



Lifelong  
Learning  
Programme



## Network to strengthen the relation between VET and the world of work at the governance and implementation level

Project Number: 527826-LLP-1-2012-1-BE-LEONARDO-LNW

# D4.1. Piloting and Validation Report

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**Abstract**

This report is a part of VETWORK (Network to strengthen the relation between VET and the world of work at the governance and implementation level) Project, supported by Leonardo da Vinci - Life Long Learning Education program, under the Audiovisual and Culture Executive Agency of the European Commission, which deals with the integration of Vocational Educational Training (VET) and the world of work. VETWORK project's primary focus is on contribute to innovate and improve the integration between VET and the workplace by providing benchmarking systems, guidelines, recommendations and suggestions on the design, implementation, assessment and certification that will address methodological, functional, content and organisational innovation in line with the priorities and strategic objectives of the Bruges Communiqué and new skills for new jobs.

The main objective is to give the VET providers and employers the possibility to gain increased knowledge about benchmarking and how these tools can be used in improving the relation between VET and work's world. While using benchmarking utilities gain knowledge about their own practice and that of others thus improving their management practices.

The report presents:

- the piloting processes of the online-benchmarking tool and
- relevant steps of validation.

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## INTRODUCTION

VETWORK (Network to strengthen the relation between VET and the world of work at the governance and implementation level) Project, supported by Leonardo da Vinci - Life Long Learning Education program, under the Audiovisual and Culture Executive Agency of the European Commission deals with the integration of Vocational Educational Training (VET) and the world of work.

The VETWORK project is organized in work packages. WP 4 is dedicated to the piloting and validation of the developed benchmarking tool.

The project is aiming to adapt and apply benchmarking methodologies and tools within VETWORK framework and to find an efficient way for VET providers to meet the needs of work world.

VETWORK as an integration between VET and WORK strategy project aims to support the stakeholders with guidance to best practices in cooperation between the two worlds. In VETWORK Benchmarking is used as a methodology to achieve more knowledge about best practice.

The present report gives an overview on how the piloting and validation of the benchmarking tool was done.

## RATIONALE

The VETWORK on-line benchmarking system intends to achieve the best match of training needs of business environment with the VET provider offer, making sure that provision in vocational programmes reflects fast - changing employer and employees' needs. The VETWORK benchmarking tool asks the users for data especially to show where advanced learning could lead to better employability possibilities. And on the other hand with the use of the benchmarking tool the users become aware how important consistent assessment is and how to improve qualification frameworks in line with requirements of the work world.

All VET systems need mechanisms to make sure that the number of people trained in different occupations matches the needs of the labour market and available labour force can fulfil the employers' requirements. This matching process is not easily evolved and the VETWORK benchmarking tool wants to enable the users to become aware of the critical success factors and important questions to answer:

- In which cases and how to provide different types of training (dual vocational training, work based training, in-company training)?
- How to manage qualification frameworks consistent between employees' competences and employers' requirements?
- How to define and assess learning outcomes?

Most vocational programmes involve some element of workplace learning, although sometimes this component is small or even non-existent. Workplaces provide a strong learning environment, developing hard skills on modern equipment, and soft skills through real world experience of teamwork, communication and negotiation; workplace training facilitates recruitment by allowing employers and potential employees to get to know each other, while trainees contribute to the output of the training company.

Workplace learning opportunities are also a direct expression of employers' needs, as employers will be keenest to offer those opportunities in areas of skills shortage. Apprenticeship—one common model of workplace training – can be an outstandingly effective form of vocational training. Collectively, these arguments are so powerful that all VET systems should aim to make substantial use of workplace training.

Benchmarking to achieve excellence is an on-going process. As aspects of a business improve, so other areas become targets for improvement.

## TERMINOLOGY AND DEFINITIONS

### BENCHMARKING DEFINITION

- (1) Benchmarks** - The term “benchmarks” refer to processes and results that represent best practices and performance for similar activities, inside or outside the education community. Organisations engage in benchmarking to understand the current dimensions of good performances and to achieve discontinuous or “breakthrough” improvement.
- (2) Benchmarks** - are one form of comparative data. Other comparative data organizations might use/ include appropriate data collected by a third party (frequently averages for other organizations), data on the performance of comparable education organizations and competitors and comparisons with similar organizations that are in the same geographic area or that provide similar programs, offering, and services in other geographic areas.
- (3) Benchmarks** - (industry-wide) standards, usually showing the best performance possible at a certain time. Or: ‘A measured, “best-in-class” achievement; a reference or measurement standard for comparison; this performance level is recognised as the standard of excellence for a specific business process.’

