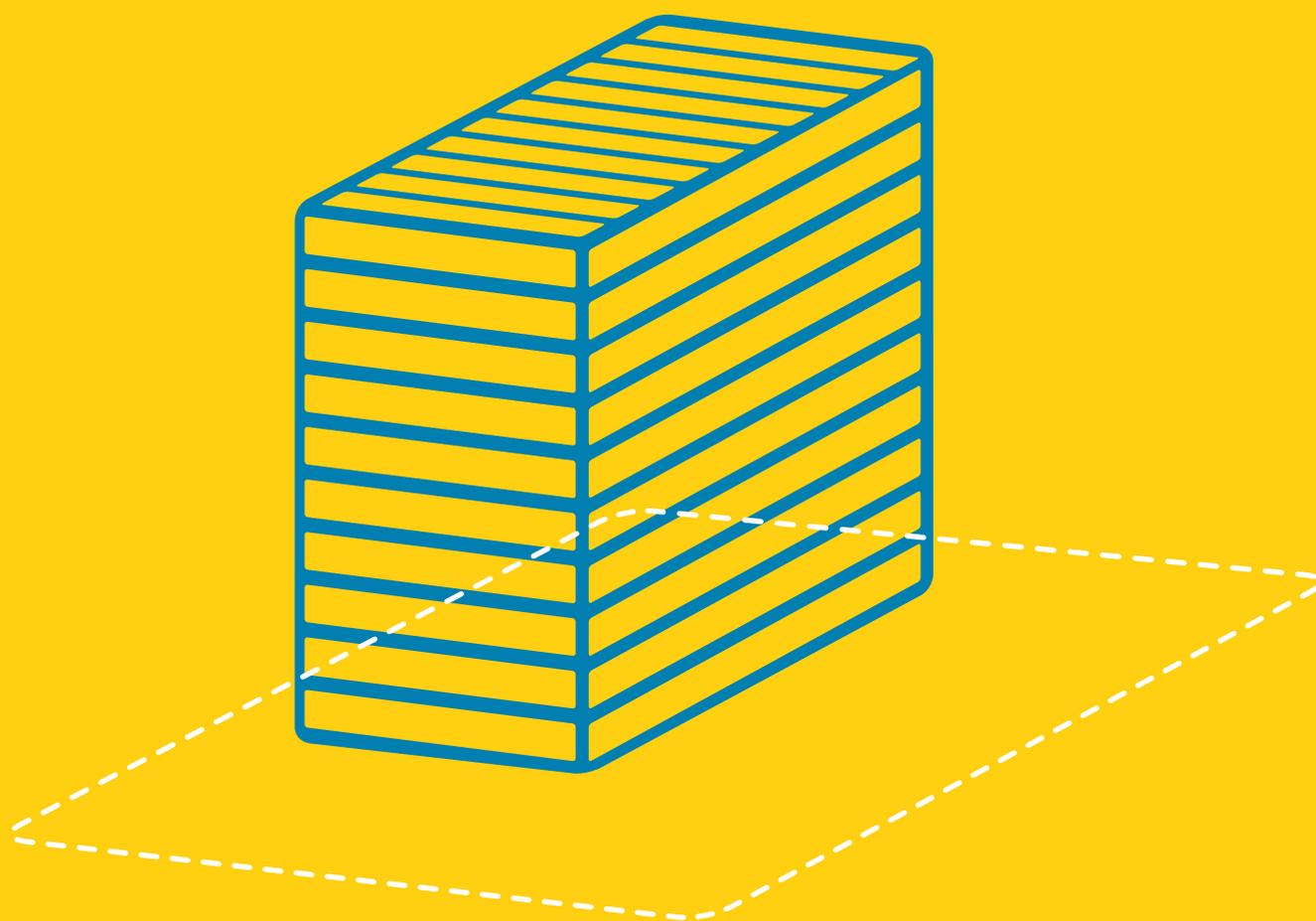


# ProEthics manual: Instruments of ethical management for improvement of quality in vocational education and training

A Leonardo da Vinci transfer of  
innovation project



## Imprint

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### Picture credits \*BBS

Archive project ProEthics at  
Berufsbildungsstätte Westmünsterland

### Set for PDF in 2011

### Concept, design, illustrations and PDF lay out

www.muellermixedmedia.de

This project has been funded with support from the European Commission.  
This publication reflects the views only of the author, and the Commission  
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contained therein.

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# Introduction: the ProEthics manual

**Value orientation and ethical management are crucial for a long-term success of organizations and companies. This statement equally applies to the practices in both vocational training and job counselling.**

ProEthics, therefore, examines value management in VET and job counselling organizations. This group relates to (social) businesses (e.g. independent job training centres, qualification centres of industries and trades associations, job centres), but also charitable foundations and state vocational schools. In these organizations, professional knowledge and skills in the respective job trainings and qualification routes are taught as much as professional ethics. ProEthics revolves around which value management—additional to teaching professional ethics—are organizations to implement themselves and in what way the quality of job training can be guaranteed. ProEthics makes available a balanced set of suitable instruments of value management. The target users are supplied with a plethora of tips and information for the implementation of value management in VET organizations. The ProEthics manual provides both an overview and a practical guideline. The first part gives the background to the underlying concept of the instruments. What is the essence of ProEthics and which understanding of value management do the project partners have? Then, this document will point out the relationship to the academic resources—most importantly practical ethics. VET institutions and their requirements for a value management are presented followed by the ProEthics set of instruments.

## **1. ProEthics management training**

A moderated management training with cases and many tasks to support the implementation of value management in the participating organizations.

## **2. ProEthics exhibition and booklet**

An exhibition of posters illustrating ethics issues in job training and a booklet for trainers and training supervisors as well as VET students.

## **3. ProEthics media toolbox Value Dialogue**

The media toolbox for company PR shows examples of value communication and forms a counselling instrument for the management and/or the PR of educational institutions.

## **4. ProEthics Certification strategy and workshop**

Counselling instrument to conceive a strategy that enhances the certification of an education organization by value management.

The instruments have been tested and a consultation process with multipliers in vocational training. The manual contains experiences as well as the respective feedback and closes with an outlook.

This manual is available in English and German at [www.proethics.eu](http://www.proethics.eu). The download area also contains the developed instruments. This manual and the devised instruments are made available to executives, trainers, training supervisors, multipliers in VET organizations through ProEthics. It is meant to encourage you to use and further develop instruments of value management for your everyday work in training and counselling institutions. Enjoy the read and profit from the ideas for your value management and the best of success for your educational institution.

# What is ProEthics?



# From innovation transfer to the ProEthics set of instruments

**The content of this manual is based on the Leonardo da Vinci Project “ProEthics—Instruments of Value Management to improve the quality in VET” that was conducted from October 2009 until November 2011.**

In the ProEthics project, institutions operating in VET and job counselling from five European countries cooperated with the Institut für Diakoniewissenschaft und DiakonieManagement of the Kirchliche Hochschule Wuppertal / Bethel (institute of a major Christian welfare organisation in Germany that operates its own university) and with the Philosophisches Seminar of the Westfälische Wilhelms-Universität Münster (further information about partners below).

Sincere thanks to the European Commission for their support of the project with funds from the Lifelong Learning programme. The participating VET institutions brought in additional funds to sustain the work of their employees, apprentices and further stakeholder groups on the mentioned and necessary instruments for the Value Dialogue.

With their project scope ProEthics responds to the ever increasing demand in companies of value management. The background scenarios are being hotly and intensely debated and range from evident misconduct and sincere neglect in companies to an increasing implementation rate of Corporate Social Responsibility (CSR) in business.

More often than not the applied professional ethics are controversial and the challenges of society on job training have changed due to, for example, the fast technological developments. That is why the requirements demands of society concerning job training have increased considerably. Imparting innovative value systems in a dialogue with companies and apprentices is becoming more important also when looking at pressing issues like corruption (e.g. in the construction industry), dealing with company assets and in the future also the opportunities of neuro-enhancement for VET organisations.

ProEthics focuses on those VET organisations. Thus, the direct relationship to ethics in the educational sector is given. Job training generally aims at the development of the personality of the apprentice. Moreover, the apprentice is supposed to competently deal with the requirements of professional ethics. ProEthics has considered those aspects, however the focus is put on the instruments of value management that VET organisations can make use of.

Job training has already responded to those requirements and continues doing so. One important indicator is that educational institutions have implemented quality management systems with great success. Many organisations are ISO or EFQM certified. The published mission statements of the partner organisations illustrate that VET institutions have stipulated their fundamental values and actively relate to the values of the respective community.

Considering the depth of the issue in today's society, ProEthics had to limit its scope to be in line with the available resources. Whenever issues of professional ethics are addressed, ProEthics is orientated towards the commercial-technical and business areas, e.g. fighting corruption in the construction industry. Quite

differently in the medical and caring professions where there are other challenges and ethical issues have been integrated into the curriculum for some time. Of course, there is a considerable transfer potential for other sectors (caring professions, health care, social work), job counselling and professional further training.

