

# TRIAS – Guidance in the workplace

## Guidance in the workplace – European experiences collected

### Report on Good-Practices

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**GENERAL REMARKS:**

Our proposal is to indicate authorship for the different parts of the report, thus respective partners for national guidance reports as well as project fiches.

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## 1. Background

This synthesis report was prepared in the project “**TRIAS – Guidance in the workplace: involving employers, reaching low qualified**”, which is co-financed by the EU ERASMUS+ programme. The project is implemented by partners’ institutions from five EU countries, under the leadership of **ÖSB Consulting** from Austria. The other partners are: **bbb – Büro für berufliche Bildungsplanung** (Germany), **Andragoški zavod Maribor** (Slovenia), **Peter Plant** (Denmark) and **Erudicio** (Czech Republic).

**The main aim of the project** is to set up an effective system of career guidance for low qualified workers, provided with the support of employers directly at the working place.

The TRIAS project develops an innovative approach of career guidance. For this purpose the partnership focuses on strengthening the capacities and competences of guidance practitioners for providing guidance to the employed in their workplace with particular regard to the low qualified as one of the most important target groups in adult education.

“TRIAS Guidance in the workplace” is a highly promising approach to outreach education and guidance work – broadening the access to guidance for employed adults, as only a small proportion of the workforce has access to some form of guidance or even considers guidance as an opportunity to actively shape their careers or adapt to necessary changes.

Since continuing education and training are of unprecedented importance, guidance outreach work in the form of workplace guidance has to raise awareness for guidance and life-long learning as well as to provide low-threshold access to guidance services for the employed directly at the place where vocational and educational choices matter the most – in the workplace.

For most guidance practitioners, however, it is a new ground to approach companies and offer guidance directly to their workforce, not only consulting the HR departments. TRIAS approach to guidance in the workplace specifically includes the company itself as a relevant actor in the guidance process and considers finding the balance between focusing on clients and still taking the inherent organizational procedures into account.

Guidance at the working place provision for the employed has **strong added value** for the employed, for employers and for policy-makers as well.

- For Employees: guidance helps “to maintain their employability as well as to gain a better qualification through relevant training courses and through the validation of their learning experience.” [...] and helps persons rendered unemployed/redundant to both re-assess their competency profile and take advantage of learning opportunities to up-

*skill and improve their employability.[...] and to move and to manage the transitions from one job to another.”*

- For Employers: guidance is a *“major tool for human resource development, for maintaining a high level of productivity of the workforce, for attracting, motivating and retaining good-quality employees, and for matching the skills level of the staff with forecasted competence needs. [...] it supports individual and enterprise decision-making on training and up-skilling pathways in order to adapt to changes in technology, the business environment and by investing and planning in employee training to build systematic education system of company and develop corporate culture.”*
- For Policy Makers: guidance assists *“the competitiveness of the economy at large, through supporting the development of an efficient and competent workforce, a knowledge economy and an inclusive society. It supports workforce adaptability and sustainability, and workforce re-integration goals.”* (ELGPN 2015: Guidelines for Policies and Systems Development for Lifelong Guidance. A reference framework for the EU and for the Commission, p.41f)

**The objective of this synthesis report** is to review the knowledge on specific counselling systems in partner countries and draw the attention to the best practices in the sphere of career counselling for employed adults and specifically for low qualified employees. Based on that, the appropriate approaches will be identified and developed for training of career counsellors in provision of career counselling to low qualified in their working environment. The other purpose of the report is to show the state of the art in selected European countries to stakeholders (Guidance / Adult Education Stakeholder & Community of Practice).

**This report** consists of four chapters. The introduction forms the first one. The second chapter includes the description of national career counselling systems in five partner countries. The third chapter summarises best practices in counselling at the working environment in form of standardised description of projects/programmes from each partner country. All together there are introduced 15 projects. The last chapter summarises the findings and gives some recommendations how to develop the systematic approaches in career counselling to low qualified employees.

## 2. National Career Guidance Systems

This chapter reviews the national career guidance systems in Austria, Czech Republic, Denmark, Germany and Slovenia.

The career counselling is provided both to youngsters within the initial and tertiary education and to adults already employed/unemployed in all five countries. What differs is the range and quality of services provided, especially in the sphere of counselling to adults, which is in focus of this report.

### 2.1. Austria

*by Franziska Haydn, Rudolf Götz (ÖSB Consulting)*

Guidance in Austria is not provided by a single authority, but many actors are involved to offer guidance which can be related to following sectors:

- Guidance in initial education and training
- Guidance in tertiary education
- Guidance in adult education
- Guidance in the employment sector

For the TRIAS project and its focus on employed persons, guidance in adult education but also guidance in the employment sector are of most relevance. Therefore the following presentation of the guidance system will depict guidance offers within these two sectors.

#### *Guidance in the employment sector*

The most important provider and financier of guidance services in the labour market policy context is the Austrian Public Employment Service (AMS). Guidance offers are carried out nationwide by the AMS via its network of regional offices (RGS) and Vocational Information Centres (BIZ). In addition to that, AMS is funding a large number of labour market policy measures which also have guidance elements. Due to sectorial constraints, these guidance elements are focused on matching efforts for the needs of the labour market.

#### **Vocational Information Centres (BIZ)**

The main task of BIZ is providing information about trends and changes on the labour market and the world of work. All over Austria, a number of BIZ branch offices are operated by

AMS in order to give support and information to clients. The services range from support in information research, public information events and workshops (e.g. for professional self-assessment and job search training), group work with school classes to visualise their potential career choices, guidance counselling and answering inquiries by email or telephone. BIZ focuses its work on the transition from school to work. Students should be supported so that they can make informed choices about their educational and professional careers. This should also help to reduce unemployment. In this context, BIZ offers “real life” service for school classes, where they can visit an AMS office and get to know the available services. Adults who are planning to change their profession and reorient themselves can also contact BIZ counsellors and have access to vocational and educational guidance counselling services (Putz 2013).

### **Vocational information provided by AMS (Labour Office)**

AMS provides information on vocations, educations and the labour market in printed form (brochures, folders etc.), as well as on the internet (downloads, online tools, databases). The AMS Research Network operated by the AMS department for labour market research and professional information is an important platform in this context. It provides information and a number of services which are based on AMS research in the area. Among these information sources are the AMS Practice Handbooks, which can be used by labour market policy measure trainers or other educational and vocational guidance practitioners as a tool, learning aid and reference text for their daily work.

### **Labour Market Policy Measures for Unemployed – Active Labour Market Policies and Qualification**

Training measures by AMS can be separated into orientation (vocational orientation and training), qualification (further training and education), active job search, training measures and workplace training. Qualification measures are most important by quantity, although hybrid forms containing e.g. orientation, job search and training are also possible.

The goal of these labour market policy measures is to support the clients in finding a job, and to improve their chances of keeping a job. Training measures are carried out by third-party organisations contracted by the AMS (BMASK 2015).

### *Guidance in adult education*

The Austrian adult education (AE) system deals with education efforts which take place after an individual has finished school education, thus with clients reaching from young adults to senior citizens. In this, AE utilises a concept of education that goes beyond instrumental learning and mere acquisition of specific skills. This concept of education also encompasses values and personal orientation, including personal and social development and advance-

ment. This approach is also relevant for guidance offers in adult education. The landscape of Austrian AE providers who are also active in the field of guidance is historically grown and very diverse. Some of the diversifying factors include: legal and institutional organisation/form, guidance approach, general aims, specific target groups etc. (Peter Schlögl 2006).

In the context of adult education, the following types of guidance providers can be found:

### **Provider-independent guidance institutions**

This type of guidance provider is not part of adult educational organisations, and does not provide educational services (courses, classes etc.) itself.

### **Adult education organisations**

Many adult education organisations provide guidance and counselling activities as part of their range of services. These activities are partially aimed at getting the clients into the correct courses and educational offers which are offered by the institution itself (course counselling). Other services see themselves as “neutral”, meaning that the clients get counselling independent of the own offered courses. The needs and interests of the clients are focused upon. In this context, guidance counselling can give support and orientation for the clients to make informed choices about vocations, education and employment. Adult education providers with guidance counselling services include – inter alia – community colleges (*Volkshochschulen*), education institutes run by the social partners (WIFI, bfi etc.), a number of church-affiliated adult education organisations and others.

### **Self-employed guidance counsellors in the area of vocations, education and employment**

Due to the rising trend of coaching and supervision services offered, there is also growing number of self-employed guidance counsellors who offer their services.

## **Austrian initiative for educational guidance in adult education**

Based on already existing initiatives, the nationwide initiative for educational guidance in Austria was launched by the BMBWF in 2011. This initiative is focused on establishing and further developing a nationwide adult guidance and information system. Project networks have been established in each of the nine Austrian federal provinces, with (as of 2014) altogether 40 active guidance institutions as members. These project networks contain different types of partner institutions (depending on the province), they have a certain degree of internal coordination and are also connected to each other. Additional to the active guidance partners, there are also “strategic members”, mainly partners and institutions who are not offering guidance services, but have access to different target groups that should be addressed by the networks. This way, the following objectives should be achieved:



- Maximise the number of institutions which are part of the networks;
- Ensure a broad regional distribution of the contact points;
- Target as many and diverse target groups as possible;
- Improve quality and professionalism of the existing guidance offers.

Parallel to the regional networking, other partner organisations (among them ÖSB Consulting) of the guidance initiative are working with the regional networks on so-called cross-cutting issues. All network actors use the common brand "Educational Guidance Austria" (*Bildungsberatung Österreich*). This measure is intended to improve transparency and visibility of the guidance offers, as well as further the common professional identity of the guidance practitioners (Barth, 2012).

### **Guidance formats**

The guidance offers which are part of the educational guidance initiative Austria can be put in the following categories.

- Educational and vocational information: Dissemination of information, or provision of information material (brochures etc.) for self-study by the clients. How the clients decide to use this information later on is not part of this interaction. Generally, these activities are only carried out once, but with a possibility to refer the respective clients to other (internal or external) counselling services.
- Educational and vocational guidance (in general): In this setting, preferences, ideas, interests, talents, competencies, potentials and skills of the clients are documented and reflected in a counselling meeting. Additionally, some tests may be carried out as well. This way, new options are made visible, and the individual decision-making process in educational and vocational matters is discussed. Also, general questions of life-planning and career plans are discussed, and reflected upon, while taking into account current education and labour market trends and developments. For this form of counselling, active and self-reliant participation of the client is the most important element (Schlögl, 2012).
- Resource- and competence-based counselling offers: This type of counselling offer is based on existing resources and competencies of the client, and ideally also contains methods to activate those resources. For example, these counselling offers aim to help clients to write a personal competence profile which they can use to reflect upon their personal talents and get a better perspective on their education and vocation possibilities. In this context, narrative methods are often used, which are also helpful to improve self-organisation of the clients (Schlögl, 2012).

### ***Counselling in different settings***

In each federal province, there is a broad offer of information and counselling services by the participating institutions. Among these, there are contacts on a personal level (face-to-face, or ICT-based). The majority of counselling activities is performed in single-person settings, but there are also group-based offers like workshops (e.g. a workshop on competence counselling). Guidance counsellors also take part in education fairs and networking events, and there is also a growing tendency towards outreach guidance offers (in a public park, mobile guidance offers in rural regions, guidance days in local/communal family centres, however there are only few experiences of providing "guidance in the workplace" within this network).

### ***Educational and vocational guidance efforts by other institutions***

#### **Provision of guidance by interest groups**

- Chamber of Commerce (WK/WIFI): Different institutions belonging to the WK or the WIFI offer educational and vocational guidance in many different forms, including information services, guidance counselling, psychological tests, skill checks or workshops dealing with educational and vocational topics. As an additional service, they also provide an online portal called "BerufsInformationsComputer".
- Chamber of Labour (AK): The Chamber of Labour is engaged in educational guidance counselling, although with different intensity in different Austrian provinces. In some provinces, the AK is an active partner and guidance provider within the "Initiative Educational Guidance Austria".

#### **Many more**

Many public projects and programmes (Active labour market policies, education policies) have educational and vocational guidance as (larger or smaller) part of their offered services. In the transition area between school and work for example, there are support structures like youth coaching and other youth programmes (outside schools) which are active in the field and use methods and tools of guidance counselling in their work. Many non-profit organisations targeting specific groups like women, migrants or handicapped persons also use educational guidance counselling as part of their repertoire.

### ***National Qualification Framework***

The law on the National Qualification Framework (NQR) in Austria came into force on the 15th of March 2016. The NQR aims at making the various qualification systems as well as learning contexts (formal, non-formal, informal) comparable by focussing on learning outcomes. These learning outcomes are assigned to eight competence levels which are linked to the European Qualification Framework (EQR). Focusing on learning outcomes (linked to

defined competence levels) should ease the transition between formal and non-formal learning contexts, improve the coordination of the highly segmented national qualification system and support transnational mobility. The assignment of specific qualifications to the defined competence levels will be executed by an expert panel as well a NQR-advisory committee. The assignment process is on the way. In the realm of vocational education, the assignment process of all formal qualification offers should be finished by the end of 2018.

As far as one can perceive, assignment processes are only regulated for formal ("Korridor 1") and non-formal ("Korridor 2") qualifications. On informal qualifications, no agreement on standard procedures of assignment and validation has been reached yet. However, there do exist some pilot projects on the validation of informal learning (prior learning) in Austria. (e.g. <http://www.dukannstwas.at/>)

### *Quality assurance in career guidance*

As the career guidance offer in Austria is strongly segmented, there doesn't exist a nation-wide approach for quality assurance, such as a common agreed quality label for career guidance. However, the different segments of career guidance feature quite elaborated quality assurance systems in their realm of action. In the field of career guidance for adults, the nation-wide "quality label IBOBB" was quite recently implemented for guidance providers within the *Guidance Initiative Austria*. A career guidance offer featuring the "quality label IBOBB" is reviewed by an autonomous review team with regard to four clusters of issues:

- Neutrality of the offer as well as focus on defined target groups
- Defined rationale of the guidance offer, defined competences of the guidance practitioners and up-to-date guidance information
- Accuracy and efficiency of design and organisation of the offer
- Internal quality assurance and monitoring of the impact of the guidance offer

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## 2.2. Czech Republic

by Martina Kolmerová, Jarmila Modrá, Jana Váňová (ERUDICIO)

The educational and occupational guidance in the Czech Republic falls under the responsibility of two key ministries – Ministry of Labour and Social Affairs (MoLSA) and Ministry of Education, Youth and Sports (MoEYS). Both ministries manage networks providing day-to-day career guidance and counselling for clients of all age groups - from pupils to adults.

### *Guidance within initial education*

Area of initial education is governed by the School Act No. 561/2004 Coll., on preschool, basic, secondary, tertiary professional and other education, which among other things regulates the legal status of schools, both public and private, their establishment / abolishment, funding methods, status and competences of head teachers, competences of particular governance levels, i.e. municipalities, regions and eventually the MoEYS.

The Act No. 563/2004 Coll., on pedagogical staff as amended, focuses on teaching staff; it stipulates requirements for the performance of teaching occupations, continuing education of teachers and their career development.

The educational and occupational guidance in schools follows the School Act and is provided in form of career guidance for pupils and students in schools based on Regulation on counselling services in schools.

The career guidance within the schooling system is based on Education Act and the Regulation on counselling services in schools. These activities are provided by school counselling centre. The scope of activities of school counselling centre is broad and it consists of information, diagnostic, methodical and counselling services connected to educational process of pupils with educational and upbringing difficulties. Farther more the centre helps to pupils and students in need with finding appropriate VET education for future occupation.

Usually the position of career guider is combined with other pedagogical and counselling duties and there is very little time to gain recent career guidance information and for provision of career guidance as such.

The “career orientation” is incorporated within the Framework curricula for basic school (in upper 8th and 9th grades) in educational area “Human being and the world of work”, which is obligatory for all basic schools. The subject of the area is the labour market and the characteristics of work activities, self assessment for future occupation choice, information base and working with for occupation choice, VET possibilities, employment possibilities within the region and types of entrepreneurship. This occupational orientation must be provided in the scope of three lessons at least at basic schools, the scope for secondary schools is set up by individual school curricula.

It is highly recommended to schools to cooperate at this area with the Information and Counselling Centre at the Labour office branch, which provides career guidance services for both young people and adults.

Some VET secondary schools provide also further training and counselling for adults within their specific branch, but they have to find extra funding for it out of their budget provided by MoYES.

Counselling centres do exist in tertiary schools as well. There is no legal obligation to do so, but those counselling centres focus mainly on creating relations among students and possible future employers.

### *Guidance for adults*

Concerning the adult education, there is no umbrella legislation in the Czech Republic, except the Act No. 179/2006 Coll. on Verification and Recognition of Outcomes of Further Education, which entered into force in May 2006; it makes it possible for adults, based on exam, to get the certificate on qualification/qualifications acquired through practical experience and training without necessity of taking part in school VET programme.

The area of further education and training falls partly within the competence of the Ministry of Labour and Social Affairs (MoLSA), that shall focus on data on current and future labour market needs and on retraining programmes for unemployed and job seekers. The other part of further education and training falls within the competence of the MoYES, which is in charge of fostering lifelong learning with regard to current as well as future labour market needs.

