



EQAVET

European Quality Assurance
in Vocational Education and Training

Supporting the implementation of the
European Quality Assurance Reference Framework
for Vocational Education and Training

EQAVET Work Programme 2013-2015

Introduction: *identifying priorities and activities for the EQAVET Work Programme 2013-2015 in order to ensure an effective implementation of the Recommendation*

The EQAVET work programme 2013-2015 has been devised on the basis of its members' experiences of developing their national approaches to the implementation of the Recommendation of the Council and the Parliament on establishing a European quality assurance reference framework of vocational education and training. It also builds on the experience of implementing the EQAVET work programme 2010-2012.

At its most recent annual forum (March 2012, Helsingør, Denmark) members discussed the priorities and activities for the work to be developed by the EQAVET network for 2013-2015. The discussion was informed by the results achieved in 2010-2011, the activities envisaged in 2012, and the evolving policy context at EU level.

The discussions at the annual forum and the priorities identified by its members ensure that the EQAVET Work Programme and related activities are tailored to the emerging policy and implementation requirements and needs of both the Member States and the broader EU level particularly in terms of ensuring the effective implementation of the Recommendation and the strengthening of the culture of quality assurance of VET.

The annual forum provided an opportunity to identify priorities and suggested activities which have enabled the Secretariat to draft the EQAVET Work Programme for a three-year period 2013-2015. This Work Programme is designed to provide a concrete shape to the implementation of the Recommendation on the establishment of the European Quality Assurance Reference Framework (EQAVET Recommendation) based on Member State needs resulting from the development and implementation of their national approaches.

The Work Programme proposes the range and type of activities which are necessary to ensure that the EQAVET Recommendation is implemented in a way which embeds a culture of quality assurance throughout the EU. Embedding a culture of quality assurance for VET among all relevant stakeholders within and across Member States requires a bottom-up approach for the development and ownership of quality processes in VET systems. Building on this principle, the activities of the Work Programme involve key players in the Member States as well as the European Commission, Social Partners and EU relevant stakeholders (in particular EU VET providers associations). The activities proposed are characterised by their flexibility and responsiveness to the emerging policy needs, which will ensure their relevance and usefulness.

It is expected that the current Work Programme will contain sufficient openness to allow it to respond flexibly to emerging needs identified by the members of the annual forum, regular surveys undertaken by the Secretariat, the external evaluation in relation to the implementation of the EQAVET Recommendation undertaken by the European Commission and the more formal reporting on the implementation of the Recommendation and progress towards achieving the concrete deliverable relating to EQAVET of the Bruges Communiqué.

The EU policy context

At a time of acute economic crisis which threatens the social cohesion which should be a defining feature of the European Union, education and training are ever more in the spotlight as policymakers look for the responses to challenges faced by our Member States. The centrality of education and training in helping Europe to meet the challenges posed by the economic crises is well evidenced by the Education and Training 2020 strategy as well as the Copenhagen Process and its most recent review, the Bruges Communiqué. For those who work in vocational education and training (VET) the challenge is to ensure that VET is high quality, fit for purpose, responsive to the needs of the labour market and capable of ensuring the individuals ongoing personal and professional development.

The Bruges Communiqué and the new lifelong learning (LLL) programme proposed by the European Commission ('Erasmus for All'¹, which streamlines the current EU programmes for education, training, youth and sport), provide the basis for the ongoing and future work of the EQAVET Network. This broader context suggests a number of priorities for consideration as work continues on strengthening the development of a culture of quality assurance of VET. These are:

1. The importance of supporting systems to engage appropriately with VET providers whether within initial VET (IVET), continuing VET (CVET) and/or work based learning (WBL) in order to advance the strategic objective 2b of the Bruges Communiqué' in relation to: 'establish(ing) at national level a common quality assurance framework for VET providers, which also applies to associated workplace learning and which is compatible with the EQAVET Framework' by 2015².
2. The need to strengthen the visibility of quality assurance (QA) as the cornerstone in the promotion of transparency and mutual trust, which will ensure effective and quality 'learning mobility'. The contribution of the Network in this area is of major significance as there is a need to stress the importance of QA of vocational mobility, in order to realise the goal of the new EU programme ('Erasmus for All').
3. The importance of emphasising the possibilities provided by cooperation at EU level which is also open to Candidate Countries (by sharing and exchanging good practices, and by cooperating with and building on the work developed by ETF) for the development of national policies in education and training within the context of the Open Method of Coordination.
4. Greater cooperation with higher education, with a view to developing a more coordinated strategy for QA that will support the implementation of EQF/NQFs; thereby building greater mutual trust between sub-sectors. This cooperation is also relevant in relation to general education and adult education, ensuring the implementation of the lifelong learning strategy. The engagement with higher education should focus on the concept of transition between VET and higher education and/or permeability; which is an important element in making VET more attractive.
5. Greater awareness of and sensitivity to labour market requirements and employment policies is needed in developing EU and national VET policies.

