

Guide to Quality Standards:
A Tool for Evaluating Youth
Employment and Job Placement
Training Processes



ABOUT THE NEO INITIATIVE

NEO is an initiative whose objective is to improve the quality of human capital and the employability of vulnerable youth in Latin America and the Caribbean. It is a groundbreaking alliance in which businesses, governments and civil society provide resources, knowledge and skills to implement effective and sustainable employment solutions. Launched at the Summit of the Americas in 2012, this 10-year initiative aims to improve the employability of one million vulnerable young people.

The NEO initiative is led by the Multilateral Investment Fund (MIF) of the Inter-American Development Bank (IDB), the IDB's Social Sector Department, the International Youth Foundation (IYF) in addition to corporate partners such as: Arcos Dorados, the Caterpillar Foundation, CEMEX, Microsoft and Walmart. As part of the NEO initiative, the *Guide to Quality Standards: A Tool for Evaluating Youth Employment and Job Placement Training Processes* has received funding from FOMIN and Microsoft.

The English version of this guide was made possible thanks to the contribution of Australian Aid.

The views expressed in this publication are solely those of the authors and do not necessarily reflect those of the IDB, its Executive Board or of the countries it represents. Likewise, such views do not necessarily reflect those of the MIF, the IYF or NEO's corporate partners.

Copyright © 2016 Inter-American Development Bank, as administrator of the MIF. All rights reserved. This document may be freely reproduced for non-commercial purposes. Unauthorized commercial use of this work is prohibited.

THE AUTHORS

The first version of this guide, published in 2008 by the IYF, was produced by Javier Lasida and Jimena Sandoya. This version of the guide was produced with the help of Liliana González, Executive Director of Qualificar in Colombia, and Clara Inés Restrepo of the International Youth Foundation. In addition, Luz Maria Ortega provided editorial assistance.

CONTENTS

PREFACE	4
PRELIMINARY CONSIDERATIONS	5
EVALUATION TOOL	8
BIBLIOGRAPHY	25

PREFACE

“Evaluation is a daily and common human activity, but it is egocentric, rapid and unthinking. It belongs to the realm of opinion. True evaluation is formed by appraisal judgments that are consciously formulated in accordance with well-defined criteria. Such judgments require an adequate understanding of the problem and an analysis that underpins the judgment.”

— Georgia Sachs Adams, 1970

The idea of defining quality standards for youth employment programs emerged in May 2007 during the closure of the first phase of *entra21*, a Latin American and Caribbean regional program implemented by the International Youth Foundation in partnership with the Inter-American Development Bank’s Multilateral Investment Fund up until 2011. When reflecting on the minimum requirements for the sound design and effective implementation of a program aimed at preparing socially and economically disadvantaged young people for the labor market, we realized that while many individual ideas existed about important aspects of these processes, a systematic review and organization of them was lacking. In response to this gap and based on experiences with 45 organizations linked to the *entra21* program, in 2008 we published a quality evaluation guide that included a number of dimensions, standards and indicators related to quality. In 2012, under the NEO Initiative, a process of review and updating of the initial guide was undertaken with 18 training and employment organizations in seven Latin American countries. This guide is the result of that process.

Having quality standards for youth employment programs is a critical aspect of NEO’s goal of improving the quality of its training, career

guidance and job placement services for young people. Through NEO, it is hoped that these standards will be applied to some 200 service providers to enable their services and improvement plans to be evaluated.

Condensing and expressing a standard is not easy. The aim is to set a “bar” that is relevant and applicable to a range of settings and programs. The bars set by this guide include a set of standards that will help organizations define the “minimums” which are the basis for building a high quality program. One of the great challenges in defining standards is that they must be sufficiently universal to resonate with different entities operating job training programs — whether they are NGOs, public sector career institutions or private institutes — but not so general that they become ambiguous or diluted. While producing this guide, the authors studied the standards created by others so as to better understand how they were identified, validated, structured and expressed. This helped them to build on what already existed and hence propose the quality standards for youth training and job placement processes laid out in this guide.