The project aimed at collecting grass roots best practices in VET and presenting them to be used in the national systems. ProEthics offers a set of appropriate instruments above and beyond the end of the project and wants to continue to be part of the discussion. ProEthics has dealt with the following set of questions for the VET organisations:

- // How is value management used in VET?  
Which suitable instruments are available to the institutions?
- // Where can ethical reflexion and value dialogue be anchored?  
ProEthics suggest to VET organisations to find their best answers along the line of the findings concerning the following aspects:
  - // Improving the quality in VET using value management as part of an inherent quality management;
  - // Application of a suitable set of instruments of value management in VET institutions;The focus lies on the instruments that enable the management and staff, as much as the participants to succeed in ethical reflexion through dialogue.

# Which instruments of a value management in VET?

**ProEthics has used and supplies products for value management in VET. Despite of the uniqueness of the respective VET organisation general professional and academic principles have to be considered. Value management for one means integrating the ethical perspective in business decision-making processes, and secondly to apply operational instruments for implementing those values.**

While the first issue is dealt with in the next chapter, the present discussion is about appropriate instruments of value management in VET. There is a plethora of operational instruments in value management. Just to name a few, there are mission statements, ethics codes, ethics seminars, external and internal communication about values, ethics commissions and hotlines, audits and certificates. Generally, those are distinguished normative, process-oriented and organisational instruments. Moreover, there are comprehensive and certifiable value management systems. The foot holds for value management systems in companies are predominantly their mission statements. In VET these normative instruments have already been implemented substantially. Organisations have stipulated them as a foundation of their quality management principle. This would contain the self-conception and the guiding values in vocational training, such as people centricity, or skills classes. An ethical guiding value might be to deal with all apprentices in the same, fair way.

The code of conduct finds its way into concrete business activity. The responsibility of the management as much as the staff is key. Within the framework of business development companies should live standards that guarantee a renewal of mutual responsibility and commitment between employers, employees and training participants. In order to implement those principles, process driving instruments are available. ProEthics believes that existing process instruments in VET institutions can still be enhanced. Training is of key importance in the process value management. The goal is the further development of the existing practice and the basic knowledge of the catalogue of values. Training can promote ethical reflexion, allow an insight into the ethical culture of the company and nourish value dialogues. The ProEthics management training and the exhibition on the ethical vocational college presents ways of how these instruments can be applied. Furthermore, public relations activities are considered a major process instrument for the value dialogue with clients and customers. With the launch of the ISO 26000 guideline on Social Responsibility VET institutions more and more ask themselves if certification or ethics audits might be a meaningful enhancement of the existing quality audits. This too, is being addressed by the ProEthics instruments, e.g. the certification workshop.

Organisational instruments of value management have only been partly implemented in the VET sector. So educational institutions have introduced a complaint management system within the frame of quality management. Ethics representatives or ethics hotlines are being installed much less—actually nearly never. This might be attributable to the fact that the sector has not yet been considered as jeopardized by misconduct and those instruments have not been explicitly required as an enhancement of quality assurance. These instruments, therefore, have not been further developed in ProEthics. The consultation process outlined below, however, does provide some links for the implementation of sector-specific value management systems and their likely content in VET organisations.

# Value management and quality in VET

**An integration of the value management system into quality management is highly recommendable because of the development and adaptation of VET organisations and the interfaces that would become accessible. Many instruments of quality implementation are well established—not to forget how important quality in itself is a crucial value in vocational training.**

Organisations in VET and job counselling often have an established system personnel management and of quality audit. This has become a requirement not only for their upkeep but also their further development. In many cases, contracts with public institutions or private customers are only concluded if a quality assurance system is implemented at the service provider. The participating project partners also realise that the current challenges depend on a growing integration of EU membership countries, for example the Europeanization of vocational education. The Copenhagen Process is often mentioned in this context, where quality assurance is stressed as important to guarantee the comparable and transferable products in European vocational education. To be mentioned here is also the internationalization of business and new requirements such as Corporate Social Responsibility.

The acceptance and practical applicability are increased if the measures for quality assurance in vocational education are linked to the company, national, and European levels using the appropriate instruments of value management. Especially companies/providers of vocational training must be shown instruments to implement value management into quality management using the available links and value dialogues.

The ProEthics partnership considers the European Common Quality Assurance Reference Framework for Quality in Vocational Education and Training (EQARF) as a very suitable basis for further discussions. ProEthics renders the opportunity to think in a European context. EQARF is not seen as a control but as an instrument of value creation.

The benefit of the European transfer of innovation is first of all to make public the results of the quality assessment process. Furthermore, learning processes can mutually supportive (cf. EQARF publication). For this purpose, EQARF contains a generally formulated quality assurance and improvement cycle that covers the areas of planning, implementation, evaluation as well as reconsidering job training, and the framework is supported by common quality criteria and quality indicators. Quality assurance monitors in its implementation phase the coherence with the set goals. In addition to quantitative indicators there are also qualitative indicators that have a direct link to values in vocational education (e.g. the access to professional education for disadvantaged groups, increasing equal opportunities). The quality assurance can assess if the decisions taken in VET organisations have considered the ethical filters previously agreed on.

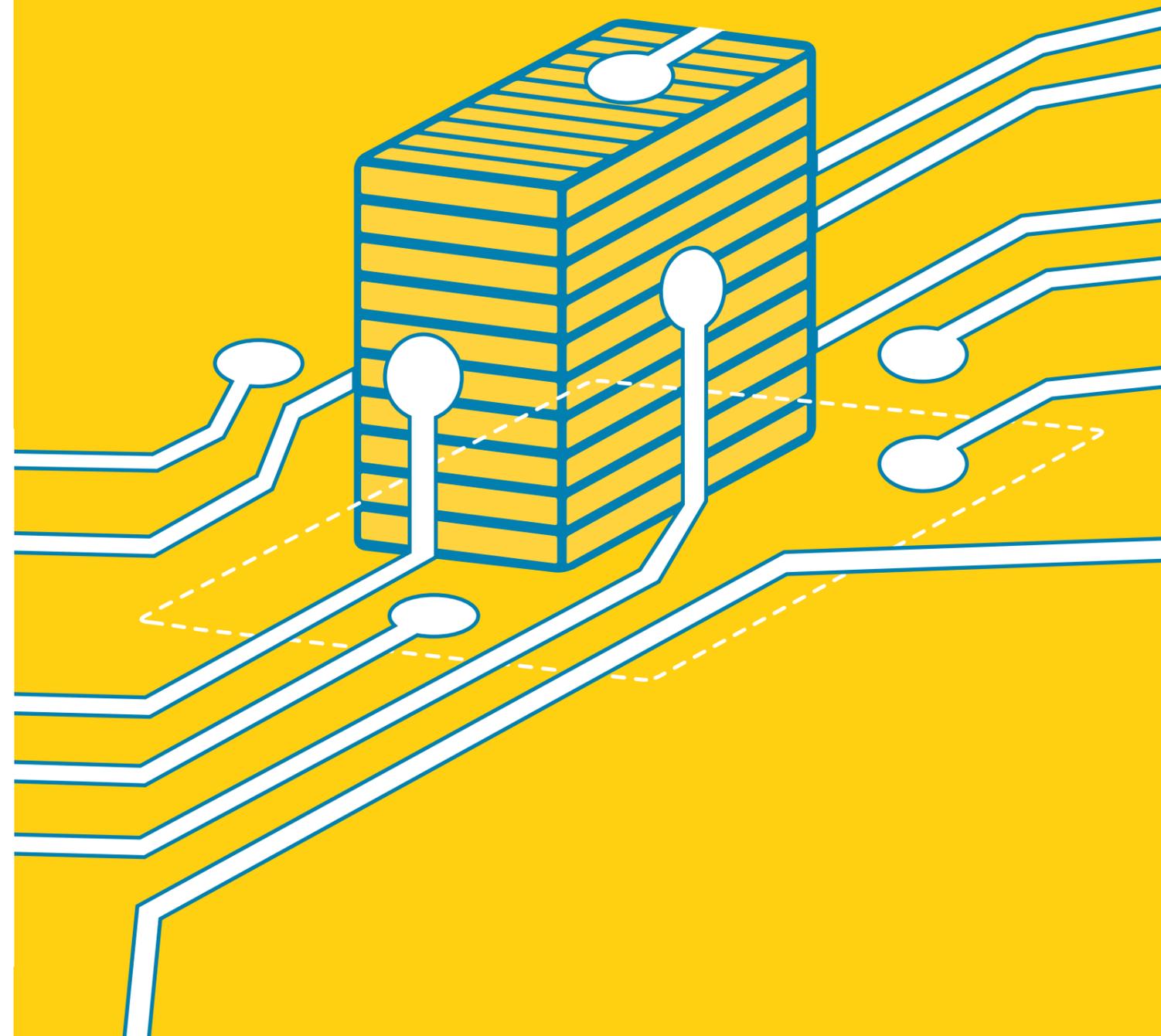
Certification and audit are usually executed in the national system or according to sector-specific conditions. The ethics audit that inspects the ethical integrity of a company and the ethics certification that assesses the presence of suitable processes for value management is to be distinguished. ProEthics focuses on instruments of value management that are able to improve processes and it sees a considerable benefit in the approach of self-assessment propagated by EQARF. Management and staff can use these in the respective organisation as a support of a self-evaluation and thus to a preparation of the ethics audit

aimed at. Value management and value dialogues can see as a procedure for feedback processes. These conform to the feedback processes also stipulated in EQARF and the results of studies show that the analysis of the quality management systems reveals the last phase of the cycle being often the weakest, which implies revising the plan, fine-tuning the quality goals and quality management activities. The need for value management consists in a consistent support via value dialogues.