¹Erasmus for All is the new EU programme for education, training, youth and sport proposed by the European Commission on 23 November 2011. The proposal is now under discussion by the Council (27 Member States) and the European Parliament who will take the final decision. More information available at: <http://ec.europa.eu/education/erasmus-for-all/>

²For more information on the Bruges Communiqué in relation to EQAVET see **Annex 1 page 12**.

Quality-related issues impacting on the work of EQAVET

When discussing the way in which the work of EQAVET should develop, the experience since the launch of the current activities in 2010 suggests the following factors which should inform the future development of our work:

1. Some approaches to the QA of VET at national level are more developed than others. Therefore, the needs of Member States are not homogenous and a unique set of supporting materials cannot cover all needs.
2. This is also the case for the different types of training (IVET, CVET, WBL, etc.). Each type of VET requires an approach and/or QA procedures that are 'fit for purpose'.
3. There are already well established QA management systems (e.g. ISO, EFQM) among VET-systems and providers. There is therefore a need to work on the interactions between them and the EQAVET Framework, which serves also as a communication instrument between VET systems and providers. The effective implementation of the EQAVET Framework will depend on how the interface between all major QA systems is managed. There is a need to build on and initiate a process which shows the specific added-value contributed by EQAVET in this context.
4. Cooperation with EQF and ECVET is crucially important but complex, at both national and EU levels. The '*Joint seminar: Building synergies between EQF, ECVET and EQAVET*' (November 2011) organised by EQAVET showed that this cooperation is possible if it is anchored in common issues of interest from the perspective of the three tools³.
5. The Bruges Communiqué represents a step forward from the voluntary or toolbox nature of the EQAVET Framework. The question now is how to most effectively respond to this new context by addressing the EQAVET related concrete deliverables identified in the Bruges Communiqué⁴.
6. A common EU area for VET or an EU vision of VET is being defined gradually. For some Member States this means reforming their system at national level; which is a long-term and complex process requiring appropriate resources and political leadership in order to ensure sustainability.

Vision and Focus for the work of the network to 2015: addressing implementation and increasing networking

The focus of the network for 2013-2015 should be to support the use and implementation of the EQAVET Recommendation in the national contexts. This is premised on the following understanding of the context in which the work should be implemented:

1. The importance of national reference points as they are recognised by the Recommendation as key actors in the process of its implementation; as such they are the actors, who within their own national contexts, are able to adapt and/or develop an approach to the Recommendation which is fit for purpose and tailored to national needs and requirements, promoting the development of a culture of quality improvement
2. The new impetus provided by the Bruges Communiqué, in particular in relation to the strategic objective 2a and 2b: *establishing at national level a) QA frameworks in accordance with the EQAVET Recommendation; and b) a common QA framework for VET providers compatible with the EQAVET framework which also applies to workplace learning by 2015*, will require systematic and sustained interaction between national reference points and VET providers in

³ A second Joint Seminar took place in September 2012 which was organised by the ECVET network.

⁴ For more information on the Bruges Communiqué in relation to EQAVET see **Annex 1 page 12**.

the national context. Similarly the short-term deliverables 3, 12 and 20: - (3) *taking adequate measures to implement the EQAVET Recommendation and making progress towards national QA frameworks for VET by 2014*; (12) *making optimal use of other EU tools (e.g; EQF, ECVET, Europass) for enhancing the mutual recognition of qualifications and competences*; and (20) *establishing communication strategies for different stakeholder groups, focused on implementation and the added value of the tools (ECVET, EQF, EQAVET)*, create a need to mobilise the experience of the EQAVET network in supporting measures to increase transparency and mobility between systems. Within this context, the follow-up of the reporting process of the implementation of the Recommendation will play an important role in the actions to be undertaken in future years⁵.

