



BAREFOOT - Building an Adult Resourced Environment for Online Outreach Training, Leonardo da Vinci - Transfer of Innovation

UK/11/LLP-LdV/TOI-415

BAREFOOT trainer- WP 2 Research part

A comparative analysis of trainer's background in six participating institutions



I. Introduction

The BAREFOOT, Building an Adult Resourced Environment for Online Outreach Training (BAREFOOT) project is aimed at building upon the results related to a previous European project that of Generating Online Adult Learning (GOAL) a Grundtvig project which focused on vocational education. BAREFOOT's prime objective, is to offer an opportunity to the trainers involved in the field of vocational education for further training within the area of the ICT methodology. The objective of the project is as follows:-

“create an EU Partnership to transfer an innovative blended approach in e-training; create quality standards to underwrite development, delivery & evaluation of blended VET training; build online

communities, supported by multimedia training toolkit, accredit a new 'Train the Trainer' course; work closely to quality standards in training, its innovative templates & toolkits; transfer & translate in 5 European languages; disseminate widely by diverse means utilizing planned dissemination/valorisation strategies. The partnership will be a cross cultural/sectoral consortium providing transnational relevance to the course development, delivery and target groups. Partners will focus on national/EU VET priorities¹."

Project Objectives

Research areas:

1. providing a solid basis for the objectives expressed in the project aims by presenting and analyzing the education systems of the 6 countries involved in the project, their vocational education system, the level of education as well as the pedagogical and methodological background of the trainers and for the purpose of gaining insight into the needs, ICT competencies and choices available to the target-audience..
2. The accreditation criteria and processes within the different countries related to the teacher training programs.
3. Presenting a short description of the trainers' background, their ICT skills and methodological knowledge.

II. Methodology

The research is based on focus group interviews in participating institutions. For each of the institutions, the focus group consisted of the following personnel: person in charge for vocational education, person responsible for the program accreditation, HR executive or person in charge of teacher training concerning trainers and employees/staff involved in vocational education. The number of people in each focus group was different for each country and institution (min. 2 max. 5) since in case of smaller establishments one person fulfilled multiple roles. In addition to that, participating institutions also reviewed official documents such as foundation deeds, program descriptions, vocational education documents, institutional statistics and accreditation documents.

III Focus Groups Interview Structure:

1. Characteristics of vocational education programs in partner institutions:
 - What are the main fields of education in partner institutions? How is vocational education represented by them? A short description of the participants in vocational education: what is their age? Do they study full time or part time? What is their main motivation for the studies?
2. Trainers:
 - Qualification of trainers. Do they possess a teacher's degree or other qualifications?

¹ Application form: Summary

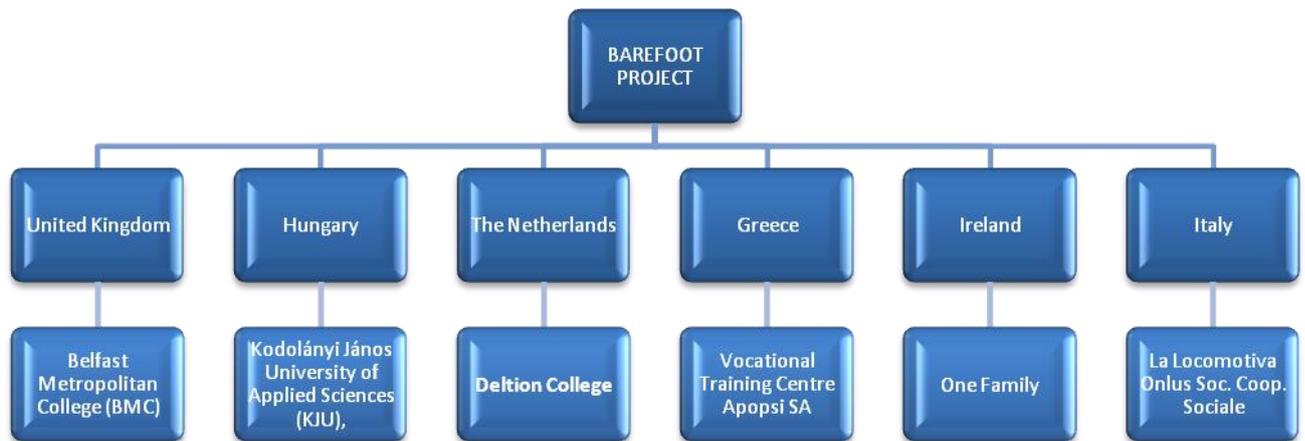
- Does the country have legislation requiring a compulsory participation in any kinds of further training, methodology or professional update/enhancement courses of trainers/teachers? Are there any relevant statistics regarding the number of trainers to take part in any professional enhancement courses each year?
 - In the professional trainings/teacher training programmes, is there any focus on ICT methodology? Are they interested to take part on further training programs in this field?
3. ICT technical and methodological background of the trainers:
 - IT equipment of the teacher at home and/or in training institutions,
 - ICT skills, knowledge and competences.
 4. Accreditation of the teacher training programme:
 - which authority is in charge,
 - what are the conditions?
 - 5.

It will be very important to find an accrediting organization that could provide a framework of standards where the BAREFOOT Technology in Training Delivery program could fit, but would still be acceptable within the framework of the educational system of the other countries. Compatibility with the European Quality Framework(EQF²).

² RECOMMENDATIONS EUROPEAN PARLIAMENT COUNCIL RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01) <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=oj:c:2008:111:0001:0007:en:pdf>

IV Situations analysis: The partners connection to the VET field, trainers, ICT skills and background

Diagram 1



The diagram (1) shows the hierarchy of the partners involved in the BAREFOOT project, they are training institutions and educational institutions from 6 different countries, their common denominator being the fact that **vocational education** is a part of their overall profile. The level of training and the training profiles however are very different from each other. Considering **table 1** it is clear that within the institutions, vocational education differs significantly in prevalence: for some it represents the main focus of their overall profile, while in other cases, it is merely a complementary activity

