EuroPeerGuid

State of the Art of EQARF implementation and Peer Review

formação para o sucesso

INSTITUTO DO EMPREGO E FORMAÇÃO PROFISSIONAL

FUNDAÇÃO ALENTEJO

Cibc Artois-Ternois

Andragoški center Republike Slovenije
Slovenian Institute for Adult Education

Keuda

TYÖ- JA ELINKEINOMINISTERIÖ
ARBETS- OCH NÄRINGSMINISTERIET
MINISTRY OF EMPLOYMENT AND THE ECONOMY

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State of the Art of EQARF implementation and Peer Review

INVESTIGATION REPORT

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[1] In the questionnaire we use the term guidance organisation, centre or project for any organisational form of guidance activity in adult vocational education, which appear in the participating countries (Slovenia – ISIO, France – CIBC, Portugal – New Opportunity Centres and Finland – projects which exist in this field).

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EDITORIAL

Introduction

The EuroPeerGuid project gathers 4 Countries – France, Finland, Portugal and Slovenia - which, like all European Countries, face the need to adapt their own VET system and quality VET assurance and development system to integrate EQARF recommendations, and are dealing with the implementation of LLL policies and the corresponding need to address quality assurance and development in a particular field of VET operation - guidance and counselling in Adult VET.

This project aims at bringing a positive answer to these two challenges by transferring the European Peer Review methodology - a methodology combining external evaluation with self-assessment that supports VET Providers in their efforts to improve the quality of their provision, built on the principles and recommendations of former CQAF currently EQARF – to the guidance and counselling in Adult VET field.

The first step to achieve this aim is to carry out an European Investigation within which the partnership describes and analyses current EQARF state of art implementation in all partner's countries and describes the VET quality assurance, monitoring and development systems in place in each partner country, both at system-level and at VET provider level, with particular focus on existent (if different) quality assurance systems applicable to guidance and counselling in Adult VET.

The present Report – result of the Investigation referred above – constitutes the basis for the EuroPeerGuid Project next steps:
- To transfer and further adaptation of the PR methodology to guidance and counselling in Adult VET;
- To train peers coming from the partner countries in order to enable them to apply the PR methodology;
- To test PR in 10 guidance centres;
- To disseminate the project results with a view to emphasize the potential of the methodology as a quality assurance and development instrument.

In the first EuroPeerGuid project meeting in Ljubljana (Slovenia) on February 2011, the partnership agreed on common Investigation Guidelines for carrying out this European Investigation, which are organised in three different parts:
I) EQARF state of implementation in each country;
II) Description of VET and guidance systems (what is common, what is different);
III) Analysis of the Peer Review methodology implementation possibilities by defining common quality areas and criteria.

INVESTIGATION GUIDELINES AND COMMON FRAMEWORK

I. EQARF state of art implementation in all partner's country[2]

Methodology:

- Interviews – Who to interview? (*National Reference Points*)
- or/and Desk Research

I.1. EQARF state of art implementation at local, regional, national level
I.2. EQARF state of art implementation for Guidance and Counselling in Adult VET

II. VET Quality Assurance, Monitoring and Development Systems in each partners' country (In General)[3]

II.1. Local level (in your own organisation), what is your quality assurance policy, who is responsible for?
II.2. If relevant in your case, what about Quality assurance at regional/national level (policy, who is in charge…)

Methodology:

- Interviews – Who to interview? public bodies with responsibilities regarding VET quality assurance operating at national, regional or local level + decision makers/experts from organisation with responsibilities in VET and in the VET quality evaluation and assessment + VET organisations which used/use the peer review methodology as an evaluation tool and that can emerge from the research.
- or/and Desk Research (Suggestions: CEDEFOP http://www.cedefop.europa.eu/EN/;ENQAVET http://www.eqavet.eu/gns/home.aspx are suggested as source of information) and of course all other sources you think relevant.

Aim:
Description of VET Quality Assurance, Monitoring and Development Systems at local (own organisation), regional and national level, in general.

III. Quality Assurance, Monitoring and Development Systems in Guidance and Counselling in Adult VET (if different)

Methodology:

[2] In case of more partners involved in the project we suggest they prepare this chapter together and provide only one version of the text for the country.
[3] Same as in footnote 1.

- Interviews – Who to interview? public bodies with responsibilities regarding VET quality assurance operating at national, regional or local level + decision
- makers/experts from organisation with responsibilities in VET and in the VET quality evaluation and assessment + VET organisations which use/used the peer review methodology as an evaluation tool and that can emerge from the research.

- or/and Desk Research (Suggestion: CEDEFOP http://www.cedefop.europa.eu/EN/ Site of the *European Lifelong Guidance Policy Network* http://ktl.jyu.fi/ktl/elgpn; ENQAVET Site http://www.eqavet.eu/gns/home.aspx) / What is currently used within your organisation or other guidance centre from your network or other guidance centres.

III. DESCRIPTION OF GUIDANCE IN ADULT VOCATIONAL EDUCATION IN *(country* …….)

III.1 General description of activities and way in which is organized guidance in adult vocational education[4]

III.2 Description of guidance in adult vocational education in ...[5] (Insert the name of the guidance organisation, centre or project[6], which will during the EUROPEERGUID participate in the pilot introduction of peer review method, e. g. CIBC for France, ISIO for Slovenia…)

III.2.1 Short general description of the guidance organisation, centre or project and its role in adult vocational education – goals, role, activities, extent etc.

III.2.2 QUESTIONNAIRE: A more detailed description of the guidance organisation, centre or project and its role in guidance in adult vocational education

GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONS BELOW: At each question select one answer and circle it, unless indicated otherwise. If suggested, a brief description or explanation is desired. If there is not enough space for the answer, expand the space. If you describe more than one guidance organisation, centre or project, please describe each of them in separate Chapter III.2.2

POTENTIAL CLIENTS/TARGET GROUPS

1. Do you within your guidance organisation, centre or project regularly or occasionally carry out any research activities to study characteristics and needs of potential clients for guidance in adult vocational education?

4 Same as in footnote 1.

5 Each partner writes chapter 3.2 individually and describes its own case.

6 In the questionnaire we use the term guidance organisation, centre or project for any organisational form of guidance activity in adult vocational education, which appear in the participating countries (Slovenia – ISIO, France – CIBC, Portugal – New Opportunity Centres and Finland – projects which exist in this field).

a) No.	
b) Yes.	Describe how.

Do you think **the identification of the needs and characteristics of potential clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

2. Does your guidance organisation, centre or project carry out guidance only at the seat of your guidance organisation, centre or project or also (regularly or occasionally) outside of it (e. g. in the premises of other organisations – so-called outreach approach)?

a) No.	
b) Yes.	Describe how.

Do you think **this issue (so-called outreach approach) is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

STAFF – COUNSELLORS AND OTHERS

3. How many members of the Staff work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work *(insert number)* …… staff members	Describe a little more in detailed:
We are interested in whether your staff members are full-time or part-time workers or volunteers, or they participate in guidance in some another way? Describe a little more in detail:	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.
Do you think the **way of employment/involvement** of the	a) No.

employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	b) Yes.

4. How many counsellors work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work *(insert number)* …… counsellors.	Describe a little more in detailed:
We are interested in whether your counsellors are full-time or part-time counsellors or volunteers, or they participate in guidance in some another way? Describe a little more in detail:	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

5. Does your guidance centre/activity have Counsellors, with different roles? (e .g. guidance centre manager, counsellor for certain other activities…)

a) No, all counsellors have the same role.	
b) Yes, staff performs different roles.	Describe different roles a little more in detail:
Do you think the **structure/diversity of involvement of staff is important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

6. Are there any educational requirements for the counsellors to work in the guidance centre/activity?

a) No.		
b) Yes, counsellors can be only the ones with certain degree and type of education.	Describe educational requirements a little more in detail:	
Do you think the level and type of **education of the counsellors is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:		a) No. b) Yes.

7. Are there any work experiences required for the counsellors to work in the guidance centre/activity?

a) No.		
b) Yes, counsellors can be only the ones with a certain work experience.	Describe required work experiences a little more in detail:	
Do you think **work experiences of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:		a) No. b) Yes.

8. Are there any requirements for personality characteristics of the counsellors to work in the guidance centre/activity? (In means that ppersonality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual e.g. ability of empathy, confidential work…)

a) No.		
b) Yes, counsellors can be only the ones with certain personality characteristics.	Describe required personality characteristics a little more in detail:	
Do you think **personality characteristics of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:		a) No. b) Yes.

9. Do you have any defined standards/regulations on the proportion between the counselling work undertaken by the counsellor and her/his other work (e. g. preparation for guidance, administrative work, coordination, education, promotion etc.)?

a) No.		
a) Yes, we have defined standards/regulations on the proportion between the counselling work and other work.	Describe a little more in detail:	
Do you think **determined proportion between the counselling work and other work of the counsellor is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:		a) No. b) Yes.

RESOURCES, EQUIPMENT, DATABASES, INSTRUMENTS

10. Do you have any set standards on the premises where the guidance takes place?

a) No.		
b) Yes, we have set standards on the premises where the guidance takes place.	Describe a little more in detail:	
Do you think **premises for guidance work are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:		a) No. b) Yes.

11. Do you have any set standards on the equipment of the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the equipment of the premises where the guidance takes	Describe a little more in detail:

place.	
Do you think the **equipment of the premises is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

12. Do you have any set standards on the specialised library, databases (e. g. possibilities for education) and guidance instruments (e.g. instruments to identify interests, learning types etc.) which are available to the counsellor?

a) No.	
b) Yes, we have set standards on the specialised library, different databases and guidance instruments which are available to the counsellor.	Describe a little more in detail:
Do you think **defining specialised library, different databases and guidance instruments** which are available to the counsellor **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

GUIDANCE PROCESS

13. Do you carry out different types of guidance for adults and what is the proportion between them? *INSTRUCTION: There are several possible answers.*

a) Yes, we carry out guidance for adults related to the education and training (educational guidance).	%
b) Yes, we carry out guidance for adults related to the choice of profession (vocational guidance).	%
c) Yes, we carry out guidance for adults related to the development of the career (career guidance).	%
d) Yes, we carry out guidance for adults related to (*Describe.*) ……..	%
	100%
Do you think that **our quality model should address all the types of guidance that you marked?**	a) No. b) Yes.

Explain, if you want to:	

14. Do you carry out guidance for the adults related to education or training at different stages: before enrolment into education and training, during the courses of education and when education process is complete (what to do next)?

INSTRUCTION: There are several possible answers. a) Yes we carry out guidance to adults before enrolment into vocational education. b) Yes, we carry out guidance during the courses of vocational education. c) Yes, we carry out guidance when the vocational education is complete for continuing education. Explain, if you want to:	
Do you think **we should include in "our model of quality" monitoring of all three above described types of** (before enrolment into education and training, during the courses of education and when education process is complete)? Explain, if you want to:	a) No. b) Yes.

15. Do you have set out in what ways you carry out guidance to adults – e. g. in person, by telephone, by electronic mail, individual or in groups, etc.?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, we have guidance in person. c) Yes, we have guidance by telephone. d) Yes, we have guidance by electronic mail. e) Yes we have guidance for individuals. f) Yes we have guidance for groups. g) Yes, we have guidance *(Describe your way – method)*	
Do you think that **carrying out guidance in different ways is an important factor of the quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

16. Do you have defined how each counsellor has to carry out »counselling process« with the clients?

a) No.	
b) Yes, we have defined how the »counselling	Describe a little more in detail:

process« has to be carried out.	
Do you think that **the determination of how the »counselling process« has to be carried out is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

17. Do you have a defined method of monitoring the counselling work with the clients?

a) No.	
b) Yes, we have a defined method of monitoring the counselling work with the clients.	Describe a little more in detail:, what you monitor, how often you monitor, etc.:
Do you think that the **defined method of monitoring the counseling work with the clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

PARTNERSHIP

18. Does your guidance organisation, centre or project have established collaboration with various partners outside your organisation related to guidance in adult vocational education?

a) No.	
b) Yes, we collaborate with different partners.	Describe a little more in detail:, with which partners you collaborate on local, regional, national, international level:
Do you think that **established collaboration with different partners is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

19. In which activities, related to guidance in adult vocational education, do you collaborate with partners?

a) We do not collaborate with the partners.	
b) Yes, we collaborate with partners. Describe a little more in detail:activities in which you collaborate with partners, what role do partners have, etc.:	
Do you think **defined partnership and content of collaboration with partners are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

INFORMATION AND PROMOTION

20. Do you carry out any special (promotional, informational) activities for those who need guidance help so that they would know where and what kind of guidance help they can get?

a) No.	
b) Yes.	Describe how.
Do you think **promotional and informational activities in guidance are important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

21. Do you plan and monitor information and promotion activities about guidance in adult vocational education which you carry out in your guidance organisation, centre or project?

a) We do not monitor that.
INSTRUCTION: There are several possible answers. b) We monitor planning of our information and promotion activities (or we have operational plans for information and promotion). c) We monitor frequency of our information and promotion activities (how often we provide information to adults and others). d) We monitor diversity of our information and promotion activities (e.g. if we appear in the newspapers, on the radio, TV...). e) We monitor adaptability of our information and promotion to different target groups (understandable texts and relevant media for different target groups).

f) We monitor regional coverage of our information and promotion (if we cover all areas: urban, rural...). g) We monitor also *(Describe.)* ……..	
Do you think **planning of information and promotion activities is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

QUALITY EVALUATION AND DEVELOPMENT

22. Do you have in your guidance organisation, centre or project a defined system of quality evaluation and development of guidance work?

a) No.	
a) Yes.	Describe a little more in detail: your method of assessing the quality, who is involved in evaluation, how you use the results of evaluation, etc.: *If you have defined the areas and/or indicators and/or criteria for guidance work, attach them to this report or describe above, if the document is not too extensive.*
Do you think that **a defined system of quality evaluation and development of guidance work in guidance organisation, centre or project is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

RESULTS OF GUIDANCE

23. Does your guidance organisation, centre or project systematically monitor the results of guidance?

a) No.
INSTRUCTION: There are several possible answers. b) Yes, we monitor number of services. c) Yes, we monitor number of service clients. d) Yes, we monitor demographic characteristic of service clients. e) Yes, we separately monitor guidance to vulnerable groups. f) Yes, we separately monitor the coverage of target groups specific to local environment. g) Yes, we monitor client satisfaction with guidance. h) Yes, we monitor the extent to which the provision of guidance helped to

solve the clients problem. i) Yes, we monitor (Describe any other results that you monitor)……	
Do you think **that systematic way of monitoring the results of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

EFFECTS OF GUIDANCE

24. Does your guidance organisation, centre or project systematically monitor the effects of guidance?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, we monitor increased participation of adults in lifelong learning. c) Yes, we monitor increased study success of adults. d) Yes, we monitor decrease of dropout rates. e) Yes, we monitor decrease in social marginalisation of adults. f) Yes, we monitor (any other effects that you monitor)……	
Do you think **that systematic way of monitoring the effects of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

MANAGEMENT, ADMINISTRATION, ORGANISATION

25. Do you in any way monitor how is your guidance organisation, centre or project concerted with the regional/national development plans?

a) No.	
b) Yes.	Describe a little more in detail:
Do you think **developmental integration of guidance in the regional/local environment is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

26. At what level does your guidance organisation, centre or project has a normative/legal framework?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, it has normatively defined status within the organisation, where the guidance takes place. c) Yes, it has normatively defined status in the local environment. d) Yes, it has normatively defined status in the region. e) Yes, it has normatively defined status on the national level. f) Yes, *(Describe any additional explanation)……*	
Do you think **normative regulation of guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

27. In your VET organisation, centre or project, is the organisation of guidance work defined in terms of work time/any other criteria?

a) No.	
b) Yes.	Describe a little more in detail:
Do you think the **organisation of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	a) No. b) Yes.

Explain, if you want to:	

28. Does your guidance organisation, centre or project have defined way of monitoring money transparency and effectiveness in spending monetary funds?

a) No.		
b) Yes.	Describe a little more in detail:	
Do you think the **<u>way of monitoring money transparency and effectiveness in spending monetary funds in guidance</u> is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:		a) No. b) Yes.

IMPORTANT: The present Investigation should/must go beyond these 10 quality areas which are the ones that are identified in the Peer Review Manual for Guidance in Adult Education (transfer of innovation source). Therefore the identification of other relevant quality areas for the Guidance and Counselling activity would very much bring an added value to the development of the European PR Manual for Guidance and Counselling in Adult VET (European Perspective).

OTHER

29. Do you have any other characteristic that significantly determine your guidance organisation, centre or project that you couldn't describe in the previous questions?

a) No.		
b) Yes.	Describe a little more in detail:	
Do you think **<u>that the above item(s)described</u> is(are) important in terms of quality** and would you suggest that it is/are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:		a) No. b) Yes.

IV. International desk research (other projects, good practices…).

Reports' analysis and data combination

I. EQARF state of art implementation

I.1. EQARF state of art implementation at local, regional, national level

Slovenia

The Vocational Education and Training Act (Official Gazette, 79/2006) lays down a new framework for the functioning and development of the VET system in Slovenia. On the one hand, the legislator reinforced the autonomy and development role of schools (vocational colleges and other VET and CVET providers) with the result that decision making power has shifted increasingly to providers at local level; while on the other hand, it reinforced the significance of quality identification and assurance at all levels, mostly at a level of education providers.

Local and regional level - VET
In Article 15 in Act for VET (2006) is stated that providers has to guarantee quality according to principles of the comprehensive quality management system taking into consideration the Common European Framework on Quality Assurance in VET.

Following this legislative framework The Slovenian Vocational Institute in 2007 published Recommendations to vocational colleges for implementing self-evaluation, which includes the main principles stated by CQAF, and now in EQARF.

In the field of adult education the main principles of the EQARF (the quality circle, methodology etc, including interest groups in quality activities etc) were already implemented in the model for self-evaluation Offering quality education to adults (OQEA) which is mostly used by adult education providers, among them are also adult education VET providers.

National level
Slovenian Reference Point for Quality Assurance in Vocational Education

To help implementation of the EQARF and other European recommendations in the field of quality in VET In 2010 the Slovenian Reference Point for Quality Assurance in Vocational Education – SIQA-VET (http://www.siqa-vet.si/) and Training was established by National Institute for vocational Education. (http://www.cpi.si/en/).

SIQA-VET:

- is the reference point of the European network for quality of vocational education and training ENQA-VET in Slovenia,
- supports the implementation of the Work Programme of the European network of ENQA-VET, including the EQARF implementation,
- carries out activities in the development of quality assurance system of vocational education in accordance with the plans of the Ministry of Education and Sport and the European recommendations,
- links the actors in the field of vocational education and training to develop and implement a variety of assessment approaches, quality assurance and quality development at the national level and at the level of operators
- Advises education providers in the establishment and management of comprehensive quality system of vocational education and training, particularly for self-evaluation.

Finland

Person interviewed: Ms Leena Koski (Finnish National Board of Education, national reference point for EQARF (EQAVET))

In Finland we have a national education policy, which means that we have no regional or local education policy. EQARF has been implemented in the national level and it is managed by the Finnish National Board of Education (FNBE). The VET providers are recommended to adapt the framework to their quality assurance. There are three main tools to implement the framework:

- Quality management recommendation for vocational education and training (attachment)
- A proposal for a quality strategy for vocational education and training (prepared by the Ministry of Education and Culture)
- Financing VET providers on grounds of achieved results, which are based on national quality criteria.

France

The following table summarises evidence identified that relates any indicators used at national level to the ten indicators proposed in the EQARF recommendation:

#	Indicators	Organisation(s)	Observations
1 The share of VET providers applying a quality assurance system that reflects the CQAF	The share of VET providers applying a quality assurance system that reflects the CQAF	Ministry of Education, National Council for Lifelong Vocational Training	Whilst CQAF has been promoted in France, it is not clear at this stage until what extent its implementation is monitored.
2 The level of investment in the	The level of investment in the	Ministry for Education, National Council for	The recruitment of teachers in the civil

training of trainers	training of trainers	Lifelong Vocational Training	service and public sector, depends on the needs of the various professional fields and branches, and is usually by competitive examination. However, it is not evident if this particular indicator is being used.
3 Participation rates in initial VET and lifelong learning	Participation rates in initial VET and lifelong learning	Ministry of Education, National Council for Lifelong Vocational Training	It is also at this stage unclear, if this indicator is being used for Quality Assurance purposes in the VET system. Nevertheless, as for previous indicators, Pole Emploi has access to data on the number and percentage rates of people in IVET and CVET, as well as the National Council for Lifelong Vocational Training, provider of training programs. Statistical data for this indicator, on the number and percentage of people concerned, are provided by the French National Institute for Statistics and Economic Studies.
4 Successful completion of training	Successful completion of training	Ministry of Education, National Council for Lifelong Vocational Training	The indicator on successful completion of training is under the responsibility of the Ministry of Education and National Council for Lifelong Vocational Training. Both institutions have the ability to make an accurate assessment to measure this indicator through their vast contact network of institutions and organisations at all territorial levels. However, it is at this stage still unclear, how this indicator is currently being used.

5 Destination of trainees six months after completing their training	Destination of trainees six months after completing their training	Ministry of Education, National Council for Lifelong Vocational Training	It is not clear whether this indicator is being used for quality assurance purposes in the VET system, however, Social partners and enterprises, in connection to the National Council for Lifelong Vocational Training assess the success and failures on people accessing the job market after completing training schemes.
6 The use of the acquired skills in the workplace	The use of the acquired skills in the workplace	Ministry of Education, National Council for Lifelong Vocational Training	Acquired skills in the workplace are also a task evaluated by the National Council for Lifelong Vocational Training, in cooperation with the Ministry of Education, being the Ministry responsible for the elaboration and implementation of training schemes and structures. It is however not clear, if this indicator is being used for quality assurance in the VET system.

#	**Indicators**	**Organisation(s)**	**Observations**
7 The levels of unemployment according to different groups in society	The levels of unemployment according to different groups in society	Ministry of Education, National Council for Lifelong Vocational Training	The level of unemployment of different groups is statistical data provided by the French National Institute for Statistics and Economic Studies and by EUROSTAT. How to tackle these different groups through VET and social inclusion relies on Pôle Emploi

			and the DSS, the French Social Security Directorate that manages all organisations, including independent professions or special regimes[1].
8 Prevalence of vulnerable groups in the VET system	Prevalence of vulnerable groups in the VET system	Ministry of Education, National Council for Lifelong Vocational Training	The prevalence of vulnerable groups in the VET system is an indicator, that the Pôle Emploi assesses through the number of people in difficult situations (e.g. long term unemployment) attending their services, as well as the National Council for Lifelong Vocational Training, provider of training programs. As this is an indicator on social issues, statistical data on the number and percentage of people from different vulnerable groups are provided by the French National Institute for Statistics and Economic Studies. However, it is again, not clear if this indicator is being used for quality assurance in the French VET system.
9 The existence of mechanisms to relate developments in labour market to VET systems	The existence of mechanisms to relate developments in labour market to VET systems		It is not clear at this stage, whether this information is being measured for quality assurance purposes for VET.
10 The existence of schemes to promote better access to VET	The existence of schemes to promote better access to VET	Ministry of Education, National Council for Lifelong Vocational Training	According to a recent CEDEFOP study the following indicators are being considered: for apprenticeships weight given to apprenticeships as part of the level of education, the system or in large enterprises; dropout rate, and rate of recognised qualification. At this stage, it is not clear whether such

indicators have been implemented.

http://www.eqavet.eu/Libraries/EQARF_Indicators/EQARF_Indicators_France.sflb.ashx

According to our investigation, it seems that EQARF system is not yet implemented in France, namely in guidance and counselling in adult VET. Other quality systems are in vigour, compatible with EQARF, but not officially qualified as well.

Portugal

In February 2010, **DGERT - Directorate General for Employment and Labour Relations** (Ministry of Labour and Social Solidarity) - was officially nominated the Quality Assurance National Reference Point for Portugal.
Until this moment, and following the European Commission Orientations, DGERT designed an Action Plan (to be delivered within the EQAVET Working 2011-2013 Program) which aims at disseminating the EQARF (EQAVET) Recommendation to Portuguese Public and Private bodies with responsibilities regarding learning quality assurance, social partners and all relevant stakeholders in the VET domain. The foreseen dissemination activities include not only carrying out Conferences and Workshops, but also the publication of a Website especially conceived to support and spread out the implementation – at both institutional and operational levels – of the European Quality Assurance Reference Framework.
As for the EQARF implementation at a National level, for the moment, no Political Decision is foreseen to be taken in order to attribute a Legal National Framework to the European Parliament and Council Recommendation. Never the less, the set-up standards of the Portuguese National System of Quality Assurance and Accreditation of VET Providers are compatible with the EQARF Recommendation.

I.2. EQARF state of art implementation for Guidance and Counselling in Adult VET

Slovenia

Although the EQARF speaks primarily about the questions of quality in VET, it is – because of its universality – **adaptable for other areas of education**. It is characterised by **not prescribing the methods for quality evaluation**, but by merely defining certain elements that are to be contained in the approaches to quality evaluation. The nature of these elements means they can be considered in approaches that vary greatly.

Because of such universality the EQARF approach, can also be used in the field of guidance work. The only problem that needs to be solved if we want to use the EQARF in the field of guidance are the areas, quality indicators and standards that in guidance activities are different from those in another field (in this case, the VET). However, if we have the areas, quality indicators and guidance activities defined – which is the case in the adult education guidance network in Slovenia, all the conditions are fulfilled to use the EQARF in guidance. This gives us an opportunity to promote the main principles of the CQAF/EQARF not only in VET but also in other field of education and in activities that support education. When in 2008 we developed the Framework for quality assessment and quality development in adult education guidance centres, all the basic characteristics of the EQARF recommendation were implemented in the Framework. The Framework for quality in guidance is conceptualised on a quality circle: **planning of quality evaluation**, **evaluating** the questions determined in the plan, **establishing the results** based on the evaluation, which then becomes the basis to **plan for changes**, **quality improvements** and **monitoring the implementation of these plans**. What we had to develop were the quality areas, indicators and criteria for guidance activities. We developed 10 quality areas for guidance, what will be explained in further chapters.

Finland

The national framework based on EQARF (Quality management recommendation for vocational education and training) includes the implementation for Guidance and Counseling in Adult VET.

France

As far as Quality Assurance in Vocational Education and Training in France is concerned, the Ministry of Education in France is the competent body defining

strategies, policies, framework and learning and teaching programs and ensures staff recruitment and management of training activities.
The Ministry is also responsible for Vocational education at secondary level, including a national curriculum, exams and diplomas, recruitment, training and other related activities.
Furthermore, the Department under the name "High Council for Evaluation" evaluates the performance and activities of teachers, covering the field of secondary vocational training.
In recent years, France has taken many initiatives to introduce quality criteria for its VET system.
At national level, the Outline Financial Legislation Act (LOLF) of 1 August 2001 introduced 'a culture of results, of spending more wisely and making public action more effective'. The overall national budget is now broken down by missions, programmes and measures – rather than by ministry, as previously – so that performance indicators can be drawn up. In addition, the Research, Surveys and Statistics Development Department (DARES) of the Ministry of Employment, the Evaluation, Forecasting and Performance Department (DEPP) of the Ministries of Education and of Higher Education and Research, and the Centre for qualifications Studies and Research (CEREQ) all compile statistics and conduct studies to assess the effectiveness of the policies implemented.
At regional level, the regional councils, which are now in charge of apprenticeships and vocational training for young people and adults, have adopted 'quality charters'. These documents are co-signed by vocational bodies representing particular sectors, or by training organisations that enter into contractual agreements with the region.
They cover various aspects of training, such as:

- Improving provision for apprentices, placing workers in jobs, and qualifications in specific sectors;
- Enhancing the quality of services offered by training bodies, including the way trainees are treated on work placement, as well as training methods, follow-up and help with job finding.

At training provider level, a number of quality labels were introduced in France in the early 1990s, with a view to certifying the quality of training organisations and trainers. The training of vocational education tutors, teaching methods and the range of courses available have all been overhauled and modernised, notably with the development of block-release training and new information and communication technologies.
As far as quality assurance for CVET is concerned, with the development of quality initiatives such as ISO, the Ministry of Education created a quality label for its adult training network. This label aims to reinforce conditions for personalizing needs for vocational education and training, bringing in ISO quality measures to the system.
In addition to the information provided in the following section discussing the EQARF indicators, it is worth noting that the Ministry of Education was also considering the introduction of the following indicators as quoted from the recent CEDEFOP comparison of seven Member States use of output targets for improving quality in the VET system . "The rate of:

- Continuation into higher education of people who obtain the baccalaureat;

- Continuation into STS (Section de techniciens supérieurs) of people who obtain a technical baccalaureat;
- Young people employed seven months after the end of upper secondary school (excluding those who go on to further studies).

http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/france.aspx#main

According to the research led in the framework of EuroPeerGuid Project, the stakeholders in charge of EQARF implementation in France, don't have many example of EQARF implementation in French guidance and counselling, yet.
In France, the Ministry for education is responsible for initial guidance and counselling and other Ministries for the professional or "continuing" guidance such as the Ministry of employment, the Min. of agriculture or the Min. of industry. Nevertheless there is a specific body which tries to have a global action: the Interministerial Delegate for Guidance.

The initiative is let to organisations, or Regions, at local level, being invited to follow the national recommendations to implement EQARF for quality assurance. We can notice that each time government deal with guidance and quality assurance in adult VET, the regional and local institutions decide to also deal with the topic, and things begin to change. Some projects or organisations launched some initiatives about quality assurance and quality criteria definition :

- The quality Label AFAQ (http://www.afnor.org/en)
- The quality assurance process of National Federation of CIBC "Labellisation" (http://www.cibc.net/contenus/article-109-16-QA-Une_demarche_nationale_de_labellisation_Qualite_au_service_de_nos_clients.html)
- PRAO (Rhones Alpes Region Guidance Department) was involved in Leonardo Projects dealing with quality assurance in guidance :
- DROA Project (http://www.droa-eu.org/fr/index.php)
- AQOR Project (http://www.aqor.droa-eu.org/)
- DAQOR Project (ongoing project from 2009 to 2011, following the 2 previous projects above)

o Probably because of the multiplicity of various organisations supplying guidance in France (more than 8000 organisations), with historical or internal way of working and managing quality, without any compulsory common reference framework for quality, and many levels for political decision making, France meets many difficulties to implement the European recommendations for a common quality assurance system.

Portugal

In Portugal, besides the challenge of implementing EQARF at national level until 2011 there is a recommendation from the National Agency for Qualifications (ANQ) which runs the national network of Portuguese centres dealing with guidance, counselling and validation and recognition of (non formal and informal) competences for adults (New Opportunities Centres) referring, in their Quality Charter, that each centre should develop their own system of quality assessment and quality continuous improvement.

Conclusion about EQARF Implementation

(Suggestions for EQARF Implementation)

Through this Investigation on these 4 European countries, we came to the conclusion that each country' system is different, in term of decision making process, of quality assurance evaluation, or in term of VET and guidance provision offer.

Here are some suggestions and keys before starting to implement EQARF:

I / Implementing EQARF at a European scale

A / "For everyone"
It seems important that everyone should observe EQARF, no difference should be done between public and private, for profit and non-profit organisations.

B/ Communication and promotion
Besides the implementation of EQARF, communication and promotion shouldn't be forgotten. National communication / dissemination campaigns should be launched. A single and official website seems to be a very good idea to promote EQARF in each country.

C/ A positive image:
Quality criteria should be implemented with an active support from the various VET/guidance providers, they have to be sure that EQARF is important for quality. The evaluation via peer review could be an appropriate way of assessing centres without any competitive issues, in a positive way, thanks to good advices from other practitioners. Some criteria could be seen as essential and mandatory ones, and other only as an added value, non compulsory, but just suggested.

II / The strategies

A/ The Spreading
Through the EuropeerGuid project, 10 pilot Guidance and Counselling centres will use the Peer Review methodology in order to show that this method can be an easy and cheap way for implementing quality assurance criteria within Guidance centres. In this way, it will be essential to disseminate results to public bodies, stakeholders and national EQARF reference points. This strategy can be easier, with targeted promotion, and positive image of the EuroPeerGuid project.

B / The compulsory way
Some country made EQARF as a compulsory system, written in the law, and it seems that in this way, EQARF is well implemented. Unfortunately, this may not be

possible nowadays for every country, especially in countries with complex systems, or including numerous various guidance centres and decision-making levels.

III / The European diversity, a common wealth, a common issue.

A / The need of adapting the implementation
It seems important to adapt EQARF implementation to each country' system, by respecting the different schemes of decision-making, and so, by starting EQARF implementation from the relevant level of decision (injecting it directly to the institution in charge of, national, regional, local…)

B/ A proposal: a single place for guidance and counselling
In countries where there are numerous VET providers, they all have different target groups, different quality criteria, different organisation… it seems difficult to find a common quality model. A key could be to establish some single place for guidance and counselling (in our case), where several centres and guidance counsellors could gather each others. A common framework for quality assurance like EQARF will be more adaptable to a single place instead of numerous centres (in the French case we talk about more than 8000 centres spread across the country).

Remark:

According to us, regarding the various systems complexity and diversity in vigour in each European country, it seems impossible to implement at European scale, a strictly similar and common quality assurance system.

Nevertheless, the investigation we led within EuroPeerGuid project let us believe that we could use the 10 EQARF recommendations as a common guide. But to go further, each country's authority could make compulsory to establish an internal quality model in each guidance and counselling centre, which would follow the EQARF Recommendations. That would be a first step.

Then, each centre recognized as an "EQARF certified" would be invited to develop their own "internal" quality criteria. A third step could be a "peer review audit", which could permit to exchange these good practices among the guidance and counselling network of centres. A long-term study could also be foreseen at European scale. For instance, every 5 years, all the guidance centres could be invited to answer a quality questionnaire (which criteria the centres uses?…) to be sent to the European entity in charge of EQARF, which could permit to improve and adapt EQARF Recommendations following the sector evolution. It will also be the occasion to drive centres to self evaluate and to keep an eye on their quality assurance system in a continuous way.
European countries must find a compromise between a compulsory and flexible way of implementing EQARF. When we just invite some countries to implement it, things does not seem to change at all (i.e. France), but this is also impossible to

impose a common quality assurance system within such different and complex context. Therefore, a solution could be, firstly, to make compulsory to have a quality assurance system, which follows EQARF Recommendations, and let the centres develop their own criteria within this framework. That could impulse a kind of “quality community” between peers, who would create themselves the quality assurance system, promote it, disseminate it, assess it (thanks to peer review methodology) and mainstream it.

II. VET Quality Assurance, Monitoring and Development Systems in each partners' country (In General)[7]

II.1. Local level (in your own organisation), what is your quality assurance policy, who is responsible for?

Slovenia

Not applicable for SIAE. As SIAE is the main national public institution for adult education, we don't have quality assurance system for VET. Our subject of investigation at local level will be "ISIO guidance centres", which we are describing in further chapters.

Finland

Keuda has a quality strategy, in which the system of quality management is described. This strategy is based on EQARF and EFQM. The quality system consists of the aims and means for quality work. The quality strategy determines the organs/personnel responsible for management and quality assurance in the organisation.

France

Not applicable for CIBC in France, see the part dedicated to Guidance and Counselling (III).

Portugal

CECOA - Vocational Training Centre for the Trade (*Centro de Formação Profissional para o Comércio e Afins*) was created by a protocol signed in July 1986 between the Employment and Vocational Training Institute (IEFP) - public body depending on the Ministry of Labour and Social Solidarity and the Portuguese Commerce and Services Confederation - social partner representing the Trade and Services.
Fields of Expertise: initial vocational training, continuing vocational training (traditional learning and distance learning) and training of trainers target to the

[7] Same as in footnote 1.

trade and services sector; guidance, validation, assessment and certification of skills and competences of Adults; development of national and European projects and studies.

CECOA is a Training Provider accredited under the national system of quality assurance and accreditation of VET Providers since it foundation year (1997) in the following training domains:

- Training Needs Assessment;
- Planning and Conception;
- Organisation and Promotion;
- Development, Accomplishment, Follow-up and Evaluation.

Every three years CECOA had to renew it "accreditation", proving to fulfil the national quality standards and requirements defined by DGERT. Since September 2010, as a public VET Provider, CECOA will no longer has to renew it accreditation.

The national system of quality assurance and accreditation of VET Providers is run by **DGERT - Directorate General for Employment and Labour Relations** (Ministry of Labour and Social Solidarity). In the area of employment and vocational training, **DGERT** represents the Ministry of Labour and Social Solidarity in EQAVET in the role of Quality Assurance National Reference Point (please see II.2.).

In June 1999, CECOA's board of directors approved its **Quality Policy** and in 2005 CECOA´s Quality Management System was recognised under ISO 9001:2000 by APCER - *Associação Portuguesa de Certificação* (Portuguese Certification Association) – one of the Portuguese organisations dedicated to the certification of management systems under the National Normative Activity coordinated by IPQ, the Portuguese Quality Institute (please see II.2.).

Within its **Quality Policy** CECOA is committed to comply with the ISO 9001:2008 requirements in order to continuously improve its services' quality and therefore satisfying its clients' needs and expectations. The implementation of this policy is supported by:

- The development of products able to contribute to the modernization and competitiveness of the trade sector and services;
- The commitment with innovation and the diversity of the training offer;
- Involvement of clients, workers, suppliers, partners and surrounding community in carried out activities;
- Workers' efficient and effective performance through the development of their competences and motivations.

CECOA's **Quality Management System** is grouped in three different action areas:

- **Decision**: on one hand taken by the Board of Directors regarding the level of general guidelines, including the definition of the Quality Policy, approval and enactment of the Quality Manual, and on the other hand by the Director regarding the approval of Quality Management Plans, Targets and Indicators and System documents;

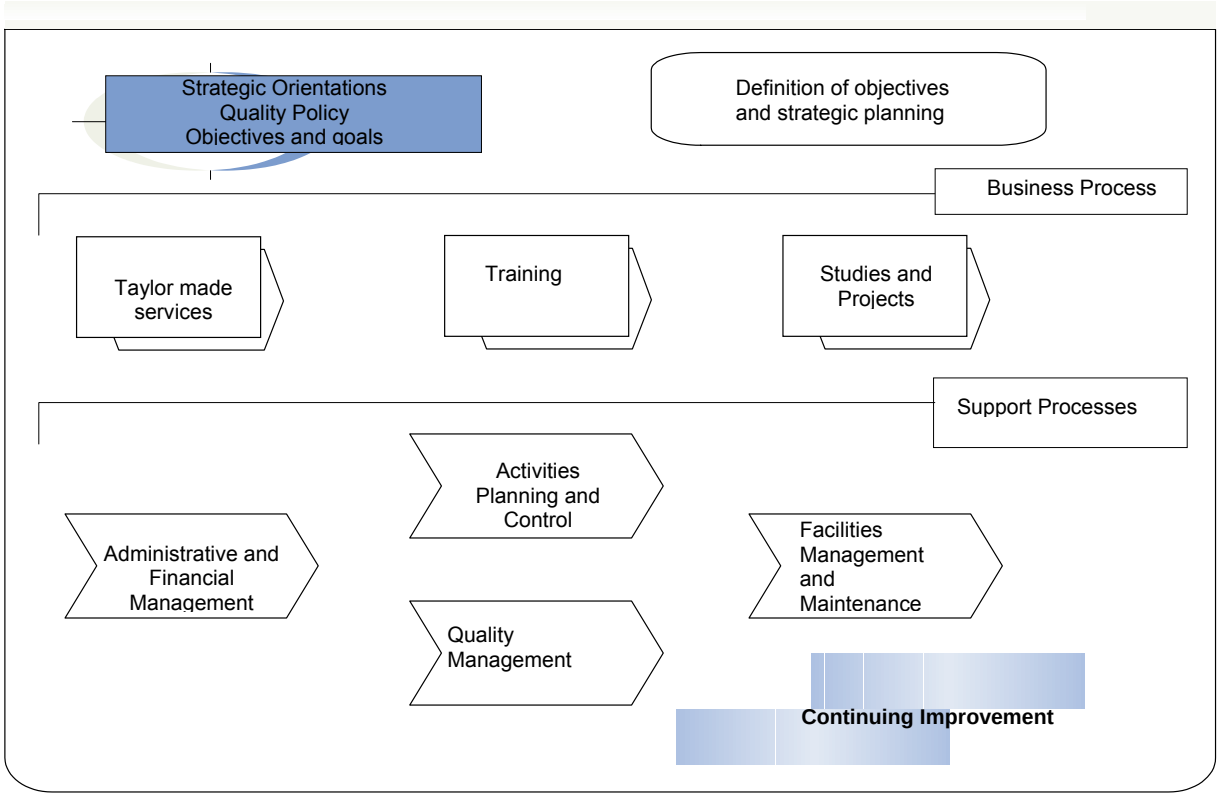
- **Execution**: carried out by the Director - assisted by the Quality Responsible – whose primary mission is to assure that the Quality Management System provisions are respected;
- **Verification:** carried out by the Director and the Quality Responsible in order to ensure the Quality Management System control, by performing audits according to a pre-set program, and by identifying non-conformities to be corrected.

There is also a **Quality Monitoring Group** – an inter-departmental body - which mission is to analyse the System's suitability and to support the Director and Quality Responsible in its implementation and maintenance. This group is constituted by:

- The Director (President)
- The Quality Responsible;
- The Department Coordinators;
- The Delegations Coordinators.

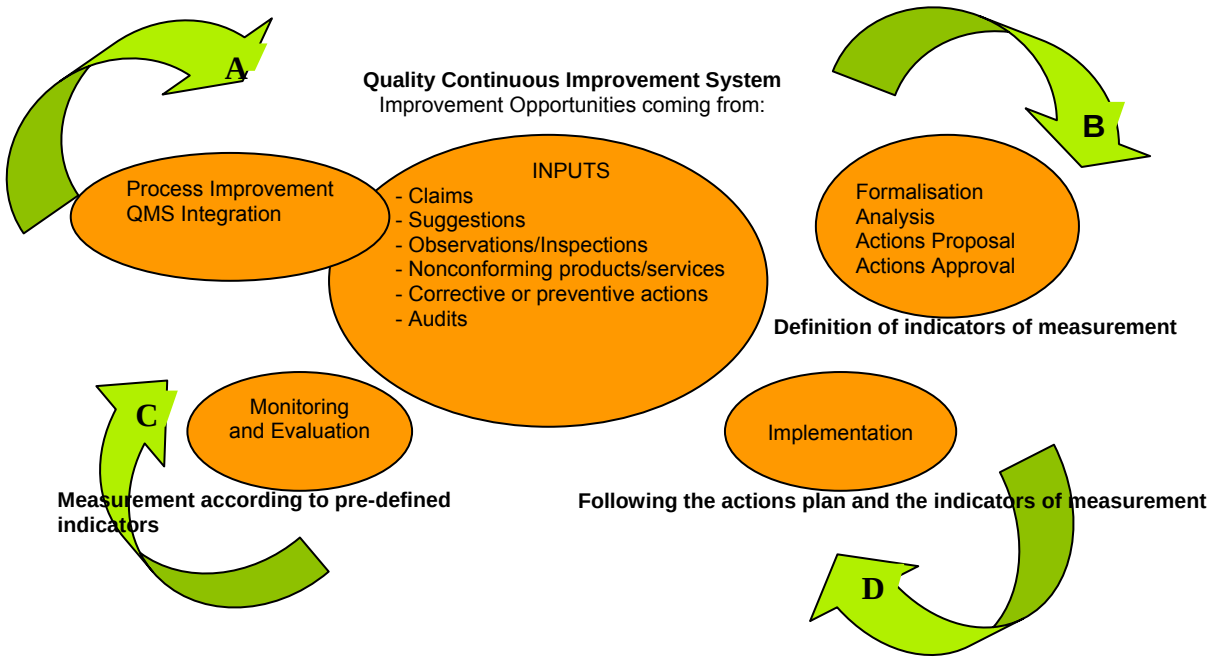
CECOA's Quality Management System

CECOA's Quality Management System is organised in 8 processes, as follows.



Although it is not in place at the moment, CECOA will integrate the Guidance and Counselling process in its Quality Management System in 2011.

Quality System **Continuous** **Improvement**



CECOA Peer Reviews

Between 2004 and 2009, in the context of 2 Peer Review (PR) European projects, CECOA has tested and implemented the Peer Review Methodology within its Initial and Continuing Vocational Training.

In CECOA's conceptual Quality Assurance and Development Framework PR is considered as an "input" which goes in the CQAF cycle: PR recommendations can be integrated in CECOA's Quality Management System as improvement suggestions and then following the normal way of improving quality within the system:

- the area concerned Coordinator defines an action plan with success criteria and implementation deadlines;
- the Management approves the action plan;
- the Quality Responsible monitors, verifies, evaluates and closes the improvement suggestion;
- the implementation is measured within the deadline defined.

Since the qualitative approach provided by the application of the PR methodology complements the formal ISO approach, CECOA is planning to adjust its quality assurance framework for introducing the Peer Review methodology as a formal INPUT into its quality continuous improvement system.

II.2. If relevant in your case, what about Quality assurance at regional/national level (policy, who is in charge…)

Slovenia

As it was already stated in the first chapter VET providers are obligated to establish an internal quality assurance system. They have an obligation to implement the recommendations of the EQARF in their quality assurance systems. The Institute for vocational education in 2007 published recommendations to schools (vocational colleagues) to use the method of self-evaluation as the basic method of their quality assurance systems. There is now specific national model for VET quality assurance prescribed. Within the EQARF framework VET providers can chose among different models for self-evaluation and quality assurance or can develop their own approaches.

Providers of continuing adult education – CVET have to fulfil the same obligations by the Vocational Act. Slovenian Institute for Adult education (SIAE) in 1999 developed the model for self-evaluation called Offering quality education to adults – OQEA, which was for the first time implemented in 2001 in the vocational colleges. The OQEA is based on the principles of the EQAF, especially on a quality circle, clear methodology, inclusion of different stakeholders in quality assessment and quality development procedures. Until 2010 80% of folk high schools, 27% of vocational colleges and 18% of private adult education providers implemented the model. SIAE offers training for the quality groups about self-evaluation, and also offers methodological and IKT support in caring out self-evaluation at the providers level. Adult education providers are engaged in an OQAE project for 2 years. After that they can choose to use the OQEA model as their reference internal quality assurance system, or can use some other models. In practice VET providers and other adult education providers combine different models and approaches and in this way they develop their own quality assurance systems. Internal quality systems usually are built on quality circle.

Quality assurance system at National/system level - VET

The Vocational Education and Training Act The Council of Experts for VET (as counselling body for Ministry) had to determine indicators on system level. Institute for VET proposed nine indicators that The Council accepted. The stage approach in developing methodology for indicators was also accepted. By law the Institute for VET is responsible to prepare and publish yearly report on indicators.

The indicators are:

1. the percentage of training providers applying internal quality assurance systems defined by law;
2. the percentage of teachers and trainers with teaching qualifications;
3. the percentage of teachers and trainers participating in further education and training, the amount and share of funds invested by providers in their educational and training programmes;

4. the percentage of students who successfully complete their programme on schedule;
5. the percentage of learners who succeed in final exams;
6. destination of VET learners in six and twelve months after completion of training;
7. The percentage of programs developed in response to employers.

The first report on quality in VET was prepared by the Institute for VET for school year 2007/2008 and second for 2008/2009. Both collected data for first three indicators. In data collection for school year 2009/2010 the fourth indicator is being added.

Indicator No. 1

VET providers by law must implement internal quality assurance system, so that they organise commission for quality with teachers, students, parents and employers. Commission has to prepare yearly report on quality assurance and publish it on their internet site. The Institute for VET recommend self evaluation as proper method.

Data are collected with questionnaires that are sent to the VET providers. The providers are asked: if they have the commission, if it is properly composited, if they prepared yearly report and if they publish it. For purpose of developing quality assurance on provider level, The Institute for VET analyze the reports.

Indicator No. 2 and 3

There is defined by law (Education Act) which teachers and trainers have to have what sort of qualification.

Data are collected with questionnaires that are sent to the VET providers. The providers are asked about qualifications of teachers and trainers sorted in three groups as dictated by tradition in Slovenia (teachers of general subjects, teachers of professional subjects and trainers at school). But in this survey it is still not followed up what is the situation with mentors at workplace. VET providers are asked how many teachers and trainers was in given school year included in further education less than 6 days or more and how many wasn't included in further education at all. They are asked how much money did they spent for further education in given school year and what percentage is this amount out of the hole budget of the VET provider.

In data gathering for the 2008/2009 national report adult education VET providers were not included. They are included in data gathering from 2009/2010.

The Institute for VET is now in progress to develop methodology for others indicators.

Methodology:

- Interviews – Who to interview? public bodies with responsibilities regarding VET quality assurance operating at national, regional or local level + decision makers/experts from organisation with responsibilities in VET and in the VET quality evaluation and assessment + VET organisations which used/use the peer review methodology as an evaluation tool and that can emerge from the research.
- or/and Desk Research (Suggestion: CEDEFOP http://www.cedefop.europa.eu/EN/ ; ENQAVET http://www.eqavet.eu/gns/home.aspx are suggested as source of information) and of course all other sources you think relevant.

Finland

The Ministry of Education and Culture is responsible for the national level quality assurance. The Finnish National Board of Education operates under the Ministry and is in charge of the implementation of EQARF and gives orders and recommendations to VET providers concerning quality assurance.

France

Lifelong learning is a national obligation. It includes initial training, including apprenticeship, and subsequent training, which are continuing vocational training for adults and young people already engaged in active life or engaged.
In addition, any person engaged in the workforce has the right to validate the non-formal and informal learning including professional or related to the exercise of union responsibilities.
The policy against illiteracy and for learning the French language is part of lifelong learning.
The government, local authorities, social partners and companies each contribute with their own characteristics and objectives, policies, training and funding.

Description of the VET System in France

The French compulsory education system is divided into three stages, the primary education (for ages 6-11), lower secondary education (for ages 12-15) and the upper secondary education in either a General and technological "Lycée" or in a vocational "Lycée" (compulsory for ages 15 and 16).
On completion of their schooling, pupils are awarded a brevet (national certificate) on the basis of their marks in the final two years (fourth and third classes) and a national examination. The brevet is not a compulsory qualification and continuation of their schooling in a lycée is not dependent on their passing the examination, but on having successfully completed the third year.

In order to enter the last stage of compulsory education, the Lycée, the pupils are offered three options, general studies, technological studies and vocational training.
The general and technological lycées provide the preparation for three types of general baccalaureate (economic and social, literary or scientific), a technological baccalaureate (with eight categories) or a vocational training certificate (brevet de technicien). Upon completion of the vocational "lycée", the vocational training certificate allows students to enter working life, or to continue their studies in higher education vocational sections or in an "Institut Universitaire Technologique".
The lycée professional provides a combination of general education and technical knowledge, including a guaranteed in-company placement. It prepares students over a two-year period for the first level of vocational qualification, corresponding to the "certificat d'aptitude professionnelle" (CAP) or the "brevet d'études professionnelles" (BEP). Both qualifications are similar, but while the CAP has a greater focus on vocational training, the BEP is more focused on general education, intended for those wanting to continue their studies. At the end of their initial vocational training, students may follow a two year program in order to obtain a vocational baccalaureate, leading to direct employment or to further study.
The Ministry of Education is responsible for education policy as pursued through vocational training in schools and through apprenticeships. The Ministry of Agriculture and Fisheries has a parallel responsibility for vocational training in agriculture. The Ministry of the Economy, Industry and Employment is in charge of continuing vocational training for young people and adult job-seekers and for the vocational training of employees in the private sector (it can thus make rules and regulations and set training fees, etc.). Other ministries, such as the Ministry of Youth and Sport, are in charge of training and vocational diplomas in the areas for which they are responsible.
In 2004 the National Council for Lifelong Vocational Training (Conseil national de la formation professionnelle tout au long de la vie or CNFPTLV) was set up. Its tasks are to :

- Promote cooperation at national level among the various agencies involved;
- Advise on legislation and regulations concerning lifelong vocational training and apprenticeship;
- Assess regional policies for apprenticeship and continuing vocational training;
- Compile an annual report to Parliament on the utilization of financial resources earmarked for lifelong vocational training and apprenticeship.

With a view to coordinating vocational training policies and measures, regional employment and vocational training coordination committees (Comités regionaux de l'emploi et de la formation professionnelle or CCREFPs) have been established. These committees – made up of regional representatives of the Government as well as representatives of the regions, trade unions and employers' organisations, and regional chambers of agriculture, commerce, industry and trades – are tasked with promoting cooperation among the different agencies involved in vocational training. They ensure better coordination of vocational training and employment

policies at national level. Specifically their functions include policy analysis, research, monitoring and evaluation.
The National Employment Agency (ANPE) and the National Union for Employment in Industry and Commerce (UNEDIC) merged in 2008 and created a new structure, "Pôle Emploi". This body is responsible for registering and advising unemployed people and paying out their benefits.

CVET
The French CVET system was introduced in the 1970s, involving the French state, regions, companies and social partners. It has its own distinct structure, in which collective bargaining plays an important role and people can access training in different ways, depending on their individual status: job seekers, employees, and their age, under 26, 26-45 and over 45.
Continuing vocational training is intended for people, both young and old, who are already part of the workforce or are embarking on working life. It aims to help them find or return to work, to remain in employment, to develop their skills and acquire different levels of vocational qualification, to enhance their earning power and to improve their cultural and social circumstances. The social partners and the State have developed and implemented various schemes which fall into two categories: training for job-seekers and training for people in work (employees in the private and public sectors and self-employed people). Since 2008, the Government implemented a process of reforming vocational training for private-sector employees and job-seekers. It reviewed various aspects of the system, focusing on certain core aims: to give individuals more secure career prospects, enabling them to find or return to work quickly; to overhaul the financing of training for people in work (reducing the number of bodies collecting contributions – see Chapter 10); to introduce a training 'savings account' based on the now-transferable individual entitlement to training (known as the DIF) .

Institutional Framework: CVET

The National level
The Ministry for Economy, Industry and Employment, is responsible for vocational training for young people entered on the labour market, as well as for private-sector employees.

This Ministry is organised into various departments, offices, and directorates whose mission is to ensure that the vocational training-related policies are implemented.
Actually, there is no centralised national authority in the area of vocational training. However, the law relative to the liberties and to the local responsibilities on August 13th,
2004, established the Vocational Lifelong Learning National Council. Its main aim is to monitor and assess the implementation of the continuing vocational training (CVT) and apprenticeship by:
• evaluating the regional vocational lifelong learning and apprenticeship policies;
• giving its opinion on future vocational lifelong learning and apprenticeship legislation;

• writing annual reports on vocational lifelong learning and apprenticeship, uses of funds;
• controlling the good using of these funds.
State, local, and regional authorities are responsible for training their staff.

The Regions
Since 1982, the regions establish their own continuing vocational training policies. Each region draws up a regional training development plan in order to coordinate the different areas of vocational training for young people, both initial and continuing, unemployed and adults at a regional level. The plan is based on an active partnership between all concerned parties. The president of the *Conseil régional* [regional council] is responsible for setting up consultive meetings with management representatives and trade-unions, among other organisations.

The Social Partners (SP)
When the State sets priorities for continuing vocational training and apprenticeship policies on a national level, it must first consult its partners, including labour organisations and employers' representatives, within the framework of the National Vocational Lifelong learning Council (CNFPTLV*).*

At the National level
There are two SP labour-management authorities in charge of coordinating and regulating training-related issues: The *Comité paritaire national pour la formation professionnelle* - CPNFP [National Joint Committee for Vocational training] in charge of ensuring that vocational training programs run smoothly and that collective agreements are duly applied within the framework of continuing vocational training's agreements. The *Fonds unique de péréquation - FUP* [Unique fund of adjustment] coordinates issues related to individual training leave and in charge of financial regulations related to profesionalisation measures funds.

Teaching and Training occupations in Vet
Various types of teachers and trainers correspond to the various streams and systems of the French vocational training system, and their recruitment, training and career paths differ according to the relevant activity.
The terminology applicable to the French context is:
• The teacher (or lecturer) is an educator working in the formal education system: the school (primary and secondary school) and university environment, whatever the level of teaching concerned;
• The apprentice master is an employee responsible for training a young apprentice within the company.
• The tutor is an employee responsible for training a new employee, especially those who are beneficiaries of special work contract within the company.

Responsible Bodies
The Ministry of national education is responsible of the teachers in IVET. The Ministry finances initial and continuing training.

The ministry in charge of employment is responsible of regulating of teachers and tutors professions in CVET. But the market is free, so each training provider defines http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/france.aspx#main

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Portugal

In Portugal, Quality assurance in VET is a transversal issue that has gathering a higher relevance nowadays, not only to achieve important changes (like guaranty the efficacy of VET systems, make easy the access into VET and reinforce the relation between VET and labour) but also to enhance the process of monitoring the results obtained (by reference to the objectives proposed).

Facing the complexity of the Portuguese VET system different entities are involved in the quality assurance process, either in the dependence of the Ministry of Labour and Social Solidarity (MTSS) or in the dependence of the Ministry of Education (ME). There are also entities regulated by both Ministries. The most relevant entities in this matter are the following:

- **Directorate-General for Employment and Industrial Relations (DGERT)** – MTSS: central service, directly administrate by the State whose mission is to support the conception of the policies related to employment, training and professional certification and certification of training entities by one hand and to professional relations, job environment and health in workplace by the other hand.
- **Institute for Employment and Vocational Training (IEFP)** – MTSS: public service of national employment whose mission is to promote the creation and quality of work, fighting the unemployment with active policies of employment and vocational training.
- **Cabinet for Strategy and Planning (GEP)** – MTSS: has the mission of guaranty the technical support to the formulation of policies and to sustain the operational planning. Is also responsible for the monitoring and evaluation of the execution level of the policies, planning instruments and results of the management systems in articulation with other services of the MTSS.
- **Observatory for Employment and Vocational Training (OEFP)** – MTSS: is an advisory entity whose mission is contributing to diagnose, prevention and solution of problems in the scope of employment and vocational training.
- **Inspectorate-General of Education (IGE)** – ME: has the competence to act directly on the education settings in the services of the ME. It has the responsibility for monitoring, controlling, evaluating and auditing technical-pedagogical and administrative-financing activities of the education establishments.
- **Cabinet for Education Statistics and Planning (GEPE)** – ME: has the mission of guaranty the production and analysis of the statistics about education, concerning the technical support to the policies formulation, operational planning and the observation and evaluation of the global results obtained in the educational system.

- **Directorate-General for Innovation and Curricular Development (DGIDC)** – ME: has the mission of assuring the concretization of the policies related with the pedagogical component of the education and to guaranty the technical support to the formulation of these policies related with curricular innovation and development.
- **National Qualifications Agency – MTSS/ME**: is a public institute integrated in the indirect administration of state. Regulated by the MTSS and ME has the mission of coordinating the execution of the educational and vocational training policies related with young people and adults and assuring the development and management of the National System for Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences (New Opportunities Centres – CNO Network).

In Portugal, at a National level, there are 3 main quality assurance systems:

A) One specifically for VET Providers;
B) A International Standard (including VET Providers)
C) A European Standard for Public Sector Organisations

A) Quality Assurance at National level for Training Providers

The **Quality Services and Accreditation Directorate** (DSQA - *Direcção de Serviços de Qualidade e Acreditação*) is a nuclear organic unity of **DGERT** with specific competences within the management of the Training Providers (Quality Assurance) and Certification System (*Sistema de Certificação de Entidades Formadoras*).

In Portugal, the **Training Providers Certification System** is one of the **National Qualification System's** quality assurance mechanisms that recognise the proper pedagogical practices for the training providers' development: the Quality Certification Referential defines which conditions Training Providers must comply with in order to assure a quality training intervention within the certified training and education areas (regular audits to Training Providers).

The Certification of the Training Provider can be granted to any private entity constituted and registered in Portugal and that develops training activities within the national territory.
This Certification is only attributed to Public Entities or Private Entities with public objectives if they develop training activities which aren't foreseen in the respective organic law, creation diploma, homologation, etc.

The **Training Providers Certification System** has two main objectives:

- To foster the credibility of Training Providers operating within the National Qualification System;
- To contribute for the importance of Quality in Vocational Training (and its results) within the training activities financing.

In order to be able to provide certified Vocational Training and therefore to access to public financed funds, it is compulsory that Training Providers are certified within the National Qualification System. The Training Provider Certification

constitutes a global recognition of its capacity to provide Vocational Training which is granted by Training and Education Areas. The Certification attribution by Quality Areas means that the Training Provider was acknowledged to be capable of developing the activities that are part of the Vocational Training Cycle's different phases.
This Certification requires not only an assessment of the Training Provider's conditions in terms of practices and resources (according to the Quality Certification Referential requirements), but also a technical assessment of several dimensions such as the suitability of training objectives and contents, the trainers' technical competences and the minimum technical requirements for premises and equipment (according to each VET area).

DGERT's Certification Process
The first step is the presentation of a Certification Request containing a set of resources and practices related to the Vocational Training organisation and development and that demonstrate the compliance with the Quality Certification Referential requirements.
The technical evaluation of this request is carried out through the analysis of the delivered documents and sometimes complemented with an audit which checks the competences and resources used by the entity to develop Vocational Training in the requested VET areas.
Having a valid Certification, it is possible to request the acknowledgement enlargement to other VET areas whenever a new training offer is developed and as long as the entity possesses the adequate competences and resources. The evaluation and decision process of these requests is identical of Initial Certification one.
Even tough regular audits of the certified Training Provider are carried out in order to assess the compliance with the Certification requirements and the continuous performance monitoring of the activity results; there is no validity period for the attributed Certification.

B) ISO (International Organisation for Standardization)
The ISO 9000 standards family was developed to assist organisations of any type and size in the implementation and management of effective quality systems.

