Guide to Quality Standards:
A Tool for Assessing Youth Employability Training and Job Placement Processes

A MILLION YOUTH

neo

A MILLION OPPORTUNITIES

ABOUT THE NEO INITIATIVE

NEO is a pioneering initiative aiming to improve workforce quality and the employability of 1 million poor and vulnerable youth in Latin America and the Caribbean, half of them women, by 2022. It is an alliance in which businesses, governments, and civil society join forces to provide resources, knowledge, and capacities in order to implement effective and sustainable youth employment solutions.

The initiative is led by the IDB, through its Multilateral Investment Fund (MIF) and its Labor Markets Unit (LMK), the International Youth Foundation (IYF), and partners Arcos Dorados, Caterpillar Foundation, CEMEX, Forge Foundation, Microsoft, SESI and Walmart. As part of the NEO initiative, the *Guide to Quality Standards: A Tool for Assessing Youth Employability Training and Job Placement Processes* has received funding from the MIF and Microsoft.

THE AUTHORS

CONTENTS

PREFACE

The idea of defining quality standards for youth employability 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, which ended in 2011. When reflecting on the minimum requirements needed to successfully design and implement a strong program aimed at preparing socially and economically disadvantaged young people for the labor market, we noted that while there were a variety of ideas on key processes, a systematic review and organization of the key aspects was lacking. To address this gap and based on the experiences with 45 organizations that collaborated on the *entra21* program, in 2008 we published a quality assessment guide that included a number of dimensions, standards and indicators related to quality. In 2012, under the NEO initiative, the review and re-validation of the initial guide was undertaken with 18 training and job placement organizations in seven Latin American countries. This guide is the result of that process.

Having quality standards for youth employability programs is a critical aspect of NEO's goal of improving the quality of the training, career guidance and job placement services provided to young people. Through NEO, it is expected that these standards will be applied to some 200 service providers in order to assess their services and develop improvement plans.

To develop and convey 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 "minimum" required as the basis for building a high quality program. One of the main challenges in defining standards is that they must be sufficiently universal to be relevant to different entities offering job training programs—whether they be NGOs, public vocational training institutions or private institutes—but not so general that they become ambiguous or diluted. While developing this guide, the authors reviewed the standards created by others so as to better understand how they were identified, validated, organized and expressed. This review helped them to build on what already existed and propose the quality standards for the youth training and job placement processes laid out in this guide.

We hope that this guide will prove useful for those who run government programs, civil society organizations that offer 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 assessment is, first and foremost, defines recognition that there is alignment between what is planned and implemented and between assumptions and actions. This allows entities to make appropriate adjustments to their youth employability programs and to identify necessary improvements.

PRELIMINARY CONSIDERATIONS

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

This publication aims to present a series of dimensions, standards and indicators of quality that will enable entities that provide career guidance, training and job placement services to youth under the NEO initiative to review their processes, assess their services and develop improvement plans that take into account identified constraints and the proposed objectives.

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

How did this guide come about?

In addition to the interventions that 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 reach of their services.

The guide was produced in consultation with a wide range of experts and professionals who, in different capacities, have been closely involved in this field. Many of them manage youth training and job placement projects, while others have extensive experience in designing, overseeing, evaluating and conducting 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 vulnerable youth[1].

Who is the audience?

The guide targets providers of career guidance, training and job placement services for young people; public and private entities interested in designing, managing and delivering these services; educational institutions offering vocational or technical training; and universities and business associations, among others.

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

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

---

1 Vulnerable youth refers to young people living in poverty and affected by personal and/or social situations that limit their access to quality employment opportunities.

Why is a publication like this important?

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

How is the guide structured?

This guide lays out eight dimensions of quality that are deemed essential to the successful design and provision of training and job placement services. To facilitate the observation and assessment of each of these dimensions, 17 standards and 92 indicators were defined to focus on key aspects of the process and thus gather the data needed to make decisions and reconsider the way forward.

Name of Dimension	Number of Standards	Number of Indicators
1. Relevance of training to 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 suppor the training process	1	4
6. Career guidance services	2	9
7. Job placement services	3	15
8. Monitoring and evaluation of youth employability services	3	14

How should the guide be used?

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

Hereafter are the phases or stages that must be taken into account to successfully implement the assessment instrument presented in this guide.

