

# Synthesis Report on Quality Standards in Training Vocational Orientation within selected European Countries

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## **1 Executive Summary**

The purpose of this synthesis report is to draw together the key themes, existing quality standards and examples of best practice in vocational orientation and careers guidance in selected European countries and to suggest how it may be improved and developed through a common set of quality standards.

The countries participating in the project are: Austria, Bulgaria, England, Germany, Italy, Spain, Sweden and Switzerland. As can be seen from this list, the partner countries are diverse in their geography, political environment, economic structure and cultural history. At first glance, one thought might be - how can there ever be a common set of standards that would be effective given such diversity? However, one thing that is common and that all countries recognise (to a greater or lesser extent) is that it is essential, if young adults (and in particular the unemployed) are to succeed in developing successful and rewarding careers, that they must be helped and guided in their decision making processes. The approach and structure as to how this is achieved varies according to the country and is related to the interaction between social legislation, economics, infrastructural development and educational policy.

The context and method of delivery of advice and guidance services is generally defined by the organisation that is responsible for the commissioning of those services and can be in the form of group or individual coaching and delivered by both public and private institutions.

Most partner countries require trainers to have undertaken a formal qualification in vocational/careers guidance. However, there is also the view that professionals working in this field must also have an appropriate level of 'real world' experience as well as academic qualifications and possess key competencies relating to personal and social communications skills.

Following on from this, those countries that require trainers to be formally qualified also as a rule have some form of certification system(s) in relation to quality. This is further divided into generic quality management systems (such as the ISO system) and specific measures (such as the Matrix Standards in the U.K.).

Problems that exist in relation to the delivery of effective advice and guidance services include:

- Economic pressures
- Communication and difference in expectations
- Lack of clear standards
- Bureaucracy
- Low participation
- Gap between policy and implementation
- Poor linkages to the labour market
- Poor facilities and access to IT

Legislation in the form of social policy will not be sufficiently targeted to be effective. Action is required at a sectoral and local level to implement change. A common theme is that the 'attitude' toward advice and guidance must evolve so that it is recognised as a central part of an individual's personal development throughout their lives. And that those trainers who deliver these services are adequately trained – both academically and experientially, rewarded appropriately in recognition of their professional competence and are able to deliver those services within a properly resourced environment.

Existing quality standards tend to focus on either the management of, or the service delivery itself at an organisational level. With a lack of clear direction, many organisations and institutions have sought alternative approaches to the question of quality, either through adopting procedures and practices from other countries or developing their own systems. The real key is that the trainers themselves have the insight and understanding of individuals' needs and aspirations. The question is how can those needs and aspirations be met in a consistent and effective manner through flexible and responsive advice and guidance services given the political, social and economic constraints?

The development of the QUINORA standards offers the opportunity to address these issues and to produce a training tool that could be used at a sectoral and local level to ensure all guidance professionals are able to implement the standards in a logical and progressive way.

## **2 Offer in scope of vocational orientation and activation training measures**

### **AUSTRIA**

“Adult learning is relatively under-developed in Austria”, is what the OECD Review of career guidance policies, “Information guidance counselling, Country Note-Austria” states<sup>1</sup>.

As in many other OECD countries, adult education provision in Austria is fragmented across a number of institutions, for example: the training organisations of the economic chamber (WIFI), the chamber of labour and the trade unions (BFI); organisations representing specific groups such as migrants and gypsies; and local communities/municipalities. These organisations as well as several other private training organisations offer vocational orientation in scope of group training and individual coaching. The main initiator financing these courses is the Public Employment Service. Furthermore, adult education centers (VHS) that were funded by the people’s education movement at the turn of the 20th century exist especially in Vienna and other cities in Austria, but not in rural areas.

A particularly important initiative has been the establishment of a large number of regional vocational information centers (BIZ) by the Public Employment Service that have the responsibility to provide information and advice on a regional basis. This allows potential adult learners to receive broader and more objective advice and information than can be provided by individual institutions, where often the role that guidance staff are asked to play in marketing institutions’ courses can be perceived as compromising their independence.

### **BULGARIA**

The system of vocational orientation and activation training measures in Bulgaria is in a period of transition and searching for ways and methods to achieve effective results.

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<sup>1</sup> “Comparative Review of National Policies for Career Guidance Services”, Austrian Report (OECD 2003), page 13

As the vocational orientation system 10 – 15 years ago used to be focused mainly on helping young people to find the most appropriate profession, and to direct them to suitable education and vocational training, in Bulgaria there were strong traditions in collecting information about professions, describing job profiles, analysis and information of the development of the work-place specification and skills requirements, etc. This analysis used to focus more the vocational orientation depending on the personal skills and potential of the individual, with less emphasis on their motivation and the activation process.

More recently, with the need to overcome the high rate of unemployment and the demands for re-qualification of large number of people whose professional skills are not applicable to the job situation any more, the Bulgarian vocational orientation and activation system faces several challenges:

- to ensure proper analysis of the trends in employment (possible new types of employment, changes in the profile of the existing employment profile, etc.)
- to analyse the personal potential of each individual needing new qualifications or upgrading of their existing qualifications, and to offer them adequate training measures
- to reintegrate the long-time unemployed back into the labour market, applying motivation and activation measures directed towards all people undergoing new-qualification measures

From this position, the provision of the vocational orientation and activation measures is undergoing a process of adjustment to the identified training needs.

### **Regulations and Terminology**

In Bulgaria the vocational orientation is assumed to be a part of the system for VET training: *“The system of the vocational education and training includes vocational orientation, vocational training and vocational education.”*<sup>2</sup>

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<sup>2</sup> LAW FOR THE VOCATIONAL EDUCATION AND TRAINING, Art. 4

The vocational orientation aims to *“provide information, consulting and counseling to students, to other persons regarding the choice of profession and career development”*<sup>3</sup>

**The basic responsibilities for provision of vocational orientation** are stated in the Law for Vocational Education and Training:

***“Functions of the ministries, the municipalities and of the social partners regarding the vocational education and training:”***<sup>4</sup>

***The Ministry of education and science*** organizes the professional orientation.

***The Regional Inspection bodies for the education of the Ministry of Education and Science*** coordinate the interaction between the schools, the Centres for vocational training, the Centres for information and professional orientation, and the regional employment offices.

***The Ministry of Labour and Social Policy*** participates in the organising of the professional orientation.

***The municipalities*** shall participate in forming the policy in the sphere of the vocational education and training in their territories regarding ... the professional orientation of students, unemployed, as well as of other persons.”

There is also a difference in the provision of the measures for students and for adults, as well as in the provision of the vocational orientation and the activation training measures.

**The measures for activation** are the main purpose of the Employment Agency in Bulgaria, which is *“Established ... with the Minister of Labour and Social Policy for the implementation of the state policy on developing employment, protection of the labour market, professional information and consulting, professional and motivation training of unemployed and employed persons, as well as for carrying out mediation activity for employment”*<sup>5</sup>

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<sup>3</sup> LAW FOR THE VOCATIONAL EDUCATION AND TRAINING, Art. 5

<sup>4</sup> LAW FOR THE VOCATIONAL EDUCATION AND TRAINING, Section II, Art. 51 - 58

<sup>5</sup> LAW OF ENCOURAGEMENT OF EMPLOYMENT, Art. 7

According to the Bulgarian regulations, *"The persons who are actively looking for job have the right to use....*

- *professional information, consultation and orientation*
- *professional and motivation training"*<sup>6</sup>

Also, in the Bulgarian regulation system the activation group training is defined as:

*"Motivation training" - a training for stimulation and directing the individuals to a training for acquiring professional qualification and/or employment through acquiring knowledge and skills for orientation on the labour market, looking for and choice of training or employment."*<sup>7</sup> The term "Motivation Training" is used further in this report as corresponding most adequately to the situation in Bulgaria.

## **ENGLAND & WALES**

Career guidance - or "Information, Advice and Guidance" (IAG) as it is more commonly known - is highly developed and regulated in England and Wales, available across a wide range of educational and labour market sectors, as well as in the community.<sup>8</sup> IAG is also often targeted at particular categories of individual based on factors such as age, situation and personal objectives. The range and quality of institutional support arrangements have been identified by the OECD as key markers in the integrated approach to career guidance in England and Wales. The 2003 United Kingdom OECD *Review of Career Guidance Policies* identifies "...a strong legislative base, that includes both obligations upon providers and individual entitlements, harmonized representative organizations for career guidance practitioners; quality standards that have more than a voluntary application; policy advice and coordination mechanisms;

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<sup>6</sup> LAW OF ENCOURAGEMENT OF EMPLOYMENT, Chapter 4 – "Rights And Obligations Of The Persons Look For Job And Of The Employers", Art. 17

<sup>7</sup> LAW OF ENCOURAGEMENT OF EMPLOYMENT, Additional provisions, § 1, p. 24

<sup>8</sup> OECD, OECD Review of Career Guidance Policies: United Kingdom Country Note, April 2003, page 3, available at: <http://www.oecd.org/dataoecd/34/9/4522836.pdf> date of access: October 17, 2005.



training and qualification frameworks; lobby groups; political support; and research and evaluation support”<sup>9</sup> as the key characteristics of this support. IAG has also been the subject of a significant policy review under the government’s *National Skills Strategy*, first in 2003<sup>10</sup> and again in 2005.<sup>11</sup> These initiatives have sought, among other things, to harmonize the methods used in the delivery of IAG in the UK and ensure that uniform and obligatory quality standards are adhered to by individuals and key stakeholders alike.

This overview of vocationally-orientated careers guidance and the standards used to ensure quality in England and Wales focuses on the provisions made for adults (20+ years) or those who do not qualify for guidance under the “Connexions” Service strategy, primarily aimed at 13-19 year olds.

## **GERMANY**

In Germany, lifelong learning, especially with regard to vocational training and continuing education, is divided among a variety of responsible parties, and is conducted by a variety of institutions. Initial and further training are conducted not only in the public sector, but also by private enterprises (institutes, private schools, etc.), and are available to all, provided they have their own funding.

Along with schools, the Federal Employment Agency (or “BA”), as the largest federal authority involved, has assumed the major portion of responsibility for initial and further training, in conjunction with municipal facilities (under cooperative employment arrangements); the report includes this subject as well.

In 2004, the BA’s financial budget alone for initial and further vocational training in Germany, provided by way of assisted training measures aimed at enabling teenagers and adults to be integrated into the training system and employment, was many millions of Euros.

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<sup>9</sup> Ibid.

<sup>10</sup> DfES, Skills Strategy White Paper: 21st Century Skills – Realising our Potential (launched July 2003). Available at: <http://www.dfes.gov.uk/skillsstrategy/subPage.cfm?action=whitePaper.default> date of access: October 17, 2005.

<sup>11</sup> DfES, White Paper: Getting on in Business, Getting on in Work (March 22, 2005). Available at: <http://www.dfes.gov.uk/publications/skillsgettingon/> date of access: October 17, 2005.

Training measures offered by the BA are free of charge to assisted participants who meet the statutory requirements for assistance under Book III of the Social Code. Such measures are offered nationwide in Germany by 181 of the BA's local Employment Agencies.

In addition, a large number of regional vocational information centres (BIZ) have been established by the BA, where vocational information is also provided on a regional basis.

## **ITALY**

Before considering the existence and the characteristics of quality measures in the field of vocational orientation and professional training in the Italian context it is important to draw briefly the situation and the profile of the institutions which are in charge of delivering training and orientation in Italy, so as to realize who is in charge of the evaluation and implementation of the quality in them.

**Professional training** in Italy is offered on different levels:

- to those who have just finished the mandatory schooling and never have worked;
- to those who finished the secondary school and need specific professional competencies;
- to those who are working at the time but need re-qualification since their labour market requires to them to change activities or working post;
- to those who need further qualification and specialization;
- to those who have become disabled and need to develop new skills and competencies in order to maintain or to re enter in the labor market.

On the other hand, **vocational orientation** is purposely offered by agencies, public and private ones, which have the main task to help and sustain adults to acquire information, to obtain further formation and to receive specific counseling in order to approach (or newly approach) the labor market.

With regard to quality measures of the institutions performing training and orientation, the situation in Italy is quite peculiar since general/national tools do not exist (so far just guidelines) regarding the measurement of the effectiveness of the training and the orientation, but mostly regional requirements for quality standards. Information for this report has been collected by personal interviews<sup>12</sup> and other documentation<sup>13</sup> as no precise national data appears to exist in this context.

## **SPAIN**

As the country note for Spain "Thematic Review on adult education"<sup>14</sup> reveals the labour market unveils a strong need for adult learning.

There are some specific characteristics of the Spanish labour market that are worthwhile considering in respect of adult learning policies. According to the cited study these are: the high rate of general unemployment, especially for women and younger adults and the long term unemployment. There is also an extremely high proportion of temporary employment, a late transition from school to work, ageing of the population, and skills shortages. The OECD thematic review reveals that the registration to adult education of people between 25 and 64 years olds stands for only 5 percent of the general participation.

Younger people are much more involved in learning processes than older adults. Adult learners are those having a secondary and tertiary education rather than adults without or with only primary education.

Migrants, blue collars or people working in SMEs have fewer chances to participate in adult education courses.

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<sup>12</sup> Among other contacts we like to mention:

Danilo Rossini "Responsible for quality and credit" PAVIAFORM – 25th October 2005.;

Giorgio Taverna, Director of CFP Canossa, Milano – 3rd November 2005;

Marina Cavallini, Director of Orientamento lavoro ONLUS, Milano – 7th November 2005;

Sergio Pinazzi, Director of Is.For.Coop Genova, Agenzia di Formazione– 11th November 2005

Elmina Bravo, Centro Provinciale Formazione Professionale "Altiero Spinelli"

Claudio Oliva, Responsible for Job Center - Comune di Genova e Federazione Regionale Solidarietà e Lavoro  
- 17th November 2005.

<sup>13</sup> See bibliography and webliography at the end of the report.

<sup>14</sup> "Thematic Review on Adult Education", Spain, Country Note, OECD 2003

The OECD Thematic Review has distinguished between different types of adult education:

- adult basic education (educación básica de adultos),
- vocational training for the unemployed (formación ocupacional) and
- worker training (formación continua).

Adults can also study at the university through special access programmes and also at a large distance university (UNED).

## **SWEDEN**

In Sweden, AMV (the Swedish National Labour Market Administration) is the main statutory body, and the local labour offices are working with vocational guidance and activation training at a regional level. The guidance and training take place in several different forms, and are conducted by the labour offices own staff.

## **SWITZERLAND**

### **<sup>15</sup>Offer**

The goal of vocational, academic and career counseling is to assist the young and adults to choose a profession or course of studies, as well as to elaborate a career plan.

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### **<sup>15</sup>References:**

- the brochure „Vocational, academic and career counselling in Switzerland“ in attachment (file):  
KBSB/CDOPU Brochure KBSB/CDOPU\_e.doc

### **3 Initiator(s) of vocational orientation and activation training measures**

#### **AUSTRIA**

Career information, guidance and counselling are, in the area of adult education a major educational task. The creation of comprehensive "education databases" in all Austrian provinces ([www.erwachsenenbildung.at](http://www.erwachsenenbildung.at); [www.eduvista.com](http://www.eduvista.com)), the formation of a national platform for educational counselling, and the arrangement of inter-institutional education information and counselling services acting independently from the service providers are evidence that vocational guidance is increasing in importance. There are different organisations initiating vocational orientation and activation, but the most significant is the Public Employment Service (PES).

The **Austrian Public Employment Service** (AMS) delivers its services through some 110 local offices.

The first level is known as the self-service area, and is available to all: the employed, job seekers, and those not in the labour market. At this level basic information and job vacancy information is available, with all job vacancies being available on-line, through the internet. At the next level - the service area - personal advice, information, job placement and unemployment benefit administration is available to job seekers. The third level of service is known as the counselling area. It involves more intensive counselling and advice for those with particularly difficult labour market problems. Some special target groups – for example women returning to work after parental leave, disabled persons and older job seekers – are automatically referred to the counselling area. Others are referred there if they remain jobless after three months in the service area. At any one time roughly 25-30% of job seekers are in the counselling area. This method of delivering labour market services replaces a previous system in which there was a clear separation between job placement, including counselling, and benefit administration.

These services are provided in an integrated way by all AMS staff. The staff all undertake the same basic internal training on a full-time course of six months duration, which is supplemented by roughly an additional one-and-a-half weeks in-service training each year.

Some 90% of AMS clients are job seekers who are on unemployment benefits, with the remainder being groups such as school leavers and women returning to the labour force. In addition to services for individual job seekers, the AMS provides counselling and advice services to firms primarily to support the recruitment of staff, but also to assist older workers to retain employment, to support those facing redundancy and displacement, and to help those with little or no qualifications to improve their skills. However, services to the employed, other than in enterprise-based programmes, represent a very small proportion of the work of the AMS.

In addition to the services that it provides directly, the AMS contracts out some guidance services to a range of profit and non-profit organisations which in turn can contract services to private counsellors. Much of this work takes the form of six week "orientation" courses for groups of 14-20 people, which covers matters such as job finding techniques and career planning, but also personal and social skills. According to some of those providing these courses, the quality control exercised by the AMS over the skills and qualifications of those delivering the courses could be further developed. In an attempt to develop an improved approach to quality assurance, a Professional Association of Counsellors was formed in 2001. Membership is voluntary, but requires initial training or experience in the field, a commitment to ethical standards, a willingness to undertake further training and a willingness to accept professional supervision.

Another institution that is active in offering counselling services is the Federal **Ministry for Education, Science and Culture (bm:bwk)**.

The "information days for further education" action ("Infotage für Weiterbildung") was initiated by the Federal Ministry of Education, Science and Culture and summarises information and counselling opportunities on national and provincial levels at the beginning of the autumn term.

Furthermore, a yearly Job Training and Information Fair (BeST) takes place in different larger cities in Austria initiated by the bm:bwk and the Public Employment Service Austria.

The **Chambers of Commerce** (see [www.berufsinfo.at](http://www.berufsinfo.at)) also offer different vocational and educational information and counselling services, especially for adolescents (age 15-18).

Adult education organisations, such as the Institute for Economic Development (Wirtschaftsförderungsinstitut), the Vocational Training Institute (Berufsförderungsinstitut), the Adult Education Centres (Volkshochschulen), church institutions for adult education, the Institute for further Education in Rural Areas (Ländliches Fortbildungsinstitut) often provide their own counselling services, most of them financed by the Public Employment Service.

## **BULGARIA**

The National Employment Agency is the main initiator of vocational orientation and activation training measures for adults in Bulgaria. According to its regulatory acts: *"The inclusion of unemployed persons in training for acquiring professional qualification is organised by the Employment Agency and shall be preceded by professional orientation, informing and consulting"*<sup>16</sup>.

These measures are provided as a part of the so called "mediation services", which include informing and consulting the individual looking for job, psychological assistance, and directing them to professional and/or motivation training.<sup>17</sup> These measures are free of charge for Bulgarian citizens, and can be organized and provided by:

- " 1. the Employment Agency;*
- 2. individuals and/or corporate bodies with more than 50 percent Bulgarian participation, registered according to the Bulgarian legislation"*<sup>18</sup>

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<sup>16</sup> LAW OF ENCOURAGEMENT OF EMPLOYMENT, Art. 65

<sup>17</sup> LAW OF ENCOURAGEMENT OF EMPLOYMENT, Art. 26

<sup>18</sup> LAW OF ENCOURAGEMENT OF EMPLOYMENT, Art. 27

The conditions and the order of organising professional orientation, informing and consulting is determined by the regulations for implementation of the Law of Encouragement of Employment.

## **Financing**

Motivation training is financed from the central government budget and are managed by the Employment Agency:

*"The resources for active policy shall be spent for:*

*... 1. programmes and measures for to acquire professional qualifications, motivation training of unemployed and employed persons"*<sup>19</sup>

*"The training for acquisition of professional qualifications for unemployed and employed persons and the motivation training of unemployed persons shall be financed by the territorial divisions of the Agency for employment"*<sup>20</sup>

## **Provision**

**Directorate "Employment bureau"** of the Employment Agency *"organises and finances motivation training of unemployed persons, the selection of the training organisation to deliver that training under the conditions and by the order of the Law of public procurement."*<sup>21</sup>

Within these procedures, the regional employment bureaus regularly issue tenders for provision of motivation training. The motivation training can be:

- a separate course for motivation training
- a module for motivation training, as a part of a training for professional qualification.

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<sup>19</sup> LAW OF ENCOURAGEMENT OF EMPLOYMENT, Art. 16

<sup>20</sup> ORDINANCE FOR THE CONDITIONS AND THE ORDER FOR FINANCING THE TRAINING FOR ACQUISITION OF PROFESSIONAL QUALIFICATION AND MOTIVATION TRAINING, ORGANISED BY THE AGENCY FOR EMPLOYMENT, Art. 2

<sup>21</sup> REGULATION FOR IMPLEMENTATION OF THE LAW FOR ENCOURAGEMENT OF EMPLOYMENT, Art. 70



In both cases, **the motivation training is expected to cover:**

- skills for preparing job applications: writing CVs, motivation letters, completing application forms, answering questionnaires etc.
- skills for effective job seeking using various information sources for available job vacancies;
- motivation and skills for self-presentation during a job interview, and identifying employment opportunities;
- using the positive group dynamics – increasing the activity in searching for a job, cooperation, support and encouragement

Depending on the type of the course, the duration of the motivation training varies from 30 hours when is provided as a module from a professional training course, to about 120 hours when is provided as a separate training.

## **ENGLAND & WALES**

The Department for Education and Skills (DfES)<sup>22</sup> works closely with the Learning and Skills Council (LSC)<sup>23</sup> and University for Industry (Ufi)/Learndirect<sup>24</sup> to deliver IAG to adults in England and Wales. In partnership, they have defined the range and quality of IAG services that adults are entitled to expect.<sup>25</sup> The government's *National Policy Framework and Action Plan: Information, Advice and Guidance for Adults* provides that the LSC is responsible nationally for securing IAG services and will deliver through an integrated IAG service, in conjunction with the national Learndirect advice service and local IAG partnerships.<sup>26</sup>

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<sup>22</sup> DfES; <http://www.dfes.gov.uk/>

<sup>23</sup> LSC; <http://www.lsc.gov.uk/National/default.htm>

<sup>24</sup> Learndirect; <http://www.learndirect.co.uk/>

<sup>25</sup> DfES, *National Policy Framework and Action Plan: Information, Advice and Guidance for Adults*, 2003, page 1, available at: <http://www.lifelonglearning.co.uk/iag/> date of access: October 17, 2005.