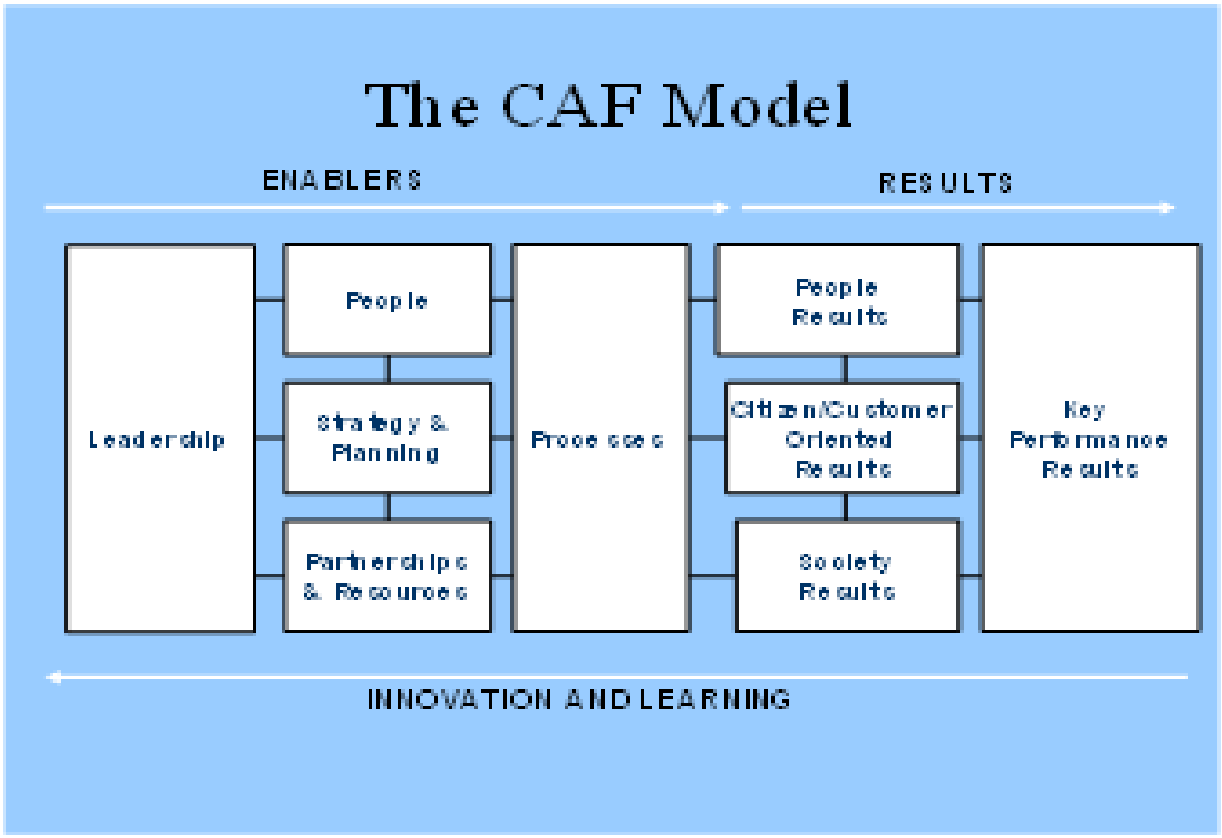
ISO 9000 describes standards of Quality Management Systems and ISO 9001 specifies which requirements are needed for a specific Quality Management System. When translated and adapted to the national context, the standards become family NP EN ISO 9000 standards. The current version of the standard regarding the requirements of Quality Management Systems is the NP EN ISO 9001:2008. The certification of a Quality Management System in accordance with these standards means the recognition of the organisation's compliance with their products and services, customer satisfaction and concern with concrete continuous improvement processes.

In the framework of the Portuguese Quality System, the Portuguese Quality Institute (IPQ) – being the National Normalization Body – coordinates the National

Normative Activity. In Portugal, IPQ is responsible for the approval and homologation of the Portuguese Standards.

C) The Common Assessment Framework (CAF)

The Common Assessment Framework (CAF) is a result of the co-operation among the EU Ministers responsible for Public Administration. A pilot version was presented in May 2000 and revised versions were launched in 2002 and 2006.
The CAF is an easy-to-use, free tool to assist public-sector organisations across Europe in using quality management techniques to improve their performance. It is especially designed for public-sector organisations, taking into account their characteristics.
The model is based on the premise that excellent results in organisational performance, citizens/customers, people and society are achieved through leadership driving strategy and planning, people, partnerships, resources and processes. It looks at the organisation from different angles at the same time; a holistic approach to organisation performance analysis.



The CAF has four main purposes:

1. To introduce public administrations to the principles of TQM and gradually guide them, through the use and understanding of self-assessment, from the current "Plan-Do" sequence of activities to a full-fledged "Plan-Do-Check-Act (PCDA)" cycle;
2. To facilitate the self-assessment of a public organisation in order to arrive at a diagnosis and improvement actions;

3. To act as a bridge across the various models used in quality management;
4. To facilitate bench learning between public-sector organisations.

Portugal has been following and participating since the beginning in the development of CAF. Portugal contributed to the creation of the 1st version (CAF 2000), accompanied the 2nd revision (CAF 2002) and participated in the group of experts who drafted the 3rd version of the model (CAF 2006).

The promotion of the use of CAF in Portugal began to be the responsibility of the Secretariat for Administrative Modernisation (SMA), in 2001 was transferred to the Institute for Innovation in State Administration after the extinction of SMA, an organisation that became extinct during 2002.

Since October 2002, the DGAEP - Directorate General for Administration and Public Employment - is the body responsible for coordinating, monitoring and evaluating the dissemination activities to disseminate and to implement the CAF in the Portuguese Public Administration.

III. Quality Assurance systems in Guidance and Counselling in Adult VET (examples from partners' countries)

III.1 General description of activities and way in which is organized guidance in adult vocational education[8]

Slovenia

In Slovenia formal and non-formal vocational educational and training of adult carry out following institutions:

- secondary vocational schools, with units for adults,
- colleges (higher vocational education),
- folk high schools,
- private educational organisations for adults.

These organisations do not have specially organized guidance services for adults, but information and guidance needed by participants in these organisations, carry out engaged professionals in these organisations as part of their ongoing tasks.

They inform and guide their participants about their education offer before they are included in educational process (about their programmes, conditions for enrolment, possibilities of recognition of prior learning etc.), during the education process if they have problems (help them to solve the learning problems, motivate them, help them to organise their education and how to prepare and follow up their learning plan etc.). At the end of education they inform them about the possibilities of further education or employment opportunities or career development.

In the recent years the professional staff from these organisations has noted that the need for guidance support has been increasing, but they do not have enough time for it. In some organisations this work is organised so that one of the staff is predominantly responsible for informing and counselling or directing their participants to get guidance support to the network of regional guidance centres for adult education whose activities are specifically described in chapter III.2.1.

In addition to educational institutions for adults, some aspects of information and guidance for vocational adult education carry out also other organisations:

- **Employment services** (12 regional offices) and in the National Resource Centers for Vocational Guidance with 25 smaller units all over of Slovenia. In the last years the majority of their clients (more than 80%) are unemployed.

[8] Same as in footnote 1.

They are offering vocational guidance also to young people when they are changing the level of education. In employment service are „vocational counsellors“ who are responsible for vocational or career guidance.

- **In private employment agencies** for recruitment and development of human resources. In the last 15 years emerged also private organisations that offer counselling for development of human resources and education. They provide their service mostly for employees (individually or through human resource departments in the companies) and some of them also for unemployed. But it has to be highlighted, that those with lower education do not use these opportunities, but are more accessible to those with higher education, who seek better employment using private employment agencies.
- **In the regional Chambers of Commerce and Industry of Slovenia** (one in every of the 12 Slovenian statistical regions) **and in regional Chambers of Craft** (62 in Slovenia). These chambers provide opportunities for information and guidance related to education for employed for the educational programs and training opportunities, developed by the chambers themselves. Regional Chambers often collaborate with adult education guidance centres.
- **In the companies - information and guidance** are to be provided by human resource departments or departments for education, if there are organized as special departments. The data shows that only bigger and more successful companies have it organized better.

The responsibility for the management of the guidance services is divided between the Ministry of Education and Sport and the Ministry of Labour, Family and Social Affairs. Since 2005, both ministries have made some steps for better coordination and faster development of guidance services in Slovenia with common projects and other cross-sectors activities. In 2007 Slovenia joined the European Lifelong Guidance policy network (ELGPN). In January 2009 a working group for lifelong career guidance has been established under the responsibility of Ministry of Education and Sports. In working group are representatives from different ministries, national organisations, responsible for development of education in Slovenia (Slovenian Institute for Adult Education also has a member in this group) and representatives of other social partners.

At the national level there are two main institutions which carry out the development of guidance in vocational education: National Institute for Vocational Education (Center za poklicno izobraževanje – CPI) which cover more young population and Slovenian Institute for Adult Education (Andragoški center Slovenije – ACS) which cover adults. Since 2000 SIAE has developed a national network of guidance centres in adult education, which is described in chapter III.2.1.

Finland

Children in Finland begin their compulsory education in the year they turn seven unless the child needs special needs education. Compulsory basic education lasts nine years, and nearly all children complete it in a comprehensive school.
Upper secondary schools provide general education for students who are usually from 16 to 19 years of age. Upper secondary school ends with the completion of the matriculation examination. Upper secondary vocational education and training builds on the basic education curriculum. The complete an upper secondary level vocational qualification after basic education normally takes 3 years (120 credits). The duration of studies is up to 40 credits shorter for those who have completed the general upper secondary school, as they are given credit for some of their studies there.
General upper secondary schools, as well as vocational upper secondary schools, provide general eligibility for higher education in a university of applied sciences or in a traditional university.

Adult education
All forms of education and training intended for young people, ranging from comprehensive school to university studies, are also provided for adults. Some educational institutions concentrate exclusively on adult education and training. Adult education and training are also provided in the form of in-service training within companies.
The Finnish adult education system has three main branches:
Liberal adult education, general adult education and vocational education and training for adults.
Liberal adult education fosters lifelong learning, offering all-round education and training, courses based on the student's interests, and social studies. The students can take evening classes, short full-time courses or intensive courses, which do not normally lead to a qualification. The curricula are not enacted in the law. The range of courses on offer gives plenty of opportunities to develop oneself professionally or just for pleasure. It is also possible to have language skills recognised through general language examination.
Education and training is provided by folk high schools, study centres, summer universities and adult education centres. These can be maintained by municipalities, federations of municipalities, associations, foundations or limited companies.
In *general upper secondary education for adults* it is possible to complete the whole syllabus, take the matriculation exam or individual courses or raise previous grades. The students can thus improve their chances of getting into higher education or vocational institutions, improve their general knowledge or complete studies which they had begun at an earlier date.
General upper secondary education for adults is available in adult high schools, general upper secondary schools and some folk high schools. Prospective students can apply directly to the institution at any time of the year. The students will study according their individual study plans.

Vocational education and training for adults can be divided into upper secondary (initial) and further vocational education and training. The training may either lead into a certified qualification or be non-formal. Vocational training in upper secondary schools leads into a certified qualification, whereas further vocational training may fall under either category.
Vocational education and training is intended both those in employment and the unemployed. Education and training has been specially developed and organised for adults is available at all levels. Mature students can gain the same initial vocational qualifications as the young.
The variety of measures is available to adults to maintain and enhance their competencies and to study for qualifications or parts of qualifications: in-service training; apprenticeship training; the competence test system; and labour market training (adult employment training).
In *higher education*, mature students have bachelor's degree paths of their own: they have their own entrance quotas, and the education and training intended for them takes many different forms. Universities of applied sciences also award work life-based master's degrees. In the university sectors, mature students can benefit from conversion training, which makes it possible to attain a new higher education degree in a shorter period of time on the basis of an existing university or university of applied sciences degree. Universities of applied sciences and traditional universities also provide specialisation courses and extension studies to higher education graduates as well as Open University studies.

Guidance and counselling in vocational education and training
The goal of guidance and counselling at vocational schools is to provide individual support to students in their studies, in career planning, and in finding employment. The objectives and content of student counselling are determined in the national core curriculum approved by the Finnish National Board of Education. According to the core curriculum guidance and counselling should ensure that students:

- receive sufficient information on their education and training, prior to and during their study programme;
- receive information and experience of the world of work, entrepreneurship and different occupations;
- are provided with international contacts, study and work opportunities; and
- receive support in case of personal or study-related problems.

All vocational study programmes include at least 1.5 credits of students counselling. Each education provider decides how they implement this in practice.
School counsellors are responsible for guidance and counselling at vocational schools. They are usually trained teachers who have acquired a guidance counsellor qualification. All teachers participate in guidance and counselling. Students and teachers can also act as tutors, helping students in dealing with practical study-related matters. Guidance and counselling in normally integrated in other instruction but students are entitled to individual guidance and counselling sessions if needed. In addition, schools offer their students group guidance and counselling, support their move to labour market, and monitor the employment rate of their students.

Schools counsellors coordinate guidance and counselling at schools and are the contact point between the school and the outside world in guidance and counselling matters. Cooperation with guidance counsellors of other upper secondary education institutions is increasingly important as the freedom of students to choose courses from other than their home institution has increased.
The careers and recruitment services of vocational schools form a part of their guidance and counselling services. Their goal is to help students in their transition from school to work or on to further education. The employment path of those who have completed a vocational qualification is monitored systematically.

Guidance and counselling in adult education
The key objective in the guidance and counselling of mature students is to help them to design their individual study plans, to improve their study skills and to advise them in the choice of subjects to be studied. Such guidance and counselling, provided by guidance counsellors, will support the student's education and training and his/her career choices. Group advisers will guide and monitor the progress of their own groups. Guidance and counselling can be individual, take place in small groups or over the web.
Adult students receive personalised services: guidance and counselling services, teaching arrangements and support measures should be based on the customer's needs. Also taken into account are special circumstances arising from a student's different cultural and linguistic background or, for example, from dyslexia and dysgraphia. In a competence-based qualification, the personalised approach applies to guidance and counselling throughout the qualification, starting from the application period.

Guidance and counselling at basic and general upper secondary education of adults
The goal of basic and general upper secondary education of adults is to give them a varied general education and an opportunity to complete their unfinished education. A key goal is to improve students' lifelong learning skills and consequently their further education opportunities.
Guidance and counselling of adults focuses on designing individual curricula, developing study skills and helping adults to select relevant subjects. Guidance and counselling also support them in making education, training and career choices. Career counsellors are responsible for the guidance and counselling of adults. Group advisors are responsible for supervising the studies and guidance of their own designated group. Guidance and counselling can be individual or take place in small groups; web-based tutoring is also used, particularly in the guidance and counselling of distance learners.

Guidance and counselling at the universities of applied sciences
The Finnish universities of applied sciences aim to offer their students comprehensive guidance and counselling services, covering questions from the planning of studies, to career planning, work placements and international exchange opportunities. Guidance counsellors are responsible for offering and organising guidance and counselling services. The careers and recruitment services

have established themselves in all universities of applied sciences, offering services to students and their potential employers.

Guidance and counselling at the traditional universities

Universities provide general student counselling for their students and those seeking admittance to them. The organisation of these services varies somewhat in different universities. Usually there is a student guidance office, which offers information about studies, work placements, and Open University courses. A financial aid office deals with student welfare services.

Faculties and/or institutes usually have a student affair secretary who is responsible for the planning, coordination and development of guidance and counselling services, editing of study guides and training of tutors. Academic and other staff members of different departments provide tutoring in their own subjects. New students also receive tutoring in small groups to help them get acquainted with studying and life at university.

The two most important client groups of the careers and recruitment services of universities are students soon to graduate or those recently graduated, and employers. The aim is to help students enter the labour market and to offer employers information and concrete help in recruiting new employees.

The careers and recruitment services of universities offer students a wide range of services, such as information about career planning, vacancies, employers and continuing training opportunities, and training in applying for jobs. Higher education advisors of employment and economic development offices operating in Finnish university towns, work in cooperation with the personnel of local careers and recruitment services of universities.

Guidance and counselling in Employment and Economic Development Offices

The services available in employment and economic development administration build on four key objectives of employment and entrepreneurship policy. While existing companies should be able to grow further, the creation of new companies should also be promoted. A prompt re-employment is supported, for example, by offering services during the notice period already. At the same time, those in the weakest position in the labour market also need support.

Employment and economic development administration operates on three levels

The Ministry of Employment and the Economy is responsible for the operating environment underpinning entrepreneurship and innovation activities, securing the functioning of the labour market and workers' employability, as well as for regional development within the global economy.

Regional state administration in Finland encompasses *Centres for Economic Development, Transport and the Environment* (15), also charged with implementing regional employment and entrepreneurship policies. The centres promote entrepreneurship, labour market functioning, competence and cultural activities. They are also in charge of information, guidance and counselling services.

Local *Employment and Economic Development Offices* (74) provide labour market services to individuals and businesses alike. The extent and means of guidance and counselling to individuals are determined by their needs: are they

jobseekers, do they need work on their professional skills or are they being eabilitated for the labour market and do they therefore also need other than public employment services?
The long-term unemployed with a low employability are helped by *labour force service centres* (35), where employment and economic development services are provided in tandem with local social services and the Social Insurance Institution KELA.

Guidance and counselling services
Employment service
Employment advisers and counsellors at the Employment and Economic Development Offices help jobseekers and employers find one another. In a job-search interview, the client and employment adviser discuss the client's job wishes. Employment services also provide group-based training in job-seeking skills and a job search desk where the clients can find information about jobs and education and training either independently or with the staff's assistance.
Along with other European Union countries and Norway, Iceland and Liechteinstein, Finland is part of EURES employment service network of the European Commission (Switzerland also takes part). EURES advisers provide services to those who wish to work in another European country, giving guidance and counselling both to jobseekers and employers.

Educational and vocational information services
Education advisers are available to discuss entry into education; courses and syllabi; occupations and occupational fields; and financing one's studies. The discussions will help the client to bring his/her educational or job-seeking plant to a concrete level. The service is facilitated by a national telephone service number and email. The clients can also search information independently or with the education adviser's help on the internet or in the library corner in the Employment and Economic Development Centre.

Vocational guidance and career planning services
Vocational guidance and career planning services help to address questions on career choice, professional development and career path. Together with a vocational guidance psychologist, the clients can analyse their current situation, interests, and expectations relating to work, educational background, skills and competencies, and work experience. They can also minimise or reduce obstacles to employability where necessary.
A range of methods are available to assess the client's aptitude and to define educational and employment options. These include psychological tests, general and occupational health checks, and try-outs of education and employment. The focus has in the last years been more and more on adult clients. The services are open and free of charge to all. In addition to the unemployed, the services are provided to those in or returning to employment.
Higher education advisers in the Employment and Economic Development Offices work in collaboration with the careers and recruitment services in their own area,

guiding and counselling higher education students who are transferring from study to work.

Vocational rehabilitation
Vocational rehabilitation services are intended for people with disabilities. These services include employment services, career planning, educational services, guidance in rehabilitation and health checks. Vocational rehabilitation is provided by vocational guidance psychologists and rehabilitation advisers.

Guidance and counselling services for immigrants
All Employment and Economic Development Offices also serve immigrants permanently resident in Finland. The larger offices also have designated employment advisers trained in immigrant services. If an immigrant is registered as a permanent resident in Finland and is out of work, he/she is entitled to an integration plan and the services agreed therein. The aim is to ensure that the immigrant acquires a sufficient command of Finnish or Swedish and necessary employment skills in, for example, through preparatory and vocational training.

Web-based services to support educational and career choices
Education and employment and economic development administration provide on-line educational and vocational information. National and local portals make it easier to find information from the broad spectrum of source material and databases. There are also web-based career planning tools to aid and support choices. The Ministry of Education and Culture, The Finnish National Board of Education and practically all education and training providers have their own web sites that provide information about education and training. The extensive on-line services of the employment and economic development authorities are available on the web site of the Ministry of Employment and the Economy.

France

There are a lot of bodies for Guidance and counselling (more than 8000), which correspond to specific audiences, students, schoolchildren, youth aged 16 to 25, job seekers. These organisations are available at all the local level. The reform of 2008 and 2009 associates for the very first time training and guidance in a global vision: LLL & Guidance.

In the beginning of the 2000's, quality in guidance and counselling appears in various reports provided by European Commission and OECD countries. These reports emphasize the gap between the public action's objectives and the organisation of the services implemented to reach the same objectives.

In France, in 2005, various national reports emphasize the same gaps, namely by focusing on guidance in schools (initial education). Reports show that there is a lack of audit and assessment for the provisions of services, and that the services are not enough accessible. Two improvement axes are tackled:

- Guidance counsellor's professionalization
- Proximity between the client and the services

But, the French guidance institutional system is complex. The organisations providing guidance and counselling are segmented according to the target groups (young people, employees, job seekers, disabled…), they get the public authorities involved at various levels (national, regional, territorial) and include some historical public important organisations or organisations with a wide scope of activity in addition to guidance, like the national employment agency.

Next to these public services, many associations and networks supply guidance to their target groups ("Mission Locale" for young people, "Cap Emploi" for disabled people…), or to all kind of public (like "Cités des Métiers" for instance). Many various guidance providers, who intervene in the same territories without any common framework, offer services with heterogeneous quality assurance.
We can also notice the increasing of social partners and private organisations' participation. About private guidance organisations (by private organisation, we deal with private guidance and HR consultancies, consulting firms and other for profit organisations…), many of them grew up following the development of support and accompaniment services for guidance and vocational projects elaboration (skills audit, APEL,…).

Nevertheless, since the beginning of the 90's, some pioneer Regions start including guidance within their local and regional action plans for training development, namely by focusing on the coordination of the different services.
In 2004, the Rhone Alpes Region started to work on quality assurance in guidance (organisation and monitoring of the regional guidance actors, counsellors 'professionalization, common methods and resources). This Region put in place a guidance regional department (called PRAO), in 2006, they suggested a common reference table to improve quality in guidance provision of services (within a Leonardo project called DROA), and, in 2009, they decided to continue their work on quality assurance in guidance, within a Leonardo project: transfer of innovation, and suggest a list of quality indicators for quality assurance in guidance.

Historical recent background of quality assurance in France

In 2006, French government appointed an Inter-ministerial delegate in charge of life long guidance. He has to elaborate a national scheme of guidance and vocational inclusion, namely about the youths and students.

In 2009, a bill includes an article dealing with "improvement of the quality of the information and guidance" for the youth who left school and adults. This bill focuses on the labelling of the organisations providing information and guidance for youths and adults.

According to André CHAUVET, French expert in guidance matters, before implementing a quality assurance process for guidance and counselling, it is necessary to define, with precision, the service provided (nature of the service, expected effects…), that will get an influence on the indicators. It is also important

(and difficult) to define the borders the field of action: from welcome to accompaniment, where is the cursor? Notions like “counselling”, “guidance” are concepts bad defined in general, and can be the cause of disagreement among the professionals of the sector. In the French case, information, guidance and positioning are often mixed up.

The private organisations (for profit), implement individual quality assurance process within various quality labels like AFAQ (http://www.afnor.org/en) or MATRIX LABEL (http://www.matrixstandard.com/) / (http://www.emqc.co.uk/ThematrixStandard.html).

Guidance and Counselling personnel

Out of the 30 000 positions held by people responsible for guidance and counselling in France, 5 000 are statutorily psychologists.
The other counselling professionals have varying professional backgrounds.
In addition to the work carried out by personnel specialising in guidance counselling, occasional services are provided by people whose main job is not in this area. These can be professors, socio-cultural personnel, specialised instructors, etc. Most of them have not received specific training in counselling. Lastly, volunteer workers from associations can also offer their services.
In France, three main types of training in guidance counselling professions can be distinguished:

- Higher full-time university instruction that is specific to a single profession: training for psychologist-guidance counsellors who wish to work in public guidance services;
- Higher alternating instruction specific to a single profession: this is the type of training offered to counsellors who wish to work at the National Body for Employment;
- University training that leads to employment opportunities in the field of guidance for workers and human resources, as in the *Diplôme d'études supérieures spécialisées*

(Advanced Specialised Studies Diploma): Psychology and vocational guidance practices, offered by *Institut National d'Etudes sur le travail et l'orientation professionnelle INETOP).*
Research is also part of the coursework for the *Diplôme d'études approfondies DEA* (In-Depth Studies Diploma): the psychology of work and transitions, offered at *Conservatoire National des Arts et Métiers* CNAM/INETOP, and integrated into the Multi-Partner Doctoral School "Enterprises, Labour and Employment" (CNAM/Université de Marne-la-Vallée). This *Diplôme d'Etudes Approfondies (DEA)* can lead to a Doctorate in Psychology.
Alongside these three forms of instruction, there exist continuing training actions and tutorial-based training programmes, or training offered by public organisations like AFPA, an association that operates under the Ministry of Labour or the Centre Académique de Formation Continue CAFOCs (the Ministry for National Education's Academic Centre for
Continuing Training) or private organisations.

Guidance in Figures in France (2007)
More than 8000 organisations (public sector) deal with people welcome, information, and guidance.

Under Ministry of Education Authority, more than 3700 guidance counsellors for pupils and students (initial training).

Under Ministry of Labour Authority: 800 psychologists (In ministry of labour's training centres (AFPA)), 1300 national employment agency offices including more than 27600 counsellors, 48 centres of the national employment agency for executive managers with 400 counsellors, more than 20 counsellors for agriculture sector, 10000 counsellors for youths (16 to 25 years old), 119 centres of guidance for disabled people (CAP EMPLOI) with more than 1100 counsellors, 220 counsellors from specific training financing (FONGECIF).

About CIBC, there are appreciatively 100 CIBC centres across the country, welcoming, informing and guiding all kind of public, with about 1300 guidance counsellors.

Current Events around Quality Assurance in Guidance and Counselling in France (Quality Areas, Criteria and Indicators)
Inter-ministerial delegate in charge of life long guidance is in charge to work on quality assurance improvement in guidance. The main idea is to create, as soon as possible, in France, some central places for guidance in each territories (Regions, Departments, Cities…). A quality charter has been suggested in order to certify those central guidance centres. Here are the quality areas suggested to be assessed:

For Quality of Guidance Provision of Services
- Individual welcome of the clients
- Complete and neutral information on jobs, competences, qualifications requested to practice those occupations, the different ways for training, where to be trained, for which diploma?
- Personalized advice in order to choose an occupation or elaborate a project by knowing all the different aspects to be considered, and which is adapted to the people's wishes, abilities, and linked to the labour market needs and opportunities.

▫ General principles for provision of services:
- The service is individual and takes into account the user under all his dimensions
- The service observe non-discrimination principles and is accessible by all kind of users
- The service is free of charge, impartial and respect the liberty to choose
- The service is neutral, namely in case the user has to be oriented to another organisation, more specialized

- The service observe confidentiality rules

▫ Accessibility to the service:
- The place is accessible for all
- Premises get the appropriate equipment and convenience

▫ General principles for quality of the services:
- Kind of services offered and results of those services are simply explained and understandable by everyone
- Services given facilitate the user's autonomy
- Services given allows the user to get involved in a constructive process

▫ Management of the services
- The manager of the centre define the objectives of the services (activity, public, results), with periodic internal and external evaluation
- Users are interviewed about their opinion on the quality of the services they received
- Manager put in place a system of information to analyse the activity
- The staff members get the appropriate competences
- The centre offers a wide and adapted range of resources and information tools adapted to the public diversity.
- The centre provides updated information.

▫ Organisation of the centre and local network management
- Either all the main guidance and training actors are gathered in the same place
- Or the centre belongs to a territorial network.

CIBC's Case (Quality Areas and Criteria for Labelling)

Among the national network of CIBC, we have our own quality labelling (called "Labellisation des CIBC).The French State has recognized the national network of CIBC as a reference for skills audit, this network must provide the same quality of services, that's why a national labelling for CIBC's has been elaborated. A collective work has been led for 2 years to get the criteria and quality areas. The evaluation is led by peers, after a self evaluation did by the assessed centre.

The **steps for the CIBC evaluation**:
- Self Evaluation following the referential guide (QA-Criteria-Indicators)
- External audit (peer from the national network), the auditor write a report
- The report is introduced to a Regional group of experts, they give their opinion
- A national commission for quality in CIBC study all the documents mentioned above and attribute or refuse the labelling to the centre assessed.

Here are below **the quality areas** evaluated to become a certified CIBC centre:
- 1-Work with other institutions

- 2-The territory covered by the centre's provision of services
- 3-Diversity of the activities offered
- 4-Practices Management
- 5-Research and Development
- 6-Communication
- 7-Administrative and financial management
- 8-Labelling mainstreaming

Under each Quality Areas, several criteria are described. Some of them are essential (those which are underlined) and so mandatory, other are just advocated (those not underlined).

Here are below **the quality criteria** for CIBC centres labelling:

- 1-Work with other institutions

- CIBC must be organized around a board of directors, which gathers representatives from local institutions, social partners, local organisations involved in welcome, information and guidance.
- In addition to its own resources, CIBC identify, uses and integrates all kind of external resources, namely from its local network of partners in order to optimize its interventions' expertise and its teams' professionalization.
- CIBC participates to the national development of a national and regional resource.

- 2-The territory covered by the centre's provision of services

- CIBC gets involved in local actions for economical and employment development. It sets up a place for observation of the users and companies' needs for competences.
- To conceive and implement its actions, CIBC takes into account its employment territory's social, economical and cultural characteristics.
- CIBC organizes its activities in order to favour an equal access to its services for all users in its whole territory.

- 3-Diversity of the activities offered

- CIBC takes into account the economical and social evolutions of its territory
- CIBC implements, conceives and adapts actions, products to meet the individuals or collectives needs.
- CIBC formalizes its various products and organizes its data collection
- CIBC develops and adapts its technical team's competences regarding its various field of action.

- 4-Practices Management

- CIBC manages the services that it develops. It stays the guarantor of its entire provision of services that it realizes or those which are shared with partners
- The managers of CIBC plays a role of interface between strategic organisations, internal and external Human Resources for a management centred on competences in the framework of a collective performance.

- The technical team is composed with a basis of permanent competences. This team's multipluridisciplinarity is the result of internal and external resources combination, defined by CIBC. CIBC ensures a continuous professionalization for its technical staff members.
- Each staff member (technical or administrative); takes into account the specific processes linked to the various specifications, approvals, accreditations…
- CIBC develops essentially products in accordance with APEL and life long learning guidance purposes and principles diagnosed.

- 5-Research and Development

- CIBC elaborates a yearly programme of projects of studies and implements researches and actions aiming at developing quality, new approaches formalization, products, tools, and diversity of life long learning guidance services.
- CIBC gets involved in research projects at local, regional, national and/or European level.
- CIBC collects information regarding the studies and researches linked to its practices framework.
- CIBC develops actions which favour: the building of a common database of methodological tools, studies, reference tables, experiences, innovative actions, and organisation of thematic exchanges that enhance transfer of knowledge and practices enrichment.

- 6- Communication

- CIBC is able to inform the users about the rights of access to its services.
- CIBC conceives and implements a communication plan in order to organize the information circulation: internally, among the network and externally.
- CIBC mobilizes human, material and financial means requested to put in place the communication plan.

- 7- Administrative and financial management

- CIBC formalizes processes for administrative and financial management
- CIBC puts in place human and material means requested for an administrative and financial management that observe the principles of conformity and adaptability to the internal and external constraints.
- The management system is due to allow data production and indicators that favour the leading of the centre's activity.

- 8-Labelling mainstreaming

- CIBC's political and technical authorities are due to support the quality process
- CIBC organizes itself to allow the implementation of steps for a yearly self-evaluation
- CIBC keeps on supervising its labelling: it puts means in place to maintain the quality labelling process.

Conclusion: At CIBC we are convinced that many possibilities exist to implement PEER REVIEW Method for quality assurance in Guidance and counselling in adult VET because the national network of CIBC (guidance centres recognized at national level for its high quality level) already uses this method for its national labelling.
In the French case, it will be essential to adapt the peer review to the French system, and keep a flexible way of leading it into French guidance organisations (like suggested in the example above with mandatory criteria and other ones just advised).

Portugal

In Portugal, all formal VET profiles and programs are inscribed in the National Catalogue of Qualifications, which (as referred above) integrates unique qualification references for double certification training and for processes of recognition, validation and certification of skills and competences. These profiles and programs are official for all the Portuguese VET System and followed by all education and training providers: they are elaborated by the National Agency for Qualifications and approved and regularly updated by the Sectorial Councils for Qualifications.

CNOs – New Opportunities Centres are part of the National System for Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences that enables each adult (over the age of 18) to gain access to the recognition, validation and certification of competences (school, professional and others) acquired in different learning contexts (personal, social and professional life) in order to receive a formal, school or professional qualification. Nowadays there are 456 CNOs in Portugal that constitute a National Network coordinated by ANQ (please see II.2)
The New Opportunities Centres can operate in:
- any basic or secondary school
- Vocational Training Centres of the *Instituto do Emprego e Formação Profissional* (IEFP)
- Local authorities, companies, associations
- Other accredited training entities.

New Opportunities Centres constitute a chartered tool to answer the adult population qualification needs, disposing of qualified and specialised teams to develop the work in the following intervention stages:

A. Counselling and Guidance:

- Reception – Adults' attending and enrolment, clarification concerning the mission of the New Opportunities Centres, the different working process stages, guidance for education and training, or for the offers of qualification recognition, validation and certification.
- Diagnosis – Adult profile analysis, resorting namely to clarifying sessions, curriculum analysis, proper individual and collective or strategic interviews;

identification of the best available answers, in the face of the performed analysis.

- Guidance – To disclose information to the adult that will allow his/her guidance to the most proper qualification, including the guidance to the development of educational and training routes that are external to the New Opportunities Centre, or to a process of recognition, validation and certification. The guidance results from an agreement between the Centre's team and the adult, performed based in the analysis of his/her characteristics, education and training history and life experience, motivations, needs and expectations identified by the diagnosis activities.

B. **Recognition, Validation and Certification of skills:**

- Qualification Recognition – Identification by the adult of the obtained know-how and qualifications during his/her life, by an activity set, based on the methodology and the qualification balance and by the use of several assessment tools, by which the adult proves his know-how, starting with the construction of a learning reflexive portfolio.
- Qualification Validation – Qualification assessment of abilities acquired during life by the confrontation with the basic qualifications. The validation comprises the learning reflexive portfolio self-assessment, in articulation with the hetero-assessment of the RVC professionals and of the trainers from the respective basic qualification areas.
- Qualification Certification – The adult is presented before a certification jury, aiming at the certification of the validated qualification.

III.2 Description of guidance in adult vocational education in …[9] (name of the guidance organisation, centre or project[10], which will during the EUROPEERGUID participate in the pilot introduction of peer review methodology)

France

CIBC ARTOIS Activities

Guidance
We provide guidance to all kind of public (job seekers, employees, youths, disabled, seniors).
A first interview is planed in order to identify the real needs of each client.
Then, many methods and tools are used, according to the final goal.

Skills Audits
This is our main activity, it includes a first phase of identification of needs, wills, interests and projects the client could get, a second phase of evaluation and analysis of abilities, knowledge, skills and competences, after which one guidance can start by identifying relevant vocation and/or training projects (find a new occupation, evaluate inside/outside a company, assess abilities to carry out new activities or reach a higher level of responsibilities…). In that phase the project feasibility is also assessed (training offer, labour market opportunities…). A third phase of synthesis allows the client to formalize his project, give his project a structure, organize his ideas and implement an action plan to reach the objective).
Many face-to-face interviews, some collective sessions and meeting with professionals.

Careers guidance for evolution
Specifically intended for employees, in order to take stock of their career path, changing occupation, reach a higher level of responsibilities, create their own company, get ready in case of redundancy…

Guidance for youths
Help youths who left school to discover new occupations, analyse their interests and motivations, assess abilities before attending to a vocational training course, elaborate and implement an occupational project.

APEL

[9] Each partner writes chapter 3.2 individually and describes its own case.

[10] In the questionnaire we use the term guidance organisation, centre or project for any organisational form of guidance activity in adult vocational education, which appear in the participating countries (Slovenia – ISIO, France – CIBC, Portugal – New Opportunity Centres and Finland – projects which exist in this field).

CIBC is recognized as one of the official centres in France for information on Accreditation of Prior Learning (what it is, how it works, how to apply for, help them in choosing the most appropriate diploma).
We also support people interested in to implement the APEL process (fill in the file) to try to get a diploma thanks to their vocational experience. The process could last from 6 months to 1 year, the same CIBC counsellor follows up the person involved in an APEL Process from the first information meeting to the final decision of the board of examiners.

Information
CIBC has a mission of information the public of their rights and training possibilities.

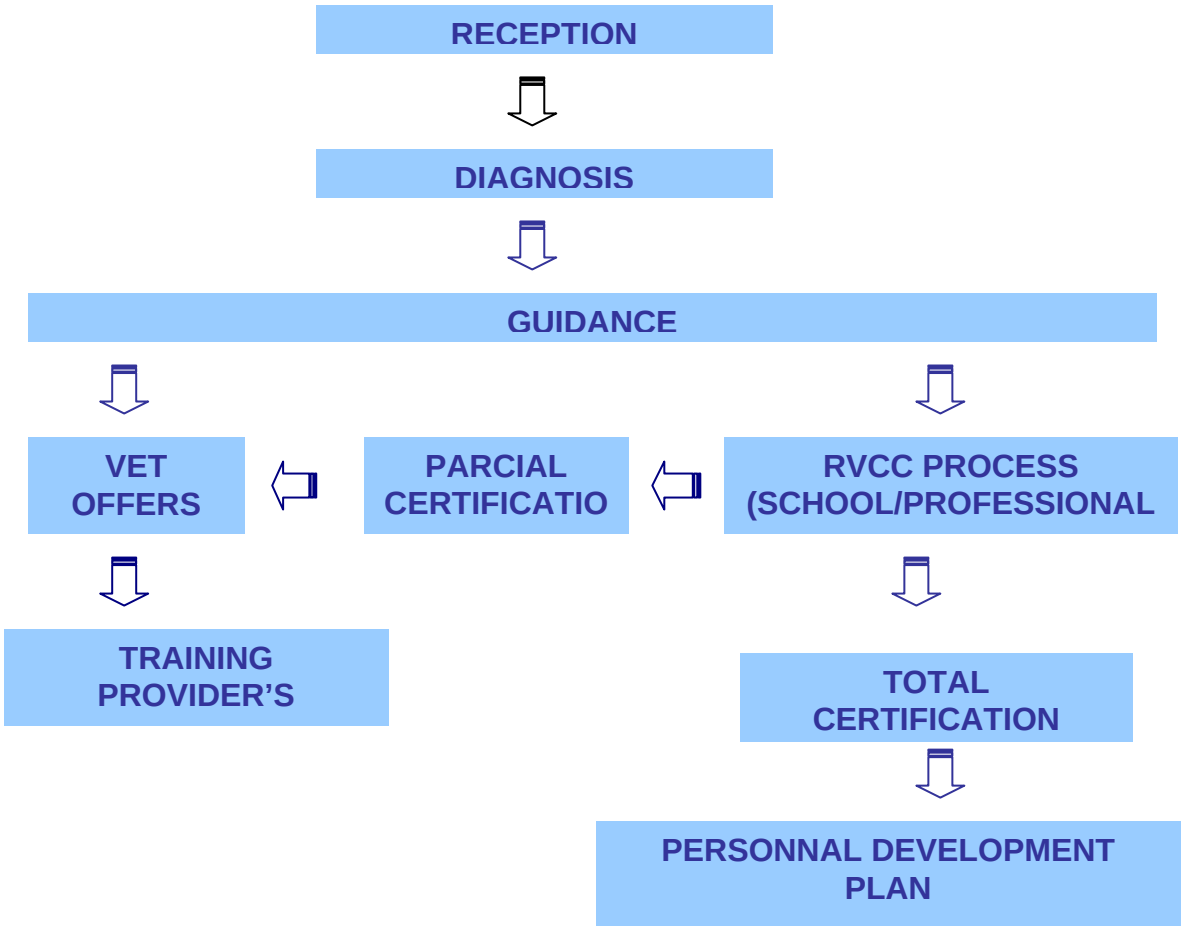
Occupational – Social Integration
Within specific actions, CIBC can support and guide job seekers to help them to find a job or a training course.
We also help some low qualified people, to recover self-confidence by analysing their competences.

Tools and Methods Engineering
CIBC create new tools and methods for guidance (manuals, tests, exercises, tools…).

Portugal

Since New Opportunities Centres are the "gateway" for VET for all adults over 18 years old seeking a route to qualification, the steps for Reception, Diagnostic and Guidance aim at identifying the most appropriate adult's route to Qualification, which can mean either a training pathway (in education offers - training centre outside the New Opportunities) either a process of Recognition, Validation and Certification of school and / or professional skills.

The following diagram illustrates, in a simple way, these steps within the New Opportunities Centres (according to ANQ's Recommended Methodology for CNOs):



The presented methodology is divided into eight steps, through which are developed the Reception, Diagnosis and Guidance phases and implemented a set of technical work activities and in-person sessions with adults, according to the following structure:

A – RECEPTION

- **Step 1**: Registration of the Adult in an Integrated Information and Management System
- **Step 2**: Group Session (Information about the CNO, about the qualifications offers and schedule of the following sessions)

B – DIAGNOSIS

- **Step 3:** "Small" Group Session – characterization of the adult's specific situation (motivations, competences, VET and professional pathway, hobbies)
- **Step 4:** Individual Session: clarification of the adult's specific situation regarding his/her registration in the CNO, regarding his/her personal characteristics and life contexts

C – GUIDANCE

- **Step 5:** Analysis of the gathered information and preparation of a Guidance proposal
- **Step 6:** Individual Session – discussion of the analysis grid and reflection about the possible pathways (Guidance proposals)
- **Step 7:** Individual Session – Negotiation, decision and it's formalization
- **Step 8:** Achievement of the Guidance

III.2.1 Short general description of the guidance organisation, centre or project and its role in adult vocational education – goals, role, activities, extent etc.

Slovenia

The main objectives of Slovenian guidance centres:

At Slovenian Institute for Adult Education (SIAE), the main national organisation for research, development and promotion of adult education in Slovenia, we began with development of guidance centres at the end of the 90's of the last century. Various studies and analysis have shown that adult education is becoming increasingly complex and that the adults who decide for education or are already included, all need more help with various issues concerning their education and learning.

From 2001 in Slovenia we developed a network of 14 regional adult education guidance centres and a network of their dislocated units which operates alongside to the original network. They are covering the whole Slovenia. In recent years, in particular, we ensure that the guidance centres pursue the following objectives:

1. adults have free access to guidance in education,
2. adults are provided quality guidance services for education and learning,
3. guidance activities contribute effectively to adult participation in lifelong learning and to success in this.

The counsellors support the adults in identifying their needs for education, in looking for relevant opportunities for education and learning, in developing of the learning skills for managing the learning processes and help them developing competence "learn to learn". They encourage and motivate the adults to learn, support them in overcoming obstacles, represent them in other institutions etc.

The work of the counsellors is complex and organized in various ways: it can be delivered personally, over the telephone, by e-mail and also through information material. It may be organized individually or in group. And it is free of charge for all adults.

In a last ten years the main activities in developing and establishing a network of 14 regional guidance centres were:

- the establishment of free guidance service for adult education, which is geographically deployed throughout Slovenia and hence the decision for a network of 14 regionally-based guidance centres;
- along each guidance centre has been established so-called Partner Guidance Network, which links various organisations in the region, directly or indirectly involved in counselling and adult education;
- the development of various innovations for guidance work in adult education: the development of various counselling approaches for different target groups, e.g. mobile guidance service for the Roma population, guidance in the

workplace for employees, the development of tools and accessories, preparation of materials for guidance workers...

Main results are:

- the network of 14 regional guidance centres with 61 outreach guidance places;
- 14 networks of strategic and professional partners with more than 250 different institutions, co-operating in »guidance networks for adult education«;
- in 2010 in 14 guidance centres worked 50 counsellors, some of them full time, some of them part time;
- in 2010 they had more than 22.000 individual services and 416 group sessions;
- they carried out annually for more than 50 different promotional events to increase access to adult education and learning;
- each guidance centre each year carry out one to two professional event for the partner organisations in "guidance networks".

Target groups:

In model (model ISIO), which is basis for establishment of each Guidance Centre for Adult Education is one of the main goals to provide all adults with quality, expert and wholesome information and guidance as a support to their education and learning. Before it is established each Guidance Centre for Adult Education defines its model of functioning. It identifies which target groups will be given special attention, namely those who have in terms of analyzed data less access to education, are less likely to participate in various forms of formal and non-formal adult education, are more likely to face different obstacles in their educational path and therefore need more support and assistance. Services are designed for adults who choose to continue education and those who are already involved in education.

In recent years, the centres pay special attention to vulnerable groups of adults. To this end, they develop different approaches and tools to increase access to guidance and education for different groups of adults, especially for the less educated, for older adults, the unemployed and employed, for migrants and others.

Organisation of guidance centres:

The legal basis and the norms for the development of guidance in adult education has been defined by the Adult Education Act (1996) and by the Order on Standards and Norms in Adult Education (2000), while the professional basis has been defined by the Resolution on the National Programme of Adult Education in the Republic of Slovenia to 2010 (2004) and the new one, the Resolution on the National Programme of Adult Education in the Republic of Slovenia to 2015 (2011).

The operation of guidance centres has more than one level:

- from a national perspective this is a network of 14 centres that operate under the same concept; it is free public guidance service, equally accessible for all adults in Slovenia; since 2008 until 2013 it is financed from the funds of the Ministry of Education and Sport (15%) and the European Social Fund (85%); for the co-ordination, monitoring and further development of a network of guidance

centres is responsible Slovenian Institute for Adult Education – SIAE; SIAE is also responsible for basic and further training of the counsellors in guidance centres;
- at the same time, each guidance centre operates regionally and locally, as they carry out guidance activities at the seat of the centre and outside, at so-called dislocations: on a given day, the counsellor is available in other, smaller towns, in other organisations; in 2011, 14 centres have 61 such dislocations.

At the national level the professional development of the network of 14 guidance centres is under the responsibility of the Slovenian Institute for Adult Education - SIAE. SIAE is co-ordinating the network of guidance centres and has also the task to train the counsellors from guidance centres, to monitor and evaluate their work in keeping on the quality of their work. In SIAE we developed a special model for quality assessment and quality development in guidance centres and to take care of their further development.

At the regional level, the public adult education organisations (folk high schools), being responsible for delivering of guidance services, have been selected as the site of the guidance centre by the public tender of the Ministry of Education and Sport.

At the regional is established so called "guidance network" in which co-operate strategic and professional partners. Strategic partners are different administrative, developmental, business, political and similar institutions from local area that have a strong impact on the conditions of local development, e.g. municipalities, Chamber of Craft and Small Businesses, Chamber of Commerce. Professional partners are different professional institutions from the local the area, operating in the area of adult education and guidance or in similar activities, such as organisations for adult education, employment offices, libraries, trade unions...

Below we present the roles of strategic and professional partners in Guidance Network for Adult Education, which are active at every Guidance Centre for Adult Education. Specific tasks of strategic partners are:
- estimate the situation of development of guidance activities;
- estimate the need for further development of guidance activities in the local area;
- estimate the interest for guidance activities,
- discuss and agree on coherent and economical development of activities, on usage of all resources and on connection of relevant institutions from local environment,
- represent interests of local guidance network in developmental programmes of local environment etc.

Specific tasks of professional partners are:
- develop various kinds, forms and contents of guidance service, which consider the needs of different target groups;
- ensure the best possible access to their service with regard to time and place;
- offer professional and objective counsellors (advisers) with higher education;

- maintain national and local up-to-date databases to support guidance activities;
- monitor and analyse the needs for information and guidance in education and learning of various adult target groups;
- monitor and continuously improve the effectiveness and quality of the provided services etc.

Staff in guidance centres

In 2011 in 14 guidance centres worked 50 counsellors, some of them full time, some of them part time. Each guidance centre has one manager of the guidance centre who also working as a counsellor.

All the managers or counsellors in guidance centres must have:

- university education or specialisation, a master degree or a doctorate in an adequate field of pedagogy (preferably andragogy), psychology, social pedagogy, sociology (preferably human resources management), organisation and system management (preferably organisation and HR/education system management), social work;
- pedagogic-andragogic training and
- professional examination in the field of education.

For the manager of the guidance centre at least five years of experiences in adult education or counselling are required. For the counsellor at least three years of experiences in adult education or counselling are required.

And all have to pass so called initial training of 48 hours (prepared by SIAE) for working in guidance centres.

The SIAE organizes also several workshops for continuous professional training for managers and counsellors. They may be organized as regular meetings or workshops that the SIAE runs as a part of its annual work plan with the help of its collaborators or outside experts (different lengths – from 8 to 24 hours). Contents covering new developments in adult education, which are important for the work in adult education guidance centre like new programmes of adult education, legislation changes, the possibilities of switching between different adult education programmes, new calls for enrolment in adult education, novelties connected to the EU and important for adult education, becoming familiar with international projects in this field, new skills for the counselling work, development of new approaches, monitoring the work in the centres, modernising databases, guidance work with specific target groups – the Roma, migrants, less educated etc.

In addition to that, the counsellors also take part in workshops prepared by other organisations if the contents are useful for experts in guidance centres.

Quality assessment and quality development in adult education guidance centres

The framework for quality in guidance centres presumes an interconnected combination of four approaches to assess and develop quality in guidance centres. The combination includes:

- **accreditation**– external evaluation of the quality provided for certain basic criteria, deemed necessary by experts and financiers for the operation of the guidance centre,
- **monitoring** – incessant monitoring of the criteria that provide basic information about the work of the adult education guidance centre and the whole guidance centre network. Main emphasis here is on internal monitoring, carried out by guidance centres staff and only a smaller part is external monitoring done by the SIAE.
- **external evaluation** – external quality evaluation of certain criteria that are important from the aspect of the national politics and the system of education, or criteria especially important in a particular time interval,
- **self-evaluation** – self-assessment and quality development of all those criteria that are important from the point of view of the guidance centre to achieve the determined national standards of quality and those the centre has set on its own.

We defined **a guidance centre's basic areas of activity** and their pertaining quality standards, quality indicators and criteria.

Basic quality areas are complete units in term of contents, and they fully integrate different aspects into the model, the aspects that we need to pay particular attention to when assessing and developing the quality of work in the adult education guidance centres.

The **standards of quality** for each particular area were then determined. For the purposes of determining quality in adult education guidance centres, the standards of quality can in broadest sense be defined as **statements describing expected/desired quality of the key aspects of the guidance activity and its results and effects**. On the most general level the formation of standards of quality helps us find the answer to **what kind of guidance activities for adult education we want**, be it on the level of an individual counsellor, guidance centre, or development of guidance for adults on national level.

Each standard has its own **indicators** and **criteria**. Quality indicators direct us to look into important aspects of quality, which determine the studied area, in more detail, while the criteria present the tool to "measure" the defined standard of quality. Depending on the nature of the standard of quality, the criteria can be either numerical or descriptive.

The approach we chose to define the model for quality assessment and development in adult education guidance centres stems from a methodological concept that the areas, the standards of quality, and their pertaining quality indicators – if they are to make sense – are **interconnected**. **Internal and external connectedness is important**. External connectedness explains that the standards, indicators and criteria need to be connected to the goals of the activity on which the entire model is based. Internal connectedness means that the standards of quality, quality indicators and the criteria to measure them have to be connected and must not be in opposition to one another.

In appendix 5 is the Table[11] with standards and corresponding indicators and criteria according to the guidance centres quality framework model in individual areas.

Please refer to ANNEX 5 SLOVENIA: the Slovenian Criterion

Finland

Keuda is responsible for the management of a regional guidance and counselling project. The project organisation consists of three main partners (including Keuda) and 14 other associate organisations.
The goals for the project are:

- to provide and test different ways of conducting guidance and counselling services for adults
- to produce a cooperation strategy for the organisations involved
- to provide on-line guidance and counselling services for adults

The main activities of the project include guidance and counselling services on line and face to face, organisation of thematic workshops in the region and training of counsellors.

Quality in vocational and adult education
In 2010 the Ministry of Education and Culture appointed a committee to prepare a proposal for a quality strategy for vocational education and training (VET), covering all forms of VET provision.
The committee proposed that quality management will be made systematic at all levels and forms of VET. The objective is that by 2015 the VET providers will have effective quality system. Moreover, a set of criteria will be developed for auditing

[11] Možina, Klemenčič, Vilič Klenovšek, Rupert (2009). The framework for quality assessment and development in adult education guidance centres, Slovenian Institute for Adult Education, p.139–151.

QA systems. The system of VET financing will support the VET providers in continuous quality improvement.

Quality in guidance provision

In Finland, the guidance provision has been evaluated in all educational sectors and in employment sector during 2000–2010. In August 2010 the Ministry of Education and culture appointed a co-operation group to prepare a lifelong guidance strategy for guidance provision in Finland. The group has made a proposal of strategic guidelines for guidance provision in March 2011. Two strategic guidelines set objectives for quality assurance in guidance provision. The aim is to prepare quality assurance mechanisms for guidance provision and tools for self evaluation and feedback gathering will be developed. The follow-up systems and statistics will be developed to produce the information needed by guidance practitioners and administration.

In educational sector there are not any systematic mechanisms to collect feedback or evaluate the guidance provision. In employment sector a survey of client satisfaction has been gathered systematically. Still, the measures to prove the efficiency and quality of guidance services are needed and will be developed in the future.

Please see ANNEX 1_FINLAND *(QUALITY MANAGEMENT RECOMMENDATION FOR VOCATIONAL EDUCATION AND TRAINING)*

France

CIBC ARTOIS TERNOIS is a non-profit association created in 1989. Our main activity is to provide some guidance services, especially in the framework of Bilans de Compétences (skills audits), to all kind of publics (employees, job seekers, young...).

In addition to career guidance, our team is also expert in Accreditation of Prior Experiential Learning (APEL, VAE in French) informing and supporting people in their APEL process, in order to see their vocational experiences recognized by the relevant diploma.

As a specialist of competences analysis and abilities assessment, CIBC ARTOIS TERNOIS has a wide sphere of action: skills assessment, knowledge evaluation, competences analysis, career guidance, APEL, HR consultancy, integration into the workplace, advices on vocational education and training, engineering...

We are recognized as “Centre in a public interest”. We provide information, guidance and accompaniment to all kind of public, within a Regional employment territory (cities and rural locations).

Except for employees, financed thanks to their companies contributions to training system or thanks to their sector of activity’s training financing centre, the Regional

Council or the national employment agency finances the provisions of services for youths and job seekers.
In the very most of the cases, the service is free of charge for the client.

CIBC ARTOIS TERNOIS is included within the Regional Training Plan and so contribute to the vocational inclusion and competences development of unemployed people of the employment territory, and to the career evolution of employees.

CIBC is a member of the regional network of CIBC (8 CIBC), and of the national federation of CIBC (100 CIBC).
In Arras Centre, we are 4 counsellors, plus 1 chairwoman, 1 secretary and 1 accountant.

Portugal

Within this investigation 6 different kind of CNOs were analysed (consequently there will be 6 different Chapters III.2.2 – one for each of these CNOs):

1. **an IEFP's Direct Managed Training Centres CNO: RIO Meão's Vocational Training Centre CNO (investigation carried out by IEFP):**

The New Opportunities Center (CNO) of *Centro de Formação Profissional Rio Meão* was created in June 2006, aiming to promote the validation and certification of skills acquired throughout life by the adults, raising their levels of education for the basic level (9 years) and, from November, 2007 to the secondary level (12 years).
Work experience continues to be an effective way of acquiring skills, often replacing the formal systems in production of knowledge, needed on organisational context, so *CNO Rio Meão* also works in the recognition of professional skills.
The region where the *CNO Rio Meão* is inserted is characterized by low levels of education and professional qualification, in large part caused by high rates of school failures and illiteracy in some areas, more common in the elderly, and by the insufficient response of employment, particularly in women, so the CNO intervention is mainly centred on the lower levels of education.
With the enlargement of the New Opportunities Centres Network in 2008, was created an extension of this CNO, located in the village of *Lobão.* This was a strategic choice, because this is an interior area of Feira, where connections are more difficult, thereby enabling the residents from the areas of *Feira Norte, Arouca, Castelo de Paiva* and even some areas of *Vila Nova de Gaia* to have quicker responses in regions where, until then, were no answers for the population.
The CNO integrates a very young team, with 6 professionals of recognition, validation and certification of skills, whose average age lies predominantly between 25-35 years, and with 4 Technicians of Diagnostic and Referral, one of them now having the role of functional coordinator. It also has up to 20 external trainers (2 teams for intervention at the basic level and two teams at the secondary level) and seven tutors of recognition, validation and certification of

professional skills, in order to meet the needs of adults in skills recognition processes.

2. **an IEFP's Joint Managed Training Centre CNO: CECOA's CNO (investigation carried out by CECOA):**

CECOA is, since November 2001, a member of the New Opportunities Centres National Network.
Through CECOA's CNO process of Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences, Adults can see recognised, validated and certificated their skills and competences not only at an education level (basic and secondary school levels), but also at a professional level (for administrative and commercial areas).
Fostering an outreach approach to potential clients, the process of Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences can either take place in CECOA, either in all organisations that wish to enhance their Human Resources by providing them access to education and professional qualifications. CECOA's New Opportunities Centre has solutions that can be tailored to organisations where potential clients work.

3. **a Secondary School's CNO:** *Cacilhas'* **CNO (investigation carried out by IEFP):**

Located in a Secondary School, near Lisbon, this New Opportunities Centre is part of the New Opportunities Centres National Network.
Its purpose is the qualification and certification of the adult population who hasn't completed compulsory or secondary education, by recognizing / valuing all forms of learning including formal, non-formal and informal learning.
New Opportunities is an 'open door' that provides 'second chances' for adults who haven't made full use of their first chance in education. It provides 'new opportunities' for those who wish to upgrade their skills.
According to their life and professional background, adults are oriented either to attend adult education and training courses or see their knowledge, skills and competence recognized, validated and certified.
The relationship with the public Employment Centre is very important and there are sessions for unemployed adults on a regular basis.

4. **an University's CNO:** *ISLA Santarém's* **CNO (investigation carried out by IEFP):**

Since October 2006, "ISLA *Santarém*", a private higher education institute, has one New Opportunities Centre (CNO), whose aim is to assure all citizens over 18 a chance of academic and professional qualification, with the basic or secondary education adequate to their profile and needs.
The CNO is the "doorway" for those who want to improve their academic and / or professional qualification. In this sense, our action is focused on the orientation and guidance towards lifelong learning, namely basic, secondary, post-secondary and professional issues.
As the Centre is part of "ISLA *Santarém*", it allows mobilizing the know-how of the organisation and its institutional relationships, in such areas as the post secondary

follow up of the graduates of New Opportunities, as well as the guidance of candidates towards effective qualification adequate to their profiles.
We work in a strategic way for the creation of innovation and assertive processes of orientation, learning, recognition of competences and training for a greater expression of emancipated individuals, consequently prone to change and innovation.
The Centre regulates its action by searching new learning processes, training and certifying adults with low levels of academic and professional qualifications, as a way to combat unemployment and social exclusion; contributing to a more developed society of knowledge.
The management strategy of the New Opportunities Centre:

- Assures ongoing work on lifelong guidance with the candidates
- Creates a team work highly effective
- Increases and improves the relationship with external institutions
- Finds innovative and visionary ways in lifelong learning.

5. a non-profit legal person governed by private law's CNO: *Fundação Alentejo's* **CNO (investigation carried out by Fundação Alentejo's):**

The National System for Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences allows working with low adults' qualifications over 18 to identify their formal, non-formal and informal learning. This intervention is developed in the New Opportunities Centres.
NCO'S Goals:

- School and/or Professional qualification for young people and adults, according to each one competences' profile and life experiences, both recognized in "New Opportunities Centres".
- Reinforcement of the Diagnosis Stage that allowed a much more complete initial analysis of the adults' profile. This way it will be possible to guide and advice people in a much better way.
- Processes of Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences until the secondary level.

Adults with low qualifications that attended the New Opportunities Centre become very committed in pursuing further training.
Alentejo Foundation CNO intervention appeared in late 2001, there were 20 Centres.

6. a Private Training Provider's CNO - MPV Consultants (investigation carried out by IEFP):

The MPV Consultants was formed in 2001, resulting from strong and experienced technical and human affinity of their team, who has acted in the area.
We find ourselves at present throughout the country and we aim at, essentially, provide services in Human Resources, Training and Certification.

III.2.2 QUESTIONNAIRE: A more detailed description of the guidance organisation, centre or project and its role in guidance in adult vocational education

Current situation in each partner's centre, organisation or project

Following the answers given by the EuroPeerGuid project partners to the questionnaires, CIBC has analysed the data and combined them into excel tables (ANNEX 2_Questionnaires Data Analysis). Within the document, data has been divided in 2 parts for analysis:

- a first part to describe the current situations in each country (FI, FR, PT and SL) regarding the quality assurance;
- and a second one to show the opinion of each partner about the importance of each quality areas in terms of quality assurance in guidance and counselling for adult VET.

In the same document, you will find other tables which focus on each quality area (A1 Staff…).

Additional comments to the tables:

In order to be able to collect, combine, compare and analyse the data, CIBC has chosen to display the results by using excel tables, in a simple and easy to understand way. When you find "1" in the table, it means the partner answer positively to the question, or, in some cases, it means that he answered the question. We know that for some questions, "1" or "0" does not make much sense, and for those specific cases, you are invited to read the partner's reports (full version). The objective of the excel layout is to quickly get some trends, to see what is common or what is not, select dome relevant information, before going further with the reports full versions.

Percentages calculated are just there to have a quantitative idea of the rate of agreement among the partners; they are not to be taken as final results, but just as a starting point to focus on.

Portugal provided the report with 6 questionnaires from 6 different Guidance and Counselling centres. In order to be able to compare the influence of the Portuguese answers with the other countries, the Portuguese centres data were gathered. This means that each Portuguese Centre counts for 1 on 6 (16.67%) of the Portuguese total, that could be found under "Portugal All" category (100%). By this way, Portuguese answers can be compared with France, Finland and Slovenia's ones.

Nevertheless, we know that by using this way of calculation, among 9 questionnaires (total of questionnaires received) figures must be taken cautiously. For that reason, we have kept apart the items who gathered 100% of agreement, but we also have to consider the others, because an item that gathers 70% of agreement is also very relevant (meaning that only 2 centres on 9 don't agree).

Another remark to be done is, by reading all the questionnaires, we are not sure, namely for few items, if all partners gave the same meaning to the questions.

Please go to "ANNEX 2_Questionnaires Data Analysis" to see the detailed data analysis.

IV. International desk research (other projects, good practices…)

Here are some examples of good practices and other international projects and initiatives in the field of quality assurance for guidance and VET (areas and criteria).

The Matrix Standard, UK: more on web site: http://www.matrixstandard.com/

The **matrix** Standard is a unique, national quality framework that is applicable to any organisation delivering IAG (information, advice and guidance) in the context of learning and work, whether internally or externally.

The **matrix** Standard consists of 8 criteria known as elements that relate to some of your key business processes and will help your organisation to maintain high standards and continuously improve your services.

It is designed to be entirely flexible so that it can add value from day one, whatever your business, and it doesn't require you to do anything which does not enhance your everyday activities.

The **matrix** Standard is an outcome based Standard and it will look at how you are demonstrating quality through three sources of typical evidence:

- **TELL**: Includes interviews, meetings and informal discussion with a number of people;
- **SHOW**: Includes looking at policies, processes, records and survey results;
- **SEE**: Includes observation of the premises, activities, displayed materials, interactions.

British national quality standard for all kind of centres who supplies information, advices and/or accompaniment on guidance, training and employment for youths and adults. 2125 centres get the MATRIX LABEL in UK, the assessment is led by an external auditor (EMQC ldt.). The labelling is given for 3 years, and could be total or partial (just for some activities of the centre).

Criteria:

SERVICE DELIVERY
1- Promotion of the services and information to the public
2- The service is defined and understood by everyone
3- Information is provided, and people are supported to use it
4- People are helped to consider every possibility and to make their decisions

SERVICE MANAGEMENT
5- Provision of services is planed and assured (measurable objectives)
6- Staff member competences are good enough to deliver the services
7- Feedback from users about the quality of the services is collected
8- The service is evaluated continuously and improvements are planed.

