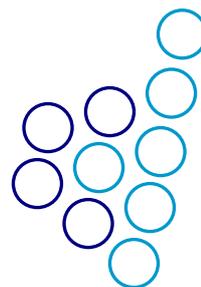




QUALITY - TRAINING

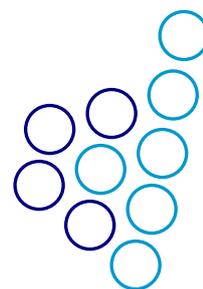


SPAIN



documenta

INSTITUTO EUROPEO
DE ESTUDIOS PARA LA
FORMACIÓN Y EL DESARROLLO





1. SPECIFICATION OF VET AREA OF EACH PARTNER	3
2. WHAT ARE SPECIFIC QUALITY FRAMEWORKS THAT THIS PARTICULAR VET AREA USES?	6
3. ARE THERE SPECIFIC QUALITY ASSURANCE CONDITIONS OR CRITERIA THIS PARTICULAR VET AREA NEEDS TO MEET?.....	11
4. ARE THERE ANY ADDITIONAL QUALITY CRITERIA THAT NEED TO BE MET IN THIS PARTICULAR VET AREA?	15
5. WHAT IS THE OPINION OF PROVIDER ORGANIZATION REGARDING QUALITY FRAMEWORKS, CONDITIONS AND CRITERIA? (FIVE INTERVIEWS).....	16
6. CHECK FOR COMMON THEMES, THEIR DEFINITION AND POTENTIAL CRITERIA.....	18
7. BASED ON YOUR RESEARCH AND INTERVIEWS: HAVE NEW THEMES BECOME EMINENT?	20
8. BASED ON YOUR RESEARCH AND INTERVIEWS WHICH OF THE THEMES NEED TO BE PRIORITIZED?	20

1. SPECIFICATION OF VET AREA OF EACH PARTNER

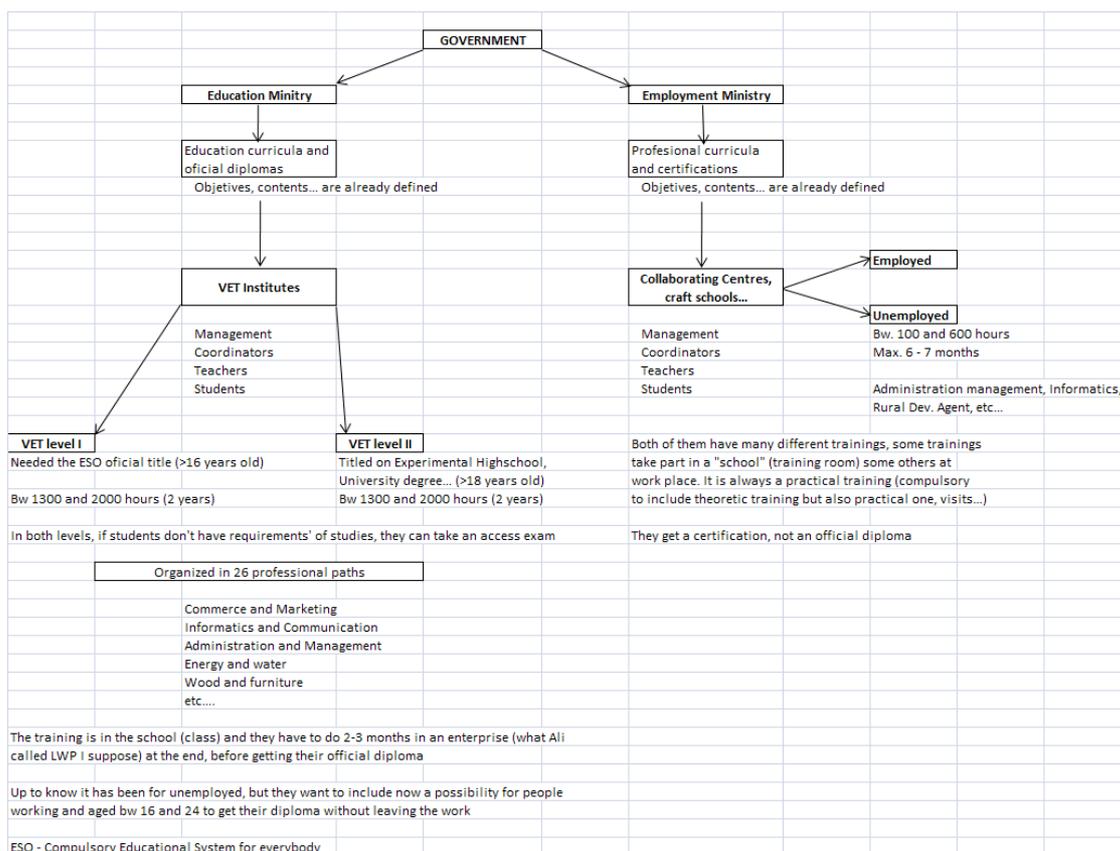
VET system in Spain includes two complementary subsystems:

- In one side it is what is called “**Formación Profesional Reglada**” (**Regulated Vocational Training**) which is part of the national formal educative system, and its planning depends on the Ministry of Education and Culture, but right now management and implementation is decentralized at Autonomous Community level.
- In the other side it is **Occupational and Continuous Training**, which is much more related to the Labour Market, its planning depends on Labour / Employment Ministry at national level through INEM –now called SEPE- (National Employment Institute) and most competences are transferred to Autonomous Community level. Right now Autonomous Communities have quite a big margin to manage it even though there are some important things (as curricula contents of each training course for example) which are defined at National level and can’t be changed.

Occupational Training: Its main aim is to foster labour insertion, re-insertion of unemployed people through new qualification, re-qualification or updated of knowledge. So target is unemployed people (active unemployed inscribed in employment public service)

Continuous training: foster lifelong learning of active people. Target is employed people.

Both trainings are financed by ESF and Government.



We will focus in the part depending on the Labour / Employment Ministry for two main reasons:

- First reason is that the one depending on Education Ministry is formal education which makes it quite difficult to introduce changes at local / regional level from a nongovernmental organization as we are.
- Second reason is that, after talking to different teachers in VET institutes, it seems that quality has been an issue that both regional government here in Cantabria and VET institutes have been talking about for the last 5 to 6 years but never got to an agreement because teachers feel it much more as a control way for teachers than as a quality system for the whole VET.

Taking that in account we consider it is difficult in this region to go into a non closed problem, as it has been defined in second reason. Apart from that, the teachers that were interviewed also told us that there were none institute with a real quality system at the region due, not only the lack of interest, but also the cost of its implementation and that, unless regional government decides to take it as a priority and co-finance it they will not do much on that line.

Even though we should also clarify that there are some other Autonomous Communities which are working in that line and introducing quality systems in their institutes, as Murcia, Aragon or Basque Country for example, mainly based in EFQM or ISO quality system.

Control and developing of the quality in training is a matter of great interest to the Spanish Public Administration, either at national level as autonomic level. For this reason, different public and private initiatives in the area of quality were developed, as well as the developing of different institutions and associations, since 2002 but we haven't been able to find any document –apart from the original one explaining what was intended to be done- what was finally done and how is it working. In any case, and with independence of if it was initiated by a public or private organization, is needed the support of regional government (and those mentioned before confirm it) as leader for it development and implementation.

There are two legal frameworks for this Regulated Vocational System which must be mentioned since they are the base for the future of quality in this training “branch”:

- The “Law of Quality of the Quality in Education” (“Ley de Calidad de la Calidad de la Educación”), which was active from 2002 to 2004 but never really implemented.
- The “Ley Orgánica de las Cualificaciones y de la Formación Profesional” (June 19th 2002). However it is more a description of titles and possibilities than a quality system for the whole process carried out by an institution.

