



Report about the European Training, Evaluation and Profitability Benchmarking

Edited by

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Title

Report about European Training, Evaluation and Profitability Benchmarking

Edition

CECOA - Centro de Formação Profissional para o Comércio e Afins
(Vocational Training Centre for the Trade)

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Index

Preface	6
Introduction	8
1. Relevancy of the results	8
2. Objectives and target-groups.....	9
3. Methodology.....	9
3.1. What is Benchmarking?	10
4. The tool used	11
5. Accreditation and assessment system per country.....	12
5. 1. Short description of the accreditation and assessment system in Austria.....	12
5. 2. Short description of the accreditation and assessment system in Belgium.....	14
5. 3. Short description of the accreditation and assessment system in Bulgaria	16
5. 4. Short description of the accreditation and assessment system in Czech Republic	17
5. 5. Short description of the accreditation and assessment system in Cyprus	19
5. 6. Short description of the accreditation and assessment system in Denmark	21
5. 7. Short description of the accreditation and assessment system in France	22
5. 8. Short description of the accreditation and assessment system in Germany	23
5. 9. Short description of the accreditation and assessment system in Greece.....	24
5. 10. Short description of the accreditation and assessment system in Ireland	26
5. 11. Short description of the accreditation and assessment system in Italy	27
5. 12. Short description of the accreditation and assessment system in Malta	29
5. 13. Short description of the accreditation and assessment system in Norway.....	30
5. 14. Short description of the accreditation and assessment system in Poland.....	31
5. 15. Short description of the accreditation and assessment system in Portugal.....	32
5. 16. Short description of the accreditation and assessment system in Romania	35
5. 17. Short description of the accreditation and assessment system in Slovak Republic...	36
5. 18. Short description of the accreditation and assessment system in Slovenia Republic	38
5. 19. Short description of the accreditation and assessment system in Spain	39
5. 20. Short description of the accreditation and assessment system in Sweden	40
5. 21. Short description of the accreditation and assessment system in The Netherlands..	41
6. Training evaluation levels per country.....	44
6. 1. Austrian training evaluation results in-a-glance	44
6. 2. Belgium training evaluation results in-a-glance.....	45
6. 3. Bulgaria training evaluation results in-a-glance.....	46
6. 4. Czech Republic training evaluation results in-a-glance.....	47
6. 5. Cyprus training evaluation results in-a-glance	49
6. 6. Danish training evaluation results in-a-glance.....	50
6. 7. Dutch training evaluation results in-a-glance.....	51
6. 8. French training evaluation results in-a-glance	52
6. 9. Germany training evaluation results in-a-glance.....	53
6. 10. Greek training evaluation results in-a-glance	54
6. 11. Irish training evaluation results in-a-glance	55
6. 12. Italian training evaluation results in-a-glance	57
6. 13. Maltese training evaluation results in-a-glance.....	58
6. 14. Norwegian training evaluation results in-a-glance	59
6. 15. Polish training evaluation results in-a-glance	60
6. 16. Portuguese training evaluation results in-a-glance	61
6. 17. Romanian training evaluation results in-a-glance	64
6. 18. Slovakian training evaluation results in-a-glance.....	65
6. 19. Slovenian training evaluation results in-a-glance	67
6. 20. Spanish training evaluation results in-a-glance	68
6. 21. Swedish training evaluation results in-a-glance	70
7. Examples of successful training evaluation practices per country	72
7. 1. Good practice on training evaluation from Austria	72
7. 2. Good practice on training evaluation from Belgium.....	72

7. 3. Good practice on training evaluation from Bulgaria.....	73
7. 4. Good practice on training evaluation from Czech Republic.....	74
7. 5. Good practice on training evaluation from Cyprus	74
7. 6. Good practice on training evaluation from Denmark.....	76
7. 7. Good practice on training evaluation from France	77
7. 8. Good practice on training evaluation from Germany.....	78
7. 9. Good practice on training evaluation from Greece.....	82
7. 11. Good practice on training evaluation from Italy.....	84
7. 13. Good practice on training evaluation from Norway	84
7. 14. Good practice on training evaluation from Poland	85
7. 15. Good practice on training evaluation from Portugal.....	86
7. 16. Good practice on training evaluation from Romania.....	87
7. 17. Good practice on training evaluation from Slovak Republic.....	88
7. 18. Good practice on training evaluation from Slovenia Republic	90
7. 19. Good practice on training evaluation from Spain.....	91
7. 21. Good practice on training evaluation from The Netherlands.....	91
8. European Trends on Training Evaluation and Profitability	93
9. Sources of Information.....	97
From Austria collected by ProfitWise	97
From Belgian collected by Znanie Association	97
From Bulgaria collected by Znanie Association	97
From Czech Republic collected by Tempo	98
From Cyprus collected by IDEC SA.....	98
From Denmark collected by Strandgaard Consulting	98
From France collected by CECOA.....	98
From Germany collected by Kenniscentrum Handel	99
From Greece collected by IDEC SA	99
From Ireland collected by UCP, CEPCEP	99
From Italy collected by FDTI	100
From Malta collected by IDEC SA	100
From Norway collected by Strandgaard Consulting	100
From Poland collected by CENFIM	100
From Slovak Republic collected by TEMPO	102
From Slovenia Republic collected by TEMPO	102
From Spain collected by FDTI	102
From Sweden collected by Strandgaard Consulting	102
From The Netherlands collected by ProfitWise	103
10. Glossary	104
11. Other resources	109

Preface

By Frank Wiessner, from the Institute for Employment Research - The Research Institute of the Federal Employment Agency, Nuremberg/Germany

It is more than coincidence that the European Commission named a programme in the field of vocational education and training (VET) after Leonardo da Vinci. The ingenious artist and scientist impersonates like hardly any other Vergil's desire "*rerum cognoscere causas*" – to realise the reasons of things. Where the EU-programme links policy to practice in order to give individuals the chance to improve their competences, the name patron integrated natural sciences with fine arts. He was a man of both theory and practice and beneath his world-famous paintings his heritage contains numerous drafts, sketches, illustrations and thoughts about biology, anatomy, mechanical engineering and architecture. Being worshipped as "Uomo Universale" (universal savant) in his Italian home country even at lifetime, it seems that he has already anticipated the challenges of the twenty-first century some five-hundred years ago. And last but not the least was Leonardo's era, the Renaissance, a crucial epoch for sciences, arts, society and individual freedom – developments we are still benefiting from today.

With a background like that it is unsurprising that innovation projects are at the core of today's Leonardo da Vinci programme. The activities are ranging from cross-border mobility initiatives to co-operation projects to develop and spread innovation to thematic networks. They aim to improve the quality of training systems through the development and transfer of innovative policies, contents, methods and procedures within vocational education and training (VET). The potential beneficiaries are similarly wide – from trainees in initial vocational training, to people already in the labour market, as well as VET professionals and private or public organisations active in this field.

One member of the big family of Leonardo da Vinci activities is the AVALNET Project which was dedicated to the improvement of the quality of vocational education and training systems and practices throughout. In the spirit of Leonardo, "to realise the reasons of things", there was both a strong focus on the development and transfer of innovative products in the field of assessment, evaluation and – last but not the least – approaches for the measurement of ROI, the return on investments. The question whether an investment in training and education was cost-effective or even breaks even is not new, nor is it the question if other approaches might have done better. In fact, the principle of double-entry accounting which is still essential in business administration today was also invented in the Renaissance, i.e. Leonardo's ages.

With this report the AVALNET Project presents the results of the co-operation of numerous European partners in the field of vocational education and training. It contains information for 21 European countries on accreditation and assessment of VET providers, evaluation of the training offers and some examples of best practice in training evaluation. In accordance with the intentions of the Leonardo da Vinci programme the AVALNET report contributes to promote the idea of life-long-learning, to foster the exchange of best practices, to increase the expertise of teaching staff and respond to the teaching and learning needs of people.

Even if the AVALNET project has reached its terminated end now, this report should not draw a line. Take it as a view into Leonardo's studio: some paintings are already

finished, some others are still at early stages and in between there are countless drafts and sketches of the maestro while his clients are eagerly waiting for new proposals.

And such it is with activities to improve the conditions of working and living in a unified Europe. Leonardo's task, to make vocational education more attractive to young people and to help European citizens to acquire new skills, knowledge and qualifications, to bolster the competitiveness of the European labour market is not yet carried out. So let us continue with our efforts: the future is worth it and our next generations deserve it.

Introduction

The AVALNET Project is a European project, which has been funded with support from the European Commission and financed by the Leonardo da Vinci Program (Transnational Networks).

The AVALNET Project provides useful, how-to information, current best practices and links to business results, share new theories and their application, report emerging trends and address the implication of relevant thematic.

The main purpose of this network is the conception, deliver and transfer of innovative products in the field of assessment, evaluation and return of training investment, with a view to improve the quality of VET systems and practices throughout Europe.

1. Relevancy of the results

According to CEDEFOP¹, indicators and benchmarks are an important means of measuring progress in education and training. In 2003, the Council of the European Union concluded that five reference levels should be established and monitored:

- By 2010, 85% of 20-24 years old people should have achieved upper secondary education;
- By 2010, 12.5% of 25-64 years old people should participate in lifelong learning in the EU on average;
- By 2010, the total number of graduates in mathematics, science and technology should increase by 15% and gender imbalances should decrease;
- By 2010, early school leavers should represent an EU Member State average rate of no more than 10% of 18-24 years old people;
- By 2010, the percentage of low achievers in reading should have decreased by at least 20% compared to 2000 (data not shown below).

The study on "The returns to various types of investment in education and training" from the DG EAC projects in "Economics of education" was completed in September 2005 by the company London Economics (United Kingdom).

The purpose of the study was to look at various investment scenarios for achieving the Lisbon objectives in the educational field and compare investment costs with related benefits. The analysis of the investments and economic returns was done at a private and social level for the different Lisbon objectives and for each Member State.

¹ Information available at the website: http://ec.europa.eu/education/policies/2010/objectives_en.html e http://ec.europa.eu/education/policies/2010/objectives_en.html#measuring

This study intends to be just another contribution to realize the issue of evaluation of training in Europe. As in previous examples, the partnership used the methodology of benchmarking to compare the placement of certain European countries with measures of evaluation and return on investment in training.

2. Objectives and target-groups

This report aims at providing a benchmark on training, evaluation and profitability practices in Europe.

The *Report about European Training, Evaluation and Profitability Benchmarking* is targeted to training consultants and trainers, vocational training experts, human resources managers and company managers, Vocational Training Centres, social partners, public and private organizations operating in the field of VET and quality.

3. Methodology

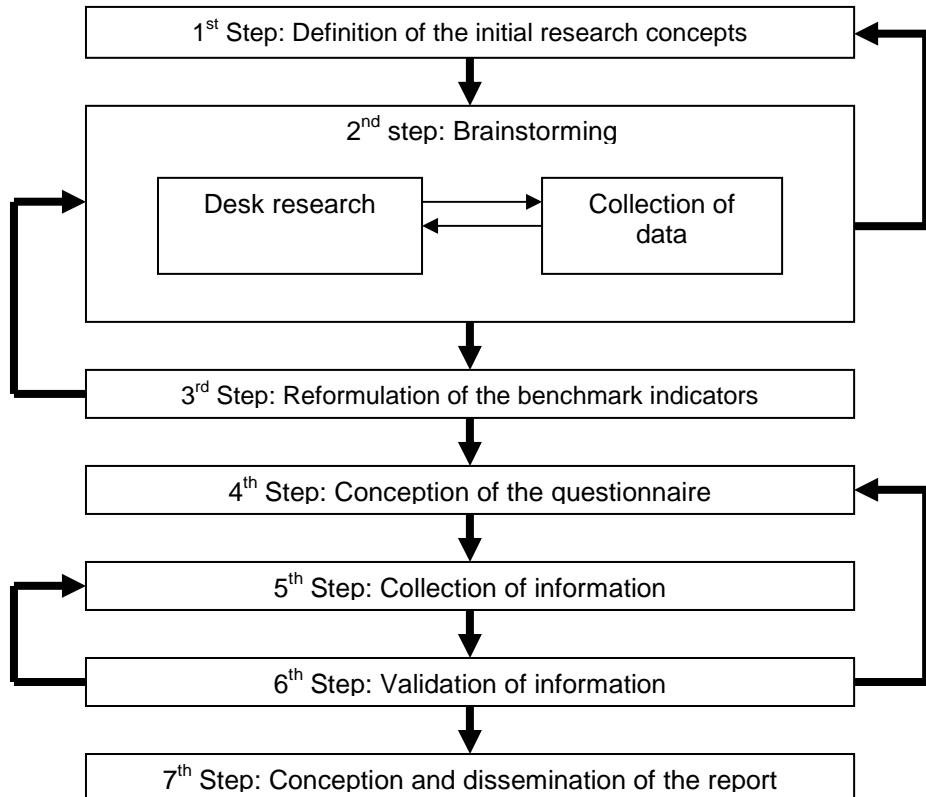
CECOA, Tulossilta OY, UCP and KCH were the partners responsible for the definition of the methodological approach and to coordinate the information analysis and the conception of the final report.

In terms of methodological approach, the partnership used a benchmarking methodology as a standardised method for collecting and reporting critical operational data in a way that enables relevant comparison of the performances of different organisations or programmes, often with a view to establish good practices.

All partners were responsible for collect relevant information about the training evaluation systems, training evaluation and good practices, according to the following distribution of partners per European countries:

Partner	Collection of information from
P 1 - CECOA	Portugal and France
P 2 - Znanie	Bulgaria, Belgian and Romania
P 3 - Tempo	Czech Republic, Slovenia and Slovakia
P 4 - Strandgaard Consulting	Sweden, Norway and Denmark
P 5 – Tulossilta	Finland, Lithuania, Latvia, and Estonia
P 6 – IDEC	Greece, Malta and Cyprus
P 7 - ProfitWise	Netherlands and Austria
P 8 - KCH	Germany
P 9 - FDTI	Italy and Spain
P 10 - CENFIM	Poland and Luxembourg
P 12 - UCP	United Kingdom and Ireland

The product started with an initial definition of the research concepts. During the second transnational meeting, a brainstorming session was held to redefine the main benchmark indicators and to decide about the main topics of the questionnaire. Next step was the conception of that tool, the collection of data, the validation of information and the development of the report.



3.1. What is Benchmarking?

"The main concept behind Benchmarking is to find better ways to do what we are doing, so that to move from where we are to where we want to be. Specifically, Benchmarking is the process of identifying, understanding and adapting outstanding practices from within the same organization or from other businesses to help improve performance. This involves **evaluating and comparing processes**, helping by this way an organization to set new standards and goals, which in turn, will help to improve and add value to its processes providing better performance and improved quality."

Benchmarking focuses on **evaluation and improvement**, which are necessary in training processes."²

² Information available at:

http://www.anter-net1.com/LdV_Web_site/LdV_Bench_and_Eval_of_Training_Page3.htm

4. The tool used

The partnership developed a questionnaire enabling to collect the required information to complete the work on *European Training, Evaluation and Profitability Benchmarking*.

The main purpose of the questionnaire was to compare the results coming from the European countries involved and to provide updated information concerning training, evaluation and profitability field in Europe. According to the structure defined for the questionnaire, the results obtained covered the following issues:

- Accreditation and assessment system for VET providers;
- Description of the training evaluation system;
- Examples of good practices in the field of training evaluation.

The questionnaire was designed to combine high quality information and detailed returns. It was a challenge to design a questionnaire that addresses such a wide range of vocational training European providers and their evaluation practices (coming from public or private entities, with long expertise in the field or not, using different methodologies and tools).

The institutions selected for analysis come from a wide range of European countries, and represent a diversity of vocational training institutional providers with different approaches regarding assessment, measurement and evaluation initiatives.

The generic findings shared among project participants and more widely, among vocational training providers, stakeholders, social partners and beneficiaries, were designed to inform about practices on training evaluation in Europe.

It was possible to cover a set of European countries with exception of Finland, Lithuania, Latvia, Estonia and Luxemburg. Tulossilta OY did not participate in the data collection and CENFIM did not find information available to characterize Luxemburg properly.

5. Accreditation and assessment system per country

In this chapter participants identified the sources of information used to complete the questionnaires as the desk research and the bibliography as well as interviews with experts and entities contacted. Another element of this part of the report is a short description of the Accreditation and Assessment System presented in the national system of training accreditation and assessment as the entities responsible, the public and private components, the rules and domains of training evaluation, etc.

5. 1. Short description of the accreditation and assessment system in Austria

Accreditation/Assessment System

1. In Austria there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

1.1. Please justify:

BMBWK

The General Directorate for Technical and Vocational Education and Training (Ministry for Education, Science and Culture (BMBWK)) is responsible for those tasks of educational administration within the technical and vocational education sector which – according to legislation – are within the BMBWK remit.

School legislation is implemented in the governmental school authorities, i.e. the Regional Education Boards at provincial level. The General Directorate for Technical and Vocational Education and Training is in charge of pedagogical matters, programme development, in-service and further training of teachers, questions of location and facilities, school development and educational research, educational counselling and international co-operation.

QIS

The BMBWK Initiative Quality in Schools (Q.I.S.) has the aim of encouraging and confirming Austrian schools to question check and further their quality themselves. The joint and systematic treatment of quality issues by the school partners is to become an integrated part of school culture in the future. Autonomous quality assurance and development in situ is the prerequisite and starting point for a future-oriented school system at a high level.

The main element of the development is the school programme. It includes the school's mission and value statement, information on state-of-the-art analysis as well as concrete targets and measures in various quality categories (teaching and learning; class-room and school as living environment; school partnership and external contacts; school management; professionalism and personnel development). It is an agreement which is

valid for a limited period and effective both to the outside and to the inside: as an orientation aid for pedagogical activities and as information for the public, as a planning tool and as a yardstick for measuring the school's development.

QIBB

The VET Quality Initiative (or QIBB, which is short for the German "QualitätsInitiative BerufsBildung", see www.qibb.at, and website also in English) was launched by the General Directorate for Vocational Education and Training (GD VET) of the Federal Ministry for Education, the Arts and Culture (BMUKK) to implement a comprehensive quality management system in Austrian VET schools and colleges. Development activities on the QIBB concept started in 2004. By the 2006/07 school year, QIBB was already implemented at locations of all VET school types in nearly the whole of Austria: at part-time vocational schools; at schools and colleges for engineering, arts and crafts; at schools and colleges of business administration; at schools and colleges of social and services industries; at colleges for agriculture and forestry; and at colleges for the training of teachers and educational occupations. This is for initial VET.

For continuing VET a project has started under the name Quality Framework for Adult Education.