## I. PILOTING & VALIDATION PHASE

Benchmarking needs good planning and a clear time-scheduling. The timeframe depends on the nature and scale of the benchmarking exercise. Some benchmarking exercises are established as a one-off activity to look at one specific issue for a very limited period of time. In some cases these are then extended to look at other issues. But overall, benchmarking is most effective as a management tool when it is carried out on an on-going basis.

During the pilot phase stakeholders, companies and other VET organisations were invited via newsletter, magazines to join or contact the responsible project members for a structured interview about benchmarking and good practises.

### Definition of the structured interview

In the interviews the purpose of the benchmarking system was clearly defined from the outset:

- What do you want to find out?
  - to identify the most successful strategies
  - to analyse and compare initiative in support of VET/ workplace training
  - how VET contents are applied at workplace
- Why do you want to find out things?
  - for promoting integration between VET and the workplace
  - as a response to the changing requirements of the labour market
- What do you want to do with the results?
  - allow self-assessment and measurement of integration effectiveness between VET and work
  - assess integration between training as delivered by VET providers and Work Based Learning
  - measuring the so-called “learning gap” and “implementation gap”
  - enhancing a reflection on strategies to be adopted to improve integration
- How well are you performing in relation to other VET provider/ employer?
- Which VET provider/ employer is doing better and how does it do so?
- What can you adapt from other institutions and how can you improve?

The choice of benchmarking processes should be in line with the institution’s profile, mission and organisational developments. In all cases, it is crucial to have a clear understanding of problems

and, based on needs, to prioritise them, so that a realistic benchmarking exercise with adequate resources can be launched.

A collaborative approach was chosen and of course issues of trust, confidentiality and information sharing were dealt with in a careful manner. The advantage of collaborative benchmarking approaches is that it offers possibilities for further networking and professional development between peers, opinion leaders from different institutions, thus reinforcing the learning dimension of the benchmarking exercise towards improvement and higher performance. Examples of collaborative benchmarking can be found in most European networks which have been cooperating for years on joint projects, and which have then decided to embark on benchmarking activities with some organisations in the network. Most important was to gain commitment for benchmarking. Benchmarking needs both top-down and bottom-up interactions between decision-makers and staff at various levels. This will ensure both ownership of the process and consensus in terms of implementation.

### Identification of comparative companies as benchmarking partners

Organisations with interesting processes to study and to learn from are the most interesting benchmarking partners. The learning process can work both ways. A partner does not need necessarily be from the same industry, but should have processes that have been documented and can be analysed. It is important to analyse and to understand the process of the benchmarking partner and not just to copy. In preparation of the interviews a common agreement amongst the partners how to proceed, select and contact potential partners was established. A list of 10 potential partners based on active personal contacts was established. The selected VET provider/ employer organisation was given clear information about the benchmarking exercise and the online-tool: intentions (VETwork project, data gathering, establishing a network for further dialogue, etc.), purpose, timeframe and expected results.

### Validation

Once the results of the benchmarking interviews have been produced and analysed, the final step concerns the design of a clear framework, a precise action plan and to convert the results and benchmarking efforts into improved processes and organisational change. Plans for changes should be realistic and include clear steps over time. Obviously while the focus of the benchmarking system will determine the immediate and long term action plan, short and long term goals to improve performance should be identified, and detailed action plans agreed upon to adopt good practices found in other VET/ WBL providers.

Based on the benchmarking system developed, an on-line benchmarking tool allows self-assessment and measurement of integration effectiveness between VET and the world of work. The tool helps any user to assess to which extent training as delivered by VET providers integrated with WBL and applied and used at the workplace. The tool helps measuring the so-called “learning gap” and “implementation gap” and enhancing the use of different strategies to be adopted to improve integration. The benchmarking tool contains questions that are elaborated based on the identified criteria and indicators. By replying to the questions posed by the benchmarking tool, the users will get an assessment of their performance as well as a highlight of the weak areas that

shall be addressed to enhance integration. Being aimed at the integration between VET and the world of work, the tool is designed to allow compilation by the collaborating entities.