Table 1 *Participating institutions and their educational background*

Country	Institution name	Type	Main training profile	Main training profile according to EQF ³ classification	Type and kind of vocational education	Complementary training profile according to EQF classification
United Kingdom, Northern Ireland	Belfast Metropolitan College (Belfast Met)	Institution for further and higher education	Vocational education from secondary school level to Masters level qualifications in Business studies	Level 2 - 4	Adult education: courses in all main vocational areas except agriculture	Level 5 - 8
Hungary	Kodolányi János University of Applied Sciences (KJU),	Institution for higher education	Higher education: BA, MA degree programmes	Level 6-7	Integrated into the main training profile: vocational education for BA students, adult education: vocational education for adults	Level 4-5
The Netherlands	Deltion College	Institution for senior secondary vocational education	Senior secondary vocational education, courses at pre-university education, adult education courses	Level 3-4	Main education profile: adult education (course-based): vocational education for adults	Level 4-5
Greece	Vocational Training Centre Apopsi SA	Vocational Training Centre for adults	Providing certified training courses to adults	Level 3-4	Adult education: vocational education for adults	Will be finally decided during the end of 2012
Ireland	One Family	NGO- and learning and development Centre	Programmes for parents : those parenting alone and those sharing parenting	-	Parenting Family Supports Professional Development programmes, Access to Education Programmes, Welfare To Work Programmes,	-

³ RECOMMENDATIONS EUROPEAN PARLIAMENT COUNCIL RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01) <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=oj:c:2008:111:0001:0007:en:pdf>

					Personal Development	
Italy	La Locomotiva Onlus Soc. Coop. Sociale	Voluntary NGO organization involved in adult education. Counselling centre	Courses for adults	Level 3	Training for third sector managers, volunteers and operators, for many different subjects	-

3.1 Northern Ireland-BelfastMet

BelfastMet is the largest vocational education provider in N.Ireland delivering a range of over 700 Vocational Educational, academic & community programmes in Belfast and the region. These range from EQF levels to 2 - 8⁴. It has a proven track record of community education, offering programmes in over 100 centres in the Greater Belfast area. It has 48,000 learners, with 20,000 in Adult & Community Education, including those with special needs, older learners, socio-economic disadvantaged, those with few or no formal qualifications, migrants, rural/inner city dwellers, unemployed and ex-offenders. Belfast Met has increasingly championed flexible, distance and online training, implementing innovative information and learning technologies solutions. It has won national awards for online developments & training, including Virtual Learning Environments. It has International & Erasmus units and extensive experience in leading & participating in EU projects. The College's Quality Audit unit strictly monitor the curriculum offer and it has a specialist multimedia online development centre to support the increasing movement to blended and online delivery.

The college is fully committed to addressing the training needs of diverse vocational training groups throughout the region. Belfast Met has pioneered the implementation of information and learning technologies in UK and Ireland, winning several national awards for their innovative work with Virtual Learning Enviroments and online training support. They have recently entered into a contract with Blackboard to make the latest Virtual Learning Environment and associated online tools available to Belfast Met learners.

Trainers in Vocational training in Northern Ireland must have an NVQ or equivalent at least at one level above the training they are delivering. In vocational colleges all staff appointed must undertake a Post Graduate Certificate in Education (PGCE) (Further Education) within three years of appointment to full time employment⁵. This requirement for teaching qualification has recently been introduced into commercial training providers. In vocational colleges all staff contracts allow for 36 hours staff training to develop skills relevant to their role as teachers/trainers. There is no equivalent requirement for commercial trainers. However some lead industry bodies require vocational trainers to provide and update cvs and demonstrate that they have undertaken relevant Continuing Professional Development CPD (training) each year. From the financial point of view part of government funding covers staff training in vocational colleges for those in colleges, there is no standardized staff development in commercial training organizations and payment methods vary.

In Northern Ireland all vocational college staff are required to undertake basic training in Microsoft Office applications – word processing, databases, spreadsheets, e-mail and internet. In addition all vocational colleges have developed their own higher level training programmes. There are no such universal programmes in commercial providers and training in IT skills varies widely.

Belfast Metropolitan College continually strives to be known as a first choice employer attracting first class staff to meet its quality of service. The College recognises that people are its most important resource and continues to provide training and development opportunities for staff allowing them to develop their skills to meet the challenges of working in an excellent college.

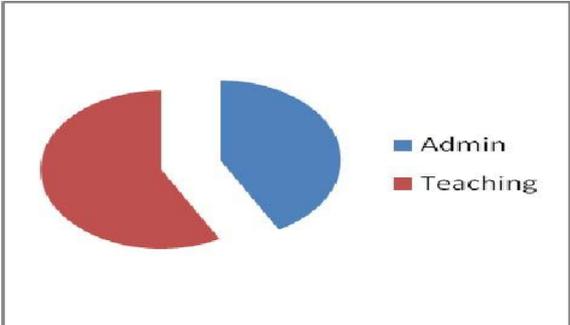
⁴ Whole College Improvement Plan 2012 – 13

⁵ Qualifications required to teach in Institutions of Further and Higher Education circular number:Fe12/09 Department of education and learning northern Ireland

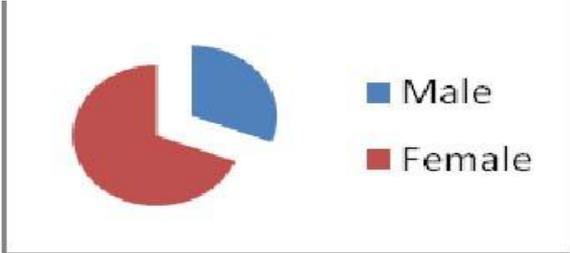
BelfastMet employs 1018 full-time equivalent (FTE) staff⁶. This is broken down as follows:

Figure 1 Employee at Belfast Met

Teaching -Support Staff Ratio
 Direct Support & Administrative Staff - 42%
 Direct Teaching - 58%



Teaching -Support Staff Ratio
 Male - 39%
 Female - 61%



In 2010/11, the College invested significantly in employee development activity and secured EU grants to support the delivery of a range of learning and development activities based on the College’s Workforce Development Plan. This Plan is facilitated by an annual and ongoing training needs analysis and focuses on the learner pathway, corporate initiatives and senior leadership development.