2. In Austria there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

2.1. Please justify:

Open market system. However quality assurance can be obtained from:

- 71,0% Self evaluation without external assessment
- 36,8% Self-evaluation with external assessment
- 16,2% ISO 9001
- 14,0% Quality seal
- 06,3% EFQM
- 01,8% eduQua
- 00,7% ISO 14001

Accreditation/Assessment Bodies

3. In Austria which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s): None.

3.2. Please mention the name of the contact person(s): None.

4. In Austria which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the public accrediting organization(s): None.

4.2. Please mention the name of the contact person(s): None.

Accreditation/ Assessment Criteria

5. In Austria which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1. Please justify:

Training provider has to operate within the boundaries of the Austrian law.

6. In Austria which is the accreditation/assessment criteria in the private system for training accreditation/assessment targeted to training providers.

6.1. Please justify:

Clear accreditation/assessment criteria in the private system do not exist. The closed that can be found is a nice checklist for continuous education that can be used by learners to check if the training provider is providing all information needed: <http://www.checklist-weiterbildung.at/>

5. 2. Short description of the accreditation and assessment system in Belgium

Accreditation/Assessment System

1. In Belgium there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

Please justify:

In general, first we have to take into account that there are differences in the vocational training system in Flanders and in the French speaking community, as well as in Brussels region. Practices, as well as regulations, may vary.

The VET system in Belgium is decentralised, the decisions are made by the individual Ministères de l'Enseignement for each of the (linguistic) Communities. A process of accreditation by the Ministries of Education of the three Communities (French-speaking, Dutch-speaking and bilingual in Brussels) in Belgium ensures final responsibility at this level. In addition, qualifications obtained in establishments run by the Communities are called "diplômes officiels".

In Flanders, continuous education is provided in "Centers for adult education" which are recognized and funded by the authorities.

The Flemish Employment and Vocational Training Service (VDAB) provide vocational training for labour market and it is function-oriented; the target group is adults (unemployed jobseekers and workers). Traditional training is left for a modular approach, comprising training units, which together form an individual trajectory (pathway). Personnel, infrastructure, material and activity-related costs, generated by VDAB's training supply function, are partially financed by funds provided by the Flemish Community. Additional funding is generated via European project work. Training is organized in VDAB's own

centres, and “outside” organizations can collaborate with VDAB Centres.

Another organization - The Flemish Institute for Independent Entrepreneurship (VIZO) is competent in the areas of apprenticeship and entrepreneur training. VIZO’s financial resources are mainly funds provided by the Flemish Community.

In the French Community, the FOREM (Walloon vocational training and employment office) has placement and training powers in the Walloon Region. The FOREM’s mission is to accept people (workers and job seekers) intending to engage in salaried employment. Other training designed for adults includes training for ministry staff, training for the disabled, in-company training, sectoral initiatives, and training organised by the private sector and local authorities.

The FOREM provides training appropriate to all sectors of industry and services, and at all skill levels. The main sources of funding for the measures and services offered by the FOREM are subsidies written into the budget of the Walloon region, subsidies written into the budget of the German-speaking Community, direct funding from the European Social Fund or funding for ESF projects. FOREM training takes place either in its own vocational training centres (104 training centres) or in agreed centres.

Bruxelles-Formation organises skills training in six fields: a) technical and industrial occupations; b) office and service techniques; c) IT and management proficiency courses; d) guidance and support; e) in-company training; f) self-directed training and distance training.

The target groups are workers and enterprises as well as job seekers.

Bruxelles-Formation provides tailor-made training at the request of Brussels-based companies.

Certain companies (mostly larger ones) organise their own training.

2. In Belgium there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

2.1. Please justify: None.

Accreditation/Assessment Bodies

3. In Belgium which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

The main training bodies are: The public training bodies, the VDAB in the Flemish Region, FOREM in the Walloon Region, the ADG for the East Cantons, and the RDBB in Brussels Capital Region.

They are governmental training providers, so no accreditation is needed.

3.2. Please mention the name of the contact person(s): None.

4. In Belgium which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the private accrediting organization(s): None.

4.2. Please mention the name of the contact person(s): None.

Accreditation/ Assessment Criteria

5. In Belgian which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1. Please justify: None.

6. In Belgium which is the accreditation/assessment criteria in the private system for training accreditation/assessment targeted to training providers.

6.1. Please justify: None.

5. 3. Short description of the accreditation and assessment system in Bulgaria

Accreditation/Assessment System

1. In Bulgaria there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

1.1. Please justify:

All the training providers, who deliver courses for vocational qualification for adults, have to be licensed by the National Agency for Vocational Education and Training. The licensing covers the training programmes, the qualification of the trainers, the training infrastructure – all they must cover the National Education Standards.

Each year the licensed training providers must submit annual reports about their activities to the Agency.

2. In Bulgaria there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

Accreditation/Assessment Bodies

3. In Bulgaria which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

National Agency for Vocational Education and Training

3.2. Please mention the name of the contact person(s):

Maria Antova – Vice-president

4. In Bulgaria which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the private accrediting organization(s): None.

4.2. Please mention the name of the contact person(s): None.

Accreditation/ Assessment Criteria

5. In Bulgaria which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1. Please justify:

- Training programmes
- Training infrastructure
- Qualification of the trainers
- Described system for quality assurance

6. In Bulgaria which is the accreditation/assessment criteria in the private system for training accreditation/assessment targeted to training providers.

6.1. Please justify:

None.

5. 4. Short description of the accreditation and assessment system in Czech Republic

Accreditation/Assessment System

1. In Czech Republic there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (⇒ please continue...)

No

1.1. Please justify:

There exist the public system of accreditation in the Czech Republic, but this system is devoted only to some training courses, training institutions or training programmes. It is important to lay down, that the courses can be certificated mainly by the government bodies, e. g. ministries. When we are speaking about the eligible courses/programmes for accreditation, we think these, which are categorized under the following segments:

- Re-qualification courses,

- State approved courses,
- Courses, which are provided to the state employees.

The fact of categorization and strict definition of areas can be very limiting for some of the private companies. To understand the limitation, we have to determine the definitions, as following:

- Re-qualification courses – courses provided purely to the unemployed people, who would like to change or improve their skills, knowledge or qualification and by this raise their opportunities to get a job at the labour market. These courses are mainly in the competence of labour offices and NGOs. It is not very interesting area for the private companies - courses has rather non-profit character and the fees obtained are too low to cover at least the costs connected with the course organization.
- State approved courses/programmes – courses/programmes provided mainly by the schools and universities (at different levels). This category is eligible for private as well as public schools, but courses/programmes have to be approved by the corresponding ministry.
- Courses provided to the state employees – courses provided purely to the employees of public services. This category includes trainees from governmental to regional bodies and authorities as well as the public owned services like police, firemen, etc. The accreditation is given by the Ministry of Public Affairs. Problem is that the category of state employees is relatively small and in many cases, it is not easy to get the order to train this target group.

From the above mentioned can be seen that there is some space for the accreditation of private training companies and its courses, but the situation is not optimal. For example: For private company, which is targeted only on providing of its courses to other private companies is almost impossible to get the accreditation on its courses, because its activities do not belong to the above mentioned categories.

There are 4 main public accreditation institutions in the Czech Republic:

1. The Czech Accreditation Institute
2. Ministry of Public Affairs
3. Ministry of Education, Youth and Sports
4. Ministry of Labour and Social Affairs

2. In Czech Republic there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

Accreditation/Assessment Bodies

3. In Czech Republic which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

The Czech Accreditation Institute – but as it was mentioned in the Part II, point 1, there are some limiting factors, which do not enable to accredit each organization or training course.

3.2. Please mention the name of the contact person(s):

Ing. Jiří Růžička, MBA

Accreditation/ Assessment Criteria

4. In Czech Republic which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1. Please justify:

For the grant of the accreditation certificate, the company, which applies, has to fulfil the criteria, which are more or less identical for individual types of applications. In general, the accreditation criteria are:

1. Applicant has to provide in due form filled application, which will have all the appropriateness.
2. Applicant has to prove its eligibility.
3. Applicant has to prove the content and extent of the training course/programme.
4. Applicant has to prove that its organization dispose by qualified lectors.
5. Applicant has to prove that the application is subject to accreditation according specification in Part II/1.
6. The training course/programme has to be approved as eligible by the Accrediting Commission.

Note: Please be aware, that some specific accreditations can require some more criteria or special requirements.

5. 5. Short description of the accreditation and assessment system in Cyprus**Accreditation/Assessment System**

1. In Cyprus there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (please continue...)

x No

1.1. Please justify:

Not yet but the introduction of the system of evaluation and certification of training providers is to HRDA (Human Resources Authority of Cyprus) a highest priority strategic goal. With the adoption of the system is expected to improve the quality of the training in Cyprus, the bulk of which concerns continuing training, not provided by official bodies of formal education and training. Under the system, should be evaluated with a view to certification: The Vocational Training Centers; the Vocational Training Structures Training and the Trainers.

For this purpose conducted in an open tender process and on 12 September 2006 signed a contract with the Consortium EKEPIS (Greek National Center for Continuing Professional Training Certification) and ICAP (Greek Research and Investment).

The project includes five phases. Three of these have been completed:

- 1 Surveys the current situation, analysis of the required actions / measures / tasks and a precise timetable for the project (Phase A)
- 2 Full system design evaluation and certification of training factors (Stage B) and
- 3 Preparing the specifications of an electronic program management system (Phase C)

There after the following two phases steps are to be performed:

1. Overseeing the development of electronic program management system (Phase D) and
2. Technical and scientific support for the introduction and the beginning of the proper functioning of the system (Phase E).

HRDA has proceeded in an open international invitation to tender for the development and implementation of the electronic management system, which is expected to be completed in the second half of 2010.

The total cost for the introduction of the system is estimated at 500,000 euros and estimated that the system will be self-financed.

2. In Cyprus there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (please continue...)

No

Accreditation/Assessment Bodies

3. In Cyprus which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

HRDA (Human Resources Authority of Cyprus)

3.2. Please mention the name of the contact person(s):

Mrs. Monica Ioannou.

4. In Cyprus which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the public accrediting organization(s): None.

Accreditation/ Assessment Criteria

5. In Cyprus which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1. Please justify:

The Trainers accreditation process will be completed in three stages:

- Stage (A) : Submission of the dossier, initial assessment

- Stage (B) : Training of trainers
- Stage (C) : Final assessment – Final accreditation

Eligibility Criteria for stage (A).

The eligibility criteria vary depending on qualifications and experience of each candidate.

Level of Education and Vocational Experience

- Tertiary: 48 months (if relevant to the degree)
- Tertiary: 72 months (if not relevant)
- Upper Secondary: 84 months
- Lower Secondary: 96 months
- Primary: 120 months

Stage (B) Training of Trainers – Level Program

- Elementary : VET trainers who lack pedagogical KSC (Knowledge – Skills – Competences) and / or experience in training of adults
- Advanced : VET trainers with adequate experience

Stage (C) : Final assessment – Final accreditation

- Register of Accredited VET Trainers
- On line database of registered trainers, accessible through the web

5. 6. Short description of the accreditation and assessment system in Denmark

Accreditation/Assessment System

1. In Denmark there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...) No

2. In Denmark there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...) No

2.1. Please justify:

Strandgaard & Co is the only training provider and corporate with ROI Institute (Jack Phillips) and arrange a Certification Programme ones a year.

5. 7. Short description of the accreditation and assessment system in France

Accreditation/Assessment System

- In France there is a public system for training accreditation/assessment targeted to training providers?**

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

1.1. Please justify:

In France, the training organizations are the training bodies under the Ministry of Education (as the Universities, GRETA network of group of establishments which basically offer training for white collar, blue collar and technical employees and the CNAM, National engineering and technology) and the training bodies coming from the ministry of Agriculture, Industry, Health...

There are also the Semi-public organisations as AFPA, French Association for Adult Training, the Chambers of Commerce, the Chambers of Trade, the Chambers of Agriculture and the Private organisation as the Non profit-making associations, the Profit-making training companies and Enterprises that train but for which training is not the main business.

The system of accreditation of training established by ministerial decree aims to contribute to the structuring of the system of training, the professionalization of its actors and strengthening the quality, utility, adequacy and effectiveness of training interventions.

According to the CEDEFOP (2009), in France, the national education qualifications have regular inspections of providers and of assessment processes. The inspection participates in the validation process. For example, the sectoral qualifications studied (UIMM, Union of Metallurgy Industries) have no external monitoring of providers other than regular audits of examination centres by a steering committee which brings together representatives from UIMM members (companies).

On the other hand, there is no external review of external monitoring bodies. In the system of national education all monitoring and evaluations are done within the national and regional inspection system.

According to the same document, the system presents clear and measurable objectives and standards which reflect in the qualification standards and design; guidelines for implementation, including stakeholders' involvement, even the employer-employee stakeholder involvement is integral to the certification process; there are appropriate resources. National education providers, for example, are subject to inspection but there is no obligation of self-evaluation. The national inspection does regular reports to the Minister of Education; the topic of these reports depends on the need for education and training reforms. The results are widely accessible. The national inspection reports are available on the website of the Ministry of Education and the regional inspections will depend on the regional authority.

In France, there is a common understanding and a common approach to quality assurance

across the different bodies. Nevertheless, the process is not formalized through any documentation or set of practices and is spread over a range of activities, but there is a common approach to designing qualifications that serves as the basis for summative assessment. The quality assurance is a cooperative process between the Ministry, the general and regional inspection, VET providers and social partners, both in assessment level and in the design of qualifications.

Accreditation/Assessment Bodies

2. In France which public bodies/organizations accredit and certify VET providers?

2.1. Please mention the public accrediting organization(s):

The National Professional Certification Committee (CNCP) and a National Professional Certificate Register (RNCP) have been set up under the law on social modernisation. This Register enables more comprehensive information to be disseminated on all certificates. The current principle of homologation has therefore been replaced by registration of certificates in this national register set up by the Committee.

The CNCP is in fact a system for the exchange of information and for communication between those issuing certificates. This consultative body, under the aegis of the Prime Minister, will be responsible for entering the certificates in the register. But its mission goes beyond this: it must also act as a forward-looking watchdog, updating, renewing and creating certificates to keep abreast of qualifications and professions.

Anne-Marie Charraud, general rapporteur of the Technical Homologation Committee at the DGEFP (General Delegation for Employment and Vocational Training), explains that the CNCP will be entrusted with developing a "typically French principle whereby anyone, regardless of background, is entitled to a sign of his or her qualification. The system, introduced by law, is original in that it states that in every case, the same qualification sign will be used as a reference. After initial or continuing training or experience, these references may be exactly the same". For more info: <http://www.centre-inffo.fr/international/National-Certification-Committee.html>

Accreditation/ Assessment Criteria

3. In France which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

3.1. Please justify:

In France the Assessment standards (*référentiel de certification*) are defined as part of the qualification definition when registered in the national repertory of qualifications. For sectoral qualifications assessment is also based on assessment standards.

5. 8. Short description of the accreditation and assessment system in Germany

Accreditation/Assessment System

1. In Germany there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (*⇒ please continue...*)

x No

1.1. Please explain:

Only ISO 9001, but not especially referred to training sector.

2. In Germany there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (*⇒ please continue...*)

x No

Please justify:

Only ISO 9001, but not especially referred to training sector.

5. 9. Short description of the accreditation and assessment system in Greece

Accreditation/Assessment System

1. In Greece there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

X Yes (*⇒ please continue...*)

No

1.1. Please justify:

In Greece there are two systems of accreditation: one for vocational education, for which is responsible an agency under the Ministry of Education (OEEK) and one for accrediting training centres that are eligible for undertaking training funded by the ESF, called EKEPIS (National Accreditation Center), supervised by the Ministry of Employment.

Post-secondary education is provided by Vocational Training Institutes (IEK) which offer formal vocational training and education of unclassified level (neither higher nor university level) in 110 different specialisations in 14 basic occupational sectors. Overall, there are 138 Vocational Training Institutes (IEK) managed by the Organisation for Vocational Education and Training (OEEK), 34 Vocational Training Institutes managed by the Labor Force Employment Organisation (OAED), and 41 private IEK which are supervised by the OEEK. Recognition of certificates and qualifications acquired by the graduates of TEE and IEK is done by the OEEK. The OEEK determines professional rights for all levels of vocational training and education in co-operation with the respective ministries and social partners.

In order to assure the quality of non-formal vocational training courses the main agency for making and implementing policy of the Ministry of Labour & Social Affairs is the National Accreditation Centre of Vocational Training and Support Services Centres (EKEPIS) in

Greece which, using evaluation criteria, has developed and implemented systems for:

- Accreditation of vocational training centres (KEK)
- Accreditation of continuing vocational training trainers via the establishment of a register
- Accreditation of continuing vocational training courses that result in the acquisition of accredited knowledge, skills and qualifications related to the needs of the labour market
- Accreditation of staff providing support services via the establishment of a register
- Development of the system for the ongoing monitoring and evaluation of the work of accreditation centres.

2. In Greece there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (*please continue...*)

No

2.2. Please justify:

Private accreditation system may be used only for ISO 9001 certification.

Accreditation/Assessment Bodies

3. In Greece which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

In order to assure the quality of non-formal vocational training courses the main agency for making and implementing policy of the Ministry of Employment & Social Affairs is the National Accreditation Center of Vocational Training and Support Services Centers (EKEPIS).

EKEPIS establishes systems of specifications, inspection and evaluation, which include modern views, experiences and new technologies. It implements transparent procedures and draws on social dialogue with the stakeholders.

3.2. Please mention the name of the contact person(s):

Thanasis Vassilainas.

4. In Greece country which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the public accrediting organization(s):

No private bodies accredit and certify VET providers as such. Private accreditation system may be used, as mentioned, only for ISO 9001 certification.

Accreditation/ Assessment Criteria

5. In Greece which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5. 1. Please justify:

For the first time there was adopted a common set of criteria in order that a trainer is inserted in the registry. Criteria were both formal and substantial such as studies, working experience and didactic experience. The registry is publicised in the site of EKEPIS and any VET centre can easily have access to it and select its trainers.

During the period 2000-2003, 18336 trainers applied and from them 12014 were qualified to enter the registry. The registry is an open one (there are no deadlines). Nowadays, there are 14000 entries in the 6 sub-registries. Nevertheless, it gets more and more difficult for a new trainer to enter the registry. The first reason for that is that in the requirements there is the obligation of 150 hours of recent didactic experience, although the system accepts only trainers from the registry. The second reason is that there are few applications per training topic, so it takes long for the committees to meet and assess the portfolio submitted. EKEPIS is also responsible for accreditation of the vocational training centres (K.E.K)

5. 10. Short description of the accreditation and assessment system in Ireland

Accreditation/Assessment System

- 1. In Ireland there is a public system for training accreditation/assessment targeted to training providers?**

(Please mark with „x“!)