### Self-assessment online tool

Aims to:

- support policy makers and stakeholders engaged in promoting, designing, developing, implementing, assessing initiatives to enhance VET/ workplace practices
- to conduct a self-reflection on the effectiveness of the action they have promoted/ implemented

The self-assessment tool is developed based on a set of performance indicators that were defined according to the collected best practices and experiences. As a general base, for developing a benchmarking system, an extensive set of performance (benchmarking) indicators must be identified. The indicators are used to describe the characteristics and the performance of individual features of the systems. It must be emphasised that the numeric value of an individual indicator is not enough for evaluating the system performance. In principle the performance indicators shall be looked upon as a standardised reference language, which is necessary for making consistent system comparisons.

## II. DESCRIPTION OF ONLINE BENCHMARKING TOOL

The Online Benchmarking Tool is available for the public at <http://www.vetnetwork.it> In order to access the tool users need to be a registered to gain statistical data and outcome recommendations for the benchmarking. All responses and related organisational data are anonymized. At any time the user profile and related permissions can be modified.

The benchmark is subdivided in four sections analysing the INPUT, the PROCESS, the OUTPUT/OUTCOMES and the CONTEXT criteria with regard to the VET organisation. Each benchmark section requires about 10/15 minutes to be completed and comprises a set of questions. Only one answer per question is allowed and the last question allows to record comments on the questions and on the benchmark section in general. The tool gives a score between 0 and 5 for each question, based on the answer given. Higher scores are for organisations that are more advanced in the VET training process. The score is given both as an absolute value and as a % of the maximum potential score. The minimum score is also provided, as well as the time used to complete the benchmark. Where possible a general feedback is also provided.

For more details on the Benchmarking Tool, you find a whole overview in D.3.1 and D.3.2.

### III. PILOTING RESULTS

For participation during the piloting phase and to promote the established online-assessment tool the responsible partners published contributions in internal magazines (e.g. Issue February 15 – BBRZ Magazine), organisational newsletters and mailings to regional VET organisations and companies.

**VETWORK: Benchmarking Tool jetzt online**

Das EU-Projekt VETWORK beschäftigt sich mit verbesserten Zusammenarbeitsmöglichkeiten von beruflichen Bildungseinrichtungen und ArbeitgeberInnen. Dazu wurden von den zwei größten Berufsbildungsverbänden EVBB (das BFI OÖ ist Mitglied) und EVTA erfolgreiche Kooperationsprojekte EU-weit gesammelt und auf Basis dessen ein Benchmarking-System entwickelt, das sich mit den wesentlichen Erfolgsfaktoren für eine erfolgreiche Zusammenarbeit befasst.

Dieses Benchmarking Tool kann nun unter [www.vetwork.it](http://www.vetwork.it) online getestet werden. Ziel ist es, Bildungsorganisationen und Arbeitgebern mögliche Distanzen zwischen den Ausbildungsinhalten und der direkten Verwertbarkeit im Beruf für die berufliche Aus- und Weiterbildung aufzuzeigen und vor allem EU-Ländern ohne duales Ausbildungssystem mögliche Anknüpfungspunkte für Verbesserungsmöglichkeiten zu geben.

[www.vetwork.it](http://www.vetwork.it)!

**BBRZ GRUPPE**

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Public dissemination of results will enhance the reputation both of the VET/WBL providers, the employers and of the benchmarking itself among stakeholders. The issue of communicating results to the outside audience must be addressed carefully. Results of the benchmarking will produce new benchmarks for the sector, so public reporting will be valuable, but obviously paying close attention to the confidentiality issue. Some benchmarking processes have compiled results in an anonymous way for some aspects of the exercise where sensitive data were at stake.

To provide a good validation of the online-benchmarking tool the responsible partners agreed to explain the developed online-benchmarking tool in personal interviews and to gather the direct feedback.

This section comprises the gathered feedback of the responsible partners and in section IV recommendations and fields for improvement of the online-benchmarking tool are summarized.

## Results of the interviews and presentation of the online-benchmarking tool

### BFI:

The conclusions are drawn from structured interviews about benchmarking and the online-tool conducted with 4 Austrian private or public companies in May and June 2015. The interviews were conducted in accordance to the on-line benchmarking tool, shaped to special requirements of the industries involved. All companies are key players in their line of industry and operate on a regional and national level. Each has training departments installed and offers apprentice ships in various professions. The pedagogical configuration can be described as traditional didactic, as well as self-organized with support.

