

# Ensuring Quality of Education & Training in Austria Status Quo and New Developments

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# Topics

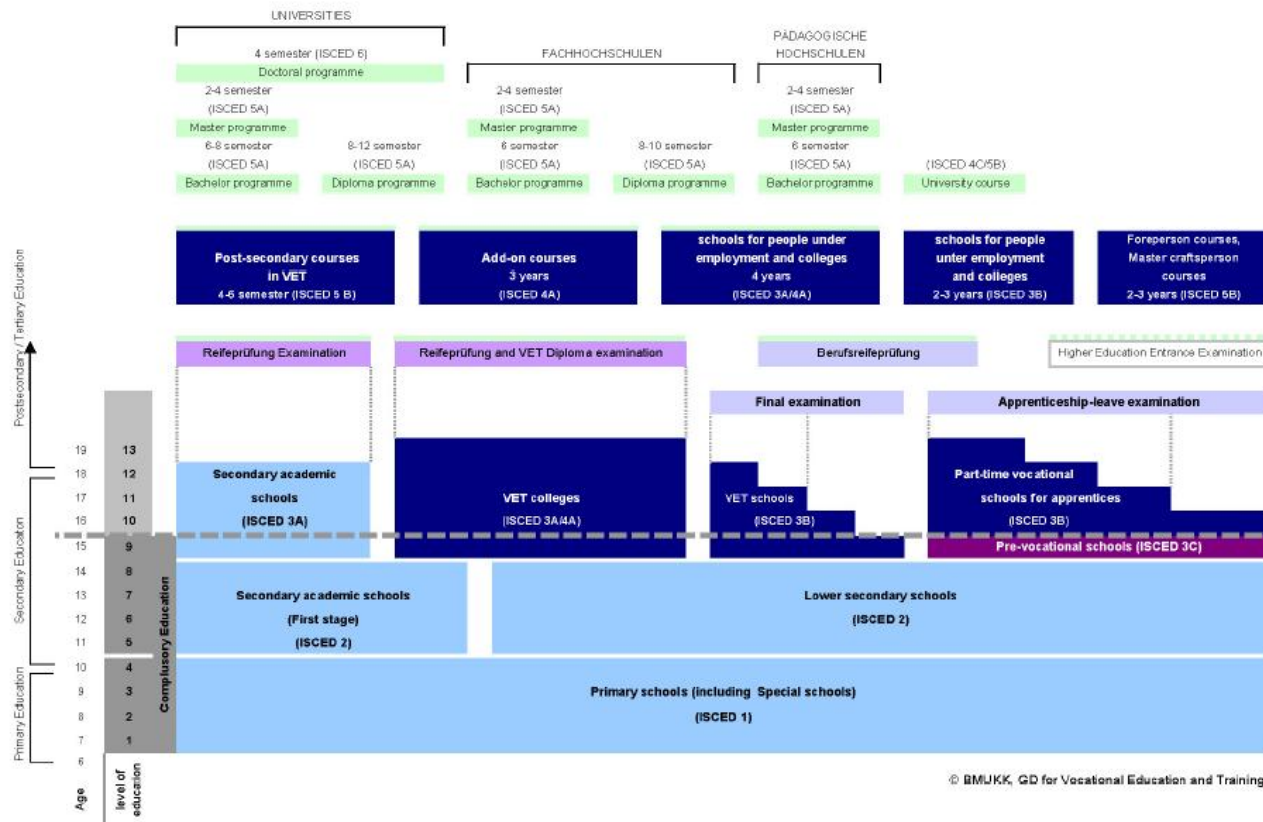
- The Austrian VET system
- Status quo of quality assurance
- New initiatives
  - QIBB 
  - Peer Review 
  - Quality Framework for Continuing VET

# The formal initial VET system in Austria

- Distribution of pupils in year 10
  - Secondary academic schools: 20%
  - VET schools and colleges: 80% (38% in apprenticeship)
- app. 700 VET schools & colleges; 490 curricula
- app. 270 trades in apprenticeship training
- Publicly funded, still highly regulated
- "Autonomy" of schools since 1994
- Traditional inspection
- Introduction of a comprehensive quality system since 2004/2005 for VET schools and colleges