We thus hope that this guide will prove useful for those who run government programs, civil society organizations offering training and job placement services and private training organizations. We also hope that it will contribute to improvements in the quality of services designed to help young people successfully join the workforce. The challenge is to understand that evaluation is, first and foremost, an act of acknowledgement which defines, in practical terms, the consistency between planning and implementation and between assumptions and actions and allows interventions carried out by employability programs to be modified and necessary improvements to be identified.

PRELIMINARY CONSIDERATIONS

What is the *Guide to Quality Standards: A Tool for Evaluating Youth Employment and Job Placement Training Processes*?

This publication aims to present a series of dimensions, standards and indicators of quality that will enable entities providing guidance, training and job placement services for youth under the NEO initiative to review their processes, evaluate their services and design improvement plans in line with identified constraints and proposed objectives.

It should be noted that this publication is not intended to offer a summary of the best standards and assessment tools or of best practices. The standards presented here are an attempt to outline the essential conditions for achieving effective actions in youth training and job placement, and to define the basis upon which a high quality program can be built.

What is the background to this guide?

In addition to interventions which directly benefit youth, the NEO initiative has been developing an institutional strengthening component designed to help public and private entities that provide guidance, training and job placement services increase the quality, effectiveness and coverage of their services.

The guide was produced through consultation with a wide range of experts and professionals who, in different capacities, have been closely linked with this field. Many of them are coordinators of youth training and job placement projects, while others have extensive experience in designing, supervising, evaluating and carrying out research on career training and

education, and the vast majority have held positions of responsibility within the *entra21* program.

The *entra21* program was implemented in 22 Latin American and Caribbean countries through 59 projects delivering training and job placement services to more than 137,000 socially vulnerable youth¹.

To whom is it targeted?

The guide is targeted to the following groups: providers of guidance, training and job placement services for young people; public and private entities interested in designing, managing and delivering these services; educational institutions offering career and technical training; universities and business associations.

It should be noted that, although the quality standards presented in this guide are used by the NEO initiative, they are considered relevant and useful for entities offering guidance, training and job placement services for young people that are not involved in the initiative. Furthermore, although the projects and best practices taken as reference for the development of this guide are intended to be used for the guidance, training and employment of young people, many of the dimensions of the proposed standards can be adapted and applied to other populations or vulnerable groups who experience some form of exclusion in the labor market.

1. *Young people in situations of social vulnerability refers to youth living in poverty and affected by personal and/or social situations that limit their access to quality job opportunities.*

PRELIMINARY CONSIDERATIONS

Therefore, much of the content presented here may prove useful for other actors (aid organizations, donors and professionals, among others) who are interested in learning about quality training and job placement and in fostering the provision of these types of services in the projects they fund or support.

Why is a publication like this important?

The provision of guidance, training and job placement, like every service that seeks to improve conditions for a particular group, implies a responsibility to continually review and upgrade resources (both technical and human), processes and methodologies. In that regard, the structuring of an evaluation process is the best way to continually identify errors and mistakes, as well as successful experiences and learning. Evaluation then becomes the best way of getting to know an organization in depth, modifying interventions to the demands of the situation at hand and defining the necessary improvement plans.

How is the guide structured?

This guide lays out **eight dimensions of quality** that are considered as essential to the successful design and provision of training and job placement initiatives. To facilitate the observation and assessment of each of these dimensions, **17 standards and 92 indicators** were defined to allow key aspects of the process to be examined and thus gather the data needed to make decisions and reconsider paths.

Name of Dimension	Number of Standards	Number of Indicators
1. Relevance of training to the young people	2	11
2. Relevance of training to employers	1	7
3. Structure and design of the training curriculum	3	20
4. Definition of teaching strategies and resources	2	12
5. Complementary services to support the training process	1	4
6. Career guidance services	2	9
7. Job placement services	3	15
8. Monitoring and evaluation of services for youth employability	3	14

How should the guide be used?

Evaluating quality is a process that involves a thorough review of all elements and processes related to training and job placement services. This review will enable organizations to become aware of the current status of their standards in order to systematically incorporate improvement plans that will help them optimize the quality and effectiveness of their services.

The phases or stages that must be taken into account to successfully implement the evaluation instrument presented in this guide are presented as follows.

