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EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

# Quality Assurance in ALE and the project RALExILA

National Registries of Adult Learning and Education to  
support the deployment of Individual Learning Accounts

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An international view on quality in adult education  
15 April 2024, Prague,

EAEA – European Association for the Education of Adults  
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# Overview of European initiatives

## Policy level



Quality is a pillar and it is a transversal matter!

- **Council Recommendation on a European approach to micro-credentials for lifelong learning and employability**
- New European agenda for adult learning 2021-2030
- Council Recommendation on Individual Learning Accounts
- Upskilling Pathways: New Opportunities for Adults
- Digital Education Action Plan (2021-2027)
- (Other) Existing quality frameworks in education (EQF, ESG, EQAVET)



# Overview of European initiatives Microcredentials Recommendation



## Quality

Micro-credentials are subject to **internal and external quality assurance** by the system producing them (e.g. the education, training or labour market context in which the micro-credential is developed and delivered). Quality assurance processes must be **fit-for-purpose, be clearly documented, accessible, and meet the needs** of learners and stakeholders.

**External quality assurance** is based primarily on the **assessment of providers** (rather than individual courses) and the effectiveness of their internal quality assurance procedures.

External quality assurance is conducted in line with:

- **Annex IV of the European qualifications framework Recommendation**, where applicable;
- the **Standards and Guidelines for Quality Assurance in the European Higher Education Area**, where applicable;
- the **European quality assurance reference framework (the EQAVET Framework) in the field of vocational education and training**, where applicable;
- **other quality assurance instruments**, including registries and labels, to build public trust in micro-credentials, where applicable.

Providers should make sure that **internal quality assurance** covers all the following elements:

- the **overall quality of the micro-credential itself**, based on the standards referred to below
- the **quality of the course**, where applicable, leading to the micro-credential
- **learners' feedback** on the learning experience leading to the micro-credential; and
- **peers feedback**, including other providers and stakeholders, on the learning experience leading to the micro-credential