## The Austrian Education System

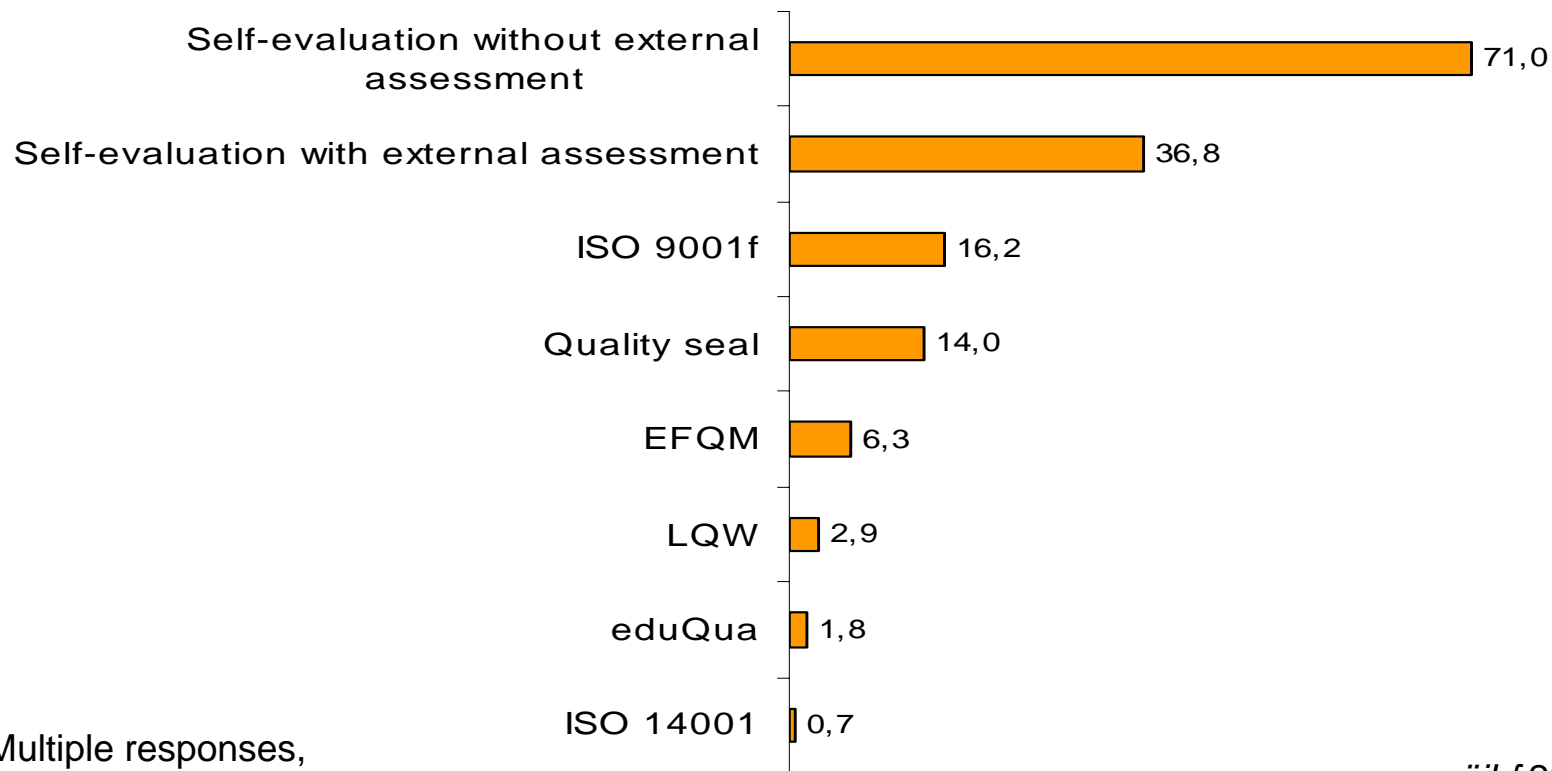
\* Simplified Chart \*



# The (informal) continuing VET system

- Little statistical information available
  - 1.755 institutions of adult education (öibf 2004)
  - 2.592 institutions including driving schools (Statistics Austria 2001)
- Non-profit organisations, commercial enterprises, institutions belonging to the formal system (schools, universities, polytechnics)
- Flexible open "market" system, almost no regulations
- Mostly privately funded, some public funding
- Quality assurance lies with the institutions, some requirements for institutions applying for public funding (e.g. training of unemployed)
- Currently development of a quality framework for adult education/continuing VET