<sup>26</sup> *Ibid*, pages 1-2.

## GERMANY

Under today's conditions, it cannot be assumed that workers will be able to remain in the occupation for which they originally trained. In fact, it is expected that they will have to change occupations, possibly more than once. Thus it is all the more important to be willing at all times to continue one's training.

The extensive funding made available in the application of employment and training tools and in vocational training shows what a high priority is set on further education.

Such assistance is constantly made available by offering training options under various programmes, together with information on basic and further vocational training, at the Vocational Information Centres (BIZ) and on the Internet ([www.arbeitsagentur.de](http://www.arbeitsagentur.de)).

Specialised counselling is also provided at the BA's local Employment Agencies in forms custom tailored to specific target groups, and also by dividing the Agencies' clientele into defined groups.

## ITALY

**Training**, professional training in Italy, is granted according to a national law ("legge quadro") which defines the framework and the features of the training programmes all over the Country<sup>27</sup>. This law has been progressively updated and modified over recent years. The text declares that the training has to be managed on a Regional level (therefore, the system can be slightly different among the 20 Italian regions) and has to be structured and controlled by the Regions. The training has to be delivered both by public and private institutions which have to be in agreement and verified by the Regional level.

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<sup>27</sup> Legge 21 dicembre 1978, n. 845 Legge-quadro in materia di formazione professionale.

On the other hand, **vocational orientation** is purposely offered by agencies, public and private ones, whose main task is to help and sustain adults to find information, to obtain further formation and to receive specific counseling in order to approach (or newly approach) the labor market. Even the orientation action is granted legal structure<sup>28</sup>.

The offer is granted by several agencies as “Agenzie per l’impiego” and “Centri per l’impiego” which are mainly managed by the local Provinces<sup>29</sup>, “Centri di Orientamento” (which can be public, but mostly private or NGO’s), “Informagiovani” (service activated by local municipalities to orient young people), Unions, “Agenzie di lavoro interinale” (private agencies for interim jobs). Each of these agencies performs according to different missions (profit, no profit) and can help the person in verifying his/her personal attitudes toward specific work involvement, or directly help the person in finding a job. Orientation is offered both on an individual level (personal counseling) and on a group level (group counseling and training) and is undertaken by specifically trained personnel. As stated before, both the orientation and the training offer are nationally granted by the Regions which are in charge of the management and evaluation of the offer. In order to get any permission to operate as an allowed structure, each center and agency has to apply for the “**accreditamento**” (**credit**). This credit authorizes the institution to operate publicly (even though the agency might be sustained completely by private funds as an NGO) and to be equally compared with the public organizations instituted by the Region itself. Agencies and schools which do not have the “accreditamento” cannot offer the service. The contents and the procedure to get the “accreditamento” differs from Region to Region (according to local laws) even though they follow common and similar paths.

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<sup>28</sup> D.LGS. n. 297 del 19.12.2002 Disposizioni modificative e correttive del decreto legislativo 21 aprile 2000, n. 181, recante norme per agevolare l’incontro tra domanda e offerta di lavoro, in attuazione dell’articolo 45, comma 1, lettera a) della legge 17 maggio 1999, n. 144.

D.LGS. n. 379 del 6.10.98 Intervento sostitutivo del Governo per la ripartizione di funzioni amministrative tra regioni ed enti locali in materia di mercato del lavoro, a norma dell’articolo 4, comma 5, della legge 15 marzo 1997, n. 59

D.LGS. n. 112 del 31.01.1998 Conferimento di funzioni e compiti amministrativi dello Stato alle regioni ed agli enti locali, in attuazione del capo I della legge 15 marzo 1997, n. 59

D.LGS. n. 469 del 23.12.1997 Conferimento alle regioni e agli enti locali di funzioni e compiti in materia di mercato del lavoro, a norma dell’articolo 1 della legge 15 marzo 1997, n. 59.

<sup>29</sup> An institutional level in between the Region and the local Municipality.

“Accreditamento” is granted by each Region if and when the institutions and their structure (logistic and organizationally) comply with given parameters. The idea behind this policy is that the efficiency and effectiveness of the training and orientation activities are assessed as providing sufficient quality only if the institution follows specific types of qualitative items which can be measured and tested.

## **SPAIN**

Nationally and regionally, the education authorities organize adult basic educational services, such as alphabetisation, primary and secondary education, Spanish language for immigrants and other vocational related training services provided through a country-wide network of adult education centres. Adult basic education provides a second chance for people who did not complete their education at school or achieve the necessary qualifications to progress into employment.

The Ministry of Labour and Social Affairs, has initiated the promotion of training to reduce unemployment. In 2000, almost 300,000 individuals participated in vocational training courses for the unemployed according to the Thematic Review on Adult Education. There are courses in a large variety of fields and formats ranging, from 200 hours to over 600 hours per course.

Training opportunities for the working population (formación continua) is another component of the labour market policies. Participation of workers in this kind of learning services seems to be high, covering more than 1.5 million people in 2000, according to the OECD Thematic Review. What is clear is that there are fewer women than in other types of learning and the highest proportion of participation is in the 25-45 years old age group. In addition, the people with higher education and higher skills have the highest levels of participation. Most of the learning undertaken focuses on ICT use, languages and sales and services.

## **SWEDEN**

In Sweden, AMV (the Swedish National Labour Market Administration) is the main statutory body, and the local labour offices are working with vocational guidance and activation training at a regional level. The guidance and training take place in several different forms, and are conducted by the labour offices own staff.

Also of major importance are the municipalities of Sweden, whose labour market departments, education departments and social services implement vocational guidance measures.

Furthermore, there are independent agencies such as training organisations, trade union organisations, various kinds of branch organisations and companies. These agencies can both be assigned and take their own initiative in implementing vocational guidance and activation training. AMV assigns the labour offices that in turn issue a call for tender. Another option is that the municipality assigns an independent agency.

## **SWITZERLAND**

The goal of vocational, academic and career counseling is to assist young people and adults to choose a profession or course of studies, as well as to develop a career plan.

**Information:** The centers for professional information offer a wide variety of information on different professions and course programs. These centers are accessible to the public and also offer help in obtaining information.

**Counseling:** Individualized counseling helps to establish an individuals' skills and abilities, which allows individuals to make informed decisions based on their interest and aptitudes.

**Other offers:** Numerous additional services are offered in collaboration with other partners such as schools or the employment authorities.

## **4 Organisations carrying out the training measures**

### **AUSTRIA**

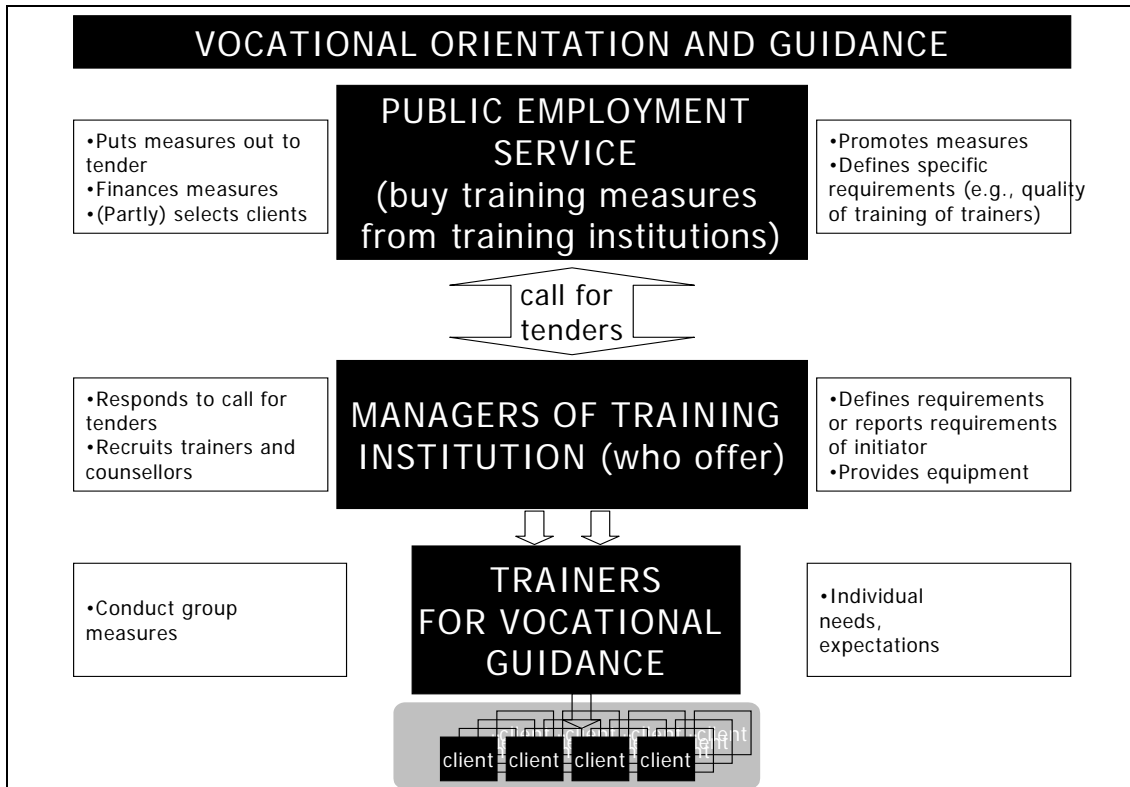
Training measures are not carried out by the Public Employment Service itself, but they are put out to tender to social partners' training institutions (Wifi, BFI, BBRZ etc.) or private training organisations (Venetia, Mentor, ABZ Wien) who are invited to write bids.

All organisations of the social partners, both employers and employees, operate institutions for career information and counselling. The Economic Chamber (Wirtschaftskammern) emphasise counselling on commercial-vocational training as well as job-related further education in connection with their Institutes for Economic Development.

The Chamber of Labour (Arbeiterkammern) is the legal representative of employees in Austria.

It works in close co-operation with the trade unions and they represent the social, vocational, economical and cultural interests of the employees. The Chamber of Labour also offer, among others, free career guidance and counselling.

The tasks of the Public Employment Service, those of the training organisations bidding for the respective training measure and those of the trainers carrying out the training courses are envisaged in the following diagram: (see next page)



## BULGARIA

The vocational orientation and activation measures in Bulgaria are carried out by several types of institutions:

- Training institutions who are providing training for adults.**  
 Usually these are training institutions, which apply for the tenders for motivation training open by the employment bureaus. Most of them are **“Centers for Vocational Training”** - private companies or NGOs, licensed by the National Agency for Vocational Education and Training for provision and certification of professional training. But when the motivation training is offered as a separate course, there are no limitations for any kind of institutions that can prove the appropriate capacity to provide the training, to participate in the tender and be contracted for the course.

- Apart from the Employment Bureaus courses, some vocational orientation and activation measures are carried out by the **private institutions for recruitment of personnel**, registered after the regulations of the "Ordinance For The Conditions And The Order Of Carrying Out Employment Intercession", who are acting as mediators between people looking for a job, and employers. These institutions "*provide, in groups or individually, intercession services for:*
  - *informing and consulting the persons looking for a job and the employers;*
  - *psychological assistance to the persons looking for a job;*
  - *direction to vocational and/or motivation education"*<sup>30</sup>
- Some vocational orientation measures are also carried out by the **Employment Bureaus themselves**, in the form of interviews with the unemployed people and matching their existing qualifications with the available job places. For this measure, career consultants are employed in all the Employment bureaus, and in some of them "Job Centers" provide more detailed information.

It has to be pointed that the last two types of institutions do not provide course-based training, but individual consultations/interviews to direct the people to the possible jobs, without doing any actual training.

- Specific role in the Bulgarian regulations is assigned to the **Centres for information and professional orientation**, which can be established as separate institutions in the system of the vocational education and training, according Act 18 p.6 of the Law for Vocational Education and Training:

The Centres for information and professional orientation shall carry out professional orientation of students and other persons, and:

*"(1) ... can be state, municipal or private, Bulgarian with foreign participation, and foreign.*

*(2) The state and municipal centres are corporate bodies with a licence for carrying out vocational training or professional orientation.*



*(3) The private centres are sole entrepreneurs or corporate bodies established as trade companies, co-operatives, associations and foundations with a licence for carrying out vocational training or professional orientation.*

*(4) The Bulgarian centres for vocational training and centres for information and professional orientation with foreign participation are registered in the Republic of Bulgaria associations between Bulgarian and foreign individuals and/or corporate bodies with a licence for vocational training or professional orientation.*

*(5) The foreign centres for vocational training and centres for information and professional orientation are foreign corporate bodies carrying out their activity in the Republic of Bulgaria in compliance with international agreements and which have obtained a licence for vocational training or for professional orientation.*

*(6) The licence for vocational training or for professional orientation shall be issued by the National Agency for vocational education and training.”<sup>31</sup>*

At this stage, there is a clear procedure for licensing of such type of institutions, but no one license is officially issued, so it could be argued that these type of vocational orientation providers still have no influence on the Bulgarian labour market situation.

## **ENGLAND & WALES**

Vocational orientation and activation training measures in England and Wales target different categories of users. For example, young people (aged 13-19) are catered for through the “Connexions” Service<sup>32</sup> and school-based programmes. On the other hand, adults benefit from legislated initiatives such as Job Centre Plus, the various IAG Partnerships along with the call-centre based “Learndirect” guidance service.

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<sup>30</sup> ORDINANCE FOR THE CONDITIONS AND THE ORDER OF CARRYING OUT EMPLOYMENT INTERCESSION, Art. 2

<sup>31</sup> LAW FOR THE VOCATIONAL EDUCATION AND TRAINING, Art. 20 – 21 - 22

<sup>32</sup> Connexions; <http://www.connexions.gov.uk/>

Often acting as part of the IAG Partnership scheme, the OECD *Review of Career Guidance Policies* also identifies that a range of community and voluntary settings such as prisons, health centres, and social services, Local Authorities and the private sector acting either under contract for businesses or the public at large are important providers of career guidance in England and Wales.<sup>33</sup>

- **IAG Partnerships**<sup>34</sup>: These are local initiatives established in conjunction with the LSC. IAG Partnerships receive funds based on the number of adults in the area. Operational and funding matters now rest directly with the LSC. IAG Partnerships include a range of the organizations identified by the OECD and act as important providers of careers guidance in England and Wales. IAG partnerships must demonstrate that they have met certain quality assurance standards (the “Matrix Standard,” see below). Due to their location and local knowledge, these initiatives are often extremely well-placed to address the distinct range of needs of the specific community which they serve.<sup>35</sup>
- **Learndirect**<sup>36</sup>: This highly innovative approach to IAG has several UK bases and uses call-centre technology to provide information on all aspects of education, training and employment 14 hours a day, 365 days a year. Learndirect works directly in partnership with the DfES and LSC.

In addition, the public employment service (part of the “Direct Government” initiative<sup>37</sup>) also provides an important gateway to IAG provision for adults in England and Wales -

**Job Centre Plus**<sup>38</sup>: Recently re-branded and managed by the Department of Work and Pensions, Job Centre Plus incorporates both career and benefit services under one central organizational umbrella. Job Centre Plus is now one of the key providers of IAG in England and Wales.<sup>39</sup>

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<sup>33</sup> Supra note 1, page 9.

<sup>34</sup> For example, “Next Step” is an IAG partner funded by the LSC. See: <http://www.nextstep.org.uk/>

<sup>35</sup> See further, supra note 1, pages9-10.

<sup>36</sup> See <http://www.learndirect-advice.co.uk/helpandadvice/>

<sup>37</sup> DirectGov; <http://www.direct.gov.uk/Homepage/fs/en>

<sup>38</sup> Job Centre Plus <http://www.jobcentreplus.gov.uk/cms.asp?Page=/Home>

<sup>39</sup> Ibid.

Playing a pivotal role in the delivery of the **New Deal**<sup>40</sup> programme (where unemployed individuals are referred to contracted career guidance specialists dependant on their particular needs) Job Centre Plus also refers individuals who are not eligible for New Deal support to the various IAG partnerships for guidance.

## **GERMANY**

Training measures for both youth and adults are conducted not by the Federal Employment Agency itself, but by private, non-profit or government organisations outside the BA.

These specifically include:

- private institutions and facilities
- non-profit facilities
- charitable or church facilities
- Chambers of Industry and Commerce
- Crafts Chambers.

The determination as to which organisation ultimately carries out a measure is governed by a statutorily prescribed procedure for training in labour-market services that governs calls for tenders for labour-market services in compliance with the European Directives governing competition, as well as under German public contracting laws under the Tendering Regulations for Service Contracts (VOL).

In principle, calls for tenders of services must be issued throughout Europe, but this requirement is not implemented. Calls for tenders for labour-market services are issued within Germany.

A contract to conduct a training measure is awarded only to the bidder who makes the best offer – i.e., the highest-quality offer at an economically feasible price.

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<sup>40</sup> New Deal; <http://www.newdeal.gov.uk/>

This objective tendering procedure is intended to ensure an objective distribution of contracts, and thus of Federal Employment Agency funds, to the various contractors listed above.

## **ITALY**

As stated before, both the orientation and the training offer are nationally granted by the Regions which are in charge of the management and evaluation of the offer. In order to get any permission to operate as an allowed structure, each center and agency has to apply for the “**accreditamento**” (**credit**). This credit authorizes the institution to operate publicly (even though the agency might be sustained completely by private funds as an NGO) and to be equally compared with the public organizations instituted by the Region itself. Agencies and schools which do not have the “accreditamento” cannot offer the service. The contents and the procedure to get the “accreditamento” differs from Region to Region (according to local laws) even though they follow common and similar paths.

“Accreditamento” is granted by each Region if and when the institutions and their structure (logistic and organizationally) comply with given parameters. The idea behind this policy is that the efficiency and effectiveness of the training and orientation activities are assessed as providing sufficient quality only if the institution follows specific types of qualitative items which can be measured and tested.

Each year, in Italy, there are around 2000 organizations supplying training services financed by public institutions<sup>41</sup>. The following table describes the classification of the main organizations involved in training activities in public environment:

<b>Training organizations in 2003</b>	in %
Training corporation and cooperative	36,0
No-profit associations	15,8
Local authorities (Regioni; Province, Comuni)	12,1
Education Insitutes and University	9,5
Private Enterprises	5,3
Social Association/Corporation	2,5
C.C.I.A.	0,3
Other	18,5
<b>Total</b>	<b>100,0</b>

Usually, organizations working in the field of professional training consider this activity their primary business. The following table shows statistical data about the scope of activity of organizations providing professional training services.

<b>2. Organizations and their scope of activities</b>	
Working only in the field of professional training	33,2
Working mainly in the field of professional training	42,1
Working in the field of professional training as secondare activity	24,7
<b>Total</b>	<b>100,0</b>

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<sup>41</sup> Istituto per lo Sviluppo della Formazione dei Lavoratori, [www.isfol.it](http://www.isfol.it)

- People involved in Professional Training
- From the contractual point of view, people working in training activities are more often external people with collaboration contract:

Training personnel – Total number				
	<i>1999-00</i>	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>
Internal resources (employees)	14.028	11.433	12.432	10.957
External resources (collaboration, consultant)	33.156	30.877	32.667	28.705
Total	47.184	42.310	45.099	39.662
<i>External resource for each internal</i>	<i>2,4</i>	<i>2,7</i>	<i>2,6</i>	<i>2,6</i>
<b><i>The External/Internal ratio is also changing in different geographical areas</i></b>				
	<b><i>External / Internal</i></b>			
North West	3,0			
North East	2,9			
Center	2,5			
South	1,9			

## SPAIN

The adult basic education system that provides basic initial education up to tertiary education access, including languages, organised under the **Ministry of Education**; vocational training for the unemployed provided under **Public Employment Service** arrangements; and training for employed adults, funded partly through a national **training levy scheme**<sup>42</sup>.

**Adult basic education:** Educational administrations cover adult basic education; responsibilities are distributed between the State, regional autonomies, local administrations and education institutions. The Thematic Review on Adult Education states that the management of this type of education has been transferred to all regional autonomies throughout the last 20 years. Therefore different methods of development emerged. Some may be provided in adult education schools, others in regular schools during evening courses, others may have rooms in special centres.

**Occupational training for the unemployed:** The Public Employment Service (Instituto Nacional de Empleo, INEM) is a self-governing agency that organises occupational training for unemployed people, although these activities have been transferred to most regional autonomies to manage active labour policies in cooperation with the INEM. There are 28 National Vocational Centers in Spain, and there are a large number of centres that are also entitled to provide this type of training: authorised private centres (centros colaboradores), social partner organisations, and agreed public or private training agencies.

Occupational vocational training targets groups such as young unemployed who are unqualified or insufficiently qualified for the getting a job. As already mentioned it is run by the labour authorities through the National Institute for Employment (INEM).

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<sup>42</sup> One of the most famous and interesting initiatives for adult learning is the “training levy” scheme, a model for funding adult education opportunities in Spain. It is paid by both employers and employees and managed for its spending by the Tripartite Foundation for Training at Work. The natural consequence of this should be, and actually is, that the taxpayers (workers and enterprises) want to recover their money to fund training activities, thus acting as an incentive for firms to organise and for workers to demand learning activities, according to the Thematic Review on Adult Education in Spain.

**Worker training:** In this levy scheme, established in 1993, employers pay 0.7% of payroll into a training fund administered by a Tripartite Foundation for Training at Work (previously called Fundación para la Formación Continua, FORCEM), composed of employer, trade union and government representatives. Big companies with over 100 employees can submit individual plans, while SMEs need to join forces and submit sectoral or territorial-based group plans.

Other public institutions, such as the Popular Universities, or municipal civic centres provide adult basic education opportunities. Furthermore, the Autonomous Communities have developed adult learning provision in different manners. There is also a broad range of private and non-profit organisations that provide different types of learning opportunities such as languages, information technology courses, or other of a less vocational nature.

## **SWEDEN**

Within the regular school system of Sweden, both study and vocational guidance are regarded as obligatory. The guidance (study related, in particular) commences in the ninth grade of the upper secondary school, and, thereafter, both study and vocational guidance take place at the *Gymnasium* and the University.

Other organisations involved are the local labour offices and other independent initiatives.

