

Motives

Measuring Organizational Training: Illustrating Value, Economic & Social

General Report MOTIVES

Document Details:	
Reference	<i>LLP/LdV/TOI/2010/IRL-504 - Motives</i>
WP/Activity	WP 2 General Report
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Character	General Report Austria, Italy, Hungary, Ireland, Germany
Date	03.09.2011

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1. Lessons learnt for developing MOTIVES Tools for SME's

The following points can be summarized as requirements for the MOTIVES tools by the countries Austria, Italy, Hungary and Ireland:

- the tools should be simple and understandable, as smaller companies do not have the capacity to spend too much time on evaluating and assessment.
- it should be interactive, and user-friendly
- it should have a short manual on how to use it, including examples.
- it should be convincing.
- the findings of the evaluation model should be illustrating and explaining, showing the profits for the company.
- it could also be used in the planning phase , as it is important for companies to see the expected results to be motivated and able to plan training.
- the training should be flexible and , tailored to meet the requirements of the company.
- the courses should not take too much time; companies need their employees working hours.
- the methodology needs to incorporate consideration of pan-European cultural nuances; enabling employees to apply for international training courses for participants of different enterprises who are working in the same sector it must be of direct benefit to SME employers in measuring the effectiveness of their staff training and staff development initiatives.
- the methodology must be viewed by SME employers as an ultimate profit-generating tool
- specific attention needs to be given to the informal learning within the work place

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2. Introduction - Purpose of Research and Methodology

“Education and training are critical factors if the EU’s long-term potential for excellence, innovation and competitiveness, as well as for social cohesion, is to be sustained. The dual role – social and economic – of education and training therefore needs to be reaffirmed...”

(European Council Feb 2006)

As the downturn in the EU economy deepens and employers' budgets become tighter, training can be seen by small to medium sized enterprises (SMEs) as expendable costs. However the MOTIVES partnership realises that training has the potential to significantly contribute to the solution for the growing economic and demographic challenges that organisations now face. Training needs to be seen as a priority for investment as the returns it offers considerably overshadows the cost.

The MOTIVES partnership aims to motivate SMEs/education services to continue to implement and invest in training by showing the social and economic value of training investment outcomes through meticulous evaluation. This evaluation has to be mapped to the ECQF.

It is the experience of the MOTIVES partnership that conventional quality frameworks do not bring home the true value of training and there needs to be a more encompassing approach that illustrates its real value in terms competitiveness, innovation and social merit.

This report analyses the current application of quality frameworks in SMEs/training services and evaluates their strong and weak points. The report also includes the European perspective on training evaluation, the employer’s perspective and the employee’s perspective.

This is the fundamental basis to develop the MOTIVES Methodological approach for the adaption of SROI-Tools for SMEs and to demonstrate the added value attributed to training outcomes and impacts.

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3. Summary of the National Reports

a.) Describe the structure of involvement between VET providers and SMEs in Austria, Italy, Hungary and Ireland

In **Austria** the Federal Ministry of Labor, Social Affairs and Consumer Protection is primarily responsible for the CET of older workers and people with disabilities. Also labor market-related skills training and qualification measures are provided by Public Employment Service Austria (AMS). For CET provision outside schools and Higher Education institutions in Austria the social partners with their educational institutions are largely responsible. They include the Economic Promotion Institute (WIFI) on the employer's side and the Vocational Training Institute (BFI) on the employees' side. The Austrian SMEs are very active in continuous education: According to the various available data sources 80% up to well over 90% of the SMEs participate regularly in training programs. 93% of SMEs surveyed said that they pursued internal or external training for their staff in the last 2 years or allowed them to participate in various activities. Also, 60% up to over 70% of SMEs regularly draw back on external training courses/seminars. Professional-technical issues dominate the vocational and educational training of Austrian SMEs and are relevant in almost every area. Second are business knowledge (e.g. sales, marketing), but their importance depends on company size. IT-related content has slightly lost in importance in recent years, but is still relevant for 40% of SMEs. Training in the area of "soft skills" (eg team development, communication) is of increasing importance) and is now carried out by more than one third of the SMEs.

In contrast, in **Italy** most of the training is organised within the framework of Fondi Paritetici (Joint Inter-Professional Funds for Continuing Training). The Joint Inter-Professional Funds for Continuing Training are associative organisms promoted by representative organizations of social partners through specific Interconfederal Agreements stipulated by the most important trade unions and employers' associations on a national scale.

Each associated enterprise pays 0.30% of its taxation for training purpose and this creates a training fund mainly for smaller enterprises.

Within 1.5 years more than 73 million training hours targeting 1.288.000 participants from 32.500 enterprises were noted. These numbers confirm the importance of this tool to involve small and micro enterprises in training activities. The enterprise contribution was 39% on the total cost.

Compared to the 80-90% of the workers in Austria who participate in VET, in **Italy** only just over one third of the total workers (35,4%) were involved in course-like training activities

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organised by their enterprises. Furthermore, larger organizations have been found to have higher participation rates. Approximately half of the involved workers (49,1%) attended one training course activity. Its trend shows a substantial resistance comparing to the total trend detected at communitarian level.

In **Hungary**, an ultimate differentiation is made between VET provided within the formal school system and VET provided outside the school system. Within the framework of adult training IVET is commonly identified with VET provided within the school system, offered in two types of VET schools in the system of public education and in higher education, although together with the higher education. The three most typical types of training programmes are further training (including training preparing for the master exam), courses awarding an OKJ qualification (typically one of ISCED 3C level) or a qualification required for a job/occupation but not listed in the OKJ. The vast majority of programmes last for less than a year and are a maximum of 200 course hours.

Participation rates in adult education and training in Hungary are significantly lower than the EU average. Although compared to non-formal education/training the difference concerning formal adult education is relatively smaller, the trends are the same: participation strongly correlates with educational attainment and age. Only very few adults with no more than a ISCED 0-2 qualification participate in school-based education (their participation rate is less than a third of the EU average), and indeed, the currently available adult education programmes are often inadequate to re-integrate this group into education.

In comparison, in Hungary 60% of the SMEs have a career management plan, which indicates that there's more activity than in Italy and a bit less than in Austria.,However, 75% of the companies in Hungary have no methodology for validating the efficiency.

The main VET providers for SMEs in **Ireland** are Skillnets, Vocational and Educational Committees (VECs) and FAS Irelands National Training and Employment Authority. Skillnets funds and facilitates training through over sixty networks of private sector companies that include SMEs. Since 1999 circa fifty thousand Irish companies have been part of the Skillnets Network infrastructure. The VECs prioritised the training and up skilling of those in employment. The VECs Skills for Work Initiative and the work that the VECs have been involved in regarding SkillVEC very much indicate the way forward for VECs throughout Ireland. FAS,include in their suite of services the provision of further training and development opportunities for low skilled employees. These initiatives are aimed at improving the knowledge and range of skills-based competences relevant to a wide range of industries. The aim of this initiative is to encourage employees to increase their competency

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levels and to promote an ethos of life long learning in the workplace. A secondary aim of the FAS initiative is that it ensures that skills and qualification levels in the workforce match present and future Irish human resource requirements. Levels of economic growth and competitive advantage are therefore maximized.

Compared to the other EU countries, the most recent survey on training in Ireland found that 45.5% of all Irish enterprises, including the SME sector, provided internal and or external training courses for their employees. The research also highlights that almost 100% of larger Irish enterprises provide training courses for their employees, while only 43% of SMEs encourage employees to benefit from up-skilling opportunities. Notwithstanding this statistical fact the number of employees who attended training courses in 2006 represented over 45% of all Irish workers. The gender balance of Irish employees who during 2006 participated in workplace training opportunities was almost an equal split, male participation being circa 45%.

b.) What barriers must be overcome for low-skilled workers participate in VET-training? Are there current systems to attract them in Austria, Italy, Hungary and Ireland?

Despite the comparatively high participation rates in IVET in **Austria**, measures to enhance the attractiveness of VET are major items on the political agenda. The policy of increasing the attractiveness of VET is, among others, targeted at early school leavers (17% do not attain any formal educational qualification in their educational career), immigrants (47% of the Austrians who have not completed lower secondary school are immigrants) and women (underrepresented in technical VET programmes).

In order to increase the specified target group's participation in educational and vocational training, a large number of political measures have been launched since 2002.

Further barriers for low-skilled workers to take part in VET measures are a lack of willingness to learn (over a quarter of the SMEs surveyed (28%) complain about the lack of willingness of their employees), deficits in learning ability (people who already have a qualified vocational training, have much better training opportunities than those with weaker skill level), lack of time (especially those with family responsibilities) and insufficient knowledge transfer (workplace learning is also dependent on the level colleagues are willing to share information. The fear of worsening their position is particularly holding off employees from sharing knowledge).

