



# EVALUATION REPORT OF BEST PRACTICES

## Outcome 02

### Authors

Zdenka Matoušková

Marta Salavová

Národní vzdělávací fond, o.p.s.



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## Introduction

The aim of the best practices evaluation is better understanding what are the information needs of individual countries/region and identification which of the best practices gathered in the frame of the projects suit these needs. The evaluation process consisted of two types of evaluation. Firstly the internal evaluation was made and subsequently the external evaluation. During internal evaluation all of 25 gathered LMI were evaluated according to uniform methodology by the project partners. External evaluation consists of the following basic steps:

- ✓ Creation and approval of evaluation question by participating institution
- ✓ Identify the information needs of individual regions based on desk research and/or consultations with outside experts
- ✓ Selecting the most appropriate LMI gathered within the project
- ✓ Creating an external evaluation group for evaluation
- ✓ Evaluation

External evaluation was made by experts out of the project team under the interviews or workshops organized by individual project partners. This report is structured according to the types of evaluation.



## I. Internal evaluation

### I.1 Methodology

The methodology of the internal evaluation consisted in assessing each of 25 gathered LMI by project partners according to the selected criteria. The following common criteria were selected:

- ✓ Transferability – to assess how easy or difficult would be to transfer the given action to the conditions of another regions, sectors and context.
- ✓ Potential to affect policies – to estimate the level to which the measure can produce information that may have positive impacts on policy decisions.
- ✓ Practicality – to evaluate the action in terms of how reasonable it uses the resources in relation to results.
- ✓ Innovation – to assess the extent to which the measure introduces innovative approaches or if it brings high added value in terms of new knowledge.
- ✓ Scope – to assess the action with regard to its scale, frequency and relevance.
- ✓ Impact on the audience – to evaluate how the outputs are presented/accessible to the target audience.

The LMI practices were given points from 1 (“not at all”) to 4 (“very much”), accompanied by qualitative comments (explanation of the score). In this way, each LMI received 5 independent scores in each of the 6 criteria, which allowed comparison among individual criteria on one hand and among individual country on the other.

### I.2 Results

The overview of the internal evaluation results is structured according to

- the most “useful” LMI for individual countries (LMI with the highest score – more than 20 points in the sum of points received in each of the criteria) and why (criteria with the highest score)
- the most “useful” LMI across countries (LMI with highest score – more than 20 points in the cross country average) and why (criteria with the highest score).

For more details see Appendix.



- The most “useful” LMI for individual countries and the reason (LMI with the highest score – more than 20 points)

Countries differed in their opinions on best LMIs.



The UK partner (Exeter) assessed as most useful the following:

- 2.3 Occupational profiles,
- 3.5 Dutch Youth Monitor,
- 4.3 Horizon 2020: Analysis of talent needs in the Basque Country,
- 5.1. Development of innovative information models at local level by Egaz-txorierrl,
- 5.2. Study on the adequacy of the offer and demand of professionals and training needs in the energy sector
- 5.4. Training needs analysis and detection studies by Hobetuz.

These LMI were scoring high especially in the criteria of appropriate scope, transferability and practicality.



The Czech partner (NVF) evaluated as most useful the following LMIs:

- 3.5 Dutch Youth Monitor,
- 1.3 National Labour Market Intelligence for VET: Working Futures and LMI for All,
- 2.2. Needs of the labour market and preparedness of the graduates to enter the labour market.

Higher scores were given in the criteria of appropriate scope, impact on the audience and potential to affect policies.



The German partner (IWAK) evaluated as best the following:

- 3.2. regio pro (“Regionale Beschäftigungs- und Berufsprognosen”) – Forecasting System for the Development of Employment and Qualifications,
- 4.3. Horizon 2020: Analysis of talent needs in the Basque Country.

The higher scores were given in transferability, potential to affect policies and impact on the audiences.



The Basque partner (LANBIDE) assessed the following as most useful:

- 1.2. Heart of the South West Local Enterprise Partnership (HotSW LEP) – Use of Projections to inform the local response to nuclear power plant construction,
- 1.4. Provisional of Labour Market Intelligence for VET providers in the Construction Industry,
- 2.5. Active Matching: Strategic support for counselling within labour market,



3.4. Olov – "Optimierung der lokalen Vermittlungsarbeit im Übergang Schule – Beruf" Optimizing local Job Placing in Transition from School to Job,  
4.3. Horizon 2020: Analysis of talent needs in the Basque Country,  
4.5. Information system for decision making in the planning and financing of training for employment,  
5.4. Training needs analysis and detection studies by Hobetuz.  
These LMIs were evaluated as the best especially in the criteria of impact on the audiences and transferability.