The *Information and Counselling Centres at the Labour Office do* exist in all 13 regional departments and in some other local branches as well. They were established with the purpose of vocational guidance both youngster in transition period and adult, mainly those being unemployed.

### *Support of the Labour Office in process of Collective Dismissal in firms*

The collective dismissal is addressed by the Czech Labour Code 2015, § 62 and § 64. The collective dismissal is defined as termination of employment/working positions in the period of 30 calendar days on the bases of the employers' dismissals from work, of at least: 10 employees (in firm with 20 to 100 employees), or 10% of employees (in firm with 101 to 300 employees) or 30 employees (in firm with more than 300 employees).

The employer is obliged to inform in written form at least 30 days in advance the trade unions (or staff representatives) before giving the dismissal from work and at the same time the employer is obliged to inform in written form the Labour Office, the conclusions of the negotiations with the trade union representatives must be attached. The copy of this information must be delivered to the Trade Union representatives as well and they have change to appeal if considering any problem.

Employees have always the right to receive the severance in the case of the collective dismissal. Employees dismissed should register at the Labour Office in the case they don't have new job yet. They can also register at the job portals as [www.prace.cz](http://www.prace.cz) or/and create the virtual work agent at the same page.

Once the Labour Office receives information concerning the collective dismissal it is ready to assist employees at a time before lay-offs actually occur. Within the mobile counselling centres, which can be establish either in the enterprise directly or at the respective Labour Office regional branch, the employees are advice on how to proceed. Particular situations are discussed, the supply of vacancies is presented and the selection of the appropriate re-training or requalification is offered. Also the information about social benefits is presented Labour Office of the Czech Republic cooperates in this regard with employers, regions and municipalities.

There were about 30 companies undergoing the collective dismissal in the first fourth months of 2016.

*The Act on Verification and Recognition the Outcomes of Further Education* allows everyone interested to have the results of their previous education and learning validated and recognized regardless of the method of acquiring professional knowledge and skills. It is "only" necessary to demonstrate proficiency in line with the criteria prescribed by the qualification standards. The Act sets out rules for verification and recognition of qualifications, which cannot be acquired by means of any other specific legislation.

For the standardization of requirements the *National Qualifications Framework (NQF)* has been developed in close co-operation with "sector councils". Those sector councils consist of representatives of employers in sectors, clerks and independent experts, which main task is to support the creation of HRD system reacting realistically to employers' real needs and requirements for skills, competencies and training needs of their employees.

NQF describes specific qualifications and required competences for specific occupations described in National Framework of Occupations (NFO), developed in sector councils as well. NFO is the catalogue of occupations (job profiles) in the national economy and it shows the real situation on national labour market.

NQF helps to validate the qualifications for the labour market and currently it includes 921 qualifications in 25 branches. By now more than 1.200 legal persons (including VET schools, firms and consulting bodies) have been authorised to carry out examinations and by May 2015 total of 111.000 individual examinations successfully took place. The NQF register is available to wide public on the Internet <https://www.narodnikvalifikace.cz/en-us/> (English version).

The Labour Code (Act No. 262/2006 Coll. Labour Code) stipulates the obligation of employers concerning the vocational education and training of employees. Pursuant to the provisions of the Chapter II the employer is obliged to take care of employees' vocational development, which means to provide introduction training and on-the-job training; vocational practice of graduates; and improvement of qualification together with qualification upgrading.

The Act on Employment (Act No. 435/2004 Coll. on Employment) gives the possibility to the employers for arrangement the retraining for their employees with financial subsidy provided by the Labour Office.

Both ministries (Labour and Education) established together the *National Guidance Forum in 2010*, which serves the purpose of collecting the recent state of art information on career guidance services in life-long prospective. It provides the administration with ideas on career guidance developments. Its members consist of representatives of both ministries governmental agencies (Labour Office, National Institute for Education, Adult Education Fund), Association of Adult Education Institutions, Association of University Counsellors, NGOs and private bodies involved in career guidance system development and implementation. Their main tasks in period of 2014 – 2016 is to create the action plan for implementation of integrated career guidance system in life-long prospective to practice. To ensure a solid and stable basis for guidance and to set out educational and employment strategies the following goals has been formulated in the action plan:

- ✓ to recognise the importance of lifelong guidance as a tool for decreasing unemployment rate and supporting social justice
- ✓ to promote awareness of the benefits of guidance and counselling in the potential target group
- ✓ to establish conditions for functional cooperation between the main public bodies dealing with counselling and other relevant associations, institutions and organisations as well as with other guidance subjects
- ✓ to establish closer links between counselling services leading to easier orientation for clients



- ✓ to provide access to guidance services for all citizens during their life; this access is related to better promotion of guidance services for particular target groups as well as to their accessibility (local, financial, etc.)
- ✓ better implementation of projects carried out in the field of guidance and counselling
- ✓ to set up quality education and further training for counsellors; moreover, (future) teachers need to be trained in career development
- ✓ to ensure the quality of service provision
- ✓ to ensure the efficiency and effectiveness of guidance services
- ✓ career education and career guidance need to focus on the development of career management skills

*The Association of Adult Education Institutions*, in an independent professional association, existing since 1990 with 170 institutional and individual members. It actively works in all areas connected with adult education, including the career guidance.

### Websites

There were developed different websites with the information on education and career possibilities with the public funding support (mainly co-financed by ESF):

<http://www.infoabsolvent.cz/>

The Infoabsolvent web was elaborated within the project "*Career Guidance and Counseling in the Context of Curricular Reform*". It is administered by National Institute for Education.

This Information System was developed as an information system with a high degree of flexibility and data base structured in accordance with the requirements of the curriculum reform.

It is an extensive and comprehensive way, focused both on educational opportunities and on the labour market situation and the transition of graduates from school to school or to work. [www.infoabsolvent.cz](http://www.infoabsolvent.cz) provides career counselling to all actors in the education sector especially students, teachers and career counsellors, but also to parents, employers and general public. It is tool helping to assist in the responsible choice of educational and career paths.

Infoabsolvent consists of four main parts:

- (i) "Where to go for education and training" (educational offer - information about schools, branches, job positions)



- (ii) "For graduates" (information on labour market and employers' requirements and situation of graduates at the labour market)
- (iii) "Without barriers" (for handicapped, early school leavers, socially disadvantaged students, students with study problems)
- (iv) "How to do" (counselling information for pupils, students, adults, career counsellors).

<http://www.nuov.cz/univ2k>

This web includes the information of „Centres of life-long learning“, which mainly consists of contacts of VET secondary schools, providing further training in specific branches. This web was developed within the ESF project, but unfortunately it is not upgraded since 2012. But still the contacts to schools websites are valid.

<http://www.vzdelavaniaprace.cz/>

The web includes information on education/training and work. It is open information platform organised in three parts – for employers, individuals and training providers/counsellors/Authorised bodies for further training recognition. Each registered subject can include or find the information education/training and job offers.

*The private initiatives* can be demonstrated by two webs:

<http://www.atlasskolstvi.cz/>

This web provides the comprehensive information on all basic, secondary, higher secondary schools, universities and language schools in CR. The information can be sorted according to the region, branch, founder, type of study. The web contacts of schools and information on last school year admission rates are included.

The developer of this website provides another very useful activity – each pupil in 9<sup>th</sup> grade of basic school gets the printed publication on secondary schools in the region. The employers cooperating with schools are advertised in booklet together with the specific school. The project is co-financed by the Labour Office and advertising firms.

<http://www.forum-kariery.cz/>

This web has been developed by the Czech Society on Career and HR counselling and it includes two-monthly bulletins on actual events in HR and career guidance in CR.

### *Training of career counsellors*

There are several magister' programmes within universities, focused on adult education. In 2012, the profession "career counsellor", was incorporated into the National Framework of Occupations. The adequate descriptions of standards in the National Qualification Framework were introduced recently (in April 2015). No formal training for career counsellors has been introduced yet and the position is mainly held by graduates of adult education, HR management or psychology.

In further training there were recently developed **two e-learning programmes**. The first one was prepared for schools career counsellors (8 000 teachers came through the e-learning). The second one is intended to career counsellors for the whole population without focus on specific target groups. This programme has been developed within an international partnership in INNO-CAREER project in frame of Leonardo da Vinci programme. The training programme "*GUIDANCE 2020: Modern elements of Lifelong Guidance & Employability - New emerging skills for guidance practitioners*" is open to all guidance practitioners.

## 2.3. Denmark

by Peter Plant (Peter Plant)

*Key elements of the Danish guidance system are:*

- Youth guidance centres, known as UU (Ungdommens Uddannelsevejledning: 52 in all), for young people up to the age of 25 years, focusing on the transition from compulsory education to youth education, or, alternatively, to the labour market
- Seven regional guidance centres, known as Studievalg, for students in youth education programmes and young people and adults outside the education system who wish to enter a higher education programme
- The national guidance portal: [www.ug.dk](http://www.ug.dk) which is an ICT-based careers information portal. The portal assists people in finding information which enables them to make qualified decisions about education, training and careers
- Adult educational centres, 13 in all, known as VEU Centres which provide advice and some guidance for adults in the field of adult education. These centres are based in the vocational training system (AMU), with links to a number of other adult education and training institutions in their local/regional area
- eGuidance, known as eVejledning, i.e. e-mail, chat, phone or text message services for all citizens – young persons and adults alike. Sessions with eGuidance take place anonymously. Thus, eGuidance cannot play a role in specific cases for which e.g. the youth guidance centres may be responsible

*General legislation on guidance* in Denmark covers guidance in the educational sector, and especially guidance in connection with transition in relation to the educational system. Less focus is dedicated to labour-market related career guidance, and to guidance outside the centres, for instance in second-chance education, in continuation schools, or in adult education. The Danish setup aims at reflecting the ideal that guidance should be independent from sectoral and institutional interests: neutrality is a pivotal feature. The centres, however, are regulated by law and publicly financed. Thus, they reflect current educational policies, and they are far from being independent in the sense of NGOs, and certainly not independent from the local policies of municipalities of which they are an integral part, or the comprehensive monitoring and quality assurance system of the Ministry of Education. The centralized and top-down quality assurance system is the hub of a monitoring approach, with a particular societal focus on the role of guidance in relation to drop-out and retention rates, and with a view to benchmarking the services' performance against each other. The responsibility, financially and on a daily basis, lies with the municipality (youth guidance centres) or the Ministry of Education (regional guidance centres) on a contractual basis. These contracts are highly specific in terms of targets, priorities, delivery modes, and economy.

*The 52 youth guidance centres, UU*, cut across the 98 Danish municipalities. According to the Act on Guidance, all 15-17 year-olds have an obligation to be enrolled in an education, employment or other activities designed to ensure that they will get an education. The youth guidance centres also assess the extent to which young people have the academic/vocational, personal and social competencies to begin and complete an upper secondary education. This screening process, known as educational readiness appraisal (UPV: *uddannelsesparathedsvurdering*), is also the key to allotting guidance resources, as roughly 80% of a year group are referred to eGuidance and have no access to personal guidance: they are considered to be unproblematic. This procedure is disputed by professionals in the field, as it may stigmatise the users, and as it deprives a large majority of personal guidance, which may be relevant in many so-called unproblematic cases. This approach, however, is defended by policy-makers as 'targeting' guidance.

The main target groups of the UUs are:

- Pupils in lower secondary school (forms 7 to 9) and pupils attending the optional form 10
- Young people under the age of 25 who are not attending or have not completed a youth education programme
- Other young people under the age of 25 who seek guidance in relation to youth education programmes or employment
- Young people with a special need for guidance concerning choice of education, vocation and career

This is a diverse target group of young people with various problems related to the continuation or completion of an education programme. Some youth guidance centres organise guidance or support activities in schools. Teachers are responsible for the provision of general career education, known as *Uddannelse og Job*, from form 1 to form 9, but the youth guidance centres may serve as a source of coordination and inspiration in relation such activities, which, incidentally, are of highly varied length and depth across the country. Most teachers are simply not trained to teach this compulsory subject, *Uddannelse og Job*, which has no place on the school's timetable. The ambitious aim of the guidance process, however, is to develop the pupils' self-knowledge and ability to make decisions regarding their future education and career in a lifelong perspective. It is concluded with the drawing-up of an individual transition plan in form 9, describing plans and objectives after compulsory education.

Introduction of courses to youth education take place in form 8. Bridge building and mentor schemes are important tools in form 9 and bridge-building taster courses also takes place in form 10. The centres are obliged to establish contact with young people under the age of 25 who have not completed a youth education programme and are outside the education

system or the labour market. This is an active outreach service, which may border on social control.

Quality assurance is emphasised: transparency in relation to the youth guidance centres' activities and results are benchmarked in order to assure a high level of quality. Objectives, methods, planned activities as well as the performance of each centre are monitored and published on the Internet. Furthermore, the Ministry of Education has developed a set of guidelines that the centres have to use when they set up their own quality assurance system. As a minimum, this system has to include figures concerning the scope, results and effect of the guidance provided, as well as procedures for annual self-evaluation of the centres by means of user and employee surveys.

Cooperation across sectors is a key issue in the act on guidance. The aim is to ensure a coherent guidance system and a regular exchange of experiences, knowledge and best practice. The youth guidance centres are thus obliged to cooperate closely with primary and lower secondary schools and youth education institutions in the area, as well as with local businesses and public employment services.

*Studievalg*, the seven regional guidance centres, are funded by the Ministry of Higher Education and Science and the Ministry has the overall responsibility for the centres. The centres have been selected after a call for tenders.

The centres operate on the basis of a contract with the Ministry, in which the financial conditions are also specified.

An important part of the contract concerns the formation of a quality assurance system and the centres are required to carry out an annual report on the results of each centre's quality assurance system. The users are involved in the evaluation of the regional guidance centres and a typical user survey is part of the quality assurance system, in order to create the basis for a user-driven development parallel to experiences gained. Additionally, the quality assurance system has to include figures concerning the scope, results and effects of the guidance provided. The performance of the centres is described in their annual activity reports, which are approved by the Ministry. The centres are obliged to develop a quality assurance system in their contract. In some respects, *Studievalg* serves as an adult guidance centre, but only in relation to higher education, as the centres provide information within this area. They conduct information-oriented and group career guidance in upper secondary schools, and conduct guidance/information sessions outside the centres at different neutral localities, for example in public libraries to ensure that geographical distance does not prevent people from getting access to relevant guidance services.

The regional guidance centres cooperate with youth educational institutions in general and especially regarding young people with an extended need for guidance. Young people and adults are welcome to call or visit the centres, the main target groups of which are:

- Students in youth education programmes

- Young people and adults outside the education system who wish to enter a higher education programme
- Students in youth education programmes with an extended need for guidance concerning choice of education, vocation and career.

*The national guidance portal* (see: [www.ug.dk](http://www.ug.dk)) provided by the Ministry of Education is an ICT-based careers information and guidance portal. The portal provides citizens – young people and adults – with substantial careers information on:

- youth education and training programmes
- higher education programmes
- occupations/professions
- labour market issues
- study programmes taught in English at Danish colleges and universities

The portal links to the regional guidance centres, the youth guidance centres, eGuidance and the educational institutions. It also gives access to important and updated information, guidance tools and relevant websites.

The portal provides different types of guidance tools facilitating the choice of education, occupation and careers.

The portal also provides specific entries for different target groups:

- young people seeking youth education programmes
- young people seeking higher education programmes
- persons seeking adult education programmes
- parents wanting to support their children in their choice of education.

*The upper secondary schools ('gymnasium' and VET colleges)* are obliged to support students in a way that enables them to complete their education. Students enrolled in an upper secondary school will therefore have support from the school staff such as teachers or other professional staff members supporting students in various ways. No professional guidance qualifications are required for these efforts which aim at reducing drop-out or indeed push-out from education, and to support students in completing their education. Educational institutions cooperate with the youth guidance centres and the regional guidance centres in order to create coherent guidance. This cooperation has a general and also a more specific perspective regarding students at risk of leaving education.

*The academies of professional higher education and university colleges* are obliged to support students in a way that enables them to complete their education. Students enrolled in an academy profession programme or professional bachelor programmes will therefore need support from the school staff such as teachers, guidance counsellors, if any, or other professional staff supporting students in various ways. The institutions are free to choose their methods and choose the appropriate staff to support students in com-

pleting their education. No professional guidance qualifications are required to perform these tasks.

*The universities* publish information about bachelor and master programmes with examples of professions and jobs that these programmes may lead to. They also provide information about options and recommended configurations of the programme of interest to the student, including choice of master programme after completion of a bachelor's degree. Furthermore, the universities have an obligation to give students who have been delayed in their studies special guidance in order for them to continue their education. Some universities have career services. Again, no professional guidance qualifications are required to perform these tasks.

All in all, the above-mentioned parts of the Danish guidance system are the most developed, the most monitored, and the most professionalized, and all are heavily policy-driven. A weak point is the somewhat disparate adult guidance structure, and, in particular, the weak base of school-based career guidance/career education. These school-related guidance issues have largely been neglected over the last decade, whereas career guidance activities were deeply school-based until 2004, when the present structures were introduced, partly on the basis of recommendations from the OECD, the criticism of which focused the patchwork nature of the then existing structures (with 22 different sector-specific guidance elements), and on the lack of clear leadership.

