

Project “TAV – Transfer and Adaptation of training Vouchers”

LLP-LDV-TOI-09-IT-0474

Work package 2: Recognition of experiences, practices and procedures

Preliminary report based on aggregated input from project partners
(to be verified by partners in the implementation process)

EUROMASC 2010

Background:

With the intention to collect information and experiences from the project partners for a transfer of individualised training systems and support structures to Western Macedonia, each of the partners responded to a structured questionnaire developed for the purpose. The contributions collected represented regional as well as national examples.

From Italy information has been given on different regions of the country. Primarily the Autonomous Province of Trento but also concerning the provinces of Tuscany and Veneto, the Sardinian “master and back” and the more general support structure for graduated personnel aiming at being certified and enrolled in the respective register(s) of their professions.

The input from the United Kingdom consisted of the UK Skills Account initiative to encourage an individualised approach as well as the Kent Individual Learning Accounts. A partly similar presentation was given from Spain, focussing primarily on the region of Catalonia, but with additional information on the general Spanish situation. The Norwegian contribution covered a newly launched reform where three different national structures, employment, health and social welfare have been merged into NAV - the Norwegian Labour and Welfare Administration.

The region of Western Macedonia in Greece, being the target area for a transfer of voucher experiences, contributed also with information of the present situation, serving as the implementation background as well as giving the broader picture of national and regional initiatives to support individualised training measures.

The partners responding represented a variety of experiences, ranging from well developed voucher systems as in The Autonomous Province of Trento and the UK Skills Account and the implementation of individual vouchers in Kent, to support structures based on national regulations and transinstitutional cooperation at municipal level in Norway.

Main conclusions for a transfer of existing training voucher experiences

The initiative from the Autonomous Province of Trento, supported by experiences in the UK Skills Account and the Kent ILA implementations should constitute the backbone of the transfer. It is, however, well documented experiences among other partners which should be taken on board in the transfer process.

To secure a systematic and sustainable operation of an individual support service, regardless of vouchers or other forms of incentives, there is a need for more elaborated and applicable tools, ranging from assessment, accreditation and profiling to the storing of documented individual learning outcomes, qualifications and certificates. Experiences from EU initiatives like ECVET and Europass should be taken into account, but at the same time national and regional experiences should be further elaborated as they often are better attached to and integrated with the daily work and perceived needs of assessment, guidance and training personnel.

Based on the presented documentation, some of the ideas and experiences should be further elaborated for possible project developments under Leonardo da Vinci, ESF or national or regional funding structures.

The target area: Western Macedonia, Greece - Status and a preliminary recommendation

The completion of the information from Greece seemed to be a little difficult due to the different national and regional structure and the principles of the lifelong learning systems implemented and planned in the country. The Ministry of Education and Lifelong Learning supervises the lifelong learning in Greece. It is actually a homonymous institute which has the responsibility for the individual programmes, the general programmes (second chance schools etc.), the structures in the whole country and which also keeps a registry for the professors who do the lessons. The great difference with the other Lifelong learning systems is the non-existence of reimbursement for the trainee and the low weight of the certification provided after the conclusion of the training. Therefore, the quality criteria for the selection of a trainee do not always play a significant role because it is often hard to find the minimum number of trainees to the course, then being compensated by more liberal access regulations. The general perception is that Lifelong learning refers to specific social groups and specific thematic categories (basic knowledge on ICT, technologies in farming, learning Greece for immigrants, consultation services for new parents, adults who abandoned school and want to have a second chance, etc.).

On the other hand the Centres for Vocational Training (CVT), which can be public or private, offer specific professional training to unemployed and professionals who want to improve their capacities in their fields. The Ministry of Employment supervises these centres and in most of the cases, they do reimburse the trainee which makes them more well-known and attractive than the ordinary lifelong programmes.

Because there are these two nearly totally different systems to be analysed for a future implementation, the plans should be carefully tailored to the specificities of each of them – or a forced choice should be taken between them to take the consequences of the differences existing.

Concerning the possibility of introducing training vouchers in the Greek/Western Macedonian region lifelong training system, questions remain unanswered. The two basic questions to be handled are:

- If there are no financial resources provided, how can economic motives through a voucher system be elicited in the Lifelong learning system?
- If the training voucher is to be introduced to the professional programmes of CVT's, how can a governmental political decision be obtained, based on the fact that the planning and decision making on training provisions take place centrally?

A possible introduction of training vouchers in the Region must take into account some significant changes in the system like the decentralisation of individual training planning and a launching of programmes with a provision of economic incentives. In addition the introduction of quality standards for the launching and implementation of the training programmes and a certification of the actual, accumulated knowledge should be implemented. This could probably be an opportunity due to the fact that the Regions in whole country may change or strengthen their administrative role. More power may be dedicated to the regions, authorisation for the introduction and set-up of lifelong training centres and initiation of training programmes may be handled locally, based on an administrative reform which is in the pipeline.

The main concern is still the availability of financial resources taking into account the general economic situation.