Yes (*⇒ please continue...*)

No

1.1. Please justify:

There is the National Qualifications Authority of Ireland www.nqai.ie that oversees the national framework for all providers, public and private. Under NQAI, are FETAC [Further Education and Training Awards Council] that deals with programmes up to Level 6 [Tertiary Certificate] and HETAC [Higher Education and Training Awards Council] that deals with awards from Level 6 to Level 10 [PhD]

- 2. In Ireland there is a private system for training accreditation/assessment targeted to training providers?**

(Please mark with „x“!)

Yes (*⇒ please continue...*)

No

2.1. Please justify:

Here I would refer to specific professional bodies [e.g., accounting, engineering etc.] that fulfil a regulatory role for their respective professions. There are also ‘Quality Mark’ organisations that can provide generic kite marking, e.g. ISO, ‘Best Place to Work’.

Accreditation/Assessment Bodies

- 3. In Ireland which public bodies/organizations accredit and certify VET providers?**

3.1. Please mention the public accrediting organization(s):

See above in section 2. FAS, the National Training Agency also fulfil a role in respect of trades/crafts/apprenticeships.

3.2. Please mention the name of the contact person(s):

Roger Fox.

4. In Ireland which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the private accrediting organization(s):

ECDL operates in Ireland. Also Digital Creator [IADT].

4.2. Please mention the name of the contact person(s):

Jim Friers for ECDL. Jim Devine for Digital Creator.

Accreditation/ Assessment Criteria

5. In Ireland which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1. Please justify:

Standards are set by FETAC – see section 2.

6. In Ireland which is the accreditation/assessment criteria in the private system for training accreditation/assessment targeted to training providers.

6.1. Please justify:

Refer to individual professional bodies.

5. 11. Short description of the accreditation and assessment system in Italy

Accreditation/Assessment System

1. In Italy there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

1.1. Please justify:

A first step towards recognition of training as a strategic resource for all people, in particular for young people, workers, and enterprises, is the approval of Law 236/93, which allowed launching the structuring of a national continuing-training system. With the Labour

Agreement signed by the Government and the Social Partners in September 1996, a real strategy of innovation of the system was envisaged.

One of the most important ways to assure good quality CVET provision in Italy is the accreditation system for providers. All providers whether public or private must be accredited to deliver publicly-funded training and guidance (as legislated in Law 59/97). All regional and local authorities must follow the national criteria outlined in the legislation. In 2002, the legislation was extended to cover minimum standards for vocational qualifications as well as training structures.

Accreditation is necessary for providers wanting to deliver continuing training for workers employed and unemployed.

2. In Italy there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

2.1. Please justify:

It is necessary to carry out some private training businesses.

Accreditation/Assessment Bodies

3. In Italy which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

Accreditation is undertaken by the regional authorities and autonomous provincial authorities on the basis of on-site inspections and on evaluation of documentation. Checks are made on an annual basis to ensure that standards are maintained: accreditation can be removed if they are not.

4. In Italy which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the private accrediting organization(s):

Various. For example: Italian Society for Occupational Health and Industrial Hygiene.

Accreditation/ Assessment Criteria

5. In Italy which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1. Please justify:

To receive accreditation, the operational facilities of public or private providers must have:

- Management and logistical capacities;
- Teachers with appropriate vocational skills;
- Proven record of effectiveness and efficiency;
- Links with local groups and enterprises.

The accredited operational facilities must offer services to all categories of users and

provide the following:

- Ability to provide Information on training and employment opportunities;
- Provision of guidance on job-seeking techniques and strategies, new forms of work and the market of professions;
- Provision of individualized career guidance in order to enable people to discover their aptitudes, interests and motivations and to define their own professional project.

6. In Italy which is the accreditation/assessment criteria in the private system for training accreditation/assessment targeted to training providers.

6.1. Please justify:

It depends on the private system.

5. 12. Short description of the accreditation and assessment system in Malta

Accreditation/Assessment System

1. In Malta there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (please continue...)

No

1.1. Please justify:

Not yet but, by 2015, the introduction of the system of evaluation and certification of training providers is to MQC (Malta Qualification Council) highest priority strategic goal. With the adoption of the system is expected to improve the quality of the training in Malta, the bulk of which concerns continuing training, not provided by official bodies of formal education and training.

MQC's main targets being proposed are:

- Design and publication of occupational standards in key sectors matched to specific VET qualifications
- An effective accreditation system for formal VET qualifications and a system for the validation and recognition of Informal and Non-Formal learning
- A Malta Qualifications Framework that embraces all formal, informal and non-formal qualifications
- An e-based system for the recognition of foreign and local qualifications
- An MQC as a regional point of reference for the accreditation, recognition and validation of qualifications

2. In Malta there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

<input type="checkbox"/>	Yes (<input type="checkbox"/> please continue...)	<input checked="" type="checkbox"/> x	No
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Accreditation/Assessment Bodies

3. In Malta which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

MQC (Malta Qualification Council)

Accreditation/ Assessment Criteria

4. In Malta which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

4.1. Please justify:

The Malta Qualification Council has not yet set the criteria.

5. 13. Short description of the accreditation and assessment system in Norway

Collection of Information from Strandgaard Consulting

Accreditation/Assessment System

1. In Norway there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

<input type="checkbox"/>	Yes (<input type="checkbox"/> please continue...)	<input checked="" type="checkbox"/> x	No
--------------------------	--	---------------------------------------	----

1.1. Please justify:

There is no accreditation for trainer except for certain trades where education is important for a production line. This education is taken care by the respective trade organization itself. There is no general accreditation in the private sector, only in the public sector organized through Norwegian public colleges/universities.

2. In Norway there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

<input type="checkbox"/>	Yes (<input type="checkbox"/> please continue...)	<input checked="" type="checkbox"/> x	No
--------------------------	--	---------------------------------------	----

2.1. Please justify:

There is training accreditation for teachers in public schools, but nothing for private training providers.

Industrial certification and assessment are available, such as Microsoft MCSE, Cisco CAN and so on. Some public and private schools and training providers use these certifications in their training, but there exists no general system that provides guidelines or ramifications.

5. 14. Short description of the accreditation and assessment system in Poland

Accreditation/Assessment System

1. In Poland there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

1.1. Please justify:

Polish Initial Vocational Education and Training (IVET) have undergone a comprehensive reform of a systemic character, which has not yet been fully finalised. It has been aimed at ensuring flexibility of education; linking vocational education to the needs of the labour market, and ensuring the quality of education and comparability of qualifications.

Although a system of validation of informal and non-formal learning does not yet exist in Poland, many elements of such a system are already in place. We can call it “quasi system”.

The major roles in this system play Ministries and other government organization such as PAED – The Polish Agency for Enterprise Development. PAED has some new ideas on how to support entrepreneurship:

- Training and consultancy for new business
- Forecasting the directions of change in the economy
- Improving the qualifications of trainers and lecturers

These are some examples of so-called system projects which until 2013 will be financed from the European Social Fund under the Operational Programme Human Capital (OP HC). PAED has been entrusted with the responsibility of pursuing the measures of the OP HC which support the business sector and improve the effectiveness of training for entrepreneurs and employees of enterprises.

The system, however, is still in the process of change and adaptation.

2. In Poland there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

2.1. Please justify:

The importance of the validation of informal and non-formal learning is widely recognized in Poland, it is present in the political agenda as well as in expert discussions. It is hard to say that we have a “private system” here in Poland but there is a lot of private companies

(especially small ones) providing accreditation trainings , e.g. Matrik , proITedu. The target populations for the validation of informal and non-formal learning are both companies and individual persons willing to provide trainings for final beneficiaries.

Accreditation/Assessment Bodies

3. In Poland which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

Ministry of Infrastructure, PAED.

4. In Poland which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the public accrediting organization(s):

1. MATRIK - The goal of the Management Consultants and Trainers Association. MATRIK is the constant improvement of management quality in Poland by supporting and creating possibilities for the professional development of trainers, consultants and managers.

The association is a non-profit organization founded in 1998. It promotes modern management methods and serves as a knowledge and experience sharing platform. MATRIK also organizes meetings and conferences for managers, consultants and trainers.

The association is one of the most important Polish organizations which supports and certifies management trainers and through international cooperation creates competence standards for trainers and consultants.

2. proITedu – Trainings-Acreditation-Consulting – provides accreditation for training companies especially working at IT business area.

Accreditation/ Assessment Criteria

5. In Poland which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1. Please justify:

- The current level of involvement and experience
- How it will help to meet „VET“ current needs
- Number of potential applicants

6. In Poland which is the accreditation/assessment criteria in the private system for training accreditation/assessment targeted to training providers.

6.1. Please justify:

See 5.1

5. 15. Short description of the accreditation and assessment system in Portugal

Accreditation/Assessment System

1. In Portugal there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

1.1. Please justify:

All the training providers that deliver courses in the framework of the vocational education and training system and want to receive European funds, have to be accredited by DGERT - Directorate General of Employment and Labor Relations. The system of accreditation was created by the decree-law n.º 782/97, 29th of August. In Portugal, the accreditation is focused at the technical validation and recognition of the entities to operate in the vocational training ambit (to organize courses as well as diagnosis needs and training impacts...).

The accreditation is voluntary but compulsory in the following situations: to receive European public funds for training; to develop regulated training; to develop training to achieve certain professional qualifications; other specific normative situations.

The system is based on quality assurance policy external evaluation more self assessment evaluation procedures. The accreditation systems aims to contribute:

- To increase the quality and adequacy of the training interventions;
- To increase the rigour and selectivity in the access and efficacy of the applications of public funds to support professional training initiatives;
- To increase the clarification of the training offer, and the construction of the training referential to support the training providers, professional and citizenship;
- To improve the structure of the vocational training system and their actors;
- To support the entities in continuous improvement of capacities, competences and pedagogic resources.

2. In Portugal there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

2.1. Please justify:

There are some specific systems of international accreditation addressed to specify areas of knowledge in the field of education, training and learning like for the coaching professionals, for example.

Accreditation/Assessment Bodies

3. In Portugal which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

The Directorate General of Employment and Labor Relations from Ministry of Labour and Social Solidarity - MTSS was designed as national coordinator of the accreditation system. The entities are accredited according the following training domains:

- Diagnosis of training needs;
- Planning of training interventions and activities;

- Conception of training interventions, programs, tools and training supports;
- Organization and promotion of training interventions and activities;
- Development/execution of training interventions and activities;
- Follow-up and evaluation of training interventions and activities;
- Other forms of socio-cultural interventions (targeted directly to the training) or pedagogic activities as complements of the training activities and facilitators of the professional socialization process.

One training entity can be accredited in one training domain of intervention, in several or in all. Distance training organization involves a complementary recognition.

According to the website www.dgert.mtss.gov.pt/ there are 5043 certified entities in Portugal (main land), plus more 114 certified entities in Madeira and 149 certified entities in Azores (July 2009). In Portugal (main land) only 65 training entities are accredited in the diagnosis, planning, conception, organization, development and evaluation, according to DGERT data base available online and only 10 training entities are accredited in all training domains (July 2009).

4. In Portugal which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the private accrediting organization(s):

In Portugal we have a set of private organizations aiming at certify persons and enterprises in the open market.

The webportal Coaching Portugal available at the address www.coachingportugal.com advertises the following organizations:

- ABP Corporate Coaching, www.barosapereiracorporatecoaching.com
- Escola de Coaching ECIT, www.escoladecoaching.com and www.expertisecoachinternational.com.
- GO4 Consulting, www.go4-consulting.com
- Instituto de Estudos para o Desenvolvimento Empresarial, www.inedem.com Empresa de Formação Certificada; Especialistas em Inteligência Emocional; Serviços de Coaching;
- Instituto Internacional de Programação Neurolinguística, www.inpnl.com
- MORE Institut, www.more-institut.com/pt/index.html
- Solfut, Lda - I Have The Power, www.ihavethepower.net

Accreditation/ Assessment Criteria

5. In Portugal which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1.	Please	justify:
This validation is done in the logic of conformity with the quality referential or norm: the accreditation requirements one available in the Users Guide 1.07 document available at the website www.dgert.mtss.gov.pt/ .		

6. In Portugal which is the accreditation/assessment criteria in the private system for training accreditation/assessment targeted to training providers.

6.1. Please justify:

The criteria are diverse according to each international accreditation systems.

5. 16. Short description of the accreditation and assessment system in Romania

Accreditation/Assessment System

1. In Romania there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (*⇒ please continue...*)

No

1.1. Please justify:

The criteria and methodology for the accreditation of the institutions providing adult education and training, as well as the final examinations, the certificates issued and the certification procedures are established by the Ministry of Education, Research and Youth, the Ministry of Labour, Social Solidarity and Family and/or the Minister of Culture and Cults – depending on the type of programme provided.

The National Adult Training Board co-ordinates the authorization activity of the vocational training providers.

2. In Romania there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (*⇒ please continue...*)

No

Accreditation/Assessment Bodies

3. In Romania which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

National Adult Training Board

NATB co-ordinates, at national level, activities such as:

- Authorizing the vocational training providers, through county and Bucharest authorizing commissions;
- Working-out and updating the occupational standards;
- Evaluation and certification of professional competencies acquired by adults through continuous vocational training, as well as through formal and informal training.

NATB integrates in its structure another tripartite body, the Council for Occupational Standards and Accreditation (COSA)

3.2. Please mention the name of the contact person(s):

<http://www.cnfpa.ro>

4. In Romania which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the private accrediting organization(s): None.

4.2. Please mention the name of the contact person(s): None.

Accreditation/ Assessment Criteria

5. In Romania which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1. Please justify:

The authorization of the professional training suppliers is made based on evaluation criteria, for a period of 4 years, for each one of the occupations the professional training suppliers organize professional training programs for.

The evaluation criteria of the Professional Training Suppliers regarding the authorization, have into view the following elements:

- Professional Training program;
- The resources necessary for the Professional Training program's development;
- The Professional Training Suppliers' experience and the results of their activities prior of the authorization obtaining or in other Professional Training programs that they carried out, if case.

6. In Romania which is the accreditation/assessment criteria in the private system for training accreditation/assessment targeted to training providers.

Please justify: None.

5. 17. Short description of the accreditation and assessment system in Slovak Republic

Accreditation/Assessment System

1. In Slovakia there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

1.1. Please justify:

The approach to accreditation of training programmes/courses in the Slovak Republic is relatively liberal. We can say that the public accreditation system is relatively well developed. The main operating organization in this field is a government body - Ministry of Education. In fact, accreditation of training is divided into 3 main areas:

- Education at high schools and universities – accreditation activities for the

- universities are ensured by the Accreditation Commission, which is an consultative body of the Slovak Republic government. Main aim of the AC is to assess and independently evaluate the quality of training and research.
- Further/lifelong learning – is managing by the act nr. 386/1997 z. z. and this act is valid for the areas like specification of further learning, process and conditions of accreditations, delivering of documents proving accreditation, etc. As it is coming up from this act, each training/educational institution, it makes not odds if private or public, can apply for the accreditation of its training course/programme. There are not special requirements (instead of these connected with delivering of the application), so it means that this act has non-discriminating character.
 - Education and training in sport – accreditation of the private/public organizations, which are operating in the field of sport and who are preparing the sportsmen for their profession.

The main body, which is operating in the area of training accreditation is:

1. Ministry of Education – as it was mentioned above, the department is ensuring the accreditation, is divided into 3 categories. Each “sub-department” responsible for one of the categories – education at high schools and universities, further/lifelong learning, education and training in sport. In the field of accreditation of universities there is a very important body the Accreditation Commission.

2. In Slovakia there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (*⇒ please continue...*)

No

Accreditation/Assessment Bodies

3. In Slovakia which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

Ministry of Education

3.2. Please mention the name of the contact person(s):

I'ľubica Matoušková

Accreditation/ Assessment Criteria

4. In Slovakia which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1. Please justify:

“The application for accreditation to Ministry of Education”, which is completed and signed by the statutory body, shall be submitted by the applicant of accreditation.

Educational company, which filed an application for accreditation, must meet the following criteria:

1st Its business object must be education.

2nd Company draws up a project and educational documentation of training activity.

3rd Company ensures a responsible Teachers Corps of training activities.

4th Company ensures responsible material-technical conditions of training activities.

5. 18. Short description of the accreditation and assessment system in Slovenia Republic

Accreditation/Assessment System

1. In Slovenia there is a public system for training accreditation/assessment targeted to training providers?
(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

1.1. Please justify:

There exists a public system for the training accreditation in Slovenia. This system is ensured by the public bodies/institutions and the accreditation is none discriminating. For the accreditation can apply each organization, which would like to get this one, but this organization has to meet particular requirements and rules.

2. In Slovenia there is a private system for training accreditation/assessment targeted to training providers?
(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

Accreditation/Assessment Bodies

3. In Slovenia which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

There are 2 main organizations, which are operating in the area of accreditation:

1. Slovenska akreditacija
2. The Council for Higher Education of the Republic of Slovenia

3.2. Please mention the name of the contact person(s):

Dr. Bostjan Godec

Accreditation/ Assessment Criteria

4. In your countries which are the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

4.1. Please justify:

The accreditation criteria are set in standards EN 45000, oz. EN ISO / IEC 17000. Documents must contain form of business, organization, quality management system, management of documentation, personnel training, technical competences and abilities,

work practices, records and documentation. The criteria have to be filled if the company applies for the accreditation of the face-to-face training courses/programmes.

5. 19. Short description of the accreditation and assessment system in Spain

Accreditation/Assessment System

1. In Spain there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

1.1. Please justify:

Since 2007, the vocational training for the unemployed and the vocational training for employed have been integrated into one single model, the VET model. VET is made up of the following initiatives:

- Demand training, which covers the training actions of companies and the individual leaves of absence for training wholly or partially financed by public funds;
- Supply training, which covers the training plans which, on a priority basis, are targeted at working people and the training plans that are targeted, on a priority basis, at the unemployed. The training offer of the VET plans is annually programmed within the current 28 vocational families. At present, the training displays a structure in the form of modules, at both the level of studies and the administration of programmes;
- Training that alternates with employment allowing a worker to combine training with vocational on-the-job work experience.

With respect to the Administration of Education and Adult Education, the Statutory Act on the Participation, Evaluation and Government of the Teaching Centres (LOPEG) of 1995 regulates educational inspection, and it determines that the Autonomous Communities have to carry out inspections on all of their services, programmes and activities, both public and private. Each Autonomous Community is responsible for the organisation and functioning of its own technical inspection.

The accreditation of the training providers is managed by Autonomous Communities.

2. In Spain there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

2.1. Please justify:

There are some fields of activity with private system for training accreditation.

One example is “Sociedad Española de Cardiología” with its “Sistema de Acreditación de formación específica y excelencia para la práctica de la Electrofisiología Clínica Cardíaca”, a accreditation system in health.

Accreditation/Assessment Bodies

3. In Spain which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

Ministry of Education, INCUAL, Autonomous Communities.

