



SOLITY - Social Utility Evaluation Analysis Research Report

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Chapter I – Aim and methodology

For a co-constructed evaluation of the social utility of vocational training at European Union level

The social usefulness of vocational education and training (VET) is the subject of qualitative and quantitative evaluations in many European countries. However, what lies behind this concept of social utility? Do we all share the same perception of social utility? What tools do we have to evaluate it? Are they the same in every country?

These are the first questions we asked ourselves, and it certainly emerges that social utility is perceived and evaluated differently from one country to another and from one training organisation to another.

According to economist Jean Gadrey, "Social utility is the activity of an organisation in the social economy which has as an observable result and, in general, explicitly aims to contribute to social cohesion (notably by reducing inequalities), solidarity (national, international or local: the social bond of proximity), sociability, and the improvement of collective conditions for sustainable human development (of which education, health, the environment and democracy form part)".

Education and consequently vocational training are therefore considered "socially useful". For those involved in vocational training, the challenge is, nevertheless, for the social capital of their activities to achieve recognition, particularly by public authorities, the state and local authorities. Especially in times of significant demographic changes (aging of population, increase in migrant numbers) the social impact of VET can be substantial but is not always immediately perceived by stakeholders.

The challenges of evaluating the social utility of VET

The evaluation of social utility is, therefore, a major challenge for training organisations. However, the need to prove that VET is "socially useful" is felt as more and more pressing by VET centres in order both to show that VET can be, and often is, a first choice in the educational path of a person (youth or adult) and to show to public funding authorities that the money they are investing in VET is well spent from a societal and economic point of view. Frequently, a gap is alleged between VET and the labour market. Social utility evaluation can demonstrate the close link VET has to labour market.

The project "Solity – Vet Social Utility Monitor" aims indeed to confirm that the social utility of VET can be measured, confirming the assumption that the performance of training organisations should not be evaluated solely based on standard economic criteria, but also



in terms of their interactions with their environment, particularly the labour market, their ability to meet the needs of companies and individuals and the social and societal changes they are capable of bringing about.

Beyond evaluation per se, the project aims to equip all training organisations with a common framework, enabling them to ensure a permanent monitoring of the quality of their offer, in order to improve it and maintain it in line with the needs of each target. This tool is part of a continuous quality improvement process in accordance with the PDCA1 cycle. It will also make it possible to highlight the weaknesses of an organisation and, thus, to implement internal remediation strategies.

Furthermore, the framework, if adopted extensively, could become a very useful device for collecting meaningful data on vocational training for policy makers.

Methodological approach

In order to be used, the framework must be consistent with the everyday reality of VET centres. For this reason, the partnership decided not to start the project ex nihilo in a purely academic way, but to rely on a system of evaluation of the impact of vocational training that has already been sufficiently developed and mastered by one of the project partners - AFPA, the leading vocational training organisation in France - and to expand it and tune it so as to make it "usable" by VET centres all over Europe.

Building an approach for evaluating social utility which could be suitable for all partners (and ideally for all VET centres in Europe) requires a shared definition of the concept of social utility of vocational training. The aim of this report is exactly the following: through the experience of AFPA, the reading of reports and documents on the subject and the continuous exchanges between the project's partners, who at the outset of the project may have had different perceptions of what social utility was, the partnership is now proposing a shared definition of "social utility" applied to vocational education and training

In order to substantiate the proposed definition, examples of projects carried out in all partner's countries have been provided, which illustrate, the positive short, medium and long-term impacts of vocational training, proving that such training has a social utility. Each example also presents the criteria and indicators used to judge the results of the projects.

Thanks to this research activity, common trends were pointed out and it was possible to characterise an initial "social utility" definition starting from 5 axes or themes and to later suggest a global definition, which each partner could agree upon.



Social utility thus defined in a shared way constitutes the benchmark of the evaluation. To be then properly evaluated, it must be translated into observable and measurable criteria. The co-constructed criteria will then be measured using indicators (for example, the number of hours per trainee or the return to work rate).

The indicators must be limited in number, necessary and sufficient and meet certain characteristics. Indeed, the construction of an evaluation system must take into account the complexity of its implementation. If it consists of too many indicators, it will be doomed to failure.

Partners should also pay particular attention to ensuring that each indicator is:

- **Representative** of the criterion it measures
- **Simple** and understood in the same way by all data collectors
- **Accessible**, data must be able to be collected without particular difficulty
- **Accurate**, a part-time return to work rate on fixed-term contracts and a full-time return to work rate on permanent contracts are two very different representations of a return to work rate.
- **Reliable** because each of these indicators will contribute to the overall evaluation or even to the labelling of European training organisations.

In the development of the framework external experts coming from all EU countries will also be involved, in order to ensure that the criteria and indicators used can be used and measured in all EU countries, despite the differences in the VET systems and in the local environments.

The evaluation framework thus constructed will enter its structured validation phase in three stages:

- Presentation in each of the three partner countries to a panel of entrepreneurs, trainers and political training actors as part of seminars.
- International validation seminar bringing together representatives from each partner country of the project
- On-line presentation and voting for the use of all European training actors not involved in the construction of the framework

This report represents the first stage of validation. The presented model and indicators are therefore not final. Only when the international validation seminar and the European-wide online voting has approved the model will it be finalised.

Finally, the validated model will be widely disseminated in order to enhance its results and to show the impacts that it could have on the management of training organisations and on vocational training development policies.



Chapter II – European state of the art

Global policies about social dimension in Europe

Since its birth and even before, the European Union has always paid great attention to social policies. Improving working conditions, living standards and gender equality have been central objectives of the EU ever since the Treaties of Rome enshrined the principle of equal pay between women and men into law in 1957.

Today, more than 8 in 10 Europeans consider unemployment, social inequalities and migration as the top three challenges for the Union (European Commission and Eurobarometer, 2017). The EU needs to focus on its social dimension to ensure that all European citizens benefit of free market economy and to prevent the spread of anti-Europeanist movements and fundamentalism.

Member States of the EU recognize the importance to act against these threats. On the sixtieth anniversary of the Treaty of Rome, EU leaders signed the Rome Declaration, pledging “to work towards a social Europe”, to promote sustainable growth, economic and social progress, to fight against unemployment, discrimination, social exclusion and poverty, and to ensure young people receive the best education and training (Rome Declaration, EU leaders, 25 March 2017).

Furthermore, since the start of its mandate, the Juncker Commission has given to social priorities utmost attention for the debate on the future of Europe, setting up several key initiatives in the employment and social fields, among which the most important is the European Pillar of Social Rights. Launched by President Juncker at the Social Summit for Fair Jobs and Growth on 17 November 2017, the pillar consists of a set of 20 key principles to build a more inclusive and fairer European Union, focusing on equal opportunities and access to the labour market; fair working conditions; social protection and inclusion. The pillar aims to provide a framework for a renewed process of convergence towards better living and working conditions across the EU¹. In addition to the European Pillar of Social Rights, the initiatives put forward by the Commission on the social dimension of Europe are manifold².

¹ https://ec.europa.eu/commission/sites/beta-political/files/social-priorities-juncker-commission_en.pdf

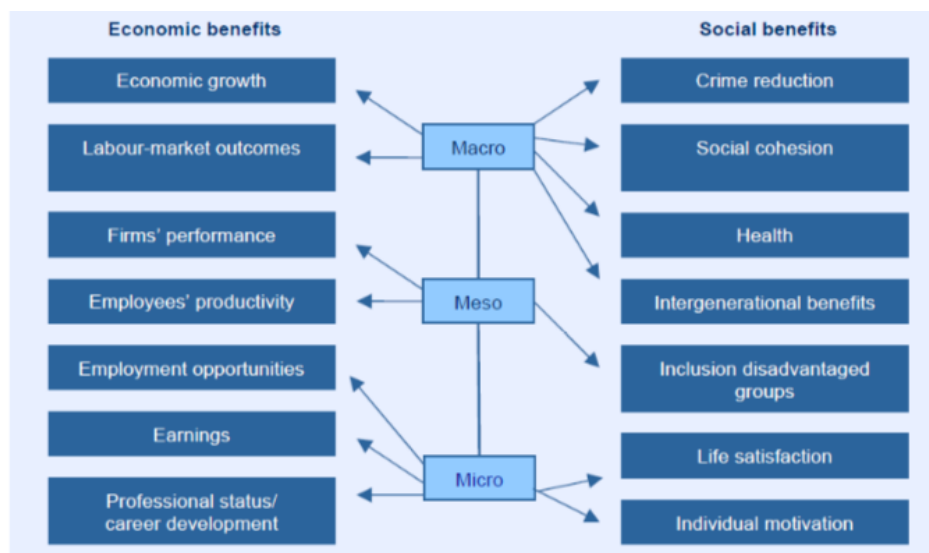
² <http://ec.europa.eu/social/main.jsp?catId=1310&langId=en>

Why is VET so important?

The “White paper on the future of Europe: drivers of Europe’s future”³ provides a picture of what could be the situation of Europe in the next few decades: greater impact of new technologies on society and jobs, increased doubts about globalisation, security concerns and rise of populism. The questions are how to sustain our living standards, create more and better jobs, equip people with the right skills and promote more unity within our society to respond adequately to the future challenges? Vocational Education and Training is one of the answers provided by political authorities, economic institutions and civil society organisations. Adequate investments in VET can influence positively the society and enable Europe to achieve its full growth potential.

Despite the differences characterizing national systems and the ways countries develop and deliver vocational education, VET demonstrates that generates unquestionable economic and social, tangible and intangible benefits – which are common across European countries – to individuals, enterprises, the economy and society⁴. Education and training contribute to improve professional status of individuals, increase employability opportunities and boost general economic growth. At the same time, it contributes to the achievement of social goals such as reducing crime, protecting the environment, promoting democracy, equal opportunities and social justice and combating racism and xenophobia.

Figure 1. The benefits of vocational education and training



Source: CEDEFOP 2011, *Research paper 10: The benefits of vocational education and training*, Publications Office of the European Union, Luxembourg.

³ https://ec.europa.eu/commission/sites/beta-political/files/white_paper_on_the_future_of_europe_en.pdf

⁴ CEDEFOP research paper “The benefits of VET” (n.10, Luxembourg: Publications Office of the European Union, 2011)



Nowadays, VET has acquired a greater importance as it aims “to equip people with knowledge, know-how, skills and/or competences required [...] on the labour market” (Cedefop, 2008c, p. 202), providing earlier specialisation in an occupational field and the right mix of skills and competences to enable job seekers to enter and remain on the labour market, securing occupations and ensuring integration in the economic context. Qualification level and educational background have an impact on both the economic and social return of investing in VET. Job-related indicators, such as the rate of employability (especially of unemployed people who attended a training) and the employment status, the productivity in the form of financial returns or higher wages, the attainment of entrepreneurial skills, show that vocational training and up-skilling and re-skilling pathways can ensure in most of the cases good economic results for individuals in terms of inclusion in the labour market and higher job security and satisfaction.

With regards to non-economic benefits, experts found that VET have also positive impacts on personal well-being. Social impacts at micro-level can be measured through non-job related indicators, such as the improvements in the sense of health and well-being (self-rated health and lack of chronic health conditions, self-esteem, confidence, and life satisfaction) and effects on personal development, attitudes and motivation (attainment of basic skills, household income or improved leaving standards, increased social and civic participation; rate of satisfaction with job or main activity)⁵.

The importance of VET is demonstrated also at business level. Industry type, size and sector have an impact on the benefits generated by VET. Employers engaging their employees in adult learning and continuous vocational education and training obtain increased rates of performance of the enterprises⁶, measurable through increased productivity, profitability, business innovation and quality of services/products (market indicators). These economic benefits generate social and environmental spillovers like employee well-being, employee engagement (which reduces absenteeism and staff turnover), safer workplaces and environmental sustainability practices (key non-market indicators).

Greater impacts are also measured at macro level, on the economy and the society. Investing in VET generates profitability and economic growth and contributes to reduce unemployment and inequality resulting from more people attaining a VET qualification. Economic indicators relate to gross domestic product (GDP) labour market participation,

⁵ CEDEFOP research paper “Vocational Education and Training is good for you. The social benefits of VET for the individual” (n.17, Luxembourg: Publications Office of the European Union, 2011)

⁶ CEDEFOP, research paper “The impact of VET on company performance” (n.19, Luxembourg: Publications Office of the European Union, 2011)



reduced unemployment rates and a more skilled workforce. The effects are more cohesive and less polarised societies, where happiness and tolerance go hand in hand with personal fulfilment and moral development of people. Society indicators include improved health, social cohesion (increased democratisation and human rights), and social equity particularly for disadvantaged groups.

VET may have impacts on public policies, as well. Policymakers and stakeholders adopting policies to foster public and private investments in VET gain social and strategic effectiveness and credibility. A practical example is the United Nations Development Program (UNDP), which has established indicators around four key policy objectives of VET:

- ✓ Participation — considered here as social partners and stakeholders participating in decision-making.
- ✓ Accountability — transparency and governance.
- ✓ Decentralisation — autonomy in decision-making and innovation of the training system.
- ✓ Effectiveness and efficiency — system outcomes as they apply to labour market needs⁷.

