ITALY'S NATIONAL REPORT

INTERVIEW RESULTS ON GOOD QUALITY OF EDUCATION

Intellectual Output 1

June 2016

Effebi Association

Introduction

The proposal's partnership is is composed by 9 partners from 6 different countries (Sweden, Denmark, Greece, Italy, Holland, Spain) with broad experience in Quality Assurance in education and training across Europe.

The Consortium aims to develop guidelines for interpretation of EQAVET's criteria to national framework at provider level.

The objectives of the project "EQAVET in Practice" are:

I. Develop web-based interactive guidelines for implementation of EQAVET criteria, descriptors and indicators according to national VET context.

II. Update existing tools, methodologies and quality procedures according to the above mentioned guidelines.

The foreseen project's outputs are:

A. Report on usage of existing criteria, descriptors and indicators in Quality Assurance at provider level in Partner's countries as an input for implementation of EQAVET at national level.

B. Web-based interactive guidelines for adapting criteria, descriptors and indicators of EQAVET to national VET system.

C. Update and improve the already elaborated products from 3 prior European projects as an integrated tool for self-assessment, quality management and implementation process. The functionality of the tool will enable VET providers to approach the quality cycle of EQAVET considering also national QA frameworks.

Guidelines are mainly related to three EU good practices: Peer Review, CQAF VET model and Guidelines for the implementation of EQAVET in national QA policy. Therefore this research has been developed for evaluating the usage of existing criteria descriptions and indicators in QA at provider level in the participating countries.

Due to the characteristic of the project the information has been collected from VET providers who have been interviewed: managers and/or staff of VET or of VET boards with a knowledge on QA. The interviews covered the following issues:

1.   meaning of "good quality of education" and on its conditions (what does one need to arrange for?)

2.   current usage of EQAVET (PDCA-cycle) / obstacles

3.   main indicators used to ensure good learning outcomes (EQAVET and its relation with CQAF VET model themes and indicators)

4.   peer review methodology as a tool for improving QA (thinking) in a VET organization / obstacles for its usage

Partners agreed that for these inventories, open interviews are more appropriate instead of on-line structured questionnaires. The interviews consisted of a list of specific headings / themes and related subjects which needed to be addressed and checked.

Effebi identified 8 respondents in different VET institutions and translated the interview contents in Italian in order to facilitate the general interview process.

1.   Target group the research aims at and definitions used

In Italy the group of 8 respondents has been chosen among the staff of some VET institutes located in different areas of Lazio and Lombardy Regions. A EU project manager, a school principal of a vocational high school and some responsibles of other VET institutes were involved in the interview. The respondents have a considerable experience in different quality issues.

2.   Respondents

Eight interviews were conducted with the following organisations:

1. The Responsible for research and innovation of *"E-CO e-learning studio"* Srl, an Italian company which deals with the design, development and delivery of training tools. It supplies services and content for distance learning, making interventions in blended mode in e-learning environment.

2. The Director of a social enterprise: *"ENAIP"* Srl located in Rome. The institution is accredited by Lazio, Puglia and Campania Regions for Higher Education areas with suitability for special users (disadvantaged - disabled - immigrants), and continuous training (lifelong learning) in various productive sectors. It is also accredited for Employment Services in Lazio and Puglia regions.
The structure deals with design, implementation and management of interventions and/or training and guidance services related to the following topics:
• educational qualification activities, A-Level and postgraduate in the main productive sectors (IT, multimedia, tourism, business management, marketing, ecology and environment, social and educational services, entertainment, etc.);
• training programs for qualification and specialization addressed to disadvantaged groups, in particular disabled people and detainees;
• continuous training activities for interested companies;
• educational and training for adults;
• designing and support for working with disadvantaged groups (restricted - disabled - immigrants) in collaboration with a network of partners at local, regional and community level;
• guidance for employment services, insertion training, job placement, self-promotion and self-employment, pre-selection services for companies.

3. A EU project manager of **"Eurocrea Merchant",** a consultancy company aiming at improving the competitiveness and innovation of the European society through business development, training and creation of transnational partnerships in a European dimension.

4. A Responsible of the research office at the International distance teaching **University Uninettuno**, in Rome.
   UNINETTUNO has six faculties (Engineering, Economics, Literature, Psychology, Communication and Law), over 15,000 students from 140 different countries worldwide. It is the only Italian university to be part of EADTU (European Association of Distance Teaching Universities); It is also part of ICDE (International Council for Open and Distance Education). UNINETTUNO has also gained recognition of the role of excellence in distance education at European level.

5. A School principal of **"Alfred Nobel",** a vocational high school, in Rome. It has four study programmes:

   • Social & health
   • Electronic and Technical
   • Information technology
   • Human sciences

6. A Coordinator of the training activities and Quality Responsible of **"Cespim"** Srl –Center for Business Innovation Studies, a training organization accredited by Lazio Region.

7. The Director of **"Nuovo Welfare"** Association, a no - profit Association located in Rome, specialized in studies, research, training activities on social policies. It delivers also training courses on topics such as: participative planning, facilitation, communication and coaching addressed to social and educational workers.

8. A Coordinator of **"Scuola del sociale della Città metropolitana di Roma"** financed by ESF (European Social Fund). It's a training center mainly addressed to private operators (local welfare, third sectors, volunteers) and to the specialization of young people.

More information about the respondents are presented in the tables below:

Item:	1. E-CO e-learning studio S.r.l.
Role/position:	Research and innovation responsible
Years in this position: < 5 5-10 > 10	 >10
Public or private?	Private
IVET (EU level 1 – 4):	3< EU level<4
Higher Prof Education (5, 6, 7)	/
Pure AVET	/
Amount of staff: <25	< 25

25 – 49 50 – 299 300>	
Amount of students at institute:	2000 approximately
Areas of education (technical, economics etc.)	Economics, management

Item:	2. ENAIP S.r.l.
Role/position:	Director
Years in this position: < 5 5-10 > 10 30	
Public or private?	Private
IVET (EU level 1 – 4):	/
Higher Prof Education (5, 6, 7)	EU level 5-6-7
Pure AVET	/
Amount of staff: <25 25 – 49 50 – 299	12

300>	
Amount of students at institute:	600 approximately
Areas of education (technical, economics etc.)	ICT, multimedia, tourism, management, marketing, environment, social services

Item:	3. Eurocrea Merchant
Role/position:	EU project manager
Years in this position: < 5 5-10 > 10	5 < years < 10
Public or private?	Private
IVET (EU level 1 – 4):	/
Higher Prof Education (5,	/

6, 7)	
Pure AVET	/
Amount of staff: <25 25 – 49 50 – 299 300>	< 25
Amount of students at institute:	/
Areas of education (technical, economics etc.)	Although it is not a training centre, it cooperates with various VET, secondary, tertiary and adult education providers in different fields: entrepreneurship education; Sustainability & Local Development; Social Innovation; Innovation for growth in the business and cultural sector; Promotion of transversal skills It's main experience is focused on vocational education and training and curriculum development, with a view to anticipate the skill needs of the labour market. They are particularly active in the field of high level vocational training, not only with regard to the organization of courses, but also for researches and studies related to the needs of the labour market, in order to address the problem of "skills

mismatch".

Item:	4. Uninettuno
Role/position:	Research office responsible
Years in this position: < 5 5-10 > 10	 > 10
Public or private?	Private
IVET (EU level 1 – 4):	/
Higher Prof Education (5, 6, 7)	University
Pure AVET	University
Amount of staff: <25 25 – 49	50 – 299

50 – 299 300>	
Amount of students at institute:	15000
Areas of education (technical, economics etc.)	Faculty of: Engineering, Economics, Law, Communication, Liberal arts, Psychology

Item:	5. Alfred Nobel High School
Role/position:	School principal
Years in this position: < 5 5-10 > 10	> 10
Public or private?	Private
IVET (EU level 1 – 4):	Level 4
Higher Prof Education (5,	/

6, 7)	
Pure AVET	/
Amount of staff: <25 25 – 49 50 – 299 300>	50-299
Amount of students at institute:	280
Areas of education (technical, economics etc.)	Healthcare; Electronic technician; Information Technology.

