
- b) Work-ready graduates with relevant skills (R)
- c) Direct control over curricula
- d) Lower participation in apprenticeships

5 SECTION 2: EQAVET in Practice

5.1 National Implementation and Reference Points

Each country has established a National Reference Point (NRP) to coordinate EQAVET implementation and adapt the framework to national needs. These NRPs serve as key contact points for quality assurance in VET, ensuring alignment with both national strategies and European standards.

In Estonia, Estonian Quality Agency for Education ([HAKA](#))

In Portugal, the Agência Nacional para a Qualificação e o Ensino Profissional ([ANQEP](#))

In Germany, the Federal Institute for Vocational Education and Training ([BIBB](#))

In Greece, the National Organisation for the Certification of Qualifications and Vocational Guidance ([EOPPEP](#))

EQAVET plays a key role in helping national vocational education and training (VET) systems across Europe improve the quality of their training and align with shared European standards

It supports national goals such as:

- Promoting [lifelong learning](#)
- Enhancing employability
- Facilitating mobility of learners and workers

5.2 EQAVET in Policy, Accreditation and EU Projects

5.2.1 A Continuous Quality Cycle

At the heart of EQAVET is its quality assurance cycle, which guides national strategies through four stages: Planning → Implementation → Evaluation → Review

By applying this cycle, countries can ensure their VET policies are:

- Evidence-based
- Continuously improving
- Focused on real outcomes for learners and the labor market

5.2.2 Data-Driven Monitoring

EQAVET provides a set of indicators and descriptors that help national authorities:

- Monitor the performance of the VET system
- Collect and analyze data
- Make informed decisions for reforms or investment

This leads to more transparent and accountable systems.

5.2.3 Setting Standards for Providers

EQAVET influences how VET providers are:

- Accredited (licensed to operate)
- Monitored (through external evaluations)
- Improved (via internal self-assessments)

National systems encourage VET institutions to use EQAVET principles to review their performance and take ownership of their development.

5.2.4 Use in EU Projects and Recognition

EQAVET is often part of EU-funded projects (e.g., [Erasmus+](#)) and contributes to:

- Reforms in curricula and governance
- Training for teachers and staff
- Stronger links to the European Qualifications Framework (EQF)

This makes it easier for learners to have their skills recognized in other countries, supporting international mobility.

Example (Greece)

EOPPEP Greece's EQAVET National Reference Point, conducts nationwide surveys tracking IVET (initial VET) graduates and employers — covering indicators such as graduate outcomes and employer satisfaction. These efforts reflect the implementation of national legislation which mandate provider self-assessment and external evaluations.

6 Self-Check Multiple Choice Quiz – EQAVET in Practice

1. What is the role of a National Reference Point (NRP)?
 - a) To fund all vocational schools
 - b) To impose EQAVET standards
 - c) To adapt EQAVET to national contexts and provide coordination (R)
 - d) To evaluate students directly
2. What do NRPs help promote through EQAVET?
 - a) Student exchange programs
 - b) Lifelong learning and mobility (R)
 - c) Textbook harmonization
 - d) National exams
3. Which of the following is not a phase of the EQAVET quality cycle?
 - a) Planning
 - b) Training (R)
 - c) Evaluation
 - d) Review
4. How does EQAVET support data-driven monitoring?
 - a) By offering national surveys

- b) By eliminating indicators
- c) By providing tools to collect and analyze data (R)
- d) By setting EU-wide training hours

5. What is one-way EQAVET is used in EU-funded projects?

- a) To reduce project reporting
- b) To train teachers and revise curricula (R)
- c) To replace national laws
- d) To assess learners directly

7 EQAVET in Action - Video

Video Link: <https://www.youtube.com/watch?v=2vurErO3Mzw>

Transcript: EQAVET in Action: Good Practices Across Europe

How can vocational education across Europe truly prepare learners for real jobs, drive innovation and meet the needs of the labor market?

The answer lies in EQAVET — the European Quality Assurance Framework for Vocational Education and Training.

EQAVET acts as a policy tool to strengthen VET systems — not through centralized bureaucracy, but as a flexible framework that supports countries in planning, implementing, evaluating, and continuously improving their training provision.

To understand its value, we'll look at real examples — best practices from four countries where EQAVET is already shaping stronger VET systems: Greece, Estonia, Germany, and Portugal.

Let's see how EQAVET works in practice.

