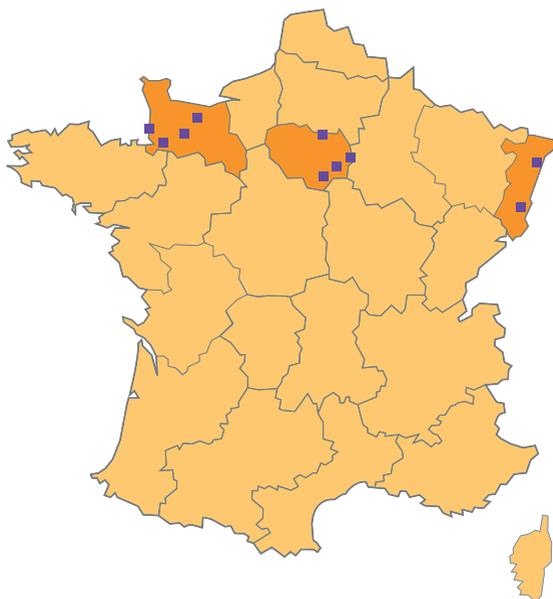


# Experimentation in vocational "lycées"

## 3 educational districts are taking part

10 "Lycées des métiers" are involved in this venture and are associated with regional educational authority advisors and regional inspectorates.



## "Lycée des métiers" label

The "lycée des métiers" label is awarded to educational establishments making available an offering of training and diplomas hinged upon a coherent set of occupations (e.g., a "lycée des métiers" linked to jobs in the car industry).

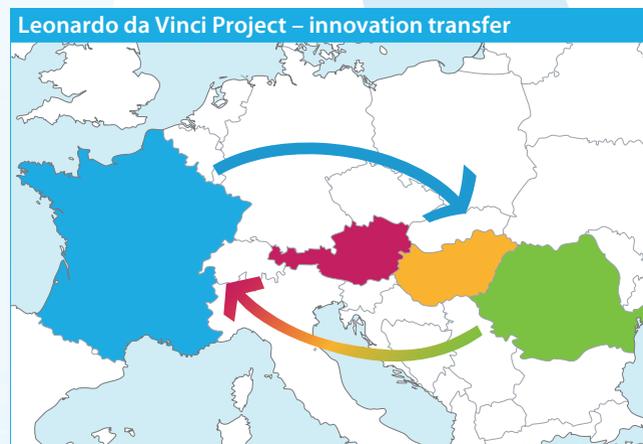
Vocational "lycées" thus enable better visibility of vocational training paths and also support study courses.

"Lycées des métiers" provide better visibility of the relevant sectors and also support further studies. They constitute paths of excellence and facilitate gateways between vocational "lycées", apprenticeships and ongoing training.

"Lycées des métiers" develop close relations with the workplace, the public sector and higher education.

## More detailed information

- France – vocational education and the "Lycées des métiers" label: <http://goo.gl/gIBzH>
- National education and vocational training in France (in French, English, German, Spanish and Portuguese): <http://goo.gl/hE7aB>
- The European reference framework for quality assurance in education and vocational training set up on the Recommendation of the European Parliament and Council of 18 June 2009 (in several languages): <http://goo.gl/M6Ubb>
- The International Centre for Pedagogical Studies: [www.ciep.fr](http://www.ciep.fr)
- DGESCO : <http://goo.gl/XcwAe>
- CNDIPT : <http://goo.gl/Ovx6y>
- Observatory Centre for Educational Development : <http://goo.gl/LCtdM>
- Arqavet : <http://goo.gl/BE8XW>



ARQA-VET



# Qalep

## Self-assessment in vocational "lycées"

This project was funded with the backing of the European Commission. The author only is responsible for this brochure and the Commission cannot be held liable for the use made of the information contained therein.



Lifelong  
Learning  
Programme

# Project

The European QALEP project's purpose is to develop the concept of self-assessment in French vocational "lycées" for improved student achievement. It was set up jointly by a French national educational establishment, the International Centre for Pedagogical Studies and the French Ministry of National Education. It was set up to cover the two years from October 2011 to October 2013.

The purpose of the project is to develop the self-assessment approach in French vocational "lycées" by ensuring the existing national framework (including not only the organisational structure of the education system with the vocational teaching framework and the "lycée des métiers" label but also tools such as establishment projects, target contracts, etc.) is coherent with the European Reference Framework for Quality Assurance in vocational education and training set up in 2009 on the recommendation of the European Parliament and Council.

More precisely, this involves benefitting from the experience of three European partners in the area of vocational training Quality Assurance to develop a French methodological self-assessment tool to be tried out in those French establishments bearing the "lycée des métiers" label.

# Organizational framework

## Project phases

The Qalep project is hinged on the following five important phases:

- 1 → Analysis of the conditions for the implementation of self-assessment in respect of the French context, of the European recommendation setting out the European Reference Framework for Quality Assurance in vocational education and training and tools produced by European partners
- 2 → Issuing the specification sheet for the French guide to self-assessment
- 3 → Drawing up the methodological guide to self-assessment for French establishments
- 4 → Experimenting the guide in ten "Lycées des métiers" located in three educational districts and ensuring ongoing enhancement of the tool
- 5 → Drawing up a training scheme for management teams in the use of the tool

## Documents available online

To comply with the provisions of Leonardo da Vinci projects – Innovation transfer – Qalep project documents are available to the public on the Adam database site, in French and English (<http://goo.gl/Qg6ul>). It is understood that the said documents should be accepted as intermediary only because the final documents will only be published at the end of the project after the closing conference.

The Hungarian partners have drawn up, within the context of the Qalep project, a particularly interesting comparative analysis of systems involved. The Romanian partners for their part have set out recommendations in respect of the self-assessment methodological guide.

The Austrian partners have a rich track record to share in respect of working out a training scheme for school management teams.

# Partners

## European partners

**Austria:** ARQA-VET is the point of reference for vocational education and training in Austria. ARQA-VET's role is to arrange discussion between engaged Austrian partners and to give impetus to Europe-wide agreement by mediation. Another of its roles is to contribute innovative and proactive solutions within the European network.

**Hungary:** The Observatory Centre for Educational Development is attached to Corvinus University in Budapest. Its mission is above all the development of vocational education and training (VET) by putting forward recommendations based on the analysis of national and international data, findings of research and policies pertaining to VET.

**Romania:** CNDIPT's mission is to offer a contribution to the development and attractiveness of VET channels in Romania. CNDIPT ensures that the Romanian system harmonises with changes taking place in Europe and it plays a key role in the formulation of national strategies for VET.

## National guidance

■ **The Ministry of National Education** draws up the policy for education and pedagogy together with teaching schemes for elementary and lower secondary schools, "lycées" and vocational "lycées".

■ **The National Education System's General Inspectorate** is a body reporting to the minister. Its functions are those of verification, study and evaluation and formulates opinions and proposals on the running and efficacy of the education system.

■ **The General Inspectorate of the Administration of National Education and Research** reports to the Minister of Higher Education and Research. Its competence embraces all administrative aspects of the education and higher education systems and of research. It monitors the implementation of educational policies and their general impact.

■ **National College for Education Management**, Higher Education and Research is responsible for the design, control and implementation of training for pedagogical counsellors and administrative management staff in the national education system.