Co-operation projects are also quite common; projects, that is, where a number of organisations work together to implement vocational guidance and activation training. As an example, one might take a training organisation that co-operates with a local labour office and a trade union organisation.



## SWITZERLAND

### Organization

Cantons are responsible for vocational, academic and career counseling services which are accessible to all and correspond to the needs of the public in accordance with the legislation pertaining to vocational training.

As an official body of the Swiss Conference of cantonal Ministers of Education EDK/CDIP, the Swiss Conference of vocational, academic and career counseling directors

(KBSB/CDOPU) is responsible for the professional and organisational aspects, as well as questions relating to the politics of education.

The KBSB/CDOPU fulfils this task in collaboration with its various partners<sup>43</sup>.

#### <sup>44</sup>*Some facts about adult education in Switzerland*

Swiss adult education is characterized by a plethora and unsystematic mix of non-government and governmental institutions, the former being the majority. The members of SVEB represent all sectors of activity and all types of providers. Federal subsidies are mainly spent by the Federal Office for Industry, Trades and Labour, for vocational further education of cantonal schools and professional associations. A smaller amount comes from the Federal Office of Culture and goes to overarching bodies and country-wide adult education organizations of different types. At the cantonal and municipal level the repartition of competencies is similar but here the general (cultural and leisure-oriented) sector, funded by cantonal departments of education, gets a relatively greater share. The total amounts spent on this general side have been stagnating, in some cases even decreasing since 1990. On the other, work-oriented side, rising unemployment is the cause for additional funding efforts of authorities of all three levels.

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<sup>43</sup> General information at: Swiss portal of vocational, academic and career guidance in Switzerland <http://www.orientation.ch> - <http://www.berufsberatung.ch> – <http://www.orientamento.ch> date of access: Dec. 27, 2005

<sup>44</sup> [http://www.alice.ch/001alc\\_06\\_en.htm](http://www.alice.ch/001alc_06_en.htm) (summary in English "Adult education in Switzerland, *Some facts about adult education in Switzerland*")

## **5 Setting in which vocational orientation and activation measures are carried out (either as single coaching, group coaching, group training etc.)**

### **AUSTRIA**

The Public Employment Service establishes the number of participants in a training course. PES can also increase the number of participants. It also determines the number of groups to be formed within the course and how many participants each group has.

Vocational orientation and activation measures are carried out in groups of approximately 10-15 people. The course can be divided into different parts and it is up to the Public Employment Service to decide how many parts a course can be divided into. To take a concrete example, the PES call for tender "Jobexpress" which is an activation and labour market orientation measure rather than a vocational orientation course<sup>45</sup>: the training course has to be divided, according to the PES rules, into four parts. The first part, and this is something that all call for tender have in common, is the introduction phase, compulsory both for all the selected participants in the course as well as for the trainers to conduct it. The aim of this part is that the trainers and the participants of the course get to know each other. The other parts of the course, i.e., the contents are organised in modules that the PES decides upon. This is on one hand an advantage, as the trainers get a very clear picture of that what the PES expects in terms of products and goals, but on the other hand a disadvantage as the trainers cannot really change the contents, they cannot use their creativity to adjust and/or modify them.

The training course is, as prescribed by the PES, composed of both group sessions, namely the trainer is working with the group as a whole, and single coaching, where the trainer is working to one participant in a face-to-face situation.

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<sup>45</sup> AMS Wien Maßnahmenbeschreibung „Jobexpress“ für die regionale Geschäftsstelle Esteplatz

This is also the case of, for example, the above-mentioned call for tender: the second part combines activation and application for employment trainings with single coaching and information events. These activities take place at the same time.

## **BULGARIA**

Usually the vocational orientation and activation measures are carried out on the premises of the contracted institutions, without having any special resources such as suitable rooms and equipment:

- usually in the Employment Bureaus there are some separate rooms for consultations and interviews; those of them who have "Job Centers" usually have also a library with information materials and video/DVD players.
- the training institutions who provide the motivation training usually use premises similar to those for academic courses in the professional training, and they are usually equipped with flipchart or boards for writing, and some audio and video equipment. But it varies considerably depending on the institution. There is no standard for the working place for motivation training, The only requirement in the tender procedures is that "the workspace has to assure the achievement of the training goals".
- when the vocational orientation is provided by the intercession companies, they have to: *"... provide the necessary material and technical base for the employment intercession activity; the material and technical base shall include appropriate premises for the services, office equipment, computers and computer equipment, telephone and fax machine."*<sup>46</sup>

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<sup>46</sup> ORDINANCE FOR THE CONDITIONS AND THE ORDER OF CARRYING OUT EMPLOYMENT INTERCESSION, Art. 21

## ENGLAND & WALES

The British *Institute of Career Guidance* (ICG) has defined career guidance as "...activities [that] take place on an individual or group basis and may be face-face or at a distance (including help lines and web based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services."<sup>47</sup>

The traditional method of delivering careers guidance in the UK is through the 30-minute personal interview. Clients are required to make an appointment and visit a specialized career guidance centre.<sup>48</sup> The individual interview remains the most common approach; latterly, however, several innovative approaches have been developed in response to the needs of full-time workers, single parents, disabled persons, for example. The approach offered by **Learndirect** is a prime example of flexible IAG provision.

## GERMANY

The local Employment Agencies of the BA determine their needs for the groups to be assisted under Book III of the Social Code nationwide, and order training measures in accordance with the available budget funds.

Measures are conducted in groups of different sizes.

The more practically oriented they are – in other words, if they are conducted in a workshop – the smaller the groups.

For unemployed adults, in particular, more generalised supplemental training measures are offered alongside full-scale further vocational training.

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<sup>47</sup> This definition has been accepted by the ICG after it was used in international reviews conducted by the OECD, the European Commission and the World Bank. See:

<http://www.icg-uk.org/whatisguidance.html> date accessed: October 18, 2005.

<sup>48</sup> Supra note 1, page 10.

Younger people are assisted with initial vocational training and pre-training.

Examples given are pre-training measures within the learning concept that is applicable and to be implemented in Germany.

## **ITALY**

Centri di Formazione Professionale (CFP) offer standard courses or updating courses for young adults throughout the year. The main goal of these centres is to prepare, or further enable adults to acquire the skills to re-enter employment with a necessary qualification.

Vocational orientation is offered by both public and private agencies on an individual level (personal counseling) and on a group level (group counseling and training) and is undertaken by specifically trained staff.

## **SPAIN**

As seen in the Thematic Review on Adult Education in Spain, there are two different adult learning models: an extensive model, which provides a fairly low volume of training to a large number of workers, and an intensive model, which concentrates more training efforts on a smaller number of people.

In Spain, most young people receive initial vocational training, oriented specifically towards first job acquisition at private centres, generally called academias. This kind of training has two features: it is almost unregulated and its courses are aimed at acquisition of skills (rather than knowledge). These training courses are not officially certified and therefore students do not receive a recognized vocational qualification.

In order to facilitate employment of young people in search of their first job, there are two kinds of training contract, regulated by Royal Decree 2317, 1993, as stated in the Thematic Review. These are the training placement contract and the apprenticeship contract. The training placement contract is intended to provide holders of diplomas, university degrees and higher technical qualifications with their first work experience. Students learn the practical side by applying the knowledge and skills acquired in their studies to real working situations.

The apprenticeship contract is intended for workers aged 17-24 years who are insufficiently qualified for training placement contracts. Their purpose is to enable workers to acquire practical knowledge of a skilled trade or job. Apprentices must spend at least 15 per cent of the maximum working day at vocational training centres. The apprenticeship contract takes the place of the former training contract in an attempt to draw as many young people as possible into the labour system.

## **SWEDEN**

In Sweden vocational guidance and activation training take place by means of a number of various methods.

- Single coaching, depending on the conditions and needs of the individual.
- Group coaching that departs from a general picture and thereafter moves towards more specific guidance.

Group trainings are implemented by the various organisation and depend on resources, competence and opportunities. It is obvious that the guidance is everything but the result of a smart environmental scanning; rather, its implementation and design are conditioned by tradition and (non) existing resources.

A poignant example in this respect is how one guides the individual to either traditionally male or female professions.

## **SWITZERLAND**

In Switzerland there is a cantonal office of vocational and professional guidance in each canton. If this is of a large size, there are also regional offices, and some other offer offices of university guidance. The services offered are optional, free and confidential. Everyone can benefit from assistance in vocational and professional guidance.

## 6 Requested initial and further training of trainers

### AUSTRIA

Antonia Cicero and Alfred Fellingner consider<sup>49</sup>, there is no clear job description for “trainers” and/or “vocational orientation trainers”, neither in the job database of the Public Employment Service (AMS) ([www.ams.or.at/b\\_info/index300a.htm](http://www.ams.or.at/b_info/index300a.htm)) nor in the calls for tender that the Public Employment Service is issuing for different vocational orientation measures (AMS Stellenausschreibungen). The results of their search confirm the lack of clarity and precision. The descriptions are either too scarce or too extensive, according to their opinion.

In the case of “trainers involved in adult education” the results of the search in the AMS database point out to a job “with or without a basic education that requires psychological toughness, ability to work under pressure, didactical skills and physical toughness”.

A better job description is to be found in the AMS database when searching for “trainers/coaches” working in the field “coaching and/or organisation development”. The results show that a trainer/coach should have either completed studies and working experience and/or postgraduate studies.

Nevertheless, we have to differentiate between the description of a certain job and the set of qualifications a person wanting to carry out this job has to be endowed with.

Angelika Kircher from the Public Employment Service, the institution that is putting the vocational orientation measures out to tender, explains<sup>50</sup> that the qualifications of trainers working for the training organisations that have responded to the calls for tender, influence to a great extent the process of awarding the contract to that respective training institution.

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<sup>49</sup> Karin Steiner, René Sturm (Hg.) – AMS Report 42 „Qual der Wahl im Info-Dschungel“, Beiträge zur Fachtagung „Qual der Wahl im Info-Dschungel – Möglichkeiten und Spannungsfelder in der Berufs- und Arbeitsmarktorientierung“, April, 30th 2004 in Vienna, page 60

<sup>50</sup> Karin Steiner, René Sturm (Hg.) – AMS Report 42 „Qual der Wahl im Info-Dschungel“, Beiträge zur Fachtagung „Qual der Wahl im Info-Dschungel – Möglichkeiten und Spannungsfelder in der Berufs- und Arbeitsmarktorientierung“, April, 30th 2004 in Vienna, page 68



After receiving the answers to the calls for tender from the training organisations, the Public Employment Service evaluates each trainer's CV according to criteria set by the Federal Awarding Office (Bundesvergabeamt).

Below is the structure of the assessment criteria provided by Angelika Kircher: formal qualifications (40% of the main criterion "Personnel"), experience (60% of the main criterion "Personnel") and age are the three factors that are taken into consideration when assessing the suitability of the trainers to conduct the respective vocational orientation measure.

As far as the formal qualification is concerned, the trainers have to have completed a trainer/coaching education, respectively an education that includes at least two of the following contents:

- basics in group dynamics/group psychology (working with groups, group coaching)
- systemic counselling approaches
- conflict management
- basics in communication
- moderation

As to the experience of the trainers, they have to prove a minimum two-year working experience in adult education, in the field activation/vocational orientation, and they have to have worked with job-seekers and/or unemployed people.

The requested minimum age of the trainers is 25 years old.

Parallel to that other organisations also try to define certain standards, especially with regards to the mandatory qualifications of trainers. Similar guidelines as for the legally necessary training for supervisors and psychotherapists also exist for trainers.

The Academy for Training (Weiterbildungsakademie), a project carried out by the VÖV (Verband Wr.Volksbildung), Bundesinstitut für Erwachsenenbildung Strobl and the University of Klagenfurt aims to build a modular qualification model for trainers and pedagogical responsible staff. Specific knowledge and practical experience are a prerequisite for taking part. At the moment it is unclear if this qualification model will be a statutory requirement and what kind of trainers (working in which fields) will have to undertake it. The project started in 2003 and lasts until 2006.

## **BULGARIA**

**No definite requirements are officially specified for the trainers in motivation** in Bulgaria. In the "Methodology For Evaluation Of The Proposals For Professional Training And Motivation Training Courses Organized And Financed By The Employment Agency"<sup>51</sup> the evaluation grid points that the maximum number of points is given to proposals where:

- The qualification of the trainers correspond to the thematic of the course
- All the trainers have a University degree
- All the trainers have at least 600 teaching hours practice in the indicated training area
- All the trainers have at least 600 teaching hours practice in adult education

But as these statements have to be regarded more as evaluation criteria than as requested qualifications, it is up to the training institutions to form their training teams.

In practice, the greatest number of trainers in motivation are psychologists, or have a degree in pedagogy, sociology or social studies. In Bulgaria are very rare the cases where teachers in professional education or general education teachers are re-qualified as motivation trainers.

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<sup>51</sup> An official document, signed by the Minister of the Labour and Social Policy

**The possibilities for specific further training for motivation trainers** offered by the Bulgarian Universities and institutions for continuous education are very limited. This is due also to the fact that the Bulgarian Universities regard the “vocational orientation” as a part of the pedagogy and not as a separate thematic area, and for the students the “vocational orientation” is offered as a part of the general curriculum.

In recent years, there have been several alternatives for training in vocational orientation:

- The Sofia University offers a MA programme for “Vocational Orientation and Qualification” with a duration of 2 semesters (500 hours)
- The Rousse University offers, as a part of its programmes for continuous training, a course for “Consultants in vocational orientation” for people with college or university degree

As the possibilities for participation in such courses are quite limited, most of the training institutions are developing their own systems for in-company training of trainers, including trainers in motivation, using the results and products from European Cooperation projects.

## **ENGLAND & WALES**

Individuals wishing to act as career advisors and provide IAG in the UK are required to qualify as a career guidance practitioner.<sup>52</sup> Qualification is dependent on the successful completion of the “Qualification in Careers Guidance” (QCG) or the “Diploma in Careers Guidance” (DCG) Parts I & II (n.b. Part I is no longer available and has been replaced by the QCG. As of 2001, the DCG is gradually being phased out). Both qualifications are awarded by the Institute of Career Guidance (ICG)<sup>53</sup> and qualify the individual for full membership of the ICG. Awarded by 14 UK universities, the QCG is available as a one-year full time or two year part time course and combines academic study with work based learning.

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<sup>52</sup> For further details on qualification as a career advisor in the UK, see <http://www.icg-uk.org/c2/uploads/qcg%20may%2020044.doc> date accessed: October 18, 2005.

<sup>53</sup> The Institute of Career Guidance; <http://www.icg-uk.org/index.html>

Individuals must demonstrate that they can cope with study at the postgraduate level, although a first degree is not necessary in order to complete the QCG.<sup>54</sup> Two further qualifications are also available in advice and guidance; the National Vocational Qualification Level 3 and Level 4 in Advice & Guidance. The Secretary of State for Education and Skills requires all career guidance specialists working within the Connexions Service in England to complete the NVQ Level 4 in Advice and Guidance after completion of the QCG.<sup>55</sup>

## **GERMANY**

The individual product descriptions, such as the descriptions of measures for young people, specify in detail how staff are to be allocated in the measures (for an example, see the Learning Concept for pre-training).

Staff are assigned in accordance with the necessary qualifications. An assistance formula is used to determine how many staff to assign.

It determines the quality of assistance, and in particular the intensity of counselling from social workers in the case of measures for young people.

A trainer's formal qualifications are decided according to the nature of the measure, and must be documented by the sponsoring organisation.

Additionally, it must be ensured that the implementing organisation arranges for its staff to participate in continuing education measures.

The BA itself takes care of a portion of this continuing education, in accordance with principles laid down by law, and finances the continuing education of the implementing organisation's staff (organisers' staff training for measures for young people).

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<sup>54</sup> Information on qualification is drawn from the *Institute of Career Guidance* website, available at: <http://www.icg-uk.org/becominganadviser.html> date accessed: October 18, 2005.

<sup>55</sup> See also, OECD Report – Supra note 1, pages 16-17.

Moreover, the individual trainer is expected to have several years of experience in the fields where he or she conducts training, with regard to both social counselling and subject content.

No information is gathered regarding the age of the assisted staff.

## **SPAIN**

According to the study "Teachers and trainers in vocational training" <sup>56</sup> the range of training provided by INEM is very wide. A large number of trainers are employed to deliver it. INEM generally operates more as a training management body than as a provider of training. Although in many cases training is provided at INEM's own centres, the normal practice is to operate through associated centres.

As said in the above mentioned study, INEM works with four types of teacher: INEM teaching staff, training workshop instructors, teachers at associated centres and contracted experts.

*INEM's own teaching staff* these are permanent INEM staff, and government employees. Their task is to impart certain areas or subjects, in accordance with the training need in each case.

*Training workshop instructors:* training workshops employ only teachers from outside. These are specialists in their subjects and are recruited by advertising and selecting those applicants who fit the required profile best. This profile is drawn up jointly by the body promoting the course and the training workshop where the training is to be delivered.

*Associated centre teaching staff:* these are professional trainers attached to the associated centres. The centres themselves are free either to recruit them on an individual basis, for only one training activity, or to retain them on a permanent basis. INEM has no contractual relationship with these teachers; its relationship is with the centres where they teach.

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<sup>56</sup> "Teachers and trainers in vocational training", Volume 1: Germany, Spain, France and the United Kingdom, Published by CEDEFOP – European Centre for Developing of Vocational Training, 1995

*Experts on contract:* these discharge the same functions as INEM's own teaching staff; however, they are retained not on a permanent basis, but for specific training activities. These are experts in a given area who are called on to provide specialist training. To become an expert on contract, one must get on to the 'register of experts' that is maintained at every INEM provincial head office. The register is normally filled by advertising publicly for applications, followed by a selection procedure.

## **SWEDEN**

Within the regular school system a university education is required in order to be certified as a study and vocational counsellor.

<sup>57</sup>The education lasts for three years (full time studies; see content below)

Study and vocational counselling – Basic course (professional status, sociologic perspectives on choice of studies and profession, guidance)

- Study and vocational counselling – Continuing course (education politics, the educational system, scientific theory and method)
- Study and vocational guidance – Supplementary course (guidance, scientific theory and method, examination work)
- Professional life and trade and industry
- (trades, professions, education-work-profession)
- Social science
- (labour market politics and economy, politics and society)
- Behavioural science (socio-psychological perspectives, learning- and development psychological perspectives, didactic perspectives)
- Placement with guidance

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<sup>57</sup> Source: the homepage: <http://www.lhs.se/utbildning/program/studie-yrkes/>

At university level, there also exist a number of individual courses, e.g. Group guidance, Training for study and vocational counsellors, Pedagogic oriented towards study counselling and vocational guidance, Choice and socialisation.

AMV has an Internet training site within the field of "guidance for labour office officials". This is, however, not a formal prerequisite, which means that some of the staff are educated in vocational guidance whereas others are not.

As for other activities within vocational guidance – e.g. the social services, training organisations and companies – their backgrounds do not converge. There are no stated formal requirements in this respect.

## **7 Requested quality certificates from the training institutions**

### **AUSTRIA**

Standards for the Delivery of Guidance (ISO, EFQM and TQM): these include the ISO-quality system which is based on an industrial model, and which focuses on quality procedures rather than on actual performance. ISO, EFQM and TQM-models have been implemented in a small number of guidance services. These have in common that they are general conceptual frameworks and that they do not focus on career guidance in particular. For this and several other reasons they have been criticised in the literature several times. Another problematic aspect of implementing such quality models into job rehabilitation or vocational and career guidance measures for unemployed people is the fact that such QM models focus on "service supply" and therefore "clients". However, the clients here are jobless and therefore not comparable to the definition of "clients" in EFQM and similar models. Therefore their personal aims are usually only "secondly" important from the perspective of the Public Employment Services, and the first aim of such measures is the re-integration of workless into the job market due to economic reasons.

In Upper Austria a **quality certificate** was created for institutions offering further training for adults.

Moreover, according to a workshop carried out with representatives of the Chamber of Labour, the Federal Ministry of Education, Science and Culture and the Public Employment Service it is intended to create a quality certificate with criteria that are more stringent than those of the certificate existing in Upper Austria.

### **BULGARIA**

At this stage, no certification for provision of motivation training is required from the training institutions (the licensing is obligatory only for training and certification in professional training).



## **ENGLAND & WALES**

Institutions offering IAG in England and Wales are required to meet certain standards and provide a quality assurance guarantee in order to receive funding and accreditation. Please see Section 4, below, for a full discussion of the quality measures and standards IAG providers in England and Wales are required to meet and maintain.

## **GERMANY**

As already noted, the required quality standards are formulated in the product descriptions as part of the award procedure.

Certification to DIN ISO is not required for the measures for which the BA calls for tenders. However, if an institution does have such certification, it will have a positive influence on the evaluation of the offer.

The situation is different in regard to support for further vocational training for adults.

Here training organisers must be officially recognised and certified, because no call for tenders is issued here.

## **ITALY**

Below is an example of good practice from the Region Toscana in order to grant "accreditamento" to all the territorial institutions which perform training and vocational orientation<sup>58</sup>:

- Technological adequacy
- Financial and economical reliability
- Relationship with the client, social, institutional and environmental local network
- Needs assessment

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<sup>58</sup> <http://www.rete.toscana.it/index.htm> (visited on Nov. 19th, 2005)

- Project capacity
- Selection and evaluation of resources
- Allocation and implementation of action
- Monitoring and evaluation systems of all the services offered by the institution
- Personal staff, specific qualities and characteristics according to their tasks.
- Clients participation, client drop-out, client satisfaction.
- Clients learning performances and success

Each of these indicators is measured by means of item scored and multiplied by weights according to the importance and relevance of the issue.

On a regional level the “accreditamento” evaluates the level of efficiency and efficacy of the institution itself, beyond the number of structures and centers which the institution owned and where it performed its activities. More recently the Regions are crediting each training and orientation center as independent, even if part of a bigger institution involving several centers.

In this respect, the “accreditamento” requires to each center to design and develop an efficiency evaluation measure, providing evidence in the areas that will be evaluated as most relevant to describe the quality of the system. Each year the structure/center can choose a particular area (teaching methods, learning capacity of the students, learned competencies, local network) on which to concentrate the evaluation of the quality by means of re-designing and testing the assessment measure.

The procedure of crediting (“accreditamento”) given by the Region is assured by agencies engaged by the Region itself.