Item:	6. Cespim S.r.l.
Role/position:	Coordinator of the training activities and Quality Responsible
Years in this position: < 5 5-10 > 10	> 10
Public or private?	Private
IVET (EU level 1 – 4):	/
Higher Prof Education (5, 6, 7)	/
Pure AVET	X
Amount of staff: <25 25 – 49 50 – 299	< 25

300>	
Amount of students at institute:	300
Areas of education (technical, economics etc.)	Compulsory cross Technical training

Item:	7. Nuovo Welfare
Role/position:	Director
Years in this position: < 5 5-10 > 10	> 10
Public or private?	Non profit

IVET (EU level 1 – 4):	/
Higher Prof Education (5, 6, 7)	/
Pure AVET	/
Amount of staff: <25 25 – 49 50 – 299 300>	< 25
Amount of students at institute:	150
Areas of education (technical, economics etc.)	Social planning, disabilities, communication, facilitation.

Item:	8. Scuola del sociale della Città metropolitana di Roma
Role/position:	Coordinator
Years in this position: < 5 5-10 > 10	> 10
Public or private?	Public
IVET (EU level 1 – 4):	/
Higher Prof Education (5, 6, 7)	X
Pure AVET	/
Amount of staff: <25 25 – 49 50 – 299	< 25

300>	
Amount of students at institute:	1600
Areas of education (technical, economics etc.)	Administrative, healthcare, sociology, management, third sector

3.   Good quality of education: what does it mean?

According to the respondents, the "good quality of education":

- is given by the monitoring of activities (and its related foresight opportunity) concerning training paths and educational resources' planning processes;

- deals with the consistency between the final results of a training path and the foreseen objectives, the achievement of the predetermined strategic goals; the impacts that is able to produce;

- must take into account how the educational objectives match with learners' expectations;

- is related to the ability to facilitate learning processes in relation to new knowledge and/or new skills, enhancing competences and characteristics of the learners;

- is recognized by the rise in the percentage of students reaching the educational success;

- is measured by the quality of the learning outcomes acquired by the trainees;

- is related to the development of an organizational and educational autonomy, flexibility and planning ability;

- encourages and fosters creativity, innovation and entrepreneurship; promotes lifelong learning and professional mobility.

- is also relevant for the integration between academic learning and supported experiences in the field of production and business activities (through internships, alternating school – work programs).

The most decisive 'criteria' for good quality of education can be summarized:

- teachers' qualification and training: teachers are the key to improve learning for the quality of student education. They give objective feedback on the qualitative level of the training courses;

- management of educational resources: evaluation of effective implementation tools and transparent assessment methods;

- planning and organisation of activities: defining programs of activities that take into account the beneficiaries and the context in which they operate through proper methods and tools;

- assessment/evaluation: the assessment of the activities undertaken not only in terms of results but considering also the impact. This can ensure a real reprogramming of the training actions in order to be more functional and adherent to labour market requirements.

'Existing measurements of quality' can be identified as :

- implementation of UNI ISO 9001:2008 regulation on quality management considering the impact on internal and external stakeholders;

- customer satisfaction: evaluation of the course venue, the ICT tools, the teaching materials, the teacher preparation;

- evaluation of a training project's impact - Delivering of questionnaires and interviews;

- number of enrollment in training courses.

Finally, 'good practices' in education:

- ensure the resources availability for a company to properly complete their training activities;

- measure the increased number of learners willing to enroll and attend vocational training courses;

- create appropriate instruments to achieve the foreseen trainings programmes objectives;

- estimate the level of satisfaction on the learning process improvement, in terms of content and methodologies applied;

- facilitate research additional economic resources in order to ensure enhanced logistics for teaching;

- ensure a permanent critical evaluation of the actions implemented and the training process triggered, in order to make possible adjustments to what was achieved during the "course" training lifetime.

3.1   Respondent's definition of good quality of education

Respondent:	Definition / description given:
1.E-CO e-learning studio	<u>What is according to you "good quality of education" and whom does it involve?</u> • It is given by the monitoring activities (and its related foresight opportunities) related to training paths and educational resources' planning processes. The consistency between the final results of a training path and the set objectives, involving both the beneficiaries and the internal staff in the process of empowerment/accountability. The control of the existing synergies between research and innovation activities and training activities of the company. <u>Can you give an example from your own institute of which you are proud of?</u> • IVASS Unicredit project: it lasted 10 months and involved about 5 persons within E-CO structure. In collaboration with SDA Bocconi, for the objectives' definition and the monitoring tools planning. • the development of a portal for the delivery of "quick learning" training, based on the release of videos published not only on training platforms. <u>What does it make special / standing out?</u> • For IVASS Unicredit, the experience has been significant for the high number of participant and for the attention given to the planning. Moreover, the collaboration with a prestigious training institute and the resulting competences exchange, it has been considered an added value. • In Quick Learning project, the key element is the connection with the research and innovation activities implemented by E-CO, since the data are monitored according to the emerging international

standard xAPI (Known also as TinCan), usable to track non formal activities.

How do you know that it actually is / has been very good? Good for all involved (students, labour market, staff)?

• The first case, the project brought important updates on IVASS topic;

• The second case is significant for improving distant learning experiences.

Did you define the intended effect at the start?

• Consistency with training needs analysis results.

Did you complete the whole PDCA?

• Yes, in particular the planning phase.

2. ENAIP S.r.l.	What is according to you "good quality of education" and whom does it involve?
	Ability to facilitate learning processes in relation to new knowledge and/or new skills, enhancing competences and characteristics of the participants in order to foster growth paths, along with personal and professional autonomy.
	Can you give an example from your own institute of which you are proud of?
	S.F.I.D.E (System of Integrated Education for Prisoners) project and SFIDE second chance paths, made in penitentiaries of Lazio; in the two projects involving 14 penitentiary centers of Lazio, the following interventions have been realized: 14 orientation paths, 39 training modules on basic skills, 14 training modules on cross-sector skills, 32 training modules on technical and professional skills, 67 internships. The students involved were 1351, 794 of whom have achieved at least one of the required certifications; particularly relevant is the number of prisoners who obtained a certificate of qualification, that is 349 people, and prisoners or former prison-

ers who have completed the three months internship, were 48 individuals.

<u>What does it make special / standing out?</u>

Key elements: the great number of participants who accessed a training experience and achieved a certification of professional qualification, usable in the labour market; the possibility given to participants to access work context and experiment themselves with professional duties; the possibility to test a skills/competences certification system build on training needs of topics lacking in education; the collaborative dimension activated in several fields of intervention.

<u>How do you know that it actually is / has been very good? Good for all involved (students, labour market, staff)?</u>

From the institution's point of view the strong experimental value, replicable in other areas of education; for trainers, mainly professionals and/or craftsmen engaged in productive education activities, it has been an opportunity to discuss in a different and extraneous context and to enhance professional skills.

<u>Did you define the intended effect at the start?</u>

Yes. The main objectives were the increase of the prisoners' educational level, their access to employment opportunities, the establishment of a supporting network in the reference territories.