Success factors to link quality and value management in vocational education are:

- // the developed product must hook up with the quality management stage of the institution or company;
- // the quality assurance experts in the respective institutions must identify with the content and instruments that govern teaching and operation;
- // the value management is part of self-evaluation and the formulation of best-practice guidelines and approaches to an integration into the external certification is to be stipulated.

## Scientific framework and resources



# Organisational ethics

**ProEthics sustains that the access to value management is directly related to the daily work in VET institutions. This position does by no means exclude an academic approach. Quite the contrary, those recommendations are the results of operational ethics.**

The quintessential results of ProEthics are:

- // Values are to be discovered in every-day situations;
- // Values can be designed at different levels;
- // Responsibility is to be developed within a dialogue.

The question concerning instruments of value management in vocational education locates the approach within the subject of operational ethics. Operational ethics is the area of practical ethics that comprises ethical rules and principles of entrepreneurial activity. This area revolves, therefore, about the ethically right or wrong of corporate decisions. When answering such questions, ProEthics advertises a strong academic anchoring. For the very use of the ProEthics management training, dialogue should be pursued with economists and philosophers. Furthermore, the exhibition of posters takes up the ethics principles asking What is the ethical vocational college?

The academic literature shows that values reveal themselves in concrete situations and cases in the VET institutions. Those cases prompt dialogue and are the pivotal point in the process of value management. Working with cases runs through the ProEthics method as a guiding line. Operational ethics looks and tries to understand a situation like the one below:

» Paul is a young apprentice at the vocational college in Turku. He is a participant of a project that offers a business clerk qualification to young people. In the first six weeks Paul is highly motivated and no absence from work. Some weeks later he has an absence quota of 20 per cent, is often exhausted and not able to do his tasks in a concentrated and acceptable way. A trainer, who became worried, found out that that Paul had to work after the qualification job and at the weekends. It becomes clear that Paul was in financial difficulties. The other apprentices also have their doubts concerning the efficiency and the method of the qualification programme; the atmosphere is not really motivating, the absence times in general have increased. Some trainers have become dissatisfied with the situation but do not see any improvement. <<

The practical task of operational ethics then is to answer the question:

» What can be done to bring in line the values of the VET organisation, Paul's interests, those of the other apprentices, and those of the trainers? This process could include a team discussion to manage the situation and identify a solution. The respective responses to the situation will reveal the lived values of an organisation. <<

These values of an organisation have to be lived. The model or even idol function of the management and the educational staff cannot be underestimated. Values become evident in the cooperation with co-workers, apprentices, clients etc and have to be created.

Operational ethics as a management resource, therefore, means creating practical approaches. One foundation for this approach is the training and further education programme in Business Ethics, called "Integrating the Ethical Perspective, Methods, Cases, Levels in

Business and Management" (2005). The monograph was created within a Leonardo da Vinci project in 2005 coordinated by the Institute Kirche und Gesellschaft/Evangelische Akademie Villigst (1999–2002). At the outset, the content of the seminar concept contained issues that ProEthics considered extremely important such as globalisation and CSR, creating stakeholder interests, or ethical audits. The findings were transferred into the ProEthics management training. The presentation has been reworked and enriched with many cases from the VET sector. The editor Dr. Martin Büscher is professor at the Institute of Diakoniewissenschaft und DiakonieManagement at the Evangelische Hochschule Wuppertal/Bethel. He runs seminars and counselling schemes on Value-oriented development of organisation and quality. He was the project leader of the first Leonardo da Vinci project Ethics—Values—Value Conflicts and is the author of the resulting transfer of innovation publication. At the same time, he has had a wealth of experience as a lecturer of business and social ethics at the University of St. Gallen. The IDM was supported in doing this project by Edgar Wehmeier, Protestant Priest and vocational college teacher who had contributed to the first publication as well.

ProEthics as a project of innovation transfer that value management cannot be developed in your organisation on your own. Good networks to industry associations or academia help developing the organisation in this respect. Educational organisations will find their development partners in the respective national system.

# Practical ethics

**The collection of topics in the VET institutions shows the high interest in ethical issues. Organisations are to address the following topics offering trainings and giving answers to fair dealing, taking responsibility, and trust in trainer apprentice relations. The attitude is supposed to be Understanding of apprentices without prejudices, balancing values. The practical questions of ethics are extremely relevant.**

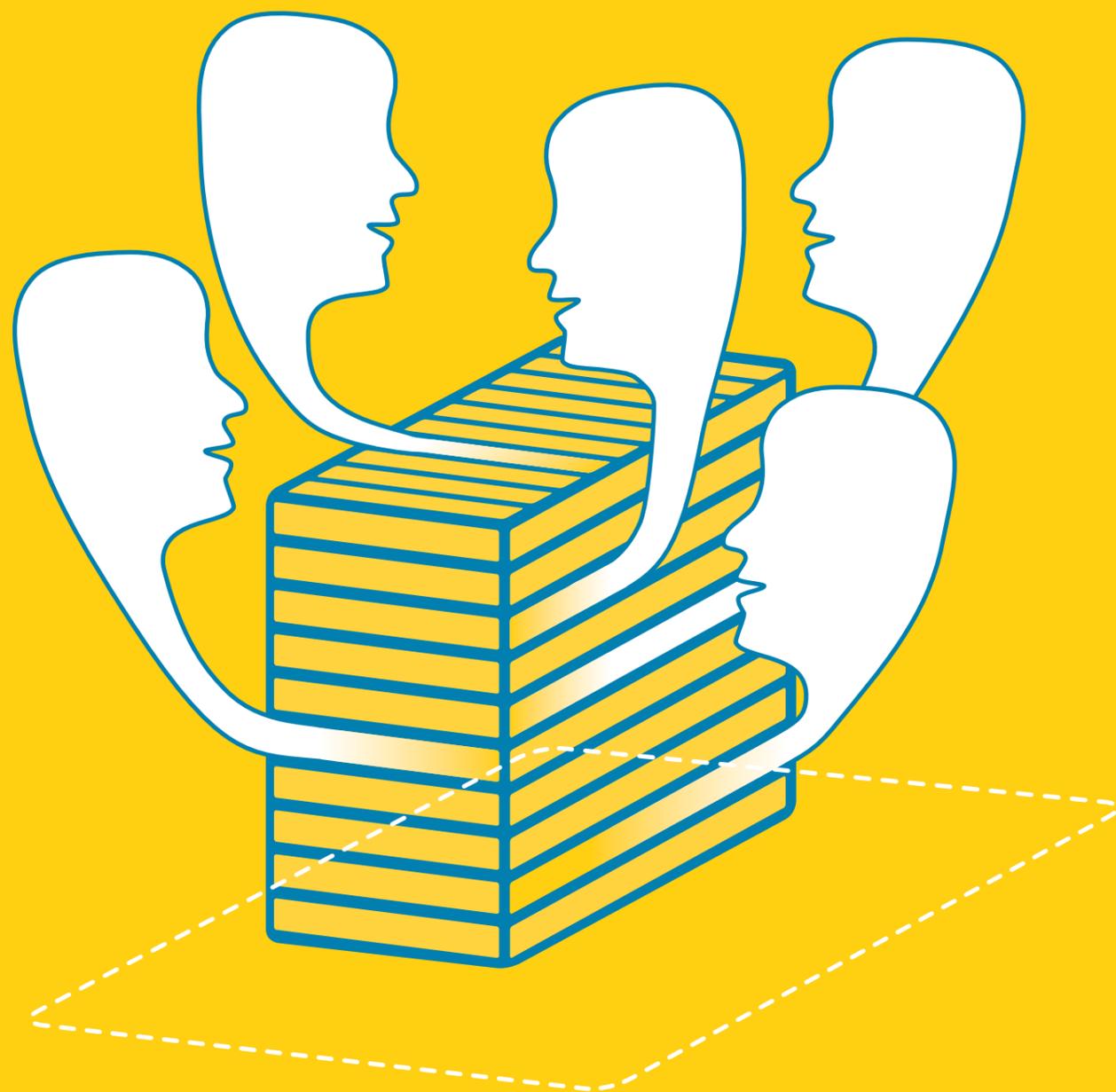
Ethics means reflecting the three principal questions of life:

- // The question about a happy, fulfilling life;
- // The question about living a just life in society;
- // The question about acting responsibly.