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In **Italy** training is often seen by entrepreneurs and mainly by small and medium sized enterprises (SMEs) as expendable costs, not worth to be afforded when still in a crisis period. The small and micro enterprises, mainly in the Southern part of Italy, the autonomous workers, the entrepreneurs of the micro enterprises and the so called “atypical” workers present the greater critical situation. They express a low and not structured training ask, both because their position in front of market dynamics does not show the training experience as essential and urgent (at least by appearances and in the individual perception), and because they are not able to fully profit from the existing information networks. At the same time their weak access to training opportunities influences their development and extends their stay in a disadvantage position.

A large part of the small and micro enterprises adhering to the Joint Funds suffer a lack of information on the opportunity offered by the Funds and they are not able to express autonomously a structured training need.

In **Hungary** barriers mainly concern:

- a.) Profitability considerations: about a third of adults, and especially the lower qualified are under-motivated, believing that the benefits of learning are smaller than its costs, which is also related to the fact that in Hungary’s formal school qualifications are so decisive in determining social status that the returns to non-formal education are relatively less significant.
- b.) Inflexibility of the training system and services: training programmes are too long, very few opportunities to recognise and accredit previous work experience and other forms of non-formal/informal learning, etc.; and
- c.) High workload of employees: the number of hours worked per year is significantly higher in Hungary than in Western Europe, while the proportion of adults in part-time employment is the second smallest in OECD countries.

Within an **Irish** context the majority of barriers relate to levels of poverty, social exclusion, personal confidence and low educational attainment of the individuals concerned. From an organisational perspective a core barrier to VET-related activities can be a negative attitude of the employer to the VET concept. VET, particularly in times of national economic recession, can be viewed by employers as merely a cost related activity instead of it being realised by them as of major significance both to the employees and to the future sustainability of their enterprise.

Tangible barriers from the low-skilled worker perspective include issues connected with Mobility, Age, Disability, Low Attainment in Education, Early School Leaving, Literacy

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Challenges, Financial Restraints, Negative Attitudes to Staff Development Opportunities and Family Commitments. It is however the intangible issues that most impede low-skilled workers progression into VET opportunities. Intangible barriers are usually linked to low levels of personal and or vocational confidence and self esteem. In Ireland numerous initiatives over the years have been enacted, at national and local level, where support to organisations encourages low-skilled workers to participate in VET-related opportunities.

c.) Are there national priorities towards integrating learning with working life in these countries?

An absolute prime example of the integration of learning in working life in **Austria** is the dual apprenticeship training in Austria. It constitutes a particularly practice-oriented variant of VET: training takes place at two places of learning: at the training company (80% of the apprenticeship period) and at part-time vocational school (20% of the apprenticeship period). Some 40% of young people take up dual training in one of the approximately 250 apprenticeships at the end of compulsory schooling. Their apprenticeship diploma represents a full professional qualification.

The main benefit of apprenticeship training for training companies is the training of future skilled workers who, due to the close connection of training contents with real-life work contexts, meet the company's and sector specific practical requirements in the best possible way. The main benefit for the apprentice is that at the end of the apprenticeship period every apprentice can sit an apprenticeship leave examination (ALE). Following the successful completion of the ALE, apprentices have several options of obtaining further qualifications, such as taking the "master craftsman exam" for a craft, "professional maturity test" or even the "study permission test" as prerequisites for enrolling for a Higher Education programme.

In the document "Italy 2020: Action plan for the employability of young people through the integration between job and learning", the main priorities are filling in the gap between education, training and work and strengthening transition processes through measures for the relaunch of apprenticeship and technical and vocational education in **Italy**. The aim is to remove, for each citizen, all possible barriers to access to education and training and to the possibility of combining qualifications obtained from different institutions, and to ensure that they are able to move freely within the European labour market, enjoy lifelong learning opportunities that cut across all levels of education and training and use formal, non-formal and informal learning methods.

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The six priorities highlighted in the Document are:

- a.) Facilitate the transition from school to work
- b.) Boost the technical-professional training
- c.) Boost the contract for apprenticeship
- d.) Reconsider the use of training stages, to promote work experiences during the studies, to educate on working safety, to build since the school or university period the pension plan Reconsider university training
- e.) Open up the research doctorate to the productive system and the labour market

The LLL strategy in **Hungary** designates long-term development objectives defining the role of education and training in a wider context. The strategy builds upon objectives considered as the most important for the vocational education and training:

- (a) Development of basic skills and key competences in public education;
- (b) Continuous broadening of learning opportunities (ICT, in-company training, informal learning and alternative modes of delivery);
- (c) Career guidance, counselling and monitoring;
- (d) Recognition of informal and non-formal learning;
- (f) Support for disadvantaged and vulnerable groups in the labour market (prevention of drop-outs, chance for entering LLL)

Ireland's national priorities on integrating learning with working life are informed by EU policies. Included in the national priorities are to up skill the workforce through promoting access to training and lifelong learning. This will be achieved by the implementation of the National Skills Strategy with the goal of increasing the skill levels of a significant proportion of those at work (National Development Plan 2007-2013). The Plan aspires to allow new skills development for those affected by industrial restructuring, expansion and enlargement of the apprenticeship system and school leavers as part of Ireland's Training and Skills Development Programme. The Irish Government is committed to the implementation of a Lifelong Learning policy that includes the modernisation of up skilling in the workplace. A higher objective is to drive the lifelong learning agenda forward. This will be achieved by enhancing access to training, by the development of new skills, by the acquisition of recognised qualifications and by encouraging low-skilled workers to progress to higher levels of qualification.

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d.) What are the most frequent Quality assurance frameworks used by employers and what are the indicators required to evaluate training within these? Does the ECQF map to these quality frameworks with regards to evaluating training?

The Member States and the European Commission are establishing a European Quality Assurance Reference Framework (EQF) to promote and monitor continuous improvement of national systems of vocational education and training (VET).

The implementation of this EQAVET in **Austria** is still in process. The two major quality management approaches in Austria are ISO and EFQM.

The EFQM Excellence Model is a non-prescriptive framework based on nine criteria. Five of these are "Enablers" and four are "Results". The "Enabler" criteria cover what an organisation does. The "Results" criterion covers what an organisation achieves. "Results" are caused by "Enablers" and feedback from "Results" help to improve "Enablers". The Austrian platform of "Quality Austria" certifies Austrian companies with the EFQM Award if they reach outstanding achievements in quality management and quality assurance.

The ISO stands for the International Organisation for Standardisation. The purpose of advancing standardisation around the world is to facilitate trade of goods and services in the global marketplace. The ISO 9000 series of quality management standards was developed in 1979 and "Quality Austria" also certifies companies with the ISO Award if they reach outstanding achievements in quality management using these standards.

Also in **Italy** the process of implementation of EQF is still in process. It comprises the definition of a new structure at national level to enhance the link with the labour market, also improving the integration between different VET systems. Some parts of the national system have already been structured in accordance with EQF levels, for example higher education has been linked to level 6, 7 and 8 of the EQF. ---

Data regarding Training by Joint Inter-Professional Funds can be quoted: about half of the enterprises which organised training activities in 2009 stated that evaluation tools were planned and used during the activities (47.1%). This was found to be more common for the larger enterprises (81.5%), than for smaller ones (39.7%). The more commonly used methodologies are: participants' satisfaction measurement (85.0%) and performance and/or working approach evaluation (82.2%). Also significant is the number of enterprises evaluating the competence acquisition (67.5%); less used, but not negligible is economic performance measurement (50.8%). Concerning the first two methodologies, their use is

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more frequent in larger enterprises. For the other practices there are no big differences between larger and smaller enterprises.

The majority of the training activities end without any certification or only certified by the training organisation or by the Fondo. Only 20% of the training activities are certified by third party organisations and these are mainly activities within the regional system.

There are three main quality assurance systems used by the companies in **Hungary**:

- The ISO (International Standard Organisations): In ISO training is built into the framework as part of the allocation of Human Resources. Mainly the organisation and planning of training is detailed, but there are no guidelines regarding the evaluation and feedback of the training.
- Total Quality Management (TQM): The system of TQM covers more detail on training: Studying new methods, learning the use of new tools, etc.
It is the task of the Quality Manager to evaluate internal training in terms of whether employees can make use of the new knowledge gained in their everyday work, and whether they share their knowledge with their colleagues.
- Hazard Analysis and Critical Control Points (HACCP)

The two quality assurance frameworks best known to employers in **Ireland** are:

- Q Mark - Excellence Ireland Quality Association: The Excellence Ireland Quality Association (EIQA) facilitates the awarding of Q Mark. Q Mark, using a range of quality assured processes, is a recognised symbol that encourages the application of the highest standards of quality and excellence in Ireland. Q Mark, through a process of monitoring robust evaluation procedures, promotes the highest acumen of business standards as understood by the EIQA.
- Excellence through People: Excellence through People helps organisations improve performance and achieve business goals through maximising the value of their employees. It is dedicated to the role of people and their impact on business. Excellence through People provides a step by step guide to help enhance business opportunities. It encourages the use of best business practices by advocating excellence in the provision of information, advice, training, guides, assessment, benchmarking and networking.

e.) Is there any current use of SROI as a methodology and if so, what are the factors taken into account in evaluation?