<u>Did you complete the whole PDCA?</u>

Yes, all the phases are monitored with particular attention to the phase of planning; space was also given to the evaluation activities (participants, trainers, partners)

3. Eurocrea Merchant	What is according to you "good quality of education" and whom does it involve?
	Quality of education is not just related to the produced outputs that a training course/path might provide; it must consider the quality of the learning outcomes acquired by the trainees, evaluated on the basis of criteria considering the gap between trainees' behaviour and activities after training and those suggested by the training objectives or by European requirements: the lower the gap, the higher the quality of the learning outcomes.
	Can you give an example from your own institute of which you are proud of?
	For "Aquapath" project, based on awareness raising of European citizens, with regard to the concept of water footprint, a training course has been created, based on several education materials, including a learning platform where trainees (namely citizens) can compare the acquired learning outcome, by calculating their own water footprint: the lower the gap between trainees' behaviour and activities after training and the actions suggested by the platform for reducing their personal water footprint, the higher the quality of their acquired learning outcomes.
	What does it make special / standing out?
	Such a process applied to training activities of the company, is very meaningful as it is very practical-oriented towards a perspective of education which is keen to embed knowledge on a real lifelong learning perspective.
	How do you know that it actually is / has been very good? Good for all involved (students, labour market, staff)?
	In the above mentioned case, this process is meaningful as it makes trainees (in the above mentioned case citizens) active players of the learning process, therefore it enhances their awareness on responsibility in terms of personal water footprint and sets the basis for responsible consumers behaviours.

<u>Did you define the intended effect at the start?</u>

The foreseen objective for the learning process, mentioned for the AQUAPATH project, has been to make citizens more aware of the concept of water footprint and therefore more responsible of their personal water footprint. By making citizens more responsible consumers, the final goal has been to make them reducing the water consumption in three ways:

• By changing their consumption habits from products with large water footprint to products with small water footprint;

• By reducing their direct water consumption;

•By encouraging citizens to become more demanding and expect from manufacturers to alter their processes and produce products with smaller water footprint.

<u>Did you complete the whole PDCA?</u>

Surely, by involving a consortium of 7 partners for building up the whole training path, the whole quality cycle has been applied, by: (phase 1: planning) setting the whole training path; (phase 2: implementation) sharing tasks and responsibilities on specific training modules, according to every partners' expertise; (phase 3: evaluation) carrying out the evaluation, as a recurring process; (phase 4: revision) setting the final release on the basis of all contributions.

All phases have been considered as important: surely, a good planning and evaluation process, carried out on a peer-to-peer basis, though, were the guarantee for a good implementation and final release, which followed the final revision.

4. Uninettuno	What is according to you "good quality of education" and whom does it involve?
	The quality in UNINETTUNO is a process that requires objectives and standards defined by the governing bodies. The structure of these procedures, monitored by the technical, administrative and teaching staff, allow the verification by appropriate bodies (in this case, by the Athenaeum Quality Department). Establishing quality objectives and a quality assurance system aims to achieve the predetermined strategic goals; namely to offer educational services and teaching support to enable students to achieve their goals, and able to manage risks and to take prompt action on any emerging critical issues.
	Can you give an example from your own institute of which you are proud of?
	One of the UNINETTUNO e-learning platform features is to have an integrated learning analytics system designed with multiple objectives:
	1. to verify in real time the learning performance of the single student and the whole class;
	2. to enable quantitative and qualitative evaluations;
	3. to enable the governance bodies to evaluate teachers and tutors' educational activities.
	What does it make special / standing out?
	It is significant because it affects all classes and all stakeholders involved in the educational process (teachers, tutors, students, managing bodies). It also allows the measurement of meaningful indicators and intervention in case of critical issues.
	How do you know that it actually is / has been very good? Good for all involved (students, labour market, staff)?
	It allows a certification of the students' learning path and of the educational activity carried out both within

	the institution and in the work environment. It allows decision-makers to take action during and after for the continuous improvement of the didactic offer. Did you define the intended effect at the start? The goal of the implementation of this system is the monitoring and the continuous assessment of individual and group learning performance. Did you complete the whole PDCA? The "good practice" described is rather a part of the quality cycle, in particular in the implementation and examination foreseen section. However, also the design and the audit stages follow quality models and are relevant for the institution.
5. Alfred Nobel High school	What is according to you "good quality of education" and whom does it involve? The quality of education corresponds essentially with the strengthening of educational research, oriented to the identification of training paths, to the creation of educational institutions with organizational and educational autonomy, flexibility and planning ability, in order to be able to recognize the communities and individuals educational needs, with a significant rise in the percentage of students reaching the educational success. A quality education encourages and fosters creativity, innovation and entrepreneurship; promotes lifelong learning and professional mobility; promotes equity, social cohesion and active citizenship, and ultimately improve the basic skills of learners (reading, writing, mathematics, foreign languages and information technology). It is also relevant the integration between academic learning and supported experiences in the field of production and business activities (through internships, alternating school – work programs).

Can you give an example from your own institute of which you are proud of?

The activities aimed at recovering learners at risk of school dispersion and dropout (including sportsmen who practice agonistic activity) or learners returning in the upper secondary school after early school leaving. This activity has been designed involving a specialized team and using all the tools provided by the existing legislation. A permanent working group has been created. It is made up of 2 teachers for each area of study, a psychologist and a social worker aiming at individual assessment of the situation of each learner in the above mentioned situation, and projecting their education path. More specifically a "personalized Annual timetable" - "customized and individualized learning paths" - "different and multiple approaches of teaching delivery, using IT, especially the e-learning platform", are prepared.

What does it make special / standing out?

Because it allowed a large number of potential "NEET" (*Not (engaged) in Education, Employment or Training*), to continue the training path and, successively, to place themselves in the labor market or to pursue any further training.

How do you know that it actually is / has been very good? Good for all involved (students, labour market, staff)?

It is extremely significant for the institute since it has significantly decreased the percentage of early school leavers. In addition, the project empowers teachers in the process of development of education quality.

Did you define the intended effect at the start?

The main aim is to achieve educational success, possible only through a proper school integration, fighting dispersion and early school leaving, action focusing on groups vulnerable for socio-family or objective situations (handicaps and ADHD) context. Educational success is a measurable objective. It corresponds to the number of learners who successfully conclude their studies and who subsequently engage in further study and / or find immediate placement in the labor market. Educational success is not only the

	achievement of a higher secondary school diploma. A successful training implies the acquisition of knowledge, skills and competences as a prerequisite for employment or for inclusion in a new course of study. Did you complete the whole PDCA? Yes, the activity was carried out along the entire cycle of quality. The planning - design phase has been taken into greater consideration, considered as obvious prerequisite for all the other stages of the cycle, followed in order of importance by the review phase, which allows the adjustment and the constant improvement of the annual planning phase.
6. Cespim S.r.l.	What is according to you "good quality of education" and whom does it involve? Quality of education means a guarantee to invest in a business whose positive results, in terms of improving skills of the trained subjects and a higher level of competitiveness for the company, are really tangible and measurable. Can you give an example from your own institute of which you are proud of? The life-long learning courses organized for the company and confederation's employees, funded by the FAPI (Training *Fund* for the Small and Medium Enterprises), aim at grading specific (technical language courses) and transversal (optimal time management, team working) skills. What does it make special / standing out? Professional updating courses, made of detailed training needs analysis, had positive results in terms of skills upgrading. How do you know that it actually is / has been very good? Good for all involved (students, labour market,

	staff)? The compliance with the previously planned quality standards provide an added value for both the institute and the actors operating or participating in its initiatives. Did you define the intended effect at the start? Being a Quality certified institute, the evaluation standards established by the Regulation have been taken into account within each training path. The obtained results have been processed and reported in the annual assessment tables of the quality standards measurement, set by the Institute. Did you complete the whole PDCA? The activity was carried out by following all procedures provided for in the quality cycle, with particular attention to the management of training path, and the analysis and evaluation of results.
7. Nuovo Welfare	What is according to you "good quality of education" and whom does it involve? The quality of training is measured by the results and the impact that is able to produce, compared to the training objectives and learners expectations. The quality is based on a proper activities planning, on teachers' competence, on the building of learning environments that allow learners direct experimentation of contents. A good training must take into account how the educational objectives match with learners' expectations, in a "negotiation" approach, in order to adapt the techniques and content to recipients audience. A good training is identified with the impact that the knowledge/skills acquired produce on the life of the people involved. Can you give an example from your own institute of which you are proud of? In *The King of my castle*: *connecting individual to social empowerment* project, the planning of activities and

content occurred on the basis of a preliminary analysis of training needs. The selected trainers had many years of experience in the covered topics. The training techniques used were workshop and experience based. Assessment activities were carried out during and at the end of the training week, in order to recalibrate the training program based on participants needs and to assess the results of training. In a previous European project, *IntegrART: Integrating through art and representation - Storytelling, video and theater When working with migrant and second generation youth*, a training impact evaluation was also carried out, through the delivery of a questionnaire, some months after the end of the training week, in order to understand if and how the knowledge/skills acquired had been put into practice by the participants and had produced effects on their work and their organizations.

