

## **Workshop Abstract “QUINORA – International Quality Assurance Programme in Vocational Orientation and Guidance Measures for Job- Seekers on the System Level”**

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### **Project Description**

The central goal of the EU Leonardo da Vinci project QUINORA (2005-2007) is the creation of international quality standards for activation and vocational (group) measures for job-seekers on the system and management level. Based on these standards a quality assurance programme shall take place within the scope of face-to-face- workshops, complemented by an e-learning tool and a download library. An essential part of the e-learning materials are the guidelines' description as well as the best practices derived from each partner country but also other EU countries. Partner countries are Austria (Co-ordination abif, strategic partner: Public Employment Service Austria), Bulgaria (Znanie), Germany (Labour agency), Sweden (Urkraft), Spain (FASE.net), Switzerland (Swiss Occidental Leonardo), Italy (Alfabeti).

Target groups of the whole programme are managers of training measures in training institutions, different labour market and training actors (i.e. employment services in EU countries, training institutions) as well as vocational guidance trainers.

### **Deficits in quality development**

Within the scope of the country reports the partners analysed existing problems within the scope of vocational guidance measures which were also analysed in within the scope of a synthesis report (see [www.quinora.com](http://www.quinora.com)). Existing quality standards refer especially to the management of the training organisation, the service quality or the qualifications of trainers. To a lesser extent the stake-holders being actively involved in the whole system of vocational guidance measures is taken into consideration. Their influence on the quality of vocational guidance refers to the co-ordination of their activities and how their responsibility for different tasks within the scope of the process is being assumed by them. Up to now several parts of the vocational guidance system were defined to a larger extent, such as the competences and abilities of counsellors and trainers, the processes of the training institutions, the requirements in scope of call for tenders of the Public Employment Agencies etc. Three examples shall show how specific problems are not covered by these traditional approaches:

**1. Ex.:** If participants of vocational orientation group training are too heterogeneous it is impossible for the trainers (despite their experience and high qualificational profile) to fulfill the goals and success criteria (i.e. defined percentage of people finding a job or an adequate vocational training).