The quality of the efficiency/effectiveness of the performance is evaluated by means of evaluating the structures that are supposed to offer this quality. In other words, the quality of the action, the efficiency of the performance are inferred: i.e. if the organization and the structure of the center is qualitative, therefore the outcome, the effectiveness of the action "must" be qualitative as well.

A **second level of certification** is the "quality certification" ("Certificazione di qualità"). In the late 90's this certification was considered as independent from the credit "accreditamento", therefore it was intended to be an added value which each organization and institution could obtain in order to show the quality and the attention of qualitative work on behalf of the agency. In recent years each Region has required the "Certificazione di qualità" as "conditio sine qua non" in order to obtain the regional "accreditamento".

In summary, it can be said that if the "accreditamento" verifies the structural condition of the organization, the "certificazione di qualità" verifies the procedures of the actions implemented within the service. In order to be qualitative, an organization has to follow specific working procedures which have to follow standardised paths and operating procedures. The "Certificazione di qualità" identifies the procedures which have to be evaluated, structures the model of procedure which has to be followed, and verifies the consistency and conformity of the single action which the agency performs.

In Italy, the most widely used certification system of quality is the ISO 9000<sup>59</sup>. The ISO 9000 family is among ISO's most widely known standard ever and has become an international reference for quality management requirements in business-to-business dealings. The ISO 9000 family is primarily concerned with "quality management". This means what the organization does to fulfil:

- the customer's quality requirements, and
- applicable regulatory requirements, while aiming to
- enhance customer satisfaction, and

- achieve continual improvement of its performance in pursuit of these objectives.

The standards that have earned the ISO 9000 family a worldwide reputation are known as "**generic management system standards**".

"**Generic**" means that the same standards can be applied:

- to any organization, large or small, whatever its product
- including whether its "product" is actually a service,
- in any sector of activity, and
- whether it is a business enterprise, a public administration, or a government department.

"**Generic**" also signifies that no matter what the organisation's scope of activity, if it wants to establish a quality management system or an environmental management system, then such a system has a number of essential features for which the relevant standards of the ISO 9000 or ISO 14000 families provide the requirements.

"**Management system**" refers to the organization's structure for managing its processes - or activities - that transform inputs of resources into a product or service which meet the organisation's objectives, such as satisfying the customer's quality requirements, complying with regulations, or meeting environmental objectives.

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<sup>59</sup> In brief - this quality measure system as it is the most known and widely utilised by the agencies in Italy. The process of qualification of the agency is operated by specific certified organisation which apply the system on request.

There are three main type of quality certification:

- Certification of the **product**: it attests the conformity of the products to specific techniques (technical norms and laws).
- Certification of the **agency system** (among them the quality system).
- Certification of the **human resources**: it certifies that a person has all the requirements in order to operate with competence in a specific technical and organisational sector.

The certification of products and services is provided by means of a certification agency which verifies the conformity of the product/service<sup>60</sup> by means of tests.

The certification of the human resources/personnel verify the characteristics and qualification owned by the people in charge of the service (scholarship, experience, further training, etc.).

The certification of the quality system verifies the existence of specific agency indicators which have to be owned by the organisation for the type of service offered.

The ISO system verifies, therefore, the existence of quality procedures, the existence of quality measures and verifies their conformity to the standards according to the typology of service and action performed.

In any case, the quality system verifies the compliance between the procedure and its conformity, as well as the existence of instruments which can sustain the measuring of the quality.

## **SWEDEN**

Save for within the regular school system, quality certificates are not necessary in order to implement vocational guidance. Within the regular school system, training as a study and vocational counsellor is necessary.

At a public purchasing of a guidance course or orientation course amongst other actors, there exist specified requirements that the organizer must answer to.

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<sup>60</sup> Specifically, in our case, the professional training and the vocational orientation.

The choice is then made by AMV or the municipality, and according to the established criteria. The price might also prove a decisive factor, which may mean that the quality aspect is neglected.

The basis can contain specified requirements as follows:

- Reference assignment
- The disposition of the training
- The competence of the teachers
- The number of teachers
- Facilities
- Equipment
- Literature
- Price

## **SWITZERLAND**

<sup>61</sup>*Some examples of certification:*

Those who wish to specialize in the training area of adults – can undertake that training if they have a federal diploma. This title is obtained by following the recognized modules and while being able to justify practical experience of at least 4 years part-time in the training of the adults (adding up to 300 hours at least). The certification of the modules - eduQua or other quality certificates - can be obtained from the authorities of certification concerned.

<sup>62</sup>Swiss Institutions recognized in Switzerland:

- *Swiss cantonal diplomas:*

<sup>63</sup>DUFA: The University of Geneva (FPSE – Faculty of Psychology and Educational Sciences) is the only one to offer in Switzerland a Swiss licence in training of the adults.

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<sup>61</sup> - *Federal Diploma for Trainers* [http://www.alice.ch/001alc\\_020502\\_fr.htm](http://www.alice.ch/001alc_020502_fr.htm)

<sup>62</sup> [http://www.alice.ch/001alc\\_02050206\\_fr.htm](http://www.alice.ch/001alc_02050206_fr.htm)

<sup>63</sup> [http://www.unige.ch/formcont/AAdiplomant/edu\\_dufa-cedaf\\_a\\_05\\_07.html](http://www.unige.ch/formcont/AAdiplomant/edu_dufa-cedaf_a_05_07.html)

<sup>64</sup>DIFA: with the support of the cantons of Bern, Jura, Neuchâtel and Fribourg

<sup>65</sup>**FSEA/SVEB, Fédération suisse pour la formation continue**

<sup>66</sup>**Grant offers for continuous training in Switzerland – WAB/BOP**

WAB/BOP is the largest Swiss bank of data about courses for continuous training in the non university sector. Offers of trainings and courses (about 30,000) are referenced on the SWISSDOC system. Each Swiss canton is responsible for the quality and the scope of the offers within its area of operation. BOP announces the branded institutions - eduQua.

<sup>67</sup>**Swiss Institute of Pedagogy for professional training ISFPF**

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<sup>64</sup> <http://www.cifom.ch/difa/>

<sup>65</sup> <http://www.fsea.ch>

<sup>66</sup> <http://www.bop.ch>

<sup>67</sup> <http://www.isp.ch>

## 8 Quality programmes in continuous and further group training

### AUSTRIA

Two specific quality programmes that are published exist (aside from the standards by the Public Employment Services) in Austria. One programme that has been developed in Austria is the **quality working group** from [work@education](http://www.interesse.at/education/index.htm), a community of interest of the Private Employees Union (<http://www.interesse.at/education/index.htm>). It was founded in summer 2003 and deals with establishing definitions and quality criteria for trainers and products in the field of training. It is a platform for employed and/or self-employed trainers working in the field of education and counselling. The working group is focusing on issues such as, for example: quality criteria, training ethics, possibilities for quality assurance etc.

Antonia Cicero and Alfred Fellingner are the initiators of the working group and they presented the results of their work within the framework of an event organised by abif. The results are also available in the cited study<sup>68</sup>.

The suggestions made by the two authors with respect to improving the quality of training are as follows:

- Establishing, specification and differentiation of occupational images. This is important, they said, as they believe that the job description of “trainers” and of “vocational orientation trainers” is not enough elaborated and differentiated.
- Proving clear definitions of selection and admission criteria by the PES as far as the calls for tender and the bids are concerned.
- Creation of basic general conditions, that would enable the trainer and the training organisations the achievement of the quality criteria included in the calls for tender

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<sup>68</sup> Karin Steiner, René Sturm (Hg.) – AMS Report 42 „Qual der Wahl im Info-Dschungel“, Beiträge zur Fachtagung „Qual der Wahl im Info-Dschungel – Möglichkeiten und Spannungsfelder in der Berufs- und Arbeitsmarktorientierung“, April, 30th 2004 in Vienna, page 58



The second quality standards programme was created by the Association of Adult Educations Centers (Verband österreichischer Volkshochschulen, VÖV) and was published in the form of a **handbook** in **1999**.<sup>69</sup> It consists of three parts: quality criteria, measures on quality development and assurance and instruments on quality assurance and development. Each of these parts contain the subchapters "programme and pedagogical quality", "quality of staff", "quality of infrastructure" and "service quality". The described quality criteria are the quality standards, the measures describe how to implement them in the training organisation. The instruments offer examples of feedback questionnaires, checklists, instruments of how to do find out educational needs, information materials for trainers. Partly these instruments are already in adult training centers (VHS) or were developed especially for the handbook.

The third project on quality in further training is the "**Checklist Continuous Training**" (<http://www.checklist-weiterbildung.at>) which offers quality criteria for participants' who are unsure of what kind of vocational training measures they should choose. This quality programme published as a book and in the form of a website was financed by the bm:bkw and the ESF. It was derived from the hypothesis that the quality of vocational training depends upon the individual expectations and goals of the participants. The first tool "My ultimate course" has the goal to help define these expectations. The second tool helps to provide objective quality criteria, such cost-performance ratio, qualification of trainers and adequate infrastructure.

The homepage offers also checklists for specific courses and groups, such as language courses, job finding, computer courses, e-learning, consumer protection, disabled people and vocational certificates for adults.

## **BULGARIA**

In the field of continuous training in Bulgaria, **a quality programme can be regarded the procedure for provision of vocational education and training**, described in the Law for Vocational Education and Training, and in the regulations of the National Agency for Vocational Education and Training.

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<sup>69</sup> Verband Österreichischer Volkshochschulen, Pädagogische Arbeits- und Forschungsstelle: Handbuch zur

These procedures are drawn up for ensuring quality in VET, while provided by various institutions and for various age groups. These procedures are obligatory for all VET providers – Vocational schools, Vocational colleges, and Centers for vocational training, and are applied both for training of students and training for adults. In brief, these procedures cover:

- standards for the professions for which vocational training is provided
- standards for the required skills and competencies that have to be assured at the end of the training for each profession or part of profession
- standards for the duration of the training for each profession or part of profession, depending on the qualification stage
- standards for testing procedures and validation of the qualification
- standards for certification
- procedures for licensing of the training providers
- standards for the qualification of the trainers and tutors
- standards for the equipment of the training premises for training in each profession or part of profession

These standards are defined in several official documents, and are continuously improved. This assures the quality of the vocational training, independent from the providing institution.

## **ENGLAND & WALES**

Please see **Section 12**

## **GERMANY**

Quality of measures cf. **Annex C**

## ITALY

<sup>70</sup>The need to quantify the quality of offer is spreading in all the sectors: from schools to universities, from enterprises to the public administration. The formation agencies perform a paramount activity in order to improve the market activities, therefore it is necessary to give them guarantees about their capacity to offer adequate services according to the client needs and a level of quality which is constantly verifiable.

The quality system represents an instrument for the management and the constant improvement of the agency so to satisfy the client and the results of the public agency on a competitive level.

There are ten Principles of Quality Management based on the ISO 9000 legal system in the new ISO 9001-2000 version:

1. Client focused organisation
2. Leadership
3. Personnel involvement
4. Process management based approach
5. Systemic management approach
6. Improvement of the continuity
7. Decisions based on factual approach
8. Relationship with the suppliers based on the benefits for both
9. Competitiveness
10. Measurement of the return on investment on a formation level.

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<sup>70</sup> For this section we have translated and adapted what is reported on the quality in training agencies in Italy, with special regard to the Region Lombardia situation. See also [http://www.fondosocialeuropeo.it/frmz\\_qualita.shtml](http://www.fondosocialeuropeo.it/frmz_qualita.shtml)

The argument for quality is even more important and relevant with regard to an activity, as the formation activity, which is characterised as an " non material service"; we can say that applying a quality system approach should ensure:

- To facilitate the innovation of the system with a specific type of client orientation approach; this will allow the review of the agency mission and work on problems and priorities of the clients rather than to work on standardised repetitive and out of context products.
- To intervene in the training process as a core problem and not simply on the manufacture/packaging of the final product: this means to bring new and particular attention to the working mechanisms and methods of the system viewed as a process in which goals, contents and products are achieved.
- To adopt a systemic and global vision of the relevant variables which play a role in the system: i.e. to work in a global way considering at the same time the correlation and the coherence necessary compared to other systems of reference.
- To involve in the quality application and assurance process all the participants in the process itself: as it is known that quality is a shared rule system and therefore it requires that everyone participates in it.

It is necessary to consider that having quality in the training means to operate and keep under control the fundamental variable of the process. This signifies the necessity to have a theoretical guidance and a process guidance which are able to review into depth the system as well as to manage correctly the system itself. This, in order to grant the conformity (therefore, the absence of non conformity) in all the phases of the disbursement of the service by means of the understanding, and the support on behalf of each person in the organisation according to the principle, the objectives and the given commitments.

The benefits are evident and the scientific and institutional debate supports this operative direction.

Following, an example of regional credit policy designed by the Region Lombardia (Northern Italy) for training organisations and vocational orientation agencies<sup>71</sup>. The Region Lombardia has decided focus attention on the processes and the capacities of the training (as well as orientation organisation) to perform monitoring and evaluation activities so as to be efficient in the correspondence between market request and organisation answers.

The system has to support the agency to govern itself and to verify the productive process according to what the client is demanding. The goal is to create training systems which are efficient within a competitive system.

These have been identified as strong guide lines by the Region:

- To safeguard the pluralism of the training offer.
- To empower the project dimension.
- To ease the training and to detach it from an academic perspective.
- To enable better relations between the training system and the working environments by means of improving training needs assessment procedures.

The emphasis is upon the given **services** rather than on the **agency** which is offering those services: therefore, credits will be given not so much to the agency as an institution, but to each training centre which delivers the services. The result is not a classification of institutions, but a credit to those centres that deliver the training.

List of the basic requirements given by the Region Lombardia<sup>72</sup> (listed according to the main areas of interests):

A1. Guidelines for the management of the procedures. Requirements for the adoption of specific methodologies.

A2. Indicators of efficiency. Requirements for specific typologies of clients/students

A3 Indicator of effectiveness

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<sup>71</sup> We give this as an example, but similar policies can be found in most of the Italian regions.

B1. Logistic requirements

B2. Economical stand

B3 Professional competencies which are available

B4. Relation with the surrounding territory

With regard to the quality of the outcomes of the action programme, each organisation or institution has to develop its own instruments and measures which verify the results. Following an example of what a training center has developed according to the regional remarks.

Quality measure of training courses used as evaluation system within a "Centro di formazione professionale"<sup>73</sup>; the following are the indicators which are evaluated in order to measure the results quality of the training action:

- Typology of the training course
- Number of students (who applied, who participated, who ended the training, who passed the final test)
- Training goals (projected goals, achieved goals)
- Learning levels achieved (linguistic, communicative, relational, diagnostic, instrumental, technical)
- Evaluation instruments used in the program (ex ante, ex post)
- Training methodologies
- Presence of coordination, tutoring, individual training, competence balance
- Stage and field work
- Structure, logistics, technical instruments used in the training programmes
- Strengths and weaknesses of the course

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<sup>72</sup> [www.regione.lombardia.it](http://www.regione.lombardia.it) date of access: Nov. 5, 2005

- Attached final written report on the training course

All the operative centres of public institutions or private ones offering training and orientation have to obtain accreditation in order to receive public funds.

The Region Lombardia has listed all the verifier agencies which are allowed to certify the institutions and the single training and orientation centres. In order to get this certification and credit all the agencies/institutions have to be already certified according to the UNI EN ISO 9001-2000 system.

## **SWITZERLAND**

### ***<sup>74</sup> "Quality and guidance: at the crossroads..."***

In Switzerland there is a cantonal office of vocational and professional guidance in each canton. If this is of large size, there are also regional offices, and some other offer offices of university guidance. The services provided to the public are optional, free and confidential. Vocational and professional guidance services are open to all.

Two studies (Stoll 1998 and Truffer 2000) were carried out on the subject of the management of quality of guidance in Switzerland and proposed two main outcomes:

- there are significant differences concerning the progress improvement of quality between the Swiss cantons
- the Chief Executives of these organisations, just like the majority of the advisers, express an interest in improving quality.

These conclusions demonstrate that quality is currently a major concern for all the organizations involved in orientation, as well as for the Swiss Association for the Vocational and Professional Guidance (SBV-ASOSP).

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<sup>73</sup> CFP Canossa, via Benaco, 1 MILANO

<sup>74</sup> Christelle Buchs and Carole Guyaz, *„Qualité et orientation : à la croisée des chemins... „*, University of Lausanne, SSP, Institute of Psychology, October 2002.

Report online at [http://www2.unil.ch/osp/scq\\_presentation.html](http://www2.unil.ch/osp/scq_presentation.html) date of access: Dec. 27, 2005

*Extracts translated from French into English by SOL, 27.12.2005:*

The stress is currently laid very strongly on the importance of developing a vision of the quality shared by the various cantons and to harmonize the efforts of each of them.

These reflections on the homogeneity of the Swiss cantons compared to a step quality pushed the Cisco, (CDOPU) , to appoint the University of Lausanne to make a descriptive study of the management of quality of the vocational and professional guidance in Switzerland and in Liechtenstein.

This mandate is a first step in the introduction of the management of quality on a national level. Moreover, this descriptive study is very significant because it allows an analysis of the whole of the Swiss cantons, which has never been done.

<sup>75</sup> ***“Towards the emergence of quality standards”***

At the initiation of CISCO – (later CDOPU) the Institute of Psychology of the University of Lausanne carried out a study concerning the management of quality in vocational and professional guidance in order to examine and evaluate the practices in Switzerland and in Liechtenstein, and to elaborate a multifunctional self-evaluation tool.

*The state of the study*

The team led by Professor Jean-Pierre Dauwalder initially reviewed the best existing quality systems suitable for applying to the field of the vocational and professional guidance. Four systems were selected: eduQua, ISO, EFQM and Guidance Council.

The following stage was the evaluation of these quality systems, because none could apply just as it is to the context of the guidance activity in Switzerland. It appeared that the Guidance Council matched most closely with the Swiss context. The study was mainly inspired by the system developed in Great Britain.

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<sup>75</sup> Christian Follack, „Vers l'émergence de standards de qualité“, Panorama 4/2003, pages 10-13.

Article and summary (this last written by Mrs. Marie-Yvonne Ruedin) are online at <http://www.panorama.ch>  
date of access: Dec. 27, 2005

Summary translated from French into English by SOL, 27.12.2005:



The National Advisory Council for Careers and Educational Guidance, more commonly known as the Guidance Council, is the authority responsible for all the national organisations involved in information and advice in vocational and professional guidance.

In April 2000, Guidance Council published a list of 29 standards of quality applying to the public or private guidance services. This quality system has the double advantage of being very complete and of applying directly, by concrete and easily accessible criteria, to the field of vocational and professional guidance.

The innovation of the Swiss team was to translate and adapt the quality system Guidance Council to the Swiss context. The result is a quality system with 10 standards: Services, Collaborators, Information and documentation, Talks and advice, Network management/Partnership, Research and development, Marketing and promotion, Logistics/Conditions (frameworks), Management of the files, Administration of a guidance service.

In order to understand and evaluate the practice of the various cantons, 4 tools were elaborated to collect the data:

1. A questionnaire of self-evaluation for the heads of the cantonal offices.
2. A talk structured with the heads of the offices lasting approximately one hour and a half.
3. A questionnaire for the advisers containing – as principal difference compared to the questionnaire for the heads of offices - a significant part relating to the talks.
4. A grid of evaluation of documents.

The results overall emphasised a very good level of quality in the offices of the various cantons according to those 10 standards. The lowest level relates to the management of the files.

### *Multifunctional self-evaluation*

In accordance with the continuous process of the step quality, the follow-up of the study related to the improvement of the self-evaluation tool based on the quality system's 10 standards. This instrument will be used to identify areas which can be improved in the offices and it will provide precise criteria to target the efforts of innovation.

The main difficulty in elaborating this tool was in the adjustment of the level of precision of the items. Indeed, an extreme would consist with so much detailing the items that they would not apply any more but to very specific situations, which would result in duplicating those items. The other extreme would consist of elaborating so vague criteria that everybody could interpret them in their own manner. The objective is that this new tool becomes a reference point for the management of the quality of the guidance services.

After a year and a half of research on this topical subject, the assessment is positive. Christian Follack, the project leader, noted that the quality practised in Switzerland and in Liechtenstein is good. Various quality systems are used, but at the present time there is not a common base concerning the evaluation of quality.

*<sup>76</sup>This questionnaire of self-evaluation was presented at the International Conference of the AIOSP in Bern in September 2003.*

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<sup>76</sup> - Swiss Counselling Quality SCQ <http://www.unil.ch/osp> or details on [http://www2.unil.ch/osp/scq\\_presentation.html](http://www2.unil.ch/osp/scq_presentation.html) date of access: Dec. 27, 2005

- with 4 files in attachment: QuestionnaireSCQ-F.pdf, FragebogenSCQ-D.pdf, depouillementcdopu\_scq.xls, auswertungkbsb\_scq.xls

## **9 Quality situation in vocational orientation and activations training measures**

### **AUSTRIA**

Quality can have different meanings, according to the point of view of the three different organisations involved in vocational orientation: PES, the training institutions and the trainers themselves. Not to mention how the quality of a course is appraised by the clients, namely the participants of a training course.

What does quality mean for the PES, the training organisations bidding for the respective training measure, the trainers and for the clients that benefit from the training measures.

How can the quality of a training course be assessed? According to which criteria? Who is establishing these quality criteria? How can quality be measured and by whom? These are all questions that set the background of the the quality situation in the vocational and activation training measures in Austria.

According to the results of the project carried out by abif in the name of the Public Employment Service Vienna, one should not measure the success of a course only by taking into consideration how many percent of the participants managed to get a job in a certain period of time after its completion. One should also take into consideration that the integration for example of mentally disabled people can take longer than that of people without such problems. In measuring the success of a training course, the trainers who were interviewed in the framework of the above-mentioned project, identified not only the typical forms of employment should be measured, but also the atypical ones, such as freelance contracts.

The Public Employment Service evaluates the bids to the calls for tender according to certain quality criteria; it prescribes the rules according to who the training course is to be aimed at: what is the target group, what are the pre-requisites a trainer should fulfil in order to be accepted to run the respective training measure, the setting of the course, the infrastructure, the course training documents etc.

Each training institution who submits a bid is to be assessed and given points, depending on how much they meet the requirements of the call for tender. The training institution who gathers the most point is going to be offered the contract to carry out of the training measure.