The Basque partner (PROSPEKTIKER) evaluated the following as the best:  
4.5. Information system for decision making in the planning and financing of training for employment,  
5.1. Development of innovative information models at local level by Egaz-txorierrl,  
2.3. Occupational profiles,  
4.1. Information System regarding transition from the Educational System into working life,  
4.2. Sectoral Expert Panel in the labour market in the Basque Country,  
These LMI gained the highest scores in the criteria of transferability and potential to affect policies.

- **The most "useful" LMI across countries (LMI with highest score )**

Across countries, the following LMIs obtained the highest evaluation:

- 2.3. Occupational profiles,  
gaining the best scores in criteria of transferability and impact on the audiences,
- 4.3. Horizon 2020: Analysis of talent needs in the Basque Country,  
gaining the highest scores in terms of transferability, practicality and scope,
- 5.1. Development of innovative information models at local level by Egaz-txorierrl,  
that obtained the highest scores in the scope and practicality,
- 4.5. Information system for decision making in the planning and financing of training for employment,  
with the highest evaluation in the criteria of the potential to affect policies and the impact on audience,
- 5.4. Training needs analysis and detection studies by Hobetuz,  
with the highest evaluation in potential to affect policies and the impact on audience,
- 5.5 Tknika Innovation Model  
with the highest evaluation in potential to affect policies and the impact on audience.



## II. External evaluation

### II.1 Methodology

- **Evaluation questions and scores**

Based on the discussion among project partners the following evaluation questions were formulated and to each of the question a score were allocated.

Table 1: Evaluation questions and score

Question	Score
How does LMI address the need?	1 fully 2 partially 3 not at all
What is the added value of LMI to current used LMI?	1 high 2 medium 3 low 4 not at all
How easy is it transferable: under what conditions	1 easy 2 partially – not familiar with the method 3 partially – not available data 4 partially – other limitation

- **Information needs**

Unlike internal evaluation external evaluation did not cover all 25 collected examples, but only selected LMI on the basis of identification information needs in project partners' country / region. Project partners identified the information needs by desk research and / or by discussion with the external experts. They use also their own rich experience from analysing VET, labour market and economic development.

Table 2: Information needs

Country / Region	Information needs



Basque Country	Ageing and generational replacement needs Future mismatch of professionals Unemployment, over qualification and skills demand Need for guidance (self-guidance or supervised)
Czech Republic	Enhance the quality of education Enhance the interest of young people in technical studies Boost the collaboration between educational institutions and business Interconnection between theory and practice
Germany	Employability of University graduates New sector skills needs Networking of key actors
United Kingdom	Identifying employer needs: <ul style="list-style-type: none"> <li>the extent to which these have common or different elements</li> <li>the extent to which there is sufficient demand to create new areas of provision (e.g. to build a national college);</li> </ul> Understanding how training that meets employer needs can be inserted into fixed national curriculums (e.g. school age maths programmes) <ul style="list-style-type: none"> <li>finding new more relevant ways of teaching through curriculum enrichment and the employment of dual professionals</li> </ul>

- External expert panel**

External evaluation was done by 18 experts from different fields. Most of them were from education.

Table 3: Structure of external experts

Representatives of	ES	GE	UK	CZ	Total
Education	3		2	2	7
Economy & Development	1	1	1	1	4
Labour market	1	1	2		4
Guidance		1	1	1	3
<b>Total</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>4</b>	

Work methods of expert panel differed. In Basque country the evaluation was made during round table organised by project partner, IWAK used questionnaire that was filled out by the expert and carried out additional interviews, NTF carried out individual interviews with the external expert and UK organised several meetings with external experts.





## II.2 Results

- **Identification of suitable LMI**

According to information needs project partners in collaboration with external experts identified the most appropriate LMI. External experts evaluated 15 LMI out of 25 gathered LMI. Most of them were from Spain (six LMI), three from UK, two from the Czech Republic and Germany, one from Italy and Spain. Some LMI were evaluated twice either by experts from different countries or from the different point of view – information needs. Table 4 provides the overview of evaluated LMI; in the first column there are countries LMI comes from; the third column indicate countries which evaluated individual LMI.