4. In Spain which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the private accrediting organization(s):

1. Council of International Schools

2. International Schools Association (ISA)

Accreditation/ Assessment Criteria

5. In Spain which is the accreditation/assessment criteria in the public system for training accreditation/assessment targeted to training providers.

5.1. Please justify:

The professional training providers:

- Must accomplish the requirement according with the specific training program associated with the professional profile;
- Must have facilities and resources according with the specific training program associated with the professional profile.

6. In Spain which is the accreditation/assessment criteria in the private system for training accreditation/assessment targeted to training providers.

6.1. Please justify:

Varies from system to system. For example:

- Years of activity
- Certified trainers
- Technical facilities

5. 20. Short description of the accreditation and assessment system in Sweden

Accreditation/Assessment System

1. In Sweden there is a public system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (⇒ please continue...)

No

1.1. Please justify:

There is no private accreditation for trainer except for in certain organizations. For qualifying reasons companies use credentials from public schools as assessment. In public sector a new organization is setting up criteria for training assessments: Myndigheten för Yrkeshögskolan.

2. In Sweden there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

2.1. Please justify:

Industrial certifications and assessments are available, such as Microsoft MCSE, Cisco CNA and so on. Some public and private schools and training providers use these certifications in their training, but there exists no general system that provides guidelines or ramifications.

5. 21. Short description of the accreditation and assessment system in The Netherlands**Accreditation/Assessment System****1. In The Netherlands there is a public system for training accreditation/assessment targeted to training providers?**

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

1.1. Please justify:

A guaranteed standard of vocational education and training is maintained through a national system of legal regulation and quality assurance.

The Ministry of Education, Culture and Science is responsible for legislation pertaining to education. A system of accreditation was introduced in 2002. Since then, the new Accreditation Organization of The Netherlands and Flanders (NVAO) has been responsible for accreditation. According to the section of the Dutch Higher Education Act that deals with the accreditation of higher education (2002), degree programmes offered by research universities and universities of professional education will be evaluated according to established criteria, and programmes that meet those criteria will be accredited, that is, recognised for a period of six years. Only accredited programmes are eligible for government funding, and students receive financial aid only when enrolled in an accredited programme. Only accredited programmes issue legally recognised degrees. Accredited programmes are listed in the Central Register of Higher Education Study Programmes (CROHO) and the information is available to the public. Institutions are autonomous in their decision to offer non-accredited programmes, subject to internal quality assessment. These programmes do not receive government funding.

Training providers that don't receive government funding can not be accredited by a public system and therefore have to rely on private accrediting bodies.

2. In The Netherlands there is a private system for training accreditation/assessment targeted to training providers?

(Please mark with „x“!)

Yes (\Rightarrow please continue...)

No

2.1. Please justify:

There is not really a system. However there are two accrediting organizations. See 4.

Accreditation/Assessment Bodies

3. In The Netherlands which public bodies/organizations accredit and certify VET providers?

3.1. Please mention the public accrediting organization(s):

Accreditation Organisation of the Netherlands and Flanders (NVAO)

3.2. Please mention the name of the contact person(s):

NVAO - Karl Dittrich

4. In The Netherlands which private bodies/organizations accredit and certify VET providers?

4.1. Please mention the public accrediting organization(s):

CEDEO is an independent accreditor of human resource service providers. For HRD they can accredit providers that provide training design, public courses, coaching and consultancy.

PAEPON, het Platform van Aangewezen/Erkende Particuliere Onderwijsinstellingen

4.2. Please mention the name of the contact person(s):

CEDEO - Paul Esveld PAEPON - Anna Bakker

Accreditation/ Assessment Criteria

5. In The Netherlands is the accreditation/assessment criterion in the private system for training accreditation/assessment targeted to training providers.

Please justify

CEDEO

Quantitative Measures

- The training provider must have more than 5 clients
- The training provider must be active for more than 3 years
- The training provider must exceed 250'000 euro

Qualitative measures

- The training provider must demonstrate how it is generating its product portfolio
- The training provider must have generated positive results which is being measured by a customer satisfaction index
- The training provider must be business oriented

NB. All measures mentioned are very elusive and don't guarantee that the training services provided will have any impact on the different outcome levels.

PAEPON

PAEPON is the Platform of Accredited Private Educational Institutions in the Netherlands

PAEPON-membership is quality recognition. Everyone PAEPON-member must satisfy the following quality standards:

- Members must be a non-governmental organisation which is operative in or it is involved directly in private education or private function-specific training
- Member must be a legal entity in the Netherlands
- The statutory objectives of the member cannot be contrary with the Dutch law
- Members of PAEPON must sign the code of conduct and act accordingly to
- Other codes and standards which have been explained for members binding, must be obeyed by the member
- Member cannot be recently condemned because of a indictable offence
- Member must satisfy the complete payment on time
- Member cannot be in a state of bankruptcy or pursuance of payment

NB. All measures mentioned are very elusive and don't guarantee that the training services provided will have any impact on the different outcome levels. Above all the accreditation process is highly dependent of a self evaluation.

6. Training evaluation levels per country

This part of the report presents the results of the evaluation levels in their country as well as the purpose and consequences of each evaluation level, description of methods and tools, evaluation moments and persons involved.

6. 1. Austrian training evaluation results in-a-glance

1. Description of the training system in Austria according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

	Yes	Please justify:
x	No	
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

	Yes	Please justify:
x	No	
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

	Yes	Please justify:
x	No	
	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

	Yes	Please justify:
x	No	
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

	Yes	Please justify:
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<input checked="" type="checkbox"/>	No	
	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify: Evaluation of labour market needs.
<input checked="" type="checkbox"/>	No	
	I don't know	

6. 2. Belgium training evaluation results in-a-glance

1. Description of the training system in Belgian according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify: Evaluation of labour market needs.
<input checked="" type="checkbox"/>	No	
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify: Evaluation is done at the training institution.
<input checked="" type="checkbox"/>	No	
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify: Evaluation is done at the training institution.
<input checked="" type="checkbox"/>	No	
	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify: No regulations, sometimes done during training in companies.
<input checked="" type="checkbox"/>	No	
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

	Yes	Please justify:
X	No	No regulations, sometimes done during training in companies.
	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
X	No	There are some researches for return on investment in higher secondary, university and non-university higher education made at national level.
	I don't know	

6. 3. Bulgaria training evaluation results in-a-glance

1. Description of the training system in Bulgaria according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

	Yes	Please justify:
X	No	Diagnosis of training needs of unemployed is usually done by the employment agency; sometimes the training provider makes some diagnosis of training needs in order to better target the training programme (this is usually done in courses for employed).
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

	Yes	Please justify:
X	No	Usually reaction evaluation is done both from the training provision side (training institution) and the training demand side (employment agency or employer). The most common way is through questionnaires.
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

	Yes	Please justify:
X	No	Evaluation of the demonstration of the new skills and knowledge is usually done during the testing at the end of the course. This does not apply always to short-term informative courses.
	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
	No	Transfer evaluation is usually done in training courses for employed, organized by the big companies, where they have sufficient evaluation capacity (HR managers or reliable on-line evaluation systems). For courses, organized by smaller institutions or courses for unemployed usually it is not done.
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
x	No	Impact evaluation is done only in isolated cases and it is still not really approved as evaluation practice.
	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
x	No	Although it becomes more and more popular amongst HR managers and training providers, ROI evaluation is done only in isolated cases mainly because of lack of support from the other actors in the process.
	I don't know	

5. 4. Czech Republic training evaluation results in-a-glance

1. Description of the training system in Czech Republic according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
x	No	Almost all of the companies, who would like to let their staff trained, think that training is only something like the “bonus” for their staff. That's why, there is not necessary to think, which the needs of the employees are. In harmony with that, there is not also setup the expected target of the training.
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
x	No	This type of evaluation exists, but only at the level of training in companies. Lectors distribute the evaluating questionnaires, which are filled in by the participants after the end of the course. But in many cases, it is the end of the action, because a lot of these questionnaires are not filled truthfully. We can say that this type of evaluation in CR represent questionnaires for
	I don't know	

		questionnaires.
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1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

	Yes	Please justify:
x	No	In fact, this type of evaluation is only used in some types of training, mainly in ICT courses, where it is easy to verify the skills and knowledge obtained. In "soft skills" courses like time-management, assertive communication, etc., this evaluation level is not applied. Reason for this is that the soft skills obtained at these courses are more verifiable and according to some lecturers, it is difficult to develop some effective test/tool, which should measure the skills or knowledge reached. Moreover some employers are not familiar with this evaluation type, because they do not want to stress the course participants (their employees) with tests. They think that these are de-motivating factors in training.
	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

	Yes	Please justify:
x	No	This method is used only in some cases and mainly in people from the TOP management, who are trained in very specific courses (which are also expensive). Unfortunately we are not able to provide the percentage of courses, at which this level is applied, because there is no statistics on it. This level is not applied for the line workers or in courses from the ICT area.
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

	Yes	Please justify:
x	No	To realize and make the impact evaluation, it is really important and necessary to undertake the analysis and separate the results of training from other factors, which could influence the contributions from training action. Almost all companies are not willing to take this step, because it is relatively difficult and time consuming. In many cases (especially training for the workers and middle management) the training consultants and HR managers believe that the costs for this evaluation can be in comparison higher than the training costs. Moreover, the Czech Republic is beginner in the area of evaluation and is missing the necessary knowledge base.
	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
x	No	In the Czech Republic return on investment is known mainly for

	I don't know	the “hard” investment actions as the construction of buildings or widening of production through new technologies. Almost nobody connects the ROI method with “soft actions” like training. It is true that there are still a lot of training consultants and HR managers, who are rather sceptic to this method and who think that it is not possible to exactly count the ROI in training. Companies who could provide this service are more afraid of this area than willing to promote it.
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6. 5. Cyprus training evaluation results in-a-glance

1. Description of the training system in Cyprus according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

	Yes	Please justify:
x	No	Very few companies try to identify their training needs. They think that they know enough well the training needs.
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

	Yes	Please justify:
x	No	Usually the assessment is carried out immediately after the end of the training program (summative evaluation) and not during its duration (formative evaluation). There isn't reaction evaluation.
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

	Yes	Please justify:
x	No	Learning usually takes place in-company through mentoring.
	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviors job applicability? (Please mark with „x“!)

	Yes	Please justify:
x	No	Evaluation on this level verifies whether the participants have used their new knowledge in their jobs and changed behaviour and specifically if they have started using their new knowledge.
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

	Yes	Please justify:
x	No	Summative evaluation on this level detects whether the new

	I don't know	<p>knowledge acquired by participants has improved the company's performance. Impacts of interest to be measured may be:</p> <ul style="list-style-type: none"> ▪ Improvement of business processes ▪ Improvement of business's ability to tender for contracts ▪ Improvement of products quality ▪ Improvement of marketing ▪ Improvement of management control ▪ Improvement of customer service
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1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
x	No	Quite a few companies are involved in ROI level. There is ignorance about the existence and characteristics of this training evaluation method. Usually the evaluation focuses on the impact evaluation level.
	I don't know	

6. 6. Danish training evaluation results in-a-glance

1. Description of the training system in Denmark according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

X	Yes	Please justify:
	No	Yes, but only with a focus on level 1 reaction. There is no general diagnosis for doing this.
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

X	Yes	Please justify:
	No	About 90% evaluate the training on reaction level.
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

	Yes	Please justify:
X	No	Very seldom. A beginning need seems to evolve for this, but HR find it difficult to develop the questions needed and do not have focus for this.
	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
X	No	Very seldom again. When a training programme is designed HR do not talk together with the strategic level to clarify the needs.
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
X	No	We have only seen very few examples on this. We ourselves participate in ROI programmes where we do measure this.
	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
X	No	Ref. 1.5.
	I don't know	

6. 7. Dutch training evaluation results in-a-glance

1. Please describe that system in The Netherlands according to the following training evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
	No	
	I don't know	However the focus of this measurement is rather on describing how the training provider is generating its offers to the market. There are no specific criteria on the quality of training needs analysis.

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
	No	
	I don't know	All of the accrediting bodies look at the customer satisfaction level of the training providers' clients. However these measures are not tied to single training programs and only provide a general level of customer satisfaction.

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
X	No	

<input type="checkbox"/>	I don't know	
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1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
x	No	
<input type="checkbox"/>	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
x	No	
<input type="checkbox"/>	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
x	No	
<input type="checkbox"/>	I don't know	

6. 8. French training evaluation results in-a-glance

1. Description of the training system in France according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify: The creation of new qualifications or the renovations of existing ones are made after studying the needs of the labour market: assessing the annual number of vacancies, identifying the necessary skills.
<input type="checkbox"/>	No	
<input type="checkbox"/>	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify: This measurement is sometimes made at the time of certification renewal.
x	No	
<input type="checkbox"/>	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
<input checked="" type="checkbox"/>	No	Measurement of learning outcomes is made at the time of final examinations.
<input type="checkbox"/>	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
<input type="checkbox"/>	No	
<input type="checkbox"/>	I don't know	This measure is performed by the close relationship between the Ministry of Education and employers (at the national, regional and local). When a certification is no longer appropriate, representatives of the professions are quickly learning.

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
<input type="checkbox"/>	No	
<input type="checkbox"/>	I don't know	Outcome monitoring is done by the territorial inspectors who are in relationships with training centers. Those inspectors are responsible for monitoring the conduction of evaluations (examinations) and results.

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
<input checked="" type="checkbox"/>	No	Nothing formal. The only measure is the number of graduates obtained from the number of applicants into teacher education and in relation to numbers of learners.
<input type="checkbox"/>	I don't know	

6. 9. Germany training evaluation results in-a-glance

1. Description of the training system in Germany according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
<input type="checkbox"/>	No	
<input type="checkbox"/>	I don't know	This depends completely from the different training providers.

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
<input type="checkbox"/>	No	Depends.

	I don't know	
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1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

X	Yes	Please justify: Apprenticeship system is not privately organised, but is done in schools and enterprises. The system in Germany is not outcome orientated.
	No	
	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

X	Yes	Please justify: This depends also completely from enterprises and training providers.
	No	
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

X	Yes	Please justify: This depends also completely from enterprises and training providers.
	No	
	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
	No	This depends also completely to enterprises and training providers.
X	I don't know	

6. 10. Greek training evaluation results in-a-glance

1. Description of the training system in Greece according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

	Yes	Please justify:
x	No	As far as training of unemployed is concerned, training centres have to document existing training needs. Very few companies try to identify their training needs. They think that the diagnosis of the training needs is something useless and expensive. They think that they know enough well the training needs.
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

	Yes	Please justify:
x	No	Usually the assessment is carried out immediately after the end of the training program (summative evaluation) and not during its duration (formative evaluation). There Isn't reaction evaluation.
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

	Yes	Please justify:
x	No	Learning usually takes place in-company through mentoring.
	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviors job applicability? (Please mark with „x“!)

x	Yes	Please justify:
	No	Evaluation on this level verifies whether the participants have used their new knowledge in their jobs and changed behaviour and specifically if they have started using their new knowledge.
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

x	Yes	Please justify:
	No	Summative evaluation on this level detects whether the new knowledge acquired by participants has improved the company's performance. Impacts of interest to be measured may be:
	I don't know	<ul style="list-style-type: none"> ▪ Improvement of business processes ▪ Improvement of business's ability to tender for contracts ▪ Improvement of products quality

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
x	No	Quite a few companies are involved in ROI level. There is ignorance about the existence and characteristics of this training evaluation method. Usually the evaluation focuses on the impact evaluation level.
	I don't know	

6. 11. Irish training evaluation results in-a-glance

1. Description of the training system in Ireland according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

	Yes	Please justify:
	No	No doubt this occurs in some fields, but it is by no means universal. The focus tends to be on the identification of skills and competences and on testing to see if these skills and competences have been attained.
X	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

	Yes	Please justify:
	No	Again, this is likely to vary from sector to sector.
X	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

	Yes	Please justify:
	No	Please refer to Roger Fox at FAS, for any matters relating to apprentices.
X	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

	Yes	Please justify:
	No	Please refer to Roger Fox at FAS.
X	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

X	Yes	Please justify:
	No	
	I don't know	The National Qualifications Framework places an emphasis on knowledge, skills and competences and on their assessment at all levels of the framework. That may not be quite the same as an impact analysis, but this is where the emphasis is placed.

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

X	Yes	Please justify:
	No	Rigorous cost justification is applied at all levels and providers must be able to identify unit costs for activities.
	I don't know	

6. 12. Italian training evaluation results in-a-glance

1. Description of the training system in Italy according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

X	Yes	Please justify:
	No	Diagnosis is necessary for the training success.
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

X	Yes	Please justify:
	No	It is a standard in training activity, usually with questionnaires.
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

X	Yes	Please justify:
	No	It depends. Some times (in certified training) learning evaluation is obligatory.
	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

	Yes	Please justify:
	No	
X	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

	Yes	Please justify:
	No	
X	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
	No	It is not generalized.

X	I don't know	
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6. 13. Maltese training evaluation results in-a-glance

1. Description of the training system in Malta according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

	Yes	Please justify:
x	No	Very few companies try to identify their training needs. They think that they know enough well the training needs.
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

	Yes	Please justify:
x	No	Usually the assessment is carried out immediately after the end of the training program (summative evaluation) and not during its duration (formative evaluation). There Isn't reaction evaluation.
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

x	Yes	Please justify:
	No	
	I don't know	Learning usually takes place in-company through mentoring. Novice employees and workers are given specific tasks to perform and an older employee/worker is responsible for their work and for giving them advice.

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviors job applicability? (Please mark with „x“!)

x	Yes	Please justify:
	No	
	I don't know	Evaluation on this level verifies whether the participants have used their new knowledge in their jobs and changed behaviour and specifically if they have they started using their new knowledge, which is crucial for a company to know. This practice is a rule.

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

x	Yes	Please justify:
	No	Summative evaluation on this level detects whether the new

	I don't know	knowledge acquired by participants has improved the company's performance. Impacts of interest to be measured may be: <ul style="list-style-type: none"> ▪ Improvement of business processes ▪ Improvement of products quality ▪ Improvement of management control ▪ Improvement of customer service
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1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
x	No	Quite a very few companies are involved in ROI level. There is ignorance about the existence and characteristics of this training evaluation method. Usually the evaluation focuses on the impact evaluation level.
	I don't know	

6. 14. Norwegian training evaluation results in-a-glance

1. Description of the training system in Norway according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

	Yes	Please justify:
x	No	In most cases the training providers will try to find the learning objectives and in same cases make adjustments or innovations in their training programs. But it does not exists any kind of general diagnosis for doing this, and every training provider will emphasize different findings of training needs, according to their specialisation.
	I don't know	This trend seems to be somehow different when training provider is a public one. In those cases they often use a similar diagnosis program to find training needs. But these programs are made for finding individual needs and to do suit larger groups or classes.

