



GOOD PRACTICE RESEARCH REPORT

Project management: Andrea Egger-Subotitsch

Editor: Ruth Kasper and all partners

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1 Introduction

Within MELIOR a measurement tool for training offers will be designed. Target groups are small and medium enterprises searching for staff training offers.

The second work package consisted of carrying out a good practice research whose outcome is presented in the following. Altogether, nine good practices and five expert systems were identified by the partners. All partners participated in the good practice research, with a focus on their country/country language.

MELIOR is based on the **Double Evolution Tool** which contains quality categories for 4 different stages: one stage before, two stages during and another stage which deals with the activities after a training:

1.	Strategic training plan → NEW: Planning (including needs analysis)
2.	Planning and design → NEW: Implementation
3.	Implementation → NEW: Evaluation & Assessment
4.	Knowledge transfer and application → NEW: Transfer of knowledge

2 Overview good practices identified by partnership

The table below provides an overview of all identified good practices and which stage/step it refers to (stage 0 – stage 1 – stage 2- stage 3).

Provided by partner	Title of good practice	Refers to stage (stage names of the old tool)
ES	Training plan development tool	1.1 Defining general training plan
	Training program for specific target group	2.4 Choice of participants
LT	“Discover in-service training needs of job consultants”	1.2 Analysis of training needs 3.1 Assess utility of training
	“What are in-service training needs?”	1.2 Analysis of training needs
BG	“Overgas skills evaluation program”	2.1 Assess concrete training needs 2.2 If necessary redefine need for training
	WPO Train-The-Trainer curriculum	1.2 Analysis of training needs 2.2 Defining teaching methods 3.1 Training implementation 3.3 transfer of training content to job
PT	Certification of training providers	1.7 Qualification references of training institute
UK	“Skills Third Sector”	1.3 Analysis of training needs
	Retail Sector Skills Council	1.2 Analysis of training needs 2.4 Choice of participants
AT	Checklist „Quality in further training”	1.1 Defining general training plan 1.2 Reflection training needs 1.7 Evaluation of proposals
	Checklist „The optimal provider“	1.2 Analysis of training needs 2.1 Assess concrete training needs 2.2 If necessary redefine need for training 3.3 Training evaluation

The table shows that most good practices deal with content of phase 1 (Planning and design), several other good practices relate to phase 2 (Implementation) and 3 (Knowledge transfer and application) are also quite well represented but there is no good practice referring to phase 0.

One quality area seems especially relevant in many good practices- the needs analysis (referred to in 5 good practices).

In addition to the good practice research, the partnership also searching for **expert systems**:

Provided by partner	Title expert system
ES	<p>“EVALUA-GPA“ will be used as a good practice in terms of technical aspects. It is designed as an interactive tool which facilitates a quick, easy and user-friendly evaluation of training offers.</p>
AT	<p>eduQua Quality certificate</p> <p>eduQua evaluates trainings and certifies training providers that satisfy the defined eduQua quality standards. The certification exceeds continuing evaluation and certification (annual auditing is required and the certificate is valid for three years). After the evaluation of a training offer - which serves as an example how quality management is carried out in the training institute - an internal audit takes place. During both evaluation procedures, the auditors refer to the following quality areas:</p> <ol style="list-style-type: none"> 1. Analysis of customer needs and their satisfaction by training institute 2. Assuring lasting learning effects for the participants 3. Transparent representation of the offers and the pedagogical concept 4. Provision of customer-oriented, economical, efficient and effective trainings (services) 5. Qualification of trainers: methodically, didactically and professionally up to date 6. Awareness for quality development and quality assurance 7. eduQua certifies private and public training institutes as well as adult education institutes, moreover, training programs can be evaluated independently of a training institute.
BG	<p>NAVET training standards (NAVET = National Agency for Vocational and Educational Training)</p> <p>NAVET does not only provide a quality framework for training and VET but also contains definitions for professions and related competences/skills. Furthermore, NAVET wants to ensure that the training offer is adapted to the labor market needs.</p>
LT	<p>MADSYS – Evaluation of client’s risk behaviour</p> <p>Like EVALUA- GPA, MADSYS will be used as a good practice in terms of technical aspects. It is designed as an interactive tool as well.</p>
PT	<p>Online System for the Evaluation and Management of Professional Training and for the Qualification of Trainers</p> <p>The database contains tools which help trainers to assess their knowledge and skills. The aim is to create one single, nationwide established quality framework for trainers.</p> <p>Additionally, the database provides practical and high-quality services for trainers:</p> <ul style="list-style-type: none"> • Certified trainers provide high-quality learning materials which can be used by trainers and which assure high-quality training. • Trainers can use provided criteria in order to evaluate
UK	<p>Learn Direct/learndirect scotland</p> <p>Will be used in terms of technical aspects.</p>

2.1 Good practices Spain

Title of good practice	Comparative analysis of different training methods for different groups of workers FORINOVA
Content	Training and employment program
Source	http://www.ita.es/forinnova/

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
3	1	0

What is the good practice about? (Approx. 10-20 sentences)

Forinnova is a training and employment program, sponsored by the Government of Aragon, whose aim is to provide business professionals with specialized training in the management of innovation and R & D.

The employment and training strategy is developed by the Direction General for Research, Innovation and Development, Department of Science, Technology and University of Aragon Government, through the Technological Institute of Aragon, with the support of INAEM (regional employment office) which provides specific training in management innovation for university graduates and their subsequent induction training in enterprises.

It is a training and employment program for unemployed persons with a high level of training - a diploma or degree.

The main objectives of the program are:

1. Provide knowledge on innovation management to graduates to further their training according to new social demands for innovation.
2. Facilitate the employment of university graduates and provide them with a specific work experience in the field of innovation.
3. Provide the business network of professionals with knowledge, skills and experience necessary to manage innovation.
4. This is a course of 150 h. In innovation training to procurement to implement the training in a company.

Aims

For Students

- Form a group of specialists in analysis techniques and practical methods to improve the knowledge, technology and innovation capacity of enterprises.
- Facilitate the employment of university graduates and provide them with a specific work experience in the field of innovation.

For Business

- It is intended to provide to the professional industrial of Aragon (region) to promote innovative practices, facilitate technology transfer and provide the technical labor market with specific expertise in the

management of innovation.

- Provide financial support for hiring a Manager of Innovation.

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

Preparation of skilled workers for a market that demands an improvement in production innovation.

What target group(s) is the tool designed for?

Companies with interest in innovation and skilled workers into unemployment.

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adapt these things.

What do you want to transfer of this good practice?

The dual objective of training to the worker and the company.

The selection of the employee prior to its formation.

The response to environmental needs analysis that result in formation with different objectives for the employee and the company, managed from the training center.

What has to be adapted/changed before being transferred into the MELIOR tool?

Best practice refers to a specific program of training and employment through innovation, so that should be reviewed in its input.

It is interesting that it is a participation program without public entities that subsidize.

I) Content:

(Following questions may help you to find useful contents. You do **not** have to answer all questions! Please delete questions, when you fill in your description)

Context / step 1:

From an economic context of change that generates development needs, a company wants to prepare the business industry to this challenge through a commitment to promote improved training to new / improved processes and products.

Input / step 2:

With an aim of putting into practice predominantly in the business industry of knowledge and skills acquired by pupils during the training, methods are participatory and highly diverse in nature, and from multiple environments.

Process/ step 3:

The prospective employee is training in an area of interest through a process that ensures you gain professional experience in the field where he/she is training.

The establishment of various training objectives for the student and the company help them fulfil their objectives of the program.

Product/Transfer / step 4:

The development of an internship post-training permits to evaluate the application of knowledge acquired.

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

III) Technical aspects:

Please describe the technical aspects you want to transfer to MELIOR online tool.

Title of good practice	Tool for developing the training plan and search of the training for SMEs
Content	Tool that facilitates the processes to detect training needs, developing a training plan and adequate search of training necessary to cover in SMEs
Source	http://www.fundaciontripartita.org/ContentServer/public/Detalle.aspx?RN=4 http://www.fundaciontripartita.org/almacenv/webpubpro/textbase/aacc02/anexos/CT06011.pdf

What is the good practice about? (Approx. 10-20 sentences)

The tool for the development of training plan and search of the training for SMEs has been developed with the aim of improving the skills and qualifications or retraining of active workers to improve the competitiveness of enterprises and promoting social, personal and professional workers in employment.

Consists of the following parts:

1. The process for training needs
2. The methodology for developing a training plan for the company
3. A guide to proper selection of training
4. The design of a website where you can find the training offered by training of Catalunya. (No longer)

Develop a model for the company to develop step by step each of the points are on the way to developing a training plan for their employees.

In particular in the choice of the training center is developed a list of questions in three areas:

1. Obtain information from the training institution and its system of organization.
2. Obtain information about the management training.
3. Obtain information from teachers, their suitability to deliver the course and training resources.

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

Explain the steps for companies to develop training plan, in a clear and understandable way, establishing responsibility for the steps.

Relates the process of developing the training plan with key elements of professional qualifications, e.g. in Spain the national catalogue of professional qualifications.

Provides what information is relevant to know to selection of the training center.

What target group(s) is the tool designed for?

The target group for this project is responsible for management or training of SME or managers in general.

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adapt these things.

What do you want to transfer of this good practice?

What has to be adapted/changed before being transferred into the MELIOR tool?

I) Content

(Following questions may help you to find useful contents. You do **not** have to answer all questions! Please delete questions, when you fill in your description)

Context / step 1:

The company's training needs are studied through the identification of needs applied in steps down from management to the base and again returning the information processed during the ascent to the leadership, based on a review of the profiles of existing posts.

Input / step 2:

Comparing needs with the National System of Qualifications and Training (SNCFP) we choose the type of training to search.

Process/ step 3:

It establishes a method for prioritizing and contact with the training centers to collect-ing different offers and establish channels of communication. For the evaluation of bids is set to discuss the three areas on each offer information you provide.

Product/Transfer / step 4:

Selecting the most appropriate training provider the company intends to meet the objective of that training is most appropriate.

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

In this product is also described 4 phases for the development of training plan.

- Detection of needs
- Development Plan
- Search of the training and monitoring
- Closure plan with the evaluation process.

III) Technical aspects:

Please describe the technical aspects you want to transfer to MELIOR online tool.

