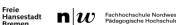Lifelong
Learning
Programme

QKULT

# STRATEGY FOR THE EXPLOITATION OF THE PROJECT RESULTS

540168-LLP-1-2013-1-AT-LEONARDO-LMP

**www.q-kult.eu**

Projekt Q-KULT

# Strategy for the exploitation of the project results

## INHALTSVERZEICHNIS

# 1   Introduction

The work package 8 describes a plan for the exploitation of the project results of the Q-KULT project. The exploitation plan contains the main potential users of the products that have been created (especially the diagnostic tools). It has been created for the whole project duration, i.e. users who volunteered to take part in tests during the project term and gave feedback are also included. The exploitation plan moreover describes potential future exploitation possibilities as well as possible scientific contributions or publications.

The project results will have effects both on the vocational education and training system level and on the provider level in the partner countries. The results should include suggestions for providers and developers of QM systems for schools and it should be possible for these to use them: Precisely, recommendations should be developed for how the "quality culture" factor can be taken into account in the development and implementation of QM systems at schools in a way that makes sense. In Austria and Germany the education system level is reached due to the fact that the partners are close to political decision-makers in the vocational education and training system. The system level is reached by the EQAVET network in all partner countries, to which ARQA-VET (Austrian Reference Point for Quality Assurance in Vocational Education and Training) and the associated partners CINOP and BIBB belong. The Q-KULT online tool for identification of quality culture at schools of vocational education is available to all vocational education providers in the partner countries as well as, by means of corresponding dissemination, to a much broader circle of providers all over Europe. Individual vocational education and training providers in the partner countries have already been reached by means of the pilot for the diagnostic tool, which is to be carried out during the project. Moreover, the results, tools and recommendations are also of interest to experts.

The target groups and how they can be reached during the project term and after the project has been completed can be summarised as follows:

| Target groups (throughout Europe) | How to reach them during the project term | Involvement during the project term |
| --- | --- | --- |
| Headmasters/headmistresses of schools of vocational education | website, newsletters, folders, project presentations at workshops and conferences, integration in the piloting of the diagnostic tool | Participation in the piloting of the diagnostic tool, providing feedback on tools and results |
| Persons in charge of quality at schools of vocational education | see above (headmasters/headmistresses) | see above (headmasters/headmistresses) |
| Teachers who want to improve the quality of their lessons | see above (headmasters/headmistresses) | see above (headmasters/headmistresses) |
| Experts for vocational education and training and scientific community | website, newsletters, folders, project presentations at workshops and conferences | Feedback from experts is collected during conferences and workshops (see work package 7) |
| Political decision-makers in the vocational education and training system | see headmasters/headmistresses; in AT and DE they are directly linked to the politically | Feedback from political decision-makers regarding the application of the project results on the education system |

| | responsible level, different steering groups and decision-makers are informed on a regular basis | level is invited (especially in AT and DE) |
|---|---|---|
| Members of the European Quality Assurance in Vocational Education and Training (EQAVET) network | Reports about the project in the annual forum of the network as well as in different working groups and at conferences and events of the network | Applicability of the project results in countries of the network is discussed (see work package 7) and included in the product Recommendations on the System Level (see WP 5). |

## 1.1 Relevant user groups and institutions

The project results have been conceived mainly for schools of vocational education. A transfer to other types of education (general education, further education), however, is possible. They are directed mainly at headmasters/headmistresses who implement the quality management of the school strategically and people responsible for quality at schools who support the QM in an operative way and possess the necessary subject-relevant knowledge. Teachers are involved in the identification phases within the framework of the assessment of the culture but they need not have advanced QM knowledge. Apart from this core target group the Q-KULT project results are of interest to experts on the superordinate level: for people who design, realign or implement quality management systems for schools. The school administration level is also a potential user group. Other target groups are trainers in the education and further education of headmasters/headmistresses or teachers as well as scientists and educational researchers.

For the OCAI tool, which has been developed, there are a guide and an online tool, which should give schools the possibility to use the tool for self-assessment without requiring a supportive structure from outside. Moreover, a guidance and training concept has been developed within the framework of this project, which can be implemented at the same time.

## 1.2 Users reached during the testing phase of the tools

As regards the t/U procedure there have been three tests in Germany and one in Austria.

The feedback of the test schools on the t/U procedure can be summarised as follows: It was a positive experience, the atmosphere during the testing phase was good. The procedure, however, requires a lot of resources (in terms of staff, time and as regards the required skills …). The t/U procedure encourages a dialogue about quality culture and a wish to continue this discourse develops. The procedure is very complex and requires a lot of resources (facilitators, rooms, equipment, and also time …). Creating openness in the participants (facilitator's job) is a challenge but this is required to actually get to the basic assumptions and the understanding of culture. Consolidating the results from the groups that work at the same time is difficult. This must be accomplished by the facilitators. After the testing phase in Denmark and Germany the description of the procedure for the t/U procedure was revised and the diagnosis of the actual state was differentiated more clearly from the work on the target state. In this way it became evident that the U procedure turned into a t procedure.

The SCEQ was tested four times in Germany and once in Denmark. The tool was rated positively; some items were adapted following the feedback and an online version of the questionnaire was generated.

The OCAI was tested five times in Germany, twice in Switzerland, once in Austria and once in the Netherlands.