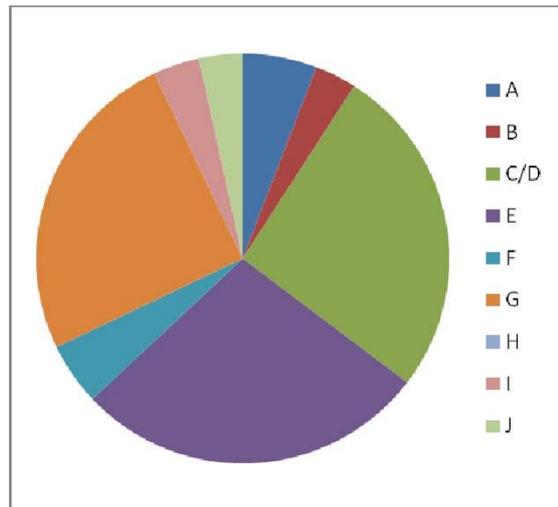
During 2010/11 the equivalent of 5549 participants engaged in 680 training and development activities. These activities are grouped under the following corporate development categories:

Figure 2 Training and development activities at Belfast Met 2010/11

- A Management Development
- B Post- Entry Training
- C/D Curriculum Development & Delivery
- E Technology Enhanced Learning

⁶ Belfast Metropolitan College Annual Report 2010 - Employee development

- F Learning Support Needs
- G Specialist Support including Equality,
Health and Safety and Student Services
- H Industrial & Commercial Secondments
- I Conferences & Study Visits
- J Appraisal



32 academic staff completed the first year of the two year PGCE (FE) programme at the University of Ulster in 2010/11. 10 academic staff completed the second year of this programme with one member of staff achieving the prestigious UU Biggar Award for excellence in teaching standards and research into pedagogy. Meeting the requirement for all staff appointed to the college to undertake a Post Graduate Certificate in Education (PGCE) (Further Education) within 3 years of appointment to full time employment⁷.

The college has recently invested in two new campuses, Titanic Quarter (officially opened 10th November 2011) and e3 (to be officially opened 20th September 2012). The Titanic Quarter campus is a replacement for three older buildings containing up to date ICT facilities. Wi-Fi access is available throughout the building as it is envisaged that in the future more students will bring their own devices to college, rather than using the college supplied equipment. All classrooms within the new campus have data projectors and interactive whiteboards.

The e3 building provides industry standard facilities including: an animation and digital editing suite. TV and radio production studios, a hospitality training facility and manufacturing and engineering facilities for product innovation.

All classrooms on the two other main campuses have data projectors and approximately 50% of these have interactive whiteboards with limited access to Wi-Fi. The college is committed to upgrading these facilities.

All college computers are connected to the internet in classrooms, libraries and staff workrooms. All academic staff has access to PCs. Students have access to computers in dedicated IT classrooms and also in leaning resource centres on all college campuses in the TQ campus Wi-Fi is widely available throughout the building enabling students to use their own devices in all classrooms where applicable.

A large proportion of academic staff have at least a level 2 ICT qualification, those who do not have a qualification tend to be part-time or temporary staff. Lecturers principally use technology to

- word process teaching materials,

⁷ 23/11/09 Qualifications required to teach in Institutions of further and higher Education circular number:Fe12/09 Dn department of education and learning northern Ireland
<http://www.delni.gov.uk/Furthereducation>

- production of PowerPoint presentations,
- internet usage
- email
- interactive whiteboards
- interacting with the college VLE and college information management systems

The college employee development unit in conjunction with the TEL (Technology Enhanced Learning) unit actively encourages staff to improve their ICT skills to enhance learning delivery.

Many lectures use their home computers on at least a weekly basis to prepare and develop resource materials for delivery of learning and to carry out administrative duties.

3.2 Hungary-KJU

The main field of activity of Kodolányi János University of Applied Sciences is higher education on BA and MA levels⁸. In addition to that, vocational education is represented in 2 ways: either integrated into the regular training cycle, mainly in the full-time course of studies or in the form of adult courses. The target audience for the first type, the so called advanced vocational education, is represented by those 18 year old individuals who after graduating high-school⁹, did not get admitted for BA studies or opt for learning a profession after their school graduation. This type affords the participants student status similar to those enrolled in BA or MA studies and is state financed. Due to the full time nature of the studies, the participants spend their entire day at the institution campus while the number of practical classes exceeds those of theory and the participants are required to complete a practical training in different venues related to their future profession. The training usually requires 4 semesters and after the final exam, the participants have the opportunity to further their studies by enrolling in higher education and if they choose the same field for their BA, some of their courses can be accepted. As a conclusion, this type of vocational education is much more similar to the formal, school-type training than it is to adult education which is outside the school system. In many cases, it lays the foundation for the transition into higher education, the participants get the chance to adjust to the semester cycles, the study and exam periods, the best study methods for the exams and get acquainted with the different methods for writing scientific essays since they have to submit a dissertation at the end of their training. In order to graduate and obtain their professional qualifications, students also have to pass an exam at the National Training Registry¹⁰ which is often more complicated and lengthier than the final examinations at the university.

The other type of vocational education at KJU is a course-based training outside the regular school system. Most of the participants are either enrolled in BA or MA studies or have already finished their studies altogether. They are mostly motivated by the prospect of obtaining a special qualification that is in some cases required in order to fully exercise their current profession. One example in this respect at KJU would be those students who are proficient in foreign languages and who regularly opt for course based vocational education within the field of tourism guiding since in Hungary this type of activity is conditioned on a formal vocational training certification. Compared to

⁸ <http://www.kodolanyi.hu/oktatas>

⁹ http://www.oktatas.hu/felsooktatas/kepzesek/kepzesi_szintek/felsooktatasi_szakkepzes

¹⁰ http://www.oktatas.hu/szakkepzes/hazai_rendszer

the regular full-time training, the trainers have less contact hours available and in addition to that, they are faced with working with a much more heterogeneous group since some students are already employed while others are also studying somewhere else. Therefore, it is very important that this type of training retain a certain degree of flexibility and that the knowledge acquisition be done in the most effective manner possible. It is important to mention that students enrolled in this type of training have already acquired extensive study experiences and hence individual or tutored studying is not a foreign concept to them. At KJU this type of vocational education is organized in the form of blended e-learning which is the most suitable way to meet the above requirements and challenges but it also puts a great deal of responsibility on the trainers regarding motivation, the transfer and amplification of practical knowledge.

In Hungary, the law regarding public education and vocational training regulates the specific degree of the teachers¹¹. For vocational education, the respective teachers are required to have a teacher's degree for the specific field (issued by either a university or a university of applied sciences) and if there is no such teachers degree available for a specific area, a regular degree for the field would suffice. Because of this, trainers involved in vocational education have higher education level degree but not all of them possess a teacher's degree. With regard to higher education institutions and the trainers involved in advanced vocational education, the rules and regulations of the law on higher education are binding. The KJU staff involved in vocational education usually have both a professional and a teaching background: those focusing more on general, theoretical courses have a teacher's degree related to their specific field of science. Those teaching practical courses have a background as trainers at different companies and/or institutions or have been/still are a professional working for a company within their field of specialization and also hold a higher education degree. Furthermore, the legal and accreditation provisions clearly provide the management with an exact percentage of full-time and contract-based academic staff, which in Hungary is currently 60-40%. The number of full-time academic staff employed by KJU is currently 137 from which 57% hold a scientific qualification (PhD, academic doctorate), 62% hold a teachers degree and 28% a relevant higher education degree with no formal qualification as a teacher¹².