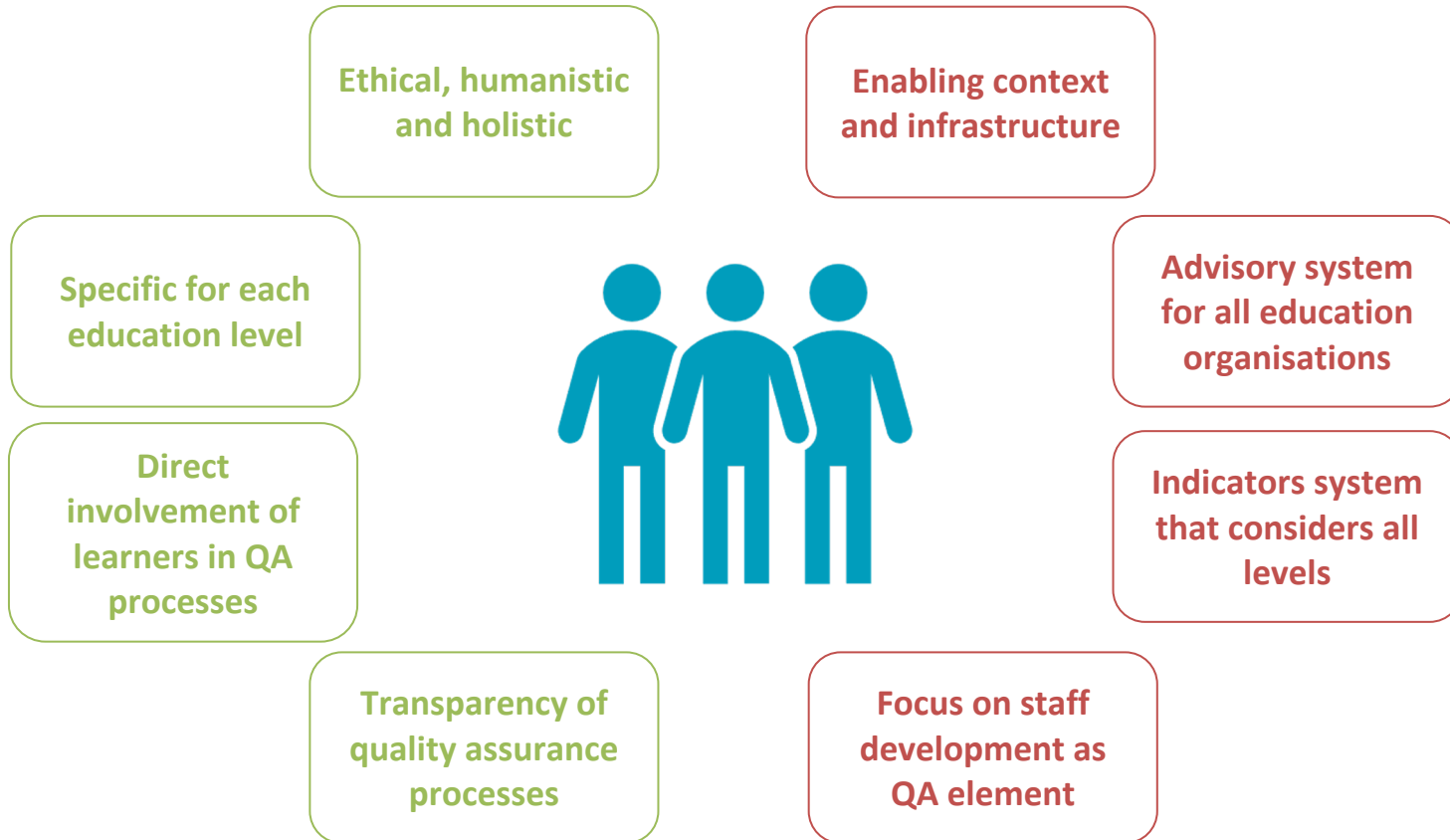
Source:

<https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf>

# Quality Assurance in ALE – EAEA vision



Guiding principle: The Learner is at the centre of quality processes



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# Open challenges for quality assurance

**How can align EQAP and IQAP across different levels of education (many) to implement the European vision for ILA in each country (one integrated system) and also to support cross-country comparability and portability?**

**Which QA standards, in particular, for the ALE organizations of the non-formal sector, in the absence of established and specific frameworks, EQAP bodies or accreditation?**

**How can maintain flexibility of the ALE provision (in terms of development and delivery) and considering the core need of frequent updates of the programmes, while applying QA guidelines and processes, external and internal?**

**How can we maintain feasibility of the QA processes and requirements for all providers within national and regional systems?**

**How is this relevant for ALE, ILA and also MC implementation?**



# Project RALEXILA

National Registries of Adult Learning and Education to support the deployment of Individual Learning Accounts



**Start date: 1 January 2024**

**End date: 31 December 2025**



**ERASMUS Plus 2023 – Forward Looking projects - Lot 3 – Adult Education**

*Priority 6: Development of national registries of quality-assured and labour market relevant training opportunities*



## Partners

- Coordinator: EAEA – European Association for the Education of Adults (ENGO)
- KIC – Knowledge Innovation Center (Malta)
- AU – Algebra Univesity (Croatia)
- AIVD - Association of Adult Education Institutions in the Slovak Republic (Slovakia)
- CARDET – Centre for the Advancement of research and development in educational (Cyprus)
- 7 official Associated Partners + other contacts already in place