- Label MATRIX (http://www.matrixstandard.com/) / (http://www.emqc.co.uk/ThematrixStandard.html)

AQOR http://www.aqor.droa-eu.org/

AQOR

7 European Regions got involved in this project (France, Spain, Italy, Poland). They built 40 indicators to assess quality in guidance, first to help centres and organisation to get a self-evaluation and identify strengths and weaknesses.

The self-evaluation consist to give oneself a mark (from 1 to 4) for each criteria, before to ask a recognition to peers, and then get a certification as a "good quality centre".

The indicators are divided within 4 areas:

- **Provision of the services**
- **Policy and planning**
- **Services given to the user**
- **Working among a network**

- PRAO (Rhones Alpes Region Guidance Department) was involved in Leonardo Projects dealing with quality assurance in guidance :
- DROA Project (http://www.droa-eu.org/fr/index.php)
- AQOR Project (http://www.aqor.droa-eu.org/)
- DAQOR Project (ongoing project from 2009 to 2011, following the 2 previous projects above)

FRENCH EXAMPLES FOR QUALITY FRAMEWORKS

- The quality Label AFAQ (http://www.afnor.org/en)
- The quality assurance process of National Federation of CIBC "Labellisation" (http://www.cibc.net/contenus/article-109-16-QA-Une_demarche_nationale_de_labellisation_Qualite_au_service_de_nos_clients.html)

EU projects:

European Lifelong Guidance Policy Network ELGPN

The ELGPN 2011-2012 work programme includes the following thematic activities:

- Career management skills
- Access, including APEL
- Co-operation and co-ordination mechanisms in guidance policy and systems development
- Quality assurance/Evidence-base for policy and systems development

All information are on web site: http://ktl.jyu.fi/ktl/elgpn/themes.

Cedefop's web-pages on guidance.

The Cedefop's web-pages on guidance are intended as a resource both for the provision of information on recent European Union policy developments in guidance and for the exchange of views.

Website: http://cedefop.europa.eu/EN/about-cedefop/projects/lifelong-guidance/index.aspx.

OECD Career Guidance Policy Review Home Page

The OECD Career Guidance Policy Review Home Page includes documentation on the research carried out in 14 countries. It provides also the publications "Career Guidance and Public Policy: Bridging the Gap" and "Career Guidance: A Handbook for Policy Makers".

Website:
http://www.oecd.org/document/20/0,3746,en_2649_39263294_32474452_1_1_1_1,00.html

Euroguidance network

Euroguidance network of 65 specialist centres throughout 31 European countries supports the guidance community and promotes good practice and developments within European guidance.

Website: http://www.euroguidance.net/index.htm

International Association for Vocational and Educational Guidance, IAEVG

The International Association for Educational and Vocational Guidance, IAEVG, is a worldwide guidance and counselling organisation, whose mission is to promote the development and quality of educational and vocational guidance. IAEVG' s mission is also to ensure that all citizens who need and want educational and vocational guidance and counselling can receive this counselling from a competent and recognized professional.

Website: http://www.iaevg.org/IAEVG/

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Možina T., Klemenčič S. (2007): The care for quality in adult education – The case of Slovenia, Slovenian Institute for Adult education

Slovenian Reference Point for Quality Assurance in Vocational Education and Training, http://www.siqa-vet.si/

The Vocational Education and Training Act, Official Gazette, 79/2006

- **Quality Services and Accreditation Directorate** (DSQA - Direcção de Serviços de Qualidade e Acreditação) - http://acredita.dgert.mtss.gov.pt/
- **National Qualifications Agency -** http://www.en.anq.gov.pt/
- **Employment and Vocational Training Institute** - http://www.iefp.pt/formacao/Paginas/Home.aspx
- **New Opportunities Website** - http://www.novasoportunidades.gov.pt/
- **European Institute of Public Administration -** http://www.eipa.eu/
- **Common Assessment Framework (in Portugal)** - http://www.caf.dgaep.gov.pt;

- **European Lifelong Guidance Policy Network** - http://ktl.jyu.fi/ktl/elgpn
- **APCER - Associação Portuguesa de Certificação -** http://www.apcer.pt/index.php
- **Portuguese Quality Institute (IPQ)** - http://www.ipq.pt/custompage.aspx?modid=15
- **ENQAVET** - http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/portugal.aspx#main

RELEVANT DOCUMENTS

- CNO's Methodology of Reception, Diagnosis and Guidance of Adults (National Agency for Qualification (ANQ) set of recommendations/orientations)
- CNO's Legal Regulation - Order n.º 370/2008 from the Labour and Social Solidarity and Education Ministries
- Legal Regulation of Training Providers' Certification - Order n.º 851/2010 from the Labour and Social Solidarity and Education Ministries

- The quality Label AFAQ (http://www.afnor.org/en)
- The quality assurance process of National Federation of CIBC "Labellisation" (http://www.cibc.net/contenus/article-109-16-QA-Une_demarche_nationale_de_labellisation_Qualite_au_service_de_nos_clients.html)
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- http://www.eqavet.eu/Libraries/EQARF_Indicators/EQARF_Indicators_France.sflb.ashx
- CEDEFOP http://www.cedefop.europa.eu/EN/
- Site of the *European Lifelong Guidance Policy Network* http://ktl.jyu.fi/ktl/elgpn;
- ENQAVET Site http://www.eqavet.eu/gns/home.aspx)
- The quality Label AFAQ (http://www.afnor.org/en)
- The quality assurance process of National Federation of CIBC "Labellisation" (http://www.cibc.net/contenus/article-109-16-QA-Une_demarche_nationale_de_labellisation_Qualite_au_service_de_nos_clients.html)

ANNEXES

ANNEX 1_GLOSSARY (Abstract from the Manual *"Peer Review Guidance in Adult Education*)

GLOSSARY

Common Quality Assurance Framework (CQAF)
The Common Quality Assurance Framework (CQAF) has been developed by the Technical Working Group on Quality, a high-level European working group, following a mandate from the European Commission. The CQAF constitutes a European reference framework to ensure and develop quality in VET, building on the key principles of the most relevant, existing, quality assurance models. The CQAF comprises:
- a model (4 common core criteria)
- a methodology for assessment and review of systems: the emphasis has been given to self-assessment, combined with external evaluation;
- a monitoring system: to be identified as appropriate at national or regional level, and possibly combined with voluntary peer review at European level;
- a measurement tool: a set of reference indicators aiming at facilitating monitoring and evaluation by member states of their own systems at national or regional levels.
The model presents the 4 common core criteria for quality assurance: Planning, Implementation, Evaluation and Assessment, and Review (feedback and procedures for change).

Communicative Validation
Communicative validation is used in qualitative social research to enhance the validity of results: feedback on findings is systematically solicited from different stakeholders to challenge the data collected as well as its interpretation. A communicative validation can be carried out whenever necessary in the Peer Review process; in most cases it will be used in the final stages of the Visit, e.g. shortly before, during or after the feedback session with the VET provider.

Coordinating Body for Peer Review
If a suitable structure and sufficient funding is available, the coordination of the Peer Review network can be carried out by a competent organisation/unit. For the purpose of this Manual, this support structure will be called the "coordinating body". Establishing such a body is recommended for the management of complex (transnational) Peer Review networks.
The coordinating body can be central to the coordination and organisation of Peer Reviews. It can be either a coordination unit set up by a network of VET providers, the staff of a (publicly funded) pilot project on Peer Review or a (more or less) independent Peer Review agency established by education authorities.
The degree of influence and the scope of the tasks of the coordinating body may vary, depending on its set-up: it may process applications from Peers, select the Peers according to a predefined profile, match the VET providers with suitable Peers, draw up a timetable for the Reviews, collect and forward information,

organise Peer training and provide consultation for the VET providers throughout the whole process.

"Critical Friends"
Synonym of "Peers".

Formative Evaluation
Formative Evaluation is an ongoing evaluation that serves the purpose of improving ("forming") the evaluation object, which may be, for example, a Quality Area, an entire organisation, a programme, a project, a product, an intervention, a policy or a person. In the case of the European Peer Review, a formative evaluation is carried out of certain areas or departments of VET providers/institutions.
The main focus of a formative evaluation is to support further improvement and sustainable development (whereas a summative evaluation is geared towards quality assurance and control). It can be used to exchange and share information and to provide feedback to staff, students, participants and other persons involved. In the European Peer Review, the results of the formative review are addressed primarily to the reviewed institution, to be used for internal quality development.

Evaluation Expert
The Evaluation Expert is a Peer with additional knowledge and expertise in evaluation. In addition to the activities of a Peer, s/he will support the Peer Team in preparing interview questions for the Peer Visit, s/he will moderate the internal discussion sessions of the Peer Team during the Visit and also the communicative validation session with representatives of the VET provider at the end of the Visit.
S/he may also coach/assist the Peer Coordinator in the writing of the Peer Review Report.

Management of a VET Provider
Person(s) responsible for managing the institution: these can be the directors, principals, general managers, etc. plus department heads and other managers (i.e. financial, quality managers, etc.).

Peers
Peers are mostly colleagues from other VET providers/institutions (teachers, managers, counsellors, other staff). They are external but work in a similar environment and have specific professional expertise and knowledge of the evaluated subject. They are independent and "persons of equal standing" with the persons whose performance is being reviewed. Peers are sometimes also called "critical friends".

Peer Review
Peer Review is a form of external evaluation with the aim of supporting the reviewed educational institution in its quality assurance and quality development efforts.
An external group of experts, known as Peers, is invited to judge the quality of different fields of the institution, such as the quality of education and training

provision of individual departments or of the entire organisation. During the evaluation process, the Peers usually visit the reviewed institution.

Peer Review Facilitator
The Peer Review Facilitator is the person responsible for the organisation and the smooth running of the Peer Review at the VET provider/institution. S/he will see to it that the Peers are selected and invited in due time, that the Self-Report is ready and forwarded to the Peers and that the Peer Visit is prepared. S/he will be also the primary contact person for the Peers during the whole Peer Review procedure.

Peer Review Report
The Peer Review Report is a written documentation of the Peer Review. It is drawn up by the Peers. Usually the Peer Coordinator, with the help of the Evaluation Expert, will write the report on the basis of notes taken by the Peers, internal discussions among the Peers and the outcomes of the communicative validation. All Peers will contribute to the report and the Peer Team as a whole is responsible for the Peer
Review Report.

Peer Tandems
Peer Tandems are pairs of Peers. For all activities concerning data collection it is recommended that two Peers be present at any given time. This is an important precondition for a fair and equitable process since, with two peers involved, the probability of subjective and arbitrary judgements can be reduced substantially (principle of dual control). Two persons will also be able to take in more than one person. In practice, this means that the Peer Team splits up into pairs – Peer Tandems – and carries out different activities at the same time, thus making the process more efficient.

Peer Review Network
Peer Reviews are very often carried out in networks of VET providers/institutions. This network may have been established for the purpose of conducting Peer Reviews or, alternatively, an existing network may have decided to carry out Peer Reviews.
Peer Review Networks can prove a valuable means of exchanging good practice and working jointly on the improvement of the whole sector of VET.

Provider/Institution of VET
In the Peer Review Manual, the term "VET provider/institution" is used to encompass the institutions who are responsible for quality assurance and development primarily at the school/college level but also at the level of the maintaining institution if this is where quality assurance and development are coordinated. Throughout the Manual, the terms "VET provider" and "VET institution" are used synonymously.

Quality of Vocational Education and Training

“Quality” is a generic and context-dependent term. It can be equated with the fulfilment of goals. In other words, quality is the experienced reality measured against expectations (goals). For the European Peer Review procedure, important Quality Areas have been defined to give an indication of what quality in initial vocational education and training is about.

Self-Evaluation of a VET Provider
Self-evaluation is an evaluation carried out by the VET providers themselves. It is an important approach for fostering quality assurance and quality development at an institutional level throughout Europe. For a Peer Review to take place, a self-evaluation must first have been carried out. Results of the self-evaluation are an important basis for the Peer Review. They are usually documented in a Self-Report.

Self-Report
The Self-Report comprises the findings of the self-evaluation of the VET provider carried out prior to the Peer Review. It is the basic document for the Peer Review.

Summative Evaluation
Summative evaluation aims at arriving at final conclusions concerning quality and usefulness of the evaluation object, which may be, for example, a Quality Area, an entire organisation, a programme, a project, a product, an intervention, a policy or a person. Summative evaluation is geared towards quality control and external accountability. It often uses quantitative and comparative information to make recommendations on possible actions, such as retaining, enlarging or reducing the evaluation object. Summative evaluations thus also support the process of decision-making by political authorities and funding bodies.

Stakeholders (in VET)
Stakeholders in VET are
-students,
-staff (managers, teachers, counsellors and administrative staff),
-enterprises (as cooperation partners in the provision of VET, as prospective employers),
- educational institutions leading to VET (institutions of compulsory education) or taking in graduates from VET (post-secondary/secondary sector of education),
- parents,
- social partners,
- education authorities, etc.
The inclusion of various relevant groups of stakeholders in the whole review process is highly recommended. First of all, high-quality evaluation calls for the involvement of stakeholders in the process. Secondly, the importance of stakeholders in quality assurance and development has repeatedly been emphasised as an important aspect of European and national VET policy.

Students (of VET)
The term "students" is used to denote the participants in initial vocational education and training. Synonyms are: pupils, learners.

Triangulation
In social research, the approach of including different methods and sources is called triangulation. Using different methods and different sources of information in the collection of data contributes to the quality of the evaluation in terms of objectivity, reliability and validity. Soliciting diverse points of view from different stakeholders during the Peer Visit will enable the Peers to gain a more accurate and complete picture.

VET
VET is the acronym for "Vocational Education and Training".
Addendum to the glossary, prepared by the Slovenian authors

Quality area
Quality areas are units, complete in terms of contents, that encompass (for example, in the quality evaluation model) all different aspects that have to be taken into account when evaluating and developing the quality of work in an educational organisation.

Quality area in the model of quality for guidance centres
Quality areas are units, complete in terms of contents, which encompass all different aspects that have to be taken into account when evaluating and developing the quality of work in guidance centres.

Quality criteria
The quality criteria present the tool to “measure” the defined standard of quality. Depending on the nature of the standard of quality, the criteria can be either numerical or descriptive. They are a point of reference, or a goal we set to achieve in order to guarantee the realisation of the defined quality standard.

Quality indicators
Quality indicators direct us to look into important aspects of quality, which determine the studied area, in more detail. They are necessary to help us define in more detail the aspects the quality of which will be assessed in order to establish whether the set quality standards have been met.

Quality standards
The statements that describe the expected/desired quality of the most important aspects of a particular activity, organisation, educational programme, system, etc.

Quality standards in adult education
Quality standards in adult education can be used to determine the expected/desired quality of the key input, process, output and contextual factors of adult education on the level of educational system, educational organisation, etc.

Quality standards in guidance

For the purposes of determining quality in guidance, the standards of quality can in broadest sense be defined as statements describing expected/desired quality of the key aspects of the guidance activity and its results and effects. On the most general level the formation of standards of quality helps us find the answer to what kind of guidance activities for adult education we want, be it on the level of an individual counsellor, an guidance centre, or development of guidance for adults on national level.

Vocational guidance

Vocational guidance includes transmitting information and advice that enable adults to make an informed choice about the type of their vocational (work) life; the type they feel capable for and which meets their expectations. Vocational guidance includes the possibility of vocational assessment – interest tests, aptitude tests that help charter and develop career path, help with decisions and planning the educational path with regard to the development of the professional/work career of an individual, etc.

ANNEX 2

Finland Quality Assurance System

QUALITY MANAGEMENT RECOMMENDATION FOR VOCATIONAL EDUCATION AND TRAINING

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Layout: Riikka Kiema

ISBN 978-952-13-3558-7

Yliopistopaino
Helsinki 2008

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PREFACE

Vocational education and training (VET) makes a significant contribution to economic competitiveness and welfare in a global knowledge-based economy. The main challenge for vocational education and training is to meet the changing skills needs of individuals and the world of work in accordance with the principle of lifelong learning. While demand for new skilled workers is increasing, it is also necessary to attend to developing and upgrading the skills of the existing workforce and to promoting labour mobility. In addition, the VET customer base is also constantly diversifying. Attention to individual needs and differences and recognition of previously acquired skills are a key to planning and implementation of education and training services. The core mission of vocational education and training also includes various services and development tasks, which aim to promote workplace innovation activities and to develop operations and working communities within micro-enterprises and SMEs in particular.

Continuous improvement of the quality of vocational education and training is a key priority both in Finland and within the European Union. Quality improvement is one of the main objectives of the Copenhagen process in vocational education and training. Other key objectives include increasing the attractiveness of education and training and promoting mobility among vocational students.

The Quality Management Recommendation for Vocational Education and Training has been adopted by the Ministry of Education to support and encourage VET providers to pursue excellence when improving the quality of their operations. The recommendation is based on the Common Quality Assurance Framework (CQAF) in vocational education and training and it forms an important part of Finland's implementation of the Copenhagen process measures. The recommendation has been prepared by the Finnish National Board of Education working in co-operation with VET providers, representatives of the world of work and business as well as students.

The purpose of the Quality Management Recommendation is to provide a framework for long-term development of quality management in all types of vocational education and training. The recommendations can be applied to vocational education and training implemented in different ways: initial VET and further and continuing training, competence tests and training preparing for competence-based qualifications, as well as curricular or school-based VET, special needs VET and apprenticeship training. In addition, the recommendations have been prepared such that they can be applied at both VET provider and individual unit levels and that they are relevant to users at different stages of quality improvement.

1. PURPOSE AND FUNCTIONS OF THE QUALITY MANAGEMENT RECOMMENDATION

The Quality Management Recommendation for Vocational Education and Training is designed to assist VET providers to develop quality management and to encourage them to continuously improve the quality of their operations and results in pursuit of excellence.

The document is intended for all VET providers and their different units and forms of operation as a strategic development tool for quality management. It caters for senior civil servants and elected officials and other staff working for VET providers and units within them.

The purpose of the individual recommendations set out in this document is to raise issues and policies that are important in terms of quality management in order to support development work. The document neither presents solutions or ready-made approaches – selection of these is up to individual VET providers – nor does it offer any minimum criteria for quality management, but it does encourage users to develop their operations in pursuit of excellence. The way in which recommendations should be applied has also been left to the discretion of users. In addition, the document is not intended to replace any existing quality assurance systems or steer users to apply any specific system. The recommendations can be applied to existing systems.

The Quality Management Recommendation for Vocational Education and Training is based on the Common Quality Assurance Framework (CQAF), developed as part of the European Union's Copenhagen process in vocational education and training. The Council of the European Union issued a recommendation for promotion of implementation of the CQAF in the Member States in May 2004. The Common Quality Assurance Framework is designed to help develop, monitor, evaluate and improve quality systems and quality management practices at both national and VET provider levels. In addition, it aims to encourage different parties operating within vocational education and training to share experiences, identify and make use of good practices and learn from each other on a voluntary basis. Another aim is to facilitate comparison of operations and results in different Member States and at different levels of the education and training system.

In addition to actual recommendations, this document includes descriptions of basic concepts concerning quality management and quality in vocational education and training and of the national quality assurance system. These descriptions aim to clarify the status of Quality Management Recommendation as part of national quality assurance in vocational education and training and to highlight the importance of quality management as part of VET development. In addition, the publication contains a glossary with definitions of key terms in quality management.

2. QUALITY MANAGEMENT IN VOCATIONAL EDUCATION AND TRAINING

Perspectives on quality in vocational education and training

Quality can be defined in many different ways. For instance, it can mean excellence, zero defects, uniform quality, satisfying customer needs or operational improvement.

Instead of creating a pervasive and unequivocal definition of VET quality, it is more relevant to examine it as a relative and contextual concept. Quality is always bound to satisfying customer needs. Defining quality is ultimately a common task for VET providers and their key customer and stakeholder groups.

Quality assurance and quality management can be defined in different ways. In this document, quality management means those procedures, processes or systems used to guarantee and improve the quality of a VET provider's operations. The definition covers quality assurance and quality improvement. Quality management aims to facilitate continuous improvement and development of operations and results. Quality management is an integral part of a VET provider's operational system and is thus linked to all functions and levels within the organisation.

The national quality management system in vocational education and training

The quality of vocational education and training is assured and improved in many different ways. In Finland, the national quality management system in vocational education and training comprises quality management of VET providers, national steering of VET and external evaluation of VET. International policies and mechanisms relating to quality assurance, such as the European Union's Common Quality Assurance Framework (CQAF) in vocational education and training, play an increasingly significant role in development of quality management at both national and provider levels.

Operational systems of VET providers as the foundation for quality management

Legislation governing vocational education and training for young people and adults confers extensive decision-making powers on VET providers in issues concerning VET provision as well as in use of funds granted for this purpose and quality management. The law obligates providers to evaluate their VET provision and its effectiveness and to participate in external evaluation of their operations. Fulfilling the statutory evaluation obligation requires providers to have an operational system in place, which includes appropriate and effective quality management procedures. Each provider is free to decide on these independently.

In this document, an operational system means the whole made up of various means and methods of quality management that is used to implement the quality policy specified by the VET provider within the organisation. The system is provider-specific and consists of the policies and procedures to be observed within the organisation. It may be documented in a quality manual, but more important than the form is that the system works in practical terms and encourages systematic action and development.

National steering of vocational education and training as part of quality management

National steering of vocational education and training aims to set objectives for VET provision and its quality and to ensure achievement of these objectives. In addition to statutes governing operations and financing, key steering tools of quality management

include the Development Plan for Education and Research, adopted by the Government, the State Budget, authorisations to provide vocational education and training, the qualifications structure and the National Core Curricula for Upper Secondary Vocational Education and Training and the Requirements of Competence-based Qualifications, criteria for funding operations and performance-based funding, qualifications requirements for teaching staff, along with guidance by the educational administration through development and information services**.**

External evaluation of education and training

External evaluation of education and training aims to guarantee fulfilment of the spirit of law governing vocational education and training and to support its development and improve conditions for learning. VET providers are obliged to participate in external evaluation of their operations.

External evaluation of education and training is organised by the Finnish Education Evaluation Council or some other auditor appointed by the Ministry of Education. Evaluations are usually based on the principle of development-oriented evaluation, which means that the aim is to support VET providers as they develop their operations and to produce information in support of decision-making both for providers and for the educational administration.

European co-operation in support of quality management

Development of quality management in vocational education and training is more and more strongly influenced by co-operation within the European Union. The Common Quality Assurance Framework (CQAF), developed as part of the Copenhagen process in support of quality assurance in vocational education and training, helps develop, monitor, evaluate and improve quality management systems and practices at different levels by means of a common approach and concrete tools.

Like many other existing assessment models (such as the EFQM and CAF), the CQAF model is based on continuous learning and systematic improvement of operations. The approach behind the model is the principle of continuous improvement known as the Deming Quality Cycle (Plan, Do, Check and Act). The model guides VET providers to pay attention to aspects that are important in terms of quality, but it does not provide any answers about how providers should operate.

The CQAF model can be applied as a quality management framework for the national VET system and individual VET providers. Involvement of stakeholders is of the utmost importance when aiming to improve the quality of systems and operations. The phases of quality assurance used in the model are shown in Figure 1 below.

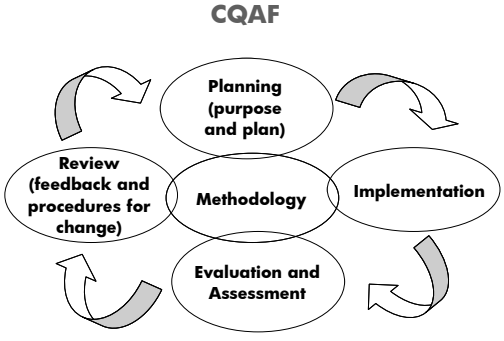


Figure 1. The Common Quality Assurance Framework (CQAF)

The elements of the model are planning, implementation, evaluation and assessment and review (feedback and procedures for change), each of which is assigned a set of quality criteria. Different Member States have made different choices for dealing with quality assurance and improvement in vocational education and training. This is why the model presents the core quality criteria such that they can be applied to different operating environments. The model uses questions to draw attention to critical quality factors.

Planning refers to setting up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources. In addition, the phase involves defining indicators to facilitate monitoring achievement of these goals and objectives.

The essential aspect of *implementation* is to establish procedures to ensure achievement of goals and objectives. Procedures may vary considerably at a provider level, such as in terms of development of the operational system and the organisational structure, resource allocation, involvement of stakeholders, or development of partnerships.

Evaluation and assessment cover evaluation of VET provision and assessment of the achievement of outcomes at system and individual levels. In general, the evaluation and assessment phase consists of two parts, i.e. collection and processing of data and discussions, evaluation and assessment based on this data. Evaluation requires designing the evaluation mechanism and defining its scope as well as providing information on the results of evaluation.

Feedback and procedures for change form part of a systematic and goal-oriented process used to change plans and develop operations in order to achieve the targeted outcomes and for setting new objectives. The aim is to learn from information acquired in different ways, such as results, by discussing and analysing these together with key stakeholders. It is also possible to learn from good practices by benchmarking the user's own operations with these.

Methodologies may differ. The key is for VET providers to decide what type of methodology will best serve their needs. Quality assurance and management emphasise self-evaluation combined with external evaluation. Other key aspects include how and in what roles customers and stakeholders (such as enterprises, workplaces, students, other authorities) participate in evaluation and how they are being motivated to take responsibility for evaluation. It is also important to determine the methods used to collect and analyse data and draw conclusions.

The CQAF model is in line with other currently applied quality management and assessment methods and it is possible to make use of other existing methods during its different phases.

3. STRUCTURE AND PREMISES OF THE QUALITY MANAGEMENT RECOMMENDATION

The Quality Management Recommendations below are divided into sections on the basis of the characteristics of an excellent organisation. Within each section, in turn, the recommendations are grouped in accordance with the different phases of the CQAF model. Each section presents recommendations relating to different phases of the model: planning, implementation, evaluation and assessment, as well as feedback and procedures for change (see Chart 1 below).

The recommendations have been prepared such that they can be applied within different types of VET provider organisations. In addition, they take into account special characteristics, key priorities and development targets of vocational education and training, as defined in national strategies.

Alongside recommendations, the document also sets out specifications and examples intended to help VET providers to put the recommendations into action. The examples are indicative and do not cover all forms and situations of vocational education and training.

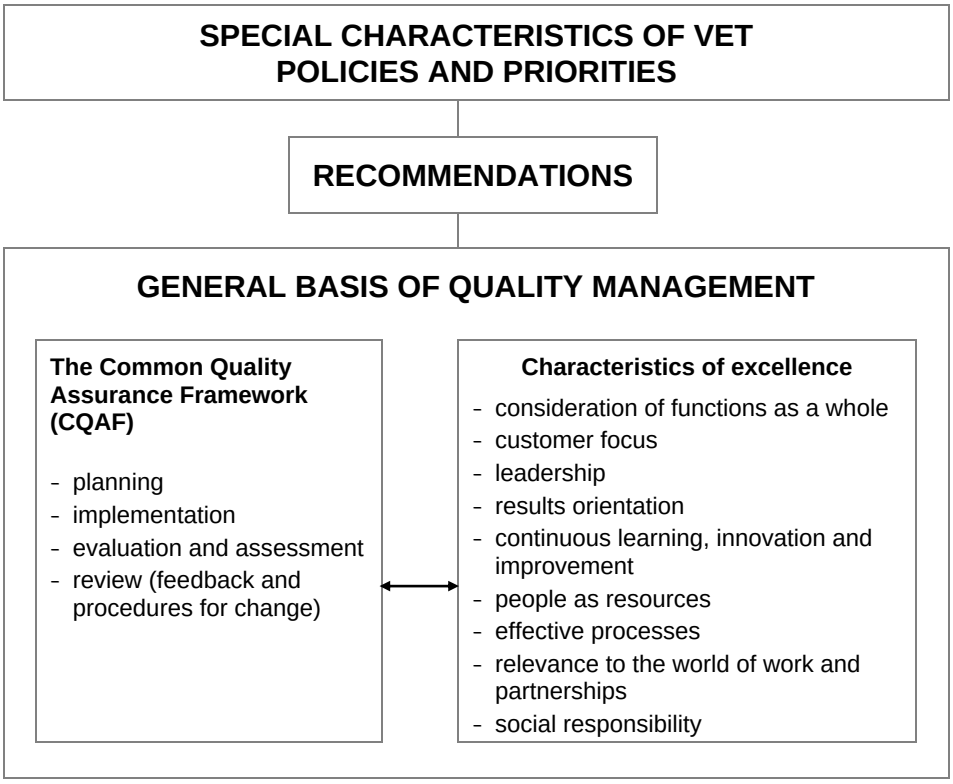


Chart 1. Structure of the Quality Management Recommendation

The recommendations are primarily designed to support the operations and development work of VET providers and their units, but they often pose challenges for other parties responsible for the quality of education and training as well. Each provider decides appropriate ways to implement the recommendations in practical terms. This requires co-operation with other parties.

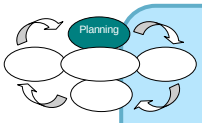
4. RECOMMENDATIONS FOR QUALITY MANAGEMENT IN VOCATIONAL EDUCATION AND TRAINING

1 Consideration of functions as a whole

The operational system helps VET providers to consider, develop and steer their operations as a whole towards their own objectives. It allows providers to ensure that agreed goals and objectives are converted into practice in all areas (such as customers, finances, people, processes) and at all levels (such as operational units, VET fields, forms and services) of the organisation and that their achievement is assessed and improved systematically. The operational system is characterised by the fact that it changes and develops as a result of changes occurring within the operating environment. The system itself is also a target of continuous evaluation and improvement.

Evaluation forms an important part of a VET provider's operational system. Statutes require education and training providers to evaluate their provision and its effectiveness. In addition, providers must participate in external evaluation of their operations. Each provider decides on the objectives, principles and implementation, such as procedures and schedules, of its own evaluations. Providers are also free to decide on how to utilise the results of self-evaluation in other evaluations and, correspondingly, on how to use the results of other evaluations in support of self-evaluation. Providers also determine how they will follow the results of evaluations of other organisations and make use of these when developing their own operations.

Planning



Each VET provider has a documented operational system that is used to plan and steer operations as a whole and to communicate to customers, staff and key stakeholders information about the values, goals and objectives guiding operations. The operational system also covers descriptions of processes and the organisational structures and approaches that support their development.

VET providers:

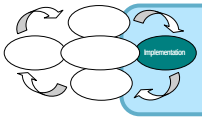
- plan and steer different VET functions and forms and operations of their units as a whole, such that these support achievement of common goals;
- ensure that quality management forms part of their strategic planning and everyday activities;
- include a programme for sustainable development as part of their operational system, in order to steer achievement of objectives and measures relating to environmental issues, social responsibility and health and safety at work and the well-being of staff and students;
- plan and steer operations by means of operational chains, i.e. processes, determined on the basis of their basic mission;
- document key procedures, processes and guidelines in an electronic system, maintenance of which has been ensured;
- inform key stakeholders within their operating area of their operational system and key policies and procedures in the system.

VET providers have determined and outlined a system and plan to evaluate operations and assess results, covering all key strategic objectives, policies and guidelines concerning evaluation and assessment as well as schedules and responsibilities involved.

VET providers:

- create consistent principles for evaluation of their operations and different units;
- ensure that they have collected and documented information for various needs relating to operational evaluation (such as national evaluations, follow-up reviews, research and skill demonstrations;
- have determined how to analyse, combine and make use of evaluation data acquired from different sources.

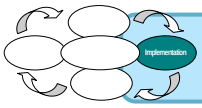
Implementation



VET providers function in line with objectives specified within the framework of their operational system and improve their operations continuously from their own points of departure.

VET providers:

- implement their policies and strategy by means of key processes;
- steer their operations and their operational units according to consistent policies;
- develop their education and training provision, forms of operation and organisational structures such that these form a whole strong enough to meet the skills needs of different sectors of the world of work;
- communicate to their staff that quality management is part of the job of everyone working within the education and training organisation;
- make sure that the principle of sustainable development is taken into account in all operations.



VET providers make diverse use of various evaluation methods and data in order to develop their operations.

VET providers:

- collect and analyse evaluation results and other feedback information;
- make use of results obtained in other evaluations, such as the results of national evaluations;
- have an external evaluation of their operations carried out at least once every three years;
- develop their operations by means of internal audits;
- co-operate with other education and training providers by carrying out benchmarking and peer reviews, for example.

Evaluation and assessment; feedback and procedures for change

VET providers monitor and evaluate the effectiveness of their operational system regularly and make changes as required.

VET providers:

- regularly evaluate the effectiveness of their evaluation system and develop evaluation in line with the national evaluation strategy;
- decide on development actions on the basis of the analysis of evaluation results and prepare the necessary action plans, determining schedules and responsibilities for actions;
- co-operate with other education and training providers in order to develop their evaluation system.
- monitor that documents guiding their operations are kept up-to-date and review these as required.

2 Customer focus

Customer focus and relevance to the world of work are visible throughout VET providers' operations. This requires identification of different customer groups and their current and future needs. Customers are the ultimate judges of the quality of education and training and other services. Customers may be a VET provider's *external customers* (such as students, enterprises and other workplaces, funding bodies and society) or *internal customers*. The latter refer to customers of the organisation's internal processes, such as staff. By way of example, the student affairs office provides services for teaching staff.

Excellent VET providers create partnerships and network relationships and co-operate in order to cater for their different customer groups in the best possible way. Customer focus calls for among other things monitoring and anticipation of satisfaction and dissatisfaction of different customer groups and development of operations based on results achieved. It is also important for providers to respond to and learn from negative customer feedback.

Planning

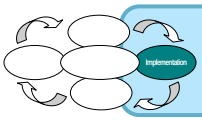
VET providers identify key customers and their current and future needs and expectations. VET providers take customer needs and expectations into account when planning and developing services and products for different customer groups.

VET providers:

- identify external and internal customers, prioritise different customer groups and take each group's needs and expectations into account when planning education, training and other services in co-operation with key VET stakeholders (such as the world of work);
- identify the needs of prospective and potential students and co-operate with key stakeholders (such as comprehensive schools, general upper secondary schools and liberal adult education institutions as well as the labour administration);
- make systematic use of forecast data and anticipate the needs of the world of work together with key stakeholders, planning education, training and development services responsive to the world of work on the basis of anticipation;
- set clear and measurable objectives for each customer group in line with the chosen strategy and plan individual educational solutions for different

students (such as special needs students, unemployed job-seekers, top professionals) based on their needs;
- involve different customer groups in development of education, training and other services.

Implementation



VET providers take the needs and expectations of different customer groups into account as a whole when implementing education, training and development services.

VET providers:
- take the needs of different customer groups (such as young people, adults, apprentices, immigrants, special needs students, unemployed job-seekers, workplaces) into account when making decisions concerning teaching arrangements, learning environments and financial and human resources;
- create procedures that allow provision of education, training and development services on the basis of individual needs (such as recognition of prior learning and competence and systematic implementation of individualisation on all programmes);
- develop procedures that enable enterprises and other workplaces, students and other stakeholders to play an active role in operations and development of them;
- develop procedures to attend to students' well-being, thus strengthening a sense of community;
- promote expression of students' views by creating opportunities for students to participate in planning and implementation of education and training and supporting their co-operation (such as student association activities);
- ensure that all staff members are aware of their own function in provision of education and training services and that they improve the quality of services in co-operation with other people working within the education and training organisation.

Evaluation and assessment; feedback and procedures for change

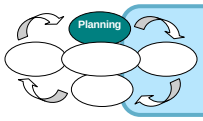
VET providers acquire performance data concerning different customers in a diverse manner, making use of it when developing services and operations.

VET providers:
- regularly monitor achievement of objectives concerning different customer groups using selected indicators;
- regularly collect feedback on different customer groups' perceptions (such as satisfaction among students and the world of work), making use of feedback collected for developing education, training and other services and operations;
- monitor and anticipate short- and long-term changes in demand for labour, employment rates among qualification-holders, demand for and supply of education and training, making use of this information in provision of education and training services;
- monitor the attractiveness of vocational education and training in their area and play an active role in improving it.

3 Leadership

Leadership plays a key role in provision of high-quality VET services and continuous improvement of operations. Systematic development of a VET provider's operations requires management to define a clear direction for the organisation and create conditions for functioning in line with its vision. Management regularly exploits factual information collected on the operating environment and any changes to it in support of decision-making. Setting relevant objectives requires active co-operation with the world of business and work, other education and training providers, as well as other parties and stakeholders involved in vocational education and training. In addition, it also calls for benchmarking data.

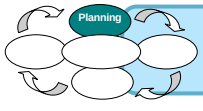
Planning



VET providers monitor and anticipate changes occurring in both internal and external operating environments on a continuous basis, making use of this information for operational planning.

VET providers:

- are familiar with key regional, national and European objectives concerning vocational education and training;
- anticipate changes occurring in the world of business and work, demographic trends and society and carry out anticipation work in co-operation with other education and training providers and institutions operating in the area, business and other working life organisations, as well as other stakeholders;
- systematically collect information on their own operations and make use of the field's research information in their operations;
- follow how changes to statutes, instructions and recommendations governing the operations of VET providers and the world of work in fields relevant to their provision change and influence their own operations.

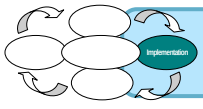


VET providers define their mission, vision and the values and policies guiding their operations together with staff.

VET providers:

- develop sufficiently consistent quality management policies for their functions, different operational units and different VET forms;
- ensure that their organisation focuses on operations in line with their basic mission;
- ensure that the annual operational plan is based on the mission, vision, values and strategic objectives;
- allocate material and human resources in keeping with objectives, operational changes and development priorities.

Implementation

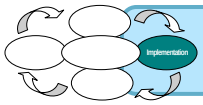


VET providers plan, steer and develop operations on the basis of information obtained through analysis of the operating environment.

VET providers:

- make use of information obtained through analysis of the operating environment when drawing up their strategy and annual operational and financial plan;

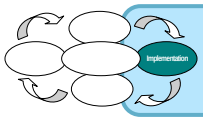
- set annual provider- and unit-level objectives based on their mission, vision, values and strategic objectives.



VET providers ensure achievement of specified goals and objectives through leadership and create conditions for continuous improvement of operations.

VET providers:

- ensure that leadership is supported by an up-to-date operational system;
- ensure that operational and unit-level management complies with jointly agreed policies;
- develop an organisational structure that supports achievement of objectives;
- ensure that leadership responsibilities have been defined clearly in terms of pedagogical leadership, for example;
- communicate values, specified objectives and results achieved to staff, customers and partners;
- support and encourage staff in achievement of objectives and personal development.

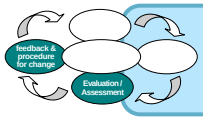


VET providers, their operational units and staff function in line with the mission, vision, values and policies and commit to continuous improvement of them.

VET providers:

- communicate the values, vision and policies to staff effectively and sufficiently;
- ensure that people in leadership positions contribute through their own actions to a working environment and atmosphere that support achievement of objectives;
- ensure that different units, VET forms and functions (such as quality management) comply with jointly agreed policies;
- take the principles of sustainable development into account in all operations.

Evaluation and assessment; feedback and procedures for change



Assessment of leadership, vision, values and achievement of strategic objectives is part of systematic self-evaluation. VET providers also acquire other feedback information in support of development.

VET providers:

- actively monitor performance and effectiveness by means such as national indicators for performance-based funding, using information obtained to revise performance targets and to develop operations;
- systematically monitor and assess implementation of quality management policies.

4 Results orientation

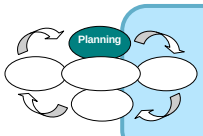
Successful and effective education and training requires clear and realistic goals. VET providers define the results that they want to achieve and they set objectives for their operations. When setting objectives, VET providers take into account aspects such as national VET objectives, the requirements of the local operating environment (including

enterprises, other workplaces and students) and the needs of other stakeholders. Based on these needs, providers then select appropriate procedures.

The purpose of evaluation is to show the extent to which objectives set for operations have been achieved and the progress made towards them. Evaluation supports VET providers' continuous improvement and results-oriented performance. Through evaluation, providers obtain information about major strengths and development needs. VET providers monitor, assess and analyse results achieved systematically through means such as various surveys, quantitative indicators and self-evaluation. Providers and their units receive significant information on their success from customers and stakeholders. It is also important to take into account the opportunities for customers and stakeholders to provide continuous feedback on operations and results. Another key aspect is use of immediate feedback.

VET providers also make use of benchmarking data obtained from other organisations. Providers ensure that performance data is comprehensive and that they receive appropriate information on achievement of strategic objectives. Providers use performance data when developing operations and setting new performance targets.

Planning

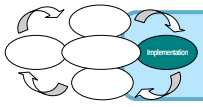


VET providers set challenging, tangible and achievable objectives for their operations on the basis of customer needs and expectations. Results orientation requires balanced consideration of the needs of all key customers and other stakeholders.

VET providers:

- take national objectives for and European development trends in vocational education and training into account when defining objectives;
- take the needs of enterprises and other workplaces, different students, partners and other key stakeholders into account when defining objectives;
- take the principles of sustainable development into account when defining objectives;
- set both quantitative and qualitative objectives for the whole organisation and its units on the basis of their strategy and possible sub-strategies.

Implementation

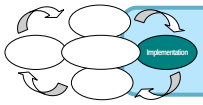


VET providers work towards specified objectives at all levels of the organisation and in all functions and units.

VET providers:

- ensure that the objectives and operations of units and forms of operation create an integrated whole that supports achievement of strategic objectives;
- ensure that staff are familiar with specified objectives and work in line with them;
- support and encourage staff in achievement of specified objectives;
- ensure that students and participants in competence tests achieve the vocational competence specified in the relevant National Core Curricula or Requirements of Competence-based Qualifications and obtain capabilities for occupational development in keeping with the principle of lifelong learning;
- make sure that curricula are kept up-to-date, that agreements to organise competence tests are valid and that education and training is carried out to a high quality standard;
- take action to promote achievement of the objective of providing education and/or training for entire age groups, completion of qualifications,

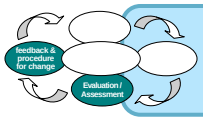
development of vocational skills among gainfully employed people, students' employment and transition to further studies, prevention of social exclusion and reduction in drop-out rates;
- take action to promote socially, ecologically, economically and culturally sustainable development;
- play an active role in developing their operating area and the local world of work.



VET providers prepare an information management strategy stemming from their own needs and the needs of their units.

VET providers:
- ensure that their own organisation and units have information at their disposal about operations and performance that makes it possible to monitor achievement of strategic objectives;
- take the needs of national information systems, such as performance-based funding and electronic application systems, as well as their own needs into account when developing information systems;
- ensure that electronic information systems are up-to-date and that staff have sufficient skills to use them;
- ensure that information submitted to the authorities and other parties is accurate and up-to-date.

Evaluation and assessment; feedback and procedures for change



VET providers monitor and assess achievement of objectives in a systematic and goal-oriented manner at all levels of the education and training organisation and in its different functions.

VET providers:
- collect performance data facilitating steering and development of operations in a diverse and goal-oriented manner;
- monitor performance through a set of indicators that covers key areas of operations and that provides information on achievement of and trends in objectives;
- ensure that the indicators selected are aligned at different levels of operations and in different units;
- analyse results and compare these with objectives specified in their strategy and curricula, relevant reference data and best practices, for example;
- also make use of data obtained about other organisations' operations in analysing results and evaluating their operations.

VET providers monitor and evaluate the effectiveness of education, training and learning processes on a regular basis.

VET providers:
- make use of information obtained from vocational skills demonstrations and competence tests, information produced by national evaluations as well as other reference data about learning outcomes in their operations and operational development;
- monitor indicators describing VET performance, such as performance-based funding indicators;
- systematically collect feedback from enterprises and other workplaces, students and other customers and partners;

- make sure that staff and students participate in planning and implementation of evaluation and ensure that they are familiar with key evaluation methods and understand the significance of evaluation activities.

VET providers assess and improve their information management systems regularly in order to acquire up-to-date and relevant performance data.

VET providers:

- regularly monitor guidelines issued by authorities responsible for collection of information (such as Statistics Finland and the Finnish National Board of Education) and make sure that their information systems produce reliable information as required for official information collection procedures.

VET providers develop their operations on the basis of performance data acquired from different sources.

VET providers:

- revise previously specified objectives and set new ones based on performance data;
- provide information on evaluation results and development plans.

5 Continuous learning, innovation and improvement

In order to meet the changing skills and development needs of students and the world of work, VET providers need to identify skills needs comprehensively and base their operational strategy on continuous learning. VET providers create conditions for continuous learning and development of competence, innovation and dissemination of results achieved at all levels of their organisation. Meeting customer needs also requires providers to continuously develop their core competence areas and operational processes.

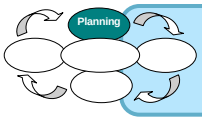
In pursuit of excellence, VET providers follow other organisations' operations on a continuous basis and develop their own operations making use of the experiences of others. The operational culture of a learning organisation supports experimentation with new practices, while also helping to prepare for the possibility that these are not necessarily suitable for its own operations. VET providers can promote creativity and innovation by organising various forms of co-operation, such as joint learning forums for different customer groups.

An organisation develops through individuals' learning. Creation and application of innovations require critical analysis and, where necessary, rejection of previous models and principles. The starting points for increasing creativity and innovation are an atmosphere and operational culture that promote learning, development and creativity. Learning also involves accepting and learning from mistakes. Providing and receiving feedback as well as evaluation and continuous improvement of operations form part of an excellent organisation's procedures. Every organisation is encouraged to take initiative, be innovative and use innovative working methods.

VET providers ensure utilisation of feedback and other performance data by creating effective procedures that bring about change. These should be determined in writing, in order for staff to be aware of how to move things forward. Providers appoint specific people to take responsibility for change processes and set schedules for their implementation. They reserve the necessary resources to bring about change and

monitor its progress. This makes it possible to monitor implementation of changes and developments in results. By making use of feedback information and going through change processes, providers gain support as they learn how to improve their operations.

Planning

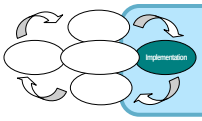


VET providers develop their forms of operation and organisational structures such that these enable and promote continuous learning, creativity and innovation.

VET providers:

- create procedures to actively identify development targets by means of performance data and analysis of operating environments, to evaluate these targets and to use them as a basis for preparing development plans;
- develop their approaches and organisational structures so as to allow flexible and diverse utilisation of organisational expertise in various education, training and development duties;
- create conditions for making use of their staff's innovative potential by providing them with opportunities to follow developments in their own field and to participate in various development projects and other forms of operational improvement;
- enable monitoring and analysis of other organisations' operations in order to make use of the experiences of others when developing their own operations;
- take the best practices used both within their own organisation and in other organisations into account when preparing development plans.

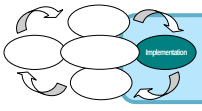
Implementation



VET providers promote creation of an open operational culture that encourages creativity and exchange of information both within their own organisation and with the world of work and other stakeholders.

VET providers:

- make sure that elected officials, unit management and staff commit to continuous improvement and management of operations in keeping with the principles of a customer-focused organisation;
- promote making initiatives related to development of their operational processes and launching necessary development activities based on these;
- create conditions and procedures and reserve resources for development projects to promote implementation of their operational strategy and ensure opportunities for staff to participate in development projects and improvement of operations;
- engage in active and systematic co-operation with their customer and stakeholder groups by means such as establishing field-specific co-operation bodies to develop their operations;
- reserve sufficient resources for innovation activities.



VET providers make use of their staff's creativity and innovative capacity in their operations and services.

VET providers:

- create flexible study opportunities that take into account customer needs as well as the requirements of different VET fields and forms;
- participate in national and international networks and benchmarking activities aiming to promote vocational instruction and excellence;

- encourage staff to develop and make use of their own competence extensively, by means such as teachers' on the-job-learning periods and development projects aiming to improve working life skills;
- encourage staff to participate in development of their own field and work.

Evaluation and assessment; feedback and procedures for change

VET providers monitor and evaluate their development and innovation, improving these on the basis of the results achieved.

VET providers:

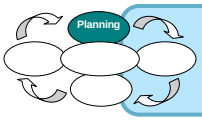
- learn from their own actions and encourage staff to continuously look for opportunities to improve organisational performance;
- identify and prioritise key areas for improvement and operationalise these into development projects;
- identify and plan development measures together with the world of business and work, staff and stakeholders such that all parties are aware of the direction of operational development and change processes involved;
- assess their feedback and change procedures and acquire benchmarking data on their partners' procedures.

6 People as resources

Teaching and other staff play a key role in terms of how VET providers can meet the changing skills and development needs of students and the world of work. Providers need to make sure that they have staff who can, in terms of their number, structure and competence areas, support implementation of their basic mission in the best possible way. Staff must also be capable of meeting future challenges. Providers also satisfy staff demand by acquiring the necessary competencies from the world of work or from other education and training providers.

Providers are aware of the current and future skills needs of their teaching and other staff and ensure continuous maintenance, development and acquisition of their staff's competence in line with their strategic objectives. In addition, providers encourage staff to develop and make extensive use of their own competence and create frameworks for transfer of knowledge and competence and for staff involvement and well-being.

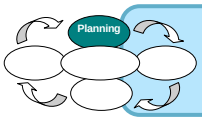
Planning



VET providers plan and develop their human resources based on changes occurring in the operating environment as part of their strategic development.

VET providers:

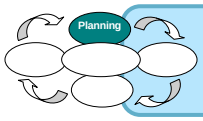
- draw up a human resources strategy or an equivalent plan, where they determine those objectives and measures targeting their teaching and other staff that aim to support achievement of objectives set for operations (such as the number, recruitment, quality and structure of staff, development of their competence, staff involvement and well-being at work, and human resources management);
- make sure that staff are consulted and that they can participate in drawing up the human resources strategy;
- ensure that the objectives related to human resources strategy are tangible and measurable.



VET providers chart their staff's current competence level and future skills needs on a regular basis and, based on these, draw up staff development plan.

VET providers:

- anticipate and chart the skills needs (core competence) of their teaching and other staff as part of their strategy process;
- chart their teaching and other staff's current competence level in relation to skills needs (competence mapping);
- draw up annual development plan covering the entire staff, according to which teaching and other staff's competence will be developed in line with strategic objectives.

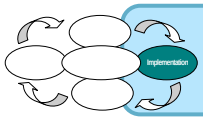


VET providers create opportunities for teaching and other staff to develop and maintain their professional competence, participate and look after their well-being at work.

VET providers:

- make sure that sufficient resources (such as time, money, substitute arrangements) have been reserved for all staff groups to achieve the objectives set out in the human resources strategy and plans based on it;
- determine responsibilities, organise work assignments and develop organisational structures such that these support all staff groups' skills development, involvement and well-being at work;
- make sure that plans relating to well-being at work and equal treatment of staff have been prepared and are kept up-to-date.

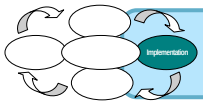
Implementation



VET providers ensure operating conditions for teaching and other staff and development of these operating conditions in accordance with the human resources strategy or equivalent plan.

VET providers:

- ensure that staff are aware of the objectives defined in the human resources strategy and plans based on the strategy and that people commit to these in all units and at all levels;
- make sure that performance and development reviews are conducted regularly in all units and with all staff groups;
- encourage staff to develop, share and make use of their competence;
- support staff's involvement and well-being at work, using various means and incentives agreed together with staff.



VET providers offer staff diverse opportunities to maintain and develop their competence.

VET providers:

- make sure that teachers are provided with opportunities to participate in continuing training on a regular basis;
- create conditions for teachers on the-job-learning periods and enable continuous development of contacts with the world of work as well as job rotation;

- offer teaching staff opportunities to develop their competence by participating in projects and other such undertakings;
- encourage and support involvement in international co-operation, staff exchanges and vocational skills development networks.

Evaluation and assessment; feedback and procedures for change

VET providers assess achievement of objectives set out in the human resources strategy and other staff-related plans on the basis of monitoring and feedback data, other performance data and good practices, using these as a basis to develop their operations.

VET providers:

- regularly collect monitoring and feedback data concerning the status of their teaching and other staff from all units and levels;
- draw up annual human resources balance sheets based on monitoring and feedback data concerning staff;
- make use of monitoring and feedback data concerning teaching and other staff to review their human resources strategy and plans based on this;
- improve procedures relating to staff development, involvement and well-being at work and their application on the basis of monitoring and feedback data and good practices.

7 Effective processes

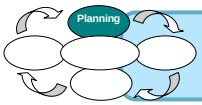
An excellent education and training organisation is characterised by the fact that it structures its operations as processes (chains of operations). A typical process could be an education and training process, which may include phases linked to one another in chronological terms, such as student recruitment – planning of education and training – implementation of education and training – evaluation. Examining operations as processes helps VET providers to focus their attention on aspects that are essential in terms of customers, to streamline their operations to clarify responsibilities and to direct resources to what is relevant in terms of achieving objectives. In addition, a process-based procedure helps providers to examine their operations as a whole and analyse connections between related functions (such as theoretical education and supervision of work-based learning, teaching and guidance counselling, student welfare services).

VET providers' operations can be divided into different processes according to the type of added value that they generate for customers. By means of core processes, providers produce those services that external customers and stakeholders primarily expect (such as vocational skills and eligibility for further studies for students, or skilled labour for enterprises). Support processes are used by providers to create conditions for implementation of their core processes. These functions include guidance counselling, student welfare services, accommodation, office services, as well as management and human resources development. Correspondingly, providers have supplier and partner processes (such as co-operation with stakeholders) to plan, manage and develop external partnerships (such as acquisition of products and services and co-operation with workplaces, other education and training institutions and other partners).

Processes are an important management tool, which enables VET providers to convert their strategic objectives into practice and to carry out their basic mission. Process management requires that objectives, responsibilities and control and monitoring mechanisms relating to processes are clear and that processes are developed on a continuous basis.

It is essential in terms of decision-making and management of processes and other operations that VET providers have access to reliable information covering both current and anticipated performance.

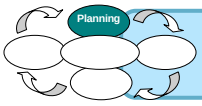
Planning



VET providers determine their key processes on the basis of their basic mission, specified strategic objectives and policies.

VET providers:

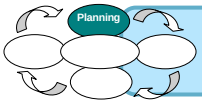
- identify their external and internal customers (such as various student groups, including young people, adults and special needs students, as well as employers and the labour administration) and education, training, development and other services provided for these customers on the basis of their basic mission;
- define key processes and their interconnections based on customer analysis;
- define core processes, which may include planning of education, training and other services, provision of education and training (teaching) and supply of commercial services and products;
- define support processes, which may include functions relating to support for teaching, institutional administration, staff and management;
- define supplier and partner processes, which may include co-operation with materials and equipment suppliers as well as with the world of work and various stakeholders.



VET providers structure their processes in terms of subprocesses as required.

VET providers:

- identify and describe subprocesses included in core processes; the processes for planning of education, training and other services, cover among other things anticipation of skills needs, planning of education and training services, preparation of curricula, planning of teaching arrangements, organisation of work-based learning and preparation of individual study plans and individual educational plans;
- identify and describe subprocesses included in support processes (such as guidance counselling, accommodation services, office services);
- identify and describe the subprocesses included in supplier and partner processes as a functional whole to fulfil the basic mission, such as co-operation processes with suppliers, the world of work, other education and training institutions and various stakeholders.



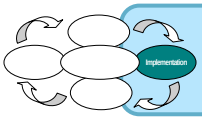
VET providers secure sufficient resources for achievement of process objectives.

VET providers:

- ensure that the core, support and supplier and partner processes form a continuum between provider and unit levels: in terms of pedagogical activities, for example, the common section of the curriculum, prepared at the provider level, steers different units and levels in their curricular development, preparation of individual study plans and individual educational plans, teaching and other pedagogical activities;

- make sure that principles to be complied with in co-operation with the world of work or other stakeholders are determined in support of processes;
- create conditions for compliance with processes by means such as sufficient material and intellectual resources.

Implementation

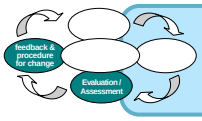


VET providers convert their strategic objectives, goals and policies into practical terms by means of processes. VET providers also use processes to manage and steer their operations.

VET providers:

- manage and steer different processes by means of specified objectives and related indicators and other monitoring tools;
- set objectives and indicators derived from the strategy for different processes and explain these to their staff;
- appoint people or parties (process owners) to be responsible for different processes and continuous development of them;
- ensure that staff are aware of their roles and responsibilities in implementation and development of processes;
- use processes to ensure that curricula are kept up-to-date, that agreements to organise competence tests are valid and that education and training is carried out to a high quality standard;
- take the needs of the world of work and individual students into account when planning and implementing VET provision;
- develop clear and effective procedures to recognise students' previously acquired skills and individualise studies;
- make sure that co-operation with the world of work or other stakeholders complies with jointly agreed principles in different units and at different levels.

Evaluation and assessment; feedback and procedures for change



VET providers evaluate and improve their processes regularly on the basis of monitoring and feedback data, good practices and changes occurring in their operating environments.

VET providers:

- make use of monitoring, feedback and evaluation data acquired from different processes when developing their operations;
- acquire information about processes and their performance through self-evaluation and internal and external auditing of operations;
- acquire up-to-date, reliable and comprehensive information about the status of their external and internal operating environments in support of process development;
- make use of good practices created in their own and other organisations when improving their pedagogical and other activities;
- develop the whole made up of core, support and supplier and partner processes such that it meets the constantly changing challenges of the operating environment.

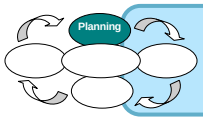
8 Relevance to the world of work and partnerships

Relevance to the world of work and effective partnerships are the prerequisites of high-quality vocational education and training. VET providers work together with their partners in order to achieve common goals. They support each other through their professional skills, resources and competencies, aiming to meet the needs and expectations of customers and various stakeholders as effectively as possible.

VET providers need a diverse network of partners, in order for their education, training and competence services to be able to meet the changing needs of students and the world of work. Providers are also playing an increasing role as developers of the world of work. This calls for strong and multidisciplinary regional co-operation networks linking education, training, research and the world of work.

In addition to workplaces, enterprises and other partners (such as the labour administration, regional Employment and Economic Development Centres and the municipal social administration), a VET provider's partner network may include other education and training providers and units. From the perspective of the internationalisation of vocational education and training and the world of work, it is also important to create and maintain partnerships with education and training institutions and labour markets abroad. These facilitate promotion of mobility among students and teaching staff and development of the provider's operations.

Planning

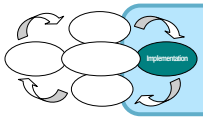


VET providers have defined co-operation with business life, other sectors of the world of work and other partners and its objectives as part of their strategy or other strategic plans.

VET providers:

- set objectives relating to partnerships in their operational strategy and define policies and procedures for management and development of partnerships;
- identify and prioritise their key partners that support achievement of strategic objectives;
- actively seek new partners to help respond to change challenges in the operating environment;
- use strategic goals as a basis to set objectives concerning development and outcomes of partnerships as part of their operational and financial planning.

Implementation

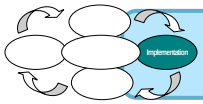


VET providers develop work-based learning, learning environments and different ways to demonstrate skills and competences procedures in co-operation with the world of work and other stakeholders.

VET providers:

- develop pedagogical methods and approaches that make it possible to strengthen work-based learning and workplaces as learning environments;
- organise vocational skills demonstrations and competence tests in co-operation with enterprises and other workplaces in keeping with jointly agreed principles;
- ensure that workplace instructors have sufficient capabilities and opportunities to provide learners with instruction at the workplace;
- support workplace instructors' work in order to improve the quality of learning at the workplace and arrange training for workplace instructors in co-operation with the world of work;

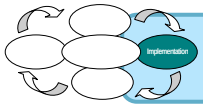
- make extensive use of competence test assessors or bodies involved in vocational skills demonstrations in order to develop education and training services relevant to the world of work;
- support staff in consolidation and updating of their working life skills and continuous development of contacts with the world of work;
- co-operate in providing of apprenticeship training.



VET providers actively co-operate with other education and training institutions involved in the same sectors and within their own area.

VET providers:

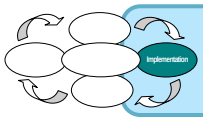
- develop partnerships with a view to making it possible to support students' transition from one level of education to another or consolidation and specialisation of competence;
- actively engage in co-operation with comprehensive schools within their own area, thus supporting pupils' transition to vocational studies and comprehensive school teachers' knowledge of the labour market;
- co-operate with general upper secondary schools and other education and training institutions in order to diversify study opportunities stemming from students' individual needs;
- actively engage in co-operation with those education and training providers that are potential providers of their students' further education;
- agree on the necessary field-specific specialisation with other VET providers, such that their services can meet the needs of vocational competence specialising in a specific sector as a whole.



VET providers co-operate with partners operating in other sectors in order to provide services for students and the world of work.

VET providers:

- co-operate in order to offer support services to special needs students and to implement preparatory education and guidance;
- co-operate with parties such as the labour administration and the regional Employment and Economic Development Centres in providing training services for unemployed job-seekers and for people at risk of unemployment;
- co-operate in providing training and support services required by enterprises;
- co-operate with different authorities and other parties in areas such as anticipation of education and training needs, prevention of social exclusion and promotion of accessible study opportunities and students' well-being and sense of community.



VET providers participate in development of the local world of business and work together with other education and training providers and parties operating in the area.

VET providers:

- co-operate in anticipating education, training and skills needs;
- support workplace instructors' work in order to improve the quality of learning at the workplace;
- promote innovation activities in workplaces and develop of operations and working communities within SMEs in particular through their responsibility to support and develop the world of work.

Evaluation and assessment; feedback and procedures for change

VET providers have in place an evaluation and feedback system, which includes plans to evaluate and develop performance of partnerships and relevance of education and training to the world of work.

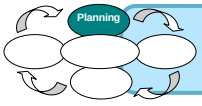
VET providers:

- make sure that key stakeholders (such as the world of business and work, students, the labour administration) participate in planning and implementation of evaluation;
- develop partnerships continuously and review related strategic objectives based on performance and feedback data and on changes occurring in the operating environment;
- develop arrangements and support forms relating to implementation of work-based learning, vocational skills demonstrations and competence tests in co-operation with the world of business and work on the basis of assessment results and feedback.

9 Social responsibility

In addition to meeting the skills needs of individuals and the world of work, taking individual education and training needs into account and developing the world of work, the basic mission of vocational education and training also includes attending to equal opportunities for education and training, preventing social exclusion, supporting active citizenship and providing education and training for special needs students. It is typical of vocational education and training to bear social responsibility beyond its basic mission, which is broadly visible throughout all the operations of VET providers. Building a future on solutions that are simultaneously sustainable in economic, ecological, social and cultural terms calls for perception and understanding of integrated wholes. Creating an atmosphere that supports participation, sense of community and influence within a VET provider's organisation and its individual units strengthen its capacity to bear social responsibility and promote sustainable development.

Planning

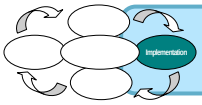


VET providers define the priorities of social responsibility in strategies and operational plans. Staff are involved in defining priorities.