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Unlike Britain and now Germany, **Austria** has not yet an official SROI network and thus the international development lags behind a little. Nevertheless, in Austria SROI methods are increasingly used to reveal social and economic value added processes. The organization "LQUADRAT" which runs social research, evaluation and management consulting came across the SROI concept in 1988. They adapted it to Austrian conditions, carried out SROI analysis in various pilot projects and published their experiences in various journals and conferences. Furthermore, "LQUADRAT" is active in evaluation research and a member of evaluation societies such as DeGEval- Evaluation Society, the EES-European Evaluation Society and the AEA- American Evaluation Association. SROI analysis is offered and has already been implemented successfully in some pilot projects.

The SROI methodology (which is the basis of MOTIVES project) is not yet known or applied in the VET system of **Italian** SMEs.

In **Hungary** the method of SROI is used in different other fields, but not in VET and not in training type of activities.

With the exception of the Ballymun Job Centre, who recently commenced SROI methods to evaluate one of its locally funded programmes, no other use of the SROI methodology is being applied in the Republic of **Ireland**.

f.) Example of good practice on the evaluation of training and how could parts be integrated into Motive-Tools

Austria: The aim of the EQUAL project ADVOCATE is to improve the professional qualifications of low-skilled workers in Tyrolean enterprises, through coordinated and close cooperation with industry, social partners and policy support. To this end, tailor-made training concepts are developed and implemented in companies to meet the needs of companies and the potential of staff members. The learning activities promote flexibility, responsibility, self-organisation and openness of the employees. The project ADVOCATE trained a total of 299 employees.

Italy did not provide an example of good practice.

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Ireland: Further Education & Training Council's (FETAC) *Quality Framework for Providers*.

This process is conditional for all Irish organisations who deliver FETAC approved training courses. FETAC's quality framework for providers sets out a comprehensive strategy to assure the quality of programmes leading to awards. It incorporates comprehensive and progressive approaches to developing, maintaining, evaluating and enhancing quality within the further education and training sector.

Hungary: They are referring to the Kirkpatrick model which determines four levels in the evaluation:

1. Reaction: The satisfactions with the training- the preconditions are quantified. The reactions of the participating employees
2. Learning: the factors of the level of the knowledge gained
3. Change in behaviour: whether the learnt knowledge is now used in their work.
4. Organisational result: what are the results of the employees' changed behaviour from the point of view of the company?

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4. European Perspective: Training evaluation of VET by Employers, and EU Policy

MOTIVES Research report:

The impact of EU policy on VET and the development of the Motives Project

‘Vocational education and training (VET) is important. It has a dual role. It supports economic growth through increased competitiveness and promotes social cohesion by improving the employment and career prospects of everyone, from the most highly skilled to those with low levels of qualifications. As the European Union (EU) prosperity depends on the skills of its workforce, VET in Europe has to be of the highest quality. Consequently, the European Commission, EU Member States, associated and candidate countries and European social partners launched the Copenhagen process, in 2002, to strengthen European cooperation in VET. Since 2004, Cedefop has been entrusted with analysing and reporting on progress. These reports show that, over the last eight years this voluntary European cooperation has helped to reshape VET in an EU that has grown from 15 to 27 Member States since the Copenhagen process began’

(A Bridge to the Future; European policy for vocational education and training 2002 – 2010, Pg1. Cedefop, 2010)

EU Policy on Vocational Education and Training (VET)

In 2000 the Copenhagen Declaration launched the European Strategy for Enhanced cooperation in VET (also known as the ‘Copenhagen process’) and based on the last 8 years of cooperation the EU Commission have now defined their strategic objectives for next decade (the Bruges Communiqué). This was based on a review by Cedefop and on report on Croatia, Turkey and FYR Macedonia by the European Training Foundation.

The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training (2010) outlines the strategic approach and priorities of the Copenhagen process for the period 2011-2020. Current & Future Challenges underpin the recommendations and highlight the need for a continued strategic approach at both national and European levels.

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With high levels of unemployment in the EU (general unemployment rate of 9.6% for the 27 member states, with 20.3% Youth Unemployment (source: Eurostat, September 2010) Europe needs to develop flexible, high quality education and training systems that are responsive to the current and future needs of the labour market. Along side the high levels of unemployment, 76 million 25-64 yr old Europeans have low or no qualifications. According to Cedefop the future skills needs of Europe will involve technological change and those with medium and high qualifications will be in demand. For those with low/no skills, the demand will be low. As a result there is evidence to suggest that polarisation of employment – increase in wage of high skilled, decrease in wage of low skilled. Therefore strategies need to address the up-skilling of those unemployed and low skilled in order to create a sustainable and highly skilled workforce which can continuously meet the demands of the labour market.

This is another challenge for Europe, continuously improving the capacity of VET to respond to the changing requirements of the labour market – to do this long term requires better understanding of the emerging sectors and skills and of changes to existing occupations. Closer cooperation between all stakeholders is essential in adapting to meet labour market needs. Consequently, this labour market intelligence is essential to ensure the provision of appropriate VET.

Europe is also faced with an Ageing Society and as a result workers will need to engage in lifelong learning in an attempt to remain competitive within the labour market. VET systems and practices need to respond to this by enabling more flexible modes of education and training particularly in terms of delivery so as to ensure ease of access and possible exposure of VET to all.

VET has an important role to play in society by contributing to both employability and economic growth and as a result it is essential to ensure its sustainability and excellence – this is a challenge for the EU and involves the continued improvement of VET across member states. This involves managing change on a European level, within member states and empowering people to continually adapt and manage their own learning and career development. One of the key ways of overcoming this challenge is through work based learning where people can develop their potential, build self esteem, and train while maintaining their income.

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For Europe to maintain its global standing it is essential that VET systems also become more internationally focused – this involves shared responsibility of all stakeholders including member states governments, social partners, VET providers, teachers trainers and learners.

Importance of the Copenhagen Process (2002)

To date however much has been achieved by the Copenhagen process (see Diagram 1) particularly in terms of raising awareness at both national and EU level. Many of the process and systems which aim to tackle some of the challenges previously outlined have been developed including Europass, European Quality Framework, and the European Quality Assurance Reference Framework for VET etc. However there is a requirement for VET policies to link with employment and social policies to have a real socio economic impact in addressing Europe's current and future challenges.

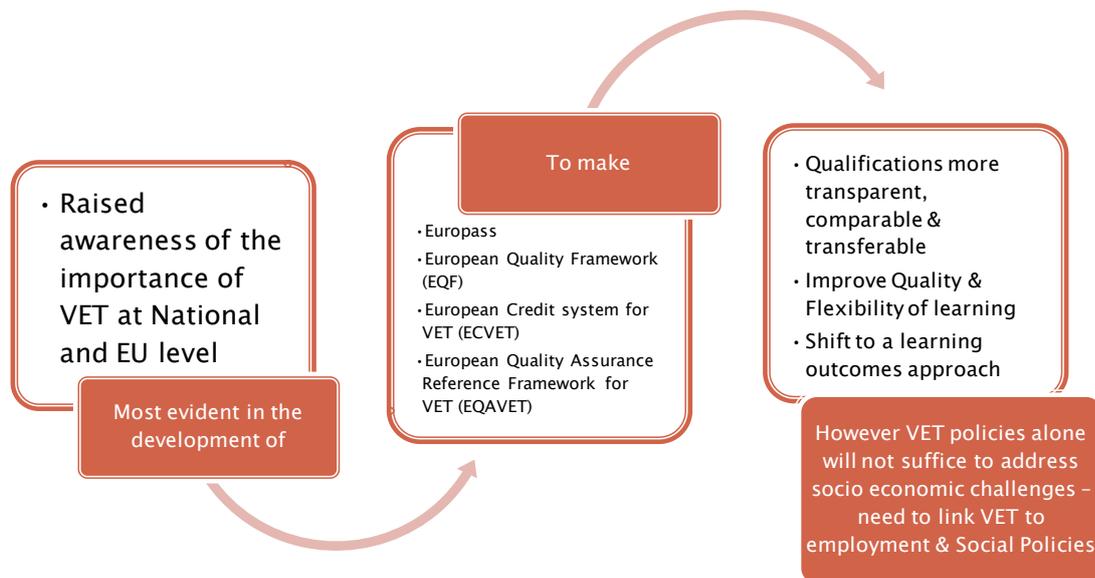


Diagram 1

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Europe's Strategic Objectives (VET) for 2011 – 2020

According to EU policy VET systems by 2020 should be more attractive and relevant, and should foster excellence and quality. VET should be highly relevant to the labour market and to people's careers. VET should provide flexible pathways between all levels of education, and should be seen as an attractive option. Career information and guidance is essential in helping people to see all career possibilities and to develop career management skills.