The previous collection of topics has shown that ProEthics mainly focuses on the third question when reflecting the context of vocational training. The management training, therefore, contains training units that relate directly to philosophical ethics. ProEthics is convinced that there are at least three aspects that can be better explored with the help of the academic perspective of philosophical science.

- // Questions like "Was that a fair decision?" or "Did the VET institution X act morally correctly?" must be understood properly to answer them as precisely as possible. The training comprises a sound understanding of ethical statements.
- // Organisational ethics is frequently considered closely related to virtue ethics as an approach for moral reasoning. Primarily, the fundamental concepts of professional ethics or professional morals come in here. The training presents several ways of ethical reasoning and proposes the virtue ethics approach for discussion.
- // In practical ethics there is already a considerable amount of collected knowledge concerning the future challenges for VET systems (e.g. neuroenhancement). The training outlines ethical points of view and helps participants to determine their own position and act it out.

The counselling partner in ProEthics was the Philosophisches Seminar at the University of Münster. The academic team from the Philosophisches Seminar collected material from applied ethics and presented it together with the instruments of value management. Michael Quante is a tenured professor at the Philosophisches Seminar and an internationally renowned expert in that field. His publications about general ethics contributed the academic foundations of the innovation transfer in ProEthics. Professor Quante has a long-term experience in reading philosophy and he is the chair of the German Society for Philosophy. He has successfully represented that field of research also to the non-academic world and is extremely committed to interdisciplinary exchange. This fact underlines the opportunities of VET organisations to find suitable counselling partners in their respective networks.



**The VET organisations that to date have participated in ProEthics contribute in total a sufficient breadth and depth of value positions for the issue of value management.**

In the ProEthics management training there are a number of cases in which value questions and conflicts stand out. Those cases have been produced by project partners that pursue vocational education in practice and have only been anonymised and generalised for the purpose of a training that could be universally understood throughout Europe. Below you will find the scope of the participating partner organisations to be more capable of realising the background of the developed instruments.

## Germany

**DE / BBS / EQT: The need for a regularly hosted value dialogue in training units**

**The Berufsbildungsstätte Westmünsterland GmbH für Handwerk und Industrie (BBS)** has provided a wide range of training and further education programmes in the region called Westmünsterland for thirty years. The BBS employs more than 200 staff grouped into several competence teams that provide services in (company-independent) training, further education, job counselling and the transition from secondary school to job life. The institution has a teaching and training capacity for more than 1,200 students in seminar rooms and teaching workshops.

The BBS contributed one guideline as well as its focus in the area of family-job reconcilability, gender diversity and the demand of disadvantaged persons in the labour market. Furthermore, the BBS is certified ISO 9001:2000 by the German authorities governing further educational institutions and can give evidence of quality assurance in education (cf. [www.bbs-ahaus.de/start.php?seitenid=61100](http://www.bbs-ahaus.de/start.php?seitenid=61100)). Being a training facility for the trades, the goal of the BBS is to train well qualified and motivated employees. "Responsible leadership", "well directed staff" and "people centricity in vocational education" are further values in the mission statement.

**The Euregio Qualifizierungs- und Technologieforum** is an association of German and Dutch providers of education and training that cooperate in European projects on issues of quality assurance in VET. The Dutch member, ROC van Twente, conducted a study on every-day ethics ("Ethik is van alle dag") assessing the value management in that VET institution. The shared approach here is integrating an ethical perspective into the daily business of vocational education.

## Hungary

**HU / HKIK: The high relevance of communication of performance values in vocational education**

**The chamber of commerce in Heves (HKIK)** was founded in 1850 and operated until 1947. It was re-instituted in 1995 following the approval of the chamber bill. Its prime goal was the development and organisation of business, to improve the reliability of business transactions and the adaptation process becoming a market economy as well as to facilitate the general and unified representation of the interests of economic units. The legal form of a chamber is a public association that operates according to the principle of self-administration: membership is voluntary for businesses.

The special duties of a chamber are, among others, developing economic activity and trade, collecting economic data, communicating information, elaborating ethical rules for market behaviour, and organising exhibitions and conferences. Vocational education and master craftsmen training schemes are closely linked administrative tasks and of considerable importance. The current number of voluntary member organisations are 1,200 including a high among of companies in the construction, automobile or printing industries. It is in those areas that the transfer of results happens. The chamber of commerce in Heves has underlined the significance of imparting performance values in the trades and brought in their expertise when developing the tool box value dialogue.

# Success factors for the transfer of value management

## Finland

### FI / TAI: Enquiring educational values, experiencing the variety of values, communicating common values

The **Turku Vocational Institute (TAI)** is one of the biggest higher vocational educational institutions in Finland and operated by the Turku town council.

// 1,500 new intakes per year, 3,600 adolescent students;

// 6,000 adult students;

// Staff of 600;

// Special schemes for immigrants.

TAI started its operation on August 1, 1998. In those days, the institute was formed merging different schools of business, technology, health management in Turku. This institution offers adolescents as well as adults a first education as well as further professional education and training in the fields of business administration and catering, technology as well as health care and social work.

The training was based on a multi-faceted and practical concepts. The learning environment in the institute provides interesting learning opportunities and a very close reference to work-life.

Within the ProEthics project, the TAI presents the position of a regional VET centre from the country with the model education system that proclaims to foster each student the same. During an ethical week and the creation of the ProEthics exhibition, the TAI especially looked into this claim of a fair and equal treatment of each student.

## Spain

### ES / Tomillo: VET products contain values / usable for the value dialogue

**Fundación Tomillo** is a private, independent, non-profit foundation headquartered in Madrid. The goal of the foundation established in 1984 is to develop support programmes and activities for the social sector that are not noticed by private businesses and not substantial enough for public schemes. The foundation has substantial extensive experience in the following areas of activity, which share an underlying concern for social integration and unemployment: worker training and direct employment, pedagogical schemes and economic research. The Foundation seeks to improve the quality of education in the schools and training centres in underprivileged areas of Madrid.

Fundación Tomillo has a comprehensive experience in the development of innovative training programmes for unemployed and other disadvantaged groups, but also expert counselling for further education, methods and pedagogical approaches. The foundation pursues a quality assurance approach derived from EFQM and propagates a mission statement put up for all to see in every location.

The pedagogical centre that aims at improving the educational quality in the underprivileged areas of Madrid was directly involved in the project and enriched it with an innovative method of value communication via drama work that has become part of the tool box media communication.

## Ireland

### IE / BJC: Making ethical management within the framework of job counselling and quality assurance a top priority

The **Ballymun Job Centre (BJC)** is a community-based non-profit making organisation, which provides services to local unemployed people. Since its establishment in 1987, the BJC has developed into a well established and respected community based organisation that responds to the needs of unemployed job seekers and job changers. The BJC continues to assist individuals to make positive changes to their lives by addressing social and economic exclusion and by developing innovative interventions to enable clients of the BJC to overcome the barriers affecting their ability to access the labour market. Within the ProEthics project, BJC looked into the certification of ethical management and developed the respective workshop.

### The VET organisations have agreed on the goal that they must implement value management for the further improvement of their existing quality assurance system. With regard to the many specific conditions that determine the respective organisation it is crucial to understand the different approaches and interests of the individual project partners.

ProEthics is based on a sectoral transfer. The original products of organisational ethics have been developed for and are generally directed at companies or the specialised public. The lack of basic introductions to ethics and value management or existing value management system is due to the non-existing matches for their application in companies and VET institutions or job counselling. Existing material had to be consolidated and adapted for the purpose. The result was to be a set of instruments VET institutions could use sustainably.

To work out those instruments of value management in order to boost the quality of professional education within the frame of a European VET institution pool that would consider the European perspectives, was extremely fruitful for reaching the goal. Concepts and instruments that have been known to single national systems are now put at the disposal of more systems. This applies, for example, to the management trainings on the basis of the product "Integrating the Ethical Perspective, Methods, Cases, Levels in Business and Management". For better or for worse, transnationality and the descriptive, inductive approach are not easily combined. The latter is created in the concrete application of materials. The criteria when creating the transnational ProEthics set of instruments were:

// Product creation shared across national teams and generalised, transfer done regionally;

// Products are to be published in German and English and used in multi-language environments;

// Intercultural aspects are considered for the application, e.g. participating groups from various countries;

// Products are to contribute to the comparability of the VET systems;

// Output orientation is strongly supported.