*Other parts* of the present structures, e.g. the Public Employment Service which is embedded in the municipalities include some career guidance elements, as do the Armed Forces, the Criminal Probation Service, the Social Service, and some Trade Unions. Most of these are directed towards adults. But, on the whole, adult guidance is patchy and lacks coordination. Guidance for older workers, and Third Age Guidance, on the whole, is left to private recruiting companies, or to voluntary organisations, i.e. NGO-based senior employment networks, such as for example Senior Erhverv (see <http://seniorerhvervdanmark.dk/>).



## 2.4. Germany

*By Rosemarie Klein and Gerhard Reutter (Büro für berufliche Bildungsplanung)*

A single guidance structure in Germany is out of the question since the former guidance monopoly of the labour offices was dissolved in the end of the 1990s. This and other factors have led to a pluralistic, diversified, but also often rather non transparent and fluid system reminding rather a rhizome than a tree structure. Considering this, this text is a snapshot of some temporary features in a process of rapid and discontinuous change.

It can be considered the following guidance fields and offers in Germany (c. Nationales Forum Beratung 2014, p 8-15)

### *Guidance in education, career and employment*

#### **Educational guidance in general secondary education**

- Individual advice and counselling in schools
- School psychological service
- Career education and vocational orientation

#### **Career guidance in secondary schools by Employment agencies**

- Individual career counselling
- Print online media on careers in a wide range
- Psychological and medical services at employment agencies
- Special support measures for the youth and financial support

#### **Study and career guidance in higher education**

- Central counselling services in institutions of higher education and faculty-based guidance on subject related matters provided by designated professors or scientific staff
- Career service centres for transition from HE to employment
- Student support service
- Foreign exchange offices

#### **Guidance in the field of employment, continuing education and unemployment**

##### *Services of Employment agencies and Job centres*

- Career guidance as public service free of charge to all citizens by EA
- Counselling of unemployed and job seekers in the EA
- Guidance and support by Job centres for long term unemployed persons / basic subsistence for claimants who are capable to work
- Coaching for young unemployed by Team U 25

##### *Guidance for continuing education by the municipalities*

- Information and advice of adult education centres
- Independent municipal educational guidance services



*Guidance for further training by federal government programmes*

- Guidance activities of learning regions-supporting networks and local learning
- Counselling session to be funded by the education grant to promote continuing education and training
- Nationwide telephone service for educational guidance (will be tested)

*Provisions of career guidance by industrial federations and social partners*

- Information and advice for employers and apprentices by the chambers of commerce and crafts
- Guidance for adults aiming for further training or self-employment by chambers of commerce and crafts
- Career guidance by trade unions for employed and unemployed

*Private services*

- Qualification consultancy for enterprises

**Guidance for special target groups**

*Guidance for people with disabilities*

- School guidance
- Guidance on course and career choices and on career orientation
- Guidance service of health insurance, pension insurance and accident insurance
- Vocational and career guidance of the integration services

*Guidance for disadvantaged youth*

- Coaching for the transition to work by educational coaches
- BMBF programme educational Chains (Bildungsketten) accompanied by educational coaches
- Vocational preparation programmes of the states and the FEA accompanied by social pedagogical assistance and career orientation and guidance

*Guidance for people with a migrant background*

- Youth migration service career guidance
- IQ-Network: career guidance for young and adults
- Guidance in the context of "the recognition act for the procedure to assess professional qualifications" as federal government's recognition act 2012

**Information and guidance through internet**

- Web-based guidance services in the education sector
- Internet-services by the federal employment agency

The Federal Ministry of Education and Research (BMBF) may promote temporary funding for developing guidance structures; thus it can provide impetus and transparency (e.g. by a telephone hotline and information platforms in the web), but it cannot and does not want to establish long-term guidance structures. To what extent the results of the BMBF funding programmes influenced the development of guidance structures long-term in each state depends on the commitment, the political orientation, and especially on the financial re-

sources of the individual states. Sometimes the BMBF makes usage of successful initiatives of regional states (e.g. voucher systems by NRW). One problem remains unsolved: Especially favoured regions - such as in the Ruhr region - have a high consulting revenue. At the same time they are financially rather weak equipped. Here also the instrument of financial equalization does not really help.

But in the individual federal states too, there is the willingness to continuously invest in guidance structures, relatively low and limited here to the time-limited promotion of relevant projects. "Education guidance is often itself a precarious institutional and action type despite all the lip service." (Käpplinger, Robak, 2014, p.5). Project financing leads to high turnover in terms of guidance centres and the qualified personnel available there. Guidance from at least two reasons must take a high priority in Germany, which as a country lacking substantial raw materials is dependent on high qualification potentials of its employees in order to achieve high productivity and innovations. In OECD countries, the federal German education system has a high degree of social selection and guidance should "be considered as a tool to compensate for the inequities and inadequacies in the education sector and promote lifelong learning." (Stanik 2014 p.13) A second reason is due to the non-transparent structure of the education programme. Mandatory legal requirements are largely lacking in education, the heterogeneity of the provider, the large number of qualifications and different types of courses, the disparity in funding options mean that low-skilled workers in particular can rarely identify or use any suitable programmes without comprehensive guidance structures. As a result, participation in further education for this group is consistently low and well below that of qualified workers. Participation in education for adults without vocational training was at about 22%, while for those with a university degree it was at about 62% (see DIE, 2008, p 29).

Yet another development in Germany gave rise to the fear that low-skilled workers continue to fall behind in guidance and vocational training. "Privatisation of education costs is taking place", the Bertelsmann Foundation stated in a recent study (Noack and Others 2015 p.3). While public spending on higher education increased by 66% between 1995-2012, and for vocational training as much as 74.4%, it fell by 41.0% for continued education. "The withdrawal of public authorities mainly affects low-skilled and atypical workers" (ibid, p 4), because the financial resources to be provided by the low-skilled workers have decreased considerably. The importance of guidance and qualifications is indisputable for this group in particular, but their risk of becoming unemployed is almost four times higher than people who have completed their training.

The situation is only nationally comparable in guidance for the employable unemployed, because labour market policy is the government's task and unemployment insurance is the government's responsibility. However, since the introduction of the "Hartz laws", a dichotomy of guidance services can also be observed here because the unemployed are assisted and advised in their first year of unemployment by employment agencies. If they have not

found work within a year, they become the responsibility of the Jobcenter, who in turn have their own guidance structures.

In this initial position, it is not surprising that the range of providers for guidance is relatively broad, although, the job centre and the employer play pivotal roles

Employment agency or job centre	43%	
Employer	22%	
Educational institutions	9%	
Chambers	6%	
Local guidance centre	4%	(see Stanik, 2014, p.31)

A National Forum for Guidance in Germany was established several years ago with the aim of "promoting professional guidance in education, career, and employment across institutions in Germany, to give impetus to the (further) development of the different guidance needs of users with a suitable programme, to draft guidelines on quality and quality assurance, and to promote their effective recognition and observance." (mFB 2013, p.1) Whether these goals will come into full fruition is currently difficult to assess despite some substantial achievements and the umbrella function of the forum.

### *National structures of educational guidance in contexts of workplace learning*

#### **At the individual level**

Since 2008, there has been the **Bildungsprämie "education bonus"** programme at the federal level which in particular is aimed at low-skilled workers and those who were not previously interested in further education or because of their income up until now could not easily afford it. 50% financing is committed to this for up to a maximum of 500 euro.

However, low-skilled workers are less common among the users than in the group of all those principally entitled, with the exception of people from an immigrant background who use the bonus surprisingly often. Since the guidance is only remunerated with 30 euros when awarding the education bonus, it can be assumed that this is primarily informative guidance (Käpplinger/Stainik 2014); situational or biography-related guidance seems to be the exception, however the average guidance is time between 20 to 40 minutes (see online at.: <http://www.bildungspraemie.info/medien/downloads/2014-BiP-PhaseI-Original-Endbericht-RWI.pdf>; last updated on 9/02/2016).

#### **At the organisational level**

There are no long-term funding programmes for companies at the federal level. The Federal Ministry of Labour and Social Affairs has been implementing the ESF model programme **unternehmens Wert: Mensch "company value: human"** since 2012 and is expanding it nationwide after its successful pilot phase. It aims to make SMEs aware of the issue of

skilled workers and personnel policy strategies and solutions via professional guidance. The advisory bodies responsible can issue companies guidance checks for 15 days of guidance. Around 2,000 consultants were additionally qualified for this programme. So far, there have been about 3,000 guidance checks mainly of companies with 10 to 49 employees; micro companies were significantly underrepresented. On average 12 guidance days were approved.

The evaluation of the programme shows its success: 94 percent of companies surveyed said that the guidance fully met their expectations. 68% of SMEs reported that in the next twelve months further measures are planned, which were initiated by the guidance. There was an average cost of 10.00 euro per guidance process.

Whether this programme will receive a regular subsidy remains to be seen.

### *Structures of educational guidance in North Rhine-Westphalia (NRW)*

Analysing the guidance structures for vocational education and training reveals that the state of NRW has the most differentiated guidance structures and has established a number of programmes with terms that extend far beyond the usual funding periods. This is not primarily due to the size of the state, but the fact that it has been going through a fundamental industrial structural change for decades. The coal and steel industries that have shaped decades the face of the Ruhr area, only plays a marginal role; the intended settlement of the auto industry as compensation was only temporarily successful. The central problem, which complicates the implementation of new industries, is the qualification structure of the employed and unemployed, in particular in terms of the above average number of long-term unemployed (= more than one year without employment). The professional qualifications required for work in mining and in the steel industry are no longer in demand. Without additional qualifications or without a new vocational certificate, long-term reintegration into the labour market is rarely possible. The state of NRW has therefore launched a series of funding programmes for guidance and training which are aimed at low-skilled workers in particular.

#### **Programmes for employees**

Particularly worth mentioning is the **Bildungsscheck NRW "NRW education voucher"** which has been offering employees the opportunity to be reimbursed by the state for half the costs of further education activities since 2006. Two approaches are possible here: either the company assumes the other half of the costs (organisational approach) or the employees pay half themselves (individual approach).

Guidance is mandatory for using the education cheques. Since 2016, the education cheque has been focussing on people who are considered low-skilled. In the period of January to September 2015 alone, 22,133 employees have used this tool, 12,853 of which through the organisational approach. 5% of users do not have a vocational qualification, 14% have not

been employed for more than four years in a trained occupation, 10% are temporary employed. However, the majority of users have a vocational qualification or higher degrees. Again, it is clear that at the company the group of low-skilled workers are not yet the focus of organisational training policy. This is particularly noticeable when analysing payment offers after the end of the course. Only 0.6% of users aspire to complete the training occupation; 6.9% complete an advanced professional qualification. It is interesting to see what approaches can be observed here. For the central purpose of updating existing qualifications (75%), 77% take the organisational approach; for gaining a vocational qualification the individual approach dominates with 1.1% well ahead of the operational approach with 0.3%; for completing a training profession the numbers are similar (10.3% to 4.4%). (See G.I.B., 2015. Online at: <http://www.gib.nrw.de/service/downloaddatenbank/bildungsscheck-bericht-2015-2.-January-to-september-2015>; updated on 9/02/2016)

To what extent the mandatory consultation assesses the burden of a catch-up vocational qualification as so high that they do not give recommendations in this direction or whether the employees do not seek out a degree, can not be derived from the existing data. The labour market policy hopes to initiate a turnaround here by focusing on the group of low-skilled workers in the new funding period from 2016.

The NRW programme **Beratung zur beruflichen Entwicklung (BBE)** "**Guidance for career development**" presents a relatively new tool which is aimed at people in the process of changing careers. The guidance principles show that this is about much more than just passing on information.

- "Guidance strengthens those seeking advice in their management and formative capabilities for future challenges in their professional development as well (to help themselves).
- The formulated needs and concerns of those seeking advice are decisive for the content of the guidance process.
- The attitude towards those seeking advice and their concerns is respectful, appreciative, and empathetic.
- Guidance is open-ended, resource-oriented, and solution-oriented." (Buschmann, Marx & Wohlfart, 2015, p.4)

The person seeking advice has the opportunity to have up to nine hours of individual guidance. The guidance counsellors have proven guidance skills and are supported by the G.I.B. They are paid 49 euro per guidance hour (incl. preparation and follow-up work).

Currently, there is not yet a meaningful evaluation available for the scientific community, which means that dedicated statements about the qualification structure of those seeking advice cannot be made. However, as low-skilled workers in particular are often employed in

precarious conditions, i.e. they are more frequently changing job, it can be assumed that they will be the main users of this programme.

### ***Funding programme for guidance for small and medium companies***

In NRW there are two programmes funded by the state for guidance for companies, focusing on small and medium enterprises (SMEs).

The programme **Potenzialberatung "potential guidance"** is aimed at companies with more than 10 and fewer than 250 employees, which need guidance regarding

- Work organisation
- Competence development
- Demographic change
- Digitising
- Health

The businesses can carry out a maximum of 10 guidance days with a qualified business consultant. Half of the cost is financed by the state of NRW, the other half by the company itself. A maximum of 500 euro per guidance day is compensated. In the "skills development" field in particular, the guidance and training of low-skilled workers is a relevant topic.

The funding programme **Qualifizierungsberatung "Qualification guidance in business"** is relatively new and also aimed at SMEs. The programme aims to improve company training structures, strategies, and measures and to merge occupational qualification requirements supported by customised training activities. One of the aims is to meet the need for skilled workers by training its own staff. External guidance counsellors that are especially for qualification guidance are available to SMEs.

### ***National Qualification Framework***

The federal-state coordination body for the NQR in Germany (Deutscher Qualifikationsrahmen) has in 2013 established that the possibilities of recognition and validation of results of non- formal and informal learning should be improved in order „to strengthen lifelong learning in general“.

From this recognition in particular should benefit low-skilled, who have acquired job-relevant skills in their work, but do not hold a certification in the form of a state- recognized qualification/diploma. Also for people with an immigrant background, which acquired abroad professional degrees that are not recognized in Germany, the opportunities by validation should be improved.

However, the coordinating bodies until today failed to agree on methods and tools of detection and recognition. While there are a number of considerations to, but an agreement seems a little more time to do.



## 2.5. Slovenia

*By Anita Brglez and Alenka Sagadin Mlinarič (Andragoški zavod Maribor)*

Professional development and support of individual guidance activities (according to Life-long Learning Guidance and Career Development in Slovenia published by the Slovenian Institute for Adult Education) is provided by the Slovenian Ministry of Education and other public institutes such as the Slovenian Employment Service, the National Education Institute Slovenia, the Slovenian Institute for Adult Education, the Institute of the Republic of Slovenia for Vocational Education and Training, the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes as well as other national institutions such as Universities, the Chamber of Commerce and Industry of Slovenia, the Chamber of Craft and Small Business of Slovenia, etc.

Direct guidance activity is the responsibility of many professionals in kindergartens, schools, faculties, employment offices, institutions for adult education and NGOs such as Youth Centres, etc. More than 1000 professionals, guidance practitioners, offer guidance services. Most of them have a university degree in the field of social sciences and qualifications obtained by additional training.

The following activities are the core ones:

- Guidance in kindergartens, schools and student dormitories,
- Career guidance at Slovenian Employment Services and other organisations,
- Guidance for early school leavers,
- General guidance for young people,
- Tutoring and career guidance for students,
- Guidance in adult education.

*Career development guidance in kindergartens*, schools and student dormitories is provided by the National Education Institute Slovenia. Responsible implementers are kindergartens, primary schools, high schools, secondary vocational and technical schools, student dormitories and other institutes.

*Activities of employment and labour market* within Ministry of Labour, Family, Social Affairs and Equal Opportunities are implemented by the Slovenian Employment Service. This Institute is an independent legal person with the status of public institute and covering the entire area of the Republic of Slovenia. The Institute also offers career orientation which comprises different activities with the purpose to support individuals in making and realising their decisions on their educational and vocational path. Special attention is given to career guidance for young and unemployed persons in order to increase their employability. An increased tendency for guidance in lifelong education has been detected which involves

different ways of acquiring knowledge (retraining, National Vocational Qualifications) and experiences, also with occupations in shortage, improving the structural unemployment situation. Career advisers are found in all regional offices across Slovenia and in so-called career centres which belong to the regional offices. Target groups in the centres, as dictated by the law, are all: unemployed, employed, students, parents, early school leavers, those at risk of losing an employment and others in need of such information. Guidance for individuals and groups of adults and youth takes place at the centres: job presentations, labour market workshops and labour market and employment workshops.

Since few years back the Chamber of Commerce and Industry of Slovenia and the Chamber of Craft and Small Business of Slovenia have been more active in the area of career guidance development. Both chambers encourage new activities of presenting relevant vocations and developing new approaches in career orientation for children and youth.

*The Institute of the Republic of Slovenia for Vocational Education* collaborates with promoting vocations in secondary vocational and technical schools: <http://www.cpi.si/en/>. An increase of private institutions providing career guidance has also been noted in Slovenia.