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

	Yes	Please justify:
x	No	Training providers usually have a simple reaction evaluation – mostly to test how training was run and facilitated.
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

	Yes	Please justify:
x	No	Very seldom this is evaluated, if one do not consider evaluation from exams and project assignments in public colleges and
	I don't know	

		universities.
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1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

	Yes	Please justify:
x	No	Due to the costs and time necessary to spend on this, most clients will not measure job applicability, unless this is critical for program in the first place.
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

	Yes	Please justify:
x	No	This kind of evaluation is hardly ever done. Costs are usually the argument for not doing it. It is possible that some companies assessed their internal programs but the results are not let out to the public.
	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
x	No	These is usually considered a business secret and there is no culture for sharing, even documenting this kind of findings. The know cases are all in stock market business, none is know in the public business.
	I don't know	

6. 15. Polish training evaluation results in-a-glance

1. Description of the training system in Poland according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

x	Yes	Please justify:
	No	Proper diagnose is a key element of the whole training process.
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

x	Yes	Please justify:
	No	After training it is common that trainer is collecting as many information as possible in order to make some changes during the next one. (Usually the tools used are questionnaires or interviews with participants)
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
	No	In case of certified training acquired knowledge and skills are obligatory verified eg. at the exam.
	I don't know	In case of other training (e.g. complementary) the measurement of the knowledge, skills and competences is made at the level of their usage at work.

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
	No	
<input checked="" type="checkbox"/>	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
	No	
	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

<input type="checkbox"/>	Yes	Please justify:
	No	
	I don't know	

6. 16. Portuguese training evaluation results in-a-glance

1. Description of the training system in Portugal according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
	No	VET System in Portugal presents a multidimensional strategy for

	I don't know	<p>evaluation: the trainees, the trainers, the provider organization, the tutors and company environment. Still one of the challenges is to fit the persons and enterprises needs and the promotion of the evaluation as a strategy to support the decision making process under a quality framework. The diagnosis is done in a more detailed way in the context of tailored made courses (tools: training need assessment from the point of view of the company and of the future trainee).</p> <p>The National Agency for Qualification (ANQ) is a public institution which is integrated in the Indirect State Administration, subject to the Ministry of Labour and Social Solidarity and the Ministry of Education. The ANQ has administrative, financial and pedagogical autonomy in the realm of its responsibilities.</p> <p>The ANQ aims to achieve the objectives defined within the framework of the qualification strategy for the Portuguese population, which mainly aims to promote the generalisation of secondary schooling as the minimum level of qualification, as well as to improve the relevance and quality of education and vocational training. ANQ aims at conceive and update the National Catalogue of Qualifications with the help of the Sectorial Councils for Qualification, ensuring the creation of educational and training pathways for young people and adults of a flexible, modular and of capitalisable nature.</p>
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1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
<input type="checkbox"/>	No	
	I don't know	<p>The trainees evaluate the level of satisfaction with the training program in the cases of: education or vocational training for young people seeking for the first job, unemployed adults and employed people, training of trainers (tools: questionnaires). This level of evaluation is considered was being the minimum level of evaluation and currently used by the generality of VET providers. According to the national system of accreditation of VET providers, this level of evaluation must be complied by VET providers accredited.</p>

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
<input type="checkbox"/>	No	
	I don't know	<p>The trainees are evaluated to explore the degree of learning expressed. The young people seeking for the first job courses have an evaluation moment precisely at the end of each training module and at the end of the year. In this case, the trainers evaluate the skills acquired by the trainees during the training courses (tools: tests and evidences of continuous work done by the trainees). Another evaluation moment is done at the end of the theoretic training. The evaluation is assured by a jury and the students are submitted to 2 final exams: a final exam qualification and a professional skill test. Another good example is the training courses provided under the system of acknowledge, recognition</p>

		and validation of competences the trainees, since where, unemployed adults or/and employed people conceive and develop a final project which is evaluated by jury (tool: portfolio).
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1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

	Yes	Please justify:
x	No	
	I don't know	This phase of the evaluation process is less common; however, there are companies which are investing in the evaluation of the new acquisitions and their transference into the job. Young people seeking for the first job have an evaluation moment at the end of the practical training in the company in which behavioural changes and knowledge application is assessed by company tutors (tool: practical evaluation survey). More recently, with the emphasis of the on-the-job training methodologies, the transfer evaluation level wins some followers (tool: interviews of employees and supervisors, role playing, focus-groups, workshops).

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

	Yes	Please justify:
x	No	
	I don't know	Once again, this phase of the evaluation process is also less common in the Portuguese training providers; however in the actual context, the time and resources dedicated to measure the training impact and to measure the results of the training activities are increasing. Nowadays, the competition between private and public training providers is higher, because there is a considerable decrease of the trainees available, due to birth rate diminution and to population aging increase. In order to know how the new skills promote the organizational changes some organizations develop studies. For example, Vocational Training Centres are assessed, at an organization level, at the end of each year to analyze if the quality area of the training entity fills the global image of the institution, the quality of the services and products, the efficacy and the satisfaction level (tools: questionnaire, interviews with key persons, when need).

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
x	No	
	I don't know	The return on training investment became a well known word in most training flyers and training advertisements in Portugal. However, only a small number of companies effectively do the calculations. The measure of the training investments is a mix between the collection of the performance indicators, addressed to the acquisition of hard and soft skills, and the transformation of those indicators in tangible and intangible benefits.

6. 17. Romanian training evaluation results in-a-glance

1. Description of the training system in Romania according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
	No	
	I don't know	There are no special arrangement for quality assurance (including assessment and evaluation) in continuing education and training for adults. So the assessment in all levels depends on the concepts and capacities of the training providers.

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
x	No	
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
	No	
	I don't know	Depends on the specificity of the education and training programme provided (established by the providers). In the case of training programs structured on modules, assessment tests are organised at the end of each module – passing of the tests conditioning in general progression to the next module. After taking an assessment test at the end of a module, a graduation certificate is issued, mentioning the professional competences acquired, quantified in transferable credits.

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
x	No	No regulation; done by single training providers.
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

<input checked="" type="checkbox"/>	Yes	Please justify:
x	No	None.

	I don't know	
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1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
x	No	Some companies and HR managers (like for example AchieveGlobal Romania) are applying ROI methodology in their evaluation practices.
	I don't know	

6. 18. Slovakian training evaluation results in-a-glance

1. Description of the training system in Slovakia according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

	Yes	Please justify:
x	No	In many cases, people, who are working in the companies with the human resources, do not respect the real needs of the staff. They choose the training courses according to their opinions and feelings. Evaluation of the needs before training is very long and time consuming and it is not considered appropriate to the results of training.
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

	Yes	Please justify:
x	No	Training companies are working with questionnaires, which are disseminated among trainees after the end of the course. But even if after there are some negative opinions from trainees, lecturers or companies are not willing to change or adapt the course structure and contents. This level of evaluation exists but the results are not used and interpreted in the right way. There should be given higher emphasis to the results coming up from the questionnaires and their implication into practice. For example, training companies should set up some risk bound or particular percentage of answers, which should be the "red light" to start thinking about the course adaptation or the change of its structure.
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

	Yes	Please justify:
x	No	This type of evaluation is used only in some specific types of courses, e.g. PC and ICT courses. Usually the skills and competences are tested in the way of some practical test.
	I don't know	

		<p>Problem is that even though some people do not pass it, nothing happens. There exist several recommendations, how to improve the situation. We can divide them according to the levels (groups) at which they could be applied.</p> <ol style="list-style-type: none"> At the level of training providers – strengthening the role of the trainees during the training course/programme; making the apprenticeship evaluation as an obligatory part of the course; implementing the evaluation tools into the course in such a way, that trainees do not know that it is a testing tool; emphasising the practical part rather than the theoretical one. At the level of companies – raising the responsibility of trainees; making special requirements to the training companies according to the structure of the training course; substantiating to the trainees how the testing can be useful for them; higher involvement of the human resources managers.
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1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

	Yes	Please justify:
x	No	This level is applied only in a very small number of companies and courses. Unfortunately we are not able to provide the percentage of courses, at which this level is applied, because there is no statistics on it. It is usually used only at specific and expensive courses, which are provided to the middle and TOP management, possibly to specialists.
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

	Yes	Please justify:
x	No	Impact evaluation is much discussed. It is really important to say, that this evaluation level can be very useful for the measuring of the real impacts of the training, but on the other hand, it is difficult to develop it. The current situation in the Slovak Republic is very similar to the one in the Czech Republic. The impact evaluation is considered as a very long and time consuming process, which results can be (for some companies) lower than the costs invested. Next factor is low awareness about this 4 th level of evaluation. We can say that there are not sufficient and accessible information/know how about it, which makes the gap in the knowledge of TOP management.
	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
x	No	Level of Return on Investment in the training is almost not known. As it is in the Czech Republic, also in this country is generally accepted that the ROI method is mainly connected with
	I don't know	

		<p>the “hard” investments into the real estate or personal estate. Only very few people is able to connect the ROI method with soft skills investment activities like training. Main problem is the insufficiency of information, knowledge and know how. Next problem is negative approach to this field – according to some opinions ROI in training can not be clearly counted.</p> <p>One of the solutions is to make a information campaign about this, raise the awareness and provide to interested parties access to relevant information and knowledge.</p>
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6. 19. Slovenian training evaluation results in-a-glance

1. Description of the training system in Slovenia according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

	Yes	Please justify:
x	No	The diagnosis evaluation in Slovenia is not so developed and fluent, even though the situation changed a lot in last few years. Companies are trying to use the diagnosis phase and to determine the real needs and requirements from the side of trainees. On the other hand this phase is still considered as very time consuming. In some cases, HR managers do not have enough experience and information for implementing this phase.
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

x	Yes	Please justify:
	No	Almost each course is assessed after its end from the point of view of trainees. Training companies have developed their own evaluating questionnaires, which are used for the assessment of course. Little problem is, that these questionnaires are in most cases like “templates” and same questionnaires are used for different types of training courses. But on the other hand, the training companies are very opened and are trying to put into practice the suggestions and feedback from trainees.
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

x	Yes	Please justify:
	No	This type of evaluation is also often used. But in this case, it is used mainly in courses, which results are quantitatively verifiable. We are speaking mainly about ICT, technical or special courses. In many cases tests or practical exercises are used. These are composed to verify the skills and knowledge obtained clearly
	I don't know	

		according to the course structure and contents (e.g. If the course is devoted to formatting in MS Word, the trainees are at the end of the course asked to solve one practical problem connected with this theme).
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1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

	<input type="checkbox"/> Yes	Please justify:
x	No	This type of evaluation is not so often and it is used mainly for special trainings for Middle and TOP management and for the expensive courses. Problem is that this type of evaluation has to be realized with some time delay from the end of the course. It is said, that this evaluation should be realized from 3 to 6 months after the end of the course. This can be a problem because the training companies, as well as HR managers are not very willing to do. Moreover, this method can be considered as time consuming and not be easy to verify if the skills and competences were really transferred.
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

	<input type="checkbox"/> Yes	Please justify:
x	No	Impact evaluation, as well as the ROI method is not very known. Apart from that, there are again some problems connected with the accessibility of information and know how about this stage. It is true that impact evaluation is not developed due to its low awareness and information. It can be considered that in Slovenia also exists the knowledge gap, which can be seen about this evaluation level at TOP and HR managers. Second problem is with the comparison of costs and benefits, which are connected with this one.
	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	<input type="checkbox"/> Yes	Please justify:
	<input type="checkbox"/> No	
x	I don't know	Even though there is a little bit of awareness rising about the Return on Investment, it is still a new method, which is not very much used during the evaluation process. A reason for that could be the low level of information and not accessible knowledge. In general, we can say that the problems are very similar as at the impact evaluation level.

6. 20. Spanish training evaluation results in-a-glance

1. Description of the training system in Spain according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

X	Yes	Please justify:
	No	Diagnosis is necessary for the training success.
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

X	Yes	Please justify:
	No	It is a standard in training activity, usually with questionnaires.
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

X	Yes	Please justify:
	No	It depends. Sometimes (in certified training) learning evaluation is obligatory.
	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

	Yes	Please justify:
	No	
X	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

	Yes	Please justify:
	No	
X	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

X	Yes	Please justify:
	No	It is not generalized.
	I don't know	

6. 21. Swedish training evaluation results in-a-glance

1. Description of the training system in Sweden according to the following evaluation levels.

1.1. Is there an emphasis on the diagnosis and on the measurement/assessment of the training needs? (Please mark with „x“!)

	Yes	Please justify:
X	No	Normally the training provider will try to find the learning objectives, and in some cases make adjustments or innovations in their training program. The customer or organization buying the training seldom diagnoses their needs, except for bigger companies that have their internal schools. The internal schools will to a large extent base the training on a diagnosis.
	I don't know	

1.2. Is there an emphasis on the reaction evaluation level and on the measurement of the trainees' satisfaction? (Please mark with „x“!)

	Yes	Please justify:
X	No	Training providers mostly have an evaluation of reaction as a standard – done at the end of a training session. This evaluation is concentrated on testing how the training was run and facilitated.
	I don't know	

1.3. Is there an emphasis on the learning evaluation level and on the measurement of the knowledge, skills and competence with the training? (Please mark with „x“!)

	Yes	Please justify:
X	No	If the training is related to acquiring certain technical qualifications there will be an evaluation, but not when the training is addressing behaviour, routines and so on.
	I don't know	

1.4. Is there an emphasis on the transfer evaluation level and on the measurement of the behaviours job applicability? (Please mark with „x“!)

	Yes	Please justify:
X	No	There is no general testing of the transferring of the training. In Scandinavia one is reluctant to evaluate anything that can be seen as evaluation of personal behaviour.
	I don't know	

1.5. Is there an emphasis on the impact evaluation level and on the measurement of the training results? (Please mark with „x“!)

	Yes	Please justify:
X	No	We have not seen this kind of evaluation in vocational training in our country. The reason might be that one thing that this is difficult to evaluate and that the cost is too high.
	I don't know	

1.6. Is there an emphasis on the return on investment level? (Please mark with „x“!)

	Yes	Please justify:
	No	We have not seen return on investment related to training in Sweden.
X	I don't know	

7. Examples of successful training evaluation practices per country

Finally, on this chapter present a selection of Examples of Good Practices and successful training evaluation cases from the European countries inquired for this report.

7. 1. Good practice on training evaluation from Austria

Name of the training provider: Kuratorium fur Verkehrssicherheit
Branch/sector of the training provider: Transport
Training evaluation goals: Safe Driving
Evaluation level involved: Learning evaluation, Transfer evaluation and ROI evaluation.
Main characteristics of the methodology applied: Material Flow Analysis
Tools used: Time Series Analysis
Qualitative indicators used: Self awareness and strengths and weaknesses
Quantitative indicators used: <ul style="list-style-type: none">▪ Number of accidents▪ Number of personal injuries
Level of profitability: -13% and -44%

7. 2. Good practice on training evaluation from Belgium

Name of the training provider: AIDS & Mobility Europe Working Group III (NGO)
Branch/sector of the training provider: Health education
Training evaluation goals: Training for migrant communities: 'Community health networks'. Goal: to empower the community and involve it in taking care of the health of its own members, and in particular in taking care of activities for HIV/AIDS prevention.
Evaluation level involved: Moments of and possibilities for evaluation:

<ul style="list-style-type: none"> ▪ Evaluation of training process ▪ Evaluation of trainers ▪ Evaluation of networks' capacities ▪ Impact on communities
Main characteristics of the methodology applied: <ul style="list-style-type: none"> ▪ Carry out a community needs analysis to identify priority needs ▪ Identify training needs for each request ▪ Define and use the most appropriate method for the training contents ▪ Further follow-up of the performance of the trained persons
Tools used: <ul style="list-style-type: none"> ▪ Observations ▪ Performance analysis
Level of profitability: Not measured.

7. 3. Good practice on training evaluation from Bulgaria

Name of the training provider: ZAEDNO EOOD
Branch/sector of the training provider: Consulting Company for Training and Development: offering training for soft skills, sales, business skills, etc.
Training evaluation goals: Training needs analysis and developing a model for training evaluation for HEBROS Bank http://www.zaedno-bg.com/index.php?page=menu4_4&sub=menu4_43 .
Evaluation level involved: <ul style="list-style-type: none"> ▪ Diagnosis and training needs analysis ▪ Reaction evaluation ▪ Learning evaluation (skills measured before and after the course) ▪ Transfer evaluation
Main characteristics of the methodology applied: The training provider developed together with the company HR managers a model, including the training program and the evaluation strategy.
Tools used: Transfer evaluation questionnaires, interviews, observations, statistical data
Qualitative indicators used: Better performance of the trained employees in everyday situations
Quantitative indicators used: Improved number of sales
Level of profitability: Not evaluated.

7. 4. Good practice on training evaluation from Czech Republic

Name of the training provider: Tempo Training & Consulting, Ltd.
Branch/sector of the training provider: Vocational training courses – mainly from the area of ICT, soft and managerial skills.
Training evaluation goals: Measure the results of the training; provide real results to the stakeholders.
Evaluation level involved: Reactions evaluation; Learning evaluation and Transfer evaluation.
Main characteristics of the methodology applied: <ol style="list-style-type: none">1. Aim of the first level of evaluation was to measure the satisfaction of participants. It's a good way to involve the trainees, as well as to get their opinion. This phase is very important to get a feedback from the trainees.2. Aim of the second step in evaluation was to verify, if the course was really useful for the participants and if they get any skills and knowledge from this one and in which extent.3. Last level of evaluation was targeted to the ability of trainees to apply the skills and knowledge in their daily professional life.
Tools used: <ul style="list-style-type: none">▪ Questionnaires: opinions of trainees, their feelings, measure of satisfaction, suggestions for improvements, structure of course, etc▪ Test: specially prepared test, which was developed according to the course structure and should show the real skills and knowledge, which participants acquired▪ Analysis: its aim was to show the changes in job-behaviour and ability to use new skills in daily professional life
Qualitative indicators used: Interviews, documentation from training
Quantitative indicators used: Number of successful participants Percentage of people, who are able to use the skills and knowledge in the job
Level of profitability: High.

7. 5. Good practice on training evaluation from Cyprus

Name of the training provider: Aegis LTD, Pharmaceutical Manufacturing Company (In house training).
Branch/sector of the training provider: Having a leading position in the Cyprus market, Aegis has set the foundations for capturing a major market share internationally.
Its strongest elements are its strategic focus on the pharmacy market, its research and

development and its international co-operatives.

In Cyprus, Aegis develops, manufactures, represents, markets and distributes its own R&D products, as well as products for third parties, while it sustains its leading position as a collaborator in the services sector.

Cyprus joined the European Union by May 2004. This makes Cyprus not only geographically, but politically as well, a European country, a position historically well deserved. The implications of this accession are enormous and very favourable for potential customers.