Social impact of VET: projects, initiatives, policies, studies, recommendations

Vocational and Education training impact positively both on society and economy, as already mentioned. However, while economic benefits on the one hand can be linked to quantitative data (as for instance reduced unemployment rate or higher salaries) and so are easy to measure, social benefits - on the other hand - are often related to qualitative results, based on subjective changes one perceives (e.g. by means of questionnaires or interviews), which are harder to assess accurately. Therefore, the causal relationship between VET and social benefits might not always be that obvious. Nonetheless, social benefits coming from VET do exist and can be meaningful, especially in the long-term (e.g. boosting motivation, self-confidence, social inclusion). That is why there are more and more initiatives at the European level focusing on the social impacts of VET.

CEDEFOP (European Centre for the Development of Education and Training), in particular, has compiled and summarised a lot of studies on the social benefits from VET since 2008⁸

⁷ UNEVOC, “A framework to better measure the return on the investment from TVET”, a UNESCO–UNEVOC and NCVER research project initiative Jane Schueler (TeaHQ), John Stanwick and Phil Loveder (National Centre for Vocational Education Research).

⁸ The benefits of vocational education and training (No 10), CEDEFOP, 2011; Benefits of vocational education and training in Europe for people, organizations and countries, CEDEFOP, 2013; The changing nature and role of vocational education and training in Europe, Volume 1: conceptions of vocational education and training: an analytical framework, CEDEFOP, 2017; The changing nature and role of vocational education and training in Europe, Volume 2: results of a survey among European VET experts, CEDEFOP, 2017.



and grouped these benefits into macro level (societal level), meso level (company/group level) and micro level (individual level)⁹. Cedefop has also been one of the main promoter of the EQAVET system, which defines a set of common principles, guidelines and tools to measure and develop the quality of VET. This initiative was important because it enhanced the link between quality, effectiveness and measurement on the one hand and VET on the other hand, strengthening the idea that the impact of VET on individuals, society and economy can vary according to the different strategies, practices and methodologies applied to vocational education and training. EQAVET is extremely relevant because it sets a framework for common European indicators and criteria to measure the quality and impact of VET, such as the participation rate/completion rate and placement rate in VET programmes, the utilisation of acquired skills at the workplace, the mechanisms to identify training needs in the labour market, the investment in training of teachers/training¹⁰.

Another interesting initiative aiming to improve the quality of VET across Europe is named “**VET Centres of Excellence**” promoted by EVTA.¹¹ The core of the initiative focuses on the concept of VET centres of excellence as a driver for quality and excellence propagation at local level. The initiative assumes that adopting a bottom-up approach where excellence is mainly defined by what is perceived by users (learners) and practitioners (teachers and trainers), rather than by a set of upstream established criteria, can lead to improvements for peers (competitor centres) and increased multi-stakeholder relations (companies, research centres, local institutions) and thus have a wider added value at European level (diffusion of excellence leads to VET becoming more attractive to people).

The increasing interest in measuring the ROI (Return On Investment) of VET is also apparent from the projects that have been funded by the European Commission in recent years. An example is ROI-MOB¹² (*Measuring return on investment from EU VET mobility*), an Erasmus+ KA2 funded project which aims at measuring and improving the quality of mobility in VET, in particular by identifying and testing some indicators suitable to measure the ROI in EU VET mobility (especially for 19+ years old participants, and EQF levels 4 and higher), investigating affecting factors and devising methods and tools to improve the success rate.

A very interesting study on the impact of VET on individuals, enterprises and stakeholders is “A framework to better measure the return on investment from TVET”, by J. Schueler, J. Stanwick and P. Loveder, within a UNESCO-UNEVOC and NCVET research project

⁹ See picture at page n. 4

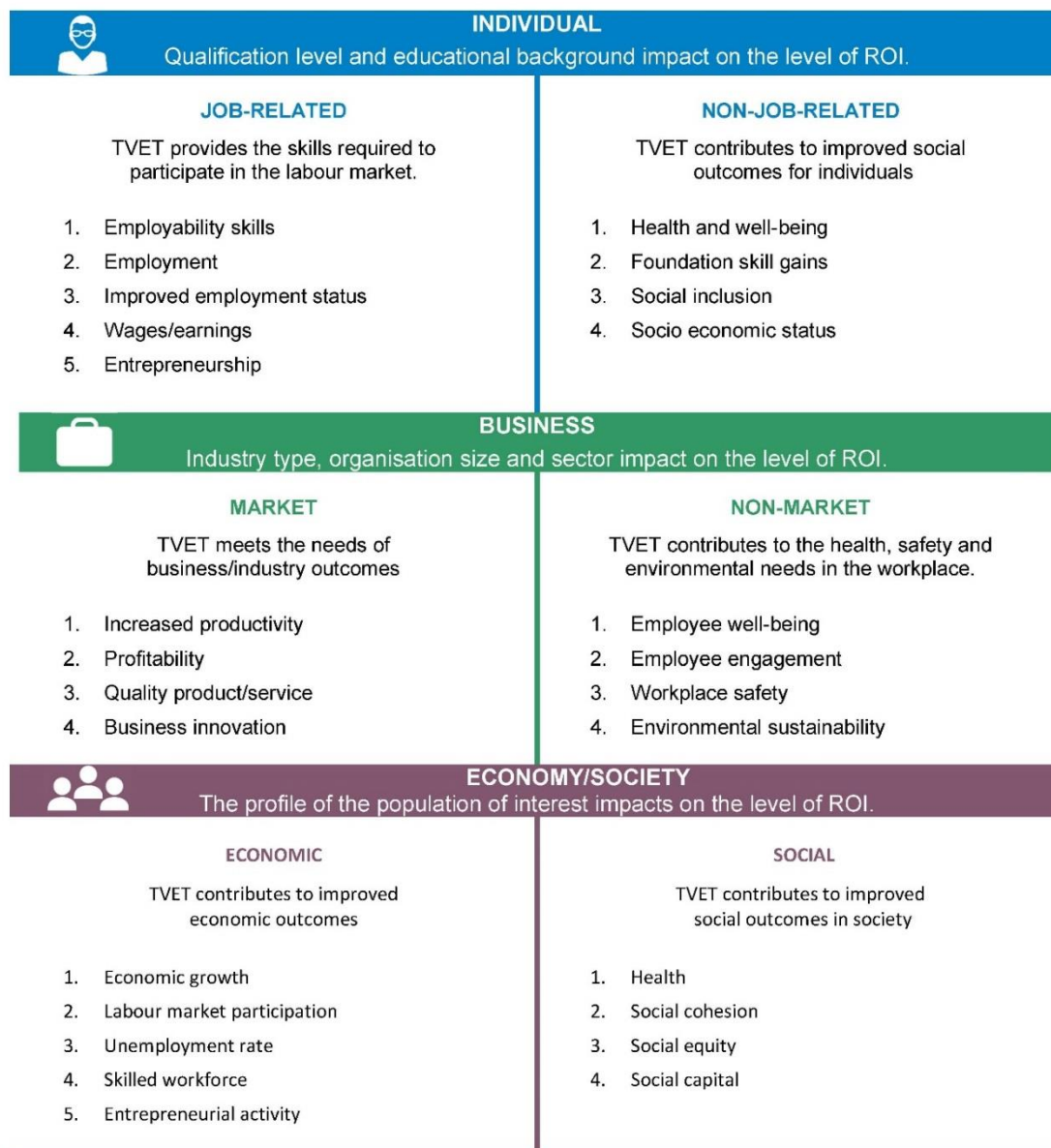
¹⁰ <https://www.eqavet.eu/What-We-Do/European-Quality-Assurance-Reference-Framework/Indicators>

¹¹ VET Quality Label for Centres of Excellence, <http://www.evtaql.eu/>

¹² <http://www.roi-mob.eu/>

initiative¹³. The study provides very interesting insights on how to develop a framework to measure the ROI on TVET (Technical Vocational Education and Training), focusing on how to define indicators to assess costs and benefits and how to collect and process the data. The study wisely takes into account not only individuals and employers but also stakeholders and underlines the importance to measure the impact of VET not only in the short term but also in the long term, highlighting the relevant effect at the economic and social level. Here below is one of the many useful tables that can be found in the study:

Figure 2. Return on Investment (ROI) framework



¹³ A framework to better measure the return on investment from TVET, 2017, by Jane Schueler, John Stanwick and Phil Loveder – A UNESCO-UNEVOC and NCVET research project initiative



Chapter III – State of the art in France, Germany, Italy and Belgium

Social Utility of VET in France

Perception of social utility concerning VET provision

In France, the social usefulness of vocational training is well recognised. It often manifests itself indirectly in several ways, but its benefits are implicitly and collectively shared anyway.

First, VET is a core part of the employment contract between the employer and the employee. In the field of vocational training, employers have several obligations towards their employees: participation in the financing of training, adaptation of the employee to changes in their job (skills development) and biennial professional maintenance (prospects for the employee's professional development and the training that can contribute to it).

Moreover, another marker of VET perceived social usefulness is the fact that the vocational training system is currently managed within the framework of "quadrupartisanism": the state, the regions and social partners (employee representatives and employer representatives) contribute to the development and implementation of continuous vocational training and apprenticeship policy in the territory. They meet in consultative bodies, which discuss and develop policies on vocational training, employment and guidance.

Finally, as part of the ongoing educational and labour reform, the Ministry of Labour, Employment, Vocational Training and Social Dialogue has openly stressed the social usefulness of vocational training, which "is at the heart of economic and social challenges". For companies, it is a major lever for competitiveness and transformation, to effectively face economic change. For individuals, it is an opportunity to develop and adapt their skills, guarantee their employability and facilitate their mobility. At territorial level, it is a factor for improving the living conditions of the population and the local economic attractiveness.

State of the art in terms of measuring social utility of VET provision (impact and performance)

In France, the notion of social utility was first developed in the fiscal domain, in particular to justify aid and exemptions granted to associations for their services given to the community. It then spread to the field of the Social and Solidarity Economy (SSE) where the



question of measuring the social impact of these associations' activities gave rise to several theoretical and/or empirical works.¹⁴

In the field of education, instead, few steps have been taken to measure the actual social usefulness of vocational training.

The few measures taken up to this moment mainly concern the assessment of quality in continuous vocational training. Since 1 January 2017, accredited fund collecting and distributing agencies (OPCA), joint bodies approved to cover individual training leave (OPACIF), the state, the regions, the Pôles Emploi¹⁵ and AGEFIPH¹⁶ must ensure - when funding continuous vocational training - the capacity of the training body to provide high-quality training.

However, since 2015, AFPA, a member of the Synod¹⁷ and member of the Public Employment Service, has set up a system of indicators to measure its social utility. These indicators are structured around 4 axes:

1. Access, maintenance and return to employment: the fight against mass unemployment, support for the return to sustainable employment;
2. The development of human capital: sustainable employability, the maintenance of economically strategic knowledge and skills, human capital;
3. The fight against the exclusion of individuals, social inequalities: access to training or support for all, equity, securing life paths;
4. Territorial and regional development: participation in the territorial balance (presence in disadvantaged areas, spatial planning tools) and social maintenance of proximity.

¹⁴ For a summary see Gadrey, J., 2003, *L'utilité sociale des organisations de l'économie sociale et solidaire, Rapport de synthèse pour la DIES et la MIRE*. See also, Duclos, H., 2007, *évaluer l'utilité sociale de son activité*.

The notebooks of AVISE n°5.

¹⁵ Pole Emploi = Employment Centres

¹⁶ AGEFIPH = public agency devoted to help people with disabilities with job placement and job retention

¹⁷ National Union of Social Economy Training Organisations



Social Utility of VET in Germany

Perception of social utility concerning VET provision

The term „social utility“ is not widely used in Germany. If it is used then only in the context of jobs in the social field, such as social worker, teacher or care givers where the link between “utility” and “social benefit” is clearer. It is not generally applied to vocational education and training.

Due to the dual VET system which involves part-time teaching theory in VET schools and partly practical training in companies, VET has a very good reputation in Germany. In terms of utility for the economy VET is viewed in terms of a cost-benefit analysis most often, differentiated between costs and benefits for companies and costs and benefits for the government and for individuals¹⁸.

Aspects of social utility in the discourse on VET are present and are usually termed “added value” (in German: “Mehrwert”). One of the main themes of VET added value is the benefits for the economy of well-trained employees, especially in a time where skills shortages (due to changes in demography, educational habits, etc.) have become a relevant challenge for German companies. Thus, the contribution of VET to the sustainability of the labour market (in terms of economic efficiency and structural changes¹⁹) is of paramount importance and can be considered as an evidence of its “social utility.”

Furthermore, as more and more graduates decide to enter university instead of attending vocational training programmes, in recent years there has been a change in political discourse which now aims to promote VET as a viable alternative to university education. This has been supported by the dual VET system which, as it is implemented in mainly Austria and Germany, is gaining more popularity worldwide and often seen as a best-practice example. This is proven by the growing offers of the German state for educational export in the field of VET²⁰.

¹⁸ cf. Bundesinstitut für Berufsbildung <https://www.bibb.de/de/698.php>

¹⁹ Bundesministerium für Bildung und Forschung <https://www.bmbf.de/de/berufsbildungsforschung-1226.html>

²⁰ See website for German export of vocational training „iMOVE Germany“



State of the art in terms of measuring social utility of VET provision (impact and performance)

Sustainability of VET has also become a topic (in social terms i.e. fair trade but also in environmental terms), but this is a fairly new development and is mainly considered in relation to “green” jobs which are seen as being valuable and having good career prospects²¹.