2.2 Good practices Austria

Title of good practice	Checklist “Quality in further training” by Wuppertaler Kreis (German Federal Association for Internal Further Education)
Content	The checklist helps companies to get a clear idea of what kind of further training their staff needs, how much it costs and to evaluate the (long term) profit of the performed further education.
Source	Platform “Further Training and Human Resources Development” ¹ http://www.wkr-ev.de/q_check/wb3a.htm

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
5	4	2

What is the good practice about? (Approx. 10-20 sentences)

The Wuppertaler Federal Association provides a questionnaire for companies searching for further training offers. The questionnaire deals with different aspects and is therefore divided into different modules. The most important are the following:

1. **Needs analysis**
 - What employee needs what kind of further education? Is it a existing or future need? Or is it about the development of my staff’s potential?
2. **Evaluation of the training**
 - The employee evaluates concrete quality criteria like atmosphere, organization, teaching rooms, trainer competence, didactical concept and used methods, quantity of teaching material and speed of learning. Each criterion can be rated on a scale (1-5 points), plus an overall mark which is given by the staff.
3. **Long-term evaluation of the training**
 - Six months after the training, the trained employee(s) evaluate(s) the training a second time with a specific questionnaire that deals with the long-term consequences of the training (for details see B)). Again, the participated employees give a final mark (1-5).
4. **Checklist for the evaluation of training providers (quality assessment)**
 - What kind of certificates (e.g. ISO certificates) or references does the training institution provide to prove the high quality of their trainings?
 - Since when does the training institute exist? Has it got experience with the training topics my company is interested in?
 - Does the training institute work in a customer orientated way?

¹Original Name in German „Plattform für Weiterbildung und Personalentwicklung“, <http://www.bildungsspiegel.de> [April 6, 2011].

Other parts of the questionnaire deal with the available budget for further education in the company, the need analysis from the point of view of the company's managers (What further education do the managers consider important for the staff in their division?) and the contract and financial matters.

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

First, the checklist of Wuppertaler Kreis is formulated from the **enterprise's point of view**. Second, the checklist evaluates the opinion of the trained staff not only right after the training but also after a period of six months what ensures a **long-term evaluation**. The questionnaire for this second evaluation specifically deals with the long-term consequences of the training, if the employee use the gained knowledge/skills/competences in his/her daily work, how exactly the training improved his/her daily performance (e.g. "I can perform my tasks faster/more reliably", "I can perform new tasks"), could the employee continue learning in the area/the topic of the training (could he/she gain more knowledge/competences), how useful were the materials provided in the course. Like in the first evaluation, the staff gives a final mark (5 categories ranging from "very good" to "bad").

What target group(s) is the tool designed for?

Companies who are searching for further education offers for their staff.

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adapt these things.

What do you want to transfer of this good practice?

What has to be adapted/changed before being transferred into the MELIOR tool?

I) Content:

(Following questions may help you to find useful contents. You do **not** have to answer all questions! Please delete questions, when you fill in your description)

Context / step 1:

Consistence between training measures and the general strategy of the enterprise is ensured through the performance of a need analysis – what does the enterprise need to stay competitive – now and in the future, what skills does the staff need to respond to the market needs. For every skill/competence listed the decision maker has to define if it's a urgent need (employee needs a certain skill/competence by now in order to perform his/her tasks properly), a need in the short run or in the long run (part of the need analysis is also to analyze the potential for the company's staff)

The company's managers complete the needs analysis, they record the skills and competences the staff in their divisions need in order to perform actual and future tasks.

An alternative to external trainings could be to facilitate transfer of knowledge/competences between employees within the company.

Input / step 2:

How can an enterprise identify its employees' needs?

Are there any tools for that?

The training offers are evaluated through the 4 different parts of the checklist which deal with different quality areas:

1. *Quality of the training institution itself (see A) 4.)*
2. *Financial and terms of contract (transparency of terms of payment, costs, terms of cancellation)*
3. *One module of the checklist contains concrete quality indicators which should be provided by the training institute (definition of learning goal, precise information about training content, methods and didactic concept used in training, trainer, participation conditions, what kind of staff can participate – only managers/experts etc., certificates at the end of training and certification process, cost transparency).*
4. *If a SME wants to collaborate with an independent trainer, it should ask about learning goals and how the trainer wants to accomplish them, price, conditions of payment, travel costs, quality assurance, references, profile (a quite exhaustive checklist is provided).*
5. What tools are used to compare offers?

How flexible is the training offer?

Which method is adequate for the training and the aim of the training?

Process/ step 3:

To what extend are the employees' expectations taken into account?

The checklist takes account of the quality of the provided training materials (by training institute). The enterprise should become a clear idea of the materials already before the training is carried out, if not, it should demand further information.

How is good communication between the enterprise, the training provider and the trainers ensured?

Product/Transfer / step 4:

The capacities which the employees will develop during the training have to be specified by a high-quality training institute. If this information is not provided, the SME should definitely ask for it in order to ensure its accomplishment.

The enterprise can measure the success of the training through two main tools namely the evaluation questionnaire which is filled out by employees right after the training and the second questionnaire which is filled out six months after the training was carried out. The first questionnaire focuses on very concrete training conditions (see A) 2. and B)), whereas the second evaluates the long-term benefit for the enterprise.

How does the training provider ensure that the gained capacities are applicable in the participants' field of work?

In order to maximize the benefit from the developed capacities in the training, the checklist asks the participated employees to specify if they could use the content in their daily work.

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

Include long-term evaluation into the structure of the Double Evolution Model as a part of step 4 (product/transfer).

III) Technical aspects:

Please describe the technical aspects you want to transfer to MELIOR online tool.

The checklist is provided online as questionnaire. The user can move from one module to the other by clicking on the module link list which is situated on the top of the website.

Title of good practice	Checklist of the Austrian Chamber of Labor (in German “Arbeiterkammer”) “The optimal provider”
Content	Each criterion in the checklist can be rated “required”, “interesting” or “unimportant”. The user then gets a “profile” which contains all criteria which were rated “required” and “interesting”.
Source	http://www.checklist-weiterbildung.at/

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
4	4	5

What is the good practice about? (Approx. 10-20 sentences)

The checklist contains quality criteria. For each criterion, the user decides if the criterion is required, interesting or unimportant for his/her further education. When the user has finished the questionnaire, the questions which were marked as required and interesting are saved as a personal checklist (user has to click the link “My checklist”).

The questions are dealing with different aspects. The most important aspects are

- ➔ *Information about the training provider, e.g. accessibility, reputation, image*
- ➔ *Customer-oriented approach of the provider, for example offers of service or consultation; consideration of customer needs*
- ➔ *Questions about the trainers’ education, quality assurance in terms of training content, course equipment and training materials*
- ➔ *Benefits for the company*
- ➔ *The checklist provides a “course cost calculator” which helps to compare training offers.*
- ➔ *Criteria concerning the course administration in mind (enrolment procedure, confirmation, general terms, conditions of business etc.).*
- ➔ *The user has the possibility to add evaluation questions to the check list (benefits for the company and benefits for the course participants).*

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

The advantage of the checklist “The optimal provider” is the criteria profile which sums up all important quality criteria for each user. Like this, the user has a good overview of those criteria which are personally relevant for him/her. What also distinguishes this checklist is its “interactiveness” – in order to rate a criterion, the user clicks on the different buttons (“required”, “interesting” or “unimportant”).

What target group(s) is the tool designed for?

The tool is designed for persons that search for further education offers.

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adapt these things.

What do you want to transfer of this good practice?
 What has to be adapted/changed before being transferred into the MELIOR tool?

I) Content:

(Following questions may help you to find useful contents. You do **not** have to answer all questions! Please delete questions, when you fill in your description).

Context / step 1:

How is the consistence between training measures and the general strategy of the enterprise ensured?
 How are the future needs of the enterprise taken into account?

➔ *The checklist suggests checking the targets and purposes of the institution and comparing them with the company's targets and purposes.*

What tools/functions are used to analyze the enterprises' context and/or the enterprises' future needs to stay competitive? Are there any alternatives to external trainings? (In-house training, mentoring etc.).

➔ *The company has to reflect, whether this further education is usable in the daily work of the course participants or if it is enabling new and better perspectives at work.*

Input / step 2:

How can an enterprise identify its employees' needs?

➔ *The AK checklist doesn't take the employees expectations into account, but there exists a special checklist for employees – "My ideal course". The employees can create a checklist concerning their own needs, goals, motives, expectations etc. This questions sample can be included into the MELIOR checklist.*

How training offers are compared/how is the most suitable offer identified? Are there any tools for that?
 What tools are used to compare offers?

➔ *The "course calculator" program calculates the different course costs and therefore facilitates the comparison of different training offers. The costs per course hour are calculated and sorted from highest to lowest.*

How flexible is the training offer?

➔ *The checklist suggests evaluating how the participants' needs can be taken account of for the course content.*

Which method is adequate for the training and the aim of the training?

➔ *The checklist contains questions about the used methods and if they are matching the aim of the training.*

Process/ step 3:

To what extend are the employees' expectations taken into account?

- ➔ *In the AK checklist the employees expectations are not taken into account but the questions about the expectations of the employees from the questionnaire “My ideal course” can be included into the MELIOR checklist.*

What kind of materials will be provided at the end of the training?

- ➔ *Material should be provided during/at the end of the training. The checklist suggests asking the provider if the material will be provided after the course (e.g. online) and how much it costs.*

How is good communication between the enterprise, the training provider and the trainers ensured? Customer-oriented approach of the provider; for example offers of and further the consideration of customer requirements.

- ➔ *Questions about customer-oriented approach concerning the hours of business, accessibility and the offered service of the further education. Does the provider consider special needs of customers, is there sufficient information about public transport facilities and so on.*

Product/Transfer / step 4:

Will the capacities which the employees develop during the training be specified (as a training result)? How can the enterprise measure the success of the training? How does the training provider ensure that the gained capacities are applicable in the participants’ field of work? How can the developed capacities grow in the company / or not being lost again?

- ➔ *The capacities which the employees develop during the training can be checked with the questions concerning the benefits of the training.*
- *Do the employees finish their training with a certification? Is this certification approved by the government or other authorities?*
- *Can the employees use the capacities which they developed during the training in their daily work and did the training enable new perspectives?*

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

III) Technical aspects:

Please describe the technical aspects you want to transfer to MELIOR online tool.

We would like to include an interactive element to the Double Evolution Model. Similar to the AK’s checklist, we could include buttons for evaluating how important a certain quality criterion is for the SME. Each criterion can be rated very important – important – not important. Once the person completed the checklist, he/she will get a summary which contains all criteria rated as “very important” or “important”.

2.3 Good practices Bulgaria

Title of good practice	“Overgas – knowledge for the pure energy” “Overgas Inc.” AD
Content	Vocational training and key competences training for the staff (200 trainees) based on the employees needs and in accordance with the company development
Source	http://www.overgas.bg

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
5	5	5

A) What is the good practice about? (Approx. 10-20 sentences)

The project Overgas – knowledge for the pure energy is funded by the European Social Fund through Bulgarian Operational Programme " Human Resources Development" – measure “Qualification of the employees”.