Synthesised responses from the information collected

(structured according to the information template)

1	System related practices and measures for individualised support and incentive programmes and structures			
1.1.1	Individualised support and motivation measures	Please give a short description of the individualised support and incentive programmes and structures found in your environment. Enclose in attachment any available documentation or description.	<p>All partners reported on relevant support activities targeting at an individual level, but with different target groups, objectives and financing.</p> <p>The UK Skills Account enables individuals to identify the skills they have, match them against the job roles they would like and help identify the courses they need to achieve them. They will also identify sources of funding that are available. Trials are also underway to link the Accounts to additional funding for families on low incomes. At local level the Kent ILA scheme was primarily aimed at re-engaging non-learners with a longer term view to improving their vocational skills.</p>	

				<p>In Western Macedonia, Catalonia and Italy different regional approaches are existing, but without strong, formalised financing instruments. The measures implemented in Norway have a strong financial support, but are more targeting unemployed people and individuals undergoing general retraining. An exception is the Italian Autonomous Province of Trento which from 2003 has organized a voucher system allowing Trentino citizens and people living in the region to participate to specific courses. The interesting aspect here is the improvement of skills strategic for area development and improvement as part of a regional policy.</p>
	1.1.2		<p>To what extent are the support measures taking into account training vouchers or other "individual entitlement statements"?</p>	<p>In the Trentino voucher system the Autonomous Province of Trento provides all the money needed for the courses. In the Kent ILA UK residents over the age of 18 were offered vouchers worth £150 towards eligible courses from approved providers, against a matched contribution of £25. The scheme was promoted through existing Information Advice and Guidance (IAG) providers as well as local community groups and training providers. As part of the ILA funded training, individuals were encouraged to progress into qualification related courses.</p> <p>In Greece the Operational Programme of 'Education and Lifelong Training 2007-13' refers that 'special goals for the improvement of Lifelong learning structures are the use of alternative funding schemes like, the provision of flat loans, the provision of training vouchers or educational leave for improvement the investments in the sector and attracting more people in Lifelong learning activities.</p> <p>Whereas the Norwegian support structure is not dealing directly with the</p>

			<p>individual the general support measures are channelled through the employer or an employment or training organisation. Depending upon the status of the beneficiary according to their employment situation, NAV, the Norwegian Labour and Welfare Administration, may finance limited wage subsidies through the employer:</p> <p>Limited wage subsidies is a work-oriented measures to motivate employers to add people on ordinary wages and working conditions. NAV can also provide temporary wage subsidies to employers who employ people with problems to get into the job market. Wage subsidies can be paid to ordinary private companies and public institutions in a limited portion of the time of employment.</p> <p>Facilitation Grant is a performance that will encourage employers to arrange work so that employees may be working in spite of health problems. It is possible to apply for access grants for groups of workers. The grant cannot be used for major structural changes in the enterprise.</p> <p>Generally speaking, the Italian, except for a few regional structures, and the Catalonian systems are presently not providing individual funding, though historically examples may be documented.</p>
	1.1.3	How are the different support measures interrelated with ordinary (public) services?	<p>In the UK the Skills Account website acts as a portal to other on-line services and also provides details of other sources of help, and many of the existing (public) service providers were involved in delivery of the Kent ILA scheme. The flexibility of the ILA scheme was used to fill "gaps" in existing schemes. ILA users were also connected to existing public vocational training schemes where appropriate.</p> <p>The different Italian approaches are targeting to improve the skills of people living in their area in order to become more competitive and grow up in various sectors. They are the main way to promote and organize courses in all the region,</p>

				<p>and vouchers are thought to be useful within a certain context: for instance, vouchers may be specifically organized to cope with the financial crisis.</p> <p>The Catalunya Occupation Service SOC- <i>Servei Ocupació Català</i> designs a general program: Nowadays "Impuls-2010" where are established the aims, actions and activities of counselling and training. Also fund the specific actions developed by the local counselling and other public and private organisation that are the direct provider of the users or beneficiates. The extraordinary plans of local employment have to address themselves exclusively to the sectors of the renewable energies, efficiency and energetic saving; the TIC and the rehabilitation of houses, buildings or equipments of titularity or of public use.</p> <p>To some extent, similar to Catalonia, the last Norwegian reform of the different services including most actions in this area are coordinated by NAV as a public service.</p>
	1.1.4		Please indicate the main institution/organisation which is responsible for implementation of individualised incentive and support programmes and structures in your environment.	<ul style="list-style-type: none"> • UK: Skills Account are operated by the national Skills Funding Agency which operates through a network of regional offices. The administrative organisation of the ILA scheme was undertaken by the government sponsored Kent Training and Enterprise Council. Service delivery was through contracted local public, private and community organisations. • IT: Varies from a provincial register of profession and chosen local training providers (organizing also distance learning courses); specific initiatives as "Master and Bach" in the Autonomous Region of Sardinia; the region of Tuscany in accordance with local enterprises; In Veneto, there is a specific organization paid by the region to provide all voucher system and in the Autonomous Province of Trento, its occupational branches and chosen local training providers.