Since vocational education at KJU is mostly organized in the way of formal education and only to a lesser degree in the form of adult education outside the regular training system, contact hours and classroom lectures still dominate the day-to-day activity of our staff. In addition to that, smaller seminars and project work is also part of the routine. Since introducing the blended training in 2006, teachers have been faced with having to comply with new methods, course developments, tutoring and examining. Since then, our staff has participated in a number of further training seminars in order to better understand the methods and possibilities offered by e-learning and have also had the opportunity to exchange experiences and integrate the best practices into our own program.

During the course of their studies, some students experience changed living situation (birth of a child, employment abroad, etc.) and therefore opts for an individually tailored study plan and so it becomes a great challenge for the institution to provide the same standard and quality education for these students and therefore teachers having a vast knowledge of methodology become indispensable.

¹¹http://www.pedagogusok.hu/index.php?cikk=010400_a_koznevelési_es_a_kozoktatási_törvény_hatalyos_szovege

¹² Institutional Strategic Plan 2012-2015

In some cases, newly enrolled students, although having already graduated high school, often complain of learning difficulties and a lack of motivation. It is consequently very important for both teachers of theory and practice to motivate students and show them study methods, computer based, learning-, communication- or information acquisition tools that will enable them successfully master the process of studying.

The further training system applicable to teachers in higher education differs from the one relevant to public school education that requires the teachers to attend such training every 7 years and to obtain a certain number of credits¹³. Their attendance is financed in part by government funds, in part by grants and in part individually. Concerning the system applicable to higher education, further training is conditioned on scientific qualification and meeting the publication requirements. For the teachers these are decisive factors when deciding which conferences and professional and scientific events to attend and which competencies to develop.

In addition to that, KJU has hosted two major further training programs. One of them was the self-financed ICT competence-enhancing program already mentioned earlier, which also included special focus on methodology primarily for the scope of teaching staff to use certain e-learning systems, communication and presentation tools as well as social media. Almost all full-time and contract-based teachers attended the program.

The active daily use of the newly acquired competencies has additionally been strengthened by KJU by providing the necessary infrastructural background, each member of the staff has been given a net book and licenses have been purchased for all the software necessary for teaching at their courses.

The other program focused on enhancing the foreign language proficiency, methodological and teacher-management competencies of our academic staff. The program was financed with grant funds and provided training for 50 teachers over a period of 18 months.

The IT infrastructure at KJU is satisfactory. The number of classrooms equipped with computers is in total 12 and the number of PCs connected to cable internet for student use is 320. The academic staff has 86 desktop PCs at their disposal and additionally to that, 427 net books have been distributed for personal use. The majority of the classrooms are equipped with a projector and a desktop PC with cable internet for the teacher; aside from these 43, we also have 34 mobile projectors that can be placed at any desired location around the campus. We only have 3 digital blackboards since on one hand their acquisition is relatively pricey and on the other hand, based on our feedback, they do not provide much additional advantage when compared to the routinely use of the laptop and projector. In other words, most of the staff is unable to benefit from the possibilities offered by software of the digital black boards. Our institution also has a fleet of 110 mobile phone plans for the use of the academic staff and the management and administration employees¹⁴.

Due to the fact that KJU has various campuses around the country, WIFI is available at each of them and further to that, our campuses are connected by a LAN network to ensure data transfer and

¹³

http://www.pedagogusok.hu/index.php?cikk=010400_a_koznevelési_es_a_kozoktatási_törvény_hatalyos_szoveg

¹⁴ Institutional Strategic Plan 2012-2015

facilitate communication. The entire student data as well the financial management is done with special software and every student and the staff has access to the university's e-learning software system. One of our latest developments, financed with the help of a grant, has been the management control system that is meant to provide members of management with up to date relevant data.

3.3 The Netherlands-Deltion College

In the Netherlands VET provides several programmes for young people from the age of 16 to develop their skills and increase their employability. Deltion College offers courses in nearly every discipline. Students at Deltion can choose between a school-based learning route with full-time education (BOL) and a work-based route (BBL) in which students combine work and study. In both routes and at every training level, students must spend part of their time on work experience in order to obtain a diploma, so that all students acquire competency in a work environment.

The duration of the courses varies from six months to four years, depending on the course level:

Level 1: Assistant training	1 year	Formal
Level 2: Basic vocational training	2 year	Formal
Level 3: Full professional training	3 year	Formal
Level 4: Middle management and specialist training	3 – 4 year	Formal

Adult education at Deltion is accessible for adults from the age of 18 onwards and encompasses, for example, introductory courses for immigrants to the Netherlands, language and literacy courses at various levels and second-chance secondary education. Duration differs. It plays a major role in integration issues and contributes to social cohesion.

Vocational courses for adults, which is sometimes referred to as schooling, focuses on two categories of participants:

- Job-seekers: Job seekers can attend courses in senior secondary vocational education
- Employees and employers:
 - There are various forms of training open to employees:
 - The part-time equivalents of regular government funded education: part-time senior secondary.
 - The two educational tracks of senior secondary vocational education.
 - Private oral education, which again comprises primarily vocational courses.
 - Training courses given outside the company.
 - In-company training, off-the-job and on-the-job.

HBO¹⁵ (higher professional education) teacher education courses (worth 240 ECTS for a bachelor's degree and 90 ECTS for a master's degree) for secondary school teachers lead to either a grade one or grade two qualification and give access to the titles Bachelor of Education (grade two qualification) or Master of Education (grade one qualification).

There are several tracks into teaching MBO¹⁶ (senior secondary vocational education) and adult education. New teachers are not required to hold teaching qualifications if they have several years' relevant work experience and HBO (higher professional education) level of professional/intellectual ability. After a couple of years, the new teachers must meet the requirements of the pedagogical-didactic endorsement. They can follow in-house training at the Deltion Academy to meet the requirements of the pedagogical-didactic endorsement. In the past 6 years our Deltion Academy, together with a College for Higher Professional Education, trained 100 teachers and 70 instructors. Qualified Supervisors and instructors: Teaching is not the only profession in education at Deltion. Experienced professionals with an MBO background can work as supervisors or instructors. Supervisors work under teachers and provide support during lessons. Instructors teach, or provide support in, practical lessons.