In the other hand, the training that depends on the Employment Ministry is taught by either public centers or by what is called “Collaborative Centers of Regional Government”, which means that they are private in most of the cases and have to fulfill with requirements of Regional Government. Apart from that, they have to apply for the training every year, there is more than one center teaching the same courses and payment by Regional Government is done according to number of students finishing the training.

These collaborative centers can be:

- Universities
- Nonprofit organizations
- Private entities with profit aim
- Enterprises

So, we consider it might be easier to work in this last branch since most of them are private, payments are made according to objectives, there is competence, they are more interested in differentiate their selves from the rest to attract students, there are some rules and tools already implemented (which are common to all centers and have been defined at national levels by National Employment Institute, and all centers must follow them) and some of those private centers are already trying to get –or do already have- ISO mainly (see next point).

So, according to previously explained, from now on in this document we will focus in this second part of quality in VET -in Spain-.

2. WHAT ARE SPECIFIC QUALITY FRAMEWORKS THAT THIS PARTICULAR VET AREA USES?

- *What models are in use (ISO, EFQM, Balance Score Card etc.) in this area? (research)*
- *Is there a preference for a certain model or approach and why?*
- *What are the specific themes that these models / frameworks address?*
- *What is difficult in trying to use the framework / model?*

If we talk about real quality frameworks, and regarding Occupational Training, initiatives for quality systems have been implemented at two levels:

1. Initiatives at Public Level: both from Autonomous Community or National Administration
2. Initiatives at Private Level: by each center recognize as collaborative center for this kind of training

Let's see some examples at Public Level (coordinated by public administration):

- **At National level: by the National Employment Institute (now called SEPE) –** Adaptation to EFQM of National Centers
 - Promoted by General Sub direction of Occupational Training a project to adapt National Centers of Occupational Training to EFQM was carried out from 2000 to 2002. With that aim, 7 National Centers, with significative volume of management, where chosen and the coordinator team of each center received training in EFQM and advice from an external specialized consultancy.

General conclusion of this testing was that “hypothesis of work” was positively fulfilled and, in general, the EFQM model can be adapted to the way these National Centers work.

Even though that was promoted 8 years ago, we haven’t been able to find further information (after 2003) neither in the official SEPE website neither in national centers webs or linked organizations.

- **At Regional or Autonomous Community level, some initiatives:**

- Cataluña

Beginning 2000, Employment Department of Generalitat of Cataluña published a “law” (D.O.G.C 31-1-200) specifying that all collaborative centers that wanted to go on being considered as so, should obtained the quality certification on its occupational training management system, approved by National Qualification Entity (ENAC). Model used was ISO 9001-2000.

They published a guide on how to use ISO which also highlighted the importance of a leader role to be implemented by public administration.

- Galicia

In 1999 the Xunta of Galicia decided to initiate a pilot experience in 80 homologated (collaborative) centers using an adaptation of EFQM model, to improve the training as base for labour insertion.

This system was carried out during 3 years (until 2002) by an external entity and results were considered as quite positive.

- Andalucía

They started a project called “Quality Plan in Occupational Training in Andalucía”, using the model UNE-EN ISO 9001:2000 and testing it in 14 centers. As final result of the pilot project, a Guide on how to use that model was published and available for any center interested on introducing a system of Quality Management.

While doing this study we thought it could be of interest to get that document since it could be a reference for our own quality system. However it is not available anymore and we were told that it is only possible to read it there in the library:

http://www.juntadeandalucia.es/empleo/www/herramientas/biblioteca_virtual/bibliotecaDetalle.php?id=1183

In Fondo Formación in Andalucía (but also at National level), we can check they got ISO for different activities related to training and employment:

http://www.faffe.es/opencms/opencms/es/menu_principal/Presentacion/certificaciones_calidad.html

○ Valencia

Training Directorate General developed a pilot project using the EFQM model and testing it in 13 centers. We haven't been able to find further information in their website.