The Bruges Communiqué stresses that this can be achieved through ensuring quality assurance, the quality of teachers and other VET professionals and through labour market relevance. VET needs to be more outcomes focused and more responsive to labour market needs. A partnership approach is recommended between social partners, enterprises, education and training providers, employment services, public authorities, research organisations and relevant stakeholders to provide better intelligence on labour market need and to identify better ways of ensuring the match between the development of knowledge, skills and competencies. The importance of Quality Assurance in VET is paramount in achieving this.

Quality Assurance in VET

Training evaluation is an essential component of training design, assisting in the identification of the impact of that training on the trainee, the work tasks, the organisation and perhaps even the wider context. One of the outcomes from the Copenhagen Process (2002) was the European Quality Assurance Reference Framework, which provides member states and stakeholders with a reference tool based on a four-stage quality cycle that includes goal setting and planning, implementation, evaluation and review of VET which can be applied at both systems and provider levels. The adoption and implementation of this however is voluntary at the moment but member states are encouraged to develop national approaches to using the framework by mid-2011 involving all stakeholders. (http://ec.europa.eu/education/lifelong-learning-policy/doc1134_en.htm)

This framework may assist providers and organisations investing in organisational training to identify the real impact of that training at various levels which in turn may lead to the identification of labour market relevance and perhaps the wider social impact. Key to continuous improvement in this framework is evaluation.

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However, much of the research on current practice in training evaluation suggests that evaluation of training is often absent or unreliable (Carnevale & Schulz, 1990; Holcomb, 1993) According to Eseryel (2002) possible explanations for inadequate evaluation include:

- Insufficient budget allocation
- Insufficient time allocated
- Lack of expertise
- Lack of methods or tools

She also suggests that the task of evaluating in itself can be complex - evaluating training interventions with regards to learning, transfer, and organisational impact involves a number of complex factors. Identification of training goals can also be complex as they can have many purposes at varying levels including participant evaluation, evaluation of training materials, transfer of training and return on investment. A comprehensive training evaluation therefore may require many inputs from a variety of stakeholders at varying levels, at varying times and this in itself maybe difficult to achieve. Choosing the most appropriate training evaluation approach may be the essential in conducting a robust evaluation.

Adding to the complexity of the task are the many models of training evaluation that exist including Kirkpatrick, Kaufmann, CIRO, CIPP and Philips. Eseryel outlines six general approaches to training evaluation with goal based evaluation being the most popular e.g. Kirkpatrick (1959). Kirkpatrick's model consists of four levels:

Level 1: Reaction of Student: What they thought and felt about the training

Level 2: Learning: the resulting increase in knowledge or capability

Level 3: Behaviour: extent of behaviour and capability improvement and implementation application

Level 4: the effects of the business or environment resulting from trainees' performance

All four levels of the model are important; the higher levels though, provide more valuable information to the organisation. However, according to Van der Klink & Streumer (2002), the evaluation becomes more difficult and time consuming as one moves to the higher levels. It also becomes more difficult to establish if behaviour on the job and organisational returns can be attributed solely to the training intervention. Philips (1997) five level framework is related to Kirkpatrick's model but adds a fifth level, return on Investment. Kaufmans (1995) model also adds to Kirkpatrick's model by focusing beyond the organisation to wider society

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and the surrounding environment. Other popular approaches include CIPP (Context, Input, Process, Products) (Worthen & Sanders, 1987), the TVS Training Validation System (Fitz-Enz, 1994) and IPO (Input, Process, Output, Outcome) (Bushnell, 1990).

According Magdy (1999), companies in the US spend up to \$30 billion annually on training programmes but only about 10% of that expenditure on training evaluation. In Europe the Promoting Added Value through Evaluation (PAVE) project examined a sample of organisations (small, medium and large) that showed some commitment to training and evaluation (through engagement in the UK's Investors in People standard) and analysis showed that formative and summative evaluations were not widely used but that immediate and context evaluations were used (Donoghue, 1999). The majority of respondents measured the impact of training at the learning level but less than one-third assessed the impact at the results/Organisational level (Eseryel, 2002). Interestingly the information captured by the evaluations was used mostly to feedback to individuals rather than to revise the training or to assess the return on the investment.

The EU Quality Assurance in Vocational Education and Training website (<http://www.eqavet.eu/qa/gns/home.aspx>) uses two definitions of Evaluation:

DEFINITION 1: A time-bound exercise that attempts to assess systematically and objectively the relevance, performance and success of ongoing VET policies, completed programmes and projects. Evaluation can also address outcomes or other issues. Evaluation is undertaken selectively to answer specific questions to guide decision-makers and/or VET programme managers, and to provide information on whether underlying theories and assumptions used in programme development were valid, what worked and what did not work and why. Evaluation commonly aims to determine relevance, efficiency, effectiveness, impact and sustainability. Evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process. SOURCE: Adapted from Handbook on monitoring and evaluating for results. Evaluation Office, UNDP, New York, USA, 2002

HYPERLINK: <http://www.undp.org/evaluation/documents/HandBook/ME-HandBook.pdf>

DEFINITION 2: The systematic and objective assessment of an on-going or completed VET project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and

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sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both policy makers and VET providers. Evaluation also refers to the process of determining the worth or significance of an activity, policy or program. An assessment, as systematic and objective as possible, of a planned, on-going, or completed development intervention.

SOURCE: Adapted from Ten steps to a results-based monitoring and evaluation system, Kusek, J.Z. and Rist, R. C., The International Bank for Reconstruction and Development / The World Bank, Washington, 2004.

HYPERLINK: <http://www.oecd.org/dataoecd/23/27/35281194.pdf>

European Quality Assurance Reference Framework (EQARF), Training Evaluation and the MOTIVES Project

The MOTIVES Project aims to develop a training evaluation toolkit for the evaluation of Organisational training that is underpinned by a robust training evaluation approach and which will meet the quality standard as set out by the EQARF. The tool will have the dual purpose of evaluating training but also of motivating SMEs to continue to up skill their employees to meet the needs of the labour market/ knowledge based economy. Research suggests that existing models of evaluation fall short in terms of comprehensiveness and they fail to provide tools that guide organisations in their evaluation systems and procedures (Eseryel 2002). Roark, Kim and Mupinga (2006) also found in a study on the extent to which Medium-Sized Organisations Evaluate Training Programmes that the real information needed by organisations may not be established without conducting proper training evaluation. Very little is done to evaluate behaviour or calculate the return on investment and lack of time, resources, knowledge in developing evaluation instruments and expertise in analysis of evaluation data were identified as problem areas.

Utilising a Social Return on Investment (SROI) Approach

The MOTIVES project is using an SROI approach to underpin the development of an Organisational Training Evaluation Toolkit. The project has accepted the following definition of Social Return on Investment

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"Social Return on Investment (SROI) is a framework for measuring and accounting for a broad concept of value; it seeks to reduce inequality and environmental degradation and improve wellbeing by incorporating social, environmental and economic costs and benefits.

SROI measures change in ways that are relevant to the people or organisations that experience or contribute to it. It tells the story of how change is being created by measuring social, environmental and economic outcomes and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated."

(See "A guide to Social Return on Investment", p.8)

According to Peter Scholten, SROI is a method, which aims to determine the scope and value of public investment.

The method consists of seven steps:

1. **Definition:** Who is the report for? What is its purpose? What period does it cover? Is it an evaluation (review) or a projection (preview)?
2. **Theory of change:** What is to be developed? How big is the need, the demand? How urgent is the matter? Who / what target group? Which assumptions does it come from? What is the real value added?
3. **Stakeholder analysis:** Who is involved in the project or affected by it? Who benefits from the effects/impacts? The work results often concern not only the benefactor and / or the implementing agency, but also third parties who are not (yet) involved. What do stakeholders themselves think about it? Do they consider SROI as important as you do? Do they share the problem; do they have identical or different objectives?
4. **Impact map** (see Diagram 2): The Impact map lists all stakeholders. The input or rather the investments (money, time) are calculated and expressed financially. The activities and their lasting impacts are described and illustrated in measurable units. For these impacts related indicators should be established.

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Impact map

Stakeholder	Input	Activities	Output	Outcome and Impact	Indicators
1					
2					
3					
4					
5					

(Diagram 2: Scholten&Franssen, 2008)

5. Indicators and Monetization: Indicators provide information on the extent of impacts. Indicators are formulated using a SMART (specific, measurable, achievable, realistic and timed) methodology. They must be clear and simple to calculate. For each indicator, the value is determined. The aim is to visualise the value added, calculate and compare results and to determine and display the value.

6. Verification: Examination of the impacts, whether they are actually requested and necessary, and whether they actually take place. Stakeholders are surveyed as the value of impact is largely calculated from the extent to which the stakeholder recognises himself in it, and declares that this value is factual.

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If a stakeholder cannot make this statement, it cannot be claimed that an Impact was achieved.