## **BULGARIA**

The described quality standards are still not covering the vocational orientation and activation measures, so at this stage the quality of the motivation training is determined within the organisation, and depends highly on the capacity of the training institution and the qualification of its trainers.

## **ENGLAND & WALES**

England and Wales has enjoyed highly developed, diverse and widely available IAG provision for some time. The 2003 OECD report identified that the country's provision "has a number of very real strengths... particularly when compared to many other OECD countries... quality is taken very seriously."<sup>77</sup> However, despite the successes, raising the profile and standard of IAG was deemed necessary. This has become a key element of government policy<sup>78</sup> since the launch of the *National Skills Strategy* in 2003.<sup>79</sup>

## **GERMANY**

Quality of training measures is subject to various influencing factors. Quality standards must be made transparent and be established as a market control for the entire system.

Quality management, quality standards, and oversight mechanisms are necessary.

These mechanisms are also published in the descriptions of services (cf. the description of services for pre-training).

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<sup>77</sup> Supra note 1, page 23.

<sup>78</sup> Foreword by Ivan Lewis, Parliamentary Under Secretary of State for Skills and Vocational Education, Supra note 8, page ii.

<sup>79</sup> Supra note 3.

The quality described here must be implemented and confirmed by the organisation that receives the contract to conduct a measure.

The use of audit groups for training measures, together with ongoing oversight in the contract management process, ensures that training measures are conducted with the requisite quality.

## **ITALY**

As a result of the previously mentioned, on an overall level, there is great concern about quality within the orientation and training measures. The system requires those who deliver these type of services pay very much attention to the matter and also requires the verification of quality by means of evaluating specific parameters which have been identified

However, from observations and from what has been collected the following can be stated:

- The systems of "accreditamento" and "certificazione di qualità" pursue the goal of quality within the services, however they measure the quality with regard to the structure (logistics) and the working procedures (conformity to process) not explicitly stressing the efficiency and effectiveness of the actions themselves, i.e. the quality of the final results of the action. In other words, quality is considered the necessary outcome if structures and procedures are coherent with the quality standards, the question is, if it is enough to evaluate structure and procedures to have a measure of the efficiency of an intervention?

The two quality system measures are general (maybe also generic) in the way they work and are applied across all types of agencies and institutions who are considered as equal and do not regard them as specific according to the nature of services delivered.

Therefore, there is no specific and focused quality measure expressly focused on training and vocational orientation in Italy.

Or, on the other hand, there are so many quality measures as much as training centers and orientation centers in Italy, since each of them individually has tried (because they are required, or because they are concerned about the efficacy of their action) to build up a measure which can properly be applied to the task. Thus, the need regards the availability of an instrument which is capable to detect expressively the parameters of orientation and training which has been built not as an instrument for general institution, but just for the action we as described.

## **SWITZERLAND**

### **Quality**

<sup>80</sup>Vocational, academic and career counseling offers information and counseling of a high standard.

As a basis of its common quality development politics, the KBSB/CDOPU has decided to establish 9 basic principles pertaining to vocational, academic and career counseling.

- 1) Adequacy and accessibility of services
- 2) Client-centered approach
- 3) Context consideration
- 4) Transparency
- 5) Confidentiality
- 6) Information objectivity

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<sup>80</sup> Res Marty, „*Educational and Vocational Guidance – a history of success for over 100 years, Educational and Vocational Guidance – to the benefit of individuals or instrument of economic requirements and realities?*“, Quality Development in Vocational Counselling and Training, International Conference 2003: Final Report, June 2003.

- the article in attachment (file): Article\_Res Marty\_e.pdf

- the detail of the International Conference AIOSP, Bern, 2003 „Quality Development in Vocational Counselling and Training“ directly on:

<http://www.svb-asosp.ch/kongress/start.htm> date of access: Dec. 27, 2005

7) Networking

8) Qualifications and professional tools

9) Quality system

Measures in view of quality development should be implemented in a coordinated manner. The KBSB/CDOPU is developing, in collaboration with the University of Lausanne, a specific quality control tool entitled Swiss Counseling Quality SCQ<sup>81</sup>.

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<sup>81</sup> Information is available at: [www.unil.ch/osp](http://www.unil.ch/osp) date of access: Dec. 27, 2005

## 10 Existing problems on the system and meta level

### AUSTRIA

There are many issues that influence the quality situation of vocational orientation and activation training measures in Austria.

One of the most important problems that affects the quality of the courses is price dumping. abif has carried out a project on behalf of the Public Employment Service Vienna, in which the trainers were asked about the factors having an impact on the quality of the training courses. The trainers expressed their discontent regarding the procedure of selecting the winning offer for the call for tender issued by the Public Employment Service. Their fear was that the offers are not that much evaluated according to the quality of the specific measures for the involved target group, but rather according to the cheapest price. Increased pricing pressure leads to decreasing payment for the trainers and a precarious working situation (30-50% price as a major evaluation criterion). This leads to another problem for the trainers: lack of time for preparation and post-processing of the courses. This leads furthermore to a decreased quality of the course. The trainers' supervision and further education is also a factor that assures the quality of a training course; the trainers that abif interviewed within the framework of the above-mentioned project stated that the training organisations that are offering to conduct the Public Employment Services' training measures at dumping prices are saving money by not offering its trainers the necessary supervision and further education.

This is why the trainers have to finance these on their own. Other strategies the trainers have to broaden their skills are training on the job, supervision and feedback given by their colleagues, as Brigitte Mosberger said in her lecture presenting the partial results of the Survey on behalf of the Public Employment Service Austria "Arbeitsmarktforschung und Berufsinformation (ABI), 01-11/2005"<sup>82</sup>.

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<sup>82</sup> Brigitte Mosberger, „Hohe Qualität und geringe Honorare – Optimale und reale Rahmenbedingungen in der Arbeit von TrainerInnen“, <http://www.abif.at/deutsch/news/events2005/Trainerinnen/BrigitteMosberger.pdf>



Mrs. Mosberger emphasised the precarious status of the trainers working in the labour market field when it comes to their remuneration situation, social security and employment stability.

Taking a look at the calls for tender issued by the Public Employment Service, abif has made the following considerations: the calls for tender provide a clear description of the product (goals, topics, time schedule, target group), a defined evaluation criteria for training proposals and a clear qualification profile for trainers (formal qualifications and experience in the field of the training measure- both as MUST criteria for the evaluation of the bid). The training institutions bidding for a specific PES' (Public Employment Service) call for tender has to prove the formal qualifications and experience in the field of the trainer to conduct the specific training measure. The trainers interviewed within the scope of a project on behalf of the Public Employment Service Vienna criticised the fact that the formal qualification is more important than work experience in scope of calls for tender. It should not be the case that only the trainers with an academy degree are taken into consideration, and trainers without an academy degree but with years of experience and practice are forgotten. After all, the pre-requisites a trainer has to fulfil according to the PES calls' for tender are both the formal qualification and a minimum of two years of practice in the field. Another aspect is also important: young trainers with academic degrees but little working experience. They do fulfil one of the pre-requisites, namely they have an academic degree, but they do not have the necessary experience.

A possible solution to this problem is shown in the section 3.2 "Suggestions by experts to improve or solve the situation or solve the problems".

Another factor to influence the quality of the training courses is the communication between different participants. As explained in section 1.2 the PES puts the training measures out to tender, the training organisations are bidding and the trainers working for the respective training organisations are carrying out the training measures. So basically the ones to get in contact with the clients to benefit from the training measures are the trainers.

There are various issues to be discussed here. First of all, due to the fact that the selection of clients to take part in the respective training course is done by the Public Employment Service, it can happen that the communication between the trainers and the participants in the course is not as good as it should be. There is a difference in expectations, both from the part of the trainers and of the participants. It can happen that the participants' expectations are totally different from that what they receive during the course. This phenomenon can take place at the beginning of the course, or during it. Two questions arise: how can it be guaranteed that the course meets the participant's expectations from the very beginning, namely how can it be established that the respective course is that exactly what he/she wants and suits him/her and the second question - what is to be done with those participants who realise after the beginning of the course that they are on the wrong place at the wrong time, namely that the course is not suitable for their needs and expectations. The terms and conditions in the calls for tender are so strictly regulated that neither the training organisations, not the trainers can adapt the content of a training measure to the individual needs of a participant in a course. In whose power is it to change and adjust the contents of a training measure? The answers to all these questions cannot be provided by the trainers or by the training organisation to have bid for the respective PES training measure. This is why the communication between the PES, the training organisations and the trainers has to be improved.

Possible solutions are to be found in the section 3.2 "Suggestions by experts to improve or solve the situation or solve the problems".

## **BULGARIA**

Several problems on system and meta level can be identified in Bulgaria:

- The motivation training (as well as the professional training) is not linked directly with the labour market situation, so its main goal – to reintegrate the trainee back into the labour market – is rarely reached as a result of the training
- There are no clear standards about the motivation training provision from the perspective of training curricula and capacity of the training providing institution
- The position of “motivation trainer” is still not well identified at the pedagogical area, and not well supported with resource materials and further training possibilities

## **ENGLAND & WALES**

While the diversity of IAG provision in England and Wales has been praised – the OECD Report identified that adult career guidance is “...available through a wide range of organizations, in a wide range of settings, delivered in a wide range of ways, and subject to substantial local influence... [allowing it] ...to meet individual and local needs better than might occur with a monolithic approach”<sup>83</sup> – IAG provision delivery and monitoring has suffered problems at both the operational/delivery and meta/policy levels. The key problems as identified by the Parliamentary Under Secretary of State for Skills and Vocational Education and the reform package proposed are outlined below at 3.2(i).

## **GERMANY**

The process currently applied ensures that measures are implemented with the same quality and uniformity as indicated in their descriptions.

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<sup>83</sup> Supra note 1, page 18.

However, this also means that product descriptions must be optimised continuously, and labour and training markets must be watched constantly, always consistently with the current status of the description of services.

Here constant dialogue is needed between the BA, implementing organisations, ministers and other bodies so as always to keep current in terms of both informational content and compliance with the laws on awarding government contracts.

## **ITALY**

The problematic issue here synthetically expressed can be further acknowledged:

- The quality measures are part of a wider bureaucratic system: they require an enormous amount of time, resources and make people lose sight of the real goal of the measurement; "there is a lot of paper work to do which quite often makes people forget about the reason why they are doing the task"<sup>84</sup>.
- The quality measures do not specifically apply to what each institution and agency is delivering: parameters and items do not focus on specific and particular matters which each organizations relates to (i.e. there is no difference in evaluating programmes for disabled and able people, in vocational orientation programmes the motivation of the clients are so individual);
- The people in charge of the evaluation activity execute evaluation programmes and use instruments which haven't been discussed (and above all not agreed upon); they simply carry out what others have developed but in a more general way. Thus, there might also be a lack of motivation on behalf of the organisations involved in using standardized instruments which sometimes do not apply to the specific situation.

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<sup>84</sup> Danilo Rossini, interview.

- On behalf of the people in charge of professional training and vocational orientation activities there is the feeling that the point of the evaluation is the labor market and the training agencies perspectives themselves, rather than the individual (“we might consider efficacious what is desirable to the labor market and to other training agencies who gain new clients, rather than what is good at the time for this or that person”<sup>85</sup>).
- Quite often talking about an evaluation instrument (as the ones which are used in the “accreditamento” and “certificazione di qualità”) is usually a paper work exercise, filling into the gaps, applying standard items. “For the type of intervention these agencies perform a “participated observation” and a “narrative form” of evaluation should be considered. Stories, experiences, perception, through time observation should also be considered a significant way of collecting data both on behalf of the people in charge of the service and of the people which benefit from the training and orientation”<sup>86</sup>.

## **SPAIN**

High quotas of youth unemployment, long transitions from school to finding a job, inefficiency of the education system in bringing students close to the labour market, public employment service that might not be using the potential available from graduates, economic and labour market structures are important problems, as identified in the Thematic Review on Adult Education In Spain. For example participation rates for higher educated and younger adults are higher than others in vocational training courses for the unemployed: of those enrolled, around 10 per cent are university graduates and two thirds are less than 30 years old according to the Thematic Review. This raises the question of the ability of the general education system in preparing young people to enter the labour market.

Overall participation in adult learning in Spain has been on the rise for the last few years, representing a positive development. There are, however, inequalities in opportunities for participation.

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<sup>85</sup> Marina Cavallini, interview.

<sup>86</sup> Giorgio Taverna, interview.

As has been stated these affect less educated persons, immigrants, those working in small and medium sized enterprises, blue collar workers and the unemployed. Apart from the above mentioned gaps in the system, other organizational and operational shortcomings can be mentioned such as a lack of communication between different bodies and branches providing adult education measures.

## **SWEDEN**

In Sweden the school and working life exist relatively far from each other. As a consequence, the vocational guidance that is taking place within the regular school system is not rooted in the actual needs of the labour market.

After the completion of the upper secondary school education, the young people of today find themselves in a limbo before opting for a particular profession. After the end of the school, at the age of 19, they have not been able to gain sufficient knowledge of the labour market at a regional, national and international level. The next meeting with a vocational counsellor may be far ahead in the future, which makes it difficult to receive support and guidance as to their choice of occupation. If the person does not continue with university studies, his/her next meeting with a vocational counsellor takes place whilst registering as unemployed at the local labour office. At this stage, problems might occur due to labour market politics. There are constant and abrupt changes in terms of prioritized areas. For example: the guidance might result in the need to participate in a welding training course, but during the process the resources to implement welding training have disappeared.

Problems might also occur in connection to the regional conditions. That is to say that the labour market areas differ greatly from one area to another and are all affected by the relation between the state and the municipality. This is displayed quite clearly in the comparison between the aims of the municipality and those of the labour office: the municipality wants the citizens to remain within the municipality, and to bring about local employment, whereas the labour office has a national assignment that is to mediate labour across the country.

<sup>87</sup>Below are some responses from an interview conducted with a vocational counsellor within the municipal guidance system.

CV provides people in the municipality of Skellefteå with study and vocational guidance. 50% of these people are jobseekers; the remaining 50% are employed but are contemplating a career or job change. The guidance takes place both on individual and a group basis.

### **Group coaching**

As for group coaching, this takes place as in the form of an orientation course lasting 3 weeks, assigned by IQ.

CV works for about one and a half week with each group. The participants come from labour office and are thus unemployed. The aim: that all participants shall have a concrete action plan and a clear vocational direction.

CV works with Personal preferences ("Hollandstest"): a guidance tool that is used in groups. The purpose is that the participants shall find professions that match their abilities and interests. CV has worked with guidance in similar forms for many years now, and today these forms seem satisfactory. A problem with group coaching as above might be that the focus of the labour office is to fill the vacancies of the labour market, rather than to listen to the needs of each individual. Naturally, CV also works with the labour market in focus, but more from the perspective of the needs and wishes of the participant. CV is, furthermore, not a statutory authority, and thence occasionally receives criticism from the labour office for not bringing sufficient pressure to bear on the participants.

The time aspect is another problem. Vocational guidance is a process, and CV only has one and a half week together with the group – a time at which the process has only really just begun.

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<sup>87</sup> Interview with the study and vocational counsellor Britt-Marie (B-M) Kvam, CV City, Skellefteå. B-M has been working as a counsellor since 1978. She works at CV City.

## **Single coaching**

Each person has the right to single coaching. Of those who seek single vocational guidance today, about 50% are employed (though the vast majority are on the sick-list) and 50% are unemployed. During the vocational guidance (which often comprises a number of meetings) the counsellors often use a computer based interest test as methodological support. This test is then interpreted and evaluated together. With the test as background, an action plan is elaborated and the person in question is responsible for its implementation. Single coaching is of a high quality. The time is adjusted to the need of the individual, and the opportunities specifically orientated guidance are great. The people who work with vocational guidance are most qualified, both within the study and the employment related area.

A problem that becomes ever clearer is the high speed of the labour market development. To predict the trends and job patterns and requirements of the future is becoming harder and harder.

The financial resources of the single individual are often limited and can be an obstacle in achieving the desired aims.

## **SWITZERLAND**

### ***<sup>88</sup> "The guidance offices think and act quality"***

For several years, under the direction of the Swiss French-speaking cantons, the directors of the cantonal guidance offices of Switzerland have been dealing with quality. They have developed thesis of action, an inventory of the services, a charter of deontology, and a questionnaire of self-evaluation.

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<sup>88</sup> Marc Chassot and Maurin Schmid, "*Les offices d'orientation pensent et agissent qualité*", Panorama 4/2003, page 9. Extracts translated from French into English by SOL, 27.12.2005:



The starting point of the development of the quality in guidance is in the concern of the cantons of ensuring the best possible services provided by the guidance offices.

Within the new public management, the State services have the objective to answer to the needs of the citizens and to make their operation more transparent. This approach, based on a rigorous definition also allows to provide the basis of comparison between the work of the different guidance offices in order to learn from each other or, in other words, to become a learning institution.

With an aim of arriving at a greater harmonization of the relative policies of the vocational, academic and career guidance, the Swiss French-speaking and Italian-speaking cantons have been initiating several projects for many years of which some have been taken again at the national level:

- The CCO (Conference of heads of vocational and professional guidance offices), prepared a document entitled “the seven thesis of action for an intercantonal collaboration as regards guidance” which was ratified by the CIIP (Intercantonal conference of public instruction of the Swiss French and Italian-speaking cantons) on March 15, 2001.
- The CCO made an inventory of the services available to the public to be informed about the services provided by the guidance offices.
- In parallel, a charter of institutional deontology was created. It describes 9 fundamental points which ensure a respectful service to the individual and guarantees the professionalism of the work of the advisers in guidance. This charter was adopted at the Swiss level on November 24, 2002.
- Finally, the KBSB/CDOPU (the Swiss Conference of vocational, academic and career counseling directors) directed the University of Lausanne to develop an approach quality in vocational guidance which defines the conceptual framework from which the cantons will be able to develop their own system of quality. Under the leadership of professor Jean-Pierre Dauwalder, a method including 10 standards was elaborated on a scientific basis. A questionnaire of self-evaluation of the Swiss Counseling Quality (SQC) system was written and presented within the framework of the

International conference AIOSP in Bern in September 2003. This tool will enable international comparisons to be made.

The development of quality in guidance should not be conceived like a standardizing step. The way towards an international or national certification remains open. In this way the cantons will be ready to ensure the responsibility that the new legal framework confers on them<sup>89</sup>

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<sup>89</sup> (see the new Law on vocational education and training 2004 nLFPr on <http://www.bbt.admin.ch/berufsbj/projekte/forschung/e/> date of access: Dec. 27, 2005).

## **11 Suggestions by experts to improve the situation or solve the problems**

### **AUSTRIA**

Based on interviews with experts within the framework of the project “Berufsorientierung im Fokus aktiver Arbeitsmarktpolitik”, carried out by abif and SORA on behalf of The Public Employment Service Austria, the authors of the cited study, Andrea Egger, Elisabeth Simbürger and Karin Steiner could establish the following suggestions to improve the quality of vocational and activation courses<sup>90</sup>:

- A strengthened use of modular course systems, in which the participants to the vocational and activation course have the possibility to participate in the decision-making regarding the modules they are taking part in and for how long. They should also have the possibility to decide which tools they are making use of. This is how the redundancy of certain educational themes is to be avoided. In a vocational orientation training measure it should be avoided for example that the participants that have recently learned how to write a CV, should do it again.
- The placement aspect should be explained in a more explicit way by the Public Employment Service, if this is the aim of the course. The placement quotas should also be more transparent.
- The Public Employment Service could make allowance for the demand of general quality standards as far as the courses are concerned by describing them exactly in the calls for tender.
- So for example a suggestion to improve the quality of the courses was that a part of the budget could be allocated to the trainers’ supervision and further education.
- The integration of trainers’ potential to further develop concepts and methods into the concept design should be used in order to increase the quality.

- Information exchange and transparency was required by the training organisations. Only through a strong co-operation between the Public Employment and the training organisations can the continuous development of training measures be guaranteed. Relevant information from recent reports and evaluations should be provided to the training organisations and trainers so that they can get a better picture of the situation they would have to deal and cope with.
- The interests of the Public Employment Service's clients should also be taken into consideration when they are being selected to participate in a certain training course. This is why the information day, aimed at the getting to know each other between the trainers and the clients is very much appreciated both by the trainers as well as by the Public Employment Service's representatives.

Therefore, the conclusion is that a good communication between the clients, trainers and the Public Employment's advisers can contribute to a very big extent to the success of a training course, and to a high degree of motivation for all involved participants in the process of vocational and activation orientation.

## **BULGARIA**

The area of vocational orientation and activation for adults is still new for Bulgaria. In recent years much progress has been made in the Laws and Regulations systems, and that with the joined efforts of the Governmental institutions and the training providers, these regulatory acts will influence positively the practice in a very short space of time.

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<sup>90</sup> Andrea Egger, Elisabeth Simbürger, Karin Steiner- - AMS report 37, „Berufsorientierung im Fokus aktiver Arbeitsmarktpolitik“, page 44-45

## ENGLAND & WALES

The major drive to address and resolve existing systemic and meta level problems in IAG provision in England and Wales began in 2003.<sup>91</sup> The publication of the government IAG *National Policy Framework* in December 2003 crystallized reform efforts and set out a 15 month timetable (ending March 2005) designed to bring about change in the delivery and quality of IAG nationally.

(i) The key elements of the government's Adult IAG Reform are as follows:

**A national entry point** to the integrated IAG service, provided by **learnirect**, allowing users to access on-line and telephone information and advice. The national entry point will direct users to the most appropriate part of the service to meet their needs.

**"No wrong door" access** to the integrated IAG service. Service users will be able to find out about the full range of on line, telephone and face-to face services available to them, irrespective of their initial point of contact.

The LSC will ensure that frontline advisers in all parts of the service have the skills and information to identify the user's needs, and to refer them in a consistent and appropriate way. There will be national agreements between the integrated IAG service, the Connexions Service and Jobcentre Plus to ensure effective client referral between these services.

**An overarching IAG identifier to link together the key deliverers of IAG services for adults.** The identifier will be displayed by IAG Partnerships, **learnirect**, Jobcentre Plus and Worktrain. It will be supported by a strategy to raise user awareness and visibility of IAG services.

**Coherent service planning arrangements** to focus on delivering a co-ordinated range of services to clients. The LSC will have lead responsibility for planning the integrated IAG service, but will work with Ufi/**learnirect** as a strategic partner to co-ordinate the national and local elements of the service.