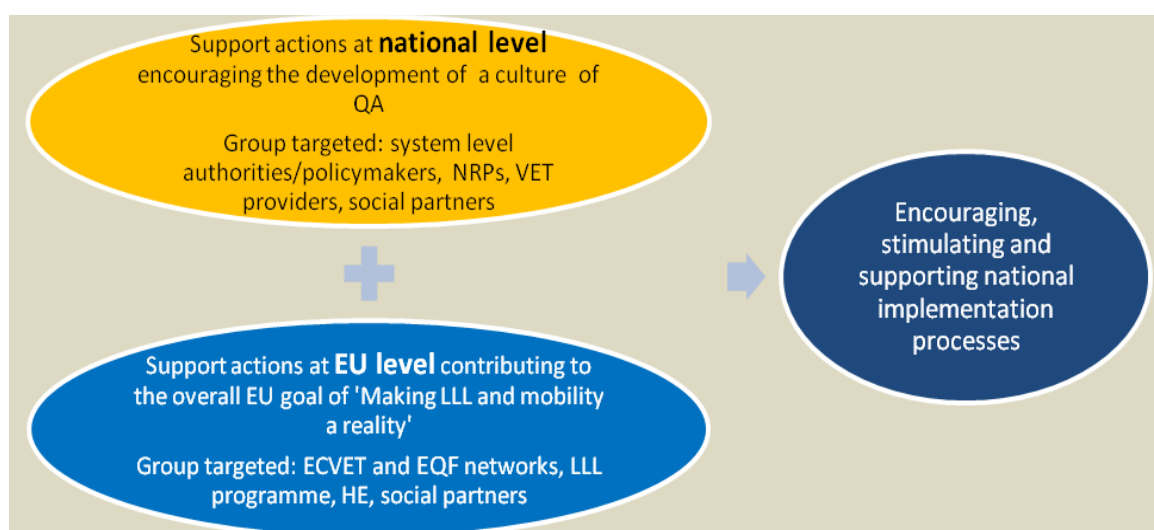
3. The need to support the EU agenda in relation to 'making LLL and mobility a reality', which calls for a strong role for QA in the area of increasing learning mobility in its two forms, i.e. transition between VET and higher education and transnational/geographical mobility, facilitated by the *transparency* tools developed within the Copenhagen process. All of which improve the image of VET, making it more attractive.
4. The need for a systematic, structured and permanent dialogue with social partners as they provide an important contribution to a better responsiveness of VET systems; have a close relationship with the industry sectors and their diverse needs; and are crucial actors in the delivery of continuing vocational education (CVET) and workplace learning.

The EQAVET network should create an environment in which Member States and national reference points feel committed but also supported to ensure that the Recommendation is implemented in a way which embeds a culture of quality assurance within and between Member States, in order to develop and improve QA in VET and contributing to the EU broader agenda.

Therefore encouraging, stimulating and supporting the national implementation processes should be the focal-point within the work of the network in 2013-2015 with two distinguishable levels of action:

- Supporting implementation at national level -priorities focused on points 1 and 2 above.
- Strengthening synergies and European cooperation -priorities addressing point 3 above.
- Point 4 above is of transversal importance as the social partners are essential interlocutors at both national and European level.

Figure 1: Two levels of action



⁵For more information on the Bruges Communiqué in relation to EQAVET see **Annex 1 page 12**.

The priorities of the work of the network up to 2015 and the actions to be undertaken and outcomes to be achieved are shown below as agreed by the EQAVET Forum in its annual meeting, in Helsingør, March 2012.

PRIORITIES/THEMATIC AREAS AND ACTIONS FOR THE WORK OF THE EQAVET NETWORK 2013-2015

SUPPORT ACTIONS AT NATIONAL LEVEL

The focus at national level is on implementation and increasing communication with key stakeholders, utilising the resources developed by the network which should facilitate dissemination, dialogue and communication of the benefits of using the EQAVET Framework.

Priority/thematic area 1: *Tailored support at national level*

Key group targeted: policymakers, social partners and national reference points

Rationale

The EQAVET network provides a knowledge resource which can support the development of a culture of QA at national level. The expertise of the network can support communities of practice which sustain both the system level and those who are responsible for developing appropriate strategies for implementing the Recommendation in their national contexts.