However, even when the pilot project was implemented with EFQM, public organizations linked to the Generalitat Valenciana related to training and employment which got quality certifications obtained ISO instead of EFQM as can be seen in http://www.sve.es/noticias/fsve_iso10.html

There are some other experiences which could be described, but in order not to make this part too long, we will say that most of them have used ISO, some EFQM.

Some other models which can also be used and find in Spain (some of them have been defined having ISO or EFQM as a based) are:

- **Q*For** – Based in the experience of CEDEO in Holland
 - Evaluated aspects are:
 - *institutional consistence:*
 - Main activity of the organization (training) through official registration, website, leaflets...
 - Minimum of 2 years of activity: official registration, accountability...

- No depending from just 1 client: invoices
- To have at least 2 trainers full time: payrolls
- To have needed infrastructure: analysis of infrastructure
- *technical and professional solvency;*
 - To have real training offer: programs, leaflets...
 - To have adequate procedures to analyze training needs: manuals and works done
 - Capacities to do training designs: Professional competences of experts and trainers, manuals and works done
 - Capacities to do the training: Professional competences of experts and trainers, manuals and works done
 - Capacities to do materials to support the training: Professional competences of experts and trainers, manuals and works done
 - Capacities to evaluate: procedures, balance score, questionnaires
 - Capacity of management: procedures, manuals and informatics systems
 - Marketing and commercialization: procedures, leaflets, transparence...
 - Control and improvement: interviews with manager, process and manuals, evaluation and lifelong learning of trainers...
- *level of valuation and satisfaction of clients*
 - Level of satisfaction: at least 80% is satisfied and none fully unsatisfied - interviews to a representative number of clients from last 6 months
- **CEDEO**
- **EQUIS** – Launched in 1997 by European Foundation for Management Development and defined to be used in training/education through EQUAL (European Quality Link) with support of European Commission. It is used mainly in Business Schools.
- **VERO** – model for improvement of quality in training and its management based in transference of learning, impact of training and creation of intangibles for knowledge generation.
- **SECAI** – specific for industrial studies / training

- **Doble Evolución** – This was a Leonardo da Vinci project and final product was a training document and a CD for tele management of quality in training
- **PROZA**
- **ASH**

Roger I have standards of those in which I have written something but I'm not sure whether you need that much and I should translate or not. In VERO I also have a comparative analysis with ISO (everything in Spanish of course)

We would like to point out the divergence in criteria: national level tried to “send” EFQM as the model to use, but most (around 85% of those we have found) of initiatives at regional and private level were linked to ISO. So it seems that there is a preference for ISO but there is not specific reason.

EFQM: Specifics themes

- Development Methodology: adaptation of the model
- Mission – Vision
- Strategic Plan
- Aims
- Communication plan
- Processes
- Indicators: level of satisfaction, evaluation of students' aptitude, labour insertion
- Results

Some difficulties pointed out by those organizations who have implemented the system:

- Difficulty to involve the people / staff
- Resistance to changes
- When applied in public centers: difficulties due to timetables

ISO: Specific themes

Those officially marked by ISO

Some difficulties pointed out by those organizations who have implemented the system:

- When applied in public centers:

- difficulties due to timetables
- Changes in denomination of public services = difficulties and more changes in quality system (due to relation of posts which is a compulsory step)
- When private centers:
 - Fear not to get defined objectives
 - Difficulties to establish indicators and how to measure them
 - Difficulties for interpretation of ISO
 - People participating at different levels of compromise

All cases found and analyzed were implemented with financial support of public administration.