At Deltion are about 660 teachers and 82 instructors and 9 so called 'educational assistants' are involved with teaching students. 669 of them work on a regular basis and 52 on a temporary contract. From teaching-staff works 133 persons fulltime and 618 part-time.

Since the introduction of the Education Professions Act¹⁷ on 1st of August 2006, teachers have to meet certain standards of competence, which are expressed as a set of seven competences for teachers, forming the basic principle for the development of and reflection on teacher competence. Deltion will be monitoring the development of teachers using a competence dossier, which must demonstrate that the teacher is competent and works to remain competent in accordance with school policy. Each teacher is expected to spend 10% of his/her appointment on refresher courses and continuing education, the costs for which are paid for by the institute. Teacher grants are also made available for teachers to take a Bachelor's or Master's programme of study, the costs for which (up to a certain sum) are paid for by the Ministry of Education. At the moment approximately 25 teachers have passed their master exams.

It is estimated that the number of teachers that are at least sufficiently familiar with ICT has risen to 66%. The efficient use of ICT demands expertise in three areas: the subject, ICT and didactics. Over the last year, the percentage of students with sufficient ICT skills such as word processing and Internet usage rose slightly to just over 80%. The number of teachers with didactic ICT skills is approximately 60%, which represents a 6-7% increase since 2009. The most popular applications for ICT are the Internet, exercise programmes, word processing and digital learning environments (DLEs).

¹⁵ <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Netherlands:Overview>

¹⁶ <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Netherlands:Overview>

¹⁷

http://www.bekwaamheidsdossier.nl/cms/bijlagen/rapport_ecorys_evaluatie_wet_op_de_beroeppen_in_het_onderwijs.pdf

Figure 3. *ICT skills of Deltion teachers*¹⁸

ICT application	% teachers that use the application monthly or more often
Internet research	80
Exercise programmes	78
Word processing	72
DLEs	67
Collaboration	56
Scheduling	47
Tests	35
Portfolio	33
Games	32
Web 2.0	30

IT equipment of Deltion College:

- The number of student-computers in school is about 3000; more and more students bring their own device to school, so the number of computers will decrease.

Deltion College students take their own laptops to school, in 75% of the programmes; more than 50% of students do so.

- Deltion classrooms are equipped with a beamer (data projector), Wi-Fi- and fibre based internet connections
- Deltion College has fibre optic and wireless Internet connections available all over the campus.
- Every Deltion teacher has got his own Deltion - laptop.

Staff access to computers in their home too. Almost all teachers' complete work for school on home computers, for administration, research, editing or developing teaching material, as well as digital contact with colleagues or students. Deltion is focusing on improving the didactical skills of teachers in using IT tools to improve the quality of their lessons.

3.4 Greece-Vocational Training Centre Apopsi SA

Vocational training in Greece is split into initial and continuing training.

1. Initial vocational training is supervised by the Ministry of National Education, Lifelong Learning and Religious Affairs¹⁹. It is mainly provided by the Vocational Training Institutes (IEKs). The public and private IEKs operate in the framework of the National System of Vocational Education and Training (ESEEK)²⁰ which was established in 1992 under the aegis of

¹⁸ Four in Balance Monitor 2011, ICT in Dutch primary, secondary and vocational education
In: <http://downloads.kennisnet.nl/algemeen/Vier-in-balans-monitor-2011-Engelse-versie-internet.pdf>

¹⁹ http://www.ypepth.gr/en_ec_page1531.htm

²⁰ <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Greece:Overview>

the Organisation for Vocational Education and Training²¹ (OEEK). There are also some IEKs under the supervision of other ministries and agencies, such as the Greek Manpower Employment Organisation²² (OAED). The objective of the IEKs is to provide all types of vocational training, both initial and advanced, and to ensure that the students obtain the necessary qualifications by imparting scientific, technical, vocational and practical knowledge and by cultivating skills with a view to facilitating their occupational integration and their adaptation to the changing needs of the production process.

2. Continuing vocational training includes all vocational training and further training activities organised outside the formal initial vocational training and education system. The purpose of continuing vocational training is to maintain, refresh, upgrade and modernise the job skills of persons seeking employment and to help workers interested in career development. Continuing vocational training in Greece is provided by a plethora of bodies which focus on specific population groups and are supervised by various Ministries. The existing institutional framework focuses on four categories:
 - Training of the unemployed,
 - Training of private-sector workers,
 - Training of wider public sector workers ,
 - Training of socially disadvantaged groups.

The vocational training programmes are short-term and the number of hours of tuition depends on the subject, the content of the curriculum and the group to whom the programme is addressed.

Continuing vocational training in Greece is well established and provided by certified vocational training centres. These can be both private and public. All courses provided by them are certified from a central authority providing guidelines and course design. This authority is EKEPIS (National Accreditation Centre for Continuing Vocational Training²³).

The Vocational Training Centre Apopsi SA is a certified training centre by EKEPIS (www.ekepis.gr) providing certified vocational training to adults. It provides continuing vocational education to diverse target groups such as unemployed, socially disadvantaged groups, immigrants, etc.

. Continuing vocational training in Greece is outside the formal education system. Target audience is at least 18 years old and qualifications of participants at entrance depend entirely on the subject, the content of the curriculum and the group to whom the programme is addressed (unemployed, socially disadvantaged groups, etc.) In continuing vocational training participants receive non-formal, short-term training.

In the case of Greece in initial vocational training (IEKs) the staff can be either:

- Skilled experienced professionals,
- Secondary education teachers.

In continuing vocational training (KEKs) the staff can be either:

²¹ <http://www.oeek.gr>

²² <http://www.oaed.gr>

²³ <http://www.ekepis.gr>

- graduates of higher education of all specialties for the theoretical part,
- graduates of primary education up to IEK graduates for the practical part, and
- Graduates of IT higher education departments, for teaching basic IT skills.

Requirement for registration is the recent work experience in the object of study and teaching experience in adults. All instructors must have attended an instructors training program. The National Accreditation Centre for Continuing Vocational Training (EKEPIS) is responsible for organising “Train the Trainers” programmes. Participating and completing such a programme is a general prerequisite for being accredited as an adult trainer and included in the EKEPIS’s adult trainers register.