<u>What does it make special / standing out?</u>

For the above described choices.

<u>How do you know that it actually is / has been very good? Good for all involved (students, labour market, staff)?</u>

Both these projects were significant for the association, for trainers and learners, to experiment themselves in a European context, with participants from different countries, bearers of different cultures and experiences. The training objectives were to increase the knowledge and skills of youth workers and youth organizations, their employability in the labor market and the quality of their interventions, but also to promote the growth of their respective organizations and local communities within which they operate.

<u>Did you define the intended effect at the start?</u>

The intent of the training course was to enhance the empowerment of participants, so that they could play effectively their role of leader or youth association's operators. In particular, for individual training could be transferred to the group and have a positive effect on work and organizational realities of origin, the intention was to transfer knowledge, skills and methodologies for the effective management of groups and

	leadership
	Did you complete the whole PDCA?
	Yes, all phases have been planned.
	The planning of activities and the definition of the training program based on the objectives and content to transfer; special attention was paid to the choice of training techniques to use. The implementation was carried out with attention to the expectations and needs of the working group and was constantly monitored with reflection group activities at the end of each training day. The assessment actions have been implemented both during and after the project life. The results of the evaluations have been used for reprogramming the activities with a greater efficiency, but also refining the training techniques, and offered useful insights for future trainings planned and implemented by the Association.
8. Scuola del sociale della Città metropolitana di Roma	What is according to you "good quality of education" and whom does it involve?
	In our case the investment priorities is to improve the coherence of education and training systems with the labor market, facilitating the transition from education to employment, and strengthening vocational education and training and improving their quality, also through mechanisms of skills anticipation, adaptation of curricula and the introduction and development of learning systems programs based on work, including dual learning systems and traineeship.
	Can you give an example from your own institute of which you are proud of?
	Reception of unaccompanied foreign minors skills acquiring Course (80 hours) - 2015.
	It was an activity which met the training needs of the sector, well situated from the point of view of relevance of the subject and the needs of the labor market.

Trainers were directly involved in the activities of the teaching.

Students have acquired skills directly utilizable in the labor market.

<u>What does it make special / standing out?</u>

Students, through networks provided by trainers, have been able to put into practice the knowledge acquired and they could have further experience in the working world.

<u>How do you know that it actually is / has been very good? Good for all involved (students, labour market, staff)?</u>

For the institute: it was a test on a course able to provide knowledge with direct impact on the community, attended by experienced and very demanding learners.

For trainers: trainers, already integrated in the specific field of work, have been able to verify the relevance of their skills through the relationship with the students.

For learners: they had the opportunity to interact with professionals in the field and they have improved their theoretical knowledge through concrete experiences.

For associations/companies of reference: they faced with a motivated and adequately trained staff.

<u>Did you define the intended effect at the start?</u>

The course was designed to provide social workers (i.e. with qualifications in psycho-socio-educational, humanistic and neuroscience area) an opportunity for legal and operational in-depth analysis, in relation to the reception services for the so-called unaccompanied minors and to provide the ability to test skills and knowledge acquired during the course, through additional training experience in the field (n. 20 hours of guided tours).

Did you complete the whole PDCA?

A greater consideration of the planning and implementation phases is put during the cycle of quality. The evaluation and the revision phases are planned.

IN SYNTHESYS:

The key elements that define the ''good quality in education'' must take into account several factors, such as the monitoring of training paths and educational resources' planning processes; the correspondence between educational objectives and learners expectations coming from the new knowledge and/or skills acquired; the achievement of the predetermined strategic goals.

A quality education encourages and fosters creativity, innovation and entrepreneurship; promotes lifelong learning and professional mobility; promotes equity, social cohesion and active citizenship, and ultimately improve the basic skills of learners. It is also relevant for the integration between academic learning and concrete experiences in the field of production and business activities (through internships, alternating school – work programs).

Most of the respondents consider the training objectives a way to increase and upgrade the knowledge and skills of beneficiaries and stakeholders, in a way to facilitate the employability and the access into the labor market, promoting at the same time the growth of the organizations and local communities.

Finally, it emerged that all the PDCA cycle phases are carried out by respondents, with particular attention to the planning and the evaluation phase. The planning phase is important for the beneficiaries and the context within they operate, while the evaluation phase is important not only for results but mostly for the impact produced, since it makes possible a re-programming of training activities.

Different VET Institutions interviewed declared that they implement a Quality Management System.

3.2   Respondent's most decisive criteria for good quality of education

Criteria	N-times mentioned	Short description	Why chosen by respondents?
1. Teachers' qualification and training	4	- Teachers are the key to improve learning, as they have a powerful impact on the quality of student learning. The teacher' approach is crucial as teachers and students are both players of the learning process and the collaboration among them is crucial for the success of learning. - A trained teaching staff, in contact with the work environment in the area of reference.	- This is the criterion that gives an objective feedback on the qualitative level of the processes implemented by the company and in relation to the stakeholders. - This is the most meaningful criterion applied to the learning process on a general perspective; every learning process is peculiar, because it is considered an expression of a micro-context, where teachers and students have specific relationships. Though, the above mentioned criterion is valid from a macro perspective. - According to the increasingly frequent observation of a strong gap between the expectations and competences of participants in training programs and the expectations and

			demands coming from the world of work.
2. Active participation and check of students' feedback	2	- Not limiting the education to a face-to-face training, but facilitating active participation of learners, direct experimentation of knowledge, circulation of knowledge and individual experiences. This will allow a natural "transformation" of knowledge into related competencies.	- This is the criterion that gives an objective feedback on the qualitative level of the processes implemented by the company and in relation to the stakeholders. - To experience training techniques based on the involvement and active participation of learners, the work in groups, the exchange of experiences and case studies.
3. Control of educational resources	1		- This is the criterion that gives an objective feedback on the qualitative level of the processes implemented by the company and in relation to the stakeholders.
4. Planning and organisation of activities	3	- Carrying out a program of activity that takes into account the beneficiaries and the context within which they operate, with the aim to increase the professionalism and employability.	- This is the criterion that gives an objective feedback on the qualitative level of the processes implemented by the company and in relation to the stakeholders. - Because the knowledge transferred

			by the trainer acquires a greater efficacy, through the application of participatory techniques. Furthermore, people are more concentrated and show a greater satisfaction.
5. Correlation with innovation and research	1		- This is the criterion that gives an objective feedback on the qualitative level of the processes implemented by the company and in relation to the stakeholders.
6. Assessment/Evaluation	6	- Do not exclude/ignore the assessment of the activities undertaken not only in terms of results but considering also the impact. This can ensure a real re-programming of the training actions in order to be more functional and adherent to reality. - In most of the cases the assessment is being done through evaluation questionnaires.	- This is the criterion that gives an objective feedback on the qualitative level of the processes implemented by the company and in relation to the stakeholders. - Because this criterion represents the ability to monitor and intervene on the entire quality cycle. - As criterion set out in the European Parliament and the Council Recommendations of 18 June 2009. - Because in Italy often lack the impact assessment. There is investment in

			resources, planning and implementation of activities, and monitoring of the results, but there is not an evaluation of the impact on activities carried out. This prevent from acquiring important information with a view to reprogramming. The risk is to plan, implement and repeat activities that have no effect on people's lives.
7. Careful definition of training and indicators to measure objectives' achievement	3		- According to the increasingly frequent observation of a strong gap between the expectations and competences of participants in training programs and the expectations and demands coming from the world of work. - Because it represents the ability to monitor and intervene on the entire quality cycle. - As criterion set out in the European Parliament and the Council Recommendations of 18 June 2009.