Table 4: Evaluated LMI

	LMI	Evaluation
ES	Adequacy of the offer and demand of professionals in the energy sector	UK
ES	Graduate survey Lanbide Basque Country	DE
ES	Information system about transition from the educational system into working life	CZ
ES	Prospective studies on economic sectors	UK
ES	Sectoral expert panel, Basque Country	DE, UK
ES	Tknika Innovation Model	DE, UK
UK	National Labour Market Intelligence for VET: Working Futures LMI for All	ES
UK	Scotland's skills investment plans	CZ, ES
UK	Study on the adequacy of S&D of professionals and training needs in the energy sector	CZ
CZ	Employers Survey on Employability of University Graduates	UK, CZ
CZ	Graduate Survey, Czech Republic	DE
DE	EQUIB Identifying and determining qualification needs in the Bremen region	UK, CZ, CZ
DE	Regio pro Forecasting System for the Development of Employment and Qualifications	ES
FR	ORM region Provence-Alpes-Cote D'Azur, France	DE, DE
IT	Wollybi	ES

A total of 22 evaluations were performed, six evaluations were done by the Czech Republic, Germany and Great Britain, four by Basque country.



- **Evaluation of LMI**

External evaluation shows that within the project very useful LMI were gathered, nevertheless the experts pointed out that it is not necessary to apply LMI in their complexity but more useful is to use some part of them or as an inspiration for improvement existed LMI.

### Basque Country



For Basque country needs “Regio pro” is the most appropriate LMI; the less favourable aspect cross all LMI is transferability.

Table 5: LMI score - Basque country

	How does it address the need?	What is the added value of LMI to current used LMI?	How easy is it transferable: under what conditions	<i>Average score</i>
<b><i>Labour market foresight</i></b>				
Regio pro	1	1	2	<b>1.3</b>
Working Futures LMI for All.	1	1	3	<b>1.7</b>
<b><i>Skills monitoring</i></b>				
Scotland’s Skills Investment Plans	1	2	2	<b>1.7</b>
Wollybi	2	1	3	<b>2</b>
<b><i>Average score</i></b>	<b>1.5</b>	<b>1.5</b>	<b>2.5</b>	

### UK



For UK needs “Prospective studies on economic sectors” is the most appropriate LMI; the less favourable aspect cross all LMI is transferability.

Table 6: LMI score - UK

	How does it address the need?	What is the added value of LMI to current used LMI?	How easy is it transferable: under what conditions	<i>Average score</i>
Employers Survey on Employability of University Graduates	2	3	3	<b>2.7</b>
EQUIB	3	2	3	<b>2.7</b>
Tknika Innovation Model	2	2	2	<b>2</b>
Prospective studies on economic sectors	1	2	2	<b>1.7</b>
Adequacy of the offer and demand of	2	3	3	<b>2.7</b>



professionals in the energy sector				
Sectoral Expert Panel In The Labour Market In The Basque Country	2	2	3	<b>2.3</b>
<b>Average score</b>	<b>2</b>	<b>2.3</b>	<b>2.7</b>	

## Germany



The average score for all LMI is equal, however as indicated in the table the most appropriate LMIs are related to the theme “new sector skills needs” and “networking of key actors” however these LMIs aren’t easily transferable.

Table 7: LMI score - Germany

	How does it address the need?	What is the added value of LMI to current used LMI?	How easy is it transferable: under what conditions	<b>Average score</b>
<b>Graduates</b>				
Graduate survey Lanbide Basque Country, Spain; Faculty of Sports Studies of Masaryk University in Brno, Czech Republic	2	2	2	<b>2</b>
<b>New sector skills needs</b>				
ORM region Provence-Alpes-Cote D’Azur;; Sectoral expert panel, Basque Country,	1	1	4	<b>2</b>
<b>Networking of key actors</b>				
ORM region Provence-Alpes-Cote D’Azur, France; TKNIKA Innovation Model, Basque Country	1	1	4	<b>2</b>
<b>Average score</b>	<b>1.3</b>	<b>1.3</b>	<b>3.3</b>	

## Czech Republic



For the Czech Republic needs “Information system about transition from the educational system into working life” is the most appropriate LMI; the less favourable aspect cross all LMI is transferability.