PRELIMINARY CONSIDERATIONS

Preparatory stage:

Before starting the assessment 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 who play a role in the process: administrative and management teams, educators, coordinators, etc.
- It is important to set up working groups to take on specific responsibilities that were previously agreed upon. These working groups must be comprised of people from different areas with in-depth knowledge of the practices and processes that are being assessed
- Those participating in the assessment 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 fundamental concepts
  - Adopt the working methodology
  - Understand the logic of the dimensions, standards, indicators and means of verification.
- It is necessary to create an environment in which team members feel comfortable giving and listening to assessments that will often have to do with their own performances. This will enable them to diligently administer the instruments and objectively view their own practices in order to identify weaknesses and opportunities for improvement.

Implementation stage:

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

- Agree when the assessments will be conducted and commit to the 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 met should be evaluated based on the available means of verification and data sources. This approach will allow the information obtained to reflect the work of a team or organization rather than the views of one person.
- Share the results of the assessment with all members of the organization. This will allow the organization to be 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, during which the 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, the teams responsible for developing the detailed activities that will be implemented should be formed.

Finally, and in order for this guide to be a learning and management tool, it is important to clarify that the organizations themselves will define, for the purposes of administering this instrument, which dimensions, standards and indicators are best suited to their mission and aligned with their strategic and methodological practices.

ASSESSMENT TOOL

1. RELEVANCE OF TRAINING TO 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 the 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 are defined and applied that target and reach youth who meet the selection criteria.	INDICATOR	Not applicable	Does not comply	Partially complies	Fully complies
	1.1.1 A **policies and procedures manual that defines, institutionalizes and standardizes** promotion and selection activities is available. (If the activities are recurrent and important to your organization, proceed 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 timeframe and with the required coverage.				
	1.1.3 The **information provided about the training offered is clear, complete** and facilitates decision-making by young people and their families.				
	1.1.4 The process, responsible parties, and **registration requirements** are clear and understood by the young candidates.				

STANDARD 1.2					
Selection criteria, procedures and methodologies are defined to identify enterprise-ready youth with viable business ideas, and achieve gender-balance.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	1.2.1 The **selection criteria, processes and methods** are recorded 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 **admission 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 admission requirements to ensure success during the training.				
	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 admission and graduation profiles for young people.				
	1.2.6 The information gathered during the selection process **informs individual support plans** and the complementary services to be provided throughout the training process. These plans are adapted to the different needs of men and women.				
	1.2.7 There is a mechanism that ensures the **commitment of the participants and their families** to make 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 labor market. 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 A **manual developed by the organization 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 identifying, validating and updating labor market demands.				
	2.1.4 Parameters have been established for identifying and understanding the **dynamics related to gender, ethnicity, disability and geographical origin** in the sectors that were assessed.				
	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 the procedures employed to define the structure and content of the curriculum and execute its delivery in order to ensure relevance of training, acquisition of skills and ability of youth to put learning into action.

STANDARD 3.1					
Curricular design is part of a participatory and systematic **planning process** 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 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, thereby ensuring its certification will have market value.				
	3.1.4 The curriculum 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, logistical and human **resources** that are consistent with training requirements and group sizes are available.				
	3.1.6 Academically qualified staff, instructors responsible for 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 the cohorts, group size, timetables, the layout and suitability of learning facilities, targets, activities, staff and their qualifications, periods, resources and indicators for ensuring 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 numeracy) and the **uses of technology** 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 employability skills**[4] in accordance with the needs identified in the labor market and the admission 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 among instructors** teachers of basic, technical and life skills.				
	3.2.6 **Channels and forums for communication** between instructors and staff responsible for counseling youth and/or job placement of youth 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, 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 manual that captures the procedures, strategies and resources is available and 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 The design of internships **complies with the laws** of the concerned country.				
	3.3.3 **Human resources** with the required dedication, experience and competencies are available to manage 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 in order to ensure the acquisition of skills that are useful for finding employment.

STANDARD 4.1					
Training[5] strategies and pedagogical resources are consistent with the admission profile of young people and facilitate the acquisition of skills and verification of learning goals.	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 The training incorporates **experiential learning and/or constructivist teaching** methods to promote young people's learning.				
	4.1.4 Sufficient and appropriate **teaching resources and materials** are available to facilitate the acquisition of skills.				
	4.1.5 The **trainer to youth ratio** does not exceed 1:25.				
	4.1.6 **Training sites** comply with the industrial quality and safety standards and regulations set by the competent authorities in each country.				

