

Q – CA.S.E. : La Qualità nei CAntieri Scuola Europei

## **TRANSNATIONAL REPORT**

QUESTIONNAIRE SURVEY ON THE QUALITY  
PRINCIPLES DIFFUSION IN THE CONSTRUCTION  
FIELD'S TRAINING CYCLE AT EUROPEAN LEVEL

Project phase n. 1

Document done by:  **ECAP** Consulenze  
(data elaboration by Pragma Media)

Draft release 21 February 2007

*Document:*       **TRANSNATIONAL REPORT**  
QUESTIONNAIRE SURVEY ON THE QUALITY PRINCIPLES DIFFUSION  
IN THE CONSTRUCTION FIELD'S TRAINING CYCLE AT EUROPEAN  
LEVEL

Project phase n. 1

*Project:*       Progetto Leonardo Q-CASE  
La Qualità nei CANTIERI Scuola Europei

Programma Leonardo da Vinci (2000-2006)  
Invito comunitario a presentare proposte 2005-2006 (EAC/11/04)  
Procedura B – Prog. Cod. N. I/06/B/F/PP-154129

*Author:*       ECAP Consulenze srl (data elaboration by Pragma Media):  
- Furio Bednarz (coordination and support to analysis);  
- Filippo Bignami (research coordination, data analysis and reporting)

*Date:*         Final version released on xx/xx/xxxx

## Summary

1. STRUCTURE AND ORGANIZATIONAL SCHEDULE .....	3
2. PRESENT SITUATION AND PLANNING.....	30
3. EVALUATION AND IMPLEMENTATION METHODS .....	50
4. CONCLUSIONS AND PERSPECTIVES FOR THE FURTHER PROJECT'S PHASES .....	70

# 1. Structure and organizational schedule

Full Name of the Organization / Institution:	Address of the surveyed organization:	Indicate which kind of training is primarily supplied (tick all the relevant boxes)	Total number of human resources, divided according to their type, that cooperate regularly with the Organization/ Institution:	Is there, within all the training activities that are being carried out, a building worksite school?
<b>AFOBAT 10 CFA-BTP10</b>	34 rue Danton F-10150 PONT SAINTE MARIE TROYES/PONT SAINTE MARIE - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors 1 Project Coordinators 1 Non Teaching Staff 9 Training officers / teachers with permanent- regular contract 25 Training officers / teachers with a fixed-term contract or external collaborators 0 <hr/> Totale: 36	No
<b>AFOBAT 17</b>	ZI DE L'ORMEAU DE PIED SAINTES - FRANCE	Initial Vocational Training (Or Basic)	Directors 1 Project Coordinators 1 Non Teaching Staff 6 Training officers / teachers with permanent- regular contract 30 Training officers / teachers with a fixed-term contract or external collaborators 0 <hr/> Totale: 38	No
<b>AFOBAT 22</b>	4 avenue du chaltier "sans pitié" Plerin/St Briec - France	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors 1 Project Coordinators 1 Non Teaching Staff 14 Training officers / teachers with permanent- regular contract 28 Training officers / teachers with a fixed-term contract or external collaborators 4 <hr/> Totale: 48	Yes
<b>AFOBAT 29</b>	1 rue François Marie André 29000 QUIMPER QUIMPER - France	Initial Vocational Training (Or Basic)	Directors 0 Project Coordinators 0 Non Teaching Staff 0 Training officers / teachers with permanent- regular contract 0 Training officers / teachers with a fixed-	No

			term contract or external collaborators		
			Totale:	0	
<b>afobat 77</b>	8 rue de bel air 77440 ocquerre ocquerre - france	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 11 26 0	Yes
			Totale:	41	
<b>AFOBAT CFA-BTP Lille Métropole</b>	68 rue de l'ouest - 59100 Roubaix ROUBAIX - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 1 10 26 3	No
			Totale:	41	
<b>AFORPROBA de l'Indre</b>	16 avenue Patureau Francoeur -36000 Châteauroux Châteauroux - France	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 10 18 6	No
			Totale:	37	
<b>AFPBO - MAISON DU BATIMENT DE L'OISE</b>	290, impasse de la Croix Verte - 60600 AGNETZ AGNETZ - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 14 33 1	No
			Totale:	52	
<b>AFPBTP40</b>	05 rue du 19 Mars 1962 40110 Morcenx MORCENX - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff	1 1 11	No

			Training officers / teachers with permanent- regular contract	19	
			Training officers / teachers with a fixed-term contract or external collaborators	1	
			<u>Totale:</u>	<u>33</u>	
<b>AFBTPPO CFA DU BTP</b>	route du Mans 61000 Alençon Alençon - FRANCE	Initial Vocational Training (Or Basic)	Directors	2	No
			Project Coordinators	1	
			Non Teaching Staff	9	
			Training officers / teachers with permanent- regular contract	29	
			Training officers / teachers with a fixed-term contract or external collaborators	6	
			<u>Totale:</u>	<u>47</u>	
<b>AFBTPV</b>	CFA BTP 30 Rue de la Gare 88380 Arches Arches - France	Initial Vocational Training (Or Basic)	Directors	1	No
			Project Coordinators	1	
			Non Teaching Staff	14	
			Training officers / teachers with permanent- regular contract	28	
			Training officers / teachers with a fixed-term contract or external collaborators	2	
			<u>Totale:</u>	<u>46</u>	
<b>AUGUSTOWSKIE CENTRUM EDUKACYJNE</b>	Al. Kard. Wyszyńskiego 3; 16-300 Augustów Augustów - Poland	Initial Vocational Training (Or Basic)	Directors	1	Yes
			Project Coordinators	1	
			Non Teaching Staff	18	
		Lifelong Vocational Training	Training officers / teachers with permanent- regular contract	74	
		Advanced Training	Training officers / teachers with a fixed-term contract or external collaborators	12	
			<u>Totale:</u>	<u>106</u>	
<b>Bildungswerk ( BIW ) BAU Hessen - Thüringen e.V.</b>	Nordstraße 5, 99427 Weimar Weimar - Germany	Initial Vocational Training (Or Basic)	Directors	6	Yes
			Project Coordinators	18	
			Non Teaching Staff	63	
		Lifelong Vocational Training	Training officers / teachers with permanent- regular contract	90	
		Advanced Training	Training officers / teachers with a fixed-term contract or external	110	

			collaborators	
			Totale:	287
<b>Bildungszentren des Baugewerbes e.V.</b>	NL Krefeld, Bökendonk 15 - 17, 47809 Krefeld Krefeld - Germany	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	6 4 18 35 12 75 No
<b>Bildungszentrum Handwerk</b>	Konrad - Adenauer - Ring 3 - 5, 47167 Duisburg Duisburg - Germany	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 7 20 5 35 No
<b>BTP FORMATION de Lot et Garonne</b>	2-4 rue jean Baptiste PERES 47000 AGEN agen - france	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 10 17 0 30 No
<b>BTP FORMATION EURE</b>	28, rue Jacquard - ZI 2 27000 EVREUX EVREUX - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 5 17 48 0 71 No
<b>BZB Akademie</b>	Bökendonk 15 - 17, 47809 Krefeld Krefeld - Germany	Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers /	1 0 7 0 No

			teachers with permanent- regular contract Training officers / teachers with a fixed-term contract 250 or external collaborators	
			<u>Totale:</u> 258	
<b>C.F.B.</b>	La Grande Tourrache BP 241 83078 TOULON cedex 9 Toulon - France	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors 1 Project Coordinators 2 Non Teaching Staff 9 Training officers / teachers with permanent- regular contract 38 Training officers / teachers with a fixed-term contract or external collaborators 5 <u>Totale:</u> 55	Yes
<b>CEFORTEC</b>	rue de Wallonie 21, 4460 Grâce-Hollogne, Belgique Grâce-Hollogne - Belgique	Lifelong Vocational Training	Directors 0 Project Coordinators 1 Non Teaching Staff 1 Training officers / teachers with permanent- regular contract 1 Training officers / teachers with a fixed-term contract or external collaborators 16 <u>Totale:</u> 19	No
<b>CENFIC – Centro de Formação Profissional da Indústria da Construção Civil e Obras Públicas do Sul</b>	Av. Severiano Falcão - 2689 - 516 Prior Velho Lisbona - Portugal	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors 1 Project Coordinators 5 Non Teaching Staff 69 Training officers / teachers with permanent- regular contract 9 Training officers / teachers with a fixed-term contract or external collaborators 90 <u>Totale:</u> 174	Yes
<b>CENTRE DE FORMATION DES APPRENTIS DU BTP de l'afobat du finistère</b>	route de benodet 29 000 QUIMPER QUIMPER - france	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors 1 Project Coordinators 1 Non Teaching Staff 12 Training officers / teachers with permanent- regular contract 35 Training officers / teachers with a fixed-term contract or external collaborators 2	Yes

			Totale:	51	
<b>Centro per la Formazione delle Maestranze Edili ed Affini di Napoli e Provincia</b>	Via Leonardo Bianchi 36 Napoli - Italia	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 1 5 1 12	Yes
			Totale:	20	
<b>Centro Servizi Edili</b>	Via Nobel 13/a Parma - Italia	Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 6 5 0 15	Yes
			Totale:	27	
<b>CFA - BTP LE PUY-BAINS</b>	BP N° 1 - 43370 BAINS LE PUY EN VELAY - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 0 8 17 2	Yes
			Totale:	28	
<b>CFA BATIMENT</b>	Allee Paul Bocage Coutances 50200 COUTANCES - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 13 25 0	No
			Totale:	42	
<b>CFA BATIMENT</b>	14 rue de la Cotonnière 14000 CAEN CAEN - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with	1 2 17 29	No



			permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	3	
			Totale:	52	
<b>CFA BATIMENT ET TP</b>	11 rue des Gléan 35760 SAINT GREGOIRE SAINT GREGOIRE - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 8 29 0	No
			Totale:	41	
<b>CFA BATIMENT/AFORPROBA</b>	4 RUE VLAMINCK 28000 CHARTRES CHARTRES - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 12 26 2	No
			Totale:	43	
<b>CFA Bâtiment</b>	3 rue de Chantejeau 86280 Saint Benoît SAINT BENOIT - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 16 29 0	No
			Totale:	48	
<b>CFA Bâtiment de Savoie et Haute Savoie</b>	319 rue du Clos Saint Alban Leysse - France	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 8 22 1	No
			Totale:	34	

<b>CFA BTP</b>	ggth Paris - France	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	5 2 63 2 1	Yes
<u>Totale:</u> 73					
<b>CFA BTP</b>	4 RUE LOUIS DABERT 63000 CLERMONT FERRAND CLERMONT FERRAND - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 21 31 4	No
<u>Totale:</u> 59					
<b>CFA BTP "Cefobat"</b>	Chemin de Saint Estève - BP71 - 11200 Lézignan Corbières LEZIGNAN CORBIERES - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 17 30 2	No
<u>Totale:</u> 52					
<b>CFA BTP 08</b>	84 rue du bois fortant charleville - france	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 6 25 30	No
<u>Totale:</u> 64					
<b>CFA BTP 37</b>	106 rue Marcel CACHIN St PIERRE DES CORPS - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers /	1 3 12 33 0	No

			teachers with a fixed-term contract or external collaborators		
			Totale:	49	
<b>CFA BTP 54-55</b>	RUE PIERSON, ZAC DU BREUIL, 54700 PONT A MOUSSON PONT A MOUSSON - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 10 38 3	Yes
			Totale:	54	
<b>CFA BTP 64/CCCA</b>	Avenue Léon Blum 64000 PAU PAU 64 - France	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 1 10 16 0	No
			Totale:	28	
<b>CFA BTP Ain</b>	33, Rue Bourgmayer - 01000 BOURG EN BRESSE Bourg en Bresse - France	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 11 30 1	No
			Totale:	46	
<b>CFA BTP ESSONNE</b>	5 Rue Albert Camus 91220 Brétigny sur Orge Brétigny sur orge - France	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 1 8 20 1	No
			Totale:	31	
<b>CFA BTP Noisy le Grand</b>	1 rue du Ballon 93160 Noisy le Grand Noisy le Grand - France	Initial Vocational Training (Or	Directors Project Coordinators	1 2	No

		Basic)	Non Teaching Staff	5	
			Training officers / teachers with permanent- regular contract	19	
			Training officers / teachers with a fixed-term contract or external collaborators	1	
			<u>Totale:</u>	<u>28</u>	
<b>CFA BTP NORD ISERE</b>	21 bd pré pommier 38300 Bourgoin-Jallieu Bourgoin-Jallieu - France	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 11 32 0	No
			<u>Totale:</u>	<u>46</u>	
<b>CFA BTP RUEIL</b>	35 RUE DU MARQUIS DE CORIOLIS 92500 RUEIL MALMAISON RUEIL MALMAISON - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 4 20 0	No
			<u>Totale:</u>	<u>27</u>	
<b>CFA de Nangis</b>	3bis avenue du Général De Gaulle 77370 Nangis NANGIS - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 13 30 1	Yes
			<u>Totale:</u>	<u>48</u>	
<b>CFA de Perpignan</b>	205 rue felix trombe tecnopole sud 66100 perpignan Perpignan - france	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 25 34 1	No

			Totale:	63	
<b>CFA du Batiment de Loire Atlantique - site de StHerblain</b>	27 rue de La Rivaudière 44800 St Herblain SAINT HERBLAIN - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 12 57 1	No
			Totale:	73	
<b>cfa du Bâtiment "jean Fontaine "</b>	79 rue du petit pont 45000 Orléans orleans - france	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 18 38 4	No
			Totale:	63	
<b>CFA Pierre Villeneuve</b>	375, rue Emile Picard MONTPELLIER - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 5 20 30 0	No
			Totale:	56	
<b>CFA-BTP</b>	19, Rue des Carrières - 58180 MARZY MARZY - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 9 30 2	Yes
			Totale:	45	
<b>CFA-BTP Dieppe Eu</b>	rue Jean Rédélé Zone EUROCHANNEL MARTIN EGLISE - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with	1 2 3 22	No

			permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	0	
			Totale:	28	
<b>CFA-BTP Lanfry Rouen</b>	28 rue Blaise Pascal - BP 1237 - 76177 Rouen cedex 1 Rouen - France	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 8 38 2	No
			Totale:	52	
<b>CFA-BTP LOIRE</b>	21, rue de l'apprentissage SAINT ETIENNE - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 4 7 55 0	No
			Totale:	67	
<b>cfa-btp51</b>	31 avenue Hoche 51110 REIMS reims - france	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 14 34 2	No
			Totale:	53	
<b>CFABTP DE LA HAUTE MARNE</b>	3, rue albert camus 52000 chaumont CHAUMONT - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 0 6 13 0	No
			Totale:	20	

<b>CFABTP24</b>	1,rue du Cinquième chasseurs 24000 PERIGUEUX PERIGUEUX - FRANCE	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators <u>Totale:</u>	1 3 7 22 0 33	No
<b>CFOC</b>	Alberto Alcocer 47 Madrid - Spain	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators <u>Totale:</u>	1 2 10 40 10 63	Yes
<b>CICCOPN - Centro de Formação Profissional da Indústria da Construção Civil e Obras Publicas do Norte</b>	Rua de Espinhosa - 4475-699 Avioso S. Pedro Avioso S. Pedro - Portugal	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators <u>Totale:</u>	0 6 74 20 75 175	Yes
<b>CIEP</b>	1 av leon journault Sevres - FRANCE	Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators <u>Totale:</u>	1 8 6 8 8 31	Yes
<b>CREFA BTP LIMOUSIN</b>	61 BD de la Lunade BP 74 19002 TULLE CEDEX TULLE - LIMOGES - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract	1 2 12 32	No

			Training officers / teachers with a fixed-term contract or external collaborators	0	
			<u>Totale:</u>	47	
<b>E.S.E.Ma. - ente scuola edile della Provincia di Matera</b>	Viale delle Nazioni Unite, 43 MATERA - Italia	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	0 1 0 0 5	No
			<u>Totale:</u>	6	
<b>ECOLE DES METIERS DU</b>	12, route de Charmeil, 03700 Bellerive sur Allier VICHY (ALLIER 03) - FRANCE	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 9 21 2	No
			<u>Totale:</u>	35	
<b>Elektro - Innung Krefeld</b>	Sterkenhofweg 5a, 47807 Krefeld Krefeld - Germany	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 0 0 2 0	No
			<u>Totale:</u>	3	
<b>EMEC</b>	rue de Wallonie 21, 4460 Grâce-Hollogne, Belgique Grâce-Hollogne - Belgique	Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	0 2 0 0 43	No
			<u>Totale:</u>	45	
<b>ENTE ASSISTEDIL</b>	VIALE PORTA PO 87, 45100 - ROVIGO ROVIGO - ITALIA	Initial Vocational Training (Or	Directors Project Coordinators	1 1	Yes



		Basic)	Non Teaching Staff	2	
		Lifelong Vocational Training	Training officers / teachers with permanent- regular contract	2	
			Training officers / teachers with a fixed-term contract or external collaborators	8	
			<u>Totale:</u>	14	
<b>ENTE CASSA E SCUOLA EDILE</b>	Area di sviluppo Industriale - 97100 RAGUSA RAGUSA - ITALIA	Initial Vocational Training (Or Basic)	Directors	1	Yes
			Project Coordinators	1	
			Non Teaching Staff	3	
		Lifelong Vocational Training	Training officers / teachers with permanent- regular contract	0	
		Advanced Training	Training officers / teachers with a fixed-term contract or external collaborators	14	
			<u>Totale:</u>	19	
<b>Ente Livornese Scuola Edile</b>	Via Piemonte 62/b - Livorno Livorno - Italia	Initial Vocational Training (Or Basic)	Directors	0	Yes
			Project Coordinators	1	
			Non Teaching Staff	2	
		Lifelong Vocational Training	Training officers / teachers with permanent- regular contract	0	
		Advanced Training	Training officers / teachers with a fixed-term contract or external collaborators	30	
			<u>Totale:</u>	33	
<b>ENTE SCUOLA EDILE CATANIA</b>	STRADA BOSCHETTO PLAIA,2 - CATANIA - SICILIA- ITALIA CATANIA - ITALIA	Initial Vocational Training (Or Basic)	Directors	1	Yes
			Project Coordinators	0	
			Non Teaching Staff	5	
		Lifelong Vocational Training	Training officers / teachers with permanent- regular contract	0	
		Advanced Training	Training officers / teachers with a fixed-term contract or external collaborators	15	
			<u>Totale:</u>	21	
<b>Ente Scuola Edile/CPT provincia di Chieti</b>	Via Aterno 187 - località Brecciarola CHIETI Chieti - Italia	Initial Vocational Training (Or Basic)	Directors	1	Yes
			Project Coordinators	1	
			Non Teaching Staff	2	
		Lifelong Vocational Training	Training officers / teachers with permanent- regular contract	2	
		Advanced Training	Training officers / teachers with a fixed-term contract or external collaborators	11	

			Totale:	17	
<b>Ente Scuola per la Formazione Professionale Industria Edile e Affini</b>	C.so della Repubblica 189,04100 Latina Latina - Italia	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	0 1 2 0 18	Yes
			Totale:	21	
<b>ente scuolaedilizia della provincia di asti</b>	corso alla vittoria 31 asti - italia	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 0 1 0 1	No
			Totale:	3	
<b>ESPE LECCO</b>	VIA A. GRANDI 15 LECCO - ITALIA	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 3 9 7	Yes
			Totale:	23	
<b>FLC CANTABRIA</b>	CARRETERA DEL AEROPUERTO SANTANDER - SPAIN	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 0 6 0 10	No
			Totale:	17	
<b>FLC GALICIA</b>	A POBOS S/N - MONTOUTO TEO - SPAIN	Initial Vocational Training (Or Basic)  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with	1 4 14 12	Yes

			permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	40	
			Totale:	71	
<b>FLC LAS PALMAS</b>	C/. AGAETE 24 LAS PALMAS - SPAIN	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 9 0 0 35	Yes
			Totale:	45	
<b>FLC MADRID</b>	Avda. Alberto Alcocer 46 MADRID - SPAIN	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	0 0 0 0 0	No
			Totale:	0	
<b>FLC NAVARRA</b>	AVDA. MARCELO CELAYETA 75, NAVE U2-OF. 4 PAMPLONA - SPAIN	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 1 6 5 40	Yes
			Totale:	53	
<b>FLC PALMA DE MALLORCA</b>	CRTRA.PUIGPUNYENT N° 72 PALMA DE MALLOCA - SPAIN	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 5 0 30	No
			Totale:	38	

<b>FLC TENERIFE</b>	AVDA. INGENIEROS Nº 38 TENERIFE (LA LAGUNA) - SPAIN	Initial Vocational Training (Or Basic)  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators Totale:	1 2 7 0 15 25	No
<b>Formation PME</b>	rue du Château-Massart 70, 4000 Liège, Belgique Liège - Belgique	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators Totale:	1 4 3 1 95 104	No
<b>Formation PME Huy - Waremme</b>	rue de Waremme 101, 4530 Villers-le-Bouillet, Belgique Villers-le-Bouillet - Belgique	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators Totale:	1 1 0 1 10 13	No
<b>FORMEDIL-FOGGIA</b>	VIALE MICHELANGELO,161 FOGGIA - ITALIA	Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators Totale:	1 2 5 1 15 24	Yes
<b>Fundación Laboral de la Construcción</b>	Avda. Alberto Alcocer 46 Madrid - Spain	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract	1 3 10 10	Yes

		Advanced Training	Training officers / teachers with a fixed-term contract or external collaborators	150	
			Totale:	174	
<b>Fundación Laboral de la Construcción Aragón</b>	C/ Pantano de Yesa 2 Zaragoza - España	Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 5 5 12 40	Yes
			Totale:	63	
<b>FUNDACION LABORAL DE LA CONSTRUCCION</b>	SEVILLA SEVILLA - SPAIN	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 9 20 0 300	No
			Totale:	330	
<b>FUNDACION LABORAL DE LA CONSTRUCCION</b>	ARZOBISPO FABIAN Y FUERO, 1 VALENCIA - SPAIN	Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 9 0 200	No
			Totale:	213	
<b>FUNDACION LABORAL DE LA CONSTRUCCION</b>	C/. URIBITARTE, 22. 5º C 48001 BILBAO BILBAO - SPAIN	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 3 0 8	No
			Totale:	15	

<b>FUNDACION LABORAL DE LA CONSTRUCCION</b>	C/. CORONEL BAEZA Nº 2. 45004 TOLEDO TOLEDO - SPAIN	Initial Vocational Training (Or Basic)  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	4 5 5 0 150	Yes
			<b>Totale:</b>	<b>164</b>	
<b>FUNDACION LABORAL DE LA CONSTRUCCION</b>	AVDA. REINA SOFIA Nº 10 MERIDA - SPAIN	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 1 8 0 25	No
			<b>Totale:</b>	<b>35</b>	
<b>FUNDACION LABORAL DE LA CONSTRUCCION</b>	C/. PANTANO DE YESA Nº 2, 50015 ZARAGOZA ZARAGOZA - SPAIN	Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 7 7 40	Yes
			<b>Totale:</b>	<b>57</b>	
<b>Handwerks - Bildungszentrum Brackwede, Fachbereich Bau, e.V.</b>	Arnsberger Str. 1 - 3, 33647 Bielefeld Bielefeld - Germany	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 5 14 15	Yes
			<b>Totale:</b>	<b>38</b>	
<b>Institut du Patrimoine wallon-Centre de perfectionnement aux métiers du Patrimoine</b>	rue Paix-Dieu, 1b à 4540 AMAY Amay - Belgique	Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with	1 1 10 0	Yes