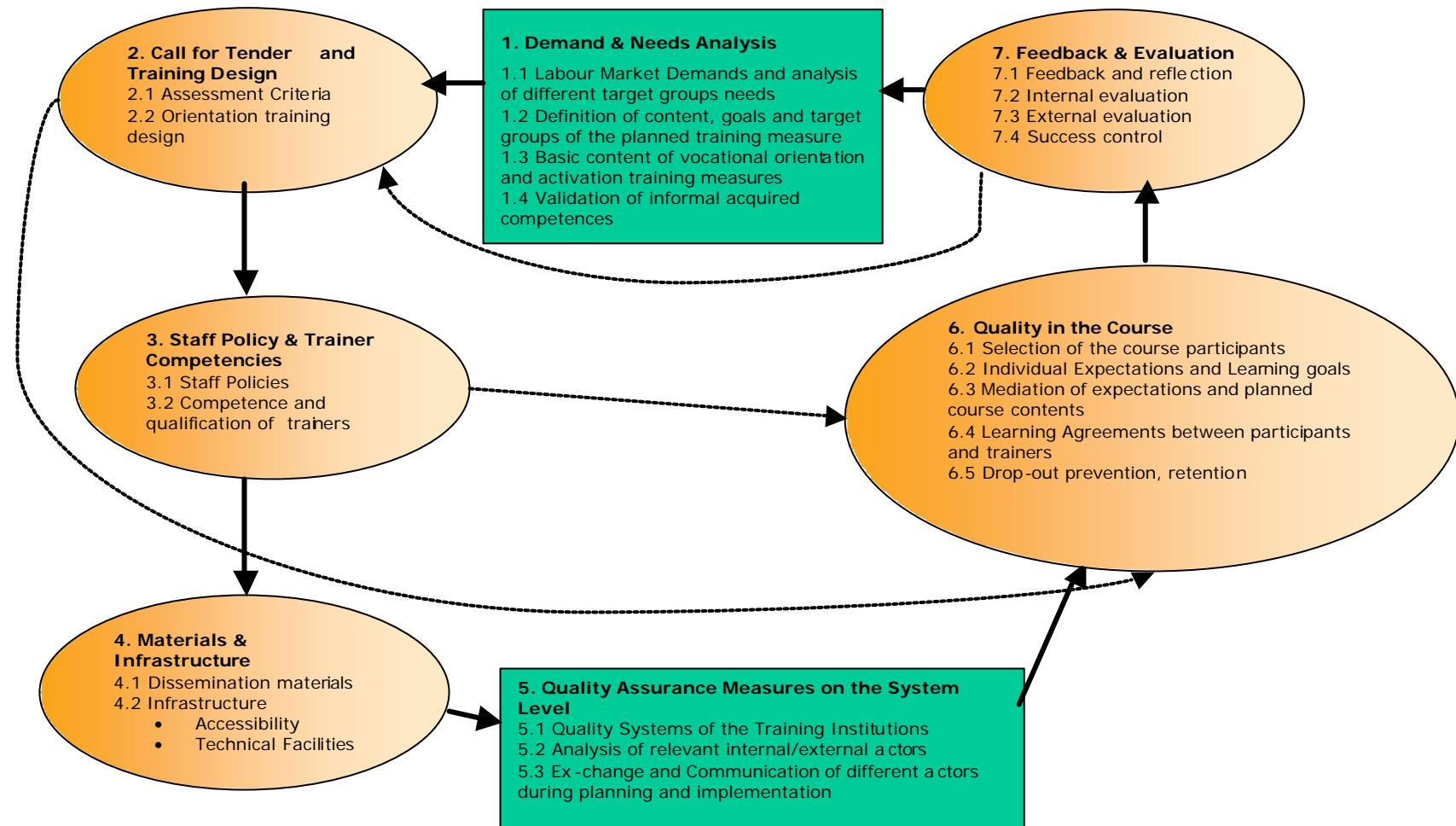
**2. Ex.:** The training institution (that offer vocational orientation/guidance training) does not communicate the contents and goals of the initiator (i.e. Public Employment Agency) to the trainers.

**3. Ex.:** The training design defines different infrastructure (such as 1 TV, video-recorder for each group for the training of job-interviews) but there is only 1 TV and video-recorder for three groups (in order to save money)

Therefore the co-ordination of the different stake-holders in the planning and implementation as well as in post-processing (feedback, success control by defined success criteria) as well as the respective inclusion of past experiences in the planning and implementation process of a future measure seem to be quite important. Moreover, it is important that the vocational guidance trainers are not alone responsible for the improvement of quality but all the involved stake-holders who influence the total quality process of vocational guidance.

On the basis of a synthesis report which compared the different country situations and quality problems in vocational guidance the partnership developed the following quality domains including the respective guidelines (see quinora.com)

## Quality domains for vocational guidance measures and activation measures



## Intercultural quality approach

Additionally to these guidelines and the respective modules which will be developed on the basis of them the QUINORA partnership collects different European good practices across Europe. These best practices show the different quality approaches concerning quality development in vocational guidance measures.

### 41 best practices across different European countries:

Domain	Module	Country	Best Practice Name	Short description
1	4	CH	<b>Valida - Attaching a value to experience</b>	To promote and guarantee quality Valida developed a Swiss system for the appreciation and accreditation of informally acquired competencies. The three kinds of appreciation are personal appreciation (self evaluation), institutional appreciation (external evaluation) and the accreditation of informally acquired competencies. The connections between them are showed and all 3 are eyed in regard to the 3 steps terms, partners and goals. The measure is aimed at employed people that do not hold a corresponding title, and to supply people that have varying educational biographies with qualifications.
1	4	AT	<b>Competence Portfolio</b>	In the course of EU-projects and in various co-operations the "Ring" of Austrian centres of adult's further education, an umbrella association for institutions of further adult education, developed, tested and introduced a competence portfolio for volunteers. With the aid of this instrument competences acquired during voluntary work are explored, made conscious, systemised, and finally documented in order to use them for personal further development and education planning, for job-applications, for personal reorientation in voluntary commitment and other purposes.
1	4	I	<b>Project CREA (Learning credits)</b>	<p>The research project CREA ("Crediti per l'Apprendimento", what means "Learning credits") was designed to play an active role within the frame of policies for the integration between education/training and labour market. CREA intended to contribute to the design of educational and high technical training programmes (IFTS) dealing with the acknowledgment of learning credits. Aiming to create connections among the training systems enabling the person to shape autonomously personal learning paths by means of recollection of skills according to the labour market needs and of the capacity to redefine and implement personal educational projects according to personal needs. Thus it becomes important to certify competencies and recognize educational credits.</p> <p>The goal of implementing a quality evaluation system for the IFTS courses is to contribute to the definition of useful instruments in order to grant high quality to training interventions within the IFTS frame.</p>