Detailed goal setting talks had to be communicated from the part of the VET and job counselling institutions. For that purpose, the participating institutions have been asked to name the success factors for the instruments to be developed. This step was supposed to reveal the individual differences between vocational education and job counselling as well as the different backgrounds of the organisations (foundations, chambers of commerce, municipal institutions). The presentations in ProEthics have shown that the partners describe their operational environment differently. ProEthics was coordinated by a (company-independent) VET institution for the trades. When formulating the critical success factors, the BBS points out clearly that it is the very dual system that is able to impart professional ethics because the learning location 'company' sends out messages of value orientation formally and informally. The participating NGOs have different perspectives than the state-run organisations and with the area of job counselling, another perspective will join. A particular challenge is to find a common denominator despite the localised structure of the partners; so formulating a common strategy that shows consensus in essential parts can already be called a success. The critical success factors already relate to a value management system in a concrete way:

// The project is very close to companies due to the dual or workplace oriented character of an apprenticeship;

// all target groups of an organisation must be reached;

// all people related to the training process must be involved;

// instruments must enable a descriptive, inductive, contextual approach;

// existing mission statements of the organisations are made tangible (mission statements dealt with in trainings, i.e. "what does equal mean?");

// A reflexion pertaining to existing ethics codes takes place.

**ProEthics products are part of the process instruments of value management: they help to integrate the foundations into the companies and the permanent implementation in the process of value management. The ProEthics instruments form a set of instruments. Executive trainings, exhibition, PR campaigns, and certification within the framework of quality assurance tie into one another. The instruments have been tried and tested to work in operational environments.**

VET organisations need instruments that can be applied by managers and trainers in vocational training centres. The main issue is to create suitable approaches when dealing with values in a VET organisation and support the organisation to maintain dialogues with the stakeholders. That is why ProEthics has been conceived from the perspective of a VET institution that intends to communicate about norms and values to clients and staff. The ProEthics set of instruments is based on the following methodical-didactic approaches:

- // Moderated further training of managers with presentations and a high amount of group work as well as the determination of goals for the implementation of value management in companies/organisations of the participants;
- // An exhibition about the issues in ethics and professional morals with handouts for trainers and tasks for learners. The visit to the exhibition is a unit in itself with learning outcomes, contents and methods;
- // The media tool box as well as the certification strategy are handouts for the management or for PR personnel at VET providers / institutions and represent the counselling instruments.

The management training can be seen as the starting point of the set of instruments in ProEthics. The introducing units and topics units are rounded off by a presentation of appropriate instruments. A value management system for the VET provider is thoroughly considered by the executives. It becomes evident why and to what topics the dialogue has to be held with trainers, the apprentices, clients and other stakeholders using the other available instruments.

The following pages contain a description of what the products look like, how they can be used, which effects have been already achieved. For each instrument the following questions are answered:

- // What is ...?
- // Contribution to the value dialogue and to the quality assurance;
- // Which goals and target groups can be reached?
- // How can a VET institution use the instrument successfully?



# ProEthics management training

## What is the ProEthics management training?

The ProEthics management training consists of an introduction to the training concept and a sequence of training units. The generalised and typified material serves to elaborate, plan and run a specific training and can, thus, be called a curriculum.

Each training unit, starts with a context relevant to vocational education. The starting point is often a typical case that matches the topic and has been created from a real-life case in one of the VET institutions in Europe. Starting with a concrete situation taken from every-day VET life gives participants a reason to discover and discuss the values concerned. Often the cases present different values or positions, so there is a value conflict. Each unit is enhanced by material for class work that can be used as a handout or presentation template. A unit ends with a nutshell statement that offers an anchor point for a common value interpretation.

The chapters give trainers an orientation if the respective unit is linked to questions concerning individual, organisational or society-related issues. An independent chapter deals with the application of suitable instruments of value management.

The table of contents gives a good overview of topic, case and context.

## Which goals and target groups can be reached?

The idea of the management training is to make VET organisations more familiar with ethics. The management training works with discovering, reflecting, and balancing values in vocational education.

The values in the respective VET organisation have to be uncovered and anchored. The step-for-step transition to suitable instruments will facilitate the implementation in the organisation.

Furthermore, the moral judgement and decisiveness primarily of executives is to be

strengthened. Case study methods help to analyse real cases in group work. Role plays simulate fictive decision-making situations prone to conflict.

Having created general material, trainings can be put together for different target groups. First and foremost, however, this material is meant for executives. It is precisely about the responsibility of the decision, which values are represented by instruments and then implemented in the respective educational institution. That is why the wording has been typified for managers. However, units have also been successfully tried and tested with trainers and apprentices. In the individual case, the questions or wording of the material might have to be adapted.

It is preferable if the target group has a common background and basically work together in a spirit of trust. The training was first put together for a separate run with different operational target groups (management, staff). A joint run is, however, not excluded at all. For the latter case, one might think of an in-house training with a strong focus on the VET organisation the participants work for. Here, the point of view is also the management perspective and the general staff should be made aware of that by the facilitator.

## The contribution to the value dialogue and to the quality assurance

ProEthics considers this training as a overriding instrument of value management and the quality assurance processes. The training itself can be used as an instrument of quality development. The relationship to instruments of quality management of the participating organisations should be made clear in the preparation phase. Ideally, participants should be responsible for the quality management.

The training identifies values in the respective organisation. The participants can reflect those values better, to understand and balance them. When transferring the results of the

training to the organisational day-to-day business, the value dialogue of the organisation with the stakeholders (staff, participants, public) is sharpened.

Moreover, previously applied instruments of value management in a VET organisation can be re-positioned. So an existing mission statement can be reassessed according to its current validity and meaning.

## How can an educational institution use the training successfully?

The concept is suitable for inter-organisational group trainings but also pure in-house trainings. If possible, doing the training as a block set apart from every-day work is a definite advantage.

Educational institution and trainer (team) agree on the scope and content of the training. There is a conceptual frame for a training spanning several days. The scope of the implementation is largely determined by the time budget of the participants. Planning the event is most handy drafting an agenda setting the time frame and the selection of the topics units.

The scope of a topic including the material should enable the group to deal with the unit in between 45 and 60 minutes. The total amount of units developed in this project are sufficient for a four-day training. Crucial for the effectiveness is the documentation of how the discussion developed and the group results. Using flip charts and the creation of a photo documentation is mandatory. The evaluation sheets about the training also contains a check list how the training can be prepared by the trainer in cooperation with the organisation.

The foundation of the ProEthics training concept was the book "Integrating the Ethical Perspective". Trainers can use both materials for the creation of a specific training. As a philosophical background read, we recommend "A Basic Introduction to Ethics"

## Training Case

### Values in job training—more apprentice than co-worker

For the first time, a consultancy chose to employ a Turkish apprentice. This young woman is trained for the profession of industrial sales. After six months into her training she is asked by her family to attend a wedding of her brother in Turkey. This means a two-week absence from the company and the vocational school.

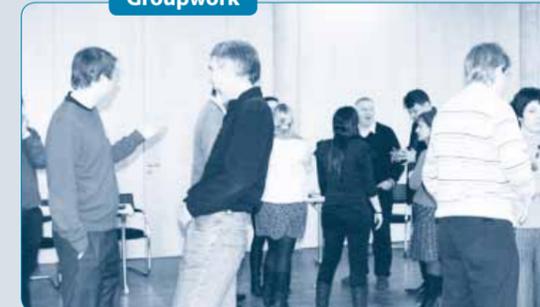
Her boss forbids her to leave with regard to operational needs in her assigned field of responsibility during that period of time. He also points out the importance of her theoretical training in school with respect to her mediocre results so far. The student cannot, however, neglect the wishes of her family and travels without further notice for two weeks to Turkey.

The unauthorized absence caused the job counselling provider to terminate the apprenticeship. The apprenticeship contract is going to be cancelled. The apprentice is trying to continue the apprenticeship with a different company in close consultation with the job counsellor at the chamber of industry and trade and the liaison teacher at the vocational college.

### Task:

Discuss in small groups from the perspective of trainee, company, and vocational school: How would you handle this situation? What values are involved and what is your decision based on?