The 215 employees of the largest private gas company in the country have successfully completed training under the project of the company for further training.

The project value is 158 000, 70% of them are provided by the European Union and the remaining 30% is provided by the company. The project duration is 1 year (2009-2010).

Most of the participants (51) are from a Overgas distribution company situated in Northern Bulgaria , 49 trainees are from Sofiagas , 45 are from Overgas West , and 36 are from Overgas South.

The new 7 syllabus are developed, 39 courses are organized for all participants. The training includes modules for design and construction of gas installations, management of human resources and customer relationship management, successful sales team effectiveness , conflict resolution, etc.

The training materials (guidelines, cases, quizzes, examination materials and scenarios) will be used in the in-company training in the next years. Also some of them will be offered to the vocational schools in this field.

Traditionally Overgas invests in the staff training and has special plans for the Human resource development. So the project could be seen as part of the company plan for the HRD.

Each year Overgas organizes over 120 training sessions involving an average of 600 employees. Over 70% of the courses are technically oriented and are thematically linked with the main subject of activity - industrial and domestic gas. Partner for specialized professional courses "Gastec BG" Plc.

B) What is it exactly that makes this tool a good practice? (approx. 5 sentences)

At first we appreciate that the project is initiated by the company as part of the company’s plan for the HRD. In more case training providers initiate the training after the conversation with the companies.

The training content is based on the deep survey related to the comparison between staff abilities and competences required from everyone to implement successfully tasks described in the company’s job profiles.

C) What target group(s) is the tool designed for?

The training is designed for the staff of the company – workers, technicians, sales persons, and staff from the maintaining department, managers (on low or middle level).

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adept these things.

What do you want to transfer of this good practice?

What has to be adapted/changed before being transferred into the MELIOR tool?

The plans for the HRD in the Overgas, the tools for identification of the skill needs, the questionnaires from the trainees' feedback could be transferred as example of good practices.

I) Content:

Context / step 1:

The Overgas has Strategy for the Human resource development – the trainings are usually funded by the company, but also the company uses the possibilities of Lifelong learning programme (Leonardo da Vinci, Mobility) and Operational programme in Bulgaria “Human Resource Development” (European Social Fund).

The company management realizes the importance of the staff skills and the role of the training regarding the staff loyalty to the company and staff motivation.

Input / step 2:

The HRD department in the company (who is responsible for the project management and for all staff qualification) make surveys using different tools – interview with the workers and their managers, questionnaires, recommendations of the people participated in the trainings last 2 years. They use also the personal forms for career development (the employees apply that forms by themselves, identify the training needs and make their own plans for improvement of their skills).

The training (methods and content) are flexible – it could be changed in accordance to the company needs or participants' feedback forms.

Process/ step 3:

Overgas and Gastec (training provider) are partners since their establishment, so they have excellent communication.

As it is written above the training is based on the surveys among the employees but also should be mention that the training is designed mainly on the bases of the company needs.

Product/Transfer / step 4:

The knowledge, skills and competences as result of the training are defined as expected learning outcomes. The trainees achievements are measured on the end of the training (theoretical and practical exams). And all trainees who pass the exams have State certificate for the vocational training.

The HRD department at Overgas declares readiness to measure the impact of the training on the Company's financial results, but they find it is difficult because they don't have special tool to measure this impact.

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

III) Technical aspects:

Please describe the technical aspects you want to transfer to MELIOR online tool.

Title of good practice	WPO-Trainer
Content	Development and implementation of a new, innovative, working-process oriented training programme (curriculum).
Source	Leonardo da Vinci, 2008

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
5	3	2

What is the good practice about? (Approx. 10-20 sentences)

The main project objective is the development and implementation of a new, innovative, working-process oriented training programme (curriculum). Here, the providing of the required pedagogical knowledge and competences are in the focus, enabling the trainers to develop and to implement working-process-oriented training measures addressed to participants from the construction sector.

The participating trainers (and sometimes even examiners) for professional (further) education gained the following competences:

- Recognition and analysis of working procedures in SMEs related to the construction sector
- Processing of working processes for training measures (such as in form of learnign field, training projects and integrated measures),
- Creation of corresponding training and teaching materials, tasks and documents,
- Execution of working- and activity-oriented training and corresponding exams

The teachers involve in the training are representatives of Secondary school for Architecture, construction and geodesy in Sofia, the same school in Blagoevgrad and from Centre for vocational training of adults at Galvbolgarstroj (one of the biggest Bulgarian companies in the Construction field).

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

Determination of competence profiles for trainers to design work-process oriented lectures on the basis of analysis of already existing didactic approaches

Development of teaching materials for the lecturers of the off-the-job training offer and teaching material for the participating freelance trainers from the construction trade

What target group(s) is the tool designed for?

The training materials and scenarios are designed for the teachers, working in VET I construction field. But they could be useful for all other trainers, incl. in the adult training, because on the basis of the training materials they could develop the scenarios for the training in different qualifications.

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adept these things.

What do you want to transfer of this good practice?

What has to be adapted/changed before being transferred into the MELIOR tool?

- Curriculum for a modular off-the-job training of a work-process oriented trainer, as well as the teaching materials for the lecturers and learning materials for the participants (the trainers from VET schools are participants)
- The structure of the learning task, based on the work process.

I) Content:

Context / step 1:

The main reason for the participation of the teachers from VET schools in the project is the necessity to match the training content to the employers requirements to their employees.

The employees (or students) could acquire the right competences if they work and learn in the situation similar to work place requirements. So their teachers should develop tasks, equal of the working tasks, and implemented in the same circumstances.

Input / step 2:

To identify the training needs are used:

- Conversations and statements of the managers in the construction filed related to the competences of the newly appointed young workers,
- Questionnaires for the teachers related to their own needs of information and competences

Process/ step 3:

The training of the teachers is consisted of 4 parts – after each of them they provided feedback which is taken into account for the planning of the next part of the training

Product/Transfer / step 4:

After the training all participants are asked to implement the scenarios developed in the project training in their practice with the students. And after that the School directors organized the meeting to analyse the advantages and difficulties and to disseminate the practice among other teachers.

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

III) Technical aspects:

Please describe the technical aspects you want to transfer to MELIOR online tool.

2.4 Good practices Lithuania

Title of good practice	Good practice: “Methodology how to discover in-service training needs of job consultants”, implemented by Lithuanian Labour Market Training Service and Vytautas Magnus University according to the EU project “Establishment and Realization of the Professional Orientation System” (No. ESF-2.4.-065)
Content	The research was implemented in 2007. It had an aim to discover job consultants’ needs for professional competence development. The methodology of the research was based on job consultant qualification model. Seeking to know job consultants’ professional development needs, it was important to discover what competence do they feel the lack in order to guarantee the quality of professional activity.
Source	http://skc.vdu.lt/downloads/prof_orient/profesijos_konsultantu_kvalifikacijos_tobulinimo_poreikiu_nu.pdf

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
5	5	3

What is the good practice about? (approx. 10-20 sentences)

The researchers prepared 2 questionnaires. The first one was given to heads of professional orientation centers, and the second one was given to job consultants. Here we will describe and discuss the first questionnaire. The results of the research were taken into account preparing in-service trainings and learning materials for job consultants.

The 1-st questionnaire consists of 16 questions.

- 1. How you are involved in job consulting?**
 - a) preparing training programmes for job consultants
 - b) I am a head of job consultation centre
 - c) Initiating job consultation problems’ solution in a political level
 - d) Other

- 2. You are interested in job consultation problems for:**
 - a) 6-10 years
 - b) 11-15 years
 - c) more than 15 years

- 3. What education, in your opinion, should achieve job consultant in order he/she could successfully work:**
 - a) vocational training
 - b) college
 - c) university education, bachelor degree
 - d) university education, master degree

- 4. What science degree should achieve, in your opinion, candidate for job consultant position.**
 - a) in Philosophy
 - b) in Philology
 - c) In History
 - d) In Law

- e) In Management and administration
- f) In Economics
- g) In Sociology
- h) In Psychology
- i) In Education science
- j) Other

5. Which science is the most suitable, in your opinion, to study job consultant profession?

- a) Philosophy
- b) Philology
- c) History
- d) Law
- e) Management and administration
- f) Economics
- g) Sociology
- h) Psychology
- i) Education science
- j) Other

6. How do you think, do job consultants are suitable prepared to implement job requirements?

Please, make comment.

Yes,...

No.....

7. Please, note, what level job consultants' capacity are in implementing these activities

Activity	Sufficient	Need for improvement	Very weak
Organizing communication with the client			
Organizing and planning of consultations			
Research implementation in a person recognition affair			
Implementation of labour market and professional training analysis			
Consultation on the issues of labour market structure and change			
Consultation on profession content issues and selection issues			
Consultations on professional training and qualification achievement, re-qualification, professional development issues			
Consultations on learning possibilities and study programmes' selection issues			
Consultations on career planning service issues			
Cooperation with social partners			
Evaluation of job consultation quality			
Improvement of job consultation service			

8. What are the job consultants' communication capacities (with a clients):

Communication capacities with a client	Sufficient	Need for improvement	Very weak
Preparation for the conversation			
Creation positive emotional atmosphere			
Conversation management			
identify and eliminate communication humming			
Conflict management			
Give a feed back to the client			
other			

9. What are job consultant capacities in implementation of job consultation planning and organizing

Job consultation planning and organizing	Sufficient	Need for improvement	Very weak
Identify client's needs for consultations			
Choose and implement concrete consultations' theory, strategy and methods			
Choose and implement concrete type of consultations			
identify and eliminate consultations' humming			
Organize consultations' process			
Develop job consultations' plan			
Consult clients in times of career crisis			
other			

10. Please, note what the capacities in implementation of consultations':

Capacities of professional consultation	Sufficient	Need for improvement	Very weak
Needs in labour market			
Possibilities to get a job			
Labour market change perspectives			
Rationality in choosing profession			
Job content demands for personal characteristics and qualifications			
Choose of learning possibilities and studies			
Re-qualification and in-service training possibilities			
Job and career possibilities			
other			

11. What are job consultants' capacities in career research implementation

Career research implementation	Sufficient	Need for improvement	Very weak
To plan and implement career research			
To choose and use research methods			
Process research data			
Collect and conduct info			
Implement personal cognition research			
Implement labour market research			
Identify clients' learning needs			
other			