EKEPIS notifies its database of certified vocational trainers when such an update is required (usually every 5-7 years). Funding is individual. Each trainer pays a fee requested by EKEPIS. The last “train the trainer” programme took place in 2007 and the fee for each participant was set at € 100.

The staff of VET centre Apopsi are mostly university graduates with diverse backgrounds. Each certified VET centre in Greece needs to have some obligatory staff, these people are: the educational manager, manager and administrator. Then, depending on the size of the VET centre, the staff number increases. The VET Centre Apopsi cooperates with certified trainers (usually university graduates with EKEPIS certification), IT technicians, instructional designers, scientific staff and administrative staff.

All certified vocational trainers in the EKEPIS database have the following in common: the professional profile they abide to states that one of their tasks is to provide training through ICT i.e. through e-training hence, all certified trainers should have basic ICT competences. Usually all vocational training centres and training providers provide access to ICT to their trainers which include Laptop or PC, projector, private training centres usually have access to interactive boards,

. This usually contains the following:

All staff working in VET Centre Apopsi are equipped with PCs and are proficient users of IT and other communication tools.

3.5 Ireland- One Family

One Family learning services are about raising the skills and aspirations of those sharing or parenting alone.

This service emphasizes vocational and utilitarian training that betters the individual and society. The programmes are based on progressive beliefs : first, learner-centric (that is, programme design emphasizes the success of the learner in achieving the goal rather than the transmission of the content to the learner) and, second, problem focused (that is, programmes are designed around solving problems). One of the goals is to deliver community and vocational education services for those parenting alone and in local communities and to work through local partners. Although, there are many supports for those parenting alone lots of people still need support to uncover and understand their own skills as well as set realistic career goals. Programmes of One Family provide

basic advice, guidance and skill development which provides those parenting alone with detailed requirements and access routes to careers. Also, the service provides a good practice framework to support those parenting alone into work. This can be delivered in a range of settings, with skill development providers, support networks, etc., and we can add value to State agencies and other services out there.

Facilitation and learning, within each programme, are tied with keyworking and mentoring, which assists in addressing barriers and enabling progression. Therefore, One Family's catalogue of programmes is promoted as follows:

Table 2. *One Family's catalogue of programmes*

Gateway	Choices	Prospects
New Steps	New Futures	PassPort
New Starts	CareerClinic	CareerClinic2
Taster Sessions	Skills Escalator	Options
Starting Points	Shadowing	WorkPlacement
Marks and Starts		

There are 30 in the team with a professional focus on career guidance, parenting and counselling and One Family has a panel of 15 approved facilitators with whom we contact to deliver programmes. All of the team is qualified to level 7 NFQ²⁴ or equivalent and have professional qualifications in support. An annual appraisal system as well as supervision and management are in place. There is an interest in IT as a tool in their tool box; but as our programmes are based on community education principles facilitators prefer face to face teaching and relationship development. All our participant/learners are adults.

3.6 Italy-La Locomotiva Onlus Soc. Coop. Sociale

Basically the vocational training (VT) in Italy, as the many other EU countries, is structured in two levels: initial vocational training and continuing vocational training²⁵. The initial vocational training is sometimes considered as a natural prolongation of the high school, while the continuing one is surely more close to the adult education system.

In Italy there are vocational training centres (abbreviated as CFP) that help adults to improve their skills and capabilities. There are also private training institutions (such as association, cooperative), born as a spin-off of trade associations, trade unions, religious congregations, organizations and public employers. A training organization carries out its activities by offering courses, turning courses

²⁴ <http://www.nqai.ie/documents/NFQEQFleaflet2011.pdf>

²⁵ <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Italy:Overview>

of vocational guidance, work experience planning and promoting work integration of its users. The target are those adults who have a high school diploma and want to have a higher status but not at academic/university level, and young (still in compulsory education, 16 years) does not intend to continue to secondary school and want to achieve competencies to be ready to work.

The training is divided into two levels: “national learning” and “regional Vocational Education and Training”, both of high quality and relevance in the whole education system.

The active courses are divided into the following categories:

- Of professional qualification: mainly addressed to young people after the high school period, have a duration of two / three years and end with a test that declare the achievement of professional qualification.
- Specialization courses: are aimed at either young or adults who had already received professional qualification and wish to develop their knowledge and skills in the professional field of interest, generally have a duration of one year.
- Postgraduate Diploma: they are targeting people who have achieved, through the public (national) examination, a high school diploma and want to complete their training, generally have a duration of one year.
- Education and higher technical education.

The educational activities and programmes of LaLocomotiva are inscribed in the above mentioned framework of Italy, with a particular attention to the development of projects that aim at reducing social marginalization. LaLocomotiva has in fact organized a number of projects addressed to young people and adults from problematic areas or quarters of the city of Naples. The main objective of these projects is to involve people into an educational path with the aim of creating a moment of social inclusion and dialogue through a bottom-up approach. The main tools used for these purposes are non-formal educational activities, workshops of writings, paintings and music, sport activities. It is worth to mention the project “Scarp de’ Tennis” that lead to the creation of a magazine managed, organized and written by professional journalists together with homeless and/or marginalized people. The objective of the magazine is not only to give this people the opportunity to write and to improve their educational skills, but also to have better conditions of life. Each participant to the project, in fact, gets a financial support from the sale of the magazine. In Italy the most important organization involved in the research and “tracking” of vocational training is named ISFOL²⁶: a public body of scientific research established by the President of the Republic June 30, 1973. The ISFOL is supervised by the Ministry of Labour and Social Affairs and operates in support of the State, Regions and Autonomous Provinces, local authorities, national public and private institutions in the areas of vocational training and labour market.

The ISFOL also performs the role of:

- National Agency for Leonardo da Vinci Community Programme
- National Europass Centre
- National Support Structure for the Equal Community Initiative

²⁶ <http://www.isfol.it/>

- Structure of technical assistance for the Community Program Study visits for education specialists
- Lead national networks international technical and scientific as the European Network TTnet (Training of Trainers network) and the European Network of Documentation ReferNet.

One of the most recent research papers published by ISFOL specifically addressed the analysis of the staff in the EVT in Italy. Here is a brief summary about teacher's qualification:

"... the (formal) background of teachers in EVT systems in Italy is medium-high (57.4% has a diploma) or academic (35.8% has a degree). Low level diploma are registered among old trainers (those who had started this job many years ago) while the young trainers have almost all a university diploma. This confirms the guess that in the last years in Italy the EVT has an increased level of quality.