8. Monitoring of the different phases of the training system	2	- Coherent structure of training schedule, quality and transparency of communications, mentoring and effective coordination.	- This is the main phase of the implementation of a training activity.
9. Analysis of the training needs of the reference territories and / or areas of interest	2		- According to the increasingly frequent observation of a strong gap between the expectations and competences of participants in training programs and the expectations and demands coming from the world of work.
10. Orientation guidance and/or in-take selection	2	- Prevision of transparent criteria of selection, whenever possible, by focusing on motivational interview.	- According to the increasingly frequent observation of a strong gap between the expectations and competences of participants in training programs and the expectations and demands coming from the world of work.
11. Skills, knowledge, values and attitudes	2		- This is the most meaningful criterion applied to the learning process on a general perspective; every learning process is peculiar, as we need to consider that it is expression of a micro-context, where teachers and students

			have specific relationships. Though, the above mentioned criterion is valid from a macro perspective.
12. Enhancement of competences	2		- This is the most meaningful criterion applied to the learning process on a general perspective; every learning process is peculiar, as we need to consider that it is expression of a micro-context, where teachers and students have specific relationships. Though, the above mentioned criterion is valid from a macro perspective. - As criterion set out in the European Parliament and the Council Recommendations of 18 June 2009.
13. Presence of codified procedures for the implementation and delivery of educational activities	2		- Because it represents the ability to monitor and intervene on the entire quality cycle. - As criterion set out in the European Parliament and the Council Recommendations of 18 June 2009.
14. Warning in aula	1	- Reviewing the choices made during the planning process according to	- Because a face to face unidirectional training, which does not take into

		interlocutors and to the needs/expectations they bring, with attention to the initial background in order to left nobody behind, neither to "bore" them.	account learners, different backgrounds, different cultures and experiences, different training needs, knowledge of each person, does not maximize the potential of the classroom and is likely to "get lost" more than a learner does.
15. Quality of any work experience	1	- Selection of a list of appropriate organisations, making sure to select those that allow a real continuity in the field of learning.	

IN SYNTHESYS:

Based on the input received during the interviews, please find below a rank of the most used criteria for good quality of education:

• **Planning and organisation of activities** (6 times). These are the main steps of the implementation process. What the trainer transfers, acquires a greater efficacy, through the application of participatory techniques, with the aim to increase the professionalism and employability. Another aspect of the planning phase concern the careful definition of training and indicators to measure objectives' achievement. This criterion aims at decreasing the distance between the strong expectations that come from the labor market and the skills of the participants.

• **Assessment/Evaluation** (5 times): Assessment is one of the main steps of the planning cycle. The assessment of the activities impact allow an adequate reprogramming of the training actions, in order to make them more consistent and functional to world of work. Through the active students' participation and their feedbacks, the assessment gives the opportunity to measure the skills acquired and the improvement in students' performance. Finally, in relation to the teaching staff, the respondents point out the importance of an objective feedback on the quality of all processes implemented in the company, the sharing of good practices, the teamwork and the ability to interact with stakeholders.

• **The qualification and training of teachers** (4 times): It is a meaningful criterion applied to the learning process on a general perspective. The teachers' approach is crucial as teachers and students are both players of the learning process and the collaboration among them is crucial for success of learning also because they provide an objective feedback on the quality of all processes implemented in the company and in relation to stakeholders.

• **Enhancement of competences** (3 times). There is a strong correspondence between teaching efficiency and training and learners need, to acquire new skills and competences. The enhancement of competences is one of the most meaningful criterion applied to the learning process. It can help to measure and evaluate the theoretical and practical aspects of education to identify implementation tools to achieve learner's objectives.

• **Analysis of the training needs of the reference territories and/or areas of interest** (3 times). It's important to bridge the gap between the learners needs and the demands of labor market and to build awareness among them. The improvement of the education and training can offer young people many opportunities allowing them to discover and develop the attitudes and the competences achieved not only in traditionally disciplinary areas of interest.

• **Monitoring of the different phases of the training system** (2 times). It deals with the main stages of the realization of training process. Presence of codified procedures for the implementation and delivery of educational activities. This criterion represents the ability to monitor and intervene on the entire quality cycle.

• **Orientation guidance and/or in-take selection** (2 times): It is an important criterion to understand how to better guide the learners choices according to their expectations and potentialities.

- **Correlation with innovation and research** (1 time). When a company or a person conducts research and development, whether to create a new product or service or update an existing one, the desired end result is always innovation. Innovation can be defined as a new method, product or idea that reveals a reality check on the quality of all processes implemented in the company.

- **Quality of any work experience** (1 time). To assess the skills acquired during a learning process it would be appropriate to select a list of working environments where the learner can practice internship to bring together the theoretical and practical aspects of education.

- **Warning in aula** (1 time). Reviewing the choices made during the planning process according to interlocutors and to the needs/expectations they bring.

3.3   Existing measurements of quality

Indicator:	Way of measurement:	Impact on which stakeholders?
E-CO e-learning studio/Eurocrea Merchant Use of UNI ISO 9001:2008 on Quality Management System.	Planning and development review, verification and validation, design and development; Internal Audit; Monitoring and measurement of processes and products; Data analysis; Implementation of UNI ISO 9001:2008 regulation on quality management.	Internal and external stakeholders Citizens (adults and children, the citizens of tomorrow); Local authorities; Companies and economic stakeholders; International organizations.
ENAIP S.r.l. Customer satisfaction on all areas covered by the accreditation of training institutions procedures.	Group meetings to define the questionnaire, to test the produced format with different targets, to review and approve the format.	Direct beneficiaries (participants); trainers and consultants (constant adaptation and maintaining of professional and educational skills), internal staff (projects and supply services offices).
Alfred Nobel High school Context indicator (percentage of participants in professional education, belonging to the category of project and educational success rate of students affected by the action).	• Collection of opinions of learners, of their families and their teachers; • Comparative analysis of the percentage of school dropout and early school leaving.	Significant impact on stakeholders related to the institutional system and in particular on existing and potential families and on existing and potential learners and on teaching staff.

Cespim S.r.l. Participants satisfaction.	Evaluation of the course venue, the ICT tools, the teaching materials, the teacher preparation, his/her ability to interact, etc.	Stakeholders involved are generally the same external participants in training courses: learners.
Nuovo Welfare Evaluation of a training project's impact.	Administration of two questionnaires, one at the end of the training activities and one after a few months of their conclusion.	Those to whom the questionnaire was administered: the learners.
Scuola del sociale della Città metropolitana di Roma Number of enrollment in training courses.	Analysis of applications for admission.	Lazio region, Città metropolitana di Roma, Third Sector.

IN SYNTHESYS:

According to the answers collected from the respondents, please find below the most relevant existing measurements of quality:

•   Using Data Analysis and Internal Audit to implement the UNI ISO 9001:2008 regulation on Quality Management System by the involvement of Internal and external stakeholders;

•   Setting up group meetings to define the questionnaire, in order to test the elaborated format on different targets and to review and approve the final version;

•   Collecting information from learners and their families and making a comparative analysis to measure the dropout and early school leaving;

•   Evaluating the location of the training course, the materials distributed, the ICT instruments, the teacher preparation to measure the participants satisfaction;

•   Administering two questionnaires in two different moments, one at the end of the training activities and few months later the other one. The questionnaires give an evaluation of the impact of the project.