*The Ministry of Education* is financially responsible for providing information and guidance for youth. Career guidance for early school leaver has been available for some time by guidance network in Slovenia. The network answers the needs of many young people who have left school without attending other forms of education or the labour market and are in danger of social exclusion. Youth Centres note a quick growth and offer general guidance for youth in the Office of the Republic of Slovenia for Youth. The last public call enabled co-financing of 60 Youth Centres in Slovenia. General guidance of young people focuses on all topics that are of interest to them and involves providing information, guidance, consultations, managing, support in times of distress, personal help, coaching and training, networking and referrals to specialists. These activities are performed by youth centres or other youth services and are available via e-mail or other media. Information centre can provide addresses of other services which offer basic information with guidance. Some examples are: career orientation, youth discount card, concert tickets, affordable accommodations, facilities for youth activities and support with the organisation of youth projects...

*Slovenian universities have career centres* providing guidance to students as a junction between students and labour market. Guidance practitioners in the centres are well familiarised with the contents of educational programmes and competences acquired by the students at the end of study. They regularly check their employability and remain in contact after the students leave the university. In order to intensify the connections between universities and companies or other employees, career centres provide students in a systematic way with information on needs for staff and employment opportunities. At the same time the centres offer courses and workshops on employment skills to make the transition to



employment easier. Universities also provide 4 types of tutoring: introductory tutoring, subject tutoring, tutoring for foreign students and tutoring for students with special needs.

On the national level the Ministry of Education is responsible for *guidance centres for adults*. Adult Education Guidance centres are financed by the Ministry of Education and by European Social Fund. Professional development, follow-up and networking support of 14 guidance centres is provided by the Slovenian Institute for Adult Education. On the regional level public adult education centres, selected with the public call by the Ministry of Education, are responsible for implementing the guidance centre activities. Guidance centres can be found on 14 locations at 14 adult education centres which have been selected for ISIO (Adult Education Guidance Centre) activities. They offer their services to all adults regardless of their status, age, education... In 2014 the Ministry of Education decided for the first time to define co-financing of supporting activities in guidance for unemployed in the annual programme for adult education.

Finances were allocated by decision to 35 adult education centres across Slovenia. Guidance for unemployed people serves people that are unemployed or people at the risk of losing their jobs. Objectives are the following: motivation and guidance for further education or training, monitoring of their progress, evaluation of the acquired knowledge, guidance through procedures of national vocational qualifications, prevention of social exclusion, prevention of negative effects of unemployment and contribution to employability, guidance towards informal educational programmes, assessment and evaluation of informally acquired knowledge.

Next step of guidance development in adult education was the establishment of so-called decentralised guidance centres enabling the activities to be performed outside of the local facilities. Mostly the premises were established within lifelong learning centres.

Guidance practitioners in adult education guidance centres provide information and guidance before, during and after the process of education. Guidance practitioners help adults define their educational needs, search for suitable education and develop learning skills, assist adults with enrolment in informal educational possibilities in the local environment and other similar activities.

They encourage and motivate adult to learn, support them in overcoming the obstacles of learning, represent them in contacts with other institutions when looking for additional information or support, help them with planning the learning process, evaluate their achievements, etc. The work of a guidance practitioner in adult education guidance centres is complex with many organisational forms: it can have an personal approach, it can be done by e-mail or phone, in writing by regular post or e-mail with additional informative materials. It can be performed individually or in groups, in or outside the facilities.

Adult Education Guidance Centre has an established system of quality monitoring. We follow quality indicators on an annual level and every two years we perform the process of guidance centre self-evaluation. The report on monitoring according to the assessment and quality development model in guidance centres comprises the following areas of quality assessment: duration of the guidance process, collaboration with strategic partners and experts in the region, guidance priority target groups, guidance results, providing information and promotion, qualifications of the head of the guidance centre and guidance practitioner, use of professional literature and other resources, databases and use of guidance tools. The Slovenian Institute for Adult Education selects quality indicators every year which are then given special attention.

*The processes of verification and certification* of acquired knowledge in Slovenia is introduced mostly to the system of verifying and certifying national vocational qualifications (NVQs).

National vocational qualification guidance has been established in practice as an additional activity of professionals of different profiles, qualified by Institute of the Republic of Slovenia for Vocational Education or Slovenian Institute of Adult Education. It is a complex activity demanding the knowledge of the profession the client wants NVQ for as well as guidance skills. It comprises providing information on verification and certification procedures of national vocational qualifications, guidance with the selection of field and difficulty level of NVQ certification, assistance with providing the documents and evidence of the acquired knowledge, assessment of documents' relevance, providing information about which knowledge and skills are sufficient and which are not, how to acquire the missing knowledge, support with portfolio preparation and general support with overcoming the obstacles that a client may encounter on the way to NVQ certificate. NVQ guidance practitioners are usually employed at organisations verifying vocational qualifications or in the adult education guidance centres. (Source: Lifelong guidance and career development in Slovenia, Slovenian Institute of Adult Education).

### 3. Presentation of project examples

This chapter consists of standardized descriptions of training and counselling projects promoted in partners' countries for employers, their employees, or combined for both groups, sometimes also for unemployed. The projects were selected in all partners' countries with the respect on targeting them on the career counselling to low qualified employed people in firms or on supporting the structures which help the professional development of those with the low qualification.

In some countries there were found more different examples than in others and that is why the number of projects from each particular country differs. The selection of projects was discussed by all partners at the mutual learning seminar in Vienna, and it was decided to select 2 – 4 projects per country, depending on the experience in each country.

The projects descriptions, which form this chapter, are divided into 5 sections, sorted by countries in alphabetic order. There are descriptions of 15 projects all together.

#### 3.1. Austria

1. Impulse Consulting for Companies
2. Impulse Qualification Networks
3. Workshop "Guidance in the workplace" for work council members (a project module in Educational Guidance Network Salzburg)
4. fit2work – Services for Employers

Project title	<b>Impulse Consulting for Companies (<i>Impulsberatung für Betriebe / IBB</i>) (since 2015)</b> Based on previous programmes: Flexibility Consulting for Companies ( <i>Flexibilitätsberatung für Betriebe / FBB</i> ), Qualification Consulting for Companies ( <i>Qualifizierungsberatung für Betriebe / QBB</i> )
Link to project web-site	<a href="http://www.ams.at/service-unternehmen/foerderungen/impulsberatung-betriebe">http://www.ams.at/service-unternehmen/foerderungen/impulsberatung-betriebe</a>
Type of the initiative	Programme on federal level
Project implementation period	IBB: 09/2015 – 12/2017, 28 months FBB: 01/2007 – 12/2010, 01/2011 – 12/2013 QBB: from 2001 onwards on regional level

Funding Authority	Public Employment Service Austria (PES Austria) <a href="http://www.ams.at">www.ams.at</a>
Source of funding	National funding, PES Austria
Budget	Not specified Specified budget by participating company (De-Minimis-aid regulation): 1-50 staff: EUR 8,800 max. 51+ staff: EUR 10,500 max.
Implementing Body	ÖSB Consulting (lead partner) & Deloitte, in a consortium with BAB Unternehmensberatung, Merlin, abz*Austria, equalizent, Ximes Contact person (lead partner ÖSB Consulting): Clemens Ragl <a href="mailto:clemens.ragl@oesb.at">clemens.ragl@oesb.at</a> <a href="http://www.oesb.at">www.oesb.at</a>
Target group	Employers (companies of all sizes from SMEs to big companies)
Background of the initiative	Impulse Consulting Austria (IBB) is a free of charge consulting service by the Public Employment Service Austria (PES), which supports companies in tackling staff and organisation development. This consulting service is implemented by a consultancy commissioned by the PES.  IBB is a follow-up programme to previously implemented similar programmes like Flexibility Consulting for companies (FBB) and Qualification Consulting (QBB). The main reason for introducing this kind of programmes was on the one hand the need to support companies in HR management to increase the adaptability, employability and mobility of the workforce and thereby securing employment, mainly by furthering qualification and training. On the other hand these programmes are part of employer focused activities of the PES Austria, as it is obliged by law to provide services both for jobseekers and employers.  First pilot programmes of QBB started in 2001 and were adapted in each following programme phase. From 2007, on the programme Flexibility Consulting was introduced.

Main aim of the initiative	The primary aim of this programme is to secure employment as part of an early intervention labour market policy.
Specific objectives	<p>The objectives of the IBB programme are</p> <ul style="list-style-type: none"> <li>- Increasing work-oriented CVET activities</li> <li>- Tackling the challenge of an ageing workforce</li> <li>- Furthering equal opportunities of women and men</li> <li>- Securing jobs in case of capacity fluctuations</li> <li>- Increasing diversity and integrating relevant target groups</li> <li>- Attracting new customers and improving customer retention</li> <li>- Increasing take-up rate of PES offers and services</li> </ul>
Implementation	<p>The programme “Impulse consulting” directly targets companies of all sizes. In cooperation with the PES Austria the consultancies work together with company representatives like the management or HR staff on issues of staff and business development with importance to labour market policies.</p> <p><b>Consulting process</b></p> <p>As contracting entity, PES supports the contractor in accessing the companies. The subsequent consulting offer is set up via the following steps:</p> <ul style="list-style-type: none"> <li>• First informational interview: Information on the consulting offer: topics, extent of service, general framework Information on other PES offers and services</li> <li>• Impulse Check: max. 5 consulting days Analysing the status quo, the current status of the company, gathering current challenges and validating regarding their importance for labour market policy Matching challenges with existing PES services and funding or need for deepening Impulse Check</li> <li>• Impulse theme-centred Consulting: max. 8 consulting days Respective consulting services are carried out – aligned to the needs of the regional labour market – focusing on following themes:</li> </ul>

	<ul style="list-style-type: none"> <li>• CVET at the workplace</li> <li>• Age-appropriate working conditions</li> <li>• Equal job opportunities</li> <li>• Securing jobs in case of demand or capacity fluctuations</li> <li>• Encouraging diversity, integration of target groups of labour market policy</li> <li>• Impulse Follow-Up: Follow-up on and document outcomes of the interventions, receive feedback</li> </ul>
<p>Outputs planned and actual</p>	<p>The following number of cases are indicatively planned to be completed within the recent project period:</p> <ul style="list-style-type: none"> <li>• First informational interview: ~1,800 companies</li> <li>• Impulse Check: ~1,000 companies</li> <li>• Impulse theme-centred Consulting: ~670 companies</li> <li>• Impulse Follow-Up: ~450 companies</li> </ul>
<p>Evaluation of effects</p>	<p>Having started in 2015, IBB has not been evaluated yet. But there are some evaluation results from the previous programme Flexibility Consulting (FBB).</p> <p>The satisfaction of the participating companies is relatively high and increases by intensity of the consulting process. Around 70 % of the companies implement results of the consulting.</p> <p>Additional effects include that the level of information on general PES offers for companies is significantly improved. (L&amp;R 2011)</p> <p>Another survey analysed FBB case studies with focus on productive ageing (ÖSB Consulting 2014).</p>
<p>Highlights</p>	<p>The success of the programme shows that brief, but intense interventions can have a long-term effect for the participating companies. It is important to include the company in designing and organising the intervention and to use contributions of the company as starting point for the consulting process.</p> <p>Another factor of success is to create space for communication on selected and relevant topics within the company (between hierarchy</p>

	levels, units etc.).
Lessons learned	Gaining access to companies willing to cooperate is one of the most crucial factors. When accessing companies to propose a participation in the programme, a broader support service has proven to be effective. Many companies have limited awareness of the relevance of general labour market challenges and are more willing to deal with selected topics if confronted later on in the consulting process.
Follow up	<p>IBB is a follow-up programme to previous activities like FBB and QBB. Main changes include the integration of the two programmes into one. Whereas IBB reaches out to companies of all sizes, FBB was targeted at bigger firms and QBB at SMEs.</p> <p>IBB has restricted fields of actions in comparison to FBB, which was constructed to be more open concerning consulting fields. This was done in order to refocus on the labour market goals of the programme.</p> <p>Finally IBB reinforces the collaboration of PES staff and the IBB consultants with the aim to improve the customer retention and the level of information on general PES services and offers of the participating companies.</p>
Links to further web information/resources	<p>L&amp;R (2011): Evaluierung der Flexibilitätsberatung für Betriebe. Endbericht.  <a href="http://www.forschungsnetzwerk.at/downloadpub/EB_FBB_Bericht_ams_lr.pdf">http://www.forschungsnetzwerk.at/downloadpub/EB_FBB_Bericht_ams_lr.pdf</a></p> <p>ÖSB Consulting (2014): Altersspezifische Personalpolitik. Und der Beitrag des AMS.  <a href="http://www.forschungsnetzwerk.at/downloadpub/Endbericht_altersspezifische-Personalpolitik.pdf">http://www.forschungsnetzwerk.at/downloadpub/Endbericht_altersspezifische-Personalpolitik.pdf</a></p> <p>ÖSB Consulting (2011): KOOP AT-BG. Active Labour Market Policies during and after the Crisis: Experiences and Good Practices in Bulgaria and Austria, p. 143ff  <a href="http://www.koop-at.eu/fileadmin/Koop_AT-BG/28_KOOP_AT-BG_Publication_Webversion.pdf">http://www.koop-at.eu/fileadmin/Koop_AT-BG/28_KOOP_AT-BG_Publication_Webversion.pdf</a></p>

Project title	<b>Impulse Qualification Networks (Impuls-Qualifizierungsverbund/IQV)</b>
Link to project website	General website: <a href="http://www.ams.at/service-unternehmen/foerderungen/impuls-qualifizierungsverb-beratung-qualifikation-support">http://www.ams.at/service-unternehmen/foerderungen/impuls-qualifizierungsverb-beratung-qualifikation-support</a>  Websites of the regional programmes: e.g. IQV Vienna <a href="http://www.iqv-wien.at/">http://www.iqv-wien.at/</a> IQV Carinthia <a href="http://www.qv-kaernten.at/">http://www.qv-kaernten.at/</a> IQV Upper Austria <a href="http://www.qv-oberoesterreich.at">http://www.qv-oberoesterreich.at</a>
Type of the initiative	Programme implemented on regional level (in 9 provinces)
Project implementation period	Differs from province to province, e.g. IQV Vienna: 01/2016 – 17/2017, 24 months IQV Carinthia: 10/2015 – 12/2016, 14 months IQV Upper Austria: 08/2015 – 12/2017, 28 months  From 2001 onwards “Qualification network” pilot projects and subsequent programmes
Funding Authority	Public Employment Service - <a href="http://www.ams.at">www.ams.at</a>  IQV is a PES offer throughout Austria. It is implemented and funded by the respective regional PES in each of the 9 provinces.
Source of funding	Regional funds of Public Employment Service
Budget	Not specified, depending on region and take-up rate
Implementing Body	Depending on region, e.g.  IQV Vienna, Carinthia & Upper Austria – ÖSB Consulting, <a href="http://www.oesb.at">www.oesb.at</a>  Contact person: Clemens Ragl <a href="mailto:clemens.ragl@oesb.at">clemens.ragl@oesb.at</a>
Target group	Employers
Background of the initiative	The first pilot projects for qualification networks have started in 2001. By supporting companies in strategic staff development and



	<p>in joining networks to train their staff in sector-specific or regional organised training activities, the participation in continuing education and training, but also the take-up rate of PES funding and support schemes for company training activities should be increased.</p>
Main aim of the initiative	<p>The main aim of this programme is to secure employment by increasing work-oriented CVET activities.</p>
Specific objectives	<p>An Impulse Qualifications Network (IQV) is a network of several companies built to plan and implement tailor-made qualification programmes for their staff. The network is also to be used as a platform for exchanging information and for joint development projects.</p>
Implementation	<p>The IQV-Consulting is contracted out to service providers and supports the participating employers with:</p> <ul style="list-style-type: none"> <li>• Establishment and ongoing operation of the network</li> <li>• Set-up of network statutes to adjust the objectives of the IQV, the responsibilities of the members as well as the services of the consultancy of the service provider</li> <li>• Analysing the educational requirements within the network and development of trainings plan of the individual network members</li> <li>• Supporting the set-up of staff development programmes</li> <li>• Researching and organisation of trainings within the network</li> <li>• Support in applying for, handling and accounting the qualification funding of the PES</li> <li>• Support in the compilation and the organisation of the platform programme</li> </ul> <p>The consulting is fully funded by the PES under consideration of the de-minimis threshold.</p>
Outputs planned and actual	<p>Planned outputs:</p> <p>IQV Vienna: 1 network, max. 200 companies</p> <p>IQV Carinthia: 3 networks, app. 35 companies</p> <p>IQV Upper Austria: up to 10 networks, max. 200 companies</p>

Highlights	<p>Qualification networks make targeted and sector-specific trainings possible which are designed according to the needs of the participating companies, especially if they are so far not offered on the training market.</p> <p>Networking, cooperation and exchange are fostered by participating in qualification networks. However, in some sectors business competition can cause reluctance to participate in exchange activities and joint trainings.</p>
Lessons learned	<p>One of the motivators for participation in a qualification network was the possibility to get additional public funding for the training staff which is otherwise not eligible within the regular funding scheme (qualification funding for employees). Without this incentive, it is more difficult to attract companies.</p>
Follow up	<p>Having started in 2001, the qualification network programmes have been continuously further developed and adapted to current labour market needs. In the recent programme period the emphasis is put – next to supporting companies in jointly implementing trainings – on the use of the network as an exchange platform and the application support for the PES qualification funding.</p>
Links to further web information/resources	<p>Andreas Höllmüller (2015): Qualifizierungsverbünde in Wien – ein Resümee.  <a href="http://www.forschungsnetzwerk.at/downloadpub/AMS_info_302.pdf">http://www.forschungsnetzwerk.at/downloadpub/AMS_info_302.pdf</a></p>