Due to the shortage of apprentices and the fact that companies and VET centres have to compete more and more with universities, the attractiveness of companies and VET centres for the apprentices has become more important. As a result, internal practices have also become a more important factor. Companies now offer apprentices flexible working hours, additional training to support them during exams or even things like a mobile phone provided by the company. Similarly, equal opportunities programmes, for example mentoring programmes for female apprentices already during the apprenticeships have been set up by big companies. VET centres are competing for apprentices as well and need to show that they are up to date on teaching methods and human resources. Therefore, the added social value and the added value for VET centres and companies are nowadays closely linked. Added social value is often seen by companies as a marketing strategy.

In conclusion, one can see that social utility in VET is not used as a term. It is mainly seen as a “cost-benefit” analysis which draws on different aspects of social utility and is usually seen from the perspective of companies or the government or individuals but not of society as whole.

²¹ <https://www.bmbf.de/de/nachhaltigkeit-in-der-beruflichen-bildung-3518.html>



Social Utility of VET in Italy

Perception of social utility concerning VET provision

The article 41 of the Italian Constitution uses the expression of “**Social Utility**” to outline the purpose that all economic initiatives should have, namely the improvement of collective well-being for as many people as possible, in line with the classic definition of Jeremy Bentham.

The debate on the subject is on, but the explanation that seems to have gathered the greatest consensus is the one that sees social utility as a concept of value: under this point of view any intervention in the economy that contributes to the realization of cultural, social, political and certainly economic, but not just economic, interests will be socially useful.

The concept of “**Activities of general interest**”, as assumed at European level, is adopted by the Reform of the third sector recently introduced by the delegation law 106/2016: what characterizes non-profit organizations is primarily the purpose of public utility and not the activity itself, which can also be entrepreneurial. The reform also introduces a second innovation, the **measurement of the social impact** that awaits a specific ministerial decree to be implemented: activities pursuing public utility must be measured in order to make their value visible and objectively evaluated by the various stakeholders (accountability).

Within the area of the third sector and the social economy, Vocational training has the main role to contribute to the implementation of the **social function of the citizenship rights**, which basically means putting the development of the person at the heart of VET action: particular focus is given on helping those who struggle most to find a job (long-term unemployed or young people), helping to bridge the gap between education and the job market helping marginalised groups, helping to improve vocational systems, promoting the territory and the development of enterprises through the personal and professional growth of people.

Pursuant to the Italian law, vocational training takes place within the framework of the economic planning objectives and aims to encourage employment, production and the development of work organization in line with the scientific and technological progress.



State of the art in terms of measuring social utility of VET provision (impact and performance)

Most of the training policies are funded under the European Social Fund (ESF). The Italian Regions define the Regional Operational Program (POR) and the related implementation tools, including **assessment plans** providing evaluations of efficiency and effectiveness, strategic impact assessments and other types of assessment required by regulatory provisions and other Community provisions.

Another important tool to support the quality assurance of the vocational training system is the **accreditation of the training structures**, a device for access to the training system which a) verifies ex ante the possession of specific requirements of the structures that apply to provide vocational training interventions and b) monitors and evaluates the results of the services provided.

In particular, the device includes a monitoring mechanism that ensures the periodic control of the maintenance of the requirements, by means of audits which assess the results achieved also in terms of occupational integration and user satisfaction.

Furthermore, in line with the implementation of the "**National plan for quality assurance of vocational education and training**", the Italian national statistical system provides CEDEFOP statistical reports on the key aspects of VET and lifelong learning progress. The selection of data is based on the indicators' policy relevance and their importance in achieving the Europe 2020 objectives. Key points are:

- Access, attractiveness and flexibility;
- Skill development and labour market relevance;
- Overall transitions and labour market trends.



Social Utility of VET in Belgium

Perception of social utility concerning VET provision

In Belgium, vocational training is at the heart of public employment policies. In this framework, it is mainly considered as providing individuals with the necessary skills for getting a job and therefore, an effective way to fight against mass unemployment. At the same time, workers and jobseekers' training is considered as necessary in order to strengthen economic development of the country. Indeed, companies are looking for skilled people to expand their product ranges and productivity. To achieve this goal, the regional public employment services in Wallonia, Flanders, Brussels and the German-speaking Community develop a wide range of vocational training courses for workers and job seekers. VET provision is therefore perceived as a "public utility" activity. The measure of its effectiveness is mainly focused on the return to employment of people trained and the adequacy of the training offer with employers' needs.

On another side, the Belgian public authorities are also supporting the development of vocational training for low skilled people. In the Walloon region, these are the CISP, the Centres for Socio-Professional Integration. According to stakeholders, the benefits of such trainings go beyond the return to employment of those trained. Therefore, for several years, the actors of this sector have been pleading for considering the social benefit of their activities in the measure of their effectiveness by the public authorities. Projects to measure the social impact of training organised by the CISP are currently under way and supported by the Walloon public authorities.

Thirdly, several academic research projects conducted over the last few years intend to highlight the social benefit of training for individuals, that not only focuses on "return to employment" but also on broader axes relating to personal development (self-confidence, social network, etc.), and citizenship.

Vocational training's public utility is therefore recognized both by policy-makers and professionals.



State of the art in terms of measuring social utility of VET provision (Impact and performance)

So far, there is no project aimed to measure the social utility of VET conducted by the Walloon, Brussels, Flemish or German-speaking public employment services in Belgium. Nevertheless, some of them agree that it would be interesting to develop such an approach.

It is acknowledged that regional Public Employment Services (PES) carry out various specific actions/activities contributing to the region's social utility. But these activities are not necessarily identified as such or integrated into an overall approach to measuring their social impact. For example, PES try to establish exchanges of information with other public bodies, which should enable them to determine whether jobseekers who have undergone training end up in sustainable and quality jobs (duration of contract, salary, etc.). Various statistical analyses are also carried out to analyse the trainees' profile (educational levels, gender, age, etc.) and to draw conclusions in terms of over/under-representation of vulnerable groups in training centres.

On another side, the socio-professional integration sector carries out various projects aimed at measuring the social impact of training organised for their specific public (low skilled people). This sector has been working to make public authorities consider also the social benefit of their activities when measuring their effectiveness. Here are some examples of such projects:

- "Well-being and integration: First evaluation of the impact of socio-professional Integration Centres' activities on the psychosocial well-being of trainees". Through a survey, the project aims to measure the social impact of training for trainees and their families. This project is carried out with the support of the Walloon Region. <https://www.caips.be/actions/bien-etre-et-insertion>
- The VISES project is a 4-year project that brings together 21 partners to highlight what social and solidarity enterprises bring to the dynamism of territories and the well-being of their inhabitants. Partners collaborate to co-construct a common method to measure the social impact of their activities. This project is an Interreg project (France, Wallonia, Flanders) with the support of the European Regional Development Fund (<http://www.projetvisesproject.eu>).
- The WIS program - Wallonie Innovation sociale - also offers social economy enterprises tools and methods for assessing the social impact of their activities. (<http://www.saw-b.be/spip/WIS-Wallonie-innovation-sociale>).



Chapter IV – Definition of social utility concerning European VET

Although some laws and regulations address the concept and the term is increasingly used by governments and associations, there is no widely accepted definition of social utility related to vocational education and training

The definition of the social utility of vocational training here proposed has been developed by the partners of the project, which all have a long experience in the field and, after a fruitful confrontation and a useful research activity, is now accepted by all of them.

This definition will carry all the more weight because has been the subject of broad exchanges among European experts until consensus has been reached.

Initially based on a "think tank" activity involving the project partners and the analysis of the existing AFPA model, the partners defined an overall framework for the social utility of vocational training based on 5 axes.

VET and return to employment

This axis covers actions designed to provide people who are currently far from employment, for whatever reason, or in precarious situations, with skills that will help them re-enter the labour market, and have lasting access to more qualified jobs, better jobs conditions and opportunities for professional development.

VET and Lifelong Personal Development

Personal development is a set of diverse practices designed to develop personal growth and achieve better performance. It affects all businesses since it groups together themes directly linked to individual performance.

It can be defined from 3 points of view:

1. Gaining confidence: asserting yourself, managing stress, knowing how to deal with difficult or even conflicting situations, and so on.
2. Better communication: improving oral and written language skills, identifying non-verbal communication codes, negotiating skills, etc.



3. Improving professional efficiency: keeping one's skills up to date or increase them, learning to work in a team, and so on.

VET and Social Inclusion

Social inclusion refers to being part of a community whose members are linked by a common identity and share common values. *"It is a process that enables people at risk of poverty and social exclusion to participate in economic, social and cultural life, and to enjoy a decent standard of living"* (European Commission). It aims at "better living together" conditions, equity and social cohesion.

Professional Training and Territorial Development

Territorial development covers:

- the ability to enrich the local economic fabric through the creation, recovery, and diversification of economic activities;
- the ability to develop economic exchanges within the same territory through the payment of wages and purchases made by employees at the local level;
- the construction of answers to the needs of the territory satisfying job seekers, companies and communities;
- the capacity to generate public savings by favouring the return to employment and to increase public revenues by contributions, taxes and levies.

VET and Internal Practices

Internal practices cover the social and environmental responsibility of vocational training organisations. The European Commission defines this concept as "the voluntary integration of companies' social and environmental concerns into their activities (...) and their relations with their stakeholders". It considers that being socially responsible means "not only fulfilling legal obligations, but also going beyond compliance and investing more into human capital, the environment and relations with stakeholders²²".

Each of the themes was associated with its beneficiaries and with a certain number of criteria/indicators that could characterise each of the axes (see table below). The final selection and definition of the indicators will be implemented in the next phase of the project.

²² Green Paper: Promoting a European framework for Corporate Social Responsibility, European Commission, 2001



Figure 3. Social utility definition: the 5 axes





The frame of reference makes it possible to put forward an "academic" definition of social utility such as that given below:

Proposed definition

The concept of "Social utility" can be translated as the collective utility and added value in terms of social transformation; it takes into account vulnerable groups, contributes to social cohesion by combating exclusion and inequality and strengthens people's autonomy. A "social utility" actor or activity is any organisation or action that participates in the economic dynamics of a territory and contributes sustainably to the social integration and development of people in difficulty by developing their ability to act and interact with their environment.

According to the proposed definition, VET provision can be considered as social utility.



Chapter V – Examples of Social Utility of VET

This chapter presents various examples of projects or initiatives carried out by the SOLITY Partners in their respective countries.

These examples illustrate how VET can contribute to social utility for a specific region or country.

Firstly, a description of the project or initiative is provided for each example. Secondly, the reasons why this project or initiative can be considered as social utility are explained by establishing links between the project and the axis of the table (page 22). Furthermore, the reasons why this project can be considered as a positive and representative example are detailed. Furthermore, for each example, challenges to be overcome are also presented by highlighting any obstacles or difficulties that may have been encountered by the project. Lastly, the sources for each example are indicated.

Here below is a table summarising the main information on all the presented examples

COUNTRY	NAME OF THE PROJECT/INITIATIVE	Links with axes	Page
FRANCE	Professional titles system - Examples of FLA (Family Life Assistant) and PTA (Professional Trainer for Adults).	Axes 1 VET and return to employment	27
		Axes 2 VET and life long personal development	
		Axes 3 VET and social inclusion	
		Axes 4 VET and territorial development	
		Axes 5 Internal practice	
	HOPE (Hébergement Orientation Parcours vers l'Emploi : (Accommodation for Career Orientation to Employment))	Axes 1 VET and return to employment	31
		Axes 2 VET and life long personal development	
		Axes 3 VET and social inclusion	



		Axes 4 VET and territorial development		
	SGEI – Services of General Economic Interest	Axes 2 VET and life long personal development	35	
		Axes 3 VET and social inclusion		
	Integrated approach for 10.000 “VAE”	Axes 1 VET and return to employment	40	
		Axes 2 VET and life long personal development		
		Axes 3 VET and social inclusion		
		Axes 4 VET and territorial development		
		Axes 5 Internal practice		
	BELGIUM	FORMAFORM	Axes 2 VET and life long personal development	44
			Axes 4 VET and territorial development	
Axes 5 Internal practice				
Certification of skills acquired in training and through professional/individual experience		Axes 1 VET and return to employment	46	
		Axes 2 VET and life long personal development		
		Axes 3 VET and social inclusion		
VET organized by Régies des quartiers (district associations)		Axes 1 VET and return to employment	48	
		Axes 2 VET and life long personal development		
		Axes 3 VET and social inclusion		



		Axes 4 VET and territorial development	
	Synerjob – Interregional mobility	Axes 1 VET and return to employment	50
		Axes 2 VET and life long personal development	
		Axes 4 VET and territorial development	
	Shortage skills and future skills analysis	Axe 1 VET and return to employment	52
		Axes 2 VET and life long personal development	
Axes 4 VET and territorial development			
GERMANY	Promotion of occupational mobility of young people interested in vocational training from EU countries (MobiPro-EU)	Axes 1 VET and return to employment	54
		Axes 2 VET and life long personal development	
		Axes 4 VET and territorial development	
	AVADA: prepare Asylum seekers for the labour market	Axes 1 VET and return to employment	57
		Axes 2 VET and life long personal development	
		Axes 3 VET and social inclusion	
Gender bias check	Axes 5 Internal practice	60	
ITALY	Accreditation System of the training structures of Regions and Autonomous Provinces.	Axes 1 VET and return to employment	63
		Axes 2 VET and life long personal development	
		Axes 3 VET and social inclusion	



		Axes 4 VET and territorial development	
		Axes 5 Internal practice	
	ASSIS.T – Interregional Project "Building a model and intervention practices for supporting actions to local guidance networks"	Axes 1 VET and return to employment	65
		Axes 4 VET and territorial development	
	Validation and certification of competences	Axes 2 VET and life long personal development	68
	Rating Model of the Lombardy Region	Axes 1 VET and return to employment	71
		Axes 2 VET and life long personal development	
		Axes 3 VET and social inclusion	
		Axes 4 VET and territorial development	
		Axes 5 Internal practice	

Lastly, the end of the chapter provides a collection of relevant initiatives and projects - coming from other European countries - that were shared within the SOLITY partners thanks to the involvement of external experts coming from all EU member states.