The activities developed to meet the priorities identified in these thematic areas will contribute to strengthening the national reference points in particular, and ensuring they are supported to fulfil their role while being fully aware of the difficulties of attaining adequate and consistent funding within the national contexts and at EU level. This is particularly important in relation to the possibilities of adapting/translating the material developed within the IT tool. Some funding may become available within the new EU programme 'Erasmus for All' but solutions at national level should also be explored.

Lines of action

There is a need to further increase capacities at Member State level in order to strengthen the national approaches to the implementation of the Recommendation and the development of a culture of QA of VET. In this context the national reference points play an important role at the interface between policy development and implementation in their national contexts. There is a need to develop a strategy which enhances the commitment of national reference points and empowers them in order to increase their usefulness and visibility within the national contexts.

Similarly, those who represent the system level and national reference points need support to strengthen their networks at national level. They should also be stimulated and supported by creating sustainable platforms where they are able to interact, communicate and learn from each other by exchanging experiences and good practices. EQAVET should ensure a strategy that supports the Member States and the national reference points to accomplish their role as specified in the Recommendation.

Activities and proposed outcomes under this priority/thematic area

1. Peer learning activities for system level actors and national reference points which should respond to the following criteria:

- a) be organised following a menu and customised approach;
- b) be informed by the outcomes of the EQAVET Secretariat Survey in order to identify the concrete topics or issues to be addressed (e.g. in relation to the use and implementation of the EQAVET indicative descriptors and indicators; and/or areas where low rates occur –e.g. involvement of learners/students, in the QA management processes, etc.);
- c) while clustering national reference points under common themes, issues, traditions, characteristics, etc. is recommended, there is also a need for activities where all national reference points are represented in order to facilitate networking;
- d) it is important to ensure the follow-up of each peer learning activity, stimulating development in the national context.

Two peer learning activities will be organised each year on thematic areas suggested by the Secretariat Survey and of important systemic and policy significance. The steering committee and national reference points will play an important role in agreeing the thematic areas to be addressed by the peer learning activities.

2. A working group will be established as a means of supporting VET systems to address the interrelation between the EQAVET Framework and existing quality management systems/instruments, in particular in the context of CVET. Such a working group could address the possibilities, benefits, downsides, challenges and feasibility of developing appropriate registration/certification systems for VET providers (implied in the concept of developing an EQAVET label). The scope and role of national authorities, national reference points and the network; and the question of resources available and sustainability should also be considered in this context. The experiences gained in higher education in relation to the establishment of its quality assurance register (EQAR) and through peer review should also be considered. Earlier work on peer review within ENQA-VET may also provide a useful basis for reflection in this area.

The working group will meet on three occasions in 2013 and prepare a blueprint for developing an appropriate certification approach for VET providers.

3. An annual plenary meeting of national reference points will be held each year in order to ensure appropriate European level support, identify priorities, address ongoing needs and promote effective networking.

4. An annual forum of the EQAVET network will be held each year in order to support the work of the network at a strategic level. The annual forum will provide an opportunity for system level representatives and national reference points to discuss progress in implementing the Recommendation, determine needs, plan future work and ensure that the work of EQAVET contributes to the quality assurance dimension of other appropriate policy areas in VET.

The regular updating of the IT tool will be prioritised over the duration of the work programme in order to ensure that it remains a relevant and useful tool for supporting the work of the national reference points and their work with key stakeholders and multipliers in their national contexts.

Priority/thematic area 2: *Addressing the short term deliverables relating to EQAVET identified in the Bruges Communiqué*

Key group targeted: national policymakers, national reference points, social partners, VET provider representatives

Rationale

It is important to strengthen the development of appropriate forums for engaging with EU VET providers associations in order to ensure that they can contribute to the development of EQAVET's responses to the evolving policy context and the achievement of the strategic objectives and short-term deliverables of the Bruges Communiqué⁶.

Lines of action

VET providers and practitioners play a crucial role in ensuring that learner experiences equip them for life and work in rapidly evolving labour markets. There is a need therefore to work closely with policymakers and national reference points in order to mobilise VET providers towards an effective implementation of the EQAVET Framework and an achievement of the strategic objectives 2a and 2b; and related short-term deliverable (i.e. number 3) set out by the Bruges Communiqué regarding European quality assurance in VET⁷.

National policymakers and reference points need to drive this process as the diversity of VET provision and providers between and within the countries calls for different actions depending on the national context. National reference points play an important role as nodal points in the implementation process. The tools created by the network at EU level need to be customised and contextualised by those who are responsible for the implementation of the Recommendation in their national contexts.