7. Reporting/ Sensitivity analysis: Finally, all results are monetized, and for the correct attribution, summarized in a table. This table calculates the total investment (the input) and the total value of all impacts. The ratio of these two values results in the SROI-coefficient, SROI-ratio. If this is greater than 1, this means that the investment has created a value. The larger the coefficient, the greater the value.

Since each study and each projection, by definition, is based on assumptions, the main assumptions should be presented in their differences. What happens if one of these assumptions is changed? How does this affect the final result? A sensitivity analysis is therefore essential and is a standard element of any SROI analysis.

Conclusion

The current EU strategic objectives for the next decade emphasise the importance of flexible, labour market relevant, quality driven VET which has the dual objective of contributing to employability and sustainable economic growth. Organisational training can contribute greatly to this strategy if its evaluated using a robust and comprehensive approach which provides Organisations with transparent information on the real impact and value of that training. MOTIVES aims to provide organisations with a much needed evaluation toolkit underpinned by the SROI methodology which will help organisations illustrate the real value, both economic and social.

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5. Employer's Perspective

Introduction

Sectors and numbers of the companies, where the questionnaires were sent:

Trade: 92

Building industry: 67

Other industries: 121

SMEs

Answers: only 10 companies answered

Q1. Staff training can be considered expensive and of optional importance by employers especially during recessionary times. How would you prioritise Staff Training & Development within your company?

- All of them consider staff training important
- It is necessary for the development of the company, for keeping their position on the market. During recessionary times competence based training is considered more important, esp. using on-the-job training and rotations.
- Most of the time the employers take into consideration employees wants regarding training opportunities and not just mandatory training. ---- Sometimes they even support high-level trainings as well.

Q2. How do you, as an employer, promote a culture of learning within your company?

- In order to reach the targets of the company's strategy, the employers have tools to promote training.
- As most of the training is during working hours, the time spent in training is considered as working hours.
- Most of the time the training is paid by the employers
- Extra time is given for preparing for exams

Q3. Briefly outline how your company operates its Staff Training & Development processes?

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- Bigger companies have a Staff Training and Development strategies, but smaller ones don't.
- As a general outline as part of the strategy, the manager /leader analyses the skills and competencies of the workers, and also their training needs, and according to the findings they make decisions about training.
- In most of the cases, where we talk about low-skilled workers it is important to determine the level of skill already gained when starting the job. , A more experienced worker can then train the new colleague non-formally. --- Depending on the training, whether they are "company-dependent" or not, internal or external training is organised.
- Most of the employers do not support training which is not relevant for the work the employees are doing. E.g. language courses.

Q4. What criteria do you use to decide whether to train your employees or not?

- Usually it is determined by the job they are doing.
- The personal competencies, the attitude and ambitions are also important.
- First of all the employees who are considered to be important, useful, and remunerative from the point of view of the company's strategy are trained.
- There are jobs where "Pre-training" is necessary, and there are production lines, where the new techniques mean further training is necessary.

Q5. What percentage of each annual budget do you set aside to encourage your employees to avail of training or development initiatives?

- Most of the time smaller companies do not have a designated fund for trainings and development; finance is found where possible.
- Those who tried to estimate it believed it to be 1%.
- Most of the companies do their training with the help of the "training contribution", which is paid by every company to the government. This way training costs less for the company.

Q6. How do you determine what Training & Development priorities your staff should avail of?

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- The competencies of the employees are assessed in relation with the business aims of the company. The personal requirements and development needs are determined this way Workforce planning determines what competencies are needed to reach company goals.

Q7. If there is a need to hire trainers how are they identified and are their training methods and services accessed by you prior to the commencement of the training?

- Their training plan,
- Their references,
- The cost of training.
- In some cases training is put to tender.

Q8. How important is it to your company that staff training is formally accredited?

- Some of the companies believe that the usefulness of the training is more important than accreditation.
- A kind of guarantee for the quality of the training,
- But the developed skills according to the job are considered more when choosing a training provider.
- They are not flexible enough.
- It does not completely meet the unique needs of the company.
- It is obligatory to have an accredited course if the company would like to apply for a grant, or any state support.

Q9. What methods do you apply to measure the impact of staff training on the overarching success of your company?

- Some of the bigger companies measure the effectiveness of the trainings.
- They assess employee competency, measuring the satisfaction of the customers and the level of economical profitability.
- Generally managers carry out an "assessment" of the employees and the employees have a self-assessment also. Most of the smaller companies do not have any measurement of the effectiveness of training. They say that they are in contact with

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their employees' everyday, they know them and they also see their development through the training they undertake.

Q10. Are there any formal structures/ standards within your country which assist you in the evaluation of staff training and its impact on your company? If so please list them here:

- Only some of the SMEs know about general methods such as ROI, but they are not aware of any rules, standards and formal structures.

Q11. What additional national policy supports would, in your opinion, assist more SMEs to encourage, fund, operate and evaluate Staff Training & Development initiatives within their companies?

- In Hungary a company can recover 60% of the cost of training (only if they are accredited from the above mentioned training fund (paid by companies for all of their employees - 1, 5% of their gross salary).
- Previously it was 100% and most of the company would like to have the old system back, as the administration cost of training is also high.
- The other type of support of the state is tax allowances for companies who involve their employees in training.
- For the measurement of the effectiveness of training, a benchmarking background and well- structured software would be a great help.

Q12. What would help you and your company to evaluate staff training in a way which shows the real impact/value on your company?

- A list of best practices should be collected and should be offered to companies in order for them to have the option to try it in their companies.
- For the measurement of the effectiveness of training, a benchmarking background and well-structured software would be a great help.
- In bigger companies managers have the skills to evaluate training courses, but smaller ones do not.
- Another idea is to develop a network or get the training providers to have the consultancy service to do the evaluation for the company as an external expert.

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- Smaller companies do not have capacity, money and time to make any kind of measurements themselves.

Q13. What do you think is more profitable; an investment in "social skills training" or in "professional skills training"? Why?

- Professional skills training is more important in most cases.
- Though 1/3 of the companies who responded consider both to be important, believing that they should not be divided, as they can reach the goals (effective and profitable work) together.
- If someone has missing knowledge or missing technical competencies on the job, (s)he should be trained professionally. Furthermore social skills should be developed every time - one of the companies believed them to be important in optimizing and increasing the effectiveness and productivity of the company.
- Setting up teams, supporting each others work and the knowledge transfer of older employees to younger ones are key factors that can help a company progress. The lack of these factors can result failure..
- So besides filling the gaps in professional training, investments in social skill training is a continuous task for companies..

Q14. Is there anything else that you would like to add?

- It would be a great help for these companies to get support for those who oversee the training of their employees, both in professional and social fields.
- This is not only good for the company but for society as a whole, as developing the personalities of low-skilled employees in companies can have a really positive effect for the whole society.
- In SMEs employees are so close to the managers, that they can have really good results in this process with a little support from the state. It is important to develop, educate, satisfy and win employees for the company, so that dismissals are only a last solution.

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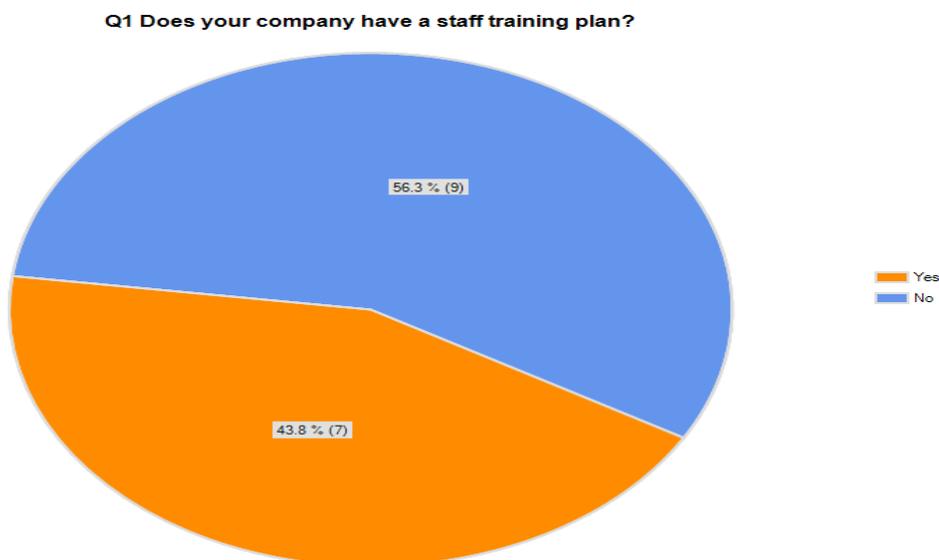
6. Employee's perspective

a. Introduction:

In April 2011, IDEAS sent out a questionnaire to 50 employees, 49 of whom successfully received the questionnaire. Of those that received the survey, 33 (22 men and 11 women) participants opened the email and 16 participants responded which is a response rate of: 32% (16/49). These employees were selected from all around Ireland, from a wide range of sectors e.g. services, manufacturing, community etc. It is important to note that some employees had some experience with training but this was limited. A full summary of the questions and results can be seen in Appendix 1 from which the following general overviews of results are taken from. The following results were presented in Innsbruck at the second transnational MOTIVE Meeting on 26th May 2011(See Appendix 2).