Greece – Connecting Reform with Practice

In Greece, EQAVET has become a key driver of reform in vocational education and training. Major laws — including Law 4763/2020, Law 4921/2022, and Law 5082/2024 — have modernized how providers are licensed, monitored, and evaluated in line with EQAVET principles. EQAVET is widely applied in Initial VET (IVET), including vocational schools (EPAL) and apprenticeship programs. These combine classroom learning with work-based training and lead to qualifications at EQF levels 4 and 5.

Graduate tracking and employer feedback now guide curriculum updates and policy decisions. EQAVET is also expanding in Continuing VET (CVET), especially in adult learning and lifelong learning centers. Providers are assessed using clear quality indicators such as:

- the condition of facilities and equipment,
- trainer qualifications,
- and how training improves learner employability.

EOPPEP, Greece's EQAVET National Reference Point, coordinates quality assurance, licensing, and national surveys that measure learner satisfaction and job outcomes.

Good Practice: The EPOS-VET Erasmus+ project applies EQAVET in model schools, fostering a culture of continuous improvement across both IVET and CVET.

Estonia – Data-Driven Improvement

Estonia leads the way in using EQAVET to promote self-assessment and digital innovation. The national agency HAKA supports all VET schools in conducting annual

quality cycles. These schools use real-time data to plan improvements, closely monitoring indicators like dropout rates, graduate employment, and learner feedback. Estonia's approach links EQAVET with e-governance tools, making quality visible across the system. One good practice is the nationwide use of graduate tracer studies to align training with labor market needs.

Germany – Supporting SMEs in Dual VET

In Germany, EQAVET supports the country's well-established dual VET system. Intermediary institutions and chambers of commerce provide quality support to small and medium-sized enterprises (SMEs), helping them apply EQAVET principles in workplace training. These institutions offer voluntary quality certification tools, allowing even the smallest training firms to engage in continuous improvement. Germany's Federal Institute for Vocational Education and Training (BIBB) leads national research to enhance provider quality in decentralized contexts. One standout initiative is the development of modular training quality guidelines, aligned with EQAVET and used by both companies and regional chambers."

In Portugal, EQAVET has been integrated into a national quality assurance system coordinated by the National Agency for Qualification and Vocational Education (ANQEP). All professional schools are required to upload EQAVET-aligned data to a centralized platform — including indicators such as course completion, graduate employment, and learner satisfaction. Public VET providers are required to participate, while private providers are encouraged to opt in. Portugal has also developed regional quality networks through Erasmus+ projects, where providers share strategies and solutions using EQAVET data.

From reforms in Greece to digital tools in Estonia, SME support in Germany, and centralized monitoring in Portugal — EQAVET is more than a framework. It's a common European framework that can be adapted to different national contexts, making quality in VET visible, measurable, and meaningful. By improving outcomes for learners, empowering providers, and supporting employers, EQAVET brings real value to everyone involved. Whether you're a policymaker, trainer, or learner — EQAVET helps you stay on track and grow.

8 Learning Activities

8.1 Activity 1: Action Note – “EQAVET in My Context”

Reflect on how your organization or country approaches quality assurance in VET. In 3–4 sentences, answer the following:

- How does your institution currently assess quality?
- Which stage of the Deming Cycle (Plan–Implement–Evaluate–Review) or EQAVET tool (e.g. self-assessment, indicators) do you already see in practice?
- What could be improved using EQAVET principles?

8.2 Activity 2: Action Plan – “Bringing EQAVET into Practice”

Choose one area in your institution (e.g. curriculum design, learner feedback, staff training, employer collaboration). Then fill in the short action plan below using the Deming Cycle.

Stage Your Notes (1–2 sentences per row)

Plan	What do you want to improve? e.g. increase learner satisfaction with training)	
Implement	What action will you take? e.g. introduce regular learner feedback surveys	
Evaluate	How will you measure if it worked? e.g. analyze satisfaction indicators and compare to previous results	
Review	What will you adjust or improve next time? e.g. revise survey questions or feedback methods	

8.3 Activity 3: Table completion- Who Benefits from EQAVET?

Part A - Match the Benefit to the Stakeholder

Below are three benefit statements. Can you match each one to the correct stakeholder group? Write your answers in the right-hand column.

(Drop zone Stakeholders: VET Providers, Learners, Employers/Industry)

Drag items Benefit	Drop zone Stakeholders
They gain practical skills for real jobs, and their qualifications are recognized across Europe.	
They collaborate with training providers to shape relevant and responsive programs.	
They apply quality tools to improve training outcomes and plan improvements.	