Following the 1978 legislation, there is the introduction of the Structural Fund which focuses on the principle of programming for which the funds pass through a planning process that involves the national and regional levels. After 2000, the fund becomes an FSE fund for unemployment integrating education, training and work. The Law 53/2000 introduces the right of the worker to take advantage by participating in training projects. The Legislative Decree N. 226/2005 defines the essential levels of performance (LEP) relating to the Education and Training (IeFP) in order to guarantee the equal dignity and the integration with the state education system. In the years 2007-2013 the objectives of the cohesion policies are reduced and are pursued with the help of two Structural Funds (ERDF and ESF) interconnected on which act synergistically to address unemployment and qualify the work.

In addition, the Decree of the Minister of P.I. October 25, 2007 regarding the establishment of provincial centres for adult education - CPIA on the basis of the reorganization of the existing Permanent Territorial Centres for adult education and evening classes working at educational institutions of every types and levels attended by about 450,000 people every year.

Some of the methods of work for training are contained in the guidelines on training for 2010 prepared by the Ministry of Labour.

Following the last years recommendations from the EU programs and initiatives, and due to the almost mandatory request arising from the labour market about ITC skills and competencies, even the professional training system has adopted the habit to require (at least) a basic level of competences (like ECDL certificate) to trainers. However, many times this is not a mandatory requirement, rather a "suggested" skill that could make the difference in the training jobs appointment."²⁷

In conformity with EU directives, La Locomotiva has staff of educational trainers that consists of different kinds of technical figures: professional trainers such as university teachers and social educators, psychologists, sociologists, naturalists. Laloco has twelve members, fifty collaborators and

²⁷ I FORMATORI DELLA FORMAZIONE PROFESSIONALE:

<http://www.lavoro.gov.it/Lavoro/Europalavoro/SezioneEuropaLavoro/DGPOF/ProdottiEditoriali/CollaneEditoriali/LibriFSE/FormatFormaz.htm>

many volunteers, but not all of them are directly involved in training actions. Sometimes, it also happens that La Locomotiva hires external professionals as trainers for specific projects if the specialised knowledge and skills are not available within the cooperative. This, among other things, guarantee to involve always the most appropriate trainers according to the specific project's objectives as regard training.

The different background of the trainers and their experiences are really important for the activities of Laloco since they guarantee different kinds of educational activities. The variety of projects of Laloco goes from basic professional training for young people and adults, to non formal educational activities and this is very important in order to reach different targets of beneficiaries.

All certified vocational training centres in Italy need to have at least one fully equipped computer room. This usually contains the following:

- PCs
- Printers
- Microphones / loudspeakers / web-cameras for synchronous communication
- Projectors
- Software – usually MS Office / teleconference systems etc.

Considering the method of teaching used in the overall training of trainers, the most used is the traditional lesson (82,7%) whereas the use of e-learning platform and/or any other ICT based material (on line or offline) results no more than 3,6%.²⁸

La Locomotiva has some hardware and software equipment mainly used by members and employee for daily activities rather than for training. However, the main headquarters has a room dedicated to standard training activities fully equipped with a computer, a data projector, a flipchart board, internet connection. In some cases, when more than one class is need at the same time, La Locomotiva exploit locations and equipment made available by local partners, or if needed rent the room and the equipment.

As for the trainers background, all the members and trainers of the La Locomotiva have a good level of ICT technical background, even if in many cases they don't use such technology to deliver training. Indeed, the key point is that trainers have a computer and use it at home or at work when they do research or develop their own material, but then during the lessons with students their just use other methodology, like frontal lessons, class discussions, working groups etc, with no computer at all. This behaviour can be derived from both the lack of expertise in the use of IT technology for training activities and because subjects they train are not strictly based on the use of computers.

III. Accreditation of teacher training programme in the partner countries

The rules and regulations of the partner countries applicable to the institutional and program accreditation are very different. One such difference is represented by whether the accreditation is

²⁸ I FORMATORI DELLA FORMAZIONE PROFESSIONALE:
<http://www.lavoro.gov.it/Lavoro/Europalavoro/SezioneEuropaLavoro/DGPOF/ProdottiEditoriali/CollaneEditoriali/LibriFSE/FormatFormaz.htm>

state (centrally) or regionally regulated. The degree of rigidity concerning the applicable regulations as well as the institutional autonomy regarding the operational standards for starting training programs varies greatly. Training institutions in Holland are characterized by having a great deal of autonomy in budgeting, starting new programs and an accreditation process just follows it after. Hungary is faced by a very strict central regulation and an extremely complex accreditation process that extends to every single facet.

Table 3. *Regulations of the partner countries applicable to the accreditation process*

Partner institution	Level of regulatory authority in charge for accreditation	Authority in charge for accreditation	Programs designed at own initiatives are automatically accredited?
Northern Ireland Belfast Metropolitan College (Belfast Met)	at governmental level	Ofqual is the regulator of qualifications examinations and assessments in England Wales and Northern Ireland Universities may design and accredit their own qualifications regulated by the Quality Assurance Agency ²⁹	No
Hungary Kodolányi János University of Applied Sciences (KJU),	at governmental level	Differs depending on the level of the particular education, organizations appointed by the ministry	No
The Netherlands Deltion College	at governmental level	The ministry of Education accredits the school for higher education, courses of these schools are accredited by the NVAO ³⁰	No
Greece Vocational Training Centre Apopsi SA	at governmental level	EKEPIS (National Accreditation Centre for Continuing Vocational Training) ³¹	No, they need to be approved by the relevant organisation.
Ireland One Family	Accredited FETAC ³² Centre	FETAC	Programmes designed and then matched against nationally developed units
Italy La Locomotiva Onlus Soc. Coop. Sociale	At regional level	Regione Campania (Regional Government) ³³	No

²⁹ <http://www.qaa.ac.uk/northernireland/Pages/default.aspx>

³⁰ <http://nvaio.com/>

³¹ <http://www.ekepis.gr/main/Aboutus/tabid/124/Default.aspx>

³² <http://www.fetac.ie/fetac/>

³³ <http://www.lavoro.gov.it/Lavoro/Europalavoro/SezioneOperatori/Formazione/Accreditamento/default.htm>

In Northern Ireland the Department of Employment and Learning is responsible for the central administration of education and related services . Its primary duties are to promote education to young people of NI and to ensure the effective execution of its policy in relation to the provision of the education service. They are responsible for ensuring that the college operates within legal requirements including qualifications of staff delivering on courses within the college, structure and delivery of training, the necessary human and physical resources are available for training.