Project title	<b>Workshop "Guidance in the workplace" for work council members (a project module in Educational Guidance Network Salzburg)</b>
Link to project website	<a href="https://sbg.arbeiterkammer.at/service/veranstaltungen/2016/september2016/Workshop_Arbeitsplatznahe_Beratung.htm">https://sbg.arbeiterkammer.at/service/veranstaltungen/2016/september2016/Workshop_Arbeitsplatznahe_Beratung.htm</a>   <a href="http://www.biber-salzburg.at/aktuelles/component/content/article/223-werden-sie-bildungsersthelfer">http://www.biber-salzburg.at/aktuelles/component/content/article/223-werden-sie-bildungsersthelfer</a>
Type of the initiative	Pilot project
Project implementation period/number of months	01/2015-12/2017, 36 months
Funding Authority	ESF, City of Salzburg, Federal Province Salzburg, Public Employment Service, Federal Ministry for Education
Source of funding	ESF, City of Salzburg, Federal Province Salzburg, Public Employment Service, Federal Ministry for Education
Implementing Body	Chamber of Labour Salzburg (Arbeiterkammer) Contact: Franz Fuchs-Weigl, +43 662 86 87 423, <a href="mailto:franz.fuchs-weigl@ak-salzburg.at">franz.fuchs-weigl@ak-salzburg.at</a> ; Hilla Lindhuber, +43 86 87 422, <a href="mailto:hilla.lindhuber@ak-salzburg.at">hilla.lindhuber@ak-salzburg.at</a> (Head of Department) In cooperation with BiBer Bildungsberatung (Educational counselling and career guidance for adults) Contact: Christine Bauer-Grechenig, +43 662 87 26 77, <a href="mailto:c.bauer@biber-salzburg.at">c.bauer@biber-salzburg.at</a>
Target group	Members of workers' councils in companies
Background of the initiative	Guidance should be one of the focal points within the ESF programme. Workers' councils are important intermediaries in this context
Main aim of the initiative	Council members should be enabled/empowered to give some kind of "first aid" advice in the field of guidance. They should be made aware of <ul style="list-style-type: none"> <li>the fact that education can be a solution to many problems in</li> </ul>

	<p>work life;</p> <ul style="list-style-type: none"> <li>• get an overview of education offers and possibilities of personal, legal and financial support;</li> <li>• and the contact addresses (especially BiBer) of guidance professionals to whom persons with guidance needs can be referred to.</li> </ul>
Specific objectives	Getting worker council members involved in matters of guidance and education.
Implementation	<p>Workshop plan:</p> <ul style="list-style-type: none"> <li>• Introduction / Getting to know each other</li> <li>• Overview about meaning and benefits of education</li> <li>• Presentation of possibilities of vocational training, means of (financial) support and functions of guidance</li> <li>• Working group sessions on short case studies, participants solve real problems and questions taken out of guidance practice</li> </ul>
Outputs planned and actual	<p>Planned to reach at least 105 worker council members.</p> <p>10 to 15 persons in each workshop, so around 10 workshops will take place during the project period.</p> <p>Until now (07/2016), 4 workshops with 43 participants have been held.</p>
Evaluation of effects	Internal ex-post evaluation (of workshop participants): very positive feedback; great satisfaction with the information provided, and very positive surprise about the broad variety of chances offered by education/training they could promote in their guidance activities.
Highlights	<p>Participants are mostly very surprised about the variety of possibilities they were made aware of, and enjoy dealing with the presented case studies.</p> <p>Very important to have members of work councils as providers of "first aid guidance" directly in the field.</p>
Lessons learned	<p>The workshop format works very well because of three main reasons:</p> <ul style="list-style-type: none"> <li>• Team of 2 trainers: a practitioner from the field of guidance, and an education expert with contacts to the trade unions;</li> <li>• Mix of short information and work on case studies;</li> </ul>

	<ul style="list-style-type: none"> <li>Support by the AK department in charge of work councils, support of trade unions in contacting the work councils.</li> </ul>
Follow up	Not yet planned

Project title	<b>fit2work – Services for Employers</b>
Project website	<a href="http://www.fit2work.at">www.fit2work.at</a>
Type of the initiative	Mainstreamed project
Project implementation period/number of months	07/2015 – 12/2019 (54 months)
Funding Authorities	Public Employment Service (AMS) – <a href="http://www.ams.at">www.ams.at</a> Regional Health Insurance Funds (GKK) – e.g. <a href="http://www.wgkk.at">www.wgkk.at</a> (Vienna) Pension Insurance Fund (PV) – <a href="http://www.pensionsversicherung.at">www.pensionsversicherung.at</a> Austrian Workers' Compensation Board (AUVA) – <a href="http://www.auva.at">www.auva.at</a> Federal Social Office (Sozialministeriumservice) – <a href="http://www.sozialministeriumservice.at">www.sozialministeriumservice.at</a>
Source of funding	Federal Budget / European Social Fund ESF (50%)
Budget	2015 – 2019: € 15,400,000.00
Implementing Body	Overall coordination by the Federal Social Office, regional implementation by ÖSB Consulting and other partners
Target group	Employers (companies where workers have shown above average downtimes due to illness and other health problems, also with a preventive approach to manage workplace health, before actual negative effects become visible)
Background of the initiative	In 2011, the Austrian Government started the programme „fit2work“. Its overarching objective is to prevent inability to work and early exit from labour market and aims at retaining the employability of employees. The project is based on the work & health law (Arbeits- und Gesundheitsgesetz AGG <a href="http://www.fit2work.at/cms/home/attachments/9/5/2/CH0080/CMS">http://www.fit2work.at/cms/home/attachments/9/5/2/CH0080/CMS</a>

	<p><a href="#">1426161902414/agg_fassung_vom_07.06.2013.pdf</a>).</p> <p>fit2work as a centre of excellence uses the existing range of offers of different partners and seeks to provide a one-stop orientation, advisory and support service.</p> <p>The first implementation (executed by BBRZ and BAB) of fit2work started 2011 and ended in 2015. fit2work then got extended until 2019 and ÖSB joined BBRZ and BAB.</p>
Main aims of the initiative	<ul style="list-style-type: none"> <li>• Free of charge, voluntary and anonymous consulting for employers to help their employees to tackle their (work-related) health problems, which could lead to long downtimes, additional costs, higher employee fluctuation and loss of knowledge and expertise by failing to retain long-term employees</li> <li>• Raise the well-being of the employees, and thereby improving the productivity of the company</li> </ul>
Specific objectives	<ul style="list-style-type: none"> <li>• Supporting companies with employee health problems, in order to improve or keep their skills and their productivity</li> <li>• Sustainable (re-)integration of persons with health problems into company, internal management of employees' health problems</li> <li>• Pro-active approach to support, keep or reinstate the productivity of workers</li> <li>• Identify and change negative influences in the work environment</li> <li>• Decrease costs for coping with negative side effects of work</li> <li>• Prevent loss of experienced employees due to negative effects of the work environment</li> <li>• Improving the internal work climate</li> <li>• Motivate employees for self-help, by giving them tools they need</li> <li>• Development of an early warning system (to prevent such events in the future)</li> <li>• Prevention of drop-out and early retirement of employees</li> <li>• Information and prevention, awareness-raising</li> </ul>
Implementation	Potential clients are either approached via public institutions (em-

	<p>ployment services, health insurance, pension funds etc.) or by the social partners, or they get involved with the programme on their own initiative. The first step involves a “basic check” of the company, the structures, the environment, and concrete needs and problems (company profile). After this assessment, needs-based services are listed in an agreement between the company and the project organisation.</p> <p>The first main phase is “analysis and awareness raising”, where the employees’ productivity is tested (determined by work environment and available structures), followed by specific and tailor-made coaching and consulting offers for employees and management.</p> <p>The “reporting” phase is used to communicate assessment results to management, and to consult them on possible counter-measures. The agreed measures are presented to the employees.</p> <p>The “intervention” phase offers a broad variety of potential services and measures to improve the work situation of the employees. Key members of the workforce are designated to act as internal communicators and facilitators, in order to create sustainable structures and improve ownership of the suggested measures.</p> <p>Possible measures can include adaptation of workspaces, special trainings for management, training courses for staff members, internal communication and feedback mechanisms, therapeutic and rehabilitation measures for employees with long-term medical problems, guidance for potential internal retraining and reskilling measures, or information on other external support offers.</p> <p>Implementation is followed by evaluation, where employees go through the questionnaires from the initial phase again, and the differences (improvements) are compared. Final workshop to clarify how the project results/effects can be retained even after the project intervention has ended.</p>
Outputs planned and actual	Planned Output 2015-2019: 3,350 businesses
Evaluation of effects	There has not been an evaluation yet.
Highlights	The purpose is the long-term maintenance of employability and ability to work of the employed and unemployed population of Austria. Therefore, easy accessible nationwide offers of information, consulting/counselling and support have to be adopted. These measures have to provide information on health topics concerning working life.



	<p>Furthermore, they are meant to provide intervention at an early stage of health issues.</p> <p>Fit2work is a broadly based initiative, 4 Ministries, the PES (AMS), labour inspection, federal office for social affairs, the social partners and the federal insurance companies are working together. It is designed to reach as many people as possible.</p> <p>It is a low-threshold service, which enables employers and employees to retain/strengthen employability. Regional free of charge consulting encourages employers to tackle health-related organisational challenges and foster a health-promoting work environment.</p>
Lessons learned	<p>The cooperation of key players (ministries, social partners, federal insurance) is of vital importance for the project's success.</p> <p>Raising awareness about health and employability is a continuous challenge and needs to be regularly addressed. Especially small businesses are yet to engage health topics in an organised manner. Employees of small organisations rarely get assistance from their employer in improving or maintaining good health.</p>
Follow-up	<p>The initiative was extended in 2015 until 2019. There are no changes/upgrades to the initial project.</p>
Links to further web information/resources	<p>Employment and Age - <a href="http://www.arbeitundalter.at">http://www.arbeitundalter.at</a></p> <p>WAI Network Austria - <a href="http://www.wai-netzwerk.at">http://www.wai-netzwerk.at</a></p> <p>Healthy Austria Fund - <a href="http://www.fgoe.org">http://www.fgoe.org</a></p> <p>Austrian Workplace Health Network - <a href="http://www.netzwerk-bgf.at">http://www.netzwerk-bgf.at</a></p>

### 3.2. Czech Republic

1. National Qualifications Framework
2. Improving adaptability and competitiveness of employees by systematic development of their vocational knowledge, skills, competencies and qualifications.
3. Training mentors to work with new employees in production – low qualified workers

Project title	<b>National Qualifications Framework (NQF)</b>
Link to project web-site	<a href="http://www.nuv.cz/nsk2/o-projektu">http://www.nuv.cz/nsk2/o-projektu</a> <a href="http://www.narodnikvalifikace.cz/">http://www.narodnikvalifikace.cz/</a>
Type of the initiative	Mainstreamed project
Project implementation period	2009 – 2013 / 48 months
Funding Authority	Ministry of Education, Youth and Sport <a href="http://www.msmt.cz/">http://www.msmt.cz/</a>
Source of funding	Ministry of Labour and Social Affairs ESF - 85% Czech state budget - 15%
Implementing Body	National Institute of Education <a href="http://www.nuv.cz">http://www.nuv.cz</a>
Target group	Employers, employees, unemployed value added for training centres/agencies (standardization of training course) and labour offices (standardization of quality of re/trainings)
Background of the initiative	The project was initiated by the Ministry of Education, Youth and Sport in order to promote the role and recognised quality of non formal education outputs in lifelong learning. Since the beginning it has been implemented hand by hand with employers (Chamber of Commerce, Union of Industry) which have established the 29 "sector councils", compiled from experts from practice in order to ensure direct link with practice. NQF was created as a live tool which helps to recognise and vali-

	date the outputs of non formal education on the basis of sett of qualification standards – professional qualifications (PQ).
Main aim of the initiative	<p>The main project aims are focused on:</p> <ul style="list-style-type: none"> <li>• To set up “live” system of non formal learning outputs description, validation and recognition (widely used by employers, Labour office and the general public)</li> <li>• To develop and maintain (long lasting) the standardised set of actual qualifications’ description based on recent requirements of employers</li> <li>• To increase the competitiveness of the Czech employees</li> </ul>
Specific objectives	<p>Specific objectives are focused mainly on harmonization of outputs of the re/trainings and to develop “live” tool which should be used by employers, consultants or trainers as a base for identifying the current status of knowledge and skills on which to build further career development of employee</p> <ul style="list-style-type: none"> <li>• To create set of PQ (professional qualifications on all levels) in accordance with the needs of employers and the labour market</li> <li>• To involve employers in process of creating, update and use of NQF (sector councils) as a tool for planning and implementing tailor-made training programmes for their employees</li> <li>• To involve training institutions into the process of creation of the standardized courses, which allow to improve knowledge and skills of graduates according to the labour market needs</li> <li>• To set up the quality system of recognition and validation of non formal education outputs -exams from PQs by “Authorized persons” (legal of physical entities), who are entitled (accredited) to carry out the exams by “Authorizing body” (respective ministry).</li> <li>• To harmonize recognition of qualification (based on law)</li> <li>• To develop control mechanisms applicable in a network of Authorized persons/examiners.</li> </ul>
Outputs planned and actual	<ul style="list-style-type: none"> <li>• More than 1000 PQs have been created, recently there are 991 PQ in the system</li> <li>• Qualification and evaluation standards were developed for identified PQs</li> <li>• Links between qualifications in the NQF and related systems (NOS, EQF) were defined</li> <li>• Employers were deeply involved in process of creation and</li> </ul>

	<p>update of the qualification and evaluation standards of NQF (sector councils compiled of expert from practice - firms)</p> <ul style="list-style-type: none"> <li>• The mechanisms and control activities of authorized persons conducting tests of PQ were set up</li> <li>• Information system ISKA, providing data on all qualifications, authorized persons, authorization processes and testing was developed</li> </ul> <p><b>Outputs</b> (data by end of June 2016)</p> <table data-bbox="481 698 1053 896"> <tr> <td>PQ standards developed</td> <td>991</td> </tr> <tr> <td>Authorised persons</td> <td>1 216</td> </tr> <tr> <td>authorizations PQ</td> <td>3 983</td> </tr> <tr> <td>examiners</td> <td>9 543</td> </tr> <tr> <td>individual exams completed</td> <td>145 483</td> </tr> </table>	PQ standards developed	991	Authorised persons	1 216	authorizations PQ	3 983	examiners	9 543	individual exams completed	145 483
PQ standards developed	991										
Authorised persons	1 216										
authorizations PQ	3 983										
examiners	9 543										
individual exams completed	145 483										
Evaluation of effects	<ul style="list-style-type: none"> <li>• NQF was set up and recognised by employers</li> <li>• NQF is linked with system of re/trainings that bring harmonization of content of re/training programmes and outputs or re/trainings</li> <li>• system of and recognition and validation of PQs was incorporated in law</li> <li>• involvement of employers/employers organizations in the system NQF creation, update and use was raised</li> <li>• involvement of educational organizations in the system NQF was raised</li> <li>• awareness of NQF increased</li> </ul>										
Highlights	<p>NQF is used by employers in planning the careers and training of their employees</p> <p>NQF is widely used by trainers and career counsellors</p>										
Lessons learned	<ul style="list-style-type: none"> <li>• NQF system needs to be further developed hand in hand with the development of the labour market and employers needs</li> <li>• all relevant stakeholders have to be continuously involved in update and use of NQF</li> <li>• the awareness of the system needs to be further promoted</li> <li>• the establishment of system of multi-funding for update and use of NQF is needed (government, employers, labour office,</li> </ul>										

	etc.)
Follow up	<p>National Institute of Education (subordinated to the Ministry of Education, Youth and Sport) is responsible for update of NQF system. The financial frame for co-operation with employers in regular update and quality assurance is recently discussed and it will be fixed in legislation.</p> <p>More than 1 000 firms have already been put into the database of active users of NQF in their daily practice (firm positions' descriptions and a base for further professional training of employees).</p>

Project title	<b>Improving adaptability and competitiveness of employees by systematic development of their vocational knowledge, skills, competencies and qualifications.</b>
Link to project web-site	<a href="http://www.a-hra.cz">www.a-hra.cz</a>
Type of the initiative	Pilot project financed from national wide programme "Support of specific and vocational staff training"
Project period	2013 – 2015, 24 months
Funding Authority	Ministry of Labour and Social Affairs ESF - 85% Czech state budget - 15%
Source of funding	Operational Program Human Resources and Employment
Implementing Body	AHRA consulting company
Target group	Employees 15 internal trainers (employees of company - lectures), 150 operators in manufacturing
Background of the initiative	<p>Initiators :</p> <ul style="list-style-type: none"> <li>• University – (distance learning centre)</li> <li>• Employers</li> <li>• Trainers organisations</li> </ul>