				<ul style="list-style-type: none"> GR: The main organizations responsible for individualised and support programmes are: 1) Second chance schools for people who want to obtain basic knowledge and a degree of primary and secondary schools. 2) Centre for Adult training, responsible for improving capacities in certain thematic categories (also offering training courses from distance). ES: The SOC is an autonomous and administrative organization, linked to the Department of Employment. NO: NAV with the main responsibility to promote work and activity reaching economic and social security, organise measures, assistance and benefit regulations based on assessment of needs and work ability, harmonization of regulations and work methodology and moving from target groups to an individual focus. <p>National Adult Education Institute (Vox) is responsible for the administration of governmental funding for pedagogical development in adult learning, targeting people with low degree of formal education in enterprises and through NGOs.</p>
	1.2.1	Context and purpose	Who is the beneficiary target audience and what is their situation?	<p>Skills Accounts are aimed at all ages but with particular emphasis on young people (16 – 25) and those looking to re-enter employment. In Kent the scheme was open to all UK residents over 18. However, the primary beneficiary target audience was adults with low skills not actively engaged with training opportunities. Targeting was achieved by selective marketing and promotion interventions.</p> <p>A sharp contrast may be documented between Italian regions, as for the Graduate professional (doctors, engineers...) who need to be admitted in their register of profession to be allowed to do their own profession, the Sardinian</p>

				<p>“Master & Bach” programme for recent graduate who want to improve their own skills following an advanced learning course (post degree, PhD....), whereas in Tuscany and Veneto the unemployed, atypical workers, redundancy funded workers, handcrafts, and SMEs chiefs are focussed. Target group depends on the kind of vouchers, so as an example it could be further specified to cover unemployed over 40 or employees in predefined sectors.</p> <p>The Trento Voucher system is only for Trentino citizens and people living in the region but people coming from specific categories are favoured: A1 category (alcoholic, immigrant, prisoner and former prisoner, unemployed, physical and mental disabled, ethnic minorities, nomadism, seropositive, former prostitute), A2 category (working people over 45), A3 category (lower school attendance people), A4 category (women)</p> <p>The beneficiary target groups in Greece cover a substantial part of the population:</p> <ol style="list-style-type: none"> 1. At the ‘second chance schools’ – Adults who want to take the basic knowledge and a degree of secondary education 2. At the ‘Centre for Adults Training’ and ‘distance training’ – More specified training courses referred to the working force who want to develop its capacities. 3. The ‘family schools’ – offer consulting lessons for new and older families 4. Programme ‘ISIODOS’ referred to farmers about new techniques and tendencies in farming sector. 5. The programme ‘Odysseys’ is dedicated to working immigrants for learning Greek as their second language. 6. Specific programmes referred to vulnerable social groups for language courses and consulting support of VSG families.
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	1.2.2		<p>What is the outcome intended from the intervention (e.g. to help unemployed adults to retrain from traditional agriculture to employment in high tech knowledge based techniques used in production of sustainable energy production equipment)?</p>	<p>Encourage more people to enter learning through better access to public support for work related training and development was the ambition within the UK system. The primary outcome was to engage the adults with training to improve their career - either in the current jobs, re-entry into employment or job change.</p> <p>In Italy partly focussed on graduate professional continuously trained within the lifelong learning programmes and the "Master & Bach" targeting future work for highly skilled, partly to improve enterprise conditions and consequently region conditions too through an employee's enterprise to declare a voucher subject as in Tuscany, and in Veneto, among others, an important goal of voucher system is to promote collaboration and networking among enterprises working in the same product and geographic area. In principle the same applies in Trento, helping Trentino citizens in creating personalised learning pathways; allowing all citizens, also the ones living in peripheral areas, to get high qualification level; answering</p>

				<p>to territory needs concerning professional skills</p> <p>Usually the interventional programmes in Greece intend to improve the capacities of different social groups in order to be more competent to their work or to obtain basic knowledge and a relevant degree for entering into the working force. Programmes with specific target audience improve the living conditions of these groups (e.g. for immigrants is a prerequisite to attend Greek language courses and to get a degree for that in order to apply for long-term staying permission in the country).</p> <p>To qualify to the people on work areas whit social demand. That is:</p> <ul style="list-style-type: none"> • Informed, oriented, with professional and key skills in an autonomous way. • CIT alphabetisations and use of these on the programs are a priority. • To prevent the social and professional exclusion. <p>a) To reduce absenteeism within an enterprise b) To increase employability in the workforce at large c) To upskill people at risk of being unemployed d) Prepare for structural changes in vulnerable industries and branches e) Adapt to fluctuations in the economic environment through training and competence development if unemployed</p>
	1.3.1	Eligibility and participation	Which personal factors such as age, existing qualification levels, employed/unemployed,	Among all partners the current trails are open to those registered with the unemployment service at national or local level. In Veneto and Catalonia there is a focus on age groups with difficulties in (re-)entering the labour market. The