PRELIMINARY CONSIDERATIONS

Preparatory stage:

Before starting the evaluation process, it is necessary for organizations to consider the following:

- They must ensure, from the outset, the active participation of all individuals in the organization with a role to play in the process: administrative and management teams, educators, coordinators, etc.
- It is important to organize work teams to take on specific, previously agreed responsibilities. These work teams must be made up of people from different areas with in-depth knowledge of the practices and processes that are being evaluated.
- Those participating in the evaluation should be familiar with and understand the tool presented in the guide. It is thus suggested that each member of the team should:
 - Carefully read through the instrument
 - Master the fundamentals concepts
 - Adopt the working methodology
 - Understand the logic of dimensions, standards, indicators and means of verification.
- It is necessary to create an environment in which team members feel comfortable giving and listening to evaluations that will often have to do with their own performance. This will enable them to conscientiously administer the instruments and objectively view their own practices in order to detect weaknesses and opportunities for improvement.

Implementation stage:

Following completion of the preparation stage, the implementation teams must:

- Agree when evaluations will be conducted and commit to deadlines.
- Understand that this guide should be used based on evidence rather than perceptions. Accordingly, data determining whether the indicators set out in this guide have been fulfilled should be judged based on the available means of verification and data sources. This practice will allow information obtained to reflect the work of a team or organization as opposed to the views of one person.
- Share the results of the evaluation with all members of the organization. This will enable the organization to become aware of the current status of the processes and services offered. Once this information has been presented, the teams should prepare for the next meeting, where improvement plans will be outlined.
- Verify that the teams have the necessary resources to implement the proposed improvement plans.
- Note that once the improvement plans have been agreed, teams to be charged with detailed planning of the actions to be implemented should be formed.

Finally, and in order to make this guide a tool for learning and management, it is important to clarify that the organizations themselves will define, for the purposes of administering the instrument, what issues, standards and indicators are best suited to their mission and to their strategic and methodological protocols.

EVALUATION TOOL

1. RELEVANCE OF TRAINING TO THE YOUNG PEOPLE

This dimension refers to the way that the organization's planning and design includes identification and analysis of the characteristics and needs of the young people. It also defines promotion and selection mechanisms – consistent with the training offered – that will ensure good retention and increase the possibility of successful job placement.

STANDARD 1.1					
Promotion mechanisms with the required entry profile and that reach the places frequented by young people are defined and applied.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	1.1.1 A manual of policies and procedures that defines, institutionalizes and standardizes promotion and selection activities is available. (If the activities are recurrent and important to your organization, continue with the following indicators.)				
	1.1.2 Promotion strategies and resources are planned and budgeted with the diversity, scope and sufficient resources needed to reach the target group within the required time and with the required coverage.				
	1.1.3 The information provided about the training offer is clear, complete and facilitates decision-making by young people and their families.				
	1.1.4 The process, people in charge and registration requirements are clear and understood by the young candidates.				

STANDARD 1.2					
The selection criteria, procedures and methods are defined and applied, and they ensure equal access by men and women.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	1.2.1 The selection criteria, processes and methods are set forth in writing and understood by those involved in the selection process.				
	1.2.2 Promotion and selection procedures do not discriminate on the basis of gender, ethnicity, geographical origin or disability .				
	1.2.3 The entry profile for young people is clearly defined (though it may vary in accordance with the project or contract) and identifies the socio-economic characteristics, knowledge and minimum entry requirements to ensure success in the training process.				
	1.2.4 The people involved in the selection process have the experience and skills required to select participants effectively.				
	1.2.5 The selection methodologies and tools used are consistent with the characteristics and requirements defined in the entry and exit profiles for young people.				
	1.2.6 The data resulting from the selection process is used to define individual support plans and the complementary services to be provided throughout the training process. These plans are sensitive to the different needs of men and women.				
	1.2.7 A mechanism has been defined to commit participants and their families to making good use of the training services.				

2. RELEVANCE OF TRAINING TO EMPLOYERS

This dimension refers to the way the organization identifies, updates and addresses the needs, demands and opportunities of the work environment. It also involves employers in all phases of the training process in order to achieve significant job placement rates.

