



OECD PROJECT:

QUALITY ASSURANCE OF ADULT EDUCATION AND TRAINING:

EVIDENCE FROM EUROPEAN AND OECD COUNTRIES

“Quality Assurance in Education”
Algebra institute
18 January 2023

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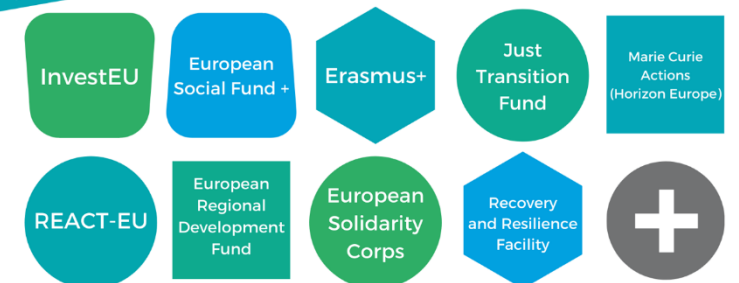
Why quality assurance matters?

CONTEXT AND RELEVANCE

1. Training is of crucial importance to keeping adults' **skills up to date** and to acquiring new skills.
2. **Growing demand** for high performing skills systems.
3. The successful deployment of **new funding schemes** (e.g. individual learning accounts, vouchers, etc.)
4. Quality assurance is a critical aspect for ensuring that funding efforts achieve their **strategic objectives**.



EU Investment in Skills 2021-2027





Focus on non-formal adult education and training

KNOWLEDGE GAP

1. Quality assurance systems still face **important challenges** (e.g. financial, HR, governance, coordination, lack of frameworks etc.)
2. **Formal education**: well established mechanisms in place (e.g. Higher Education, VET)
3. However, quality assurance of **non-formal adult education and training** :
 1. Highly decentralized, leveraging responsibilities to sectoral bodies or to regional and local levels.
 2. Practices differ substantially from country to country.
 3. There is no common framework to assess and compare QA systems across OECD countries.



What is non formal adult education and training?

DEFINITION

Non-formal Adult Education and Training (AET): Any institutionalised, intentional and planned educational programmes and processes alternative and/or complementary to formal education.

It includes courses, programmes, up- and re-skilling opportunities, including:

- **Job-related training** that is expected to impact individuals' performance and productivity at work; and
- Learning activities undertaken for the **pursuit of personal growth** (e.g. life skills, social and cultural development opportunities).



This Project

WHAT WE DO

1. Define a framework to conceptualise different QA mechanisms
2. Develop qualitative indicators to characterise QA systems
3. Map and compare the different QA systems

OBJECTIVES

1. Facilitate the understanding of QA systems and practices across OECD countries
2. Identify generalisable best practices
3. Identify peer-learning opportunities
4. Inform policies reform