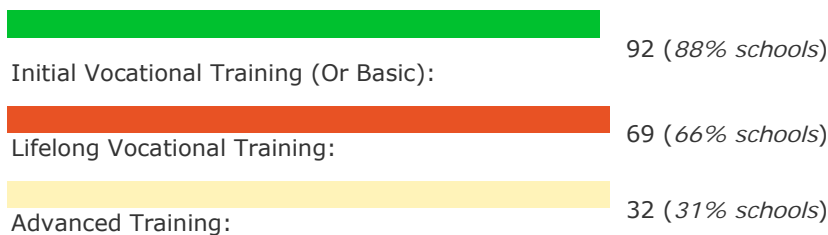
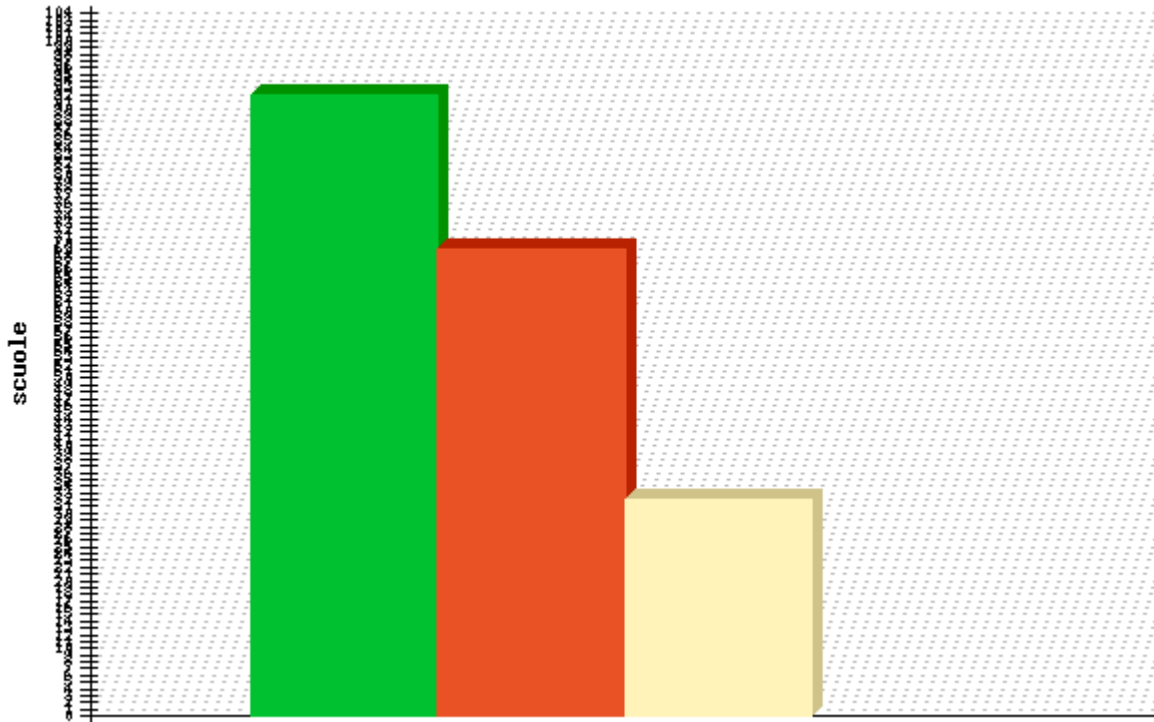
			permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	60	
			Totale:	72	
<b>Kreishandwerkerschaft Essen</b>	Katzenbruchstr. 71, 45141 Essen Essen - Germany	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	3 2 17 1 8	Yes
			Totale:	31	
<b>Niederrheinische Kreishandwerkerschaft Krefeld - Viersen</b>	Westwall 120, 47798 Krefeld Krefeld - Germany	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 2 13 30 25	No
			Totale:	71	
<b>Scuola edile bresciana</b>	via della Garzetta n°51 Brescia - Italia	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 1 9 15 25	Yes
			Totale:	51	
<b>SCUOLA EDILE DI PERUGIA</b>	VIA P. TUZI,11 - PERUGIA PERUGIA - ITALIA	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 7 2 3 80	Yes
			Totale:	93	

<b>Scuola edile lucchese</b>	via Delle Fornacette, 458 Lucca Lucca - Italia	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 5 3 0 25	Yes
<b>Totale:</b> 34					
<b>Scuola Edile Pratese</b>	Via B. Gigli, 3 - 59100 Prato Prato - Italia	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	0 1 3 0 15	Yes
<b>Totale:</b> 19					
<b>Scuola Professionale Edile di Firenze</b>	Via Lorenzo il Magnifico 8/10 - 50129 Firenze Firenze - Italia	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 3 13 5 130	Yes
<b>Totale:</b> 152					
<b>Zaklad Doskonalenia Zawodowego</b>	Kielce 25-950; Paderewskiego 55 Radom - Poland	Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	5 5 22 0 40	No
<b>Totale:</b> 72					
<b>Zentralstelle für die Weiterbildung im Handwerk</b>	ZWH, Sternwartstraße 27-29, 40223 Düsseldorf Düsseldorf - Germany	Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract	1 3 4 0	No

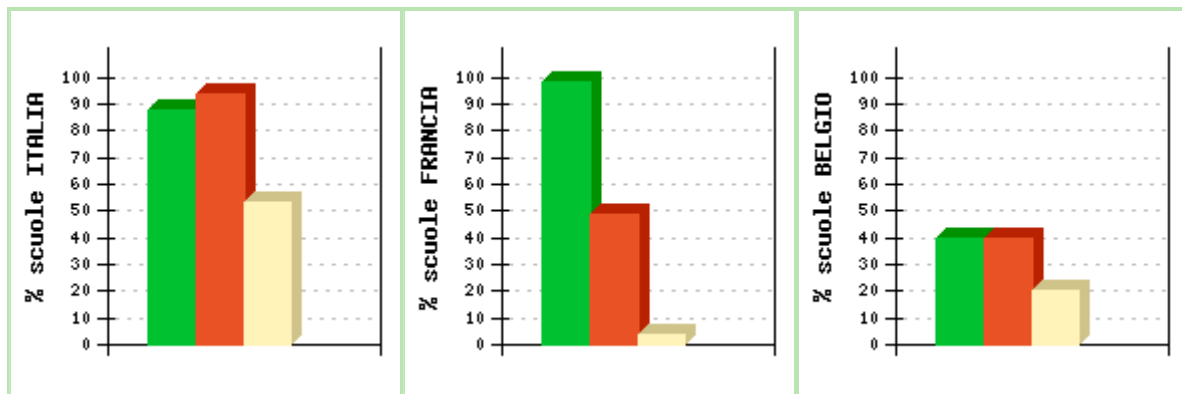


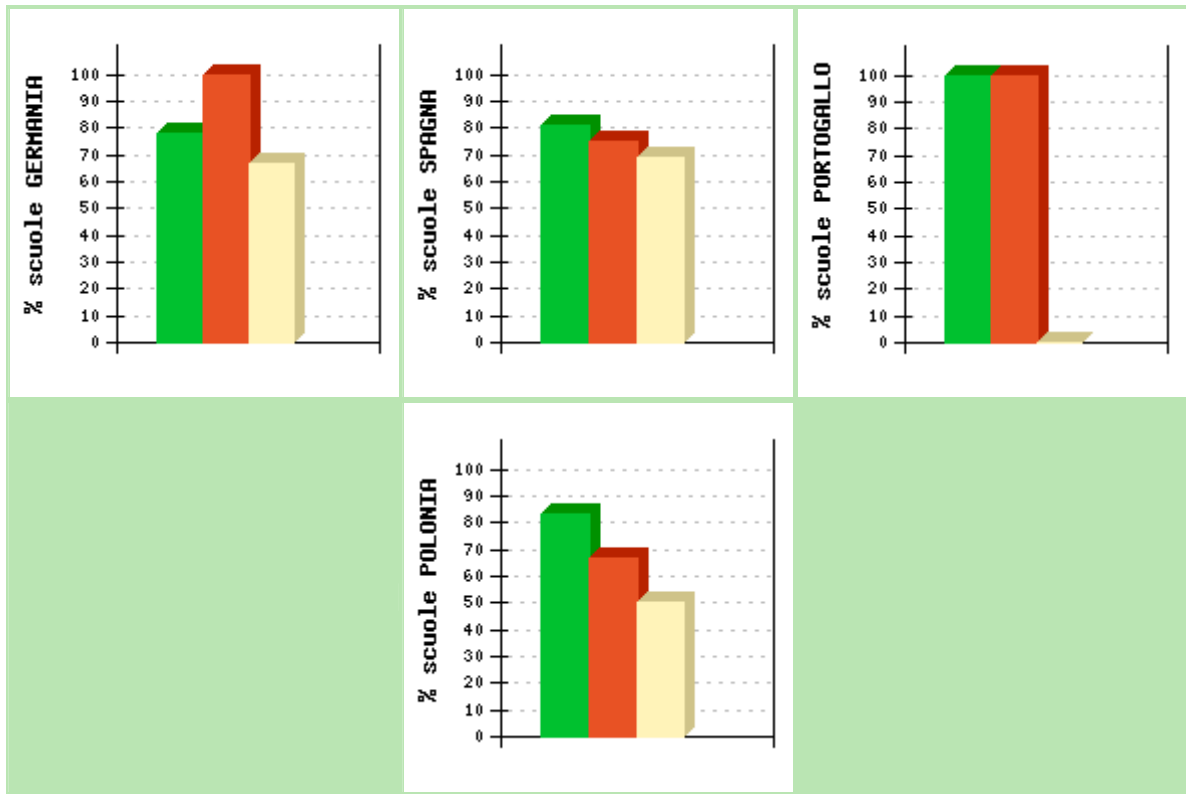
			Training officers / teachers with a fixed-term contract or external collaborators	70	
			Totale:	78	
<b>Zespół Szkół Nr 2</b>	Ul.Stasiaka 1,32-700 Bochnia Bochnia - Polish	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	2 2 15 18 0	No
			Totale:	37	
<b>Zespół Szkol Budowlanych</b>	41-303 Dabrowa Gornicza, Al. Pilsudskiego 74 Dabrowa Gornicza - Poland	Initial Vocational Training (Or Basic)  Lifelong Vocational Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	3 1 7 60 0	Yes
			Totale:	71	
<b>Zespół Szkol Budowlanych</b>	Krupowki 8 34-500 Zakoapne Zakopane - Poland	Initial Vocational Training (Or Basic)	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	1 0 10 40 20	No
			Totale:	71	
<b>Zespół Szkol nr 24 - Technical Building School</b>	01-452 Warsaw, Ks. Janusza str. 45/47 Warsaw - polish	Initial Vocational Training (Or Basic)  Lifelong Vocational Training  Advanced Training	Directors Project Coordinators Non Teaching Staff Training officers / teachers with permanent- regular contract Training officers / teachers with a fixed-term contract or external collaborators	2 0 11 27 0	No
			Totale:	40	

## Indicate which kind of training is primarily supplied (tick all the relevant boxes)

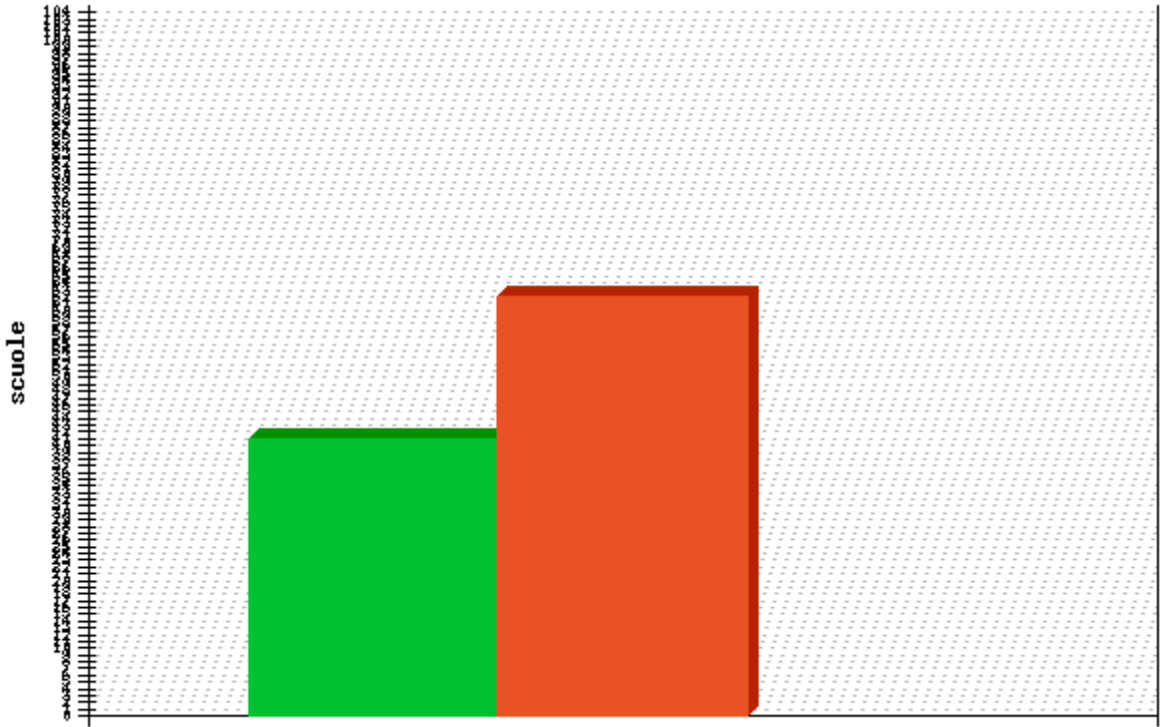


Answers: 193 - Total sampling: 104 schools



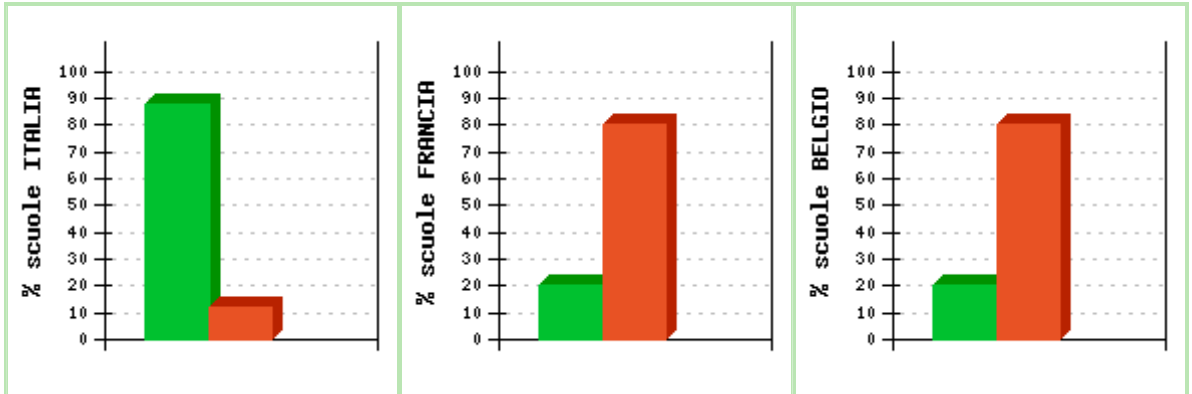


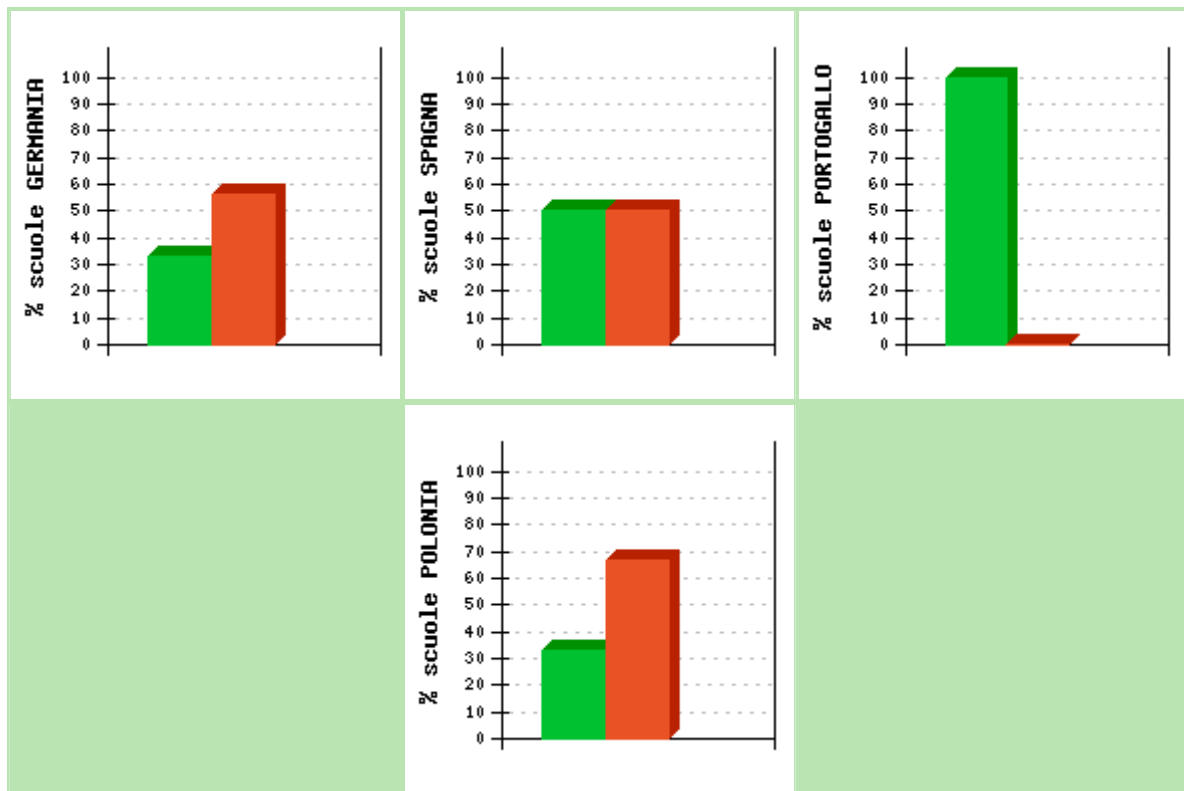
# Is there, within all the training activities that are being carried out, a building worksite school?



█ 41 (39% schools)  
 Yes:  
█ 62 (60% schools)  
 No:

Answers: 135 - Total sampling: 104 schools





## ANALYSIS

The 104 building schools answering in the 7 partner countries are quite different for dimensions and organizational assets. For the number of human resources, the minimum is 3 till the max of 330. , infact start from 3 up to 93 human resources. From the organizational point of view there are contexts where, further the top-management and the project coordination, in number from 1 to 3 human resources (and practically in all the schools of the sample) and administration, technical figures, service and in general "line" human resources, there is a certain heterogeneity for the trainers/teachers. If from one side Italy, Spain, Belgium and in certain way Portugal is diffused the use of outsourcing, on the other side Poland, France and Germany point out a more relevant rate of permanent contract. This is surely for the different VET systems (f.i. in Germany the dual system implies more structuration in the organizations), as surely has influence the labour market asset and his flexibility more or less pronounced.

In any case seems realistic conjecture that the high externalisation to trainers/teachers is for offering a training specialized and distinguished, that often need the intervention of those trainers/teachers (often technicians and specialists) for selected and concentrated in short term courses/training modules. If from one side this element means a reactive and dynamic training offer, based on know-how updated and market oriented, on the other side can bring on problems of internal coordination towards the process of production of output (that is the training offer) that, if not well managed through a punctual mapping and monitoring action, can provoke an "organizational dyscrasia", i.e. disarticulation and episodicity of the training interventions and distance from the company's mission proper of the building schools.

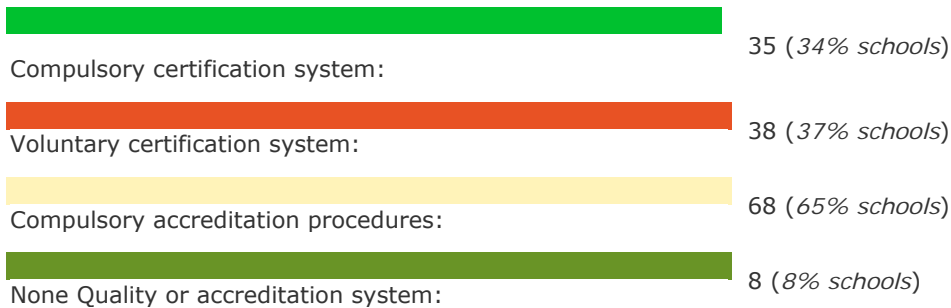
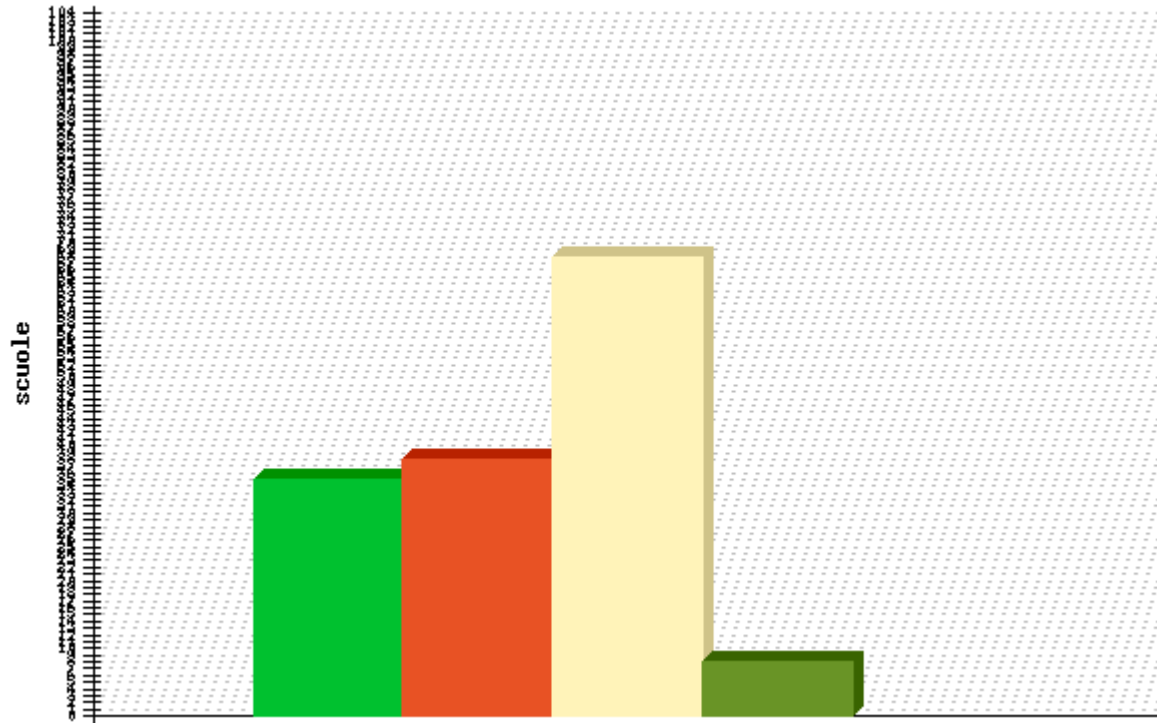
This event is obviously very improbable in the schools with stability of trainers/teachers, that might be involved at all in the organizational mission, even if in this case one challenge is the care of the continuous update of human resources.

The typology of training offered is mainly initial (88% schools), whilst further training is offered from 31% of schools and in different ways in the various countries, where f.i. is in practice is not present in France and Portugal and more offered in Germany and Spain.

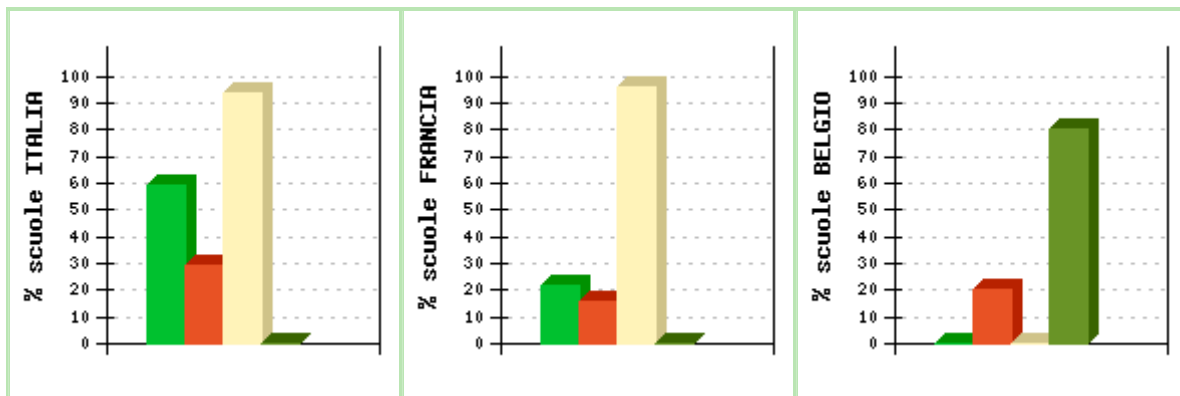
School yards are quite present in Spain, Portugal and Italy, whilst less in other countries, where the practice training is done in focused laboratories and/or, f.i. in the german case, the practical activity is mainly done in the companies, due to the VET dual system.