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<sup>91</sup> July 2003 saw the launch of the *National Skills Strategy* –(21st Century Skills – Realising our Potential).  
Supra note 3.

In each local area, LSC will chair strategic partnerships to advise on local priorities and to ensure a co-ordinated approach between the services offered by the integrated IAG service, Jobcentre Plus and the Connexions service for young people. In doing so, the strategic partnerships should take account of the findings from Strategic Area Reviews and the priorities of Regional Skills Partnerships, and promote coherence between those services and the “embedded” services offered through colleges and training providers.

***Consistency in the range and quality of information and advice services available.*** The integrated IAG service will provide information and advice to meet the requirements of the National Policy Framework, including information about learning and work opportunities, information about financial and other support for learning, labour market information and career planning information/self-help materials. Advice services will be available, giving particular priority to those people without a first full level 2 qualification, to enable them to interpret the information, taking into account their personal circumstances.

***Competence and qualifications frameworks*** for IAG practitioners. These will build on the findings of the review of qualifications and competences conducted for the DfES by the Guidance Council, and the review of occupational standards for IAG being conducted by the Employment National Training Organisation. This will also include the development of a strategy for the continuous professional development of IAG practitioners and managers.

***A National Resource Service*** to support innovative approaches to the delivery of IAG services. The service will be managed by the LSC and will be responsible for developing resource materials to support consistent and high quality IAG service delivery.

A commitment for all ***LSC funded IAG providers to be accredited against the matrix Standard.*** This will include those providers funded by the LSC’s IAG programme fund. However, the Government wants all LSC funded IAG provision to be accredited against **matrix** including IAG services embedded within learning provision. We will actively encourage their achievement of accreditation against the **matrix** Standard by March 2005.

In addition to **matrix**, the LSC will continue to quality assure the provision of IAG services through the performance review process and ALI through the Common Inspection Framework for Further Education colleges, Adult & Community Learning and Work Based Learning providers.

***A requirement to collect evidence of the impact of IAG*** on participation and progression into learning and work, and to evaluate evidence of the impact of IAG on retention particularly for people without a level 2 qualification. Through the National IAG Board, we aim to have a collaborative approach to assessing the impact and value of IAG and are exploring with partners the potential for a single survey instrument.

Working with the Department for Work and Pensions, Jobcentre Plus and LSC we will enhance the role of Worktrain as a medium for the dissemination of on-line ***Labour Market Information*** for advisers, with a direct link between Worktrain and the integrated IAG service. We will develop a guide and training resources for IAG advisers in the effective access and use of labour market information to help clients make well informed decisions.

(ii) The following principles for a “Coherent IAG Service Delivery” have been developed and accepted by the National IAG Board, including representatives from the LSC, DfES, Higher Education, ABBSU, Connexions, Department for Work and Pensions and University for Industry/Learndirect:<sup>92</sup>

**Accessible and Visible** IAG services should be recognized and trusted by clients, have convenient entry points from which clients may be signposted or referred to the services they need, and be open at times and in places which suit clients’ needs.

**Professional and Knowledgeable** IAG frontline staff should have the skills and knowledge to identify quickly and effectively the client needs. They should have the skills and knowledge either to address the client IAG needs or signpost or to refer them to suitable alternative provision.

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<sup>92</sup> Supra note 8, page 9.

**Effective Connections** Links between IAG services should be clear from the client perspective. Where necessary, clients should be supported in their transition between services.

**Availability, Quality and Delivery** IAG services should be targeted at the needs of clients and be informed by social and economic priorities at local, regional and national levels.

**Diversity** The range of IAG services should reflect the diversity of clients needs.

**Impartial** IAG services should support clients to make informed decisions about learning and work based on the client needs and circumstances.

**Responsive** IAG services should reflect clients' present and future needs.

**Friendly and Welcoming** IAG services should encourage clients to engage successfully with the service.

**Enabling** IAG services should encourage and support clients to become lifelong learners by enabling them to access and use information to plan their careers, supporting clients to explore the implications for both learning and work in their future career plans.

**Awareness** Adults should be aware of the IAG services that are relevant to them, and have well informed expectations of those services.

## **GERMANY**

The process described in Item 5 ensures that vocational training is of such a quality that improvement does not seem necessary.

## **ITALY**

Leaving more specific suggestions aside regarding quality needs in Italy there are some general suggestions which could improve the system of quality certification for training and vocational orientation:

- To consider quality in training and orientation not as outcome of other issues, but for what it represents itself;



- To build up a specific quality system measure for the professional training (not generally for training) and for vocational orientation;
- To be aware of the specificity of the two actions we are stressing in this report: they are built on relations, they regard people, they concern individuals (and or groups of people);
- To consider important to find objective parameters and indicators, but at the same time they should apply to each and different situation;
- To regard as important to involve the evaluator also in the process of building up the evaluation measure, and not to consider them as simply carrying out that matter;
- To find original way for evaluating these unique actions which involve human beings (expectations, desires, needs, external pressures) and so being respectful of the special target of professional training and vocational orientation.

## **SPAIN**

A commitment to solve the problems identified would ensure a greater coherence between education and the labour market.

Adult learning in Spain faces fragmentation, a relative lack of co-ordination and, in some cases, a lack of communication between different educational training measures' providers. One suggestion identified in the Thematic Review was the improvement of the above-mentioned problems through the introduction of legislative changes.

The Bill for Vocational Training and Qualifications has introduced several modifications to the adult learning system, aimed, among several others, at solving the above mentioned redundancy. However, the mere existence of a new piece of legislation is not enough. Another attempt to achieve a higher degree of integration, could be located at the planning level, thus meaning that, with due respect to the independence of the education and labour entities involved in the area, both national planning as well as that located at the Autonomous Community level, should be carried out from an integrated standpoint.

This could be done through a clearer definition of goals and targets for adult education, whether it would be increasing adult learning opportunities, furthering opportunities for specific population subgroups, improving coherence of the system.

Considerations have been made along the Thematic Review in Spain with respect to the dichotomy posed by supply and demand in terms of defining policies of adult education. A shift for individualizing adult learning is necessary, according to the Thematic Review. This could lead to the strengthening of individuals' role and decision power with regard to the generation of demand and also to promoting their options in terms of choice of learning opportunities. This nonetheless requires a clear expansion and specification of learning opportunities, and also of information, via supply as a way to soundly respond to demand.

Another suggestion in the Thematic Review on Adult Education in Spain could be the introduction of a "voucher" policy. This might increase both participation and free choice. For it to be really a shift towards a demand-led arrangement, it should rely upon an actually independent choice system, while ensuring that the various alternatives should be of high and similar quality. Such an initiative should consequently require the generation of a private supply. By the same token, the issue of some kind of "licensing" for providers of training seems necessary, in order to keep them under a credible standing and thus somehow regulating their number and also to clearly define the conditions under which they are to be granted.

Another possibility to further strengthen demand, considered along the Thematic Review in Spain was the establishing of a kind of loan system. In this way the particular needs of some groups and individuals, originating in the size of their activities or the atypical nature of their trade, could be solved. This would be a way of granting them the financial support in order to have access to vocational education. Such a loan system would effectively contribute to empower individuals and facilitate access to institutions other than the official adult learning entities. Beneficiaries should include the workers in small and medium sized enterprises, older workers and atypical workers. In the latter group and among others, self employed and temporary workers could be counted.

Flexibility is also a suggestion to increase the participation quota in adult learning. Another possibility to individualise the process of adult learning could be, as suggested by the Thematic Review, the incorporating of shorter (less than 100 hours) courses. This might effectively contribute not only to the just mentioned purpose of increasing participation but to the flexibility of the supply as well. Moreover an emphasis on flexibility would in generally improve the adaptability of the whole system to individual needs.

## **SWEDEN**

The attitude towards guidance must change. Guidance must be regarded as a permanent feature in the life long learning and not as an isolated event that takes place only at certain time-bound occasions. In effect, this might mean that educational features that relate to the labour market and its opportunities become obligatory for all teachers within the formal school system. If you really are to challenge the system, it would be appropriate that all teachers and study and vocational counsellors, prior to education and throughout their professional career, get the opportunity to undertake work placements in order to gain a real experience of various professions.

Methods and co-operation between a variety of organisations and individuals brings different perspectives, take the process forward and may prove positive for the participant. One supports and confirms each other. The joint final aim must however, be clear and pronounced.

A condition for a high qualitative guidance work is a continuous method development and that there be sufficient time for the guidance process; a process that both in detail and as a whole answers to the needs of the individual.

Another way is the one taken by QUINORA: to assure the quality of the guidance process and to recognise the learning that takes place in the process as well as in other activation trainings. The Urkraft programme – ‘Access’, provides an example in this respect, where course modules that focus on vocational and existential guidance are quality assured. (See Annex B for a description of the learning results and assessment criteria of the course modules.)

## **12 Existing quality standards in vocational orientation and activation training measures**

### **AUSTRIA**

As we have mentioned before, the Public Employment Service does not conduct the training measures themselves, but puts them out to tender and regulates at the same time the selection criteria.

The PES calls for tender contain an exact description of the training measure, of the target group and of how the training is to take place (for example how many units, how long should the units last) etc.

Basically, the Austrian quality standards are prescribed by the Public Employment Service through the calls for tender. Here are the quality standards normally to be found in a PES call for tender for vocational orientation and activation measure:

- Definition and selection of the target group
- Settlement of the aims of the training course
- Settlement of the time in which the training measure has to be carried out
- Trainer qualifications, experience and competencies
- Materials, handouts to be used during the course
- Course setting (technical equipment, premises etc)
- General quality measures taken in the course

## BULGARIA

The existing Quality Standards in Bulgaria are developed more at the level of laws and regulations than at the level of practical implementation. As existing standards can be identified:

Standard for:	Description	Described in:
Scope of activities for vocational orientation	The professional orientation, the vocational education and the professional training shall be carried out for professions and specialities included in the List of the professions for vocational education and training.	Law for Vocational Education and Training, Art. 6
Licensing of institutions providing training measures	The National Agency for vocational education and training has the right to issue and withdraw licences for vocational training and professional orientation. The licence gives the right to carry out and certify vocational education for acquiring degree of professional qualification or for professional orientation. The National Agency for vocational education and training issues bulletin with published criteria, procedures and documentation for licensing of centres for vocational training and of centres for information and professional orientation.	The procedure is described in details in Law for Vocational Education and Training, Art. 49a <sup>93</sup>
Registering of institutions providing vocational orientation	The National Agency for VET should create and maintain register for the centres for vocational training and of the centres for information and professional orientation	Law for Vocational Education and Training, Art. 42 p.10

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<sup>93</sup> ... but is not mentioned in details in the National report as till Nov. 2005 no licenses for Centers for Vocational orientation are issued under these procedures

## **ENGLAND & WALES**

In its 2003 *National Policy Framework and Action Plan: IAG for Adults* the DfES focused heavily on achieving and maintaining high standards in IAG provision and quality assurance.<sup>94</sup> The document “defines at a national level the information and advice services which adults should be entitled to expect and the standards to which those services should be delivered. It also includes an Action Plan which sets out how consistent, high quality and accessible IAG services for adults will be delivered.”<sup>95</sup> Quality assurance is central to the government strategy for the delivery of IAG for adults.

## **GERMANY**

The prevailing quality standards, as already mentioned a number of times, are presented in the descriptions of services (cf. Annex on pre-training).

## **ITALY**

At a national level there is no such analysis of existing problems. Through the interviews carried out it became clear that each organization involved is developing and enhancing, year by year, the evaluation system in order to achieve better quality, to fulfill the required efficiency and effectiveness so to realize fully the mission of the organization itself. The efforts in evaluating the final results of the action, the out come of their efforts, beyond structure and procedure.

Most of these efforts bring up, as a result, the periodical renewal of the evaluation instrument which each agency uses for the quality system specifically related to the training program.

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<sup>94</sup> Supra note 8.

<sup>95</sup> Supra note 26, page ii.

As of an example, the CFP Canossa in Milano has listed the areas which have to be reviewed each year in order to develop an instrument for professional training program which can be more and more reliable:

### 1) INPUTS

Detailed description of the starting points of the programme: professional profile which is to be trained, time and timing, financial issues, type of qualification required, relationship to the territory (i.e. which other agency are involved and interested in the programme, who are the labor agencies that are going to benefit by the training offered), clients (age, socio-economic status, working experiences, education).

### 2) TRAINING PROJECT

Detailed description of the needs which the course is going to address and how these needs have been assessed; motivation of the training agency to implement such an action, training model which is taken into account.

### 3) OUTCOME

Detailed description of the quality regarding the training intervention by analyzing personalised teaching methods, different training methods (school, field work, tutoring, tests), students/clients know how, use of technologies. Description of the quality of the organization with special regard to the integration of the teachers with other external teachers, and the presence of new and specific innovative training figures. Description of the final evaluation criteria, with special regard to 5 indicators: correspondence, relevance, efficacy, efficiency, multiplying effect.

The instrument used to measure the quality of the system and action is based on a descriptive methodology and implies to evaluate each aspect according to personal opinions and observation. The sum of all the observation made by the principal and professional organisers of a training program in order to define the quality of the program itself.

## **SPAIN**

### **Educational and Occupational Methodology for Adults**

#### ***Methodology of the Educational Supply***

The development of this idea has been initiated by the Ministry of Education and the Regional Communities, as a response to basic education, as in regard to other teachings of the system, which in part, are a beginning of the adaptation of the educational curriculum currently in the system.

On the basis of the principle of adaptation of the general curriculum, for the establishment of the educational opportunities aimed at the adult learners, the need to recognise and use previous experience and knowledge of these adults have been considered, including their varying rates of learning considered by age, prior learning and life experience, or their personal situations.

The general characteristics of educational opportunities for adults are:

1. Face-to-face and distance teaching modes are used, which also follow different organisational patterns.
2. The distribution of content varies, for example in basic adult education they are organised into fields of knowledge.
3. The flexible use of educational paths is used, with regard to their integration or incorporation, according to the relevant level of each person's education, partial pursuit of a syllabus, repeated permanence in the levels of education by virtue of personal situations.
5. They use a differentiated teaching methodology.

To recognise and integrate the prior experience and knowledge of adults who are in the initial stages of basic education, a step-by-step process is planned, known as Initial Evaluation of the Student [Alumnus] (VIA). The VIA is a process of evaluation and initial orientation of the adult individual which must assign the person to an appropriate group at a suitable level.



This process begins with a first initial interview carried out during the first visit to the centre, which is followed by a review of academic documentation provided in this case by the individual, in order to validate it and show proof of level.

Considering all the information obtained from these procedures a determination is made as to which group and level the individual will provisionally be assigned to. After one month from the start of the programme or the beginning of classes, this assignment is reviewed by the educational team who, after comparing their opinion with the individual's, take the final assignment decision. In this way, adults can attain academic levels of basic education for which they had no previous certification.

The methodological principles on which the teaching of adult education is based are as follows:

- **The construction of meaningful learning** must be based on the prior knowledge and experience of the involved learners and preferably in the domain of expertise they already have. The learning experience should maintain a link to the field of epistemology to which the adult learners belong to.
- **The functionality of the learning experience** is characteristic of adults who have left the system of initial training and who, therefore, are not professional learners as before. When such an adult decides to dedicate a part of his free time to improving his education and/or training in the regulated systems, he will be compelled to do so out of sheer functional necessity.
- **The intense activity** of the learners contributes more to the construction of learning than just the pure receptive attitude towards knowledge that comes from without.
- **The participative methodology** constitutes an essential asset without which no educational action could take place for the considered target group.
- **Independent learning** is a pre-requisite of adult education.

- **The cooperative learning experience** is very important as it encourages learning with others and from others. It also emphasises the importance of creating links between the members of the learning group. It also points out the necessity of establishing an agreement as to the content of what is being learned and the context in which the learning is taking place. This type of learning is also important for adults with lower levels of education, who might feel a little bit ill at ease at the beginning.
- **The prior knowledge of the adult learners** is of a high value to the teaching institutions, because it allows them to evaluate and take advantage of certain knowledge and skills of the respective target group, independent of the acquisition procedure.

### ***Methodology of the occupational supply***

The methodology which is applied to the design of Occupational Training has specific characteristics, according to the target group the methodology is targeted at. This formative reply to adult requirements has the following characteristics:

It has a modular structure composed of easily capitalised training units, which allows the adult learner to follow their own path. The rate at which adults learn has also been considered. The modality can be either face-to-face, or distance learning or the mixing of the two - so called 'blended-learning'.

The proposed methodological approach is being studied from the point of view of professional skills, which are understood as the ability to carry out the tasks relating to a profession in line with the levels expected in the workplace. The concept also includes the ability to transfer skills and knowledge to new situations within the professional area, and beyond that, to other related professions, as mentioned in the Thematic Review on Adult Education in Spain.

Professional skills should take into consideration all aspects of professionalism: technical skills, organisational and participative skills, social skills, methodological skills etc.

## 13 Quality certificates used

### AUSTRIA

There are no generally acknowledged quality certificates apart from the ISO Standards for the Delivery of Guidance as mentioned in section 1.5 "Requested quality certificates from the training institutions".

### BULGARIA

No quality certificates for vocational orientation and activation are issued in Bulgaria at this stage.

### ENGLAND & WALES

The main quality assurance standard in England and Wales that all IAG providers must now meet is the national, standardised "Matrix Standard" (<http://www.matrixstandard.com/index.html>). The Matrix Standard replaced the "National Quality Standards for Learning and Work," introduced originally to ensure that IAG services funded by the Government were of a high quality. It consists of eight elements – four geared and service delivery and four geared at management. The Matrix Standard was developed by the Guidance Council on behalf of the Department for Education and Skills in 2002. On 1st April 2003, it transferred to the ENTO.<sup>96</sup> The Standard is accredited by the East Midlands Quality Centre (EMQC).<sup>97</sup> Matrix accreditation is awarded by the Guidance Accreditation Board.<sup>98</sup> The new standard offers greater flexibility and can be applied to both public and private sector providers, and to those offering an external (i.e. careers service, IAG Provider) or internal (i.e. in-house staff support/assistance) services.<sup>99</sup> The Matrix Standard is a set of guidelines drawn from 'best practice' experienced in all sectors (including voluntary and community organizations).

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<sup>96</sup> The ENTO is an independent, self financing knowledge organisation, experienced in national vocational standards and qualifications development and the provision of support products and services. <http://www.ento.co.uk/> date accessed: October 26, 2005.

<sup>97</sup> EMQC is an independent body, which assesses companies and organisations against the matrix Standard and awards the matrix Quality Mark. <http://www.emqc.co.uk/> date accessed: October 26, 2005.

<sup>98</sup> Guidance Accreditation Board; <http://www.gab.org.uk>

<sup>99</sup> Information taken from "About the Matrix Standard" available at: <http://www.matrixstandard.com/about/index.php> dated accessed: October 19, 2005.

The guidelines cover all the salient aspects of service delivery that are deemed important from the client's perspective.<sup>100</sup>

Accreditation is obtained through an initial on-site assessment and by continuous quality improvement methods. There are 8 stages that IAG providers must pass in order to receive full accreditation.<sup>101</sup> Initially a voluntary scheme, as of March 2004 IAG providers that receive their funding from the DfES or LSC IAG Programme Fund were required to meet the Matrix standard. All other providers funded by the LSC were encouraged to receive their accreditation by March 2005.

## **GERMANY**

**See ANNEX C**

## **ITALY**

According to the people interviewed and to the analysis of part of the available literature on the issue, it is possible to say that there are not official, nationwide, shared, nor mandatory measures which are commonly used within the orientation programmes in order to measure the efficacy of the programmes and therefore of the orientation action.

The certifications, which are commonly utilized, refer to a more general and generic system which applies on to the structures and to the procedures implemented by the services, but do not stress and work primarily and specifically on the results (efficiency and effectiveness) of the training and orientation, evaluating specific aspects of the vocational orientation and of the training action (which will be pointed in part 5).

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<sup>100</sup> OECD, OECD Review of Career Guidance Policies: United Kingdom – Overview April 2003, page 7, available at: <http://www.oecd.org/dataoecd/20/0/4536941.pdf> date of access: October 19, 2005.

<sup>101</sup> Matrix Standard; <http://www.matrixstandard.com/journey/index.php>

On an organizational and local level, several experiences have been tested and applied also thanks to EU programmes which have financed actions to build, to sensitize and structure quality into the programmes, however the experiences, which are not widely known are significant mainly for those agencies and institutions which have worked in building and implementing it.

The following is an example of a quality measure developed by one of the organisations contacted so as to give a view of possible trials already implemented in Italy<sup>102</sup>:

Quality measure of a group orienteering program used as evaluation system within a "Centro di orientamento professionale"<sup>103</sup>; the following are the indicators which are evaluated in order to measure the results quality of the action:

- Publicity and on the territory information about the service and the program
- Selection and recruitment of the participants
- Project of the program (orienteering action, eventual training action)
- Professional personnel (number, type of qualification)
- Methodology of intervention (individual, group; information, counselling, training)
- Customer's satisfaction (according to expectancies, output and outcomes)

## **SPAIN**

For the unemployed, there is a system of vocational education targeted at the acquisition of qualifications connected to concrete occupations which caters to around 300,000 people annually. Courses can be broad based, especially providing younger people with general professional knowledge and skills;

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<sup>102</sup> We refer to the main area of evaluation which are considered by both measures here take into consideration.

<sup>103</sup> Orientamento lavoro, ONLUS, via Guerzoni, 15 MILANO

vocational courses for people without qualifications; adaptation courses for training into new professions; or special courses for updating or improving working skills and knowledge. They include theoretical and practical modules. Students are granted degrees (certificado de profesionalidad), which state the name of the course and its length.

## **SWEDEN**

In Sweden university grades are used as a form of quality certificate as it displays formal qualifications within the formal school system.

However, other forms of quality assurance are now making themselves heard, especially amongst independent organisations within the field of education. There is a pent-up need to point at real competence that has been gained outside of the regular school system. One example is OCN – Open College Network – which has been transferred from England by the organisation Urkraft. It has existed in England for 25 years, and now gives certificates to about 600 000 people per year.

Urkraft trains tutors for guidance courses, and the training is quality assured by the OCN system<sup>104</sup>.