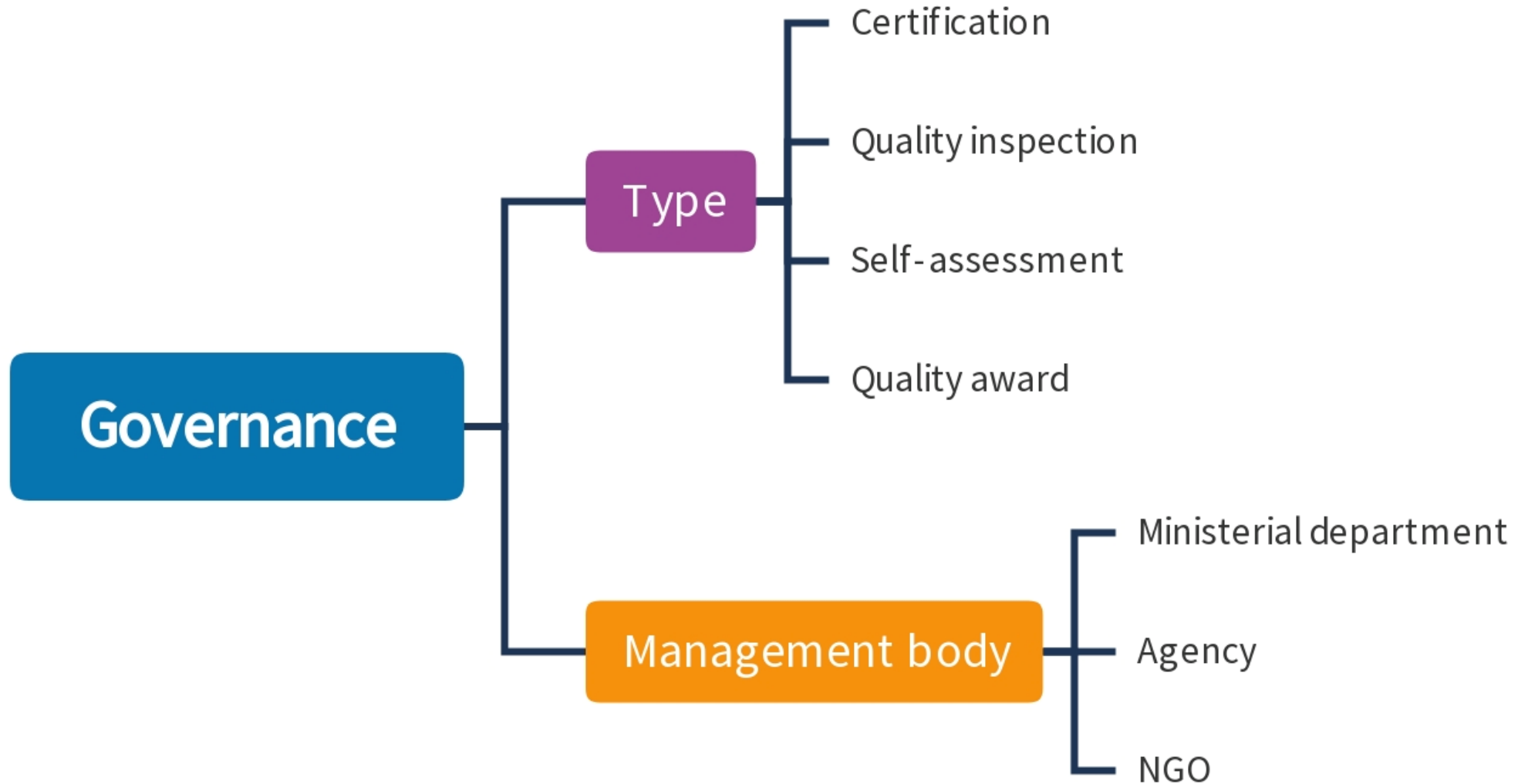


Analytical Framework



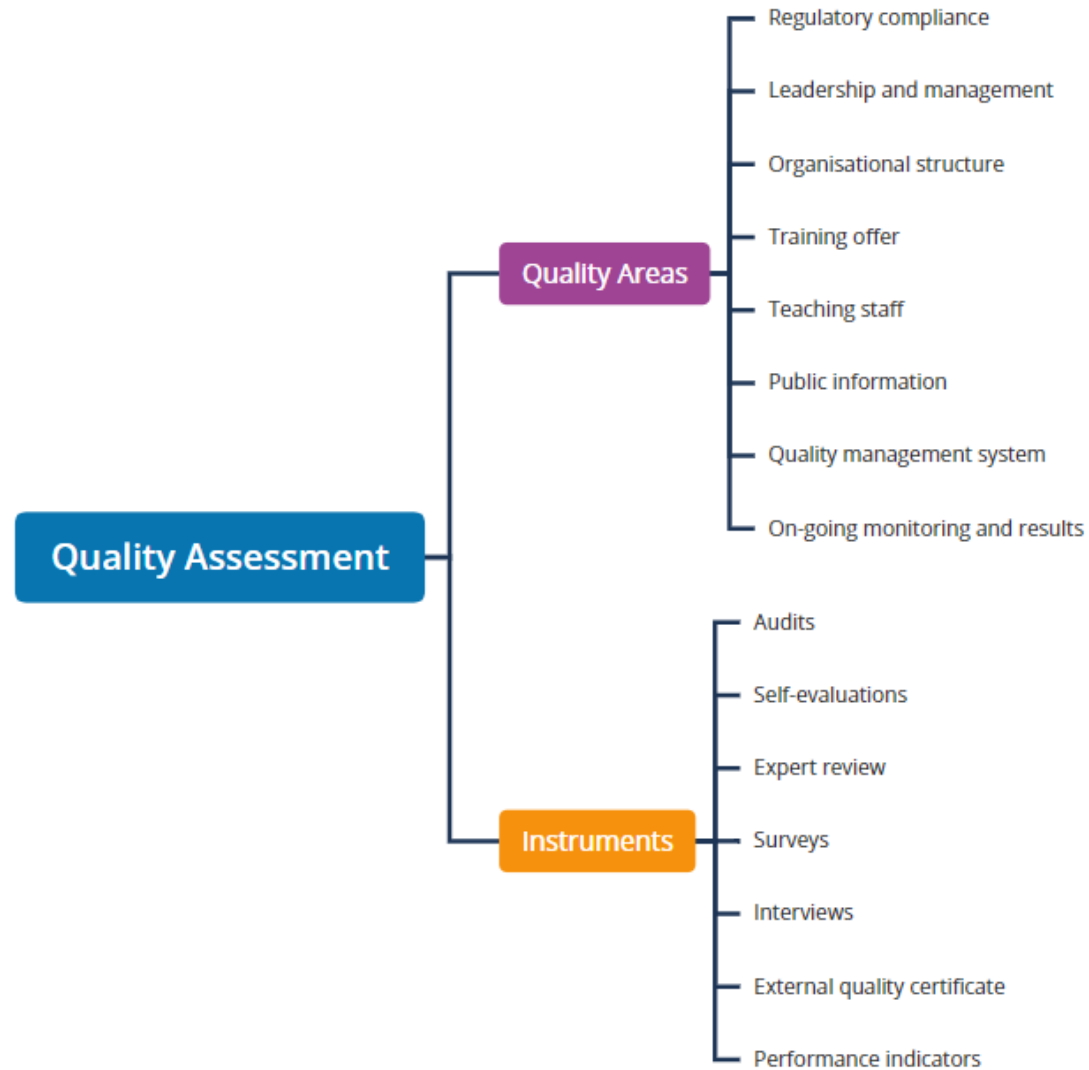


Macro-dimensión 1: Governance



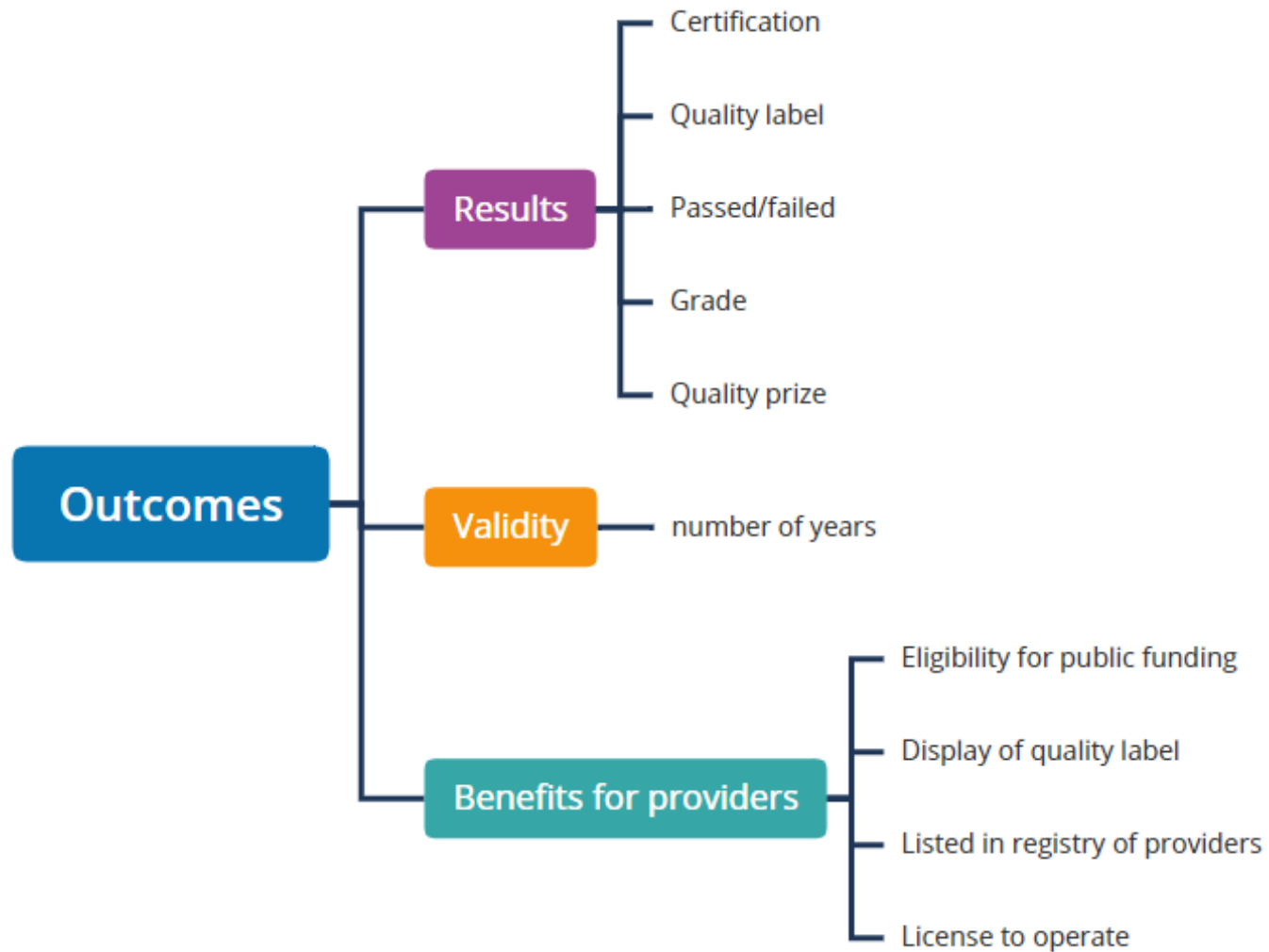


Macro-dimensión 2: Quality Assessment





Macro-dimensión 3: Outcomes





Our Sample: All 38 members + Croatia (accession)

- In Croatia: "Self-assessment of adult education providers"