			at risk of unemployment, income level etc are taken into consideration when recruiting?	<p>Catalonian case also has a focus on women in trades where the employment possibilities are weak.</p> <p>In the Greek approach there are not strict restrictions for attending a Lifelong training programme. The building capacities programmes refer that all adults of the country independently of age, sex, religion, place of origin etc. are able to participate at the courses. Role for the recruitment play their training, social and working experience as well as their expectancies of the training programme but also their availability. In specified, sectoring programmes the only prerequisite is to be part of this social group e.g. farmer, immigrant etc. To some extent this also parallels the Trentino model of regional capacity building.</p>
	1.3.2		Can individuals choose to participate or must they be nominated by e.g. an employer or unemployment office?	Participation has to a high extent been by self selection, but some employers also helped promote the schemes. In Spain and Norway people who receive the unemployment benefit are strongly motivated by the unemployment office to participate in the activities suggested.
	1.4.1	Scope	What help may be provided, eg range of training topics that can be accessed, career guidance etc?	<p>The UK Skills Account service offers a systematic pathway with :</p> <ul style="list-style-type: none"> • Skills and interest assessment tool • Skills diagnostic tool • Careers advice against job profiles • Qualifications counter for existing qualifications • Course finder • Funding Indicator of what government funding you could access • Verified Learning Record of past achievements and certificates • Skills Action Plan

				Under the National Insurance Act in Norway the training subsidy may be paid to cover testing, organisation, training or job training as well as expenses in connection with work ability assessment in rehabilitation centre.
	1.4.2		Do training need to lead to a formalised qualification?	<p>In general there was no requirement for the training to lead to a formal qualification, though some participants have definitely used their vouchers and other types of individual training support for qualification based courses. In the UK government supported courses are required to aim at a certain qualification. In this case it should also be noted that the UK system of national qualifications may be more elaborated than in the other countries in the partnership.</p> <p>The Spanish SOC Training activities are designed from the Department of Employment, but are programmed to the specifications of a Folder of Specialities and Professional Qualification Catalogue in order to facilitate the recognition of qualifications by the Department of Education.</p>
	1.4.3		What complementary non-training support is eligible e.g. help with transport costs, child care provision etc?	<p>Except for the Greek, Catalonian and Norwegian cases, few complimentary support measures are used. Transport services may in these cases be provided to individuals who attend the training courses, and in Catalonia the SOC offers aids and grants to unemployed people who take part in training activities. At the moment the requirements of these complementary helps are more restrictive.</p> <p>In the Norwegian case the training subsidy may be paid to also to cover extra expenses for temporary / extra help to prevent a classified sick leave. Support for the purchase of items or work aids that are not covered under the National Insurance Act to secure access to appropriate work tools may also be covered.</p>

	1.5.1	Linkage	<p>How is the system linked to the general vocational education and training system i.e. is it a mechanism for improving access to general courses that already exists or are there special courses or other interventions that may be offered as part of the system?</p>	<p>In the UK the intention is that Skills Account will be developed as the universal public system for supporting vocational education and training. The local Kent implementation experienced that the primary take-up was from existing general courses; however there was also some evidence of providers offering shorter/introductory versions of existing course based on ILA financial envelope and different community groups commissioning be-spoke courses based on local needs.</p> <p>The Spanish SOC Training activities are designed from the Department of Employment, but are programmed to the specifications of a Folder of Specialities and Professional Qualification Catalogue in order to facilitate the recognition of qualifications by the Department of Education, whereas in the Italian regions where a voucher system is used, it is organized in order to improve the skills of their own citizens, with the final aim of improving regional economic and social conditions. To some extent this is mirroring the situation in Norway, where support structures are working in parallel with ordinary VET provisions. It is therefore often found that individual beneficiaries are participating in the ordinary systems with special financial and social support.</p> <p>The system for Lifelong learning in Greece is a mechanism for offering training services (which already exist) to individuals who want to have a second chance for access in basic knowledge or want to improve certain capacities in their field or condition. This system is usually complementary to the Vocational Training courses provided of private 'Centre for Vocational Training(CVT)' referred to unemployed individuals which are much more recognised and generally accepted because they may offer a compensation for the trainee. The National Accreditation Centre for Continuing Vocational Training (EKEPIS) responsible for the accreditation of CVT's, interlinks also with the systems of VET (linking initial</p>
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				with continuing vocational training systems).
	1.6.1	Provider accreditation	Are prospective training providers accredited to deliver training programmes under a voucher scheme?	<p>Training courses financed in Norway and Trento are in the general set up based on Call for Tenders, whereas the UK system has been that only training providers offering government funded courses are included. In the Kent set-up training providers were subject to a light inspection regime to confirm their existence and capacity for the scheme. Each provider was contracted for a maximum value of ILA vouchers.</p> <p>In Greece the National Accreditation Centre for Continuing Vocational Training (EKEPIS) has the duties to perform:</p> <ul style="list-style-type: none"> • Accreditation of Vocational Training Centres and Special Centres for the Social and Vocational Integration of people with disabilities and ex-drug users. • Monitoring and Evaluation of Accredited Vocational Training Centres and Special Centres • Accreditation of Trainers of Continuing Vocational Training. • Accreditation of Support Services Providers. • Accreditation of Job Profiles • Accreditation of Continuing Vocational Training Programmes • Accreditation of knowledge, skills and competencies
	1.6.2		Can a beneficiary choose provider freely?	With very small exceptions (M&B Provider not resident in Sardinia) the beneficiaries can choose freely their training provider. In some particular cases there is some limitation in the participation at the programmes e.g. special programmes for unemployed individuals who lives in disadvantaged areas. The responsible funding agencies will keep an eye on provider performance, especially in the light of an accreditation given with a certain time frame.
	1.7.1	Trans-	Which	In some of the cases like UK and Norway, the national structure is governing the