2	1	AT	<b>Call for Tender “Activation and Internship Exchange”</b>	The call for tenders for the Activation and Internship Exchange of the AMS consists of a description of the measures and regulations concerning the awarding of contracts. The measure description encompasses the name of the measure, definition of target group, planned number of participants, goal, time, site and reachability of the measure, content and structure of the measure, description of an action plan, aftercare operations, calculation basis, personnel and others. In detail e.g. the contained measures and the demanded qualifications of the trainer.
2	1	ES	<b>Application of the Leonardo Project Double Evolution in FASE.net</b>	The Leonardo da Vinci project “Double Evolution” provides a CD-ROM with information on how to develop a training plan together with some examples and pilot experiences. From that starting point FASE.net developed a parallel plan for the implementation of quality in the design of a training action. The system outlines the process for a quality plan: planning, management, development and evaluation in a training action. Each step of the 4 main stages is documented with contents and activities as well as with possible threats that may menace the successful implementation of the plan. It can be said that the comprehensive formula of development and evaluation was the key factor for success and one of the most important features contributing to the knowledge-based culture of the enterprise.
2	1	BG	<b>Call for Tender</b>	The "General conditions, offer forms of the National Employment Agency" illustrate instructions for organizing qualification and motivation training. General provisions, e.g. the selection of persons are specified. Furthermore the procedure for the selection of a training institution for carrying out qualification training is mentioned precisely. The control of training and training for providing or retaining the employment is explained. How to organize motivation training is noted finally.
2	1	BG	<b>Tender Evaluation</b>	This Tender Evaluation of the National Employment Agency of Bulgaria shows its methodology for assessment of the offers for training for acquiring professional qualification and for motivation. The assessment Criterion for specific training offers submitted is "Economically most profitable offer", which is determined by a two-step assessment of the indicators Technical Offer Quality and Financial Offer. First is estimated by a point scale. Tenders whose score amounts to more than a specific number of points will have their Financial Offers considered, others drop out. The score of the Financial Offers is determined by a formula. The final assessment for each tender is obtained as a sum of the points of the two indicators. The offers of the training institutions are arranged in decreasing series in conformity with the value of the obtained final assessment.