Results:

Q1. Does your company have a staff training plan?

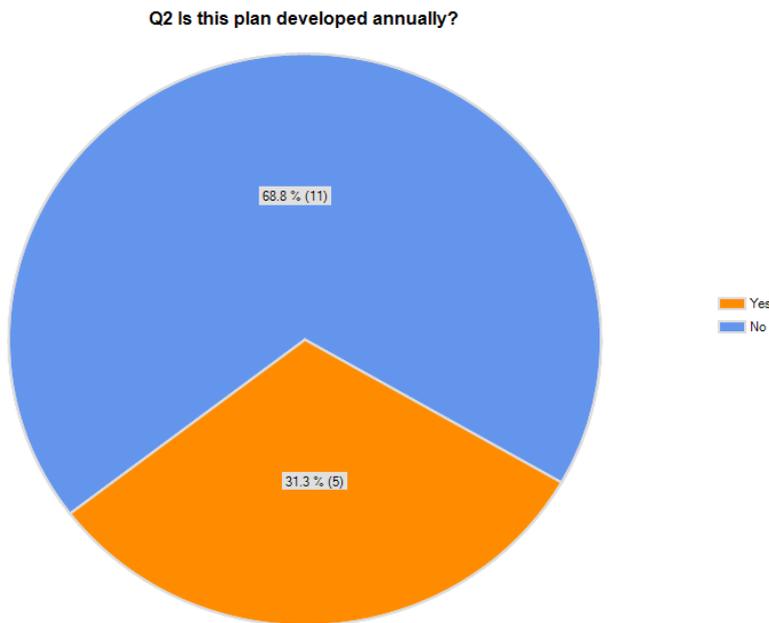


Over 56% of respondents had no staff training plan. 44% of the respondents' companies had a training plan.

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Q2. Is this plan developed annually?



Of the 43.8% of respondents whose company had a training plan (See Q1), 68.8% responded that this plan was not developed annually. 31.3% responded that it was developed annually.

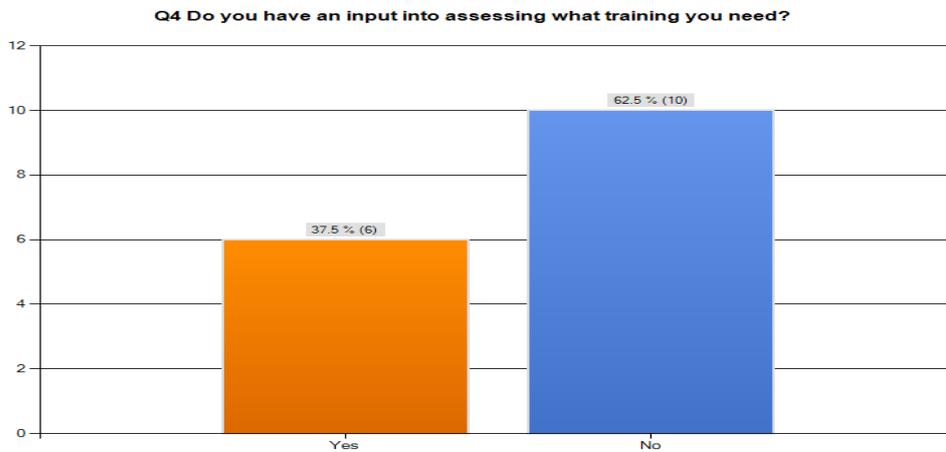
Q3. How does your company assess what staff training is required?

6% (1 respondent) did not know how her/his company assessed their staff training. 75% stated that the company staff training assessment was work related i.e. companies only provided training that they were legally required by law to provide and/or was job related. 18% of respondents replied that their respective companies asked them either on an individual basis or did an annual staff appraisal conducted by a manager or supervisor. One respondent did note it hadn't happened in the last year, possibly due to budget constraints in the community sector.

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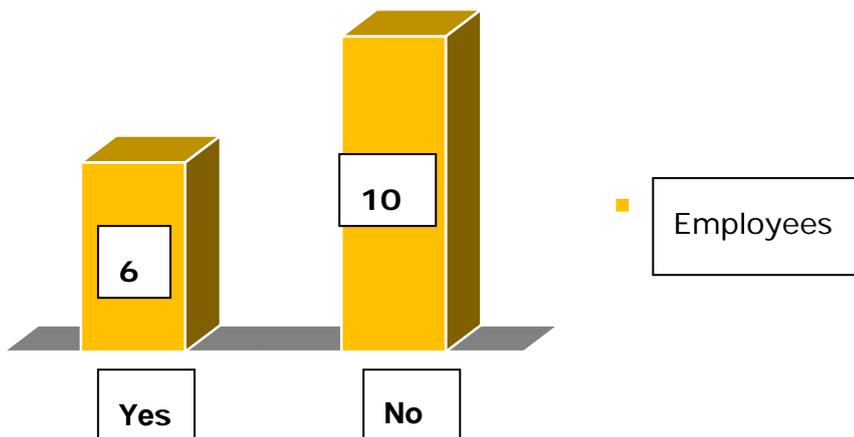
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Q4. Do you have an input into assessing what training you need?



10 (62.5%) respondents did not have an input into assessing what training they needed. Of the 7 respondents that replied yes to having an input, 6 were able to ask the company directly or discuss training with the relevant departments in the company. One respondent found that even though the employer wasn't agreeable to providing time off, his/ her co-workers were only too willing to attend on their own time.

Q5. Is there a requirement for you to undertake staff training on an annual basis?



Please note that of the 6 respondents that replied yes, it was stated by 2 of the respondents that this is mainly mandatory training required by law. 10 respondents stated that there wasn't a requirement to undertake staff training on an annual basis.

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Q6. In general, do you enjoy undertaking staff training? Yes/ No. If Yes, why? If No, Why not?

Of the respondents, 12 said yes, 2 said no, 1 answered that they undertook no training and 1 respondent answered yes and no.

Respondents stated that the main reasons for replying Yes are:

- "It's nice showing people how to use the machinery"
- "Not embarrassed to take part in discussions etc., as is sometimes the case in a formal situation"
- "opportunity to acquire a new skill... get more regular breaks from my manual handling job"
- "Helps expand my knowledge on job related problems, and how they may be solved"
- "Enjoy most training especially if it's relevant, interested in how training is delivered"
- "Better insight to our daily needs within the company and also you get a chance to hear other staff member's views, which may not be previously heard."
- "I always feel any upskilling to be fulfilling, but some of the company training can be quite boring!"
- "In fairness it is well delivered and interesting"
- "You learn something new all the time"
- "Upskilling and made aware of any legislation First Aid and Forklift Training"

Respondents stated that the main reasons for replying No are:

- "The training provided is mundane and repetitive and does not any training myself and others may require"
- "Staff training is in house and when required. There is no qualification. Modules like Security Module 1 and Manual Handling. Therefore no as there is no opportunity to upskill."

Other reasons respondents stated for Yes &/ No are:

- "Have not been able to do any training so far"
- "I enjoy any type of training and training is never wasted as there is always something to learn. However I think when people feel they have been trained only for the sake of compliance with the law they have a different attitude to it."

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Q7. What do you consider most important regarding training: A) For Yourself?

From the range, variety and overlap of answers, here is a summary of the main points of the respondent's answers:

- Opportunity to upskill
- To develop communication skills & confidence
- Security in employment
- Self satisfaction
- Use machines correctly
- To be able to access beneficial courses
- Understanding that though your ways and views may be ok and productive, there may
- Be alternatives that you can develop whilst retaining your own views & skills
- Open minded to learning more when given opportunity
- Important to be involved in early stages in developing training
- Most important

Q8. What do you consider most important regarding training: B) For Your Employer?