# Adult education: quality procedures



Multiple responses,  
n=306

öibf 2004

# New initiatives

## Initial VET

- QIBB
- Peer Review

## Continuing VET

- Quality Framework for Adult Education

## QIBB: Quality Initiative in initial VET 1

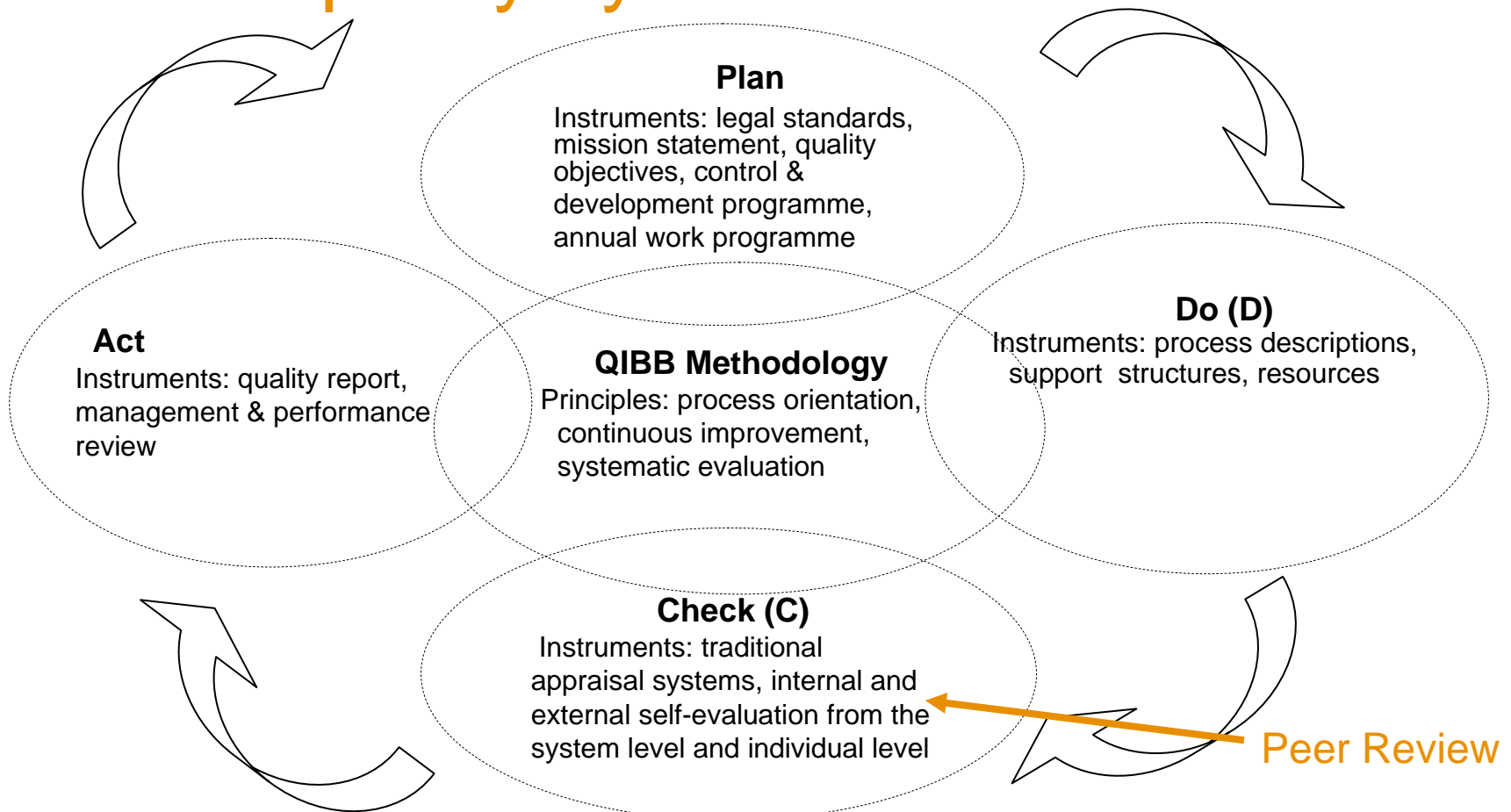
- QIBB QualitätsInitiative BerufsBildung introduced 2004/2005
- Implements CQAF
- Voluntary participation
  - 2008: almost 100% participation of VET schools and colleges in engineering/arts/crafts, business administration, management/service industries
- Comprises all levels of the system in initial VET
  - ministry, regional boards of education, schools and colleges
- Definition of goals, development of a mission
- Q-Matrix as quality framework (objectives, sub-objectives, evaluation, measurement)