## Groupwork



## Questionnaire

### Estimation of Statements about Neuroenhancement

#### I would say...

- |   | no                       | rather no                | I don't know             | rather yes               | yes                      |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Everyone should have the right to increase his working capacity with drugs (e.g. Modafinil).       | <input type="checkbox"/> |
| 2. I would not take enhancing drugs, because the medical side effects are not clear.                  | <input type="checkbox"/> |
| 3. Employers should be allowed to require the use of enhancing drugs if health risks can be excluded. | <input type="checkbox"/> |
| 4. For exams neuroenhancement should be banned just like doping in sports.                            | <input type="checkbox"/> |
| 5. 6. 7. 8. ...   | <input type="checkbox"/> |

## Essentials

- // Ethics sharpens your profile
- // Ethics needs structure
- // Ethics is everywhere

## Material for download

### ProEthics management training

- ↓ Introduction and training concept
- ↓ Evaluation and check list
- ↓ Training example

# ProEthics exhibition of posters and booklet

## What are the ProEthics Exhibition of posters and booklet?

The ProEthics exhibition asks the fundamental question in several languages “What is ethics?”. Using the posters in situ, i.e. a VET organisation, the question of the exhibition is sharpened by the context: “What is an ethical VET institution?”, or “Eettinen ammattikoulu” in Finish, the originator of the poster series. The introductory poster defines ethics briefly and by presenting different persons in their professional roles the relationship between values and professional education is created. The topics of the other five posters have been determined by questioning apprentices at the TAI. During the draft phase, the apprentices were asked to give their opinions about the moral condition and the ethical principles in vocational education for the concept of the exhibition, summarise and finally present them. The following questions of the students are considered relevant:

What is a fair and just school?

How can students influence and foster the realization of justness at their school?

How are students supposed to treat on another and the teachers?

How are teachers supposed to treat students?

Five claims were developed from this for the ProEthics posters exhibition: Respect! Be tolerant, don't bully! Be fair! Take responsibility, enjoy freedom! Develop yourself!

Because of the initial questions they are phrased, vice versa, as a claim for the VET institution.

The topics are illustrated by large-format scenes. The graphic designer Tuuli Hyphen was present when the apprentices stated their opinions and recorded the content factually. The posters contain also quotes and tasks to trigger a reflexion phase and group work after the exhibition tour.

For further work into this issue, there is a booklet for apprentices and trainers. The booklet presents the exhibition content, the posters and related tasks, and provides further material. The booklet contains all scenes and situation on the ethics topics, opinions of students how fairness in vocational colleges can be realised, as well as questions and tasks for further enquiries into the topic at large, ethics. The material in this booklet is useful for courses with trainer instruction as well as for self-governed learning.

## Which goals and target groups can be reached?

The goal of the exhibition is to discuss values in vocational education and in the respective institution with the apprentices ‘in their language’. When applied directly, the apprentices and their trainers should be shown that ethics is part of every-day life and the daily decisions in a VET institution.

## Contribution to the value dialogue and the quality assurance

By means of this exhibition, the organisation opens a direct dialogue with the apprentices. The underlying questions for the concept and the exhibition are directly related to the goals of quality assurance, i.e.: What is a fair and just school? How are students supposed to treat on another and the teachers? How are teachers supposed to treat students? Existing indicators can be put qualitatively.

## How can an educational institution use the exhibition successfully?

The exhibition and the booklet have already been shown and used in TAI Turku in the present form. Both materials have also been used in school subject projects. It was part of the subjects reflecting the individual's commitment in society and ethics. Of course, the chapter on bullying was used in many classes. The booklet can be used in self-study but also in group work. At TAI it was used in shared units by student groups. Some trainers also used the booklet as part of the students' homework.

The translations have been rendered in German and English. During the test phase within the partnership, it was demonstrated that the basic concept works in other countries. The exhibition of posters is relatively cost efficient with printing costs only and easily to update or to extend.

### Groupwork using poster exhibition



### Picture from poster



#### Task:

What kinds of values do the people in the pictures represent?

### Booklet frontpage



#### Essentials

- // Respect!
- // Be tolerant! Don't bully!
- // Be fair!
- // Take responsibility!
- // Enjoy freedom!
- // Develop and evolve!

### Material for download

#### ProEthics poster exhibition

- Posters
- Booklet
- Report on test phase

# Media tool box value dialogue

## What is the ProEthics Media Tool Box?

The first section of the media tool box covers the value-oriented external communication of VET organisations.

The handouts on communication is a presentation and an accompanying booklet for external counselling about state-of-the-art PR work in an organisation. This process is illustrated with the ProEthics project to keep to the main topic. Further typified material is included. So this section of the media tool box gives an overview of the communication of performance values in the PR work of Heves CCI and BJC whose image brochure puts mission statements to the front page. The second section of the media tool box revolves around the drama approach of the Fundación Tomillo where the explicit value dialogue is enhanced by tailor-made drama projects with adolescents. This training offering is accompanied by PR work. That is how a documentary about this value-oriented drama project within the frame of ProEthics.

## What goals and target groups can be reached?

VET organisations communicate and teach values. In addition to seminars and trainings that they provide, they also communicated them intensively to society, for who they provide those VET offerings. The sample experiences from the work of a CCI are supposed to make readers aware of the fact that value management in VET is about communicating performance values. The handouts on communication motivate the staff in charge to present the media activities of a VET organisation in an overview and reflect together with the executive management on where which values are communicated in what way. Organisations reconsider and reposition themselves along the line of the examples their own catalogue of PR activities and the conveyed values.

Reading and drama have the goal of reflecting moral values in the respective community in the educational context. The aim is that, in a very practical and attractive way, adolescents understand, discuss and act this classic text fluently and recognise its values and bring them to the present.

With "R & A", the following ethical issues can be worked on:

- // Gender issues;
- // Civil rights;
- // Values such as responsibility, self-esteem, teamwork, and self-knowledge;
- // Community development: by acting and sharing with others. The local press releases complete this instrument.

## The contribution to the value dialogue and the quality assurance

The product contributes to the following ProEthics general aims:

- // Improve the quality of Vocational Education and Training (VET) institutions through promoting good professionals but also good persons.
- // Enhance the attractiveness of the VET system, working on ethics in a practical and attractive way.
- // To customize and develop an Ethics Management Framework for VET in professional ethics.

Like quality management, public relations happens in organisations; linking it to value management is easily possible. It is assessable looking at the guidelines and mission statements that all organisations publish on their web sites revealing their value position. "Reading and acting" (R & A) is a product specially developed to facilitate the acquisition and communication of ethical and moral values and improve the quality of education with the target group of adolescents in pre-vocational training and secondary schools. It is necessary to address these issues at any stage of education, but particularly in adolescence since it's in it that adolescents build

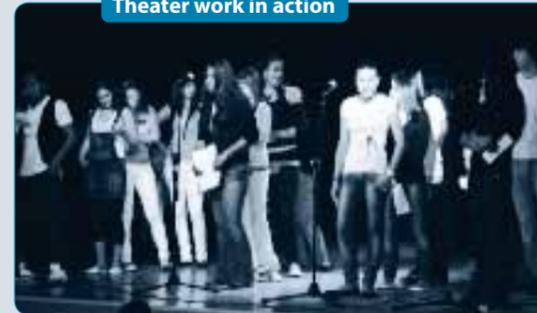
their own identity. At this stage they can reflect on the ideal instead of the real and previous models and expectations can be modified.

## How can a VET institution use the media tool box successfully?

The media tool box can be used best in an improvement project. Project goals, the responsible officials and resources have to be determined.

VET providers organise a project around PR or the drama activities. For the drama work, suitable instructors are needed that implement the general methodology.

### Theater work in action



### Training programmes



### Image brochure



### Material for download

#### ProEthics media tool box value dialogue

- 1. Handouts communication**
  - ↓ Handouts communication
  - ↓ Public relations (HKIK)
  - ↓ Image brochure (BJC)
- 2. Reading and acting**
  - ↓ Concept L&T
  - ↓ Drama texts
  - ↓ Sample press releases for L&T

#### Essentials from image brochure

- // realise your potential
- // matching skills
- // education
- // jobs
- // screening
- // aspirations
- // support

# ProEthics certification strategy and workshop

## What is the certification strategy and workshop?

The ProEthics certification strategy and workshop are counselling instruments for VET organisations that are considering to include ethical management in one or several external certifications.

The material contains a concise check list assessing what features are already implemented in the organisation and the respective national educational system. The main milestones of a certification strategy can be used to prepare the workshop. A general concept with progress steps, question, presentation and tasks for the certification workshop is also given. The test phase example shows how results can be documented to anchor them in the participating organisation.

## Goals and target groups to be reached

Once the management has settled on a certification, they have to plan the workshop for the target group, i.e. the quality managers in the organisation. Goals are being developed along the line of the workshop concept.

To begin a workshop in strategising an ethical certification, the facilitator begins by introducing the definitions of key terms and using materials to demonstrate the similarities and real-life comparisons.

Materials: Dilemmas and cases, Finnish posters.

Using the organisational vision, mission statements and codes of ethics or conducts and the quality management systems, the facilitator co-ordinates a discussion about quality and linking collected issues with organisational values.

The challenges to be met must be understood and accepted by all. The real goal is wording a first strategy.

The facilitator may choose from a number of suggested ethical decision-making models that can lead to develop a quality assurance system: examples of ethical decision-making model (PLUS model), examples of quality assurance model (EQARF)

## The contribution to the value dialogue and the quality assurance

Value systems communicated between trainees, trainers and organisations is becoming increasingly important to ensure the development of a fair, transparent and quality service. In this age of scarce resources it is essential that organisations can demonstrate the values that they hold and how this influences the quality of the service they provide. A value-orientated leadership is important for an organisations long-term success. Ethical strength requires intense focus on quality assurance. Certification is an important instrument for organisations to show the quality of their services and the values that they hold.