1	Australia	NZQA' External Evaluation and Review (EER) for tertiary education organisations
	Austria	Ö-Cert
3	Belgium (Flanders)	Inspectorate of education
4	Canada (British Columbia)	Education Quality Assurance (EQA)
5	Chile	Registration of Technical Training Bodies (Organismos Técnicos de Capacitación), OTEC
6	Colombia	Sistema de calidad de formación para el trabajo (SCAFT)
7	Costa Rica	Acreditación del Instituto Nacional de Aprendizaje (INA)
8	Czech Republic	Register of Schools and Educational Establishments
9	Denmark	Quality assurance and measurement with Viskvalitet.dk
10	Estonia	Notice of economic activities for the provision of continuing education
11	Finland	Vocational education and training quality awards
12	France	QUALIOP1
13	Germany	Accreditation and Certification in Employment Promotion Ordinance (Akkreditierungs-und Zulassungsverordnung Arbeitsförderung, AZAV)
14	Greece	Certification of the teaching qualification of Trainers for Adults of non-formal education by EOPPEP
15	Hungary	Licensing procedure for adult education providers
16	Iceland	EQM/EQM+ quality certification
17	Ireland	QQI Award provider
18	Israel	Teacher approval in supervised courses

19	Italy	Self-assessment for provincial centres for adult education
20	Japan	Quality certification by the Japan Association for Management of Training and Education (JAMOTE)
21	Korea	Accreditation by the Korean Skills Quality Authority (KSQA)
22	Latvia (Riga)	Licensing of non-formal adult education programmes
23	Lithuania	Law on Non-formal Adult Education and Lifelong Learning of the Republic of Lithuania
24	Luxembourg	Ministerial quality label
25	Mexico	National Registry of Training Courses Based on Competency Standards (RENAC)
26	Netherlands	NRTO Quality Mark
27	New Zealand	NZQA' External Evaluation and Review (EER) for tertiary education organisations
28	Norway	Kompetanse Norge (Skills Norway)
29	Poland	Accreditation of lifelong learning in out-of-school forms
30	Portugal	Certification by Direção-Geral do Emprego e das Relações de Trabalho, DGERT
31	Slovak Republic	Accreditation of further education programmes under Act No. 568/2009 Coll. on Lifelong Learning
32	Slovenia	Offering Quality Education to Adults (OQEA)
33	Spain	Questionnaire for the evaluation of the quality of training actions for the employment system
34	Sweden	The Bedömning, Reflektion, Utveckling, Kvalitet (Assessment, Reflection, Development, Quality) initiative (BRUK)
35	Switzerland	eduQua
36	Turkey	External evaluation by the Board of Education Inspectors
37	United Kingdom	Inspections of further education and skills providers
38	United States (Florida)	Quality Assurance and Compliance (QAC) System

