IAEVG-Conference Copenhagen Cross-national Workshop on Aug.25, 2006 – survey analysis

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1 Introduction

Out of 28 people who attended the transnational workshop on Aug.25,2006 on the AIOSP/IAEVG Conference in Copenhagen14 people filled out the questionnaire handed out to them at the very beginning. The goal of this small survey was to evaluate the factors of the QUINORA project partnership as being influential on the quality of vocational guidance and activation group measures.
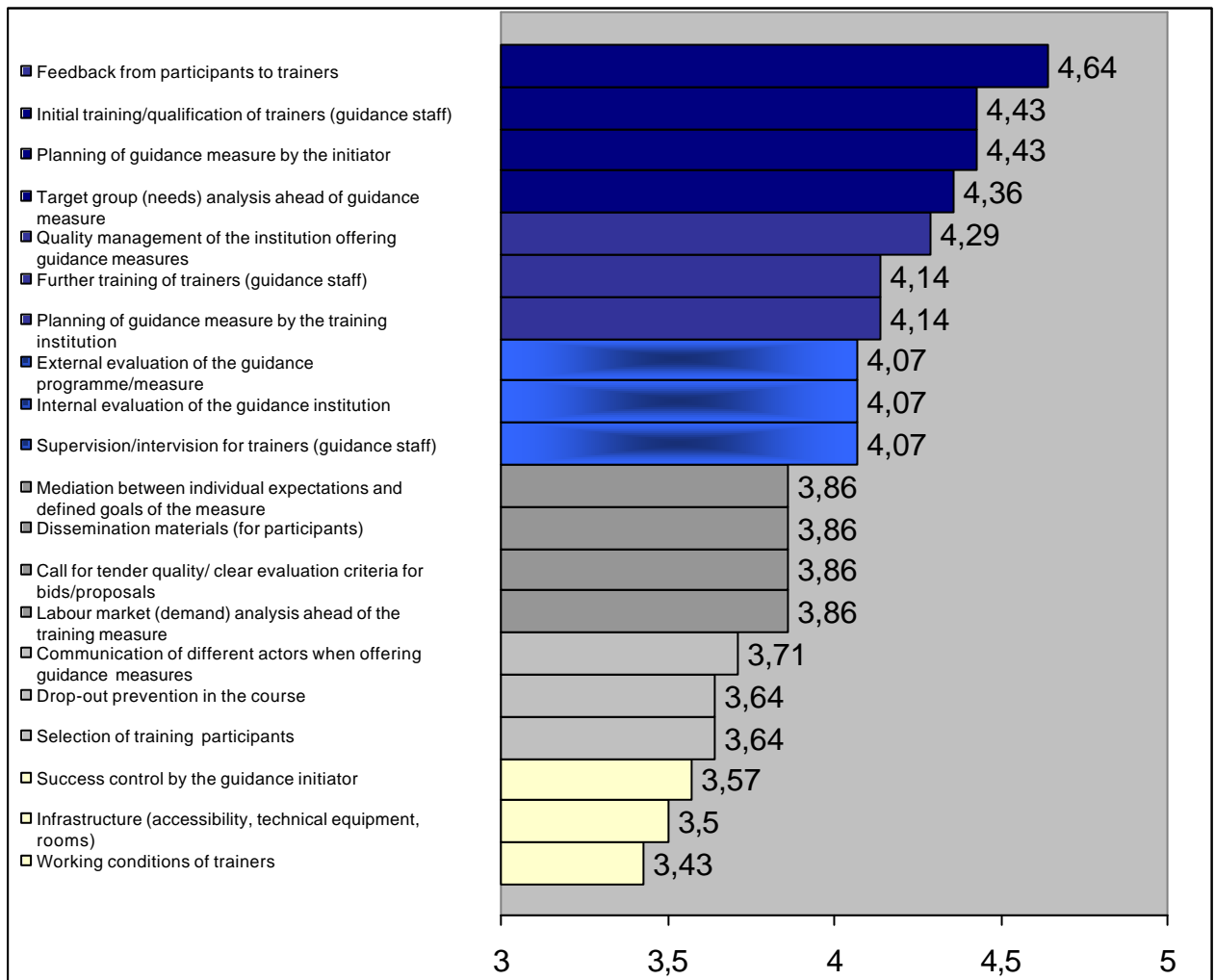
2 Survey data results

Out of the 14 respondents 8 people were female and 6 were male. 6 responded to be a career counsellor, 2 to be a teacher, 2 to be a lecturer/professor and 3 people did not respond at all (had other professions). 6 out of the 14 respondents were employed at a university, college or in tertiary education organisation. 5 worked in a public administrative organisation and 3 in other organisations such Youth guidance and Euroguidance agencies.

The group of experts in this workshop was asked to rank factors as being important for the quality of vocational guidance and activation group measures. They had the choice to rank the factors between numbers from 1 to 5, 1 being not important and 5 being highly important.