2	2	BG	<b>Course Plan</b>	The quality of the motivation training is assured by a session plan. The motivation course is developed for people of all ages who are interested in obtaining a new qualification or change their job. The material of this course proposes a structure and content, giving a description of the course, including general and specific objectives, expected results, topics, methodology, materials, activities, evaluation, duration and timing. The course is recognized quite effective by experts as it directly reflects the needs of the target group, and brings changes in the personal activity.
2	2	AT	<b>Measure of Vocational Orientation: Social Capital Strengthens – A new Approach for Sustainable Vocational Orientation of Women</b>	It was looked for a way to integrate the concept of "social capital" into vocational orientation measures. The goal was to develop a training design to (re-)integrate as many participants into the labour market in a sustainable way as possible. The target group consisted of unemployed or employment seeking women. The used innovative methods were based on and derived from scientific and methodical literature on social capital.
2	2	B	<b>Training courses by VDAB (Flemish Employment and Vocational Training Service)</b>	VDAB offers training courses in various ways: competence centres provide information within infothèques on the labour market, career guidance, competence development and certification. Besides, training in a vocational school, individual training of an unemployed jobseeker in a company or a step-in training is offered. All jobseekers registered at VDAB can be offered a programme according to their needs and occupational objective. Special attention is given to specific vulnerable target groups on the labour market, like e.g. disabled persons, older workers, etc. Also special attention is given to the qualifications and competences of the trainers. And quality assurance of VDAB's training courses for the unemployed is given.
2	2	ES	<b>Double Evolution</b>	The Leonardo da Vinci project DOUBLE EVOLUTION outlines the whole process for a quality plan in training: planning, management, development and evaluation in a training action.  The quality plan for the implementation of a vocational training action is developed into 4 main stages: strategic orientation, Initialization stage, preparation, Implementation and transference. The Evaluation is not a stage per se as it is integrated in all the stages. Each stage follows similar pattern: activities to develop, potential risks, help, with control tools, guidelines etc.
2	2	I	<b>RAIO - Network of integrated orienteering actions for adults (unemployed/underemployed) and at high risk of social exclusion</b>	RAIO is a network of integrated orienteering actions for unemployed/underemployed adults and at high risk of social exclusion. These people meet great difficulties entering or re-entering the labour market and they are situated in a real critical situation. The project on vocational orientation, which has been promoted by the Municipality of Verona, has been designed starting from the needs of the target population and from the needs the way the Municipality and other partners have picked up. The project wants to be an orienteering intervention able to read the social context of

			<b>(Years 2002 - 2005).</b>	reference and to represent a usable model in other Municipalities of the same provincial area as well. The involvement of different partners has offered the chance to optimize the existing resources and to give value to the specific experiences of each knot of the network, putting them into a system within a service network coordinated by the local administration. The goal is to promote the access to the orienteering services, to supply personalised orienteering services, to suggest methodologies and instruments for an active job research.
2	2	I	<b>"Over 40 years of age"</b>	This project is the development of working instruments in connection with vocational orientation for people of more than 40 years of age. It is an experimental action for the definition of a model to contrast unemployment of the target population. The general aims have been to identify specific methodologies for 40+ people to be used as working instruments for the orienteering professionals. The specific target forced to put the intervention and its instruments in a specific frame of reference. The use of new instruments has brought also a new image of the Centri per l'Impiego: the project has given new visibility to the centres and to the services, which can be offered, to users and business agencies.
2	2	I	<b>"I'm working too"</b>	The Italian project "Lavoro Anch'io", what means "I'm working too", is part of the larger Project Ri.T.M.O. (Risorse Territoriali Motivazione Orientamento, Territory Resources Motivation Orienteering). The mission was to improve the 3 different actions: matching of demand and offer, job placement, group and individual orientation. The experimental project has realised integrated actions aiming to work insertion of unemployed adult women. The project is able to satisfy the diverse needs of the users and reveals to be flexible. It is a good example of integration among the components of the network, among the different structures, which have been involved, and those, which are external to the project.
2	2	S	<b>KIM (Kompetensvarvet för Integration och Mångfald)</b>	KIM (Know-how for Integration and Multiplicity) is a labour market programme for people with low level of education. These participants with foreign background are able to learn both a profession and a technical language. The training shall lead to some form of employment. It operates within four separate work fields: care/support, cleaning, restaurant and industry/technics. In this untraditional and innovative training, skills enhancing is achieved by means of a combination and alternation between lessons and practice. Various positive experiences resulted from KIM.