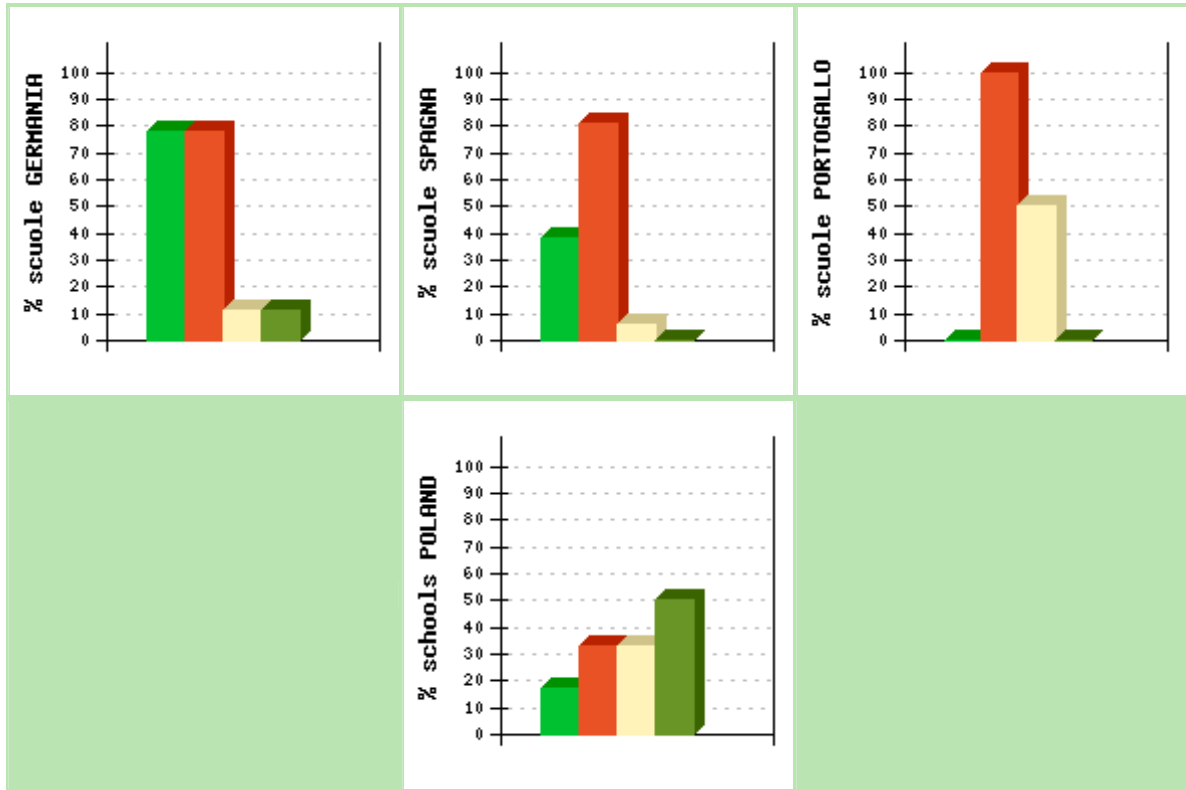
## 2. Present situation and planning

Wich of these following Quality systems use:

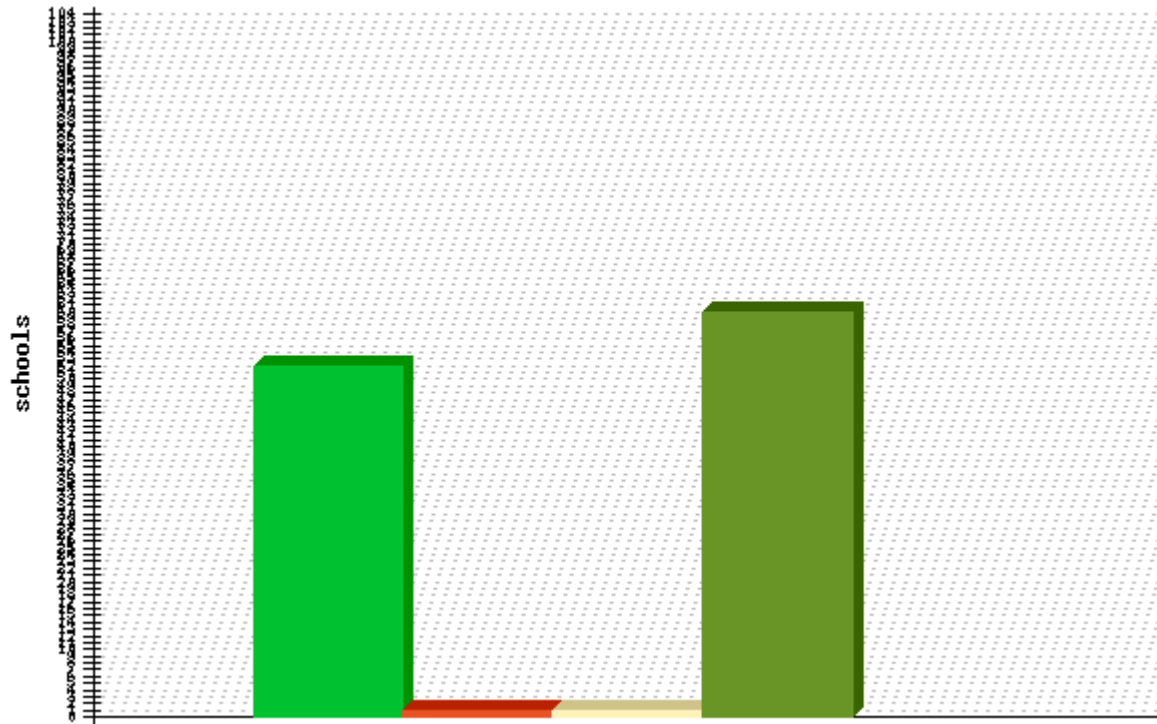


Answers: 149 - Total sampling: 104 schools





**Does your institution use one of the following Quality systems?:**



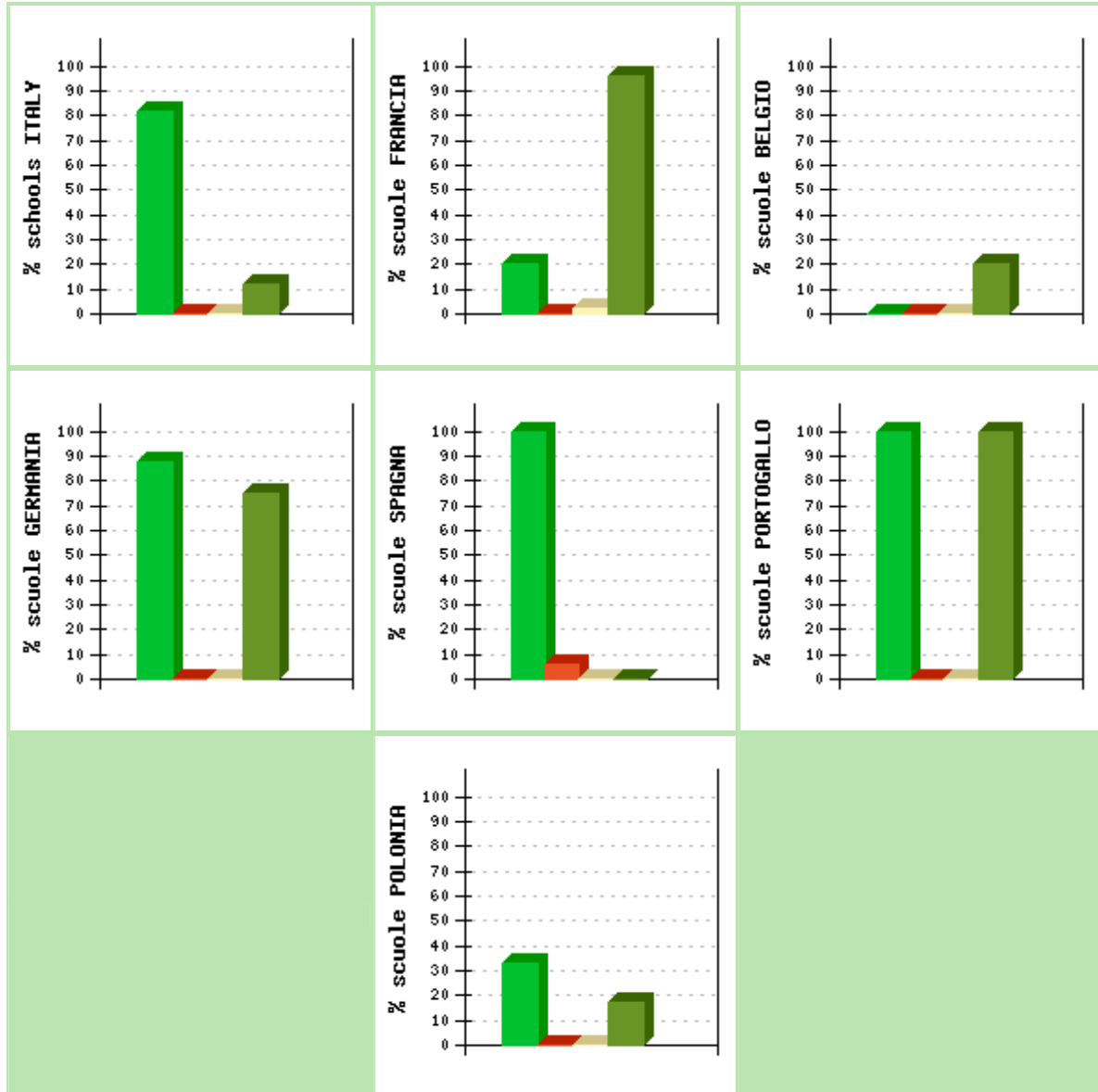
ISO (International standard organisation): 52 (50% schools)

EFQM (European foundation for quality management): 1 (1% schools)

CQAF (Common quality assurance framework): 1 (1% schools)

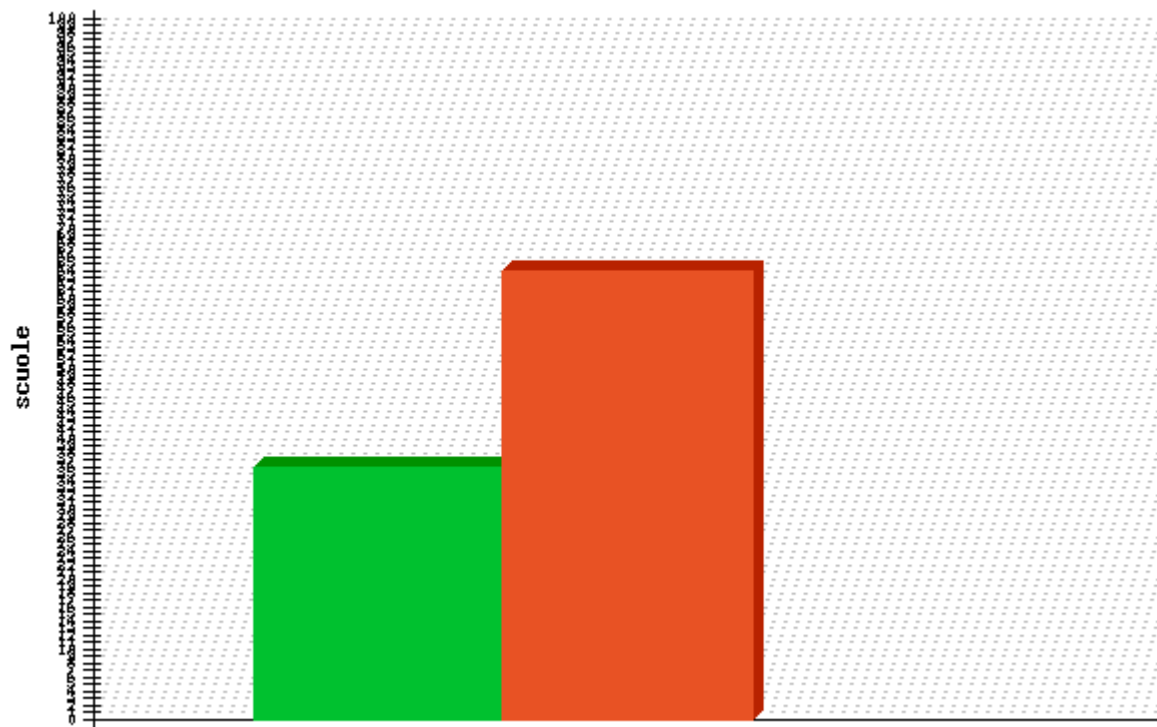
Other Quality system or training qualification plan (specify): : 60 (58% schools)

Answers: 114 - Total sampling: 104 schools





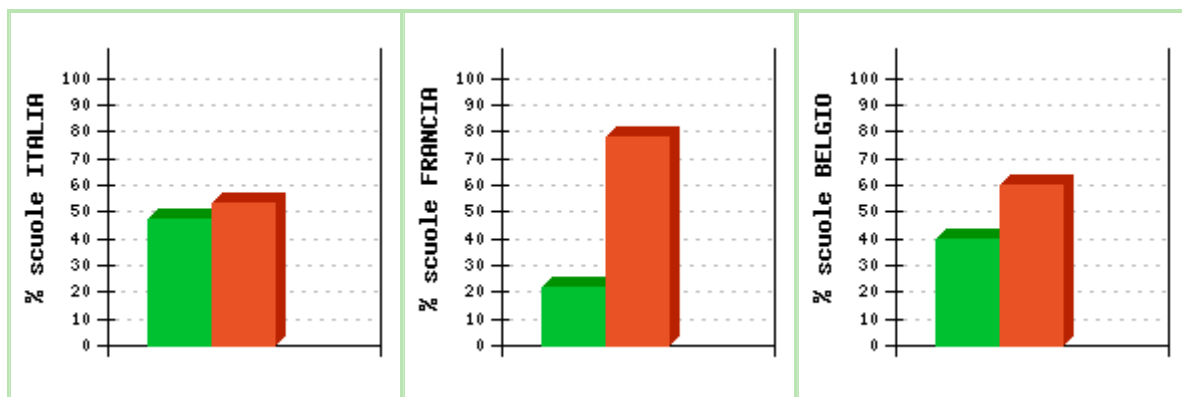
## Are you aware of the existence of a Common Quality European Framework for training called CQAF (Common Quality Assurance Framework)?

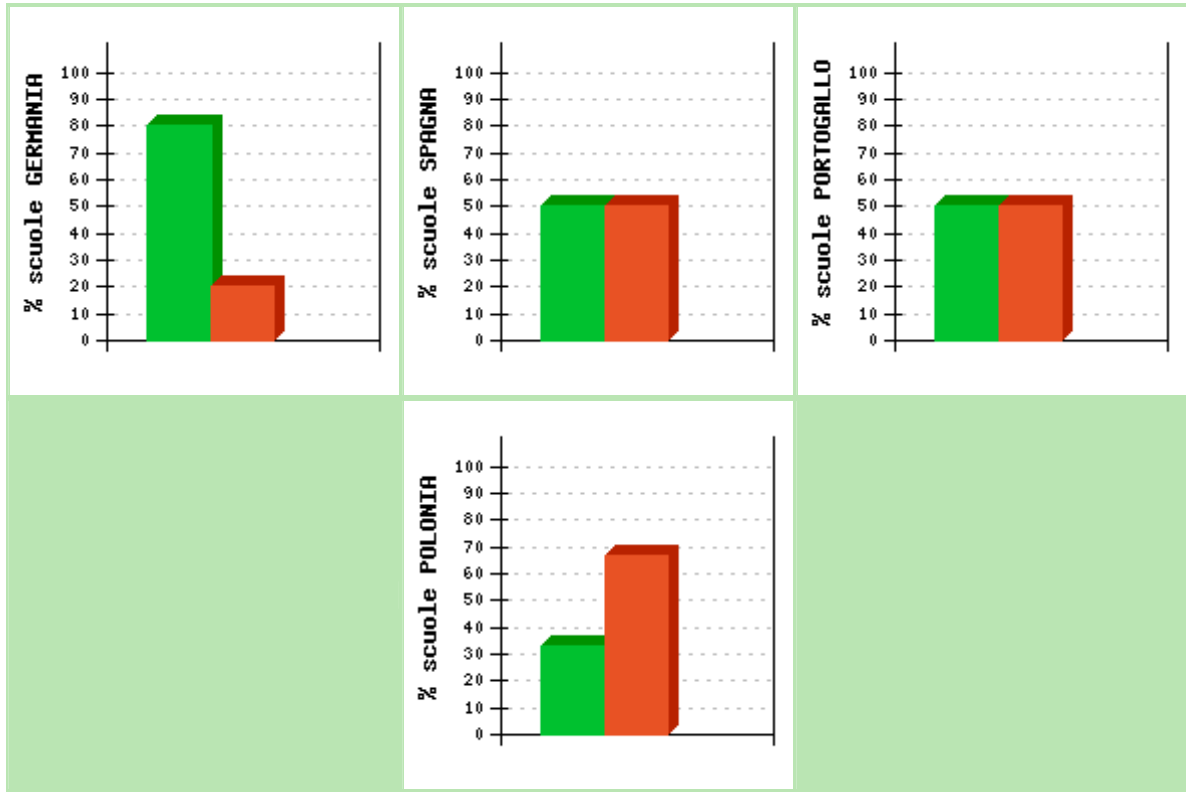


40 (38% schools)  
 Yes:

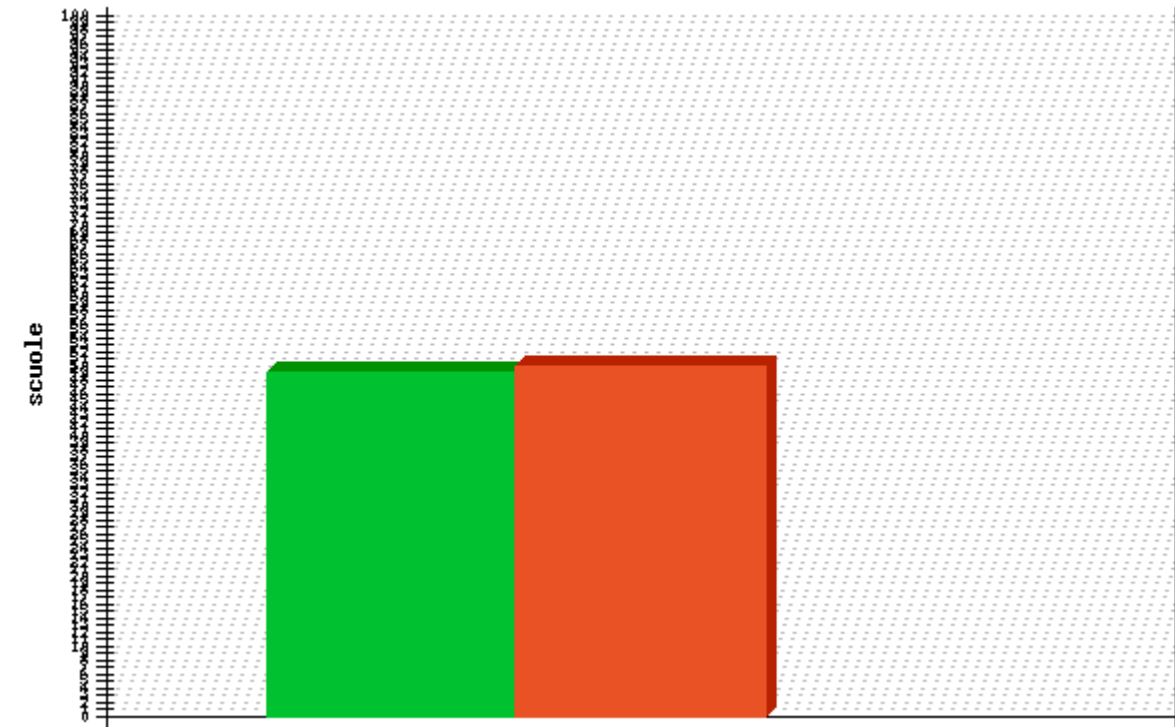
64 (62% schools)  
 No:

Answers: 104 - Total sampling: 104 schools





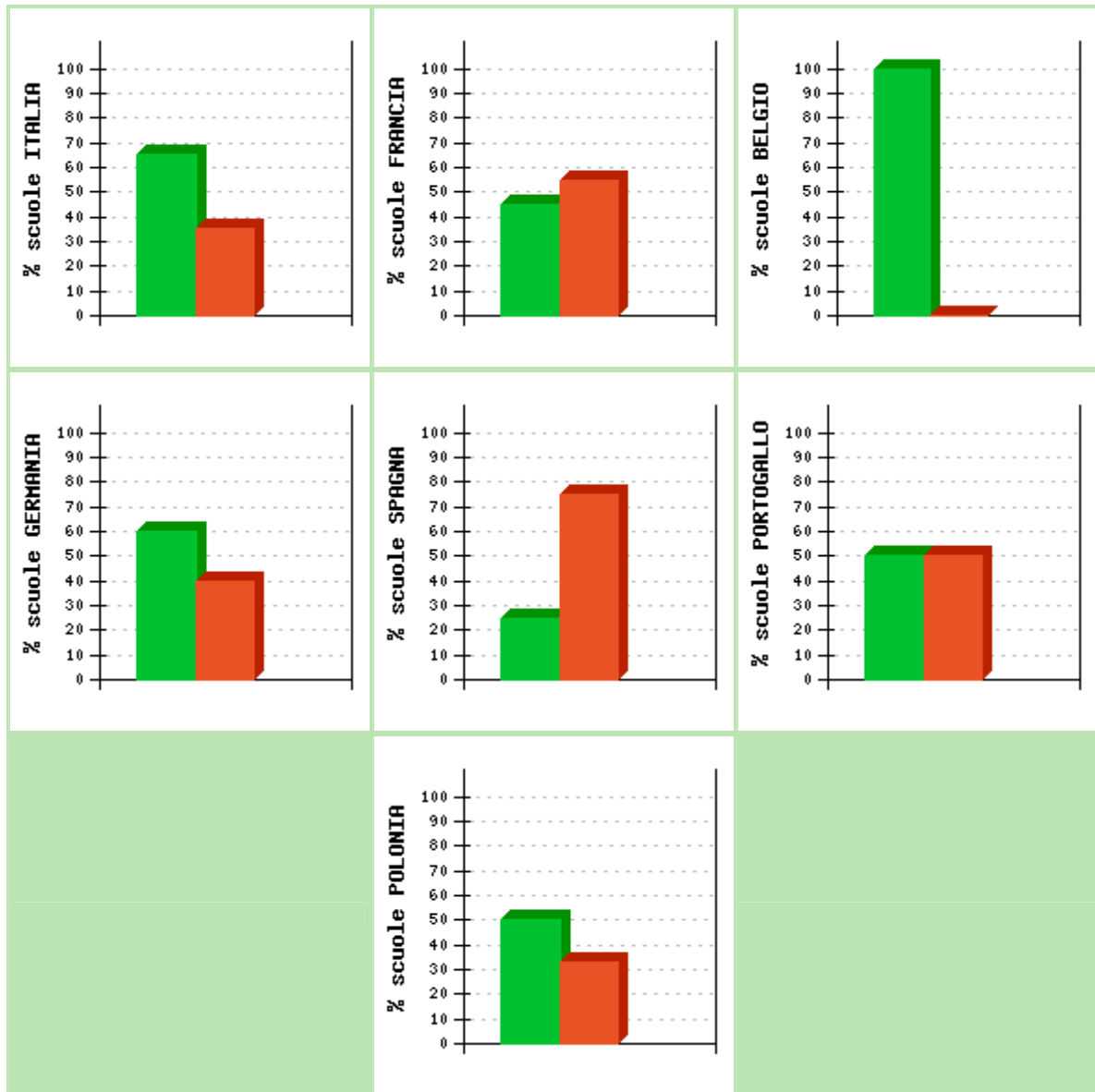
**Are you providing to use a Quality System shortly?**



49 (47% schools)  
 Yes:

No: 54 (52% schools)

Answers: 103 - Total sampling: 104 schools



**Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures? If yes, who is responsible for the system implementation?**

Full Name of the Organization / Institution:	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
AFOBAT 10 CFA-BTP10	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
AFOBAT 17	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
AFOBAT 22	Don't know	The organization management itself
AFOBAT 29	Don't know	The organization management itself
afobat 77	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
AFOBAT CFA-BTP Lille Métropole	Yes	Quality designated internal officer  The organization management itself
AFORPROBA de l'Indre	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
AFPBO - MAISON DU BATIMENT DE L'OISE	No	Quality designated internal officer
AFPBTP40	Don't know	The organization management itself
AFPBTPO CFA DU BTP	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
AFPBTPV	Don't know	The organization management itself
AUGUSTOWSKIE CENTRUM EDUKACYJNE	No	Quality designated internal officer
Bildungswerk ( BIW ) BAU Hessen - Thüringen e.V.	Yes	Quality designated internal officer  External certifier/ auditor
Bildungszentren des Baugewerbes e.V.	Yes	Quality designated internal officer