The factors were assessed for the quality of group measures in the following way:

Table 1: Factors with influence on the quality of activation and vocational guidance group measures

Factor	Value
Feedback from participants to trainers	4,64
Initial training/qualification of trainers (guidance staff)	4,43
Planning of guidance measure by the initiator	4,43
Target group (needs) analysis ahead of guidance measure	4,36
Quality management of the institution offering guidance measures	4,29
Further training of trainers (guidance staff)	4,14
Planning of guidance measure by the training institution	4,14
External evaluation of the guidance programme/measure	4,07
Internal evaluation of the guidance institution	4,07
Supervision/intervision for trainers (guidance staff)	4,07
Mediation between individual expectations and defined goals of the measure	3,86
Dissemination materials (for participants)	3,86
Call for tender quality/ clear evaluation criteria for bids/proposals	3,86
Labour market (demand) analysis ahead of the training measure	3,86
Communication of different actors when offering guidance measures	3,71
Drop-out prevention in the course	3,64
Selection of training participants	3,64
Success control by the guidance initiator	3,57
Infrastructure (accessibility, technical equipment, rooms)	3,5
Working conditions of trainers	3,43

The graphic represents the factors, beginning with the most important and ending with the least important ones.

The factors that were rated with mean of 4 ("quite important") are the ones, which the experts considered to have the highest influence on the quality.

The factors that were rated with lower than 4 are considered to be medium important when it comes to their influence on the quality of the training measures.

The factor, which was rated as almost highly important (4,6), was obtaining *"Feedback from participants to trainers".* The factors that were also of great importance for the practitioners were *"Initial training/qualification of trainers (guidance staff)"*; *"Planning guidance measure by the initiator"* and *"Target group (needs) analysis ahead of the guidance measure"* (4,4).

According to these results it seems quite remarkable that people working in the field of guidance rate 2 factors that are mainly input factors (planning the guidance measure and target group needs analysis) that are carried out by neither the trainers nor the counsellors/career guidance staff are to be seen as highly important for the quality of their work. Only two factors, "Further training of trainers (guidance staff)" (context/resource factor) and "Feedback from participants to trainers" (process factor) can be directly influenced by them. Interestingly, three out of these four factors are input factors, only one is a process factor which indicates that the planning phase ahead of the actual guidance process is seen as most important for the quality of the guidance process.

The factors with quite high (but less) importance were:

a) **Input factors:** "Labour market (demand) analysis is ahead of the training measure", "Call for tender quality/clear evaluation criteria for bids/proposals", "The Selection of training participants".

b) **Process factors:** "Mediation between individual expectations and defined goals of measure", "Dissemination materials (for participants)", , "Communication of different actors when carrying out the guidance measure", "Drop-out prevention in the course",

The factors that were rated as being of only medium important to the quality of group measures were:

a) **Context/Resource factors:** "Infrastructure" and "Working conditions of trainers".

b) **Output/Transfer factors:** "Success control by the guidance initiator"

Most remarkably the output/transfer factor "success control by the guidance initiator" was rated as being less important to the quality of guidance measures. This reflects the ambiguity within the international discussion of career counsellors of how to define the guidance success. Also the context/resource factors "Infrastructure" and "Working conditions of trainers" were rated with less importance.

Annex: Questionnaire AIOSP-Conference Copenhagen, Aug.23-25, 2006

Workshop: Transnational Workshop (Friday, Aug.25 2006)

QUINORA is a project with the goal of creating quality guidelines for Activation and guidance <u>group measures</u> for job-seekers. With this questionnaire we want to obtain further information and your personal views on the topic we deal with. We will present the results within this workshop:

How so you assess the following factors as being important for the quality of group measures?

Not important   1   2   3   4   5   highly important

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1) Labour market (demand) analysis ahead of the training
measure
       1   2   3   4   5

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2) Target group (needs) analysis ahead of the guidance measure
       1   2   3   4   5

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3) Planning of guidance measure by the initiator
       1   2   3   4   5

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4) Call for tender quality / clear evaluation criteria for
bids/proposals
       1   2   3   4   5

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5) Planning of guidance measure by the training institution
       1   2   3   4   5

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6) Initial training/qualification of trainers (guidance staff)
       1   2   3   4   5

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7) Further training of trainers (guidance staff)
       1   2   3   4   5

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8) Working conditions of trainers (payment, fix employment
versus precarious contracts…)
       1   2   3   4   5

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9) Supervision/intervision for trainers (guidance staff)
       1   2   3   4   5

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10) Infrastructure (accessibility, technical equipment, rooms…)
       1   2   3   4   5

11) Dissemination materials (for participants)
      1   2   3   4   5

12) Quality management of the institution offering guidance measures
      1   2   3   4   5

13) Communication of different actors when carrying out the guidance measure
      1   2   3   4   5

14) Selection of training participants
      1   2   3   4   5

15) Drop-out prevention in the course
      1   2   3   4   5

16) Mediation between individual expectations and defined goals of the measure
      1   2   3   4   5

17) Feedback from participants to trainers
      1   2   3   4   5

18) Internal evaluation of the guidance institution
      1   2   3   4   5

19) External evaluation of the guidance programme/measure
      1   2   3   4   5

20) Success control by the guidance initiator (contentment of course participants, contentment with chosen vocational training, rate of participants obtaining a qualification degree after the course, job placement rate …)
      1   2   3   4   5

Other relevant factors that were not mentioned:

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Personal data:

Age:_____

Gender: O female   O male

Profession: O Group trainer
                   O Career counsellor
                   O Teacher
                   O Scientist
                   O Lector/professor
                   O Administrative staff

                   O other:………………………………..

Organisation: O School (for pupils up to 18 years)
                   O University, college, tertiary education
                   O Further training organisation
                   O Public administration
                   O Enterprise
                   O Non-profit organisation / NGO

                   O other:………………………………

THANKS A LOT FOR YOUR HELP!

Co-ordinator QUINORA:

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