VET providers:

- take social responsibility into account in their values and strategies;
- draw up a plan or a programme to promote sustainable development as part of their operational system, including aspects such as environmental responsibility, sense of community, tolerance, equality and prevention of social exclusion.

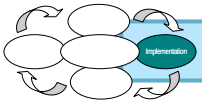
Implementation



VET providers make sure that the principles of sustainable development are taken into account in all their operations.

VET providers:

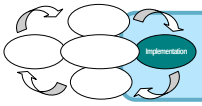
- act in an ethically sustainable manner by ensuring aspects such as transparency of operations and openness of communication;
- actively seek opportunities to participate in projects that promote achievement of the objectives of sustainable development;
- promote socially sustainable development by attending to the well-being and equality of staff and students, strengthening a sense of community and preventing exclusion and discrimination as well as mental and physical violence;
- ensure realisation of ecologically sustainable development throughout all functions of their organisation.



VET providers comply with statutes in a responsible manner.

VET providers:

- make sure that all staff members and students are aware of key statutes and standards governing their sector and any changes made to these, while also ensuring that staff comply with these;
- attend to the health and safety of working and learning environments within their own premises and, during periods of work-based learning, in workplaces as well.

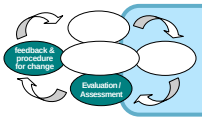


VET providers play an active role in national and regional development of education and training.

VET providers:

- offer staff and units opportunities to participate in activities such as development of National Core Curricula and Requirements of Competence-based Qualifications and in other VET development projects;
- offer staff and students opportunities to prepare for and participate in vocational skills competitions and play an active role in promotion of competitive activities;
- co-operate with the labour administration in development of services to promote employment opportunities.

Evaluation and assessment; feedback and procedures for change



The VET providers evaluation and feedback system covers evaluation of fulfilment of its social responsibility. VET providers take social responsibility into account in all their development activities.

GLOSSARY

This appendix includes key quality management concepts used in this document. Some definitions are based on terms listed in the SFS-EN ISO 9000:2005 standard (Quality management systems. Fundamentals and vocabulary.), published by the Finnish Standards Association SFS. Definitions based on the ISO standard are marked with an asterisk (*).

Benchmarking
means learning from best practices, systematic comparison of the operations of an organisation or a unit with those of other organisations or units. Benchmarking can be used to compare aspects such as strategies, procedures, processes and indicators.

Characteristics of excellence
are those organisational properties that can generally be considered as being prerequisites of excellent performance. These characteristics are included in the EFQM model (Fundamental Concepts of Excellence), for example.

Copenhagen process
is a measure to improve the quality of vocational education and training within EU countries, with the following main objectives: improving the quality of vocational education and training, increasing the attractiveness of vocational education and training, and promoting mobility among vocational students and qualification-holders.

Customer focus
means awareness and anticipation of customer needs and continuous improvement of operations based on their needs, expectations, feedback and suggestions for improvement. In addition to external customers, organisations also pay attention to their internal customers when developing their functions.

Customer
is an organisation or a person that receives a product.* In vocational education and training, customers are considered as being active participants, rather than just recipients of services. Key customers of an education and training organisation include users of education and training services (students and working life organisations) and bodies purchasing and paying for education and training.

Education and training provider
may be a local authority (municipality), a joint municipal authority, a registered association or a foundation authorised by the Ministry of Education to provide (vocational) education and training. Vocational education and training may also be organised at a state-owned vocational institution.

Evaluation and assessment
is interpretive analysis of a target or action under review.

External audit
refers to a systematic and independent review conducted by parties external to an organisation in order to establish whether organisational operations are efficient, in line with objectives and suited to their purpose.

External evaluation
refers to interpretive analyses of an organisation’s status and operations conducted by parties external to the organisation. Evaluation may focus on a specific operational area or process, or on the entire organisation.

Human resources balance sheet
means an annual report consisting of monitoring data on human resources, which provides an overview of the status and development of an organisation's human resources and which is used in development of human resources.

ISO 9000 standard system
consists of a series of standards setting out requirements for quality management systems with a view to helping organisations produce the quality that their customers require.

Learning organisation
is an organisation that develops and adapts its procedures on a continuous basis. A learning organisation is characterised by aspects such as continuous learning, an inclusive operational culture, continuous assessment of operations, and commitment by staff and management to operational objectives.

Lisbon strategy
refers to a change strategy determined for the European Union by the Lisbon European Council in March 2000, which was subsequently named after the venue of the summit. The strategy is a shared vision of the direction in which EU countries want to develop their economies and societies over the next ten years. The core of the Lisbon strategy is to strengthen competitiveness, pursue full employment and support social cohesion.

Maastricht communiqué
was adopted at an informal ministerial meeting held in Maastricht in December 2004. The Communiqué examines the progress made as part of the Copenhagen process and achievement of its objectives. It aims to promote achievement of a European labour market and to build an open and flexible European Qualifications Framework for the transparency of qualifications and competences.

Mission
explains why an organisation exists.

Operating environment
refers to everything that may influence an organisation's operations. Analysis of the operating environment is a point of departure for developing organisational operations. The operating environment covers both the external and internal operating environment of the organisation. A vocational institution's operating environment includes areas such as education, training and social policies, the world of work and its developments, as well as internal factors.

Operational plan
is a document drawn up for the purposes of implementing the organisational strategy and improving its quality, which covers specified performance targets, procedures, their timing and resources.

Operational unit
is an education and training provider's unit responsible for organising education and training, such as a vocational institution or its individual branch.

Peer Review
is an external evaluation aiming to support quality assurance and improvement in the organisation being reviewed. Such reviews are conducted by teams of peers. Peers – or 'critical friends' – are individuals who are external to the education and training organisation, but who work in a similar environment and have specific professional expertise and knowledge of the subject being evaluated.

Performance assessment of education and training
means interpretive analysis of the degree to which the objectives of education and training have been achieved. Performance can be assessed from the perspectives of efficiency, effectiveness and economy.

Process
means a set of interrelated or interacting activities which transforms inputs into outputs.* Processes can be divided according to their significance into core processes, support processes, and supplier and partner processes.

> **Core process** means a set of actions and use of related resources and methods used to provide a customer with a specific product or service. A core process starts from customer needs and ends at a service or product deliverable to the customer. The core processes of vocational education and training are related to teaching and support for learning.
>
> **Supplier and partner process** is a chain of operations representing the services and products provided for an organisation by its suppliers and partners. Examples of vocational institutions' supplier and partner processes include services relating to property maintenance and health care, co-operation with the world of work, and co-operation with other education and training institutions in areas such as study arrangements.
>
> **Support process** means an operational chain or procedure focused on supporting smooth implementation of an organisation's core processes. A support process primarily caters for internal customers. Support processes at education and training institutions include student welfare, office and library services.

Process description
is a graphical or verbal representation that covers the different phases of operations as a chronologically progressing chain of operations. The description indicates responsibilities relating to working phases, inputs and resulting outputs.

Process owner
is a person assigned with overall responsibility for process development. A process owner is often supported by a team that shares his or her responsibility for the task assigned to the team.

Product
means the result of a process.* An example of a vocational institution's product is an education and training service made available to a student.

Quality
refers to the degree to which a set of inherent characteristics fulfils requirements.* The quality of education and training means the ability of education and training to meet specified objectives and customer needs.

Quality assessment
means an activity involving interpretive analysis of the degree to which the target of assessment meets the quality requirements specified. In vocational education and training, assessment may focus on aspects such as the quality of plans for arranging competence tests, student performance and education and training, effectiveness of co-operation with the world of work, correspondence between demand for and supply of education and training, or organisational operations as a whole.

Quality assurance
is that part of quality management focused on providing confidence that quality requirements will be fulfilled.* Examples of quality assurance in vocational education and training include vocational skills demonstrations at upper secondary level and competence tests in vocational adult education and training.

Quality award
is an award granted by an external organisation to an organisation that has achieved the quality requirements set for its operations and that demonstrates a better standard of quality than the other organisations that participated in the quality awards competition. A quality award may also be granted for excellent performance and good results achieved based on this in some area of operations. Quality awards may be tangible or symbolic.

Quality criterion
is a criterion on the basis of which quality is judged. Examples of quality criteria in vocational education and training include student employment, for example.

Quality improvement
is an activity focused on enhancing functions and processes in order to increase the benefits provided by these both for the organisation itself and for its customers.

Quality management
means co-ordinated activities to direct and control an organisation with regard to quality.*

Quality management system
means a management system to direct and control an organisation with regard to quality.*

Quality manual
is a document specifying the quality management system of an organisation.* A quality manual may consist of several documented records and it aims to facilitate the daily work carried out within an education and training organisation. Nowadays, the same document is also referred to as an ‘operational manual’.

Quality system
is a mechanism used to systematically filter the quality policy and objectives defined by the management throughout the organisation. The system is organisation-specific and consists of elements such as the ground rules and procedures to be observed within the organisation. These may be documented in a quality manual, but more important than the form is that the system is practical and encourages to systematic action. Nowadays, the term ‘operational system’ is also used when the intention is to emphasise quality management as being an integral part of operations.

Quality work
covers all activities focused on improving the quality of organisational functions and assuring their quality.

Self-evaluation
means interpretive analysis of the operations of an organisation and of people operating within it. Self-evaluation examines whether operational objectives are being achieved and whether this is taking place in the most sensible manner possible. Self-evaluation helps the organisation to recognise its current status, set new objectives and launch development activities in order to achieve these objectives.

Strategy
sets out the means by which goals are pursued, thus providing guidelines for organisational operations aiming to achieve the goals. Based on the strategy, each organisation draws up its operational plans and decides on the concrete means applied to implement them.

Values
express what is important in an organisation’s operations and what the operations are based on. The values of vocational education and training may be relevance to the world of work and a student-centred approach, for example.

Vision
is a perception of an organisation's desired future state that is justified in terms of the organisation's raison d'être and values.

Current Situation in Partners' centre, organ						
	France	Portugal Each Centre Results*				
		Rio Meao	Cecoa	Cacilha	Isla Santarem	Fundacao Alentejo
POTENTIAL CLIENTS						
1/ Study of potential clients needs	**1**	**0**	1	1	1	1
2/ Outreach approach	**1**	1	1	0	1	1
STAFF						
4/ How many Staff members	**7**	10	18	19	19	2
4 b/ Staff members contracts						
5/ How many counsellor	**4**	4	1	1	2	2
5 b/ Counsellors Contracts						
6/ Counsellors Different roles	**1**	0	0	1	0	0
7/ Educational requirements	**1**	1	1	1	1	1
8/ Work experience	**1**	0	0	0	0	0
9/ Personnality	**1**	0	0	0	1	1
10/ Activity proportions	**0**	0	0	0	0	0
RESOURCES / EQUIPMENT						
11/ Premises	**1**	1	1	1	1	1
12/ Equipment	**0**	0	0	1	1	1
13/ Specialized library, etc	**1**	1	1	1	1	1
GUIDANCE PROCESS						
14/ Guidance types proportions	**1**	1	1	1	1	1
15/ Different stages	**0**	1	1	1	1	1
16/ Ways of guidance	**1**	1	1	1	1	1
17/ Counselling process	**1**	1	1	1	1	1
18/ Method for Counselling work	**0**	**1**	**0**	1	1	1
PARTNERSHIP						
19/ Level of partnership	**1**	1	1	1	1	1
20/ For which kind of activities	**1**	1	1	1	1	1
INFORMATION / PROMOTION						
21/ Carrying out of promotion activities	**1**	1	1	1	1	1
22/ Plan ning or monitoring in the centre	**1**	1	1	1	1	1
QUALITY EVALUATION						
23/ Quality defined system	**0**	1	0	1	1	1

RESULTS OF GUIDANCE						
24/ Results monitoring	**1**	1	1	1	1	1
EFFECTS OF GUIDANCE						
25/ Effects monitoring	**1**	1	1	1	1	1
MANAGEMENT / ADMINISTRATION						
26/ Regional / National development plans	**1**	1	0	1	1	1
27/ Normative / legal framework	**1**	1	1	1	1	1
28/ Organisation of guidance work	**0**	1	1	1	1	1
29/ Money transparency	**1**	1	1	1	1	1
OTHER						
Other	**1**	0	0	1	0	0

KEYS FOR READING **1 = YES** **0 = NO** **In cases where questions don't expect an answer (yes or no), 1 mea**

Percentages represents the proportion of agreement among the partners, For instance, 95,83% means that just one partner answered differently tha

100 **Means that all the partners agree on that question**

* About portuguese case, each respondent has been counted as 1/6 of the total of the Portugal Questionnaire. Under the Portugal ALL category are the collect

isation or project

	Portugal ALL	Finland	Slovenia	Total	Detailed Table
MPV Consultants					
					See questionnaires
1	0.83	1	1	95.83	
1	0.83	1	1	95.83	
					TABLE A1
5	73	14	1 to 3	97	
1	11	14	1 to 3	32	
1	0.33	0	1	58.33	
0	0.83	1	1	95.83	
0	0	1	1	75.00	
0	0.33	0	1	58.33	
1	0.17	0	1	29.17	
					TABLE A2
0	0.83	1	1	95.83	
0	0.5	1	1	62.50	
0	0.83	0	1	70.83	
					TABLE A3
1	1	1	1	100	
0	0.83	1	1	70.83	
1	1	1	1	100	
0	0.83	1	1	95.83	
1	0.83	0	1	45.83	
					TABLE A4
1	1	1	1	100	
1	1	1	1	100	
					TABLE A5
1	1	1	1	100	
1	1	1	1	100	
					See Partners' Reports
0	0.67	0	1	41.67	

					TABLE A6
1	1	1	1	100	
					TABLE A7
0	0.83	0	1	70.83	
					See questionnaires
1	0.83	1	1	95.83	
1	1	0	1	75	
1	1	1	1	75	
1	1	1	1	100	
					See questionnaires
0	1 on 6	0	0	2 on 10	

ans that the partner gave an opinion and 0 means he didn't answer,
an the others.

tive results for Portugal

ANNEX 3

Questionnaires Data Analysis

Current Situation in Partners' centre, organisation or project

	France	Portugal Each Centre Results*						Portugal ALL	Finland	Slovenia	Total	Detailed Table
		Rio Meao	Cecoa	Cacilha	Isla Santarem	Fundacao Alentejo	MPV Consultants					
POTENTIAL CLIENTS												**See questionnaires**
1/ Study of potential clients needs	**1**	**0**	1	1	1	1	1	**0.83**	**1**	**1**	**95.83**	
2/ Outreach approach	**1**	1	1	0	1	1	1	**0.83**	**1**	**1**	**95.83**	
STAFF												**TABLE A1**
4/ How many Staff members	**7**	10	18	19	19	2	5	**73**	**14**	**1 to 3**	**97**	
4 b/ Staff members contracts												
5/ How many counsellor	**4**	4	1	1	2	2	1	**11**	**14**	**1 to 3**	**32**	
5 b/ Counsellors Contracts												
6/ Counsellors Different roles	**1**	0	0	1	0	0	1	**0.33**	**0**	**1**	**58.33**	
7/ Educational requirements	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
8/ Work experience	**1**	0	0	0	0	0	0	**0**	**1**	**1**	**75.00**	
9/ Personnality	**1**	0	0	0	1	1	0	**0.33**	**0**	**1**	**58.33**	
10/ Activity proportions	**0**	0	0	0	0	0	1	**0.17**	**0**	**1**	**29.17**	
RESOURCES / EQUIPMENT												**TABLE A2**
11/ Premises	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
12/ Equipment	**0**	0	0	1	1	1	0	**0.5**	**1**	**1**	**62.50**	
13/ Specialized library, etc	**1**	1	1	1	1	1	0	**0.83**	**0**	**1**	**70.83**	
GUIDANCE PROCESS												**TABLE A3**
14/ Guidance types proportions	**1**	1	1	1	1	1	1	**1**	**1**	**1**	100	
15/ Different stages	**0**	1	1	1	1	1	0	**0.83**	**1**	**1**	**70.83**	
16/ Ways of guidance	**1**	1	1	1	1	1	1	**1**	**1**	**1**	100	
17/ Counselling process	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
18/ Method for Counselling work	**0**	**1**	**0**	1	1	1	1	**0.83**	**0**	**1**	**45.83**	
PARTNERSHIP												**TABLE A4**
19/ Level of partnership	**1**	1	1	1	1	1	1	**1**	**1**	**1**	100	
20/ For which kind of activities	**1**	1	1	1	1	1	1	**1**	**1**	**1**	100	
INFORMATION / PROMOTION												**TABLE A5**
21/ Carrying out of promotion activities	**1**	1	1	1	1	1	1	**1**	**1**	**1**	100	
22/ Plan ning or monitoring in the centre	**1**	1	1	1	1	1	1	**1**	**1**	**1**	100	
QUALITY EVALUATION												**See Partners' Reports**
23/ Quality defined system	**0**	1	0	1	1	1	0	**0.67**	**0**	**1**	**41.67**	
RESULTS OF GUIDANCE												**TABLE A6**
24/ Results monitoring	**1**	1	1	1	1	1	1	**1**	**1**	**1**	100	
EFFECTS OF GUIDANCE												**TABLE A7**
25/ Effects monitoring	**1**	1	1	1	1	1	0	**0.83**	**0**	**1**	**70.83**	
MANAGEMENT / ADMINISTRATION												**See questionnaires**
26/ Regional / National development plans	**1**	1	0	1	1	1	1	**0.83**	**1**	**1**	**95.83**	
27/ Normative / legal framework	**1**	1	1	1	1	1	1	**1**	**0**	**1**	**75**	
28/ Organisation of guidance work	**0**	1	1	1	1	1	1	**1**	**1**	**1**	**75**	
29/ Money transparency	**1**	1	1	1	1	1	1	**1**	**1**	**1**	100	
OTHER												**See questionnaires**
Other	**1**	0	0	1	0	0	0	**1 on 6**	**0**	**0**	**2 on 10**	

KEYS FOR READING **1 = YES** **0 = NO** **In cases where questions don't expect an answer (yes or no), 1 means that the partner gave an opinion and 0 means he didn't answer,**

Percentages represents the proportion of agreement among the partners, For instance, 95,83% means that just one partner answered differently than the others.

100 **Means that all the partners agree on that question**

* About portuguese case, each respondent has been counted as 1/6 of the total of the Portugal Questionnaire. Under the Portugal ALL category are the collective results for Portugal

Quality Areas and Criteria

	France	Portugal Each centre's results						Port. All	Finland	Slovenia	Total	More details
		Rio Meao	Cecoa	Cacilha	Isla Santarem	Fundacao Alentejo	MPV Consultants					See Table A8
POTENTIAL CLIENTS												
1/ Study of potential clients needs	**1**	1	1	1	1	1	1	**1**	**1**	**1**	**100**	
2/ Outreach approach	**1**	1	1	0	1	1	1	**0.83**	**0**	**1**	**70.83**	
STAFF												
4/ How many Staff members	**1**	1	1	0	1	1	1	**0.83**	**0**	**1**	**70.83**	
4 b/ Way of employment	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
5/ How many counsellor	**1**	1	1	1	1	1	1	**1.00**	**0**	**1**	**75.00**	
5 b/ Diversity of employment	**1**	1	0	1	1	1	1	**0.83**	**1**	**1**	**95.83**	
6/ Counsellors Different roles	**1**	1	1	1	1	1	1	**1.00**	**0**	**1**	**75.00**	
7/ Educational requirements	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
8/ Work experience	**1**	1	1	1	1	0	0	**0.67**	**1**	**1**	**91.67**	
9/ Personnality	**1**	1	1	1	1	1	1	**1.00**	**0**	**1**	**75.00**	
10/ Activity proportions	**0**	0	0	0	**0**	0	0	**0.00**	**0**	**1**	**25.00**	
RESOURCES / EQUIPMENT												
11/ Premises	**1**	1	1	1	1	1	1	**1**	**0**	**1**	**75**	
12/ Equipment	**1**	1	1	1	1	1	0	**0.83**	**0**	**1**	**70.83**	
13/ Specialized library, etc	**1**	1	1	1	1	1	1	**1**	**1**	**1**	**100**	
GUIDANCE PROCESS												
14/ Guidance types proportions	**1**	1	1	1	1	1	1	**1**	**1**	**1**	**100**	
15/ Different stages	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
16/ Ways of guidance	**1**	1	1	1	1	1	1	**1**	**1**	**1**	**100**	
17/ Counselling process	**1**	1	1	1	1	1	1	**1**	**1**	**1**	**100**	
18/ Method for Counselling work	**1**	1	1	1	1	1	1	**1**	**1**	**1**	**100**	
PARTNERSHIP												
19/ Collaboration with partners	**1**	1	1	1	1	1	1	**1**	**1**	**1**	**100**	
20/ Partnership definition	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
INFORMATION / PROMOTION												
21/ Carrying out of promotion activities	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
22/ Plan ning or monitoring in the centre	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
QUALITY EVALUATION												
23/ Quality defined system	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
RESULTS OF GUIDANCE												
24/ Monitor results of guidance	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
EFFECTS OF GUIDANCE												
25/ Monitor effects of guidance	**1**	1	1	1	1	1	0	**0.83**	**0**	**1**	**70.83**	
MANAGEMENT / ADMINISTRATION												
26/ Guidance integration	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
27/ Normative regulation	**1**	1	1	1	1	1	0	**0.83**	**0**	**1**	**70.83**	
28/ Work time, organisation, etc…	**0**	1	1	1	1	1	0	**0.83**	**1**	**1**	**70.83**	
29/ Money transparency	**1**	1	1	1	1	1	0	**0.83**	**1**	**1**	**95.83**	
OTHER												
Other criteria	**1***	0	0	1	0	0			**1**	**0**		

KEYS FOR READING

100	**All partners agree**
1	The partner thinks that criteria is important in terms of quality assurance
0	The partner don't think that criteria is important in terms of quality assurance
95.83	Means that 95,83% of countries interviewed think that criteria is important in terms of quality assurance (Portugal including 6 voices)
OTHER	Under that category, 1 means that the partner gave an input in "other"
1*	See french investigation report page 16 to know more about our ideas for other quality criteria

A1 - STAFF

Partners	Number of Staff	Counsellors	Other Staff	Kind of contract	Educational Requirements	Experiences	Personnality	Counselling Work Proportion
France	7	4	3	Counsellors are all permanent and full time	Master degree in HR or Psychology	At least a first experience in training, guidance and public accompaniment	Adaptation, self-reviewing, ability to find information, confidentiality, team work, empathy	NO
Finland	14	14		Full time employees but Part time work on the project	They must be qualified VET teachers or counsellors	Some experience in VET	NO	Due to the project, counselling and preparatory work hours are defined in advance.
Portugal *Total of the 6 centres*	73	11	62	Most of counsellors are full time	Degree in Social Sciences (Portuguese Law) / No for MPV	NO	No (4 on 6) Proactivity, empathy (2 on 6)	NO (5 on 6)
Rio Meao	10	4	6	Counsellors are full time / Trainers are part time	Training in Social Sciences and Humanities, specifically in Educational Psychology (career guidance, (re) orientation and career development) and training on National Qualifications Framework, in a lifelong learning logic.	NO	NO	NO
CECOA	18	1	17	6 full time internal staff and 12 external staff (full time according to the hours dedicated to CECOA	University degree in the Social Sciences area	NO	NO	NO
Cacilhas	19	1	18	The administrative, the 4 RVC professionals and 2 teachers are working full-time. The other teachers are also working with adults but mainly in training courses that take place at the same school premises.	Degree in Social Sciences	NO	NO	NO
Isla Santarem	19	2	17	Both counsellors are full time	Degree in Social Sciences	NO	Proactivity, empathy, enthusiasm, calm in ambiguity situation, commitment to excellence	NO
Fundação Alentejo	2	2	0	Both are full time	Superior qualification in human and social sciences further qualification in guidance and counselling	NO	Empathy, listening, proactivity, organization	NO
MPV Consultant	5	1	4	Full time (MPV Team) and freelancers in part time	NO	NO	NO	YES
Slovenia	1 to 3			some of the staff work as full-time counsellors and some of them as part-time counsellors. The number of staff depends on the size of the population in the region and estimated needs for the guidance.	Master degree or a doctorate in social sociology (preferably hr management), organisation and system management, social work Pedagogic-andragogic training Professional examination in the field of education	Counsellor: at least three years of work experience in education or counselling. Manager: at least five years	empathy, active listening, communication skills	Planning, monitoring and evaluating of the guidance work **10%** developmental tasks **15%** Preparing for guidance work **15%** Guidance work **40%** Connection with network **15%** Professional training of counsellor **5%**

	France	Portugal	Finland	Slovenia
A2 - RESOURCES / EQUIPMENT				
11/ Premises	Individuals offices for interviews - Collective office dedicated to internet research - Accessibility for non-ambulant persons.	The National New Opportunities project defines the standards according to the National Strategic Reference Framework partly financed by EU / the National Operational Program of Human Internal Procedural guidelines of IEFP (Institute of Employment and Vocational Training). - Rooms for hosting at least 15 to 20 people must be available - Private room for individual interview	Service hours and easy availability	Special room for individual guidance work inside and outside the centre
12/ Equipment	No standards, except a private office for individual interviews (confidentiality)	The National New Opportunities project defines the standards. A laptop with net, phone, databases. Although there are no standards regarding equipment, the utilization of a Power point presentation in Adults Group sessions (hosting and information sessions) is always used (computer with PW software and beamer) Three computers and a small library in the waiting area.	Laptop Access to internet.	Counsellor: Desk and chair, computer, printer, telephone / internet access, book-case/cabinet, a materials stand, - Clients: Desk and several chairs
13/ Specialized library, etc	Library contents psychological tests (Personnality, Knowledge, Motivation, Professional interests, etc…) - Job definition database. - Training programs database.	National Agency for Qualification (ANQ) have defined a set of technical guidelines on the hosting, diagnosis and referral by, as well as a set of instruments (index-type. - ANQ: book editions of work guidelines Standards of the New Opportunities System, but each CNO has the liberty to decide which kind of database to create and which kind of Guidance and Counselling instruments to use. - The only instruments that are standardised are the Registration form and the Personal Qualification Plan. - Internal Guideline of the "way to do it" (isla santarem) - All the instruments are/were created or adapted for our specific public by the counsellors. (isla santarem)	Access to internet.	Selection of magazines specialised in guidance and education. - Database that includes all the fundamental documents needed for guidance work: basic legislation of adult education, national calls for enrolment, overview of certified adult education programmes and providers. - Different guidance instruments.

A3- GUIDANCE PROCESS

14/ Do you carry out different types of guidance for adults and what is the proportion between them?

Questions	France	Portugal							Finland	Slovenia	TOTAL	
		Rio Meao	*Cecoa*	*Cacilha*	*Isla santarem*	*Fundacao Alentejo*	*MPV Consultants*	TOTAL (average)				
Educational guidance		*55%*	*95%*	*70%*	*70%*	*65%*	*20%*	63%	20%	70%	38%	Educational guidance
Vocational guidance	70%	*5%*	*5%*	*20%*	*10%*	*25%*		11%	50%	10%	35%	Vocational guidance
Career guidance	30%	*40%*		*10%*	*20%*	*10%*	*10%*	15%	20%	10%	19%	Career guidance
Personal life guidance										10%	3%	Personal life guidance
Liberal adult education									10%		3%	Liberal adult education
The Labour Code - Law training							*70%*	12%			3%	???

15/ Do you carry out guidance for the adults related to education or training at different stages ?

	France	Portugal							Finland	Slovenia	TOTAL	
		Rio Meao	*Cecoa*	*Cacilha*	*Isla santarem*	*Fundacao Alentejo*	*MPV Consultants*	TOTAL				
Before enrolment into vocational education	1	*1*	*1*	*1*	*1*	*1*	*0*	0.833333	1	1	95.83	Before enrolment into vocational education
During the courses of vocational education	0	*0*	*0*	*0*	*0*	*0*	*1*	0.166667	0	1	29.17	During the courses of vocational education
When the vocational education is complete	0	*1*	*1*	*1*	*1*	*1*	*0*	0.833333	0	1	45.83	When the vocational education is complete

16/ Do you have set out in what ways you carry out guidance to adults ?

	France	Portugal							Finland	Slovenia	TOTAL	
		Rio Meao	*Cecoa*	*Cacilha*	*Isla santarem*	*Fundacao Alentejo*	*MPV Consultants*	TOTAL				
Guidance in person	1	*1*	*1*	*1*	*1*	*1*	*1*	1	1	1	100	Guidance in person
Guidance by telephone	0	*0*	*0*	*1*	*1*	*0*	*1*	0.5	1	1	62.5	Guidance by telephone
Guidance by electronic mail	0	*0*	*0*	*1*	*1*	*0*	*1*	0.5	1	1	62.5	Guidance by electronic mail
Guidance for individuals	1	*1*	*1*	*1*	*1*	*1*	*1*	1	1	1	100	Guidance for individuals
Guidance for groups	1	*1*	*1*	*1*	*1*	*1*	*1*	1	1	1	100	Guidance for groups
Guidance via information materials										1	25	Guidance via information materials

A4 - PARTNERSHIP

Partners	Level of partnerships	For which kind of activities	Comments
France	Regional Stakeholders - Local Training Centres who provide guidance - Other CIBC Centres (Regional and national networks) - European network of partners (guidance and LLL)	To provide guidance in training centres - To elaborate common tools - To organize common information events - To train some trainers - To lead some studies	Partnerships become difficult to establish with other guidance centres for 2 main reasons: 1- French system is divided according to the target group (centres often take care of specific public) / 2- Guidance is more often led thanks to call for tenders and call for projects, what brings the guidance centres to become "competitors".
Finland	International : similar projects, other partners	Bechmarking and sharing good practices	
Portugal			
Rio Meao	Job Centres, Associations, Parish Councils and other public entities, Companies	Information, exploration and integration of our services, adult recruitment and assignment of spaces	
CECOA	companies, associations, local public bodies, Social Solidarity organisations - Training providers - ANQ (public body responsible for guidance) - IEFP (objectives providers) - other CNOs	Presentation of CECOA's activities to find potential clients - To find suitable training offer to each kind of needs - To adapt CECOA's activities to authorities' recommandations and objectives - Information sharing regarding Educational and Professional Guidance	
Cacilhas	enterprises, Town Hall, hospitals, fire department, other New Opportunities Centres, Job Centre and international partners in Poland	information about the activities of our Centre, exchange of information between partners about training offers or training courses specific needs	
Isla Santarem	Local and Regional Partners: other CNO centres (regional and national), city council, Parish council, local associations, NGOs, public institutions, portuguese army and european partners	Vocational needs; to promote the certification process inside the workplace or housing place. Informatics System: SIGO (National network that connects more than 1000 training organizations and the 486 CNO – New Opportunities Centres - in Portugal)	
Fundação Alentejo	Other CNO - Local entities of professional and schooling qualification - Employment centres.	in sharing the different offers of education; in finding the adults the adult' needs and sharing those needs in order to promote the right solutions	
MPV Consultant	Public New Opportunities Centers - Corporate Clients - Private Institutions of Social Solidarity - NGO		
Slovenia	Strategic partners: Representatives from the city council, employment service office, organisations involved in regional development, regional offices of the Chamber of Commerce and Chamber of Craft and Small Businesses. Expert partners: organisations that locally work in the field of guidance or adult education, at least representatives of adult education institutions, other counselling organisations, employment offices.	Specific tasks of strategic partners are: estimate the situation of development of guidance activities, the need for further development of guidance activities in the local area, the interest for guidance activities - discuss and agree on coherent and economical development of activities, on usage of all resources and on connection of relevant institutions from local environment, represent interests of local guidance network in developmental programmes of local environment etc. Specific tasks of professional partners are: Develop various kinds, forms and contents of guidance service, ensure the best possible access to their service, offer professional and objective counsellors (advisers) with higher education; maintain national and local up-to-date databases to support guidance activities; monitor and analyse the needs for information and guidance in education and learning of various adult target groups; monitor and continuously improve the effectiveness and quality of the provided services etc.	

A5 - INFORMATION AND PROMOTION

Partners	Promotional/Informational activities carried out	Do you plan or monitor Information and Promotion activities about guidance in adult VET
France	Participation to forums and events about guidance, LLL and employment - and often monitor information event (with a Regional Support) oon the theme of guidance to professionals and public - our website presents our services - we have flyers and we plan to create a "guidance newsletter"	We monitor planning of our information and promotion activities
Finland	Information/adds in newspapers and in internet on VET providers home pages.	We monitor frequency of our information and promotion activities
Portugal		
Rio Meao	In our view, the guidance process necessarily involves the transmission of information as well as carrying out activities aimed at obtaining information on the environment educational / training offers to ensure that an informed and conscious final decision.	We monitor planning of our information and promotion activities
CECOA	Carrying out of information sessions about CECOA's guidance and counselling services through individual or collective sessions - Companies are also reached via CECOA's partnership and business department	We monitor planning of our information and promotion activities
Cacilhas	information and awareness-raising campaign through TV ads, press ads, TV spots, brochures, flyers and outdoors - We organize and participate in all the activities that have to do with guidance. We design flyers and roll-ups - We organize sessions for unemployed citizens (partnership with the Job Centre) - Our site is also a good way of giving information. There is a general description of our centre in Portuguese, English, French, German, Spanish, Italian and Polish. (an immigrant who is living in Switzerland found out information about New Opportunities through our site).	We monitor planning / frequency / diversity / adaptability / regional coverage of our information and promotion activities
Isla Santarem	Media (local and regional newspaper and radio) - Flyers - Roll-ups - Companies newsletters - Project about Citizenship ("Desafiar a Cidadania" 2011) - National Agency for Qualification	We monitor planning / frequency / diversity / adaptability / regional coverage of our information and promotion activities
Fundação Alentejo	We have information in a net page and in the newspaper. we carry out various sessions (rural and urban areas) with qualified technicians in order to explain what we do and how we can help them. We carry out these sessions in our centre and in other places of the community; we do it also when we are searched by local entities. We search the local entities asking if they have adults in need of qualification.	We monitor regional coverage of our information and promotion activities
MPV Consultant	Newspaper - net page - newsletter - technical guidelines (ANQ)	We monitor planning / frequency / diversity / adaptability / regional coverage of our information and promotion activities
Slovenia	One permanent form of informing potential target groups and promoting its activities - different types of media (radio, newspapers, television, world wide web, leaflets, posters, billboards) - The guidance centre adjusts the method and the contents of information and promotion to the needs of different target groups - informing of potential target groups and promoting its activities in the entire region.	We monitor planning / frequency / diversity / adaptability / regional coverage of our information and promotion activities

Choices availlable in the original question:

b) We monitor planning of our information and promotion activities (or we have operational plans for information and promotion).
c) We monitor frequency of our information and promotion activities (how often we provide information to adults and others).
d) We monitor diversity of our information and promotion activities (e.g. if we appear in the newspapers, on the radio, TV...).
e) We monitor adaptability of our information and promotion to different target groups (understandable texts and relevant media for different target groups).
f) We monitor regional coverage of our information and promotion (if we cover all areas: urban, rural...).

We monitor also *(Describe.)* ……..

A6 - RESULTS OF GUIDANCE

Fields of monitoring	France	Finland	*Rio Meao*	*CECOA*	*Cacilhas*	*Isla Santarem*	*Fundação Alentejo*	*MPV Consultant*	Portugal	Slovenia
b) Yes, we monitor number of services.	x	X	X	x		x			3 on 6	x
c) Yes, we monitor number of service clients.	x	X	X	x	x	x	x	x	6 on 6	x
d) Yes, we monitor demographic characteristic of service clients.	x		X	x	x	x	x	x	6 on 6	x
e) Yes, we separately monitor guidance to vulnerable groups.	x		X			x	x		3 on 6	x
f) Yes, we separately monitor the coverage of target groups specific to local environment.			X				x		2 on 6	x
g) Yes, we monitor client satisfaction with guidance.	x				x		x	x	3 on 6	x
h) Yes, we monitor the extent to which the provision of guidance helped to solve the clients problem.					x		x		2 on 6	x
i) Yes we monitor other fields				Adult stands in the process					1 on 6	

A6 - EFFECTS OF GUIDANCE

Fields of monitoring	France	Finland	*Rio Meao*	*CECOA*	*Cacilhas*	*Isla Santarem*	*Fundação Alentejo*	*MPV Consultant*	Portugal	Slovenia
b) Yes, we monitor increased participation of adults in lifelong learning.			X		x		x		3 on 6	x
c) Yes, we monitor increased study success of adults.					x	x			2 on 6	x
d) Yes, we monitor decrease of dropout rates.	x		X	x	x	x	x		5 on 6	x
e) Yes, we monitor decrease in social marginalisation of adults.									0 on 6	x
f) Yes, we monitor other fields						x			1 on 6	

A8 - COMMON IMPORTANT CRITERIA FOR QUALITY
Criteria seen as important in terms of quality assurance (100% agreement among partners)
The identification of the needs and characteristics of potential clients
Defining specialised library, different databases and guidance instruments
Our quality model should address all the types of guidance that you marked guidance for adults related to the education and training (educational guidance). guidance for adults related to the choice of profession (vocational guidance). guidance for adults related to the development of the career (career guidance). guidance for adults related to personal life
Carrying out guidance in different ways guidance in person guidance by telephone guidance by electronic mail guidance for individuals guidance for groups guidance via information brochures/materials
The determination of how the »counselling process« has to be carried out
Defined method of monitoring the counseling work with the clients is important
To establish collaboration with different partners

100% of partners interviewed think that criteria are important in terms of quality assurance in

IT SEEMS IMPORTANT TO TAKE INTO ACCOUNT CRITERIA THAT GATHERED AT LEAST 70% OF CENTRES INTERVIEWED BECAUSE 70% MEANS THAT ONLY 2 CENTRES ON 9 DON'T AGREE. IN THAT CASE JUST 1 CRITERION SHOWS A BIG LEVEL OF DISAGREEMENT (see table in red),

ANNEX 4

Partners' reports (Full Version)

France: WP2 French Investigation Report

Portugal: WP2 Portuguese Investigation Report

Finland: WP2 Finnish Investigation Report

Slovenia: WP2 Slovene Investigation Report

French Investigation Report

I. EQARF: state of art of implementation in France

I.1. Local, Regional, National level

The following table summarises evidence identified that relates any indicators used at national level to the ten indicators proposed in the EQARF recommendation:

#	Indicators	Organization(s)	Observations
1 The share of VET providers applying a quality assurance system that reflects the CQAF	The share of VET providers applying a quality assurance system that reflects the CQAF	Ministry of Education, National Council for Lifelong Vocational Training	Whilst CQAF has been promoted in France, it is not clear at this stage until what extent its implementation is monitored.
2 The level of investment in the training of trainers	The level of investment in the training of trainers	Ministry for Education, National Council for Lifelong Vocational Training	The recruitment of teachers in the civil service and public sector, depends on the needs of the various professional fields and branches, and is usually by competitive examination. However, it is not evident if this particular indicator is being used.
3 Participation rates in initial VET and lifelong learning	Participation rates in initial VET and lifelong learning	Ministry of Education, National Council for Lifelong Vocational Training	It is also at this stage unclear, if this indicator is being used for Quality Assurance purposes in the VET system. Nevertheless, as for previous indicators, Pole Emploi has access to data on the number and percentage rates of people in IVET

			and CVET, as well as the National Council for Lifelong Vocational Training, provider of training programs. Statistical data for this indicator, on the number and percentage of people concerned, are provided by the French National Institute for Statistics and Economic Studies.
4 Successful completion of training	Successful completion of training	Ministry of Education, National Council for Lifelong Vocational Training	The indicator on successful completion of training is under the responsibility of the Ministry of Education and National Council for Lifelong Vocational Training. Both institutions have the ability to make an accurate assessment to measure this indicator through their vast contact network of institutions and organizations at all territorial levels. However, it is at this stage still unclear, how this indicator is currently being used.
5 Destination of trainees six months after completing their training	Destination of trainees six months after completing their training	Ministry of Education, National Council for Lifelong	It is not clear whether this indicator is being used for quality

		Vocational Training	assurance purposes in the VET system, however, Social partners and enterprises, in connection to the National Council for Lifelong Vocational Training assess the success and failures on people accessing the job market after completing training schemes.
6 The use of the acquired skills in the workplace	The use of the acquired skills in the workplace	Ministry of Education, National Council for Lifelong Vocational Training	Acquired skills in the workplace are also a task evaluated by the National Council for Lifelong Vocational Training, in cooperation with the Ministry of Education, being the Ministry responsible for the elaboration and implementation of training schemes and structures. It is however not clear, if this indicator is being used for quality assurance in the VET system.

#	**Indicators**	**Organization(s)**	**Observations**
7 The levels of unemployment according to different groups in society	The levels of unemployment according to different groups in society	Ministry of Education, National Council for Lifelong Vocational Training	The level of unemployment of different groups is statistical data provided by the French National Institute for

8 Prevalence of vulnerable groups in the VET system	Prevalence of vulnerable groups in the VET system	Ministry of Education, National Council for Lifelong Vocational Training	Statistics and Economic Studies and by EUROSTAT. How to tackle these different groups through VET and social inclusion relies on Pôle Emploi and the DSS, the French Social Security Directorate that manages all organizations, including independent professions or special regimes1. The prevalence of vulnerable groups in the VET system is an indicator, that the Pôle Emploi assesses through the number of people in difficult situations (e.g. long term unemployment) attending their services, as well as the National Council for Lifelong Vocational Training, provider of training programs. As this is an indicator on social issues, statistical data on the number and percentage of people from different vulnerable groups are provided by the French National Institute for

			Statistics and Economic Studies. However, it is again, not clear if this indicator is being used for quality assurance in the French VET system.
9 The existence of mechanisms to relate developments in labour market to VET systems	The existence of mechanisms to relate developments in labour market to VET systems		It is not clear at this stage, whether this information is being measured for quality assurance purposes for VET.
10 The existence of schemes to promote better access to VET	The existence of schemes to promote better access to VET	Ministry of Education, National Council for Lifelong Vocational Training	According to a recent CEDEFOP study the following indicators are being considered: for apprenticeships weight given to apprenticeships as part of the level of education, the system or in large enterprises; dropout rate, and rate of recognised qualification. At this stage, it is not clear whether such indicators have been implemented.

http://www.eqavet.eu/Libraries/EQARF_Indicators/EQARF_Indicators_France.sflb.ashx

According to our investigation, it seems that EQARF system is not yet implemented in France, namely in guidance and counselling in adult VET. Other quality systems are in vigour, compatible with EQARF, but not officially qualified as well.

I.2. For Guidance and Counselling in Adult VET

As far as Quality Assurance in Vocational Education and Training in France is concerned, the Ministry of Education in France is the competent body defining strategies, policies, framework and learning and teaching programs and ensures staff recruitment and management of training activities.

The Ministry is also responsible for Vocational education at secondary level, including a national curriculum, exams and diplomas, recruitment, training and other related activities.
Furthermore, the Department under the name "High Council for Evaluation" evaluates the performance and activities of teachers, covering the field of secondary vocational training.
In recent years, France has taken many initiatives to introduce quality criteria for its VET system.
At national level, the Outline Financial Legislation Act (LOLF) of 1 August 2001 introduced 'a culture of results, of spending more wisely and making public action more effective'. The overall national budget is now broken down by missions, programmes and measures – rather than by ministry, as previously – so that performance indicators can be drawn up. In addition, the Research, Surveys and Statistics Development Department (DARES) of the Ministry of Employment, the Evaluation, Forecasting and Performance Department (DEPP) of the Ministries of Education and of Higher Education and Research, and the Centre for qualifications Studies and Research (CEREQ) all compile statistics and conduct studies to assess the effectiveness of the policies implemented.
At regional level, the regional councils, which are now in charge of apprenticeships and vocational training for young people and adults, have adopted 'quality charters'. These documents are co-signed by vocational bodies representing particular sectors, or by training organisations that enter into contractual agreements with the region.
They cover various aspects of training, such as:

- Improving provision for apprentices, placing workers in jobs, and qualifications in specific sectors;
- Enhancing the quality of services offered by training bodies, including the way trainees are treated on work placement, as well as training methods, follow-up and help with job finding.

At training provider level, a number of quality labels were introduced in France in the early 1990s, with a view to certifying the quality of training organisations and trainers. The training of vocational education tutors, teaching methods and the range of courses available have all been overhauled and modernised, notably with the development of block-release training and new information and communication technologies .
As far as quality assurance for CVET is concerned, with the development of quality initiatives such as ISO, the Ministry of Education created a quality label for its adult training network. This label aims to reinforce conditions for personalizing needs for vocational education and training, bringing in ISO quality measures to the system.
In addition to the information provided in the following section discussing the EQARF indicators, it is worth noting that the Ministry of Education was also considering the introduction of the following indicators as quoted from the recent CEDEFOP comparison of seven Member States use of output targets for improving quality in the VET system . "The rate of:

- Continuation into higher education of people who obtain the baccalaureat;
- Continuation into STS (Section de techniciens supérieurs) of people who obtain a technical baccalaureat;
- Young people employed seven months after the end of upper secondary school (excluding those who go on to further studies).

http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/france.aspx#main

According to the research led in the framework of EuroPeerGuid Project, the stakeholders in charge of EQARF implementation in France, don't have many example of EQARF implementation in French guidance and counselling, yet.
In France, the Ministry for education is responsible for initial guidance and counselling and other Ministries for the professional or "continuing" guidance such as the Ministry of employment, the Min. of agriculture or the Min. of industry. Nevertheless there is a specific body which tries to have a global action: the Interministerial Delegate for Guidance.
The initiative is let to organisations, or Regions, at local level, being invited to follow the national recommendations to implement EQARF for quality assurance.
We can notice that each time government deal with guidance and quality assurance in adult VET, the regional and local institutions decide to also deal with the topic, and things begin to change. Some projects or organisations launched some initiatives about quality assurance and quality criteria definition :

- The quality Label AFAQ (http://www.afnor.org/en)
- The quality assurance process of National Federation of CIBC "Labellisation" (http://www.cibc.net/contenus/article-109-16-QA-Une_demarche_nationale_de_labellisation_Qualite_au_service_de_nos_clients.html)
- PRAO (Rhones Alpes Region Guidance Department) was involved in Leonardo Projects dealing with quality assurance in guidance :
- DROA Project (http://www.droa-eu.org/fr/index.php)
- AQOR Project (http://www.aqor.droa-eu.org/)
- DAQOR Project (ongoing project from 2009 to 2011, following the 2 previous projects above)

→ Probably because of the multiplicity of various organisations supplying guidance in France (more than 8000 organisations), with historical or internal way of working and managing quality, without any compulsory common reference framework for quality, and many levels for political decision making, France meets many difficulties to implement the European recommendations for a common quality assurance system.

II. VET Quality Assurance, Monitoring and Development Systems in France (In General)

II.1. Local level

Not applicable for CIBC, see the part dedicated to Guidance and Counselling (III).

II.2. Regional / National level

Lifelong learning is a national obligation. It includes initial training, including apprenticeship, and subsequent training, which are continuing vocational training for adults and young people already engaged in active life or engaged.
In addition, any person engaged in the workforce has the right to validate the non-formal and informal learning including professional or related to the exercise of union responsibilities.
The policy against illiteracy and for learning the French language is part of lifelong learning.

The government, local authorities, social partners and companies each contribute with their own characteristics and objectives, policies, training and funding.

Description of the VET System in France

The French compulsory education system is divided into three stages, the primary education (for ages 6-11), lower secondary education (for ages 12-15) and the upper secondary education in either a General and technological "Lycée" or in a vocational "Lycée" (compulsory for ages 15 and 16).
On completion of their schooling, pupils are awarded a brevet (national certificate) on the basis of their marks in the final two years (fourth and third classes) and a national examination. The brevet is not a compulsory qualification and continuation of their schooling in a lycée is not dependent on their passing the examination, but on having successfully completed the third year.
In order to enter the last stage of compulsory education, the Lycée, the pupils are offered three options, general studies, technological studies and vocational training.
The general and technological lycées provide the preparation for three types of general baccalaureate (economic and social, literary or scientific), a technological baccalaureate (with eight categories) or a vocational training certificate (brevet de technicien). Upon completion of the vocational “lycée”, the vocational training certificate allows students to enter working life, or to continue their studies in higher education vocational sections or in an “Institut Universitaire Technologique”.
The lycée professional provides a combination of general education and technical knowledge, including a guaranteed in-company placement. It prepares students over a two-year period for the first level of vocational qualification, corresponding to the “certificat d’aptitude professionnelle” (CAP) or the “brevet d’études professionnelles” (BEP). Both qualifications are similar, but while the CAP has a greater focus on vocational training, the BEP is more focused on general education, intended for those wanting to continue their studies. At the end of their initial vocational training, students may follow a two year program in order to obtain a vocational baccalaureate, leading to direct employment or to further study.
The Ministry of Education is responsible for education policy as pursued through vocational training in schools and through apprenticeships. The Ministry of Agriculture and Fisheries has a parallel responsibility for vocational training in agriculture. The Ministry of the Economy, Industry and Employment is in charge of

continuing vocational training for young people and adult job-seekers and for the vocational training of employees in the private sector (it can thus make rules and regulations and set training fees, etc.). Other ministries, such as the Ministry of Youth and Sport, are in charge of training and vocational diplomas in the areas for which they are responsible .
In 2004 the National Council for Lifelong Vocational Training (Conseil national de la formation professionnelle tout au long de la vie or CNFPTLV) was set up. Its tasks are to :

- Promote cooperation at national level among the various agencies involved;
- Advise on legislation and regulations concerning lifelong vocational training and apprenticeship;
- Assess regional policies for apprenticeship and continuing vocational training;
- Compile an annual report to Parliament on the utilization of financial resources earmarked for lifelong vocational training and apprenticeship.

With a view to coordinating vocational training policies and measures, regional employment and vocational training coordination committees (Comités regionaux de l'emploi et de la formation professionnelle or CCREFPs) have been established. These committees – made up of regional representatives of the Government as well as representatives of the regions, trade unions and employers' organizations, and regional chambers of agriculture, commerce, industry and trades – are tasked with promoting cooperation among the different agencies involved in vocational training. They ensure better coordination of vocational training and employment policies at national level. Specifically their functions include policy analysis, research, monitoring and evaluation.
The National Employment Agency (ANPE) and the National Union for Employment in Industry and Commerce (UNEDIC) merged in 2008 and created a new structure, "Pôle Emploi". This body is responsible for registering and advising unemployed people and paying out their benefits .

CVET

The French CVET system was introduced in the 1970s, involving the French state, regions, companies and social partners. It has its own distinct structure, in which collective bargaining plays an important role and people can access training in different ways, depending on their individual status: job seekers, employees, and their age, under 26, 26-45 and over 45 .
Continuing vocational training is intended for people, both young and old, who are already part of the workforce or are embarking on working life. It aims to help them find or return to work, to remain in employment, to develop their skills and acquire different levels of vocational qualification, to enhance their earning power and to improve their cultural and social circumstances. The social partners and the State have developed and implemented various schemes which fall into two categories: training for job-seekers and training for people in work (employees in the private and public sectors and self-employed people). Since 2008, the Government implemented a process of reforming vocational training for private-sector employees and job-seekers. It reviewed various aspects of the system, focusing on certain core aims: to give individuals more secure career prospects, enabling them to find or return to work quickly; to overhaul the financing of training for people in work (reducing the number of bodies collecting contributions

– see Chapter 10); to introduce a training 'savings account' based on the now-transferable individual entitlement to training (known as the DIF) .

INSTITUTIONAL FRAMEWORK: CVET

THE NATIONAL LEVEL

The Ministry for Economy, Industry and Employment, is responsible for vocational training
for young people entered on the labour market, as well as for private-sector employees.

This Ministry is organised into various departments, offices, and directorates whose mission
is to ensure that the vocational training-related policies are implemented.
Actually, there is no centralised national authority in the area of vocational training.
However, the law relative to the liberties and to the local responsibilities on August 13th,
2004, established the Vocational Lifelong Learning National Council. Its main aim is to
monitor and assess the implementation of the continuing vocational training (CVT) and
apprenticeship by:

- evaluating the regional vocational lifelong learning and apprenticeship policies;
- giving its opinion on future vocational lifelong learning and apprenticeship legislation;
- writing annual reports on vocational lifelong learning and apprenticeship, uses of funds;
- controlling the good using of these funds.

State, local, and regional authorities are responsible for training their staff.

THE REGIONS

Since 1982, the regions establish their own continuing vocational training policies. Each
region draws up a regional training development plan in order to coordinate the different
areas of vocational training for young people, both initial and continuing, unemployed and
adults at a regional level. The plan is based on an active partnership between all concerned parties. The president of the *Conseil régional* [regional council] is responsible
for setting up consultive meetings with management representatives and trade-unions,
among other organisations.

THE SOCIAL PARTNERS (SP)

When the State sets priorities for continuing vocational training and apprenticeship policies

on a national level, it must first consult its partners, including labour organisations and
employers' representatives, within the framework of the National Vocational Lifelong
learning Council (CNFPTLV).

AT THE NATIONAL LEVEL

There are two SP labour-management authorities in charge of coordinating and regulating
training-related issues: The *Comité paritaire national pour la formation professionnelle* -
CPNFP [National Joint Committee for Vocational training] in charge of ensuring that vocational training programs run smoothly and that collective agreements are duly applied
within the framework of continuing vocational training's agreements
The *Fonds unique de péréquation - FUP* [Unique fund of adjustment] coordinates issues
related to individual training leave and in charge of financial regulations related to profesionalisation measures funds.

TEACHING AND TRAINING OCCUPATIONS IN VET

Various types of teachers and trainers correspond to the various streams and systems of
the French vocational training system, and their recruitment, training and career paths
differ according to the relevant activity.
The terminology applicable to the French context is:
• The teacher (or lecturer) is an educator working in the formal education system: the
school (primary and secondary school) and university environment, whatever the level
of teaching concerned;
• The apprentice master is an employee responsible for training a young apprentice within the company.
• The tutor is an employee responsible for training a new employee, especially those who
are beneficiaries of special work contract within the company.

RESPONSIBLE BODIES

The Ministry of national education is responsible of the teachers in IVET. The Ministry
finances initial and continuing training.
The ministry in charge of employment is responsible of regulating of teachers and tutors
professions in CVET. But the market is free, so each training provider defines

http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/france.aspx#main

III. Quality Assurance, Monitoring and Development Systems in Guidance and Counselling in Adult VET, in France

III.1 General description of activities and way in which is organized guidance in adult vocational education

There are a lot of bodies for Guidance and counselling (more than 8000), which correspond to specific
audiences, students, schoolchildren, youth aged 16 to 25, job seekers. These organizations are available at all the local level.
The reform of 2008 and 2009 associates for the very first time training and guidance in a
global vision: LLL & Guidance.

In the beginning of the 2000's, quality in guidance and counselling appears in various reports provided by European Commission and OECD countries. These reports emphasize the gap between the public action's objectives and the organisation of the services implemented to reach the same objectives.

In France, in 2005, various national reports emphasize the same gaps, namely by focusing on guidance in schools (initial education). Reports show that there is a lack of audit and assessment for the provisions of services, and that the services are not enough accessible. Two improvement axes are tackled:

- Guidance counsellor's professionalization
- Proximity between the client and the services

But, the French guidance institutional system is complex. The organisations providing guidance and counselling are segmented according to the target groups (young people, employees, job seekers, disabled…), they get the public authorities involved at various levels (national, regional, territorial) and include some historical public important organisations or organisations with a wide scope of activity in addition to guidance, like the national employment agency.

Next to these public services, many associations and networks supply guidance to their target groups ("Mission Locale" for young people, "Cap Emploi" for disabled people…), or to all kind of public (like "Cités des Métiers" for instance). Many various guidance providers, who intervene in the same territories without any common framework, offer services with heterogeneous quality assurance.
We can also notice the increasing of social partners and private organisations' participation. About private guidance organisations (by private organisation, we deal with private guidance and HR consultancies, consulting firms and other for profit organisations…), many of them grew up following the development of support and accompaniment services for guidance and vocational projects elaboration (skills audit, APEL,…).

Nevertheless, since the beginning of the 90's, some pioneer Regions start including guidance within their local and regional action plans for training development, namely by focusing on the coordination of the different services.
In 2004, the Rhone Alpes Region started to work on quality assurance in guidance (organisation and monitoring of the regional guidance actors, counsellors 'professionalization, common methods and resources). This Region put in place a guidance regional department (called PRAO), in 2006, they suggested a common reference table to improve quality in guidance provision of services (within a Leonardo project called DROA), and, in 2009, they decided to continue their work on quality assurance in guidance, within a Leonardo project : transfer of innovation, and suggest a list of quality indicators for quality assurance in guidance.

Historical recent background of quality assurance in France

In 2006, French government appointed an Interministerial delegate in charge of life long guidance. He has to elaborate a national scheme of guidance and vocational inclusion, namely about the youths and students.

In 2009, a bill includes an article dealing with "improvement of the quality of the information and guidance" for the youth who left school and adults. This bill focuses on the labelling of the organisations providing information and guidance for youths and adults.

According to André CHAUVET, French expert in guidance matters, before implementing a quality assurance process for guidance and counselling, it is necessary to define, with precision, the service provided (nature of the service, expected effects…), that will get an influence on the indicators. It is also important (and difficult) to define the borders the field of action: from welcome to accompaniment, where is the cursor? Notions like "counselling", "guidance" are concepts bad defined in general, and can be the cause of disagreement among the professionals of the sector. In the French case, information, guidance and positioning are often mixed up.

The private organisations (for profit), implement individual quality assurance process within various quality labels like AFAQ (http://www.afnor.org/en) or MATRIX LABEL (http://www.matrixstandard.com/) / (http://www.emqc.co.uk/ThematrixStandard.html).

GUIDANCE AND COUNSELLING PERSONNEL

Out of the 30 000 positions held by people responsible for guidance and counselling in
France, 5 000 are statutorily psychologists.
The other counselling professionals have varying professional backgrounds.
In addition to the work carried out by personnel specialising in guidance counselling,

occasional services are provided by people whose main job is not in this area. These can be
professors, socio-cultural personnel, specialised instructors, etc. Most of them have not
received specific training in counselling. Lastly, volunteer workers from associations can
also offer their services.
In France, three main types of training in guidance counselling professions can be distinguished:
• Higher full-time university instruction that is specific to a single profession: training for
psychologist-guidance counsellors who wish to work in public guidance services;
• Higher alternating instruction specific to a single profession: this is the type of training
offered to counsellors who wish to work at the National Body for Employment;
• University training that leads to employment opportunities in the field of guidance for
workers and human resources, as in the *Diplôme d'études supérieures spécialisées* (Advanced Specialised Studies Diploma): Psychology and vocational guidance practices,
offered by *Institut National d'Etudes sur le travail et l'orientation professionnelle INETOP).*
Research is also part of the coursework for the *Diplôme d'études approfondies DEA* (In-Depth Studies Diploma): the psychology of work and transitions, offered at *Conservatoire National des Arts et Métiers* CNAM/INETOP, and integrated into the Multi-Partner Doctoral School "Enterprises, Labour and Employment" (CNAM/Université
de Marne-la-Vallée). This *Diplôme d'Etudes Approfondies (DEA)* can lead to a Doctorate
in Psychology.
Alongside these three forms of instruction, there exist continuing training actions and
tutorial-based training programmes, or training offered by public organisations like AFPA,
an association that operates under the Ministry of Labour or the Centre Académique de
Formation Continue CAFOCs (the Ministry for National Education's Academic Centre for
Continuing Training) or private organisations.

GUIDANCE IN FIGURES IN FRANCE (2007)

More than 8000 organisations (public sector) deal with people welcome, information, and guidance.

Under Ministry of Education Authority, more than 3700 guidance counsellors for pupils and students (initial training).

Under Ministry of Labour Authority: 800 psychologists (In ministry of labour's training centres (AFPA)), 1300 national employment agency offices including more than 27600 counsellors, 48 centres of the national employment agency for executive managers with 400 counsellors, more than 20 counsellors for agriculture sector, 10000 counsellors for youths (16 to 25 years old), 119 centres of guidance for disabled people (CAP EMPLOI) with more than 1100 counsellors, 220 counsellors from specific training financing (FONGECIF).

About CIBC, there are appreciatively 100 CIBC centres across the country, welcoming, informing and guiding all kind of public, with about 1300 guidance counsellors.

CURRENT EVENTS AROUND QUALITY ASSURANCE IN GUIDANCE AND COUNSELLING IN FRANCE (Quality Areas, criteria and indicators)

Interministerial delegate in charge of life long guidance is in charge to work on quality assurance improvement in guidance. The main idea is to create, as soon as possible, in France, some central places for guidance in each territories (Regions, Departments, Cities…). A quality charter has been suggested in order to certify those central guidance centres. Here are the quality areas suggested to be assessed:

FOR QUALITY OF GUIDANCE PROVISION OF SERVICES

- Individual welcome of the clients
- Complete and neutral information on jobs, competences, qualifications requested to practice those occupations, the different ways for training, where to be trained, for which diploma?
- Personalized advice in order to choose an occupation or elaborate a project by knowing all the different aspects to be considered, and which is adapted to the people's wishes, abilities, and linked to the labour market needs and opportunities.

→ General principles for provision of services:

- The service is individual and takes into account the user under all his dimensions
- The service observe non-discrimination principles and is accessible by all kind of users
- The service is free of charge, impartial and respect the liberty to choose
- The service is neutral, namely in case the user has to be oriented to another organisation, more specialized
- The service observe confidentiality rules

→ Accessibility to the service:

- The place is accessible for all
- Premises get the appropriate equipment and convenience

→ General principles for quality of the services:

- Kind of services offered and results of those services are simply explained and understandable by everyone
- Services given facilitate the user's autonomy
- Services given allows the user to get involved in a constructive process

→ Management of the services

- The manager of the centre define the objectives of the services (activity, public, results), with periodic internal and external evaluation
- Users are interviewed about their opinion on the quality of the services they received
- Manager put in place a system of information to analyse the activity
- The staff members get the appropriate competences
- The centre offers a wide and adapted range of resources and information tools adapted to the public diversity.
- The centre provide an updated information.

→ Organisation of the centre and local network management

- Either all the main guidance and training actors are gathered in the same place
- Or the centre belongs to a territorial network.

CIBC's CASE (QUALITY AREAS AND CRITERIA for Labelling)

Among the national network of CIBC, we have our own quality labelling (called "Labellisation des CIBC).The French State has recognized the national network of CIBC as a reference for skills audit, this network must provide the same quality of services, that's why a national labelling for CIBC's has been elaborated. A collective work has been led for 2 years to get the criteria and quality areas. The evaluation is led by peers, after a self evaluation did by the assessed centre.

The steps for the CIBC evaluation:

- *Self Evaluation following the referential guide (QA-Criteria-Indicators)*
- *External audit (peer from the national network), the auditor write a report*
- *The report is introduced to a Regional group of experts, they give their opinion*
- *A national commission for quality in CIBC study all the documents mentioned above and attribute or refuse the labelling to the centre assessed.*

Here are below the quality areas evaluated to become a certified CIBC centre:

- *1-Work with other institutions*
- *2-The territory covered by the centre's provision of services*
- *3-Diversity of the activities offered*
- *4-Practices Management*
- *5-Research and Development*
- *6-Communication*
- *7-Administrative and financial management*

- *8-Labelling mainstreaming*

Under each Quality Areas, several criteria are described. Some of them are essential (those which are underlined) and so mandatory, other are just advocated (those not underlined).