Main aim of the initiative	<ul style="list-style-type: none"> <li>• Creating and implementing a new way of training of job skills and knowledge of workers (operators)</li> <li>• Using an e-learning environment (Moodle platform)</li> </ul>
Specific objectives	<ul style="list-style-type: none"> <li>• Trained team of internal trainers and tutors for a new way of education, particularly in acquiring skills in the field of creation of educational content, evaluation tools, administration environment Moodle, management studies in Moodle, providing feedback when evaluating the knowledge of operators</li> <li>• Functional e - learning environment</li> <li>• Operators who are accustomed to use e - learning environment for their self-learning; self-development</li> </ul>
Implementation	<p>Education of tutors and internal trainers in:</p> <ul style="list-style-type: none"> <li>• Methodology and methods of distance education</li> <li>• Creating a curriculum lessons, plans</li> <li>• Principles of presenting educational content and textbooks</li> <li>• Principles of testing and evaluation</li> <li>• Getting to know Moodle application</li> <li>• Ability to create courses in Moodle application</li> <li>• Ability to report test results</li> </ul> <p>Creation of e -learning courses:</p> <ul style="list-style-type: none"> <li>• Creating a company application</li> <li>• Pilot verification of functionality</li> </ul> <p>Training of operators:</p> <ul style="list-style-type: none"> <li>• Tutorials <ul style="list-style-type: none"> <li>• Getting on with Moodle environment - student view</li> <li>• Knowledge of the environment, control, passing tests, study contributed materials</li> </ul> </li> </ul>
Outputs planned and actual	<ul style="list-style-type: none"> <li>• 15 trained internal tutors and trainers of lecturers e –learning education</li> <li>• 35 e - learning courses – knowledge of 34 unique manufacturing operations</li> <li>• 150 operators trained in the use of e -learning for self- learning/self-development</li> </ul> <p>The outputs were fulfilled in accordance with the plan.</p>

<p>Evaluation of effects</p>	<p>Evaluation of operators `satisfaction:</p> <ul style="list-style-type: none"> <li>• 85 % of operators evaluated change of education positively</li> <li>• 93 % of operators evaluated LMS Moodle as very user - friendly</li> <li>• 76 % of operators would be welcomed to implement this LMS Moodle also in other areas of education</li> </ul> <p>Benefits of new way of certification for operators:</p> <ul style="list-style-type: none"> <li>• saving time - entrance/initial test shows what should be improved</li> <li>• not worried the "sharp" certification (trying to mock testing - know how to do it)</li> <li>• can learn when they have time and mood</li> </ul>
<p>Highlights</p>	<ul style="list-style-type: none"> <li>• When implementing any training or education development projects, it is essential for success to honour principles of didactics and methodology of learning.</li> <li>• It is necessary to distinguish whether we want/need to develop the knowledge, skills or attitudes.</li> <li>• Close cooperation with employers is fundamental as well as respecting of their needs.</li> </ul>
<p>Lessons learned</p>	<ul style="list-style-type: none"> <li>• Professional and thorough selection a team of internal tutors and trainers is the foundation for success - engaged and proactive persons</li> <li>• Moodle application is user-friendly (for creators and learners)</li> <li>• Free of charge</li> </ul>
<p>Follow up</p>	<ul style="list-style-type: none"> <li>• Employers are interested in expanding this pilot project to other professions</li> <li>• POVEZ II "Support of special and vocational staff training" (support for creation of long-term education plans in companies)</li> </ul> <p><a href="https://portal.mpsv.cz/sz/politikazamest/esf/projekty/podpora_odbo_rneho_vzdelavani_zamestnancu">https://portal.mpsv.cz/sz/politikazamest/esf/projekty/podpora_odbo_rneho_vzdelavani_zamestnancu</a></p>



Project title	<b>Training mentors to work with new employees in production – low qualified workers</b>
Type of the initiative	Educational program funded by company resources
Project implementation period/number of months	01/2014 – 12/2015
Source of funding	Company resources
Budget	approx. 10 000 EUR
Implementing Body	Training agency Euro Profis
Target group	Employees
Background of the initiative	The project was launched at the initiative of the employer - engineering industrial company. The aim was to educate a group of production workers and prepare them for their role as mentors who learn by doing new and low skilled employees and provide counselling to help them in their further career growth.
Main aim of the initiative	Main aim was <i>to</i> develop and implement training course for mentors whose task will be to help new and low qualified staff to obtain new knowledge and skills and direct their further career growth within the company.
Specific objectives	Establish training course for mentors Educate 12 mentors to provide counselling support to the mentors in mentoring low qualified workers To reduce the fluctuation of new and low qualified employees and help them gain skills and knowledge for quality involvement in working activities and start with their further career
Implementation	All activities were step by step filled
Outputs planned and actual	12 mentors were trained
Evaluation of effects	Internal evaluation were carried out
Highlights	The group of mentors has been very well chosen. They were deeply motivated. They provided expert training and counselling support to the low-skilled workers.

Lessons learned	Activity " mentor " improve work of low qualified staff and accelerate their adaptation and their further development
Follow up	Not yet

### 3.3. Denmark

#### 1. BASIS

#### 2. The Asphalt School

Project title	<b>BASIS</b>
Link to project website	<a href="http://tsu.dk/da/projekter/projekt-basis/">http://tsu.dk/da/projekter/projekt-basis/</a>
Type of the initiative	Pilot project
Project implementation period	2015 - 2016/ 12 months
Funding Authority	Transportens Udviklingsfond (TU, i.e. the Transportation Fund): a joint venture with the employer org under the Confederation of Danish Industry, DI (see below) <a href="http://www.tu.dk/da/about-us/">http://www.tu.dk/da/about-us/</a>
Source of funding	The fund is partially owned by the employers' organisation for transport and logistics (ATL) and partially by the drivers' labour union (3F). This source of funding is a result of industrial agreements. The purpose of TU is to develop and subsidise initiatives that will contribute to better education of Danish truck drivers. This can be scientific research, development of new courses, pilot projects and studies abroad.
Implementing Body	Transportens Udviklingsfond Contact: Magnus Købke, Project Manager +45 2261 5960, mk@tu.dk
Target group	Employees, transportation sector
Background of the initiative	Employees and employers in cooperation – in a response to the need for up-skilling and career development in the workplace.
Main aim of the initiative	A focus on basic skills, on information, and on guidance.
Specific objectives	Current sub-projects include information and guidance activities at Marius Pedersen Ltd, with 19 meetings for drivers and other transport workers across the country. Similar activities take place in waste-handling, and in other transport companies, approx 200 in all across the country.
Implementation	A learning approach, based on the engagement of the target

	group.
Highlights	The active use of mobile phones /applications for workers with reading/writing problems. See <a href="http://tsu.dk/media/22276/4108-haandbog-i-brug-af-apps_web.pdf">http://tsu.dk/media/22276/4108-haandbog-i-brug-af-apps_web.pdf</a>
Lessons learned	Modern logistics need transportation workers with more skills in reading & writing: ICT is a welcome tool for workers with reading/writing problems
Links to further web information/resources	<a href="http://tsu.dk/da/seneste-nyt/danske-fragtmaend-giver-medarbejdere-fitness-til-hjernen/">http://tsu.dk/da/seneste-nyt/danske-fragtmaend-giver-medarbejdere-fitness-til-hjernen/</a>

Project title	<b>Asfalt skolen</b> (The Asphalt School)
Link to project website	<a href="http://www.asfaltindustrien.dk/Vejfolk/Asfaltskolen/">http://www.asfaltindustrien.dk/Vejfolk/Asfaltskolen/</a>
<i>Type of the initiative</i>	Pilot project
Project implementation period	2011-2014
Funding Authority	AFU / Asfaltbranchens Fællesudvalg (Asphalt Industry Joint Committee Fund)  Asfaltindustriens Arbejdsgiverforening (employers' org) and Fagforbundet 3F (trade union) cooperate in terms of this fund
Source of funding	The fund is partially owned by the employer organisation (asphalt industry), and partially by the workers' labour union (3F). This source of funding is a result of industrial agreements. State funded wage compensation for adult learners (SVU) is provided for most workers
Implementing Body	<b>AFU / Asfaltbranchens Fællesudvalg</b> Lautrupvang 2 2750 Ballerup Telefon + 45 36 78 08 22 E-mail <a href="mailto:info@asfaltkurser.dk">info@asfaltkurser.dk</a>  <b>Contact in Asfaltindustrien:</b>

	<p>Trine Leth Kølby  <a href="mailto:tlk@asfaltindustrien.dk">tlk@asfaltindustrien.dk</a>   +45 50 73 47 64</p> <p>Consultant (external): Lisbeth Jacobsen  + 45 33 25 00 15; + 45 26 12 41 10  <a href="http://www.vuskonsulenterne.dk">www.vuskonsulenterne.dk</a></p>
Target group	Employees, asphalt sector
Background of the initiative	Employees and employers in cooperation – in a response to the need for up-skilling and career development in the workplace
Main aim of the initiative	A focus on basic skills, on information, on prior learning, and on guidance.
Specific objectives	The Asphalt School (2011-2014), embedded in the asphalt industry, has run guidance and learning courses in the workplace for 470 workers, in 10 companies. This project also included accreditation of prior learning, and workers were economically supported by the Asphalt Education Fund, as well as by the State Educational/Training Grant scheme for Adults (SVU), as is the case with other initiatives. It has been agreed to engage all companies in this sector.
Implementation	A learning approach, based on the engagement of the target group
Outputs planned and actual	60% of workers in this field need up-skilling & guidance. The project is more than half way in terms of numbers of workers in the Asphalt School
Evaluation of effects	Good effects; some obstacles in terms of funding
Highlights	More satisfied workers; better use of periods of (winter) unemployment. The importance of particular user-friendly outreach sub-initiatives is worth highlighting, such as the introduction of the Sausage Stand on the shop floor, where informal guidance took place - along with enjoying the sausage, which is traditional Danish fast food to be consumed in the street.
Lessons learned	Seasonal changes in workloads can be minimised through systematic up-skilling, accreditation of prior learning, and guidance
Follow up	ongoing
Links to further web	<a href="http://asfaltkurser.dk/index.php/1491383">http://asfaltkurser.dk/index.php/1491383</a>

information/resources	<p><a href="http://www.sydsvenskan.se/2013-06-17/sex-veckor-i-skolbanken-har-banat-vag-for-bättre-liv">http://www.sydsvenskan.se/2013-06-17/sex-veckor-i-skolbanken-har-banat-vag-for-bättre-liv</a> (news in Swedish newspaper)</p> <p><a href="https://www.youtube.com/watch?v=FsoIbsEe-wU">https://www.youtube.com/watch?v=FsoIbsEe-wU</a> (video from the workplace: hot asphalt &amp; the Asphalt School)</p>
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### 3.4. Germany

1. SESAM
2. ABAG Workplace related literacy and basic adult education in the region of Cologne
3. Potenzialberatung (Consulting of the potential)
4. ProAbschluss

Project title	<b>SESAM</b> Strategies to develop and to use existing consulting and counselling services aimed at promoting work related basic skills in North Rhine-Westphalia - a contribution to encourage the employees in companies
Link to project website	<a href="http://www.sesam-nrw.de">www.sesam-nrw.de</a>
Type of the initiative	Pilot project (Joint project)
Project implementation period	10/2012 - 6/2015; 32 month
Funding Authority	German Federal Ministry of Education and Research', <a href="http://www.bmbf.de">www.bmbf.de</a>
Source of funding	Funding initiative for "work-related activities in the field of literacy and basic education for adults";
Budget	100 % Overall
Implementing Body	G.I.B. Gesellschaft für innovative Beschäftigungsförderung GmbH + bbb Büro für berufliche Bildungsplanung, R. Klein & Partner GbR
Target group	Low skilled Employees SME / Employers SME / consultants and counsellors to promote work related basic skills trainings
Background of the initiative	Why started: Literacy decade; research result: 56% of people who have not sufficient literacy skills are employed;  Initiating organisation: German Federal Ministry of Education and Research'
Main aim of the initiative	December 2011, the Federal Ministry of Education and Research and the Standing Conference have given the go-ahead for a national strategy to reduce the number of functional illiterates in .



	<p>Germany. An important component of this strategy is the new funding priority " work - oriented literacy and basic skills for adults" of the Federal Ministry of Education and Research, which is equipped with a funding volume of around EUR 20 million.</p> <p>The aim of the joint project SESAM of the partners G.I.B. and bbb to promote also in the segment of the so-called simple jobs and in there often make formal low-skilled and unskilled and semi-skilled workers , the development of basic skills that carry to maintain and develop their employability and increasing their flexibility in the labour market. Matched to the labour policy of the Land NRW, the SESAM project would also contribute to securing jobs in the targeted segment.</p>
<p>Specific objectives</p>	<p>The funding program is divided into three areas :</p> <ol style="list-style-type: none"> <li>a) Concepts and measures for job- oriented literacy and basic education</li> <li>b) Advisory and training services for actors in the workplace and in everyday life of those affected</li> <li>c) Training opportunities for trainers and lecturers in training.</li> </ol> <p>The SESAM-Project was busy in b) and c)</p>
<p>Implementation</p>	<p>With the help of educational and business consultants SESAM small and medium enterprises has responded. They should be obtained to enable skills development through training of their less qualified employees or arrival and unskilled and transported. The business leaders were aware of the personal development of these Be-ees. It work-oriented and employment-securing basic education needs were identified and implemented appropriate training opportunities.</p> <p>Consultants were obtained to make the entrances to the SMEs. Educational institutions and freelance trainers were prepared to the section on work-oriented basic education and were active as suppliers. SESAM has developed a special training for trainers and offered those interested.</p> <p>The SESAM joint project worked with three relevant actor groups together):</p> <p><u>Consultants</u></p> <ul style="list-style-type: none"> <li>• of consultancies</li> </ul>

	<ul style="list-style-type: none"> <li>• in counselling centres for the education voucher NRW</li> <li>• carriers of the job transfer</li> </ul> <p><u>Educational institutions</u></p> <ul style="list-style-type: none"> <li>• Adult Education</li> <li>• Free education institutions</li> </ul> <p><u>Teachers and lecturers</u> from the fields of</p> <ul style="list-style-type: none"> <li>• Basic Education, Literacy and</li> <li>• professionally-company training</li> </ul> <p>The SESAM-core team had the task of coordinating, stimulating cooperation between the actor groups, and to accompany and to provide the necessary expertise.</p>
<p>Outputs planned and actual</p>	<p>SESAM developed a train the trainer concept for professionalization of work related basic skills offers for low qualified employees</p> <p>SESAM developed a brochure with good practise examples of work related basic skills offers in SME mainly written by employers, personal developers and participants</p>
<p>Evaluation of effects</p>	<p>The whole funding initiative with all its projects is currently being evaluated. The main findings and recommendations will be published.</p> <p>SESAM showed e.g.</p> <ul style="list-style-type: none"> <li>• which SME are interested in work related basic education</li> <li>• a train the trainer concept for consultants and trainers as professionalization strategy</li> <li>• strategies how to enter the enterprise</li> <li>• Coaching as new format for work-related basic skills training</li> </ul> <p>the conditions under which work oriented basic skills trainings can succeed</p>
<p>Highlights</p>	<p>To find entrances to businesses and workers it needs individual and organizational consulting, individual and organizational advice to SMEs and employees need a lot of patience and professionalism. For work-oriented basic education it needs external and internal drivers and promoters.</p>

Lessons learned	Consultants who have already had the trust in a company could provide easier access to allow training for low-skilled
Follow up	After the SESAM-project was finished bbb started a new project based on the results of SESAM: The Ministry of Labour NRW has launched a project to work-oriented basic education. The aim of this project is to provide support structures for a sustainable implementation of work-oriented basic education for SMEs in NRW.
Links to further web information/resources	<a href="http://www.sesam-nrw.de">www.sesam-nrw.de</a> ; <a href="http://www.gruwe-nrw.de">www.gruwe-nrw.de</a>

Project title	ABAG Arbeitsplatzbezogene Alphabetisierung und Grundbildung Erwachsener in der Region Köln; <b>ABAG Workplace related literacy and basic adult education in the region of Cologne</b>
Link to project website	<a href="http://www.bildung.koeln.de/grundbildung">http://www.bildung.koeln.de/grundbildung</a>
Type of the initiative	Pilot Project
Project implementation period	09/2012 – 09/2015; 37 months
Funding Authority	German Federal Ministry of Education and Research', <a href="http://www.bmbf.de">www.bmbf.de</a>
Source of funding	Funding initiative for "work-related activities in the field of literacy and basic education for adults"
Budget	90% federal financial resources and 10% own share
Implementing Body	Lernende Region-Netzwerk Köln e.V.
Target group	Low skilled and illiterate employees in small, medium and big-sized companies. Special workshops, trainings, or other kinds of learning platforms shall be implemented to support the employees in their individual working life. The types of training and education can be variable and diverse – adapted to the target group's needs. Furthermore human resources developer, consultants in social institutions and other multipliers were informed and qualified