		institutional cooperation	institutions/organisations are directly cooperating with the main unit in the implementation of the programmes?	<p>process. In the UK the Skills Accounts is regulated by the national Skills Funding Agency and is working through regional offices, in co-operation with local colleges and selected private training providers. The main institutions were existing public and private providers linked to publicly funded schemes. In addition a number of smaller community based providers also engaged in the scheme; in some cases leading to partnerships with mainstream providers (which separately helped build wider co-operation in e.g. outreach provision or encouraging participation by under-represented groups). The same structure is found with the Norwegian Labour and Welfare Administration – NAV.</p> <p>The regional approach in Catalonia is organised from a main unit, the SOC- Department of Employment . Generalitat de Catalunya in cooperation with social partners, Diputació de Barcelona (Barcelona Provincial Council) and CIFO: Innovation and Occupational Training Centres. Local councils and private and other social providers play an important role. In the Norwegian setting there is also a close cooperation with municipality services, as well as NGOs active in the field.</p> <p>In some regions there are special organisations set up to deal with lifelong learning programmes. The 'Centre for Adults training', the 'Centre for Adults training from distance', 'second chance schools' and the 'family schools' have direct cooperation with the main unit of Lifelong learning Institute responsible for Lifelong programmes in Greece, whereas in Veneto there is a specific organisation created to prepare and organise lifelong learning programmes.</p>
	1.7.2		Which institutions/organisations are	In the UK other public vocational education and training providers; including careers advice services and agencies were active. Indirect support came for a

			indirectly supporting/cooperating with the main unit in the implementation of the programmes?	<p>range of voluntary and community (third sector) organisations. Many of these had not participated actively in promoting training before the ILA scheme but were primarily concerned with wider social welfare support. In Norway approximately 110 Vocational rehabilitation enterprises are active, in addition to provision by upper secondary education, VET organisations and schools, vocational colleges etc.</p> <p>The Autonomous province of Trento office utilises different surveys, studies and researches done in its territory in order to create courses answering at specific needs in its own territory. Local branches do front office activity and University of Trento planned and conducted surveys involving participants and stakeholders. Information also given directly from course providers who decide to participate to public selection in order to be included in courses catalogue.</p> <p>In Greece the Centre of Vocational Training (CVT) which have been aggregated to offer specialised training programmes have an indirect cooperation with the main unit which is the National Accreditation Centre for Continuing Vocational Training (EKEPIS) and the responsible authority for launching the training. This could be the Ministry of Employment, the organization for employment of the working force (OAED) or the regional authorities. A similar structure may be seen in Catalonia with the Department of Social Action and Citizenship and the Department of Education.</p>
	1.8.1	Use of learning outcomes descriptions	To what extent have the ECVET/EQF specifications and guidelines on learning	European specifications, like EQF level referencing and ECVET structures are not yet implemented in the partner countries, but are undergoing consultation and experimentation. Even if ECVET/EQF were not in place during this scheme, UK

			outcomes, units and interchangeable "credits" been implemented in your environment?	national models were used to some extent e.g. National Open College Network frameworks. The same applied to Catalonia, where special training measures in professional areas were associated with the Folder of Specialities and Professional Qualification Catalogue effective for 2010. This was developed with a view to covering the training needs of different sectors, but it did not match the ECVET/EQF specifications.
2	Beneficiary targeted practices			
	2.1.1	Identification of needs	Please describe the main steps in the identification of individual needs for training and guidance in your system (local, regional and/or national)	<p>The most advanced approach was documented by the UK Skills Account, whereby an on-line self assessment service with options for telephone and face to face advice – based on personal wishes and/or standard job profiles is implemented. At local level, as in the Kent option, systems for identification of needs consisted of two routes. The Kent Guidance Consortium brought together public and private providers of adult Information Advice and Guidance (IAG) based on a common set of performance standards for offering impartial advice. The Consortium was also contracted to manage a network of community based guidance workers who delivered advice in a variety of local neighbourhood locations. Complementing this many individual providers also offer their own IAG at different levels of impartiality.</p> <p>The two pathways are</p> <ul style="list-style-type: none"> • Individuals were made aware of the funding opportunity and encouraged to self-consider what learning would motivate them in relation to improving their job prospects (including re-entry into work) and how the ILA could be used as a "taster" • IAG providers would carry out a normal advice session based on looking at