## How can a VET institution use the certification strategy and the workshop successfully?

The certification strategy and the workshop can be used optimally in the frame of an improvement project. The motivation for this might be that, in mid-term, considerable re-certification is due. When preparing this process the workshop can be organised to determine in what way ethical management of the VET organisation is appropriately considered during certification. The project goals, responsible project managers and staff and resources have to be defined.

## Checklist

### //Main points of a certification strategy for the VET sector

- // Values and ethics are an integral part of the culture of an organisation
- // Ethics is about principles and values that guide one's behaviour and it is not just about rules that have to be followed; rules can be manipulated and interpreted to achieve an advantage by one person over another
- // Values and ethics should not be seen as separate to other organisational and business process in the organisation such as accounts, HRM, client services, quality assurance, etc.
- // Certification of ethics should be part of an integrated into existing certification processes and systems such as existing quality systems
- // An ethics certification strategy is not just about ensuring compliance with a set of rules or systems
- // Certification strategies should involve active, balanced, and well-informed stakeholder participation in standard setting and governance of the system (no one can impose standards; they must be negotiated)
- // Certification strategies should involve third party independent auditing and verification with transparency and a dispute-response system
- // Certification strategies should be reasonable stability over time and not constantly changing/

## Material for download

### ProEthics certification strategie and workshop

- 📄 Certification strategy and questionnaire starting point
- 📄 Concept workshops incl. presentations
- 📄 Dokumentation testphase

## Workshop task

### Establish a framework that links values, ethics into a quality system

Establish who/what can be certified: organisation, procedures, or individuals, all of the above?  
Can you certify organisations, procedures, and individuals as ethical?  
Can an ethical decision-making framework fit into quality systems?

What would be the benefits in doing so?  
How would you fit PLUS into the EU Quality Framework?

How to get from a generic decision-making model to an ethical decision-making one? Separate ethical conations from the remainder of the decision. Ethics issues imbedded can be given consideration:

### Ethics Filter: The Plus model

#### P=Policies

Is it consistent with my organization's policies, procedures and guidelines?

#### L=Legal

Is it acceptable under the applicable laws and regulations?

#### U=Universal

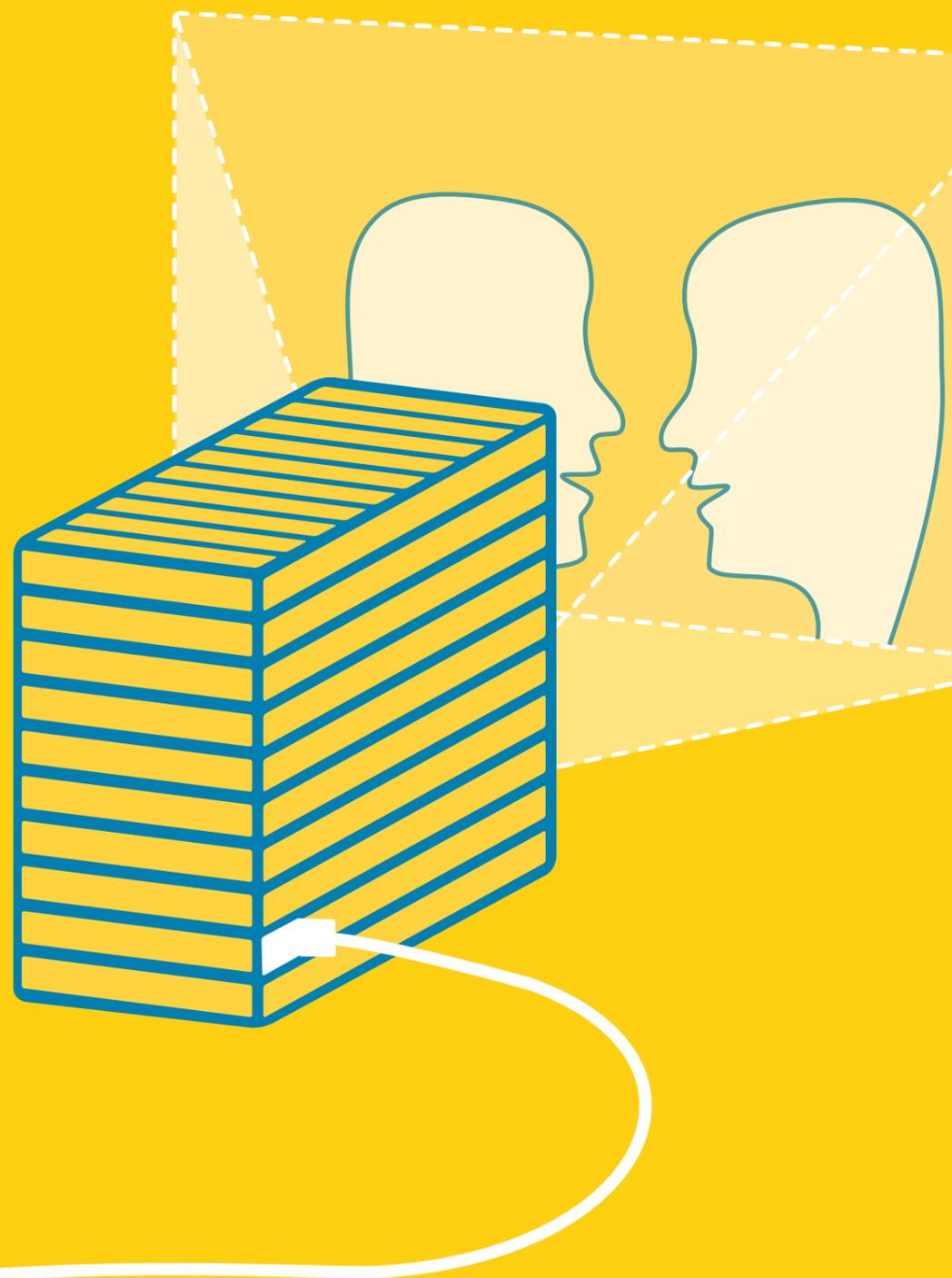
Does it conform to the universal principles/values my organization has adopted?

#### S=Self

Does it satisfy my personal definition of right, good and fair?



# Experiences with the ProEthics instruments and outlook



## Testing phase and implementation

**The project partners involved in ProEthics have already made ample and intensive experiences with the application of the instruments. Beyond the project partnership there have been workshops on value-oriented communication, certifications of ethical management; the ProEthics exhibition was shown in a high number of vocational colleges by a considerable amount of apprentices.**

Each partner organisation had a member of staff responsible for collecting instruments presented here. The project coordination was the hub for the final set of instruments. All instruments specialists met for a four-day management training to share knowledge and streamline the final set. Some units of the training were used in workgroups on various ethical aspects in vocational education with diverse target groups. ProEthics was able to gauge its considerable effects already during the run-time of the project of innovation transfer—wherever the sample instruments collected in the partnership were available. The various test runs in several European locations led to important insights for the further united implementation of the process instruments of value management. Due to the challenges that a VET organisation is confronted with, the condition for an implementation is surely that repositioning is considered meaningful by further enhancing existing approaches of value management. In a situation like that the management training as a starting point for the systematic implementation of the participating product specialists makes absolute sense.

In order to prepare and run such an initial training, the ProEthics curriculum has been optimised. All learning units are the perfect starter pack for facilitators, are flexible modules and can be freely modified and adapted. It becomes evident that the connection to vocational education by suitable cases is assured.

The participants regarded as positive the test phase especially because the training was relevant to VET, goals were set by VET organisations, and that the developed material can be used in their jobs. It was also underlined that the methodology considerably activated the participants. The excellent cooperation in the learning units, the visualization, and the various learning styles was also very much approved of.

This means special requirements on the facilitator of the process. A trainer team is best since it can share the facilitation. Role changes of participants turning trainers can also be used.

// On the basis of this test phase it has become evident that the ProEthics management training first and foremost needs to sensitise and give orientation. The training can, therefore, primarily focus on personal further education. As a second step, value management is made graspable as a management resource in a VET organisation. The sequence of the learning units and the guiding line must be very well prepared. A preliminary meeting with the participants might be an advantage.

// The large amount of topics and cases means an excellent choice for the group, but those have to be reduced to the pertinent ones by the facilitator considering the core issues of vocational education and the ethical components.

// The learning units are closed in a way that clearly marks the result for the participating organisations. In this project, the methodo-

logy of unit closings was giving the quintessence to record the result.

// ProEthics aims at improving the quality in vocational education. Every management training should contain suitable process instruments for a value management in the respective organisation and the facilitator should point out appropriate applications.