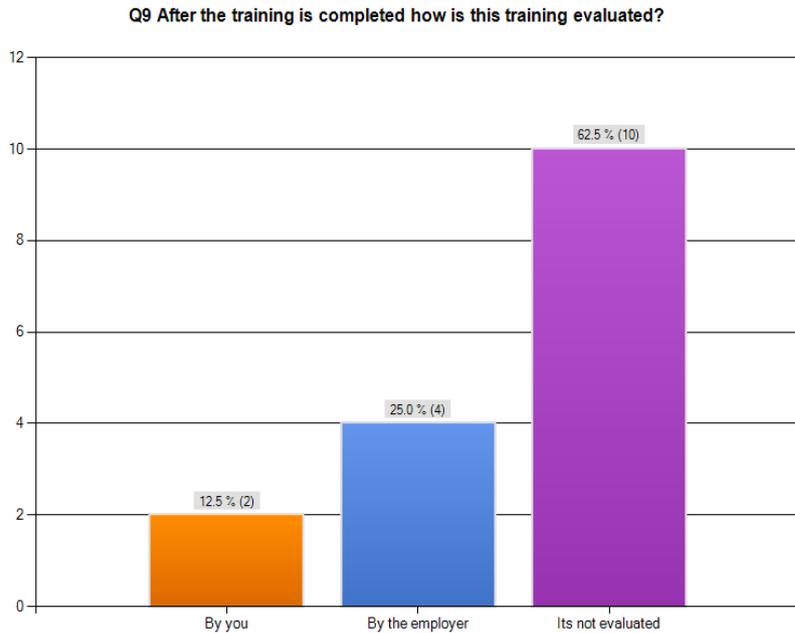
From the range, variety and overlap of answers, here is a summary of the main points of the respondent's answers:

- Highly Trained and motivated staff
- Staff with correct way to operate machines safely
- Employees actually use the relevant training provided
- Training on the importance of upskilling to the workforce
- An interest in providing training e.g. staff who can speak English etc.
- Direct connection between success of business and efficient, competent staff
- Improved working conditions/ help resolve problems
- To be compliant with all legal aspects
- Budget

Q9. After the training is completed how is this training evaluated?

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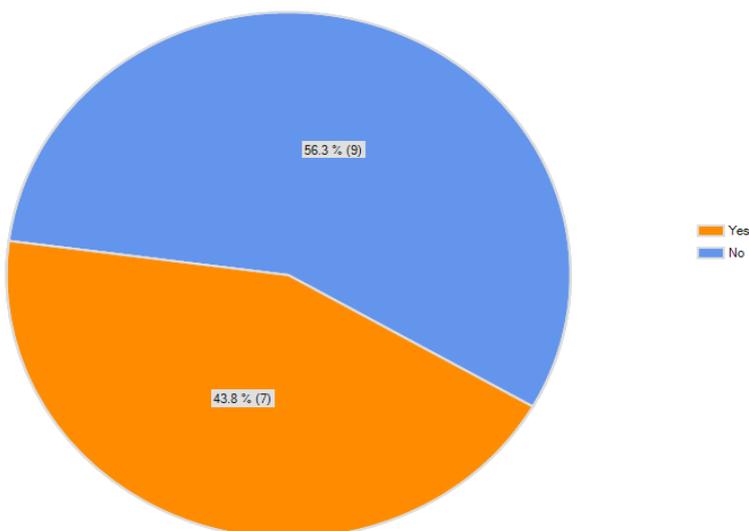
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62.5% respondents stated that training is not evaluated after the training is completed. 25% respondents had their training evaluated by their employer and 12.5% of respondents evaluated the training themselves.

Q10. Are you required to inform your employer of the impact you feel this training may have on you or your work?

Q10 Are you required to inform your employer of the impact you feel this training may have on you or your work?



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56.3% (9) of respondents did not have to inform their employer of the impact that the training may have on you or your work. 43.8% (7) responded that they did inform their employer. They informed their employer in the following ways:

- 18% of respondents completed a questionnaire or company questionnaire
- 6% talked directly to the production manager letting him know whether the person trained is competent to do the job, or if he/she requires more training
- 6% submitted recommendations to operations manager, which they believe will make the difference
- 6% stated that there was normally feedback at the end of the training session to establish the values
- 6% stated that if you request (training) yourself, you need to justify it if the employer is funding it

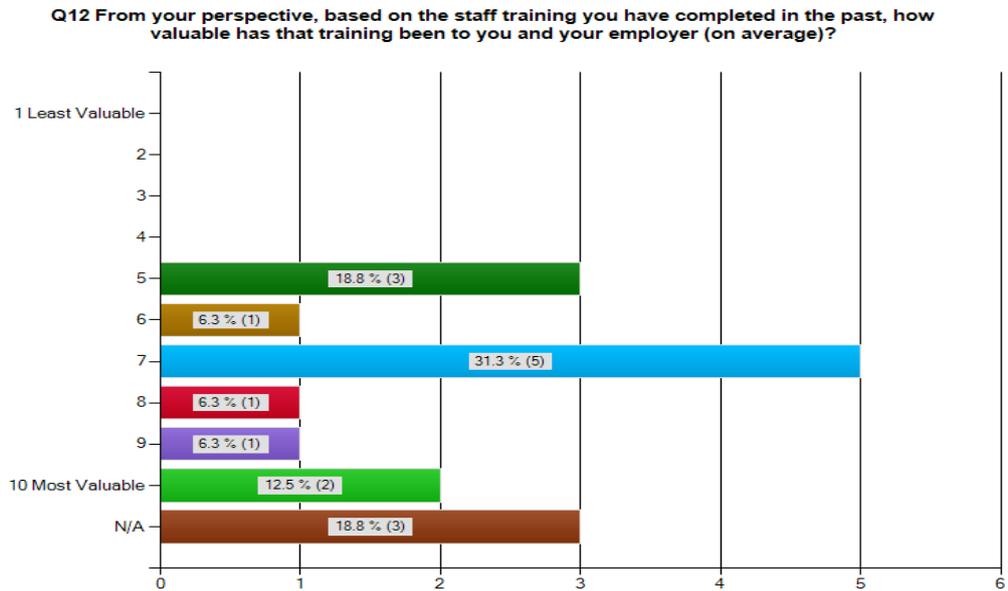
Q11. Are you aware of any mechanisms by which your employer assesses the impact of staff training on the company in general? E.g. Quality standards, Kirkpatrick model etc.?

14/16 (87.5%) respondents answered either a definite no or that they weren't aware. 1 respondent wasn't sure and the situation wasn't applicable to another respondent. None of the respondents answered that they were aware of any of the above.

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Q12. From your perspective, based on the staff training you have completed in the past, how valuable has that training been to you and your employer (on average)?



average)?

12.5% respondents rated the staff training that they completed in the past as most valuable on the 1-10 scale with 10 been the most valuable to themselves and to their employer. The other respondents rated their past staff training very highly with 6.3% rating at scale 9, scale 8 and scale 6. 31.3% respondents rated the staff training at scale 7, with 18.8% rating the staff training as average (scale 5).

Q13. Is there anything else you would like to add?

18% respondents stated that they would not like to add anything else.

Of the 82% that responded, outlines below is a summary of the views expressed:

- Most valuable experience
- Importance of training –people want to upskill + improve
- Fear of education and training staff within a company
- Inspiring to see people who had finished school after primary to attend courses and enjoy the experience and to go onto to do course privately – gave them confidence
- Courses picked most useful to group
- Company does not allow any staff training or give paid leave to employees for any reason
- Staff regard training in workplace as preferable to external training – time limitations
- Training linked directly to job – simple, informal delivery – most beneficial

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- More should be done to encourage employers to upskill staff
- Ongoing staff training is value for money
- More development courses ran by companies – with encouragement by line managers
- More involvement by employees in the needs of re-training
- Training is specifically for the purpose of company's needs at that time – not benefit of employee
- National training plan put in place that will benefit all workers, regardless of industry

Conclusions:

From the above responses, there is a definite need for employee training – not just job specific training but a need for the training as a means of upskilling and to be of a long term benefit to employees and employers e.g. Q6, Q7, and Q12. Employers need to be aware of the value of the training to promote it e.g. Q8 and Q9.

It was quite startling to realise that not one of the employees were aware of any formal mechanism that employers use to assess the impact of training e.g. Q10 and Q11. If employers don't assess the impact of training, then how will they know if it's worthwhile or not i.e. if it's a cost or benefit? (Q10 and Q13)

The perceived distinct lack of training plans and the continuous assessment of training plans annually, leave the company/ employer with little information on how to plan for their future training needs or to show when skill shortfalls may arise. (Q1, Q2, Q3 and Q5) This affects the company's ability to adapt to change or new competitors etc. (Q8)

Another interesting point that came from the results is that employees want to be more involved in their own training and play an active role within the company e.g. Q4, Q6 and Q7. Employees see training and upskilling as being linked and therefore of benefit; although it is worth noting that compliance training is seen differently e.g. Q6, Q8, Q7 and Q13.

The survey supports the aims of MOTIVES that there is a real need to motivate employers to undertake and invest in employee training and upskilling.

7. Map the ECQF to SROI

a. The focus approach

The ECRF on quality on VET was designed by the working team deciding to use a “question approach”:

Instead of focusing on answers, the solution found was to focus on questions - questions that pinpoint the key issues in the work on quality in VET. Using this approach it was expected that the model would be more acceptable to all Member States as it makes it possible for the Member States to keep their own quality approaches and at the same time for the focus to be placed on limited number of common questions.

It seems that also the SROI methodology was planned and implemented using the same approach.