Bibliography:

- ENAC – Entidad Nacional de Acreditación www.enac.es
- AENOR - Asociación Española de Normalización y Certificación www.aenor.es
- EFQM in Spain: Club de Gestión de Calidad www.clubexcelencia.org
- The quality system in Training: Situation in Spain – Author: Alejandro Alvarado
- Vocational Training, Journal 15. Ensuring quality in vocational education and training – CEDEFOP <http://www.cedefop.europa.eu/EN/Files/15-en.pdf>
- Evaluación de la calidad del sistema de formación profesional – Fondo Formación
- Fondo Formación Andalucía: www.faffe.es
- Junta de Andalucía: www.juntadeandalucia.es
- “Calidad y Formación: Binomio Inseparable”, INEM

3. ARE THERE SPECIFIC QUALITY ASSURANCE CONDITIONS OR CRITERIA THIS PARTICULAR VET AREA NEEDS TO MEET?

- *Who is responsible for defining these QA-criteria? Where do they come from?*
- *What are they?*
- *What specific themes do they address?*
- *What does a provider organization need to demonstrate to meet these criteria?*

It has to assure next things:

- Training follows official program defined by public sector
- Minimum number of students starting and finishing the training
- Practical training more than theoretical one
- Quality of the training
- Level of learning of the people
- After the training: number of them who found a work related to training received

Out of official quality systems, all centers must guarantee some conditions, criteria and use of tools to be able to be considered as collaborative center and ask for occupational training courses. We will try here to organize and give some order to requirements (defined at National Level by National Employment Institute) according to the different stages:

1. When asking to be considered as collaborative center

You need to fulfill next requirements in order to be able to ask for that recognition:

- Collaborative centers must have hygienic, acoustic and security conditions asked by law and also license from city hall to be able to open as training center.
- By each homologated training specialty, and taking in account the number of trainings that the center can carry out in parallel, it must have as minimum:
 - A training room for each specialty which will have a minimum size of 30 square meters for groups of 15 people.
 - A workshop to do professional practice work, a minimum size which allows all students to do the practice work at the same time but taking in account minimum size described in previous point –and depending on each specialty-.

Apart from that each specialty remarks minimum requirements. So for example ICT training defined minimum of 15 computers (specifying characteristics of those computers), 2 printers...

- The center must also have:
 - A minimum space of 50 square meters for management rooms, teachers' room and coordination activities.
 - Secretary's area.

- Baths and hygienic services in number enough for the center's capacity of teaching specialties in parallel.
- In each specialty there must be a minimum of 1 trainer for each 20 students. The trainers must be an expert in the training specialty he/she teaches and has to be able to certify and show his/her learning background and expertise.
- There are specific requirements for those centers that has distance learning.

So you are actually asking to be collaborative center homologated in some (specific) trainings offered by public employment service and you will only be able to teach those for which you have the homologation.

2. When asking for specific training courses

Each year regional government publishes a call with all training specialties and each center has to present a training project proposal asking for those trainings wanted for the year (having the homologation that corresponds to each one). In the proposal it has to be included:

- Official compulsory training contents defined by public service for each specialty
- Official voluntary training contents defined by public service if the center wants to include any (they are usually transversal contents such as equal opportunities or environment)
- When, where, in which training room, at what time and for how long will each training will be given
- Who will be the trainers (name, CV...)
- Material that is going to be used in each training

3. When implementing a training course

Once you get the approval of all or part of the training courses you asked for you have to fulfill next requirements –as short resume-:

- Dissemination
All dissemination activity has to be done through local employment service of the area in which the center is based.

- Selection of students
Specific questionnaire for each specialty
Interview to all people attending the presentation day
- Training
All information validated by local employment public service
General information related to contents, rules and materials given and signed to all students, and shown in the class.
Each time on student leave before the end of the training it has to be communicated and approved by local employment service (changes are only allowed in the first 20% of the whole training duration)
Monthly report to local employment office for its validation (regarding number of students and who, signatures sheet, documents justifying if some student hasn't gone to the class some day, grants for local transport for those who need it...)
Document asking for permission to make visits to enterprises, local areas... related to the training at least 15 days in advance to local employment service
- Evaluation
Evaluation at the end of each training module (by the trainer of that module)
Evaluation of each trainer at the end of his/her teaching (by the students)
Official external evaluation pay by regional employment service (last years it was an University department). A person usually goes once (sometimes twice) to the center during a training course and without advice in advance, and talk to students to check whether there are problems or not.
- Closure
Final report once the training is finished to local employment service with same information that monthly reports and final evaluations to ask for official certificates for the students.