These new conditions are a challenge to increased sales mainly abroad. Given the new circumstances the management decided that staff involved in selling requires additional training in international trade and marketing.

Training evaluation goals:

To validate training as a business tool

Only if training is properly evaluated it can be compared against other methods and expect, therefore, to be selected either in preference to or in combination with other methods.

To justify the costs incurred in training

When money is tight, training budgets are amongst the first to be sacrificed. Only by through, quantitative analysis can training departments make the case necessary to resist these cuts.

To maximize the returns on training investment

And the key to maximize those returns lies in the learner's ability to apply their new knowledge in measurable ways that contribute positively to corporate business results.

To help improve the design of training

Training programs should be continuously improved to provide better value and increased benefits for an organization. Without formal evaluation, the basis for changes can only be subjective.

To help in selecting training methods

These days there are many alternative approaches available to training departments, including a variety of classroom, on-job and self-study methods. Using comparative evaluation techniques, organizations can make rational decisions about the methods to employ.

Evaluation level involved:

The evaluation methodology applied comprised 3 levels, including ROI calculation.

Main characteristics of the methodology applied:

Evaluation on level one verified whether the participants have used their new knowledge in their jobs and changed behaviour. Have they started using their new knowledge about international sales and marketing?

Evaluation on the 2nd level has detected, whether the new knowledge acquired by participants has improved the company's performance.

The final level of evaluation refers to the calculation of the return on investment.

Tools used:

Calculation of the ROI of training involved the following three steps:

- Costs forecasting and calculation
- Benefits forecasting and calculation
- ROI calculation

Forecasting and measuring costs of:

- Preparation
- Administration

- Materials
- Facilities
- Trainees
- Instructors
- Evaluation

Benefits of forecasting and calculation:

- Productivity improvement
- Cost savings
- Income generation

Return On Investment

Return on investment tells you the percentage return you have made over a specified period as a result of investing in a training program. On the assumption that benefits will continue to increase some time after the training, then the period that you specify is critical to the ROI figure you will obtain. You may like to specify a period that fits well with your company's planning cycle, perhaps a year. It is relatively simple to calculate return on investment: $ROI (\%) = (\text{Total Benefits} / \text{Total Costs}) \times 100$

Qualitative indicators used:

Use of new methods for penetrating new countries which were taught during training used of new tools which were taught in the training course

Quantitative indicators used:

Number of new countries in which the company penetrated

Number of contracts with new customers

Level of profitability:

The ROI evaluation level, according to the ROI methodology, refers to the calculation of the return on investment. ROI for this training course was calculated six months after training to 291%. Investment taken into consideration was payment of the company's training provider.

In a period of 6 months there has been an increase in sales. As a matter of fact, there are considerably more parameters that were improved, but as they were either hard to measure or they were not sure to be due solely to the specific training cost, they were not considered.

7. 6. Good practice on training evaluation from Denmark

Name of the training provider:

Strandgaard & Co

Branch/sector of the training provider:

Project Management.

Training evaluation goals:

Effective role out of projects.

Evaluation level involved: From Level 1 until level 5
Main characteristics of the methodology applied: The ROI Jack Phillips Model with five evaluation levels and 10 steps.
Tools used: Ref. E. and Project Management workshop and facilitation Training.
Qualitative indicators used: <ul style="list-style-type: none"> ▪ Questionnaire on level 1-4 ▪ Written presentations on evaluating application ▪ Personal registration and data from accounting on impact and ROI Calculation
Quantitative indicators used: <ul style="list-style-type: none"> ▪ Evaluation scale 1 – 5 ▪ Personal registration of numbers on level 4 ▪ Numbers from the companies accounts on level 5
Level of profitability: 85%

7. 7. Good practice on training evaluation from France

Name of the training provider: CIEP is the Research and Initiatives Unit for International Co-operation set up by the French Education Ministry to promote European and international programmes inside the GRETA Network (adults' education).
Branch/sector of the training provider: e-Craft Idea Tutor - Creative e-learning environment for craft sector (e-CIT) is a result of a Leonardo da Vinci pilot-project. e-CIT concentrates on handicraft areas which are based on manual skills and aim to produce goods for customer markets, e.g. textile, leather, glass, metal and wood. The secondary target group of the creative e-learning environment is teachers in vocational institutes of handicraft sector. The e-CIT project started 1st October 2005 and lasted until 30 September 2007.
Training evaluation goals: The creative learning environment guides students to creativity, working life problematic and to the use of multidisciplinary information and new problem-oriented processes in flexible and versatile ways in order to find, develop and design more consumer-oriented products. The new product concepts can be based on e.g. stories, history or cultural heritage, trends and customer research information. This is how the learning environment answers to the rising challenges of the modern story-telling society.
Evaluation level involved: Peer evaluation Final evaluation
Main characteristics of the methodology applied: Students provide feedback to each other during the task while working together. For example, at the end of the task the class can compare and evaluate the work done this way.

Teacher provide qualitative feedback to the students (what was good, what to develop, ideas etc.).

Tools used:

Depending on the situation, the time available, relevancy and possibilities; teachers' evaluation can be verbal and/or written. The teacher has the freedom to give credits or marks to the task in respect to the local curricula.

Qualitative indicators used:

Aspects to take into consideration in evaluation:

- The ability to make connections to handicraft (e.g. material, working methods etc.) of different physical features of an element, different surfaces and material, and how to reach a similar result by means of handicraft
- The relevance of the ideas to elements of handicraft and the quality of ideas

7. 8. Good practice on training evaluation from Germany

Name of the training provider:

Research Institute for Vocational Education and Training (f-bb) supports the modernisation of systems of occupational training with practically-orientated research. Working closely with public and private sector clients, we develop occupational training strategies that are fit for the future, and also conduct research into the suitability of these measures for specific work settings. The range of services we offer includes:

- Basic research,
- Carrying out vocational training pilot projects,
- Producing case studies and collecting and evaluating empirical data and
- Providing expert advice on programmes and pilot projects.

Innovation marketing is an integral part of our work. f-bb also holds conferences, produces related websites and publishes two series of publications addressing specific subjects, which are published under two in-house imprints.

f-bb works on behalf of companies, association, ministries, the European Commission and other organisations on research and data collection projects and provides academic support for projects and programmes.

Branch/sector of the training provider:

In both the service and industrial sectors.

Training evaluation goals:

The "personnel development for unskilled and semi-skilled workers" project aims to:

- Support HR staff in SMEs to achieve forward-looking personnel development for staff with low qualifications;
- Promote systematic continuing education of unskilled and semi-skilled workers and in this way improve their employment chances.

Online information and support for HR managers in SMEs, the provision of strategies and tools for the production of job- and responsibility descriptions and skill assessments, and the initiation and support of regional business networks all contribute to the dissemination of the skills required for the design and implementation of systematic personnel development of unskilled and semi-skilled workers and thus the improvement of their employment chances.

Evaluation level involved:

Evaluation level 2/3

Main characteristics of the methodology applied:Transparency of competences

Supporting the transfer of skills acquired in organized training into work practice. Within the “Transparency of competencies” project a new form of certification process is being piloted that has been designed to promote and document the transfer of organized training (in-house or seminar-based) to the workplace. This method is to enable both learners and superiors in companies to gain information on the impact of workplace related training. With the training content being derived from vocational activities, certificates will be awarded irrespective of the learning context, that is to say, attending a course will be certified in the same manner as learning at work. The certificates will thus provide evidence of the learner's skills and competencies relevant to work practice.

Tools used:

- Transfer list + example of a prepared transfer list
- Agreement on objectives between learner and training provider/coach
- Agreement on objectives with the senior/HRD responsible in the company
- Reflection sheet
- Transfer minutes
- Transfer minutes with evaluation
- Job profile
- Checklist for competence assessment
- Certificate
- Certificate with evaluation

Example Training:***Personnel development for unskilled and semi-skilled workers - Supporting companies in the design and implementation of personnel development strategies for unskilled and semi-skilled employees***

In both the service and industrial sectors, modern companies increasingly require generalists who are able to work independently and responsibly and to deal with the increasing complexity of the tasks facing them, even in the field of so-called “simple tasks”. Systematic personnel development for employees at all levels is therefore more important than ever. It is of particular importance to unskilled and semi-skilled workers, so that these people can meet the increased demands of today and tomorrow and not lose out from modernisation.

The necessity of providing systematic continuing education for unskilled and semi-skilled workers is recognized by many companies, but the foundation allowing personnel development taking into account the future development of the company and addresses the individual skills and experiences of unskilled and semi-skilled workers is often lacking. This where “personnel development for unskilled and semi-skilled workers” project can make a contribution.

Company surveys have shown that little experience exists with regard to this sphere in particular among small and medium-sized enterprises. Seeking to bridge this information gap, the “Staff Development for Semi-Skilled and Unskilled Workforce” project will provide staff managers in small and medium-sized enterprises with online-based information and support services; ensure the dissemination of concepts and tools facilitating the preparation of job and requirement profiles, as well as competence assessment, and initiate and support regional enterprise networks.

Name of the training provider: Training: <i>Direct Your Own Future</i> Organisation: <i>Philips</i>
Branch/sector of the training provider: Electronics.
Training evaluation goals: The “Direct Your Own Future” Training aims to encourage employees to think about their careers, resulting in a sense of satisfaction. Specific goals of the training program are: <ul style="list-style-type: none"> ▪ Reflection on your career and development ▪ Start of preparation for coming development & career meetings ▪ Familiarity with the PPM development part in theory and in practice ▪ More insight in your own drivers, motivators and competencies through small exercises ▪ The translation of drivers, motivators, competencies to development activities and the actual career meeting is partly included in the workshop itself ▪ Awareness of follow-up possibilities with regard to career and personal development
Evaluation level involved: This training is evaluated through the Behavioural Level.
Main characteristics of the methodology applied: The method is characterised by keeping the results of the training up-to-date. In that way, new agreements can be made that ensure that results are achieved over the long term.
Tools used: <ul style="list-style-type: none"> ▪ Evaluation form ▪ The People Performance Management System

Name of the training provider: Training: <i>Training for AKA Leaders</i> Organisation: <i>Kenniscentrum Handel</i>
Branch/sector of the training provider: Business.
Training evaluation goals: The Training for AKA Leaders is focused on developing companies that have as their number one goal the development and guidance of employees with a disability, so that they can secure a position in the regular labour market. Within these companies, the employees are trained to be ‘arbeidsmarkt gekwalificeerd assistent’ (AKA), or ‘market qualified assistants’, with the goal of moving these employees higher up in the labour market. In the AKA training, the leadership on the job plays an important role. Managers and group leaders carry out the leadership. For the development of the managers and the group leaders within the developing companies, Kenniscentrum Handel has developed a training program in which different aspects of on-the-job leadership are offered and in which the managers and group leaders learn how to demonstrate appropriate leadership on the job.

The training consists of four partial days.
Evaluation level involved: The training is evaluated through the Behavioural Level.
Main characteristics of the methodology applied: The method is characterised by keeping the results of the training for both the Kenniscentrum Handel, as the client, and the participants themselves, who must indicate where follow-up is necessary, up-to-date. The value of the training program is guaranteed in particular by creating suitable opportunities to practice and apply the training, and extending guidance and feedback that specifically suit the target group.
Tools used: <ul style="list-style-type: none"> ▪ Intake discussion ▪ Evaluation form ▪ Evaluation discussion ▪ Assignments to put into practice ▪ Coaching sessions (Intervisie)

Name of the training provider: Training: Training Modules for On-the-Job Instructors <i>Organisation: Kenniscentrum Handel</i>
Branch/sector of the training provider: Business.
Training evaluation goals: Kenniscentrum Handel's Training Modules for On-the-Job Leaders is practical, interactive training made up of six separate partial-day modules that can be offered on consecutive days or over a longer period of time. The modules correspond to the central tasks from the competence profile: organisation of the training process, training and evaluation. The goal of the training is that the teacher can fulfil the organisation, training and evaluation of the employees' and participants' training process. The teachers know what is expected of them and what their role is in the process of training people and transfer knowledge. During the training, the teacher also learns how his role should be executed (skill), how he can reflect on his own behaviour and how the personal action plan and portfolio can be put together based on that behaviour (understanding). The Training for On-the-Job Leaders is intended for entrepreneurs, company leaders and experienced business employees who teach employees and (training) participants.
Evaluation level involved: Evaluation takes place through the Behavioural Level.
Main characteristics of the methodology applied: The method is characterised by the preparatory phase of the training. In the preparatory phase, it is made explicitly clear what points of development exist for the participant. In this way, the results of the training are easier to determine at the end of the training. This applies not only to the participants in the training, but also to the managers and superiors of the participants and to the schools that place interns with the organisation.
Tools used: <ul style="list-style-type: none"> ▪ List of questions

- Evaluation form
- Evaluation discussions
- Portfolio
- Competence scan

7. 9. Good practice on training evaluation from Greece

Name of the training provider:

IDECA SA was involved in training of staff working in the production department of a Greek metal accessories producing company. It has run a complete training evaluation project including calculation of ROI and intangible results.

Branch/sector of the training provider:

The company (Tzeretas LTD –Brass Taps producers) had been growing fast in the domestic market. Unfortunately the ease of ISO 9000 certification has been a barrier for them to reach top customers and get involved in public procurements. At the same time the company's owner realized that any attempt to implement a quality management standard should be based on the staff. So, the staff needed to get familiarised with the ISO 9000 procedures.

Training evaluation goals:

To validate training as a business tool

Only if training is properly evaluated, it can be compared against other methods and expect, therefore, to be selected either in preference to or in combination with other methods.

To justify the costs incurred in training

When money is tight, training budgets are amongst the first to be sacrificed. Only by thorough, quantitative analysis can training departments make the case necessary to resist these cuts.

To maximize the returns on training investment

And the key to maximize those returns lies in the learner's ability to apply their new knowledge in measurable ways that contribute positively to corporate business results.

To help improve the design of training

Training programs should be continuously improved to provide better value and increased benefits for an organization. Without formal evaluation, the basis for changes can only be subjective.

To help in selecting training methods

These days there are many alternative approaches available to training departments, including a variety of classroom, on-job and self-study methods. Using comparative evaluation techniques, organizations can make rational decisions about the methods to employ.

Evaluation level involved:

The evaluation was done according to the ROI Methodology. It comprised 5 levels, including ROI calculation.

Main characteristics of the methodology applied:

The first evaluation (level one) was done at the end for the 3rd module of training and was showed the programs reaction regarding the program.

The 2nd evaluation (level two) was aimed at verifying the actual learning that participants have acquired. Namely, it examined if trainees remembered what they have been through in the training.

Evaluation on level three verified whether the participants have used their new knowledge in their jobs and changed behaviour. Have they started using their new knowledge about ISO 9000.

Summative evaluation on the fourth level has detected whether the new knowledge acquired by participants has improved the company's performance.

The fifth level of evaluation, according to the ROI methodology, refers to the calculation of the return on investment.

Tools used:

The tool used for calculating the efficiency of this training program is an improved version of the tool resulting from the program ROI. Calculating the ROI of training involves these three steps:

- Costs forecasting and calculation
- Benefits forecasting and calculation
- ROI calculation

Forecasting and measuring costs of:

1. Preparation
2. Administration
3. Materials
4. Facilities
5. Trainees
6. Instructors
7. Evaluation

Benefits of forecasting and calculation:

1. Productivity improvement
2. Cost savings
3. Income generation

Return On Investment

Return on investment tells you the percentage return you have made over a specified period as a result of investing in a training programme. On the assumption that benefits will continue to increase some time after the training, then the period that you specify is critical to the ROI figure you will obtain. You may like to specify a period that fits well with your company's planning cycle, perhaps a year. It is relatively simple to calculate return on investment: $ROI (\%) = (Total\ Benefits / Total\ Costs) \times 100$

Qualitative indicators used:

- Improvement of customer satisfaction
- Better management control

Quantitative indicators used:

- Decrease of waste materials
- Decrease of the number of customer complaints

Level of profitability:

The fifth level of evaluation, according to the ROI methodology, refers to the calculation of the return on investment. ROI for this training course was calculated six months after training to 211%. Investment taken into consideration was payment of IDEC, as the company's training provider, for instructors and training delivery. The benefits were the

decrease of defective products and time consumed in corrective actions. As a matter of fact, there were considerably more parameters that were improved, but as they were either hard to measure or they were not considered not sure to be due solely to the specific training cost.

7. 11. Good practice on training evaluation from Italy

Name of the training provider: Aica (Associazione italiana l/informatica e il calcolo automatico)
Branch/sector of the training provider: ICT.
Training evaluation goals: <ul style="list-style-type: none"> ▪ Increase of productivity ▪ Reductions of the time spent in each activity
Evaluation level involved: ROI
Tools used: Academic study.
Quantitative indicators used: <ul style="list-style-type: none"> ▪ Increase of productivity by 29%; ▪ Reductions of the time spent in each activity in 5%.
Level of profitability: ROI = 1500% (three years analysis)

7. 13. Good practice on training evaluation from Norway

Name of the training provider: Mr. John Arne Lien, MBU Konsult AS Project was sponsored by the Utdanningspartner, a certified ROI Consultant.
Branch/sector of the training provider: Sales training. Elementary sales techniques for consultants not used to sales activities.
Training evaluation goals: Improve sales through more sales meetings and higher acquisition rates.
Evaluation level involved: 5 levels including ROI.
Main characteristics of the methodology applied: Evaluation on all levels according to the ROI Methodology including business effects and ROI calculation.
Tools used: The ROI Methodology by Jack Phillips.
Qualitative indicators used:

<ul style="list-style-type: none"> ▪ Questionnaires on evaluation reaction and learning ▪ Written presentations on evaluating application ▪ Personal registration and data from accounting on impact and ROI calculation
Quantitative indicators used: <ul style="list-style-type: none"> ▪ Evaluation scale 1 – 5 on level 1 to 3 ▪ Personal registration of numbers on level 4 ▪ Numbers from company's accounts on level 5
Level of profitability: ROI was calculated in 65%.

7. 14. Good practice on training evaluation from Poland

Name of the training provider: Private firm for Polish Agency for Enterprise Development (PAED) - VET Provider.
Branch/sector of the training provider: EU grants, free consulting.
Training evaluation goals: To check the level of quality of services for enterprises by testing knowledge of consultants.
Evaluation level involved: National level – PAED.
Main characteristics of the methodology applied: Each consultant who works in PK (free information point – Consultancy Point) has to pass a special exam once each two months. Tests were made on line. Persons who have bad results have to participate in additional courses to complete the lack of information/knowledge.
Tools used: On line test (with some cases to solve), courses after tests.
Qualitative indicators used: Number of satisfied clients (%)
Quantitative indicators used: Number of positive results in tests, number of participants in tests, number of participants in additional courses
Level of profitability: Training system for consultants is necessary to keep them up to date (especially their knowledge about UE grants and legal system in Poland). Thanks to frequent internal trainings consultants are able to meet the final clients demand at the highest level of conformity..