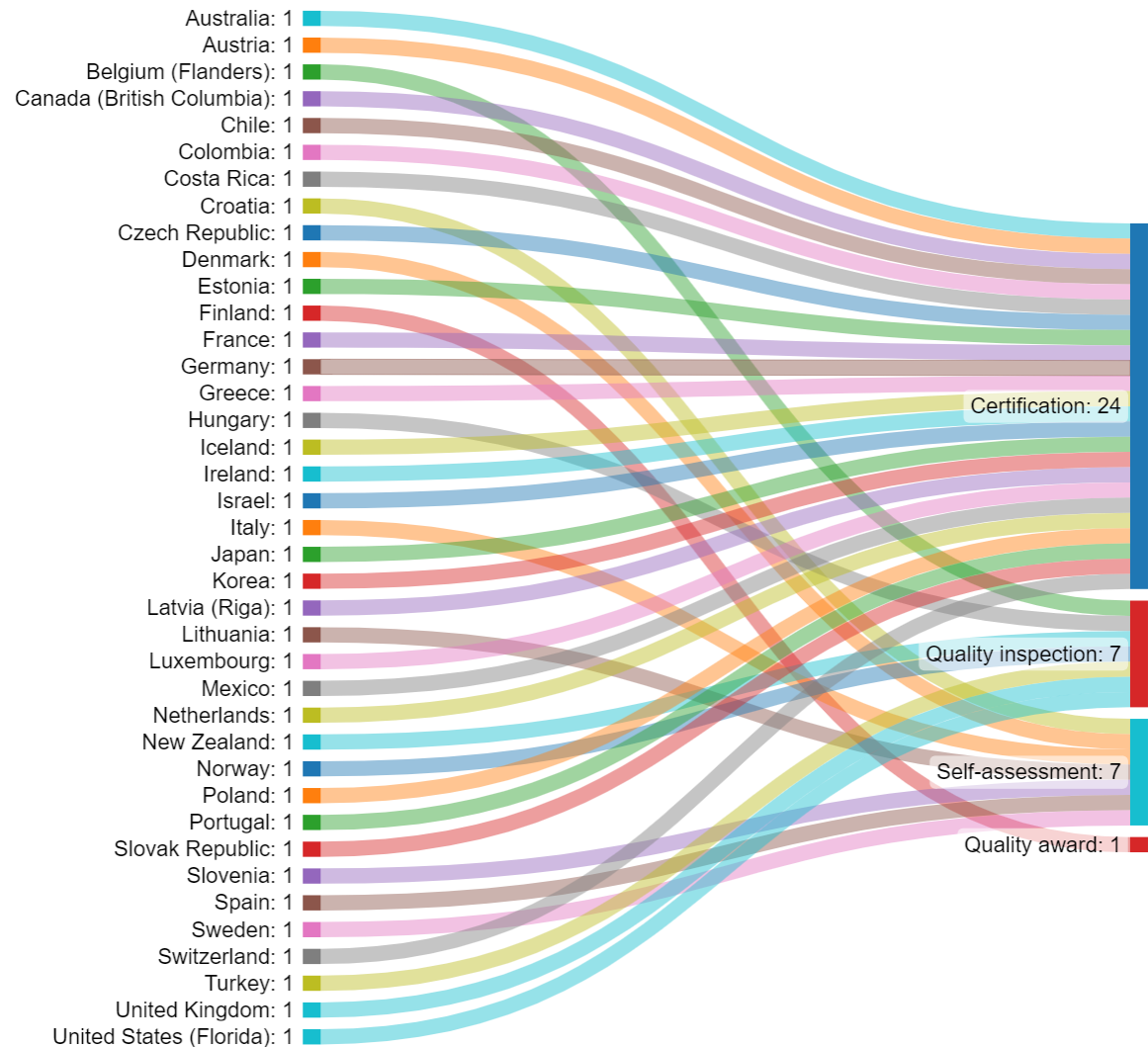


PRELIMINARY RESULTS



Macro-dimensión 3: Outcomes

1. The vast majority of countries use certifications
2. Followed by quality inspection
3. Self-assessment and quality awards (Finland) are less commonly utilised

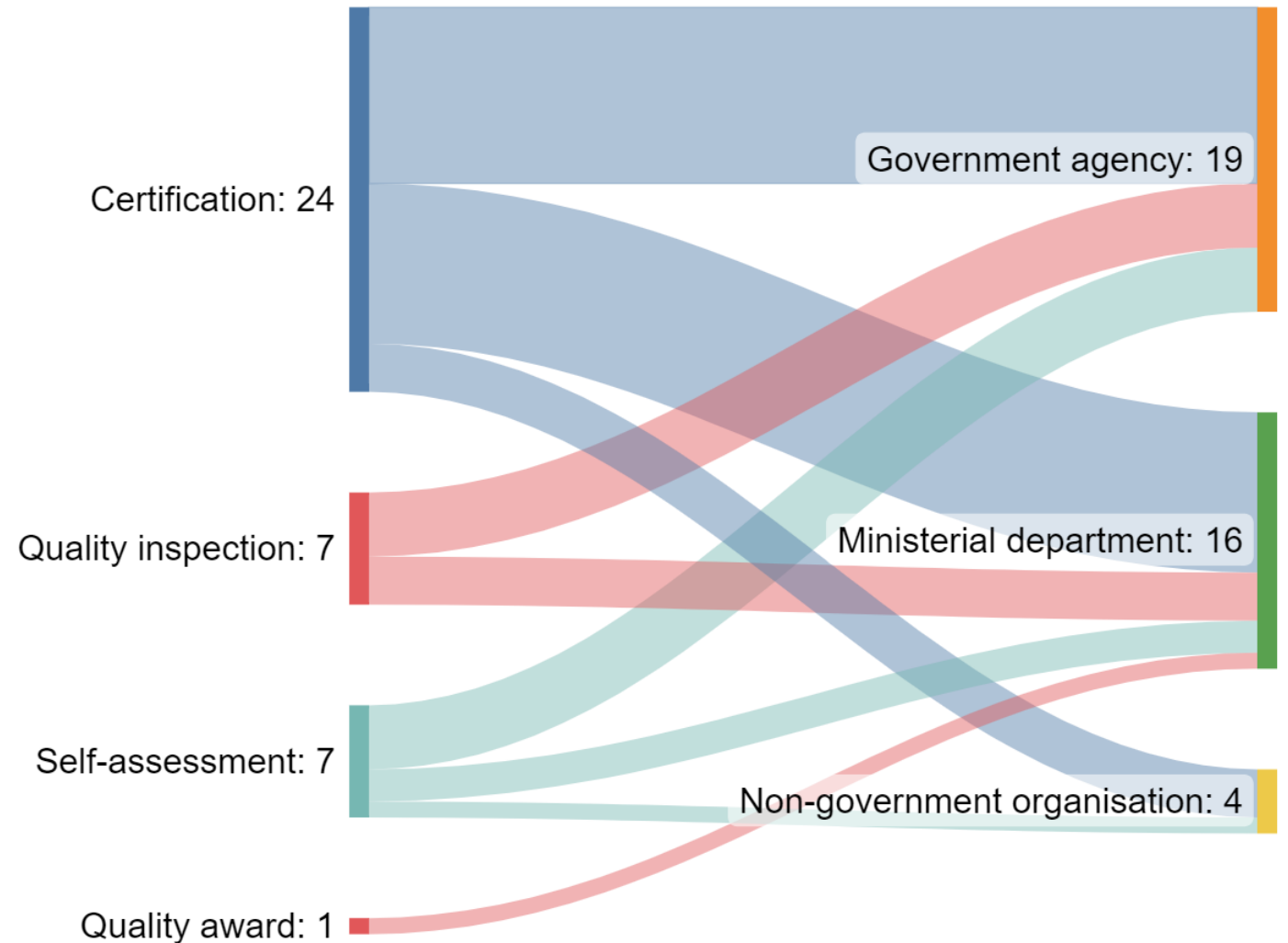




Preliminary results

1. Mechanisms are typically governed by government agencies, followed by ministerial departments
2. In some cases, NGOs play an important role in QA. For example:
 - Japan
 - Netherlands
 - Slovenia
 - Switzerland