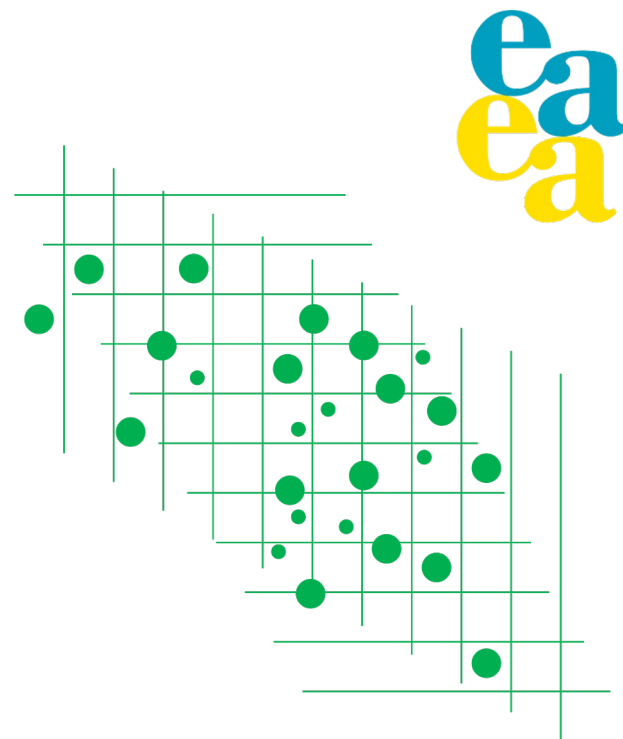
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# Main objectives

## Develop and deliver an approach to design national registries for training to support ILA implementation

- ALE – Adult Learning and Education
- Quality, interoperability, accessibility, inclusiveness
- Relevance of training for employability and personal development.



## Main approach

- identify, assess, and test relevant existing approaches
- propose an integrated approach
- active participation (bottom-up, co-design)
- involving representatives of all the stakeholder's groups



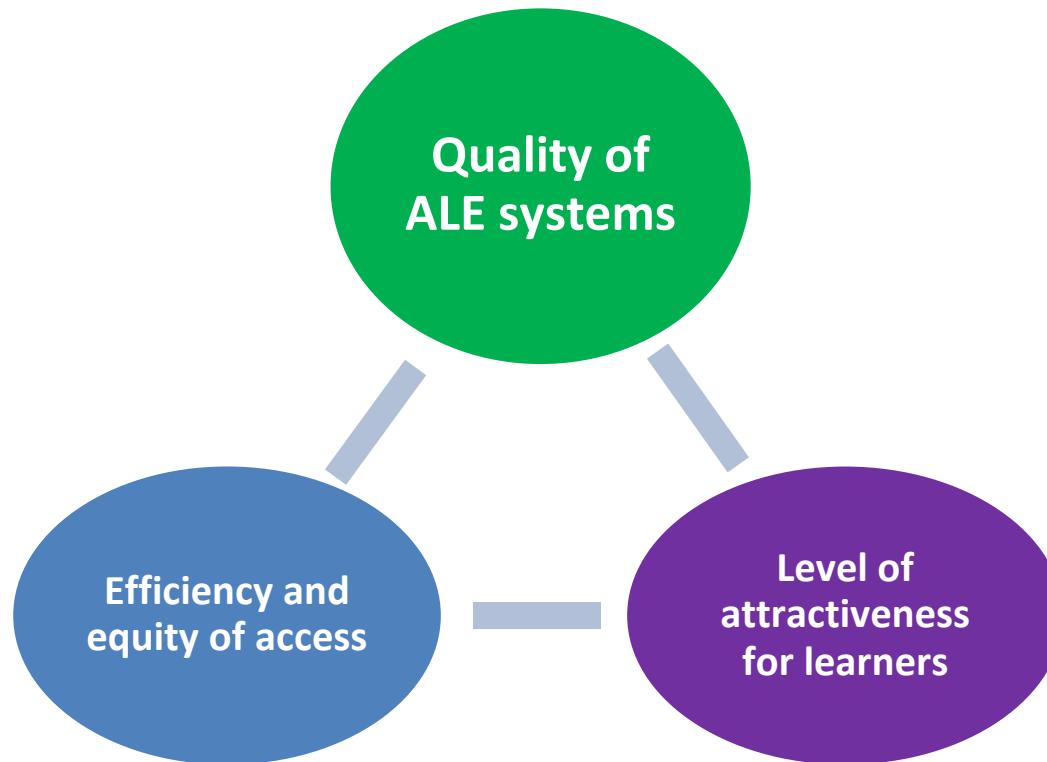
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# Project rationale – Needs analysis