Part B – Create Your Own Table

Now complete the table below. Try to summarize how each group benefits from EQAVET in your own words.

Stakeholder	How They Benefit from EQAVET
VET Providers	
Learners	
Employers/Industry	

8.4 Activity 4: EQAVET in Four Countries – Quick Notes

Read or watch the examples from Greece, Estonia, Germany, and Portugal. Then, write one short sentence about how each country uses EQAVET.

Country	How does this country use EQAVET? (1 sentence)
Greece	
Estonia	
Germany	
Portugal	

Extra Question

Which country's example do you find most interesting, and why? Write one or two sentences.

8.5 Activity 5: Interactive Scenario Quiz – “Applying EQAVET in Real Situations”

Read each scenario carefully and choose the most appropriate answer. After each question, briefly explain your choice in 1–2 sentences to encourage reflection.

Scenario 1: Starting a Self-Assessment

You are a quality manager at a vocational training provider. You want to begin using EQAVET tools. What is your first step?

- a) Launch a graduate satisfaction survey without any planning
- b) Request an EU accreditation body to visit your school
- c) Use the Deming Cycle to identify goals and begin a self-assessment (R)
- d) Redesign the whole curriculum from scratch

Scenario 2: Involving Stakeholders

You want to improve the training relevance in your VET program. According to EQAVET, what is the best strategy?

- a) Ask only learners what they think
- b) Use employer feedback to adapt curriculum content (R)
- c) Design courses based on international trends only
- d) Rely on last year's course evaluations

Scenario 3: EQAVET and EU Projects

You are part of an Erasmus+ project focusing on improving teacher training. How can EQAVET contribute?

- a) By avoiding national quality systems to keep things simple
- b) By providing a common framework for continuous improvement (R)
- c) By focusing only on learner mobility
- d) By enforcing EU certification exams

9 Action Plan – “Bringing EQAVET into Practice”

The following table can be used as a practical EQAVET action-planning template and adapted to the needs of different VET providers.

Goal: Identify a specific area in your institution where EQAVET can be applied for improvement.

Choose one area in your institution (e.g. curriculum design, learner feedback, staff training, employer collaboration). Then fill in the short action plan below using the Deming Cycle.

Stage Your Notes (1–2 sentences per row)

Plan	What do you want to improve? e.g. increase learner satisfaction with training)	
Implement	What action will you take? e.g. introduce regular learner feedback surveys	
Evaluate	How will you measure if it worked? e.g. analyze satisfaction indicators and compare to previous results	
Review	What will you adjust or improve next time? e.g. revise survey questions or feedback methods	

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11 GLOSSARY

Term/ Acronym	Definition
VET (Vocational Education and Training)	Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labor market.
EQAVET (European Quality Assurance in Vocational Education and Training)	Reference framework to help Eu member States and participating countries develop, improve, guide and assess quality of their own vocational education and training systems.
Quality Assurance	Activities involving planning, implementation, evaluation, reporting and quality improvement, implemented to ensure that education and training (content of programs and training delivery) meet the quality requirements expected by stakeholders.
Indicator	A quantitative or qualitative factor or variable that provides a simple and reliable basis for assessing achievement, change or performance in a defined context.
Descriptor	A generic term for a description of the features of a qualification or qualification level. Descriptors provide clear, measurable statements of learning outcomes.
CVET (Continuing VET)	Education or training after initial education and training or after entry into working life, aimed at helping individuals to improve or update their knowledge and/or skills, acquire new skills for a career move or retraining, and continue their personal or professional development.
Accreditation	Process of granting official recognition to a body or person to carry out specific activities.
European Qualifications Framework (EQF)	Common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems.
Stakeholders	Individuals, groups or organizations with an interest in, or affected

	by, a particular policy or activity.
Mobility	The ability of an individual to move and adapt to different occupational activities or to different work situations. Mobility can be geographical or between sectors, occupations or types of education and training.
<i>sourced from the Cedefop Terminology of European Education and Training Policy</i>	
Deming Cycle (Plan - Implement - Evaluate - Review)	Also known as the quality improvement cycle, it forms the foundation of EQAVET.
National Reference Point (NRP)	A national body responsible for coordinating EQAVET implementation and ensuring alignment with local and European standards.
IVET (Initial VET)	Vocational education and training provided before entering the job market, typically aimed at young learners.
Self-Assessment	An internal evaluation where VET providers examine their own practices and identify areas for improvement.
Continuous Improvement	An ongoing process of evaluating and refining training systems to better meet learners' and labor market needs.

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