STANDARD 2.1					
The training offer is defined and updated periodically based on a market analysis that provides information on the requirements of potential employers. ²	INDICATOR	Not applicable	Not met	Partially met	Fully met
	2.1.1 An organizational manual which defines, institutionalizes and standardizes the market analysis activities is available.				
	2.1.2 People with the skills required for the labor market analysis are available.				
	2.1.3 Resources, methodologies and instruments have been established for detecting, validating and updating labor market demands.				
	2.1.4 Parameters have been established for identifying and understanding the dynamics of gender, ethnicity, disability and geographical origin in the sectors studied.				
	2.1.5 The methodologies used enable the analysis of short and medium-term needs. ³				
	2.1.6 The data are used to inform curriculum design.				
	2.1.7 Mechanisms to review and update training curricula based on employer feedback are applied at least once a year.				

2. For this standard, the term employers will be used in a broad sense to include business owners, and in general any potential employer from public, private, for-profit or not-for-profit entities that may also generate vacancies/sources of employment.

3. Short term refers to having available information to begin a training process within the next 1 to 12 months. Medium term refers to the identification of market demands in the next one to three years.

3. STRUCTURE AND DESIGN OF THE TRAINING CURRICULUM

This dimension refers to the criteria and procedures used to define the curricular structure and the content which ensure the relevance of training and the acquisition of competencies and corresponding certification.

STANDARD 3.1					
Curricular design is part of a participatory planning process which is systematically regulated in compliance with existing regulations.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	3.1.1 A policies and procedures manual which defines, institutionalizes and standardizes the activities that identify and define competencies, curricular design, teaching and learning methods, and the evaluation of learning is available.				
	3.1.2 The curriculum's design is based on an analysis of existing educational options in order to determine differentiating factors and establish potential links and training networks.				
	3.1.3 The curriculum complies with regulations and is recognized by the competent authorities, hence ensuring its certification will have value in the market.				
	3.1.4 The curriculum's design clearly defines the requirements for passing and awarding a diploma or training certificate in terms of learning achievements, periods studied, length of internships or work experience, types of evaluation and compliance with internal regulations.				
	3.1.5 Physical, technical, logistic and human resources that are consistent with training requirements and group sizes are available.				
	3.1.6 Academically qualified staff, instructors charged with delivering training and employers from the target sector are engaged in curricular design .				
	3.1.7 Curricular design includes: the rationale, objectives and modality of training; admission requirements for participants; contents, methods, materials and pedagogical training resources; necessary infrastructure; learning evaluation mechanisms and a form of certification.				
	3.1.8 The design of the curriculum's content, teaching materials and training for instructors takes gender, ethnicity, disability and geographical origin into account.				
	3.1.9 Clear details are provided regarding the planning of cohorts, group size, timetables, the layout and suitability of learning facilities, targets, activities, staff and their qualifications, periods, resources and indicators for verifying compliance.				
3.1.10 Mechanisms to evaluate, validate and update curriculum designs are in place.					

STANDARD 3.2					
The training curriculum is comprehensive and specifies the range of basic skills to be developed.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	3.2.1 The curriculum includes basic skills (reading, writing and mathematics) and technology uses that are consistent with needs identified in the labor market.				
	3.2.2 The curriculum includes technical skills that are required in accordance with needs identified in the labor market.				
	3.2.3 The curriculum includes the development of life and employment skills ⁴ in accordance with needs identified in the labor market and the entry profiles for young people.				
	3.2.4 The curriculum includes the development of skills for finding and maintaining employment .				
	3.2.5 Durations, sequences and frequencies defined in the curriculum are the result of joint work between teachers of basic, technical and life skills.				
	3.2.6 Channels and forums for communication between teachers and staff concerned with youth guidance and/or job placement are in place.				

4. Life skills are defined as a range of skills and abilities that will help young people stay in school, continue their professional studies and have the self-confidence needed to achieve success in life. Other terms used to describe these are: soft, basic, social-emotional and non-cognitive skills.

STANDARD 3.3					
Curricular design includes an internship which is structured for and relevant to the occupational profile for youth and allows them to apply their knowledge and skills.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	3.3.1 A procedures manual, strategies and resources is available which institutionalizes and standardizes the activities necessary to manage and formalize relationships with employers as they relate to the implementation of internships.				
	3.3.2 Internship design complies with the laws of the concerned country.				
	3.3.3 Human resources with the required dedication, experience and competencies are available to operate and monitor internships.				
	3.3.4 Monitoring procedures designed to ensure satisfactory engagement by both companies and youth are available and applied.				