		External certifier/ auditor
Bildungszentrum Handwerk	Yes	External certifier/ auditor The organization management itself
BTP FORMATION de Lot et Garonne	No	The organization management itself
BTP FORMATION EURE	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
BZB Akademie	Don't know	The organization management itself
C.F.B.	Yes	Quality designated internal officer The organization management itself
CEFORTEC	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
CENFIC – Centro de Formação Profissional da Indústria da Construção Civil e Obras Públicas do Sul	Yes	Quality designated internal officer The organization management itself
CENTRE DE FORMATION DES APPRENTIS DU BTP de l' afohat du finistère	Don't know	Other (specify):
Centro per la Formazione delle Maestranze Edili ed Affini di Napoli e Provincia	Don't know	The organization management itself
Centro Servizi Edili	Don't know	Quality designated internal officer
CFA - BTP LE PUY-BAINS	Yes	The organization management itself
CFA BATIMENT	Yes	Quality designated internal officer The organization management itself
CFA BATIMENT	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
CFA BATIMENT ET TP	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
CFA BATIMENT/AFORPROBA	Don't know	Quality designated internal officer The organization

		management itself
CFA Bâtiment	Yes	The organization management itself
CFA Bâtiment de Savoie et Haute Savoie	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
CFA BTP	No	External certifier/ auditor
CFA BTP	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
CFA BTP "Cefobat"	Don't know	Quality designated internal officer The organization management itself
CFA BTP 08	Yes	Quality designated internal officer The organization management itself
CFA BTP 37	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
CFA BTP 54-55	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
CFA BTP 64/CCCA	Don't know	The organization management itself
CFA BTP Ain	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
CFA BTP ESSONNE	Yes	The organization management itself
CFA BTP Noisy le Grand	Don't know	The organization management itself
CFA BTP NORD ISERE	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
CFA BTP RUEIL	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
CFA de Nangis	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in	Who is responsible for the system implementation (indicate 2 answers

	substantial quality assurance procedures?	maximum)?
CFA de Perpignan	Yes	Quality designated internal officer The organization management itself
CFA du Batiment de Loire Atlantique - site de StHerblain	Don't know	Other (specify):
cfa du Bâtiment "jean Fontaine "	Yes	Quality designated internal officer The organization management itself
CFA Pierre Villeneuve	Yes	Quality designated internal officer
CFA-BTP	Don't know	The organization management itself
CFA-BTP Dieppe Eu	Yes	The organization management itself
CFA-BTP Lanfry Rouen	Yes	External certifier/ auditor The organization management itself
CFA-BTP LOIRE	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
cfa-btp51	Yes	External certifier/ auditor The organization management itself
CFABTP DE LA HAUTE MARNE	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
CFABTP24	Yes	The organization management itself
CFOC	Yes	Quality designated internal officer External certifier/ auditor
CICCOPN - Centro de Formação Profissional da Indústria da Construção Civil e Obras Publicas do Norte	Don't know	Quality designated internal officer
CIEP	Yes	External certifier/ auditor
CREFA BTP LIMOUSIN	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
E.S.E.Ma. - ente scuola edile della Provincia di Matera	Don't know	Other (specify):
ECOLE DES METIERS DU	Is there a strategic plan, not a European one but a	Who is responsible for the

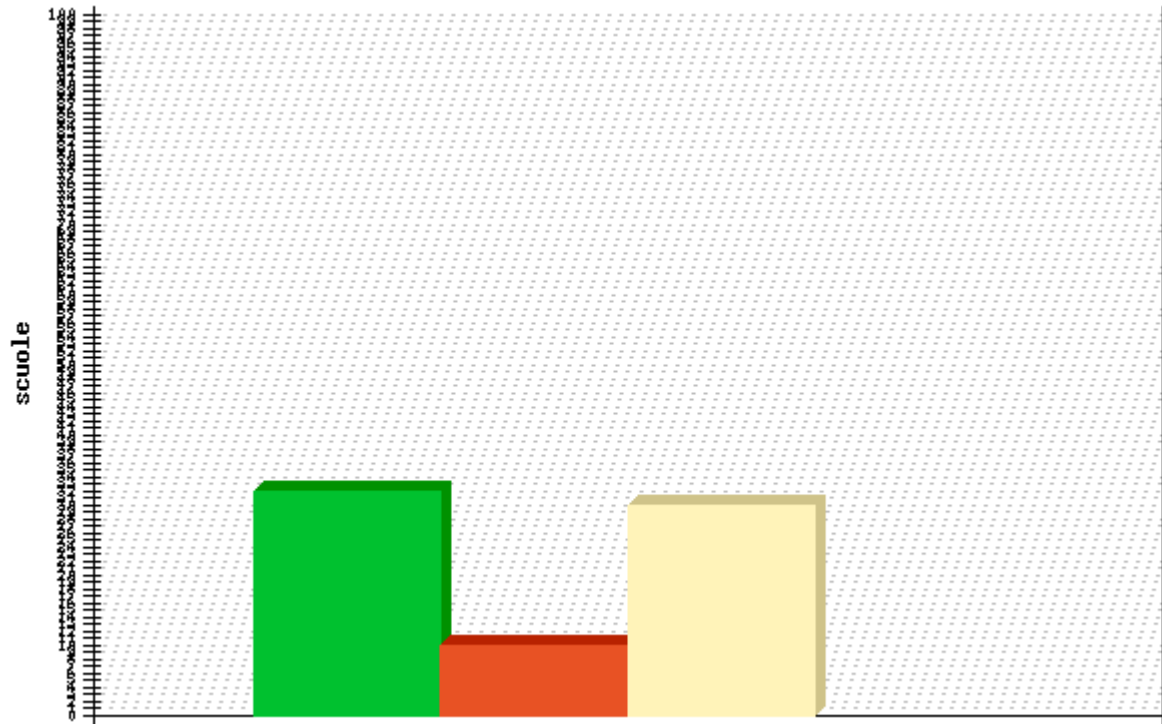
	national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	system implementation (indicate 2 answers maximum)?
Elektro - Innung Krefeld	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
EMEC	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
ENTE ASSISTEDIL	Don't know	Quality designated internal officer
ENTE CASSA E SCUOLA EDILE	Yes	External certifier/ auditor
Ente Livornese Scuola Edile	Yes	Quality designated internal officer
ENTE SCUOLA EDILE CATANIA	Don't know	The organization management itself
Ente Scuola Edile/CPT provincia di Chieti	No	Quality designated internal officer
Ente Scuola per la Formazione Professionale Industria Edile e Affini	Yes	Quality designated internal officer
ente scuolaedilizia della provincia di asti	Don't know	External certifier/ auditor The organization management itself
ESPE LECCO	Don't know	Quality designated internal officer The organization management itself
FLC CANTABRIA	Don't know	Quality designated internal officer External certifier/ auditor
FLC GALICIA	Don't know	Quality designated internal officer The organization management itself
FLC LAS PALMAS	No	The organization management itself
FLC MADRID	Don't know	Quality designated internal officer
FLC NAVARRA	Yes	Quality designated internal officer The organization management itself
FLC PALMA DE MALLORCA	Yes	Quality designated internal officer



		The organization management itself
FLC TENERIFE	Don't know	Quality designated internal officer
Formation PME	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
Formation PME Huy - Waremmé	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
FORMEDIL-FOGGIA	No	The organization management itself
Fundación Laboral de la Construcción	Yes	Quality designated internal officer
Fundación Laboral de la Construcción Aragón	Yes	Quality designated internal officer
FUNDACION LABORAL DE LA CONSTRUCCION	Don't know	Quality designated internal officer External certifier/ auditor
FUNDACION LABORAL DE LA CONSTRUCCION	Don't know	Quality designated internal officer
FUNDACION LABORAL DE LA CONSTRUCCION	Don't know	Quality designated internal officer
FUNDACION LABORAL DE LA CONSTRUCCION	Don't know	Quality designated internal officer The organization management itself
FUNDACION LABORAL DE LA CONSTRUCCION	Don't know	The organization management itself
FUNDACION LABORAL DE LA CONSTRUCCION	Yes	Quality designated internal officer External certifier/ auditor
Handwerks - Bildungszentrum Brackwede, Fachbereich Bau, e.V.	No	Quality designated internal officer External certifier/ auditor
Institut du Patrimoine wallon-Centre de perfectionnement aux métiers du Patrimoine	Yes	Quality designated internal officer The organization management itself
Kreishandwerkerschaft Essen	Yes	Quality designated internal officer External certifier/ auditor

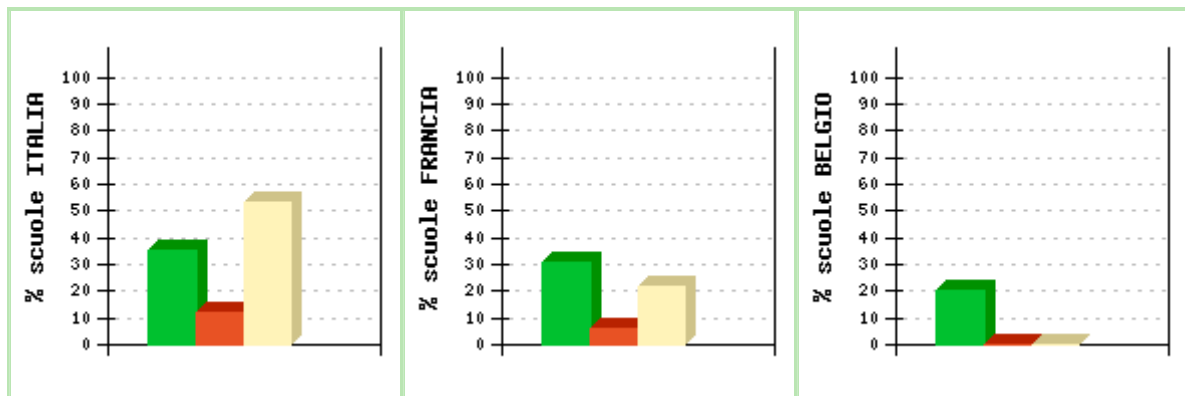
Niederrheinische Kreishandwerkerschaft Krefeld - Viersen	Yes	External certifier/ auditor The organization management itself
Scuola edile bresciana	Yes	Quality designated internal officer
SCUOLA EDILE DI PERUGIA	Yes	Quality designated internal officer The organization management itself
Scuola edile lucchese	Yes	Quality designated internal officer External certifier/ auditor
Scuola Edile Pratese	Don't know	Quality designated internal officer
Scuola Professionale Edile di Firenze	Don't know	The organization management itself Other (specify):
Zaklad Doskonalenia Zawodowego	No	Quality designated internal officer The organization management itself
Zentralstelle für die Weiterbildung im Handwerk	Yes	The organization management itself
Zespół Szkół Nr 2	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
Zespół Szkol Budowlanych	No	Quality designated internal officer The organization management itself
Zespół Szkol Budowlanych	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?
Zespół Szkol nr 24 - Technical Building School	Is there a strategic plan, not a European one but a national, regional or local one, aimed at including the implementation of a Quality system/plan in substantial quality assurance procedures?	Who is responsible for the system implementation (indicate 2 answers maximum)?

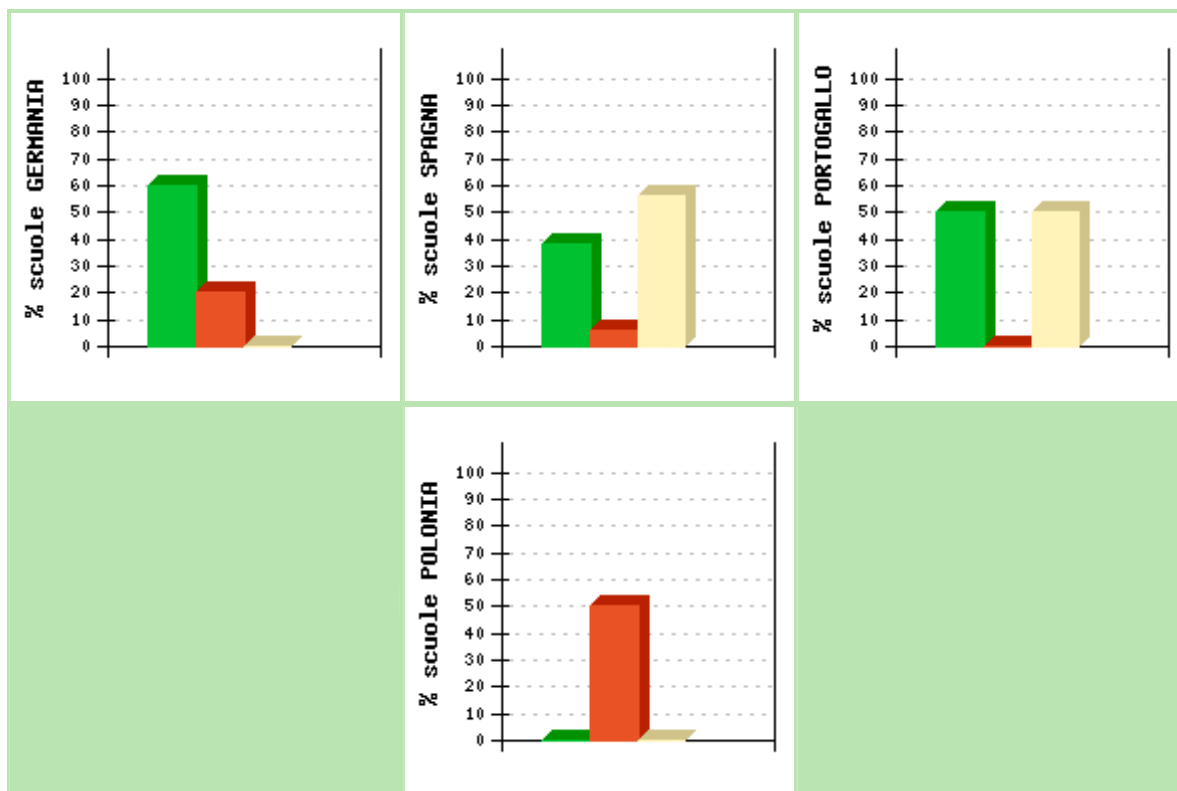
*Total sampling: 104 schools*



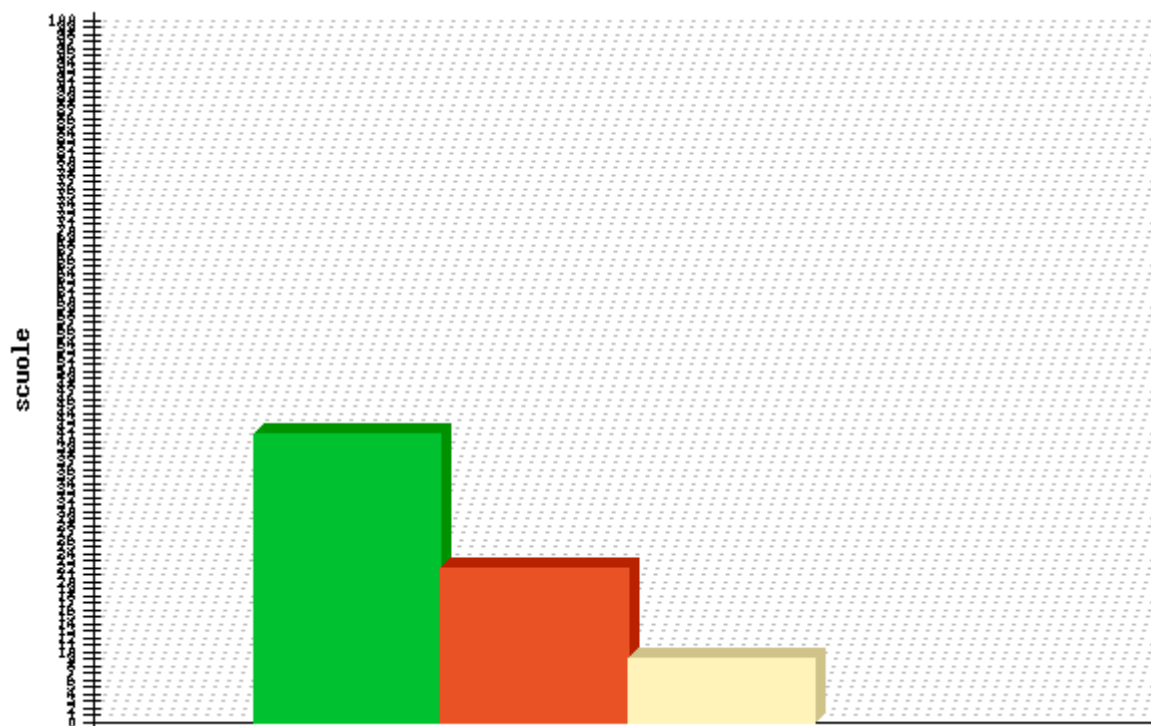
- Yes: 35 (34% schools)
- No: 10 (10% schools)
- Don't know: 31 (30% schools)

Answers: 76 - Total sampling: 104 schools



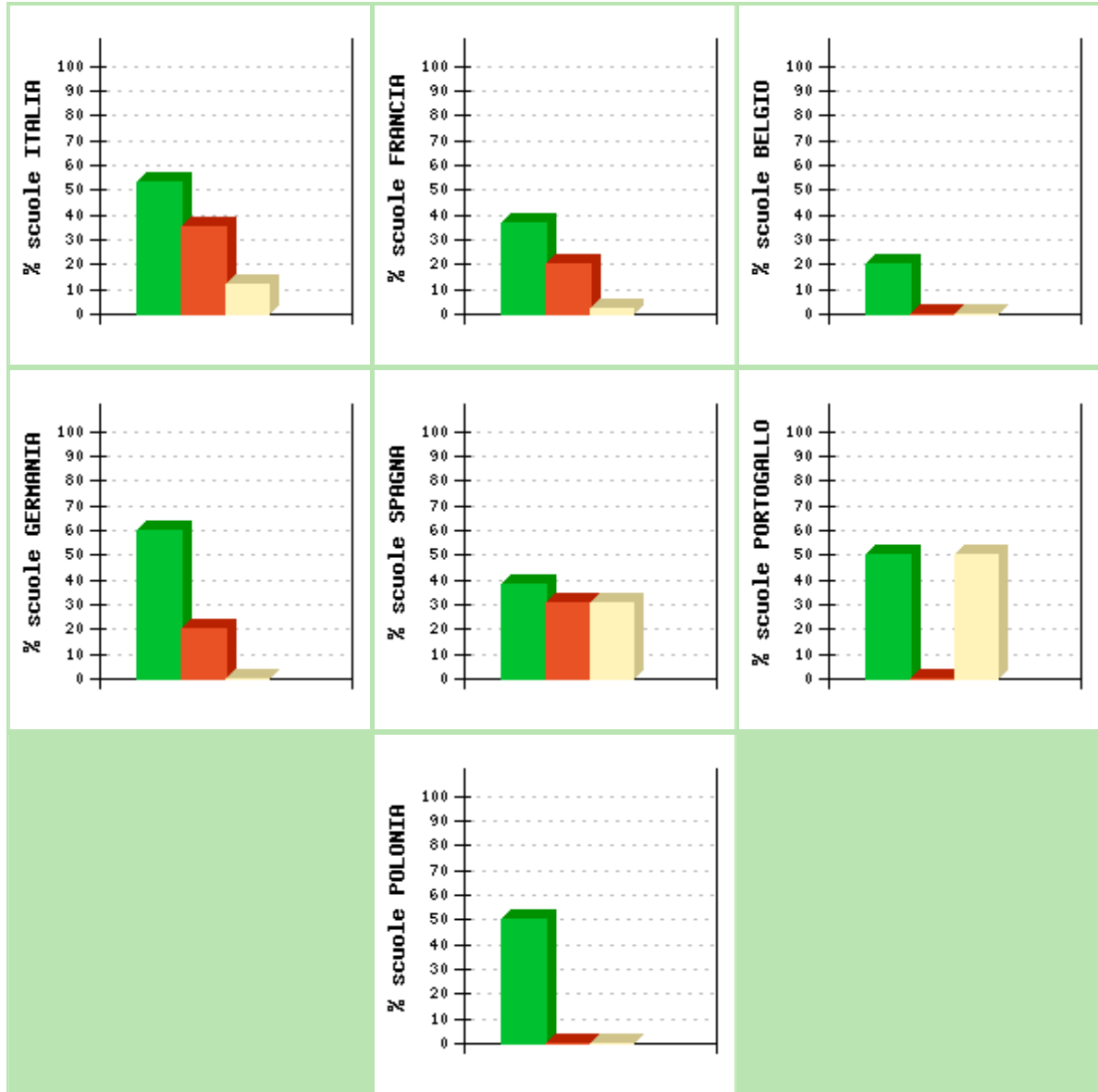


**Is there a planned strategy for the implementation of the qualification programme that foresees the support of the training organisations (through guidelines, thematic seminars, workshops)?**

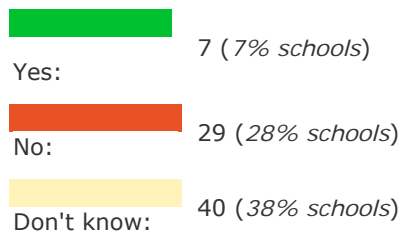
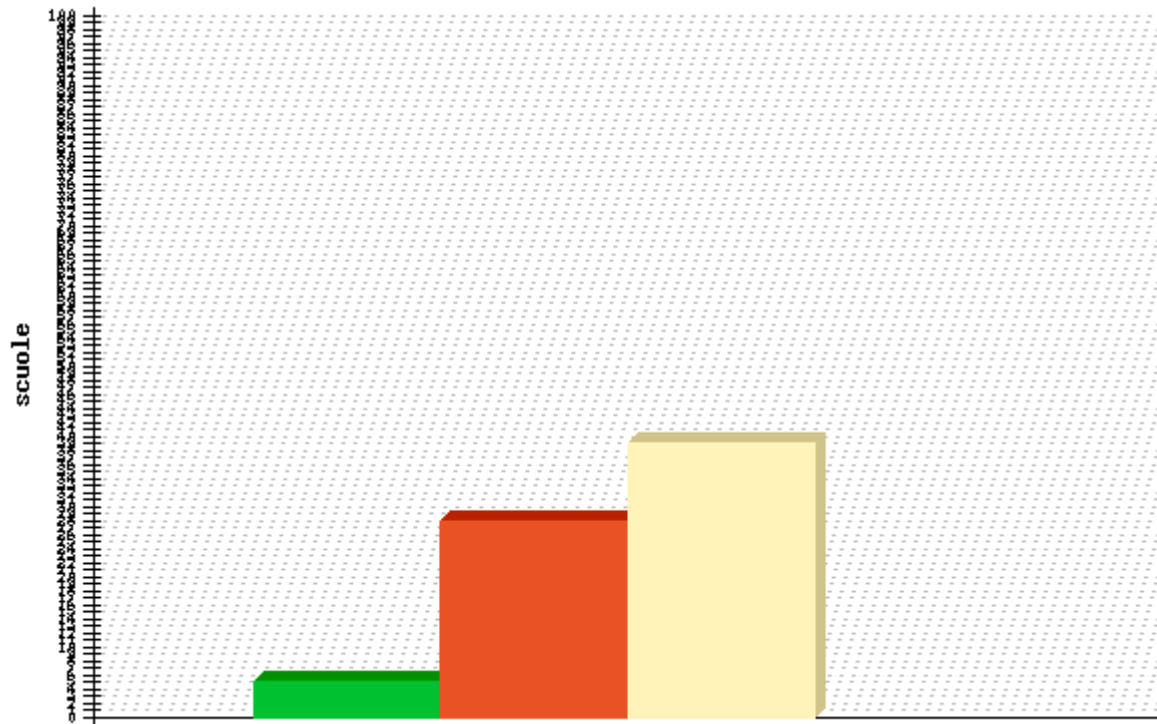


42 (40% schools)  
 Yes:  
 24 (23% schools)  
 No:  
 10 (10% schools)  
 Don't know:

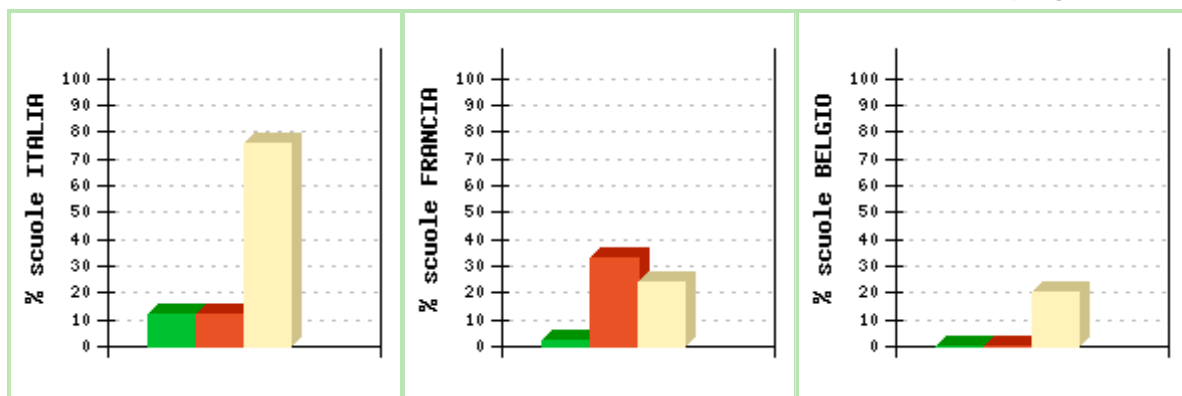
Answers: 76 - Total sampling: 104 schools

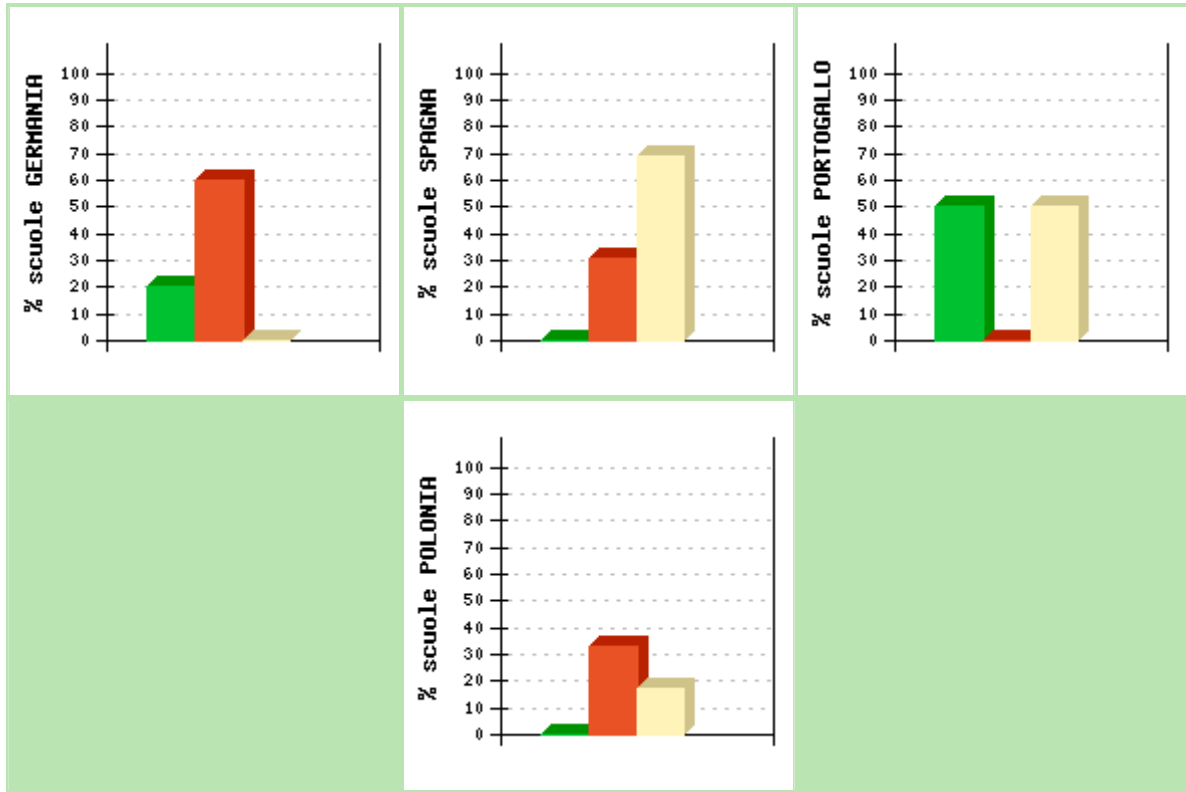


## Are European qualification criteria included in the national and/or local procedures?

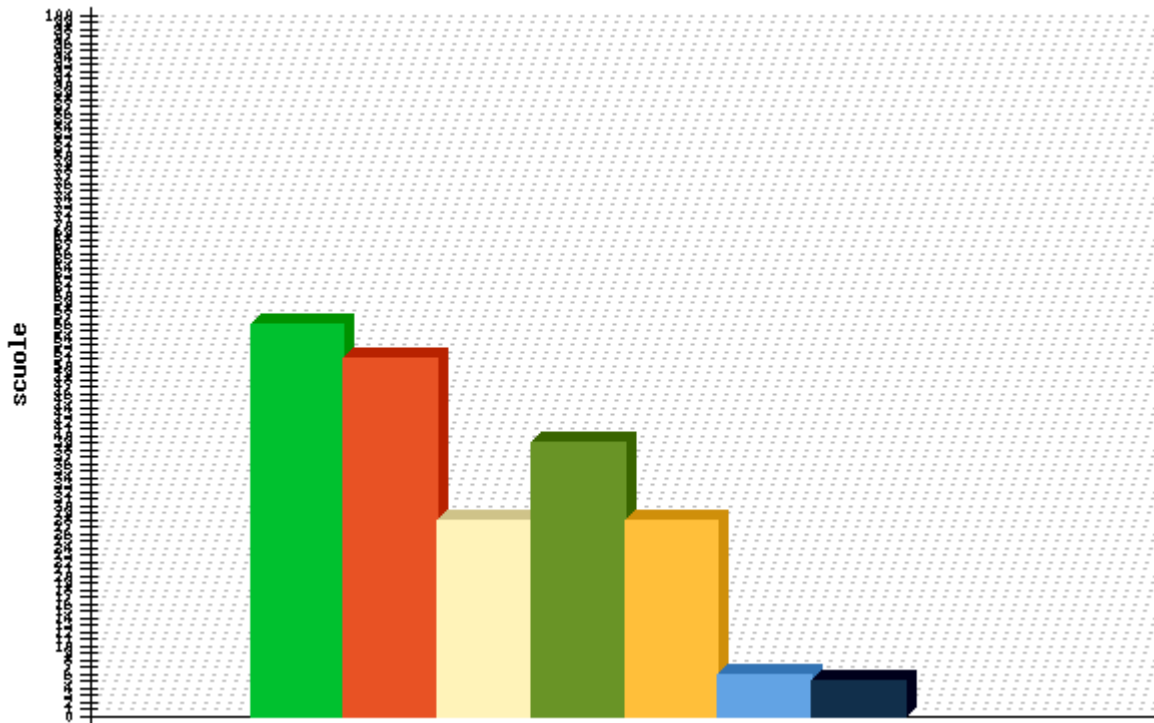


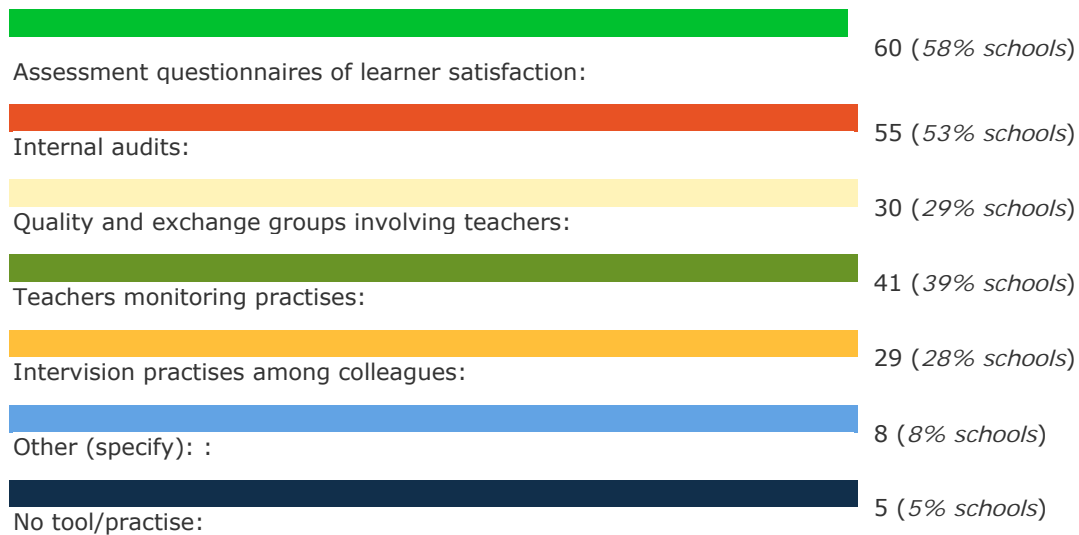
Answers: 76 - Total sampling: 104 schools



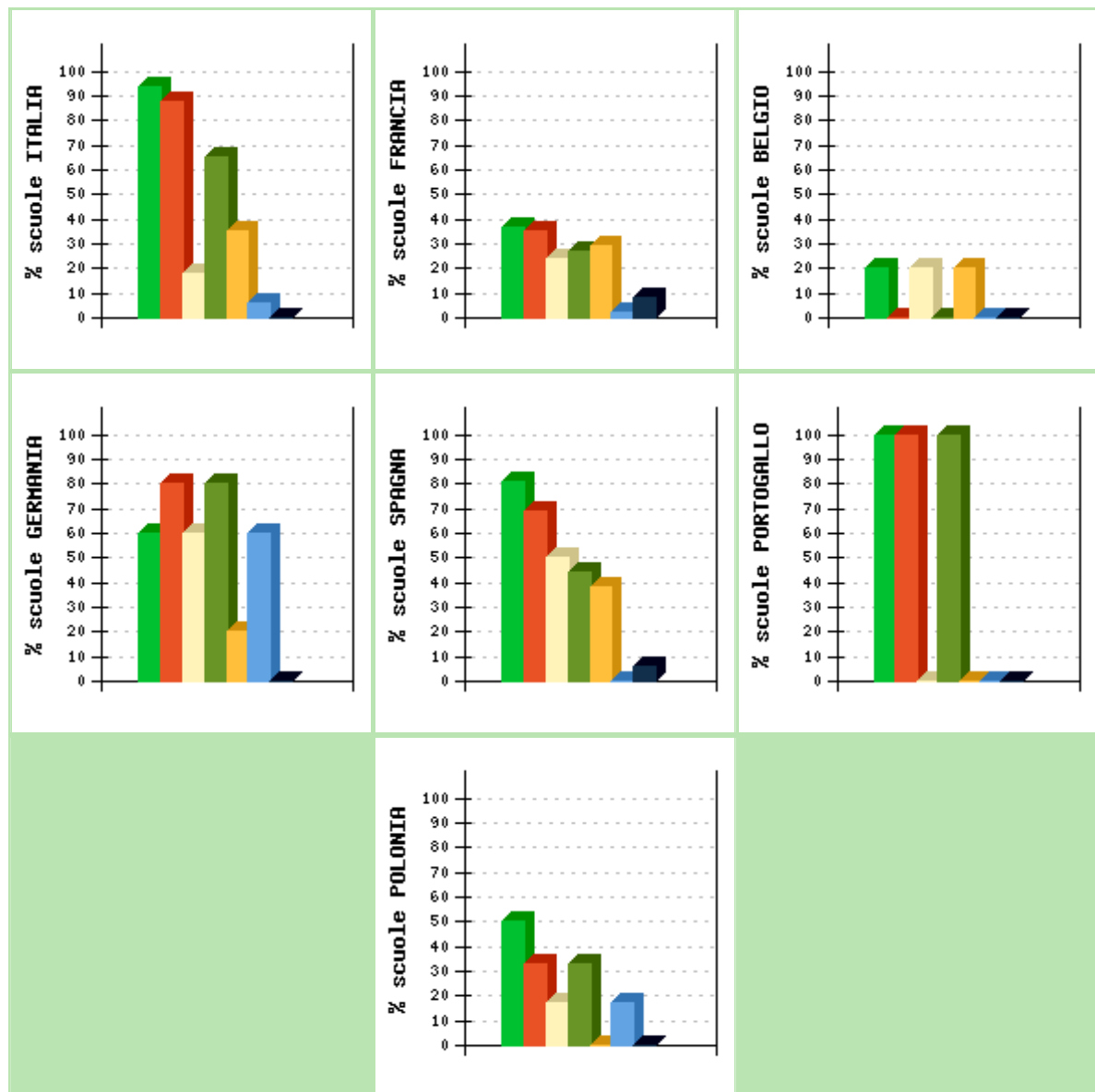


**Does your institution use one or more of the following tools/ practises related to the quality assessment of its own training action (indicate the coherent answer/s)?**





Answers: 228 - Total sampling: 104 schools





## ANALYSIS

Is to place before that in some answers where admitted multiple choice, so the total of answers is often higher both to the amount of the sample of schools and to 100%.

The adoption of quality plan/system seems considerably diffused, above all connected to compulsory accreditation procedures (65% of schools) even if, is to note, this fact is more present in countries like France and Italy (that are in higher number in the sample, so is influenced the answer rate), where there are regional rules, whilst in other countries the voluntary aspect is more relevant.

The main Quality system adopted is the ISO standard (50%) whilst alternative systems are petty and used sometimes at national, local and in few cases due to the "sensitivity" of schools.

The low knowledge (not use, only awareness) of the common european framework CQAF (38% of the sample) confirm that this frame is not considered as practice and important and substantiate the opportunity of Q-CASE project to work for the diffusion of informations to increase the sectoral awareness of instruments to brush up the management of the organizations.

The implementation of a quality plan/system is planned from 47% of schools, this means probably that a great part of schools that obey to accreditation haven't a structured quality system/plan.

About the existence of a whole strategic plan at national or local level, 34% of the sample confirm it; 30% has no knowledge of it and 10% vouch that there isn't any plan. In this direction is to stress that when there is awareness the organizations act in coherent way, investing an internal human resource as responsible of the plan or, in other cases, act with the direct care of the top-management. Only in few cases is involved for this specific topic an external consultant and this is positive for the "internalization" of the topic, not delegated only to an external consulence, even if professional and helpful, but mostly to an internal attention.

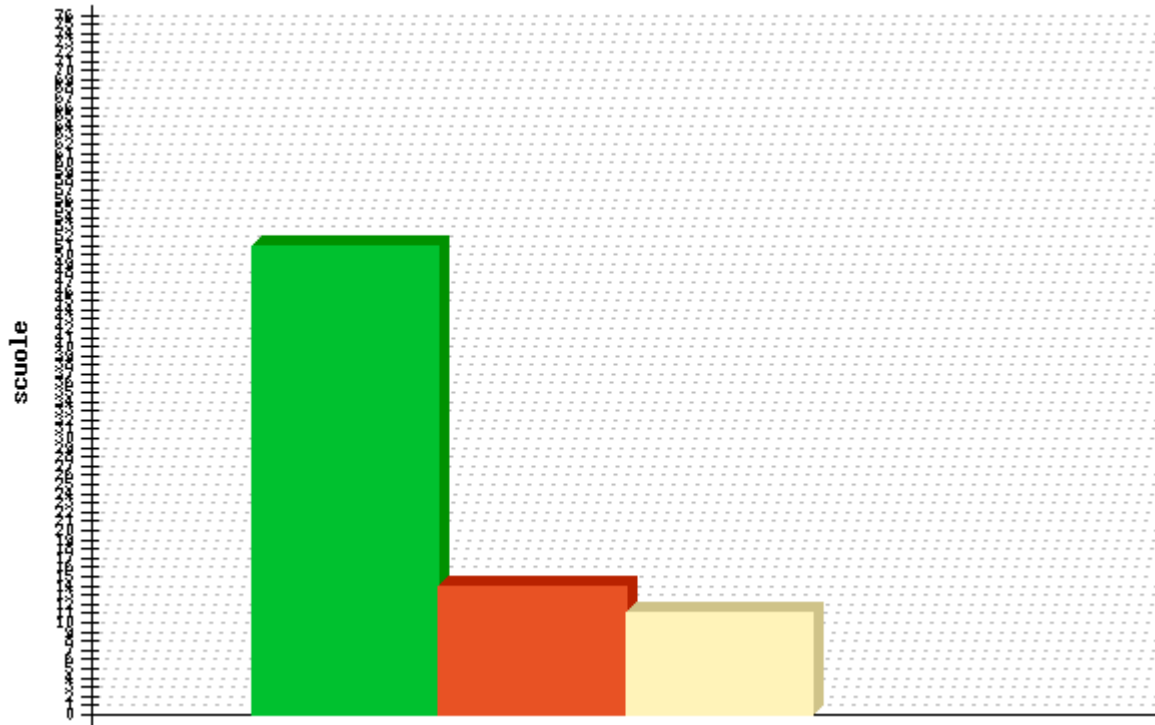
The support to the strategy of diffusion of the qualification programme is assured according a rate of 40% of schools, whilst 23% deny the availability of documents and initiatives in this direction on the territory.

Must be stressed that the european qualification strategies are not well-known, when 38% of the sample declares inconsciousness if in the national and local plans are included also european criteria, whilst only 7% say yes and 28% deny the connection between european and national/local criteria.

An important fact are the practices to measure and evaluate the quality of the training actions. Pointing that also in this answer was admitted multiple choice, an amount of 58% of schools adopt satisfaction questionnaires for learners, moreover binding for the accreditation and local financing procedures; 53% works with internal audit, probably connected to certifications at various level ISO; 39% use supervision of teachers; 29% quality cyrcles and 28% peer review among colleagues. In these 3 last cases we can notice not compulsory practices that surely are signal of organizational attention to the issue of a qualitative training offer.

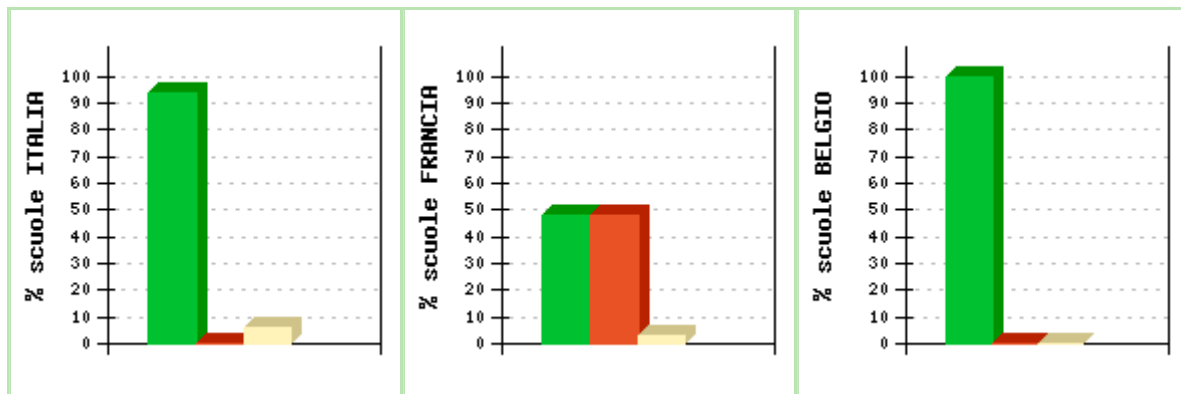
### 3. Evaluation and implementation methods

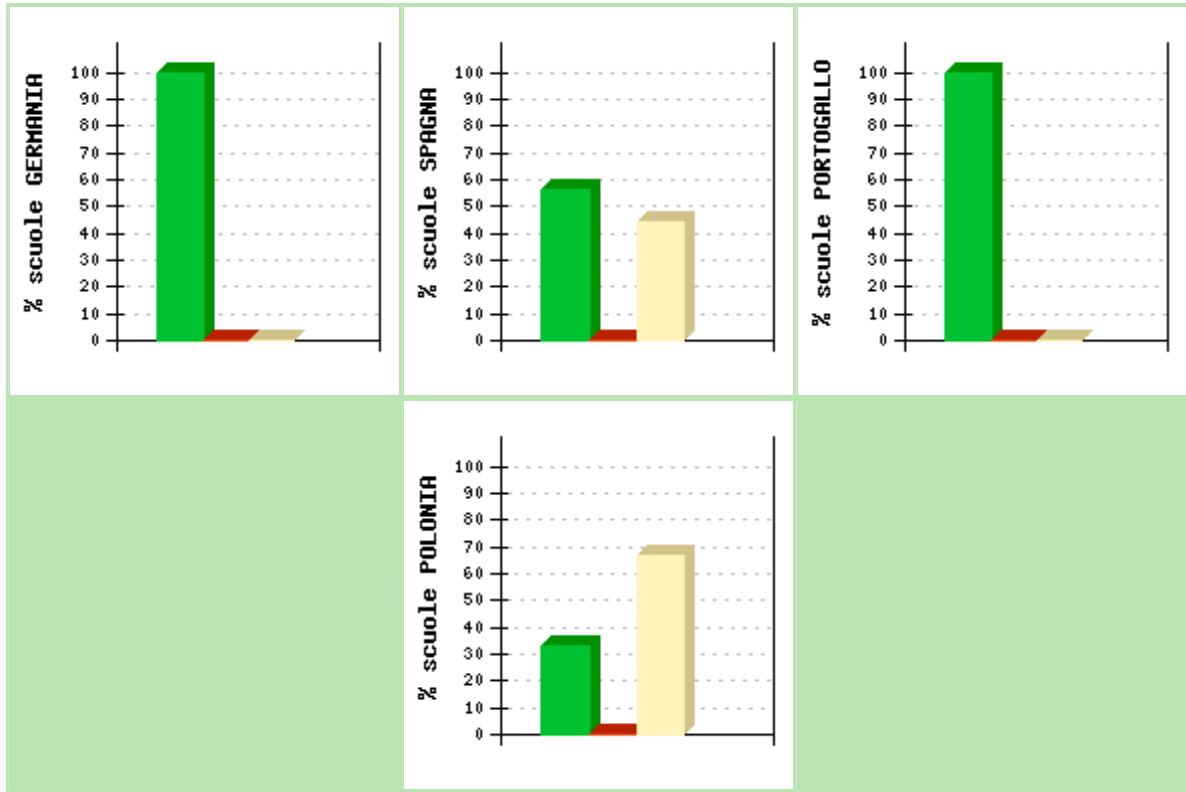
Are data on the implementation of the quality system/plan regularly collected and processed (e.g. regular non-compliance survey based on a predefined list; costs standards/ parameters survey; papers updating survey)?