7. 15. Good practice on training evaluation from Portugal

Name of the training provider:

Scania is a global company with operations in Europe, Latin America, Asia, Africa and Australia. Since it was born in 1891, Scania has developed to the world.

In April 2007, Scania has decided to acquire the whole of the capital, the Portuguese representative, to be with the name of social Scania Portugal SA.

Branch/sector of the training provider:

Scania Portugal SA is focused on trade and repair of vehicles and heavy equipment of the trade mark SCANIA. The company activity is developed in the sale of heavy vehicles, industrial and marine engines, spare parts, accessories and related maintenance and repair. The company also has the representation of SisuDiesel engines.

Scania Portugal is headquartered in Santa Iria de Azóia, occupying an area of work 35.800m² for both services and sales. In addition to these facilities and to cover Scania's trade mark all over the country the company has branches in Leiria, Coimbra, Faro, Viseu, Porto, Funchal and Vilar Formoso and an extensive network of authorised offices for products sales and after sales.

Training evaluation goals:

Scania Portugal, in partnership with Schmitz Cargobull and Galp, has just launched the Scania Driver Training, a training of excellent quality for professional drivers. According to the training promoter, this is a service that will have a tremendous positive impact on companies who opt for the training of drivers, given its return.

The primary objective of this training is to reduce fuel consumption, increase road safety and minimize the environmental impact of the vehicle. But there are other advantages, including reduced need for repairs, increasing the comfort of the driver and reduce the risk of unexpected downtime.

The Scania Driver Training was fully designed in line with the European directive 2003/59/EC and the Decree-Law No. 126/2009, which makes it mandatory to obtain the Certificate of Fitness to Driver (MAC), given after an initial qualification (or continuing education in cases of drivers already in the labour market).

Evaluation level involved:

Evaluation of the training satisfaction and evaluation of the training learning goals (level I) and learning evaluation, knowledge, skills and competences (level II). Training impact is measured as well.

Main characteristics of the methodology applied:

The special characteristics of this methodology is the use of the web to deliver the training contents, which are learned through self-study with support as well as the well as the use of a training simulator, which demonstrates various driving conditions. For example, to learn how to drive in climate adverse conditions. The methodology is a continuous evaluation system with the training course to the impact in the company.

Tools used:

In the training of personal development and linguistic courses, questionnaires are used with open and close questions. The information is collected from the training beneficiaries and from the supervisor. The information is treated per training action and integrates an annual report. Since 2007, those reports have been requested in audits.

In the training of technical and transversal competences the training impact is measured through the direct results in the work place.

Qualitative indicators used:

- | |
|--|
| <ul style="list-style-type: none"> ▪ Knowledge about new products as heavy vehicles, industrial and marine engines ▪ Improvement of the commercial and assistance skills |
|--|

Quantitative indicators used:

- | |
|--|
| <ul style="list-style-type: none"> ▪ Number of sales ▪ Reductions of the repairs |
|--|

Level of profitability:

<p>The Scania Driver Training is available in almost all European countries. Its contents and high level of requirement is common to all sites. This means that a driver trained in Portugal will receive training with the same quality as a Swedish, British or Spanish driver, trained in his country. It has been proved that drivers that attend training to reduce fuel consumption by 10 to 15%.</p>

<p>Profitability is expressed in terms of "how much they make with what they've got" and "how much they make from what they take in".</p>

<p>A practical example; two experienced drivers from the transportation company Central Pombalense had one day of training in February. The results impressed the drivers themselves, who have a career of more than 20 years. The first driver had a fuel saving of 10.1% to 34.1 kilometres, without reducing the average speed. The second driver reached a fuel saving of 13%.</p>
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<p>Given the annual mileage and fuel consumption before the training, the first driver were have a saving of 5 300 litres of fuel in 150 000 km, while the second driver were spend less than 8 190 litres in 180 000 km in a year. These figures are even more significant given the current economic climate.</p>

<p>Another relevant results coming directly from the training is the reduction of CO2 emissions. Considering that each litre of fuel consumed equals approximately to 2.65 kilograms of CO2 emissions, a saving of 8 000 litres equals a reduction of 21.2 tones of CO2 in the atmosphere.</p>
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7. 16. Good practice on training evaluation from Romania

Name of the training provider:

Chamber of Commerce and Industry of Romania and Bucharest.
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Branch/sector of the training provider:
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Business and Entrepreneurship.

Training evaluation goals:

To evaluate how the Project "WOMEN IN BUSINESS & IN DECISION MAKING" activities foster women entrepreneurship.
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Evaluation level involved:

Reaction, learning evaluation, transfer evaluation, impact evaluation (but not specified as levels in the evaluation report).

Main characteristics of the methodology applied:

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| <ul style="list-style-type: none"> ▪ Questionnaires sent to all the Chambers members of the Romanian System of Chambers of Commerce and Industry (54% response rate) ▪ Analysis of the statistical data |
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Tools used:

Questionnaires, answers of the respondents.

Qualitative indicators used:
<ul style="list-style-type: none"> ▪ Level of satisfaction of the beneficiaries ▪ Further contacts between the beneficiaries after the programme ▪ Changes in legislation regarding equal opportunities between man and women
Quantitative indicators used:
<ul style="list-style-type: none"> ▪ Number of woman entrepreneurs involved in the activities of the Chambers ▪ Shares exceeding for the women in management positions ▪ Number of new developed partnerships

Level of profitability:

Not evaluated.

7. 17. Good practice on training evaluation from Slovak Republic

Name of the training provider:
EDUCARE, o. s.
Branch/sector of the training provider:
Vocational courses, lifelong learning. <ul style="list-style-type: none"> ▪ ICT courses – MS Windows and its applications, Internet, technical programmes; ▪ Soft skills; ▪ Managerial skills.
Training evaluation goals:
There were several main aims/objects, which were expected as a result of the training activity. These were at different levels.
Level of training provider:
<ul style="list-style-type: none"> ▪ Get feedback about the training course ▪ Get subjects to improvement, changes or other contributions ▪ Test the evaluation system
Level of stakeholder:
<ul style="list-style-type: none"> ▪ Improve the efficiency and effectiveness of employees ▪ Raise their ability to transfer the obtained skills and knowledge into the daily life (work as well as personal) ▪ Try to determine if the investment into the training was appropriate in comparison with the investments
Evaluation level involved:
This training activity was evaluated in its individual stages, from the beginning till the end. Moreover the evaluation was implemented also after the end of the course. We can say, that all levels of evaluation except ROI level were evaluated.
<ol style="list-style-type: none"> 1. Diagnosis of the employees needs 2. Reaction evaluation 3. Learning evaluation

- | |
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| <ol style="list-style-type: none"> 4. Transfer evaluation 5. Impact evaluation |
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Main characteristics of the methodology applied:

During the implementation of individual project stages several methodologies were used; we can say that for each evaluation level a different methodology was used.

First, it was necessary to set up the rules for the diagnosis stage. These were developed by the external expert in cooperation with the internal staff responsible for the investments in training activities. The research regarding the training needs was made on 2 levels: level of employer and level of employees. It was necessary to get appropriate information about the employer's expectations and targets regarding training. On the basis of the information obtained, it was possible to define the structure and contents of the training activity in a way which should correspond also with the improvement area of employees' skills.

After the definition of the "starting values", the training activity could begin. Each training course was evaluated immediately after its end at reaction level. At this stage questionnaires were used and interviews with chosen participants. Answers from the questionnaires were than assessed and used by the training provider as a basic for possible changes and improvements in training.

Also at the end of each course, learning evaluation was applied. The main aim was to test and verify, if the trainees go the information, skills and knowledge as it was expected and if they were able to implement them also without the support of lector. In ICT courses learning evaluation was made through test and managerial courses through practical cases.

3rd evaluation level was pointed on the ability of workers to transfer the skills and competencies obtained into practice. This level was implemented about 4 months after the end of the last course and was measured directly in the employees' work place. Lector had some time to observe the employees during the daily activities and compare, if the ways and manners how they fulfil the activities, correspond to the information got during the training course.

Last but not the least, was the level of impact evaluation. Company researched regarding the situation in the beginning of the training (this research included all relevant factors, which could possibly influence the company). Situation and operating of the company was monitored during the whole cycle and time of training. At the end of the training were again summarized all the objective facts connected with the standing of the company, its opportunities and so on. On the base of the comparison of the results and taking in consideration possible changes of the environment the real impact of training was measured.

Tools used:

Diagnoses phase: the evaluation was done with questionnaires, interviews and consultations. Reaction evaluation: the evaluation was done with questionnaires, interviews with chosen participants and through summative reports. The learning evaluation was done with tests for the ICT courses and practical cases for managerial courses. Transfer evaluation: controlling and observing of the employees 4 months after the end of the course. Impact evaluation: searching, reporting, analyzing, observing.

Qualitative indicators used:

- Raise of employees effectiveness
- Raise of employees efficiency
- Raise of employees professionalism
- Raise of employees' ability to implement the skills and knowledge obtained into

<p>practice</p> <ul style="list-style-type: none"> ▪ Successfulness of the evaluation system ▪ Feedback about the training courses
<p>Quantitative indicators used:</p> <ul style="list-style-type: none"> ▪ Percentage of successfully trained people ▪ Percentage of change in the standing of company ▪ Improvement of the economic indicators
<p>Level of profitability: High.</p>

7. 18. Good practice on training evaluation from Slovenia Republic

<p>Name of the training provider: O. K. Consulting, d. o. o.</p>
<p>Branch/sector of the training provider: Personal and professional development</p>
<p>Training evaluation goals: Measure the satisfaction of the trainees with the training course. Measure the efficiency of the training and results in practice. Get the feedback from the trainees for the improvement of training.</p>
<p>Evaluation level involved: Reactions evaluation; Learning evaluation and Transfer evaluation.</p>
<p>Main characteristics of the methodology applied: Three levels of the evaluation were used and applied during the evaluation process. First the trainees' level of satisfaction was measured. This was made through questionnaires and interviews. In the second phase, the real skills and knowledge, which the participants got from the training, were verified. The verifying was made through the tests and practical exercises, which were modelled specially according to the needs of the stakeholders. In this phase was also set the minimum, which each participant have to fulfil, as well as the responsibility for the result. The responsibility of the trainees was engaged through motivation techniques (special benefits for good results). At the final phase, which was done 6 months after the training changes in job-behaviour were measured – if trainees were able to apply effectively the skills and knowledge also in practice.</p>
<p>Tools used:</p> <ul style="list-style-type: none"> ▪ Questionnaires, interviews ▪ Test, practical tasks ▪ Analysis of behavior change
<p>Qualitative (satisfaction) indicators used:</p> <ul style="list-style-type: none"> ▪ Better working environment ▪ Better transfer of skills into the daily life

<ul style="list-style-type: none"> ▪ Facilitate of work <p>Quantitative indicators used:</p> <ul style="list-style-type: none"> ▪ Percentage of successful trainees ▪ Number of trainees, who were able to use the skills and competences in practice
<p>Level of profitability:</p> <p>Medium.</p>

7. 19. Good practice on training evaluation from Spain

<p>Name of the training provider:</p> <p>Epise (www.epise.com)</p>
<p>Branch/sector of the training provider:</p> <p>Various</p>
<p>Training evaluation goals:</p> <ul style="list-style-type: none"> ▪ Achieve a high level of acceptance of the new training strategy by the participants ▪ Demonstrate the effectiveness of e-learning and training strategy ▪ Contribute to improved sales of own-label products
<p>Evaluation level involved:</p> <p>Satisfaction, Learning Application, Implementation and ROI</p>
<p>Main characteristics of the methodology applied:</p> <p>E-learning</p>
<p>Tools used:</p> <p>LMS</p>
<p>Quantitative indicators used:</p> <p>Billing</p>
<p>Level of profitability:</p> <p>High. ROI = 98,3 %</p>

7. 21. Good practice on training evaluation from The Netherlands

<p>Name of the training provider:</p> <p>ProfitWise</p>
<p>Branch/sector of the training provider:</p> <p>Commercial Training</p>
<p>Training evaluation goals:</p> <p>Increase the level of cross selling and customer satisfaction</p>

Evaluation level involved: Level 3, 4 and 5
Main characteristics of the methodology applied: Utility analysis. Variances in level 4 measures are explained by analyzing the targets group behavior. Differentiating behavior has been identified and trained.
Tools used: Commitment to goals, Stemina, Service Orientation.
Quantitative indicators used: Revenue, number of phone calls, number of consultations, number of orders, ratio telephone calls vs. consultancy, ratio consultancy vs. orders.
Level of profitability: Break even. 600'000 of additional revenue in one year. 600'000 of costs including out of pocket costs, lost of opportunity and costs of increase of time used per telephone call.

8. European Trends on Training Evaluation and Profitability

By Diederick Stoel from ProfitWise, The Netherlands

Evaluation is one of the key tools used to assess quality and to increase accountability. If properly done, evaluation shows us if our training goals are met. It can also show the factors that contributed to its success or failure. Clearly, one can learn a lot from evaluation and it can help improve the effectiveness of our training effort. Evaluation can be defined as assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness. It is a process which helps keep organizational goals in check.

It is in this light that studying European trends on evaluation and profitability of Vocational Education and Training is a timely effort. The objectives of the study were to determine:

1. How do VET providers and clients evaluate their training programs?
2. What kind of processes and systems are used in several EU countries that shape those evaluation activities?

To determine the patterns and trends in evaluation practices, the study concentrated on exploring accreditation and assessment bodies. Through this research we have chosen to describe the evaluation mechanisms underlying the certification and accreditation procedures first. Although evaluation practices are mainly carried out at the workplace where numerous training professionals continuously evaluate the quality of their training efforts on a daily basis, we however are of the opinion that the grassroots level of quality is to be found at the level of accreditation bodies. It is in their mission to assure the quality of VET. Setting the bar at that level will determine the way VET can be evaluated. We also attempt to describe a host of success cases. They are case studies that illustrate how the value added element in successful training was elicited through evaluation procedures. We aim to show what these success cases have in common and what the evaluation guidelines is that can be derived from these cases.

Twelve professionals undertook scanning European Vocational and Educational Training and uncovered various methods of evaluation practices. The questions that delineated the study stem from a simple rationale; Are there any accreditation bodies that evaluate the profitability of training? How do they evaluate the quality and profitability of VET programs? And what criteria do they use? These straightforward questions generated answers that revealed patterns in 21 European countries.

In thirteen of the countries surveyed, we found the existence of a public system of accreditation for training providers. However the specifications of the required criteria for accreditation handed out by these bodies vary from country to country. For example in Bulgaria it is reported that all training providers who deliver courses for adults have to be licensed by the Bulgarian accreditation body; the National Agency for Vocational Education and Training. The training programs, the trainers and the training infrastructure must meet national education standards. Accreditation in the Netherlands, Italy and Portugal are related to public-funding. In most of the countries surveyed, the VET market is highly self-regulating and anybody can provide vocational training as long as they operate within the boundaries of the law. Germany, France and Italy seem to have the most mature and well established qualification framework. This can be partly explained by the long tradition these countries have on vocational training. However it is not clear how these frameworks ensure that the investments in training will generate business results. The accreditation system in general is aimed at an input and process level, rather than the output level.

Private accrediting bodies can be found in all countries. However their existence has different purposes and their practices vary from country to country as well as industries. An external monitoring body that validates the accrediting framework used is almost non-existent. Austria, Germany, Ireland, Slovenia explicitly report the adoption of ISO norms. ISO is recognized as an independent body and has some guidelines for quality assurance. For example the ISO 10015 Quality Management – Guidelines for Training. ISO standards however are limited to general guidelines on how to systematically plan a training process. It does not provide rules on how to guarantee training effectiveness.

The issue of training effectiveness has been recognized by several countries. Nations like Malta and Poland consider the introduction of an evaluation and accreditation system as one of their highest strategic goals. Reports from these countries show serious attempts to design a quality assurance system that is aimed at validating formal

and informal learning programs to ensure that the training industry meets the needs of the labor market.

On best practice level a number of interesting cases have been found. The description of evaluation mechanisms are however idiosyncratic and sector specific. Evaluation processes of VET are evolving in the twenty-one countries that were studied. The results are however quite diverse. Most accreditation bodies have quality assurance guidelines targeted at the input and process level of executing training programs. When it comes to output evaluations, the stakeholder evaluation approach is the most widely used practice. On a case study level there are examples of programs and evaluation procedures that help to evaluate the training results on a business outcome level. Only two show a clear and verifiable connection between the conducted training and the monetary value of the organizational results. The ROI methodology is mentioned seven times as the method for assessing the benefits of training. Other quantitative analysis methods mentioned were the time series analysis and utility analysis.

How can one guarantee the quality of Vocational and Educational Training in the EU? At this point in time, it is subjective as accreditation systems vary. Accreditation is the process of assessing, validating and recognizing training institutes or specific training programs. But what part of the training process do we use to benchmark accreditation? Most of the accreditation systems examine the input and the conditions under which the training takes place. Some of them like the ISO 10015 guideline prescribing the quality of the processes during the training life cycle. However these guidelines were basic and highly generic. Prescriptive evaluation standards were not found and evaluation practices seem to be highly self-regulating. Although one evaluation standard might not be desirable, the current situation is certainly not acceptable either. Clients would like to know that our training providers have a valid evaluation procedure in place and that this evaluation procedure has been assessed, validated and recognized as being an effective evaluation method by a third party. Only a valid evaluation method will deliver concrete results that demonstrate how effective the Vocational Education and Training programs are.

This research shows a few promising attempts to assure the quality of vocational education and training. The Malta Qualification Council is a good example. However this survey has also illustrated an apparent need to focus on the quality of the evaluation of VET as well as developing quality assurance mechanisms. This research

also shows that the art of evaluating training programs is still at a theoretical phase. Contingencies seem to be ruling the evaluation practice.

A solution might be to shy away from the quest to identify the one best way method to measure the effectiveness of training. The evaluation of training programs could also be looked at as a science rather than an art. A research orientation on configurations of evaluation practices by industry is worth exploring. Industry related systems like the SETA accreditation system in South Africa might be worth examining as a benchmark for assuring and measuring the quality of Vocational Education and Training in Europe.