Here are below the quality criteria for CIBC centres labelling:

- *1-Work with other institutions*

- *CIBC must be organized around a board of directors, which gathers representatives from local institutions, social partners, local organisations involved in welcome, information and guidance.*

- *In addition to its own resources, CIBC identify, uses and integrates all kind of external resources, namely from its local network of partners in order to optimize its interventions' expertise and its teams' professionalization.*

- *CIBC participates to the national development of a national and regional resource.*

- *2-The territory covered by the centre's provision of services*

- *CIBC gets involved in local actions for economical and employment development. It sets up a place for observation of the users and companies' needs for competences.*

- *To conceive and implement its actions, CIBC takes into account its employment territory's social, economical and cultural characteristics.*

- *CIBC organizes its activities in order to favour an equal access to its services for all users in its whole territory.*

- *3-Diversity of the activities offered*

- *CIBC takes into account the economical and social evolutions of its territory*

- *CIBC implements, conceives and adapts actions, products to meet the individuals or collectives needs.*

- *CIBC formalizes its various products and organizes its data collection*

- *CIBC develops and adapts its technical team's competences regarding its various field of action.*

- *4-Practices Management*

- *CIBC manages the services that it develops. It stays the guarantor of its entire provision of services that it realizes or those which are shared with partners*

- *The managers of CIBC plays a role of interface between strategic organisations, internal and external Human Resources for a management centred on competences in the framework of a collective performance.*

- *The technical team is composed with a basis of permanent competences. This team's multipluridisciplinarity is the result of internal and external resources combination, defined by CIBC. CIBC ensures a continuous professionalization for its technical staff members.*

- *Each staff member (technical or administrative); takes into account the specific processes linked to the various specifications, approvals, accreditations…*

- *CIBC develops essentially products in accordance with APEL and life long learning guidance purposes and principles diagnosed.*

- *5-Research and Development*

- *CIBC elaborates a yearly programme of projects of studies and implements researches and actions aiming at developing quality, new approaches formalization, products, tools, and diversity of life long learning guidance services.*

- *CIBC gets involved in research projects at local, regional, national and/or European level.*

- *CIBC collects information regarding the studies and researches linked to its practices framework.*

- *CIBC develops actions which favour: the building of a common database of methodological tools, studies, reference tables, experiences, innovative actions, and organisation of thematic exchanges that enhance transfer of knowledge and practices enrichment.*

- *6- Communication*

- *CIBC is able to inform the users about the rights of access to its services.*

- *CIBC conceives and implements a communication plan in order to organize the information circulation: internally, among the network and externally.*

- *CIBC mobilizes human, material and financial means requested to put in place the communication plan.*

- *7- Administrative and financial management*

- *CIBC formalizes processes for administrative and financial management*

- *CIBC puts in place human and material means requested for an administrative and financial management, that observe the principles of conformity and adaptability to the internal and external constraints.*

- *The management system is due to allow data production and indicators that favour the leading of the centre's activity.*

    - *8-Labelling mainstreaming*

- *CIBC's political and technical authorities are due to support the quality process*

- *CIBC organizes itself to allow the implementation of steps for a yearly self evaluation*

- *CIBC keeps on supervising its labelling: it puts means in place to maintain the quality labelling process.*

Conclusion: At CIBC we are convinced that many possibilities exist to implement PEER REVIEW Method for quality assurance in Guidance and counselling in adult VET because the national network of CIBC (guidance centres recognized at national level for its high quality level) already uses this method for its national labelling. In the French case, it will be essential to adapt the peer review to the French system, and keep a flexible way of leading it into French guidance organisations (like suggested in the example above with mandatory criteria and other ones just advised).

III.2 Description of guidance in adult vocational education in CIBC ARTOIS TERNOIS

CIBC ARTOIS ACTIVITIES:

GUIDANCE
We provide guidance to all kind of public (job seekers, employees, youths, disabled, seniors).
A first interview is planed in order to identify the real needs of each client.
Then, many methods and tools are used, according to the final goal.

Skills Audits
This is our main activity, it includes a first phase of identification of needs, wills, interests and projects the client could get, a second phase of evaluation and analysis of abilities, knowledge, skills and competences, after which one guidance can start by identifying relevant vocation and/or training projects (find a new occupation, evaluate inside/outside a company, assess abilities to carry out new activities or reach a higher level of responsibilities…). In that phase the project feasibility is also assessed (training offer, labour market opportunities…). A third

phase of synthesis allows the client to formalize his project, give his project a structure, organize his ideas and implement an action plan to reach the objective). Many face-to-face interviews, some collective sessions and meeting with professionals.

Careers guidance for evolution
Specifically intended for employees, in order to take stock of their career path, changing occupation, reach a higher level of responsibilities, create their own company, get ready in case of redundancy…

Guidance for youths
Help youths who left school to discover new occupations, analyse their interests and motivations, assess abilities before attending to a vocational training course, elaborate and implement an occupational project.

APEL
CIBC is recognized as one of the official centres in France for information on Accreditation of Prior Learning (what it is, how does it work, how to apply for, help them in choosing the most appropriate diploma).
We also support people interested in to implement the APEL process (fill in the file) to try to get a diploma thanks to their vocational experience. The process could last from 6 months to 1 year, the same CIBC counsellor follows up the person involved in an APEL Process from the first information meeting to the final decision of the board of examiners.

Information
CIBC has a mission of information the public of their rights and training possibilities.

OCCUPATIONAL – SOCIAL INTEGRATION
Within specific actions, CIBC can support and guide job seekers to help them to find a job or a training course.
We also help some low qualified people, to recover self-confidence by analysing their competences.

TOOLS AND METHODS ENGINEERING
CIBC create new tools and methods for guidance (manuals, tests, exercises, tools…).

III.2.1 Short general description of the guidance centre and its role in adult vocational education

CIBC ARTOIS TERNOIS is a non profit association created in 1989. Our main activity is to provide some guidance services, especially in the framework of Bilans de Compétences (skills audits), to all kind of publics (employees, job seekers, youngs...).
In addition to carreer guidance, our team is also expert in Accreditation of Prior

Experiental Learning (APEL, VAE in French) informing and supporting people in their APEL process, in order to see their vocational experiences recognized by the relevant diploma.

As a specialist of competences analysis and abilities assessment, CIBC ARTOIS TERNOIS has a wide sphere of action : skills assessment, knowledge evaluation, competences analysis, carreer guidance, APEL, HR consultancy, integration into the workplace, advices on vocational education and training, engineering...

We are recognized as “Centre in a public interest”. We provide information, guidance and accompaniment to all kind of public, within a Regional employment territory (cities and rural locations).
Except for employees, financed thanks to their companies contributions to training system or thanks to their sector of activity’s training financing centre, the Regional Council or the national employment agency finances the provisions of services for youths and job seekers.
In the very most of the cases, the service is free of charge for the client.

CIBC ARTOIS TERNOIS is included within the Regional Training Plan and so contribute to the vocational inclusion and competences development of unemployed people of the employment territory, and to the career evolution of employees.

CIBC is a member of the regional network of CIBC (8 CIBC), and of the national federation of CIBC (100 CIBC).
In Arras Centre, we are 4 counsellors, plus 1 chairwoman, 1 secretary and 1 accountant.

III.2.2 QUESTIONNAIRE

POTENTIAL CLIENTS/TARGET GROUPS

1. Do you within your guidance organisation, centre or project regularly or occasionally carry out any research activities to study characteristics and needs of potential clients for guidance in adult vocational education?

a) No.	
b) Yes.	Describe how. We carry out research activities in order to find the most appropriate content for our guidance provision of services, according to the target group, and we submit our content proposal to the financiers or public bodies (call for projects, call for tenders…). For instance, we have recently led researches on low qualified women at local level, and built a guidance provision of services content to meet their particular

	needs. We did it also for young in troubles, or again for prisoners. For some services, we lead this research with the partners involved in the project, according to the target group, and to the guidance service objectives. This is particularly the case with actions intended for young people; we collaborate with partners (Regional Council, training centres…) to establish the most relevant content.

Do you think **the identification of the needs and characteristics of potential clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: In order to answer to specific target group's needs, we must work on both methodology and tools we will use, so that we can adapt our guidance provision of services. This way of working, gets a direct impact on the quality, because the counsellors call themselves into question, search for new tools, use new methodologies, adapt to new contexts, new target groups, and answer to new demands. It permits to enrich the counsellor's competences and educational sense, by adapting him/herself to new target groups. This favours the quality within the organisation.	a) No. b) Yes.

2. Does your guidance organisation, centre or project carry out guidance only at the seat of your guidance organisation, centre or project or also (regularly or occasionally) outside of it (e. g. in the premises of other organisations – so-called outreach approach)?

a) No.	
b) Yes.	Describe how. We often carry out guidance outside the CIBC office. The counsellors go to distant rural towns (countryside), in order to counter some target groups mobility difficulties (they do not have their driving licence, the transport network is not wide enough…).

Do you think **this issue (so-called outreach approach) is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The fact to meet distant public in their town permit them to get access to the same services than those who live in city centres.	a) No. b) Yes.

STAFF – COUNSELLORS AND OTHERS

3. How many members of the Staff work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?
4.

Normally work **7** staff members	Describe a little more in detailed: - One secretary in charge of looking after visitors; information to the public about our services, and who carries out the administrative tasks and phone calls. - One Accountant - 4 guidance counsellors, 3 of which work 100% on guidance and counselling, 1 is 50% on guidance ad counselling and 50% on projects management. - 1 chairwoman, in charge of administrative and financial management for 75% of her time; 25% is dedicated to guidance provision of services.
We are interested in whether your staff members are full-time or part-time workers or volunteers, or they participate in guidance in some another way? Describe a little more in detail: Counsellors are all full time permanent employees. The accountant is a part time permanent (50%) The secretary is a part time permanent (90%)	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: At CIBC, we think that it is important for quality, that some of administrative tasks are not carried out by the counsellors, to not disturb the guidance work and to avoid its quality decreasing. The number of counsellors we hire depends on the budget we can	a) No. b) Yes.

dedicate to staff, which is directly linked to the financial benefit we can draw from our provisions of services. If we could do so, we would like to hire more counsellors, with different skills and abilities, in order to be able to well answer to all kind of target groups' needs and expectations. More different profiles (past experiences, specialities, diplomas, competences…) is essential for guidance services quality assurance.	
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is important to ensure the team's long-term involvement and stability with permanent employment contracts. Years after years, the team gain experience, on which the centre can lean on to provide a better quality services.	a) No. b) Yes.

5. How many counsellors work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work **4** counsellors.	Describe a little more in detailed: The number of counsellors at CIBC depends on the quantity of activity and the numbers of projects and provision of services the organisation has to carry out. With 4 counsellors, we can normally lead all our activities. If the CIBC gets more guidance services requests, we could hire more counsellors to satisfy the request. There is not any rules or definition for the number of counsellors, this is just an economic adaptation (linked to each centres' activity). Within the CIBC network, it goes from 3 to 10 counsellors.
We are interested in whether your counsellors are full-time or part-time counsellors or volunteers, or they participate in guidance in some another way? Describe a little more in detail: Counsellors are all full time and permanent employees.	

Do you think the **number of employees/people involved** **is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: More than the number of counsellors, it is more a matter of competences. With more counsellors, we can get at our disposal a more wide range of competences and specialities among the staff, which directly influences the level of quality. More different competences = More flexibility = A better adaptation to different contexts and target groups' needs = A better quality in guidance and counselling.	a) No. b) Yes.
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is important to ensure the team's long-term involvement and stability with permanent employment contracts. Years after years, the team gain experience, on which the centre can lean on to provide a better quality services.	a) No. b) Yes.

6. Does your guidance centre/activity have Counsellors, with different roles? (e .g. guidance centre manager, counsellor for certain other activities…)

a) No, all counsellors have the same role.	
b) Yes, staff performs different roles.	Describe different roles a little more in detail: - The chairwomen also leads some guidance services - 3 counsellors lead guidance services and APEL information and support - 1 counsellor leads guidance services and is responsible for projects management

Do you think the **structure/diversity of involvement of staff** is **important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Diversity allows the counsellors to call into question their practices and to gain different kind of experiences. Each CIBC counsellor could be asked to lead all kind of guidance service, and so, he/she must enrich his/her experiences with different cases and to adapt to different target groups. With this operational way of working, it allows the counsellors to better understand the different target groups' needs, and to answer to all kind of guidance questions thanks to their various experiences. Sometimes, for organisational matter, a counsellor can focus on particular guidance services, or can be the only one to lead a kind of service.	a) No. b) Yes.

7. Are there any educational requirements for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with certain degree and type of education.	Describe educational requirements a little more in detail: For many of our guidance services at CIBC, we need to use "psychologist tests". In France, the legislation does not impose any specific kind or level of diploma for guidance, nevertheless, a labour psychologist diploma is demanded. Therefore, at CIBC, we must have some counsellors certified with psychologist diploma. Some of financiers (public institutions who order us some guidance services) impose, as compulsory, that the staff member involved in the guidance service they order, get a psychologist diploma. Furthermore, the CIBC has its internal rule for its counsellors' qualification: we always hire counsellors with a Master Degree (not below), in various specialities (labour psychology, Human Resources, or with several years of experiences in skills audit and public counselling.

Do you think the level and type of **education of the counsellors** is **important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The diploma certificate the counsellors get is important, but their	a) No. b) Yes.

experience in guidance is important as well. The Master Degree in Labour Psychology is essential for at least a part of the counsellors in order to be able to lead the personality and psychologist tests. The level of MASTER guarantee a minimum level of knowledge and the ability to well understand guidance process and the potential clients needs in its entirety. Master degree in Human Resources is also appreciated at CIBC (recruitment, training, counselling…). Other diploma' specialities can be accepted by CIBC, such it is important for us to spread diversity and multidisciplinarity among the counsellors.	

Are there any work experiences required for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with a certain work experience.	Describe required work experiences a little more in detail: At CIBC, an experience of at least 1 year in support for public or guidance is required. Then, an internal training is provided.
Do you think **work experiences of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Many aspects of the guidance counsellor's work can't be taught during the training, like for instance project management, educational tools practice and building, using the CIBC skills audit methodology… Experience enrich the basis of knowledge got during the training, and the combination allows the counsellor to use the appropriate method according to the target groups' needs, to choose the most relevant tools, to adapt his/her guidance process to the various kind of people to who we provide guidance.	a) No. b) Yes.

8. Are there any requirements for personality characteristics of the counsellors to work in the guidance centre/activity? (In means that ppersonality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual e.g. ability of empathy, confidential work…)

a) No.	
b) Yes, counsellors	Describe required personality characteristics a little

can be only the ones with certain personality characteristics.	more in detail: Adaptation ability, to be able to call oneself into question, to be capable to train oneself to new evolutions on the field of guidance, training and labour market expectations, to observe the confidentiality (professional secret), respecting the others (no judgement), team spirit.

Do you think **personality characteristics of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is important to distinguish two kind of personality characteristics : - One that takes part of the counsellor's professional behaviour (like his/her ability to observe professional secret): essential for quality assurance. - Others, that are more linked to the counsellor's personality, whose we can see as an added value, but could be dangerous to establish as a real demand (compulsory).	a) No. b) Yes.

9. Do you have any defined standards/regulations on the proportion between the counselling work undertaken by the counsellor and her/his other work (e. g. preparation for guidance, administrative work, coordination, education, promotion etc.)?

a) No.	
a) Yes, we have defined standards/regulations on the proportion between the counselling work and other work.	Describe a little more in detail:

Do you think **determined proportion between the counselling work and other work of the counsellor is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

RESOURCES, EQUIPMENT, DATABASES, INSTRUMENTS

10. Do you have any set standards on the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the premises where the guidance takes place.	Describe a little more in detail: Face-to-face interviews with the public takes place in an individual office in order to ensure a total confidentiality. A room, with computers, is also used for collective sessions. People can work individually on computers (group of 6/7 people). This is where the information about training possibilities and labour market needs are given to the public. A specific access is foreseen for disabled people.

Do you think **premises for guidance work are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is essential to get, at least, some separated and individual offices in order to welcome people by observing the confidentiality. Accessibility for disabled people must be possible.	a) No. b) Yes.

11. Do you have any set standards on the equipment of the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the equipment of the premises where the guidance takes place.	Describe a little more in detail:

Do you think the **equipment of the premises is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Centres must be equipped with computers and internet access in order to provide updated information to the public.	a) No. b) Yes.

12. Do you have any set standards on the specialised library, databases (e. g. possibilities for education) and guidance instruments (e.g. instruments to identify interests, learning types etc.) which are available to the counsellor?

a) No.	
b) Yes, we have set standards on the specialised library, different databases and guidance instruments which are available to the counsellor.	Describe a little more in detail: Tests and tools: Tests of Vocational Interests – Tests of personality – Tests of abilities – Tests of basics knowledge (French, maths). The kind of tests are essential for a good practice of guidance, nevertheless, each centre is free to choose the tests he prefer under each category. Therefore, the tests are different in each centre. Counsellor also can prefer some tests instead of others, he is free to use the ones he thinks to be the most relevant according to the needs of the people he is guiding. Database: We use a database, often updated, for the Regional Training offer (which centres provide which training course? When ? Where? How many places does it remain? How long is the training course….). Another one for the definition of the different occupations and jobs. This is an internal choice, not a mandatory use.

Do you think **defining specialised library, different databases and guidance instruments** which are available to the counsellor **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It permits to assess if the centre uses updated information and data, in order to provide the users/clients with relevant information, essential for an efficient guidance. In terms of tools, it permits to see if the centre can answer to every kind of questions or needs that a user/client could have (interests, motivation, abilities, competences, level of knowledge …) Each individual case is different and does not expect the same sort of answer. A specific attention must be drawn to the illiterate people (or foreigners who do not speak the local language as well), by checking if the centre gets appropriate tools.	a) No. b) Yes.

GUIDANCE PROCESS

13. Do you carry out different types of guidance for adults and what is the proportion between them? *INSTRUCTION: There are several possible answers.*

a) Yes, we carry out guidance for adults related to the education and training (educational guidance).	%
b) Yes, we carry out guidance for adults related to the choice of profession (vocational guidance).	70%
c) Yes, we carry out guidance for adults related to the development of the career (career guidance).	30%
d) Yes, we carry out guidance for adults related to (*Describe.*) ……..	%
	100%
Do you think that **our quality model should address all the types of guidance that you marked?** Explain, if you want to: Yes, nevertheless, in the French case, it is quite impossible for an adult to access to what we call educational "initial" training system (school, college…). Once you are an adult, you have to use a specific path called "In-service Training", dedicated for adults who want to gain qualification or to go back to school. That's why we don't provide educational guidance, which is led directly by schools, colleges…or by a specific network of centres who only provide that kind of guidance.	a) No. b) Yes.

14. Do you carry out guidance for the adults related to education or training at different stages: before enrolment into education and training, during the courses of education and when education process is complete (what to do next)?

INSTRUCTION: There are several possible answers.

a) Yes we carry out guidance to adults before enrolment into vocational education.
b) Yes, we carry out guidance during the courses of vocational education.
c) Yes, we carry out guidance when the vocational education is complete for continuing education.

Explain, if you want to:
Our guidance process for adults is to build, with them, their vocational plan, and to define the following steps to put the plan in place. These steps often include training actions for adults. Here stops our guidance service. We also can provide guidance for people who has just finished training and who want

to elaborate a vocational plan or to get to some new domains or jobs.	
Do you think **we should include in "our model of quality" monitoring of all three above described types of** (before enrolment into education and training, during the courses of education and when education process is complete)? Explain, if you want to: It could be very interesting, and good for quality, to permit to people, to come back to us during and/or after their training process, in order to be present at each step of their vocational plan implementation.	a) No. b) Yes.

15. Do you have set out in what ways you carry out guidance to adults – e. g. in person, by telephone, by electronic mail, individual or in groups, etc.?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, we have guidance in person. c) Yes, we have guidance by telephone. d) Yes, we have guidance by electronic mail. e) Yes we have guidance for individuals. f) Yes we have guidance for groups. g) Yes, we have guidance *(Describe your way – method)*	
Do you think that **carrying out guidance in different ways is an important factor of the quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is always interesting to get various approaches in our way of working. It is important to adapt to the public, their requests, and their objectives. Guidance can be more or less detailed, thus certain kind of approach are more appropriate than others.	a) No. b) Yes.

16. Do you have defined how each counsellor has to carry out »counselling process« with the clients?

a) No.	
b) Yes, we have defined how the	Describe a little more in detail: In many cases, we have to observe the specifications

»counselling process« has to be carried out.	given as a minimum by the financier. For instance, the Regional Council could impose in its specifications that the main goal of the guidance will be to help people to find a job and to assess their potential training needs. In such a case, we adapt our guidance process to meet the objectives and expectations given by the financier, according to each individual specific situation. For the current activity, a methodology for guidance process has been established by the CIBC for economic reasons: a maximum number of hours spent with people in face-to-face, a proportion to be respected between time spent in face-to-face and in collective sessions. Otherwise, the counsellor is autonomous in the guidance process, as a professional he knows how lead the process, which tools or tests use in order to meet the needs of the person guided. The counsellor just has to wonder, at the end of his/her guidance process, if he/she really helped the person to become actor of his/her vocational path.

Do you think that **the determination of how the »counselling process« has to be carried out is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It could highlight the counsellor's role. Indeed, the role of the counsellor is not always recognized because in guidance, results are not always immediately and concretely visible. By being able to implement a guidance or counselling process will emphasize the quality of the guidance service offered to the public.	a) No. b) Yes.

Do you have a defined method of monitoring the counselling work with the clients?

a) No.	
b) Yes, we have a defined method of monitoring the counselling work with the clients.	Describe a little more in detail:, what you monitor, how often you monitor, etc.:

Do you think that <u>the **defined method of monitoring the counseling work with the clients**</u> **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Defining a method of monitoring the counselling work is linked to the counsellor's professionalization, and would so improve the quality of the guidance service.	a) No. b) Yes.

PARTNERSHIP

17. Does your guidance organisation, centre or project have established collaboration with various partners outside your organisation related to guidance in adult vocational education?

a) No.	
b) Yes, we collaborate with different partners.	Describe a little more in detail:, with which partners you collaborate on local, regional, national, international level: <u>Local level:</u> Partnership with training centres, who want to offer to young people some guidance services, CIBC collaborates in this framework. At local level, it becomes quite difficult to get partners. The "guidance and training" is becoming a market, with call for tenders, to which all centres apply as competitors. <u>Regional Level:</u> Among the regional network of CIBC for practices exchanges. Partnership with other regional organisation (Ministry of Education, Ministry of Labour, National employment agency) for educational or information tools creation. National level: Some collaboration with national federation of CIBC, in occasional projects or

	initiatives. International level: European guidance/training centres in European projects
Do you think that **established collaboration with different partners is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: A local partnership could improve quality by combining all the partners' competences for common tools creation, or by putting in common information about training, labour market needs, good practices…	a) No. b) Yes.

18. In which activities, related to guidance in adult vocational education, do you collaborate with partners?

a) We do not collaborate with the partners.	
b) Yes, we collaborate with partners. Describe a little more in detail: activities in which you collaborate with partners, what role do partners have, etc.: - With training centres who want to provide young people with guidance counselling, in order to help them to elaborate a vocational plan. - With training centres for tools building (for instance a tool for basics knowledge assessment required to access to a training course. - With other public information organisations, in order to organise information and promotion events around guidance, APEL, skills audit… - With training centres as a trainer for trainer (training to tools created by CIBC) - With local public body for researches on target groups specific needs (for instance : low qualified women).	
Do you think **defined partnership and content of collaboration with partners are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Several organisations work on the field of guidance, by working within partnerships with those organisations, it improves the	a) No. b) Yes.

quality of services offered to the users/clients: by better knowing the other organisations, exchange practices or cases solving, building tools…	

INFORMATION AND PROMOTION

19. Do you carry out any special (promotional, informational) activities for those who need guidance help so that they would know where and what kind of guidance help they can get?

a) No.	
b) Yes.	Describe how. We participate to forums and events on the themes of guidance, vocational training, and employment. We also organise with one of our partner (information organisation), some information and promotion events to employees, employers, practitioners and all public for guidance and CIBC provisions of services.
Do you think **promotional and informational activities in guidance are important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Partnerships for promotion and information events are good for quality.	a) No. b) Yes.

20. Do you plan and monitor information and promotion activities about guidance in adult vocational education which you carry out in your guidance organisation, centre or project?

a) We do not monitor that.
INSTRUCTION: There are several possible answers. b) We monitor planning of our information and promotion activities (or we have operational plans for information and promotion). c) We monitor frequency of our information and promotion activities (how often we provide information to adults and others). d) We monitor diversity of our information and promotion activities (e.g. if we appear in the newspapers, on the radio, TV...). e) We monitor adaptability of our information and promotion to different

target groups (understandable texts and relevant media for different target groups). f) We monitor regional coverage of our information and promotion (if we cover all areas: urban, rural...). g) We monitor also *(Describe.)* ……..	
Do you think **planning of information and promotion activities is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Planning of information and promotion activities would permit to better adapt our communication strategy in order to reach a maximum of people (employees, young people, job seekers, women…). It must be a common (with partners) action, both in conception and organisation.	a) No. b) Yes.

QUALITY EVALUATION AND DEVELOPMENT

21. Do you have in your guidance organisation, centre or project a defined system of quality evaluation and development of guidance work?

a) No.	
a) Yes.	Describe a little more in detail: your method of assessing the quality, who is involved in evaluation, how you use the results of evaluation, etc.: *If you have defined the areas and/or indicators and/or criteria for guidance work, attach them to this report or describe above, if the document is not too extensive.* Within CIBC there is not any defined method of assessing the quality, except an happy sheet sent to every people we advised six month after they came to our centre. We send them a questionnaire by post, in which one they are invited to tell us at which step of their vocational plan they are, if they succeeded in their actions plan. In the questionnaire, there is also a part dedicated to comments that the user can write and some question about his/her feeling regarding our provision of service (did the counsellors help you to find a training course….). Obviously, the management can also assess the counsellor, by reading the reports they give to the user at the end of the guidance process. Nevertheless, a method of assessing the quality at the national federation of CIBC level, a kind of peer

	review, which aims at assessing centres of the network (on specific criteria) and to deliver a quality label. CIBC ARTOIS TERNOIS will be assessed on May 2011. See French report (full version).
Do you think that **a defined system of quality evaluation and development of guidance work in guidance organisation, centre or project is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is important to get some quality areas, standards and criteria well defined to assess the quality in a centre, respect it and make it evaluate. We just have to consider that guidance can not always gives immediate and concrete results, sometimes, people need time to elaborate his/her vocational plan.	a) No. b) Yes.

RESULTS OF GUIDANCE

22. Does your guidance organisation, centre or project systematically monitor the results of guidance?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, we monitor number of services. c) Yes, we monitor number of service clients. d) Yes, we monitor demographic characteristic of service clients. e) Yes, we separately monitor guidance to vulnerable groups. f) Yes, we separately monitor the coverage of target groups specific to local environment. g) Yes, we monitor client satisfaction with guidance. h) Yes, we monitor the extent to which the provision of guidance helped to solve the clients problem. i) Yes, we monitor (Describe any other results that you monitor)……	

Do you think **that systematic way of monitoring the results of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: We have to consider what "results" exactly mean. Demographic characteristics analysis and number of clients will help us to know if our guidance services are not discriminating. For instance, if a centre is alone to provide guidance on a geographic area, it doesn't mean it does it well (qualitatively). For some specific guidance actions, we are financed for a defined number of people. We don't count people that we can not receive by lack of financing. About the employees, it could be a good indicator, year after year, because if we can see that we receive more people, it means that the quality of our centre's services is good and recognized. But we cann not only focus on the number of people received to asy that the guidance process was qualitative, We have to think about indicators to assess results.	a) No. b) Yes.

EFFECTS OF GUIDANCE

23. Does your guidance organisation, centre or project systematically monitor the effects of guidance?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, we monitor increased participation of adults in lifelong learning. c) Yes, we monitor increased study success of adults. d) Yes, we monitor decrease of dropout rates. e) Yes, we monitor decrease in social marginalisation of adults. f) Yes, we monitor (any other effects that you monitor)……	
Do you think **that systematic way of monitoring the effects of guidance work is important in terms of quality** and would you	a) No. b) Yes.

suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: All of the items above are important, we have to find a way to ensure an efficient follow up after the guidance provided to collect all these data.	

MANAGEMENT, ADMINISTRATION, ORGANISATION

24. Do you in any way monitor how is your guidance organisation, centre or project concerted with the **regional/national development plans?**

a) No.	
b) Yes.	Describe a little more in detail: Thanks to our regional and national networks, we can keep in touch with development plans at both level. We also often participate to meetings with Regional Council.
Do you think **developmental integration of guidance in the regional/local environment is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It must come from politics initiatives (regional or national). We can see some recent changes thanks to government actions towards guidance. Thanks to national reflexions or guidelines, then, regional stakeholders implements actions locally.	a) No. b) Yes.

25. At what level does your guidance organisation, centre or project has a normative/legal framework?

a) No.	
INSTRUCTION: There are several possible answers. a) Yes, it has normatively defined status within the organisation, where the guidance takes place. b) Yes, it has normatively defined status in the local environment. c) Yes, it has normatively defined status in the region.	

d) Yes, it has normatively defined status on the national level. e) Yes, *(Describe any additional explanation)*.....	
Do you think **normative regulation of guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Even if this frame does not exist in France, where all organisation can provide guidance, we would like to see such a kind of frame appears. It could permit to avoid that every kind of organisation, sometimes not qualified, providing guidance. If legislation gives a frame within practicing guidance it will permit to improve quality at national level, even at European one. This is an ongoing thinking in France, to create a quality label for guidance centres.	a) No. b) Yes.

26. In your VET organisation, centre or project, is the organisation of guidance work defined in terms of work time/any other criteria?

a) No.	
b) Yes.	Describe a little more in detail:
Do you think the **organisation of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

27. Does your guidance organisation, centre or project have defined way of monitoring money transparency and effectiveness in spending monetary funds?

a) No.	
b) Yes.	Describe a little more in detail: Each year, CIBC's accounts are approved by an auditor, each source of income is to be justified with counsellors' activity.

Do you think the **way of monitoring money transparency and effectiveness in spending monetary funds in guidance** is **important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Yes, next to the quality of guidance process, it is essential to be able to ensure the good use (transparency) of funds.	a) No. b) Yes.

IMPORTANT: The present Investigation should/must go beyond these 10 quality areas which are the ones that are identified in the Peer Review Manual for Guidance in Adult Education (transfer of innovation source). Therefore the identification of other relevant quality areas for the Guidance and Counselling activity would very much bring an added value to the development of the European PR Manual for Guidance and Counselling in Adult VET (European Perspective).

OTHER

28. Do you have any other characteristic that significantly determine your guidance organisation, centre or project that you couldn't describe in the previous questions?

a) No.	
b) Yes.	Describe a little more in detail: Innovativeness. The ability the centre has to develop new tools, new methodologies, and new tests, according to the evolutions of our clients' needs. Leading some research activities or studies is also essential to analyse these evolutions.
Do you think **that the above item(s)described is(are) important in terms of quality** and would you suggest that it is/are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Quality must take into account :	a) No. b) Yes.

- The service given to the client (adaptability, open access to everyone, quality of the information given to the user) - The guidance centre's Professionalization (counsellors' training, information updating,) - An evaluation according to quality criteria defined.	

IV. Description of Quality Assurance, Monitoring and Development Systems applicable to Guidance and Counselling in Adult VET in other European Countries / International level

2 Main projects identified at European level :

MATRIX

British national quality standard for all kind of centres who supplies information, advices and/or accompaniment on guidance, training and employment for youths and adults.
2125 centres get the MATRIX LABEL in UK, the assessment is led by an external auditor (EMQC ldt.). The labelling is given for 3 years, and could be total or partial (just for some activities of the centre).

Criteria:

SERVICE DELIVERY
1- Promotion of the services and information to the public
2- The service is defined and understood by everyone
3- Information is provided, and people are supported to use it
4- People are helped to consider every possibility and to make their decisions

SERVICE MANAGEMENT
5- Provision of services is planed and assured (measurable objectives)
6- Staff member competences are good enough to deliver the services
7- Feedback from users about the quality of the services is collected
8- The service is evaluated continuously and improvements are planed.

- Label MATRIX (http://www.matrixstandard.com/) / (http://www.emqc.co.uk/ThematrixStandard.html)

AQOR

7 European Regions got involved in this project (France, Spain, Italy, Poland) They builts 40 indicators to assess quality in guidance, first to help centres and organisation to get a self-evaluation and identify strengths and weaknesses.

The self-evaluation consist to give oneself a mark (from 1 to 4) for each criteria, before to ask a recognition to peers, and then get a certification as a "good quality centre".

The indicators are divided within 4 areas:

- **Provision of the services**
- **Policy and planning**
- **Services given to the user**
- **Working among a network**

- PRAO (Rhones Alpes Region Guidance Department) was involved in Leonardo Projects dealing with quality assurance in guidance :
- DROA Project (http://www.droa-eu.org/fr/index.php)
- AQOR Project (http://www.aqor.droa-eu.org/)
- DAQOR Project (ongoing project from 2009 to 2011, following the 2 previous projects above)

Sources

- The quality Label AFAQ (http://www.afnor.org/en)
- The quality assurance process of National Federation of CIBC "Labellisation" (http://www.cibc.net/contenus/article-109-16-QA-Une_demarche_nationale_de_labellisation_Qualite_au_service_de_nos_clients.html)

http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/france.aspx#main
http://www.eqavet.eu/Libraries/EQARF_Indicators/EQARF_Indicators_France.sflb.ashx

- CEDEFOP http://www.cedefop.europa.eu/EN/
- Site of the *European Lifelong Guidance Policy Network* http://ktl.jyu.fi/ktl/elgpn;
- ENQAVET Site http://www.eqavet.eu/gns/home.aspx)
- The quality Label AFAQ (http://www.afnor.org/en)
- The quality assurance process of National Federation of CIBC "Labellisation" (http://www.cibc.net/contenus/article-109-16-QA-Une_demarche_nationale_de_labellisation_Qualite_au_service_de_nos_clients.html)

Portuguese Investigation Report

WP2 – EQARF Implementation and PR Methodology possibilities (CIBC, France)

I. EQARF state of art implementation in all partner's country[1]

I.1. EQARF state of art implementation at local, regional, national level

In February 2010, **DGERT - Directorate General for Employment and Labour Relations** (Ministry of Labour and Social Solidarity) - was officially nominated the Quality Assurance National Reference Point for Portugal.
Until this moment, and following the European Commission Orientations, DGERT designed an Action Plan (to be delivered within the EQAVET Working 2011-2013 Program) which aims at disseminating the EQARF (EQAVET) Recommendation to Portuguese Public and Private bodies with responsibilities regarding learning quality assurance, social partners and all relevant stakeholders in the VET domain. The foreseen dissemination activities include not only carrying out Conferences and Workshops, but also the publication of a Website especially conceived to support and spread out the implementation – at both institutional and operational levels – of the European Quality Assurance Reference Framework.
As for the EQARF implementation at a National level, for the moment, no Political Decision is foreseen to be taken in order to attribute a Legal National Framework to the European Parliament and Council Recommendation. Never the less, the set-up standards of the Portuguese National System of Quality Assurance and Accreditation of VET Providers are compatible with the EQARF Recommendation.

I.2. EQARF state of art implementation for Guidance and Counselling in Adult VET

In Portugal, besides the challenge of implementing EQARF at national level until 2011 there is a recommendation from the National Agency for Qualifications (ANQ) which runs the national network of Portuguese centres dealing with guidance, counselling and validation and recognition of (non formal and informal) competences for adults (New Opportunities Centres) referring, in their Quality Charter, that each centre should develop their own system of quality assessment and quality continuous improvement.

II. VET Quality Assurance, Monitoring and Development Systems in each partners' country (In General)[2]

II.1. Local level (in your own organisation), what is your quality assurance policy, who is responsible for?

[1] In case of more partners involved in the project we suggest they prepare this chapter together and provide only one version of the text for the country.
[2] Same as in footnote 1.

CECOA - Vocational Training Centre for the Trade (*Centro de Formação Profissional para o Comércio e Afins*) was created by a protocol signed in July 1986 between the Employment and Vocational Training Institute (IEFP) - public body depending on the Ministry of Labour and Social Solidarity and the Portuguese Commerce and Services Confederation - social partner representing the Trade and Services.
Fields of Expertise: initial vocational training, continuing vocational training (traditional learning and distance learning) and training of trainers target to the trade and services sector; guidance, validation, assessment and certification of skills and competences of Adults; development of national and European projects and studies.

CECOA is a Training Provider accredited under the national system of quality assurance and accreditation of VET Providers since it foundation year (1997) in the following training domains:

- Training Needs Assessment;
- Planning and Conception;
- Organisation and Promotion;
- Development, Accomplishment, Follow-up and Evaluation.

Every three years CECOA had to renew it "accreditation", proving to fulfil the national quality standards and requirements defined by DGERT. Since September 2010, as a public VET Provider, CECOA will no longer has to renew it accreditation.

The national system of quality assurance and accreditation of VET Providers is run by **DGERT - Directorate General for Employment and Labour Relations** (Ministry of Labour and Social Solidarity). In the area of employment and vocational training, **DGERT** represents the Ministry of Labour and Social Solidarity in EQAVET in the role of Quality Assurance National Reference Point (please see II.2.).

In June 1999, CECOA's board of directors approved its **Quality Policy** and in 2005 CECOA´s Quality Management System was recognised under ISO 9001:2000 by APCER - *Associação Portuguesa de Certificação* (Portuguese Certification Association) – one of the Portuguese organizations dedicated to the certification of management systems under the National Normative Activity coordinated by IPQ, the Portuguese Quality Institute (please see II.2.).

Within its **Quality Policy** CECOA is committed to comply with the ISO 9001:2008 requirements in order to continuously improve its services' quality and therefore satisfying its clients' needs and expectations. The implementation of this policy is supported by:

- The development of products able to contribute to the modernization and competitiveness of the trade sector and services;
- The commitment with innovation and the diversity of the training offer;
- Involvement of clients, workers, suppliers, partners and surrounding community in carried out activities;
- Workers' efficient and effective performance through the development of their competences and motivations.

CECOA's **Quality Management System** is grouped in three different action areas:

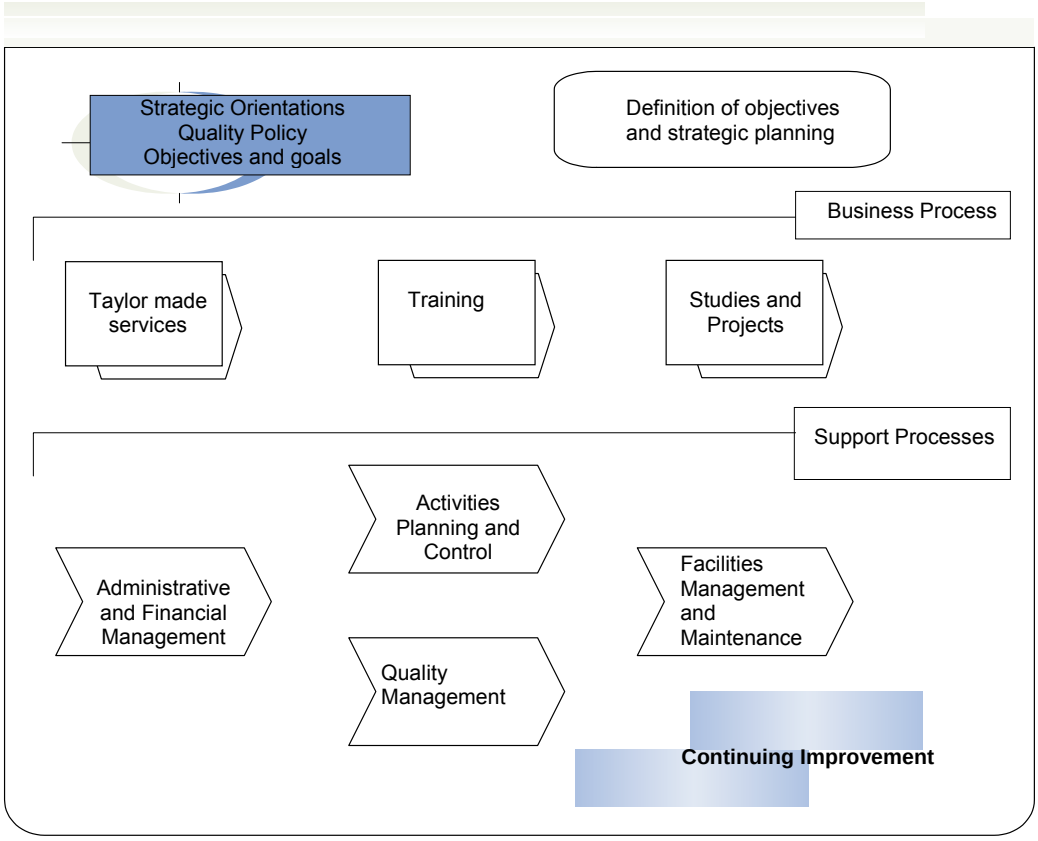
- **Decision**: on one hand taken by the Board of Directors regarding the level of general guidelines, including the definition of the Quality Policy, approval and enactment of the Quality Manual, and on the other hand by the Director regarding the approval of Quality Management Plans, Targets and Indicators and System documents;
- **Execution**: carried out by the Director - assisted by the Quality Responsible – whose primary mission is to assure that the Quality Management System provisions are respected;
- **Verification:** carried out by the Director and the Quality Responsible in order to ensure the Quality Management System control, by performing audits according to a pre-set program, and by identifying non-conformities to be corrected.

There is also a **Quality Monitoring Group** – an inter-departmental body - which mission is to analyse the System's suitability and to support the Director and Quality Responsible in its implementation and maintenance. This group is constituted by:

- The Director (President)
- The Quality Responsible;
- The Department Coordinators;
- The Delegations Coordinators.

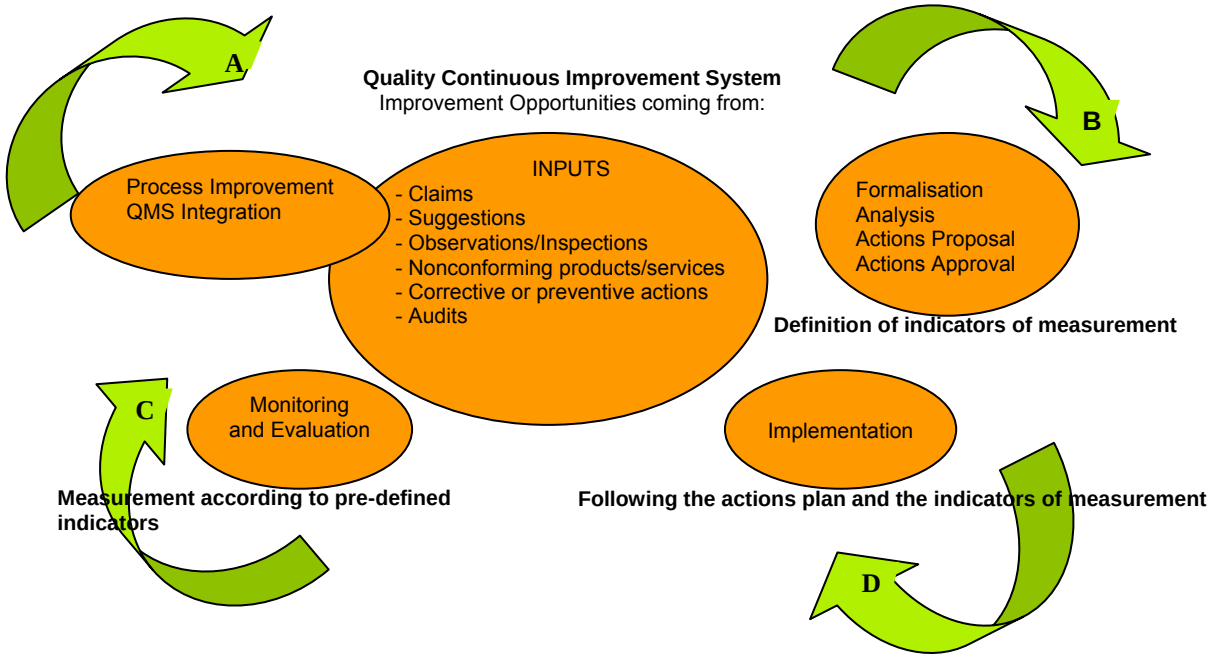
CECOA's Quality Management System

CECOA's Quality Management System is organised in 8 processes, as follows.



.Although it is not in place at the moment, CECOA will integrate the Guidance and Counselling process in its Quality Management System in 2011.

Quality Continuous Improvement System



CECOA Peer Reviews

Between 2004 and 2009, in the context of 2 Peer Review (PR) European projects, CECOA has tested and implemented the Peer Review Methodology within its Initial and Continuing Vocational Training.

In CECOA's conceptual Quality Assurance and Development Framework PR is considered as an "input" which goes in the CQAF cycle: PR recommendations can be integrated in CECOA's Quality Management System as improvement suggestions and then following the normal way of improving quality within the system:

- the area concerned Coordinator defines an action plan with success criteria and implementation deadlines;
- the Management approves the action plan;
- the Quality Responsible monitors, verifies, evaluates and closes the improvement suggestion;
- the implementation is measured within the deadline defined.

Since the qualitative approach provided by the application of the PR methodology complements the formal ISO approach, CECOA is planning to adjust its quality assurance framework for introducing the Peer Review methodology as a formal INPUT into its quality continuous improvement system.

II.2. If relevant in your case, what about Quality assurance at national level (policy, who is in charge…)

In Portugal, Quality assurance in VET is a transversal issue that has gathering a higher relevance nowadays, not only to achieve important changes (like guaranty the efficacy of VET systems, make easy the access into VET and reinforce the relation between VET and labour) but also to enhance the process of monitoring the results obtained (by reference to the objectives proposed).

Facing the complexity of the Portuguese VET system different entities are involved in the quality assurance process, either in the dependence of the Ministry of Labour and Social Solidarity (MTSS) or in the dependence of the Ministry of Education (ME). There are also entities regulated by both Ministries. The most relevant entities in this matter are the following:

- **Directorate-General for Employment and Industrial Relations (DGERT)** – MTSS: central service, directly administrate by the State whose mission is to support the conception of the policies related to employment, training and professional certification and certification of training entities by one hand and to professional relations, job environment and health in workplace by the other hand.
- **Institute for Employment and Vocational Training (IEFP)** – MTSS: public service of national employment whose mission is to promote the creation and quality of work, fighting the unemployment with active policies of employment and vocational training.
- **Cabinet for Strategy and Planning (GEP)** – MTSS: has the mission of guaranty the technical support to the formulation of policies and to sustain the operational planning. Is also responsible for the monitoring and evaluation of the execution level of the policies, planning instruments and results of the management systems in articulation with other services of the MTSS.
- **Observatory for Employment and Vocational Training (OEFP)** – MTSS: is an advisory entity whose mission is contributing to diagnose, prevention and solution of problems in the scope of employment and vocational training.
- **Inspectorate-General of Education (IGE)** – ME: has the competence to act directly on the education settings in the services of the ME. It has the responsibility for monitoring, controlling, evaluating and auditing technical-pedagogical and administrative-financing activities of the education establishments.
- **Cabinet for Education Statistics and Planning (GEPE)** – ME: has the mission of guaranty the production and analysis of the statistics about education, concerning the technical support to the policies formulation, operational planning and the observation and evaluation of the global results obtained in the educational system.
- **Directorate-General for Innovation and Curricular Development (DGIDC)** – ME: has the mission of assuring the concretization of the policies related with the pedagogical component of the education and to guaranty the technical support to the formulation of these policies related with curricular innovation and development.
- **National Qualifications Agency – MTSS/ME**: is a public institute integrated in the indirect administration of state. Regulated by the MTSS and ME has the mission of coordinating the execution of the educational and vocational training policies related with young people and adults and assuring the development and management of the National System for Guidance, Counselling, Recognition,

Validation and Certification of Adults Skills and Competences (New Opportunities Centres – CNO Network).

In Portugal, at a National level, there are 3 main quality assurance systems:
A) One specifically for VET Providers;
B) A International Standard (including VET Providers)
C) A European Standard for Public Sector Organisations

A) QUALITY ASSURANCE AT NATIONAL LEVEL FOR TRAINING PROVIDERS

The **Quality Services and Accreditation Directorate** (DSQA - *Direcção de Serviços de Qualidade e Acreditação*) is a nuclear organic unity of **DGERT** with specific competences within the management of the Training Providers (Quality Assurance) and Certification System (*Sistema de Certificação de Entidades Formadoras*).

In Portugal, the **Training Providers Certification System** is one of the **National Qualification System's** quality assurance mechanisms that recognise the proper pedagogical practices for the training providers' development: the Quality Certification Referential defines which conditions Training Providers must comply with in order to assure a quality training intervention within the certified training and education areas (regular audits to Training Providers).

The Certification of the Training Provider can be granted to any private entity constituted and registered in Portugal and that develops training activities within the national territory.
This Certification is only attributed to Public Entities or Private Entities with public objectives if they develop training activities which aren't foreseen in the respective organic law, creation diploma, homologation, etc.

The **Training Providers Certification System** has two main objectives:

- To foster the credibility of Training Providers operating within the National Qualification System;
- To contribute for the importance of Quality in Vocational Training (and its results) within the training activities financing.

In order to be able to provide certified Vocational Training and therefore to access to public financed funds, it is compulsory that Training Providers are certified within the National Qualification System. The Training Provider Certification constitutes a global recognition of its capacity to provide Vocational Training which is granted by Training and Education Areas. The Certification attribution by Quality Areas means that the Training Provider was acknowledged to be capable of developing the activities that are part of the Vocational Training Cycle's different phases.
This Certification requires not only an assessment of the Training Provider's conditions in terms of practices and resources (according to the Quality Certification Referential requirements), but also a technical assessment of several dimensions such as the suitability of training objectives and contents, the trainers' technical competences and the minimum technical requirements for premises and equipment (according to each VET area).

DGERT's Certification Process

The first step is the presentation of a Certification Request containing a set of resources and practices related to the Vocational Training organisation and development and that demonstrate the compliance with the Quality Certification Referential requirements.

The technical evaluation of this request is carried out through the analysis of the delivered documents and sometimes complemented with an audit which checks the competences and resources used by the entity to develop Vocational Training in the requested VET areas.

Having a valid Certification, it is possible to request the acknowledgement enlargement to other VET areas whenever a new training offer is developed and as long as the entity possesses the adequate competences and resources. The evaluation and decision process of these requests is identical of Initial Certification one.

Even tough regular audits of the certified Training Provider are carried out in order to assess the compliance with the Certification requirements and the continuous performance monitoring of the activity results; there is no validity period for the attributed Certification.

B) ISO (INTERNATIONAL ORGANIZATION FOR STANDARDIZATION)

The ISO 9000 standards family was developed to assist organisations of any type and size in the implementation and management of effective quality systems.

ISO 9000 describes standards of Quality Management Systems and ISO 9001 specifies which requirements are needed for a specific Quality Management System. When translated and adapted to the national context, the standards become family NP EN ISO 9000 standards. The current version of the standard regarding the requirements of Quality Management Systems is the NP EN ISO 9001:2008. The certification of a Quality Management System in accordance with these standards means the recognition of the organisation's compliance with their products and services, customer satisfaction and concern with concrete continuous improvement processes.

In the framework of the Portuguese Quality System, the Portuguese Quality Institute (IPQ) – being the National Normalization Body – coordinates the National Normative Activity. In Portugal, IPQ is responsible for the approval and homologation of the Portuguese Standards.

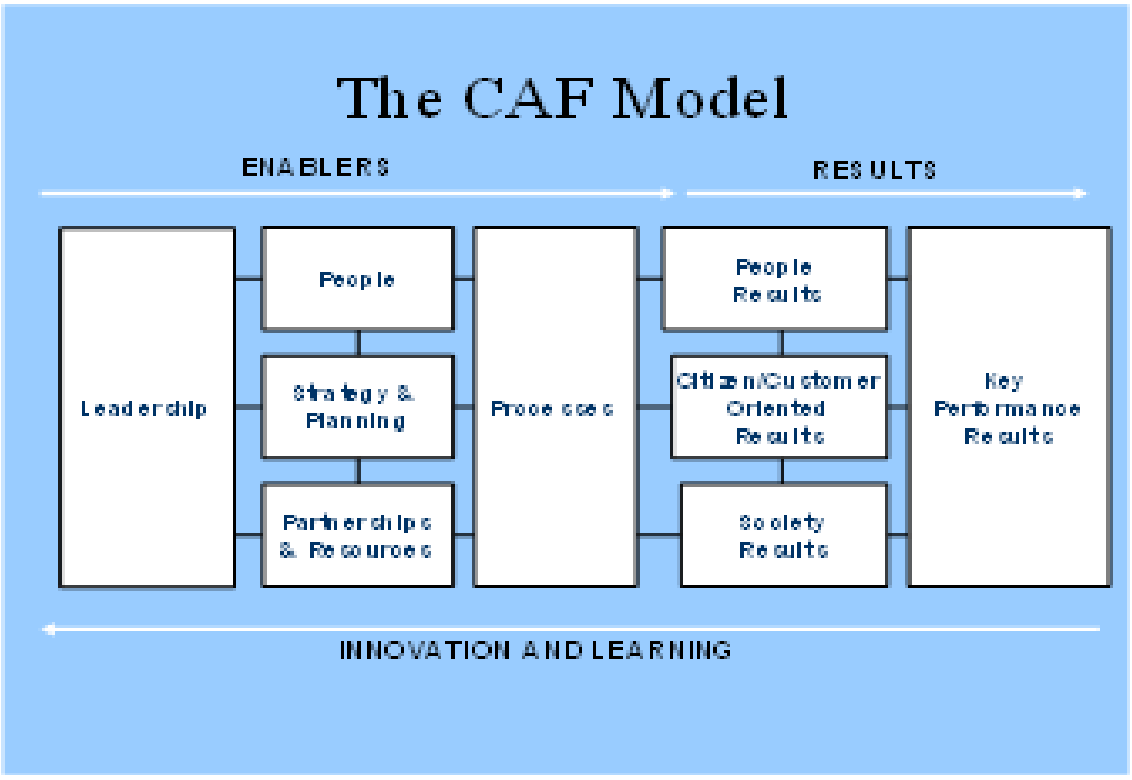
C) THE COMMON ASSESSMENT FRAMEWORK (CAF)

The Common Assessment Framework (CAF) is a result of the co-operation among the EU Ministers responsible for Public Administration. A pilot version was presented in May 2000 and revised versions were launched in 2002 and 2006.

The CAF is an easy-to-use, free tool to assist public-sector organisations across Europe in using quality management techniques to improve their performance. It is

especially designed for public-sector organisations, taking into account their characteristics.

The model is based on the premise that excellent results in organisational performance, citizens/customers, people and society are achieved through leadership driving strategy and planning, people, partnerships, resources and processes. It looks at the organisation from different angles at the same time; a holistic approach to organisation performance analysis.



The CAF has four main purposes:

1. To introduce public administrations to the principles of TQM and gradually guide them, through the use and understanding of self-assessment, from the current "Plan-Do" sequence of activities to a full fledged "Plan-Do-Check-Act (PCDA)" cycle;
2. To facilitate the self-assessment of a public organisation in order to arrive at a diagnosis and improvement actions;
3. To act as a bridge across the various models used in quality management;
4. To facilitate bench learning between public-sector organisations.

Portugal has been following and participating since the beginning in the development of CAF. Portugal contributed to the creation of the 1st version (CAF 2000), accompanied the 2nd revision (CAF 2002) and participated in the group of experts who drafted the 3rd version of the model (CAF 2006).
The promotion of the use of CAF in Portugal began to be the responsibility of the Secretariat for Administrative Modernisation (SMA), in 2001 was transferred to the Institute for Innovation in State Administration after the extinction of SMA, an organization that became extinct during 2002.
Since October 2002, the DGAEP - Directorate General for Administration and Public

Employment - is the body responsible for coordinating, monitoring and evaluating the dissemination activities to disseminate and to implement the CAF in the Portuguese Public Administration.

III. Quality Assurance, Monitoring and Development Systems in Guidance and Counselling in Adult VET (if different)

III. DESCRIPTION OF GUIDANCE IN ADULT VOCATIONAL EDUCATION IN PORTUGAL

III.1 General description of activities and way in which is organized guidance in adult vocational education[3]

In Portugal, all formal VET profiles and programs are inscribed in the National Catalogue of Qualifications, which (as referred above) integrates unique qualification references for double certification training and for processes of recognition, validation and certification of skills and competences. These profiles and programs are official for all the Portuguese VET System and followed by all education and training providers: they are elaborated by the National Agency for Qualifications and approved and regularly updated by the Sectorial Councils for Qualifications.

CNOs – New Opportunities Centres are part of the **National System for Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences** that enables each adult (over the age of 18) to gain access to the recognition, validation and certification of competences (school, professional and others) acquired in different learning contexts (personal, social and professional life) in order to receive a formal, school or professional qualification. Nowadays there are 456 CNOs in Portugal that constitute a National Network coordinated by ANQ (please see II.2)

The New Opportunities Centres can operate in:
- any basic or secondary school
- Vocational Training Centres of the *Instituto do Emprego e Formação Profissional* (IEFP)
- Local authorities, companies, associations
- Other accredited training entities.

New Opportunities Centres constitute a chartered tool to answer the adult population qualification needs, disposing of qualified and specialised teams to develop the work in the following intervention stages:

A. Counselling and Guidance:

- **Reception** – Adults' attending and enrolment, clarification concerning the mission of the New Opportunities Centres, the different working process stages, guidance for education and training, or for the offers of qualification recognition, validation and certification.

[3] Same as in footnote 1.

- **Diagnosis** – Adult profile analysis, resorting namely to clarifying sessions, curriculum analysis, proper individual and collective or strategic interviews; identification of the best available answers, in the face of the performed analysis.
- **Guidance** – To disclose information to the adult that will allow his/her guidance to the most proper qualification, including the guidance to the development of educational and training routes that are external to the New Opportunities Centre, or to a process of recognition, validation and certification. The guidance results from an agreement between the Centre's team and the adult, performed based in the analysis of his/her characteristics, education and training history and life experience, motivations, needs and expectations identified by the diagnosis activities.

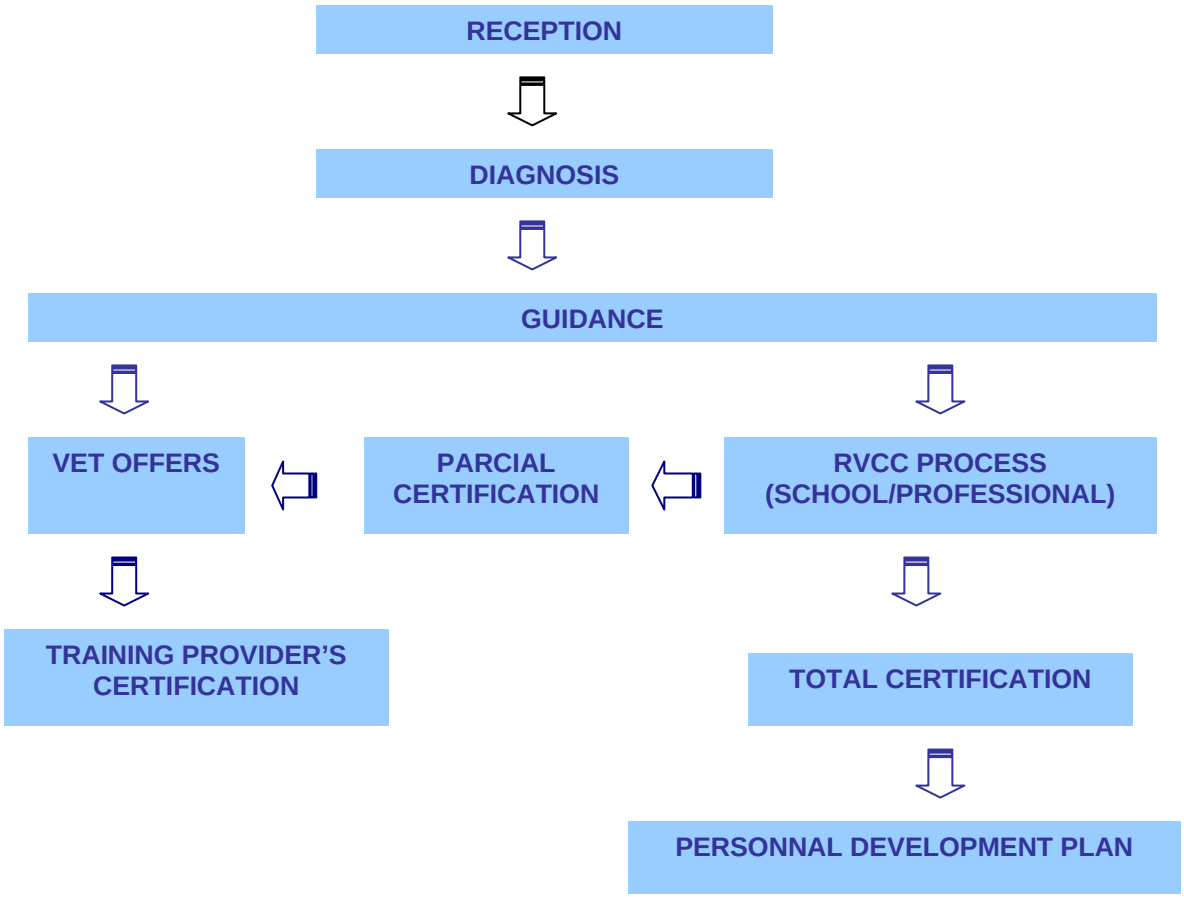
B. Recognition, Validation and Certification of skills:

- **Qualification Recognition** – Identification by the adult of the obtained know-how and qualifications during his/her life, by an activity set, based on the methodology and the qualification balance and by the use of several assessment tools, by which the adult proves his know-how, starting with the construction of a learning reflexive portfolio.
- **Qualification Validation** – Qualification assessment of abilities acquired during life by the confrontation with the basic qualifications. The validation comprises the learning reflexive portfolio self-assessment, in articulation with the hetero-assessment of the RVC professionals and of the trainers from the respective basic qualification areas.
- **Qualification Certification** – The adult is presented before a certification jury, aiming at the certification of the validated qualification.

III.2 Description of guidance in adult vocational education in CNO's – Centres for New Opportunities

Since New Opportunities Centres are the "gateway" for VET for all adults over 18 years old seeking a route to qualification, the steps for Reception, Diagnostic and Guidance aim at identifying the most appropriate adult's route to Qualification, which can mean either a training pathway (in education offers - training centre outside the New Opportunities) either a process of Recognition, Validation and Certification of school and / or professional skills.