3.4   Respondents example of good practice in which these criteria are reflected / clearly respected

Good practice	Short description	Indicators selected as part of the start?	How was effect established?
1	<u>Name of good practice/activity developed in the quality field:</u> Management review established with regular frequency <u>How was it carried out? / Strategy for its implementation:</u> Implementation of the Quality Manual <u>Objective/aim:</u> Execute their procedures properly and in accordance with the Quality Manual adopted	Outputs from design and development procedures; Review, check and validation of design and development procedures; Keep design and development procedure's changes under control; Keep production and service delivery under control; Validation of production and service delivery processes; Identification and traceability keep monitoring systems under control; Customer's satisfaction; Internal audit; Monitoring and measurement of processes and products; Keep the not compliant product under control; Data analysis.	Ensuring the resources availability for a company to complete their procedures properly and in accordance with the Quality Manual adopted.

2	Name of good practice/activity developed in the quality field:	• Measurement of customer satisfaction in all the areas expected by the accreditation of training institutions procedures.	The customer will adopt the CS format at he/she will be obliged to distribute it for all the financed training activities.
	Working group between training providers and customer (Lazio Region) for the definition of the new students' CS (Customer Satisfaction)		
	Objective/aim:	• Strategy for its implementation: group meetings for the definition of the questionnaire, testing with different targets the format provided, review and approval.	The employment impact and CS data are directly recorded from the Lazio Region.
	Define a well-structured and shared model for measuring the customer satisfaction.		
3	Name of good practice/activity developed in the quality field:	Use of ISO 9001 & ISO 29990 Quality Management System.	Through the application of ISO 9001:2008 standards also for those Adult learning providers which usually may use different quality frameworks, depending also on national requirements and practices.
	QUADRATT project (Quality Assurance Drivers for Adult Training).		
	How was it carried out? / Strategy for its implementation:		
	Implementation of a training course on quality management system in adult education based on ISO 9001:2008 standard.		
	Objective/aim:		
	Improvement of the attractiveness of		

	adult learning, making lifelong learning a reality for the majority of citizens.		
4	<u>Name of good practice/activity developed in the quality field:</u> School project: "sports and education: no competition". <u>How was it carried out? / Strategy for its implementation:</u> Specific teacher training staff, creation of appropriate instruments to the pursued aim (defining of customized learning paths for sports and e - learning platform), cooperation with stakeholders linked to the institutional and environmental system, investment of additional economic resources in order to ensure new spaces and methodologies for teaching. <u>Objective/aim:</u> To allow all students involved in competitive sports activities and professional to remain in educational and vocational training facilitating the professional and competitive sport	Individuals belonging to the targeted categories participating in the educational and vocational training activities and success rate.	Through the measurement of the increased number of professional sport students registered in the institute, (eg. In the last two years it increased from 1% to 10%).

	activity (both from a formal point of view and in terms of skills knowledge educational content acquisition), continuing education and proceeding to training success.		
5	<u>Name of good practice/activity developed in the quality field:</u> Evaluation grids for each training plan related to the participants' satisfaction, to the teachers and classroom tutors skills, long-term assessment (annual results analysis). <u>How was it carried out? / Strategy for its implementation:</u> Correct execution of the criteria provided by the quality system. <u>Objective/aim:</u> Improving the quality of courses.	Participants' satisfaction level.	Evaluating the effective improvement of the participants' skills.
6	<u>Name of good practice/activity developed in the quality field:</u> Application of the *reflection group* method for the ongoing evaluation	• Level of satisfaction on the learning process improvement, in terms of content and methodologies used. • Satisfaction on logistical and	Re-formulating interventions according to identified needs solving any emerged difficulty. From a practical point of view this flexibility has led to some changes in the

	How was it carried out? / Strategy for its implementation: Participants were gathered in small groups and were invited to discuss about the learning process and overall satisfaction concerning various organizational issues. The communication within the reflection group has been coordinate by a facilitator, who collected learners' input and reported it to trainers and other project staff members. Objective/aim: Ensure a permanent critical evaluation of the actions implemented and the training process triggered, in order to make possible adjustments to what was achieved during the "course" training lifetime.	organizational aspects.	program originally planned, and it was the methodology that has characterized the entire project.
7	Name of good practice/activity developed in the quality field: Training activity about a specialization or a professional qualification.	Number of enrollments.	By providing free training to employed staff / third sector volunteers.

	How was it carried out? / Strategy for its implementation: Improve the promotion and knowledge of the School on the whole territory. Objective/aim: Increase the students number.		

The most illustrative good practice is **'good practice n.4'** as reported in the template, because it is linked to one of the priority of Europe 2020 strategies. Students are involved in sport activities at professional level, successfully continuing their education and training. In the last two years the number of professional sport students registered in the institute has increased from 1% to 10%.

Good practice

Name / Title of the good practice: School project: *"sports and education: no competition"*   **Organisation:** Vocational high school *"Alfred Nobel"* - Rome.
What has been started?   The definition of customized learning paths for sports and e - learning platform.
Why has it been started?   To allow all students involved in competitive and professional sports activities to successfully continue their education and training.
How was it done?   Through specific teacher training staff, creation of appropriate instruments to the pursued aim in cooperation with stakeholders linked to the institutional and environmental system, investment of additional economic resources in order to ensure new spaces and methodologies for teaching.
What was the impact / outcome?   The increasing number of professional sport students registered in the institute, (eg. In the last two years it has passed from 1% to 10%)
What indicators have been used   Individuals belonging to the targeted categories participating in the educational and vocational training activities and success rate.
What was impact of its review?

There wasn't an actual revision phase.

4.   EQAVET criteria/descriptors in use

This section of the report covers the answers on two aspects of EQAVET: the use and the completion of a cycle of continuous improvement when arraigning for activities to improve the quality of education, as well as in the use of the EQAVET-descriptors in the different stages of the improvement cycle.

4.1   Effective use of the EQAVET cycle

Respondent:	Attention area of the cycle:	Why/ how
E-CO e-learning studio	Familiarity with all phases of the quality cycle.	Knowledge of the EQAVET indicators, but they are structured differently if compared to internal indicators related to Quality Certification,
ENAIP S.r.l.	Since 2001 is certified for the offices located in Lazio, according to technical standard UNI EN ISO 9001 "for the design and delivery of vocational training and guidance services", certificate No. 236 issued by the UNITER Company (Entity for standardization and certification of quality systems commerce, tourism and services).	

Eurocrea Merchant	A team of qualified trainers, experienced in the recognition, validation and transfer of learning units of outcomes, use transparency tools like ECVET and EQF. Each unit corresponds to specific learning outcomes in terms of knowledge, skills and competences.	It provides specific guidelines and methodology for the development of the learning units in a consistent way, methodological support and feedback and ensure the quality of the final training syllabus, according to EQAVET indicators.
Uninettuno	Due to its nature of Telematic University, UNINETTUNO has implemented processes and quality procedures since its inception, to ensure full efficiency in course design, during the teaching materials production, instructional design, course delivery and their evaluation.	UNINETTUNO has further codified these processes in documents that define processes and procedures for Quality Assurance in order to certify it to ANVUR level - the agency of the Ministry of Education for the evaluation of the University system. In addition, UNINETTUNO ISO 9000 certified its Faculty of Psychology.
Alfred Nobel High school	The quality cycle and EQAVET indicators are currently used in all phases.	For the evaluation of projects' quality.
Cespim S.r.l.	Knowledge of EQAVET system without using its expected criteria.	
Nuovo Welfare	Familiarity with all the quality cycle phases.	Planning activities are based on the customers' needs and the learners' target. This analysis brings to define the training program, which may provide a single course or a series of courses to share with the customer or to offer on the market.