Table 8: LMI score – Czech Republic

	How does it address the need?	What is the added value of LMI to current used LMI?	How easy is it transferable: under what conditions	<b>Average score</b>
<b>Quality of education and Interconnection theory and practice</b>				
Information system about transition from the educational system into working life	1	1	1	<b>1</b>
Employers survey on employability of university graduates	1	1	2	<b>1.3</b>
EQUIB	1	1	4	<b>2</b>



<b><i>Enhance the interest of young people in technical studies</i></b>				
Identifying and determining qualification needs EQUIB	1	2	4	<b>2.3</b>
Study on the adequacy of the offer and demand of professionals and training needs in the energy sector	1	2	4	<b>2.3</b>
Scotland's skills investment plans	1	1	4	<b>2</b>
<b>Average score</b>	<b>1</b>	<b>1.7</b>	<b>4</b>	



## Summary

The goal of internal and external evaluation was to assess gathered LMI from various aspects that affect their usefulness in the conditions of another country / region. Project partners within the internal evaluation judged all 25 LMI from a total of 6 aspects through a three-level rating scales. Within the external evaluation 15 LMI selected according to their relevance to identified information needs in individual country / region was assessed. This assessment was based on three evaluation questions and three or four level scale. These evaluations pointed to the differing information needs of individual countries / regions and allow the identification of LMI, from which we can expect the most benefits for improving LMI currently available and thus allow politicians to make decisions leading to greater consistency between VET and qualification needs of the labour market.



## APPENDIX

### Internal Evaluation

PARTNER	GOOD PRACTICE	Exeter	NVF	IWAK	LANBIDE	PROSPEKTIKER	cross countries average
<b>EXETER</b>	1.1. Scotland's Skills Investment Plans	20	18	18	20	18	18,8
	1.2. Heart of the South West Local Enterprise Partnership (HotSW LEP) – Use of Projections to inform the local response to nuclear power plant construction	19	16	18	23	18	18,8
	1.3. National Labour Market Intelligence for VET: Working Futures and LMI for All.	18	22	19	17	19	19
	1.4. Provisional of Labour Market Intelligence for VET providers in the Construction Industry	19	21	16	22	17	19
	1. 5. Skill Needs in the Green Economy and the role of the Observatoire Régional des Métiers PACA (Provence-Alpes-Cote D'Azur)	18	17	18	18	17	17,6
<b>NVF</b>	2.1. Employers survey on employability of university graduates	21	19	18	18	14	18
	2.2. Needs of the labour market and preparedness of the graduates to enter the labour market	18	22	19	20	20	19,8
	2.3. Occupational profiles	22	19	21	21	22	21
	2.4. Sectoral Agreement	19	19	18	16	17	17,8
	2.5. Active Matching: Strategic support for counselling within labour market	21	19	13	22	20	19
<b>IWAK</b>	3.1. EQUIB ("Ermittlung des Qualifikationsbedarfs in der Region Bremen") –Identifying and Determining Qualification Needs in the Bremen Region	17	18	15	21	18	17,8



	3.2. regio pro ("Regionale Beschäftigungs- und Berufsprognosen") – Forecasting System for the Development of Employment and Qualifications	21	18	22	17	19	19,4
	3.3. Joblinge	13	17	16	16	11	14,6
	3.4. Olov – "Optimierung der lokalen Vermittlungsarbeit im Übergang Schule – Beruf" Optimizing local Job Placing in Transition from School to Job	20	20	18	22	18	19,6
	3.5. Dutch Youth Monitor	22	24	20	18	16	20
<b>LANBIDE</b>	4.1. Information System regarding transition from the Educational System into working life	21	19	18	19	22	19,8
	4.2. Sectoral Expert Panel in the labour market in the Basque Country	21	20	15	15	22	18,6
	4.3. Horizon 2020: Analysis of talent needs in the Basque Country	22	19	22	22	18	20,6
	4.4. Strategic sectoral observatories: Competitive Intelligence Systems of the Clusters in the Basque Country	19	16	0	15	17	13,4
	4.5. Information system for decision making in the planning and financing of training for employment	21	15	19	22	24	20,2
<b>PROSPEKTIKER</b>	5.1. Development of innovative information models at local level by Egaz-txorierrl	22	21	17	19	23	20,4
	5.2. Study on the adequacy of the offer and demand of professionals and training needs in the energy sector	22	19	18	16	17	18,4
	5.3. Prospective studies on economic sectors in Spain By Occupational Observatory	19	17	19	15	17	17,4
	5.4. Training needs analysis and detection studies by Hobetuz	22	20	19	22	18	20,2
	5.5. Tknika Innovation Model	21	20	18	21	21	20,2



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