Background of the initiative	<p>Why started: Literacy decade; research result: 56% of people who have not sufficient literacy skills are employed;</p> <p>Initiating organisation: German Federal Ministry of Education and Research</p>
Main aim of the initiative	<p>December 2011, the Federal Ministry of Education and Research and the Standing Conference have given the go-ahead for a national strategy to reduce the number of functional illiterates in Germany. An important component of this strategy is the new funding priority "work -oriented literacy and basic skills for adults" of the Federal Ministry of Education and Research.</p> <p>The aim of ABAG is to lower the high rate of illiterate and low-skilled employees and to offer them the chance to catch up in their knowledge with that of their colleagues. Illiterates or low-educated people face various difficulties in their average working-life e.g. they can't understand forms, read duty-rosters or emails etc. Therefore people with those impairments face big difficulties in keeping up with others, staying in their jobs, and doing it properly.</p>
Specific objectives	<p>The funding program is divided into three areas:</p> <ul style="list-style-type: none"> <li>d) Concepts and measures for job- oriented literacy and basic education</li> <li>e) Advisory and training services for actors in the workplace and in everyday life of those affected</li> <li>f) Training opportunities for trainers and lecturers in training.</li> </ul> <p>The ABAG-Project was busy in a) and b)</p>
Implementation	<p>The idea of the project "ABAG Köln" can be transferred to other target groups, as well as to other cities and countries. The main plot is to get connected to places where you can find the target group (e.g. at places of work). The offering of courses, workshops and education itself has to be very flexible and learner-centred, so it might be helpful have connections with a number of flexible trainers for various trainings. It also takes time to get connected with those people, so time and patience is required.</p>
Outputs planned and actual	<p>ABAG developed the following three brochures:</p> <ul style="list-style-type: none"> <li>• "Guten Morgen Herr Schabulke" Deutsch für den Pflegealltag - ein handlungsorientiertes Weiterbildungskonzept (German for health care)</li> <li>• „Zukunftsthema: Arbeitsorientierte Grundbildung“ Eine Handrei-</li> </ul>

	<p>chung für Unternehmen, Arbeitsmarktakteure und Weiterbildungsexperten (Textbook work related basic education for employers, labour market actors, providers)</p> <ul style="list-style-type: none"> <li>• „Arbeitsorientierte Grundbildung (AoG) in NRW“ Gute Praxis in Unternehmen (work-related basic skills: good story telling) (in cooperation with the project SESAM)</li> </ul> <p>Download: <a href="http://www.bildung.koeln.de/grundbildung">www.bildung.koeln.de/grundbildung</a></p>
Evaluation of effects	<p>The whole funding initiative with all its projects is currently being evaluated. The main findings and recommendations will be published.</p> <p>ABAG showed e.g.</p> <ul style="list-style-type: none"> <li>• the conditions under which work-related basic skills trainings can be succeed</li> <li>• strategies how to enter the enterprises</li> <li>• new various formats for work-related basic skills trainings</li> </ul>
Highlights	<p>ABAG reached nearly 600 employees in 11 companies. Possible topics of the workshops and training courses were reading, writing, arithmetic, IT competences, communication, health care, cultural education etc.</p>
Lessons learned	<p>The types of training have to be variable, flexible and diverse – adapted to the target group needs and the specific conditions in the companies.</p>
Follow up	<p>Lernende Region-Netzwerk Köln e.V. started two follow-up projects:</p> <ol style="list-style-type: none"> <li>1. "ABAG<sup>2</sup> Workplace-related literacy and basic education" is a joint project of the Learning Region - implemented 04/2019 - Network Cologne e.V. and Human Sciences Faculty of the University of Cologne from 05/2016. Work-oriented literacy and basic education concepts for employees continue to be developed, implemented and evaluated in collaboration with corporate partners. For the purposes of best practice will show how literacy can be a regular part of staff development. The University of Cologne is exploring individual and structural mechanisms of work-oriented basic education. It is designed so that more companies are discovering than previously work-oriented basic education as a (rewarding) area of action marketing concept. Moreover realized ABAG<sup>2</sup> qualifications and awareness formats. So the supply side work-oriented basic education will be further strengthened and professionalised. By sensitized</li> </ol>

	<p>multipliers / interior also improve access to education for previously hard to reach target groups.</p> <p>2. „Gruwe- Grundbildung bewegt Unternehmen“ (09/2015 – 12/2017) in cooperation with bbb Büro für berufliche Bildungsplanung. The Ministry of Labour NRW has launched this project to work-related basic education. The aim of Gruwe is to provide support structures for a sustainable implementation of work-related basic education for SMEs in NRW.</p>
Links to further web information/resources	<p><a href="http://www.bildung.koeln.de/grundbildung">http://www.bildung.koeln.de/grundbildung</a></p> <p><a href="http://www.gruwe-nrw.de">www.gruwe-nrw.de</a></p>

Project title	<b>Potenzialberatung (Consulting of the potential)</b>
Link to project website	<a href="http://www.gib.nrw.de/themen/arbeitsgestaltung-und-sicherung/potentialberatung">http://www.gib.nrw.de/themen/arbeitsgestaltung-und-sicherung/potentialberatung</a>
Type of the initiative	Förderangebot NRW (supporting programme North Rhine-Westphalia)
Project implementation period/number of months	Started 2010; ongoing
Funding Authority	Ministerium für Arbeit, Integration und Soziales des Landes Nordrhein Westfalen (The Ministry for Work, Integration and Social Affairs of North Rhine-Westphalia)
Source of funding	Resources of the European Social Fund
Budget	50 % Overall
Implementing Body	G.I.B. Gesellschaft für innovative Beschäftigungsförderung GmbH (Association for Innovative Employment Promotion)
Target group	SME and employees
Background of the initiative	Strengthening the competitiveness and employability in small and medium sized enterprises
Main aim of the initiative	The potential advice is to assist companies and employees in se-

tive	curing and expanding competitiveness and employment future-oriented. With the help of external consulting expertise and involvement of the employees, the potentials of the company are determined and, based on that the implementation of the necessary steps for a change are accompanied into practice.
Specific objectives	<p>A potential counselling is laid out as an integrated, participatory consultation of SMEs in North Rhine-Westphalia. A potential consulting includes:</p> <ul style="list-style-type: none"> <li>• the analysis of the strengths and weaknesses of the company with regard to problems and tasks as well as corporate strategy, identified by an advice centre for counselling of the potential,</li> <li>• the development of solutions and action goals to improve the organizational and personnel development as well as their positioning in the context of the following topics <ul style="list-style-type: none"> <li>– Labour Organization</li> <li>– Competencies development</li> <li>– Demographic change</li> <li>– Digitization</li> <li>– Health</li> </ul> </li> </ul>
Implementation	<p>A potential counselling can avail small and medium enterprises in North Rhine-Westphalia with at least ten and less than 250 employees. The grant subsidizes 50 percent of the necessary expenses for consulting days - up to 500 Euros per consultation day. Maximum 10 consulting days can be availed.</p> <p>Information and advice, companies receive at the nation's approximately 100 counselling centres - for example, Regional Agencies, chambers and institutions of the economic development.</p> <p>The businesses subsequently received an advisory check that allows them quick and non bureaucratic implementation of the potential consulting.</p>
Outputs planned and actual	During the program period adjustments were made to simplify the administrative implementation, to improve the quality, and not least due to changed national political priorities on counselling program.
Evaluation of effects	Monitoring and Evaluation done in 2012 by the G.I.B. Bottrop



Highlights	The consulting is based on the principle of participation
Lessons learned	See evaluation report: <a href="http://www.gib.nrw.de/service/downloaddatenbank/umsetzung-des-foerderinstrument-potentialberatung-nordrhein-westfalen">http://www.gib.nrw.de/service/downloaddatenbank/umsetzung-des-foerderinstrument-potentialberatung-nordrhein-westfalen</a>
Follow up	Ongoing. Micro enterprises with 1 to less than 10 employees can take the federal program UnternehmensWert Mensch in claim
Links to further web information/resources	<a href="http://www.gib.nrw.de/themen/arbeitsgestaltung-und-sicherung/unternehmenswert-mensch">http://www.gib.nrw.de/themen/arbeitsgestaltung-und-sicherung/unternehmenswert-mensch</a> <a href="http://www.unternehmens-wert-mensch.de/startseite.html">http://www.unternehmens-wert-mensch.de/startseite.html</a>

Project title	<b>ProAbschluss</b>
Link to project website	<a href="http://www.proabschluss.de">www.proabschluss.de</a>
Type of the initiative	Programme
Project implementation period	01.01.2015 – probably 31.12.2020
Funding Authority	Ministry of Economics, Energy, Transport and Regional Development, State of Hessen, <a href="https://wirtschaft.hessen.de/">https://wirtschaft.hessen.de/</a>
Source of funding	European Social Fund and Ministry of Economics, Energy, Transport and Regional Development, State of Hessen
Implementing Body	Project management and coordination: Weiterbildung Hessen e.V.. Implementation: decentralised structure (With consultants in the different regions of Hessen)
Target group	Employees, older than 27 years, without vocational training qualification or with training qualification dated more than four years ago, which is professionally different to the current employment.
Background of the initiative	340.000 people without training qualification are employed in Hessen. At the same time many small and medium-sized enterprises (SMEs) are looking for well-trained employees. The Ministry of Economics, Energy, Transport and Regional Development, State of Hessen started the initiative to support both, the employees and

	the enterprises to strengthen Hessen as a business location.
Main aim of the initiative	Low and semi-skilled employees are supported by counselling and financial support to make subsequently the training qualification in the frame of the German "Dual System".
Implementation	<p>In every region of Hessen consultants are implemented in existing structures which are dealing with topics of labour market development. One type of consultants (Bildungs coaches) contact the SMEs, inform about the initiative of ProAbschluss and get in touch with the low and semi-skilled employees in the enterprise. Another type of consultants (Bildungspoints) is settled in the regional employment agencies and gives information directly to employees who are interested in making up a training qualification. Both types of consultants assist the employees filling the application and finding an adequate training course as a preparation for the examination. They contact the chamber or competent body for the special profession where the examination can be taken.</p> <p>The structure of counselling is supported by different trainings for the consultants and a scientific support. The target group of the semi-skilled employees get half of the expenses of the training course and of the examination, max. 4000 Euro. This financial support is called "Qualifizierungsscheck".</p>
Evaluation of effects	Internal formative evaluation
Highlights	A region-wide counselling network, the possibility for low and semi-skilled employees to get a training qualification, assisted by consultants and supported financially. Outreach Counselling and consulting
Lessons learned	Currently it is too early to see which the points are.
Follow up	There is no follow up planned yet.
Links to further web information/resources	<a href="http://www.proabschluss.de">www.proabschluss.de</a>

### 3.5. Slovenia

1. Guidance according to 2015 public call for co-financing of guidance for adults
2. Guidance in the Workplace

Project title	<b>Guidance according to 2015 public call for co-financing of guidance for adults</b>
Link to project website	<a href="http://www.azm-lu.si/svetovanje-po-javnem-razpisu-za-sofinanciranje-svetovanja-za-odrasle-2015">http://www.azm-lu.si/svetovanje-po-javnem-razpisu-za-sofinanciranje-svetovanja-za-odrasle-2015</a> <a href="https://ec.europa.eu/epale/sl/node/16656">https://ec.europa.eu/epale/sl/node/16656</a>
Type of the initiative	Pilot project
Project implementation period	20. 03 - 30. 10. 2015/ 7 months
Funding Authority	Ministry of Education, Science and Sports, <a href="http://www.mizs.gov.si/en/">http://www.mizs.gov.si/en/</a>
Source of funding	European Social Fund (85 %) National financing (15 %)
Budget	Overall 28.645,83 €
Implementing Body	Ministry of Education, Science and Sports, <a href="http://www.mizs.gov.si/en/">http://www.mizs.gov.si/en/</a> , ga. Mateja Peterca
Target group	Unemployed, aged 50 and plus with finalised at most 4 years of secondary education. Employed, aged 45 plus with finalised at most 4 years of secondary education. Young adults that left school early (aged 27 and under) with finalised primary education and also finalised at most 4 years of secondary vocational education. Migrants, immigrants, Roma with finalised at most 4 years of secondary education. Every applicant selected target groups specific for the relevant local or regional environment. Target groups also contained im-

	<p>prisoned persons, disabled persons, persons from less developed regions.</p>
Background of the initiative	<p>The project was an upgrade and extension of activities of 14 adult education guidance centres coordination by the Slovenian Institute for Adult Education. Project was implemented at 20 adult education centres in Slovenia. Project activities were comprised of educational guidance and evaluation of informal skills and knowledge.</p>
Main aim of the initiative	<p>Better informed less educated adults, higher participation in life-long learning, higher competences...</p>
Specific objectives	<p>Creation of personalised guidance plan for a user leading to expected guidance results.</p> <p>Identification and evaluation of informally acquired knowledge.</p> <p>More guidance meetings with an individual user.</p> <p>Follow up of guidance users' progress.</p> <p>Expected result on the user's level are:</p> <ul style="list-style-type: none"> <li>- Participation in education or training,</li> <li>- Acquisition of publicly certified qualification (such as NVQ, foreign language certificate, ECDL certificate),</li> <li>- Participation in other forms of education or training,</li> <li>- Employment.</li> </ul>
Implementation	<p>The guidance activities in the workplace were upgraded, contributed to more opportunities for personal guidance (in comparison with phone or e-mail contacts and guidance); we intensified collaboration with partners (companies, employment services, human resources society)</p>
Outputs planned and actual	<p>There were included 152 guidance users in the process, 482 guidance services with 152 first sessions and 330 repeated services were carried out.</p> <p>In the Mariborska livarna Maribor Company there were carried out 13 guidance visits. 32 employees with at most 4 years of secondary education and in most cases aged over 45 took part of guidance in the workplace.</p> <p>5 forms of group counselling took place with 49 users, altogether.</p>

	<p>Results on the user's level:</p> <ul style="list-style-type: none"> <li>- 25 guidance users have taken part or continued their education in publically recognised programmes (14 persons in the Primary School for Adults, 5 persons on the secondary level of education, 1 person on the secondary vocational level and 5 persons in the Initial integration of immigrants);</li> <li>- 4 users decided for National Vocational Qualifications;</li> <li>- 2 guidance users decide to acquire a public certificate;</li> <li>- 31 guidance users participated in other forms of education/trainings, mostly ICT training and other informal programmes for personal development and other work programmes;</li> <li>- 6 guidance users provided information during the guidance process that they had found employment (including contract work);</li> <li>- with 84 users the results were filed as »other« (12 persons received an opinion regarding acquired ICT competences, 11 persons regarding German language competence; 20 persons took part in Autonomous Learning Centre; at least 41 persons spoke about better knowledge of educational possibilities etc.)</li> </ul>
Evaluation of effects	<p>The internal evaluation was implemented. The evaluation results were presented at the final evaluation meeting in Mariborska livarna Maribor Company. 15 persons out of 35 filled in the questionnaires. Their satisfaction with guidance on educational possibilities reached 4,89 out of 5 points scale. All the participants were sure, that they benefited from guidance, also at the personal level not only professionally. 93% shared the opinion that the cost-free guidance possibility should still be offered in the company.</p> <p>The method enabled the employees to decide for themselves if the information they received would be useful in the workplace or in private life. Acquisition of ICT competences proved very motivational.</p> <p>Next to the method described in the MLM company, it was our obligation to implement the final evaluation with all guidance users but that does not apply to guidance in the workplace.</p>
Highlights	<p>Only guidance is not enough, it should be complemented with possibilities of inclusion in educational programme shortly afterwards (for example advanced computer course, foreign language course and study circle). If possible the educational programmes should</p>

	<p>take place in the companies during work time.</p> <p>4-shift work is a major obstacle for taking part in any kind of education.</p> <p>Better informed workers regarding educational offers can positively and efficiently contribute to their participation in adult education.</p> <p>Less educated workers are more open to the "soft skills" contents in the widest sense (they are interested in peaceful conflict resolution skills such as mediation; knowledge transfer strategies to newly employed or to students on practice etc.) Company has never directed them to any educational programme for personal development although such programmes are necessary for maintaining stamina for work).</p>
Lessons learned	<p>Guidance in the workplace is successful only with the cooperation with human resources departments. From previous two projects' experiences we have observed that the cooperation with the union is useful but in a more passive way (for the purposes of providing information because companies do not see the unions having an educational role).</p>
Follow up	<p>It is necessary for the guidance in the workplace to be complemented by educational programmes (in the company and within work time). A project should not be limited to 6 months.</p>
Links to further web information/resources	<p><a href="http://www.acs.si">www.acs.si</a>  <a href="http://www.azm-lu.si">www.azm-lu.si</a>  <a href="http://www.mizs.gov.si/en/">www.mizs.gov.si/en/</a></p>

Project title	<b>Guidance in the Workplace</b> , Leonardo da Vinci – Transfer of Innovation, 2007-2009
Link to project website	<a href="http://www.guidanceintheworkplace.eu">www.guidanceintheworkplace.eu</a>
Type of the initiative	Pilot project
Project implementation period	March 2009 – October 2009, 8 months
Funding Authority	Slovenian Institute for Adult Education, <a href="http://www.acs.si">www.acs.si</a>