4. DEFINITION OF TEACHING STRATEGIES AND RESOURCES

This dimension refers to the use of learning methodologies and resources that address the specific challenges of each group of young people to ensure the acquisition of skills that are useful for finding employment.

STANDARD 4.1					
Training strategies and pedagogical resources are consistent with the entry profile of young people and facilitate the acquisition of skills and the certification of learning.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	4.1.1 Personalized support and mentoring mechanisms have been defined based on the diagnosis and identification of the needs of each young person.				
	4.1.2 Training methods include practical activities within and/or outside the classroom and encompass dimensions which are specific to real work situations .				
	4.1.3 Parameters regarding class size , which stipulate a maximum of 25 young people, are established and adhered to.				
	4.1.4 The training methodology includes technological components (blended learning, ⁵ e-learning, ⁶ etc.) and /or social networks .				
	4.1.5 Sufficient and appropriate teaching resources and materials are available to facilitate the acquisition of skills.				
	4.1.6 Training sites comply with the industrial quality and safety standards and regulations set by the competent authorities in each country.				

5. *Blended learning is learning provided through an effective combination of classroom and e-learning activities. It can be achieved through a combination of virtual and physical resources. An example would be a combination of digital content with in-person sessions to achieve effective learning.*

6. *E-learning consists of education and training services delivered entirely via the internet. This type of online learning enables users to interact with the material through the use of various ICT tools.*

STANDARD 4.2

Human resources with the experience and skills required to work with vulnerable youth are available.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	4.2.1 Descriptions of the job profiles of instructors for each training area are provided and used for recruitment and/or assignment to target groups.				
	4.2.2 The procedures and criteria for the selection, hiring and training of instructors are defined, documented and updated at least every two years.				
	4.2.3 The number of trainers is sufficient to comply with the country's established regulations on teacher-student ratio.				
	4.2.4 Periodic training days for the training and retaining of instructors are planned and implemented.				
	4.2.5 Instructors and mentors meet regularly to evaluate the training process. An analysis of the progress of each young person is also carried out.				
	4.2.6 Teacher performance evaluations are conducted at least once a year and include evaluations by the young people.				

5. SUPPORT SERVICES TO COMPLEMENT THE TRAINING PROCESS

This dimension refers to the organization's provision of support services to encourage student retention and the successful performance of young people throughout the training process.

STANDARD 5.1					
The design of the training process includes mechanisms for the early detection of the needs of the young people while also providing the support needed to foster their continuance in and successful performance during the training process.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	5.1.1 A mechanism and to determine the support needs of young people (financial, child care, etc.) is applied at the beginning of and during the training process.				
	5.1.2 Parameters for considering and addressing the different needs of men and women have been established.				
	5.1.3 Links with a network of support organizations are created and maintained to address the identified needs and problems of young people.				
	5.1.4 Channels and means for communicating with families have been established, and they are used to keep families informed, motivated and supportive of the continuance of the young people in the training process.				

6. CAREER GUIDANCE SERVICES

This dimension refers to the planning of activities to help young people explore their own skills and interests, a process culminating in the construction of their life, educational and career plans and the establishment of connections with existing opportunities and resources.

STANDARD 6.1					
Career and occupational guidance activities are planned and resources for their implementation are made available.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	6.1.1 A policies and procedures manual which institutionalizes and standardizes career guidance services is available.				
	6.1.2 A career guidance services plan has been established that defines specific career guidance goals and allocates resources for implementing the required activities.				
	6.1.3 A defined profile and job description which specifies the roles and responsibilities of career guidance service staff have been established.				
	6.1.4 The commitment of staff responsible for career guidance is consistent with the goals and procedures outlined in the manual and plan.				