The following diagram illustrates, in a simple way, these steps within the New Opportunities Centres (according to ANQ's Recommended Methodology for CNOs):



The presented methodology is divided into eight steps, through which are developed the Reception, Diagnosis and Guidance phases and implemented a set of technical work activities and in-person sessions with adults, according to the following structure:

A – RECEPTION

- **Step 1**: Registration of the Adult in an Integrated Information and Management System
- **Step 2**: Group Session (Information about the CNO, about the qualifications offers and schedule of the following sessions)

B – DIAGNOSIS

- **Step 3:** "Small" Group Session – characterization of the adult's specific situation (motivations, competences, VET and professional pathway, hobbies)
- **Step 4:** Individual Session: clarification of the adult's specific situation regarding his/her registration in the CNO, regarding his/her personal characteristics and life contexts

C – GUIDANCE

- **Step 5:** Analysis of the gathered information and preparation of a Guidance proposal
- **Step 6:** Individual Session – discussion of the analysis grid and reflection about the possible pathways (Guidance proposals)
- **Step 7:** Individual Session – Negotiation, decision and it's formalization
- **Step 8:** Achievement of the Guidance

III.2.1 Short general description of the guidance organisation, centre or project and its role in adult vocational education – goals, role, activities, extent etc.

Within this investigation **6 different kind of CNOs** were analysed (consequently there will be 6 different Chapters III.2.2 – one for each of these CNOs):

1. **an IEFP's Direct Managed Training Centres CNO: RIO Meão's Vocational Training Centre CNO** (investigation carried out by IEFP):

The New Opportunities Center (CNO) of *Centro de Formação Profissional Rio Meão* was created in June 2006, aiming to promote the validation and certification of skills acquired throughout life by the adults, raising their levels of education for the basic level (9 years) and, from November, 2007 to the secondary level (12 years).
Work experience continues to be an effective way of acquiring skills, often replacing the formal systems in production of knowledge, needed on organizational context, so *CNO Rio Meão* also works in the recognition of professional skills.
The region where the *CNO Rio Meão* is inserted is characterized by low levels of education and professional qualification, in large part caused by high rates of school failures and illiteracy in some areas, more common in the elderly, and by the insufficient response of employment, particularly in women, so the CNO intervention is mainly centered on the lower levels of education.
With the enlargement of the New Opportunities Centres Network in 2008, was created an extension of this CNO, located in the village of *Lobão.* This was a strategic choice, because this is an interior area of Feira, where connections are more difficult, thereby enabling the residents from the areas of *Feira Norte, Arouca, Castelo de Paiva* and even some areas of *Vila Nova de Gaia* to have quicker responses in regions where, until then, were no answers for the population.
The CNO integrates a very young team, with 6 professionals of recognition, validation and certification of skills, whose average age lies predominantly between 25-35 years, and with 4 Technicians of Diagnostic and Referral, one of them now having the role of functional coordinator. It also has up to 20 external trainers (2 teams for intervention at the basic level and two teams at the secondary level) and seven tutors of recognition, validation and certification of professional skills, in order to meet the needs of adults in skills recognition processes.

2. **an IEFP's Joint Managed Training Centre CNO**: **CECOA's CNO** (investigation carried out by CECOA);

CECOA is, since November 2001, a member of the New Opportunities Centres National Network.
Through CECOA's CNO process of Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences, Adults can see recognised, validated and certificated their skills and competences not only at an education level (basic and secondary school levels), but also at a professional level (for administrative and commercial areas).

Fostering an outreach approach to potential clients, the process of Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences can either take place in CECOA, either in all organizations that wish to enhance their Human Resources by providing them access to education and professional qualifications. CECOA's New Opportunities Centre has solutions that can be tailored to organisations where potential clients work.

3. **a Secondary School's CNO:** *Cacilhas'* **CNO** (investigation carried out by IEFP):
Located in a Secondary School, near Lisbon, this New Opportunities Centre is part of the New Opportunities Centres National Network.
Its purpose is the qualification and certification of the adult population who hasn't completed compulsory or secondary education, by recognizing / valuing all forms of learning including formal, non-formal and informal learning.
New Opportunities is an 'open door' that provides 'second chances' for adults who haven't made full use of their first chance in education. It provides 'new opportunities' for those who wish to upgrade their skills.
According to their life and professional background, adults are oriented either to attend adult education and training courses or see their knowledge, skills and competence recognized, validated and certified.
The relationship with the public Employment Centre is very important and there are sessions for unemployed adults on a regular basis.

4. **an University's CNO:** *ISLA Santarém's* **CNO** (investigation carried out by IEFP):
Since October 2006, "ISLA *Santarém*", a private higher education institute, has one New Opportunities Centre (CNO), whose aim is to assure all citizens over 18 a chance of academic and professional qualification, with the basic or secondary education adequate to their profile and needs.
The CNO is the "doorway" for those who want to improve their academic and / or professional qualification. In this sense, our action is focused on the orientation and guidance towards lifelong learning, namely basic, secondary, post-secondary and professional issues.
As the Centre is part of "ISLA *Santarém*", it allows mobilizing the know-how of the organization and its institutional relationships, in such areas as the post secondary follow up of the graduates of New Opportunities, as well as the guidance of candidates towards effective qualification adequate to their profiles.
We work in a strategic way for the creation of innovation and assertive processes of orientation, learning, recognition of competences and training for a greater expression of emancipated individuals, consequently prone to change and innovation.
The Centre regulates its action by searching new learning processes, training and certifying adults with low levels of academic and professional qualifications, as a way to combat unemployment and social exclusion; contributing to a more developed society of knowledge.
The management strategy of the New Opportunities Centre:
- Assures ongoing work on lifelong guidance with the candidates
- Creates a team work highly effective
- Increases and improves the relationship with external institutions

– Finds innovative and visionary ways in lifelong learning.

5. **a non profit legal person governed by private law's CNO:** *Fundação Alentejo's* **CNO** (investigation carried out by Fundação Alentejo's);

The National System for Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences allows working with low adults' qualifications over 18 to identify their formal, non-formal and informal learning. This intervention is developed in the New Opportunities Centres.
NCO'S Goals:
- School and/or Professional qualification for young people and adults, according to each one competences' profile and life experiences, both recognized in "New Opportunities Centres".
Reinforcement of the Diagnosis Stage that allowed a much more complete initial analysis of the adults' profile. This way it will be possible to guide and advice people in a much better way.
- Processes of Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences until the secondary level.

Adults with low qualifications that attended the New Opportunities Centre become very committed in pursuing further training.
Alentejo Foundation CNO intervention appeared in late 2001, there were 20 Centres.

6. a **Private Training Provider's CNO - MPV Consultants** (investigation carried out by IEFP):

The MPV Consultants was formed in 2001, resulting from strong and experienced technical and human affinity of their team, who has acted in the area.
We find ourselves at present throughout the country and we aim at, essentially, provide services
in Human Resources, Training and Certification.

III.2.2 QUESTIONNAIRE for RIO MEÃO'S VOCATIONAL TRAINING CENTRE CNO

POTENTIAL CLIENTS/TARGET GROUPS

29. Do you within your guidance organisation, centre or project regularly or occasionally carry out any research activities to study characteristics and needs of potential clients for guidance in adult vocational education?

a) No.	
b) Yes.	Describe how.
Do you think **the identification of the needs and characteristics of potential clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	a) No. **b) Yes.**

Explain, if you want to: A humanistic approach is fundamental to the vocational guidance of adults, in a way that there is focus of the subject at the level of his/her needs and characteristics so, this should, therefore, be a factor to consider in the assessment.	

30. Does your guidance organisation, centre or project carry out guidance only at the seat of your guidance organisation, centre or project or also (regularly or occasionally) outside of it (e. g. in the premises of other organisations – so-called outreach approach)?

a) No.	
b) Yes.	Describe how. Our centre carries out regularly orientation in its extension, located in another geographic area, as to ensure local services to the target population. We also operate under roaming, ie increasing the effective approximation to the population.
Do you think **this issue (so-called outreach approach) is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: All the approaches have an evaluative aspect. Given that our socio-economic-cultural reality is essentially rural, we noticed that people are not receptive to the so called outreach approach, which is more acceptable in the most urbanized areas.	a) No. **b) Yes.**

STAFF – COUNSELLORS AND OTHERS

31. How many members of the Staff work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work *(insert number)* **10 staff members**	Describe a little more in detailed: Staff members: 1 Director 1 Coordinator 1 functional coordinator 3 guidance technicians 6 Recognition, Validation and Certification of Competences and skills (RVCC) technicians And a variable number of teams of trainers to assist the process of skills recognition

We are interested in whether your staff members are full-time or part-time workers or volunteers, or they participate in guidance in some another way? Describe a little more in detail: The staff members are full-time workers. The teams of trainers are part-time workers.	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: If the employees/people involved in the guidance) / target audience ratio is more proportional, the quality of the service is better and more assured.	a) No. **b) Yes.**
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The way of employment / involvement is directly related to the motivating factors of the person to the task, so it is important in terms of quality.	a) No. **b) Yes.**

32. How many counsellors work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work *(insert number)* **4 counsellors.**	Describe a little more in detailed: The number of counselors / diagnosis technicians depends on the goals / objectives set annually.
We are interested in whether your counsellors are full-time or part-time counsellors or volunteers, or they participate in guidance in some another way? Describe a little more in detail: The counselors are full-time workers (35 hours for week).	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: If the employees (people involved in the guidance) / target audience ratio is more proportional, the quality of the service is better and more assured.	a) No. **b) Yes.**
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take	a) No. **b) Yes.**

into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The way of employment / involvement is directly related to the motivating factors of the person to the task, so it is important in terms of quality.	

33. Does your guidance centre/activity have Counsellors, with different roles? (e .g. guidance centre manager, counsellor for certain other activities…)

a) No, all counsellors have the same role.	
b) Yes, staff performs different roles.	Describe different roles a little more in detail: The staff comprises a functional coordinator, a diagnosis technique with a specific role at the level of Education and Training of Adults and two diagnosis techniques that operate under the National Qualifications Framework.
Do you think the **structure/diversity of involvement of staff is important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Although the staff structure should involve global knowledge about the operation of the National Catalogue of Qualifications, the diversity and specificity of the involvement of staff is an added value.	a) No. **b) Yes.**

34. Are there any educational requirements for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with certain degree and type of education.	Describe educational requirements a little more in detail: Counselors should have training in Social Sciences and Humanities, specifically in Educational Psychology (career guidance, (re) orientation and career development) and training on National Qualifications Framework, in a lifelong learning logic.
Do you think the level and type of **education of the counsellors is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The level and type of initial and continuous training of the counselors is of great importance in terms of quality of the service	a) No. **b) Yes.**

of guidance in vocational education of adults, either in their effectiveness and efficiency.	

35. Are there any work experiences required for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with a certain work experience.	Describe required work experiences a little more in detail:
Do you think **work experiences of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The experience of the counselors is one of the qualitative factors, because all the know-how is reflected in the effectiveness and efficiency of the guidance. Work experience in Adult Education and in the operationalization of the National Qualifications Framework are fundamental for a good guidance.	a) No. **b) Yes.**

36. Are there any requirements for personality characteristics of the counsellors to work in the guidance centre/activity? (In means that personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual e.g. ability of empathy, confidential work…)

a) No.	
b) Yes, counsellors can be only the ones with certain personality characteristics.	Describe required personality characteristics a little more in detail:
Do you think **personality characteristics of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The personality while combining emotional, attitude and behavioral patterns, such as the ability of empathy (not to be confused with affection), confidential work, responsibility and commitment, professional ethics, sense of mission and public service are surely differentiating factors.	a) No. **b) Yes.**

37. Do you have any defined standards/regulations on the proportion between the counselling work undertaken by the counsellor and her/his other work (e. g.

preparation for guidance, administrative work, coordination, education, promotion etc.)?

a) No.	
a) Yes, we have defined standards/regulations on the proportion between the counselling work and other work.	Describe a little more in detail:

Do you think **determined proportion between the counselling work and other work of the counsellor is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	**a) No.** b) Yes.

RESOURCES, EQUIPMENT, DATABASES, INSTRUMENTS

38. Do you have any set standards on the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the premises where the guidance takes place.	Describe a little more in detail: Our guideline, the Letter of Quality for the New Opportunities Centres, is one of the tools that we use and work with, which creates demand and clarifies action strategies and service levels, contributing to the enhancement of work processes, for the mobilization of teams and for the effectiveness of funding. Alongside with all the internal procedural guidelines of IEFP (Institute of Employment and Vocational Training).

Do you think **premises for guidance work are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The space and climatic conditions and the accessibility of sites / premises for guidance work are important in terms of quality, because they can be facilitating factors and contributors to the wellness of spaces.	a) No. **b) Yes.**

39. Do you have any set standards on the equipment of the premises where the guidance takes place?

a) No.	

b) Yes, we have set standards on the equipment of the premises where the guidance takes place.	Describe a little more in detail:
Do you think the **equipment of the premises is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The set of equipment of the sites / premises are qualitatively important for a better operationalization of the guidance work, because there are a number of resources, equipment, databases and tools, either on paper or IT tools (information technology tools), that are facilitators of such guidance in adult vocational education.	a) No. **b) Yes.**

40. Do you have any set standards on the specialised library, databases (e. g. possibilities for education) and guidance instruments (e.g. instruments to identify interests, learning types etc.) which are available to the counsellor?

a) No.	
b) Yes, we have set standards on the specialised library, different databases and guidance instruments which are available to the counsellor.	Describe a little more in detail: We have defined a set of technical guidelines on the hosting, diagnosis and referral by the regulator ANQ - National Agency for Qualification, as well as a set of instruments (index-type) that can be applied in the process of assistance for an informed and conscious decision making, taking into account the needs, expectations, motivations and profile of the adult.
Do you think **defining specialised library, different databases and guidance instruments** which are available to the counsellor **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The definition of several materials is important for the action of the counsellor, provided that its use is not in a compulsory basis, but remains within the discretion of the counsellor to follow the suggested instruments or exploration activities.	a) No. **b) Yes.**

GUIDANCE PROCESS

41. Do you carry out different types of guidance for adults and what is the proportion between them? *INSTRUCTION: There are several possible answers.*

e) Yes, we carry out guidance for adults related to the education and training (educational guidance).	55%
f) Yes, we carry out guidance for adults related to the choice of profession (vocational guidance).	5%
g) Yes, we carry out guidance for adults related to the development of the career (career guidance).	40%
h) Yes, we carry out guidance for adults related to (*Describe.*) ……..	%
	100%
Do you think that **our quality model should address all the types of guidance that you marked?** Explain, if you want to: It is becoming more urgent the New Opportunities Centre which is a gateway to diversified paths to educational and vocational qualification, either for young people or adults, works all kinds of guidance, especially since the idea of being restricted to vocational guidance of young people in certain age to choose a profession for life is obsolete. Currently, the (re) orientation and career development are a constant need for (re) integration in labor markets in a lifelong learning.	a) No. **b) Yes.**

42. Do you carry out guidance for the adults related to education or training at different stages: before enrolment into education and training, during the courses of education and when education process is complete (what to do next)?

INSTRUCTION: There are several possible answers. **d) Yes we carry out guidance to adults before enrolment into vocational education.** e) Yes, we carry out guidance during the courses of vocational education. **f) Yes, we carry out guidance when the vocational education is complete for continuing education.** Explain, if you want to: People are becoming increasingly aware of the need to invest in their education, not only before the choice of a job they want to exercise but also on an ongoing basis to update their knowledge, increasing skills and other professions.	
Do you think **we should include in "our model of quality" monitoring of all three above described types of** (before enrolment into education and training, during the courses of	a) No. **b) Yes.**

education and when education process is complete)? Explain, if you want to:	

43. Do you have set out in what ways you carry out guidance to adults – e. g. in person, by telephone, by electronic mail, individual or in groups, etc.?

a) No.	
INSTRUCTION: There are several possible answers. **h) Yes, we have guidance in person.** i) Yes, we have guidance by telephone. j) Yes, we have guidance by electronic mail. **k) Yes we have guidance for individuals.** **l) Yes we have guidance for groups.** **m) Yes, we have guidance** *(Describe your way – method)* One of the ways of guidance is the fulfilment of three stages, each of which can support several moments or meetings, and only to the individual situation, or Joint (individual and group). The stages correspond to the reception, diagnosis and referral. In general terms, the hosting consists of the reception of adults and in the transmission of all information about the Centre and procedures for qualification, as well as a first gathering of information on the objectives and motivations of the adult; In the diagnosis, we analyse the adult's profile, based on paper and pencil instruments and an interview to complement the information, looking for joint training offers in the surrounding environment, feedback of the most appropriate response to the adult; routing, support in making decision (advantages and disadvantages) and the commitment to establish informed and conscious option on which the adult should engage with.	
Do you think that **carrying out guidance in different ways is an important factor of the quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: A single way of guidance would be very restrictive, would not be guidance, but pure referral.	a) No. **b) Yes.**

44. Do you have defined how each counsellor has to carry out »counselling process« with the clients?

a) No.	
b) Yes, we have defined how the »counselling process« has to be carried out.	Describe a little more in detail: As it was described in paragraph 16, we have defined three major stages on how the counsellor has to carry out the counselling process with the clients, and within these there is freedom of action by each diagnosis technique because it owns the scientific and technical

	knowledge to do so.
Do you think that **the determination of how the »counselling process« has to be carried out is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The basic lines of action.	a) No. **b) Yes.**

Do you have a defined method of monitoring the counselling work with the clients?

a) No.	
b) Yes, we have a defined method of monitoring the counselling work with the clients.	Describe a little more in detail:, what you monitor, how often you monitor, etc.: There is a personalized monitoring when any scheduled session is not attended or any dropout occurs, in order to understand the reasons.
Do you think that the **defined method of monitoring the counseling work with the clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

PARTNERSHIP

45. Does your guidance organisation, centre or project have established collaboration with various partners outside your organisation related to guidance in adult vocational education?

a) No.	
b) Yes, we collaborate with different partners.	Describe a little more in detail:, with which partners you collaborate on local, regional, national, international level: Job Centres, Associations, Parish Councils and other public entities, Companies
Do you think that **established collaboration with different partners is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The collaboration with local, regional, national and international partners is always an added value in the sharing of knowledge and	a) No. **b) Yes.**

practices of well-doing.	

46. In which activities, related to guidance in adult vocational education, do you collaborate with partners?

a) We do not collaborate with the partners.	
b) Yes, we collaborate with partners. Describe a little more in detail: activities in which you collaborate with partners, what role do partners have, etc.: Information, exploration and integration of our services, adult recruitment and assignment of spaces.	
Do you think **defined partnership and content of collaboration with partners are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

INFORMATION AND PROMOTION

47. Do you carry out any special (promotional, informational) activities for those who need guidance help so that they would know where and what kind of guidance help they can get?

a) No.	
b) Yes.	Describe how. In our view, the guidance process necessarily involves the transmission of information as well as carrying out activities aimed at obtaining information on the environment educational / training offers to ensure that an informed and conscious final decision.
Do you think **promotional and informational activities in guidance are important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

48. Do you plan and monitor information and promotion activities about guidance in adult vocational education which you carry out in your guidance organisation, centre or project?

a) We do not monitor that.	

INSTRUCTION: There are several possible answers.

h) We monitor planning of our information and promotion activities (or we have operational plans for information and promotion).
i) We monitor frequency of our information and promotion activities (how often we provide information to adults and others).
j) We monitor diversity of our information and promotion activities (e.g. if we appear in the newspapers, on the radio, TV...).
k) We monitor adaptability of our information and promotion to different target groups (understandable texts and relevant media for different target groups).
l) We monitor regional coverage of our information and promotion (if we cover all areas: urban, rural...).
m) We monitor also *(Describe.)* ……..

Do you think **planning of information and promotion activities is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

QUALITY EVALUATION AND DEVELOPMENT

49. Do you have in your guidance organisation, centre or project a defined system of quality evaluation and development of guidance work?

a) No.	
a) Yes.	Describe a little more in detail: your method of assessing the quality, who is involved in evaluation, how you use the results of evaluation, etc.: *If you have defined the areas and/or indicators and/or criteria for guidance work, attach them to this report or describe above, if the document is not too extensive.* We defined the CAFs Model in our centre and it has the involvement of all the team

Do you think that **a defined system of quality evaluation and development of guidance work in guidance organisation, centre or project is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

RESULTS OF GUIDANCE

50. Does your guidance organisation, centre or project systematically monitor the results of guidance?

a) No.	
INSTRUCTION: There are several possible answers. **j) Yes, we monitor number of services.** **k) Yes, we monitor number of service clients.** **l) Yes, we monitor demographic characteristic of service clients.** **m) Yes, we separately monitor guidance to vulnerable groups.** **n) Yes, we separately monitor the coverage of target groups specific to local environment.** o) Yes, we monitor client satisfaction with guidance. p) Yes, we monitor the extent to which the provision of guidance helped to solve the clients problem. q) Yes, we monitor (Describe any other results that you monitor)……	
Do you think **that systematic way of monitoring the results of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

EFFECTS OF GUIDANCE

51. Does your guidance organisation, centre or project systematically monitor the effects of guidance?

a) No.	
INSTRUCTION: There are several possible answers. **g) Yes, we monitor increased participation of adults in lifelong learning.** h) Yes, we monitor increased study success of adults. **i) Yes, we monitor decrease of dropout rates.** j) Yes, we monitor decrease in social marginalisation of adults. k) Yes, we monitor (any other effects that you monitor)……	
Do you think **that systematic way of monitoring the effects of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

MANAGEMENT, ADMINISTRATION, ORGANISATION

52. Do you in any way monitor how is your guidance organisation, centre or project concerted with the regional/national development plans?

a) No.	
b) Yes.	Describe a little more in detail: The management, administration and organization of the institution are concerted with regional, national and European development plans.

Do you think **developmental integration of guidance in the regional/local environment is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

53. At what level does your guidance organisation, centre or project has a normative/legal framework?

a) No.	
INSTRUCTION: There are several possible answers. **f) Yes, it has normatively defined status within the organisation, where the guidance takes place.** g) Yes, it has normatively defined status in the local environment. h) Yes, it has normatively defined status in the region. i) Yes, it has normatively defined status on the national level. j) Yes, *(Describe any additional explanation)*.....	
Do you think **normative regulation of guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

54. In your VET organisation, centre or project, is the organisation of guidance work defined in terms of work time/any other criteria?

a) No.	
b) Yes.	Describe a little more in detail: All the work that involves the guidance process, particularly during hosting, diagnosis and referral periods, is defined in terms of working time for their relevance at the level of placing the training facilities as well as other qualifying procedures.

Do you think the **organisation of guidance work is important in**	a) No.

terms of quality and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	**b) Yes.**

55. Does your guidance organisation, centre or project have defined way of monitoring money transparency and effectiveness in spending monetary funds?

a) No.	
b) Yes.	Describe a little more in detail:
Do you think the **way of monitoring money transparency and effectiveness in spending monetary funds in guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

OTHER

56. Do you have any other characteristic that significantly determine your guidance organisation, centre or project that you couldn't describe in the previous questions?

a) No.	
b) Yes.	Describe a little more in detail:
Do you think **that the above item(s)described is(are) important in terms of quality** and would you suggest that it is/are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

III.2.2 QUESTIONNAIRE for *CECOA's* CNO

POTENTIAL CLIENTS/TARGET GROUPS

1. Do you within your guidance organisation, centre or project regularly or occasionally carry out any research activities to study characteristics and needs of potential clients for guidance in adult vocational education?

a) No.	
b) Yes.	Describe how. During the Registration phase within the New Opportunities System, the Counsellor, besides shortly explaining the whole process to the adult, asks him/her about the pre-requirements for his/her registration (within a conversation context) which include the Education level, the age and the employment situation. On the other hand, in terms of Market research, several meetings are regularly carried out with responsible from different types of organisations (companies, associations, local public bodies, Social Solidarity organisations) in order to get in touch with potential clients needs.

Do you think **the identification of the needs and characteristics of potential clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The success of Guidance and Counselling services depends on the accurate identification of the adults' needs and characteristics.	a) No. **b) Yes.**

2. Does your guidance organisation, centre or project carry out guidance only at the seat of your guidance organisation, centre or project or also (regularly or occasionally) outside of it (e. g. in the premises of other organisations – so-called outreach approach)?

a) No.	
b) Yes.	Describe how. Guidance is not only carried out in CECOA's facilities, but also in the organisations with whom CECOA collaborates like companies, associations, local public bodies and Social Solidarity organisations. First CECOA's CNO Coordinator has a meeting with the

	organization responsible in order to present the Guidance and Counselling services, to identify potential clients and to negotiate logistic issues such as facilities requirements and the adults' (workers') availability for the Counselling and Guidance Process. After this first meeting, the initiative is presented to the referred organisation's workers and the interested adults participate in a first meeting where the Guidance and Counselling services and the RVCC process are presented. Adults interested in participating in the RVCC process fill in a Registration Form and the organisation responsible send to CECOA's CNO all Registration Forms and requested documents. Finally the whole RVCC process (including Counselling and Guidance services) can take place either in CECOA, either in the organisation's facilities.
Do you think **this issue (so-called outreach approach) is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Since the outreach approach used by CECOA consists in taking the System for Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences inside organisations where potential clients work, both approaches are equally relevant in terms of Quality.	a) No. **b) Yes.**

STAFF – COUNSELLORS AND OTHERS

3. How many members of the Staff work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work *(insert number)* **18 staff members (6 internal + 12 external)**	Describe a little more in detailed: CECOA's CNO counts with **6 full time internal staff** (besides the Director who dedicates about 10% of her time to the CNO): - 1 Administrative Technician– Reception and Hosting (Registration) - 1 Guidance and Diagnosis Technician - 3 RVCC Technicians - 1 Coordinator … and with **12 external staff**: - 7 Trainers (one for each RVCC area) - 2 Tutors (on for each RVCC area) - 2 Professional Evaluators

	- 1 External Evaluator (nominated by the National Agency for Qualification) Having in consideration the defined number of hours for each one of these collaborators intervention in CECOA's CNO, they work in full time (although all these professionals work in part-time in CECOA) For each level of CNO – defined in terms of quantitative objectives to be reached – a Human Resources Structure is legally defined.
We are interested in whether your staff members are full-time or part-time workers or volunteers, or they participate in guidance in some another way? Describe a little more in detail: Please see above.	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Although the number of employees/people involved is legally defined, we consider that this issue can be quite relevant in terms of quality of guidance in adult vocational education.	a) No. **b) Yes.**
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: For the external collaborators, the fact that they only work for CECOA, but also for other organisations can somehow make a difference.	a) No. **b) Yes.**

4. How many counsellors work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work **1 Counsellor**	Describe a little more in detailed: For each level of CNO – defined in terms of quantitative objectives to be reached – a Human Resources Structure is legally defined. CECOA is situated in level B, and within this level, only one Counsellor is required.
We are interested in whether your counsellors are **full-time or part-time counsellors or volunteers,** or they participate in guidance in some another way? Describe a little more in detail: CECOA's Counsellor is a full time worker.	
Do you think the number of employees/people involved **is**	a) No.

important in terms of quality and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Although the number of employees/people involved is legally defined, we consider that this issue can be quite relevant in terms of quality of guidance in adult vocational education.	**b) Yes.**
Do you think the <u>way of employment/involvement</u> of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	**a) No.** b) Yes.

5. Does your guidance centre/activity have Counsellors, with different roles? (e .g. guidance centre manager, counsellor for certain other activities…)

a) No, all counsellors have the same role.	
b) Yes, staff performs different roles.	Describe different roles a little more in detail:
Do you think the **<u>structure/diversity of involvement of staff</u> is important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Although counsellors are fully dedicated to the Guidance and Counselling activity, they also have the responsibility of establish the liaison with the other New Opportunities System phases, to perform a market research in terms of training offers, etc…	a) No. **b) Yes.**

6. Are there any educational requirements for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with certain degree and type of education.	Describe educational requirements a little more in detail: Counsellors must posses a university degree in the Social Sciences area
Do you think the level and type of **<u>education of the counsellors</u> is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

Having in consideration the nature of his/her work, it is crucial that a Counsellor possesses a university degree in this specific area.	

7. Are there any work experiences required for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with a certain work experience.	Describe required work experiences a little more in detail:
Do you think **work experiences of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Although it is not required in our Centre, possessing work experience in the VET area is very important since it will facilitate the establishment of a bridge between the adults' needs and the other New Opportunities System phases.	a) No. **b) Yes.**

8. Are there any requirements for personality characteristics of the counsellors to work in the guidance centre/activity? (In means that ppersonality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual e.g. ability of empathy, confidential work…)

a) No.	
b) Yes, counsellors can be only the ones with certain personality characteristics.	Describe required personality characteristics a little more in detail:
Do you think **personality characteristics of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Although it is not required in our Centre, a counsellor must be an organised person, be empathic, serene and attentive and possess communication and time management skills.	a) No. **b) Yes.**

9. Do you have any defined standards/regulations on the proportion between the counselling work undertaken by the counsellor and her/his other work (e. g. preparation for guidance, administrative work, coordination, education, promotion etc.)?

a) No.	
b) Yes, we have defined standards/regulations on the proportion between the counselling work and other work.	Describe a little more in detail:

Do you think **determined proportion between the counselling work and other work of the counsellor is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	**a) No.** b) Yes.

RESOURCES, EQUIPMENT, DATABASES, INSTRUMENTS

10. Do you have any set standards on the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the premises where the guidance takes place.	Describe a little more in detail: The National Agency for Qualification (ANQ) has published a set of recommendations/orientations which define that, for group sessions (hosting and information sessions), rooms for hosting at least 15 to 20 people must be available and that the individual interview with the adult must take place in a private room.

Do you think **premises for guidance work are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

11. Do you have any set standards on the equipment of the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the equipment of the premises where the guidance takes place.	Describe a little more in detail: Although there are no standards regarding equipment, the utilization of a Power point presentation in Adults Group sessions (hosting and information sessions) is always used (computer with PW software and beamer).

Do you think the **equipment of the premises is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Since the Group sessions' aim is to provide adults information and to clarify eventual questions, it is important that adults have clear understanding of the whole Process of Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences – the utilization of a Power point presentation is this phase is very important, reason why the existence of basic ICT equipment seems relevant from our prespective).	a) No. **b) Yes.**

12. Do you have any set standards on the specialised library, databases (e. g. possibilities for education) and guidance instruments (e.g. instruments to identify interests, learning types etc.) which are available to the counsellor?

a) No.	
b) Yes, we have set standards on the specialised library, different databases and guidance instruments which are available to the counsellor.	Describe a little more in detail: The National Agency for Qualification's has provided CNO's orientations about the different methodologies to be applied within the New Opportunities System, but each CNO has the liberty to decide which kind of database to create and which kind of Guidance and Counselling instruments to use. The only instruments that are standardised are the **Registration form** and the **Personal Qualification Plan** (which is designed when the adult is guided towards a formal learning process).
Do you think **defining specialised library, different databases and guidance instruments** which are available to the counsellor **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

GUIDANCE PROCESS

13. Do you carry out different types of guidance for adults and what is the proportion between them? *INSTRUCTION: There are several possible answers.*

a) Yes, we carry out guidance for adults related to the education and training (educational guidance).	95%
b) Yes, we carry out guidance for adults related to the choice of professional qualification (vocational guidance).	5%
c) Yes, we carry out guidance for adults related to the	%

development of the career (career guidance).	
d) Yes, we carry out guidance for adults related to (*Describe.*) ……..	%
	100%
Do you think that **our quality model should address all the types of guidance that you marked?** Explain, if you want to: **In the same process, both kind of Guidance can occur.**	a) No. **b) Yes.**

14. Do you carry out guidance for the adults related to education or training at different stages: before enrolment into education and training, during the courses of education and when education process is complete (what to do next)?

INSTRUCTION: There are several possible answers. **a) Yes we carry out guidance to adults before enrolment into vocational education.** b) Yes, we carry out guidance during the courses of vocational education. **c) Yes, we carry out guidance when the vocational education is complete for continuing education.** Explain, if you want to: c) After the Education/Professional RVCC process is completed and the correspondent Certification is issued, a **Personal Development Plan** is drawn which refers which are the adults professional plans in a short/medium term.	
Do you think **we should include in "our model of quality" monitoring of all three above described types of** (before enrolment into education and training, during the courses of education and when education process is complete)? Explain, if you want to:	a) No. **b) Yes.**

15. Do you have set out in what ways you carry out guidance to adults – e. g. in person, by telephone, by electronic mail, individual or in groups, etc.?

a) No.	
INSTRUCTION: There are several possible answers. **b) Yes, we have guidance in person.** c) Yes, we have guidance by telephone. **(only for operational communication and process support issues)** d) Yes, we have guidance by electronic mail. **(only for operational communication and process support issues)** **e) Yes we have guidance for individuals.** **f) Yes we have guidance for groups.** g) Yes, we have guidance *(Describe your way – method*)	
Do you think that **carrying out guidance in different ways is an important factor of the quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	a) No. **b) Yes.**

Explain, if you want to: There are moments in Guidance and Counselling that require a personal and private contact with the adult. On the other hand, information and clarifications in a first contact with adults interested in the Guidance and Counselling process can occur in Group sessions.	

16. Do you have defined how each counsellor has to carry out »counselling process« with the clients?

a) No.	
b) Yes, we have defined how the »counselling process« has to be carried out.	Describe a little more in detail: Respecting ANQ's orientations about the New Opportunities System sequence of steps, CECOA has established its own methodology for the Guidance and Counselling process (establishing how many sessions are required, which king of instruments to use, etc…)

Do you think that **the determination of how the »counselling process« has to be carried out is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

17. Do you have a defined method of monitoring the counselling work with the clients?

a) No.	
b) Yes, we have a defined method of monitoring the counselling work with the clients.	Describe a little more in detail:, what you monitor, how often you monitor, etc.:

Do you think that the **defined method of monitoring the counseling work with the clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Although it is not in place at the moment, CECOA will soon integrate the Guidance and Counselling process in its Quality Management System and it is foreseen the creation of an instrument that will allow to evaluate the level of satisfaction of adults.	a) No. **b) Yes.**

PARTNERSHIP

18. Does your guidance organisation, centre or project have established collaboration with various partners outside your organisation related to guidance in adult vocational education?

a) No.	
b) Yes, we collaborate with different partners.	Describe a little more in detail:, with which partners you collaborate on local, regional, national, international level: CECOA's CNO regularly collaborates with the following entities: • **Organisations in which potential clients work** (companies, associations, local public bodies, Social Solidarity organisations) • **Training Providers** • The **ANQ** • **IEFP** • Other CNOs

Do you think that **established collaboration with different partners is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

19. In which activities, related to guidance in adult vocational education, do you collaborate with partners?

a) We do not collaborate with the partners.	
b) **Yes, we collaborate with partners.** Describe a little more in detail: activities in which you collaborate with partners, what role do partners have, etc.: • **Organisations in which potential clients work:** CECOA's approach consists in presenting its Guidance and Counselling Services as well as the RVCC process in order to find potential clients. • **Training Providers:** CECOA works closely with other training centres in order to find suitable training offers to each adults' needs; • **The ANQ** – public body responsible for developing and managing the National System for Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences - provides orientations/recommendations to CNO's and monitors CNO's activities; • **IEFP** – CECOA's stakeholder - provides CECOA	

orientations/recommendations about the objectives to be reached; • **Other CNO's** - information sharing regarding Educational and Professional Guidance.	
Do you think **defined partnership and content of collaboration with partners are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

INFORMATION AND PROMOTION

20. Do you carry out any special (promotional, informational) activities for those who need guidance help so that they would know where and what kind of guidance help they can get?

a) No.	
b) Yes.	Describe how. CECOA regularly carries out information sessions with several entities – where potential clients work – to present its Guidance and Counselling Services as well as the RVCC process. These sessions can either be individual, either group sessions. Also, CECOA's Partnership and Business Department (Taylor Made training courses) in its regular contact with companies always provides information about Guidance and Counselling Services/RVCC process (cross selling)
Do you think **promotional and informational activities in guidance are important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

21. Do you plan and monitor information and promotion activities about guidance in adult vocational education which you carry out in your guidance organisation, centre or project?

a) We do not monitor that.	
INSTRUCTION: There are several possible answers. **b) We monitor planning of our information and promotion activities (or we have operational plans for information and promotion).** c) We monitor frequency of our information and promotion activities (how often we provide information to adults and others).	

d) We monitor diversity of our information and promotion activities (e.g. if we appear in the newspapers, on the radio, TV...). e) We monitor adaptability of our information and promotion to different target groups (understandable texts and relevant media for different target groups). f) We monitor regional coverage of our information and promotion (if we cover all areas: urban, rural...). g) We monitor also *(Describe.)* ……..	
Do you think **planning of information and promotion activities is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

QUALITY EVALUATION AND DEVELOPMENT

22. Do you have in your guidance organisation, centre or project a defined system of quality evaluation and development of guidance work?

a) No.	
a) Yes.	Describe a little more in detail: your method of assessing the quality, who is involved in evaluation, how you use the results of evaluation, etc.: *If you have defined the areas and/or indicators and/or criteria for guidance work, attach them to this report or describe above, if the document is not too extensive.*
Do you think that **a defined system of quality evaluation and development of guidance work in guidance organisation, centre or project is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Because we consider that Quality Evaluation and development, CECOA's Quality Management System will soon integrate CNO's activities and processes.	a) No. **b) Yes.**

RESULTS OF GUIDANCE

23. Does your guidance organisation, centre or project systematically monitor the results of guidance?

a) No.	
INSTRUCTION: There are several possible answers. **b) Yes, we monitor number of services.** **c) Yes, we monitor number of service clients.**	

d) Yes, we monitor demographic characteristic of service clients. e) Yes, we separately monitor guidance to vulnerable groups. f) Yes, we separately monitor the coverage of target groups specific to local environment. g) Yes, we monitor client satisfaction with guidance. h) Yes, we monitor the extent to which the provision of guidance helped to solve the clients' problem. **i) Yes, we monitor in which stage the adult stands in the process of for Guidance, Counselling, Recognition, Validation and Certification of Adults Skills and Competences**

Do you think **that systematic way of monitoring the results of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

EFFECTS OF GUIDANCE

24. Does your guidance organisation, centre or project systematically monitor the effects of guidance?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, we monitor increased participation of adults in lifelong learning. c) Yes, we monitor increased study success of adults. **d) Yes, we monitor decrease of dropout rates.** e) Yes, we monitor decrease in social marginalisation of adults. f) Yes, we monitor (any other effects that you monitor)……	

Do you think **that systematic way of monitoring the effects of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

MANAGEMENT, ADMINISTRATION, ORGANISATION

25. Do you in any way monitor how is your guidance organisation, centre or project concerted with the regional/national development plans?

a) No.	
b) Yes.	Describe a little more in detail: CECOA, as a training centre partly managed by the IEFP has defined goals regarding its activity which are concerted with regional/national development plans.

	The body responsible for monitoring this question is not CECOA, but IEFP and ANQ.
Do you think **developmental integration of guidance in the regional/local environment is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

26. At what level does your guidance organisation, centre or project has a normative/legal framework?

a) No.	
INSTRUCTION: There are several possible answers. **b) Yes, it has normatively defined status within the organisation, where the guidance takes place.** c) Yes, it has normatively defined status in the local environment. d) Yes, it has normatively defined status in the region. **e) Yes, it has normatively defined status on the national level.** f) Yes, *(Describe any additional explanation)*.....	
Do you think **normative regulation of guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

27. In your VET organisation, centre or project, is the organisation of guidance work defined in terms of work time/any other criteria?

a) No.	
b) Yes.	Describe a little more in detail: According to ANQ's orientations/recommendations.
Do you think the **organisation of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is important that the Guidance work is closely linked to the adults' needs.	a) No. **b) Yes.**

28. Does your guidance organisation, centre or project have defined way of monitoring money transparency and effectiveness in spending monetary funds?

a) No.	
b) Yes.	Describe a little more in detail: CECOA's financial reporting is regularly assessed by an international audit company and is also approved by the National Court of Auditors.

Do you think the **way of monitoring money transparency and effectiveness in spending monetary funds in guidance** is **important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

OTHER

1. Do you have any other characteristic that significantly determine your guidance organisation, centre or project that you couldn't describe in the previous questions?

a) No.	
b) Yes.	Describe a little more in detail:
Do you think **that the above item(s)described is(are) important in terms of quality** and would you suggest that it is/are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

III.2.2 QUESTIONNAIRE for *CACILHAS'* CNO

POTENTIAL CLIENTS/TARGET GROUPS

1. Do you within your guidance organisation, centre or project regularly or occasionally carry out any research activities to study characteristics and needs of potential clients for guidance in adult vocational education?

a) No.	
b) Yes.	Describe how. The National Agency for the Qualification (ANQ) does a complete research. Regular contacts with enterprises and the Employment Centre. Daily contact with adults.
Do you think **the identification of the needs and characteristics of potential clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: That is of extreme importance because when anticipating people's needs your work will be much better.	a) No. **b) Yes**

2. Does your guidance organisation, centre or project carry out guidance only at the seat of your guidance organisation, centre or project or also (regularly

or occasionally) outside of it (e. g. in the premises of other organisations – so-called outreach approach)?

a) No.	
b) Yes.	Describe how.

Do you think **this issue (so-called outreach approach) is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	**a) No.** b) Yes.

STAFF – COUNSELLORS AND OTHERS

3. How many members of the Staff work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

The number depends on the number of adults enrolled as follows.

Normally work *19* **staff members**	Describe a little more in detailed: Depending on the number of adults enrolled, the team includes: . a director . a coordinator . a TDE . an administrative . 4 RVC professionals Teachers . ITC – 2 teachers . Language and Communication (LC) – 2 teachers . Mathematics for Life (MV) – 1 teacher . Citizenship and Employability (CE) – 2 teachers . Culture, Language and Communication (CLC) – 1 teacher . Society, Technology and Science (STC) – 2 teachers . Citizenship and Professionalism (CP) – 1 teacher Altogether the number of hours cannot exceed 110.
We are interested in whether your staff members are full-time or part-time workers or volunteers, or they participate in guidance in some another way? Describe a little more in detail: The administrative, the 4 Recognition, Validation and Certification professionals and the "Citizenship and Employability", and "Culture, Language and Communication" teachers are working full-time. The other teachers are also working with adults but mainly in training courses that take place at the same school premises.	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	**a) No.** b) Yes.

Explain, if you want to: Although the number of people involved is of extreme importance (especially full time employees) in our Centre that doesn't depend on us. The most important thing is team work.	
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The way of employment has consequences on the results. In our country only the administrative, TDE and RVC teachers do not belong to the school where the centre is situated.	a) No. **b) Yes.**

4. How many counsellors work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally works **1 counsellor.**	Describe a little more in detailed: According to the number of adults enrolled, our Centre only has one counsellor both for compulsory and secondary levels.
We are interested in whether your counsellors are full-time or part-time counsellors or volunteers, or they participate in guidance in some another way? Describe a little more in detail: Although our counsellor (psychologist) works full-time (35 hours) that isn't enough if we think that our Centre works from 10.00 a.m. to 10 p.m.	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Of course the number of employees is extremely important but the number of people involved doesn't depend on our Centre; it is defined nationwide.	a) No. **b) Yes.**
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The way of employment of employees is relevant and it should be taken into consideration.	a) No. **b) Yes.**

5. Does your guidance centre/activity have Counsellors, with different roles? (e .g. guidance centre manager, counsellor for certain other activities…)

a) No, all counsellors have the same role.	
b) Yes, staff performs different roles.	Describe different roles a little more in detail:
Do you think the **structure/diversity of involvement of staff is important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

6. Are there any educational requirements for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with certain degree and type of education.	Describe educational requirements a little more in detail: At the beginning there were no requirements but we considered that a psychologist is the suitable person to perform this work. Nowadays only people with a degree in Social Sciences is to be admitted in this work. There is a national guide.
Do you think the level and type of **education of the counsellors is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

7. Are there any work experiences required for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with a certain work experience.	Describe required work experiences a little more in detail:
Do you think **work experiences of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Although it was not compulsory to prove you have some particular work experience, we found that people experienced in adult training and education would be the suitable ones.	a) No. **b) Yes.**

8. Are there any requirements for personality characteristics of the counsellors to work in the guidance centre/activity? (In means that personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual e.g. ability of empathy, confidential work…)

a) No.	
b) Yes, counsellors can be only the ones with certain personality characteristics.	Describe required personality characteristics a little more in detail:
Do you think **personality characteristics of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

9. Do you have any defined standards/regulations on the proportion between the counselling work undertaken by the counsellor and her/his other work (e. g. preparation for guidance, administrative work, coordination, education, promotion etc.)?

a) No.	
b) Yes, we have defined standards/regulations on the proportion between the counselling work and other work.	Describe a little more in detail:
Do you think **determined proportion between the counselling work and other work of the counsellor is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	**a) No.** b) Yes.

RESOURCES, EQUIPMENT, DATABASES, INSTRUMENTS

9. Do you have any set standards on the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the premises where the guidance takes place.	Describe a little more in detail: We have 8 classrooms, a library, ITC rooms, laptop computers, an auditorium...

Do you think **premises for guidance work are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: We find that the premises for guidance work are relevant because they can play an important role creating an ambiance of learning.	a) No. **b) Yes.**

10. Do you have any set standards on the equipment of the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the equipment of the premises where the guidance takes place.	Describe a little more in detail: Besides the equipments referred above (11) we decided to install three computers and a small library in the waiting area.
Do you think the **equipment of the premises is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

11. Do you have any set standards on the specialised library, databases (e. g. possibilities for education) and guidance instruments (e.g. instruments to identify interests, learning types etc.) which are available to the counsellor?

a) No.	
b) Yes, we have set standards on the specialised library, different databases and guidance instruments which are available to the counsellor.	Describe a little more in detail: Books/documents/publications provided by the National Agency for Qualification. When our school applied for the creation of a Centre one of the requirements was the existence of a library.
Do you think **defining specialised library, different databases and guidance instruments** which are available to the counsellor **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes**

GUIDANCE PROCESS

12. Do you carry out different types of guidance for adults and what is the proportion between them? *INSTRUCTION: There are several possible answers.*

a) Yes, we carry out guidance for adults related to the education and training (educational guidance).	70%
b) Yes, we carry out guidance for adults related to the choice of profession (vocational guidance).	20%
c) Yes, we carry out guidance for adults related to the development of the career (career guidance).	10%
d) Yes, we carry out guidance for adults related to	
	100%
Do you think that **our quality model should address all the types of guidance that you marked?** Explain, if you want to:	a) No. **b) Yes.**

13. Do you carry out guidance for the adults related to education or training at different stages: before enrolment into education and training, during the courses of education and when education process is complete (what to do next)?

INSTRUCTION: There are several possible answers. **a) Yes we carry out guidance to adults before enrolment into vocational education.** b) Yes, we carry out guidance during the courses of vocational education. **c) Yes, we carry out guidance when the vocational education is complete for continuing education.** Explain, if you want to:	
Do you think **we should include in "our model of quality" monitoring of all three above described types of** (before enrolment into education and training, during the courses of education and when education process is complete)? Explain, if you want to:	a) No. **b) Yes.**

14. Do you have set out in what ways you carry out guidance to adults – e. g. in person, by telephone, by electronic mail, individual or in groups, etc.?

a) No.	
INSTRUCTION: There are several possible answers. **b) Yes, we have guidance in person.** **c) Yes, we have guidance by telephone.** **d) Yes, we have guidance by electronic mail.** **e) Yes we have guidance for individuals.** **f) Yes we have guidance for groups.** g) Yes, we have guidance *(Describe your way – method)*	
Do you think that **carrying out guidance in different ways is an important factor of the quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	a) No. **b) Yes.**

Explain, if you want to:	

15. Do you have defined how each counsellor has to carry out »counselling process« with the clients?

a) No.	
b) Yes, we have defined how the »counselling process« has to be carried out.	Describe a little more in detail: The National Agency for Qualification defined the procedures. The counsellor has to interview the clients, to know their needs and expectations.
Do you think that **the determination of how the »counselling process« has to be carried out is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

16. Do you have a defined method of monitoring the counselling work with the clients?

a) No.	
b) Yes, we have a defined method of monitoring the counselling work with the clients.	Describe a little more in detail:, what you monitor, how often you monitor, etc.: Throughout the process (reception/enrolment, diagnosis, guidance, qualification certification), we apply a number of questionnaires and the results are taken into consideration by all the team.
Do you think that the **defined method of monitoring the counseling work with the clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

PARTNERSHIP

17. Does your guidance organisation, centre or project have established collaboration with various partners outside your organization related to guidance in adult vocational education?

a) No.	
b) Yes, we collaborate with different partners.	Describe a little more in detail:, with which partners you collaborate on local, regional, national, international level: We have several partners such as enterprises, Town Hall, hospitals, fire department, other New Opportunities Centres, Job Centre. We have partners in Poland.

Do you think that **established collaboration with different partners is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

18. In which activities, related to guidance in adult vocational education, do you collaborate with partners?

a) We do not collaborate with the partners.	
b) Yes, we collaborate with partners. Describe a little more in detail: activities in which you collaborate with partners, what role do partners have, etc.: We give information about the activities of our Centre; we go to our partners' premises and explain all the steps. We created a network where all the partners can register the new courses they intend to offer (Moodle). Each partner gives information and can ask for a specific course.	
Do you think **defined partnership and content of collaboration with partners are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

INFORMATION AND PROMOTION

19. Do you carry out any special (promotional, informational) activities for those who need guidance help so that they would know where and what kind of guidance help they can get?

a) No.	
b) Yes.	Describe how. The National Agency for Qualification carried out a wide information and awareness-raising campaign through TV ads, press ads, TV spots, brochures, flyers and outdoors. We organize and participate in all the activities that have to do with guidance. We design flyers and roll-ups. We organize sessions for unemployed citizens (partnership with the Job Centre). Our site is also a good way of giving information. There is a general description of our centre in Portuguese, English, French, German, Spanish, Italian and Polish. (an immigrant who is living in Switzerland found out information about New Opportunities

	through our site).
Do you think **promotional and informational activities in guidance are important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

20. Do you plan and monitor information and promotion activities about guidance in adult vocational education which you carry out in your guidance organisation, centre or project?

a) We do not monitor that.	
INSTRUCTION: There are several possible answers. **b) We monitor planning of our information and promotion activities (or we have operational plans for information and promotion).** **c) We monitor frequency of our information and promotion activities (how often we provide information to adults and others).** **d) We monitor diversity of our information and promotion activities (e.g. if we appear in the newspapers, on the radio, TV...).** **e) We monitor adaptability of our information and promotion to different target groups (understandable texts and relevant media for different target groups).** **f) We monitor regional coverage of our information and promotion (if we cover all areas: urban, rural...).** g) We monitor also *(Describe.)* ……..	
Do you think **planning of information and promotion activities is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

QUALITY EVALUATION AND DEVELOPMENT

21. Do you have in your guidance organisation, centre or project a defined system of quality evaluation and development of guidance work?

a) No.	
a) Yes.	Describe a little more in detail: your method of assessing the quality, who is involved in evaluation, how you use the results of evaluation, etc.: The team meets on a regular basis (once a week). Implementation of CAF (Common Assessment Framework) – 2009.
Do you think that **a defined system of quality evaluation and development of guidance work in guidance organisation, centre**	a) No. **b) Yes.**

<u>or project</u> is important in terms of quality and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	

RESULTS OF GUIDANCE

22. Does your guidance organisation, centre or project systematically monitor the results of guidance?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, we monitor number of services. **c) Yes, we monitor number of service clients.** **d) Yes, we monitor demographic characteristic of service clients.** e) Yes, we separately monitor guidance to vulnerable groups. f) Yes, we separately monitor the coverage of target groups specific to local environment. **g) Yes, we monitor client satisfaction with guidance.** **h) Yes, we monitor the extent to which the provision of guidance helped to solve the clients problem.** Yes, we monitor (Describe any other results that you monitor)……	
Do you think **<u>that systematic way of monitoring the results of guidance work</u> is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The National Agency for Qualification monitors the results.	a) No. **b) Yes.**

EFFECTS OF GUIDANCE

23. Does your guidance organisation, centre or project systematically monitor the effects of guidance?

a) No.	
INSTRUCTION: There are several possible answers. **b) Yes, we monitor increased participation of adults in lifelong learning.** **c) Yes, we monitor increased study success of adults.** **d) Yes, we monitor decrease of dropout rates.** e) Yes, we monitor decrease in social marginalisation of adults. f) Yes, we monitor (any other effects that you monitor)……	
Do you think **<u>that systematic way of monitoring the effects of guidance work</u> is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult	a) No. **b) Yes.**

vocational education? Explain, if you want to:	

MANAGEMENT, ADMINISTRATION, ORGANISATION

24. Do you in any way monitor how is your guidance organisation, centre or project concerted with the regional/national development plans?

a) No.	
b) Yes.	Describe a little more in detail: By implementing CAF we compare our results at regional and national levels.
Do you think **developmental integration of guidance in the regional/local environment is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

25. At what level does your guidance organisation, centre or project has a normative/legal framework?

a) No.	
INSTRUCTION: There are several possible answers. **b) Yes, it has normatively defined status within the organisation, where the guidance takes place.** c) Yes, it has normatively defined status in the local environment. d) Yes, it has normatively defined status in the region. **e) Yes, it has normatively defined status on the national level.** f) Yes, *we also have internal …*	
Do you think **normative regulation of guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

26. In your VET organisation, centre or project, is the organisation of guidance work defined in terms of work time/any other criteria?

a) No.	
b) Yes.	Describe a little more in detail:
Do you think the **organisation of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	a) No. **b) Yes.**

Explain, if you want to:	

27. Does your guidance organisation, centre or project have defined way of monitoring money transparency and effectiveness in spending monetary funds?

a) No.	
b) Yes.	Describe a little more in detail: The monetary funds are spent according to the national and European instructions. (National Strategic Reference Framework, National Operational Program of Human Potential)
Do you think the **way of monitoring money transparency and effectiveness in spending monetary funds in guidance** **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

OTHER

28. Do you have any other characteristic that significantly determine your guidance organisation, centre or project that you couldn't describe in the previous questions?

a) No.	
b) Yes.	Describe a little more in detail: New Opportunities is an initiative that promotes Life Long Learning (LLL). Our centre not only guides adults but also develops cultural activities in several dimensions. Partnership with Poland.
Do you think **that the above item(s)described** **is(are) important in terms of quality** and would you suggest that it is/are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

III.2.2 QUESTIONNAIRE for *ISLA SANTARÉM's* CNO

POTENTIAL CLIENTS/TARGET GROUPS

1. Do you within your guidance organisation, centre or project regularly or occasionally carry out any research activities to study characteristics and needs of potential clients for guidance in adult vocational education?

a) No.	
b) Yes.	Describe how.

	1. Vocational Needs Diagnosis – inquiry. The National Agency for the Qualification, and vocational training organisations ask us for this information 2. The 7 New Opportunities Centres of our region ("Lezíria do Tejo"), are working like a consortium, and we are going to create a database online with our clients vocational training needs.
Do you think **the identification of the needs and characteristics of potential clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Our stand to work must be always the needs of our clients.	a) No. **b) Yes.**

2. Does your guidance organisation, centre or project carry out guidance only at the seat of your guidance organisation, centre or project or also (regularly or occasionally) outside of it (e. g. in the premises of other organisations – so-called outreach approach)?

a) No.	
b) Yes.	Describe how. Our New Opportunities Centre (CNO) is supposed to reach everyone who does not have the 12 years of regular school. So, our police it is to work outside our seat (perhaps 75% of our activity is outside and the other 25% inside). We establish partnerships with City Council and Parish Council, Local Associations and Non Governmental Organisations (NGO). We also work inside enterprises with the workers.
Do you think **this issue (so-called outreach approach) is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: To reach our clients. To well-to-do the national mission of the CNO.	a) No. **b) Yes.**

STAFF – COUNSELLORS AND OTHERS

3. How many members of the Staff work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work *(insert number)* **19 staff members**	Describe a little more in detailed: 1 director (part-time) 1 coordinator (full-time) 2 administrative (full-time) 2 Vocational counsellor (full-time)

	4 Competences Recognition Technician (2full-.time; 2 part-time) 12 Trainers (2 full-time; 10 part-time)
We are interested in whether your staff members are full-time or part-time workers or volunteers, or they participate in guidance in some another way? Describe a little more in detail: We also have University students which tutor during 210 hours per year.	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Create a Teamwork	a) No. **b) Yes.**

4. How many counsellors work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work *(insert number)* **2 counsellors.**	Describe a little more in detailed: 2 Vocational counsellors (full-time).
We are interested in whether your counsellors are full-time or part-time counsellors or volunteers, or they participate in guidance in some another way? Describe a little more in detail: One is a Psychologist and the other is a Social Educator. Both are full-time (40h/Week). They work in a large time/ day (ex: morning, afternoon and evening), never more than 8hours/day.	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The number of staff does not depend on us. Depends on the project (which is of the National Agency for the Qualification).	a) No. **b) Yes.**
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

5. Does your guidance centre/activity have Counsellors, with different roles? (e .g. guidance centre manager, counsellor for certain other activities…)

a) No, all	

counsellors have the same role.	
b) Yes, staff performs different roles.	Describe different roles a little more in detail:

Do you think the **structure/diversity of involvement of staff is important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

6. Are there any educational requirements for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with certain degree and type of education.	Describe educational requirements a little more in detail: Portuguese Law (social sciences)

Do you think the level and type of **education of the counsellors is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Specifically related with the university study programme.	a) No. **b) Yes.**

7. Are there any work experiences required for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with a certain work experience.	Describe required work experiences a little more in detail:

Do you think **work experiences of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

8. Are there any requirements for personality characteristics of the counsellors to work in the guidance centre/activity? (In means that ppersonality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual e.g. ability of empathy, confidential work…)

a) No.	
b) Yes, counsellors	Describe required personality characteristics a little

can be only the ones with certain personality characteristics.	more in detail: Pro-activity; empathy; enthusiastic about the project; confident; remain calm in an ambiguity situation; committed to excellence.
Do you think **personality characteristics of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

9. Do you have any defined standards/regulations on the proportion between the counselling work undertaken by the counsellor and her/his other work (e. g. preparation for guidance, administrative work, coordination, education, promotion etc.)?

a) No.	
a) Yes, we have defined standards/regulations on the proportion between the counselling work and other work.	Describe a little more in detail:
Do you think **determined proportion between the counselling work and other work of the counsellor is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	**a) No.** b) Yes.

RESOURCES, EQUIPMENT, DATABASES, INSTRUMENTS

10. Do you have any set standards on the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the premises where the guidance takes place.	Describe a little more in detail: The National New Opportunities project defines the standards (according to the National Strategic Reference Framework partly financed by EU **/** the National Operational Program of Human Potential, a part of it)
Do you think **premises for guidance work are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Accessibility. Individual and group place work. A good and comfortable waiting	a) No. **b) Yes.**

hall. Computers.	

11. Do you have any set standards on the equipment of the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the equipment of the premises where the guidance takes place.	Describe a little more in detail: The National New Opportunities project defines the standards. (National Strategic Reference Framework, partly financed by EU **/** National Operational Program of Human Potential, a part of it)
Do you think the **equipment of the premises is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

12. Do you have any set standards on the specialised library, databases (e. g. possibilities for education) and guidance instruments (e.g. instruments to identify interests, learning types etc.) which are available to the counsellor?

a) No.	
b) Yes, we have set standards on the specialised library, different databases and guidance instruments which are available to the counsellor.	Describe a little more in detail: National Agency for Qualification – book editions of work guidelines Internal Guideline of the "way to do it"
Do you think **defining specialised library, different databases and guidance instruments** which are available to the counsellor **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

GUIDANCE PROCESS

13. Do you carry out different types of guidance for adults and what is the proportion between them? *INSTRUCTION: There are several possible answers.*

a) Yes, we carry out guidance for adults related to the education and training (educational guidance).	70%

b) Yes, we carry out guidance for adults related to the choice of profession (vocational guidance).	10%
c) Yes, we carry out guidance for adults related to the development of the career (career guidance).	20%
Yes, we carry out guidance for adults related to (*Describe.*) …….	0%
	100%
Do you think that **our quality model should address all the types of guidance that you marked?** Explain, if you want to:	a) No. **b) Yes.**

14. Do you carry out guidance for the adults related to education or training at different stages: before enrolment into education and training, during the courses of education and when education process is complete (what to do next)?