France

NAME OF THE PROJECT/INITIATIVE
<p>Professional titles system Examples of FLA (Family Life Assistant) and PTA (Professional Trainer for Adults).</p>
<p>LINK WITH 1 OR MORE OF THE 5 AXES</p>
<p>The project is linked with:</p> <p><u>Axe 1 VET and return to Employment</u></p> <p>Professional Trainer for Adults: high flows and high insertion rates. Family Life Assistant: large flows and high integration rates, increasing since the Borloo law on personal services (2005)</p> <p><u>Axis 2 VET and Life Long Personal development</u></p> <p>Professional Trainer for Adults:</p> <ul style="list-style-type: none"> - self-confidence, social integration through employment - development of relational qualities with trainees and with the network of training actors. <p>Family Life Assistant:</p> <ul style="list-style-type: none"> - self-confidence and social integration through employment - development of interpersonal qualities towards families, dependent persons, all persons seeking home help. - Second career for people who want to find a job with "meaning": caring for others <p><u>Axis 3 VET and social inclusion</u></p> <p>Professional Trainer for Adults: This is essentially a retraining profession, following on from a wish for professional development or a constraint (illness preventing the practice of the original profession). Family Life Assistant: integration of people far from employment, possibility for women without qualifications to find work</p> <p><u>Axis 4 VET and territorial development</u></p> <p>Professional Trainer for Adults:</p> <ul style="list-style-type: none"> - contribution to the attractiveness of the territory by increasing the skills of the local population This profession also allows for self-employed activity (self-employment, independent trainer, consultant...) likely to promote economic development.



- The development of digital technology encourages blended learning training, helping to reduce territorial disparities in terms of access to training and therefore qualifications.

Family Life Assistant: demographic attractiveness of the territory for families and elderly people, encouragement of women to work thanks to the hiring of home help for children.

Axis 5 Internal practice

Professional Trainer for Adults:

- Social cohesion by contributing to integration through work.
- The Professional Trainer for Adults VET focuses in particular on the competence of consolidating a professional project, which allows future trainers to professionalise their counselling and tutoring of their future trainees in the acquisition of the professional and behavioural skills, and the search for training and employment

Family Life Assistant:

- the inclusion of elderly people at risk of isolation
- social support for people with disabilities
 - the inclusion of women in the labour market

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

The Ministry of Employment has a professional certification policy designed to qualify individuals and thus promote their retention or return to employment.

Intended for adults, the professional titles example offers an opportunity for reintegration or professional development to people who no longer fall within the scope of initial vocational training.

The total scheme includes 251 regularly updated professional titles, covering most of the professional fields.

Professional Trainer for Adults:

What: professional title teaching the profession of adult trainer. The title cuts across all sectors of activity

Who/Targets: workers undergoing retraining and wishing to share their experience

Where: 113 training centres in France

How: Approx. 8 months, or 1,155 hours. The training consists of 4 modules, completed by 2 periods in the company.

Family Life Assistant:



What: professional title around helping people, teaching a variety of skills to adapt to different audiences (elderly, disabled, families, children)
Who: mainly women over 40, away from work or wishing to retrain and give meaning to their professional life
Targets: any active person interested in personal caregiving
Where: 519 training centres in France
How: 6 months, 840 hours. The training consists of 3 modules completed by 3 periods in the company.

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

In 2017, 183,432 candidates were presented for a professional title, 136,465 were accepted (75%).

More than 70% of those admitted had access to a job after the validation of their title (28,500 respondents).

The titles on which our report focuses are particularly telling examples of this success:

Professional Trainer for Adults:

Importance of the title: 2,526 presented for the title, of which 2,110 were accepted (83.5% success rate), making this the 15th professional title in terms of influx in 2017. 11.8% of those admitted obtained the title through the validation of prior experience.

Fit with the labour market: In 2017, 69% of those admitted accessed a job: the rate of knowledge acquired used in their job was 89% (426 respondents)

Future work: supporting the next generations in employment

Transversal/transferable skills: oral and written communication, digital tools, working in project mode

Family Life Assistant:

Importance of the title: 14,837 presented for the title, of which 10,813 were admitted (73% success rate), it is the 2nd professional title in terms of flows in 2017. 12% of those



admitted obtained the title through the validation of prior experience.

Fit with the labour market: In 2017, 74% of those admitted accessed a job, the rate of knowledge acquired used in their job was 94% (3,000 respondents)

Future work: ageing of the population + "ageing well" (increasing search for solutions dedicated to the well-being of the elderly)

Transversal/transferable skills: Having the ADVF professional title makes it easier to obtain the qualification of "Caregiver Assistant" and to work in structures with a stable and perennial job.

CHALLENGES TO BE OVERCOME (if any)

Professional Trainer for Adults:

Significant turnover in the sector, due to the high precariousness of jobs (fixed-term contract rate, part-time jobs, etc.).

Family Life Assistant:

- restore the attractiveness of a profession that suffers from a bad reputation for workers and job seekers
- diversifying the trainee population, the vast majority of whom are women over the age of 40
- Train a sufficient workforce to cope with the ageing population
- Achieving increasing targets for the integration of dependent populations since the Borloo Act (2005)

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

VEF "Vocational Training", 2015

VEF "Human Services", 2015

Report on professional titles, 2016

VALCE 2017 database

All approved centres for "Enquête Devenir", 2017.

Interview of the FIs concerned:

- Alexandra Deville (FPA)
- Marie-Hélène Bergoni



NAME OF THE PROJECT/INITIATIVE

HOPE

(Hébergement Orientation Parcours vers l'Emploi: (Accommodation for Career Orientation to Employment))

LINK WITH 1 OR MORE OF THE 5 AXES

The project is mainly linked to Axis 3 (VET and social inclusion) through its core subject of refugees and their integration into the labour market, including a social dimension. It is also linked to Axis 1 and 2 because of the emphasis placed on the certification of professional skills and the learning of the French language. The project is equally linked to Axis 4 because it responds directly to the recruitment difficulties of local companies.

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

The HOPE (Hébergement Orientation Parcours vers l'Emploi) experimental programme was implemented and developed by the State during 2017, in partnership with Afpa, Pôle Emploi and the professional branches.

The aim of this initiative is to respond to the specific difficulties encountered by many refugees in their social and professional integration (*insufficient mastery of French, lack of recognised professional qualifications in France and precarious accommodation*).

It was initially built on two observations:

- Companies have difficulty recruiting at low levels of qualification.
- Refugees are subject to common law but rarely have access to it. These people, isolated and often far from French culture and institutional and economic organisation, find it difficult to leave their accommodation and have access to work. However, they are often mobile (geographically and professionally) and ready to join any professional fields with professional shortages.

The project identified the needs of businesses, sorted out by trade and by territory, in order to meet them by providing refugees with intensive vocational training courses and other services including:

- Professional French language training produced and delivered with appropriate engineering and tools (POEC- Préparation Opérationnelle à l'Emploi Collective)
- A professional contract geared towards the unfulfilled needs of companies.
- Accommodation and food on site,
- Global support (administrative, social, professional, medical, citizen...) throughout the course.

This is a new response for the global integration of refugees, combining social (access



to housing, health, mobility, etc.) – and professional support- by allowing them to follow French language training and qualifying training to learn a profession.

The HOPE programme is divided into two phases

Before entering training: A first 200 hours of French (French as a foreign language) is given to beneficiaries by the OFII (Office Français de l'Immigration et de l'Intégration).

In the Afpa centres: The second phase is devoted to operational preparation for collective employment (POEC). It is based on learning French for professional purposes and receiving a vocational training on the professions for which companies have difficulty recruiting.

Finally, people will benefit from a 450-hour work-study contract in partner companies.

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

I. Relevance of the target group:

HOPE is one of the responses to migration challenges and allows rapid social and professional integration. This program makes it possible to secure not only the professional career but also the life pathways of individuals. For example, one of the target groups are refugees under 25 years of age, who are one of the most isolated groups. Accelerating the exit of refugees from accommodation structures for asylum seekers (CAO, CADA, ATSA) is a priority for their integration and for the fluidity of accommodation pathways. Some 13,000 refugees are now housed in asylum structures and the situation of the under-25s is particularly complex to manage as managers of the structures have more difficulty in finding exit solutions for them, especially if they have no job prospects.

II. Innovation:

This holistic approach is innovative because it is a new response for the global integration of refugees, combining social and professional support together, thus ensuring their successful integration in France



III. Relevance to stakeholders:

Beneficiaries / local companies: refugees are trained and have the chance to serve an apprenticeship specifically in those professions which are most demanded by enterprises (450 hrs in professional contract of or interim professional development contract).

This project provides professional skills and qualifications that solve the recruitment difficulties of companies.

IV. Transferability:

The question of the professional integration of refugees arises in all host countries. The choice made here is "job first". Built on the basis of groups of 12 people, it can easily be transferred to other regions/countries.

V. Quality of evaluation:

The various sub-projects and the investment involved in monitoring this system feed into the national committees, which meet regularly to measure progress in the regions. Entries into training are assessed to remove identified obstacles as they arise (language level, mobility, accommodation at the end of the course, adequacy between the training offered and the professional aspirations of individuals).

This programme is subject to:

- Capitalisation carried out by ANSA (Agence Nouvelle des Solidarités Actives). Its objective: the identification, identification and capitalisation of the practices of the OPCA and their partners in favour of the training and integration of refugees.
- An evaluation carried out by the DARES (Direction de l'Animation de la Recherche, des Etudes et des Statistiques) on the results of "job departures". (people who get a job)
- A quantitative and qualitative evaluation carried out by the AFPA (trainee satisfaction surveys, nominative dashboards, etc.)

VI. Impact:

Beneficiary profiles: 77% of the beneficiaries are under 30 years of age and 30% are under 25 years of age (obligation of the agreement) - 27 different nationalities (80% Afghan and Sudanese) - 2% are women (less than 20 trainees in total)

828 trainees in training.

- 554 trainees have completed their POEC (Operational Preparation for Collective Employment). Among them: 490 trainees - 88.45% signed a pro contract or a CDPI - 26



trainees reoriented - 4.69% > (12 trainees in employment (CDD-CDI employees in integration) - 10 trainees in training (continuation of the full title) - 3 in upgrading - 1 in youth guarantee

- 14 dropouts - 2.53% (including 5 for health reasons and 3 who found a job).
- 24 pending 4.33% solution (reorientation or contract).
- 93% of POEC graduates are positive (274 trainees still in POEC).

4 groups expected before the end of June (48 trainees).

FFL certification: 80% of the trainees obtained a DCL certification (Diploma of Competence in Language) > 412 trainees passed the DCL certification > 327 obtained it of which 64% with an A2 level

Job departures: 61% of trainees were in employment at the end of the training. (Calculation performed on 126 trainees. 77 are already employed (fixed-term, permanent, permanent and interim contracts).

Social and administrative support: Support for: Domiciliation/ Access to healthcare (CMU) / Opening a current account / Application for social housing / Recovery of driving licences

CHALLENGES TO BE OVERCOME (if any)

OPCAs, professional branches and companies ready to renew their commitment.

Refugees who, thanks to their amazing willpower, complete this very dense journey in 9 months.

The challenge to be faced is that of housing, which proves decisive in access to sustainable employment and remains a strong point of vigilance for all partners.

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

[National framework agreement on experimental pathways to employment for beneficiaries of international protection\).](#)

<http://www.infomigrants.net/fr/post/7461/france-hope-un-programme-pour-integrer-les-refugies-au-marche-de-l-emploi>



NAME OF THE PROJECT/INITIATIVE

SGEI: Services of General Economic Interest

LINK WITH 1 OR MORE OF THE 5 AXES

The project is mainly linked to Axis 2 (VET and lifelong personal development) because it favours **the development, maintenance and updating of professional skills**. It is also linked to Axis 3 because of the target addressed by this service (jobseekers with little or no professional qualification with difficulties of professional integration) and the support services offered.

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

The Services of General Economic Interest (SGEI) are a subcategory of the Social Services of General Interest (SSGI). According to the European Commission, they cover categories of services, commercial or not, of general interest depending on the Member State (social housing for example).

Today, the Regions defend the idea that vocational training constitutes a SGEI on the basis of the following observations:

- The existence of a general interest in training, access to knowledge and qualifications, with a view to ensuring homogeneous social and economic development for the benefit of all citizens.
- The existence of specific needs of certain vulnerable groups (job seekers, people without qualifications or whose qualifications are obsolete, women, young people, etc.) requiring an appropriate response (individualisation of career paths, support).
- The need to ensure the continuity and stability of the service, and therefore to set up a specific framework, protecting it from the vagaries of the market and competition.

At the technical level, the Regions have relied on the concept of Services of General Economic Interest (SGEI) to formalise their Regional Public Training Services and to initiate tangible changes in their training policies and mechanisms.

The SGEI in Poitou Charente

In order to combat inequalities in access to vocational training and to remove the obstacles to the acquisition of qualifications by those most in difficulty, the Poitou-Charentes Region set up a regional public vocational training service (SPRF) in 2009, **in the form of a service of general economic interest (SGEI)**.