A total of four interviews were conducted:

Company 1:

Financial industry – Insurance company, 900 employees, person interviewed: Training Manager

Company 2:

Public Utilities, 2700 employees, person interviewed: Training Manager/Personnel development

Company 3:

Industry and service company, 17,000 employees (ww), person interviewed: Manager of Austrian training unit

Company 1:

Consulting/training company –housing industry, 10 employees, person interviewed: General Manager

In general the existing VET-WORK relations can be described as fully implemented and effective. The companies feel that they can exert influence on Vet organizations.

In the selection of trainers/teachers work experience in the specific field is a requirement. The technical equipment used in the trainings can be described as up-to date. Training curricula are mostly developed in co-operation. Whereas *a joint evaluation and update of courses is not performed regularly. A joint quality management system is hardly in place.*

A further area of improvement seems to be joint innovation initiatives, especially in the field of innovative learning methods. As a future trend the world of e-learning will become ever more important especially blended learning and mobile learning on demand. The work place of the future will focus on the strategic management of competencies and the adaptation to a changing environment.

A highlight with Austrian companies is the dual training (a combination of part-time vocational school and apprenticeship) which usually leads to a high percentage of positive final examinations (>80%) and long-term employment with the same company.

In conclusion it can be said that Austrian companies are highly involved in the definition and provision of vocational training and therefore help to maintain high quality standards.

**IB:**

During presentation of the benchmarking tool to our interview partners mixed reactions were received. The reasons are illustrated below.

**Reasons:**

For vocational training managers in enterprises it is always a big challenge to provide enough time resources for the comprehensive online-survey. The set of questions in the questionnaire for trainers is not totally applicable in the dual vocational training system. In addition to that numerous companies have insisted on having an anonymous questioning. To finish the matter to a successful ending the number of questions was reduced and combined to the queried object. The questioning was conducted as an interview relied on many years of good cooperation between the interview partners. IB staff members of the business and company services maintain intensively these contacts with the instructors in the companies and meet personally on a regular basis.

All interviews were conducted in the period from May to 8 June 2015. All interviews are anonymised. All companies are subject of strict legal guidelines now. To allow the publication of names and statements of employees is only after a formal approval process possible. Some of the partners are international companies, and therefore have to respect international laws and restrictions or their internal transparency policy.

A total of seven surveys were conducted:

Company 1:

Electronics industry Fire Alarm Systems; 900 employees, interviewees: Training Manager

Company 2:

Electronics industry, power supplies, 90 employees, interviewees: e-technicians in the development department

Company 3:

Plastic industry, automotive suppliers, 1,200 employees, interviewees: Training Manager

Company 4:

Metal industry, automotive suppliers, 600 employees, interviewees: Training Manager

Company 5:

Metal Industry, Mechanical Engineering, 300 employees, interviewees: production manager

Company 6: Hotel:

Hotel 40 training staff, interviewee, Hotel Director.

As 7th partner the Chamber of Commerce Southern Upper Rhine has conducted a survey within 117 IHK training establishments in the period from 29<sup>th</sup> of April 2015 to 17<sup>th</sup> of May 2015. IB compared these results with the results of the interviews and found out that in most cases the results are identical.

All interviewees are high level experienced company trainers; they were all involved in Chambers of Commerce examinations, also as active examiners. That's why all of them are convinced of the

advantages of dual education. The practical training of individual trainees is 100% the responsibility of the instructor.

As mentioned above, some questions were not fully understandable for the interviewee.

For example:

Do companies have an influence on the offers of vocational training providers or are the degrees recognized by them?

The reasons for this lack of understanding can be seen in the regulations of the German dual VET system. Companies have sovereignty for VET and there is no need to look for votes from other educational institutions. Also it is not allowed to issue certificates in Germany by training providers. All respondents have expressed a high degree of autonomy and responsibility in their companies in the field of VET.

VETWork benchmarking indicators:

Counting of all votes from the IB interviews

### General indicators

1.) Do you work together in common interest groups of the economy, the trade unions and institutions of vocational education?

- No: 0
- Yes, but not effectively: 1
- Yes very effectively: 5

2.) Have companies an influence for the offer of vocational training providers?

- No: 2
- In some areas: 4
- Comprehensive and effective: 0

3) Are the certificates recognized by local employers?

- No: 3
- Partially: 3
- Completely: 0

4.) At how many joint workshops / conferences to training of instructors have you taken part in the last year?

- None: 0
- 1 to 4 on average: 2
- 5 and 4 more

5.) Are there criteria concerning the professional experience of the trainers and the demands of work. Are e.g. several years required?