The SROI method consists of seven steps that are described briefly below:

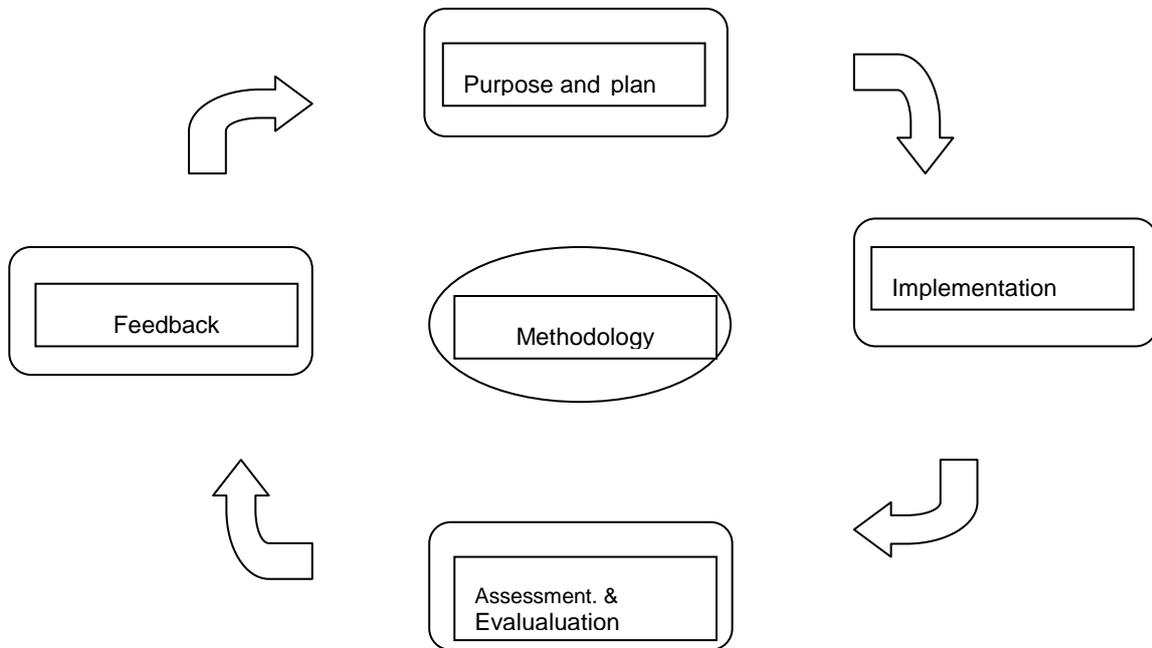
1. Definition
2. Theory of change
3. Stakeholder analysis
4. Impact map
5. Indicators and Monetization
6. Verification
7. Reports / tables (the PMU method)

For each bullet point the social researcher working to design the project started from a set of questions (i.e. for 1. Definition the questions were: a) on whose behalf is the report? b) For what purpose? c) What is the period it covers?; d) Is it about an evaluation (review) or a projection (preview)?

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b. The ECRF on quality on VET process and how SROI fits with it



The following framework, with its five steps, is the one suggested by the European document. Studying the SROI framework we see that there are several connections (we don't know if it was on purpose or not) with this figure and in particular we can try to compare SROI to the ECRF-Q-VET fulfilling the basic table of the latter one.

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Reference framework step	Common core criteria for quality in VET	Possible indicators	SROI characteristics
<p>Purpose and plan</p>	<p>Clear purpose and consistent planning addressed to achieve the set aims. Existence of a systematic quality approach (in a broad sense).</p>	<p>The existence of a quality management approach. Planned investment in training of trainers.</p>	<p>Basic analysis: More than 23% of the inhabitants in Münster have a migration background. They are foreigners and naturalized citizens, which include the group of repatriates. The majority of these are people who have moved here from other countries. Most of them want to and will stay in Münster.</p> <p>Target: Unemployed resettlers who will not get unemployment benefit with commercial / technical education from 25 years</p> <p>Dimension: 18-20 participants</p> <p>Life span: 40 weeks (January 2006 – October 2006)</p> <p>Aims: The measure is aimed to prevent the above mentioned target group from social and labour market exclusion.</p> <p>Skills: 1.enhance German language skills (technical) and 2.enhance professional skills-; 3. the knowledge of the participants will be updated and adapted to the latest technology.</p> <p>Training offer: The measure qualifies participants in modular form for a job in the trade and repair businesses. They have the choice of training modules to purchase in the following trades: Automotive industry, metal, wood, painter, home economics;</p> <p>Identification of stakeholders:</p> <ul style="list-style-type: none"> - The immigrants themselves - The financiers, - The project stakeholders - Social stakeholders

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<p>Implementation</p>	<p>Existence of an implementation plan; allocation of resources and clear responsibility.</p>	<p>Unemployment rates according to vulnerable groups. Prevalence of vulnerable groups. Participation rates (by group)</p>	<p>Coord: Chamber of Trade Training Centre Co-fin. : Employment Agency Münster Organ. : the course is divided into 4 phases:</p> <ol style="list-style-type: none"> 1. Profiling and Training in the Chamber of Trade Training Centre (period: 12 weeks) 2. Internship to identify further training needs (period: 6 weeks) 3. Custom-fit training for the needs of the business (period: 12 weeks) 4. Internship for occupational integration (period: 10 weeks) <p>Measurement Need: In terms of control of the integration work, it was the aim of the project to identify the effects of measures, to measure, monetize and thus organize a basis for subsequent control based on hard facts.</p>
<p>Assessment and evaluation</p>	<p>Existence of a well-described assessment system and a systematic evaluation strategy. Use of a consistent and accountable methodology for both assessment and evaluation.</p>	<p>Successful completion of training. Destination of trainees. Utilisation of acquired skills.</p>	<ol style="list-style-type: none"> 1. The Impact map inventories all stakeholders. 2. The input or rather the investments (money, time) are calculated and expressed financially. 3. The activities and their lasting impact are described and illustrated in measurable units. For these impacts related indicators should be established. 4. A specific impact map (*) was built and during and at the end of the project it was fulfilled by the project coordinator. 5. Indicators should be formulated SMART (specific, measurable, achievable, realistic and timed). They must be clear and simple to calculate. 6. Neutral and objective surveys of clients and stakeholders should be carried out carefully.

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			7. Support for independent verification/validation enhances the credibility.
Feedback and procedures for change	Visible and documented connection between feedback mechanisms (evaluation results) and planning process.	Schemes to link VET to the labour market. Schemes to promote better access.	<p>1. The successful acquisition of skills and knowledge will be certified to the participants.</p> <p>2. For the mediation of training modules the Chamber of Trade is taking the curricula of ZWH or of HBZ, which were developed in a Leonardo -pilot project. In order to adapt the qualifications as accurately as possible to the needs of businesses,</p> <p>3. During the training in Educational Centre, the participants are also qualified by German language courses, which are offered 2 times a week h 5 lessons.</p> <p>4. The measure provides skills and knowledge of training modules, as they are required since 1.3.2003 in the BBIG and in the framework of the vocational training preparation – certification regulation since 16.7.2003.</p> <p>4. Time can be saved by a database, where all available information and data are accessible</p> <p>5. The method is applicable also in other “soft” sectors.</p> <p>6. Do not let the good be the enemy of the best: SROI is perhaps not 100% perfect, but definitely better than the previously available methods.</p>
Methodology	Description of methodology (kind of ‘standard procedure’) exists.		<p>1. The companies should be involved early in the planning of training, thus to prepare the participants mainly for skilled work in the trades.</p> <p>2. As media literacy is one of the key skills in the workplace, but repatriates hardly used them so far, new technologies are a component of qualification.</p>

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			<p>3. An early placement serves the identification of individual training needs according to the requirements of the company. On this basis other training steps can be made in cooperation with the company.</p> <p>4. In order to efficiently improve the professional integration internships of up to 16-weeks are carried out.</p> <p>5. During the internships the training needs will be determined in close cooperation with the companies.</p>
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This project has been funded with support from the European Commission.

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- The Irish Business and Employers Confederation (IBEC) <http://www.ibec.ie/>
- The National Adult Literacy Agency <http://www.nala.ie/>
- Learning for Life: White Paper on Adult Education
http://www.education.ie/servlet/blobServlet/fe_adulted_wp.pdf
- White Paper on Human Resource Development
http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/178/C3G03EN.html#f1
- Adult Educational Guidance Initiative http://www.ncge.ie/adult_guidance.htm
- Ideas Institute <http://www.ideasinstitute.ie/>
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Vocational Training Institute (BFI) : www.bfi.at

Austrian SME Research: <http://www.kmuforschung.ac.at/>

SROI Austria: http://www.sroi.de/index.php?option=com_content&view=article&id=56&Itemid=54

Quality Austria, ECQF Excellence Award: <http://www.qualityaustria.com/>

European Commission: http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

Equal Project ADVOCATE: <http://content.tibs.at/advocate/>

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Federal Ministry of Education: <http://www.bmukk.gv.at>

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