To this end, the SGEI addresses jobseekers registered at Pôle Emploi whose highest professional **qualification is level VI, V bis or IV general as well as persons whose certification is considered obsolete.**

This scheme includes:

- **Diagnostic**, support and individualised qualification and certification access activities integrating the steps of the course and the services that can be mobilised according to people's needs;
- **Pre-training** and preparation activities for working life enabling people without qualifications to reach the necessary level to acquire a qualification;
- **Training activities** aimed at acquiring a professional qualification recognised by the RNCP and recognised by the Region as enabling access to sustainable employment.

In addition, it provides beneficiaries with a guaranteed range of services, including **support towards qualification over the duration of their course, including accommodation and catering options.**

In 2017 AFPA registered 1,839 training prescriptions for the Poitou Charentes region (1192 by Pôle Emploi - 333 by local missions - 60 by CAP Emploi (disabled workers)).

Of these 1,839 prescriptions, 791 trainees have already entered training, of whom 703 are at Afpa and 137 are waiting to enter.

45% of the prescriptions registered concern building trades. Metalworking, mechanics and automation, hotels and restaurants, trade and distribution and medico-social occupations are around 6%. Transport logistics and cleaning account for 10% of the prescriptions.

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

I. Relevance of the target group:

The French labour market has suffered as series of unequal shocks over the last 30 years. Indeed, with technological progress, jobs in services and industry have disappeared,



leading to a strong polarisation of the labour market between, on the one hand, highly skilled occupations whose productivity has been increased tenfold by digital technologies and, on the other hand, more precarious and less well paid jobs. (*source: * Marché du travail: la grande fracture –2015 Study by the institute Montaigne*)

Despite the increase in the average level of training of job seekers, the vast majority of job seekers are office or manual workers (87% at the end of 2015). The unemployment rate for clerks and workers is three to four times higher than for managers. Thus, in 2015, the unemployment rate according to the ILO is about 4% for P&MS, about 10% for skilled workers and almost 20% for unskilled workers. (**source: Pole Emploi - *statistics on jobseekers*)

II. Relevance to stakeholders:

a) Policy makers: Since the SGEI actions developed by AFPA are part of the regional public vocational training service, they respond to the need to train and support people with a low level of qualification to gain access to a recognised professional certification to meet the needs of the territory's labour market.

b) The beneficiaries / companies: The added value of the system is based on an educational approach simultaneously centred on the each individual and the individual as member of a team. Moreover, this service allows the beneficiary to implement a strategy of integration into employment through, among other things, the search for a place of internship.

III. Quality of the evaluation:

Annual returns are made to the regional council. Surveys at 3 months and then 6 months after the training are carried out with the trainees. This survey measures the rate of access to employment and the use of knowledge acquired during training.

IV. Impact:

Profiles of beneficiaries:

- Women account for 26% of prescriptions and 24% of training entries
- Young people 26 or under account for 38% of prescriptions and 37% of entries into training.
- Persons with disability persons represent 9% of prescriptions and 10% of training entries.



- Long-term jobseekers account for 44% of prescriptions and 43% of training entries.

V. Additional services:

- 916 post-training diagnostics
- 844 psycho-pedagogical accompaniment
- 4,463 accompaniments to employment
- 1,112 medical accompaniments
- 2,226 reinforced support
- Accommodation: SPRF interns account for 43% of accommodation occupancy.

VI. Certification Result:

- The participation rate is high and uniform throughout the Region, at 95%.
- The success rate on a full title is 77%.
- The partial certification rate (*corresponding to trainees who have had their title plus trainees who have had at least one CCP in case of refusal to the title*) is 90%.

Post-certification

Out of 665 titles obtained, 469 **trainees received post-certification services**, representing a rate of **70 per cent**.

VII. Work placements:

The work placement rate was calculated based on training completion from January to December 2017. It should be treated with caution as only 59.6% of the trainees interviewed responded to the survey.

- Access to employment: 64.8
- Use of technical knowledge: 84.7%.
- Employment in the learned trade: 75.6%.
- Job held at 6 months 43.4%
- Sustainable employment 30.5



SOURCES: PAPERS, ARTICLES, POLICY CASE STUDY

The SGEI white paper:

https://www.euromontana.org/wp-content/uploads/2014/07/2004_whitepaper-on-sgi_fr.pdf

ressources.cnfpt.fr/documents/SPRFPoitouCharentes.pdf

<https://associations.gouv.fr/sieg-suivez-le-guide.html>

https://associations.gouv.fr/IMG/pdf/Guide_SIEG_du_SGAE.pdf

[http://www.institutmontaigne.org/ressources/pdfs/publications/etude Marche du travail f
evrier2015.pdf](http://www.institutmontaigne.org/ressources/pdfs/publications/etude_Marche_du_travail_fevrier2015.pdf)

[**Pole Emploi – statistiques des demandeurs d'emploi](https://www.institutmontaigne.org/ressources/pdfs/publications/etude_Marche_du_travail_fevrier2015.pdf)



NAME OF THE PROJECT/INITIATIVE

Integrated approach for 10.000 “VAE” (“Validation de l’Acquis de l’Expérience”, i.e. validation of non-formal and informal learning) for qualification and employment or how to facilitate access to qualification and employment through recognition of prior work experience for 10.000 job-seekers

LINK WITH 1 OR MORE OF THE 5 AXES

The project is linked with:

Axe 1 VET and return to Employment because of its positive impact on employment

Axe 2 VET and Life Long Personal development because of its impact on the level of skills of the applicants and the increase of their self-confidence

Axe 3 VET and social inclusion because of its impact on social life through access to employment

Axe 4 VET and territorial development because it matches the skills in demand in the local territories and the skills of unemployed people in the same territories

Axe 5 Internal practice because of the good practice on cooperation between the different actors involved in the project.

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

“An integrated approach for 10 000 VAE” is a project about skills development in the territories, placed under the supervision of decentralised State services and implemented by two members of the national Public Employment Service: Pôle Emploi and Afpa. The State, by funding this project, wanted to facilitate access to “VAE” (validation of non-formal and informal learning) for precarious or unqualified people who would not spontaneously have used this route to get their skills recognised.

Unlike the individual “VAE” scheme, the principle of this collective action was to organise preparation sessions for “VAE” for a group of people concerned by the same occupations. It is an action targeted at people with common characteristics (same professional sector, homogeneity of level or status with regard to employment, etc.) previously identified by public actors according to employment opportunities in the territory. It was part of a national emergency plan for employment, the “500 000 plan”, launched by the Presidency of the Republic in collaboration with the regions. It consisted in shifting the complexity of “VAE” from the individual/potential candidate to the professionals; i.e., the counsellors, the trainers, the providers. The expected result was to exonerate the participants of all the administrative barriers and to guarantee them a pathway to qualification and employment not exceeding 6 months.



All 13 regions and 95 departments of mainland France were engaged in the project. In total, more than 30.000 people took part to information workshops, 11.000 decided to take part to the scheme, and 7.000 among them were found eligible for participation.

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

The results of the first wave of the project were extremely positive. With more than 90% of the participants getting full or partial recognition of their skills (87% received the full-diploma). In a standard individual "VAE" scheme, the success rate is 74%.

The employment access survey that was carried out showed that 56,1% of the candidates gained access to employment within 3 months of their qualification and 76% of those thought that their job was consistent with their qualification.

The participants who benefited from additional training modules showed to have a slight advantage in their access to employment.

The positive impacts of the scheme were many:

- The strong commitment and collaboration of AFPA "VAE" professionals and Pôle Emploi counselors.
- The general upskilling of the regional and local project leaders
- The reinforcement of regional dynamics during the course of the project;
- Collateral benefits for "VAE" individual schemes.
- The interest of the political regions and the various regional stake-holders.
- The strong commitment of the decentralized services of the ministry for labour.

As a conclusion

This 10-month experimentation, which involved more than 300 professionals from approximately twenty occupations, shows that "VAE", as a means of access to qualification and employment, must be designed in a "turnkey" mode, including all services (and training if necessary).



This project is relevant because the target group consists of a panel of long-term and low-level job seekers with fragmented professional paths.

It is a demand-driven project, and an innovative one because, at the level of a territory, it involves all the political and economic actors and members of the public service for employment. It is also innovative because of the collective work led by the participants. This project is easily renewable and quantifiable with objective indicators.

CHALLENGES TO BE OVERCOME (if any)

Guiding and supporting more than 30.000 participants allowed us to realise that:

- "VAE" remains an individual approach (even in a collective mode);
- The collective modality provides support and backing-up which should be considered as an additional success factor;
- adjusted modular training" (adapted in content and duration) is often a necessary investment;
- Each break in the course (between actors; in time; in place; in funding...) it is a cause for dropping out.

Jobseekers are often reluctant to use "VAE" even though they have the skills that would allow them to gain access to qualification for the following reasons:

1. Lack of information and misunderstanding of their right to use the "VAE" scheme
2. A representation of "VAE" as a complicated and challenging "obstacle course"
3. Uncertain and often long duration of the pathway
4. Fear of failure

Strong ideas and key words must be highlighted in written and oral communications to VAE applicants:

- Your experience + a diploma = better chance to find a job.
- A support system is available all along the process.
- You have the possibility of taking complementary training courses on the skills where you are/feel weaker
- The process will be short and integrated (6 month) focused on access to employment.
- We will put you in touch with recruiters.
- The whole process is financed by the government
- You will find motivation and energy within a group.
- You will not have to worry about the administrative process.

Developing the use of "VAE" for low-qualified job-seekers requires that VAE be promoted as a real tool for sustainable access to employment.



SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

<https://www.afpa.fr/actualites/les-succes-de-la-vae-collective>

<http://www.droit-de-la-formation.fr/vos-rubriques/actualites/actualite-juridique/experimentation-demarche-pour-10-000-vae-pour-les-demandeurs-d-emploi-modalites.html?>

<https://www.defi-metiers.fr/video/rvfo-la-vae-presentation-du-plan-10-000-vae-en-ile-de-france>



Belgium

NAME OF THE PROJECT/INITIATIVE
FORMAFORM (Wallonia and Brussels Region)
LINK WITH 1 OR MORE OF THE 5 AXES
<p>French-speaking public training operators have created a common training centre for trainers. It provides their employees with free access to a wide range of training courses which will not only contribute to increasing their professional performance as trainers (and by the same time hence their employability in the labour market) but will also help them to flourish through their job. The FormaForm centre is linked to axis 5 – Internal practices of VET providers. It is also linked to axis 2 as it contributes to lifelong personal development of workers and to axis 4 – Territorial development as it is a partnership between different VET providers from various regions in Belgium (Wallonia and Brussels).</p>
DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)
<p>FormaForm is the centre dedicated to the training of trainers in French-speaking Belgium. This hub is a partnership scheme set up by the Walloon and Brussels public training operators (Forem, Brussels Formation and Ifapme). FormaForm's core missions are to pool resources and expertise and to strengthen public VET operators by developing a common and large training provision for trainers. This service is also accessible to other VET providers.</p> <p>Through this training programme, trainers have the opportunity to develop their skills for the benefit of their respective audiences. Formaform aims in particular to enable trainers to adapt to new publics and innovations: diversity of the target audience, explosion of new technologies, new learning and communication methods... (e.g. MOOC, Créathon, Escape Game and Digital Game, Badges...). It also provides trainers with an individual coaching programme. Trainers have the opportunity to seek advice and guidance on specific concerns regarding their teaching practices, the development of a (new) project, possible difficulties encountered in their professional activity, etc.</p> <p>Moreover, trainers have the opportunity to attend various workshops regarding well-being at work (e.g.: Workshop "Break time on one's professional path"; The Enneagram; Prevention of musculoskeletal disorders (MSD). Besides, the organisation of training for a wide audience of trainers from various public VET providers, it contributes to strengthen the socio-professional network of trainers and the exchange of ideas and good practices between them.</p>



WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

By pooling resources and expertises, FormaForm is recognized by training stakeholders for its ability to innovate and implement new technical-pedagogical practices..

Furthermore, each year, FormaForm publishes a report presenting some quantitative and qualitative data concerning its activity : https://www.formaform.be/wp-content/uploads/2018/05/FF-STRAT-Rapport-dactivités-2017_VF.pdf /

CHALLENGES TO BE OVERCOME (if any)

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

<https://www.formaform.be/nos-services/formations/>



NAME OF THE PROJECT/INITIATIVE

Certification of skills acquired in training and through professional/individual experience (Wallonia – Brussels – Flanders)

LINK WITH 1 OR MORE OF THE 5 AXES

Through the Certification of skills' system, job seekers who have dropped out of school prematurely have the opportunity to obtain a first qualifying certification. It is a formal recognition of an individual's professional expertise. It allows them to improve their chances of finding a job or to further develop their knowledge and skills. This example can be linked to the first axis – Return to employment, the second axis – Life-long personal development and the third axis – Social inclusion.

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

Until 2010, diplomas were exclusively awarded by the educational system (schools, universities...). Vocational training providers issued attendance certificates in vocational training programmes.

Since 2003, various decrees in Wallonia and for the Brussels Region have encouraged the establishment of the *Consortium de validation des compétences* which allows all citizens over 18 years of age to "have their skills acquired through professional/individual experience recognized". Upon successful completion of a test in an accredited centre, the person receives one or more Skills Certificates (*Titres de compétences*). Skills validation is a completely free service.