STANDARD 6.2					
The services include diagnostic, information and guidance initiatives and the use of methodological tools that are sensitive to gender, ethnicity, disability and geographical origin .	INDICATOR	Not applicable	Not met	Partially met	Fully met
	6.2.1 The services include a combination of validated tools and methodologies for understanding the aptitudes and interests of young people and for preparing a life plan.				
	6.2.2 The methodologies used combine smart, user-friendly information communication technology with in-person support. ⁷				
	6.2.3 The career guidance process reinforces the active role played by young people .				
	6.2.4 Youth guidance is supported by the provision of up-to-date information on vacancies, training and educational opportunities, grants and other resources.				
	6.2.5 Guidance actions address the roles of gender, ethnicity, disability and geographical origin .				

7. More information on technological resources available from Microsoft can be found at: www.youthsparklatam.com.

7. JOB PLACEMENT SERVICES

This dimension refers to actions which facilitate participant job placement. They are referred to as job placement actions in that they involve connecting supply with demand and preparing young people to find and maintain jobs. These actions are also designed to teach them to make decisions during their career that lead to improved working conditions and income.

STANDARD 7.1					
Job placement activities form an integral part of the organization's strategic and operational plan and resources are planned and made available for their implementation.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	7.1.1 A manual of policies and procedures which institutionalizes and standardizes job placement activities is available.				
	7.1.2 A job placement plan is in place which establishes specific job placement goals and allocates resources for implementing the required activities.				
	7.1.3 The job placement process gives young people an active role and defines a plan for each participant to look for and secure work . The plan also includes monitoring support for at least two months following job placement .				
	7.1.4 The methodology encompasses a broad repertoire of activities including: information, training, guidance and guidance activities; the strengthening of technical and work skills; skills for communicating and building relationships with employers; using employment services, etc.				
	7.1.5 Training in job search skills and in building a career path is offered.				
	7.1.6 Adequate resources are allocated for the use of technology to access information about job vacancies and build relationships with potential employers.				

STANDARD 7.2					
Job placement services are carried out by professionals who have the skills, commitment and institutional support needed to do their job effectively.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	7.2.1 At least one person with proven knowledge and experience in job placement processes has been made responsible for coordinating job placement services.				
	7.2.2 A defined profile and job description specifying the roles and responsibilities of job placement services staff have been established.				
	7.2.3 The commitment of staff charged with job placement duties is consistent with the goals and procedures defined in the plan and the procedures manual.				
	7.2.4 Continuous communication and coordination exists between staff assigned to job placement and those involved in training.				
	7.2.5 Protocols are defined which explain to all involved parties (members of the Executive Board, trainers, managers, coordinators) their roles in and support for job placement activities.				

STANDARD 7.3					
The organization defines strategies for identifying, implementing and sustaining links with key job placement agents .	INDICATOR	Not applicable	Not met	Partially met	Fully met
	7.3.1 A strategy and plan for communication and public relations have been implemented with potential employers, employment services, government agencies and others in order to establish and maintain permanent links for the placement of the program's graduates.				
	7.3.2 The strategy identifies measurable objectives, target groups, methods of reaching those groups and means of monitoring the implementation of objectives.				
	7.3.3 A system for viewing, recording, analyzing and producing data on supply and demand is available and periodically updated.				
	7.3.4 Protocols and instruments for formalizing and developing links with employers are available. These are designed to encourage employers to overcome prejudices associated with the hiring of vulnerable young people, and women in particular.				

8. MONITORING AND EVALUATION OF SERVICES FOR YOUTH EMPLOYABILITY

This dimension refers to the definition of the monitoring and evaluation plan and its implementation aimed at generating data on the effectiveness of the program for youth and employers.

STANDARD 8.1					
The institution has defined a monitoring and evaluation plan for its programs and/or youth employability services.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	8.1.1 The monitoring and evaluation plan for services/the program exists in writing and includes the purpose, scope, indicators to be measured, methodologies, and processes.				
	8.1.2 A manual of policies and procedures which institutionalizes and standardizes M&E processes and activities is available.				
	8.1.3 Staff and participants are aware of the M&E plan.				
	8.1.4 Sufficient staff with the skills and commitment needed to carry out their duties and manage the M&E plan have been allocated.				
	8.1.5 Technical, technological and financial resources for implementing the M&E plan are available.				
	8.1.6 Data generated by the M&E plan are used to review and improve the services/program .				