## QIBB: Quality Initiative in initial VET 2

- Internal regular and systematic self-evaluation
- Development plan/programmes and yearly quality reports
- External elements
  - Management and Performance Reviews
  - Online-survey among students/teachers/parents
  - Feasibility study and pilotation of Peer Review (2008/2009)
- Development and implementation of educational standards in key subjects
- [www.qibb.at](http://www.qibb.at)

# QIBB quality cycle



# Peer Review in European VET

European Peer Review procedure for VET developed  
in European cooperation since 2003 (coordination *öibf*)

- 3 European Peer Review Projects (2004-2009)

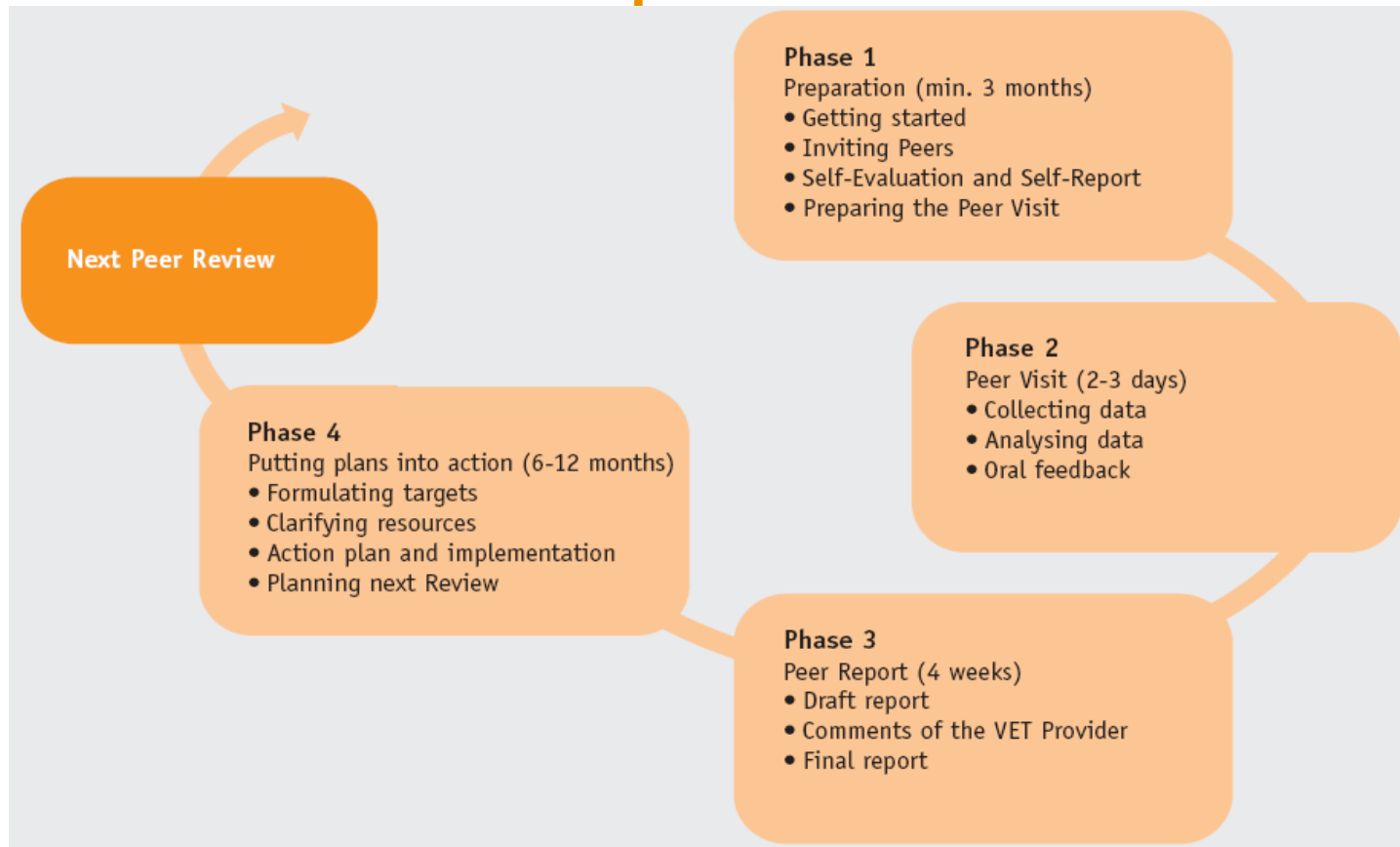
Characteristics of the European Peer Review

