

# **SPECIFICATIONS**

## **DRAFTING THE GUIDE TO SELF-EVALUATION IN LYCEES PROVIDING VOCATIONAL EDUCATION AND TRAINING**

### **QALEP PROJECT**

## INTRODUCTION

These specifications are in line with the European innovation transfer project called 'QALEP'. They lay down the guidelines that must be followed for drafting the methodological guide intended for lycées providing vocational education and training and accredited with the "Lycées des métiers" label, as well as all schools working towards obtaining this label.

This guide aims to lay down a self-evaluation approach in each school concerned.

It must be possible, through this self-evaluation, to gauge the extent to which the national objectives described below have been met. This self-evaluation is part of a quality assurance approach and will help to implement and regulate the school 'action plan'.

This guide will be tested in ten schools across three regional education authorities with a view to putting this quality assurance and evaluation initiative more widely into practice.

## A – ELEMENTS TO BE INCLUDED IN THE GUIDE

At the very least, the guide drafting will be based on the following topics:

### I – CONTEXT AND CHALLENGES OF THE QALEP PROJECT

The guide will mention the European context and national challenges

#### *1.1 European context*

The Recommendation of the European Parliament and of the Council of 18 June 2009 "establishes a European Quality Assurance Reference Framework as a reference instrument to help Member States to promote and monitor continuous improvement of their vocational education and training systems based on common European references."

The European "reference framework" proposes a methodology based on a quality improvement and assurance cycle.

This framework must be viewed as a "tool box" from which the different users can choose the descriptors and indicators they consider to be the most appropriate for the needs of their particular quality assurance system.

The framework must support self-evaluation.

The ultimate purpose of this initiative is to improve "efficiency and equity in European education and training systems<sup>1</sup>".

The guide is part of this context.

#### *1-2 National challenges*

Since 2001 the French organic law on financial legislation (which came into force on 1 January 2006) has laid down a performance initiative calling for the expectations of the following people to be met:

- citizens (socioeconomic effectiveness)

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<sup>1</sup> See Recommendations of the European Parliament and of the Council of 18 June 2009, Official Journal of the European Union 8 July 2009



- users (quality of services)
- taxpayers (management efficiency)

This national framework now sets objectives regarding:

- pupils' results
- pupils' study pathways
- equal opportunities

A series of performance indicators is attached to each of these objectives.

Two drivers for action have been developed in the field of vocational education and training to help meet these objectives:

- introduction, as from 2001, of a "lycée des métiers" label awarded to lycées providing VET on the basis of nine criteria (see annex 2) ;
- renovation of the vocational education path in 2009 with the purpose of raising the level of qualifications achieved and reducing the number of dropouts (early school leaving ). Institutions have been given more independence with this purpose in mind.

Internal and external evaluation is thus important regarding those issues because it helps checking if the end results are in line with the initial objectives. Moreover, schools having greater independence, self-evaluation is now promoted as part of internal evaluation.

France has become involved in the European 'QALEP' project in order to tackle these national and European challenges, and this is why "lycées des métiers" have been chosen to test the self-evaluation approach developed through the QALEP project.

## II – INTENDED USERS OF THE METHODOLOGICAL GUIDE

The methodological guide will target the schools accredited with the "lycées des métiers" label. It will be used by school heads and their staff.

## III – THE EXPECTED ADDED-VALUE OF THE GUIDE

The guide will clearly include a part explaining the added value of the tool for the school, its head and the staff.

It should be then underlined that this guide is intended to be a self-evaluation tool for the whole staff: this self-evaluation should support the steering of the school, the collective development of the school action plan, its implementation and its monitoring.

This self-evaluation should also be part of a global process: it must support the internal evaluation of the institution and enable to prepare the external evaluation relying on the inspection bodies.

As a consequence, the tool should not be to the unique use of the headmaster but shall be subject to appropriation by the whole teams.