INSTRUCTION: There are several possible answers. **a) Yes we carry out guidance to adults before enrolment into vocational education.** b) Yes, we carry out guidance during the courses of vocational education. c) **Yes, we carry out guidance when the vocational education is complete for continuing education.** Explain, if you want to:	
Do you think **we should include in "our model of quality" monitoring of all three above described types of** (before enrolment into education and training, during the courses of education and when education process is complete)? Explain, if you want to:	a) No. **b) Yes.**

15. Do you have set out in what ways you carry out guidance to adults – e. g. in person, by telephone, by electronic mail, individual or in groups, etc.?

a) No.	
INSTRUCTION: There are several possible answers. **b) Yes, we have guidance in person.** **c) Yes, we have guidance by telephone.** **d) Yes, we have guidance by electronic mail.** **e) Yes we have guidance for individuals.** **f) Yes we have guidance for groups.** g) **Yes, we have guidance** *(Describe your way – method)*	
Do you think that **carrying out guidance in different ways is an important factor of the quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

16. Do you have defined how each counsellor has to carry out »counselling process« with the clients?

a) No.	
b) Yes, we have defined how the »counselling process« has to be carried out.	Describe a little more in detail: National Agency for Qualification – book editions of work guidelines. Internal Guidelines of the "way to do it"

Do you think that **the determination of how the »counselling process« has to be carried out is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

17. Do you have a defined method of monitoring the counselling work with the clients?

a) No.	
b) Yes, we have a defined method of monitoring the counselling work with the clients.	Describe a little more in detail:, what you monitor, how often you monitor, etc.: Auto-evaluation according to CAF, EU Satisfaction inquiry to clients (vocational process and scholar certification process) Evaluation ok team elements

Do you think that the **defined method of monitoring the counseling work with the clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

PARTNERSHIP

18. Does your guidance organisation, centre or project have established collaboration with various partners outside your organization related to guidance in adult vocational education?

a) No.	
b) Yes, we collaborate with different partners.	Describe a little more in detail:, with which partners you collaborate on local, regional, national, international level: Local and Regional Partners (in number of 24): – Network with other 7 regional CNO – City Council – Parish Council – Local Associations and – Non Governmental Organisations (NGO), – Public Institutions – Portuguese Army National: Network of 486 CNO

	International: The project is an European Initiative
Do you think that **established collaboration with different partners is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

19. In which activities, related to guidance in adult vocational education, do you collaborate with partners?

a) We do not collaborate with the partners.	
b) Yes, we collaborate with partners. Describe a little more in detail: activities in which you collaborate with partners, what role do partners have, etc.: Vocational needs; to promote the certification process inside the workplace or housing place. Informatics System: SIGO (National network that connects more than 1000 training organizations and the 486 CNO – New Opportunities Centres - in Portugal)	
Do you think **defined partnership and content of collaboration with partners are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

INFORMATION AND PROMOTION

20. Do you carry out any special (promotional, informational) activities for those who need guidance help so that they would know where and what kind of guidance help they can get?

a) No.	
b) Yes.	Describe how. Media (local and regional newspaper and radio) Flyers Roll-ups Companies Newsletters Project about Citizenship ("*Desafiar a Cidadania" 2011*) National Agency for Qualification
Do you think **promotional and informational activities in guidance are important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	a) No. **b) Yes.**

Explain, if you want to:	

21. Do you plan and monitor information and promotion activities about guidance in adult vocational education which you carry out in your guidance organisation, centre or project?

a) We do not monitor that.	
INSTRUCTION: There are several possible answers. **b) We monitor planning of our information and promotion activities (or we have operational plans for information and promotion).** **c) We monitor frequency of our information and promotion activities (how often we provide information to adults and others).** **d) We monitor diversity of our information and promotion activities (e.g. if we appear in the newspapers, on the radio, TV...).** **e) We monitor adaptability of our information and promotion to different target groups (understandable texts and relevant media for different target groups).** f) **We monitor regional coverage of our information and promotion (if we cover all areas: urban, rural...).** g) We monitor also *(Describe.)* ……..	
Do you think **planning of information and promotion activities is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

QUALITY EVALUATION AND DEVELOPMENT

22. Do you have in your guidance organisation, centre or project a defined system of quality evaluation and development of guidance work?

a) No.	
a) Yes.	Describe a little more in detail: your method of assessing the quality, who is involved in evaluation, how you use the results of evaluation, etc.: *If you have defined the areas and/or indicators and/or criteria for guidance work, attach them to this report or describe above, if the document is not too extensive.* *CAF*
Do you think that **a defined system of quality evaluation and development of guidance work in guidance organisation, centre or project is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

RESULTS OF GUIDANCE

23. Does your guidance organisation, centre or project systematically monitor the results of guidance?

a) No.	
INSTRUCTION: There are several possible answers. **b) Yes, we monitor number of services.** **c) Yes, we monitor number of service clients.** **d) Yes, we monitor demographic characteristic of service clients.** **e) Yes, we separately monitor guidance to vulnerable groups.** f) Yes, we separately monitor the coverage of target groups specific to local environment. g) Yes, we monitor client satisfaction with guidance. h) Yes, we monitor the extent to which the provision of guidance helped to solve the clients problem. i) Yes, we monitor (Describe any other results that you monitor)……	
Do you think **that systematic way of monitoring the results of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

EFFECTS OF GUIDANCE

24. Does your guidance organisation, centre or project systematically monitor the effects of guidance?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, we monitor increased participation of adults in lifelong learning. **c) Yes, we monitor increased study success of adults.** **d) Yes, we monitor decrease of dropout rates.** e) Yes, we monitor decrease in social marginalisation of adults. **f) Yes, we monitor (any other effects that you monitor)……**	
Do you think **that systematic way of monitoring the effects of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

MANAGEMENT, ADMINISTRATION, ORGANISATION

25. Do you in any way monitor how is your guidance organisation, centre or project concerted with the regional/national development plans?

a) No.	
b) Yes.	Describe a little more in detail: National: CAF

Do you think **developmental integration of guidance in the regional/local environment is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

26. At what level does your guidance organisation, centre or project has a normative/legal framework?

a) No.
INSTRUCTION: There are several possible answers. **b) Yes, it has normatively defined status within the organisation, where the guidance takes place.** c) Yes, it has normatively defined status in the local environment. d) Yes, it has normatively defined status in the region. **e) Yes, it has normatively defined status on the national level.** f) Yes, *(Describe any additional explanation)*.....

Do you think **normative regulation of guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

27. In your VET organisation, centre or project, is the organisation of guidance work defined in terms of work time/any other criteria?

a) No.	
b) Yes.	Describe a little more in detail: FLEXIBLE WORK TIME

Do you think the **organisation of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

28. Does your guidance organisation, centre or project have defined way of monitoring money transparency and effectiveness in spending monetary funds?

a) No.	
b) Yes.	Describe a little more in detail: At National Level: – The National Strategic Reference Framework, which is partly financed by the EU, and

	– The National Operational Program of Human Potential, which is a part of that framework At European Level – European Commission
Do you think the **way of monitoring money transparency and effectiveness in spending monetary funds in guidance** is **important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

OTHER

29. Do you have any other characteristic that significantly determine your guidance organisation, centre or project that you couldn't describe in the previous questions?

a) No.	
b) Yes.	Describe a little more in detail:
Do you think **that the above item(s)described is(are) important in terms of quality** and would you suggest that it is/are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

III.2.2 QUESTIONNAIRE for *Fundação Alentejo's* CNO

POTENTIAL CLIENTS/TARGET GROUPS

2. Do you within your guidance organisation, centre or project regularly or occasionally carry out any research activities to study characteristics and needs of potential clients for guidance in adult vocational education?

a) No.	
b) **Yes**.	In our community there are several professional and schooling entities that offer different opportunities of qualification. It's very important for the success of our work to know all the offers so we can inform the adults according with the individual diagnosis. We also have a "net" (several CNO working together) in order to study and discuss the best way to do and improve our actual and future work.
Do you think **the identification of the needs and characteristics of potential clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	a) No. b) **Yes.**

Explain, if you want to: The aim of our work is to get better qualification offers in order to accomplish the needs of the adults witch are identified by diagnosis' methodologies. The partnership with different entities allows us to accomplish a more complete knowledge of the profiles of our potential candidates.	

3. Does your guidance organisation, centre or project carry out guidance only at the seat of your guidance organisation, centre or project or also (regularly or occasionally) outside of it (e. g. in the premises of other organisations – so-called outreach approach)?

a) No.	
b) **Yes.**	Describe how. This intervention is especially important with people with special needs, immigrants, prisoners and rural inhabitants.
Do you think **this issue (so-called outreach approach) is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: In this work we develop a very close relationship with the rehabilitation centres and with families.	a) No. b) **Yes.**

STAFF – COUNSELLORS AND OTHERS

4. How many members of the Staff work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work **TWO** staff members	Describe a little more in detailed: Each one is related with one of the schooling level/professional qualification (basic and secondary).
We are interested in whether your staff members are full-time or part-time workers or volunteers, or they participate in guidance in some another way? Describe a little more in detail: They're at full time and they work only at CNO.	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) **Yes.**

Of course it is important to have the resources according with the demand in order to accomplish a higher quality degree.	
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: We believe that the right person in the right place is fundamental	a) No. b) **Yes.**

5. How many counsellors work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work *(insert number)* …… counsellors.	Describe a little more in detailed: It depends on the needs of the entities.
We are interested in whether your counsellors are full-time or part-time counsellors or volunteers, or they participate in guidance in some another way? Describe a little more in detail: They're at full time and they work only at CNO.	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Of course it is important to have the resources according to the demand.	a) No. b) **Yes.**
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: We believe that the right person in the right place is fundamental.	a) No. b) **Yes**.

6. Does your guidance centre/activity have Counsellors, with different roles? (e .g. guidance centre manager, counsellor for certain other activities…)

a) No, all counsellors have the same role.	

b) **Yes,** staff performs different roles.	Describe different roles a little more in detail: Our both counsellors, act in all phases, levels, and dimensions of the guidance process.

Do you think the **structure/diversity of involvement of staff is important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The staff must have qualification, motivation, responsibility and diligence for the job.	a) No. b) **Yes.**

7. Are there any educational requirements for the counsellors to work in the guidance centre/activity?

a) No.	
b) **Yes,** counsellors can be only the ones with certain degree and type of education.	Describe educational requirements a little more in detail: Superior qualification in human and social sciences further qualification in guidance and counselling.

Do you think the level and type of **education of the counsellors is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The main aspect is related with the specific qualification in guidance and counselling. in our centre the ministry of education promotes the professional qualification of the technicians	a) No. b) **Yes.**

8. Are there any work experiences required for the counsellors to work in the guidance centre/activity?

a) **No.**	
b) Yes, counsellors can be only the ones with a certain work experience.	Describe required work experiences a little more in detail:

Do you think **work experiences of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) **No.** b) Yes.

9. Are there any requirements for personality characteristics of the counsellors to work in the guidance centre/activity? (In means that ppersonality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual e.g. ability of empathy, confidential work…)

a) No.	
b) **Yes**, counsellors can be only the ones with certain personality characteristics.	Describe required personality characteristics a little more in detail: Ability of empathy, listening capacity, proactive in the demand of all the information related with the job, organization capacity.

Do you think **personality characteristics of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: As we said before the work with people must be under the responsibility of technicians with the right qualification and personal profile.	a) No. b) **Yes.**

10. Do you have any defined standards/regulations on the proportion between the counselling work undertaken by the counsellor and her/his other work (e. g. preparation for guidance, administrative work, coordination, education, promotion etc.)?

a) No.	
a) Yes, we have defined standards/regulations on the proportion between the counselling work and other work.	Describe a little more in detail:

Do you think **determined proportion between the counselling work and other work of the counsellor is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	**a) No.** b) Yes.

RESOURCES, EQUIPMENT, DATABASES, INSTRUMENTS

11. Do you have any set standards on the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the premises where the guidance takes place.	Describe a little more in detail: The place must ensure privacy.
Do you think **premises for guidance work are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: We consider those are the minimum requirements.	a) No. **b) Yes.**

12. Do you have any set standards on the equipment of the premises where the guidance takes place?

a) No.	
b) **Yes**, we have set standards on the equipment of the premises where the guidance takes place.	Describe a little more in detail: A laptop with net, phone, databases.
Do you think the **equipment of the premises is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

13. Do you have any set standards on the specialised library, databases (e. g. possibilities for education) and guidance instruments (e.g. instruments to identify interests, learning types etc.) which are available to the counsellor?

a) No.	
b) Yes, we have set standards on the specialised library, different databases and guidance instruments which are available to the counsellor.	Describe a little more in detail: All the instruments are/were created or adapted for our specific public by the counsellors.
Do you think **defining specialised library, different databases and guidance instruments** which are available to the counsellor **is important in terms of quality** and would you suggest that it is	a) No. **b) Yes.**

included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is essential to ensure that all the instruments are suitable with the goals of the intervention.	

GUIDANCE PROCESS

14. Do you carry out different types of guidance for adults and what is the proportion between them? *INSTRUCTION: There are several possible answers.*

a) Yes, we carry out guidance for adults related to the education and training (educational guidance).	50%
b) Yes, we carry out guidance for adults related to the choice of profession (vocational guidance).	10%
c) Yes, we carry out guidance for adults related to the development of the career (career guidance).	10%
d) Yes, we carry out guidance for adults related to (*EDUCATIONAL AND VOCATIONAL GUIDANCE*	30%
	100%
Do you think that **our quality model should address all the types of guidance that you marked?** Explain, if you want to: Our work is developed from the diagnosis and so we ensure the most suitable intervention.	a) No. **b) Yes.**

15. Do you carry out guidance for the adults related to education or training at different stages: before enrolment into education and training, during the courses of education and when education process is complete (what to do next)?

INSTRUCTION: There are several possible answers. **a) Yes we carry out guidance to adults before enrolment into vocational education.** b) Yes, we carry out guidance during the courses of vocational education. **c) Yes, we carry out guidance when the vocational education is complete for continuing education.** Explain, if you want to: We think that the guidance during the courses is made by the responsible entities. Our work is more important before and after. we guide adults in the choice of th suitable courses and we guide them after those courses.	
Do you think **we should include in "our model of quality" monitoring of all three above described types of** (before enrolment into education and training, during the courses of	a) No. **b) Yes.**

education and when education process is complete)? Explain, if you want to: For the reasons described in 15.	

16. Do you have set out in what ways you carry out guidance to adults – e. g. in person, by telephone, by electronic mail, individual or in groups, etc.?

a) No.	
INSTRUCTION: There are several possible answers. **b) Yes, we have guidance in person.** c) Yes, we have guidance by telephone. d) Yes, we have guidance by electronic mail. **e) Yes we have guidance for individuals.** **f) Yes we have guidance for groups.** g) Yes, we have guidance *(Describe your way – method)*	
Do you think that **carrying out guidance in different ways is an important factor of the quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Of course that the quality factor is much higher when we have several types of guidance. so we can assure the right guidance with adult's need.	a) No. **b) Yes.**

17. Do you have defined how each counsellor has to carry out »counselling process« with the clients?

a) No.	
b) Yes, we have defined how the »counselling process« has to be carried out.	Describe a little more in detail: We have defined the most important lines of the counselling process. However we consider that every adult is different and so his needs are. so, our counsellors must be prepared to adapt and redefine the counselling process when it is necessary.
Do you think that **the determination of how the »counselling process« has to be carried out is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	a) No. **b) Yes.**

18. Do you have a defined method of monitoring the counselling work with the clients?

a) No.	
b) Yes, we have a defined method of monitoring the counselling work with the clients.	Describe a little more in detail:, what you monitor, how often you monitor, etc.: We have a monitoring method using satisfaction quizzes. they're used individually in the end of counselling process
Do you think that the **defined method of monitoring the counseling work with the clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Of course because in order to have good results we must measure the counselling work to introduce the adaptations if necessary.	a) No. **b) Yes.**

PARTNERSHIP

19. Does your guidance organisation, centre or project have established collaboration with various partners outside your organisation related to guidance in adult vocational education?

a) No.	
b) Yes, we collaborate with different partners.	Describe a little more in detail:, with which partners you collaborate on local, regional, national, international level: Other CNO Local entities of professional and schooling qualification Employment centres.
Do you think that **established collaboration with different partners is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Collaborate with different partners is very important in terms of quality and to assure the success or adults' guidance. This way, more than organization is working with the welfare of adults. We collaborate with several partners in a local, regional and national level.	a) No. **b) Yes.**

20. In which activities, related to guidance in adult vocational education, do you collaborate with partners?

a) We do not collaborate with the partners.	
b) <u>Yes,</u> we collaborate with partners. Describe a little more in detail: activities in which you collaborate with partners, what role do partners have, etc.: we collaborate in sharing the different offers of education; in finding the adults the adult' needs and sharing those needs in order to promote the right solutions	
Do you think **<u>defined partnership and content of collaboration with partners</u> are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is important to share and work with other partners because a collaboration work will assure a higher quality and a better resources management.	a) No. **b) <u>Yes</u>.**

INFORMATION AND PROMOTION

21. Do you carry out any special (promotional, informational) activities for those who need guidance help so that they would know where and what kind of guidance help they can get?

a) No.	
b) <u>Yes.</u>	Describe how. We have information in a net page and in the newspaper. we carry out various sessions (rural and urban areas) with qualified technicians in order to explain what we do and how we can help them. We carry out these sessions in our centre and in other places of the community; we do it also when we are searched by local entities. We search the local entities asking if they have adults in need of qualification.
Do you think **<u>promotional and informational activities in guidance</u> are important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: By being informed, the adults can more easily search the CNO	a) No. **b) <u>Yes.</u>**

22. Do you plan and monitor information and promotion activities about guidance in adult vocational education which you carry out in your guidance organisation, centre or project?

a) We do not monitor that.	
INSTRUCTION: There are several possible answers. b) We monitor planning of our information and promotion activities (or we have operational plans for information and promotion). c) We monitor frequency of our information and promotion activities (how often we provide information to adults and others). d) We monitor diversity of our information and promotion activities (e.g. if we appear in the newspapers, on the radio, TV...). e) We monitor adaptability of our information and promotion to different target groups (understandable texts and relevant media for different target groups). **f) We monitor regional coverage of our information and promotion (if we cover all areas: urban, rural...).** g) We monitor also *(Describe.)* ……..	
Do you think **planning of information and promotion activities is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: By monitoring the regional coverage of our information and promotion we can make easily measure the needs of our public such as the results of the promotion activities and we can also see if it is necessarily to change or improve.	a) No. **b) Yes.**

QUALITY EVALUATION AND DEVELOPMENT

23. Do you have in your guidance organisation, centre or project a defined system of quality evaluation and development of guidance work?

a) No.	
a) Yes.	Describe a little more in detail: your method of assessing the quality, who is involved in evaluation, how you use the results of evaluation, etc.: *If you have defined the areas and/or indicators and/or criteria for guidance work, attach them to this report or describe above, if the document is not too extensive.* We have an evaluation tool "common assessment framework" (CAF) that evaluates all our work and

	results. We also use a national information system that allows comparing dates, results and the effectiveness of our work. All the team is involved.
Do you think that **a defined system of quality evaluation and development of guidance work in guidance organisation, centre or project is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: We think that evaluation has a fundamental role to improve quality	a) No. **b) Yes.**

RESULTS OF GUIDANCE

24. Does your guidance organisation, centre or project systematically monitor the results of guidance?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, we monitor number of services. **c) Yes, we monitor number of service clients.** **d) Yes, we monitor demographic characteristic of service clients.** **e) Yes, we separately monitor guidance to vulnerable groups.** **f) Yes, we separately monitor the coverage of target groups specific to local environment.** **g) Yes, we monitor client satisfaction with guidance.** h) **Yes, we monitor the extent to which the provision of guidance helped to solve the clients problem**. i) Yes, we monitor (Describe any other results that you monitor).....	
Do you think **that systematic way of monitoring the results of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is important to promote the suitability of the intervention.	a) No. **b) Yes.**

EFFECTS OF GUIDANCE

25. Does your guidance organisation, centre or project systematically monitor the effects of guidance?

a) No.	

INSTRUCTION: There are several possible answers. **b) Yes, we monitor increased participation of adults in lifelong learning.** c) Yes, we monitor increased study success of adults. **d) Yes, we monitor decrease of dropout rates.** e) Yes, we monitor decrease in social marginalisation of adults. f) Yes, we monitor (any other effects that you monitor)……

Do you think **that systematic way of monitoring the effects of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is important to promote the suitability define and plan future interventions.	a) No. **b) Yes.**

MANAGEMENT, ADMINISTRATION, ORGANISATION

26. Do you in any way monitor how is your guidance organisation, centre or project concerted with the regional/national development plans?

a) No.	
b) Yes.	Describe a little more in detail: we do it inside the new opportunities centre by having regular meetings

Do you think **developmental integration of guidance in the regional/local environment is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Working together will allow us to find better resources and reach positive results concerning the regional/national development.	a) No. **b) Yes.**

27. At what level does your guidance organisation, centre or project has a normative/legal framework?

a) No.
INSTRUCTION: There are several possible answers. b) Yes, it has normatively defined status within the organisation, where the guidance takes place. c) Yes, it has normatively defined status in the local environment. d) Yes, it has normatively defined status in the region.

e) Yes, it has normatively defined status on the national level. f) Yes, *(Describe any additional explanation)*.....	
Do you think **normative regulation of guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is important to promote a sustainable and organized work.	a) No. **b) Yes.**

28. In your VET organisation, centre or project, is the organisation of guidance work defined in terms of work time/any other criteria?

a) No.	
b) Yes.	Describe a little more in detail: We have defined specific timings for the different stages of the process.
Do you think the **organisation of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is important for the organization of the process and to make the adults feel that we are supporting them.	a) No. **b) Yes.**

29. Does your guidance organisation, centre or project have defined way of monitoring money transparency and effectiveness in spending monetary funds?

a) No.	
b) Yes.	Describe a little more in detail: We have a proper department (accounting department) that defines and monitories the monetary funds are spend.
Do you think the **way of monitoring money transparency and effectiveness in spending monetary funds in guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Yes, because of the extreme importance role of the money resources.	a) No. **b) Yes.**

OTHER

30. Do you have any other characteristic that significantly determine your guidance organisation, centre or project that you couldn't describe in the previous questions?

a) No.	
b) Yes.	Describe a little more in detail:
Do you think **that the above item(s)described is(are) important in terms of quality** and would you suggest that it is/are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

III.2.2 QUESTIONNAIRE for MPV CONSULTANTS

POTENTIAL CLIENTS/TARGET GROUPS

1. Do you within your guidance organisation, centre or project regularly or occasionally carry out any research activities to study characteristics and needs of potential clients for guidance in adult vocational education?

a) No.	
b) Yes.	Describe how Through the Private Entity from which we depend
Do you think **the identification of the needs and characteristics of potential clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

2. Does your guidance organisation, centre or project carry out guidance only at the seat of your guidance organisation, centre or project or also (regularly or occasionally) outside of it (e. g. in the premises of other organisations – so-called outreach approach)?

a) No.	
b) Yes.	Describe how. We look outside of our office (potential clients / protocols)
Do you think **this issue (so-called outreach approach) is important in terms of quality** and would you suggest that it is	a) No.

included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	**b) Yes.**

STAFF – COUNSELLORS AND OTHERS

3. How many members of the Staff work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on? 1

Normally work *(insert number)* **5 staff members**	Describe a little more in detailed: Director of Training Pedagogical Coordinator Director of Finance
We are interested in whether your staff members are full-time or part-time workers or volunteers, or they participate in guidance in some another way? Describe a little more in detail: Full-time (MPV Team) Trainers (freelancers) in Part Time according to the training needs / courses to be developed	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: It is important for the work team an experienced human and technical affinity, combined with expertise, initiative and desire to win.	a) No. **b) Yes.**
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

4. How many counsellors work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work *(insert number)* **1 counsellor.**	Describe a little more in detailed: The Counsellor (Director of Training) helps in the guidance activity, which addresses the improvement of the training needs asked by our client.

	We believe that professional training will only have the desired impact on the company, if it responds objectively to the needs of this one, and if it is converted into added value for it.
We are interested in whether your counsellors are full-time or part-time counsellors or volunteers, or they participate in guidance in some another way? Describe a little more in detail: Full time (40 hours per week)	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The greater the involvement of persons responsible for training needs, the greater the success of the training (which is only fully achieved if the development of the training actions is adapted to the company and its reality)	a) No. **b) Yes.**
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

5. Does your guidance centre/activity have Counsellors, with different roles? (e .g. guidance centre manager, counsellor for certain other activities…)

a) No, all counsellors have the same role.	
b) Yes, staff performs different roles.	Describe different roles a little more in detail: Counsellor Pedagogical Coordinator Trainer Public Relations Commercial
Do you think the **structure/diversity of involvement of staff is important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

6. Are there any educational requirements for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with certain degree and type of education.	Describe educational requirements a little more in detail:

Do you think the level and type of **education of the counsellors is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

7. Are there any work experiences required for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with a certain work experience.	Describe required work experiences a little more in detail:

Do you think **work experiences of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Our company's motto is: "Competence promotes Employment, Professional development, the Ability to learn ... "	a) No. b) Yes.

8. Are there any requirements for personality characteristics of the counsellors to work in the guidance centre/activity? (In means that ppersonality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual e.g. ability of empathy, confidential work…)

a) No.	
b) Yes, counsellors can be only the ones with certain personality characteristics.	Describe required personality characteristics a little more in detail:

Do you think **personality characteristics of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: We must be aware of some requirements in the selection interview	a) No. **b) Yes.**

9. Do you have any defined standards/regulations on the proportion between the counselling work undertaken by the counsellor and her/his other work (e. g. preparation for guidance, administrative work, coordination, education, promotion etc.)?

a) No.		
a) Yes, we have defined standards/regulations on the proportion between the counselling work and other work.	Describe a little more in detail:	
Do you think **determined proportion between the counselling work and other work of the counsellor is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:		a) No. b) Yes.

RESOURCES, EQUIPMENT, DATABASES, INSTRUMENTS

10. Do you have any set standards on the premises where the guidance takes place?

a) No.		
b) Yes, we have set standards on the premises where the guidance takes place.	Describe a little more in detail:	
Do you think **premises for guidance work are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:		a) No. b) Yes.

Here we must give due importance to: – The training room, which should meet the right conditions in terms of ventilation, size, brightness, and noise, – The educational resources necessary for successful completion of training.	

11. Do you have any set standards on the equipment of the premises where the guidance takes place?

a) No.		
b) Yes, we have set standards on the equipment of the premises where the guidance takes place.	Describe a little more in detail:	
Do you think the **equipment of the premises is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:		a) No. b) Yes.

12. Do you have any set standards on the specialised library, databases (e. g. possibilities for education) and guidance instruments (e.g. instruments to identify interests, learning types etc.) which are available to the counsellor?

a) No.		
b) Yes, we have set standards on the specialised library, different databases and guidance instruments which are available to the counsellor.	Describe a little more in detail:	
Do you think **defining specialised library, different databases and guidance instruments** which are available to the counsellor **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:		a) No. b) Yes.

GUIDANCE PROCESS

13. Do you carry out different types of guidance for adults and what is the proportion between them? *INSTRUCTION: There are several possible answers.*

a) Yes, we carry out guidance for adults related to the education and training (educational guidance).	20%
b) Yes, we carry out guidance for adults related to the choice of profession (vocational guidance).	%
c) Yes, we carry out guidance for adults related to the development of the career (career guidance).	10%
d) Yes, we carry out guidance for adults related to (*Describe.*) …….. **The Labor Code / Law No. 35/2004- principles and standards of professional training**	70%
	100%
Do you think that **our quality model should address all the types of guidance that you marked?** The Labor Code / Law No. 35/2004- principles and standards of professional training Explain, if you want to:	a) No. **b) Yes.**

14. Do you carry out guidance for the adults related to education or training at different stages: before enrolment into education and training, during the courses of education and when education process is complete (what to do next)?

INSTRUCTION: There are several possible answers. a) Yes we carry out guidance to adults before enrolment into vocational education. **b) Yes, we carry out guidance during the courses of vocational education.** c) Yes, we carry out guidance when the vocational education is complete for continuing education. Explain, if you want to:	
Do you think **we should include in "our model of quality" monitoring of all three above described types of** (before enrolment into education and training, during the courses of education and when education process is complete)?	a) No. b) Yes.

Explain, if you want to:	

15. Do you have set out in what ways you carry out guidance to adults – e. g. in person, by telephone, by electronic mail, individual or in groups, etc.?

a) No.	
INSTRUCTION: There are several possible answers. **b) Yes, we have guidance in person.** **c) Yes, we have guidance by telephone.** **d) Yes, we have guidance by electronic mail.** **e) Yes we have guidance for individuals.** **f) Yes we have guidance for groups.** g) Yes, we have guidance *(Describe your way – method*)	
Do you think that **carrying out guidance in different ways is an important factor of the quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

16. Do you have defined how each counsellor has to carry out »counselling process« with the clients?

a) No.	
b) Yes, we have defined how the »counselling process« has to be carried out.	Describe a little more in detail:
Do you think that **the determination of how the »counselling process« has to be carried out is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

17. Do you have a defined method of monitoring the counselling work with the clients?

a) No.	
b) Yes, we have a defined method of monitoring the	Describe a little more in detail:, what you monitor, how often you monitor, etc.:

counselling work with the clients.	
Do you think that the **defined method of monitoring the counseling work with the clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Using questionnaires	a) No. **b) Yes.**

PARTNERSHIP

18. Does your guidance organisation, centre or project have established collaboration with various partners outside your organization related to guidance in adult vocational education?

a) No.	
b) Yes, we collaborate with different partners.	Describe a little more in detail:, with which partners you collaborate on local, regional, national, international level: Public New Opportunities Centers Corporate Clients Private Institutions of Social Solidarity NGO
Do you think that **established collaboration with different partners is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. **b) Yes.**

19. In which activities, related to guidance in adult vocational education, do you collaborate with partners?

a) We do not collaborate with the partners.	
b) Yes, we collaborate with partners. Describe a little more in detail: activities in which you collaborate with partners, what role do partners have, etc.: CNO	

Do you think **defined partnership and content of collaboration with partners are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

INFORMATION AND PROMOTION

20. Do you carry out any special (promotional, informational) activities for those who need guidance help so that they would know where and what kind of guidance help they can get?

a) No.	
b) Yes.	Describe how. Newspaper Net Page Newsletter Technical Guidelines (National Agency for the Qualification, which has a partial European financing / National Operational Program of Human Potential, which is part of the former)

Do you think **promotional and informational activities in guidance are important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

21. Do you plan and monitor information and promotion activities about guidance in adult vocational education which you carry out in your guidance organisation, centre or project?

a) We do not monitor that.	
INSTRUCTION: There are several possible answers. **h) We monitor planning of our information and promotion activities (or we have operational plans for information and promotion).** **i) We monitor frequency of our information and promotion activities (how often we provide information to adults and others).** **j) We monitor diversity of our information and promotion activities (e.g. if we appear in the newspapers, on the radio, TV...).**	

k) We monitor adaptability of our information and promotion to different target groups (understandable texts and relevant media for different target groups). **l) We monitor regional coverage of our information and promotion (if we cover all areas: urban, rural...).** m) We monitor also *(Describe.)* ……..	
Do you think **planning of information and promotion activities is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

QUALITY EVALUATION AND DEVELOPMENT

22. Do you have in your guidance organisation, centre or project a defined system of quality evaluation and development of guidance work?

a) No.	
a) Yes.	Describe a little more in detail: your method of assessing the quality, who is involved in evaluation, how you use the results of evaluation, etc.: *If you have defined the areas and/or indicators and/or criteria for guidance work, attach them to this report or describe above, if the document is not too extensive.*

Do you think that **a defined system of quality evaluation and development of guidance work in guidance organisation, centre or project is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

RESULTS OF GUIDANCE

23. Does your guidance organisation, centre or project systematically monitor the results of guidance?

a) No.	

INSTRUCTION: There are several possible answers. b) Yes, we monitor number of services. **c) Yes, we monitor number of service clients.** **d) Yes, we monitor demographic characteristic of service clients.** e) **Yes**, we separately monitor guidance to vulnerable groups. f) Yes, we separately monitor the coverage of target groups specific to local environment. g) **Yes, we monitor client satisfaction with guidance**. h) Yes, we monitor the extent to which the provision of guidance helped to solve the clients problem. i) Yes, we monitor (Describe any other results that you monitor)……	
Do you think **that systematic way of monitoring the results of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

EFFECTS OF GUIDANCE

24. Does your guidance organisation, centre or project systematically monitor the effects of guidance?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, we monitor increased participation of adults in lifelong learning. c) Yes, we monitor increased study success of adults. d) Yes, we monitor decrease of dropout rates. e) Yes, we monitor decrease in social marginalisation of adults. f) Yes, we monitor (any other effects that you monitor)……	
Do you think **that systematic way of monitoring the effects of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

MANAGEMENT, ADMINISTRATION, ORGANISATION

25. Do you in any way monitor how is your guidance organisation, centre or project concerted with the regional/national development plans?

a) No.	
b) Yes.	Describe a little more in detail: Ministry of Labor and Social Solidarity - Directorate-general for Employment and Labor Relations National Agency for Qualification
Do you think **developmental integration of guidance in the regional/local environment is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

26. At what level does your guidance organisation, centre or project has a normative/legal framework?

a) No.	
INSTRUCTION: There are several possible answers. b) Yes, it has normatively defined status within the organization, where the guidance takes place. c) Yes, it has normatively defined status in the local environment. d) Yes, it has normatively defined status in the region. **e) Yes, it has normatively defined status on the national level.** f) Yes, *(Describe any additional explanation)*.....	
Do you think **normative regulation of guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

27. In your VET organisation, centre or project, is the organisation of guidance work defined in terms of work time/any other criteria?

a) No.	
b) Yes.	Describe a little more in detail:
Do you think the **organisation of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	a) No. b) Yes.

Explain, if you want to:	

28. Does your guidance organisation, centre or project have defined way of monitoring money transparency and effectiveness in spending monetary funds?

a) No.	
b) Yes.	Describe a little more in detail: That monitoring is done by the National Strategic Reference Framework, which is partly financed by the EU **/** the National Operational Program of Human Potential, which is a part of it
Do you think the **way of monitoring money transparency and effectiveness in spending monetary funds in guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

OTHER

29. Do you have any other characteristic that significantly determine your guidance organisation, centre or project that you couldn't describe in the previous questions?

a) No.	
b) Yes.	Describe a little more in detail:
Do you think **that the above item(s)described is(are) important in terms of quality** and would you suggest that it is/are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

DESK RESEACH

WEBSITES

- **Quality Services and Accreditation Directorate** (DSQA - Direcção de Serviços de Qualidade e Acreditação) - http://acredita.dgert.mtss.gov.pt/
- **National Qualifications Agency -** http://www.en.anq.gov.pt/

- **Employment and Vocational Training Institute** - http://www.iefp.pt/formacao/Paginas/Home.aspx
- **New Opportunities Website** - http://www.novasoportunidades.gov.pt/
- **European Institute of Public Administration -** http://www.eipa.eu/
- **Common Assessment Framework (in Portugal)** - http://www.caf.dgaep.gov.pt;
- **European Lifelong Guidance Policy Network** - http://ktl.jyu.fi/ktl/elgpn
- **APCER - Associação Portuguesa de Certificação -** http://www.apcer.pt/index.php
- **Portuguese Quality Institute (IPQ)** - http://www.ipq.pt/custompage.aspx?modid=15
- **ENQAVET** - http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/portugal.aspx#main

RELEVANT DOCUMENTS

- CNO's Methodology of Reception, Diagnosis and Guidance of Adults (National Agency for Qualification (ANQ) set of recommendations/orientations)
- CNO's Legal Regulation - Order n.º 370/2008 from the Labour and Social Solidarity and Education Ministries
- Legal Regulation of Training Providers' Certification - Order n.º 851/2010 from the Labour and Social Solidarity and Education Ministries

Finnish Investigation Report

WP2 – EQARF Implementation and PR Methodology possibilities

1. EQARF state of art implementation in Finland

Person interviewed: Ms Leena Koski (Finnish National Board of Education, national reference point for EQARF (EQAVET))

1.1 In Finland we have a national education policy, which means that we have no regional or local education policy. EQARF has been implemented in the national level and it is managed by the Finnish National Board of Education (FNBE). The VET providers are recommended to adapt the framework to their quality assurance.

There are three main tools to implement the framework:

- Quality management recommendation for vocational education and training (attachment)
- A proposal for a quality strategy for vocational education and training (prepared by the Ministry of Education and Culture)
- Financing VET providers on grounds of achieved results, which are based on national quality criteria

1.2The national framework based on EQARF (Quality management recommendation for vocational education and training) includes the implementation for Guidance and Counselling in Adult VET.

2. VET Quality Assurance, Monitoring and Development Systems in Finland

2.1 The quality assurance policy in Keuda (local level)

Keuda has a quality strategy, in which the system of quality management is described. This strategy is based on EQARF and EFQM. The quality system consist of the aims and means for quality work. The quality strategy determines the organs/personnel responsible for management and quality assurance in the organization.

2.2National level

The Ministry of Education and Culture is responsible for the national level quality assurance. The Finnish National Board of Education operates under the Ministry and is in charge of the implementation of EQARF and gives orders and recommendations to VET providers concerning quality assurance.

3. Quality Assurance, Monitoring and Development Systems in Guidance and Counselling in Adult VET

There are no specific quality assurance systems for Guidence and Counselling in Adult VET.

3.1 Educational and vocational guidance in Finland

Children in Finland begin their compulsory education in the year they turn seven unless the child needs special needs education. Compulsory basic education lasts nine years, and nearly all children complete it in a comprehensive school.

Upper secondary schools provide general education for students who are usually from 16 to 19 years of age. Upper secondary school ends with the completion of the matriculation examination. Upper secondary vocational education and training builds on the basic education curriculum. The complete an upper secondary level vocational qualification after basic education normally takes 3 years (120 credits). The duration of studies is up to 40 credits shorter for those who have completed the general upper secondary school, as they are given credit for some of their studies there.
General upper secondary schools, as well as vocational upper secondary schools, provide general eligibility for higher education in a university of applied sciences or in a traditional university.

Adult education

All forms of education and training intended for young people, ranging from comprehensive school to university studies, are also provided for adults. Some educational institutions concentrate exclusively on adult education and training. Adult education and training are also provided in the form of in-service training within companies.
The Finnish adult education system has three main branches:
Liberal adult education, general adult education and vocational education and training for adults.
Liberal adult education fosters lifelong learning, offering all-round education and training, courses based on the student's interests, and social studies. The students can take evening classes, short full-time courses or intensive courses, which do not normally lead to a qualification. The curricula are not enacted in the law. The range of courses on offer gives plenty of opportunities to develop oneself professionally or just for pleasure. It is also possible to have language skills recognised through general language examination.
Education and training is provided by folk high schools, study centres, summer universities and adult education centres. These can be maintained by municipalities, federations of municipalities, associations, foundations or limited companies.
In *general upper secondary education for adults* it is possible to complete the whole syllabus, take the matriculation exam or individual courses or raise previous grades. The students can thus improve their chances of getting into higher education or vocational institutions, improve their general knowledge or complete studies which they had begun at an earlier date.
General upper secondary education for adults is available in adult high schools, general upper secondary schools and some folk high schools. Prospective students can apply directly to the institution at any time of the year. The students will study according their individual study plans.
Vocational education and training for adults can be divided into upper secondary (initial) and further vocational education and training. The training may either lead into a certified qualification or be non-formal. Vocational training in upper secondary schools leads into a certified qualification, whereas further vocational training may fall under either category.
Vocational education and training is intended both those in employment and the unemployed. Education and training has been specially developed and organised for adults is available at all levels. Mature students can gain the same initial vocational qualifications as the young.

The variety of measures are available to adults to maintain and enhance their competencies and to study for qualifications or parts of qualifications: in-service training; apprenticeship training; the competence test system; and labour market training (adult employment training).

In *higher education*, mature students have bachelor's degree paths of their own: they have their own entrance quotas, and the education and training intended for them takes many different forms. Universities of applied sciences also award worklife-based master's degrees. In the university sectors, mature students can benefit from conversion training, which makes it possible to attain a new higher education degree in a shorter period of time on the basis of an existing university or university of applied sciences degree. Universities of applied sciences and traditional universities also provide specialisation courses and extension studies to higher education graduates as well as open university studies.

Guidance and counselling in vocational education and training

The goal of guidance and counselling at vocational schools is to provide individual support to students in their studies, in career planning, and in finding employment. The objectives and content of student counselling are determined in the national core curriculum approved by the Finnish National Board of Education. According to the core curriculum guidance and counselling should ensure that students:

- receive sufficient information on their education and training, prior to and during their study programme;
- receive information and experience of the world of work, entrepreneurship and different occupations;
- are provided with international contacts, study and work opportunities; and
- receive support in case of personal or study-related problems.

All vocational study programmes include at least 1.5 credits of students counselling. Each education provider decides how they implement this in practice.

School counsellors are responsible for guidance and counselling at vocational schools. They are usually trained teachers who have acquired a guidance counsellor qualification. All teachers participate in guidance and counselling. Students and teachers can also act as tutors, helping students in dealing with practical study-related matters. Guidance and counselling in normally integrated in other instruction but students are entitled to individual guidance and counselling sessions if needed. In addition, schools offer their students group guidance and counselling, support their move to labour market, and monitor the employment rate of their students.

Schools counsellors coordinate guidance and counselling at schools and are the contact point between the school and the outside world in guidance and counselling matters. Cooperation with guidance counsellors of other upper secondary education institutions is increasingly important as the freedom of students to choose courses from other than their home institution has increased.

The careers and recruitment services of vocational schools form a part of their guidance and counselling services. Their goal is to help students in their transition from school to work or on to further education. The employment path of those who have completed a vocational qualification is monitored systematically.

Guidance and counselling in adult education

The key objective in the guidance and counselling of mature students is to help them to design their individual study plans, to improve their study skills and to

advise them in the choice of subjects to be studied. Such guidance and counselling, provided by guidance counsellors, will support the student's education and training and his/her career choices. Group advisers will guide and monitor the progress of their own groups. Guidance and counselling can be individual, take place in small groups or over the web.

Adult students receive personalised services: guidance and counselling services, teaching arrangements and support measures should be based on the customer's needs. Also taken into account are special circumstances arising from a student's different cultural and linguistic background or, for example, from dyslexia and dysgraphia. In a competence-based qualification, the personalised approach applies to guidance and counselling throughout the qualification, starting from the application period.

Guidance and counselling at basic and general upper secondary education of adults

The goal of basic and general upper secondary education of adults is to give them a varied general education and an opportunity to complete their unfinished education. A key goal is to improve students' lifelong learning skills and consequently their further education opportunities.

Guidance and counselling of adults focuses on designing individual curricula, developing study skills and helping adults to select relevant subjects. Guidance and counselling also support them in making education, training and career choices. Career counsellors are responsible for the guidance and counselling of adults. Group advisors are responsible for supervising the studies and guidance of their own designated group. Guidance and counselling can be individual or take place in small groups; web-based tutoring is also used, particularly in the guidance and counselling of distance learners.

Guidance and counselling at the universities of applied sciences

The Finnish universities of applied sciences aim to offer their students comprehensive guidance and counselling services, covering questions from the planning of studies, to career planning, work placements and international exchange opportunities. Guidance counsellors are responsible for offering and organising guidance and counselling services. The careers and recruitment services have established themselves in all universities of applied sciences, offering services to students and their potential employers.

Guidance and counselling at the traditional universities

Universities provide general student counselling for their students and those seeking admittance to them. The organisation of these services varies somewhat in different universities. Usually there is a student guidance office, which offers information about studies, work placements, and open university courses. A financial aid office deals with student welfare services.

Faculties and/or institutes usually have a student affair secretary who is responsible for the planning, coordination and development of guidance and counselling services, editing of study guides and training of tutors. Academic and other staff members of different departments provide tutoring in their own subjects. New students also receive tutoring in small groups to help them get acquainted with studying and life at university.

The two most important client groups of the careers and recruitment services of universities are students soon to graduate or those recently graduated, and employers. The aim is to help students enter the labour market and to offer employers information and concrete help in recruiting new employees.

The careers and recruitment services of universities offer students a wide range of services, such as information about career planning, vacancies, employers and continuing training opportunities, and training in applying for jobs. Higher education advisors of employment and economic development offices operating in Finnish university towns, work in cooperation with the personnel of local careers and recruitment services of universities.

Guidance and counselling in Employment and Economic Development Offices

The services available in employment and economic development administration build on four key objectives of employment and entrepreneurship policy. While existing companies should be able to grow further, the creation of new companies should also be promoted. A prompt re-employment is supported, for example, by offering services during the notice period already. At the same time, those in the weakest position in the labour market also need support.

Employment and economic development administration operates on three levels

The Ministry of Employment and the Economy is responsible for the operating environment underpinning entrepreneurship and innovation activities, securing the functioning of the labour market and workers' employability, as well as for regional development within the global economy.

Regional state administration in Finland encompasses *Centres for Economic Development, Transport and the Environment* (15), also charged with implementing regional employment and entrepreneurship policies. The centres promote entrepreneurship, labour market functioning, competence and cultural activities. They are also in charge of information, guidance and counselling services.

Local *Employment and Economic Development Offices* (74) provide labour market services to individuals and businesses alike. The extent and means of guidance and counselling to individuals are determined by their needs: are they jobseekers, do they need work on their professional skills or are they being ehabilitated for the labour market and do they therefore also need other than public employment services?

The long-term unemployed with a low employability are helped by *labour force service centres* (35), where employment and economic development services are provided in tandem with local social services and the Social Insurance Institution KELA.

Guidance and counselling services

Employment service

Employment advisers and counsellors at the Employment and Economic Development Offices help jobseekers and employers find one another. In a job-search interview, the client and employment adviser discuss the client's job wishes. Employment services also provide group-based training in job-seeking skills and a jobsearch desk where the clients can find information about jobs and education and training either independently or with the staff's assistance.

Along with other European Union countries and Norway, Iceland and Liechteinstein, Finland is part of EURES employment service network of the European Commission (Switzerland also takes part). EURES advisers provide services to those who wish to work in another European country, giving guidance and counselling both to jobseekers and employers.

Educational and vocational information services

Education advisers are available to discuss entry into education; courses and syllabi; occupations and occupational fields; and financing one's studies. The discussions will help the client to bring his/her educational or job-seeking plant to a concrete level. The service is facilitated by a national telephone service number and email. The clients can also search information independently or with the education adviser's help on the internet or in the library corner in the Employment and Economic Development Centre.

Vocational guidance and career planning services

Vocational guidance and career planning services help to address questions on career choice, professional development and career path. Together with a vocational guidance psychologist, the clients can analyse their current situation, interests, expectations relating to work, educational background, skills and competencies, and work experience. They can also minimise or reduce obstacles to employability where necessary.

A range of methods are available to assess the client's aptitude and to define educational and employment options. These include psychological tests, general and occupational health checks, and try-outs of education and employment. The focus has in the last years been more and more on adult clients. The services are open and free of charge to all. In addition to the unemployed, the services are provided to those in or returning to employment.

Higher education advisers in the Employment and Economic Development Offices work in collaboration with the careers and recruitment services in their own area, guiding and counselling higher education students who are transferring from study to work.

Vocational rehabilitation

Vocational rehabilitation services are intended for people with disabilities. These services include employment services, career planning, educational services, guidance in rehabilitation and health checks. Vocational rehabilitation is provided by vocational guidance psychologists and rehabilitation advisers.

Guidance and counselling services for immigrants

All Employment and Economic Development Offices also serve immigrants permanently resident in Finland. The larger offices also have designated employment advisers trained in immigrant services. If an immigrant is registered as a permanent resident in Finland and is out of work, he/she is entitled to an integration plan and the services agreed therein. The aim is to ensure that the immigrant acquires a sufficient command of Finnish or Swedish and necessary employment skills in, for example, through preparatory and vocational training.

Web-based services to support educational and career choices

Education and employment and economic development administration provide on-line educational and vocational information. National and local portals make it easier to find information from the broad spectrum of source material and databases. There are also web-based career planning tools to aid and support choices. The Ministry of Education and Culture, The Finnish National Board of Education and practically all education and training providers have their own web sites that provide information about education and training. The extensive on-line services of the employment and economic development authorities are available on the web site of the Ministry of Employment and the Economy.

111.2 Description of guidance in adult vocational education in Keuda Vocational College

111.2.1 Description of the guidance project in Keuda
Keuda is responsible for the management of a regional guidance and counselling project. The project organization consists of three main partners (including Keuda) and 14 other associate organizations.
The goals for the project are:

- to provide and test different ways of conducting guidance and counselling services for adults
- to produce a cooperation strategy for the organizations involved
- to provide on-line guidance and counselling services for adults

The main activities of the project include guidance and counselling services on line and face to face, organization of thematic workshops in the region and training of counsellors.

Quality in vocational and adult education

In 2010 the Ministry of Education and Culture appointed a committee to prepare a proposal for a quality strategy for vocational education and training (VET), covering all forms of VET provision.
The committee proposed that quality management will be made systematic at all levels and forms of VET. The objective is that by 2015 the VET providers will have effective quality system. Moreover, a set of criteria will be developed for auditing QA systems. The system of VET financing will support the VET providers in continuous quality improvement.

Quality in guidance provision

In Finland, the guidance provision has been evaluated in all educational sectors and in employment sector during 2000–2010. In August 2010 the Ministry of Education and culture appointed a co-operation group to prepare a lifelong guidance strategy for guidance provision in Finland. The group has made a proposal of strategic guidelines for guidance provision in March 2011. Two strategic guidelines set objectives for quality assurance in guidance provision. The aim is to prepare quality assurance mechanisms for guidance provision and tools for self evaluation and feedback gathering will be developed. The follow-up systems and statistics will be developed to produce the information needed by guidance practitioners and administration.
In educational sector there are not any systematic mechanisms to collect feedback or evaluate the guidance provision. In employment sector a survey of client satisfaction has been gathered systematically. Still, the measures to prove the efficiency and quality of guidance services are needed and will be developed in the future.

III.2.2 QUESTIONNAIRE : A more detailed description of the guidance organisation, centre or project and its role in guidance in adult vocational education

GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONS BELOW: At each question select one answer and circle it, unless indicated otherwise. If suggested, a brief description or explanation is desired. If there is not enough space for the answer, expand the space. If you describe more than one guidance organisation, centre or project, please describe each of them in separate Chapter III.2.2

POTENTIAL CLIENTS/TARGET GROUPS

57. Do you within your guidance organisation, centre or project regularly or occasionally carry out any research activities to study characteristics and needs of potential clients for guidance in adult vocational education?

a) No.	
b) Yes.	Describe how. One of the aims of the project is to define the guidance and counselling needs of potential clients in order to provide the necessary guidance services.

Do you think **the identification of the needs and characteristics of potential clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: the needs and characteristics of potential clients are the basis of the services provided	a) No. b) Yes. X

58. Does your guidance organisation, centre or project carry out guidance only at the seat of your guidance organisation, centre or project or also (regularly or occasionally) outside of it (e. g. in the premises of other organisations – so-called outreach approach)?

a) No.	
b) Yes.	Describe how. The project is regional and guidance services are provided at the moment in four different locations which are mainly in the public libraries in the different localities.

Do you think **this issue (so-called outreach approach) is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Availability is important, not location.	a) No. X b) Yes.

STAFF – COUNSELLORS AND OTHERS

59. How many members of the Staff work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on? We have a project, 14 staff members of the different partners work part-time for this project.
60.

Normally work *(insert number)* …-…… staff members	Describe a little more in detailed:
We are interested in whether your staff members are full-time or part-time workers or volunteers, or they participate in guidance in some another way? Describe a little more in detail: The staff members of the different organizations in the project are full –time employees, but work part-time for the project.	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. X b) Yes.
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: if working full-time for the project, you can better concentrate on guidance and counselling issues.	a) No. b) Yes. X

61. How many counsellors work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on? same as above

Normally work *(insert number)* …… counsellors.	Describe a little more in detailed:

We are interested in whether your counsellors are full-time or part-time counsellors or volunteers, or they participate in guidance in some another way? Describe a little more in detail:	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

62. Does your guidance centre/activity have Counsellors, with different roles? (e .g. guidance centre manager, counsellor for certain other activities…)

a) No, all counsellors have the same role.	X
b) Yes, staff performs different roles.	Describe different roles a little more in detail:
Do you think the **structure/diversity of involvement of staff is important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: Not relevant in our case	a) No. X b) Yes.

63. Are there any educational requirements for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with certain degree and type of education.	Describe educational requirements a little more in detail: They must be qualified VET teachers or counsellors

Do you think the level and type of **education of the counsellors is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

64. Are there any work experiences required for the counsellors to work in the guidance centre/activity?

a) No.	
b) Yes, counsellors can be only the ones with a certain work experience.	Describe required work experiences a little more in detail: They must experience in VET

Do you think **work experiences of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

65. Are there any requirements for personality characteristics of the counsellors to work in the guidance centre/activity? (In means that ppersonality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual e.g. ability of empathy, confidential work…)

a) No.	X
b) Yes, counsellors can be only the ones with certain personality characteristics.	Describe required personality characteristics a little more in detail:

Do you think **personality characteristics of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when	a) No. X b) Yes.

evaluating the quality of guidance in adult vocational education? Explain, if you want to: how would you define it?	

66. Do you have any defined standards/regulations on the proportion between the counselling work undertaken by the counsellor and her/his other work (e. g. preparation for guidance, administrative work, coordination, education, promotion etc.)?

a) No.	
a) Yes, we have defined standards/regulations on the proportion between the counselling work and other work.	Describe a little more in detail: Due to the project, counselling and preparatory work hours are defined in advance.
Do you think **determined proportion between the counselling work and other work of the counsellor is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. X b) Yes.

RESOURCES, EQUIPMENT, DATABASES, INSTRUMENTS

67. Do you have any set standards on the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the premises where the guidance takes place.	Describe a little more in detail: Service hours and easy availability to potential custormers
Do you think **premises for guidance work are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. X b) Yes.

68. Do you have any set standards on the equipment of the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the equipment of the premises where the guidance takes place.	Describe a little more in detail: Lap top and access to internet.

Do you think the **equipment of the premises is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. X b) Yes.

69. Do you have any set standards on the specialised library, databases (e. g. possibilities for education) and guidance instruments (e.g. instruments to identify interests, learning types etc.) which are available to the counsellor?

a) No.	
b) Yes, we have set standards on the specialised library, different databases and guidance instruments which are available to the counsellor.	Describe a little more in detail: These are normally in use, when you have access to internet.

Do you think **defining specialised library, different databases and guidance instruments** which are available to the counsellor **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

GUIDANCE PROCESS

70. Do you carry out different types of guidance for adults and what is the proportion between them? *INSTRUCTION: There are several possible answers.*

i) Yes, we carry out guidance for adults related to the education and training (educational guidance).	20 %
j) Yes, we carry out guidance for adults related to the choice of profession (vocational guidance).	50 %
k) Yes, we carry out guidance for adults related to the development of the career (career guidance).	20 %
l) Yes, we carry out guidance for adults related to (*Describe.*)	10 %

liberal adult education.	
	100%
Do you think that **our quality model should address all the types of guidance that you marked?** Explain, if you want to: Important based on the aims of LLL guidance policy	a) No. b) Yes. X

71. Do you carry out guidance for the adults related to education or training at different stages: before enrolment into education and training, during the courses of education and when education process is complete (what to do next)?

INSTRUCTION: There are several possible answers. g) Yes we carry out guidance to adults before enrolment into vocational education. h) Yes, we carry out guidance during the courses of vocational education. i) Yes, we carry out guidance when the vocational education is complete for continuing education. Explain, if you want to: Project focuses on a) (Guidance and counselling is provided by Keuda (b and c), but as part of normal VET providing activities.	
Do you think **we should include in "our model of quality" monitoring of all three above described types of** (before enrolment into education and training, during the courses of education and when education process is complete)? Explain, if you want to:	a) No. b) Yes. X

72. Do you have set out in what ways you carry out guidance to adults – e. g. in person, by telephone, by electronic mail, individual or in groups, etc.?

a) No.	
INSTRUCTION: There are several possible answers. n) Yes, we have guidance in person. X o) Yes, we have guidance by telephone. X p) Yes, we have guidance by electronic mail. X q) Yes we have guidance for individuals.X r) Yes we have guidance for groups.X s) Yes, we have guidance *(Describe your way – method*)	
Do you think that **carrying out guidance in different ways is an**	a) No.

important factor of the quality and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	b) Yes. X

73. Do you have defined how each counsellor has to carry out »counselling process« with the clients?

a) No.	
b) Yes, we have defined how the »counselling process« has to be carried out.	Describe a little more in detail: The tasks of the counsellors have been defined.
Do you think that **the determination of how the »counselling process« has to be carried out is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

74. Do you have a defined method of monitoring the counselling work with the clients?

a) No.	X
b) Yes, we have a defined method of monitoring the counselling work with the clients.	Describe a little more in detail:, what you monitor, how often you monitor, etc.:
Do you think that the **defined method of monitoring the counseling work with the clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

PARTNERSHIP

75. Does your guidance organisation, centre or project have established collaboration with various partners outside your organisation related to guidance in adult vocational education?

a) No.	
b) Yes, we collaborate with different partners.	Describe a little more in detail:, with which partners you collaborate on local, regional, national, international level: Project has several partners. In addition to that we cooperate with other similar projects.
Do you think that **established collaboration with different partners is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

76. In which activities, related to guidance in adult vocational education, do you collaborate with partners?

a) We do not collaborate with the partners.	
b) Yes, we collaborate with partners. Describe a little more in detail:activities in which you collaborate with partners, what role do partners have, etc.: Project partners: see above Other similar projects: regular meetings for bechmarking and sharing good practices.	
Do you think **defined partnership and content of collaboration with partners are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

INFORMATION AND PROMOTION

77. Do you carry out any special (promotional, informational) activities for those who need guidance help so that they would know where and what kind of guidance help they can get?

a) No.	
b) Yes.	Describe how. Information/adds in newspapers and in internet on VET providers home pages.

Do you think **promotional and informational activities in guidance are important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

78. Do you plan and monitor information and promotion activities about guidance in adult vocational education which you carry out in your guidance organisation, centre or project?

a) We do not monitor that.	
INSTRUCTION: There are several possible answers. n) We monitor planning of our information and promotion activities (or we have operational plans for information and promotion). **o) We monitor frequency of our information and promotion activities (how often we provide information to adults and others).** p) We monitor diversity of our information and promotion activities (e.g. if we appear in the newspapers, on the radio, TV...). q) We monitor adaptability of our information and promotion to different target groups (understandable texts and relevant media for different target groups). r) We monitor regional coverage of our information and promotion (if we cover all areas: urban, rural...). s) We monitor also *(Describe.)* ……..	

Do you think **planning of information and promotion activities is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

QUALITY EVALUATION AND DEVELOPMENT

79. Do you have in your guidance organisation, centre or project a defined system of quality evaluation and development of guidance work?

a) No.	X
a) Yes.	Describe a little more in detail: your method of assessing the quality, who is involved in evaluation, how you use the results of evaluation, etc.: *If you have defined the areas and/or indicators and/or criteria for guidance work, attach them to this report or describe above, if the document is not too extensive.*

Do you think that **a defined system of quality evaluation and development of guidance work in guidance organisation, centre or project is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

RESULTS OF GUIDANCE

80. Does your guidance organisation, centre or project systematically monitor the results of guidance?

a) No.	
INSTRUCTION: There are several possible answers. **r) Yes, we monitor number of services.** **s) Yes, we monitor number of service clients.** t) Yes, we monitor demographic characteristic of service clients. u) Yes, we separately monitor guidance to vulnerable groups. v) Yes, we separately monitor the coverage of target groups specific to local environment. w) Yes, we monitor client satisfaction with guidance. x) Yes, we monitor the extent to which the provision of guidance helped to solve the clients problem. y) Yes, we monitor (Describe any other results that you monitor)……	
Do you think **that systematic way of monitoring the results of guidance work is important in terms of quality** and would you	a) No. b) Yes.

suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	X

EFFECTS OF GUIDANCE

81. Does your guidance organisation, centre or project systematically monitor the effects of guidance?

a) No.	X
INSTRUCTION: There are several possible answers. l) Yes, we monitor increased participation of adults in lifelong learning. m) Yes, we monitor increased study success of adults. n) Yes, we monitor decrease of dropout rates. o) Yes, we monitor decrease in social marginalisation of adults. p) Yes, we monitor (any other effects that you monitor)……	
Do you think **that systematic way of monitoring the effects of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. X b) Yes.

MANAGEMENT, ADMINISTRATION, ORGANISATION

82. Do you in any way monitor how is your guidance organisation, centre or project concerted with the **regional/national development plans?**

a) No.	
b) Yes.	Describe a little more in detail: The project is part of the national development plan for guidance and counselling for adults.
Do you think **developmental integration of guidance in the regional/local environment is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

83. At what level does your guidance organisation, centre or project has a normative/legal framework?

a) No.	X
INSTRUCTION: There are several possible answers. k) Yes, it has normatively defined status within the organisation, where the guidance takes place. l) Yes, it has normatively defined status in the local environment. m) Yes, it has normatively defined status in the region. n) Yes, it has normatively defined status on the national level. o) Yes, *(Describe any additional explanation)*……	
Do you think **normative regulation of guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. X b) Yes.

84. In your VET organisation, centre or project, is the organisation of guidance work defined in terms of work time/any other criteria?

a) No.	
b) Yes.	Describe a little more in detail: Part of our normal work.
Do you think the **organisation of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

85. Does your guidance organisation, centre or project have defined way of monitoring money transparency and effectiveness in spending monetary funds?

a) No.	
b) Yes.	Describe a little more in detail: The project has very strict accounting rules.

Do you think the **way of monitoring money transparency and effectiveness in spending monetary funds in guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

IMPORTANT: The present Investigation should/must go beyond these 10 quality areas which are the ones that are identified in the Peer Review Manual for Guidance in Adult Education (transfer of innovation source). Therefore the identification of other relevant quality areas for the Guidance and Counselling activity would very much bring an added value to the development of the European PR Manual for Guidance and Counselling in Adult VET (European Perspective).

OTHER

86. Do you have any other characteristic that significantly determine your guidance organisation, centre or project that you couldn't describe in the previous questions?

a) No.	
b) Yes.	Describe a little more in detail: The project concentrates on the first phase of the counselling process, which makes comparison with other countries challenging.
Do you think **that the above item(s)described is(are) important in terms of quality** and would you suggest that it is/are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes. X

Slovenian Investigation Report

WP2 – EQARF Implementation and PR Methodology possibilities (CIBC, France)

I. EQARF state of art implementation in all partner's country[4] – SLOVENIA

Methodology:

- Interviews – Who to interview? (*National Reference Points*)
- or/and Desk Research

I.1. EQARF state of art implementation at local, regional, national level

The Vocational Education and Training Act (Official Gazette, 79/2006) lays down a new framework for the functioning and development of the VET system in Slovenia. On the one hand, the legislator reinforced the autonomy and development role of schools (vocational colleges and other VET and CVET providers) with the result that decision making power has shifted increasingly to providers at local level; while on the other hand, it reinforced the significance of quality identification and assurance at all levels, mostly at a level of education providers.

Local and regional level - VET

In Article 15 in Act for VET (2006) is stated that providers has to guarantee quality according to principles of the comprehensive quality management system taking into consideration the Common European Framework on Quality Assurance in VET.

Following this legislative framework The Slovenian Vocational Institute in 2007 published Recommendations to vocational colleges for implementing self-evaluation, which includes the main principles stated by CQAF, and now in EQARF.

In the field of adult education the main principles of the EQARF (the quality circle, methodology etc, including interest groups in quality activities etc) were already implemented in the model for self-evaluation Offering quality education to adults (OQEA) which is mostly used by adult education providers, among them are also adult education VET providers.

National level

Slovenian Reference Point for Quality Assurance in Vocational Education

To help implementation of the EQARF and other European recommendations in the field of quality in VET In 2010 the Slovenian Reference Point for Quality Assurance in Vocational Education – SIQA-VET (http://www.siqa-vet.si/) and Training was established by National Institute for vocational Education. (http://www.cpi.si/en/).

[4] In case of more partners involved in the project we suggest they prepare this chapter together and provide only one version of the text for the country.

SIQA-VET:

- is the reference point of the European network for quality of vocational education and training ENQA-VET in Slovenia,
- supports the implementation of the Work Programme of the European network of ENQA-VET, including the EQARF implementation,
- carries out activities in the development of quality assurance system of vocational education in accordance with the plans of the Ministry of Education and Sport and the European recommendations,
- links the actors in the field of vocational education and training to develop and implement a variety of assessment approaches, quality assurance and quality development at the national level and at the level of operators
- Advises education providers in the establishment and management of comprehensive quality system of vocational education and training, particularly for self-evaluation.

I.2. EQARF state of art implementation for Guidance and Counselling in Adult VET

Although the EQARF speaks primarily about the questions of quality in VET, it is – because of its universality – **adaptable for other areas of education**. It is characterised by **not prescribing the methods for quality evaluation**, but by merely defining certain elements that are to be contained in the approaches to quality evaluation. The nature of these elements means they can be considered in approaches that vary greatly.

Because of such universality the EQARF approach, can also be used in the field of guidance work. The only problem that needs to be solved if we want to use the EQARF in the field of guidance are the areas, quality indicators and standards that in guidance activities are different from those in another field (in this case, the VET). However, if we have the areas, quality indicators and guidance activities defined – which is the case in the adult education guidance network in Slovenia, all the conditions are fulfilled to use the EQARF in guidance. This gives us an opportunity to promote the main principles of the CQAF/EQARF not only in VET but also in other field of education and in activities that support education. When in 2008 we developed the Framework for quality assessment and quality development in adult education guidance centres, all the basic characteristics of the EQARF recommendation were implemented in the Framework. The Framework for quality in guidance is conceptualised on a quality circle: **planning of quality evaluation**, **evaluating** the questions determined in the plan, **establishing the results** based on the evaluation, which then becomes the basis to **plan for changes**, **quality improvements** and **monitoring the implementation of these plans**. What we had to develop were the quality areas, indicators and criteria for guidance activities. We developed 10 quality areas for guidance, what will be explained in further chapters.