Office of qualifications and Examinations Regulations (Ofqual) regulate vocational qualifications, examinations and assessments in Northern Ireland. (QCF level E1-3 = 1- 4 EQF) Higher Education regulation is the responsibility of the Quality Assurance Agency (QCF 4- 8 = EQF 5-8)

Awarding Organisations are licensed to offer credit-based qualifications. Specific qualifications are accredited by Awarding Organisations these bodies stipulate the curriculum content and are responsible for ensuring that processes for providing quality delivery and assessment are in place in colleges or universities.

The Hungarian system relies on two types of accreditation, at each level there is an institutional as well as a program accreditation. The institutional accreditation supposes that the particular institution meets the necessary requirements for operating within the legal conditions applicable whereas the program accreditation describes the quality and operational standards such as:

- structure of the training (system of modules),
- entry requirements,
- transfer of previous knowledge,
- description of competencies to be developed further,
- infrastructure and human resources of the training,
- requirements for successful completion (exit requirements),
- And the definition of the formal qualification to be awarded after graduation.

From the accreditation perspective, the Hungarian higher education system has two kinds of programs:

- central, designed by the ministry or affiliated organization which are considered to be automatically accredited since training programs by the central authority describe and regulate every necessary element (ex: state-recognized vocational education programs belong to this category)
- programs accredited by training facilities and institutions in which case the institution in question has to provide a detailed description of the program according to the conditions mentioned while the process itself falls within the scope of a special committee appointed by the government. In case the program obtains the accreditation, it is consequently registered into the central registry. Adult education and teacher further training falls within this category.

The institutional and program accreditation together are meant to guarantee that the institution in question provides high quality education as required by the laws and regulations applicable and that the programs offered meet the necessary standards of quality. Regarding programs focusing on teacher further training, accreditation is especially important since most teachers meet their further

training obligations by attending accredited programs because that is a prerequisite for them in order to be able to finance their studies from central grants.

The Dutch system also relies on two types of accreditation, at each level there is an institutional as well as a program accreditation. The institutional accreditation supposes that the particular institution meets the necessary requirements for operating within the legal conditions applicable whereas the program accreditation describes the quality and operational standards. Programs shorter than 1 year fulltime (60 EC) study time can't be accredited. Recognition of such a program can be done by for example a professional association and has no legal status.

In case of Greece the accreditation procedure of the vocational programs is similar: it is the central body called EKEPIS that is responsible for program accreditation and the connected quality assurance. Similarly, in Ireland the central body is called FETAC while in case of Italy the accreditation of VET programs is decentralized: it is coordinated by regional bodies.

Consequently, it can be stated that in each of the 6 countries there is an accreditation body that determines the regulations and quality requirements of the training programs at different levels; however, there is no standardized accreditation system that has already been introduced and accepted in case of all these countries.

IV. Conclusions and recommendations

Based upon the documents and the focus group interviews, the research revealed that the primary educational field of the participating partners are at different levels of the EQF, furthermore they have different structures and target audiences, but finds show each one has an active interest in vocational education, albeit at different types. There are institutions that focus mainly on vocational education (e.g. Deltion College), there are some that offer this option parallel to their main field of focus (e.g. Belfast Met and KJU) and there those that tailor their curriculum to the needs of the group and offer a flexible program while the program itself remains outside their main educational field (e.g. Apopsi, Laloco, One Family).

Due to the obvious differences in size and educational profile, the number of full time and part-time teachers involved in these programs and the delivery of training also show great differences and further to that, some also recruit volunteers. These findings revealed that vocational education programs that are to be developed within the framework of the BAREFOOT project have to suit the needs of users with very different backgrounds – those who do not have a formal pedagogical training and those who in addition to having received such qualifications have extensive teaching experience. Therefore, the contents of the training modules have to be flexible enough to ensure further development based on user needs and background knowledge.

Concerning the the three higher and public education institutions (Belfast Met, KJU and DELTION), it is obvious that both the infrastructure equipment and the methodological training of the staff actually exceed the conditions expected and are thus highly suitable to accommodate the technical and methodological requirements that would ensure a successful implementation of the BAREFOOT training program not to mention the added benefits that the academic staff could draw from such training. This also holds true for the Greek partner, since the educational background of the teachers employed at the adult training centres and the infrastructure conditions are more than suitable.

Regarding Laloco and One Family, both institutions are relatively small in size and education is not the main area of their activity but an important component, (education and training accounts for 40% of the One family Budget). In this instance, as mentioned before, emphasis should be put on integrating basic elements of pedagogy into the program in order to lay the basis for a conscious methodological use of the skills and competencies that would be developed throughout the training.

It is also important to note that not all those participating (not delivering) in the BAREFOOT training program possess an adequate ICT knowledge and experience concerning its use for training purposes. Hence, successful completion of the training program will require participants to have an acceptable level of IT skills .

A review of the technological infrastructure of the partner institutions revealed that all participants meet the requirements necessary for a successful completion of the program.

In those particular cases where the participants do not have extensive teaching experience, the blended e-education type would be preferable to other variants because it offers ample opportunity for personal exchange of experiences with both the other participants and the trainer alike. Furthermore, due to the many different teaching styles it is also important that the BAREFOOT training program contain tailored situational exercises so that the participants can apply their acquired knowledge and competencies in their own familiar teaching environment and consequently share and reflect upon the experience. The e-portfolio that represents one of the main objectives of the project would be the best suited method for this purpose.

Concerning the accreditation process of the BAREFOOT project it is obvious that due to the differences in the educational system as well as the accreditation process of the participating countries, universal standards as well as a complete and automatic accreditation of the program cannot be expected. The framework of the project does not allow for adaptations in order to suit the accreditation requirements of each country and the costs associated with the lengthy process far exceed the established budget. An important consideration, however, taking into account the recommendations of the original GOAL³⁴ project, is that the developers find an accrediting organization that could provide a framework of standards where the BAREFOOT Technology in Training Delivery program could fit, but would still be acceptable within the framework of the educational system of the other countries and also compatible with the EQF. Given that within the framework of the project BELFAST MET has developed a close cooperation with the OCN NI³⁵ (Open College Network Northern Ireland), which is a registered charity and a national UK Awarding Organisation, we advise that the framework of regulations, concerning the program developed within this project, should be based on the recommendations provided by OCN NI.

³⁴ <http://www.belfastmet.ac.uk/goal/index.asp>

³⁵ <http://www.ocnni.org.uk/>

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