				<p>an individuals current circumstances and future vocational aspirations. Where there was a need for training identified then alternative support mechanisms were considered including the Kent ILA option</p> <p>A similar system is in operation in Norway, and in the Catalonian experience the common starting point is the individual personal interview conducted by a guidance worker, which identifies individual training needs. An action plan that includes training, counselling, job search, etc is presented to the individual beneficiary.</p> <p>From the Italian experiences it was reported that the main weak point of the Tuscany voucher system is that there is not preliminary needs analysis, nor an agreement between social partners. People who want to participate in the Trento voucher system go to the local employment office branch and there the employees use all their skills starting with a semi-structured interview and finishing with specific suggestion, also alternative or complimentary to voucher system, in order to try to improve each person situation</p> <p>In Greece there is not a bottom-up approach for identification of the training needs at local or regional level. The Operational Programme of 'Education and Lifelong learning 2007-13' refers that Greece has the lowest percentage of lifelong learning programmes' attendance in comparison with even New Member States, which according the statistics of 2005 the participation level in Lifelong learning programmes is 1,8% of the general population, whereas 10,8% for the average of the EU27. The general conclusion of these statistics identify the need for an improvement of lifelong learning in all active age groups and in all categories of working force meaning, mainstream, flexible training programmes.</p>

	2.2.1	Clarification of individual assets	What are the main measures/steps when an individual's potential is tested and diagnosed for training?	<p>In an overall perspective, a potential beneficiary in Norway will be assessed according to..</p> <ol style="list-style-type: none"> a) The individuals' possibilities to get work b) An analysis of what kind of work may be the goal c) The need for assistance to get work d) If, and eventually how much, the ability to work is reduced e) What kind of assistance is appropriate for the user (according to the goals set) <p>People who want to participate to Trento voucher system go to the local branch and there employees use all their skills starting with a semi-structured interview and finishing with specific suggestion, also alternative or complimentary to voucher system, in order to try to improve each person situation.</p> <p>In general there are potential learning routes offered linked to an individual's job wishes and existing qualifications with a variety of formal and informal methodologies adopted by individual providers. The Catalonian example includes training of key competences and/or professional competences, motivation, autonomy, communication, guidance on finding a job as well as other modules of professional training. This is accompanied by guidance and supervision covering individuals and in groups with different levels and spaces of formalisation.</p> <p>In Greece there are certain individual programmes where the majority of them is performed in every region. In some particular areas with peculiarities in the synthesis of population (extensive roma population, Greek emigrants who repatriate in certain areas, statistical information for the educational level or the level of students abandoned the educational system). Usually there are minimum requirements needed to enter in a training programme like former training</p>
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				experience, professional level and expectations.
	2.2.2		To what extent are an individual's non- and informally acquired skills and competences taken into account when potentials are diagnosed?	Among all partners prior knowledge and skills are taken into account - whether gained formally or informally - but there is not always a standard system across different providers. In this way the former training experience, the professional level and the trainee expectations are considered for the acceptance in the training programmes.
	2.3.1	-Self-assessment	To what extent are there elements of self assessment involved?	In general participants were able to rely on self-assessment or it formed part of the process adopted by main providers. To a certain extent the systems are driven by self-assessment through the guidance and training activities.
	2.3.2		If applicable, are there any tools or templates being used for this?	Templates were in most cases offered for use by participants and in the Trento case the collected data was connected with a specific database.
	2.4.1	-Professional assessment	To what extent are there elements of professional assessment involved?	Professional assessment providers were part of the network promoting the Kent ILAs. Many professional providers were also directly involved in outreach work with local communities through the Kent Guidance Consortium, similarly were course topics chosen to answer to specific needs and lack emerged in Trento labour market
	2.4.2		If so, are there any specific underlying theories or methodological approach used?	Not very systematic, but in a few cases a theoretical framework was indicated. They could change according to the individual cases and also depend upon the deliverer of service, through which a range of approaches were adopted by the different providers.
	2.4.3		If applicable, are there any tools or templates being used	Templates were indicated, but not reported directly.

			for this?	
2.5.1	Resource profiling		Please describe the main steps in the identification of an individual's background, strengths and weaknesses regarding future training and employability	<p>In the Skills Account example three "dimensions" were reported:</p> <ul style="list-style-type: none"> • Skills and interest assessment • Qualifications counter to show existing level of learning • Careers Advice Job Profiles <p>In general the basic variables of age, present occupational situation, skills and gender are the main aspects taken into account.</p>
2.6.1	-Individually		How are the individual's background, strengths and weaknesses described as an "aggregated" picture of training potential?	As Unverified Learning Record or a Verified Learning Record. The 'aggregated' picture of a training potential is formed by the different degrees accumulated (secondary, tertiary education, certification on ICT, certifications for the level of knowledge in foreign languages as well as with the certification for the ex-working experience.
2.6.2			How are the individual's background, strengths and weaknesses described as an "aggregated" picture of employability potential?	Learning Records cross referenced with Job Profiles as basis for investigation through the Course Finder in the UK
2.6.3			To what extent is there a systematic compilation of this type of individual information to be used in the training support activities?	In the UK the preparation of a Skills Action Plan brings all the information together. In a Trento perspective it could be useful introducing a specific questionnaire investigating motivation and engagement of potential participants in their course participation.
2.7.1	Guidance		To what extent are there elements of professional	In general professional guidance could be available to individual beneficiaries, but as was stated in the Greek case the professional guidance is not the primary