OCN Sweden

*... provides an accreditation service that is open for all people and all sorts of learning*

*... works in an equal and collegial (College) fashion and works for non formal learning by means of accreditation. Thanks to the network, the accreditation is given legitimacy and recognition.*

*... is a local network that consists of interested parties (non formal and formal training organisers, companies, authorities, employers, organisations etc.)*

The network is united in ethos, its conception of knowledge and recognition of quality.

OCN is a cross-sector consortium of local development organisations and enterprises that provide flexible learning methods. These methods are developed within a national framework, and depart from local needs. Trainings can be conducted by a number of different organisations, e.g. non-formal and informal training organisations, trade unions, municipalities, county councils, companies, organisations etc.

The OCN method is a system meant to quality assure and accredit non-formal learning. The OCN method stands for quality and equal opportunities. Therefore, in order to obtain membership and later on organize and work with OCN accredited activities one has to live up to certain standards. Most important is that ethos is pronounced and indisputable.

All learning is worthy of recognition, regardless of where and how it takes place. OCN accredited training departs from the participant and is designed with the needs of the participant in mind. Thereafter, the learning is recognised. Both training and recognition proceed at slow pace so as to strengthen the self-esteem of the participant.

## **SWITZERLAND**

<sup>105</sup> *[Some labels and standards of quality in Switzerland](#)*

### **GUARANTEE of QUALITY**

The quality of the education, training courses and institutions do not constitute only a good selling point to customers, it also makes it possible to have confidence in the Swiss system of education and continuous training.

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<sup>104</sup> Source: <http://www.ocn.se>

<sup>105</sup> [http://www.alice.ch/001alc\\_0206\\_fr.htm](http://www.alice.ch/001alc_0206_fr.htm) (French)  
[http://www.alice.ch/001alc\\_0206\\_de.htm](http://www.alice.ch/001alc_0206_de.htm) (German)

The creation of standards of quality and labels, the standardization of the methods of quality were the challenge which the persons in charge of the continuous training responded in recent years.

eduqua.ch - Swiss certificate of quality for the institutions of continuous training

<sup>106</sup>The office for "eduQua" - a label for minimal-standards in quality in institutions dealing with Adult Educations - is located within SFAE (Adult Learning Information Center).

ModuQua – the association ModuQua confers the ModuQua recognition and defends a qualitative development of the modular system.

Valida – the association Valida wants to set up a Swiss system of recognition and validation of acquired competences.

eduprofis - With the intention for the trainers wishing to improve within the framework of a system and modular.

Association CH-Q Swiss Qualification Programme for professional career

"Validation des acquis" (project on validation of non-formal learning)

ISO

EFQM

Guidance Council

<sup>107</sup> *"The SVB-ASOSP's 100th Jubilee anniversary"*

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[http://www.alice.ch/001alc\\_0206\\_it.htm](http://www.alice.ch/001alc_0206_it.htm) (Italian)

*Extracts translated from French into English by SOL, 27.12.2005:*

<sup>106</sup> <http://www.eduqua.ch>

<sup>107</sup> Res Marty, „ *The SVB-ASOSP's 100th Jubilee anniversary* „, Quality Development in Vocational Counselling and Training, International Conference 2003: Final Report, June 2003.

- the article in attachment (file): SVB-ASOSP jubulaeum\_e.pdf

- the detail of the International Conference AIOSP, Bern, 2003 „Quality Development in Vocational Counselling and Training“ directly on:

<http://www.svb-asosp.ch/kongress/start.htm> date of access: Dec. 27, 2005



“Switzerland has long been associated with quality. Due to Switzerland’s geographic situation, with no access to the sea and its political status as a neutral and independent country, it has been forced to develop its assets and has gained notoriety in many different areas.

In the field of vocational and professional guidance, Switzerland has imposed itself on an international level. An indication of this is the founding in Switzerland, at a very early stage, of a cantonal office of educational and vocational guidance. The development of career guidance, which has played an important role in the progress in psychotechnical tools, remains an example for many European countries.

The setting up of career guidance services, work methods, and the organisation of a public career guidance office is looked upon by many as an example of good practice. Foreign delegations visit our offices, both public and private, on a regular basis.

Continuing training programs organised by the association for educational and vocational guidance are often of interest to international colleagues and their participation is welcomed because it encourages professional exchanges and experiences with neighbouring countries which are both enriching and friendly.

For many years, the general secretary of the ASOSP, Mr. Fritz Heiniger, has published a book in honour of our association’s jubilee. His work recounts the history and development of the ASOSP. In fact, it gives a detailed and objective account of the ASOSP’s determination to obtain legal and official recognition and play an active part in the long-term implementation of services which have become more and more diverse. His work will be a highlight of this anniversary celebration.

Swiss educational and career guidance has no intention of sitting back and taking its position for granted. It is pleased to profit from the AIOSP’s conference, an event of international importance, to gain a better understanding of today’s situation and elaborate new objectives for the future.

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Research and development, as well as a systematic improvement of the quality of its services will no doubt count among the themes in the International Association for Educational and Vocational Counselling's future.

The jubilee publication, the international conference and the anniversary celebration all play an important role in demonstrating the determination of those involved in career guidance to strive towards improvement in quality and new objectives.

The Swiss association for educational and vocational guidance would like to recognise all the Swiss federal offices, state governments, associations and economic organizations. All those who have made a contribution in any way in organizing and promoting the events involved in this anniversary celebration. Our association is conscious of its responsibilities and the challenges it faces and remains available to those eager to improve cooperation and promote innovation".

Res Marty, director a.i. SVB-ASOSP

## **14 Quality efforts or individual quality programmes by the initiators, training institutions or trainers' organizations**

### **AUSTRIA**

The only attempt to improve the quality of training belongs to the working group within the Private Employees Union's community of interest [work@education](mailto:work@education), presented under 2 "Quality programmes in continuous and further group training in Austria".

### **BULGARIA**

In the recent years, more and more training institutions are developing their internal quality standards, covering basically the content of the training, the qualification of the trainers, and the equipment of the training premises. These programmes are of local influence, but as a whole give their contribution for the quality improvement on a concurrent basis.

### **ENGLAND & WALES**

In addition to the nationally recognised Matrix Standard, membership of the ICG and one (or both) of the professional bodies available in Britain also serves to maintain standards and promote good practice among IAG providers.

- **The ICG** is the main professional body and clearing house for information for all types of career advisors in the UK. Membership of the ICG is conditional on receiving accreditation through the successful completion of the QCG, of which the ICG is the awarding body.<sup>108</sup>

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<sup>108</sup> Supra note 22.

- **NAEGA** is the major UK association for adult guidance practitioners. Run by members for members, the organization aims to: promote the provision of adult guidance services; encourage high standards of practice; promote equal access to learning and work opportunities for adults in the UK; work in partnership with other stake holders to achieve these aims.<sup>109</sup>
- **The Guidance Council** offers membership to organizations that are committed to securing individual access to the widest possible range of high quality career education, information, advice and guidance. Offering opportunities for sharing best practice, training & development and research, the Guidance Council has consultative status with the DfES.<sup>110</sup>

**Wales:** The Matrix Standard and other national standards apply to IAG providers in Wales. "Careers Wales" is subject to inspection by the independent Inspectorate for Wales. *Estyn* (Her Majesty's Inspectorate for Education and Training in Wales) carried out its first independent review of Career Wales' work with adults in 2004.<sup>111</sup>

## GERMANY

Individual programs by the initiators, training institutions or trainers' organization.

The ongoing dialogue, with every accent on the training and labour markets, training organisations, businesses, chambers of commerce and crafts, the BA's local Employment Agencies, and schools, ensures that integration into training and employment should be improved, and ultimately unemployment among young people, and unemployment in general, will be reduced.

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<sup>109</sup> NAEGA; <http://www.naega.org.uk/>

<sup>110</sup> Guidance Council; <http://www.guidancecouncil.com/>

<sup>111</sup> The Report, carried out by Estyn in 2004, was entitled *The Quality and Standards of Guidance for Adult Clients in Career Wales*. January 2004. Available at: <http://www.learning.wales.gov.uk/pdfs/careers-wales-quality-standards-e.pdf> date accessed: October 17, 2005. See the Estyn website (<http://www.estyn.gov.uk/home.asp>) for details of the inspection arrangements for Wales – Careers Wales ([http://www.estyn.gov.uk/inspection\\_arrangements/arr\\_careerswales.asp](http://www.estyn.gov.uk/inspection_arrangements/arr_careerswales.asp)) and Job Centre Plus ([http://www.estyn.gov.uk/inspection\\_arrangements/arr\\_newdeal.asp](http://www.estyn.gov.uk/inspection_arrangements/arr_newdeal.asp))

## **ITALY**

No data exists at a national level but through the interviews undertaken it came out that each organization involved is developing and enhancing, year by year, the evaluation system in order to achieve better quality, to fulfill the required efficiency and effectiveness so to realize fully the mission of the organization itself. The efforts of towards the direction of evaluating the final results of the action, the out come of their efforts, beyond structure and procedure.

Most of these efforts bring up, as a result, the periodical renewal of the evaluation instrument which each agency uses for the quality system specifically related to the training program.

## **SPAIN**

### **The Mentor project**

"Aula Mentor" (Mentor Classroom) is an open, free training system carried out over the Internet, as part of the New Technologies Programme of the Ministry of Education, Culture and Sport. The project was established in 1992 with the purpose of providing high quality training, using communication by computer, to those who did not have any access to specialist courses due to living in isolated rural areas. The main goal of the project is to facilitate any person, regardless of his/her previous training, economic level or computing knowledge the access to these training courses. Over 23,000 students have used the Mentor system, making good use of it, according to the Thematic Review on Adult Education in Spain.

To overcome the economic or educational problems that might arise, a network of classrooms with public access to the Internet was established, placing at the disposal of adult learners a PC connected to the Internet as well as a classroom monitor who guides and helps them. Some of the classrooms are tailor-made for groups with specific physical, mental or social problems, such as handicapped people, adolescents with problems of social integration or adults in general or prisoners.

The classrooms depend on the following institutions: 9 Regional Autonomous Governments, the Ministry of Education in Central America in collaboration with the Spanish Agency for International Co-operation, Town Halls, NGOs, and the Department of Prisons of the Ministry of Justice.

The training lines are as follows: computer literacy, advanced computing, professional updating, basic personal promotion, advanced personal promotion.

The Mentor classrooms does not have anything in common with the traditional idea of a classroom as there is no teacher giving out the information but rather a monitor who manages the resources and facilitates learning. In this way each learner has a tutor who assists them throughout their learning process.

These tutors, who assist the learners work from home and are experts in the contents of the course, having been trained in the methodology of the project.

The current structure of this training system enables the communication and the co-operation with all countries speaking the same language.

### **The Alba Project**<sup>112</sup>

The goal of the Project is to increase the coordination between sub-systems of basic education and Occupational Vocational Training, improving in this way the training opportunities, and thus providing adult women with better employment opportunities suited to the employment posts currently on demand.

The promoting agency was the Spanish Women's Institute. The Spanish partners participating in this project are the Ministry of Education, Culture and Sport, the National Employment Institute and the National Institute for Professional Qualifications. Trans-national partners were the CRASFORM Association, with the technical support of ISFOL (Italy) and the Portuguese Industrial Association, AIP/COPRAI, as the Thematic Review on Adult Education in Spain mentioned.

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<sup>112</sup> *The Alba Project: Improvement to the employability of women, linking basic/regulated and occupational training*, is part of the EU Leonardo da Vinci Vocational Training Programme and was selected by the European Commission for co-financing during the 1998-2000 period

Within the framework of the project two jobs from the professional trade of catering were chosen: kitchen assistant and restaurant-bar assistant. This choice was made above all on the grounds of foreseeable demand for jobs associated with this trade in the specific areas where the pilot experiences were carried out.

The central idea of the Project was to show that coordination between the sub-systems of basic education and occupational training, depending on the institutions participating in the project, facilitates training and the conditions for accessing employment for adult women who lack basic academic and adequate professional qualifications.

## **SWEDEN**

A number of programmes have been elaborated, e.g.:

“Hollandsmodellerna”: a guidance programme that requires specific certification of the organisation that implements the guidance and which labour office officials study and vocational counsellors are using.

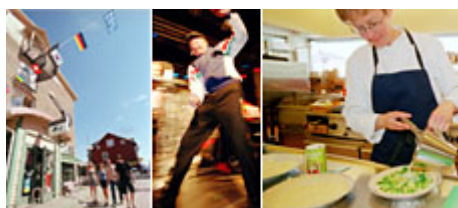
The programme Access: an activation programme that requires the specific certification by Urkraft and OCN.

Source: <http://www.urkraft.se>

## **A way to the labour market**

### **Access – the future labour**

Today Skellefteå counts 1 500 unemployed young people, and most likely more than twice as many unemployed adults. It is clear that in a few years we will experience a lack of labour in several areas.



All right. So in a few years the situation will be solved? Well, not really – it isn't as easy as that.

The people who are unemployed today will neither have the right education nor experience from the areas where the lack will be most severe. Thus, if nobody reacts we will in a few years have a vast number of unemployed people who cannot take the vacant jobs.

The Urkraft programme Access takes this labour market situation for real. It is also a programme that helps unemployed people to create a vision of their future – a vision to be fulfilled by dint of a unique trainee system. The company network in progress is responding most positively to the ideas elaborated by Urkraft. We believe that Access will prove an important part of the building of the future labour market of Skellefteå.

## **The Urkraft programme Access is accredited by OCN**

For 25 years, Great Britain has had a system for accreditation of non-formal learning; a system that from now on also exists in Sweden. OCN (Open College Network) aims to quality assure non-formal trainings and activities, and to give them recognition. In the end, this means that the non-formal learning can be communicated to employers and schools.

During spring 2004, the staff of Urkraft was trained and certified in the OCN method. Kent and Medway OCN and Teeside Region OCN, both from Great Britain, conducted the training.

Read more at the homepage of OCN Sweden:

[www.ocn.se](http://www.ocn.se)

Since there are so many independent actors within the field of vocational guidance, there are also a number of quality tools that are being used. The problem, however, is the lack of a pronounced quality standard.

## **SWITZERLAND**

<sup>113</sup> "The guidance offices think and act quality"

Over the last few years, under the direction of the Swiss French-speaking cantons, the directors of the cantonal guidance offices of Switzerland have been dealing with quality. They have developed thesis of action, an inventory of the services, a charter of deontology, and a questionnaire of self-evaluation.

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<sup>113</sup> Marc Chassot and Maurin Schmid, "*Les offices d'orientation pensent et agissent qualité*", Panorama 4/2003, page 9. Extracts translated from French into English by SOL, 27.12.2005:



The starting point of the development of the quality in guidance is in the concern of the cantons of ensuring the best possible services provided by the guidance offices. Within the new public management, the State services have the objective to answer to the needs of the citizens and to make their operation more transparent. This approach based on a rigorous definition also allows them to provide the basis of comparison between the work of the different guidance offices in order to learn from each other or, in other words, to become a learning institution.

With an aim of arriving at a greater harmonization of the relative policies of the vocational, academic and career guidance, the Swiss French-speaking and Italian-speaking cantons have been initiating several projects for many years of which some have been taken again at the national level:

- The CCO (Conference of heads of vocational and professional guidance offices), prepared a document entitled „the seven thesis of action for an intercantonal collaboration as regards guidance“ which was ratified by the CIIP (Intercantonal conference of public instruction of the Swiss French and Italian-speaking cantons) on March 15, 2001.
- The CCO made an inventory of the services which makes it possible to the public to be informed on the services provided by the guidance offices.
- In parallel, a charter of institutional deontology was created. It describes 9 fundamental points which ensure a respectful service of the person and guarantee the professionalism of the work of the advisers in guidance. This charter was adopted at the Swiss level on November 24, 2002.
- Finally, the KBSB/CDOPU (the Swiss Conference of vocational, academic and career counseling directors) mandated the University of Lausanne to develop an approach quality in vocational guidance which defines the conceptual framework from which the cantons will be able to develop their own system of quality. Under the leadership of professor Jean-Pierre Dauwalder, a method including 10 standards was elaborated on a scientific basis.

- A questionnaire of self-evaluation of the Swiss Counseling Quality (SQC) system was written and presented within the framework of the International conference AIOSP in Bern in September 2003. This tool will allow to carry out international comparisons.
- The development of quality in guidance should not be conceived like a standardizing step. The way towards an international or national certification remains open. In this way the cantons will be ready to ensure the responsibility that the new legal framework confers on them<sup>114</sup>

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<sup>114</sup> (see the new Law on vocational education and training 2004 nLFPr on <http://www.bbt.admin.ch/berufsbj/projekte/forschung/e/> date of access: Dec. 27, 2005).

## **15 Specific quality measures that have been implemented to address recognised problems in the delivery of vocational orientation and activation measures**

### **AUSTRIA**

According to the results of an abif internal report carried out by abif on behalf of The Public Employment Service Vienna, we will describe the most important suggestions to improve the existing quality standards regulated by the Public Employment Service through the calls for tender. The following suggestions together with the ones mentioned under 3.2 "Suggestions by experts to improve the situation or solve the problems" could contribute to a better performance of the vocational and activation courses.

The trainers believe that the Public Employment Service could add to an increased quality of the courses by assuring a better communication both with the trainers conducting the respective training course and with the participants in the course.

It is very important that the trainer concentrates his/her attention on the participants as a group, but at the same time it is very important that the trainer takes the participants' individual needs seriously and is responsive to them. One solution for this individual approach could be the supplementation of the existing trainers carrying out the respective training course with other additional trainers that maybe bring specific information from other fields. The trainers selected to conduct the course cannot cover all the information fields desired by the participants and this is why the additional trainers can complement the missing information.

The Public Employment Service regulates the pre-requisites a trainer has to fulfil in order to be accepted to run the respective training course for the training organisation to have won the bid: the formal qualification, the amount of experience and the minimum age. As we have prior mentioned the young trainers with an academic degree but with no experience do not have any chances in conducting such a vocational and activation orientation course.

The interviewed trainers stated that it is not such a good idea that the young trainers are excluded from such courses, because it can be that they are bringing new, creative and innovative methods along.

The solution would be to let an experienced trainer conduct the course together with a trainer who has less than two years of experience. The latter should also receive supervision from the training institution.

In the case of participants that cannot integrate themselves in the course, an open and unrestricted communication with the Public Employment Service and/or the respective course adviser is to be initiated. Subsequently, the Public Employment Service should try to find individual solutions and alternatives.

The Public Employment Service should provide better information to clients about the course's goals, reasons and contents. The trainers interviewed said they were sometimes confronted with clients that had not received any information and/or guidance from the PES. The explanation the trainers provided was that the PES advisers are overloaded with work and therefore they restrain the communication with the course participants to the basic information, not going into further details.

Another suggestion the trainers made was a more careful selection of the participants in a training course: it would increase the quality of a course if the participants are of the same age, if they come from a similar social background and if they have a similar level of education.

So far the focus has been on how the trainers consider that the Public Employment Service can contribute to improving the quality of the training courses. The following emphasises the contribution the training institutions have to bring. As the trainers interviewed said, the technical equipment and support is really important. The pre-requisites specified by the Public Employment Service through the calls for tender should be supplemented by a better functionality of the technical equipment and by an ICT specialist that can be asked at any time when the participants are confronted with technical questions.

The working environment of the trainers should also be improved, and this is something that has not only been said by the trainers interviewed within the framework of the project abif carried out on behalf of the Public Employment Service Vienna. Suggestions to improve their working environment include: the training institutions could either hire them or pay them adequately. It is often the case that the trainers wanting to do supervision or further develop themselves have to cover these costs themselves. The question arises: how can a trainer that is not satisfied with his own financial and working environment motivate the unemployed participants in a vocational orientation course?

The working situation of the trainers is often described as precarious: a low wage, no sick-leave, no right to paid holiday, no unemployment insurance etc. One solution to improve the trainers' situation is to consider one hour of teaching as two working hours; in this way the trainers would be able to consider the individual needs of the participants much better, and they would also have time to prepare and evaluate the course. The training institutions should make sure that the trainers are preparing and evaluating the training courses.

What could the trainers do to contribute to improving the quality of the training courses? The trainers interviewed said the trainers should learn to reduce stress and improve the exposure to pressure. This could be done through further education, supervision and intervision (feedback and guidance from peers). They should learn how to distance themselves from all job situations once they have reached home.

## BULGARIA

The following quality domains are most important for Bulgaria:

Category	
Planning and conceptualising	<ul style="list-style-type: none"><li>• defining the needs of the target group</li><li>• defining goals of the training</li><li>• training design</li><li>• design of course materials and handouts</li></ul>
Trainers' qualification	<ul style="list-style-type: none"><li>• educational background</li><li>• additional specific qualifications</li><li>• stages in trainers' qualification (leading trainer, supporting trainer, moderator, etc.) regarding trainers' qualification and practical experience</li></ul>
Evaluation of the training measures (result-oriented)	<ul style="list-style-type: none"><li>• continuous assessment and evaluation during the course</li><li>• feedback at the end of the training</li><li>• results evaluation at on-going base (6-12-18 months)</li></ul>

## ENGLAND & WALES

The **matrix** Standard has been introduced as the national Quality Mark for any organisations that delivers information, advice and guidance on learning and work. However, the standard is generic and general in some areas and may not address specific problems that may arise in relation to the quality of the delivery of those services at the point of engagement with the individual/group of participants. There is little actual definition of 'quality' except to state that organisations will be required to "Provide relevant, quality information in accessible formats so people's needs are met"<sup>115</sup>.

## GERMANY

Following on the points already discussed in advance above, below once again is a summary of the process for providing labour market services as organised in Germany:

The main change, and thus greater transparency and quality in carrying out training measures, has been achieved through the use of the award process.

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<sup>115</sup> The Matrix Standard; (<http://www.matrixstandard.com/journey/index.php>) Step 3

Headquarters formulates “product descriptions” to precisely describe the training measures that fulfil the legal requirements of Book III of the Social Code and the operating objectives of the BA, so as to achieve the goals of a high level of integration of participants into training or employment.

The BA's local Employment Agencies and the municipal cooperative employment organisations decide what measures are needed, and how many participants capacity must be provided for.

Thus the public tendering process must clearly specify (by publication on the Internet) precisely what measures and how many participants a contract is to be awarded for.

Experts formulate the requirements (quality standards, course content, classroom spaces, staffing, technical equipment), continuing education for staff, the objective of the measure, integration.

These are the major influencing factors for a measure's success, and also have the strongest influence on costing and price.

To prevent price dumping, the costing of submitted offers is reviewed as part of the tendering process.

