

# NEWSLETTER

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## Introduction

Welcome to the 7<sup>th</sup> newsletter of the thematic network **QALLL**

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### Dear Reader,

In December 2012 QALLL has reached the end of its three-year project life cycle. A lot has happened during these past three years. Take a look and read Carin Daniel-Ramirez-Schiller's "The QALLL Potential". This article not only reports on the most important project results but also explains how these results can contribute to the further development of quality assurance in lifelong learning.

Next, read through the very informative interview Anna Atlas conducted with Piotr Bartosiak and Anna Wesolowska from the Department of Vocational and Continuing Education of the Ministry of National Education in Poland.

In this edition's column "Project in the Spotlight" Margrét Jóhannsdóttir from Iceland presents the QALLL good practice project "RECALL – Recognition of Quality in Lifelong Learning", which aims at developing quality standards and indicators for measuring the capacity of learning providers to offer effective and successful learning programs.

Read more about the very successful final QALLL conference in Vienna and towards the end of this issue QALLL project partners Andreja Lenc from Slovenia and Valentina Violi report on their national QALLL dissemination activities.

Wishing you an informative read!

### Susanne Krischanitz

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## In short.....

### The QALLL Potential

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Quality assurance is a crucial ingredient for the further development of an attractive and effective vocational and adult education: it helps to build and maintain mutual trust, which forms the basis of international cooperation and all European transparency instruments such as Europass or EQF.

In the framework of the thematic network QALLL all the 15 partners collected quality assurance projects from vocational education (Leonardo da Vinci) and adult education (Grundtvig) on behalf of the European Commission and had their products analysed and evaluated by international experts.

Moreover, national and European stakeholders were able to exchange points of view about current trends and topics in quality assurance in international conferences and numerous national expert panels, to do networking and to provide valuable contributions in the framework of the thematic network QALLL.

The results of the project are impressive: They include a very user-friendly **compendium**, clustering the main products of the identified Grundtvig and Leonardo da Vinci good practice projects. For those who wish to explore the topic in depth the "**QALLLitative Report**" gives an insight in successful quality assurance – why it works and when.

The **10 recommendations** of the thematic network focus on the following topics: 1) promotion of common approaches in adult education and vocational education, 2) promotion

of a quality culture, 3) application of all phases of the EQAVET quality cycle, 4) use of easy-to-use quality management models and conclusive indicators, 5) selection of the appropriate method from the wide choice of methods that have been judged as very good, 6) promotion of workplace learning, 7) promotion of work-based learning, 8) use of excellent quality assurance models in the areas of guidance, 9) quality assurance as an established part of professionalization and staff development, 10) promotion of the dissemination and valorisation as well as support of further innovations.

At the end of the project in December 2012 the potential for the future of QALLL was analysed in an expert paper by Kim Faurschou **“The QALLL Potential – Putting QALLL to work in VET in AL”** and a whole series of concrete suggestions for a sustainable use of the QALLL products and results were made.

The suggestions focus e.g. on the following topics:

- **Use of the products identified in the framework of QALLL for quality assurance:** QALLL has identified a whole series of excellent products which have been tested in practice already, clustered them thematically and made them easily accessible. Now it is necessary to familiarise especially educational institutions with these products by means of various dissemination measures.
- **Strengthening and expansion of common elements between vocational education and adult education:** QALLL has shown that there is much more these two sectors have in common than that separates them and that an exchange will benefit both sectors – the expert paper states concrete suggestions for exchange and cooperation.
- **Guidance und Work-based Learning (WBL) as topics for the future:** The QALLL network identified guidance and WBL as central topics. In the guidance area very good products for quality assurance are available,

which must now be disseminated further; in the WBL area, however, it is still not developed enough, here it is necessary in the coming years to promote innovations on the national and international level.

The expert paper “The QALLL Potential – Putting QALLL to work in VET and AL” and the above-mentioned other QALLL publications can be downloaded from the [QALLL website](#).

#### **Carin Daniel Ramirez-Schiller**

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#### **QALLL Interview with ..... Piotr Bartosiak and Anna Wesolowska,**

**Department of Vocational and Continuing  
Education of the Ministry of National  
Education, Poland.**

#### **Do the results of the QALLL project serve as a useful starting point for work on quality assurance in Poland?**

Vocational and continuing education quality assurance mechanisms applied in Poland are consistent with the QALLL methodology. Pedagogical supervision staged by chief educational officers is the main instrument for conducting analysis and evaluation of the quality of education, upbringing and care at schools and educational institutions in Poland. Pedagogical supervision consists of the following elements:

- 1) **Evaluation** of educational services provided by schools and educational institutions;

- 2) **Control** of the observance of the law on educational, upbringing and care services provided by schools, educational institutions and teachers;
- 3) **Supporting** the work of schools, educational institutions and teachers in the scope of providing educational, upbringing and care services and staging other statutory operations.