2	2	S	<b>Jobnaetet</b>	In the training project for job seekers "Jobnaetet" the participants are assigned to an ESF project, which aims at bringing about a sustainable occupation for job seekers within designated measures. This takes place when the participants reach employability and an employment as soon as possible, and when they keep this employment. The assignment of the project is to sign a frame agreement for two preliminary trainings/lecture series and exercise interviews. The development/lecture series serve the purpose to become better at employment interviews and social competence. Suggested demands on the lecture/training service shall warrant the achievement of the objectives. Furthermore guidelines for teacher competence, number of teachers/lecturers, premises and prices are given.
3	1	AT	<b>EQUAL Project "Improve"</b>	The connection between the working situation of the trainers and the quality of the labour market training measures is analysed and quality criteria for labour market policy training measures which might be used in call for tenders for the measures are developed in the EQUAL project "IMPROVE – Quality in the competition for social and labour market policy services". The observation that the work situation and the framework conditions of trainers significantly changed as a consequence of the contracting out of labour market policy training measures within the logic of the federal procurement law, leads to the module "Learning Procurement System – Labour Market Policy", which explores in which way the quality of the work situation of trainers influences the quality of labour market training measures. Three dimensions crystallise on the interface between the mentioned two factors, on which basis two criteria were developed and it seemed that they focused on and emphasised relevant dimensions of the employment situation of trainers.
3	1	S	<b>Staff policy and trainer competencies within the training institution Urkraft</b>	The concept is about staff policy and trainer competencies within the training institution Urkraft. Urkraft works with people who need special support. Urkraft exercises specific guidelines for the staff. The most important ones are the loyalty to the work and the activities – the loyalty to persons and situations, furthermore the support of an open and liberal environment, individual freedom, responsibility, confidence, demands, respect and equality. The mission is to give the participants a first hand perspective so as to enable an encounter with the real world. Finally an example on trainer competence is mentioned in the paper.

3	2	CH	<b>NABB-Curriculum</b>	The NABB-Curriculum is a post-gradual advanced training for job-, studies and career counselling trainers, whose function is to support adolescents and adults in their choice and arrangement of occupational career through personal and general consultations. This calls for professional, social and personal competences. The aim of NABB (study of vocational counselling) is the professional exchange between BSLB orientated psychologists, to support autonomous working. Therefore NABB provides a learning platform. Topics, which are related to BSLB, as well as their societal relations and research-studies, are discussed and knowledge is absorbed. Theory and practice relations are further more emphasized, as well as the achievement of competence of any kind of BSLB related action.
3	2	AT	<b>Professional Biographies and Qualification Profiles of Further Educators and Trainers in vocational training and the context of life-long learning</b>	This investigation portrays the situation of trainers in labour market measures and it arrives at concise recommendations. For this purpose qualitative interviews with trainers (employed in AMS measures) and six expert interviews with experts from employers unions, heads of training institutions and representatives of the trainers association were held.
3	2	AT	<b>Spoilt for choice in the information jungle.</b>	work@education, a community of interest, has existed within the labour union of private employees. It is a platform for all people working in educational and consulting field, independent of specific content or type of contract. The recurrent discussion of the topic "quality" led to the forming of a task-force, who has been working on quality criteria, ethical aspects of training, possibilities of quality assurance, etc. The authors of this paper are founding members of this task-force and have been busy with the topic of quality in training and consulting contexts from both theoretical and practical sides. Thematically the quality of training and the job description of a professional trainer are discussed.
3	2	IR	<b>Guidance in VTOS</b>	VTOS, the "Vocational Training Opportunities Scheme", offers unemployed adults an opportunity of returning to structured learning in an adult setting. It is a training programme of the Department of Education and Science that provides second chance education and training opportunities. A resource handbook was developed to support the guidance roles of the VTOS co-ordinators and tutors, who provide learning support for participants in their own subject areas and offer more general study and personal support on an on-going basis to participants. VTOS courses are wide ranging in content and focus on the development of job-related skills, including technological and business skills and personal development. What happens after the course and how drop-out can be prevented is also kept in mind.