Source of funding	Ministry of Education and EU fund
Budget	Overall or yearly
Implementing Body	Slovenian Institute for Adult Education, <a href="http://www.acs.si">www.acs.si</a> , mag. Tanja Vilič Klenovšek
Target group	Employees
Background of the initiative	<p>The Guidance in the Workplace Project is a Leonardo transfer of innovation project. The initial project was called Guidance Merger (<a href="http://www.guidancemerger.org">www.guidancemerger.org</a> 2002-2004).</p> <p>These are the three main assumptions which have been taken into account before the start of the Guidance in the Workplace Project. They are the same as for the prior Guidance Merger Project, namely:</p> <ul style="list-style-type: none"> <li>• The guidance can make a major contribution to the development of lifelong learning for those within employment by encouraging those in employment to take up learning opportunities</li> <li>• The guidance is not always easily accessible to those in employment as for example to those who are unemployed</li> <li>• For advice and guidance to make a contribution to the development of lifelong learning within employment, it is essential that advice and guidance is not provided in isolation. (Source: Final Evaluation Report, Guidance in the Workplace Project, 2009)</li> </ul>
Main aim of the initiative	<p>Three main assumptions were considered before the start of the project:</p> <ol style="list-style-type: none"> <li>1. Guidance may significantly encourage the employees to use the opportunities for life-long learning.</li> <li>2. In many case the employees experience more obstacles when accessing guidance services in comparison with the unemployed persons.</li> <li>3. Guidance will more efficiently contribute to the development of life-long learning when offered in the work place.</li> </ol> <p>Based on these assumptions the Slovenian partners have set the goal to develop in test concrete approaches of guidance in the workplace in selected smaller and medium sized enterprises. Data shows that the access to information and the encouragement for life-long learning is more challenging for the employees in such</p>

	<p>companies. The project represents the transfer of knowledge and experiences from another project called Guidance Merger as well as the development of new approaches in guidance career development of employees in their workplaces. (Source: Final Evaluation Report, Guidance in the Workplace Project, 2009)</p>
Specific objectives	<p>Guidance in the workplace focused on the evaluation procedures of previously acquired knowledge and experiences of the employees (Europe uses the APEL acronym APEL, Accreditation of Prior Experiential Learning). It has been very important for the guidance practitioners to collaborate with employers, union representatives, education and training organisers as well as other relevant human resource development personnel for the educational and career development purposes. (Source: Final Evaluation Report, Guidance in the Workplace Project, 2009)</p>
Implementation	<p>In Slovenia three mid-sized companies (mid-sized being 50 to 250 employees) from three different regions and three different fields were selected for guidance activities. The three companies have 514 employees altogether. The following participated in the activities of guidance in the workplace:</p> <ul style="list-style-type: none"> <li>• 5 guidance practitioners from three adult education guidance centres – Koper, Novo mesto, Maribor</li> <li>• 4 union representatives from the three selected companies,</li> <li>• 3 HR managers from the selected companies and two HR employees from one of the three companies. In all three companies, about 50 employees participated in different forms of counselling and guidance; a total of 10 % of all the employees altogether. Among them, 31 employees who participated in the programme of individual guidance responded to the evaluation questionnaire about the results and effects.</li> <li>• Methods of work: individual guidance interview; group counselling; presentations or lectures and workshops.</li> </ul>
Outputs planned and actual	<ol style="list-style-type: none"> <li>1. Exchange of knowledge and experiences between project partners regarding guidance approaches in the workplace.</li> <li>2. Development of new guidance approaches in the workplace adapted to the needs and specifics of partner countries.</li> <li>3. Possibilities of training the experts for development and introduction of new approaches of guidance in the work place in other partner countries.</li> </ol>



	<p>4. Use of common materials for the training of guidance practitioners and other experts in partner countries.</p> <p>5. Publication of the manual containing the description of guidance in the workplace, partners' experiences and training contents of all participating experts.</p> <p>Joint results of the Guidance at the Workplace project (Guidance Merger II; Leonardo da Vinci – transfer of innovation 2007- 2009) with Slovenian Institute for Adult Education as coordinator, three adult education guidance centres from Maribor, Koper and Novo mesto and representatives of The Association of Free Trade Unions of Slovenia are the following:</p> <ul style="list-style-type: none"> <li>- developed new approaches of guidance at the workplace (evaluation of previously acquired knowledge and experiences, focus on need analysis, preparation of concrete educational plans...);</li> <li>- international exchange of good practice – study visit in France;</li> <li>- raising awareness on the meaning of lifelong learning for all employed, especially less educated;</li> <li>- building the network of partners' collaboration – guidance practitioners, union trustee, management, personnel department, employed ...;</li> <li>- implementation of training workshops, individual and group guidance for employees of three Slovenian companies.</li> </ul>
<p>Evaluation of effects</p>	<p>The guidance practitioner in the company Kovinotehna MKI Novo mesto pointed out that guidance in the workplace had the following three benefits, or results, for the company:</p> <ol style="list-style-type: none"> <li>1. informing and counselling about the possibilities to reach a higher level of education;</li> <li>2. informing and counselling about formal and informal types of education connected to the employees' work or their interest outside of work (leisure time activities, etc.);</li> <li>3. raising awareness of the employees about the lifelong learning and the possibilities for study in their local environment free of charge.</li> </ol> <p>The guidance practitioners at the Rižanski vodovod Koper would recommend organising »flexible guidance« inside companies. It would be necessary to allocate more time to initial informing and motivating of the employees in order to get them to enrol the ac-</p>

	<p>tivities of guidance at workplace. The union representative should play a bigger role. Several ways of informing the employees should be used. Certainly we must pay special attention to this during further development of guidance in the workplace approaches (and include them into training). The doors of the companies might be more open for the guidance practitioners if there were a wider national campaign planned and carried out (and supported by the unions) to promote the role and importance of guidance in the workplace. (Source: Final Evaluation Report, Guidance in the Workplace Project, 2009)</p>
Highlights	<p>From our point of view mobile guidance has an important impact on the guidance activities as a whole. Guidance in the workplace supported by the company and union representatives is creating new opportunities. Less skilled employees can acquire first hand information about learning opportunities in the workplace together with support and guidance. Special attention must be given to spreading information about the opportunities for free of charge education and learning.</p>
Lessons learned	<p>The union representative was an important partner in performing the GWP activities - cooperation with the HR departments is necessary to perform GWP activities. The project brought a new approach in availability of guidance for the employees who are increasingly a group at risk in small and mid-sized companies when it comes to the possibilities of education and training. The guidance in the workplace must continue and expand to other companies and other regions, especially to the companies that were hit by recession which means the employees are in even more need of free information, and also free education. (Source: Final Evaluation Report, Guidance in the Workplace Project, 2009)</p>
Follow up	<p>Together with the activities for project longevity and dissemination we are of the opinion that effective cooperation with the Human Resource Association which gathers members of departments for human resource development. Chambers of Commerce and Industry and Chambers of Crafts and Small Business can also prove to be important channels for promotions.</p>
Links to further web information/resources	<p><a href="http://www.acs.si">www.acs.si</a></p>

## 4. Summary and recommendations

### *Review on national systems, key findings:*

1. The career counselling in all five countries targets youth in the period of their initial and tertiary education as well as unemployed and partly employed adults. The system of career guidance falls under the responsibility of education and labour sectors.

The career guidance in transition from school to higher education and/or labour market falls mainly under the responsibility of the education ministry (or the ministry of labour/social affairs). Austria and Denmark have legislation on youth guidance centres - with an obligation to cooperate with other sectors and institutions.

There are different arrangements for career guidance, on one hand provided by state/land in the sphere of education and labour market services, on the other hand provided by private initiatives.

Cooperation across sectors – mainly the educational and the labour one - is a key issue. The aim is to ensure a coherent guidance system and a regular exchange of experiences, knowledge and best practice. For this reason in some countries, e.g. in Denmark, the special Act on guidance has been introduced. On the basis of this act on guidance the youth guidance centres are obliged to cooperate closely with primary and lower secondary schools and youth education institutions in the area, as well as with local businesses and public employment services.

But also cooperation between educational and sector in the field of guidance for adults in general and the employed in particular has to be taken in focus.

On the other hand this approach should be further developed in some other countries like in the Czech Republic where the cooperation across sectors still lack behind the optimal level, even though the national guidance forum has been established. Transfer of the knowledge in this area can be valuable.

2. Delivery of information about the labour market situation and higher study possibilities to the young people is organised differently in each country. In Denmark there are specialised Vocational information centres for young people, there is an obligation for the age group 15 – 17 year – olds to be enrolled in an education, employment or other activities designed to ensure the orientation on the labour world. The youth guidance centres also assess the extent to which young people have the academic/vocational, personal and social competencies to begin and complete an upper secondary education.

In other countries (Czech Republic, Slovenia) the career orientation falls under the responsibility of schools in co-operation with public employment services or external counsellors. In Germany there are existing different arrangements in lands, as the education policy doesn't fall under the responsibility of federal government.

3. Providing information and career counselling to adults is organised on different levels. There are adult education centres, supported by state/municipalities in Austria, Denmark. In all countries there are independent adult education and counselling institutions.

In some countries the state puts a lot of effort to adult education counselling and vocational training (Denmark, Slovenia, Austria), on the other hand in Czech Republic the state support focus mainly on unemployed people.

Regional decentralisation of the adult guidance/education centres differs: e.g. in Slovenia there are 14 adult education centres which have been selected for ISIO (Adult Education Guidance Centre) activities. They offer their services to all adults regardless of their status, age and education. In Denmark there is 13 adult educational centres, which provide advice and some guidance for adults in the field of adult education. These centres are based in the vocational training system, with links to a number of other adult education and training institutions in their local/regional area.

In Austria the provision of guidance in the field of adult education (in the responsibility of the Ministry of Education) is organised in the form of networks. There is one network in each federal province. Each of them links different guidance providers.

4. Assurance of guidance quality – it is an important aspect of the guidance support as well as the transparency in relation to the youth guidance centres' activities and results benchmarked in order to assure a high level of quality. That's why objectives, methods, planned activities as well as the performance has to be monitored. Good example can be found in Denmark, where each youth guidance centre is monitored and information about activities and outcomes are published on the Internet. Furthermore, the Ministry of Education has developed a set of guidelines that the centres have to use when they set up their own quality assurance system. As a minimum, this system has to include figures concerning the scope, results and effect of the guidance provided, as well as procedures for annual self-evaluation of the centres by means of user and employee surveys.

In order to ensure uniform quality of career guidance, professional qualifications' standards were created under NQF project in the Czech Republic. The qualification and evaluation standards were created for career guidance for employment; career guidance for education and career path and career guidance for vulnerable groups.

A separate question is the qualification of the guidance professionals which are performing the tasks. For instance, in Germany the guidance counsellors has to have proven guidance skills and are supported by the G.I.B. (G.I.B. Gesellschaft für innovative

Beschäftigungsförderung GmbH). The Slovenian Institute for Adult Education tries for as many guidance practitioners is possible to complete 48-hour basic training Adult Education Guidance Centre Practitioners and to participate in other short term professional trainings.

5. Supportive structures - there were established national wide guidance initiatives/forums in Germany, Austria and Czech Republic, which networks the counselling institutions and individual experts, and where the important issues of counselling are exchanged, shared and discussed.

In some countries (Austria, Denmark, Slovenia) the Chambers of Commerce and Trade Unions/Labour Chamber are involved in adult education and career counselling.

Existence of national wide websites on career guidance was mentioned in Denmark and Czech Republic. In Slovenia a website has been set up called "My Choice" with a rich content offering professional support for guidance practitioners:

<http://www.mojazbira.si/>

6. National qualification framework was established in Slovenia and Czech Republic for verification and recognition of qualification, regardless the way of acquiring. The national qualification framework can be found also in other countries, i.e. Austria and Denmark, where it is used mainly for Accreditation of prior learning.
7. Specific counselling and training for low qualified is based mainly on programmes/projects' basis, a lot has been done in Germany and Denmark.

### *Review on presented projects:*

1. Majority of presented projects is focused on employees support. More experience with "employers" projects was exhibited by Austria and Germany. The holistic approach was used in other projects, combining the benefits for firms and their employees.
2. After studying the projects' descriptions and contents, partners found those to be more interesting for transfer into the practice of their own countries. As the mostly inspiring were highlighted following:
  - the Danish experience in accessing companies via trade unions/worker representatives. The deep involvement of trade unions differs from practice in other countries;
  - using the innovative guidance settings in the workplace in Denmark, such as the "guidance corners". As there is not too much experience with "outreach guidance"

(especially to the workplace) in other countries, the case looks very inspiring for all partners;

- the broad and longstanding experience of cooperating with companies with regard to guidance and basic education of employees in the workplace of the Germans;
- the substantial experience in undertaking career guidance in the workplace in Slovenia, as it shows very individual and flexible approach;
- the experiences of the partners (mainly Austrians) where guidance in the workplace is directed to the target group of employers is considered as a novelty to some partners and it is desirable to transfer to other countries;
- building networks of partners in education and guidance cooperation is a joint feature of Austrian, Slovenian and Czech activities; e.g. in Austria specific initiative is focused on establishing and further developing a nationwide adult guidance and information system and altogether 40 active guidance institutions are involved as members and different types of partner institutions (depending on the province) are networked. Also in Denmark the cooperation across sectors is a key issue which is accommodated in the act on guidance;
- the Czech National qualification framework confirms the possibility to help to transfer competences in real life of firm and to set up the HRD goals also for low qualified employees in the company. The competence descriptions are widely used by Czech companies.
- There has been so called "educational bonus" used in Germany from 2008. It is programme at the federal level which is in particular aimed at low-skilled workers and those who were not previously interested in further education or because of their income up until now could not easily afford it. 50% financing is committed to this for up to a maximum of 500 euro. The aim group is consists from low-skilled workers but also from people with an immigrant background.

*Where to set up structures for the TRIAS approach* (in which guidance sector), was another issue, commented by partners. The TRIAS approach as an innovative outreach instrument of guidance, taking contextual factors of the outreach setting as well as all actors involved into account, can be applied in the following sectors guidance systems in partner countries:

#### Austria

- Career guidance in adult education, e.g. include a new form of outreach guidance work in the existing mobile and outreach activities of the Guidance Initiative Austria

- Career guidance in the realm of active labour market policy, e.g. as part of or addition to already existing programmes like impulse consulting of companies etc.
- Other counselling/guidance activities taking place at company level such as social counselling, health counselling, qualification consulting for companies etc.

### Denmark

- Adult guidance centres, VEU (which is already a national/decentralised structure)
- Trade unions
- The Danish setup aims at reflecting the ideal that guidance should be independent from sectoral and institutional interests: neutrality is a pivotal feature. The centres, however, are regulated by law and publicly financed. Thus, they reflect current educational policies, and they are far from being independent in the sense of NGOs, and certainly not independent from the local policies of municipalities of which they are an integral part, or the comprehensive monitoring and quality assurance system of the Ministry of Education.
- Cooperation across sectors is a key issue in the act on guidance. The aim is to ensure a coherent guidance system and a regular exchange of experiences, knowledge and best practice. The youth guidance centres are thus obliged to cooperate closely with primary and lower secondary schools and youth education institutions in the area, as well as with local businesses and public employment services.

### Slovenia

- Guidance at distant guidance facilities (decentralised units),
- Promotion of mobile guidance for adults,
- Re-introduction of apprenticeship in Slovenia which would also offer guidance in the workplace,
- Encouragement of establishing connections with companies when career guidance for students and vocational orientation for youth is offered,
- Improvement of human resource services in the company.

### Germany

Outreach guidance seems to be practised in various ways and by different providers (union representatives, works council, institutions of educational or vocational trainings) in the TRIAS-partnership. There is much experience in assessing the low qualified workers and the company.

- Activities of our NfB (National Forum Beratung).
- Educational and vocational Guidance in North Rhine Westfalia
  - NRW Education Voucher (Bildungsscheck NRW)
  - NRW Guidance for career development (BBE)
  - NRW Qualification guidance (Qualifizierungsberatung)
  - NRW Potential guidance (Potenzialberatung)
- Current literacy decade of Federal Ministry of Education and Research with focus on low qualified employees to be reached for work-based learning.

### Czech Republic

- Career guidance in Information and counselling centres of public employment services (Labour Office branches).



- Adult vocational education centres (some of them already existing at VET secondary schools).

Partners also have drawn attention to other inspiring examples from other partners, countries:

- Iceland: <http://www.frae.is>, i.e. a decentralised approach, partly state funded, and partly based on educational funds (this project is a point of real interest to TRIAS project, that the Icelandic adult guidance system and approach was set up as a direct result of policy transfer from an earlier EU/LdV-project, known as 'Workplace Guidance', which by the way was awarded as the most innovative LdV project in 2006)
- In countries not represented by the consortium which feature well established guidance systems such as the Anglo-Saxon countries, other Nordic countries, Switzerland, Netherlands, Canada etc.
- Related fields of guidance taking place at company level including personal management, health- and social counselling, labour foundations etc.
- In Slovenia the Novo mesto Guidance centre prepared a video on YouTube on development of employees' competences and more opportunities on the labour market: <https://www.youtube.com/watch?v=Th2nAzuRYyo>.