In the course of the evaluation the degree of meeting the required standards by schools or educational institutions is assessed. Such an evaluation includes: educational processes, the results of teaching, upbringing and care activities, conditions of the operations of schools or educational institutions, quality of their management and their operations in the local community. Pedagogical supervision reflects the QALLL concept, which recommends striking a balance between internal and external evaluation. External evaluation is assessment staged by a body responsible for pedagogical supervision (chief educational officer). On one hand such an assessment is to the benefit of schools and educational institutions as it provides information about what is to be improved so that they efficiently perform their tasks. And on the other hand general results of the evaluation staged by the body responsible for pedagogical supervision constitute the basis for improving the system of education in general.

Internal evaluation consists of the assessment staged by the school headmaster or the head of an educational institution in cooperation with the teaching staff. Internal evaluation is helpful in acquiring information on the quality of work, effectiveness of measures taken and in developing further work plans. Thanks to internal evaluation school headmasters can discover quality deficits of their schools and as a result plan further development.

Moreover, QALLL projects have concentrated not only on various methods of evaluation and self-assessment but also on accreditation as an

important element of staging evaluation by education providers in an independent and objective way. This concept coincides with the quality assurance system applied in Poland where all public and non-public schools and institutions providing out-of-school continuing education have accreditation mechanisms in place, which means that they are subject to quality assurance procedures on a voluntary basis. Just as it is the case with QALLL projects, accreditation may be awarded to schools or institutions offering out-of-school general and vocational adult education services. Accreditation (by way of an administrative decision) is awarded by a chief educational officer to schools or institutions which offer educational facilities of adequate quality, employ well-qualified staff and develop and provide methodological and teaching materials to learners.



**Piotr Bartosiak, Ministry of National Education, Poland**

**What support do vocational schools obtain in the quality assurance process? What tools and mechanisms are planned to be provided to schools in the near future?**

Referring to the QALLL project it is worth emphasising that it encourages the adoption of a grass roots approach, including self-assessment, as an important element of quality culture. The reform of vocational education implemented in Poland since September 2012 aiming at the improvement of the quality and effectiveness of vocational education and boosting its attractiveness requires from school headmasters and heads of educational institutions placing more

emphasis on current monitoring of implemented changes. One of the biggest challenges for them is implementing core curricula for individual occupations and monitoring their implementation processes.

Moreover, there are plans for providing vocational schools with voluntary self-assessment mechanisms to monitor the quality of work and education provided. In order to do that, as part of a project co-financed by the European Social Fund, quality standards for vocational education have been developed.

These standards form a comprehensive document covering all aspects of vocational education which is divided into 10 thematic areas. Following their approval, the standards may be used by schools offering vocational education. The ten thematic areas include: 1) teaching offer and curricula, 2) school/educational institution staff, 3) assets owned by a school/educational institution, 4) organisation of education, 5) students with special educational needs, 6) cooperation of schools/educational institutions with employers, 7) cooperation with domestic and international partners, 8) recognition of learning outcomes, 9) education and career guidance, 10) strategic management of a school/educational institution.

The adopted approach is consistent with the EQAVET quality cycle promoted as part of the QALLL project. However, in contrast to EQAVET, vocational education quality standards applying in Poland do not offer separate criteria and indicators but only sets composed of interrelated standards, criteria and indicators.

Following their adoption the standards will constitute a national approach to the implementation of the EQARF/EQAVET initiative in Poland. In accordance with the Recommendation of the European Parliament and the Council of 18 June 2009 on the establishment of the European quality assurance reference framework for vocational education and training member countries are recommended to develop an approach aimed at improving domestic quality assurance systems in vocational education and

training and to implement the above-mentioned initiative.