3	2	UK	<b>The "Understanding Connexions" Programme</b>	This programme is a staff-training programme for all those who work within the Connexions organisation. The programme is mandatory for personal advisers, although managers and other practitioners may also take the course. It aims to encourage understanding of the impact of the Connexions Strategy on young people, other organisations and society, and to give those who work in the Connexions organisation the skills and knowledge to work in this organisation. Additional to the 6 basic stages of the course the training involves personal support for participants from tutors.
3	2	DE	<b>Trainers' Competences</b>	The "Arbeitsagentur" (Public Employment Agency) of Germany offers continued educational measures for training and attendance staff of educational measures in preparation for a profession and measures to support vocational training. The general aim is to provide a prerequisite for securing and enhancing the level of quality in the execution of educational measures in the mentioned domain. The seminar programme consists of different seminar subjects consisting of different methods, contents and aims, exclusive offered for the education and attendance staff.
3	2	ES	<b>Master programme in Professional Guidance</b>	The master course (programme) for trainers and other staff working in vocational orientation and guidance lasts for 600 hours during a 2 year period. It consists of 9 modules and a practicum.
3	2	AT	<b>Handbooks</b>	The practical handbook „Methods in vocational and labour market orientation“ contains a collection of methods which can be applied in measures of vocational orientation and courses of vocational orientation. The publication includes methods and exercises which can be considered as being part of vocational orientation designs and which serve trainers of vocational orientation and activation courses as well as other relevant interested parties as reference book. The practical handbook for “Methods in vocational and labour market orientation for Women” offers specifically methods for women in different gender-specific life situations, such as “after the baby break”, non-traditional vocational choices etc.
4	1	AT	<b>Folder Job-Seeking - Instructions for Job-Seeking</b>	The “Folder Job-Seeking” of Employment Service Austria (Arbeitsmarktservice Österreich) is designed as a form of job-seeking instruction manual that job-seeking people can use. The instructions guide through the job-seeking process and offer ideal preparation for finding a job. It is structured into the parts: formulating own strengths, formulating an offer that stands a chance, designing meaningful applications and presenting one-self. The folder describes the steps exactly and what activities have to get done.  In the appendix work-sheets are given that can be used as a preparation for unsolicited applications, creating a curriculum vitae and for job interviews.
4	1	UK	<b>The Introducing Connexions course guide</b>	The Introducing Connexions course is aimed at all those who work with 13-19 year olds and need to know some basic information about the Connexions Strategy and

				Service. This information is provided by the booklet 'The Introducing Connexions course guide', which is divided into 3 sections: aims and key learning outcomes of the course, structure of the course, other courses on offer in the Connexions environment.
4	1	BG	<b>E-Advisor</b>	This is an online activation and guidance of the National Employment Agency for Activation of Labour Market Performance. Among other things the page provides advice on important problems related to looking for an appropriate job and drawing out a curriculum vitae and a motivation letter. At the webside you can get information about how to look for a job and what is important to know about yourself, e.g. your objectives and your skills. It is described how to prepare yourself and how to find an approach. You can see how the approaches of the employers and of the job seekers differ from one another. Furthermore it informs you about how to prepare for an interview for work and how to arrange a job interview, including the questions that you may expect and some general golden rules.
4	1	BG	<b>Training Manual "Motivation Training, Active Behaviour on the Labour Market"</b>	The training manual consists of the following worksheets: <b>WORKSHEETS</b> 1) What do I expect of the training? 2) Smart target 3) Grow technique 4) Game action plan 5) Motivational letter 6) Active listening skills 7) Learning materials <b>COMMUNICATION</b> 1) Communication elements 2) Questioning skills 3) Confirming your understanding
4	2	DE	<b>Requirements regarding premises and their functional / technical equipment</b>	Instructions are given about how the equipment of premises has to be, because the equipment with teaching and exercising material has to fulfil current practical demands. The structural condition of the building as well as the cleanliness of the premises, including sanitary facilities, have to warrant that education and training can be properly conducted. The regulations / recommendations for all specifications and concerning rooms and equipment are as well told as guidelines for time sequences and holiday periods.
5	1	DE	<b>Learner-Oriented Quality Development for Further Education (LQW)</b>	ArtSet institute developed a learner-oriented quality model, which offers further education organizations the possibility to follow the learner-oriented quality development and have the results measured. Constituent elements are a combination of different quality areas, and for each quality area a description will be put forward. Further specific areas of the training organization can be defined.
5	1	CH	<b>eduQua – Swiss quality certificate for institutions of further education</b>	"EduQua" is a Swiss quality certificate for institutions of further education. The quality of an institution and one of its offers is evaluated in the course of the eduQua-Certification process. It is assumed that an institution with a high quality consciousness also produces quality services and "products". The procedure is designed to stimulate quality development. This is aimed at by a periodic renewal of the certification