If the prices seem to indicate that the training measure will not yield adequate income for the implementing organisation, the offer is excluded from the bidding.

The price and total number of points on specialised content for a submitted offer are calculated using a formula, thus yielding an indication of the most cost-effective offer.

The critical point in the procedure is the approach to evaluating a concept – i.e., the question is then whether the measure as carried out will actually match the issued offer.

Here quality management is carried out through ongoing reviews of the measure (test groups/contract management).

If a discrepancy from the signed contract is found here, contractual penalties are applied, or the contract with the training organiser is terminated.

Additionally, measures are also evaluated, particularly those for young people, so as to ensure that course content is continuously adjusted to the requirements of the employment and training market and to the needs of the target group.

The process described above means that in Germany the “quality categories” listed in the Annex are largely satisfied already.

## **ITALY**

According to the literature and to the people involved in the research by means of interviews several domains have been pointed out.

On a **general level**:

- Need for a systematic, widespread, comparable, unified and valid quality measurement system.
- Need for criteria which can be considered common among similar agencies and services (training and orientation ones) given from above, not putting each organisation in the need to develop individual evaluation of quality system which might be limited, not efficient, partial, subjective; evaluation should not be self evaluation, but there has to be common ground and criteria.
- Need to keep a balance between the necessity of using measures (necessary for every organisation) and the necessity to measure specific and particular aspects which might concern local and unique experiences, for which a generic instrument is limited.
- The final target of doing evaluation and efficacy evaluation should always be the final client who is the individual, the person, not the working place, the training agency or the labour market.
- Efficacy is not a matter of standards regarding logistics or processes, it's a matter of real changes which take place in the attitude and competencies of the individual towards his/her working ability, interest, motives, need, perspective.
- There is a need to evaluate the quality and efficiency of the action not just at the very end of the intervention, but also on 'distance travelled' (i.e. to put into program the fact that evaluation on an action should be done also after specific periods of time to evaluate the “long term of the efficiency”).



- It is important to work on measures which detect not only outputs and outcomes, but are able also to describe the initial point, the starting point of the individual.<sup>116</sup>
- The orientation and training field require that the chosen parameters should consider “unusual points of view” as well in implementing evaluation of the results: for example, “orienteering is not necessary to find which is the best job for a person and the way how to get it, but eventually finding out if working is the right activity at the moment for this individual”<sup>117</sup>

On a more specific level the needs concern what should be measured, by means of which indicators quality can be identified.

Within the **professional training** context different elements should be taken into consideration for a good evaluation:

- The relationships: between students and teachers, among students, students and the training environment (other personnel, the context)
- The training action: on one hand the contents (how they have been delivered, what has been learned, what has been internalised), on the other hand the change of the competency level (what changes in peoples life has the training produced, with regard to the professional level, what personal/professional attitudes have been modified); the classroom climate/atmosphere
- The network in which the training action and agency perform: how is the network action activated and used by the agency in order to train the students: how are families, other agencies, labour institutions, market involved in the training procedure and action?

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<sup>116</sup> Sometimes certain achievements are not considered sufficient compared to specific standards, however they might be excellent if compared to the initial point from which the individual started his/her training or orientation.

<sup>117</sup> Interview with Marina Cavallini.

Within the **vocational orientation** context the quality should be measured by examining the changes to the individual as a result of the programme.

In particular the instrument should measure:

- The behavioural competencies of the person that have been achieved.
- The orientation group and its dynamics.
- The people referring to the orientation agency: which is their future/final condition, their motivation (did they come spontaneously or because of an obligation?)
- The constancy of their participation to the orienteering process.
- Number and motivation of those who did not drop out.
- The final capacity of the oriented person to have clear and clarified vision of his/herself, the capacity to read personal and external issues (increasing personal insight).
- Acquisition of strategies to be able to offer him/herself to the labour market.
- Ability to detach the external labour world (capacity to read employment offers, find ways to get information)
- Competencies and knowledge on how to find resources (personal and material ones) to find employment
- Autonomy in choosing and searching for employment or choosing not to get involved into the labour market
- Autonomy in understanding the limits (personal and external ones) existing and their influence on the person and on the labour market
- Ability to negotiate between the self and the external reality
- Ability to combine the personal and the professional dimension of the self
- Increase of self esteem and ability to "move around" with competency
- Ability to create a network of meaningful relations, especially with regard to the labour environment

A **methodological concern** regards the subject of the evaluation: who is going to use the measure?

All the participants and agencies involved in the training and orientation programmes (institutions and personnel) should meet and relate, discuss and exchange by means of a direct knowledge of the training and orientation process, not simply throughout papers or written referrals. People in charge of the evaluation of the quality offered in the agencies and institution, simply read the referrals and do not meet within the training environment the people involved, like not breathing the atmosphere of the agency and so there is a loss of comprehension of the real quality (or dis-quality) offered by the agency. Papers and referrals on the aspects he/she considers relevant, are not good indicators of the quality offered.

- In order to detect the quality and efficacy of the training a good suggestion is to use a narrative approach which should be supported by the collected objective data on the training programme: trainers, students and eventually parents (talking about specific students as young disabled people) should be involved by describing what has happened during the program. Nowadays this happens only in few and very critical cases (students), but according to CFP Canossa this should be more widespread as an evaluation methodology of quality.
- A good quality measure instrument should give recommendation and guidelines so that in different formation environments they can be applied easily and still respond to objective indicators and measures.
- Therefore, it is evident the necessity to focus more properly on evaluation measures which enable workers to directly verify the results and outcomes of their professional training and vocational orientation, beyond the evaluation of structures and procedures as the Italian experience tells us.
- There is a great need within the Italian training and orientation context to be able to rely on flexible but validated instrument for the evaluation of results.

## **SPAIN**

Please see sections above

## **SWEDEN**

With respect to the QUINORA annex the most important areas are covered, though there might be some things to add:

### **The quality, planning and conceptualization of the training**

Within this area there are good reasons to regard the gender mainstreaming perspective.

### **The infrastructure of the training institution**

It is also important to emphasise the psychosocial environment, as well as to have a clear ethos that departs from the needs of the single individual.

### **Internal moderation**

If it shall be able to implement internal quality assurance, there must exist an infrastructure for this. The infrastructure must be ready in the initial phase.

If the guidance has been taking place at an individual level, there must be methods to quality assure this process as well.

Additionally, it ought to be stated clearly who is going to be the external quality moderator, and what his/their assignment consists of. If the measuring concerns these aims, they need to be established in such a way that they may be measured in terms of quantity and quality.

## 16 ANNEX A

### Example: Offer in scope of Professional Training and Vocational Orientation in Italy

One of the best studies of the Professional Training and Vocational Orientation scenario in Italy can be found in the ISFOL<sup>118</sup> reports. The ISFOL is the Government Research Institute devoted to technical-scientific support for job policy, education and training. It is also committed in many activities for the collection of statistical data, indicators and information about the Italian training system.

Most of the following data are coming from the ISFOL report 'Sintesi generale del Quarto Rapporto sull'offerta di formazione professionale in Italia' that summarizes the professional training offer based on public finances and its quality standards.

The report is based on interviews of 1.380 training offices employing 51.558 people of which around 75% directly involved in Training activities.

#### Organisations supplying Training Services

Each year, in Italy, there are around 2000 organizations supplying training services financed by public institutions.

The following table describes the classification of the main organizations involved in training activities in public environment:

<b>Training organizations in 2003</b>	in %
Training corporation and cooperative	36,0
No-profit associations	15,8
Local authorities (Regioni; Province, Comuni)	12,1
Education Insitutes and University	9,5
Private Enterprises	5,3
Social Association/Corporation	2,5
C.C.I.A.	0,3
Other	18,5
<b>Total</b>	<b>100,0</b>

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<sup>118</sup> Istituto per lo Sviluppo della Formazione dei Lavoratori, [www.isfol.it](http://www.isfol.it)

Usually, organizations working in the field of professional training consider this activity their primary business. The following table shows statistical data about the scope of activity of organizations providing professional training services.

<b>2. Organizations and their scope of activities</b>	
Working only in the field of professional training	33,2
Working mainly in the field of professional training	42,1
Working in the field of professional training as secondare activity	24,7
<b>Total</b>	<b>100,0</b>

### People involved in Professional Training

From the contractual point of view, people working in training activities are more often external people with collaboration contract:

Training personell – Total number				
	<i>1999-00</i>	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>
Internal resources (employees)	14.028	11.433	12.432	10.957
External resources (collaboration, consultant)	33.156	30.877	32.667	28.705
Total	47.184	42.310	45.099	39.662
<i>External resource for each internal</i>	<i>2,4</i>	<i>2,7</i>	<i>2,6</i>	<i>2,6</i>
<b><i>The External/Internal ratio is also changing in different geographical areas</i></b>				
	<b><i>External / Internal</i></b>			
North West	3,0			
North East	2,9			
Center	2,5			
South	1,9			

## Infrastructures used for Training and sites' certification

Sites used for professional training in Italy are usually small size environment with very few rooms. The 59,9% of the sites considered in this analysis have less than five classrooms; another 21,9% have a maximum of ten classrooms. The same situation has been found for the number of seating places per room.

Thus, the training system in Italy is based mainly on very small structures specifically organized to answer to the needs of one area, in a social and economical context they know very well on the basis of a long experience.

<b>Training structures for theoretical activities</b>				
<b>Number of classrooms</b>				
	<i>1999-00</i>	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>
From 1 to 5	57,3	57,3	55,9	59,9
From 6 to 10	24,1	24,2	25,3	21,9
From 11 to 15	7,7	7,1	8,3	7,5
From 16 to 20	2,8	3,7	3,7	3,3
From 21 to 25	1,2	1,3	1,4	1,7
From 26 to 30	0,8	0,7	1,3	1,0
Over 30	2,3	2,2	2,6	4,3

<b>Number of seating places per room</b>				
	<i>1999-00</i>	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>
Under 50	29,5	29,1	28,6	32,8
From 51 to 100	29,3	29,3	30,7	30,1
From 101 to 150	12,9	14,4	14,8	11,6
From 151 to 200	8,0	7,2	7,4	7,0
From 201 to 250	4,8	5,2	5,2	4,6
From 251 to 300	3,2	3,1	3,5	3,4
Over 300	7,5	9,0	8,0	9,1

With regards to practical training sessions, the 90,9% of sites have an Information Laboratory. This type of facility is the easiest to set up and the more often used (nowadays, the most of training activities need the use of a computer).

Other types of laboratories have more specialist use and, as a consequence, are less often available on sites. Some of them are audio-video facilities (29,6%), electronics (22,6%), mechanics (22,0%), drawings (20,8%). The 30,1% of sites have libraries or reading rooms, while the 10,4% have canteens or sport centres.

The number of certified sites is increasing rapidly over the last few years. 93,4% of infrastructures used for training is certified, with a maximum of 96,9% in the North of the Country and a minimum 87,1% in the South.



<b><i>Certification for training infrastructures</i></b>				
<b><i>ISO certification</i></b>				
	<b><i>1999-00</i></b>	<b><i>2000-01</i></b>	<b><i>2001-02</i></b>	<b><i>2002-03</i></b>
Certified sites	17,8	31,0	46,3	56,7
Sites that have required the certification	36,3	35,4	26,6	22,8
<i>Total</i>	<i>54,1</i>	<i>66,4</i>	<i>72,9</i>	<i>79,5</i>

The Majority of sites have been certified according to the ISO 9001-2000, that has overwritten the previous 9001-1994 (still declared by the 4,9% of sites).

Furthermore, the 3,1% of Sites have been certified according to the class ISO 9002.

## 17 ANNEX B

### SWEDEN

Unit title: JSA – Jobseeking Activities

Level: Two

Credit value: 3 (10 hour credits)

Unit code: HC6/2/TE/006

Learning outcomes	Assessment criteria
The learner will be able to:  Recognise personal profile in relation to careers	The learner has achieved this because s/he can:  1.1 Describe own careers related abilities, skills, competences and/or qualifications
Recognise the importance of training, education, voluntary work and work.	Discuss reasons why people take part in training, education, voluntary work and work.  2.2 Explain your personal reasons
Understand and demonstrate a range of job seeking skills	Discuss the purpose of a CV or personal letter and resume

<p>Recognise the processes involved in interview procedures</p> <p>5. Recognise how information could be interpreted in job adverts</p>	<p>Discuss at least 3 positive points to include in a) a C.V., b) a personal letter</p> <p>Identify at least 3 negative points from a given CV and personal letter</p> <p>Complete a CV or personal letter and resume</p> <p>4.1 Discuss the purpose of job interviews</p> <p>4.2 Discuss at least 3 positive points to include at an interview</p> <p>4.3 Discuss at least 3 points which are not appropriate to include in an interview.</p> <p>5.1 Describe the training, education and experience required for 2 different jobs</p> <p>5.2 Describe a range of personal skills required for 2 different jobs</p>
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Unit title: Life and Career Planning

Level: Two

Credit value: 3 (10 hour credits)

Unit code: HC1/2/TE/003

Learning outcomes	Assessment criteria
<p data-bbox="175 705 558 739">The learner will be able to</p> <ol data-bbox="175 873 798 1825" style="list-style-type: none"><li data-bbox="175 873 750 963">1. Take responsibility for own personal development</li> <li data-bbox="175 1254 798 1344">2. Recognise and respect the development needs of others, in a group environment.</li> <li data-bbox="175 1691 782 1825">3. Recognise the barriers which can restrict, and methods that can encourage personal development</li></ol>	<p data-bbox="833 705 1468 795">The learner has achieved this because s/he can:</p> <ol data-bbox="833 840 1484 1960" style="list-style-type: none"><li data-bbox="833 840 1380 873">1.1 Assess present personal situation</li><li data-bbox="833 918 1284 952">1.2 Identify personal priorities</li><li data-bbox="833 996 1404 1086">1.3 Produce an Activity Plan to achieve priorities.</li></ol> <p data-bbox="833 1220 1069 1254">Listen to others</p> <p data-bbox="833 1299 1460 1332">Communicate appropriately and effectively</p> <p data-bbox="833 1377 1412 1467">Discuss topics and support others when appropriate</p> <ol data-bbox="833 1691 1484 1960" style="list-style-type: none"><li data-bbox="833 1691 1484 1825">3.1 Present examples of behaviour and attitude which could restrict and support the overcoming of these barriers.</li><li data-bbox="833 1870 1388 1960">3.2 Use the Activity Plan and describe personal barriers on a particular area.</li></ol>

4. Recognise what emotional awareness is and also recognise own personal competence

4.1 Discuss how to strengthen self awareness, self trust and /or self confidence by presenting at least two suggestions

4.2 Work with one of the elements (e.g. joy, fear, sorrow, anger, love, surprise, disgust, shame) of emotional competence to develop your understanding

4.3 Plan personal needs for development of emotional competence

5. Recognise what social awareness is and recognise own personal social competence

5.1 Present examples of high and low social competence

5.2 Assess own social awareness and plan personal development needs.

18 ANNEX C

GERMANY

<b>Possible QUINORA – Standards:</b>	
<b>QUALITY CATEGORIES</b>	<b>Examples of possible quality standards</b>
<b>Quality of planning and conceptualising the training measure</b>	<ul style="list-style-type: none"> <li>• <b>Exploration of labour market demands and specific needs of target group</b></li> <li>• <b>Definition of contents and goals of the course and necessary prerequisites and competencies of course participants</b></li> <li>• <b>Training design containing time frame, didactics and methods in detail according to contents, goals and target group needs</b></li> <li>• <b>Course materials and handouts to be used:</b> This standard regulates what printed and other course materials and handouts can/should be used for which specific training contents in order to provide information to the clients adequately and in order to supplement the contents of the measures adequately with respect to the aims of the measures.</li> </ul> <p><b>INVOLVED ACTORS:</b> Contracting body, training institution, trainers</p>
<b>Infrastructure of training institution</b>	<ul style="list-style-type: none"> <li>• <b>Group rooms:</b> This standard regulates the size of a room for a certain quantity of clients, the kind of required equipment and the “equipment per client-key” (number of tools per client) required for vocational orientation and career guidance measures (e.g., TV and video, PCs, printer, scanner, projector, photocopier, flipcharts, other office equipment)</li> <li>• <b>Additional rooms for face-to-face counselling</b></li> <li>• <b>Socialising rooms for participants during breaks</b></li> </ul> <p><b>INVOLVED ACTORS:</b> training institution</p>
<b>Qualification and training of trainers</b>	<ul style="list-style-type: none"> <li>• <b>Recruiting procedure of training institution is documented</b></li> <li>• <b>Job-specification, i.e. required formal qualification, competencies and working experience of trainers is defined and documented</b></li> <li>• <b>Training of trainers is required and specifically defined by the contracting body and offered as well as documented by the training institution.</b></li> </ul> <p><b>INVOLVED ACTORS:</b> contracting body, training institution</p>
<b>Measures against price-dumping and precarious training jobs</b>	<ul style="list-style-type: none"> <li>• <b>Call for tender evaluation criteria weight the quality of the training concept and the training of trainers higher than the price (max: 30%)</b></li> <li>• <b>Minimum wage of trainers or remuneration of freelancing trainers is defined by the training institution and/or contracting body/authority</b></li> </ul> <p><b>INVOLVED ACTORS:</b> contracting body, training institution</p>

<p><b>General quality measures taken on the system level involving different actors</b></p>	<ul style="list-style-type: none"> <li>• <b>Quality management concept that includes different key actors:</b> The concept defines and documents relevant quality domains and involves the responsibility of all different actors. It determines different important quality domains and how to implement them.</li> <li>• <b>Communication between relevant key actors involved in planning and conducting measures takes place according to the training concept</b></li> <li>• <b>Selection of participants takes place according to the definition in the concept</b></li> <li>• <b>Monitoring of sustainability of course success</b></li> </ul> <p><b>INVOLVED ACTORS:</b> contracting body, training institution</p>
<p><b>General quality measures taken in the course</b></p>	<ul style="list-style-type: none"> <li>• <b>Definition of individual learning goals and learning agreements:</b> They have to be defined and agreed upon both, the trainers and course participants. The trainer should monitor together with the participant the status quo and adjust the goals or try to find ways in better reaching them.</li> <li>• <b>Documentation and prevention of course drop-out</b></li> <li>• <b>Adaptation of course methods to individual training needs:</b> This standard regulates that different levels of existing knowledge and motivation in the training groups have to be dealt with and that the measures have to be adapted to the individual needs of the clients in order to be able to reach personal and employment-political targets e.g. different ICT-abilities). This also includes the individual language support of non-native clients, or the individual support of people who return to the job (e.g., mothers with small children) concerning the planning of their day structure, etc.; moreover, that different levels of computer skills, individual learning skills, learning types and learning speed should be taken into account, that informally acquired skills (additional to formal qualifications) should be activated and be made applicable in everyday life.</li> <li>• <b>Evaluation of individual learning success at the end of the course:</b> Course feedback by trainers and participants is given, analyzed and used with regards to possible changes in the organisations.</li> </ul> <p><b>INVOLVED ACTORS:</b> trainers, training institution, contracting body</p>
<p><b>Internal QM</b></p>	<ul style="list-style-type: none"> <li>• <b>Course feedback (questionnaires):</b> handing out questionnaires to participants plus information processing and internal revision of training methods / goals / didactic principles</li> <li>• <b>Implementation and processing of external course evaluations according to the defined goals</b></li> <li>• <b>Implementation of intervision (collegial counselling) and supervision for trainers as well as counselling/promotion of trainers by the team leaders within the training institution</b></li> </ul> <p><b>INVOLVED ACTORS:</b> training institution, trainers</p>

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East Midlands Quality Centre; <http://www.emqc.co.uk/>

Estyn; <http://www.estyn.gov.uk/home.asp>

ENTO; <http://www.ento.co.uk/>

Guidance Accreditation Board; <http://www.gab.org.uk>

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Institute of Career Guidance; <http://www.icg-uk.org/index.html>

Job Centre Plus <http://www.jobcentreplus.gov.uk/cms.asp?Page=/Home>

Learning & Skills Council; <http://www.lsc.gov.uk/National/default.htm>

Learndirect; <http://www.learndirect.co.uk/>

Matrix Standard; <http://www.matrixstandard.com/journey/index.php>

Next Step; <http://www.nextstep.org.uk/>

New Deal; <http://www.newdeal.gov.uk/>

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#### ON TRAINING:

www.welfare.gov.it/Lavoro/OrientamentoEFormazioneProfessionale  
www.bdp.it/index.php  
www.isfol.it/  
http://www.form-azione.it  
www.cgilscuola.it/rubriche/  
www.formapubblica.it/home.asp  
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www.formez.it  
http://www.flashgiovani.it/formazione/formaz.htm

One can also refer to all the links of each Region and Province of Italy (e.g. [www.regione.lombardia.it](http://www.regione.lombardia.it)) and look under the voice "Formazione professionale"

#### ON VOCATIONAL ORIENTATION:

www.welfare.gov.it/Lavoro/OrientamentoEFormazioneProfessionale  
www.bdp.it/index.php  
www.isfol.it/orientaonline/

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<http://www.cifom.ch/difa/>

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<http://www.fsea.ch>

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<http://www.bop.ch>

**Swiss Institute of Pedagogy for professional training ISPPF**

<http://www.isp.ch>

**Some useful links**

**Federal Office for Professional Education and Technology OPET**

<http://www.bbt.admin.ch>

**Swiss Association for the Vocational and Professional Guidance (SBV-ASOSP)**

<http://www.svb-asosp.ch>

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## **State Secretariat for Economic Affairs SECO**

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<http://www.eduqua.ch>

**ModuQua** – the association ModuQua confers the ModuQua recognition and defends a qualitative development of the modular system.

<http://www.moduqua.ch>

**Valida** – the association Valida wants to set up a Swiss system of recognition and validation of acquired competences.

<http://www.valida.ch>

**eduprofis** - With the intention for the trainers wishing to improve within the framework of a system and modular.

[http://www.alice.ch/001alc\\_0206\\_fr.htm](http://www.alice.ch/001alc_0206_fr.htm)

**Association CH-Q** Swiss Qualification Programme for professional career

<http://www.ch-q.ch>

**"Validation des acquis"** (project on validation of non-formal learning)

<http://www.validacquis.ch>

**ISO**

<http://www.iso.org>

**EFQM**

<http://www.efqm.org>

**Guidance Council**

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