Therefore, while national reference points have a crucial role to play in the effective implementation of the Recommendation, the voice of VET providers and other key stakeholders at national level should come through the processes to be developed by the network.

Activities and proposed outcomes under this priority/thematic area

A working group should be established to support strategic networking of Member States in facilitating the development of a QA reference framework for VET providers in line with the EQAVET Framework. Such a group will focus on the needs of national reference points in relation to their interaction with VET providers at national level, (including maximising the use and communication of the IT tool and its self-evaluation properties); and moving forwards the strategic objective 2b of the Bruges Communiqué on: *establishing at national level a common QA framework for VET providers compatible with the EQAVET framework which also applies to workplace learning by 2015*. In this context, it is important to demonstrate the added value or the benefits of EQAVET quality cycle model.

This working group will meet three times per annum and provide an opportunity to share experiences in relation to the development of QA frameworks which are compatible with the EQAVET Framework and offer appropriate advice to the network in order to meet this objective of the Bruges Communiqué.

⁶For more information on the Bruges Communiqué in relation to EQAVET see **Annex 1 page 12**.

⁷For more information on the Bruges Communiqué in relation to EQAVET see **Annex 1 page 12**.

Regular information seminars will be held in order to support the national reference points to strengthen their networks of key stakeholders and providers in order to embed the EQAVET Framework within national systems and to support work towards developing quality assurance frameworks for VET providers at national level which are aligned to the EQAVET Framework.

Priority/thematic area 3: Addressing the sectoral approach to QA

Key group targeted: policymakers, national reference points, social partners and those who are concerned with QA in industry sectors, CVET, apprenticeship

Rationale

The network needs to support and offer guidance in relation to defining how best to facilitate a structured approach to cooperation with the world of work and the involvement of social partners in the national contexts. This will help national authorities and reference points to fulfil their role specified by the Recommendation to support a responsive and effective implementation of the Recommendation in Member States.

Lines of action

The cooperation with the world of work and the social partners is of particular importance in supporting the network to meet the QA demands of CVET, workplace learning, the recognition of prior learning, the quality and availability of training placements in SMEs and the quality of teachers and trainers in VET (i.e. up to date in accordance with market requirements). It will be important to build on the significant work undertaken in the sectoral seminars (organised within the work programme 2010-2012) in order to learn from industry approaches to quality management and to strengthen QA approaches that facilitate interaction between schools and industry and the development of high quality VET, responsive to labour market needs and attractive for learners.

Activities and outcomes under this priority/thematic area

Seminars that build on the approach developed by the sectoral seminars developed within the work programme 2010-2012. These seminars have been a first step to address the needs of industry sectors, where the role of social partners is emphasised and prioritised. The Sectoral Seminars which involve industry representatives (employer associations, trades unions, national sectoral councils/chambers, etc.) and national reference points are seen as an important means of enhancing the engagement with the social partners. The seminars provide an opportunity to explore the quality assurance and development processes in CVET and workplace learning; and discuss the issues of the quality of teachers and trainers and how to ensure the right level of training placements in SMEs and apprenticeship, presenting cases of good practice in relation to strategies put in place by countries of 'sound' alliances between schools and companies.

One sectoral seminar per annum, identified on the basis of the priorities identified by the Commission and the steering committee will be organised.

A dissemination conference for policy makers which addresses the policy relevant results of the sectoral seminars held in the period 2011-2013 and which explores the added-value the sectoral approach can bring to the implementation of national approaches to quality assurance and the development of attractive VET pathways will also be organised in 2014. The work of CEDEFOP in this field and the activities organised by its thematic networks on trainers can provide a valuable input to further developing this aspect of the work with the sectors. .

The focus at this level is on quality assurance to boost VET mobility, which implies close cooperation with other education and training sub-sectors (in particular higher education -HE) and other EU initiatives (such as EQF and ECVET). The key role played by QA in learning mobility is based on the need for increasing trust and transparency. However, this type of cooperation should not distract attention from the fact that the network is designed as a networking process and/or collaborative entity working towards the development of a sustainable culture or community of practice of QA in and between Member States.

Priority/thematic area 4: *Fostering cooperation on quality assurance approaches with higher education, in order to increase mobility*

Key group targeted: VET and higher education sector policymakers

Rationale

More work is needed in order to explore the quality assurance approaches used in VET and higher education in order to promote greater permeability and transparency of qualifications and to enable learners to move more easily within and between systems. On-going support in order to work on concrete topics of interest in strengthening the links with HE in a lifelong learning perspective should be envisaged.