		Each course is structured according to the objectives and content to transmit, and foresee well-structured and targeted training techniques (FAD included). The implementation takes place dialectically with the group class re-formulating the activities in order to maximize the training objectives.
Scuola del sociale della Città metropolitana di Roma	The institution (school) is certified according to the standards of UNI EN ISO 9001: 2008.	The institution (school) certifies the service delivery.

IN SYNTHESYS:

Analysing all the feedback collected about how to manage the systematic procedures of planning, implementation, evaluation and review of actions taken, it emerged a common familiarity with all the mentioned quality cycle phases.

4.2   Use of EQAVET quality criteria/descriptors

Planning descriptors	Used: yes - no
Studies on process and product.	**yes, yes, yes, yes, no, yes, yes, yes**
Focus on local needs and value added to the customer	**yes, yes, yes, yes, yes, yes, yes, yes**
Transparency in the intake (criteria)	**yes, yes, yes, yes, yes, yes,/, yes**
Design of new courses adapted to market needs	**yes, yes, yes, yes, yes, yes, yes, yes**
Plan the internal resources eg. Teachers	**yes, yes, yes, yes, yes, yes, yes, yes**

Concerning planning descriptors, the majority of respondents use:

- studies on process and product is less used;
- focus on local needs and value added to the customer;
- transparency in the intake (criteria);
- plan the internal resources eg. teachers;
- design of new courses adapted to market needs.

Implementation descriptors	Used yes - no
Run courses according to syllabus.	**no, yes, yes, yes, no, yes, yes, yes**
Have internal standardized procedures for QA	**yes, yes, no, yes, no, yes, no, yes**
Invest time and resources	**yes, yes, yes, yes, yes, yes, yes, yes**
Secure internal cooperation.	**yes, yes, yes, yes, yes, yes, yes, yes**

Regarding implementation descriptors, all respondents use:

• invest time and resources;
• secure internal cooperation.

Around 70% "Run courses according to syllabus" and around 60% use "Have internal standardized procedures for QA".

Evaluation descriptors	Used yes - no
Be willing to take criticism from both external and internal stakeholders	**yes, yes, yes, yes, yes, yes, yes, yes**
Assess the activities and take the time for analysis	**yes, yes, yes, yes, yes, yes, yes, yes**
Involve stakeholders in the analysis	**yes, yes, yes, yes, no, no, yes, yes**
Have regular meetings and evaluations	**yes, yes, yes, yes, yes, yes, no, no**

All respondents use the following evaluation descriptors:

- be willing to take criticism from both external and internal stakeholders;
- assess the activities and take the time for analysis.

Around 70% of respondents use:

- involve stakeholders in the analysis;
- have regular meetings and evaluations.

Review descriptors	Used yes - no
Use the analysis and facts.	**yes, yes, yes, yes, yes, yes, yes, yes**
Secure the follow-up.	**yes, yes, yes, yes, yes, yes, not always, no**
Give feedback to students and all stakeholders	**yes, yes, yes, yes, no, yes, not always, yes**

All respondents:

- use the analysis and facts.

Nearly 80% of respondents:

- secure the follow-up;
- give feedback to students and all stakeholders.

Only one of respondent answer "not always" for the above mentioned descriptors.

Actors / stakeholders descriptors	Used yes - no
Listen to the market needs and meet the professionals here	**yes, yes, yes, yes, yes, yes, yes**
Listen to the students and support both strong students and students with personal problems	**no, yes, yes, yes, yes, yes, yes**
Educate trainers even more	**no, yes, yes, yes, yes, no, no**
Take all stakeholders seriously and involve them	**yes, yes, yes, no, yes, no, yes**

With regard to actors/stakeholders descriptors:

- 100% use "Listen to the students and support both strong students and students with personal problems";

- 90% use "Educate trainers even more" and "Take all stakeholders seriously and involve them";

- 60% use "Listen to the market needs and meet the professionals here";

- 70% use "Take all stakeholders seriously and involve them".

5.   Main challenges and support needed

This section of the report covers the answers on the main challenges regarding further improvement of the quality of education as well as on staff involvement (part of a culture of quality).

5.1   Main challenges regarding improvement of the quality of education

Respondent:	Main challenge	Support
E-CO e-learning studio	The most important challenge is to combine most of pedagogical and managerial indicators to ensure the highest quality to the vocational training-related processes.	
ENAIP S.r.l.	Integration between procedures related to quality training activities and assessment procedures provided for activities financed by public funds. A greater consistency and enhancement of procedures for managing quality of training activities and guidance, with some recognition methods put in place by stakeholders relating to monitoring elements, would be desired.	More information and training on quality issues both for training operators and for institutional representatives responsible for planning and control.

Eurocrea Merchant	With regard to EQAVET Indicator n 5 "Placement rate in VET programs" we have encountered the "skills mismatch" as one of the most important challenges for low employment rates.	With a pan-European consortium of 9 partners, we have addressed such a problem with the EDIPUS Project aiming at creating a powerful tool, namely the Digital Portfolio Portal (DPP) addressing the employability needs of students and young job seekers, providing them with their own portfolio of experiences and qualifications in a creative and professional way, so to ease the matching between employers and job seekers, according to required skills for specific job positions.
Alfred Nobel High school	Promoting innovative learning both from an educational/pedagogical point of view and in relation to new technologies. Difficulties and obstacles are twofold: first to move teaching staff from an idea of traditional education (exclusively through frontal lectures and aimed at summative assessment) and second to implement ICT tools in the institute.	Specific educational/pedagogical and technological support for teacher training activities.
Cespim S.r.l.	Increase the number of external training programs addressed also to different typology of attendee.	Implementation of the promotion of activities through different dissemination tools.
Nuovo Welfare	The main difficulty encountered by the Association is linked to the lack of resources at its disposal.	Economic support.

Scuola del sociale della Città metropolitana di Roma	The greatest obstacle encountered is to ensure an effective promotion of activities. Working on projects and the type of funds used prevent the use of economic resources for a long-term marketing campaign.	Social network, advertisement, newsletter, partnership, press office.

IN SYNTHESYS:

The main challenges and the support mentioned by the respondents are:

- Combining pedagogical and managerial indicators to ensure the highest quality to the vocational training-related processes;

- Addressing "Skills mismatch" for enhancing employment rates;

- Promoting innovative learning both from an educational/pedagogical point of view and in relation to new technologies.

5.2   Main challenge regarding teachers involvement and support needed

Respondent:	Main challenge	Support
E-CO e-learning studio	E-CO is mainly involved in distance learning. We make extensive use of tutors. Lacking of supply of teachers and trainers in a strict sense.	
ENAIP S.r.l.	Difficult to compare and to develop shared methods of work.	To develop and promote compliance activities for trainers dealing with vocational training activities.
Eurocrea Merchant	Utilisation of acquired skills at the work place. Acquired skills sometimes remain too theoretical and by losing contact with real cases, they might get lost.	To face this kind of challenge better sharing of specific competences and continuous training of employees would be required, so that by putting them into practice with real cases they could serve as a basis for improvement for colleagues as well.
Alfred Nobel High school	Improve further education rates. The Nobel Institute operates in a particularly complex area with a rate of graduates around 4%. In relation to the belonging Municipality (IV), this rate significantly deviates from the percentage of graduates in the city of Rome (about 8%). For this reason, the Institute is committed to promote for its graduates the continuation of higher	Strengthen and implementation of career guidance after completed the school education.

	education studies.	
Nuovo Welfare	There are no obstacles regarding to the involvement of trainers, who have collaborated for years with the Association. The problem, as mentioned, is about the lack of economic resources. It does not allow to stabilize the staff so as to ensure, the right time and resources to plan and implement activities.	Finding funds to dispose economical income to allows the training activities planning that goes beyond those ordinarily carried out under the fixed patronage of the Association.
Scuola del sociale della Città metropolitana di Roma	Lacking of follow-up within project.	Foresee questionnaires after the conclusion of the activities.