12. What is your opinion toward the consultants' capacity to cooperate with colleagues and social partners

Cooperation with colleagues and social partners	Sufficient	Need for improvement	Very weak
Ethics of cooperation			
Team work			
Cooperation with high schools, vocational training centres, employers, law establishment institutions, Local Government			
Cooperation with regional, national and international professional orientation institutions			
other			

13. What are the capacities in job consultation quality evaluation

Job consultation quality evaluation	Sufficient	Need for improvement	Very weak
Evaluate job consultant work methods and implementation			
Evaluate efficiency of services			
To analyse professional consultation advantages and limitations			
other			

14. What are the capacities in job consultation service improvement

Job consultation service improvement	Sufficient	Need for improvement	Very weak
Creation of professional development plan			
Professional competence development, use of the newest professional information			
ICT usage			
Labour Law understanding			
Demonstration of professional ethics principals'			
Time planning			
Problem solving			
Reflecting and evaluation of personal experience			
Participation in projects, cooperation nets, conferences and etc.			
Other			

15. Please, read all the elements in job consultant work, and, please, note the 5 most important elements, which should be involved into in-service training programmes for job consultants

Environment of consultations, contact start, communication, conflict management	
Professional consultation theory, principals and strategies	
Planning and organizing of consultations	
Identification of client needs in information and consultation	
Research in job consultation: methodology, data analysis	
Personality and his/her characteristics. Personality cognition methodology	
Studies and labour market research	
Possibilities in usage of professional consultation research results'	
Career and choose of profession, motives and etc.	
Change of labour market, search of the job	
Content of profession, economical and social characteristics, need and perspectives	
Content of qualification, in-service training, finding a job	
National and European systems study systems, studies abroad	
Continuing education. Formal, non-formal education	
Lithuanian and European systems in career building, aims, structure and functions	
Laws in job consultation	
Institutions in job consultation and their services	
Cooperation theory and ethics. Coordination of different interests. Cooperation and communication problems and solutions	
Evaluation methodology of job consultation	
Means of service improvement	
other	

16. If you have any other comments, please, share your thoughts with us.

Thanks for your answers

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

Created 2 questionnaires gathers answers from 2 target groups on the same issue. 1st Questionnaire consists of a very clear questions organized according to the job/profession description. Researcher and respondent go through the competencies and evaluate the degree of it's appearance in a concrete situation.

What target group(s) is the tool designed for?

The questionnaire is created to use in a work place both by heads and specialists/job consultants.

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adapt these things.

What do you want to transfer of this good practice?

What has to be adapted/changed before being transferred into the MELIOR tool?

I) Content:

(Following questions may help you to find useful contents. You do **not** have to answer all questions! Please delete questions, when you fill in your description)

Context / step 1:

- The questions help consumer to think about his/her training aims.
- To think about how personal professional development needs meet organizational development plans.

Input / step 2:

- This tool could be used at an enterprise identify employees' needs in training.

Process/ step 3:

- The trainee's expectations are taken into account very highly.

Product/Transfer / step 4:

- The capacities should be used/practiced at the work place, and this will ensure the capacities grow or not being lost.

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

Very clear; developed detailed according to the main competence.

III) Technical aspects:

Please describe the technical aspects you want to transfer to MELIOR online tool.
PDF format

Title of good practice	“The Questionnaire: What are in-service training needs?” Provided by the Institute of Professional Competence at Vilnius Pedagogical University
Content	The Questionnaire helps specialists to choose an in-service training course that will meet their personal and professional development needs. The questionnaire takes consumers’ attention to the main quality criteria.
Source	http://www.pkti.vpu.lt/lt/tobulinimas/

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
4	3	3

What is the good practice about? (Approx. 10-20 sentences)

The questionnaire ensures specialists to think about their personal and professional development needs, help to find the most suitable in-service training course. The questions lead professionals to think about the training provider and the quality of the trainings.

What reasons encourage you to be interested into in-service trainings?

- personal
- organizational development
- other_____

Where would you like in-service training courses were organized?

- at your enterprise
- at the Institute classroom
- other_____

What duration trainings do you prefer?

- One day (6-8 hours)
- Two days (12-14 hours)
- Continuing, organized by sessions with individual work
- other_____

What price/participation fee for the training will satisfy you?

What time for the trainings would you prefer?

- the whole working day
- at the morning
- during the weekend
- at the afternoon
- other_____

What training forms would you prefer:

- a. traditional lectures, trainings
- b. distance e-learning
- c. internship
- d. study visit
- e. other_____

What trainings' themes do you prefer?

What qualification of the trainer/lecturer do you prefer?

- a. teachers/professional practitioners
- b. high school/university lecturers/researchers/professors
- c. Local Government, Ministry of Education and etc. officers
- d. schools' heads/vice directors
- e. other_____

What a way do you prefer to prove learning achievements?

- a. written test
- b. creative work
- c. practical task
- d. verbal discussion
- e. other_____

Do you expect to receive the training fulfillment certificate?

- a. yes
- b. no
- c. other_____

Is it clear the training content, methods, expected results?

- a. yes
- b. no
- c. other_____

How do your personal professional training needs meet the organizational mission and aims?

- a. closely
- b. some
- c. not at all

Thanks for the cooperation.

Filled questionnaire please send by e-mail.: remigija.noreikaite@vpu.lt

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

The questionnaire is free to the consumers, provided on the institutional web page, any person has a right to use it whatever he/she wants. In compare to the practice of other training companies in Lithuania, service/or questionnaire to discover the training needs are not for free. Usually companies provide the annotations/ a list/announcement of the trainings without any possibility to the consumer to think about the needs and the quality (any questionnaire or info on this issue) .

What target group(s) is the tool designed for?

The questionnaire usually is used by the professionals individually and heads of the personnel department/ or the organization.

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adapt these things.

What do you want to transfer of this good practice?

What has to be adapted/changed before being transferred into the MELIOR tool?

I) Content:

(Following questions may help you to find useful contents. You do **not** have to answer all questions! Please delete questions, when you fill in your description)

Context / step 1:

- The questions help consumer to think about his/her training aims.
- To think about how personal professional development needs meet organizational development plans.

Input / step 2:

- This tool could be used at an enterprise identify employees' needs in training.
- Training offer is very much flexible oriented toward the employees' needs that is ensured through the adaptation process.

Process/ step 3:

- The trainee's expectations are taken into account very highly.
- At the end of the training will be provided published and e-materials that will sum general ideas and the most important details of the training.
- Communication between the enterprise and training provider is very good, ensured by telephone conversation, communication through e-mail, web page and etc.

Product/Transfer / step 4:

- The capacities which the employees develop during the training are specified at the training annotation.
- The training provider and consumer (individual or organization) tests the training quality using evaluation questionnaires, tests, conversation and the other means.
- The training material and tasks used during the training help to solve problems at work place.

- The capacities should be used/practiced at the work place, and this will ensure the capacities grow or not being lost.

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

III) Technical aspects:

Please describe the technical aspects you want to transfer to MELIOR online tool.

2.5 Good practices Portugal

Title of good practice	Sistema de Certificação de Entidades Formadoras (<i>Certification System of training providers</i>)
Content	Its mission is to contribute through a rigorous assessment of pedagogic practices for the enhancement of the quality of the professional training in Portugal
Source	http://acredita.dgert.mtss.gov.pt/

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
3	3	3

What is the good practice about? (Approx. 10-20 sentences)

The Certification System is based on a clear direction for improving the quality of training, translated:

- In strengthening the capacity of training institutions - by defining a set of conditions that the training entity must hold to ensure quality in education and training. These conditions are reflected in the certification requirements which fall into the prerequisites and requirements of the standard of quality.
- In its regular monitoring of their activity - by carrying out regular audits of the certified training entity to evaluate compliance with the certification requirements and the results of its activity, allowing the tracking and monitoring of their performance.

The certification of training providers is an essential requirement to access public funding for their training activities and to consider certified under the National System of Qualifications.

Improving the capacity, quality and reliability of the service provided by training institutions is the central objective of the Certification System. Certification should be a distinguishing factor in the market and should ensure a clear commitment to offer a higher quality for the end customers of the training.

The objectives of the Certification System are:

- To promote the credibility of training institutions that operate under the National Qualifications System
- To contribute to the funding of training activities take into account the quality of training and its results

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

The Certification System of training providers is a 5 pillar system, hence its importance:

- Certification** – the act of formally recognizing that an entity holds competencies, means and resources to conduct training activities in certain areas of education and training.
- Certified VET provider** – Entity that is gifted with resources and technical ability to develop training associated processes, evaluation and official recognition.
- Quality referential** – The set of certification requirements of the training institution that define conditions for intervention under the same so that is certified.
- Education and Training** - The set of programs for education and training, grouped according to the similarity of their core principles.
- Audit** - The process of verifying the compliance of the conduct of entities requesting certification and certified to meet certification requirements and duties of certified training institution

What target group(s) is the tool designed for?

Type		Access
Private Entities	Corporate entity	May require certification
	Individual	May require certification
Public entities or private entities that conduct public services		The framing within the Certification System depends on the fact that the VET provider may or may not correspond to the foreseen in the organic law, homologation, creation diploma or other applicable special regime

The certificate for the VET provider can be granted to any private entity regularly constituted and registered in Portugal that has a training framework required in the certification requirements. The public entities or the private entities that conduct public services must only obtain certification should they provide training activities foreseen in the respective organic law, creation diploma, homologation or any other especial applicable regime.

D) Content:

Quality Certification

The benchmark of quality certification is intended above all to help increasing the quality of training:

- Predicting a set of features essential to a quality performance in each phase of training and training in the areas concerned;
- Ensuring the planning of training activities on a sound basis of identified needs;
- Encouraging the results orientation and continuous improvement practices of the training bodies;
- Encouraging more professional practice and conduct on the part of the training bodies

For customers / beneficiaries of the training:

- Provides greater assurance of a finished product quality and more grounded choice of a training offer.

The benchmark of quality is based on assumptions common to other models of quality management and related standards, including:

- It consists of a set of requirements or conditions that determine the quality of the practices adopted by the organization in offering their products and the provision of their services;
- The requirements were defined in a logic cycle of continuous improvement;
- Compliance with these requirements in practice is done through the presentation of objective evidence thereof;
- The objective evidence translate into records, with the processes and practices of the entity being documented;
- You want to print a dynamic quality to the activity, but not uniform conduct or limit the creativity and originality.