			guidance involved in the selection of training pathways?	scope of their individual programmes.
	2.7.2		Are guidance activities primarily targeting choice of training, or is it also moving on as an accompaniment to the training itself?	When feasible both situations, but it seems that the guidance targeting choice of training has a priority. Some time, as in the Spanish structure, people go directly from the guidance to the service of self employment or work search. In the majority of the cases however, the training is part of the procedure (EG training for work search, training for self employment and professional training).
	2.8.1	Individualised incentives for training	To what extent are there components of individualized incentives involved in the selection of training pathways?	One of the basic ideas in the Trento system is that it should be possible to follow the chosen course in her own neighbourhood and as courses are completely for free this constitutes a real incentive. In the UK Skills Account alternative government funding entitlements are available for different courses based on prior learning and respective government funding policies. In Greece the individualized incentives play a primarily role and it is a basic feature of individual training programmes. The incentives are immaterial and usually take the form of a certification or a degree acquired with the successful conclusion of the training programme e.g. a degree of secondary education for the graduates of the 'second chance schools', or a certification for the basic knowledge of Greek as second language for immigrants who want to apply for a long-term working permission in the country.
	2.8.2		If so, are these incentives of an economical nature, like individual training vouchers?	The Trentino courses are paid by the voucher system but the voucher beneficiary never manages money transfers as this is taken care of inside the voucher scheme as a transaction between the regional authority and the training provider. The course is completely financed only if the participant follows at least 70% of course. The UK and Norwegian systems include financial support, but in the Norwegian

				case directly to the employer as a wage subsidy or to the training provider, unless it is a question of subsistence or a financial support to overcome barriers to attendance (transport etc).
	2.8.3		If so, are these incentives of an economical nature, like prioritised access to (partly?) pre-financed training courses?	In the UK setting financial support is through government funding for the courses offered. In some areas additional funding for other costs may also be available depending on circumstances of the individuals and local provisions. It also depends on the eligibility of the individual for wider or continued support through other public schemes.
	2.8.4		If so, are these incentives more of a structural nature, like prioritised access to (partly(?) pre-financed) training courses?	Depends on eligibility of individual for wider/continued support through other public schemes
	2.8.5		If so, are these incentives a prerequisite as concerns prioritised entrance into the supported employment market?	Depends on eligibility of individual for wider/continued support through other public schemes
	2.9.1	Coaching	To what extent are there elements of coaching and personal follow-up involved in the selection of training pathways?	In some cases (Catalonia) they are generally available, and can be delivered individualised as well as collective. Optional advice is in some cases (UK) available on-line, by telephone or through local centres but there will be variations between providers. In the Greek system the programmes put great emphasis to the training needs of a certain social group and do not take into account elements of coaching and personal follow-up.
	2.9.2		To what extent are there elements of coaching and	Specific course related support will vary but general service is often available.

			personal follow-up involved during the course of the training?	
	2.10.1	Training arena	Individualised training may take place in training institutions, at the workplace, or in a duality between them. Please describe how these combinations may be relevant in your context (local/regional/national)	IN Spain and Norway the professional training for unemployment people take place both at institution of training and in companies. In some enterprises there are specific training and occupational programs at the workplace, and in Norway a network of 110 rehabilitation enterprises offer training courses as well as practical work place training for ordinary occupational skills. The same applies partly to Greece where there are specified training centres dedicated for this purpose spread all over the country and where it is deemed important to have the ability to follow-up online training programmes from distance which offer great flexibility and focusing more on ICT training courses, business administration and Trainee of the Trainers programmes.
	2.10.2		If the training takes place at a workplace, how are individualised incentives (vouchers etc) applied?	Except for Spain and Norway where there are several incentives, for example regarding working hours, benefits, etc., training at the workplace is not a frequent solution.
	2.10.3		To what extent are there elements of coaching and personal follow-up involved if the training is involving the cooperation between a training institution and a workplace?	For a potential provider in Trento to be admitted to the voucher catalogue it is requested specific skills and knowledge which each course organizer has to demonstrate to have.
	2.11.1	Certifications	How are obtained results from	Normally matched against learning outcomes (still in the process of being