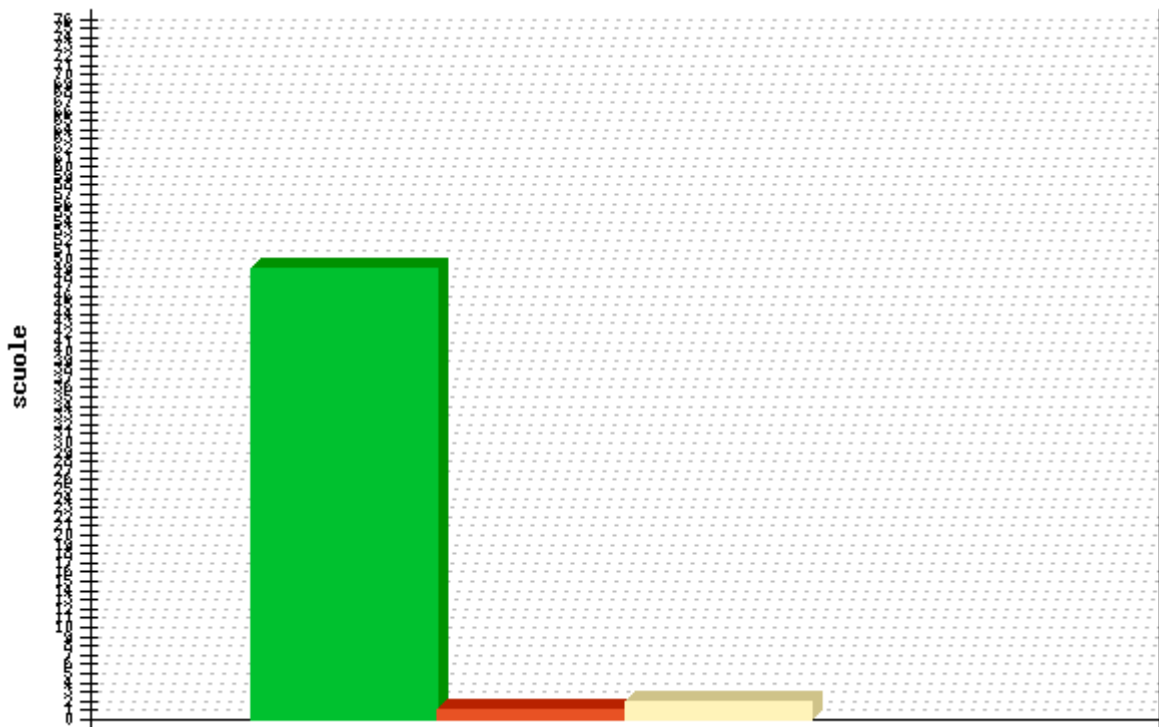
- 51 (67% schools)
- Yes:
- 14 (18% schools)
- No:
- 11 (14% schools)
- Don't know:

Answers: 76 - Total sampling: 76 schools



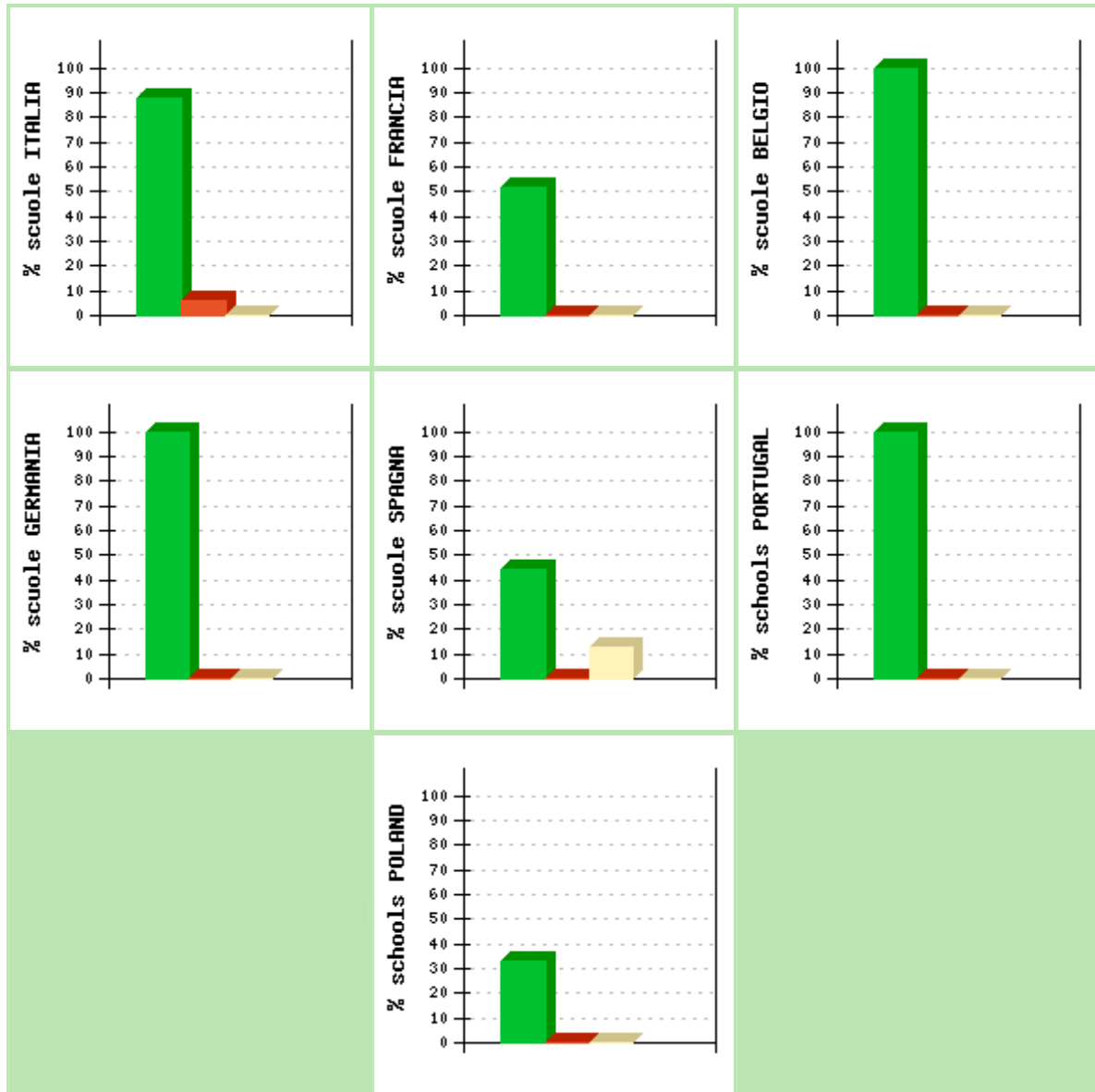


**Are these data processed and is a regular feed-back supplied to the specific players involved (e.g. is a quality report distributed to the specific players; are meetings held based on a data analytical document)?**

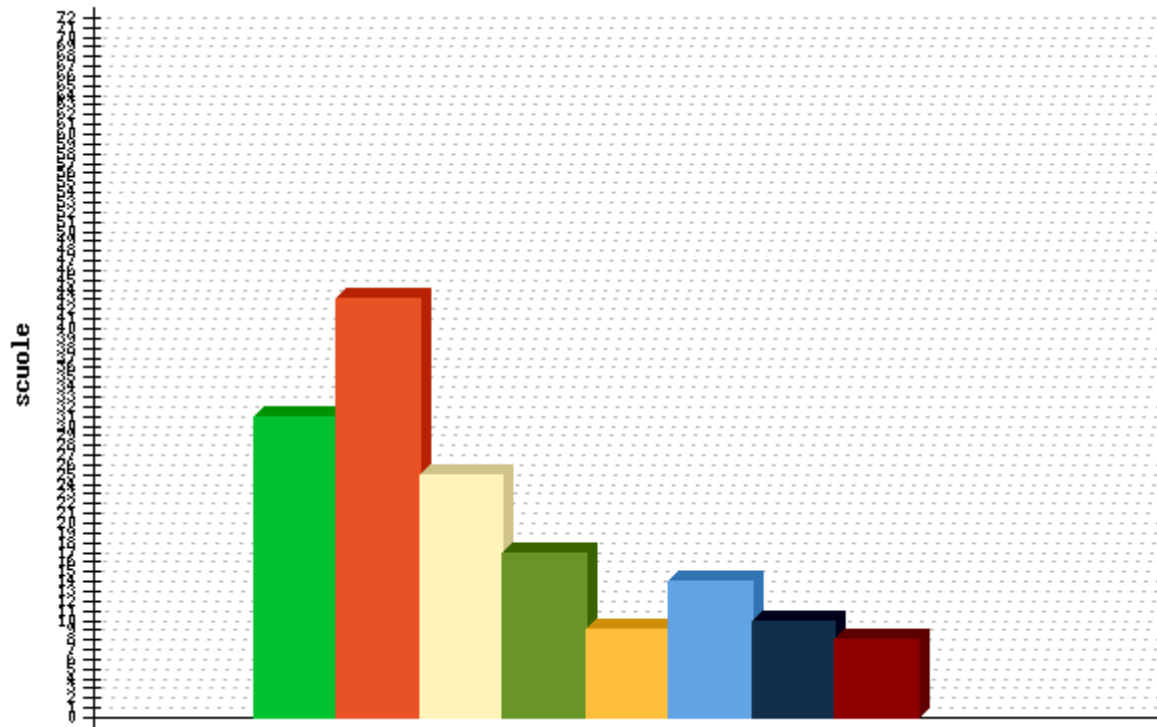


49 (64% schools)  
 Yes:  
 1 (1% schools)  
 No:  
 2 (3% schools)  
 Don't know:

Answers: 52 - Total sampling: 76 schools

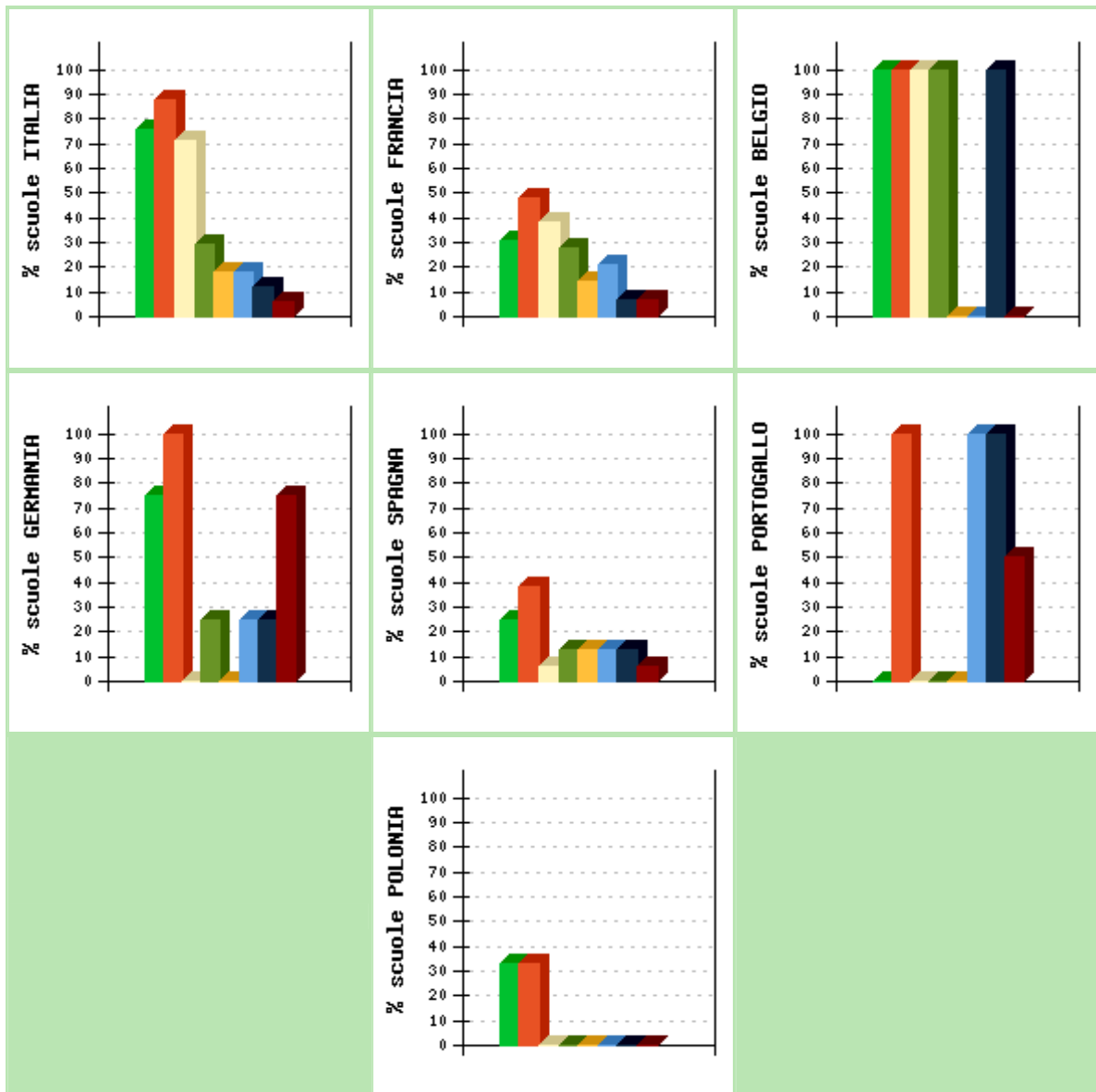


**What are the specific players involved (indicate the coherent answer/s)?**

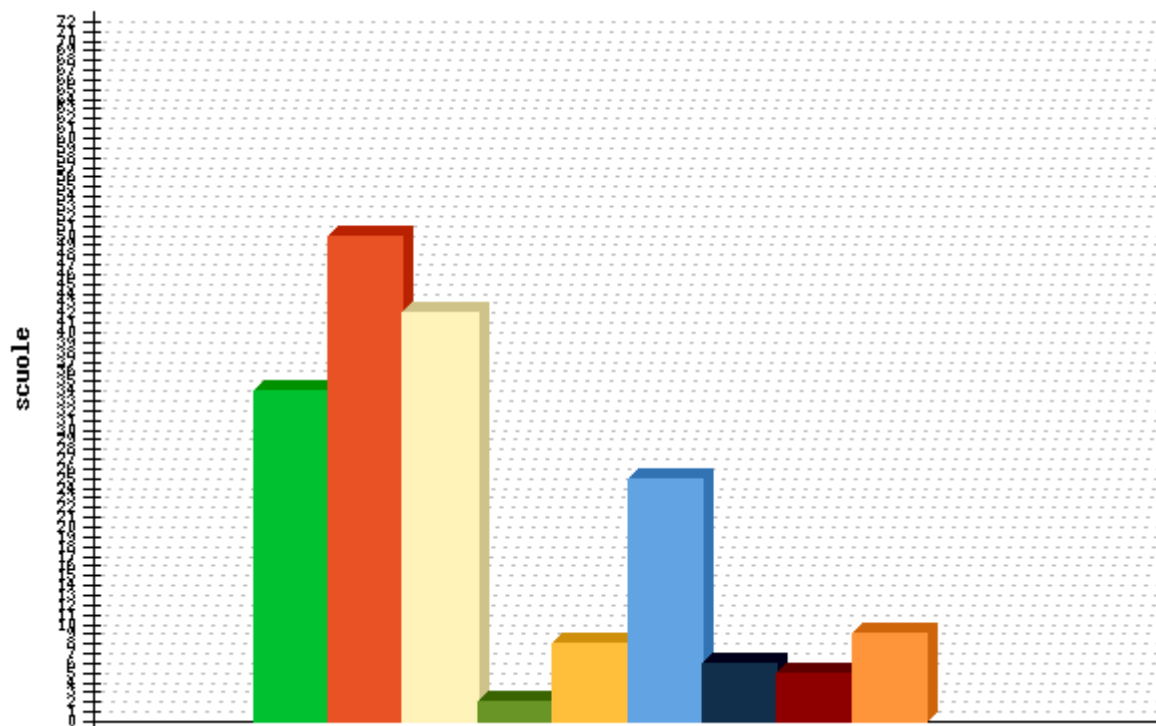


People undergoing training:	31 (41% schools)
Trainers:	47 (62% schools)
Business tutors:	25 (33% schools)
Single Business:	17 (22% schools)
Trade Unions:	9 (12% schools)
Employers organisations:	14 (18% schools)
Specific Public Administration:	10 (13% schools)
Other (specify): :	12 (16% schools)

Answers: 165 - Total sampling: 76 schools

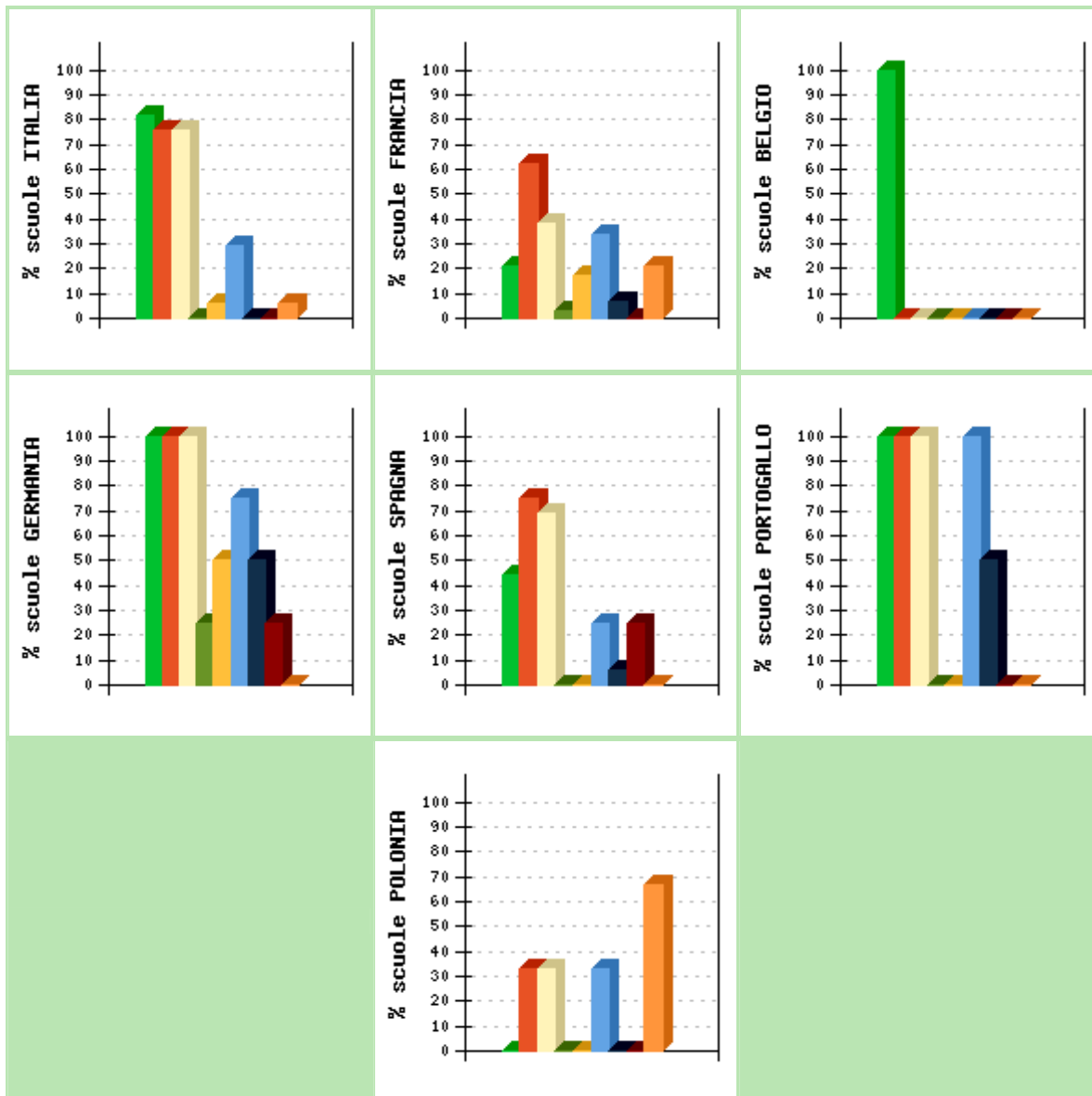


**Does the evaluation process of the Quality system/plan foresee specific procedures through the adoption of (indicate the coherent answer/s):**



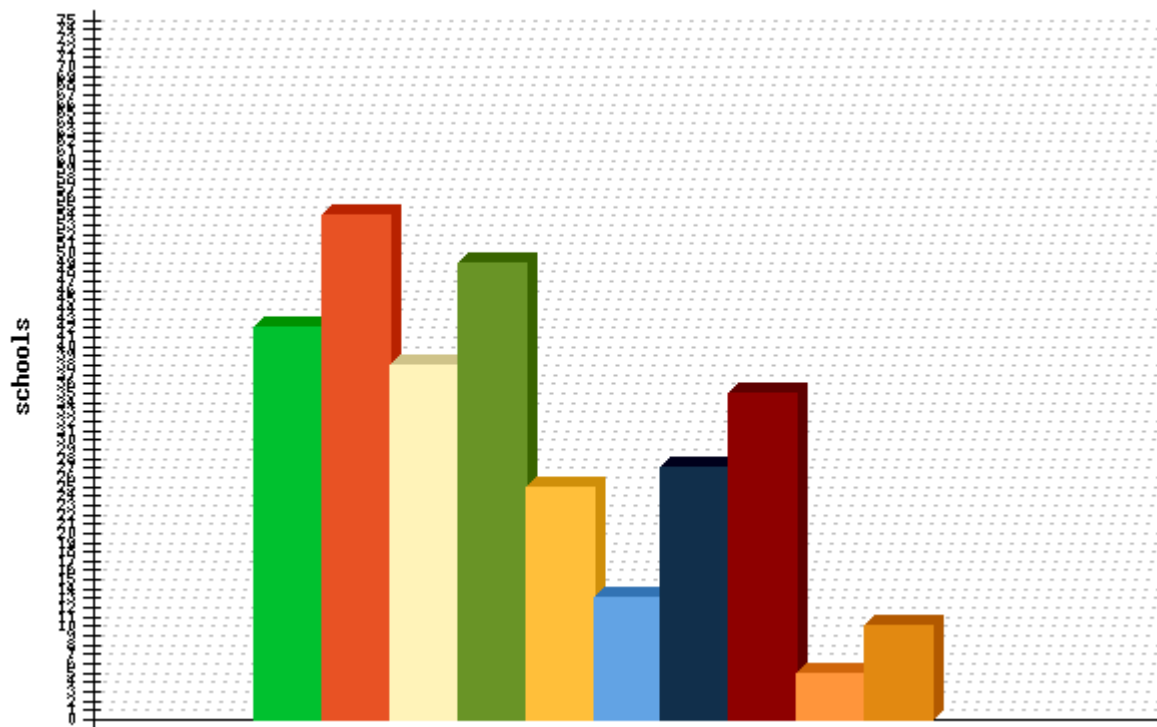
Check-list monitoring system:	38 (50% schools)
Internal periodical inspections:	54 (71% schools)
External periodical inspections:	46 (61% schools)
Web survey system:	2 (3% schools)
National standard related to process input and output:	8 (11% schools)
Self evaluation procedures:	28 (37% schools)
Benchmarking (comparison between performance and choices of other organisations of equal status):	7 (9% schools)
Other (specify): :	6 (8% schools)
No procedure:	9 (12% schools)

Answers: 198 - Total sampling: 76 schools





**Does the evaluation process of the Quality system/plan foresee the regular survey of a series of monitoring and evaluation criteria such as (indicate the coherent answer/s):**



43 (57% schools)

Relevance (this criterion defines the relation between the objectives of the involved players and their needs):

55 (72% schools)

Efficacy ( it allows you to make a comparison between the objectives and the results obtained):

38 (50% schools)

Efficiency (it allows you to compare the training cost and its efficacy):

50 (66% schools)

Compliance (it allows you to assess the difference between what has been foreseen and what has been achieved):

26 (34% schools)

Acceptability (it allows you to determine the extent to which the players have supported the choices that have been made, the objectives, the procedures):

13 (17% schools)

Synchronism (it allows you to determine the timeliness of the decisions that have been made according to the problems found):

27 (36% schools)

Compatibility (it allows you to determine the adaptation level of training to its context):

36 (47% schools)

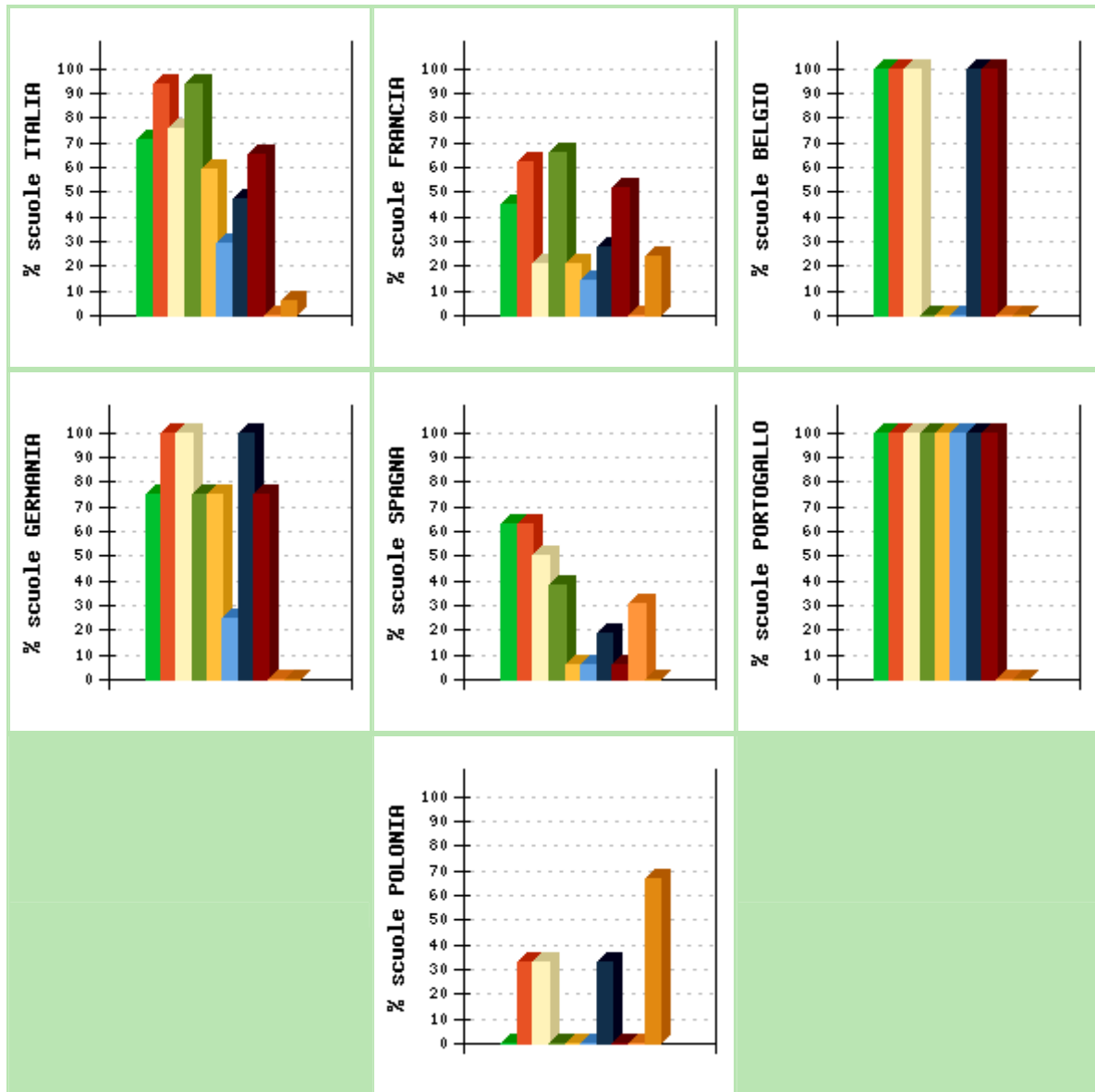
Consistency of the training structure (it studies the relation between politics and the training system and process):