**Anna Wesolowska, Ministry of National Education,  
Poland**

**The mechanisms you have mentioned relate mainly to formal education. Do we have examples of similar measures taken in the non-formal education sector in Poland?**

Absolutely, these are for example educational and training service standards for the Małopolska Region (MSUES) developed on the initiative of the Provincial Job Centre in Krakow by a team of scientists of the Jagiellonian University. The project has been subject to broad consultations with training companies and institutions ordering training. Why do we mention it? Because it describes in detail a model for education and training standards and includes 20 standards divided into four thematic groups: education and training services; competencies of training staff; infrastructure, organisation and providing services to customers; and training service quality management. Such a proposal should constitute the basis for comprehensive assessment of the quality of the training offered. Educational and training service standards for the Małopolska Region also include the rules for the award of quality labels, description of the organisations awarding quality labels and the mechanism for appointing them, as well as accreditation procedures.

The standards have been tested by the Wsztechnica of the Jagiellonian University at 20 training institutions. The goal of the pilot programme was to improve the MSUES project in

order to make it more widely applicable. As a result, a Guide to educational and training service standards for the Małopolska Region has been published. It is addressed at all those interested in the quality of training services provided, those who need information about quality assurance, and those who want to become acquainted with MSUES. Last but not least, a self-assessment tool for training institutions designed to verify the meeting of MSUES standards has been developed. You can find more information about the project at [www.pociagdokariery.pl](http://www.pociagdokariery.pl).

**Thank you very much for the interview!**

**Anna Atlas**

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from eight European countries and reflects the needs and cultural differences at both the local and the national level. The EQM tools were translated into all partners' languages and can be found on the EQM website [www.europeanqualitymark.org](http://www.europeanqualitymark.org).

The core of the EQM process is the learning provider's annual self-assessment verified by an external assessor who also acts as an adviser for the provider during the assessment process. The EQM process contains seven steps, 1. Applying for the quality mark, 2. Self-assessment by the provider, 3. External assessment, 4. Annual self-assessment by the provider, 5. Interim verification by the assessor, 6. Dissemination and standardisation by the EQM authority and 7. Start of a new EQM cycle.

**QALLL project in the spotlight**

**RECALL – Recognition of Quality in Lifelong Learning**  
 Oct. 06 – Dec. 08

**Experience from implementing and promoting the EQM**

The RECALL project addressed an increased need for quality control and transparency in lifelong learning. Its objectives were to create indicators that could be used as criteria for quality assurance of learning provision within the LLL sector. The quality assurance system is called the EQM or the European Quality Mark. The EQM offers quality standards and indicators for measuring the capacity of learning providers to offer effective and successful learning programmes. It includes indicators concerning teaching and learning processes and of relevant support processes and pays special attention to learning outcomes. The quality mark was jointly developed by partners



*The EQM process*

The promoter of the RECALL project was the Education and Training Service Center (ETSC) in Iceland. The ETSC was established in 2002 and its main goal is to meet the needs of adults with short formal education and also to meet the needs of the Icelandic labour market for competent employees with up-to-date knowledge and skills. ETSC's target group consists of people aged 25-64 who have not completed an education on upper secondary level. As for now, this group represents around 30% of the Icelandic labour force and one of the goals in the governmental policy statement for Iceland 2020 is to reduce this number to 10%. The ETSC operates in

accordance with a service agreement with the Icelandic Ministry of Education, Science and Culture and one of the main tasks according to the agreement is to enhance the quality of educational activities and guidance executed by educational providers working within the LLL sector by developing quality standards. From the start the ETSC has placed great emphasis on quality in learning by taking part in developing quality indicators for educational providers and by providing training courses for instructors in adult learning. The ETSC works in close cooperation with all 14 LLL centres in Iceland that provide learning, counselling and/or validation of former learning for the ETSC's target group, 13 of them provide learning, counselling and/or validation of former learning, one of them provides counselling and validation of former learning but no learning courses.

In 2010 a new act on adult education was passed by the Icelandic parliament. The aim of the act is to meet the needs of the labour market for skilled employees and to enhance the educational level in Iceland. In accordance with the act the Education Fund was established to allocate funds to organisations providing educational service to people without formal education on upper secondary level. As such the new act sets the tone because learning providers applying for financial support from the Educational Fund must be accredited by the Ministry of Education, Science and Culture. One of the criteria for accreditation is having a quality system and the ministry has acknowledged the EQM to be a valid quality system for this purpose. The first learning providers applying for the accreditation of the ministry are the ones working in close cooperation with the ETSC. They are familiar with the EQM as they have been encouraged to use both quality criteria formerly developed by the ETSC as well as later the ones produced through the RECALL project, the EQM indicators.