There is an access database and some templates which are compulsory to use in this whole process.



Roger I have examples of all tools in Spanish, let me know if it could be of help to translate any.

4. When justifying a training course and waiting to be paid

Paying depends on number of students who finished the whole training (with good evaluation) out of the 15 who started. If final number is below 12 the center will not be paid.

5. 6 months after the training is finished

The center has to phone all students of each training specialty that center has taught and ask them if they have found a job related to the training or unrelated. With all information a new report has to be done and sent to local employment office.

Bibliography:

- SEPE – www.sepe.es
- Red Trabaja – www.redtrabaja.es
- Emplea Cantabria – www.empleacantabria.com
- National legislation: ORDEN de 13 de abril de 1994. (B.O.E. 28-04-1994), por la que se dictan las normas de desarrollo del Real Decreto 631/1993, de 3 de mayo, por el que se regula el Plan Nacional de Formación e Inserción Profesional.

4. ARE THERE ANY ADDITIONAL QUALITY CRITERIA THAT NEED TO BE MET IN THIS PARTICULAR VET AREA?

- *Who is responsible for these criteria? Where do they come from?*
- *Where do they consist of?*
- *What specific themes do they address?*
- *What does provider organization need to demonstrate to meet these criteria?*

Regarding to what has been explained in point 3 evaluation of training project proposals done by regional government only add when proposals overpass the minimum requirements.

Other additional criteria come because either the organization has implemented a quality system or because regional government has asked for a formal quality system apart of their own evaluation.

5. WHAT IS THE OPINION OF PROVIDER ORGANIZATION REGARDING QUALITY FRAMEWORKS, CONDITIONS AND CRITERIA? (FIVE INTERVIEWS)

- ***What are the themes they think relevant to focus on?***

As first point I would like to point out 2 things I have in mind since we talked with the people:

- What do we offer if they already have a quality system?
- What can be our final product for them after our work which could be of value of they want to go on and get an official certification.

Before going into “deep concrete things” related to implementation of quality systems themselves, we would like to resume some things that have been pointer out as relevant to take in account before starting to implement a model of any quality system, according to their own experience, and in which we could help:

- a. Not to start with a certification process without a clear organigram of the training Center where all posts and their functions are perfectly defined and known.
- b. To start the process with an action plan in which different stages of the process are progressive fixed, a framework of objectives and timetable, and a way or methodology to measure if those objectives are being fulfilled.
- c. Real participation of highest management level in approval, support and follow up of the plan.
- d. To make a list of foreseen procedures to be implemented, compulsory contents of each one and clear and concrete rules for their description.
- e. To organize the list according to grade of difficultie and starting with the easiest ones to motivate people.

- f. To establish the relationship between each procedure and people affected by each of them so they know in advance and can collaborate in its definition.

Some of those points were also appointed as relevant things to know in advance (fears):

- Initial manual with the whole process to fully understand and know what's going to be done and what will it mean for all staff.
- Clear and measurable indicators and a way to check if they have been achieved.
- How to convince and involve all relevant staff in the process and foster team working
- Explanation of the best way to communicate achieved goals to all relevant staff: how, why and when.
- Training for people involved is also good
- What will be the cost and time, and how to finance it (if there are grants available)

Regarding concrete areas they wanted out to focus on, all of them were already included in our document:

- Communication among different departments
 - Relationship between training and labour market (labour inclusion and enterprises' needs) – Quality of integration
 - Clearly identify roles and responsibilities
 - Curriculum and possibilities to change what seems to be out of date (this is not possible in the system but we can try to see if it is really out of date)
 - Detection of real training needs
 - Marketing
 - etc
-
- *What do they think of the importance and usefulness of the 11 themes we have selected?*

They considered that all the things they could think on were included. Their main fears after seeing them were how much work time and money was going to be needed.