## IV – OBJECTIVES OF THE METHODOLOGICAL GUIDE

The aforementioned stakeholders must be able to use the methodological guide to evaluate the contribution they make to meeting the national objectives – and their regional offshoots – set by:

**- the French Organic Law on financial legislation (LOLF):**

Programme 141: public secondary education

- 1 – equip the maximum number of pupils with the expected level of skills by the end of secondary school and enable them to obtain the corresponding qualifications
- 2 – improve pass rates of pupils living in difficult areas and of pupils with special needs
- 3 – diversify the vocational training arrangements
- 4 – encourage further education or integration in the workplace for young people leaving secondary education
- 5 – help to develop lifelong education and training
- 6 – bring together a suitable potential of teachers in quality terms

Programme 230: pupil life

- 1- foster respect for school and learning about how to be responsible
- 2- help to improve the quality of life of pupils in general and pupils with special needs

**- renovation of the vocational education path**

- Reference pathway lasting three instead of four years to gain the vocational baccalaureate
- Get 100% of a particular age group to at least get level V qualifications (French level corresponding to level 3 EQF)
- Contribute to get 80% of a particular age group to baccalaureate level
- Reduce the number of dropouts without qualifications
- Give lycées more independence

**- accreditation of "lycées des métiers"**

- promote vocational training streams,
- set the whole network of schools on the path to excellence,
- strengthen synergies between the training courses on offer at vocational lycées and those on offer at technological lycées,
- clarify the academic training courses on offer

These national objectives and their regional offshoots make up the basis for self-evaluation.

**[V – THEMES FOR SELF-EVALUATION IN THE METHODOLOGICAL GUIDE: \(see the table attached in annex 1\)](#)**

The guide will include thematic fact sheets, taking into account the four following entries, each of them being organised around “pillars” declined in different themes:

**1) Pupils in the school**

- **Training courses on offer:**
  - coherency of the training courses on offer
  - network
- **School life and environment:**
  - pupil participation
  - parent participation
  - absenteeism
  - early school leaving
  - violence
  - health, social
  - cultural openness
- **Pupil's study pathway:**
  - personalisation of pathways
  - pupils with special needs
  - transmission to pupils and learning modalities
  - assessment modalities
- **Administrative and educational organisation:**
  - timetable
  - personalised support
  - PFMPs (training periods in the workplace)
  - Mix of pathways and pupils at different stages of training
  - Continuity of service for pupils
- **International mobility:**

- Pupil mobility
- Teacher mobility
- International relationships

## 2) Pupils outside the school

- **Quantitative and qualitative follow-up of pupils**
  - **Follow-up of integration in the workplace**
  - **Follow-up of further studies**

## 3) Relations between schools - the workplace - regional authorities

- **PFMPs (training periods in the workplace)**
- **Partnerships**
- **Optimum use of technical platforms**
- **Technology transfers via technology platforms**
- **Continuing education for adults**
- **Validation of learning from experience (accreditation of prior learning - FR: Validation des acquis de l'expérience)**
- **Apprenticeship tax**

## 4) Quality management

- **Quality of the piloting/steering process**
  - Mode of piloting/steering: participation process, staff mobilisation process
  - Implementation conditions of the collective work between teachers
  - Creation and improvement process concerning the school action plan
- **Human resources**
  - Staff training (initial and continuous)
  - Staff management

## VI – GUIDELINES FOR THE FACTSHEETS ARCHITECTURE

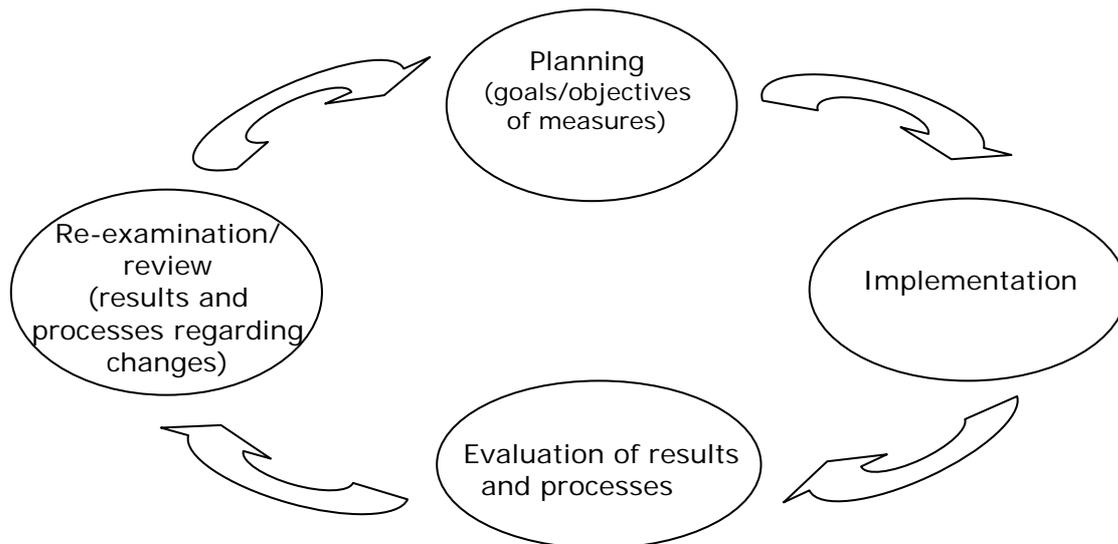
Each selected theme will be declined in a factsheet: the selected theme will have to be coherent with one or several national objective(s) that will be mentioned.