				and regular in-between audits. Institutions are provided with a report containing suggestions for improvement at the end of the certification procedure.
5	1	ES	<b>EFQM-Quality Model</b>	The Spanish Institute of Employment INEM started the implementation of the EFQM (European Foundation for Quality Management) model in a network of vocational training public centres. They searched for professional specialization of the centres that offer intermediary services to the labour market and the sectorial entities through their services of training and professional guidance in order to promote the employability of disadvantaged unemployed students. They started the process of adaptation of the EFQM model by 2 points due to their general managerial and organizational characteristics. In parallel the training staff in the centres was immerse in a training action. The mission was to turn the training centre into an active agent at the service of the full-employment policy. The paper finishes with key factors of success and recommendations what is necessary to implement a quality plan.
5	1	UK	<b>Code of practice for the provision of career education, information and guidance</b>	The code of practice for the provision of career education, information and guidance makes precepts and guidance available. The discussed main topics are general principles, institutional context, students, external relations and staff.
5	1	UK	<b>The Matrix Standard</b>	The Matrix Standard in the UK is the national quality standard for any organisation that delivers information, advice or guidance on learning and work. Many careers advice institutions in England have attained the matrix standard. This paper informs about criteria to measure the quality of careers advice used by the Matrix standard.
6	1	S	<b>Access 2006</b>	The selection project for course participants "Urkraft Programme Access 2006" functions as an entrance to the labour market for job seekers within several municipalities, helps unemployed people to create and to fulfil a vision for their future. The aims from the perspective of the participants are to increase competences, abilities and opportunities, to understand the labour market and to expand the work field, with the mission to enter the labour market. The programme comprises individual action plans. Frames and guidelines are established in order to reach the participant's expectations and avoid the fears. Urkraft works with an empowerment based pedagogic, which takes place by experience based learning. Parts of the training are quality assured by the OCN system (Open College Network) that stands for quality and equal opportunities.
6	1	AT	<b>Checklist Further Qualification</b>	Comparing and evaluating quality of different offers is necessary to find the right way of further qualification. This checklist presents criteria with which a qualitative offer according to personal needs can be selected. Assistance can be found at a website, where checklists with individual and objective criteria, checklists for the ideal supplier and also standard checklists are available.

6	1	DE	<b>OEA BvB (Official Call for Tender - Measure in preparation for a profession)</b>	The function of educational measures in preparation for a profession is, to provide young people to review capabilities and skills, to test and assess them thoroughly, and to integrate participants into the market for vocational training places and/or workplaces on a professional basis. This concept is composed of several qualifying levels, which will be adapted to the individual case and which are complemented by continuous education coaching. Although it is a step-by-step design, entry into the stages is possible any time.
7	2	I	<b>Project "Equal Coast Revitalisation"</b>	The common project "Coast Revitalisation" is an evaluation methodology of a labour market measure for disadvantaged groups with the goal of identifying practices and systems for the overcoming of barriers which hinder access to the labour market and the maintaining of employment to people belonging to disadvantaged groups. The project aims to develop an integrated approach to guarantee equal opportunities in entering the local labour market. It takes place in an area with high industrial decay where the frailty of these historical disadvantaged categories is added to the disadvantage of low professionalism and the seasonal nature of the market.
7	3	AT	<b>Evaluation of the Measure "karenzplus" by abz.wien</b>	"karenzplus" was funded by the labour market service Vienna (AMS Wien) and is an employment project designed to support women returning to work after child care. The evaluation has been realised by means of qualitative and quantitative methods, like structured interviews, research about comparable projects, secondary analysis of data, focus-groups with trainers, analysis of short reviews about basis module and questionnaires for participants. In addition to the configuration of the participant-group, expectations and needs, strengths, weaknesses and development prospects are explained. The results are described as very positive. karenzplus brings sustainable benefits on two sides: long term career interruptions after maternal leave can be prevented, and work-related self confidence can be increased.

The final goal of the workshop is to identify different European quality strategies within the scope of the deliverance of guidance within the scope of group counselling.

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Bildung und Kultur

**Leonardo da Vinci**



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