The benchmark consists of quality requirements, sources of verification and assessment criteria of the same and is organized into three groups:

1. Requirements of internal structure and organization - *Human resources, space and equipment;*
2. Process requirements in developing training - *Planning and managing training activities, designing and developing training, operational procedures, organization of technical and educational records, establish contracts and handling complaints*
3. Requirements of results and continuous improvement - *Analysis of results of the activity of follow-up after training and continuous improvement.*

Each group represents a set of elements that are essential to the realization of a formative project, both at the operational level - activities and resources necessary to develop each phase of training - both at - pedagogical methodologies, tools and technical and pedagogical criteria for fundamental the development of projects relating to training. To be certified, entities must demonstrate that they act in a manner established in the context of high quality and have the resources, skills and resources therein and appropriate to the areas of education and training that focus the training on offer. The granting and maintenance of certification requires the completion of all requirements, except those that are not clearly applicable to the nature and purpose of intervention of the entity. The partial fulfilment of some requirements can only be accepted as a justification, not for your application to this case, provided that it is appropriate to ensure consistency and quality of the intervention of the entity.

II) Structure:

The certification process is organized into two main stages and assumes a path between DGERT and the Training Company.

The organization submits an application for certification (electronically) by organizing a body of evidence of their actions and practices of organization development and training, demonstrating compliance with the benchmark of quality.

This request is subject to a technical evaluation, which can only be basic or supplemented by documentary audit, which focuses on the skills and capabilities demonstrated by the organization to develop training in the areas of education and training required.

After the decision, DGERT ensures dissemination of the approved organization through the database of accredited / certified.

Responsibility of the Training Company

- Find out about the system and certification requirements
- Ensure that its structure and practices comply with the mandatory requirements for this recognition
- Organize and submit applications in accordance with the applicable procedures

Responsibility of DGERT

- Provide the information necessary for clarification about the system and certification process
- Assess applications submitted and technical opinion on the granting or not granting certification
- Disclosing entities certified

The approved organization shall, at any time, the conditions that sustained the award of certification, as well

as the duties associated with this recognition. Once the certification has no expiration date associated with the maintenance implies that the practices and resources of the training are subject to regular review. This evaluation will be done by DGERT by conducting audits of the training institute, which focus on the verification of compliance with the requirements and obligations of certification and provide an opportunity to encourage continuous improvement of their practices. After the audit, the DGERT issues a technical report on the maintenance of certification or the possibility of their withdrawal and ensures dissemination of the various situations.

The certification authority may be revoked when:

- Extinction of the training certified transmission without such recognition to another entity;
- Lack of training activity for two consecutive years;

III) Technical aspects:

The organization submits an application for certification (electronically) by organizing a body of evidence of their actions and practices of organization development and training, demonstrating compliance with the benchmark of quality.

This request is subject to a technical evaluation, which can only be basic or supplemented by documentary audit, which focuses on the skills and capabilities demonstrated by the organization to develop training in the areas of education and training required.

After the decision to DGERT ensures dissemination of the approved organization through the database of accredited / certified.

2.6 Good practices Scotland

Title of good practice	Skills Third Sector
Content	Advice on skills for the 3rd sector and some downloadable tools
Source	www.skills-thirdsector.org.uk

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
2	3	3

What is the good practice about? (Approx. 10-20 sentences)

This is a site that is directed towards the 3rd sector and highlights how teams can be built and skills needs identified – individual, team and organization.

It is all embracing without too closely linking through to actual training, venues, dates and pricing

The good practice comes from a clear definition of training needs analysis and how to conduct it using a competence based tool, through to developing personal development plans and learning and development plans. Very clear and logical, although using downloadable pdfs to be filled in and no obvious ways to upload and assess

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

The competence based tools and the dialogue supporting the tool

What target group(s) is the tool designed for?

The third sector – individuals and organizations

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adapt these things.

What do you want to transfer of this good practice?

The approach – tools and plans

What has to be adapted/changed before being transferred into the MELIOR tool?

Automate and allow for uploading

I) Content:

(Following questions may help you to find useful contents. You do **not** have to answer all questions! Please delete questions, when you fill in your description)

Context / step 1: wordy but very full

Input / step 2: downloads – lacks automation

Process/ step 3: as above

Product/Transfer / step 4:

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

These tools good fit into the double evaluation model

III) Technical aspects:

Please describe the technical aspects you want to transfer to MELIOR online tool.

Approach/process

Title of good practice	Retail Sector Skills Council
Content	Govt funded site to assist people with learning and skills in the retail sector
Source	www.skillsmartretail.com

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
3	3	3

What is the good practice about? (Approx. 10-20 sentences)

This is a site for people in the retail sector and has a great deal of good information for people looking to enter the sector and also different training that is available.

It is industry specific and contains a range of government funded training and apprenticeships.

It has a (zipped/downloadable) skills assessment tool

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

All embracing coverage of the sector for individuals and employers alike. Comprehensive information

What target group(s) is the tool designed for?

Individuals and businesses. Employers looking to recruit and individuals looking to enter the industry

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adapt these things.

What do you want to transfer of this good practice?

Comprehensiveness (including access to research)

What has to be adapted/changed before being transferred into the MELIOR tool?

Localise

I) Content:

(Following questions may help you to find useful contents. You do **not** have to answer all questions! Please delete questions, when you fill in your description)

Context / step 1: simple

Input / step 2: ability to assess level

Process/ step 3: as above

Product/Transfer / step 4:

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

Blend of various tools are good fit into the double evaluation model

III) Technical aspects:

Please describe the technical aspects you want to transfer to MELIOR online tool.

Approach/process – comprehensiveness and linkages

3 Good Practice Research - Expert Systems

3.1 Expert System Spain

Title of good practice	EVALUA- AGPD
Content	Diagnostic procedure based on a autotest in relation to the Data Protection Act.
Source	http://212.170.243.77:8080/Evalua/encuestar.seam?cid=8804

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
0	2	5

What is the good practice about? (Approx. 10-20 sentences)

It is an expert system on the Spanish Agency Data Protection Act Data Protection
 This tool provides answers to many questions by a diagnostic procedure based on a self-test based on multiple choice questions. Simply perform a self-test to the end, the Spanish Agency for Data Protection, will provide a report with instructions and resources to guide you, if necessary, to comply with the Data Protection Act.

This tool is organized into 5 blocks, or phases of questions related to aspects of the law.

Develop simple questions that follow different paths in relation to the responses of the person performing in self.

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

It is a system to facilitate the adoption of the measures required by legislation for employers.

What target group(s) is the tool designed for?

Owners of small and medium enterprises.

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adapt these things.

What do you want to transfer of this good practice?

What has to be adapted/changed before being transferred into the MELIOR tool?

I) Content:

(Following questions may help you to find useful contents. You do **not** have to answer all questions! Please delete questions, when you fill in your description)

It is necessary to adapt the content of the phases and questions to our product MELIOR, establishing the indicators and issues needed to develop the expert system.

For the different nature of the analysis the obtaining of reports will be most useful in the intermediate step.

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

The block structure of the questions and the simplicity of the tool, once you select the answer jumps automatically to the next question

III) Technical aspect:

Please describe the technical aspects you want to transfer to MELIOR online tool.

The structure of expert system that performs the specific questions to carry out a diagnosis, a proposal for improvement and evaluation. The anonymity, simplicity, the possibility of save the results and reports.

3.2 Expert System Austria

Title of good practice	eduQua
Content	Swiss quality certificate for continuing education institutions
Source	http://www.eduqua.ch/pdf/eduqua_manual_en.pdf

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
5	5	2

Please think about the following questions when searching for an expert system:

What is the good practice about? (Approx. 10-20 sentences)

eduQua is a already well established quality label for continuing education institutions in Switzerland (in many Swiss cantons contracts with the governmental bodies depend on the presence of an eduQua-certificate). eduQua's three main **objectives** are

- improving the transparency for customers
- ensuring high-quality trainings and the establishment of quality assurance processes in training institutions
- Providing an instrument which helps administrative bodies to identify high- quality training providers (e.g. admission to bids for collective and individual courses, subsidies).

The eduQua certification procedure assesses the quality of training institutions and of one selected training offer as eduQua assumes that an institution with high quality awareness provides high-quality trainings. Therefore only one offer is examined as example. On the long run, eduQua wants to give a thought-provoking impulse the training institutions to think about their quality management and to develop quality assurance processes.

Institutions that apply for or already received government subsidies or that want to apply for public offers often have to prove that their program meets certain quality requirements. eduQua provides these institutions with a simple and throughout Switzerland acknowledged certificate.

The quality of any institution depends on various aspects like the training offer, the communication with the customers/clients, the way of performing the service, the skills of trainers, the learning/training success, the quality management and progress and so on. These different factors are summed up in six elements which the certification procedure is based on:

1. Offers that satisfy the educational needs and wishes of the customers

- How is the general customer satisfaction examined? (Institutional level)
- How does the institution deal with complaints from unsatisfied customers?
- How is customer satisfaction measured? (Feedback)

2. Lasting learning effects for the participants

- How are the learning objectives, the learning contents and the (learning) methods defined?

Are individual learning and exercises offered? Is active and individual learning stimulated?

Are measures available that promote the learning transfer?

Are there any learning effect controls like tests/exams, interviews, project work with documentation, workplace checkups, etc.?

3. **A transparent representation of the offers and the pedagogical concept**

Is appropriate information material available about the institution, offers and programs, their concept, target groups, methods, and so on?

Do the brochures, advertisements, websites, etc. produce a clear and realistic portrait of the institution?

Does information material show potential customers that an educational need can be satisfied?

4. **A customer-oriented, economical, efficient and effective provision of services**

What is the institution's overall concept? Is it realistic and flexible?

Have a market analysis and a demand analysis taken place? And how has this been done?

Is the institution up to date on the current state of the labor and job market?

Is there a clear definition of the institutions clientele and knowledge about other competitors? How does the institution differ from the competition?

How is the target group defined? How are participants selected?

How are the learning objectives defined? Which themes, knowledge, skills or abilities will be taught? Which level of skill or knowledge shall be achieved?

5. **Committed educators who are methodically, didactically and professionally up to date**

What does the institution think is important about the job profile and qualifications?

Do the educators have professional competence and experience, pedagogical qualifications, teaching experience, methodical-didactical competences, social skills, additional knowledge, etc.?

Do the educators get feedback and how? Is there a feedback concept?

6. **Awareness for quality development and quality assurance**

Does the institution's overall concept include the understanding of quality and objectives of quality? Has a basis for quality guaranteeing and quality development been created?

What does the institution define as "quality"? Which criteria do they consider being important? What is their current position? Which procedures and tools are used to assess, develop and maintain quality?

What good will the eduQua certification do?

What are the institution's goals? What shall be planned and done to reach them? How shall the achievement of these objectives be checked?