### VI-1 – The quality assurance cycle

The factsheets shall include questions organised in coherence with the quality assurance cycle established by the EQAVET Recommendation (annex 1 of the recommendation):

This cycle distinguishes the phases of planning, implementation, evaluation and review. For each phase, the Recommendation proposes a series of criteria and descriptors that can support self-evaluation. This cycle is completed by a series of indicators (annex 2 of the recommendation). All of these criteria, descriptors and indicators are therefore to take into account in formulating the questions.

#### **The quality assurance cycle with the four phases**



Thus for each factsheet, the series of questions to build/formalise will focus on:

- the objectives of the school and their planning (phase 1);
- the provisions relating to the implementation of these objectives (phase 2);
- the provisions relating to the evaluation process (phase 3);
- the provisions relating to the review process (phase 4).

The questions will focus not only on the "what" issue but also on the "how", "when", "with who", "why" issues.

For example: for the phase 1, the questions to build/formalise will not only aim at identifying the objectives of the school, but also at identifying how these objectives were established, with what actors, on which diagnosis basis...

For the phase 2, the questions to build will not only aim at identifying the provisions taken and/or envisaged to meet the objectives, but also at identifying how and why these provisions were decided, chosen, with what actors, how is it planned to implement them, with whom, etc.

As a consequence, the types of questions to be included on each factsheet will be twofold: closed questions and open questions.

### VI - 2 –Indicators

Factsheets will have to include sections dedicated to indicators, so that the schools can provide them: performance indicators (goals/objectives of the school), but also context indicators, results indicators, operating (process) indicators. The writers of the guide will take into account the indicators proposed in the European recommendation (annex 2 of the recommendation) and resources from Annex 2 of this specifications book.

### VI-3 – Synthesis

The factsheets will finally include a synthesis section composed of two parts:

- Findings: the school will here have to identify, following the self-evaluation exercise, its conclusions in terms of positive points and difficulties, its findings regarding possible obstacles and missings.
- Areas for progress: the school will here have to identify, following the findings, improvement axes and projects/ change projects (phase 4 of the quality assurance cycle).

### VI-4 – Tools assisting with steering the self-evaluation

The guide must offer (supporting factsheets, for example as annexes) tools assisting with steering, which will allow schools to keep track of the tests outcomes as effectively as possible, such as diagnosis tools, steering boards (see annex 4).

### VI-5 – Example of possible questions on the theme of ‘early school leaving’ (see annex 3)

## VII – THE EVALUATION ACTORS

The use of this guide is part of a participatory approach involving the whole schools actors: management and teaching staff placed under the headmaster authority. These actors will possibly be able to rely for support on the academic referents (academies delegates for technical education - DAET, academies delegates for initial and continuing vocational education - DAFPIC) and territorial inspectors.

General inspectors (IGEN, IGAENR) will follow the tests that will be implemented in three academies (Caen, Créteil, Strasbourg) between September 2012 and March 2013.

Schools being involved in the tests will have to report on those tests.