In November 2011 the British Standard Institution Iceland (BSI) agreed upon acting as the external assessor for the EQM and at the beginning of 2012 all 13 organisations providing learning for the ETSC's target group applied for the EQM and

paid the annual fee for that year. In June of the same year the first two learning providers were granted the EQM and by the autumn two more received the mark. By the end of December 2012 all learning providers had established contact with the external assessor and started the self-assessment process and possibly the external assessment process as well. At the beginning of the year 2013 the ETSC conducted a survey among the learning providers to learn about their experience from the process and to gain information about how to proceed with the evolution of the EQM.



**Award of the first EQM in Iceland**

The evolution and promotion of the EQM are an on-going process. As for now the ETSC coordinates a Leonardo partnership project with the aim of answering the question of how the European Quality Mark can support national quality in non-formal learning and through what type of central cooperation the mark can be established as a sustainable European quality mark. Partners come from Estonia, Italy, Lithuania, Norway and Turkey and they are working on ways to promote the EQM within their countries.

In Estonia six Folk High Schools have used the EQM model for self-assessing in their own organisations. School headmasters experienced the process as an opportunity to gain more information about the strengths and weaknesses of their organisations and new information about learners' needs as well as teachers' abilities and

training needs. In Lithuania one LLL organisation uses the EQM alongside with an ISO qualification system to assure the quality of the learning provision as well as the quality of the management system. At the beginning of December 2012 three representatives from the partnership (EE, IS, LT) gave presentations at a conference in Tallinn on their experience of working with the EQM. The conference was on quality assurance in adult education and it was arranged by the Estonian Ministry of Education and Research. The EQM partnership project will end in July 2013.

To learn more about the EQM please visit [www.europeanqualitymark.org](http://www.europeanqualitymark.org) or contact [gudfinna@frae.is](mailto:gudfinna@frae.is).

#### Project partners:

- The Education and Training Service Centre (Iceland, promoter)
- Folkeligt oplysningsforbund Horsens (Denmark)
- Consorzio Lavoro e Ambiente (Italy)
- Profesinio mokymo metodikos centras (Lithuania)
- Voksenopplæringsforbundet, VOFO (Norway)
- Fundação Escola Profissional de Leiria (Portugal)
- Center RS za poklicno izobraževanje (Slovenia)
- The Open College Network Yorkshire and Humber Region (United Kingdom)

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## What's happening (I)

### The Final QALLL Conference "Reaching QALLLity" in Vienna

QALLL presented its results at the final conference 'Reaching QALLLity', which took place in Vienna on November 5th and 6th 2012.

At the 'Europahaus' in Vienna more than 150 experts from over 20 European countries discussed themes about Quality Assurance (QA) in the domains of education, advanced training and adult education. The huge interest as well as the big attendance at the QALLL final conference clearly pointed out the importance of a future theme: quality assurance in lifelong learning.



In the context of the third and final conference the QALLL centre staged its three project results: **The QALLL Recommendations, the QALLL Project Compendium, and the QALLLitative Report.** This is how QALLL was able to illustrate that many exquisite quality assurance approaches regarding professional and adult education in the LLP domains Leonardo da Vinci and Grundtvig have been developed over the last few years.

The 'QALLL journey', which was the central aspect of the first conference day, enabled the participants to do virtual trips on the four thematic islands. Tour guides clarified the themes; project coordinators of the chosen QALLL projects of good practice explicitly presented the results of their activities.



During the second conference day the attendants' active participation was also required. In the professional working groups the following theme was up for discussion: how could the recommendations which were developed by QALLL best be disseminated and implemented in their respective professional field. Then, referring to the results of the professional groups, the country groups discussed the first national steps. Finally, every country presented their first national 'QALLL step' at the plenum.

The good atmosphere, the conference guests' openness to new ideas, their great commitment as well as the nice ambience of the 'Europahaus' characterised the successful event. The conference hosts were also reassured by the overwhelming appraisal that suggested a continuation of the thematic QALLL network.

All publications (QALLL Recommendations, Project Compendium, QALLLitative Report) can be downloaded from the [QALLL website](http://www.qalll.eu).

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## What's happening (II)

### Dissemination event QALLL, Ljubljana, Slovenia

The Dissemination event Slovenia was held on November 20, 2012 in Ljubljana as part of the thematic workshop of all Lifelong Learning Programme (LLP) partnerships and entitled "Evaluation tools and methods". There were 52 participants from the school, vocational education and training, and adult education sectors.

The topic of the discussion was the quality of LLP projects: how to ensure it; how to measure it; what methods to use. The external expert, Ms. Mateja Brejč, MSc, from the Slovenian National Leadership School, showed how to simplify the evaluation process to be usable for small-scale projects.