Following this, the public training operators decided to develop a system for the recognition and certification of skills acquired in vocational training. The system is common to the public training operators (methods, frame of reference...). During or at the end of training, trainees are evaluated through practical tests. If they succeed, they receive a certificate that formally recognizes the skills acquired during training. This certificate allows them to enhance their professional skills during interviews with employers. It also gives them easier access (exemption) to specific trainings or studies in the educational system. Moreover, certificates issued in this framework are linked to the European Qualifications Framework (Cadre européen des certifications), therefore recognized in other European countries.

A system for obtaining an official certificate recognising the skills acquired during professional experience has also been introduced in Flanders, as well as a system



attesting the skills acquired in training (VDAB competentierapporten).

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

This example is a positive example of VET social utility impact because of the system's target. For most people who obtain such a certificate, it is the first official recognition of their professional skills. In 2012, an impact study was carried out regarding the system of certification of skills acquired through professional/individual experience for Wallonia and the Brussels Region. The study reveals that 93% of the candidates surveyed recommend the skills' validation system. 61% of candidates surveyed say they are more self-confident after this experience. Candidates become aware of their value on the labour market and are more confident to take on a new job or resume training.

CHALLENGES TO BE OVERCOME (if any)

The biggest challenge for the system is to increase its notoriety. It is still too little known and used by jobseekers, workers and companies.

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

Certifier les compétences acquises en formation, M. Gaillard, I. Verbruggen, C. Mattart, N. Donneaux in Hors série AFPA 2016 : Evaluer et certifier en formation professionnelle, Education permanente

http://www.education-permanente.fr/public/catalogue/detail.php?no_item=1448
/ <http://www.cvdc.be/boite-%C3%A0-outils>
<https://www.werk.be/online-diensten/ervaringsbewijs/wat-is-het-ervaringsbewijs>



NAME OF THE PROJECT/INITIATIVE

VET organized by Régies des quartiers (district associations) (Wallonia)

LINK WITH 1 OR MORE OF THE 5 AXES

This example can be linked to axis 1 (Return to employment), axis 2 (Lifelong personal development) and 3 (Social inclusion). Indeed, this program gives low-skilled jobseekers living in precarious situations or in requalification district areas the opportunity to get access to training adapted to their specific needs. Moreover, as this program is constructed with the collaboration of the inhabitants, the local authorities and the socio-economic actors of the district and aims to enhance the social and economic development of the district, it is also linked to axis 4 (Territorial development).

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

The *Régies des quartiers* are associations whose social object is the economic, social and cultural development of a specific area at a local level. They operate in Wallonia and develop various projects with the collaboration of the inhabitants, the local authorities and the socio-economic actors of the district. Their activities aim to create a positive dynamic and to support the socio-professional integration of low qualified public (through VET, improvement of the living environment, animation, conviviality and citizen engagement...). The beneficiaries are low-skilled jobseekers living in precarious situations, in requalification district areas.

Since 2009, a collaboration between Le Forem (Walloon Public Service for Employment and Vocational Training) and the so-called "Régies des quartiers" has been set up. This collaboration aims to develop and support a training provision for a particularly low-skilled audience. Here are some examples of content:

- budget management and debt and over-indebtedness prevention, health, rational use of energy, self-confidence workshop, mental and physical health awareness (smoking, alcoholism...), digital skills, sports activities.
- mobility workshops: driving licences, how to use public transportation in an efficient way, civic behaviour while driving a car

Le Forem also organizes training courses for the staff of Régies des quartiers. Here are some examples of content: how to communicate with a public living in precarious situations; how to motivate trainees; how to help them; how to set up a district project.



WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

This example is a positive example of VET social utility impact because of the system's target. It focuses on low qualified public and on public living in difficult areas. The importance of such programme is recognized both by users, local authorities, staffs...

Various quantitative data are also collected: volume of training courses by theme, number of people trained and their characteristics before training (age, degree level, social problems they face...), the number of trainees finding job after training at the Régie de quartiers, the number of trainees who engage in other training at the end of their training in the Régie de quartiers, the number of staff members who receive training.

CHALLENGES TO BE OVERCOME (if any)

The main difficulty of the project results from the volume of dropouts from training. Given the specific and tough situations encountered by these people (negative self-image and lack of self-confidence, language difficulties, social exclusion, low autonomy...), the trainees tend to drop out after a few weeks.

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

<https://www.flw.be/les-organismes-a-finalite-sociale-ofs/une-regie-des-quartiers-rdq/>



NAME OF THE PROJECT/INITIATIVE

Synerjob – Interregional mobility

LINK WITH 1 OR MORE OF THE 5 AXES

This example is linked to axis 1 (Return to employment), 2 (Lifelong personal development) and 4 (Territorial development). Even if the volume of jobseekers finding a job in another linguistic community remains weak, the linguistic immersion experience, whether in the framework of a professional training or an internship in a company, allows the beneficiaries to increase their knowledge in one of the national languages but also to open up to the cultural diversity of the country, to adapt to other working environments and thus increasing their autonomy and self-confidence.

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

Synerjob is the Federation of Public Employment and Vocational Training Services in Belgium: it brings together Le Forem, VDAB, Actiris, ADG and Bruxelles Formation. Synerjob was set up within the framework of the interregional cooperation agreement (2005). It aims to pool efforts, means and resources of each of these institutions to meet the challenges of the Belgian labour market. Through its interregional mobility programme, it aims to help jobseekers to find a job by improving their mobility.

The goals of the Synerjob programme are to intensify the exchange of job opportunities from one region to another, to promote language courses (French, Dutch, German), to organise common actions, to raise awareness and prepare jobseekers for employment in another region of the country.

The programme also includes VET provision and makes it easier for jobseekers from one of the regions to access the training programme offered by regional partners and to access internships in companies in the other language community. Scholarships are available to cover the costs associated with this immersion.

In addition to learning professional skills, the training or internship in another linguistic region of the country gives to jobseekers the opportunity to acquire complementary skills, increasingly required on the job market (adaptation to new environments, cultural openness, autonomy and initiative, etc.).

Other activities are also set up by the Federation, such as, for example, the sharing of



statistical data, resources, expertise, good practices. Synerjob members have worked together to regularly publish reference figures regarding the Belgian labour market: job demand, job offers and vocational training.

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

This example is a positive example of collaboration between VET organisations, located in different linguistic communities, in order to increase mutual knowledge and join efforts to meet the challenges of the labour market of the country.

A lot of quantitative data are collected regarding this programme: the number of jobseekers getting a job in another linguistic region of the country, the number of trainees and internships in companies taking place in another linguistic region of the country, the number of jobseekers that are ready and available to search for a job in another linguistic region of the country (Curriculum Vitae translated in different languages).

CHALLENGES TO BE OVERCOME (if any)

To increase the volume of participants.

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

<https://www.vdab.be/synerjob/>



NAME OF THE PROJECT/INITIATIVE

Shortage skills and future skills analysis

LINK WITH 1 OR MORE OF THE 5 AXES

This project can be linked to axis 1 (Return to employment) and 2 (Lifelong personal development) of the Solity table. Indeed, through this project, Le Forem anticipates and collects information about skills needs in the near future. On this basis, it can inform job seekers about these future opportunities of the labour market and adapt the content of its VET provision in order to increase the chances to find a job for jobseekers. Moreover, this project is financed by the Marshall Plan 4.0 which is the plan for the socio-economical development of Wallonia, run by the Walloon government. Therefore, it is also linked to axis 4 – Territorial development.

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

For many years, Le Forem has been monitoring the Walloon job market to identify skills gaps. In addition, in 2013, Le Forem launched prospective studies in order to perceive the future evolutions of the sectors and to determine emerging jobs or skills for the future in Wallonia. These analyses aim to influence the content of VET provision in order to meet tomorrow's skills needs. It also contributes to promote partnership and to inform the public about these job opportunities.

Since 2014, an in-depth "business by business" analysis, based on the Abilitic2Perform1 method, has been implemented. It is a method of anticipating skills based on the animation of groups of experts during successive workshops. The prospective analyses present the technological, legal and societal evolution factors and future impacts on the businesses in terms of skill needs. These studies are conducted with the participation of a panel of experts composed of professionals of the trade, representatives of employers and training and education experts.

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact



As a public vocational training body, Le Forem is monitored by the Walloon government through a series of indicators. One of these indicators concerns the adequacy of training provision with labour market needs. The number of training courses and people trained in jobs in shortage, critical functions and jobs of the future are recorded.

CHALLENGES TO BE OVERCOME (if any)

Increase jobseekers' knowledge about the current and future market skills needs and increase the number of trainees starting a scientific or technical training.

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

The results of these analyses are available to the public on the following web page:

➤ <https://www.leforem.be/chiffres-et-analyses/metiers-d-avenir-prospectives-abilitic2perform.html>



Germany

NAME OF THE PROJECT/INITIATIVE
Promotion of occupational mobility of young people interested in vocational training from EU countries (MobiPro-EU)
LINK WITH 1 OR MORE OF THE 5 AXES
The project is primarily linked to Axis 1 as its main aim is support the fight against mass youth unemployment in the EU as well as fighting skills shortages in Germany. Additionally, it has a strong link to Axis 4 due to its cross-country cooperation and the inclusion of regional development plans. Furthermore, Axis 2 with lifelong learning and mobility as the project aims to increase the mobility of young unemployed Europeans to other countries in order to take up a job.
DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)
<p>The programme supports young unemployed EU-citizens between the age of 18 and 27 years by giving them the opportunity to start an apprenticeship in Germany. The programme contributes to combating the high rate of youth unemployment within the EU, ensuring the availability of qualified workers in Germany, and promoting employment mobility. This programme is managed by the Federal Ministry of Labour and Social Affairs (BMAS) and coordinated by the German Federal Employment Agency's International Placement Service (ZAV).</p> <p>MobiPro-EU provides support in placing candidates in apprenticeships for professions experiencing staff shortages. The support is provided by various vocational training providers throughout Germany who have received project funding from MobiPro-EU with assistance from service providers in the host countries.</p> <p>The support consists of a preparation phase in the country of origin which includes German language courses, an internship phase in Germany to help the participant learn more about the profession as well as the company, and then a regular apprenticeship according to German laws. Throughout the entire project, the participant receives an internship pay or customary local training pay of at least 818€ per month in order to ensure a livelihood. The participants receive language, expert and socio-pedagogical assistance.</p> <p>The project started in 2013 and recruitment of new candidates was possible until 2016. Since 2016, already approved projects continue but not new participants can be recruited until the end of the programme in 2019.</p>



Since 2013, more than 10,000 young people participated in MobiPro-EU.

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

.Relevance of the target group:

The target group are young unemployed EU-citizens. Since the youth unemployment in the European Union has risen exponentially since the beginning of the economic crisis in 2009, this is an important topic for most EU countries. At the same time, Germany has many professions where companies no longer find a sufficient number of apprentices and therefore a skills-shortage has emerged. These professions are especially in the elderly care and hospitality sector. The project aims to combat both, therefore creating a benefit for all involved countries.

.Innovation:

The import of labour is not a new concept. Germany had programmes to welcome workers from different countries in Germany in order to bridge the labour-shortage. However, usually it is not young people without qualifications that are targeted. The project is innovative because it targets not only the skills-shortage but also supports the fight against youth unemployment in other countries.

.Relevance to the stakeholders:

a. Policy makers: the project allows for combating the skills-shortage in certain professions in Germany. It ensures that Germany remains a strong economic power. For policy makers in other EU countries it might be relevant as well as it supports (at least to a small degree) the fight against youth unemployment in their countries.

b. Local actors/companies: as many companies are no longer able to fill positions or apprenticeship places because they cannot find qualified workers or young people willing to do an apprenticeship, this project is attractive for them as they can fill their apprenticeship places and get additional support for the integration of the young apprentices.

c. Target group: it gives young unemployed people the chance to learn a profession and



have a job in another country.

.Transferability: it is possible to transfer the project to other countries without any problems

.Quality of the evaluation: the project is accompanied by an evaluation study by the Institute for Applied Economic Research

.Impact: 10,430 young people so far have taken part. Two-thirds of these are from Spain. Other major countries of origin are Italy, Portugal, Greece and Croatia. Since the project is not yet finished, it is not yet clear how many of them will successfully finish the apprenticeship.

CHALLENGES TO BE OVERCOME (if any)

The drop-out rate from the programme is relatively high. More than 35% of those young people who have started the project, have dropped out. However, these numbers are similar to the drop-out rates of German apprentices in similar professions, so it not concerning. Equally, due to the intensive German courses as well as the socio-pedagogical accompaniment, the costs per participant are relatively high.

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

<http://projekttraegerundunternehmen.thejobofmylife.de/de/home.html>

https://www.bundesfinanzministerium.de/Content/DE/Standardartikel/Themen/Oeffentliche_Finzen/Spending_Reviews/2017-04-04-spending-review-abschlussbericht-mobipro-eu.pdf?_blob=publicationFile&v=1



NAME OF THE PROJECT/INITIATIVE

AVADA: prepare Asylum seekers for the labour market

LINK WITH 1 OR MORE OF THE 5 AXES

The project is linked to Axis 3 (VET and social inclusion) due to its topic of refugees integration into the labour market and the social field. However, it is also linked to Axis 2 due to the focus on accreditation of competences and to Axis 1 due to its focus on lifelong learning.

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

The project AVADA was run by IB in Potsdam (Germany) from 2015 until 2018. It was targeted at asylum seekers with or without permission to work in Germany. It allowed them to show and develop their competences while at the same learning more about the labour market in Germany. The project was purposefully designed so it included people who did not yet have a working permit as it allowed them to get out of the boredom of the shelters and start integration at an early point when motivation is usually still very high among the target group. The project worked with the local council as well as various social projects/NGO's as well as companies and business people in order to provide possibilities for skill testing and internships.