In Austria all three tools (SCEQ, OCAI and t procedure) were moreover validated at two schools and valuable feedback was gained.

Overall, the scope provided for the tests was achieved as regards the number of schools. Since the application of the t/U procedure involves a considerable amount of time and commitment on the part of the schools no further tests were carried out.

The following materials are available for OCAI, the tool that was chosen eventually:

OCAI:

- Surveying and evaluation tool in the form of an Excel table (in DE one form for the whole school and one for evaluation by subgroups)

- Online surveying tool (also in a Danish version)

- Description of the procedure

- List of aspects that – depending on the underlying culture type – can be conductive or critical with a view to the individual elements of quality management of schools.

- Reports

## 1.3  Scientific contributions and publications

Several publications were generated in the course of the project; they are available for download free of charge on the website www.q-kult.eu. The selective bibliography "Quality Culture at Schools" is the result of the WP2 and the product of comprehensive literature research. Forming the basis for the development of a diagnostic tool for surveying quality culture at schools, the selective bibliography is available to a broad public via the website. Beyond the closer circle of the project partners this publication is also available to an extended circle of people who are interested in school culture and quality culture.

At the vocational education and training research conference in Steyr (AT) in 2014 a joint poster was submitted by the project partners, which can also be found on the website.

One project partner published an article entitled "Is there such a thing as school quality?" This article is available on the Q-KULT website www.q-kult.eu/produkte/inhaltliche-arbeit/.

## 2  Exploitation of the results after the project has been completed

When it comes to using the developed products and results after the end of the project term two central measures play an important part: introductory workshops on the application of the diagnostic tool (at least 10 in the first two years after the end of the project) and the Q-KULT online tool (at least 500 accesses in the first year of putting it online).

Sustainability beyond the project term is achieved by the following measures:

- Publications of the partners

- Continued updating and servicing of the project website (including updating of the content) by ARQA-VET

- Inviting feedback from users of the diagnostic tool and developing the tool further

- Due to the closeness of ARQA-VET and the Senator for Education and Children Bremen to the vocational education and training system level in the relevant countries specific further use of the project results (especially the diagnostic tool for identifying quality culture on the provider level, which is to be developed) is to be expected.

- The work package 5 (Recommendations for implementation of the project results at provider and system level) deals with the sustainable implementation of the project results in the partner countries and beyond. Relevant recommendations are provided both for providers of vocational education and training (integration of the results into the QM system of schools) and for the vocational education and training system level (integration of the project results into national quality initiatives and QM systems such as QIBB, Q2E, etc.).

- Due to the membership of ARQA-VET (and the associated partners BIBB and CINOP) in the European Quality Assurance in Vocational Education and Training (EQAVET) network the dissemination and use of the project results at the European level can be advanced in an intensive way especially also after the end of the project.

| Target groups (throughout Europe) | How to reach them after completion of the project |
|---|---|
| Headmasters/headmistresses of schools of vocational education and training | Website with information and downloads regarding the central results and tools developed, participation in further projects dealing with the application of the diagnostic tool in the partner countries |
| | Workshops for introduction to the diagnostic tool (AT) |
| | Integration of the quality culture topic into current education and training and further education programmes for headmasters/headmistresses (AT / DE) |
| | Referring to the diagnostic tool in various subject-related newsletters (AT) |
| | Carrying out school-related identification of the culture upon request (DE) |
| Persons in charge of quality at schools of vocational education | Workshops for introduction to the diagnostic tool (AT) |
| | Integration of the quality culture topic into current education and training and further education programmes for headmasters/headmistresses (AT) |
| | Referring to the diagnostic tool in various subject-related newsletters (AT) |
| | Carrying out school-related identification of the culture upon request (DE) |
| | Introduction to the diagnostic tool within the framework of further education courses (CH) |

| Teachers who want to improve the quality of their lessons | Referring to the diagnostic tool in various subject-related newsletters (AT) |
|---|---|
| | Further education dedicated to introduction to the topic of culture (DE) |
| Experts for vocational education and training | Website with information and downloads regarding the central results and tools developed |
| | Referring to the diagnostic tool in various subject-related newsletters (AT) |
| | Presentation of the diagnostic tool at conferences (DE) |
| Persons responsible for the vocational education and training system on the political level | Website with information and downloads regarding the central results and tools developed, especially the results for implementation on the system level; in AT und DE: elaboration of strategies and projects for the further application of the project results, implementation of the recommendations for the implementation of QM systems, which are to be elaborated. |
| | Workshop on the introduction to the topic for staff of the Federal Ministry of Education and Women's Affairs (BMBF) (AT) |
| | Reporting in networks (DE) |
| | Federal state-related information / guidance regarding the significance and function of identifying the culture in connexion with quality management (DE) |
| Members of the European Quality Assurance in Vocational Education and Training (EQAVET) network | Website with information and downloads regarding the central results and tools developed, especially the results for implementation on the system level |
| Miscellaneous | Development of a training concept for the area of school development for the training of multipliers (DE) |
| | Testing of the identification of culture as an analysis element for external evaluation (DE) |
| | Partner school peer review with a focus on the identification of the culture. (Within this framework the OCAI forms an integral part in the collection of data.) (CH) |