9. Sources of Information

From Austria collected by ProfitWise

A	Sources of information: Austrian Institute for Research on Vocational Training
B	Name of the interviewer: Diederick Stoel
C	Name of the interviewee: Dr. Maria Gutknecht-Gmeiner
D	Organisation interviewee: Österreichisches Institut für Berufsbildungsforschung (öibf)
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F	E-mail/Skype: m.gutknecht-gmeiner@oeibf.at
G	Phone: +43 1 - 310 33 34 EXT 11

From Belgian collected by Znanie Association

A	Sources of Information web and desk research: - Report "Structures of Education, Vocational Training and Adult Education Systems in Europe: Belgium French Community" - Report "Structures of Education, Vocational Training and Adult Education Systems in Europe: Belgium Flemish Community" - Report "Education in Flanders", 2005 - Report Vocational Training of unemployed workers in Belgium"
B	Name of the interviewer: Radosveta Drakeva, Valentina Georgieva
C	E-mail/Skype: projects@znanie-bg.org

From Bulgaria collected by Znanie Association

A	Sources of information: Expert interviews
B	Name of the interviewer: Radosveta Drakeva
C	Name of the interviewee: Maria Antova
D	Organisation interviewee: National Agency for Vocational Education and Training
E	Address: Sofia 1113, Tzarigradsko shousse 125 bl.5
F	E-mail/Skype: m.antova@navet.govtment.bg

From Czech Republic collected by Tempo

- | | |
|---|---|
| A | Sources of information web and desk research of appropriate ministries.
Web and desk research of private training companies. |
| B | Name of the interviewer: Martin Koval |
| C | Name of the interviewee: Martin Pavlek |
| D | Organisation interviewee: TEMPO TRAINING & CONSULTING, ltd. |
| E | Address: Alejnikovova 6, Ostrava – Zábřeh, 700 30 |
| F | Phone: + 420 596 740 293 |

From Cyprus collected by IDEC SA

- | | |
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| A | Sources of information web and desk research:
Human Recourse Authority of Cyprus: http://www.hrdauth.org.cy
Youth Employment Organization: http://www.youthemployment.org.cy
Euro guidance Centre Cyprus: http://www.nrcg.dl.mlsi.gov.cy |
|---|--|

From Denmark collected by Strandgaard Consulting

- | | |
|---|---|
| A | Name of the interviewer: Vagn Strandgaard |
| B | Organisation interviewee: Strandgaard & Co |
| C | Address: Havnegade 41, 1051 København – Denmark |
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| E | Phone: 0045 70202051 |

From France collected by CECOA

- | | |
|---|---|
| A | Sources of information web and desk research:
Ministère de l'Education nationale, de l'Enseignement supérieur et de la Recherche
(Ministry of Education, Higher Education and Research)
http://www.education.gouv.fr
Continuing Vocational Training for adults - the GRETA network
Ministère du Travail, des Relation Sociale, de la Famille, de la Solidarité e de la Ville, http://www.travail-solidarite.gouv.fr/informations-pratiques/fiches- |
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pratiques/formation-professionnelle/
 Centre INFFO, <http://www.centre-inffo.fr/>
<http://www.afnor.org/>
<http://www.droit-de-la-formation.fr/>
 Alessandra Fantini (2003), Modèles de formation et stratégies d'accréditation Réseau européen de lutte contre le viol.
 CEDEFOP (2009). The relationship between quality assurance and VET certification in EU Member States. Luxembourg: Office for Official Publications of the European Communities.
 Liz Speake (2007). Vocational education and training in Scotland and France a comparative study Scottish Executive, Edinburgh.

From Germany collected by Kenniscentrum Handel

- A Sources of information: Natalie Morawietz
- B Name of the interviewer: Jeannette Jansen
- C Name of the interviewee: Natalie Morawietz
- D Organisation: f-bb (Forschungsinstitut Betriebliche Bildung)
- E Address: Obere Turnstr. 8, 90429 Nürnberg
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- G Phone: 0049 911 2777953

From Greece collected by IDEC SA

- A Sources of information, web research:
 European Foundation for the Improvement of Living and Working Conditions:
<http://www.eurofound.eu.int/emire/GREECE>
 European Agency Organization: <http://www.european-agency.org/transit/access/overview/greece/overview.html>
 EURODICE - The Information Network on Education in Europe:
<http://www.eurydice.org/portal/page/portal/Eurydice>
- B Name of the interviewer: Elias Kyrgiopoulos
- C Name of the interviewee: Sofia Spiliotopoulou

From Ireland collected by UCP, CEPCEP

- A Sources of information: Jim Devine, President, IADT
- B Organisation interviewee: IADT: Dun Laoghaire Institute of Art, Design and Technology

- | | |
|---|-------------------------------------|
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From Italy collected by FDTI

- | | |
|---|---|
| A | Sources of information: Web research, publications. |
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From Malta collected by IDEC SA

- | | |
|---|--|
| A | <p>Sources of information, web research:</p> <p>European Foundation for the Improvement of Living and Working Conditions:
 http://www.eurofound.europa.eu</p> <p>European Agency Organization:http://www.european-agency.org/country-information/malta</p> <p>EURODICE - The Information Network on Education in Europe:
 http://eacea.ec.europa.eu/portal/page/portal/Eurydice</p> <p>Ministry of Education Culture Youth and Sports:
 http://www.education.gov.mt/default.asp</p> <p>Malta Qualifications Council: http://www.mqc.gov.mt/</p> |
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From Norway collected by Strandgaard Consulting

- | | |
|---|---|
| A | Name of the interviewer: Trond Bjørge |
| B | Name of the interviewee: Jørgen Ofstad |
| C | Organisation interviewee: Collegium Consulting DA |
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From Poland collected by CENFIM

- | | |
|---|---|
| A | Sources of information: Interview, internet, publications |
| B | Name of the interviewer: Marcin Lesny |

C Organisation interviewee: MARR S.A.

D Address: Kordylewskiego 11 ; 31-542 Krakow; Poland

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From Portugal collected by CECOA

A Sources of information, web research in National Websites:

Agência Nacional para a Qualificação, I.P.:

<http://www.anq.gov.pt/default.aspx>

IEFP - Instituto de Emprego e Formação Profissional:

<http://www.iefp.pt/Paginas/Home.aspx>

Coordenador Nacional da Estratégia de Lisboa: <http://www.cnel.gov.pt>

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Web research in International Websites:

Direcção Geral do Emprego e Assuntos Sociais (Comissão Europeia):

http://ec.europa.eu/employmentsocial/index_pt.html

Estratégia de Lisboa: <http://ec.europa.eu/growthandjobs/>

Comité do Emprego:

http://ec.europa.eu/employment_social/employment_strategy/emco_en.htm

OCDE:<http://www.oecd.org/home>

PLOTEUS- Portal sobre oportunidades de aprendizagem no espaço europeu:

<http://europa.eu.int/ploteus/portal/home.jsp>

Fundação Europeia para a Formação: <http://www.etf.europa.eu/>

CEDEFOP:<http://www.cedefop.europa.eu/>

Observatório Europeu das Relações de Trabalho:

<http://www.eiro.eurofound.eu.int>

Fundação Europeia para a Melhoria das Condições de Vida e do Trabalho:

<http://www.eurofound.eu.int/>

From Romania collected by Znanie Association

A Sources of information: Interview

Cedefop – Eurybase, The Information Database on Education Systems in Europe; Report on the Education System in Romania

<http://www.eurofound.europa.eu/ewco/2006/09/RO0609019I.htm>

B Name of the interviewer: Radosveta Drakeva

C Name of the interviewee: Mariana Matache

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From Slovak Republic collected by TEMPO

- A Sources of information:
Web pages of appropriate ministries.
Web pages of private training companies.
- B Name of the interviewer: Martin Koval
- C Name of the interviewee: Jan Vehovský
- D Organisation interviewee: Inštitút pre vzdělávanie
- E Address: L. Podjavorinskej 2451, Čadca
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From Slovenia Republic collected by TEMPO

- A Sources of information:
Web pages of appropriate ministries.
Web pages of private training companies.
Web pages of the accreditation institutions.
- B Name of the interviewer: Martin Koval
- C Name of the interviewee: Jan Válek (former worker of Tempo, this time studying in Slovenia)

From Spain collected by FDTI

- A Sources of information: Internet, publications

From Sweden collected by Strandgaard Consulting

- A Name of the interviewer: Trond Bjørge
- B Name of the interviewee: Jørgen Ofstad
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From The Netherlands collected by ProfitWise

- | | |
|---|--|
| A | Sources of information: Interview CEDEO director Paul Esveld |
| B | Name of the interviewer: Diederick Stoel |
| C | Name of the interviewee: Paul Esveld |
| D | Organisation interviewee: CEDEO |
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10. Glossary

Accreditation (of a VET Provider or Training Program)

Process of accrediting an institution of education or training, a program of study, or a service, showing it has been approved by the relevant legislative and professional authorities by having met predetermined standards.

Assessment (of competences)

The process used for systematic evaluation of learner's skill or knowledge. The sum of methods and processes used to evaluate the attainments (knowledge, know-how and/or competences) of an individual, and typically leading to certification.

Awarding body

Descriptor of an institution that awards qualification certificates (documents). Awarding body is used here because it clearly refers to delivery of a certificate, in other words the recognition process. The definition in the forthcoming Cedefop glossary (Cedefop, 2009) is used here, which defines an awarding body as a body issuing qualifications (certificates, diplomas or titles) formally recognising the learning outcomes (knowledge, skills and/or competences) of an individual, following a assessment and validation procedure.

Certification

The term certification describes the multiple (and sometimes intermingling) processes of assessing, validating and recognising learning outcomes, which lead to a qualification. This understanding of the certification process is closely related to the definition of the term qualification.

According to OECD (2005), the following definitions of assessment, validation and recognition of learning outcomes are used: (a) assessment: methods and processes used to establish the extent to which a learner has attained particular knowledge, skills and competence; (b) validation: the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification; (c) recognition: for purposes of this study the term recognition is understood in a narrow meaning as the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.

Diagnosis evaluation

This kind of evaluation is done before the training course or the training module. The diagnosis evaluation aims at assessing trainees competencies acquired before the experience or training; conceiving information about the trainees' needs and their relationship with the learning objectives. It is an important source of data about the trainees' profile.

Formative evaluation

Evaluation designed to improve a program while the program is being developed. This type of evaluation aims at providing data about the quality assurance and the level of adaptation of the trainees and trainers to the program in order to achieve the training

goals. At this type of evaluation, it is measured the learner's progress and the degree to which our learning objectives are or aren't being met.

Learning evaluation level

The evaluation Level 2 is addressed to testing for changes in skills and knowledge. In fact, in many situations, trainees are required to demonstrate their knowledge or skills at the end, if the training program and their performance are expressed as a quantitative value.

Impact evaluation

The evaluation of the vocational training impact promotes the assessment of the performance changes at an individual and organizational level and, eventually, at a socio-economic level. The advantages of this type of training evaluation are the following: to allow the assessment of the real changes of the context of reference; to justify a continuous development and implementation of the training program, or its reformulation, or even, its extinction; to evaluate the return on investment in training.

The outputs variables of this evaluation level 4 are usually considered in terms of cost reduction, productivity increases, improved quality, increased customer service, etc. As for the results of a training program, two important issues are required:

- 1) the isolation of the effects of training; 2) the need to transform the variables in to monetary units. The first step is to determine the extent to which the training program changed the output variables. The next step is to involve concerning output data to operational variables. It is more difficult to assign a monetary value to quality improvements than to meet costumer's satisfaction levels.
- 2) In fact, the ROI calculation on business results are credible and reliable if appropriate processes have been used to isolate the effect of training and the conversion of the results to monetary units is accurate.

Qualification

A qualification is defined as the formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

The broader meaning of the word qualification is the qualification as a completion of requirements to practise a profession. However, qualifications in this broader sense do not systematically rely on assessment and validation processes. Nor are they necessarily subject to particular quality assurance processes. For example, delivery of a licence to practise may be conditional on number of years of experience instead of achieving assessed learning outcomes.

Qualifications system

A qualifications system is defined as all activities related to recognition of learning outcomes and other mechanisms that link education and training to the labour market and civil society. These activities include the definition of qualification policy, training design and implementation, institutional arrangements, funding, quality assurance and the assessment, validation and certification of learning outcomes (Cedefop, 2009).

Qualitative evaluation

The qualitative evaluation involves the research, treatment and presentation of information using facts. It allows a detailed characterization of the training context,

frequently accessed by the following methods: direct observation, documentation analyses, interviews, and teamwork and focus groups. This approach can be used for example in two ways: 1) in an exploratory perspective, like the design of tools as questionnaires; 2) in a testing of hypothesis, namely, the corroboration of the results expected by the trainees.

Quality assurance (QA)

The common quality assurance framework (CQAF) gives a definition of quality assurance based on the understanding of a quality cycle (planning, implementation, evaluation and review) and is more broadly used to encompass all of the processes in development, delivery and certification of VET: quality assurance should be seen as an instrument for continuous improvement of VET, based on a quality cycle establishing the appropriate interrelation between planning, implementation, evaluation/assessment and review of VET.

Quality assurance and certification

As highlighted by the OECD thematic review of the role of national qualifications systems in promoting lifelong learning, quality assurance of certification processes is fundamental to ensuring that qualifications are generally valued and accepted. It is essential that the players in recognition (certification) systems be subject to quality assurance standards. This ensures consistency across the systems and helps to maintain the legitimacy and value of the system to the individuals participating in it, and to the wider society. It also ensures that those participating in recognition systems are held to the same standard. Inconsistency in developing standards against which individuals are assessed, how they are used across assessment centres or educational institutions and how they are communicated to the user may undermine the confidence of the system (OECD, 2005).

To summarise, quality assurance practices related to certification processes are designed to ensure that when learners are awarded a qualification, they have attained the level of knowledge, skills and competence that is expected and required of them, regardless of when, where, how or by whom those learning outcomes are assessed.

Quality assurance and VET

The VET landscape in Europe and the research findings, QA processes in VET qualifications are distinguished from QA relating to general (non-vocational) qualifications in: (1) the nature of learning outcomes to be assessed and the corresponding variety of assessment methods used; (2) the structure of qualifications systems and the complex relationships between awarding bodies, VET providers and assessors.

Quantitative evaluation

The quantitative evaluation expresses the training achievement through quantitative methods. The choice of the quantitative measures is somehow related to what is expected to be measured. For instance, in the case of summative evaluation the quantitative approach aims at, on one hand, identifying the concrete indicators of evaluation measures and processes; on the other hand, dissociating variables of impact evaluation.

Profitability

The efficiency of a company at generating earnings. Profitability is expressed in terms of several popular numbers, which measure one of two generic types of performance: "how much they make with what they've got" and "how much they make from what they take in".

Reactions evaluation

The reaction evaluation aims at assessing the degree of trainees' satisfaction in relation to the training initiative and the training conditions. This process is established in order to improve the training program. Some advantages of the reactions evaluations are: to foster a fast evaluation in terms of results' achieved; to promote an inexpensive modality of evaluation; to consider the evaluation inside the formative context and, by consequence, allowing the introduction of changes during the training program.

Return on investment in training (ROI)

Generally, a ratio of the benefit or profit received from a given investment to the cost of the investment itself. $ROI (\%) = \text{Net Program Benefits} / \text{Program Costs} \times 100$. In the traditional training system, the ROI is measured as the quantification and relation between the monetary value produced by the training impact with the costs (in percentage).

Summative evaluation

Modality of learning evaluation used after an instructional program to determine worth of program and usefulness to the learners. It can also be produced a judgment about the results achieved by the trainees. It is the evaluation modality where are measuring the learner's performance after training and the degree to which behaviours back at work meets the expectation that prompted the training.

Standards

Conceptualisations of the word 'standard' vary considerably according to the context in which it is used. In the context of education and training, the word standard is used in various instances: in general, standards are characterised by the fact that they are set by a certain authority and describe criteria which characterise the average or the minimum performance, tasks, outcomes, etc. expected. In relation to qualifications and certification processes, according to a Cedefop study concerning the development of qualification standards within Europe, these standards are considered to be norms and specifications applying to assessment, educational pathways or targeted occupations.

Transfer evaluation

In most training programs, the trainees are expected to change their on-job-behaviour through the application of the contents of the program. Although the use of the skills on the job is no guarantee, most training programs assume that if the knowledge and skills are applied, then results will follow. To evaluate the ROI at the Level 3 it is important to: estimate developed competencies for the target job; indicate percentage of job success that is covered in the training program; determine monetary value of competencies, using trainees salaries and employee benefits; compute the worth of the pre and post-program skill levels; subtract post-program values from the pre-program values; compare the total added benefits with the training program costs. Some advantages of the ROI at this evaluation level are: to determine the worth of the training program, when there is no plan to track the actual impact of the program in terms of specific measurable business results; to understand the assumptions and measure the tangible changes after the training event as far as quantity, quality, cost or time are concerned.

Vocational education and training (VET)

Understanding of what VET qualifications constitute differs from country to country; while some countries have a clear definition of VET, others do not distinguish between VET qualifications and other types of qualifications.

While certification of all qualifications, vocational and general, has the themes of assessment, validation and recognition in common, and may also share design properties, training providers, assessment, validation, recognition and quality assurance practices, VET qualifications also pose a unique set of challenges related to certification. When compared to general or academic education, these processes are different in VET because of: (1) the variety of awarding bodies in VET across Europe as ministries, examination boards, VET providers, social partners, sectors, chambers, etc.; (2) the type of actors potentially involved in assessment and validation; these can be VET providers and awarding bodies, but also employers or social partners; (3) the nature of learning outcomes to be assessed and validated; compared to academic or general qualifications, learning outcomes in VET are closely related to vocational activities and evidence of them may only be ephemeral or fleetingly available to the assessors themselves.

Validity and reliability in relation to certification

Finally, the terms validity and reliability in connection with the different aspects of the certification process (mainly assessment and validation). Reliability is understood to concern the consistency of the certification process, both over time and across assessors and awarding bodies.

Validity is understood to concern whether or not the outcomes of the assessment/validation processes are accurate reflections of the intended learning aims; that the assessment/validation method and the content of assessment/validation actually measures or identifies the learning outcomes they are meant to identify (they are fit for purpose) and do so to an appropriate standard.

Reliability and validity are what quality assurance processes attempt to improve.

11. Other resources

Training Profile

“European skills profile for ROI training consultants” available in the project website <http://avalnet.fdti.pt/>

“Results oriented training program” available at project website <http://avalnet.fdti.pt/>

Case Studies

Several *“Case studies/Business cases”* in the field of training evaluation and measurement available in the project website <http://avalnet.fdti.pt/>

Digital repositories

“Best practices, case studies and business cases on evaluation and ROI in Europe” available in the project website <http://avalnet.fdti.pt/>

“Repository of new members of the network” available in the project website <http://avalnet.fdti.pt/>

Dissemination Tools

“Project newsletters” available in the project website <http://avalnet.fdti.pt/>

“Online forum” available in the link <http://storage.tempo.cz/avalnet/>

“Project blog” available in the <http://www.znanie-bg.org/avalnet/>

“Kit for new potential partners” available in the <http://avalnet.fdti.pt/>



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