Several examples of good practice from projects were also presented.

As part of the event Ms. Andreja Lenc, MSc, from CMEPIUS (Slovene LLP NA), briefly presented the thematic network QALLL, summarising its aims and recently published final results, recommendations, qualitative report, and compendium. The programme then focused on the ten recommendations for realising quality assurance in vocational education and training and adult education. In this regard the programme featured two national experts who actually have been national partners within the QALLL project since the beginning: Ms. Tanja Možina, PhD, from the Slovenian Institute for Adult Education Centre and Ms. Simona Knavs from the Institute of the Republic of Slovenia for Vocational Education and Training shared their views with the participants.

Simona Knavs emphasised the connections between EQAVET and the QALLL recommendations.

She stressed the importance of mutual learning between AE and VET on all levels (European, national, regional, and local), especially in the field of quality assurance, and proceeded to point out some similarities in defining quality assurance in the QALLL recommendations and the quality assurance in Slovenian and European VET.



Tanja Možina, PhD, first mentioned the quality cycle, which is a common basis for all levels of education. She believes that the most important phase is clear planning – that we know our goals. Quality is measured in order to facilitate changing something in the project or organisation – not for the project itself. Organisations in Slovenia went through various education and training measures; it is therefore important to be able to apply this knowledge and avoid starting over from the beginning.

In terms of developing expertise and professionalism among staff she believes that it is necessary to invest in people and that projects should not be treated as an additional task, instead everyone involved should internalise them as a concern for their own development. Regarding dissemination and valorisation she added that projects are too often just pursued to completion and their benefits are not widely recognised or applied. The content of the projects must be implemented within the organisation upon their initiation and not only at the end of the project.

Participants received a printed version of the recommendations and a link to a web page of the projects.

### Andreja Lenc

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### What's happening (III)

## Expanding the quality "spirit" of VET (Q&VET) – Leonardo da Vinci Project

The second QALLL Quality Assurance in Vocational Education and Training and Adult Education Conference, held in Berlin on November 28<sup>th</sup>, 2011, gathered vocational education and training professionals, practitioners and experts, project promoters, policy makers, national authorities, social partners, National Agencies and other stakeholders interested in quality assurance in VET and AE. The outcomes of the workshops realised in the framework of the conference showed that, regardless of the quality model applied at provider level, such choice will not trigger positive effects in terms of improvement of the overall quality of learning and of organisation efficiency unless the organisation staff is clearly informed, strongly motivated and deeply engaged in the planning, implementation, evaluation and review processes of quality management. The opportunity for networking and debate provided by the QALLL thematic monitoring network in the framework of the Berlin Conference allowed two participating institutions, the Folkuniversitetet Uppsala University (SE) and the Ufficio Scolastico Regionale Friuli Venezia Giulia of the Italian Ministry of Education, University and Research

(IT) to share their views, ending up in the development of the idea of joining forces in the creation of the Q&VET Expanding the quality "spirit" of VET project.

The shared experiences and reviewed researches showed the need for guidelines to enable the management of a VET provider to effectively motivate and commit the teaching staff, thus stimulating an active participation in the overall quality assurance process involving the organisation. Such guidelines will be aimed at supporting the management in effectively communicating quality initiatives undertaken at provider level, in particular explaining that quality assurance:

- empowers and encourages teachers to commit themselves in the improvement of the learning process
- encourages teachers to self-assess and reflect on their teaching practices
- promotes a shared vision on education and teaching
- supports the development of a greater enthusiasm towards teaching and learning
- results in greater cohesion and cooperation among teachers
- encourages teachers to be more innovative and flexible
- increases authority and responsibility, and therefore satisfaction
- leads to a process of continuous skills upgrading
- creates team ethos within the departments, thus stimulating a shared quality culture.

If we consider knowledge in quality assurance models, indicators and evaluation methodology as the "HARD" skill, the expected guidelines for VET leaders (organisation management) can be considered as the necessary and needed "SOFT" skill in quality assurance initiatives. In order to achieve the goal of the project, the elaboration of such guidelines supporting leadership in a VET organisation to motivate and commit teaching staff to value, participate, implement, evaluate and review quality initiatives, the following

contributions are required within the framework of the current Leonardo da Vinci Development of Innovation project.