To improve access to training for adults  
> increasing need to improve also

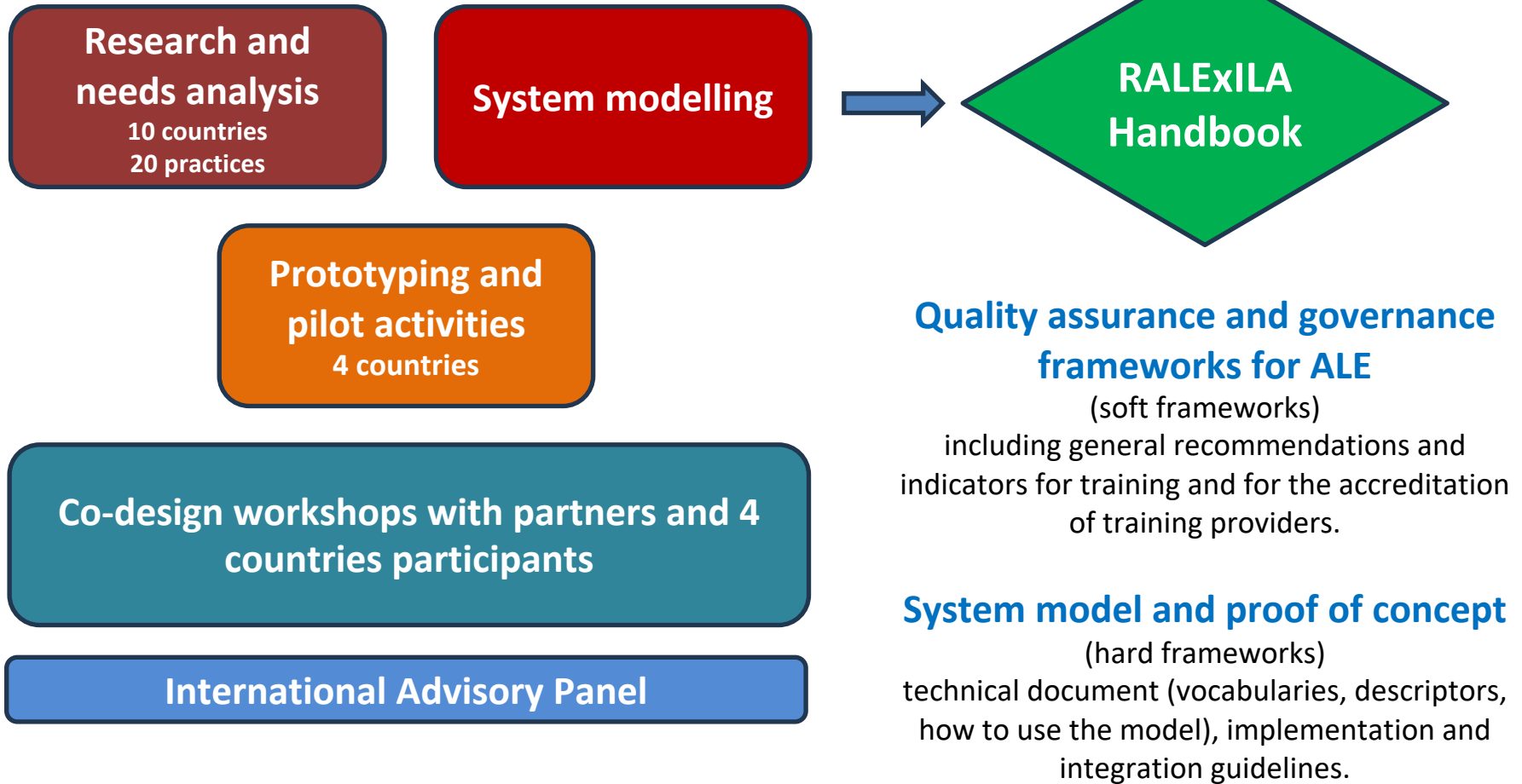


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# Main actions and results



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# Research scope and contexts