About 130 asylum seekers and refugees had their competences tested in the IB workshops for metal work, wood work, gardening and in the bike repair work shop. Staff assessed the competences shown in the workshops and accordingly found the most suitable work placements in companies for them. Additionally, the participants worked on small projects for social projects in Potsdam and the surrounding area, for example building flower-boxes for a kindergarten. This enabled the asylum seekers to establish contacts to local people and integrate better.

At the same time, intensive German courses were given to further support the social and labour market integration of the refugees. On average, the asylum seekers stayed for three months in the project before starting a work placement in a company.

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability



- Quality of evaluation (a lot of data available)
- Impact

.Relevance of the target group:

The target group (asylum seekers) is highly relevant due to the high number of asylum seekers and refugees in Germany which will need to be integrated not only into the labour market but also into society as a whole for overall integration to work.

.Innovation:

The project is innovative in its low-threshold access not only for refugees that already have been granted permission to stay and have permission to work but it also involves asylum-seekers who are as of yet in the asylum process. This allows an early integration, early assessment of competences and also a reprieve from the usual boredom and the inactivity in refugee shelters that all participants lived in.

.Relevance to the stakeholders:

a. Policy makers: the project allows for an early integration and assessment of asylum seekers even before they have obtained their status. It gives the asylum seekers meaningful work which means that there is less stress and conflict in asylum shelters. It also allows for quicker integration into the labour market.

b. Local actors/companies: the project tests the competences of the asylum seekers before finding internships or work placements which means that the intern and the company are more aware of the competences and needs of the other and will lead to a better fit. Furthermore, the competences were also tested with small social projects which benefited social projects in the area

.Transferability: due to the low-threshold approach of the project it can easily be transferred to other regions/countries. It can be done with small numbers from the target group or bigger ones so it is very flexible.

.Quality of the evaluation: there were surveys done among the participants and among the participating companies. There was a check on how many of the participants were actually able to find internships, apprenticeships or work after the project.

.Impact: Of the 130 asylum seekers in the project, 85 percent have found a job, started a vocational training course or an internship at a company.

The project was awarded the price "DIE Europa" of the European Association of Vocational Institutes (EVBB)

CHALLENGES TO BE OVERCOME (if any)

The current funding has run out so the project had to be shut down. There is currently no



other funding available.

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

<http://www.maz-online.de/Lokales/Potsdam/Ausgezeichnet-und-doch-beendet>

<https://ib-stiftung.de/projekt-avada/>

<https://rz-potsdam.de/cms/portfolio-item/olaf-herzog/>



NAME OF THE PROJECT/INITIATIVE

Gender bias check

LINK WITH 1 OR MORE OF THE 5 AXES

The project is linked to Axis 5 (Internal Practices) because it checks in how far HR and management policies allow for gender equality and diversity not only in private business organisations but also in educational bodies, such as universities and VET providers.

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

The project was initiated by the Federal Anti-Discrimination Agency of Germany and aimed at discovering how far the equality principles of companies reached in terms of their HR policies and hiring strategies. Among the testing companies were big companies like LIDL, AXA and OTTO as well as two universities and Internationaler Bund (IB) as the only NGO and VET provider. The gb-check allows officials within an organization to carry out a meaningful status review in various personnel policy areas, to check the results obtained systematically against legal principles, to analyse further aspects of equal opportunities between genders and to examine individual cases of likely discrimination. In this way, it is possible to detect and close discrimination loopholes and to take measures which are advantageous here. Equality reviews of this type are only recommended by law in Germany in the area of wages, and so a review of equality in working and employment conditions must be carried out on a voluntary basis. All participating companies and organisations chose three to four tools in chosen themes. The project was accompanied by a scientific study on the benefits and costs of using the equality check.

The check shows structural chances for improving equality and gender balance in companies and organisations from which all employees and the company itself benefit. The check shows where improvements in HR policies need to be made and where the companies' policies are already working well. The check shows way for awareness-raising among staff and management in order to prevent inequalities before they happen. Additionally, it contributes to transparent hiring and management policies and thereby contribute to the motivation of staff and the image of the company.

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)



- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

.Relevance of the target group: The main target group are staff in charge of HR as well as management in companies, NGO's, VET providers and public bodies. It helps them to comply with gender quality laws while also improving their attractiveness to potential employees. Additionally, more gender equality leads to better motivated employees.

.Innovation: the tool itself is innovative as it is an easy-to-use check of the HR practices which can be applied to any type of employer.

.Relevance to the stakeholders: stakeholders are mainly policy makers/government and companies/management. The tool supports them by ensuring compliance of employers with current gender equality laws. Supporting gender equality in their company/organisation gives employers more motivated employees and leads to less complaints about gender inequality. Since the participating organisations receive a badge they can display on their website and other documents after the successful completion of the check, it provides positive PR as well as making it more attractive to potential employees.

.Transferability: According to the study carried out during the pilot phase, the participating organisations found the equality check to be efficient, helpful and an asset for their work. The time it takes to implement the check is usually a lot less than for an audit or other similar instruments. It can easily be applied to any company or VET centre not matter the size.

.Quality of the evaluation: The pilot phase of the gender bias check was accompanied by a scientific study. After the initial testing, a review panel decided on changes to the tool. A short report in English is available here: http://www.gb-check.de/SharedDocs/Downloads/gb-check/Kurzfassung_gb_check_ENG.html?nn=10048670

.Impact: The project was used initially by employers among which were universities, one NGO/VET provider, public bodies and several well know large companies in Germany. Since then 4 more companies have completed the check. All have reported a positive impact on their internal policies.

CHALLENGES TO BE OVERCOME (if any)



SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

http://www.gb-check.de/gb-check/DE/Was/Praxiserfahrungen/_node.html



Italy

NAME OF THE PROJECT/INITIATIVE
Accreditation System of the training structures of Regions and Autonomous Provinces.
LINK WITH 1 OR MORE OF THE 5 AXES
Link to all 5 axes (1,2,3,4,5).
DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)
<p>Accreditation is the official recognition of having reached suitable standards issued to a body by an authorized actor, on the basis of pre-defined and shared qualitative-quantitative standards, related to the organizational and management structure, to the instrumental and professional resources as well as to the services offered.</p> <p>This is the main tool chosen by public administrations to ensure the quality of training offers, so that the public training system can verify ex ante the possession by a VET provider of certain requirements, with the aim to be able to monitor and evaluate the results of the provided services.</p> <p>Training structures in Italy are accredited according to five criteria, which are considered essential for obtaining the accreditation. They are: Criterion A- Infrastructural and logistical resources, Criterion B – Economic and financial reliability, Criterion C- Management skills and professional resources, Criterion D – Effectiveness and efficiency and Criterion E – Relations with the territory.</p> <p>Within a general rethinking of the whole education system and the right/duty to education and training, an update of the accreditation model has been developed. The criterion that is now less thoroughly evaluated is criterion D. A positive thing is that both the quality of education/training activities and also the efficiency and efficacy of the job-placement ones are now evaluated, binding more and more together VET provision and the labour market.</p> <p>The DM n. 139/2007 hinges on the regulatory structure of the new accreditation model and is a first attempt by the State to ensure that the regional offer of VET pathways is qualitatively high when it comes to services and learning (both in terms of quality of the VET providers and of the harmonization of the training offer).</p>
WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?
<ul style="list-style-type: none"> Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)



- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

- relevance of target: all VET providers annually present the results collected according to the accreditation system;
- relevance of stakeholders: each Region adopts an accreditation system in line with the State-Region understanding;
- quality of evaluation: the collected data are then analysed and reprocessed through a comparison and a re-elaboration mechanism that is carried out at national level by INAPP (National institute for the Analysis of Public Policies).

CHALLENGES TO BE OVERCOME (if any)

Looking back to this long and complex process that, over the years, has involved the Ministry of Labour and the Regions for the implementation of a national/regional model capable of guaranteeing the quality of training, institutional actors have progressively invested in redefining their accreditation system. This is intended both in terms of selectivity of the training structures and of the sustainability of the devices. On the one hand, this commitment enabled better governance of the regional training systems, on the other hand it was functional to boost a general development of training structures, so that they were increasingly able to provide quality services to their users.

A great support to the implementation of this process was given by INAPP (The National Institute for the Analysis of Public Policies) that has carried out a continuous monitoring activity of the regional systems, providing a great amount of data to the public bodies involved in the decision-making.

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDY

- Isfol, Evangelista L., The accreditation of vocational training facilities: evolution and comparison between the devices provided by Regions and Autonomous Provinces and the national model, Rome, Isfol, 2016.
- Isfol, Evangelista L., Quality and accreditation: Comparative analysis between the accreditation devices of Regions and Autonomous Provinces and the European Recommendation EQAVET, Rome, Isfol, 2013.
- Conference "The strategic importance of policy advice and the role of the INPP" of 23 May 2017 - Rome, INAPP Auditorium.



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SOLITY – VET SOCIAL UTILITY MONITOR
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NAME OF THE PROJECT/INITIATIVE
ASSIS.T – Interregional Project "Building a model and intervention practices for supporting actions to local guidance networks"
LINK WITH 1 OR MORE OF THE 5 AXES
Links to axis 1 and 4
DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)
<p>The project aims to compare, share and test the coordinating strategies for the career guidance services provided by VET providers, in order to strengthen the integration between the different regional systems.</p> <p>The beneficiaries of the actions are the territorial systems of education, training, work, universities, and in particular the public decision-makers, the VET coordinators, the guidance operators, the teachers and the other actors of the system.</p> <p>The project involves the following Italian regions: Lazio Region, Marche Region, Piemonte Region, Umbria Region, Friuli Venezia Giulia Region, Autonomous Province of Trento.</p> <p>The three actions of the project cover the following thematic areas:</p> <ol style="list-style-type: none"> 1. Identification of professional standards for job orientation, with the aim to qualify and promote the regulatory and social recognition of the professionals involved in career guidance systems, and to guarantee the quality and accessibility of services to all citizens; 2. Promotion of services, with the aim of supporting the visibility of career guidance services and promoting their use among citizens; 3. Analysis and implementation of monitoring and evaluation devices for career guidance services, with the aim of promoting processes of knowledge and sharing of monitoring tools and types of assessment, to increase the levels of effectiveness and efficiency of the various services provided to final recipients.
WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?
<ul style="list-style-type: none"> • Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...) • Relevance of target • Innovation (process, product, etc...) • Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...) • Transferability • Quality of evaluation (a lot of data available) • Impact



The project can be considered an example of measurement of the VET social utility as it aims at analysing and implementing monitoring and evaluation devices for the career guidance services offered by VET providers. Main outputs of the project are:

- Implementation of n. 7 focus groups with 104 operators from the Friuli Venezia Giulia Region
- Analysis of the practices, information systems and monitoring and evaluation devices in Friuli Venezia Giulia and Piemonte Regions
- Definition of a grid of indicators for monitoring guidance services
- Identification and description of the types of evaluation applicable to regional guidelines on career guidance
- Experimentation of the S.Or.Prendo software and monitoring at 70 class groups in Piemonte (969 students) and 14 schools in the Lazio Region
- Testing of the monitoring device developed in the Friuli Region Venezia Giulia in the context of career guidance actions made in Piemonte region
- Integration and sharing of the tools and results of the experimentation with the representatives of the Regions involved in the project.

Transferability

The work methodology, strongly participatory and with a bottom up approach, has allowed to elaborate and develop materials and operational devices that can be applied at national level, also in the other Italian regions,

Possible developments are:

- Support for the institutional governance of regional career guidance systems;
- Planning of more "informed" career guidance services;
- Consistency of the model with professional standards and processes shared on a national scale.

Quality of evaluation

Comparison on tools and methods for monitoring and evaluating the career guidance services, able to feed the planning process with data shared on an inter-regional scale:

- Start from/enhancement of existing experiences: testing of the monitoring system MAO already in use by the FVG; guidance activity through S.OR.PRENDO as monitoring tool shared among more public administrations.
- Distinction between monitoring and evaluation (not only at a theoretical but "logical" level): monitoring is based on indicators, evaluation is structured according to different



types (of evaluation).

- Distinction between different "types" of evaluation: only when there is clarity on this point, it is possible to really evaluate/assess.

Relevance to stakeholders

Public administration/policy makers: they have now a transferrable and shareable tool to monitor and evaluate career guidance services.

People asking for career guidance services: they can benefit from more quality and transparency on how these services are provided.

CHALLENGES TO BE OVERCOME (if any)

Sharing tools and methodologies to detect needs and critical issues; define shared priorities and mobilize resources/experiences, through the direct involvement of the actors of the system.

The management of inter-regional and inter-institutional collaboration processes to develop highly operational devices, based on shared and already validated models and frameworks, is not that easy to carry out.

The definition and creation of devices based on new web technologies, to favor the reduction of costs, sustainability, participation of all the actors and the transferability of the model, may be not easy to promote (there may be some "cultural resistance" to new IT tools, especially from public administration bodies)

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

Project funded by ESF Regional Operational Program - Objective 2 - 2007/2013 - Regional competitiveness and employment - priority axis 5 - Transnationality and interregionality. PPO 2011 - Specific program n. 13 - C.I.G.: 4158472FA3.