5 (7% schools)

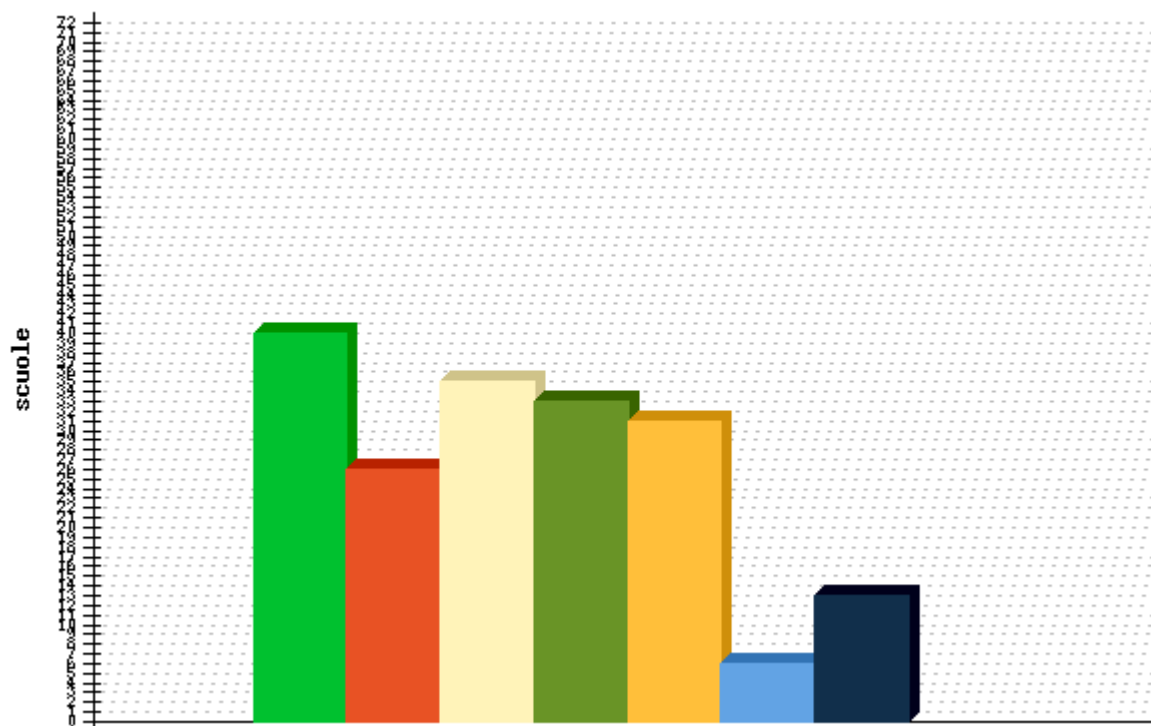
Other (specify): :

No criterion:

Answers: 303 - Total sampling: 76 schools



**Does the evaluation process of the Quality system/plan foresee the regular survey of a series of monitoring and evaluation indicators such as (indicate the coherent answer/s):**



**43 (57% schools)**

Relation between training objectives, employed resources, certification and players' needs.:

**29 (38% schools)**

Adaptation of the training system suggested for the users and some of their characteristics:

**36 (47% schools)**

Achievement of the objectives according to users and experts:

**35 (46% schools)**

Consistency among some internal training characteristics (e.g.: objectives, resources, access, programme structure, contents):

**32 (42% schools)**

Activity management (e.g. the responsibility of the players involved in the management - users, experts, agents - and their satisfaction level):

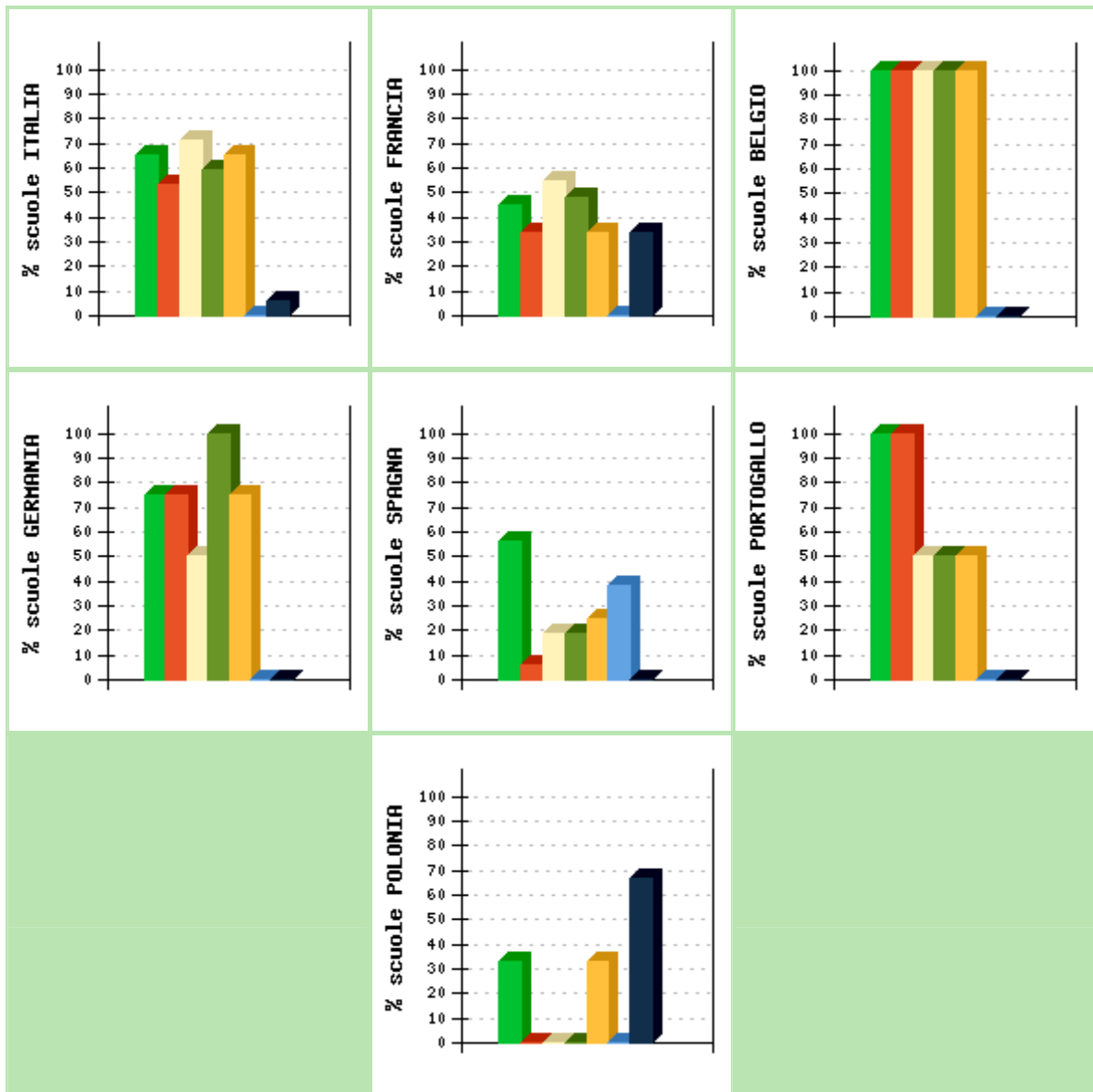
**6 (8% schools)**

Other (specify): :

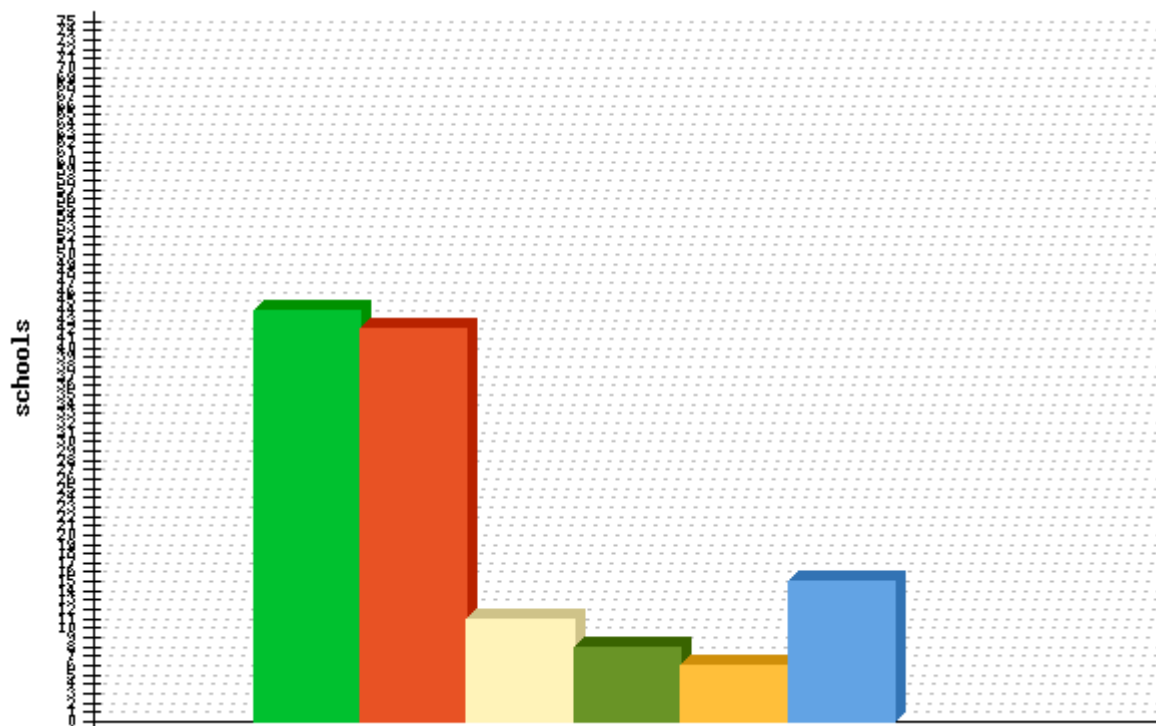
**14 (18% schools)**

No indicator:

Answers: 195 - Total sampling: 76 schools

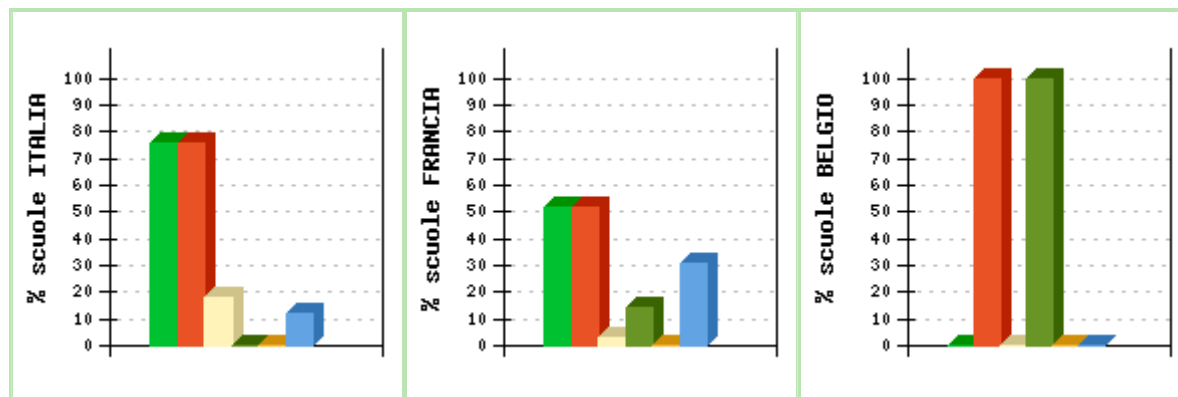


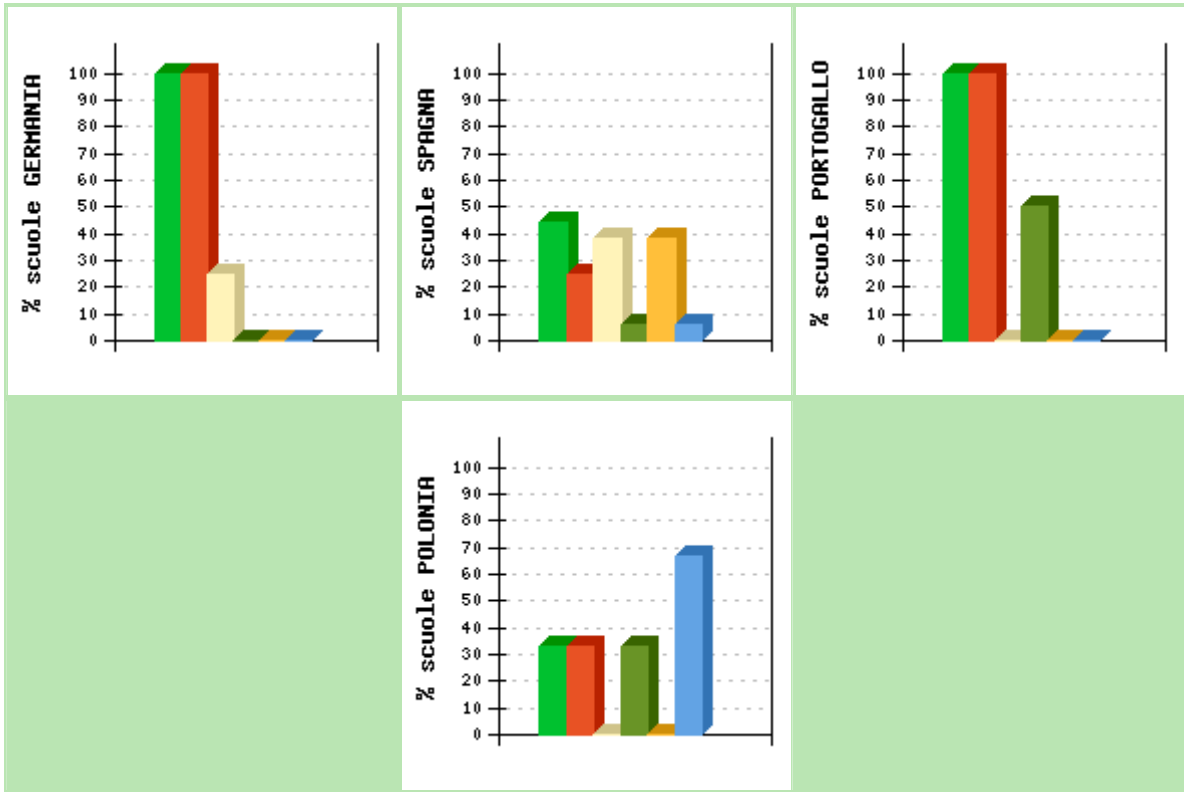
## How are people involved in the Quality system/plan driven to an active collaboration (indicate 3 answers maximum)?



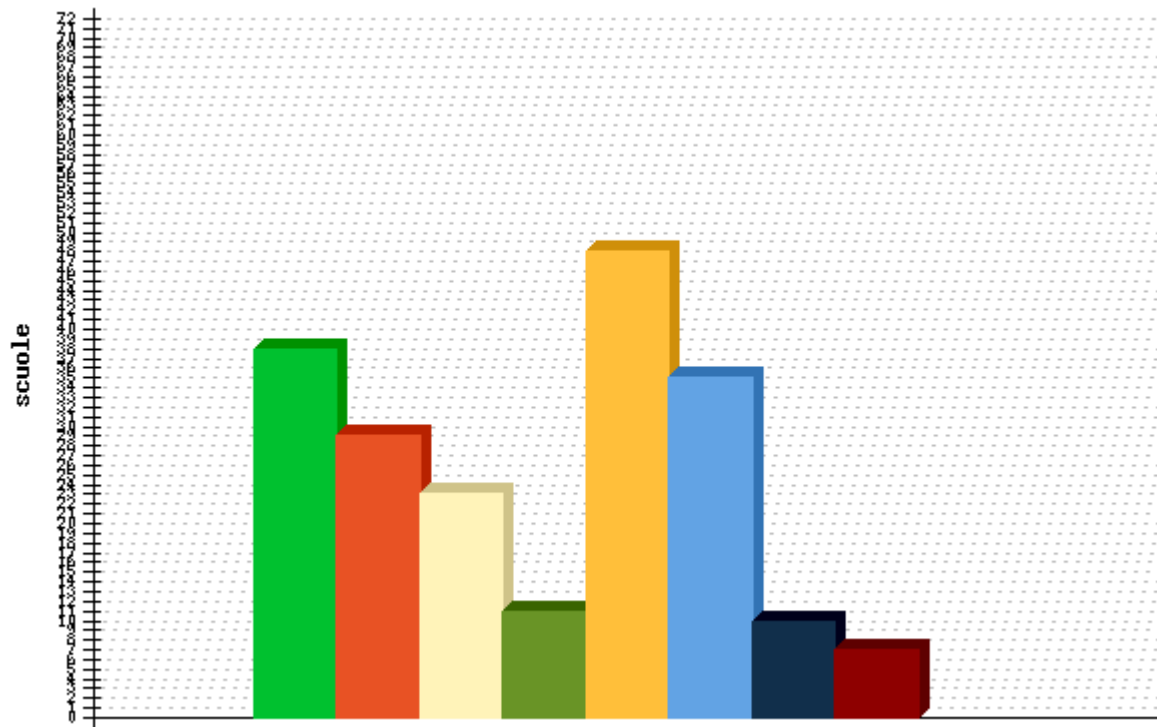
Possibility for those who actively participate to impact on decisions:	45 (59% schools)
Increase in personal professional competence:	43 (57% schools)
Economic incentives:	11 (14% schools)
Delegation and/or assignment by the social partners or the Public administration:	8 (11% schools)
Other (specify): :	6 (8% schools)
No specific motivation procedure:	15 (20% schools)

Answers: 128 - Total sampling: 76 schools



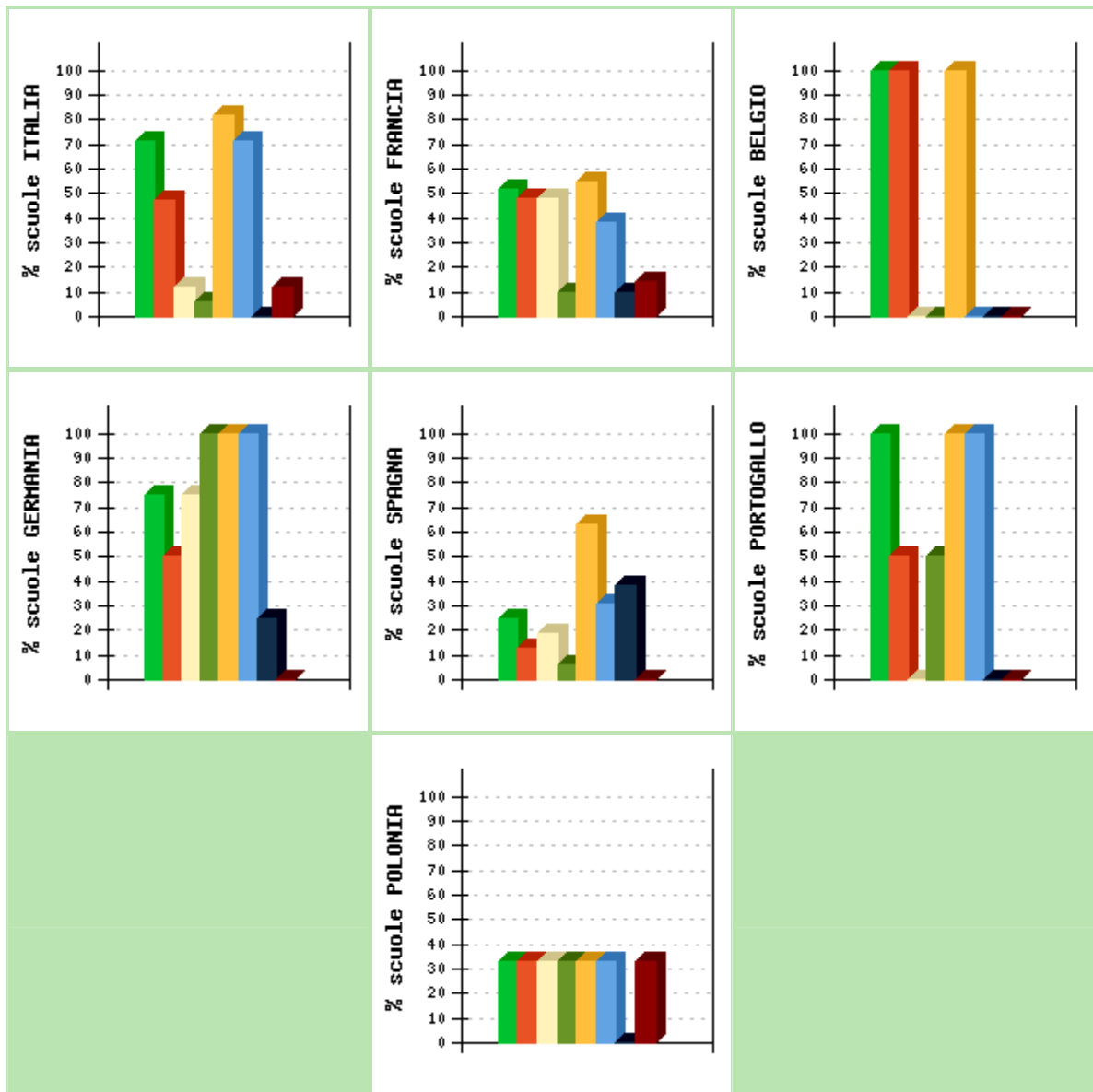


**Which ones among the following organisation improvements (examined and assessed) have been observed after the implementation of the Quality system/plan?**



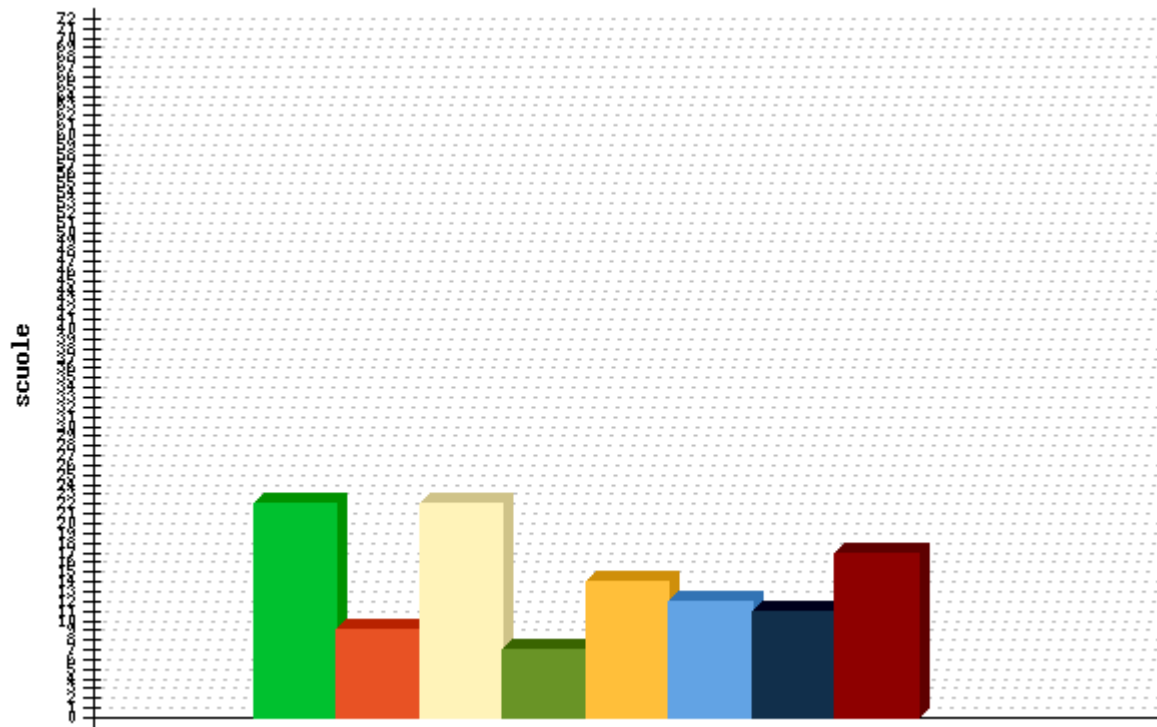
Greater learner satisfaction:	41 (54% schools)
Greater trainer satisfaction:	30 (39% schools)
Higher performance in exams:	24 (32% schools)
Cost reductions:	13 (17% schools)
Improvement of training planning:	51 (67% schools)
Reduction in mistakes and non-compliance:	39 (51% schools)
Other (specify): :	10 (13% schools)
No improvement:	7 (9% schools)