			<p>training documented? According to training objectives, as curriculum specifications or described as learning outcomes?</p>	<p>implemented as a normal solution in the partner countries) or documented as certificates relating to the course/training objectives and curricula. In Trento there is a specific evaluation report prepared thanks to the effort of a team coming from Trento University.</p> <p>In Greece the certifications released after a successful conclusion of a training programme give information about the general context, usually in a curriculum basis without detailed information for the learning outcomes.</p>
	2.11.2		<p>When the training has been completed, what sort of certifications may be issued?</p>	<p>Provider generated course attendance certificates seem to be most common but certain courses led to a more formal qualification based on nationally recognised qualifications. Generally results are documented as certificates, either per course or training period, or as aggregated like a journeyman certificate when applicable.</p>
	2.11.3		<p>Are the certifications issued compatible/part of officially acknowledged certificate structures at sectoral and/or national level? (Examples: as part of a journeyman certificate or as a sectorally based qualification.)</p>	<p>When the basic criteria are fulfilled, Norwegian certificates are issued in line with national or sectoral competence requirements, interchangeable with certificates from the usual strands of training. This is not an automatic process in Spain where the student must to follow and accreditation process by the National Institute of Qualifications (INCUAL) whereas in Greece the certifications issued are not compatible with the official acknowledged certificates for foreign language knowledge or for ICT capacities. The certifications issued are usually supporting measures and prepare the individuals for applying for a certain certification well acknowledged and generally accepted.</p>
	2.11.4		<p>Are the certifications expressing and/or attaching a description of obtained learning outcomes (eg as units and building blocks according to the ECVET/EQF</p>	<p>If a certificate is issued according to national regulations within the VET system (journeyman certificate), the Europass Certificate Supplement is also issued in Norway. Detailed learning outcomes are still seldom expressed among the partner countries.</p>

			procedures)?	
	2.11.5		What are the requirements for the individual to obtain a certification after a training (degree of completion and/or assessed results)?	In accordance with pass/fail/grade of qualification – depending on qualification type, and with a minimum level of attendance, final performance documented through a test, exam or validation of presented results.
	2.11.6		What are the requirements for the training provider to obtain voucher reimbursements?	Requirements are integrated with normal funding mechanisms issued by central or local government bodies. Evidence of completion of attendance is a minimum requirement. When a citizen obtains the Trento voucher, she has also a piece of paper representing voucher matrix. This matrix is composed by different parts. The participant has to give 2 specific parts of this matrix to the provider. In order to obtain the reimbursement, course provider has to give back to the province authorities the 2 pieces of each matrix and course presence register, proving that each participant has at least the 70% of presence for the total course duration.
	2.12.1	(Re)integrative measures	When the training has been completed, what are (if any) the steps towards the individual to re-enter the labour market and secure full or partial employment?	Specific courses may involve work preparation, work experience or other entry into employment support. During the training, the students receive information and training of job search techniques. There are programs and services of guidance, coaching and support to the occupational integration. There are also resources and services to facilitate the process e.g. job club.
	2.12.2		If the individual is still on the waiting list for a job, what are the measures to a continuous support for reintegration?	In Trento those measures do not concern voucher system directly, but since people go to the local employment office trying to obtain the voucher, office personnel interview them and, when feasible, propose alternative measures in order to get a job or improve the present situation. In Spain the services of guidance and information are available all the time. The long term unemployed

				people have priority in specific programs.
3		Longitudinal effects and sustainability		
	3.1.1	Follow-up procedures	To what extent is the individual's further participation in the labour market tracked?	As long as the individual is employed, there are seldom any direct follow-up measures, only when at the brink of falling out – or as unemployed. The involvement of the personnel in the labour market entrance mechanisms is very important for success.
	3.2.1	Longitudinal success assessments	Are there any systematic/statistical assessments of the outcomes and results of individualised support and incentive structures in a long time perspective (eg yearly stocktaking)?	After the end of the first edition of voucher system in Trento, it was done a specific survey concerning a sample representing people who asked for the voucher. It was found that 24.6% of participants reported to utilize knowledge from the voucher course but the perceived utility of the course depends on the area (foreign languages vs IT) and on the occupational condition. 82.4% found the course useful to better do their work task and 7.5% reported an improvement in their role because of the knowledge developed in the voucher course. In general it seems that a yearly systematical stock taking at individual level is not very frequent among the partners. Statistics Norway and the Vox-mirror (Vox-speilet) in Norway are touching on it as gross figures.
	3.3.1	Sustainability	Individualised support and incentive structures are often initialised as project initiatives. How will your existing systems perform without external project	Initiated as becoming part of mainstream national systems in the UK from Autumn 2010. The core experience of the Kent activitie has informed the development of the a national scheme which has subsequently developed into three main national successor schemes notably: <ul style="list-style-type: none"> • Scotland ILA • Welsh ILA

			financing?	<ul style="list-style-type: none"> • England Skills Accounts <p>In Trento the new voucher edition is going to start and every participant must participate in contributing to course expenses. After this change it will be more information coming to propose different financial mechanisms.</p> <p>The described initiatives and actions by NAV are permanently implemented under the Law in Norway, whereas the Vox initiatives are project based, financed by the Parliament/Ministry per year. In Catalonia difficulties are expected when it comes to the continuation, and the same may be at risk in Greece as the individualized support and incentive structures are mostly public-financed. There is an exception where a certain percentage of employee's wage is kept for training purposes. With this scheme, the company who financed this fund can provide professional training to its employees.</p>