Lines of action

Addressing the quality assurance approaches used in VET and higher education in order to promote mobility and facilitate access to higher education (HE) is important. This will contribute to increasing the attractiveness of VET and to the LLL perspective. In this context the technical issues relating to quality management approaches require an exploration of the experiences of implementing the European Standards and Guidelines (ESG) and the EQAVET Framework.

The activities to be developed at this level should be organised around the common goal of increasing trust and transparency between VET and higher education in order to facilitate increased mobility of learners at EU level and between sub-sectors.

Activities and outcomes under this priority/thematic area

Some work has already been undertaken at the expert seminar on quality assurance and accreditation in lifelong learning organised by CEDEFOP in 2011. A further seminar or series of workshops could be organised in order to build on this initial work and advance the discussion on increasing awareness and reflection on the conditions to facilitate access to HE (i.e. transversal mobility). Key actors from the two sectors –VET and HE- should come together to share views, ideas and common projects, in relation to QA, with clear follow-ups.

The first such seminar will be organised in conjunction with CEDEFOP in 2013 in order to identify the priorities and establish appropriate partnerships to support an on-going cooperation on QA issues between VET and higher education in order to promote mobility and permeability.

Priority/thematic area 5: *Increasing synergies with EQF and ECVET*

Key group targeted: EQF, ECVET, the LLL programme, policymakers and social partners

Rationale

The need to address quality learning mobility calls for a structured coordination, cooperation and synergy with ECVET and EQF at EU and national levels and to make progress on meeting the Bruges Communiqué short-term deliverables 12 and 20 of boosting mobility in Europe through making optimal use of the other EU tools (e.g. EQF, ECVET, Europass) for enhancing the mutual recognition of qualifications and competences⁸. This work has the common aim of increasing permeability and the flexibility of learning pathways while ensuring quality and fostering trust and transparency, centred on learners' needs.

Lines of action

Therefore, there is a need to continue the work with the other EU initiatives addressing quality assurance of VET issues -notably EQF, ECVET addressing QA of VET issues. The priority is to create synergies and increased coordination in the implementation of these instruments. In this context, the network should explore the most efficient ways of ensuring effective cooperation between the different national actors or agencies responsible for the implementation of the various tools/initiatives, in order to meet the demands of the EU process in relation to QA, building on the strategy put in place by the Secretariat in 2010-2011.

The social partners have a key role in this work, in particular when considering market relevance in the process of the design of programmes, qualifications and QA procedures.

Activities and outcomes under this priority/thematic area

The Reflection Group should continue as a forum for exchange and the events organised under its aegis (such as the Joint Seminar of Nov. 2011) should continue. The cooperation with EQF and ECVET should focus on common areas of interest (e.g. level 5 on the EQF) and learning outcomes, bearing in mind that QA should be seen holistically in the learning process.

Guidance to support national reference points to establish a cooperative approach with EQF and ECVET at national levels should be developed.

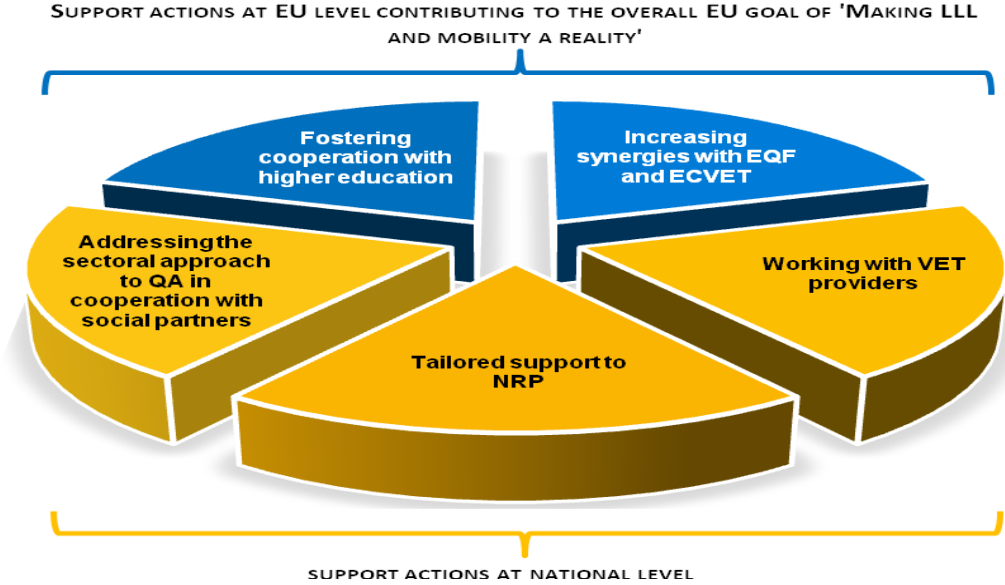
Peer learning activities will provide opportunities for dialogue and exchanges of expertise and experience between the different national actors involved in the various initiatives.