5   Training is understood to be the educational process of teaching and learning.

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 **Job descriptions for instructors** in 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 instructors/trainers is sufficient** to comply with the country's established regulations on teacher-student ratio.				
	4.2.4 **Periodic training days** for training and retention of instructors are planned and implemented.				
	4.2.5 **Instructors and coaches meet regularly** to evaluate the training process. An analysis of the progress of each young person is also carried out.				
	4.2.6 **Trainer performance evaluations** are conducted at least once a year and include evaluations by the young people.				

5. COMPLEMENTARY SUPPORT SERVICES

This dimension refers to the organization's provision of support services that promote the retention and successful performance of young people during all training, career guidance and job placement processes.

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 retention and successful performance during the training, career guidance and job placement processes.	INDICATOR	Not applicable	Not met	Partially met	Fully met
	5.1.1 A **mechanism to determine the support needs of young people** (financial, child care, etc.) is in place and 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 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 abilities and interests, a process culminating in the construction of their life, educational and career plans and the establishment of linkages to 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 sharing and guidance activities** and the use of methodological tools that are **sensitive to issues of 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 young people's aptitudes and interests, career guidance, and career plan development.				
	6.2.2 The methodologies used combine **smart usage of user-friendly information communication technology (ICT)** with in-person support.6				
	6.2.3 The career guidance process reinforces the **active role played by young people**.				
	6.2.4 The organization offers youth **up-to-date information** about opportunities that help them develop a career plan.				
	6.2.5 Guidance provided addresses the roles of **gender, ethnicity, disability and geographical origin**.				

6   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 participants' 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 **policies and procedures manual 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 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 counseling; 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 is 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** job placement 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 **communication and public relations strategy and a plan** have been implemented with potential employers, employment services, government agencies and others in order to establish and maintain permanent links for placing the program's graduates.				
	7.3.2 The strategy identifies measurable objectives, target groups, approaches for reaching those groups and means of monitoring the implementation of objectives.				
	7.3.3 A **system for viewing, recording, analyzing and sharing information** 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 biases 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 (M&E) 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, performance indicators, methodologies, and processes.[7]				
	8.1.2 A policies and procedures manual which institutionalizes and standardizes M&E processes and activities is available.				
	8.1.3 The **uses, users, flow, and internal and external dissemination mechanisms** of the data, information and learning to be generated by the M&E plan have been identified.				
	8.1.4 **Staff and participants are familiar** with the M&E plan.				
	8.1.5 There are staff responsible for implementing the M&E plan, who have the **required skills and sufficient time** to carry out their duties.				
	8.1.6 **Technical, technological and financial resources** for implementing the M&E plan are available.				
	8.1.7 The M&E information generated is used to **revise and adjust the services** provided.				

7   If available, proceed with the assessment of the following indicators.

STANDARD 8.2					
The M&E plan **defines measurement parameters** regarding each stage of the program, the 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 methodologies have been defined for the **supervision of each stage**: promotion, selection, training, internships and job placement and is disaggregated by gender or other relevant factors such as ethnicity, disability, and geographical origin.				
	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 M&E plan includes measurement methods and instruments according to the processes, goals and results to be measured.	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 accuracy of the baseline and exit data is verified to monitor quality.				
	8.3.3 Data on the young people is collected **six to nine months after exiting the program** in order to measure the rates of employment, unemployment and inactivity.				
	8.3.4 The program's impact on the youth's employability is measured by comparing information from the group with a **control group**.				

BIBLIOGRAPHY

Estyn. 2014. A Self-evaluation Manual for Work-based Learning Providers. Wales. http://learning.gov.wales/docs/learningwales/publications/140801-self-evaluation-manual-for-wbl-providers-en.pdf.

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.iyfnet.org/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. Tempe, Arizona.

Salvesen, H., 2006. The Quality Assurance System for Higher Education in Norway—with Particular Reference to the Library Services. LIBER Quarterly. 16(3-4). DOI: http://doi.org/10.18352/lq.7862.

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.: FOMIN/BID.

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.

Secretaria de Educación Pública. 2004. Manual de gestión de la calidad. México CIty: Subsecretaría de Planeación y Coordinación, Secretaria Educación Pública.

Seyfried, E. 2007. Indicators for quality in VET. To enhance European cooperation. Luxembourg: Office for Official Publications of the European Communities. CEDEFOP Panorama series.

UNESCO. 2005 Informe de Seguimiento de la Educación para Todos en el Mundo 2005. París. 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 Hospitalidade 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.

IDB

OMIN
Multilateral Investment Fund
Member of the **IDB Group**

international
youth
foundation

www.jovenesNEO.org