## B – INDICATIONS ON THE FORM OF THE GUIDE

The guide must be presented in the form of factsheets (e.g. one page per theme and entry) and offer tools assisting with steering (self-evaluation grid, balanced scorecard, follow-up table, hyperlink to assistance with steering and self-evaluation (APAE))

The editors must be informed of:

the maximum number of pages for the guide: the format must be easy to use

the need to include logos (Ministry of Education, QALEP project): since the guide is a deliverable of the QALEP project requested by the European Commission



Font/size specification: Arial 10

The guide must be submitted by/to: deadline is **15 June 2012** to the French Scientific Committee for proofreading and corrections/amendments in a transnational meeting

Final deadline: **August 2012 (end of work package 4)**

## ANNEXES

**Annex 1:** Objectives and subjects of the quality assurance self-evaluation in lycées providing VET (see Excel spreadsheet "objectifs et objets\_Annexe 1\_CdC)

**Annex 2:** Descriptive grid of French framing tools (see word document "Grilleoutils\_Annexe 2\_CdC)

**Annex 3:** Example of possible questions on the theme of 'early school leaving' (see page 11)

**Annex 4:** Example of a steering tool: Diagnosis on the theme "school life and environment" (see page 13)

**Annex 3:** Example of possible questions on the theme of 'early school leaving'

Subject: "pupils in the school",

"school life and environment"

"early school leaving"

<b><u>"Early school leaving" factsheet</u></b>
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Reference to national objective(s) : LOLF – P 141 – n°1 : equip the maximum number of pupils with the expected level of competence by the end of secondary education and enable them to obtain the corresponding qualifications

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Objective(s) of the school and planning

- has the school set objective(s) concerning ESL? yes/no
- which are the performance objectives and which is the planning ?
- how were those objectives fixed, with whom, on which diagnosis basis?

Give indicative information such as :

Outcome indicators: rate of dropouts without qualifications from the school per training speciality

Deviation from the national rate, Pupil absenteeism rate

Refer to relevant indicators of the type APAE (assistance with steering and self-evaluation), academic databases, Lycées des métiers

Contextual indicators: sociological data concerning pupils and the school

Provisions relating to the implementation of the objectives

Examples of actions that can be subject to a process with a view to reducing dropouts: personalised support, schemes for welcoming, assisting and supporting pupils, follow-up system...

- Is there a systematic method for keeping track of/ the follow-up of school leavers?
- What tools are used?  
e.g. form to fill in, direct contact, specific teams within the school, school regulations (formalisation of the team's work),
- Who are the stakeholders involved in fighting ESL and what are their roles in the school?
- Is training for teachers and other educational stakeholders organised/due to be set up regarding fight against ESL?
- What information is given about these follow-up tools internally and externally? In what form?
- Are there external partnerships? Specify them and their purposes.
- How are relations with parents organised?
- Are there specific financial means set aside to this end (in loans and staff)?
- Is planning carried out on each of these aspects?

Provisions relating to the evaluation process

- Is there an evaluation of the whole system/tools and procedures?

Provision relating to the review process

- What corrective measures are taken and what are the mechanisms implemented to carry these out?

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**Synthesis**

- Findings:
- Areas for progress:

**Annex 4: Example of a steering tool: Diagnosis on the theme "school life and environment"**

**Relations between the educational community stakeholders**

- Do pupils have somewhere they can give their views?  No  Yes
- Are mediation actions between peers organised for pupils?  No  Yes
- Are training programmes organised for delegates?
- Are there initiatives raising awareness in favour of mixed classes between girls and boys?  No  Yes
- Is there a protocol for managing problems encountered by staff?  No  Yes
- Do staff members have somewhere they can give their views?  No  Yes
- Are teaching assistants involved in the various bodies of the school?
- Is the school environment discussed within the school's bodies?  No  Yes
- Have priorities been defined to improve the environment in the school?  No  Yes
- Are training programmes organised within the school on themes pertaining to school life?  No  Yes
- Are training programmes on themes pertaining to school life inter-category?  No  Yes
- Does the school make a room available for parents?  No  Yes
- Are parents' meetings – other than those at the start of the school year or for giving out school reports – organised?  No  Yes
- Is there a specific service or session set aside for receiving parents?  No  Yes
- Are initiatives organised for parents to raise their awareness about the role they play as pupils' parents (parent kit, opening the school up for parents, parenting workshops, etc.)?  No  Yes
- Are initiatives organised for parents to encourage them to take part in the school's bodies (participation in elections, representation within class councils, etc.)?  No  Yes
- Does the school use a digital work area to communicate with families?  No  Yes
- Does the management staff use a digital work area or email to facilitate exchanges with staff?  No  Yes
- Does the school use a digital work area to enable exchanges between pupils and teachers?  No  Yes
- Are local partners called on by the school to improve the school environment?  No  Yes

**Source: School steering and self-evaluation tool (OAPE)**