Answers: 215 - Total sampling: 76 schools



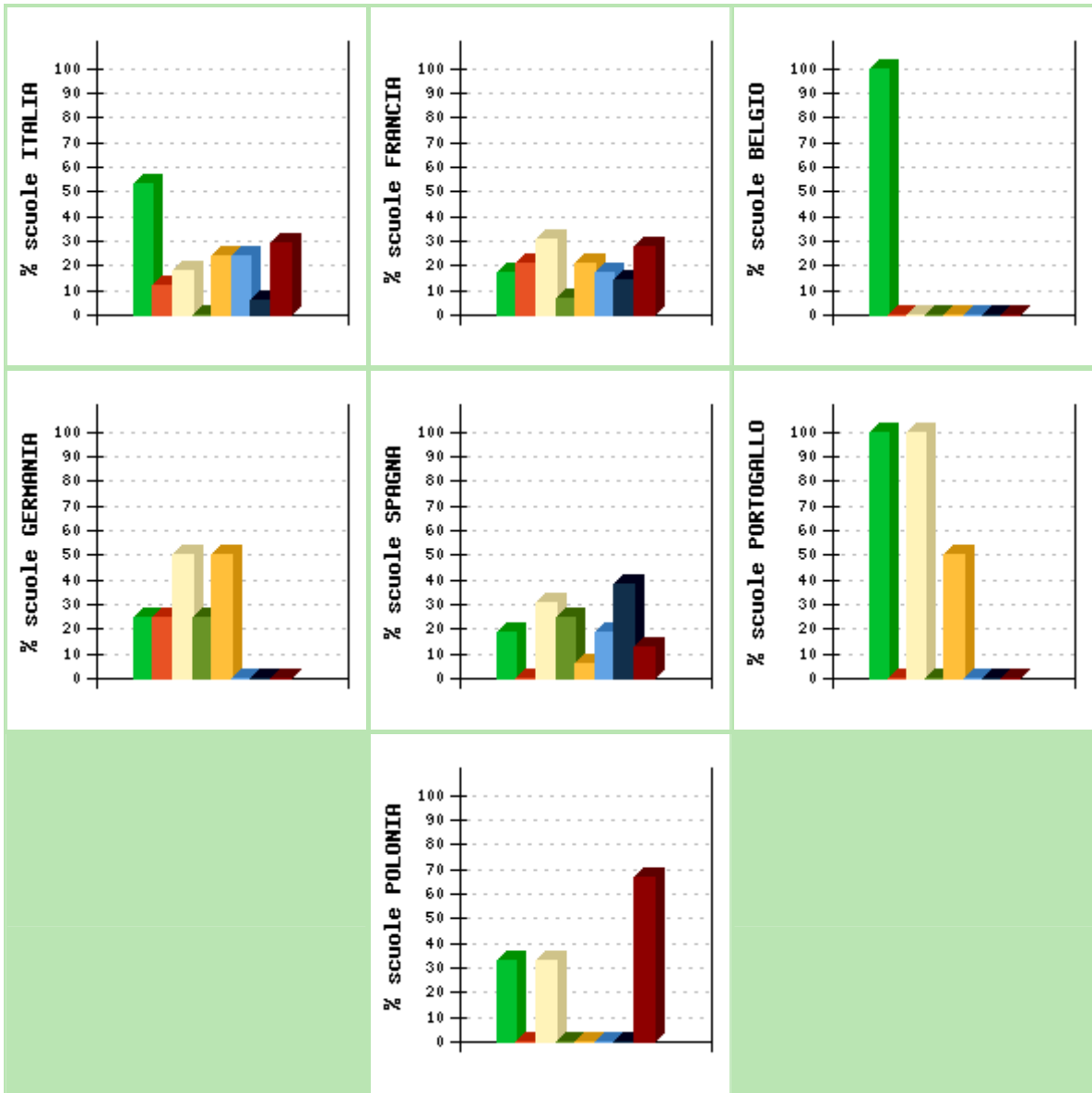


**Have you experienced one or more of the following problems in the implementation of the Quality system/plan that could compromise the result (indicate the coherent answer/s)?**

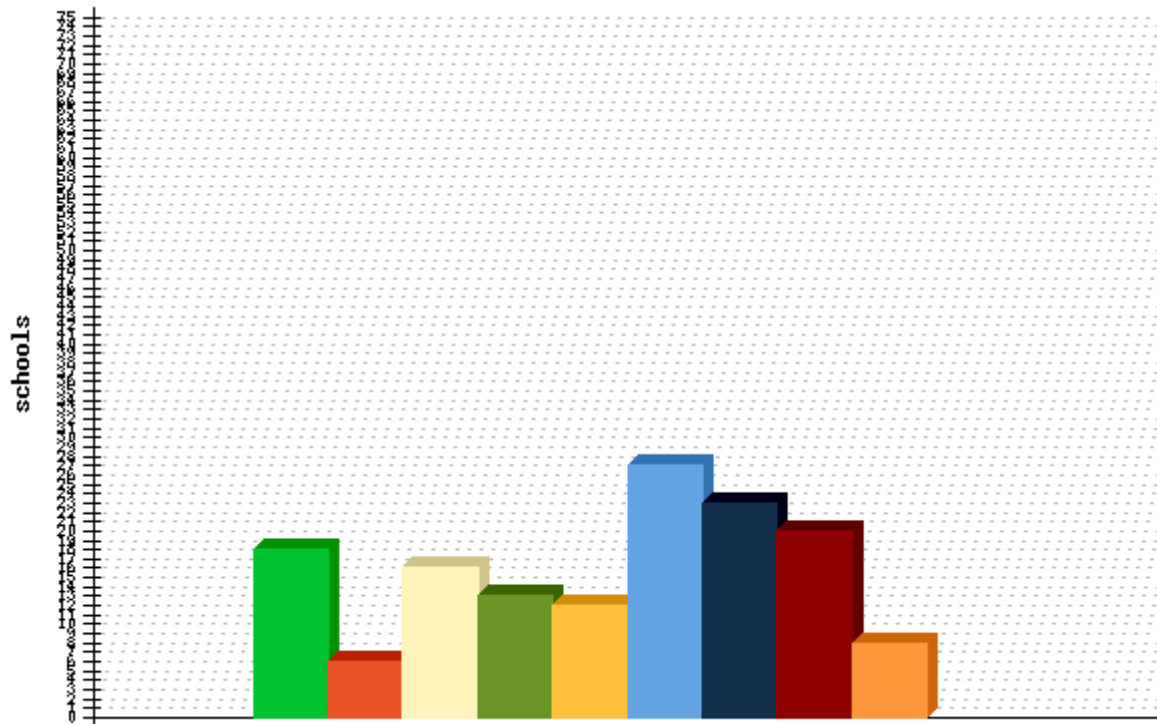


High waste of time:	22 (29% schools)
Lacking management competence:	11 (14% schools)
Tensions among the involved key players:	23 (30% schools)
Tensions among working groups:	7 (9% schools)
High costs:	16 (21% schools)
Low motivation of the involved human resources:	15 (20% schools)
Other (specify): :	12 (16% schools)
No implementation problem:	18 (24% schools)

Answers: 124 - Total sampling: 76 schools

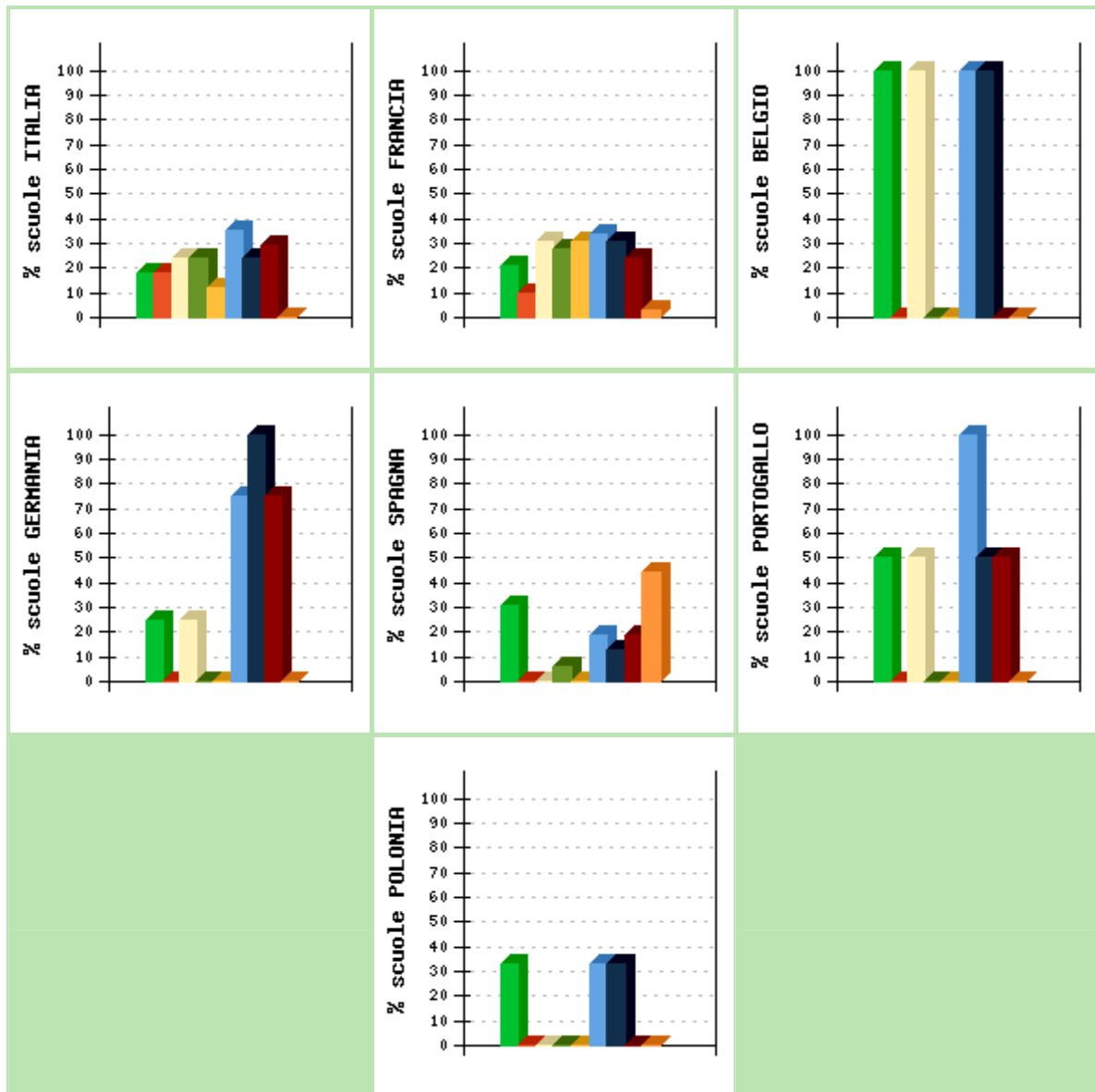


**Which factors could help to make the Quality Plan more efficient and shared (indicate 4 answers maximum)?**



- 18 (24% schools)  
More cooperation among the different Vet levels:
- 6 (8% schools)  
A more substantial approach towards a European Common Framework by the public Administration:
- 16 (21% schools)  
A more substantial approach towards a European Common Framework by the VET organizations:
- 13 (17% schools)  
A more substantial approach towards a European Common Framework by the social partners:
- 12 (16% schools)  
Greater leadership identification:
- 28 (37% schools)  
Greater and more widespread dissemination of information:
- 24 (32% schools)  
More support materials (guidelines, manuals, leaflets etc.):
- 21 (28% schools)  
More support and assistance services:
- 9 (12% schools)  
Other (specify): :

Answers: 147 - Total sampling: 76 schools



## ANALYSIS

The sample of schools through Europe vouch that in 67% cases informations for the implementation of the quality plan/system are regularly tested; 18% don't carry out this operation. The use of these informations is for 64% of schools the providing of feedback to specific actors involved in the training process.

These specific actors are identified as teachers/trainers (62%); the trainees (41%) and company tutors at 33%; follows 22% single companies and other answers. The attention is mainly devoted towards operators directly involved in the training "actions", including companies, whilst are posed in secondary position subjects like social parts or public administration. This indicates that at international level might be possible to increment an action to approach in more cohesive way those organizations.

The modalities of evaluation of the quality plan/system are mainly (71%) internal inspections, followed from extrenal inspections (61%). At lower rates we find check-list at 50%, self-evaluation practices in 37% cases and so forth the other. In this case prevail the only "classic" methods and in some cases these are binding for the

maintaining of the ISO certification; there is a certain gap for the evaluation of non formal aspects.

Analysing the evaluation and monitoring criteria appear efficacy 72% and conformity 66% of cases, pertinency 57%, efficiency 50% and coherence of the training structure 47% and so on the other criteria. Is so registered at european level a positive presence and diffusion of different criteria, even if 13% of sample doesn't adopt any criteria.

The monitoring and evaluation indicators are for 57% of schools the relation between training scopes, used resources, certification and players' needs; 47% achievement of scopes according clients and operators and 42% management of activities. The indicators seems well homogeneously present and applied in the schools, although with some consistent differences in the various countries (in some cases the "intangible" indicators are low used).

The motivation of the human resources towards a proactive behaviour for the plan/system is connected to offering the opportunity of co-decision at 59%; the enrichment of the professional competencies at 57% cases and economic incentives at 14%. 20% of schools don't adopt any specific motivational method. This information is important because detect that decisional responsibility and enforcement of personal profiles can be keys to involve human resources spreaded through the different organizational levels. Obviously the economic factor is always present, but doesn't seems the main issue in this case.

The organizational improvements after the quality plan/system are mainly positive for the plan of training (67% schools), increase of satisfaction for trainees 54%; lowering of errors and non-conformity 51%; better satisfaction for teachers/trainers at 39% and so forth. Only 17% of schools notice a cost reduction, whilst 9% declares no improvements. The implementation problems are, for 30% schools due to tensions between actors involved; wasting of time 29%, high costs 21% and low motivation of human resources involved 20%. 24% of schools hasn't any relevant implementation problem. The answers to this item (to remember, multiple choice) might indicate a qualification process often "suffered" as an organizational must and not approached as an opportunity and an important chance for all the actors, for being more affective in offering an exact need as exactly needed to the companies.

The possible upgrading factors for the efficacy and the sharing of the quality plan/system are mainly a better diffusion of informations and better supporting materials/initiatives (37% the first and 32% the second); 28% better assistance services; 24% better cooperation between VET institutions and 21% indicate a more practical between different VET levels; follow other factors. In this case, as appear from many national contexts, from one side the informative issue that we can think not related to a real lack of quantitative information, that usually is overlapping, but to a lack of focused and individualized informations, well supported and fast to be founded, interpreted, assimilated and applied. On the other side is evident the problem of concreteness of the approach, that for the european topics always is considered intangible and not concretely usable, either coming from the institutional european level or social parts and public administration at european and national level; here is founded another important challenge for Q-CASE project.

## 4. Conclusions and perspectives for the further project's phases

The sample of 104 european building schools, although non statistically exhaustive, allows the availability of a representative evaluation base to scan the european (at least for Q-CASE country partners) "behaviour" for the qualification topics.

As methodological note has to be pointed that for many questions were accepted multiple choice for the answers. For this reason many rates of answer don't sum at 100% as total.

Before entering in the comment and in the prospectic considerations, helpful for the further project phases, seems needful to deepen under the theoretic aspect the problem of the qualitative evaluation and the introduction of quality theme in the VET system, taking conceptual hint from the reporting of Socrates Mosaic project. It is necessary in fact to point out that models like ISO and TQM (Total Quality Management), applied in the scholastic education systems, have been adapted more recently also to the more complex VET system.

The TQM approach to quality of training enjoyed, in particular during the 1990s, an important critical review by means of the contribution of french organisation sociologists, such as Guy Le Boterf and Alain Meignant, to the analysis of learning processes and training project planning. For both of them the privileged reference location is the company context. According to Le Boterf, evaluating training from a quality perspective implies reasoning in terms of utility of the training act, prior to efficacy and efficiency. However, to achieve the same is essential to be aware of the highly particular nature of the learning process, which obliges us to overcome the trainer/trainee (or producer/client) dichotomy in delineating the conditions for success which in turn determine the quality of training<sup>1</sup>.

Le Boterf introduces, with array of evidence, two key aspects in devising approaches to quality (and the transferability of models) which are less mechanistic and fideistic than those linked exclusively to TQM structures:

- The verification that learning and professionalisation processes for individuals are the result of a *co-production* where trainer and trainee constantly interact and in which the client is therefore involved in a fundamental way in achieving the results of the process;
- An emphasis on the complex affective implications of the training course, which doesn't deny, but significantly complicates, the utility of optimal processes and flows design and respect for the planned course.

Evaluating the outcomes and the quality of a training process means, in this interpretation, considering a multiplicity of dimensions, interwoven with each other, but not always easy to measure in a coherent way. Each evaluation is generally applied to different orders of objectives, explicit and implicit, sometimes referring to different subjects (institutions, trainers, participants and so forth): there is therefore always a need to balance the verification of obtained results in relation to the objectives pointed out (or shared) by the institutions promoting the training or financing the same, with a verification of the effects of the training course, measured on the basis of participants' expectations and motivations. Both these aims require an evaluation to the merits of results tangibly obtained through the training. The evaluation can therefore only be based on qualitative indicators regarding the transformations occurred during the process, measurable both through the perception of the participating persons and through the operators' involved, with the latter also called upon to reflect and "change" during the project. The complexity of the evaluatory scenario must not be reduced by

---

<sup>1</sup> «Toutes acquisitions de capacités, des connaissances ou de compétences suppose un'activité d'apprentissage, et donc un investissement personnel (...) ne peuvent être obtenues qu'avec l'engagement des personnes». Guy Le Boterf, *De la compétence à la navigation professionnelle*, Ed. de l'organisation, Paris, 1998.

prioritising a partial view or looking for improbable synthesis indicators capable of summarising the level of achievement related to the various objectives. Rather, one must refer to the various implications of the action launched, the existence of contradictions that are not always easy to solve and which derive from a need to pragmatically combine the two dimensions previously mentioned, including as regards the economic and political feasibility of any training action.

Le Boterf in his work of 1990s refines some key concepts:

- *Each evaluation must start from the concept of “utility” of the training action and place it as basis of the efficacy measurement of the same. There isn’t, in training, an abstract utility, but rather a “possible” efficacy, pursued and verified in relation to a system of complex interactions, internal and external, which the participants, as well as the organisers and collaborators of the project, must address on a daily basis;*
- *The various objectives of training, regardless of whether they refer to “institutional” interests or individual expectations of the participants, cannot be achieved except through the *full involvement and commitment of the persons participating in the training* structure; motivation and commitment represent therefore key indicators for the success or failure of the training intervention;*
- *To evaluate the goal of professionalisation of the persons participating, with reference to the labour market sector or those profiles considered functional for the construction of individual professionalisation projects (adult trainer), is essential that the acquisition of competences matured through training can be translated into practice; a full evaluation can be carried out in this sense only by means of repeated verifications, subsequent to the conclusion of the training course;*
- *The professionalisation course must exploit consolidated growth and experience accumulation modalities practiced by subjects undergoing training. This implies, in this case, the adhesion, formal or informal but aware, of participants to a balanced “contract” where the various interests of actors and institutions involved are explicitly recognised.*

In constructing an evaluation that takes these indications into account is necessary to properly define, firstable, the aim of the evaluation: let’s turn therefore to the concept of training action’s utility and efficacy, interpreted in the necessarily double dimension of institutional interests and those of the participants. The measurements of learning (pedagogic objectives) obviously plays an important role in an evaluatory report drafted at the conclusion of an experience. However, by means of evaluation, is essential to try to shed some more light, where possible, over a more extensive and significant visual field, for the purposes of verifying the utility and efficacy of a training course i.e. that of the attitudes to change acquired by the participants and by the institutions involved in the training process itself.

Pointed out these important conceptual basis around the evaluation of the training process and his intrinsic quality, that should be part of a common policy at territorial, national and european level for fostering the introduction of quality principles in the sctoral training (that might be the application of rules and parameters of quality not only at “material” level), is possible to go ahead with the comment of the transnational panorama. This issue has to keep in account the different VET systems operating, that go from the dual and structured german system to the more decentralised like the italian and portuguese, through the semi-structured french and more flexible spanish ones and the centralised, although changing, polish one.

In the first section appears that, in the majority of cases, the schools are slim structures in some countries like Italy, Spain, Belgium and partially Portugal, based on the outsourcing of trainers/teachers for short and specialized training courses. This fact, as seen in the section’s comment, if is positive for a just in time training offer, can generate an internal “organizational dyscrasia”. Is important ot notice also the importance, for organizations often active in context very different and specific, of an availability of analysis and monitoring instruments aiming to scan in detail the local market; this

means to be equipped to produce a certain minimum level of empiric "research" to determine and plan an offer of training innovative and punctual to the companies' request and needs, *acting rather than only reacting*.

In other contexts like France, Germany and Poland the schools seems more structured from the internalisation of teachers/trainers point of view. Also this feature has positive aspects, like the organisational involvement and commitment; the didactic contextualisation integrated and coordinated, but can also bring a gap, where the school managers must care to the technical and professional update of teachers/trainers, that must be always motivated to proactive improvement.

The school yards are confirmed, in the countries where the VET system is not dual and where the sectoral schools are more in contact with the companies, as important instruments for the practical activity of trainees.

The second section indicates that all schools' country partners are aware and are involved in qualification processes, but mainly to cope with compulsory requirements for accreditation; therefore the only form of quality assurance is the ISO standard, whilst the European, national and regional qualitative coordination strategy, if and where existing, is slightly known. Where there is awareness the positive figure is that often is nominated an internal referent for quality (even if it can be confused with the binding ISO procedures).

In the third section is presented the issue of the implementation as mainly approached towards the internal side of the organization, since are considered specific actors mainly internal human resources, except, coherently, the building companies. Limited appear the link with sectoral social parts and public administration under the aspect of communication about quality and related strategy.

The range of monitoring and evaluation indicators seems complete and well spreaded, although with a certain prevalence of the compulsory ones, in particular for ISO.

The schools find positive effects after the implementation of a quality plan/system, but there are also some negative aspects, because coupled to an improvement of the planning of training and decreasing of errors there isn't, as believable, a sensible reduction of costs. This is an information that might be useful to deepen, because the qualification procedures, once applied, allow a rationalization of costs, due to a better coordination and synergies of the single work processes.

Useful also give a glance to the motivation of the human resources into the active and collaborative involvement in the quality plan/system. This factor seems to be increased, mostly in the countries actually less sensible to this topic, stimulating their decision-making responsibility and using the key of personal profile's enforcement in tangible way. Is evident and obvious that the economic incentive is always a good mean, but is important to bare also other "immaterial" factors. The motivation involvement is very important (surely one of the basic points) for the success of the processes that one wants to implement into the organizations, to obtain in the medium-long term tangible utilities like efficiency, efficacy, reduction of functioning costs and loss of tangible and intangible resources. In this sense one of the best way is when the qualification processes are sustained from the top-management in form of bottom-up process, enabling the needs of the workers to be expressed and answered through the quality plan/system, not imposing the implementation.

Lastly are indicated as supports for the qualification better specific informations, better consultancy services and more concrete approaches from the VET coordination institutions, from the social parts and competent public administration.

Considering these informations coming out from the European sample of building schools seems possible to read a "voice", on which Q-CASE can concentrate his efforts in the next project's phases for the definition of the model, asking for an "institutional" service to the single school, specific for the building sector, able to offer clear, punctual and "tailor made" information and support for each school and for each human resource of the school (a sort of on-demand service) and practical interpretation of the common frameworks developed at European and national level.