They added that trainers should also be included, and this is because in most cases trainers are not part of the staff but some external often collaboration.

- ***How do they actually work on quality (see also answer on question 2)?***

At regional level those who have any quality system have mainly ISO and some others EFQM. There are other centers (most) that don't have any quality system at all and consider it expensive and too much work.

- ***Do they have example material of some of these activities they consider as relevant? (is it available?)***

We have copies of documents from regional government to assure quality in the whole process.

Some others could be asked (some of those already mentioned in this document but not available in internet).

6. CHECK FOR COMMON THEMES, THEIR DEFINITION AND POTENTIAL CRITERIA

The 11 themes we have presented in Larissa have appeared to be dominant in all VET interviews in the Netherlands on quality and are recognizable for Cyprus as well as Sweden. In Larissa we also have come up with a list of indicators for each theme. ***While working on the questions 2 to 5 the most important thing is that you check whether our Larissa-list is complete (research as well as practice based evidence through interviewing) and whether the definitions we tried to agree on are clear.***

Remember that our model should be "light", present a basis. Working according to our new model should not burden an organization with extra questions! The model needs to fit in easily in the way they already handle Quality Assurance or it should give direction to those who do not use any framework or criteria at all!

Since we would like to develop a “All European Model” we also need to look for added value of the model for those organizations that are very familiar with quality assurance and have extended experience with it. One might say: we need to add a kind of expert level. This will make the model more dynamic and useful.

To do all this we work along two lines:

Cyprus, Greece and Spain will check out the next questions regarding the themes, each in their preferred context. While, on the basis of the same questions, Sweden and the Netherlands will look for information to add at each of the 11 themes a kind of level differentiation. Revalento and Folksuniversitetet will then combine all this information and feedback the outcome to all partners. This will be the final concept model. This will be presented in September to all.

Please check the summary of themes, definitions and indicators (Larissa notes). Some are not yet well defined or clearly described. Please contribute by making suggestions!

Curriculum	Yes
Learning methods and processes	Yes
Apprenticeship & Work based learning	Only for some parts since not all specialties need or have work based learning
Coaching, tutoring and mentoring	Yes
Intake, information and assessment	Yes
Accessibility	So, so. Relevant but not too much since target is in labour exclusion so they already work on that. CSR was pointed as important.
Guidance, care structure and student rights	This is very much controlled by local public employment service
Examination	Yes
Staff development and staff allocation	Yes. Also including external collaborators (mainly trainers)
Outcome, accountability, valuation	Yes
Leadership	yes

7. BASED ON YOUR RESEARCH AND INTERVIEWS: HAVE NEW THEMES BECOME EMINENT?

- *What is / are the extra themes? (be aware! please keep it simple and obvious! And only suggest additional themes if it **really** is useful at a basic level).*
- *Why are they relevant?*
- *How would you define the theme?*
- *What kind of indicator(s) could be met for that specific theme?*

Please check each time whether adding a new theme offers a balance between the necessary care for quality and potential extra restrictions in terms of use it might throw up.

We consider we have more than enough. We will just go for an specific extra theme to add in order to be able to give value to our own know how and add something extra to what “official quality systems” already offered them.

8. BASED ON YOUR RESEARCH AND INTERVIEWS WHICH OF THE THEMES NEED TO BE PRIORITIZED?

- *What, why? (put themes in logical order from high priority to least)*
- *What theme would you consider less relevant and skip from the short list*
- *Why? (Use above input from interviews as well as research).*

Sweden and the Netherlands: for each theme separately how can one define the themes best, describe indicators and define an expert level differentiation?

Finalize this to the level of a concept model and present this again to all partners in the September 2010 meeting in Santander.

(And, have you reasons to add one or two additional themes at the expert level? Which theme, which indicators?)