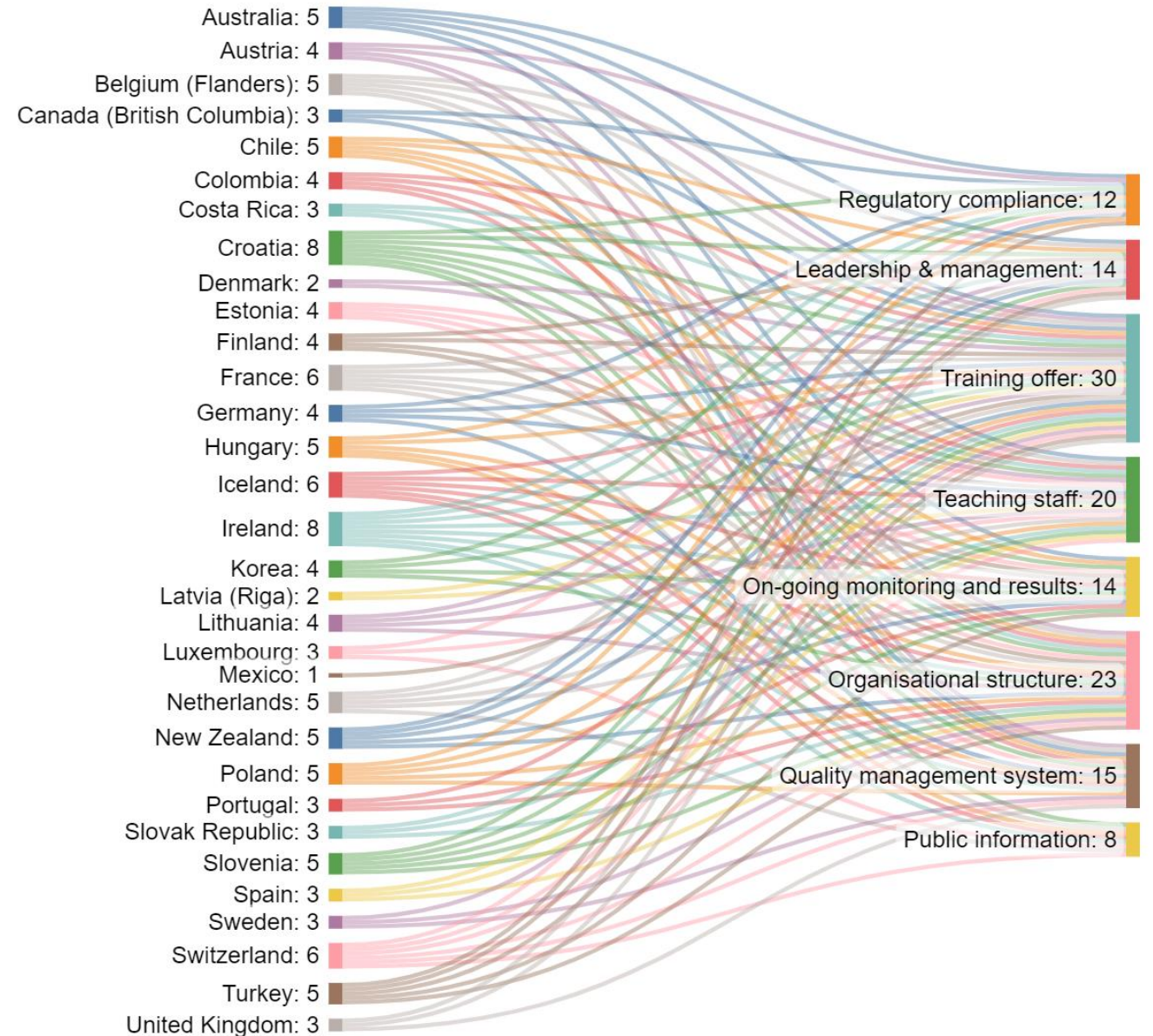
The validity of these mechanisms is on average 3 years (slightly less for self-assessments)