- No: 1
- Yes, for individual trainers: 5

Yes, for all instructors: 0

6) Proportion of practical experience by the trainers?

- Less than 20%: 1
- 20% to 50%: 5
- More than 50%: 0

7) Is the current technical equipment up to date?

- No: 0
- Partially: 0
- Yes: 6

8.) Have training organizations access to your training equipment?

- No: 3
- Only in the time of the internship: 2
- During the entire training: 1

### Process indicators

1.) Are employers involved in the development of curricula?

- No:
- Sometimes: 0
- Always: 6

2.) Proportion of practical training to the duration of training?

- Less than 20%: 0
- 20-50%: 1
- More than 50%: 5

3.) Is there a policy for the prevention of training termination?

- No: 0
- A few: 3
- Systematic 3

### Result indicators

1) Percentage of students passing their final exams?

- Less than 50%: 0
- 50 to 80%: 0

- More than 80%: 6*

See 2.) Percentage of trainees who find a job within 6 months after the training

- Less than 50%: 0
- 50 to 80%: 0
- More than 80%: 6*
- Is not known: 0

3.) Percentage of trainees who after 6 months from the start of employment are still in the working process?

- Below 50%: 3*
- 50-80%: 3*
- Above 80%: 0

### Institutional indicators

In Germany, the company is a major player in shaping the content of vocational training. Companies are committed to the further development of training content and delivering high quality standards. The training is always adjusted to the practical requirements.

Agreement to this statement?

- Yes: 4
- No partly: 2

#### IV. Recommendations

Strategic level: European VET area with a strong work based training approach

The major outcomes from the interviews with our partner companies are that practical training must be located in the responsibility of companies. According to this the strategic recommendation is to create a European VET area with a strong work based training approach.

Because in countries with a tradition of work-based VET, the cooperation of state institutions (schools) and enterprises has turned out to be a model for success when it comes to combating youth unemployment. Only in this way the word of VET can be brought together with the world of work efficiently. The Chambers, which also exist in countries with full-time school VET, can play an important role in this matter. The Chambers should not only be included in the formation process of the respective VET-systems, but in addition should be assigned as an institution to define quality standards for VET and develop criteria for generally accepted examination and assessment procedures and the recognition of professional qualifications.

Our lessons (IB and BFI) learnt during this project and also the long-term experiences in Germany and Austria prove that the Chambers can bear a large share of responsibility in this field.

As mentioned above, it is not enough to introduce the “dual VET system” in all EU member states, keeping in mind the socio-cultural differences are numerous and pronounced. In future those differences should play a minor role instead “work-based training” and “work-placed training” should be a common and important part of vocational training and education settings.

As the interview results of the online benchmarking tool show the world of work can see the added value when practical training is placed in companies.

IB / BFI as active members of EVBB, European Association of VET Providers, have worked on these recommendations together with other EVBB members and therefore can prove that it is not only valid for countries with an existing dual VET-system. These recommendations are coherent to other results of jointly conducted events in European Parliament together with members of European parliament and with representatives of the EC. By chance it was stated there that a common European approach has to be established where the responsibility for the practical parts of VET is assigned to employers respectively companies. If European VET develops more in this direction the result will be in the end a more united world of VET and work.

Further recommendations concerning the on-line tool are aimed at the selection of benchmarking partners. VET providers/employers usually choose comparable companies in terms of characteristics such as line of industry, size or certain regions/countries where they operate. Furthermore easy access to the tool could be enhanced by a less detailed and anonymous registration.

The most important conclusions why to use the online-benchmarking tool profitable for your own business are:

- To compare between VET providers/ employers with similar characteristics in terms of profile, sector and type of activities to become more profitable. Comparing with totally different organisations is not the main motivator but important to find new approaches.
- In-depth benchmarking with smaller benchmarking groups creates more short-term added value since it means less investment in organisational terms. Therefore we recommend not to use open access policy since it is clear that work-based learning is an important issue but to work through the different interview items allows easily to define new common goals and targets.

## V. The Piloting in Italy

The Italian piloting was conducted by SOPHIA R&I during the second half of 2015.

In spite of an intensive communication campaign, it was only possible to bring two VET providers to perform the self-assessment through the On-line Benchmarking tool. These two companies are EYES Italia and HC Training. Both VET providers work within the area of unemployed people and skills improvement for employed people. They both make extensive use of “*Interprofessional Funds*”, a VET funding instrument foreseen by the Italian legislation whereby each company paying the social charges for the pension scheme can devote 0.3% of these amounts to an interprofessional fund, and then access these funds to support the training of their staff.