The **certification procedure** starts with the registration at the certification body. Based on the sent in brochure and offers, the certifying body selects one offer or program that will serve as a sample unit. The next steps are the compiling of the dossier, the handing in and examination by the auditor, followed by a local audit. The audit's goal is to have a closer look at the quality management of the training provider and quality

defects that might exist, to get more details about certain aspects or processes or even to give some first advice on how quality management could be improved. At the end of the certification procedure an audit report together with the eduQwa certificate is given to the training provider.

The certificate is valid for three years, including an annual check-up audit held by the eduQwa certifying bodies. At every annual audit the training provider receives a report with suggestions for further development. After the expiration the certificate can be renewed. The certificated institution itself is responsible to start a recertification procedure.

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

The eduQwa certificate exceeds continuing evaluation and certification (annual auditing is required and the certificate is valid for three years). Therefore it's a reliable quality assurance tool. It's important to point out that eduQwa evaluates already existing quality assurance processes and services so it can't be carried out by institutions which are about to start their business but only by already established training providers.

As already mentioned eduQwa is also recognized by governmental bodies in Switzerland and therefore represents an important quality label for many training institutions.

What target group(s) is the tool designed for?

This tool is designed for institutions that offer continuing adult education, including the re-education of the unemployed, the so-called labour market relations.

The **target group** especially offers:

- further education at (private or public) institutions, that are government-subsidized
- labour market relating measures
- modules (project modulation)
- continuing adult education at other institutions, that want to improve their quality

3.3 Expert System Bulgaria

Title of good practice	State educational requirements (standards) by vocations
Content	Determine the activities to be performed within the profession and the requirements in relation to the development of the respective competences – knowledge, skills and personality qualities needed for the profession successful implementation. Serve as a basis for the preparation of the teaching curricula and programs
Source	http://www.navet.government.bg

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
4	5	5

What is the good practice about? (approx. 10-20 sentences)

State Educational Requirements (SES) by vocations are developed according to approved by NAVET Managing Board documents – Framework requirements, Methodological guidelines and Rules for the order and conditions of State educational standards development.

NAVET develops SES for all vocations which are included in the List of professions for VET (appr. 200).. Specialists from various vocations (social partners representatives also) participate in development of the State educational standards by vocations. Each Standard is revised by two reviewers, discussed in the respective vocational area Expert Commission, approved by the Managing Board and endorsed by the Minister of Education and Science.

The SES by vocations contains:

- profession description – working activities and responsibilities, equipment and tools, requirements for exercising the profession;
- training objectives;
- learning outcomes – knowledge, skills and personal qualities needed for practicing the profession;
- requirements to the training facilities;
- requirements to the trainers' and teachers' educational level and qualification.

The functions of the SES are:

- defining professional competences;
- ensuring training of broad profile;
- quality assurance of training;
- guaranteeing qualifications transparency;
- defining assessment criteria;
- ensuring lab our market requirements compatibility;
- ensuring qualification documents equality;
- mutual qualifications recognition.

Using the SES the employers could understand more about training goals in different areas and to make suggestions for the changes in VET content. On the basis of SES training providers should develop training curricula.

SES could be used also for the:

- Individual career planning
- Developing teaching curricula and programs
- Planning human resources development in enterprises
- Selection and employing personnel
- Personnel training and competences assessment
- Developing proposals concerning changes in the vocational training contents.

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

The lab our market needs could be matched with the VET training mainly because the SES by vocations, because the standards are developed (and assessed) with active participation of employers.

What target group(s) is the tool designed for?

The SES for vocations are developed for the system of IVT (Initial Vocational Training) - mainly the vocational schools and gymnasiums, students and their teachers and for the system of FVT (further vocational training) – adults and their trainers and of course for the employers

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adapt these things.

What do you want to transfer of this good practice?

What has to be adapted/changed before being transferred into the MELIOR tool?

What could be transferred as example of good practice - the structure of the SES by vocations, the Guide “How to describe the learning outcomes” and the questionnaires for the identification of the duties of the people who are appointed on defined job.

I) Content:

Context / step 1:

The SES are obligatory for the training institutions (vocational gymnasiums, colleges and centres for vocational training of adults) which provide training regulated and financed by the state. The companies who provide in-company training are not obliged to keep SES. The representatives of the employers in the Expert commissions at NAVET would make suggestions for changes in the SES when they identify the new technologies, new tools or new requirements to the staff abilities in the companies in definite field. For the new vocations NAVET uses Questionnaires to survey in the companies necessary information for the SES development. In the questionnaires there are some questions related to the future skill needs and expected changes in the production.

The SES is set of documents where the teachers and trainers could find new learning outcomes, required by the employers.

Input / step 2:

The SES is tool which could help the employers (consultants, trainers) to identify the employees needs. The questionnaires and interviews with employees should be based on the content (skills, knowledge and competences = learning outcomes).

Moreover the employees could evaluate themselves their competences and training needs using SES by vocations.

The providers who develop curriculum on their own (centres for vocational training of adults) are flexible and could change the training content right away when they find the changes in SES. On the contrary the schools are not so flexible, because their curricula are developed by Ministry of education and science (on the basis of SES).

Process/ step 3:

At the end of the training the trainees should pass the state exams. The content of the exams is based also on the SES. The employers' representative have right to participate in the state examination commissions.

The communication between the employers and training providers is good. The providers should keep relations with the companies because the necessity to find workplaces for the practical training of trainees. However the communication is based mainly on personal relations.

Product/Transfer / step 4:

Most of the enterprises (small and medium) don't have tools to measure the success of the training. The level of satisfaction of the trainees usually is measured by the questionnaires at the end of the training. Nobody is obliged to measure the trainees' attainments on the workplace some time after the training.

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

III) Technical aspect:

Please describe the technical aspects you want to transfer to MELIOR online tool.

3.4 Expert System Lithuania

Title of good practice	Expert system “MADSYS”
Content	Expert system “MADSYS” helps to evaluate risk tolerance and prepare assets’ allocation suggestion
Source	http://www.traders.lt http://www.sprendimutechnologijos.lt

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
4	4	4

The system based on the science and practical knowledge of different spheres (interdisciplinary approach) - psychology, economy and finance.

The second very important point is that clients can evaluate themselves their own level of risk tolerance, and it leads to their own higher responsibility in doing financial decisions.

The questionnaire differs from the other similar questionnaires’ in the investments’ field as usually they are oriented mostly to discover clients’ tolerance level toward the possible financial loss size. Many questionnaires used by financial advisers are oriented toward the identification of the best financial portfolio and investment strategy. The result of such kind questionnaire is a structure of financial portfolio, but it does not let for financial advisers to know and understand client as personality, her/his level of risk tolerance.

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

The questionnaire consists of 3 Personal questions about a client (age, income, opinion about their own risk tolerance), 4 Common questions (how much does the client knows about the financial markets, what influence their decision about investments, how do the client feels after the decision to invest and etc.), 4 Hypothetical questions (“imagine, if you have and amount..., how you will invest...which financial means you would prefer “ and etc), 4 Experience questions (client analyze their own experience in the field and an experience of the other clients), 4 questions about a risk (“ how you will react if...”and etc.).

The answers are clear determined, most often are given 3-5 variants, and every of each has a clear value.

The final decision about clients’ risk tolerance goes from the final sum.

What target group(s) is the tool designed for?

The questionnaire is created for possible investors, is open, available at internet, can be used personally; also at financial advisers’ work place.

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adept these things.

What do you want to transfer of this good practice?

What has to be adapted/changed before being transferred into the MELIOR tool?

I) Content:

(Following questions may help you to find useful contents. You do **not** have to answer all questions! Please delete questions, when you fill in your description)

Context / step 1:

- The questions help consumer to think about his/her personal and financial aims.
- To think about their feelings, experience, analyze the experience of others.

Input / step 2:

- This tool could be used at an enterprise identify clients' risk tolerance.

Process/ step 3:

- The clients' expectations are taken into account very highly.

Product/Transfer / step 4:

- The understandings and results should be used/practiced in making financial decisions.

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

It's a very clear, integrating interdisciplinary aspects.

III) Technical aspect:

Please describe the technical aspects you want to transfer to MELIOR online tool.

System on-line

3.5 Expert System Portugal

Title of good practice	Sistema Online de Gestão de Avaliação da Formação Profissional e da Qualificação de Formadores <i>(Online System for the Evaluation and Management of Professional Training and for the Qualification of Trainers)</i>
Content	Expert System
Source	IEFP – Portuguese Institute for the Employment and Professional Training

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score)		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
2	2	3

What is the good practice about? (Approx. 10-20 sentences)

This project intends to study and build the *Online System for the Evaluation and Management of Professional Training and for the Qualification of Trainers* and must therefore rely on the latest generation of technological tools that allow the massive use of Internet and Multimedia as well as maximizing the creativity and innovation in Evaluation Techniques over the past 2 years in order to achieve the following goals:

- To provide all teachers high qualification in the technical and training evaluation – skills and knowledge;
- To create a powerful database where all the trainers can manage their evolution in terms of quality and enjoy several materials such as:
 - the benefits of teaching and learning principles;
 - the indication of the levels of cognitive development and mental indices of distractibility and difficulty;
 - the type of questions and evidence and evaluation methods;
 - statistical indicators for the improvement of questions and assessment tools;
- To create an environment that, ultimately will lead to an evaluation system in Portugal that helps the quality assessment of tests and other measuring instruments of knowledge.

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

The system is composed of:

- A database (national) that will contain essay questions (open), multiple choice, true and false, matching, multiple response and the limited response, in short, all kinds of instruments which may serve to assess the knowledge, skills and perhaps even the performances;

- This database consists of questions categorized by several parameters such as:
 - Difficulty Index;
 - The Index of distractibility;
 - Cognitive Levels (taxonomy);
 - Scope;
 - Importance and field of knowledge
- In the same database it will be possible to assess the questions for pedagogical criteria, statistical and qualitative analysis, so that they are a reliable and valid assessment tool.
- There will be a *generator of evidence - the simulator* - from which it will be possible regardless of time or place, to generate all types of tests or procedures. The reason for this is that everything is created on the basis of input parameters such as the number of questions, organization of the test or the index of difficulty. The assessment instruments (knowledge, learning, performance evaluation) can be of various kinds, ranging from skills watch lists or tasks execution, to complex tests that measure learning;

This *Online System for the Evaluation and Management of Professional Training and for the Qualification of Trainers*, will enable the Portuguese Institute for the Employment and Professional Training to have a centralized instrument, where any previously formed and authorized trainer can create training materials in any area, knowing that they will use sensitive instruments or measured, so as to ensure the end-user quality materials.

In short, the central objective of the *Online System for the Evaluation and Management of Professional Training and for the Qualification of Trainers* is to have questions thereby achieving three essential goals:

- To provide a question Database System;
- To develop undeniable evidence of teaching quality;
- To acquire theoretical skills acquisition and practices for the production of quality assessment.