STANDARD 8.2

The M&E plan defines measurement parameters regarding each stage of the program, results and the satisfaction of the young people and employers.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	8.2.1 Goals, indicators and methods have been defined for the supervision of each significant stage : promotion, selection, training, internships and job placement.				
	8.2.2 The criteria, tools and processes for determining whether the young people have acquired the knowledge and skills required by the service/program have been clearly defined.				
	8.2.3 The criteria, tools and processes for measuring the job placement of young people and the quality of their employment situation have been defined.				
	8.2.4 The criteria, tools and processes for evaluating employer satisfaction have been defined.				

STANDARD 8.3

The implementation of the M&E plan generates valid data on youth employability.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	8.3.1 For each participant, baseline and exit data are collected using validated instruments.				
	8.3.2 The consistency of the baseline and exit data is verified to monitor their quality.				
	8.3.3 Data on the young people is collected six to nine months after their departure to measure employment, unemployment and inactivity rates.				
	8.3.4 The program’s impact on youth employability is measured by comparing information from the group with a control group .				

BIBLIOGRAPHY

Lasida, J. and Sandoya, J. 2008. Guía de Evaluación de Calidad para Procesos de Formación e Inserción Laboral de Jóvenes. Baltimore: International Youth Foundation. Available at http://library.iyfn.net/sites/default/files/library/entra21_Serie de Aprendizaje_5.pdf.

North Central Association, Commission on Accreditation and School Improvement. 2011. Standards and criteria for vocational and adult schools. Tempe, Arizona.

Norwegian Agency for Quality Assurance in Education. 2006. Evaluation of quality assurance systems in institutions of higher education. Oslo.

Patiño, G. 2006. Modelos de calidad en la formación profesional y en la educación. Análisis y complementariedad. Montevideo: CINTERFOR/OIT.

Pezzullo, S. 2008. Informe Final del Programa *entra21*: 2001-2007. Washington, D.C.: MIF/IDB.

PREAL. 2006. Buscando una gestión escolar de calidad: la experiencia chilena. Santiago de Chile: Programa de Promoción de la Reforma Educativa en América Latina y el Caribe (PREAL), Formas & reformas de la educación, Serie mejores prácticas.

Private Career Colleges. 2005. Ontario Regulation 415/06 General, Canada. Ontario.

Sarasola, M. 2007. Estándares de la calidad pedagógica en el marco del Proyecto de Calidad Integrada, manual de gestión de la calidad. Montevideo: Subsecretaría de Planeación y Coordinación.

Secretaría de Educación Pública. 2004. Manual de gestión de la calidad. Mexico City: Subsecretaría de Planeación y Coordinación, Secretaría Educación Pública.

Seyfried, E. 2007. Indicators for quality in VET. Luxembourg: To enhance European cooperation. CEDEFOP Panorama series; 134.

UNESCO. 2005 Informe de Seguimiento de la Educación para Todos en el Mundo 2005. Paris. Available at <http://portal.unesco.org/education/es/>.

Van den Berghe, W. 1997. Application of ISO 9000 standards to education and training. Interpretation and guidelines in a European perspective. Thessaloniki, Greece: European Centre for the Development of Vocational Training.

Vargas Zúñiga, F. 2003. La gestión de la calidad en la formación profesional: el uso de estándares y sus diferentes aplicaciones. Montevideo: CINTERFOR.

Velilla, J. Análisis del mercado laboral: Un resumen de las prácticas utilizadas por 15 proyectos *entra21*. Estudios y Reflexiones Número 3. Baltimore: International Youth Foundation.

Villar, R. 2006. Colaborando con el Sector Privado: el caso del programa del turismo y responsabilidad social del instituto de Hospitalidad de Salvador, Bahía. Serie de Aprendizaje *entra21* Número 1. Baltimore: International Youth Foundation.

Villa Sánchez A. et al. 2004. Ámbitos y criterios de la calidad pedagógica. Fundación Horreum, Instituto de Ciencias de la Educación de la Universidad de Deusto. Bilbao.

Welsh Assembly Government. 2007. Quality Handbook. Self-assessment guidance for providers of further education, work-based learning and community learning. Wales.



www.youthNEO.org