IN SYNTHESYS:

The main challenges and the support mentioned by the respondents are:

- The difficulty to compare and to develop shared methods of work by developing and promoting compliance activities for trainers dealing with vocational training activities;

- Utilisation of acquired skills at the work place through better sharing of specific competences and continuous training of employees;

- Improve further education rates, strengthening and implementing the career guidance after completed the school education ;

- Enhancing follow-up activity within projects, through the administration of questionnaires after the conclusion of the activities.

6.   Good education: peer-review as a low threshold method for involving teachers

This section of the report covers the answers on the questions regarding the usefulness of peer review in providing validates self-assessment reports, and on its perceived potential contribution to creating a sense of quality within the institute.

Peer-review for contributing to a sense of quality within your institute.

1.   The "peer review" is expected in our Quality Manual, in the part where we deal with internal audits. Essentially it's necessary to eliminate the non-conformity in a quality system implemented. It is also useful to spread the culture of quality in the company and to carry out self-assessment operations.

2.   This method of self-assessment could be a useful tool if integrated among all other elements to analyze during the check phase on the delivery system.

3.   The peer reviewing method in our case is used mainly in relation to the development of projects within consortia. Projects are constantly subject to QA procedures, defined by a Quality Manager into a Project Quality Plan (PQP) and partners commit to respond to any possible hint or problem arisen by the Quality Manager and a Peer reviewers Committee is appointed, in order to guarantee the quality of the whole project results and outputs. The peer reviewers committee states the approval of results, by evaluating them according to key criteria for completeness and pertinence, clarity, alignment with project objectives and task-specific aims. The involvement through peer reviewing is crucial in terms of creating sense of ownership, responsibility and good cooperative atmosphere, where the Quality Manager is seen as a "Primus inter Pares".

4.   Peer review can be a useful tool to further broaden awareness of the quality policy within the University and its procedures. The majority of teaching and technical staff is already involved, both operationally and as evaluator, in the University Quality processes. Further implementation of these review processes using the "peer review" would broaden the quality of university culture.

5.   Peer review contributes to increase awareness, participation and involvement of the culture of quality, empowering

teachers and all other actors interested to make use of this important tool. In addition, it represents a concrete tool make comparisons on the functioning and quality procedures within schools and other similar training institutes (more competitive than the one in which it is employed). I think that peer review can encourage to promote quality procedures at a higher level.

6.   The involvement of internal staff in respecting of the quality system applied by the organisation is of utmost importance.

7.   The approach that has always been used is based on the principles of a shared planning and on the impact evaluation of operations. Therefore I believe that the focus on quality must come "from the head and not from the tail". Quality should be integrated in the fundamentals principles of each activity undertaken, as a founding basis of the activities of an organisation. Otherwise control risks to remain an end in itself, as a pure formality.

8.   It is a necessary tool and it is handled by school, which has a scientific committee. The school also carries out needs analysis and takes advantage of an expert working group and network both active in the third sector to provide proposals and working ideas.

IN SYNTHESYS:

It is necessary to pay attention to quality aspects to improve quality culture within an organisation. In this context peer review is a fundamental tool, contributes to increase awareness, participation and involvement of the culture of quality; it promotes an attention towards good practices, a concrete improvement of the organisation in general. This method of self-evaluation is effective because it is enriched from the contribution of various types of experience coming from different Institutions (iVET institutes, schools and Universities) which are all at the same vocational level. It allows all the stakeholders to actively participate in the improvement process and to promote quality procedures at a higher level.

Peer-review for providing validated self-assessment reports on aspects of the education of your institute (note: in many EU countries inspection is demanding for self-assessment reports).

1.   The whole vocational training system doesn't take care of quality issues if not in terms of overcoming foreseen certifications (non-restricted); assessment activities seem pretty elementary. A method as the one proposed requires a greater articulation of procedures and skills within the system.

2.   Self-assessment reports, although not much used so far within our institutions, could be complementary to the ongoing regular team meetings, where rooms for improvement are identified through mutual analysis and comparison.

3.   Self-assessment reports are already filled in within the University ("the Review Reports") to meet the requests of the Ministry of Education and ANVUR; these reports are compiled annually (RAR) and every three years (RAC). Following specific indicators, they underline any critical issues and areas of improvement that are assessed in the next Review Report.

4.   The "peer review" represents an added value tool for self-assessment report, making it more objective and avoiding the risk that the self-assessment becomes self-referential. In any case, the "peer review" isn't the most significant step of the review phase specially comparing it to the external inspection.

5.   The self-assessment reports are included within training needs analysis that each organisation duly carries out. They allow to precisely define the training process for the attendee.

6.   The organisation don't make use of standardized procedures or external supervision, and this is because it is a small association, whose employees are chosen based on their expertise and experience, their motivation to deliver quality contents to learners. They are also aware about the techniques they choose and the relationship within the classes, susceptible to innovations.

7.   The school foresees interim reports disseminated at several levels. Its design is shared through different individuals focusing on the fact that it is often very difficult for a single author, or a research group, to be able to identify any kind of mistake. That's why a more extensive work group actively contribute to the planning phase and helps to enhance it.

IN SYNTHESYS:

Self-assessment reports, although not much used so far within our institutions, could be included into the whole vocational training system. Its points of strength are: reducing the risk of self-referencing; taking advantage of external assessment which are able to underline the real weaknesses. In fact "peer review" represents an added value tool for self-assessment report, making it more objective and avoiding the risk that the self-assessment becomes self-referential. Self-assessment reports are included within needs analysis that each organisation duly carries out. They allow to precisely define the training process for the attendee.

7.   Conclusions – some recommendations

ENAIP S.r.l. : the attention to quality issues within the organisation cross all the activities: from planning to supply phase. It could be disseminated in a more specific and continuous way among partner entities and students.

Eurocrea   Merchant: quality of education could be improved by devoting specific time-frames to regular updates and training processes.

Alfred Nobel High school: the suggestion is to bring the model of the "peer review" by extending it to educational institutes belonging to the same type and level of the EU countries.

Cespim S.r.l.: one important indication goes through a proper compliance within the quality standards set up in the quality system applied. It has to be flexible and open to any necessary changes to allow any kind of adjustment of the rules to external changes (eg. Labor market requirements, individual skills , etc.) in order to preserve quality in training activities.

Scuola del sociale della Città metropolitana di Roma: all relevant corporate sectors (administrative office, human resources department, project office and activities trainers office) should be aware about the quality processes and be able to guide all users.

Annexes

Good practice template

Name / Title of the good practice: Organisation:
What has been started?
Why has it been started?
How was it done?
What was the impact / outcome?
What indicators have been used

What was impact of its review?
Other remarks

Note: limit your descriptions to really the essence, since understanding of what has happened is reflected in mastering to say something short and sharp. Total length of good practice: 1,5 pages

Participant list

	Date of interview	Name	Organisation
1	15/04/2016	Giovanni Sorrentino	E-CO e-learning studio
2	4/05/2016	Maria Vittoria Bonanno	ENAIP S.r.l.
3	4/05/2016	Gianluca Coppola	Eurocrea Merchant
4	5/05/2016	Alessandro Caforio	Uninettuno
5	13/05/2016	Daniele Vignali	Alfred Nobel High school
6	19/05/2016	Elisabetta Boffo	Cespim S.r.l.
7	27/05/2016	Daniela Bucci	Nuovo Welfare
8	27/05/2016	Cecilia Cardito	Scuola del sociale della Città metropolitana di Roma