**20 authorities, 40 ALE organisations, 20 learners and 10 experts** > across 4 countries, Advisory panel and experts for consultation

**20 good practices analysed** > across 10 countries

**Project partners' countries > full involvement**  
**Cyprus, Croatia, Malta and Slovakia**

**Other contexts (to finalize) > experts' consultation**

**France:** integrated system

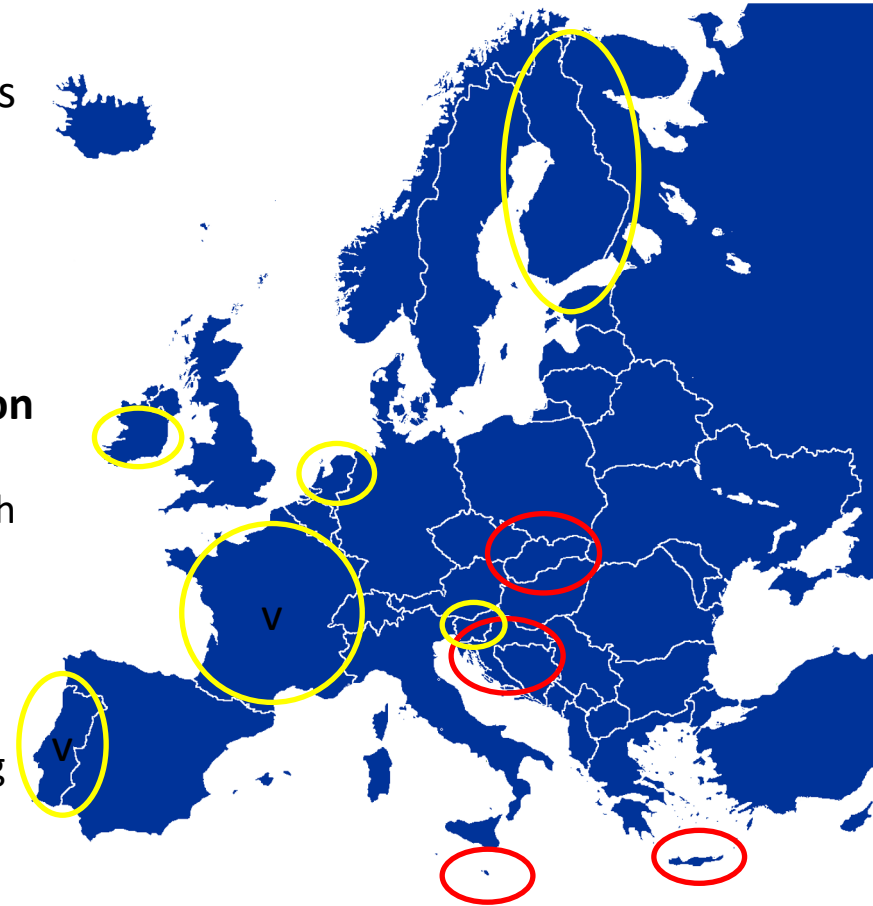
**Netherlands:** learning opportunities in cooperation with social partners

**Slovenia:** centralized adult certification system

**Ireland:** development of micro-credentials for all levels

**Portugal:** ALE system focusing on social inclusion

**Finland:** integration of higher education into continuing education learning and ALE



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# Thanks for your attention!

Please, get in contact with us if you wish  
to participate!

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