The fact that only two VET companies could have been involved is a result somewhat below expectations, in respect to the extensive dissemination and networking activity carried on. It is probably due to the fact that the need for improving the relationships between the VET providers and the world of work is not yet clearly perceived by the Italian VET providers, and this in turn might be due to way in which VET is funded and evaluated in Italy. The real evaluation is not linked to effect of the training on the career development of the trainees. This clearly indicates a path for mainstreaming activities in the post-project sustainability phase.

Both VET providers have been contacted, presenting the VETWORK project, the development and implementation of the Benchmarking System, the scope of the Piloting and the need of feedback for validation. They have been asked to use the VETWORK Online Benchmarking Tool (BMT) for the self assessment, and we have interviewed them after using the tool. The feedbacks collected on the Benchmarking Tool was quite consistent for both VET providers, and centered on the following issues:

- The BMT could become a useful tool for improving the final output of the training provided by the company but its usage should be simplified and streamlined, especially the number of mandatory questions should be reduced as performing the whole self-assessment process is very much time consuming;
- Some aspects which they consider important are not addressed, such as the funding mechanisms for VET which deeply influence the relationship with the companies. It has to be said however that this point is very much country-dependent and therefore it is difficult to implement it at European level;
- Both found that the main element of success is the subsequent phase of designing an improvement path and that there should be the possibility of performing this step in a semi automated way. However this is a very difficult task and could form the objective of an additional project.

As a conclusion of the Italian pilot it can be said that the feedback from the other countries have been confirmed and that further path for improvements for the VETWORK BMT have been identified and could be implemented through subsequent developments.

## VI. VI. The Piloting in Spain

The Chamber of Commerce of Granada has been involved in the Piloting of the VETWORK Benchmarking tool by organising a piloting and validation sessions to which most relevant VET providers at regional level and usually collaborating with the Chamber were invited.

The session was held last 17 November 2015 with a total participation of 17 participants.

The structure of the session was as follows:

- Welcome to participants and presentation of the VETWORK project rationale and aims – 10 minutes
- Presentation of the VETWORK Benchmarking tool – 20 minutes
- Trial of the tool by two of the participants through the internet, displaying the screen to all participants so everybody could see the process and the real functioning of the tool – 1 hour
- Questions by participants and comments on the tool by all the participants

The session was very satisfactory and participants showed an interest in the tool at every moment.

Due to the nature of the validation session, it was not possible that all partners did an in-depth and reflected use of the tool but however we had the advantage of the opinions and ideas of many users with different profiles and backgrounds.

The general conclusions from the group:

- The VETWORK Benchmarking tool is very useful to analyse our competitive position and the quality of the training offer in terms of adequacy to the labour market needs
- The tool has a high potential to be part of the VET managements tools that VET providers use on a regular basis, however, most of them agreed on the fact that they would need further analysis and training on how to integrate this benchmarking tool in their VET management processes.
- Some of the participants showed their interest and commitment to test the tool more in depth to analyse and get a better insight on how this integration could be implemented.
- Many of the participants, representing small consultancies and VET providers expressed that the tool would be useful as a first step to set the basis for collaboration processes in which several small providers would join forces to provide a more quality and competitive training offer that otherwise they can not provide and therefore compete with the biggest VET providers who are usually the ones getting highest scores in a benchmarking process, being much closer to the benchmark.
- Some of them expressed the challenges that the Benchmarking tool has to face in the next months when starting the real exploitation process:
  - How the benchmark which is in the basis of the system is going to be updated?
  - How the results of the benchmarking process can be the basis to start collaborative process for joining efforts in the provision of training?

Some comments by the participants' evidences the satisfaction of the participants with the tool and the possibilities for continue developing and exploiting the tool.

- *“A really good tool to support us in better approaching the definition of our annual training offer”*
- *“ It is not very easy to use and take quite a lot of time to complete the full questionnaires but the results would worth if they help us to improve our quality”*
- *“ I really appreciate the work behind this tool and I personally commit to explore it more in detail as my small contribution to the improvement of VET training offer in the province”*

Therefore, the results of the piloting sessions serve to validate the Benchmarking tool and provided us with interesting ideas and work paths to continue improving and developing the VETWORK benchmarking tool.