What target group(s) is the tool designed for?

To achieve the proposed will require a combination of various processes, such as:

- To train the users of the Online System for the Evaluation and Management of Professional Training and for the Qualification of Trainers through a methodology and a support that goes beyond geographical barriers and time management;
- To draw a marketing system so that all trainers and teachers believe it is an essential part to achieving their professional goals;
- To involve, gradually, the different agents of training and education, always collecting their feedback in order to be able to reinstate the suggestions that are deemed useful;

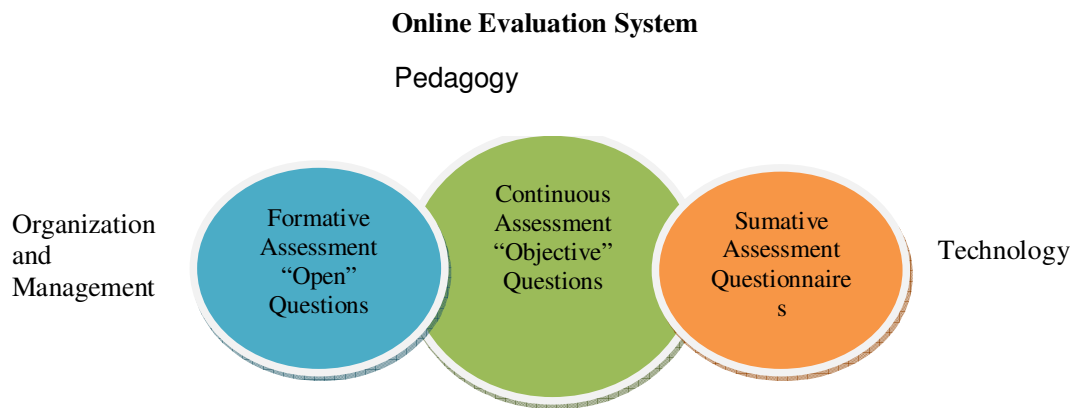
- To create objective conditions for the system to be used in a centralized way, suitable, safe and controlled by an institution responsible.

I) Content:

With this project Portuguese Institute for the Employment and Professional Training will have a Database of quality questions and a generator of evidence and will include:

- An initial selection process of the training institutions and trainers;
- A single, centralized system that enables administrators to an effective quality control through statistical tools;
- The possibility to have an assessment area itself with online access that offers a range of functionality, plus training on evaluation and assessment techniques;
- The possibility to generate as many tests as well as doing it with a technical and scientific rigidity;

II) Structure:



3.6 Expert System Scotland

Title of good practice	Learn direct/Learn direct Scotland
Content	Govt funded site to assist people with learning and skills
Source	www.learnndirect.co.uk / www.learnndirectscotland.com

Evaluation (from 1 to 5 points: 1 = lowest score; 5 = high score = best score) 1 st line- Learn direct 2 nd line - Learn direct Scotland		
CONTENT	STRUCTURE	TECHNICAL ASPECTS
3	3	3
2	3	3

What is the good practice about? (approx. 10-20 sentences)

The good thing about this site is the ability to sign up to do courses and complete a level assessment check (takes 15 – 30 minutes)

The Scottish version links through to Careers Scotland (CV Builder) as well as Skills development Scotland – full course schedule, so it is well linked

What is it exactly that makes this tool a good practice? (approx. 5 sentences)

Can be done online. Over 300 courses. Try and Buy. Catalogue. Search ability. Linked into employment (CV Builder). Contains learner profiles (good practice case studies). Includes help with funding and help with people facing redundancy

What target group(s) is the tool designed for?

Mostly individuals – unemployed and employed, low skilled and higher skilled

Please specify what exactly can be transferred from this good practice to our MELIOR tool using the following categories: Content, structure and technical aspects. You can describe the important aspects or copy the things you want to transfer to MELIOR project (including quotation). Maybe it is necessary to adapt the contents or technical aspects you found for our MELIOR product. In that case please describe how you would adapt these things.

What do you want to transfer of this good practice?

Simplicity and structure. Links to other services/sites

What has to be adapted/changed before being transferred into the MELIOR tool?

Linkages

I) Content:

(Following questions may help you to find useful contents. You do **not** have to answer all questions! Please delete questions, when you fill in your description)

Context / step 1: simple

Input / step 2: ability to assess level

Process/ step 3: as above

Product/Transfer / step 4:

II) Structure:

The Double Evolution Model basis on 4 steps (see content). Maybe you find another structure from your good practice that fits better than the 4 steps for our MELIOR product or can be additionally added. If so, please describe:

Blend of various tools are good fit into the double evaluation model

III) Technical aspects:

Please describe the technical aspects you want to transfer to MELIOR online tool.

Approach/process – simplicity and linkages

4 Analysis of the good practice research and suggestions for the Melior tool

4.1 Suggestions in terms of structure

The partner's suggestions for the adaptation of the Melior tool structure summarized in the following.

Suggestions

A. Keep the old wording for the 4 phases (strategic training plan, planning and design etc.) because it's intuitively easier to understand.

B. Insert step "materials" which would contain questionnaires for the SMEs they could download/print out and use immediately, e.g.

- questionnaire for the immediate evaluating right after the training (to be completed by employees)
- questionnaire for long-term evaluation of the training (for example 6 months after the training)

PHASE	STAGE	STEP	ACTIVITIES	RISKS	SOLUTIONS	MATERIALS
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In the following, abif's suggestions for the adaption of the structure of the Double Evolution Model are presented. The aim is to avoid redundant categories and to rename the categories in a way that their meaning is clear and easily understandable at first glance.

Phase 1 (Planning and design)

E 1.1	Defining a general training plan
E 1.2	Reflection and analysis of training needs identified in the company → OVERLAP with step 2.1 (needs of participants) Suggestion: identify needs in stage 1.2 as it is a central question which should be dealt with at the beginning of the whole process → delete stage 2.1 "concrete needs".
E 1.3	Development of a general plan → Is this really necessary in a SME?
E 1.4	Assessment of the advantages and disadvantages of internal training and / or external.
E 1.5	Solicit offers to schools and training institutions
E 1.6 / OF 1.1	First Look: meeting between business and technical teachers → Suggestion: to delete this step because it's too time-consuming for SMEs (usually, they don't have HR managers who are just in charge of personal matters).

E 1.7	Evaluation of the proposals
E 1.8 / OF 1.3	Meeting with technical or training entities short listed → same as for 1.6
E 1.9	Acceptance or rejection of the offer
E 1.10 / OF 1.5	Signing of contract

Phase 2 (Implementation)

E 2.1 / OF 2.1	Concrete needs → Suggestion: include in step 1.2
E 2.2 / OF 2.3	Accuracy and if necessary redefinition of the current need to cover. Defining the principles and teaching methods
E 2.3	Definition of the logistics conditions and timing of action
E 2.4	Final choice of participants → Suggestion: delete this step. In SMEs the participants it's usually quite clear who needs further training as the general manager/responsible person knows all employees and their formation and which tasks they have to perform.
E 2.5	Measures to support the choice of participants → Suggestion: delete this step → why? “Consider horizontal and vertical setting”: in SMEs, the structures are much smaller, changes in the company's structure are easier to implement. “Include measures to support the transmission”: is covered in 3.3 “monitoring for transfer within the company”.
E 2.6 / OF 2.5	Presentation of the action and internal auditors → Suggestion: delete this step as structures are small in SMEs, the audit is done “directly” by the supervisors who can evaluate if the training was useful to the employees.
E 2.7 / OF 2.7	Acceptance of the device by the parties and if necessary change the contract. → Suggestion: delete this step – the involved parties are not so numerous, so it does not need a big process to agree on the best choice.
E 2.8	Administration preparation → Discussion: Is this step really useful/necessary? This step mainly refers to internal workshops.
E 2.9	Accompaniment training
E 2.10 / OF 2.10	Adaptation and Change: „address problems that are arising“

	→ Suggestion: delete this step: employees can talk directly to their supervisors in case any kind of problem arises – there is no need for a specific preparation or structure for this.
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Phase 3 (Knowledge transfer and application)

E 3.1	Assessment of development of the action. Support to participants through the steps that accompany the training. Implementation of these measures. → suggestion: rename step because its very long and covers different aspects – it should be clear at the first view, what the step deals with → „Training implementation“.
E 3.2 / OF 3.2	Subsequent interview. Synchronization of the measures accompanying the transfer of training acquired the job → suggestion: rename step- it should be clear that it deals with the evaluation of the training → “Training evaluation”. → discussion: Should we insert a new category “Certification” (Good Practice BG: training program of OVERGAS which provides a training certificate recognized throughout the country)?
E 3.3	Monitoring transfer within the company
E 3.4	Transfer evaluation linked to the evolution of the company → Suggestion: delete this step – 3.1 already deals with the immediate evaluation of skills/competences acquired during the training.
E 3.5 / OF 3.5	Assessment of compliance with operational and personal objectives. Maintenance measures and consolidation. Evaluation of the entire training process based on the criteria of the quality management. → exclude this part as it is already dealt with in 3.2 “Training evaluation”.
E 3.6 / OF 3.7	Conclusion

4.2 Structure and content of the new MELIOR tool

The table below shows the structure and content of the new MELIOR tool. Content and structure have been enhanced by the content of the good practices identified by the partners and discussed extensively at the second transnational meeting. The following structure and contents were agreed on by the partnership (quality indicators for each of the four stages still have to be defined).