II. VET Quality Assurance, Monitoring and Development Systems in each partners' country (In General)[5] – SLOVENIA

II.1. Local level (in your own organisation), what is your quality assurance policy, who is responsible for?

Not applicable for SIAE. As SIAE is the main national public institution for adult education, we don't have quality assurance system for VET. Our subject of investigation at local level will be "ISIO guidance centres", which we are describing in further chapters.

II.2. If relevant in your case, what about Quality assurance at regional/national level (policy, who is in charge…)

VET Quality assurance systems at local/regional level

As it was already stated in the first chapter VET providers are obligated to establish an internal quality assurance system. They have an obligation to implement the recommendations of the EQARF in their quality assurance systems. The Institute for vocational education in 2007 published recommendations to schools (vocational colleagues) to use the method of self-evaluation as the basic method of their quality assurance systems. There is now specific national model for VET quality assurance prescribed. Within the EQARF framework VET providers can chose among different models for self-evaluation and quality assurance or can develop their own approaches.

Providers of continuing adult education – CVET have to fulfil the same obligations by the Vocational Act. Slovenian Institute for Adult education (SIAE) in 1999 developed the model for self-evaluation called Offering quality education to adults – OQEA, which was for the first time implemented in 2001 in the vocational colleges. The OQEA is based on the principles of the EQAF, especially on a quality circle, clear methodology, inclusion of different stakeholders in quality assessment and quality development procedures. Until 2010 80% of folk high schools, 27% of vocational colleges and 18% of private adult education providers implemented the model. SIAE offers training for the quality groups about self-evaluation, and also offers methodological and IKT support in caring out self-evaluation at the providers level. Adult education providers are engaged in an OQAE project for 2 years. After that they can choose to use the OQEA model as their reference internal quality assurance system, or can use some other models. In practice VET providers and other adult education providers combine different models and approaches and in this way they develop their own quality assurance systems. Internal quality systems usually are built on quality circle.

Quality assurance system at National/system level - VET

The Vocational Education and Training Act The Council of Experts for VET (as counselling body for Ministry) had to determine indicators on system level. Institute for VET proposed nine indicators that The Council accepted. The stage approach in developing methodology for indicators was also accepted. By law the Institute for VET is responsible to prepare and publish yearly report on indicators.

[5] Same as in footnote 1.

The indicators are:

1. the percentage of training providers applying internal quality assurance systems defined by law;
2. the percentage of teachers and trainers with teaching qualifications;
3. the percentage of teachers and trainers participating in further education and training, the amount and share of funds invested by providers in their educational and training programmes;
4. the percentage of students who successfully complete their programme on schedule;
5. the percentage of learners who succeed in final exams;
6. destination of VET learners in six and twelve months after completion of training;
7. The percentage of programs developed in response to employers.

The first report on quality in VET was prepared by the Institute for VET for school year 2007/2008 and second for 2008/2009. Both collected data for first three indicators. In data collection for school year 2009/2010 the fourth indicator is being added.

Indicator No. 1

VET providers by law must implement internal quality assurance system, so that they organise commission for quality with teachers, students, parents and employers. Commission has to prepare yearly report on quality assurance and publish it on their internet site. The Institute for VET recommend self evaluation as proper method.
Data are collected with questionnaires that are sent to the VET providers. The providers are asked: if they have the commission, if it is properly composited, if they prepared yearly report and if they publish it. For purpose of developing quality assurance on provider level, The Institute for VET analyze the reports.

Indicator No. 2 and 3

There is defined by law (Education Act) which teachers and trainers have to have what sort of qualification.

Data are collected with questionnaires that are sent to the VET providers. The providers are asked about qualifications of teachers and trainers sorted in three groups as dictated by tradition in Slovenia (teachers of general subjects, teachers of professional subjects and trainers at school). But in this survey it is still not followed up what is the situation with mentors at workplace. VET providers are asked how many teachers and trainers was in given school year included in further education less than 6 days or more and how many wasn't included in further education at all. They are asked how much money did they spent for further education in given school year and what percentage is this amount out of the hole budget of the VET provider.

In data gathering for the 2008/2009 national report adult education VET providers were not included. They are included in data gathering from 2009/2010.

The Institute for VET is now in progress to develop methodology for others indicators.

Methodology:

- Interviews – Who to interview? public bodies with responsibilities regarding VET quality assurance operating at national, regional or local level + decision makers/experts from organisation with responsibilities in VET and in the VET quality evaluation and assessment + VET organisations which used/use the peer review methodology as an evaluation tool and that can emerge from the research.
- or/and Desk Research (Suggestion: CEDEFOP http://www.cedefop.europa.eu/EN/ ; ENQAVET http://www.eqavet.eu/gns/home.aspx are suggested as source of information) and of course all other sources you think relevant.

Aim:
Description of VET Quality Assurance, Monitoring and Development Systems at local (own organisation), regional and national level, in general.

III. Quality Assurance, Monitoring and Development Systems in Guidance and Counselling in Adult VET (if different)

Methodology:

- Interviews – Who to interview? public bodies with responsibilities regarding VET quality assurance operating at national, regional or local level + decision makers/experts from organisation with responsibilities in VET and in the VET quality evaluation and assessment + VET organisations which use/used the peer review methodology as an evaluation tool and that can emerge from the research.

- or/and Desk Research (Suggestion: CEDEFOP http://www.cedefop.europa.eu/EN/ Site of the *European Lifelong Guidance Policy Network* http://ktl.jyu.fi/ktl/elgpn; ENQAVET Site http://www.eqavet.eu/gns/home.aspx) / What is currently used within your organisation or other guidance centre from your network or other guidance centres.

III. DESCRIPTION OF GUIDANCE IN ADULT VOCATIONAL EDUCATION IN SLOVENIA

III.1 General description of activities and way in which is organized guidance in adult vocational education[6]

In Slovenia formal and non-formal vocational educational and training of adult carry out following institutions:

[6] Same as in footnote 1.

- secondary vocational schools, with units for adults,
- colleges (higher vocational education),
- folk high schools,
- private educational organisations for adults.

These organizations do not have specially organized guidance services for adults, but information and guidance needed by participants in these organizations, carry out engaged professionals in these organizations as part of their ongoing tasks.

They inform and guide their participants about their education offer before they are included in educational process (about their programmes, conditions for enrolment, possibilities of recognition of prior learning etc.), during the education process if they have problems (help them to solve the learning problems, motivate them, help them to organise their education and how to prepare and follow up their learning plan etc.). At the end of education they inform them about the possibilities of further education or employment opportunities or career development.

In the recent years the professional staff from these organizations has noted that the need for guidance support has been increasing, but they do not have enough time for it. In some organizations this work is organised so that one of the staff is predominantly responsible for informing and counselling or directing their participants to get guidance support to the network of regional guidance centres for adult education whose activities are specifically described in chapter III.2.1.

In addition to educational institutions for adults, some aspects of information and guidance for vocational adult education carry out also other organizations:

- **Employment services** (12 regional offices) and in the National Resource Centers for Vocational Guidance with 25 smaller units all over of Slovenia. In the last years the majority of their clients (more than 80%) are unemployed. They are offering vocational guidance also to young people when they are changing the level of education. In employment service are „vocational counsellors“ who are responsible for vocational or career guidance.
- **In private employment agencies** for recruitment and development of human resources. In the last 15 years emerged also private organizations that offer counselling for development of human resources and education. They provide their service mostly for employees (individually or through human resource departments in the companies) and some of them also for unemployed. But it has to be highlighted, that those with lower education do not use these opportunities, but are more accessible to those with higher education, who seek better employment using private employment agencies.
- **In the regional Chambers of Commerce and Industry of Slovenia** (one in every of the 12 Slovenian statistical regions) **and in regional Chambers of Craft** (62 in Slovenia). These chambers provide opportunities for information and guidance related to education for

employed for the educational programs and training opportunities, developed by the chambers themselves. Regional Chambers often collaborate with adult education guidance centers.

- **In the companies - information and guidance** are to be provided by human resource departments or departments for education, if there are organized as special departments. The data shows that only bigger and more successful companies have it organized better.

The responsibility for the management of the guidance services is divided between the Ministry of Education and Sport and the Ministry of Labour, Family and Social Affairs. Since 2005, both ministries have made some steps for better coordination and faster development of guidance services in Slovenia with common projects and other cross-sectors activities. In 2007 Slovenia joined the European Lifelong Guidance policy network (ELGPN). In January 2009 a working group for lifelong career guidance has been established under the responsibility of Ministry of Education and Sports. In working group are representatives from different ministries, national organisations, responsible for development of education in Slovenia (Slovenian Institute for Adult Education also has a member in this group) and representatives of other social partners.

At the national level there are two main institutions which carry out the development of guidance in vocational education: National Institute for Vocational Education (Center za poklicno izobraževanje – CPI) which cover more young population and Slovenian Institute for Adult Education (Andragoški center Slovenije – ACS) which cover adults. Since 2000 SIAE has developed a national network of guidance centres in adult education, which is described in chapter III.2.1.

III.2 Description of guidance in adult vocational education in Slovenian Guidance Centres for Adult Education[7]

III.2.1 Short general description of the guidance organisation, centre or project and its role in adult vocational education – goals, role, activities, extent etc.

The main objectives of Slovenian guidance centres:

At Slovenian Institute for Adult Education (SIAE), the main national organization for research, development and promotion of adult education in Slovenia, we began with development of guidance centres at the end of the 90's of the last century. Various studies and analysis have shown that adult education is becoming increasingly complex and that the adults who decide for education or are already included, all need more help with various issues concerning their education and learning.

From 2001 in Slovenia we developed a network of 14 regional adult education guidance centres and a network of their dislocated units which operates alongside to the original network. They are covering the whole Slovenia. In recent years, in particular, we ensure that the guidance centres pursue the following objectives:

[7] Each partner writes chapter 3.2 individually and describes its own case.

1. adults have free access to guidance in education,
2. adults are provided quality guidance services for education and learning,
3. guidance activities contribute effectively to adult participation in lifelong learning and to success in this.

The counsellors support the adults in identifying their needs for education, in looking for relevant opportunities for education and learning, in developing of the learning skills for managing the learning processes and help them developing competence "learn to learn". They encourage and motivate the adults to learn, support them in overcoming obstacles, represent them in other institutions etc.

The work of the counsellors is complex and organized in various ways: it can be delivered personally, over the telephone, by e-mail and also through information material. It may be organized individually or in group. And it is free of charge for all adults.

In a last ten years the main activities in developing and establishing a network of 14 regional guidance centres were:

- the establishment of free guidance service for adult education, which is geographically deployed throughout Slovenia and hence the decision for a network of 14 regionally-based guidance centres;
- along each guidance centre has been established so-called Partner Guidance Network, which links various organizations in the region, directly or indirectly involved in counselling and adult education;
- the development of various innovations for guidance work in adult education: the development of various counselling approaches for different target groups, e.g. mobile guidance service for the Roma population, guidance in the workplace for employees, the development of tools and accessories, preparation of materials for guidance workers...

Main results are:

- the network of 14 regional guidance centres with 61 outreach guidance places;
- 14 networks of strategic and professional partners with more than 250 different institutions, co-operating in »guidance networks for adult education«;
- in 2010 in 14 guidance centres worked 50 counsellors, some of them full time, some of them part time;
- in 2010 they had more than 22.000 individual services and 416 group sessions;
- they carried out annually for more than 50 different promotional events to increase access to adult education and learning;
- each guidance centre each year carry out one to two professional event for the partner organizations in "guidance networks".

Target groups:

In model (model ISIO), which is basis for establishment of each Guidance Centre for Adult Education is one of the main goals to provide all adults with quality, expert and wholesome information and guidance as a support to their education and learning. Before it is established each Guidance Centre for Adult Education defines its model of functioning. It identifies which target groups will be given special attention, namely those who have in terms of analyzed data less access to education, are less likely to participate in various forms of formal and non-formal adult education, are more likely to face different obstacles in their educational path and therefore need more support and assistance. Services are designed for adults who choose to continue education and those who are already involved in education.

In recent years, the centres pay special attention to vulnerable groups of adults. To this end, they develop different approaches and tools to increase access to guidance and education for different groups of adults, especially for the less educated, for older adults, the unemployed and employed, for migrants and others.

Organisation of guidance centres:

The legal basis and the norms for the development of guidance in adult education has been defined by the Adult Education Act (1996) and by the Order on Standards and Norms in Adult Education (2000), while the professional basis has been defined by the Resolution on the National Programme of Adult Education in the Republic of Slovenia to 2010 (2004) and the new one, the Resolution on the National Programme of Adult Education in the Republic of Slovenia to 2015 (2011).

The operation of guidance centres has more than one level:

- from a national perspective this is a network of 14 centres that operate under the same concept; it is free public guidance service, equally accessible for all adults in Slovenia; since 2008 until 2013 it is financed from the funds of the Ministry of Education and Sport (15%) and the European Social Fund (85%); for the co-ordination, monitoring and further development of a network of guidance centres is responsible Slovenian Institute for Adult Education – SIAE; SIAE is also responsible for basic and further training of the counsellors in guidance centres;
- at the same time, each guidance centre operates regionally and locally, as they carry out guidance activities at the seat of the centre and outside, at so-called dislocations: on a given day, the counsellor is available in other, smaller towns, in other organizations; in 2011, 14 centres have 61 such dislocations.

At the national level the professional development of the network of 14 guidance centres is under the responsibility of the Slovenian Institute for Adult Education - SIAE. SIAE is co-ordinating the network of guidance centres and has also the task to train the counsellors from guidance centres, to monitor and evaluate their work in keeping on the quality of their work. In SIAE we developed a special model for

quality assessment and quality development in guidance centres and to take care of their further development.

At the regional level, the public adult education organizations (folk high schools), being responsible for delivering of guidance services, have been selected as the site of the guidance centre by the public tender of the Ministry of Education and Sport.

At the regional is established so called "guidance network" in which co-operate strategic and professional partners. Strategic partners are different administrative, developmental, business, political and similar institutions from local area that have a strong impact on the conditions of local development, e.g. municipalities, Chamber of Craft and Small Businesses, Chamber of Commerce. Professional partners are different professional institutions from the local the area, operating in the area of adult education and guidance or in similar activities, such as organizations for adult education, employment offices, libraries, trade unions...

Below we present the roles of strategic and professional partners in Guidance Network for Adult Education, which are active at every Guidance Centre for Adult Education. Specific tasks of strategic partners are:

- estimate the situation of development of guidance activities;
- estimate the need for further development of guidance activities in the local area;
- estimate the interest for guidance activities,
- discuss and agree on coherent and economical development of activities, on usage of all resources and on connection of relevant institutions from local environment,
- represent interests of local guidance network in developmental programmes of local environment etc.

Specific tasks of professional partners are:

- develop various kinds, forms and contents of guidance service, which consider the needs of different target groups;
- ensure the best possible access to their service with regard to time and place;
- offer professional and objective counsellors (advisers) with higher education;
- maintain national and local up-to-date databases to support guidance activities;
- monitor and analyse the needs for information and guidance in education and learning of various adult target groups;
- monitor and continuously improve the effectiveness and quality of the provided services etc.

Staff in guidance centres

In 2011 in 14 guidance centres worked 50 counsellors, some of them full time, some of them part time. Each guidance centre has one manager of the guidance centre who also working as a counsellor.

All the managers or counsellors in guidance centres must have:

- university education or specialisation, a master degree or a doctorate in an adequate field of pedagogy (preferably andragogy), psychology, social pedagogy, sociology (preferably human resources management), organisation and system management (preferably organisation and HR/education system management), social work;
- pedagogic-andragogic training and
- professional examination in the field of education.

For the manager of the guidance centre at least five years of experiences in adult education or counselling are required. For the counsellor at least three years of experiences in adult education or counselling are required.

And all have to passed so called initial training of 48 hours (prepared by SIAE) for working in guidance centres.

The SIAE organizes also several workshops for continuous professional training for managers and counsellors. They may be organized as regular meetings or workshops that the SIAE runs as a part of its annual work plan with the help of its collaborators or outside experts (different lengths – from 8 to 24 hours). Contents covering new developments in adult education, which are important for the work in adult education guidance centre like new programmes of adult education, legislation changes, the possibilities of switching between different adult education programmes, new calls for enrolment in adult education, novelties connected to the EU and important for adult education, becoming familiar with international projects in this field, new skills for the counselling work, development of new approaches, monitoring the work in the centres, modernising databases, guidance work with specific target groups – the Roma, migrants, less educated etc.

In addition to that, the counsellors also take part in workshops prepared by other organisations if the contents are useful for experts in guidance centres.

III.2.2 QUESTIONNAIRE: A more detailed description of the guidance organisation, centre or project and its role in guidance in adult vocational education

GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONS BELOW: At each question select one answer and circle it, unless indicated otherwise. If suggested, a brief description or explanation is desired. If there is not enough space for the answer, expand the space. If you describe more than one guidance organisation, centre or project, please describe each of them in separate Chapter III.2.2

POTENTIAL CLIENTS/TARGET GROUPS

87. Do you within your guidance organisation, centre or project regularly or occasionally carry out any research activities to study characteristics and needs of potential clients for guidance in adult vocational education?

a) No.	
b) Yes.	Describe how:

	Our guidance centres have to know potential guidance clients in the view of local, regional and national needs. In order to do that they analyse the local, regional and national needs of adults for guidance. With the identification of the needs and characteristics of potential clients guidance centres identify target groups which will be given special attention, namely those who have in terms of analyzed data less access to education, are less likely to participate in various forms of formal and non-formal adult education, are more likely to face different obstacles in their educational path and therefore need more support and assistance. Services are designed for adults who choose to continue education and those who are already involved in education.

Do you think **the identification of the needs and characteristics of potential clients is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: /	a) No. **b) Yes.**

88. Does your guidance organisation, centre or project carry out guidance only at the seat of your guidance organisation, centre or project or also (regularly or occasionally) outside of it (e. g. in the premises of other organisations – so-called outreach approach)?

a) No.	
b) Yes.	Describe how: The guidance centre is active in making adult education and learning guidance services more accessible so we encourage active approach to finding potential guidance clients. One of the ways to enable access to more potential clients is outreach approach where guidance centres have one or more dislocated units – they offer their service also outside their premises. In 2011 our network of 14 guidance centres had 61 dislocated units (at least 1 and max. 10)

Do you think **this issue (so-called outreach approach) is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: /	a) No. **b) Yes.**

STAFF – COUNSELLORS AND OTHERS

89. How many members of the Staff work normally in these types of guidance centres, activities as you described it? Is the number defined, what it depends on?

Normally work 1 to 3 staff members in each guidance centre as counsellors.	Describe little more detailed: But in the guidance centres some of the staff work as full-time counsellors and some of them as part-time counsellors. The number of staff depends on the size of the population in the region and estimated needs for the guidance.
We are interested in whether your staff members are full-time or part-time workers or volunteers or they participate in guidance in some another way? Describe a little more in detail: Some of the staff work as full-time counsellors and some of them as part-time counsellors, if at least one of them works for the guidance centre at least 70% of his/her time. Part-time counsellors participate also in other tasks within the educational institution where they are employed.	
Do you think the **number of employees/people involved is important in terms of quality** and you would suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: -	a) No. b) **Yes.**
Do you think the **way of employment/involvement** of the employees/people involved **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: -	a) No. b) **Yes.**

90. Does your guidance centre/activity have Counsellors, with different roles? (e .g. guidance centre manager, counsellor for certain other activities…)

a) No, all counsellors have the same role.	
b) **Yes, staff perform different roles.**	Describe different roles little more detailed: High quality professional work in guidance centre is being carried out: - head – manager of the guidance centre who

	works also as a counsellor, - counsellor, - head - manager of the institution where the centre is located, - maintainer of the information system, - administrative workers, - accountants - technical staff (janitor, cleaning ladies). The manager of the guidance centre is full time employed, but the counsellors could be full time or part time. The work of a head or manager, of maintainer of the information system and of administrative and technical staff does not differ from the work done on their everyday basis, therefore we are not going to provide here a more detailed description. The extent of their work goes up to 5% (for the head or manager, information system maintainer, accountants, technical staff) compared to the extent of the work, done by the counsellor.
Do you think **structure/diversity of employments/involvement of counsellors are important in terms of quality** and you would suggest that they are included among the factors of the quality of guidance in adult vocational education? Explain, if you want to: -	a) No. b) **Yes.**

91. Are there any educational requirements for the counsellors to work in the guidance centre/activity?

a) No.	
b) **Yes, counsellors can be only the ones with certain degree and type of education.**	Describe educational requirements little more detailed: All the managers or counsellors in guidance centres must have: • university education or specialisation, a master degree or a doctorate in an adequate field of pedagogy (preferably andragogy), psychology, social pedagogy, sociology (preferably human resources management), organisation and system management (preferably organisation and HR/education system management), social work; • pedagogic-andragogic training and • professional examination in the field of

	education. •
Do you think the **education of the counsellors is important in terms of quality** and you would suggest that it is included among the factors of the quality of guidance in adult vocational education? Explain, if you want to: It is important to keep on a certain level of quality and professionalism of guidance work.	a) No. b) **Yes.**

92. Are there any work experiences required for the counsellors to work in the guidance centre/activity?

a) No.	
b) **Yes, counsellors can be only the ones with a certain work experience**.	Describe required work experiences little more detailed: The counsellor has at least three years of work experience in education or counselling. The guidance centre manager has at least five years of work experience in education or counselling.
Do you think **work experiences of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: -	a) No. b**) Yes.**

93. Are there any requirements for personality characteristics of the counsellors to work in the guidance centre/activity? (In means that personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual e.g. ability of empathy, confidential work…)

a) No.	
b) **Yes, counsellors can be only the ones with certain personality characteristics.**	Describe required personality characteristics little more detailed: They have to have basic personality characteristics necessary for guidance work: empathy, active listening, communication skills, etc.
Do you think **personality characteristics of the counsellors are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	a) No. b) **Yes.**

Explain, if you want to: -	

94. Do you have any defined standards/regulations on the proportion between the counselling work undertaken by the counsellor and her/his other work (e. g. preparation for guidance, administrative work, coordination, education, promotion etc.)?

a) No.	
a) **Yes, we have defined standards/regulations on the proportion between the counselling work and other work.**	Describe little more detailed: All the specified tasks of the manager and the counsellor have been divided into six groups of tasks with various extent of work: 1. planning, monitoring and evaluating of the guidance work (10 % of the extent of all the hours) 2. developmental tasks (15 % of the extent of all the hours) 3. preparing for guidance work (15 % of the extent of all the hours) 4. guidance work (40% of the extent of all the hours) 5. adjustment and connection with organisations in the network (15 % of the extent of all the hours) 6. professional training of the counsellors (5 % of the extent of all the hours)
Do you think **determined proportion between the counselling work and other work of the counsellor is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: -	a) No. b) **Yes.**

RESOURCES, EQUIPMENT, DATABASES, INSTRUMENTS

95. Do you have any set standards on the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the	Describe a little more in detail: Guidance centre provides adequate premises which

premises where the guidance takes place.	allow a complex, quality and engaged guidance work. In order to achieve that must our guidance centres have: 1. At the seat of the guidance centre a special room (not smaller than 10 square metres) is set aside for guidance work. It must allow for individual guidance work. 2. For the work of a dislocated unit, a room that allows individual guidance work is provided.

Do you think **premises for guidance work are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: /	a) No. **b) Yes.**

96. Do you have any set standards on the equipment of the premises where the guidance takes place?

a) No.	
b) Yes, we have set standards on the equipment of the premises where the guidance takes place.	Describe a little more in detail: Guidance centre provides adequate equipment which allows a complex, quality and engaged guidance work. In order to achieve that minimum equipment at the seat of the guidance centre includes: a desk and a chair for the counsellor, a computer, a printer, telephone and internet access, a book-case/cabinet, a materials stand, a desk and several chairs for clients.

Do you think the **equipment of the premises is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: /	a) No. **b) Yes.**

97. Do you have any set standards on the specialised library, databases (e. g. possibilities for education) and guidance instruments (e.g. instruments to identify interests, learning types etc.) which are available to the counsellor?

a) No.	

b) Yes, we have set standards on the specialised library, different databases and guidance instruments which are available to the counsellor.	Describe a little more in detail: Guidance centre provides specialised library, database and guidance instruments which allow a complex, quality and engaged guidance work. In order to achieve that: 1. The guidance centre has a library and a selection of magazines specialised in guidance and education. 2. The guidance centre has a database that includes all the fundamental documents needed for guidance work (at least the basic legislation for the area of adult education, national calls for enrolment, an overview of certified adult education programmes, an overview of adult education providers). 3. The guidance centre keeps its own regional database, which includes the information important for the education and learning of adults in their own environment (it must include at least education programmes providers, education programmes, possibilities for formal and informal education, various forms of help etc.) 4. The guidance centre uses different guidance instruments in its work.

Do you think **defining specialised library, different databases and guidance instruments** which are available to the counsellor **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: /	a) No. **b) Yes.**

GUIDANCE PROCESS

98. Do you carry out different types of guidance for adults and what is the proportion between them? *INSTRUCTION: There are several possible answers.*

m) **Yes,** we carry out guidance for adults related to the education and training (educational guidance).	70%
n) **Yes,** we carry out guidance for adults related to the choice of profession (vocational guidance).	10%
o) **Yes**, we carry out guidance for adults related to the development of the career (career guidance).	10%
p) **Yes**, we carry out guidance for adults related to (*Describe.*) personal life	10%
	100%

Do you think that **our quality model should address all the types of guidance that you marked?** Explain, if you want to: -	a) No. b) **Yes.**

99. Do you carry out guidance for the adults related to education or training at different stages: before enrolment into education and training, during the courses of education and when education process is complete (what to do next)?

INSTRUCTION: There are several possible answers. j) **Yes**, we carry out guidance to adults before enrolment into vocational education. k) **Yes,** we carry out guidance during the courses of vocational education. l) **Yes**, we carry out guidance when the vocational education is complete for continuing education. Explain, if you want to: The counsellors support the adults in identifying their needs for education, in looking for relevant opportunities for education and learning, in developing of the learning skills for managing the learning processes and help them developing competence "learn to learn". They encourage and motivate the adults to learn, support them in overcoming obstacles, represent them in other institutions etc.	
Do you think **we should include in "our model of quality" monitoring of all three above described types of** (before enrolment into education and training, during the courses of education and when education process is complete)? Explain, if you want to: -	a) No. b) **Yes.**

100. Do you have set out in what ways you carry out guidance to adults – e. g. in person, by telephone, by electronic mail, individual or in groups, etc.?

a) No.	
INSTRUCTION: There are several possible answers. t) **Yes,** we have guidance in person. u) **Yes**, we have guidance by telephone. v) **Yes**, we have guidance by electronic mail. w) **Yes**, we have guidance for individuals. x) **Yes** we have guidance for groups. y) **Yes**, we have guidance *(Describe your way – method*): via information	

brochures/materials	
Do you think that **carrying out guidance in different ways is an important factor of the quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: -	a) No. b) **Yes.**

101. Do you have defined how each counsellor has to carry out »counselling process« with the clients?

a) No.	
b) **Yes, we have defined how the »counselling process« has to be carried out.**	Describe little more detailed: We defined what the in-depth forms of guidance include: - preparations for the guidance process (for repeat guidance service), - getting to know the client and her/his needs (also using guidance instruments), - planning the best possible solutions (also using guidance instruments), - an agreement to realise solutions, - monitoring of realisation (in repeat guidance services), - evaluation (in repeat guidance services).
Do you think that **the determination of how the »counselling process« has to be carried out is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: So we can provide the same quality standard of the "counselling process" in each guidance centre!	a) No. b) **Yes.**

102. Do you have a defined method of monitoring the counselling work with the clients?

a) No.	
b) **Yes, we have a defined method of monitoring the counselling work with the clients.**	Describe little more detailed, what you monitor, how often you monitor, etc.: The guidance centre regularly monitor those characteristics of the clients that are important for decision making and success and effectiveness of

	education (gender, age, education, employment status, content etc). Guidance centres monitor their work daily – by recording every service in a special computer programme, monthly and yearly by preparing three-monthly and yearly reports.	
Do you think that <u>the **defined method of monitoring the counseling work with the clients**</u> **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: -		a) No. b) <u>**Yes.**</u>

PARTNERSHIP

103. Does your guidance organisation, centre or project have established collaboration with various partners outside your organisation related to guidance in adult vocational education?

a) No.		
b) <u>**Yes, we collaborate with different partners**</u>.	Describe a little more in detail:, with which partners you collaborate on local, regional, national, international level: The guidance centre has an established network of strategic and expert partners. The strategic partners are the most important subjects that plan and make decisions about local development and development of human resources, at least representatives from the city council, employment service office, organisations involved in regional development, regional offices of the Chamber of Commerce and Chamber of Craft and Small Businesses. And the expert partners are organisations that locally work in the field of guidance or adult education, at least representatives of adult education institutions, other counselling organisations, employment offices.	
Do you think that <u>**established collaboration with different partners**</u> **is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?		a) No. b) <u>**Yes.**</u>

Explain, if you want to: The guidance centre develops partner networks to provide wholesome and quality guidance services and planning and evaluation of guidance services in local area.	

104. In which activities, related to guidance in adult vocational education, do you collaborate with partners?

a) We do not collaborate with the partners.	
b) **Yes, we collaborate with partners**. Describe a little more in detail: activities in which you collaborate with partners, what role do partners have, etc.: Specific tasks of strategic partners are: • estimate the situation of development of guidance activities; • estimate the need for further development of guidance activities in the local area; • estimate the interest for guidance activities, • discuss and agree on coherent and economical development of activities, on usage of all resources and on connection of relevant institutions from local environment, • represent interests of local guidance network in developmental programmes of local environment etc. Specific tasks of professional partners are: • develop various kinds, forms and contents of guidance service, which consider the needs of different target groups; • ensure the best possible access to their service with regard to time and place; • offer professional and objective counsellors (advisers) with higher education; • maintain national and local up-to-date databases to support guidance activities; • monitor and analyse the needs for information and guidance in education and learning of various adult target groups; • monitor and continuously improve the effectiveness and quality of the provided services etc.	
Do you think **defined partnership and content of collaboration with partners are important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: -	a) No. b) **Yes.**

INFORMATION AND PROMOTION

105. Do you carry out any special (promotional, informational) activities for those who need guidance help so that they would know where and what kind of guidance help they can get?

a) No.	
b) Yes.	Describe how. The guidance centre has at least one permanent form of informing potential target groups and promoting its activities. The guidance centre performs the activities of informing and promotion via different types of media (radio, newspapers, television, world wide web, leaflets, posters, billboards). The guidance centre adjusts the method and the contents of information and promotion to the needs of different target groups. The guidance centre carries out the informing of potential target groups and promoting its activities in the entire region.

Do you think **promotional and informational activities in guidance are important in terms of quality** and would you suggest that they are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: -	a) No. **b) Yes.**

106. Do you plan and monitor information and promotion activities about guidance in adult vocational education which you carry out in your guidance organisation, centre or project?

a) We do not monitor that.	
INSTRUCTION: There are several possible answers. **t) We monitor planning of our information and promotion activities (or we have operational plans for information and promotion).** **u) We monitor frequency of our information and promotion activities (how often we provide information to adults and others).** **v) We monitor diversity of our information and promotion activities (e.g. if we appear in the newspapers, on the radio, TV...).** **w) We monitor adaptability of our information and promotion to different target groups (understandable texts and relevant media for different target groups).** **x) We monitor regional coverage of our information and promotion (if we**	

cover all areas: urban, rural...). y) We monitor also *(Describe.)* ……..	
Do you think **planning of information and promotion activities is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: In order to allow the greatest possible access to the guidance centre services for all adults, the guidance centre systematically informs potential target groups about its activities.	a) No. **b) Yes.**

QUALITY EVALUATION AND DEVELOPMENT

107. Do you have in your guidance organisation, centre or project a defined system of quality evaluation and development of guidance work?

a) No.	
a) **Yes.**	Describe a little more in detail: your method of assessing the quality, who is involved in evaluation, how you use the results of evaluation, etc.: *If you have defined the areas and/or indicators and/or criteria for guidance work, attach them to this report or describe above, if the document is not too extensive.* The quality framework presumes an interconnected combination of four approaches to assess and develop quality in guidance centres. The combination includes: • **accreditation**– external evaluation of the quality provided for certain basic criteria, deemed necessary by experts and financiers for the operation of the guidance centre, • **monitoring** – incessant monitoring of the criteria that provide basic information about the work of the adult education guidance centre and the whole guidance centre network. Main emphasis here is on internal monitoring, carried out by guidance centres staff and only a smaller part is external monitoring done by the SIAE. • **external evaluation** – external quality evaluation of certain criteria that are important from the aspect of the national politics and the system of education, or criteria especially important in a particular time interval,

	• **self-evaluation** – self-assessment and quality development of all those criteria that are important from the point of view of the guidance centre to achieve the determined national standards of quality and those the centre has set on its own. We defined **a guidance centre's basic areas of activity** and their pertaining quality standards, quality indicators and criteria. **Basic quality areas** are complete units in term of contents, and they fully integrate different aspects into the model, the aspects that we need to pay particular attention to when assessing and developing the quality of work in the adult education guidance centres. The **standards of quality** for each particular area were then determined. For the purposes of determining quality in adult education guidance centres, the standards of quality can in broadest sense be defined as **statements describing expected/desired quality of the key aspects of the guidance activity and its results and effects**. On the most general level the formation of standards of quality helps us find the answer to **what kind of guidance activities for adult education we want**, be it on the level of an individual counsellor, guidance centre, or development of guidance for adults on national level. Each standard has its own **indicators** and **criteria**. Quality indicators direct us to look into important aspects of quality, which determine the studied area, in more detail, while the criteria present the tool to "measure" the defined standard of quality. Depending on the nature of the standard of quality, the criteria can be either numerical or descriptive. The approach we chose to define the model for quality assessment and development in adult education guidance centres stems from a methodological concept that the areas, the standards of quality, and their pertaining quality indicators – if they are to make sense – are **interconnected**. **Internal and external connectedness is important**. External connectedness explains that the standards, indicators and criteria need to be connected to the

	goals of the activity on which the entire model is based. Internal connectedness means that the standards of quality, quality indicators and the criteria to measure them have to be connected and must not be in opposition to one another. *In appendix 1 is the Table*[8] with standards and corresponding indicators and criteria according to the guidance centres quality framework model in individual areas.
Do you think that **a defined system of quality evaluation and development of guidance work in guidance organisation, centre or project is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: -	a) No. b) **Yes.**

RESULTS OF GUIDANCE

108. Does your guidance organisation, centre or project systematically monitor the results of guidance?

a) No.	
INSTRUCTION: There are several possible answers. **z) Yes, we monitor number of services.** **aa) Yes, we monitor number of service clients.** **bb) Yes, we monitor demographic characteristic of service clients.** **cc) Yes, we separately monitor guidance to vulnerable groups.** **dd) Yes, we separately monitor the coverage of target groups specific to local environment.** **ee) Yes, we monitor client satisfaction with guidance.** **ff) Yes, we monitor the extent to which the provision of guidance helped to solve the clients problem.** gg) Yes, we monitor (Describe any other results that you monitor)……	
Do you think **that systematic way of monitoring the results of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education?	a) No. b**) Yes.**

[8] Možina, Klemenčič, Vilič Klenovšek, Rupert (2009). The framework for quality assessment and development in adult education guidance centres, Slovenian Institute for Adult Education, p.139–151.

Explain, if you want to: As output/exit factors of guidance process in our model of quality in guidance centres we defined two types of factors (it is often so defined in other models of quality): results and effects. Result in our case means all direct results of the ISIO guidance centre activities (number of services, demographic characteristic of service clients etc.);	

EFFECTS OF GUIDANCE

109. Does your guidance organisation, centre or project systematically monitor the effects of guidance?

a) No.	
INSTRUCTION: There are several possible answers. **q) Yes, we monitor increased participation of adults in lifelong learning.** **r) Yes, we monitor increased study success of adults.** **s) Yes, we monitor decrease of dropout rates.** **t) Yes, we monitor decrease in social marginalisation of adults.** u) Yes, we monitor (any other effects that you monitor)……	
Do you think **that systematic way of monitoring the effects of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: As output/exit factors of guidance process in our model of quality in guidance centres we defined two types of factors (it is often so defined in other models of quality): results and effects; the effects mean measuring the consequences of guidance services like increased participation of adults in lifelong learning in the region, decrease of dropout rates in adult education etc.. Because the effects are subject to a variety of factors, it is rather difficult to define them in the areas of guidance activity and education, and it is especially difficult to measure them. However, despite such methodological predicaments it makes sense to examine the fundamental effects caused by the guidance activities and try to define them.	a) No. b) **Yes.**

MANAGEMENT, ADMINISTRATION, ORGANISATION

110. Do you in any way monitor how is your guidance organisation, centre or project concerted with the **regional/national development plans?**

a) No.	
b) **Yes.**	Describe a little more in detail: The guidance centre determines the development strategy within its model at least for the period that is coordinated with the timeframe of the adopted regional development programme. The annual plan of the guidance centre reflects the needs of the narrower and wider milieu and takes into account the needs as determined in the regional development programme.

Do you think **developmental integration of guidance in the regional/local environment is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: The guidance centre is developmentally embedded into the environment in which it works; it works within its parent institution in a way that enables it the necessary professional autonomy and working conditions suitable for the mission it has as a regional information and guidance centre.	a) No. b) **Yes.**

111. At what level does your guidance organisation, centre or project has a normative/legal framework?

a) No.	
INSTRUCTION: There are several possible answers. **p) Yes, it has normatively defined status within the organisation, where the guidance takes place.** q) Yes, it has normatively defined status in the local environment. r) Yes, it has normatively defined status in the region. s) Yes, it has normatively defined status on the national level. t) Yes, *(Describe any additional explanation)*……	
Do you think **normative regulation of guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: -	a) No. b) **Yes.**

112. In your VET organisation, centre or project, is the organisation of guidance work defined in terms of work time/any other criteria?

a) No.	
b) **Yes.**	Describe a little more in detail: For example, the guidance centre manager: - has defined responsibilities and competencies that allow him/her to perform his/her tasks;. - organises her work and the work of her co-workers in an effective way that guarantees good results; - supports team work, professionalism, responsibility and quality; - plans and guides professional development of the staff in the guidance centre; - develops positive communication with the environment, strategic and professional partners, within the institution in which he works, with co-workers and with clients. -

Do you think the **organisation of guidance work is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: -	a) No. b) **Yes.**

113. Does your guidance organisation, centre or project have defined way of monitoring money transparency and effectiveness in spending monetary funds?

a) No.	
b) **Yes.**	Describe a little more in detail: The guidance centre manager prepares expert groundwork to plan for the necessary monetary and other funds for the undisturbed work of the guidance centre. Every year, the financial plan is prepared on time and it defines the necessary means for the operation and development of the guidance centre. The manager and the employees of the guidance centre analyse the effectiveness of the monetary and other funds spending. Money income and expenses are transparently recorded and have a base in the results of work.

Do you think the **way of monitoring money transparency and effectiveness in spending monetary funds in guidance is important in terms of quality** and would you suggest that it is included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to: For the quality and effectiveness of the work is important that the managing money and other guidance centre funds is transparent and effective.	a) No. b) **Yes.**

IMPORTANT: The present Investigation should/must go beyond these 10 quality areas which are the ones that are identified in the Peer Review Manual for Guidance in Adult Education (transfer of innovation source). Therefore the identification of other relevant quality areas for the Guidance and Counselling activity would very much bring an added value to the development of the European PR Manual for Guidance and Counselling in Adult VET (European Perspective).

OTHER

114. Do you have any other characteristic that significantly determine your guidance organisation, centre or project that you couldn't describe in the previous questions?

a) **No.**	
b) Yes.	Describe a little more in detail:

Do you think **that the above item(s)described is (are) important in terms of quality** and would you suggest that it is/are included among the factors to take into consideration when evaluating the quality of guidance in adult vocational education? Explain, if you want to:	a) No. b) Yes.

IV. Description of Quality Assurance, Monitoring and Development Systems applicable to Guidance and Counselling in Adult VET in other European Countries / International level: Desk research of other European projects, websites, good practices, networks…

1. The Matrix Standard, UK: more on web site: http://www.matrixstandard.com/

The **matrix** Standard is a unique, national quality framework that is applicable to any organisation delivering IAG (information, advice and guidance) in the context of learning and work, whether internally or externally.

The **matrix** Standard consists of 8 criteria known as elements that relate to some of your key business processes and will help your organisation to maintain high standards and continuously improve your services.

It is designed to be entirely flexible so that it can add value from day one, whatever your business, and it doesn't require you to do anything which does not enhance your everyday activities.

The **matrix** Standard is an outcome based Standard and it will look at how you are demonstrating quality through three sources of typical evidence:

- **TELL**: Includes interviews, meetings and informal discussion with a number of people;
- **SHOW**: Includes looking at policies, processes, records and survey results;
- **SEE**: Includes observation of the premises, activities, displayed materials, interactions.

2. EU projects:

European Lifelong Guidance Policy Network ELGPN

The ELGPN 2011-2012 work programme includes the following thematic activities:

- Career management skills
- Access, including APEL
- Co-operation and co-ordination mechanisms in guidance policy and systems development
- Quality assurance/Evidence-base for policy and systems development

All information are on web site: http://ktl.jyu.fi/ktl/elgpn/themes.

Cedefop's web-pages on guidance.

The Cedefop's web-pages on guidance are intended as a resource both for the provision of information on recent European Union policy developments in guidance and for the exchange of views.

Website: http://cedefop.europa.eu/EN/about-cedefop/projects/lifelong-guidance/index.aspx.

OECD Career Guidance Policy Review Home Page

The OECD Career Guidance Policy Review Home Page includes documentation on the research carried out in 14 countries. It provides also the publications "Career Guidance and Public Policy: Bridging the Gap" and "Career Guidance: A Handbook for Policy Makers".

Website:
http://www.oecd.org/document/20/0,3746,en_2649_39263294_32474452_1_1_1_1,00.html

Euroguidance network
Euroguidance network of 65 specialist centres throughout 31 European countries supports the guidance community and promotes good practice and developments within European guidance.

Website: http://www.euroguidance.net/index.htm

International Association for Vocational and Educational Guidance, IAEVG
The International Association for Educational and Vocational Guidance, IAEVG, is a worldwide guidance and counselling organisation, whose mission is to promote the development and quality of educational and vocational guidance. IAEVG' s mission is also to ensure that all citizens who need and want educational and vocational guidance and counselling can receive this counselling from a competent and recognized professional.

Website: http://www.iaevg.org/IAEVG/

Literature and resources:

CEDEFOP, REFERNET, Slovenia, VET in Europe – Country Report 2010:
http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx

ENQAVET indicators and Slovene practice; Institute for vocational education and training, 2010

Member states reports 2008 – Slovenia, Institute for vocational education and training, 2010

Možina, Klemenčič, Klenovšek, Rupert (2009). The framework for quality assessment and development in adult education guidance centres, Slovenian Institute for Adult Education

Možina, T., Klemenčič, S. (2004): Offering quality education to adults – OQEA; A model for quality evaluation and development – a case of Slovenia. Ljubljana, Slovenian Institute for Adult Education.

Možina T., Klemenčič S. (2007): The care for quality in adult education – The case of Slovenia, Slovenian Institute for Adult education

Slovenian Reference Point for Quality Assurance in Vocational Education and Training, http://www.siqa-vet.si/

The Vocational Education and Training Act, Official Gazette, 79/2006

Appendix 1:

Table 1: Standards and corresponding indicators and criteria according to the guidance centres quality framework model in individual areas

AREA 1: POTENTIAL CLIENTS OF GUIDANCE (TARGET GROUPS)		
STANDARDS	**INDICATORS**	**CRITERIA**
1.1 The guidance centre is active in making adult education and learning guidance services more accessible and thus responds to local, regional and national needs.	1.1.1 Knowing potential guidance clients in the view of local, regional and national needs.	1.1.1.1 The guidance centre has analysed the local, regional and national needs of adults for guidance.
	1.1.2 Active approach to finding potential guidance clients.	1.1.2.1 The guidance centre has one or more dislocated units.
		1.1.2.2 Every year, the guidance centre performs at least three information and guidance activities away from its headquarters and dislocated units.
		1.1.2.3 Every year, the guidance centre performs at least one promotional activity aimed at recruiting potential guidance clients.
AREA 2: STAFF		
STANDARDS	**INDICATORS**	**CRITERIA**
2.1. Guidance activities are carried out by adequately educated and trained counsellors with appropriate personality traits.	2.1.1 The structure and number of staff in the guidance centre	2.1.1.1 The guidance centre employs one full-time counsellor if it performs 1000 guidance activities and has 800 clients of their services.
		2.1.1.2 Guidance work of one full-time counsellor can be replaced by the work of

		several part-time counsellors, if at least one of them works for the guidance centre at least 70% of his/her time.
		2.1.1.3 Each guidance centre has a guidance centre manager. The role of the manager can be filled by a counsellor.
		2.1.1.4 If more than one counsellor is employed at the centre, the role of the manager is performed by the one who works at the centre most of the time.

AREA 2: STAFF (continued)		
STANDARDS	**INDICATORS**	**CRITERIA**
2.1. Guidance activities are carried out by adequately educated and trained counsellors with appropriate personality traits. (continued)	2.1.1 The structure and number of staff in the guidance centre. (continued)	2.1.1.5 The director of the institution where the seat of the guidance centre is participates in the centre's activities with 5% of her/his time.
		2.1.1.6 The accountant of the institution where the seat of the guidance centre is participates in the centre's activities with 5% of her/his time.
		2.1.1.7 One administrator from the institution where the seat of the guidance centre is participates in the centre's activities with 5% of her/his time.
		2.1.1.8 One member of technical staff from the institution where the seat of the guidance centre is participates in the

		centre's activities with 5% of her/his time.
		2.1.1.9 One information system maintenance technician from the institution where the seat of the guidance centre is participates in the centre's activities with 5% of her/his time.
	2.1.2 Education of the guidance centre manager and counsellor	2.1.2.1 The guidance centre manager and the counsellor have a bachelor's degree, a specialisation, a master's degree, a doctorate in the field of pedagogy (preferably andragogy), psychology, social pedagogy, sociology (preferably in human resources management), systems organisation and management (preferably in organisation and management of human resources systems), social work.
		2.1.2.2 The counsellor and the guidance centre manager have pedagogic or andragogic education.
		2.1.2.3 The counsellor and the guidance centre manager have passed the professional qualification exam in education.

AREA 2: STAFF (continued)		
S TANDARDS	**INDICATORS**	**CRITERIA**
2.1. Guidance activities are carried out by adequately educated and trained counsellors with	2.1.3 Guidance centre manager's and counsellor's training	2.1.3.1 The guidance centre manager and the counsellor have successfully completed

appropriate personality traits. (continued)		basic training for counsellors in guidance centres.
		2.1.3.2 The guidance centre manager and the counsellor attend at least two educational meetings that the Slovenian Institute for Adult Education organises per year for guidance centres.
		2.1.3.3 The guidance centre manager and the counsellor attend at least 16 hours of other professional training for guidance per year.
		2.1.3.4 The guidance centre manager is trained for managing and organising the work in the guidance centre.
	2.1.4 Work experience of the guidance centre manager and the counsellor	2.1.4.1 The counsellor has at least three years of work experience in education or counselling.
		2.1.4.2 The guidance centre manager has at least five years experience in education or counselling.
	2.1.5 Personality characteristics of the guidance centre manager and the counsellor.	2.1.5.1 The guidance centre manager and the counsellor successfully pass the test of basic personality characteristics necessary for guidance work (empathy, active listening, communication skills, etc.)

AREA 3: RESOURCES, EQUIPMENT, DATABASES, INSTRUMENTS		
STANDARDS	**INICATORS**	**CRITERIA**
3.1 Guidance centre provides adequate premises, equipment, specialised library, database and guidance instruments which allow a complex, quality and engaged guidance work.	3.1.1 Premises	3.1.1.1 At the seat of the guidance centre a special room (not smaller than 10 square metres) is set aside for guidance work. It must allow for individual guidance work.
		3.1.1.2 For the work of a dislocated unit, a room that allows individual guidance work is provided.
	3.1.2. Equipment	3.1.2.1 Minimum equipment at the seat of the guidance centre includes: a desk and a chair for the counsellor, a computer, a printer, telephone and internet access, a book-case/cabinet, a materials stand, a desk and several chairs for clients.
	3.1.3. Specialised library	3.1.3.1 The guidance centre has a library and a selection of magazines specialised in guidance and education.
	3.1.4. Databases	3.1.4.1 The guidance centre has a database that includes all the fundamental documents needed for guidance work (at least the basic legislation for the area of adult education, national calls for enrolment, an

		overview of certified adult education programmes, an overview of adult education providers).
		3.1.4.2 The guidance centre keeps its own regional database, which includes the information important for the education and learning of adults in their own environment (it must include at least education programmes providers, education programmes, possibilities for formal and informal education, various forms of help etc.)
	3.1.5 Guidance instruments	3.1.5.1 The guidance centre uses different guidance instruments in its work.

AREA 4: GUIDANCE PROCESS		
STANDARDS	**INDICATORS**	**CRITERIA**
4.1 The guidance centre guarantees to the clients of its services a complete guidance process that will help them decide on the choice and the course of education and training.	4.1.1 The types of guidance process	4.1.1.1 The guidance centre provides all three types of guidance process: guidance before enrolment into education or learning, guidance during the course of education and guidance when education process is complete.
	4.1.2 Guidance process activities	4.1.2.1 The guidance centre offers all the activities of the guidance process: informing, counselling/advising, guidance, evaluation, training, representing, feed-back.
	4.1.3	4.1.3.1

	The methods of executing the guidance process	The guidance process is executed in at least the following ways: - by telephone, - in person, - by electronic mail, - in writing/by mail, - via information brochures/materials.
		4.1.3.2 The guidance process can also be executed in another way, for example, by setting up an information corner, via call-in radio programmes, via advice column in a newspaper.
	4.1.4 The ways of including guidance clients	4.1.4.1 The guidance process is open to individuals or groups.
	4.1.5 Duration of the guidance process	4.1.5.1 The length of the guidance process is adjusted to the problem and the needs of the service clients.

AREA 4: GUIDANCEPROCESS		
STANDARDS	**INDICATORS**	**CRITERIA**
4.1 The guidance centre guarantees to the clients of its services a complete guidance process that will help them decide on the choice and the course of education and learning. (continued)	4.1.6 The structure of the guidance process	4.1.6.1 The in-depth forms of guidance include: - preparations for the guidance process (for repeat guidance service), - getting to know the client and her/his needs (also using guidance instruments), - planning the best possible solutions (also using guidance instruments), - an agreement to

		realise solutions, - monitoring of realisation (in repeat guidance services), - evaluation (in repeat guidance services).
4.2. The guidance centre regularly monitors those characteristics of its clients that are important for decision making and success and effectiveness of education.	4.2.1 Characteristics, important for the decisions regarding education.	4.2.1.1 The guidance centre has a defined method of determining those characteristics of the clients that are important at making decisions for education.
	4.2.2 Characteristics, important for success and effectiveness of education	4.2.2.1 The guidance centre has a defined method of determining those characteristics of the clients that are important for success and effectiveness of education.

AREA 5: PARTNERSHIP		
STANDARDS	**INDICATORS**	**CRITERIA**
5.1 The guidance centre develops partner networks to provide wholesome and quality guidance services and planning and evaluation of guidance services in local area.	5.1.1 Strategic partners	5.1.1.1 The guidance centre has an established network of strategic partners. This network includes the most important subjects that plan and make decisions about local development and development of human resources (at least representatives from the city council, employment service office, organisations involved in regional development, regional offices of the Chamber of Commerce and Chamber of Craft and Small Businesses).
		5.1.1.2 Strategic partners form a

		strategic council.

AREA 5: PARTNERSHIP		
STANDARDS	**INDICATORS**	**CRITERIA**
5.1 The guidance centre develops partner networks to provide wholesome and quality guidance services and planning and evaluation of guidance services in local area. (continued)	5.1.2 Cooperation of strategic partners in planning the development of the guidance centre	5.1.2.1 The guidance centre reviews its plans together with its strategic partners at least once a year.
	5.1.3 Cooperation of strategic partners in evaluation of the guidance centre's work/activities.	5.1.3.1 The guidance centre evaluates its work together with its strategic partners at least once a year.
	5.1.4 Expert partners	5.1.4.1 The guidance centre has an established network of expert partners which includes a network of organisations that locally work in the field of guidance or adult education (at least representatives of adult education institutions, other counselling organisations, employment offices).
		5.1.4.2 Expert partners form a part of the expert group.
		5.1.4.3 The expert group discusses and adopts professional guidelines/directives, connected to the work of the guidance centre.
	5.1.5 The participation of expert partners in the implementation of the guidance process.	5.1.5.1 The guidance centre includes expert partners into the implementation of the guidance process as needed.
		5.1.5.2 The guidance centre

		responds to the needs of the partners who need to perform a guidance process.
		5.1.5.3 The guidance centre initiates common activities within the network of experts.
	5.1.6 Partnership among guidance centres	5.1.6.1 The guidance centre participates in common activities of the guidance centres' network.

AREA 6: INFORMATION AND PROMOTION		
STANDARDS	**INDICATORS**	**CRITERIA**
6.1 To allow the greatest possible access to the guidance centre services for all adults, the guidance centre systematically informs potential target groups about its activities.	6.1.1 Operational plan	6.1.1.1 The guidance centre has at least a one-year plan for informing potential target groups and promoting its activities.
	6.1.2 Frequency	6.1.2.1 The guidance centre has at least one permanent form of informing potential target groups and promoting its activities.
	6.1.3 Diversity	6.1.3.1 The guidance centre performs the activities of informing and promotion via different types of media (radio, newspapers, television, world wide web, leaflets, posters, billboards).
	6.1.4 Adaptability to target groups	6.1.4.1 The guidance centre adjusts the method and the contents of information and promotion to the needs of different target groups.
	6.1.5 Regional coverage	6.1.5.1 The guidance centre carries out the informing

		of potential target groups and promoting its activities in the entire region.

AREA 7: QUALITY EVALUATION AND DEVELOPMENT		
STANDARDS	**INDICATORS**	**CRITERIA**
7.1 The guidance centre has implemented systematic quality evaluation and development.	7.1.1 Planning	7.1.1.1 The guidance centre has a defined system of quality evaluation and development (a published declaration of quality, accessible to the general public).
		7.1.1.2 The guidance centre has a defined self-evaluation plan for a determined time frame.
	7.1.2 Implementation	7.1.2.1 The guidance centre carries out self-evaluation according to the self-evaluation plan.
	7.1.3 Presentation of quality evaluation results	7.1.3.1 The guidance centre prepares the self-evaluation report and the debate in accordance to the self-evaluation plan.
	7.1.4 Implementation of improvements	7.1.4.1 The guidance centre already has a defined plan of action for a set period of time and is implementing it.

AREA 8. RESULTS		
STANDARDS	**INDICATORS**	**CRITERIA**
8.1 The guidance centre provides guidance service to the adults in its area, and gives special attention to the groups of adults who have	8.1.1 Number of services	8.1.1.1 The guidance centre with one full-time employee carries out 1000 guidance service acts per year.
	8.1.2 Number of service clients	8.1.2.1 The guidance centre with

difficulties accessing education and learning or need more support and help for education and learning.		one full-time employee has 800 service clients per year.
	8.1.3 Demographic characteristics of service clients	8.1.3.1 The gender structure of service clients does not deviate by more than 20% from the gender structure of the population in the region.
		8.1.3.2 In regards of the educational structure, at least 50% of the guidance clients have completed less than four years of secondary education.
		8.1.3. The percentage of unemployed guidance centre service clients is at least equal to the percentage of unemployment, registered in the region.
	8.1.4 Vulnerable groups	8.1.4.1 At least 20% of the clients come from vulnerable groups (immigrants, refugees, homeless, the Roma community, adults with special needs, less educated seniors, young adults with no vocational training).
	8.1.5 Priority target groups from the point of view of the local and regional environment	8.1.5.1 At least 50% of the clients come from the priority target groups in the local environment.
8.2 The clients of the guidance centre are satisfied with the quality of the guidance services and estimate that the services contributed to the solution of their problem.	8.2.1 Client satisfaction	8.2.1.1 At least 75% of the polled clients are satisfied with the guidance centre services.
		8.2.1.2 At least 50% of the clients who have not yet solved their problem are

		satisfied with the guidance centre service.
	8.2.2 The contribution of the guidance centre to the solution of the client's problem	8.2.2.1 At least 75% of the polled clients who have solved their problem estimate that the help of the guidance centre contributed to the solution of their problem.

AREA 9: EFFECTS		
STANDARDS	**INDICATORS**	**CRITERIA**
9.1 The guidance centre contributes to the increased participation of adults in the lifelong learning, increase in study success and a decrease in dropout rates and social marginalisation.	9.1.1 Increased participation of adults in lifelong learning	9.1.1.1 Guidance helped the adult decide on further formal or non-formal learning.
	9.1.2 Increased study success and decrease of dropout rates	9.1.2.1 Guidance during education process helped the adult overcome learning problems.
		9.1.2.2 Guidance during education process helped the adult complete education successfully.
	9.1.3 Decrease in social marginalisation	9.1.3.1 Guidance helped the adult in social inclusion.

AREA 10: MANAGEMENT, ADMINISTRATION, ORGANISATION		
STANDARDS	**INDICATORS**	**CRITERIA**
10.1 The guidance centre is developmentally embedded into the environment in which it works; it works within its parent institution in a way that enables it the necessary professional autonomy and working conditions suitable for the mission it has as a regional information and	10.1.1 Orientation into development.	10.1.1.1 The guidance centre determines the development strategy within its model at least for the period that is coordinated with the timeframe of the adopted regional development programme.
		10.1.1.2 The annual plan of the guidance centre reflects

guidance centre.		the needs of the narrower and wider milieu and takes into account the needs as determined in the regional development programme.
	10.1.2 Professional autonomy	10.1.2.1 The institution and the guidance centre have determined the questions that are considered strictly professional and are decided upon independently by the guidance centre manager or the manager with her/his co-workers in the centre.
		10.1.2.2 The institution and the centre have defined the questions that are co-decided or decided upon by the director of the institution.
		10.1.2.3 The guidance centre, in relationship to its parent institution, independently decides upon professional questions that touch the work of the guidance centre.

AREA 10: MANAGEMENT, ADMINISTRATION, ORGANSATION (continued)		
STANDARDS	**INDICATORS**	**CRITERIA**
10.1 The guidance centre is developmentally embedded into the environment in which it works; it works within its parent institution in a way that enables it the necessary professional autonomy and working conditions suitable for the mission it has as a regional information and guidance centre. (continued)	10.1.3 The normative organisation of the guidance centre position and its activity.	10.1.3.1 The position of the guidance centre is normatively organised within the institution.
		10.1.3.2 The institution has adjusted, or specifically created and passed normative acts that are required for the smooth operation of the guidance centre (for example, personal data protection in the centre, public information, job classification, work hours …).
10.2 The organisation of work in the guidance centre is effective and as such supports the guidance process, the achievement of good results and effects of work.	10.2.1 The role and position of the guidance centre manager	10.2.1.1 The guidance centre manager has defined responsibilities and competencies that allow him/her to perform his/her tasks.
		10.2.1.2 The guidance centre manager organises her work and the work of her co-workers in an effective way that guarantees good results.
		10.2.1.3 The guidance centre manager supports team work, professionalism, responsibility and quality.
		10.2.1.4 The guidance centre manager plans and guides professional development of the staff in the guidance centre.
		10.2.1.5 The guidance centre manager develops

		positive communication with the environment, strategic and professional partners, within the institution in which he works, with co-workers and with clients.
	10.2.2 The role and position of counsellor(s) in the guidance centre	10.2.2.1 Counsellor(s) in the guidance centres have responsibilities and competencies defined by the guidance centre model, and these allow them to perform their tasks.

AREA 10: MANAGEMENT, ADMINISTRATION, ORGANSATION (continued)		
STANDARDS	**INDICATORS**	**CRITERIA**
10.2 The organisation of work in the guidance centre is effective and as such supports the guidance process, the achievement of good results and effects of work (continued)	10.2.2 The role and position of counsellor(s) in the guidance centre (continued)	
		10.2.2.3 The guidance centre counsellors do their work in an effective way that guarantees good results.
	10.2.3 The role and position of other staff in the guidance centre (institution director, information system support technician, administrative, accounts and technical support employees)	10.2.3.1 Other employees at the guidance centre have their responsibilities and competencies determined according to the guidance centre model that allows them to fulfil their role.
		10.2.3.2 Other employees in the guidance centre do their work in an effective way that guarantees good results.
	10.2.4 Connecting the work of the workers in the guidance centre and in the parent institution	10.2.4.1 It is precisely determined in which cases the managers or employees of the guidance centre can also perform tasks for other activities of the parent institution (of the guidance centre).
		10.2.4.2 The work that the guidance centre manager or employees do for the parent institution is recorded and evaluated from the funds that are not the funds of the guidance centre.
		10.2.4.3 It is precisely specified, which employees of the parent institution are included in the work of the guidance centre, with what purpose, to what extent and with what

		responsibilities.
		10.2.4.4 The work of the employees of the parent institution do for the guidance centre is recorded and evaluated from the funds of the guidance centre.

AREA 10: MANAGEMENT, ADMINISTRATION, ORGANSATION (continued)		
STANDARDS	**INDICATORS**	**CRITERIA**
10.3 Managing money and other guidance centre funds is transparent and effective.	10.3.1 Managing money and other guidance centre funds	10.3.1.1 The guidance centre manager prepares expert groundwork to plan for the necessary monetary and other funds for the undisturbed work of the guidance centre.
		10.3.1.2 Every year, the financial plan is prepared on time and it defines the necessary means for the operation and development of the guidance centre.
		10.3.1.3 The guidance centre manager and the director/principal of the parent institution co-decide on the planning and spending the monetary and other funds.
	10.3.2 The ability of acquiring monetary and other funds	10.3.2.1 The guidance centre manager monitors and reacts to the possibilities to acquire the necessary monetary and other funds for the operation of the guidance centre.
	10.3.3 Effectiveness in spending monetary and other funds	10.3.3.1 The manager and the employees of the

		guidance centre analyse the effectiveness of the monetary and other funds spending.
	10.3.4 Transparency of the spending of monetary and other funds	10.3.4.1 Money income and expenses are transparently recorded and have a base in the results of work.

EDITORIAL

Title

EQARF Implementation and Peer Review Methodology possibilities - Investigation Report

Editor

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Place of Edition

Arras, France

Date of Edition

March 2011

EuroPeerGuid - European Peer Review in Guidance and Counselling in Adult Vocational Education and Training – www.europeerguid.eu

Agreement Number n° 2010-1-PT1-LEO05-05185

http://europeerguid.eu

This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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