Quality areas

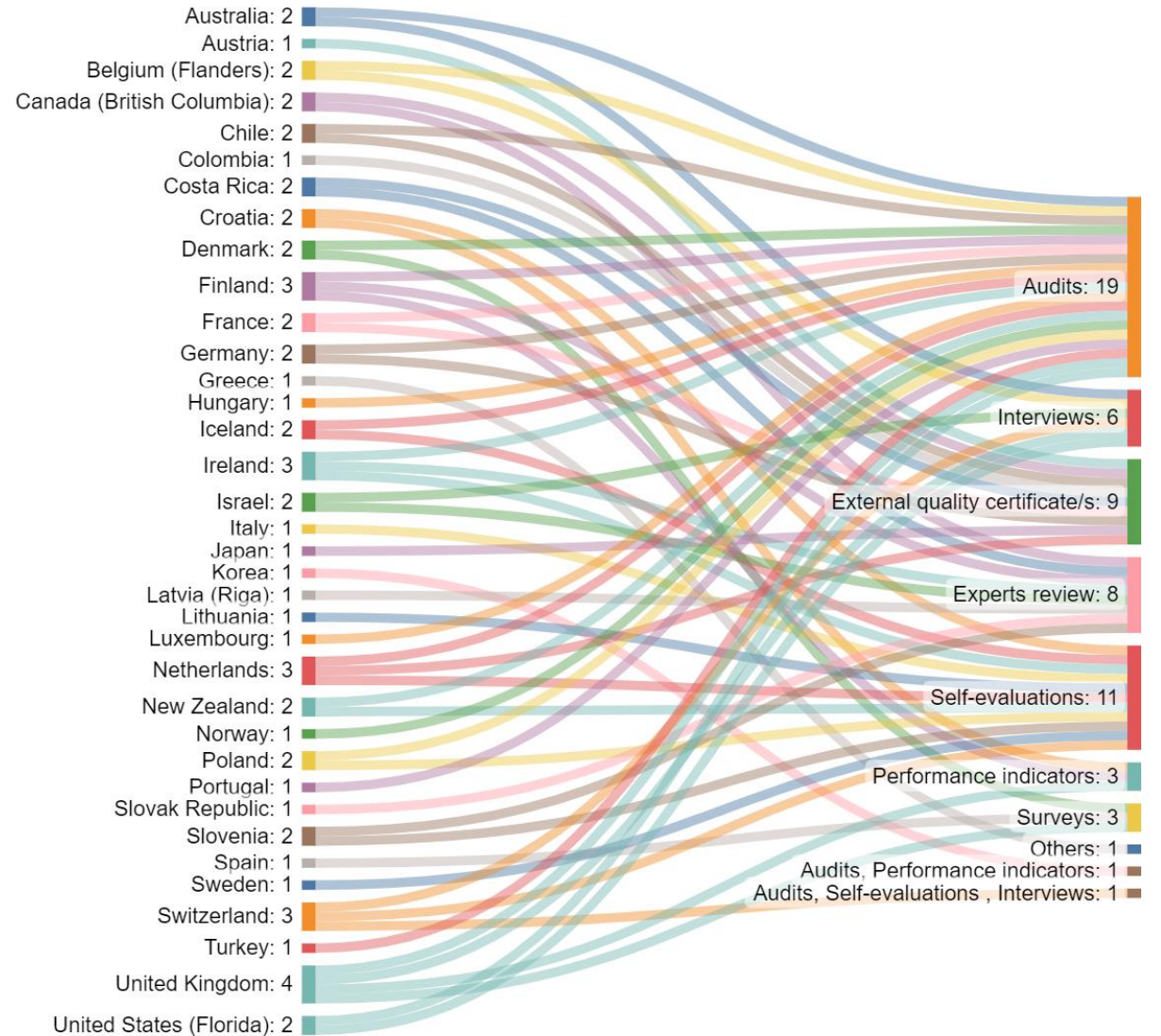
1. Significant heterogeneity in the quality areas that are assessed
2. Most country focus on training offer, teaching staff and organizational structure