NAME OF THE PROJECT/INITIATIVE

VALIDATION AND CERTIFICATION OF COMPETENCES

LINK WITH 1 OR MORE OF THE 5 AXES

Link to axis 2

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

The Region of Friuli Venezia Giulia has developed the Regional Repertory of Qualifications in line with the National Framework. The Repertory of Professional Qualifications is the reference for the certification of the competences acquired in non-formal and informal sector and for the planning of the training activities. The Repertory is composed of:

- the set of Repertory of economic-professional sectors which define the competences necessary to carry out one or more professional duties related to one or more work processes. Currently, the Repertory is composed by 22 economic-professional sector (SEP);
- the Repertory of professional profiles that declines the regional professional profiles starting from the competences described in the various sector Repertories.

In the Repertory each Work Process is organized in the following SECTIONS:

- Areas of Activity (ADA): they describe the results of the analysis of work processes carried out in terms of process sequences (National Framework).
- Regional Professional Qualifiers (QPR): they describe the professional qualifiers identified at regional level, in terms of competences, knowledge, skills, and reference EQF level and their correlation with the ADA.
- Typical Situations Form (SST): it describes the standard to be used as a reference in the evaluation process of regional professional qualifiers.

The Repertory is periodically updated in relation to the evolution of the regional labour market and maintenance processes of the National Reference Framework of regional qualifications as per the Understanding of 22 January 2015 and of the National Repertoire referred to in legislative decree n. 13/2013.

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target



- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

Within the Italian experience, this is an interesting case of analysis because it is the first Repertory developed after the State-Regions Understanding for the establishment of the National Repertory and follows the dictates of the Ministry of Labor Decree in concert with the Ministry of Education of 30 June 2015.

Principal points that have inspired the Region:

- Understandable to the different actors of the system: trainers, students, families, counsellors, labour market, employment centres
- Synthetic: a format and a language that at a glance allows for the understanding of its content
- Hierarchical: with a structure that allows to go deeper, from macro to micro
- Multi-purpose: it is conceived in a multi-branch logic: iVET, cVET, training for adults, apprenticeship, traineeships, non formal certification
- Progressive: it must favour a progressive development of competence, for example in multi-annual courses
- Independent: it must not affect the methodological choices of those who train in the field of teaching and evaluation.

Innovation:

The SST are the primary reference tool in the evaluation process of Regional Professional Qualifiers. In particular for each QPR there is a specific associated SST. The definition of SST used as a reference in the Repertory is: "Scheme for classifying the executive complexity of a competence (QPR), through a set of increasingly difficult working situations, identified on the basis of the elements characterizing the operating conditions (context of reference, products / services made, planned activities, required tools, applied techniques, materials used, etc.) "

Starting from the QPRs constituting the profile, with the Typical situations forms (SST) it is possible to:

- Identify which type of situations the trainee must know how to manage autonomously at the end of the training path to consider him/herself ready for employment
- Define the minimum set of typical situations to be evaluated to verify the possession of the competence



- Evaluate more homogeneously the application of the competences during the internship or the traineeship
- Define the minimum set of cases on which each VET Center then freely organizes the situational test
- For the matching of job demand/offer: starting from SSTs owned by a worker (even acquired in a non-formal way) or sought by a company, this system helps the Employment Centers and the Centers for guidance to carry out their work
- Recognize the level of skills acquired in the non-formal and informal.

CHALLENGES TO BE OVERCOME (if any)

Improvement of the quality and efficiency of the services of entrusting with matching between job demand and job offer.

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

- D.l. 30 06 2015 - “Definition of an operational framework for the recognition at national level of regional qualifications and of the related competences, within the National Frame of Education and Training qualifications and professional qualifications referred to in Article 8 of Legislative Decree 16 January 2013, n. 13.
- FVG Regional Resolution of 22 July 2015 n. 1485.



NAME OF THE PROJECT/INITIATIVE

Rating Model of the Lombardy Region

LINK WITH 1 OR MORE OF THE 5 AXES

Links to all the axis. 1,2,3,4,5

DESCRIPTION OF THE PROJECT/EXAMPLE (what, who, targets, where, how)

This rating model represents a tool for the collection of data and the construction of a significant information asset. It is used for carrying out precise analysis on specific aspects of the network of service providers and is functional to the governance of the VET system.

With regard to the aspects related to government and planning by the Region, the rating model allows to evaluate:

- the dimensions of quality in services,
- effectiveness in results,
- reliability in management
- innovation capacity of accredited subjects,
- differentiation of the allocation of funding in relation to the quality of the services.

In relation to system operators and users, the rating model is a useful tool for: promoting better management results, informing and guiding the free choice of users based on the performance of the centres.

At the end of the experimentation conducted in 2014 and through which the indicators approved with D.D.G. n. 12392 of 18/12/2013, the definitive rating model was developed, purified of the indicators that proved to be non-relevant, and modified in order to make it more responsive to the objectives of a rating system.

The model is divided into four synthetic indicators: **quality in services, effectiveness in results, reliability in management, ability to innovate**, with relative weights: 28%, 50%, 10% and 12%.

With reference to employability and lifelong learning, Lombardy Region has implemented a success rate indicator that measures how much the objectives of each individual have been reached in terms of employment and certification of skills. The rating system assigns a score based on the performances achieved in terms of: destination of VET students after completion of the training, number of students employed after completion of the training. In addition, there are also the indicators of employment coherence and customer satisfaction, the latter given to all the recipients of



job and training services.

With reference to social inclusion, the Lombardy Region mainly evaluates access to financed training for vulnerable groups, in particular with reference to support for people with disabilities.

The Lombardy Region, as part of the rating system, has implemented a synthetic indicator related to territorial development, called "network consistency". This indicator allows to detect in detail:

- **network with companies:** detects the number of companies with which the internship or traineeship agreements have been signed, service supply contracts;
- **rooting with the territory:** detects the number of protocols formalized with other competent actors in the field of labour;
- **international network:** detects the number of non-Italian subjects with whom formalized agreements have been signed.

WHY IS IT A POSITIVE AND REPRESENTATIVE EXAMPLE?

- Mention criteria (1 or more – if possible, for the criteria you are going to choose, state quantitative data or info related to impact, results, etc...)
- Relevance of target
- Innovation (process, product, etc...)
- Relevance to stakeholders (policy makers, enterprises, local actors, trainers, families, etc...)
- Transferability
- Quality of evaluation (a lot of data available)
- Impact

The implementation of the rating system can be considered an example of social utility as it aims at evaluating the performances of VET providers and guiding users' choices with regard to services related to training and job placement.

It is an innovative system as it allows to have available a large amount of data related to: quality of services, effectiveness of results, reliability in management and ability to innovate.

Among the main aspects in favour of the proposed rating model is its conciseness: the model has been studied in order to differentiate the methods of reading data, to make it as suitable as possible for users' knowledge needs, summarized in the four observation variables and in the four corresponding macro-scopes of detection. The model allows to elaborate evaluation forms for each subject, comparisons between objects or institutions on the basis of specific indicators, ranking among subjects in relation to the information needs of users. The model is also designed according to the possible comparison between operators simply on particular indicators selected by the users.



- Quality of the evaluation: a tool for the collection of data and the construction of significant information assets for carrying out precise analyses on specific aspects of the network of VET providers and functional to the governance of the IEFP system. With regards to the aspects related to governance and planning by the Region, the rating system allows to: evaluate the dimensions of quality in services, effectiveness in results, reliability in the management of funding in relation to the quality of the services.
- Impact: promoting the overcoming of management and result inefficiencies in public utility services, promote virtuous behaviours in the institutions, inform and guide the free choice of users based on the performance of the providers

CHALLENGES TO BE OVERCOME (if any)

In order to process data, it is essential to respect the periodicity foreseen in data collection and in the delivery of the reports. In this way the information collected will be updated and will allow to be able to affect the purpose of modifying the reference policies.

It would be important to provide a critical reading of the results to better understand how policies work, with a view to adopting compliant corrective measures.

In the same way, it is essential to provide methodological notes in order to understand how evaluation studies and surveys have been carried out.

It would be important to link up information tools and spread already available information.

Lastly, it is essential to implement and encourage the development of territorial networks that favor synergies among educational institutions, training and businesses.

SOURCES: PAPERS, ARTICLES, POLICY CASE STUDIES

- Rating model for operators registered in the register of accredited to the regional system that provide education and training services in law-duty "The labour market in the Lombardia Region", Regional Law 22/2006, Eupolis Lombardia
- "Rules on the educational system of education and training of the Lombardia Region", Regional Law 19/2007



Other relevant initiatives/suggestions from experts

Luxembourg : Global Reporting Initiative: standards for sustainability reporting.

Greece : Review of the VET system in Greece: National Strategic Framework for VET (Greece), three pillars structure (strengthening the social role of VET to reduce inequalities; enhancing the working role of VET; linking VET with the overall country development).

Hungary : Modernisation VET Programmes (Swiss-Croatian cooperation programme); Cap4App: Capacity for Apprenticeship and Get involved in the EP4A : European Partnership for Apprenticeship (Erasmus+ programme).

Sweden : Adult VET initiative funding the creation of 30 000 additional vocationally-oriented municipal adult education training spaces between 2009 and 2011 (Yrkesvux).



Chapter VI – Next Steps

On the basis of this preliminary report, the AFPA evaluation system, the indicators used in the European partner organisations and the quality measurement systems already existing and used at European level such as EQAVET, QMS, and other accreditation systems, a working group made up of experts from each partner country will be set up and dedicated to the development of the SOLITY model.

This group will develop a common methodology to assess the social utility of vocational training.

A global reflection on indicators was conducted at a meeting with partners in September 2018 based on the previously identified axes and criteria.

The partners defined indicators for each criterion and found a consensus on how to measure them. Then partners will try to identify the “key indicators” which could be considered as the most representative of each thrust of social utility.

The selected indicators must be representative of the criteria they measure, be understood and interpreted in the same way and shared by all the partners, they must also be unambiguous and accessible without any particular difficulties. They will be presented for validation to the same European experts already involved in the evaluation of this research report.

The meeting with experts being scheduled for mid-December 2018, partners will research on the coherence and relevance of indicators for their respective countries by end of October 2018.

Of the initial set of indicators (around 40), only 25 to 30 will be retained and broken down according to the importance given to each axis. Thus, one axis could be characterized by 3 criteria / indicators while another could be characterized by 6 or 7 criteria / indicators.

A first version of the framework will be developed taking into account the ease of collecting the information (in terms of competence to make this collection, time available, financial means, etc.). It will be validated by partners by end of November 2018.

The SOLITY model will serve as sort of benchmark indicating the levels of expected results on each of the axis of the framework and against which the results achieved by VET providers will be compared. Before launching a validation process, this model will be tested in two vocational training centres in each of the countries involved in the project.

A website dedicated to the project will be opened to provide all useful information on the project, to make the SOLITY model available to all VET centres in Europe and to gather the opinion of European experts and their validation.

The impact of the SOLITY model

While public funding for vocational training is increasingly constrained and new social needs are emerging (particularly those linked to migration crises), European institutions, national and local authorities and public bodies are keenly interested in the impacts of



their policies and the results and effects on the beneficiaries in terms of the financial resources allocated. This is how they try through calls for tenders to select professional training organisations that offer quality services that meet the needs of the territories at the best price. New financing methods are also emerging, such as impact investing²³ and venture philanthropy²⁴.

Policy makers are placing the notion of social impact at the heart of their decisions and of the relationship with the funded body. This requires the use of reliable social utility assessment tools such as the model that will be proposed by the SOLITY project

The model will therefore present an attractive evaluation approach based on experience. Recognizing that not all VET organizations have the same issues, the same needs and the same opportunities to work on the evaluation of the social utility, the model, while proposing a comprehensive evaluation approach, will be a practical tool for VET institutions with different expectations on the assessment.

Pragmatic the model will rely, as far as possible, on resources already present in most VET providers. The evaluation seems often boring, the model aims to make it attractive by showing the benefits that each can draw from the evaluation process and by proposing simple tools, flexible and accessible to all types of VET providers.

The criteria and indicators will be retained in each of the 5 axes not only for their relevance but also for their ease of implementation. In this respect, the model and the tools developed will be subject to criticism by a working group composed of European experts in vocational training.

At the level of vocational education and training organisations themselves, the SOLITY model will contribute to their professionalization and continuous improvement.

The SOLITY model will help identify weaknesses and build on strengths, favouring the development of stronger selling arguments to use in bidding and tenders

Moreover, financed largely by public funds, VET bodies will be able to report to public authorities and citizens by going well beyond the description of the actions carried out to present their direct and indirect societal effects at territorial level on the basis of objective and reliable indicators of social utility. The social utility evaluation reports will supplement the activity reports presented to potential partners.

In short, the SOLITY model by contextualizing, objectifying and quantifying the concept of social utility as we defined it previously in the form of fundamental values such as reduction of social inequalities, social cohesion, social integration, solidarity with people in difficulty etc ...will make it possible for VET providers to assess the local or global societal impacts of their actions, and to identify the social (and therefore economic) costs avoided. This is a broader conception of efficiency.

²³ **Impact investing** is an investment strategy that seeks to generate synergies between social, environmental and societal impact on the one hand, and neutral or positive financial return on the other.

²⁴ **Venture Philanthropy** is a new form of philanthropy that adapts the principles of private equity (the selection and development of companies with high-growth potential among others) to the needs of the charity sector.



Recognised by all the European partners in vocational training, it could become the reference for measuring the social usefulness and performance of vocational education and training organisations and be the basis for developing a European label. recognised by funders, citizens and relevant stakeholders.