In particular the partnership will exploit the wide cross-sectoral theoretical and practical knowledge in quality models and quality management ensured by the partner Quality Austria, a reference point not only in Austria but worldwide, a certifying body concerning quality, which provides training and support for the implementation of quality initiatives. The partner State academy of industrial management (Russia) will ensure its skills in quality assurance, especially in relation to VET in general and particularly in VET leadership and management. Moreover the project will be based on the in-depth experiences of quality initiatives in the VET sector, opportunities and barriers provided by the Folkuniversitetet Uppsala University (Sweden), the first VET educational organisation in Sweden to be certified according to ISO-9000, through a process that provided significant experiences and opportunities in relation to VET leaders' experiences in quality initiatives. The project activities will take advantage of previous experiences with the implementation of European quality assurance projects in the framework of Leonardo da Vinci (both Folkuniversitetet and Revalento together with other European VET providers implemented the Leonardo project "CQAF-VET provider model" based on recommendations from CEDEFOP and the results of which are a basis of the current Development of Innovation. The previous project provided significant experiences in relation to the challenges that VET leaders face in quality assurance. The model is at present being tested by Swedish national agencies all over Sweden in the VET sector in the framework of the Leonardo project "CQAF-VET.2 Online" ([www.cqafvet.eu](http://www.cqafvet.eu)). The current initiative will also be based on experiences of mainstreaming QA project results in VET. As a matter of fact many Leonardo projects have a limited impact, even if their products are excellent, because they fail to include public institutional stakeholders. From this point of view the project involves as a partner the

Italian Ministry of Education, University and Research and the Beypazarı District Directorate

For National Education (Turkey), public bodies significantly experienced in mainstreaming activities. They will provide the necessary know-how and support in the dissemination and in the definition of the project's valorisation strategy. Moreover knowledge and experiences of innovation and ICT-based methodology in quality management in VET will be provided by the Institute of Economics, Management and Law of Kazan (Russia), one of the leading organisations in the development of innovation and ICT methodology in quality management in VET. These experiences will be crucial, since the expected guidelines will also have to address big VET providers.

Project participants met in Vienna for the Q & VET kick-off meeting on 19 and 20 November 2012. The two fruitful days of the meeting allowed partners to reflect on the objectives and goals of the project. The first day the coordinator Ali Rashidi, project manager (Folkuniversitetet Uppsala University) introduced the project. Moreover, representatives of the other partners, Quality Austria (Austria), the Ufficio Scolastico Regionale Friuli Venezia Giulia of the Italian Ministry of Education, University and Research (Italy), the State academy of industrial management (Russia), the Institute of Economics, Management and Law of Kazan (Russia), the State University of Russia (Russia), Revalento (The Netherlands) and the District Directorate For

National Education of Ankara (Turkey) took part in the meeting.

During the kick-off meeting Ali Rashidi presented the background of the project. The current Development of Innovation project is based on the CQAF-VET provider model and it aims at the elaboration of user-friendly and effective guidelines. The meeting was also the occasion to share the internal quality control process that will be described by the partner Revalento. The partners agreed to use two questionnaires, one for partner coordinators in each country, and another one for the general project coordinator. During the second day the participants mostly discussed the rules and regulations regarding progress, interim and final report by partners. The meeting represented a first motivating step that will support partners in the achievement of the challenging projects' goals.

#### Valentina Violi

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## Outlook

### The QALLL Journey goes on!

In the past three years QALLL has accomplished fundamental milestones such as the project identification, analysis and mapping. Altogether three big thematic conferences and a series of national expert panels have taken place. In the context of the third and final conference in Vienna the QALLL centre staged its three project results: **The QALLL Recommendations, the QALLL Project Compendium, and the QALLLitative Report**. This is how QALLL was able to illustrate that many exquisite quality assurance approaches regarding professional and adult education in the



LLP domains Leonardo da Vinci and Grundtvig have been developed over the last few years.

Simultaneously the analysis showed that there are still some "empty spaces" – such as quality assurance in the field of work-based learning. The development of similar quality assurance concepts in that domain certainly is a necessary task for the next few years. One of the aims of this further work is to strengthen the synergies of the different European initiatives, among others in the domains of 'EQAVET' and the 'Thematic Working Group on Quality in Adult Learning'.

The huge interest as well as the big attendance at the QALLL final conference clearly pointed out the importance of a future theme: quality assurance in lifelong learning.

In this sense it's clear: The QALLL journey goes on!

**Susanne Krischanitz**

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## Next Issue of the Newsletter

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The next issue of the QALLL newsletter will be published in autumn 2013. If you want to subscribe or unsubscribe to the newsletter, please visit this [weblink](#).

You are very welcome to submit your comments!  
Mail to: [qalll@oead.at](mailto:qalll@oead.at).

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