One peer learning activity per annum will be organised (in conjunction with ECVET and EQF Secretariats) in order to address specific areas identified in the Reflection group.

The figure below illustrates the thematic areas for the activities according to the identified priorities for the work of the EQAVET network in relation its Work Programme 2013-2015.

⁸For more information on the Bruges Communiqué in relation to EQAVET see **Annex 1 page 12**.

Figure 2: Overview of the EQAVET Network priorities for 2013-2015



Annex 1: Areas of the Bruges Communiqué related to QA and the EQAVET Recommendation addressed by the EQAVET Work Programme 2013-2015

Bruges Communiqué		EQAVET Work Programme
Strategic objectives for the period 2011-2020	Short-term deliverables for 2011-2014 concerning the strategic objectives	Priorities addressing the Bruges Communiqué in relation to EQAVET
Fostering the excellence, quality and relevance of both IVET and CVET		
Strategic objective 2a) In order to guarantee improved quality, increased transparency, mutual trust, the mobility of workers and learners, and lifelong learning, participating countries should establish QA frameworks in accordance with the EQAVET Recommendation	Short-term deliverable 3 concerning strategic objective 2a) & 2b) Take adequate measures to implement the EQAVET Recommendation and make progress towards national quality assurance frameworks for VET (actions at national level)	Priority/thematic area 1.1 (focusing on NRPs. The EQAVET Secretariat survey is an important source of information addressing effectively this area) ⁹
Strategic objective 2b) Participating countries should - by the end of 2015 - establish at national level a common QA framework for VET providers, which also applies to associated workplace learning and which is compatible with the EQAVET framework	Review the implementation of the EQAVET at national level in 2013 (actions at EU level) Guidance and technical support for EQAVET implementation (actions at EU level)	Priority/thematic area 1.2 (focusing on VET providers) Priority/thematic area 1.3 (focusing on CVET and work based learning)
Developing a strategic approach to the internationalisation of IVET & CVET and promoting international mobility		
Strategic objective 4	Short-term deliverable 12 point 6 concerning strategic objective 4 Take appropriate measures to boost mobility in VET: <ul style="list-style-type: none"> ▪ Make optimal use of other -than ECVET- EU tools (e.g ECVET, EQF, EQAVET and Europass) for enhancing the mutual recognition of qualification and competences 	Priority/thematic area 2 (focusing on increasing cooperation with HE in a LLL perspective) Priority/thematic area 2 (focusing on increasing synergies with EQF, ECVET in a LLL perspective)
Transversal objectives		
Transversal objectives 7 to 11	Short-term deliverable 20 concerning transversal objectives Establish communication strategic for different stakeholder groups, focused on implementation and the added value of tools (ECVET, ECVET, refereeing of NQFs to EQF, QA systems in line with EQAVET) (actions at national level) Setting up an enhanced coordination procedure for the implementation of common European tools in the field of education and training (actions at EU level)	Priority/thematic area 2 (focusing on increasing synergies with EQF, ECVET in a LLL perspective)

⁹ This priority (1.1) will also address the Bruges Communiqué strategic objective number 1f) and its short-term deliverable 6 and 19 building on the result of EQAVET working group on 'Quality Indicators' and 'Developing a culture of using indicators to self-monitor the QA process in VET provision' (established within the work programme 2010-2012).

Strategic objective number 1f): 'Monitor the transition of VET graduates to the labour market or to further education and training, using national monitoring system'.

Short term deliverable 6: 'Pursue work on setting-up monitoring systems on transition from learning to work'.

Short term deliverable 19: 'Use existing monitoring systems to support the participation of 'at risk' groups in VET: see short-term deliverable 6'.