STAGE	STEP
PHASE 0	
E 0.1	<p>Integrate training into the overall business strategy and develop a positive culture for training in the same</p> <p>NEW: SWOT- Analysis (Strengths, Weaknesses, Opportunities, Threats)</p> <ul style="list-style-type: none"> • <input type="checkbox"/> The management can carry out a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis: <ul style="list-style-type: none"> • What are the strengths of my company (e.g. specific products/services), niche product? • What do we have to improve (e.g. service)? • What about our opportunities in the future (addressing new customers, improving our service, cheaper subcontractor etc.)? • What threats could we face in the future (concurrent companies)?
E 0.2	<p>Reflection and analysis of training needs identified in the company</p> <p>To what extent do the employees' needs and the needs of the company overlap? ADD: pre-training questionnaire to be filled out by participants before the training starts. Responsible partner: LT (based on the good practice “The questionnaire”).</p> <p>Ask employees and decision maker(s) to define for example 5 contents they want to deal with in the training and compare both lists. For each content they decide if this skills/competences is needed on the short or on the long term. They same could be done with methods. Responsible partner: AT.</p> <p>Analyze training objectives: based on the needs analysis, employees should be asked to define their personal training objectives which should – like for the training content - should be compared with the management's objectives. Second, formulate the training objectives as competences.</p>
PHASE 1	
E 1.1	Defining a general training plan
E 1.2	Assessment of the advantages and disadvantages of internal training and / or external.
E 1.3	Solicit offers to schools and training institutions
E 1.4	<p>Evaluation of the proposals</p> <p>ADD: Short questionnaire for SMEs where employee(s) already did a comparable training at the same/different training institute. The aim is to use their experience to choose a good provider. What did you like/dislike about your training? To what extent was the training content and the methodology adapted to your needs and you work environment? Responsible partner: AT</p>

	<p>ADD: Provide a list of certificates of training provider (e.g. certification through an acknowledged institute like eduQua). Certificates should only be given for a certain time period and exceed continuing evaluation.</p> <p>BG: NAVET Standards PT: DIGET Standards LT: Certification by Ministry of Education AT: eduQua, ES: National Institute of Qualifications (http://www.educacion.gob.es/educa/incual/ice_incual_ing.html) UK: SQA (Scottish Qualifications Authority) – www.sqa.org.uk. → See also chapter 4.3 Quality Certificates.</p> <p>ADD: new category “evaluate terms of contract (transparency of terms of payment, costs, terms of cancellation)”.</p> <p>ADD: “course cost calculator” <input type="checkbox"/> abif provides ZNANIE with link to website.</p> <p>ADD: new category when working with independent trainers:</p> <ul style="list-style-type: none"> • <i>What references/experience does the trainer have with this training content?</i> • <i>Have a look at the trainer's profile (have a look at the website)!</i> • <i>Does he/she provide clear information about price, conditions of payment, travel costs?</i> • <i>What about quality assurance?</i> • How flexible is the training offer is: Can training modules be skipped or dealt with in detail if the participants wish? <p>Responsible partner: AT</p>
E 1.5	Acceptance or rejection of the offer
E 1.5	Signing of contract
PHASE 2	
E 2.1	<p>Accuracy and if necessary redefinition of the current need to cover. Defining the principles and teaching methods</p> <p>Make SMEs aware of importance of good training equipment: Especially for technical trainings, it's important to assure that the training provider disposes of sufficient equipment needed for a proper training (material, devices etc.) → the learning place should look like the work place.</p> <p>Make sure that teaching materials are given to the participants. They should contain all training content.</p>
E 2.2	Definition of the logistics conditions and timing of action
E 2.3	<p>Administration preparation (mainly relevant for internal trainings) Check if training institute is accessible for people with disabilities (e.g. wheelchair-accessible).</p>
E 2.4	Accompaniment training
PHASE 3	
E 3.1	Training implementation (renamed)
E 3.2	Certification of training (new)

	<p>Participants should get a certificate which contains: content/name of training, number of training hours, name of trainer (and training institute), if available quality certificate of training institute/trainer.</p>
E 3.3	<p>Training evaluation (+ long-term evaluation) (renamed)</p> <p>ADD: Provide questionnaires for the evaluation right after the training and another for a long-term evaluation (for example 6 months after the training). Responsible partner of 1st questionnaire: ?? IMPORTANT: The questionnaire evaluates the acquired competences (focus). The long-term evaluation questionnaire focuses on the usefulness of the training for the concrete tasks the employee has to perform in his/her daily work place. The first questionnaire will already announce the long-term questionnaire which should be completed within two months after the training). Responsible partner: AT (good practice “Checklist Quality in Further Training”) The questionnaire should also ask the participants about the usefulness of the training materials.</p> <p>ADD: After 1-2 months after the training an interview could be carried out –persons of different hierarchical levels should be participate (management + employee). This interview can be carried out in addition to the long-term questionnaire.</p> <ul style="list-style-type: none"> • Does the training help the employee in his/her daily work? To what extent? • Are there other employees to whom the acquired competences/skills can be transferred? <p>Alternatively to the interview a workshop can be carried out in which the participants show or speak about their acquired competences to the management/other employees and/or transfer skills/competences to others.</p>
E 3.4	<p>Monitoring transfer within the company</p>
E 3.5	<p>Assessment of compliance with operational and personal objectives. Maintenance measures and consolidation.</p>
E 3.6	<p>Conclusion</p>

4.3 Quality certificates

The partnership agreed on including a list of quality certificates in the Melior tool. International, European and relevant certificates of the partner countries (and their language area) will be included.

4.3.1 International quality standards

- TQM (Total Quality Management)
- ISO (International Organization for Standardization), <http://www.iso.org>
 - **ISO 29990** (international standards especially designed for further education)
- EFQM (European Foundation of Quality Management)

4.3.2 Quality standards at European level

- EQM (European Quality Mark), www.europeanqualitymark.org
- EFQM (European Foundation of Quality Management), <http://www.efqm.org>

4.3.3 Relevant quality standards and certificates in the partner countries

BG: NAVET Standards

PT: DIGET Standards

LT: Certification by Ministry of Education

AT: eduQua,

ES: National Institute of Qualifications (http://www.educacion.gob.es/educa/incual/ice_incual_ing.html)

UK: SQA (Scottish Qualifications Authority) – www.sqa.org.uk.

❖ **Quality standards in Spain**

❖ **Quality standards in Bulgaria**

❖ **Quality standards in Lithuania**

❖ **Quality standards in Portugal**

❖ **Quality standards in Scotland**

❖ **Quality standards in German speaking countries**

- eduQua (CH)
- LQW, <http://www.artset-lqw.de> (DE)
- CERTQUA (only certification, based on ISO norms), <http://www.certqua.de> (DE)
- PAS 1037 (quality standards for training institutions which provide training to businesses)
- AZWV (“Acknowledgment and Accreditation Act for Further Education”, certification for training institutions, required by the German Public Employment Service)
- Q2E („Quality through Evaluation and Development“)

Quality standards in Austria

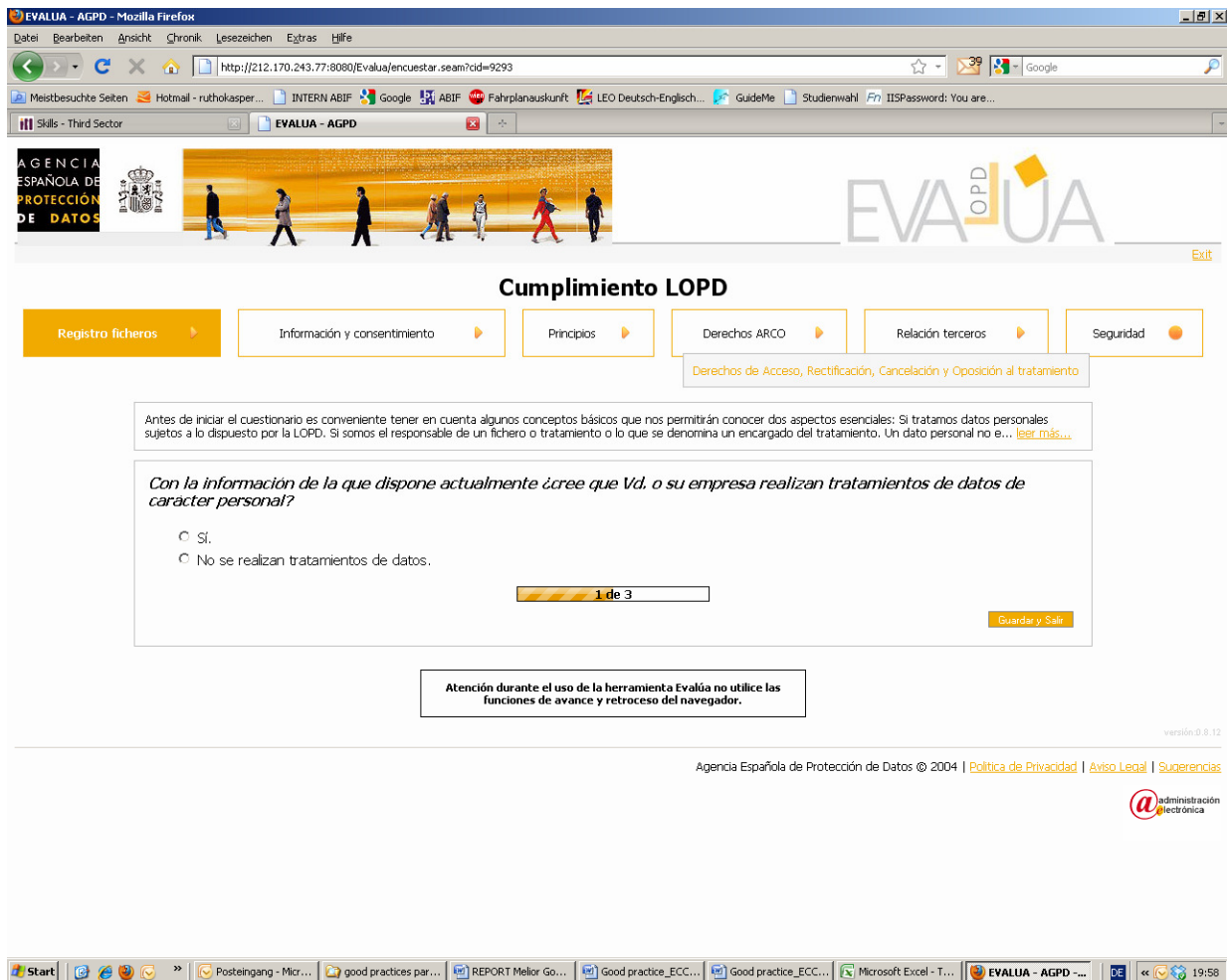
- Ö-Cert
- Wien- CERT
- OÖ Qualitätssiegel (Quality Seal of Upper Austria)

- Cert-NÖ
- S- Qualitätssiegel (Quality Seal Salzburg)

4.4 Suggestions in terms of technical aspects (partnership)

Within Melior the Double Evolution Model will be transformed into an online tool. Various good practices suggest creating an interactive online tool which should be easy to handle. As the following screenshot shows, the user goes from one question to the next, clicking on a „go back“and „go forward“button. It should also have a „skip“button if the user thinks that a step is not relevant for him/her.

If the user clicks „skip“, none of the sub-categories will be shown. For example: If a user does not want to „define a general training plan“(1.1), then he/she is redirected to the first step of 1.2 without going through all sub-categories of 1.1.



Additionally, users can rate the questions according to their **importance and priority** (e.g. skill needed on short- or long-term; interesting-relevant- irrelevant category).

The provided **materials** (e.g. evaluation questionnaire for participants) should be accessible on the respective site by clicking on a button.