// The resource units on the philosophical ethics are brief and can be presented as closely linked to every-day practice in vocational education.

Ideally, the further-going implementations of the ProEthics instruments happen within the framework of an ethics week—as exemplified by the TAI in Turku. The initial trigger for a management training can be taken up by the entire organisation and its environment. The ProEthics exhibition entitled “What is an ethical vocational college” (“Eettinen ammattikoulu”) at Turku Vocational Institute was shown above and beyond the ethics week from January to February 2011. In the proper week, workshops were hosted using the booklet. Afterwards, the exhibition travelled through Finland. It was shown in six other schools as well as in several different youth facilities. The German coordinating institution, the Berufsbildungsstätte Westmünsterland (BBS) tested the German translation as a teaching block in the first training year with great success. Both, the BBS and TAI in Finland, see the potential in many participants seeing the exhibition. The TAI estimates that in summer 2011 around 2,500 apprentices and trainers met in the exhibition.

# ProEthics consultation process and feedback

The method Reading and Drama that has been used by the Fundación Tomillo for several years adds another real opportunity for an enhanced experience of a value dialogue during an ethics week. This format is extremely efficient as a starting event for that kind of course offering. Learning about value orientation and reading and teamwork skills can be made sustainable. The long-term experience of Fundación Tomillo underlines the long-lasting effects of using the method of Reading and Drama:

// Increasing school activities and motivating participation. Teachers of the Fundación Tomillo report an increase of a participation rate of 70 per cent.

// Risen awareness of gender stereotypes, fair treatment, civil rights etc.

// Raising participation of activities in the local community (via performances in the environment)

An ethics week also provides an opportunity to bring up the media and PR work of the respective organisation. The handouts on the value-oriented media use can support a separate workshop about PR work.

These interrelated activities, the emphasis of a dialogue about value orientation in a VET institution during an ethics week finally provide the opportunity to prove to third parties that values are considered when developing the organisation and quality.

**ProEthics is with the selection of suitable instruments for value management in vocational education part of a broader social debate. This becomes certainly obvious acknowledging the clear link to the European goal of quality enhancement in the vocational training. In the respective national systems and business sectors this discussion revolves around value orientation.**

In April 2011, the German trades presented orientation points for a value-oriented way of doing business publishing the title “The Trades principle—values of owner-managed businesses”. This booklet was created at the same time as a broad image campaign of the German trades “The next-door business power” that stressed the performance features of the industry. This is the direct environment in which ProEthics started a consultation process with the representatives of VET institutions of the Trades and the Trade Unions. The goal of the project was to establish a position paper on value management in vocational education that records how value management and the use of suitable instruments to increase the quality in vocational education. This kind of exchange has also been targeted in other partner countries beyond the project. This systematic step means pursuing the holistic approach of sustainably anchoring the results in the quality management systems of further institutions. The special situation and responsibility in Germany is certainly due to the fact that about 500,000 young Germans do an apprenticeship—a figure that is still going strong.

For this task of sustaining the achieved results, two strong project partners could be won (the union association DGB-Bildungswerk NRW and the trades association VGH Verein zur Unterstützung der Gewerbeförderungsarbeit im nordrhein-westfälischen Handwerk e.V.). They represented the social partners or integrated the persons and committees in the consultation process. On the part of the trades, selected members of the Marketing task force of the body representing intercompany training and further education.

Qualitative interviews with experts to identify relevant dimensions were conducted for the creation of the position paper. Using the style of a living document the first version was developed and enhanced by the marketing task force consisting of representatives from seven chambers of trade. At the same time, the paper was continuously adjusted with trade union activities. The dimensions that were identified were the following:

// Requirements for executives/management

// Requirements in professional education counselling

// Requirements in courses of vocational education

Below, there are quotes from the position paper on these dimensions. The requirements in in-company training are added because fostering value management by VET centres only happens indirectly, and the apprentices are primarily under the direct influence of the trainers in the workplace.

## Dimension: Requirements for executives/management:

Extracts from the living document:

»Vales must be lived by the executives. Only this can guarantee the penetration of all levels, from the counselling and training personnel to the counsel seeker and participant. Nevertheless, executives can also expect value-oriented acting of their employees towards the employer (reactive process). Executives actively reflect their own values and the consequences for the personnel. <<

## Dimension: Requirements in professional education counselling:

»The consultation process is characterised by an analysis of the individual competence and needs to identify matching development and educational offerings. For counsel seekers possible scholarships or financial support have to be identified and offered. When mediating educational courses, neutrality of the provider has to be vouchsafed. <<

## Dimension: Requirements in courses of vocational education:

»The educational process is characterised by participant centrality. That means the educational success of the participant is key and must be supported with all available means. Activity-orientation is an essential feature. The process must be adapted flexibly to the individual requirements. <<

## Dimension: Requirement in the in-company training:

»Giving a value orientation must already part of the training of the trainers (principles of a value education, value communication). The conflict management skills on the part of the trainees and apprentices must be systematically increased. The neutral consultation when problems occur in the apprenticeship must be available for all participants at any time. Complying to the training regulations (also regarding training content) must be guaranteed. The legal framework (principles of labour law, rights and obligations) must not only be observed but be part of the apprenticeship. <<

A survey about the significance of value management and the instruments developed in the project was conducted at the same time.

It was generally approved that value management in the very field of training and further education is an issue that is worth pursuing further. Training and further education in the trades is well ahead of the nation-wide providers of ‘discount education’ because of its traditional value orientation. The current importance of value management is seen by all respondents as rather low. Just as well all respondents indicate that the significance will be higher in future.

Up until today, instruments of value management have not been applied everywhere.

All respondents do see the likelihood of using the instruments developed in the project. The living document will become a template for the task force training and further education. The living document has the potential to be implemented as a whole or in parts into the guidelines of the QM systems of educational institutions.

# Conclusion, outlook, and transfer opportunities

**VET institutions are at the grass roots of vocational learning, they directly work with the apprentices. That is why it is of utmost importance that VET providers maintain quality management systems. The goal of ProEthics is to improve the quality of the training in organisations of vocational education using instruments of value management.**

Lived values and trained professional ethics within an educational institution are the pillars supporting the relations to staff, clients, learners and third parties. To manage values in vocational education offers considerable benefits for trainers and apprentices. This is especially true today because it is about dealing with extremely diverse values in the learning environment.

For the German as much as for the other systems the following applies concerning the effect on the target groups:

As a project, ProEthics already rendered considerable effects for enhancing the value management in the participating providers of vocational education because the providers already started using the instruments during the project. In view of the number of employees and participants of the partner organisations, one can assume a total project public of at least 5,000 persons.

The claim of ProEthics is that educational providers and companies increase the quality of the dual training system in Germany introducing the instruments of value management first in the areas of the trades and the commercial technical one. The requirements of companies in a sound purveyance of professional ethics are met in this way. In the long run, the regulatory framework for the quality assurance in all countries will be improved. As a result of best practices, the necessary set of instruments—ProEthics Management Training, ProEthics Exhibition and Trainer Manual, ProEthics Tool Box Value Dialogue, certification strategy—will enhance the creation of further, improved instruments of quality assurance.

The cooperation between the humanities and the vocational education is improved by management trainings. The know how about value management in business (e.g. the CSR concept) is considerably increased, providers of vocational education become competent

educational partners for companies that use mission statements as well. The vocational education can create and anchor ethical position about future challenges (e.g. neuro-enhancement). Via the consultation process, social partners arrive at mutually agreed positions concerning suitable instruments of value management. This will lead to recommendations for the national system of quality assurance issued by the social partners.

You would like to know more about the topic, our website, or to contact the project partners directly? On the next page you find the information.

# Bibliography, Further readings, Links, Contact details

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## Links

ProEthics Website:  
[www.proethics.eu](http://www.proethics.eu)

Websites concerning Quality Assessment in VET / Leonardo Programme:  
[www.eqavet.eu](http://www.eqavet.eu)  
[http://ec.europa.eu/education/lifelong-learning-programme/doc82\\_en.html](http://ec.europa.eu/education/lifelong-learning-programme/doc82_en.html)

## Literature

Büscher, M., García-Marzá D., De Geer, H. / 2005  
**Integrating the Ethical Perspective**  
Methods, Cases, Levels in Business and Management  
Rainer Hampp Verlag, München

Quante, M. / 2006  
**Einführung in die Allgemeine Ethik**  
Wissenschaftliche Buchgesellschaft, Darmstadt

## Related initiatives/projects

Zentralverband des Deutschen Handwerks – Beirat „Unternehmensführung im Handwerk“ / 2011

**Das Prinzip Handwerk** – Werte inhabergeführter Unternehmen, ZDH, Berlin

Keck, W., Schubert, M.  
**Corporate Social Responsibility** - Trainingshandbuch, F.O.F.O.S., Wien

// Ethics—1 Minute, 1 Hour, 1 Day, 1 Week?  
Just start.



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.