- The European Peer Review is a voluntary, formative, external evaluation procedure within the profession and in a network.
- Combines self-evaluation with external evaluation and follows a systematic procedure.
- Use of Peers, i.e. independent colleagues from other VET Providers who are on an equal standing, as evaluators.
- Institutional evaluation: VET Providers or parts of VET Providers evaluated, "learning and teaching" at the centre of each Peer Review.

# Implementation of Peer Review

- European level: ENQA-VET
  - Thematic Group to prepare implementation (2008-2009)
- 18 European countries involved
- Implementation on national/regional level
  - ➔ Finland, Hungary, Italy, Spain (Catalonia)
- ➔ Austria: Peer Review integrated into QIBB
  - Feasibility study (2008)
  - Pilot project (2008/2009)
- [www.peer-review-education.net](http://www.peer-review-education.net)

# Phases of a European Peer Review



# Quality Framework for Adult Education

- Main characteristics of the framework
  - Responsibility for quality assurance lies with institutions.
  - Ensures transparency and accountability for participants and funding bodies.
  - Supports quality improvement.
  - Builds upon and makes comparable existing quality procedures and activities, supports quality improvement.
  - No single new procedure for all institutions!
- Research and development conducted by *öibf* and University of Klagenfurt for the Ministry of Education.
- Framework consolidated with regions (responsible for adult education).
- Status quo and Outlook
  - A group steering implementation has been established by the Ministry. Until 2010 a common procedure should be in place and the commitment of all actors ensured. An Austrian Quality Seal may be linked to the Framework.

# Quality Framework Adult Education 2

- 2 levels in Quality Framework to support quality improvement
  - Systematic self-evaluation of institution res. parts of the institution (for "beginners", small institutions ...)
  - More demanding quality system which also includes an external assessment/audit (ie. Quality Seals or regions, LQW, eduqua, ISO ...) EFQM?
- A certificate will be issued for each level.
- An agency will administer an accreditation procedure for quality assessment procedures/quality management systems. Certification will be primarily an administrative act based upon the accreditation scheme.
- Challenges
  - Regional idiosyncracies?
  - Concern about a possible drift towards "easy-to-get" certificates.

# Quality in VET and employment

- Low unemployment in Austria 4,4%
  - Youth unemployment 8,7%
  - Problem of declining number of training posts in trades and industry
- Adaptability of initial VET
  - Bureaucratic processes
  - Some leeway for VET schools and colleges to adapt their curricula to demands of the economy
  - "Demand-driven and needs-oriented educational planning" as part of the Q-Matrix (Economy and Society)
- Adaptability of continuing VET
  - Institutional decisions, fast reaction
  - Transparency and recognition of qualifications offered not always satisfactory



# Thank you for your attention!

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