Instruments utilised for QA

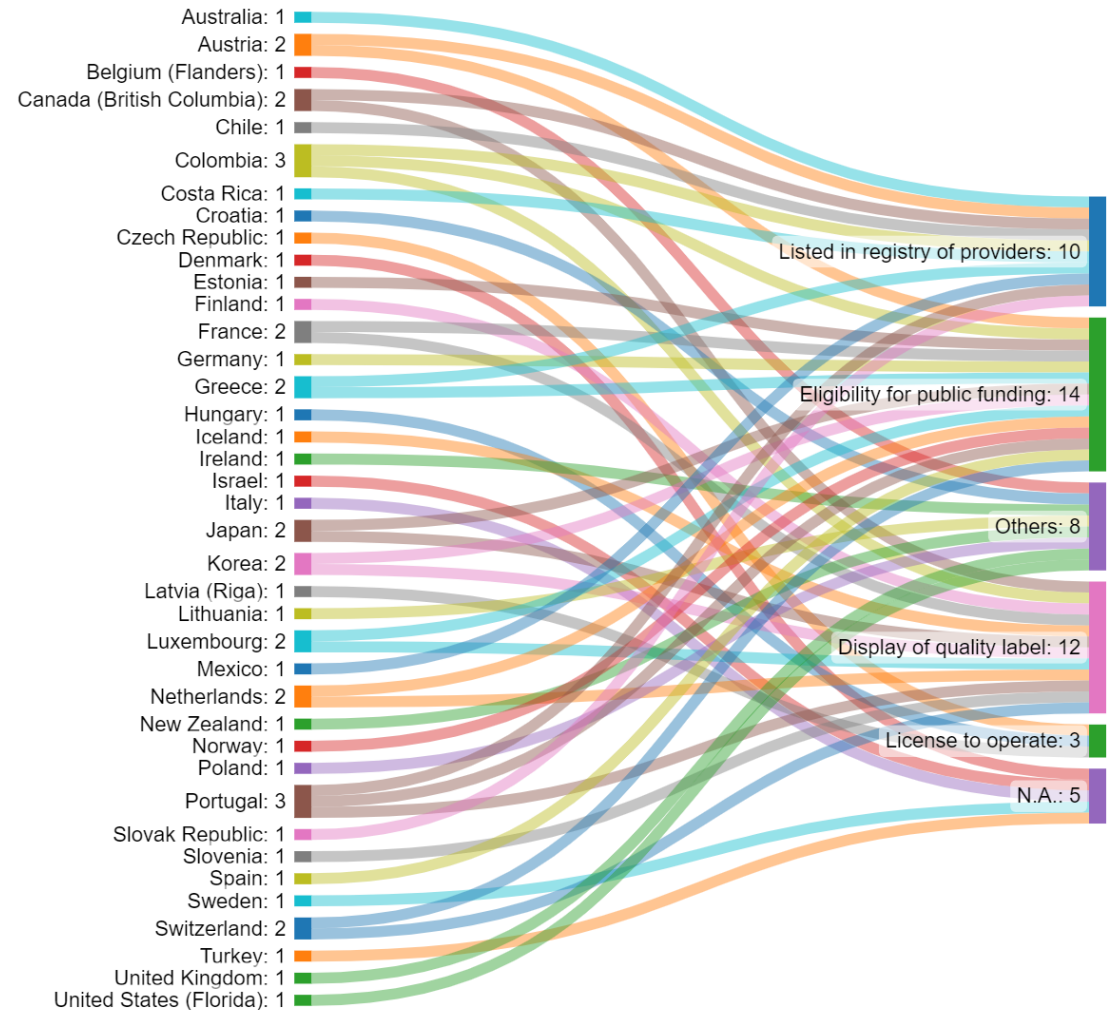
1. Countries typically utilise 1 or 2 mechanisms
2. Audits and self-evaluations are the most common mechanisms





What are the benefits for providers>

1. Eligibility for public funding
2. Quality label
3. Registry of providers





Next steps

1

Expand selection of mechanisms

2

Identify generalisable best practices and examples

3

Policy recommendations



THANK YOU!



Identified Quality Assurance mechanisms

	OBJECTIVE	WHO	HOW	OUTCOME
Quality inspection	<u>Inspect/judge</u> services and operations of AET providers or programmes.	External	<ul style="list-style-type: none">On-site & off-premisesProcedures: Audits, surveys, interviews	<ul style="list-style-type: none">Written report
Certification	<u>Certify</u> services and operations of AET providers or programmes <u>comply with</u> predetermined quality standards.	External	<ul style="list-style-type: none">On-site & off-premisesProcedures: Audits, obtainment of external quality certificates	<ul style="list-style-type: none">Quality labelCertificateWritten report
Self-Assessment	<u>Self-evaluate</u> services and operations of AET providers or programmes.	Internal	<ul style="list-style-type: none">Off-premisesProcedures: Self-evaluations, analysis of performance indicators	<ul style="list-style-type: none">Quality labelWritten report
Quality Award	<u>Award/recognise</u> services and operations of AET providers or programmes	External	<ul style="list-style-type: none">On-site & off-premisesProcedures: Expert review	<ul style="list-style-type: none">Prizes, distinctions, honours and other awards



Quality Areas

1. **Regulatory compliance:** AET providers adhere to laws and regulations relevant to their operations.
2. **Leadership and management:** AET providers ensure that leadership enables effective management.
3. **Organisational structure:** AET providers ensure that the internal structure and organisation of the provider is appropriate.
4. **Training offer:** AET providers ensure that the training offer is stimulating and engaging, and enhances learners' continuing education and training.
5. **Teaching staff:** AET providers ensure the quality of the methodological-didactical competences of staff.
6. **Public information:** AET providers publish information about their activities, which is clear, accurate, objective, up-to date and readily accessible.
7. **Quality management system:** AET providers holds an external certificate of quality.
8. **On-going monitoring and results:** AET providers monitor and periodically review their programmes.



Improving Quality Assurance of Adult Education and Training

SECTION I: GOVERNANCE of QA MODELS in AET

OUTPUTS

- Cross-country report with an overview of quality assurance models in AET across the OECD
 - Visual mapping classifying the variety of existing quality assurance models based on OECD country questionnaire
 - Identification of generalisable best practices
 - Policy guidance

SECTION II: SELECTED TOPICS in QA of AET

TOPIC 1

TOPIC 2

TOPIC 3

POTENTIAL TOPICS

- QA of online AET courses (digital offer)
- Staff professionalisation (training the trainers)
- Tracking of specific outcomes of adults (e.g. education/labour market/social/civic, etc.)
- Integrated information systems for QA of AET
- Outcome-based funding of AET

OUTPUTS

- Individual technical reports/working papers:
 - Mapping of OECD country approaches and recent developments
 - Assessment
 - Best practices
 - Policy guidance/recommendations

