

Intellectual Output 1

Development of a Methodological Concept for the Erasmus Employment Plus Project

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This report has been produced by the Erasmus Employment Plus - Erasmus Plus Key Action 2 Strategic Partnership, which consists of the following partners:

- 15billionebp (UK)

A careers education charity with over 25 years' experience delivering careers education to children and young people in East London #transformingyoungfutures

- abif (Austria)

Founded in 1999, abif is an independent social science research and consulting institute with a clear focus on practical application of research.

- Infodef (Spain)

The Institute for the Promotion of Development and Training, is a private and independent center for Research, Development and Innovation particularly responding to social and economic challenges.

- Noloc (Netherlands)

Noloc is the Dutch association for career professionals and jobcoaches, which has around 3,000 members.

- Rinova (UK)

Rinova is an innovative, employee-owned independent social enterprise specialising in the areas of employment, skills and learning, arts and culture and social action and enterprise.

- Spoleczna Akademia NAUK (Poland)

This university of Social Sciences is based in Łódź, and is the largest private educational institution in Poland, providing high-quality education to students from all over the world.

- Znanie (Bulgaria)

Znanie Society Sofia is an organization with successful long-term experience in non-formal education. So far, the organization has implemented more than 100 projects funded by the European Social Fund (ESF).



1.1 Executive Summary

The Erasmus Employment Plus project will produce a new curriculum aimed at guidance practitioners or job coaches supporting clients who are low/unskilled or low/unqualified.

This target group is significant across the six European partner countries, facing diverse barriers to gaining and sustaining employment in the ever-changing labour market. These barriers range from low confidence, to mental and physical health issues, lack of work experience to lack of qualifications themselves. Structural inequalities within the partner country societies can also lead to isolation and discrimination, which is more likely amongst low skilled and -qualified people.

The new curriculum will support guidance practitioners to better understand these complex barriers and practise new techniques in motivating their clients to make more informed and confident vocational and educational choices.

Extensive research during the bid-writing process and in the initial stages of the project has helped partners to build a detailed picture of the barriers facing clients and practitioners their learning motivations and different aspects of the labour market accessible to people with limited skills and qualifications. The new curriculum will help job coaches support each other and work with employers to deliver quality guidance, that will not only allow clients to access the labour market, but also build their resilience and motivation for their sustained progression.

The Employment Plus partners are experts within the fields of careers guidance and the social sciences; through close partnership-working the project will develop a robust and clear body of learning that will provide vital support for guidance counsellors on how to better empower people with limited skills and qualifications to achieve their potential.

Erasmus Employment Plus equips guidance practitioners with skills and knowledge to provide customised support for sustained progression, empowering those with limited skills and qualifications #itsaboutpeople

Introduction

This specification document will provide the underpinning pedagogical foundation for the vocational guidance strategy developed during the Erasmus Employment Plus project. It will stand as the first 'IO' or 'Intellectual Output' of the project. The subsequent intellectual outputs aim to strengthen the occupational role of professional vocational guidance practitioners, particularly in their work supporting the needs of those who are low and unskilled or unqualified in the labour market.

This methodological concept allows partner countries to explore the current gaps in method, provision and resource in their respective contexts, through engagement with guidance practitioners to capture how they work with clients with limited skills and qualifications.

The document will support partners to locate the innovation being proposed in relation to each country's own National Qualifications Framework. This will ensure that the validation routes are consistent with the requirements of the licensing and qualification requirements in terms of the central competences required by the various professional bodies in each country.

This facilitates the mutual recognition of the learning outcomes generated across the curriculum, in line with the vision set out by Bruges Communiqué¹ and the ET2020², which pursues the following four common EU objectives:

- Make lifelong learning and mobility a reality;
- Improve the quality and efficiency of education and training;
- Promote equity, social cohesion, and active citizenship;
- Enhance creativity and innovation, including entrepreneurship, at all levels of education and training

This document gives an overview of all aspects of the Employment Plus project, providing some of the situational context in each partner country and proposing the curriculum content that will be needed to support guidance practitioners in working with the target group of clients with limited skills and qualifications.

This report will be structured into five main sections.

1.1 Executive Summary

1.2 Developing the Conceptual Framework (Introduction)

During the first partnership meeting, collaborative work was undertaken to ensure that all partners were in agreement about the development of the conceptual framework for EEP. Partners were asked to present the current situational analysis in their country and their sectoral contexts relating to labour market trends. This information will be summarised, with separate country analyses found in the appendix (**Appendix 1**). Another important part of developing the conceptual framework was deciding on a vision statement for the project, the process of which will be outlined.

1.3 Production of the design specification (Methodology)

¹ Source: <https://www.eqavet.eu/Aligning-with-EQAVET/Aligning-a-QA-approach/Bruges-communiqué>

² Source: https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en

A key part of developing the methodological framework for EEP is the production of a design specification. This sets out the range of areas to be considered in further intellectual outputs of the project. Essentially, it is a stakeholder consultation, which will ensure that the curriculum meets the needs of guidance counsellors, so that they are better equipped to meet the needs of their clients. 15billion provided a work plan for the design specification which can be found in **Appendix 2**.

1.4 Practitioner Consultation and Engagement (Analysis)

For the practitioner consultation and engagement part of this IO, the partners undertook a programme of qualitative and quantitative research, case study investigation and stakeholder consultation. Feedback from this will provide a detailed needs assessment for the elaboration of the framework.

1.5 Production of the Framework itself (Conclusions)

Overall conclusions are elicited from the partner research. Together with the previous sections of the report, this provides a collective analysis; a conceptual framework for the Employment Plus project. The overall aim of the methodological framework is to set out the strategic learning domains and thematic modules that present themselves in terms of the CPD requirements of guidance practitioners (The modular structure to the new CPD and methods proposed in IO2 will be founded upon these requirements.)

1.2 Developing the Conceptual Framework

During the first meeting in November 2018 the partnership purposely planned a lot of group work to optimise collaboration and getting to know one another.

Partners were asked to summarise key contextual information about people with limited skills/qualifications in their country. Each partner country's contexts in terms of labour market trends and careers guidance practice can be found in **Appendix 1**.

Exploring the context-Careers Guidance for people with limited/skills and qualifications in the six partner countries

Partners noted that the definition of 'low-skilled' often corresponded to people with a lower level of qualification, typically no recognised qualifications or up to Level 2. 'Low skilled' jobs typically require minimal training. Low qualified people may be people whose qualifications are unrecognised as they were gained in a different country or may be people who did not gain higher qualifications during or after secondary schooling. They may also have been absent from the school system. Disabled people and people from minority ethnic backgrounds can be more likely to be low/unskilled or low/unqualified and in some contexts, women are more likely to be part of this client group. Issues and barriers for younger people also differ from those for older people.

Sectors that were common across countries for employing people with limited skills and qualifications include manufacturing, retail, including wholesale retail, tourism, hospitality, health and social care, and agriculture.

Partners pointed to barriers in their discussion of successful and unsuccessful training methods; it was noted that an added challenge when working with this particular client group is that sometimes they will not put themselves forward for guidance or training. Therefore, motivation modules may be appropriate.

Successful programmes in the partner countries offered individual support or support in small groups, supported employment for the client group, high levels of coach/client trust, good communication and concrete manageable steps. Local projects that are funded and easily accessible worked well. Partners also noted that it is important to support a positive learning attitude at an early age.

Elements of less successful programmes included being hierarchical, those with a low level of employer engagement and those which indirectly contributed to the client becoming or feeling more marginalised.

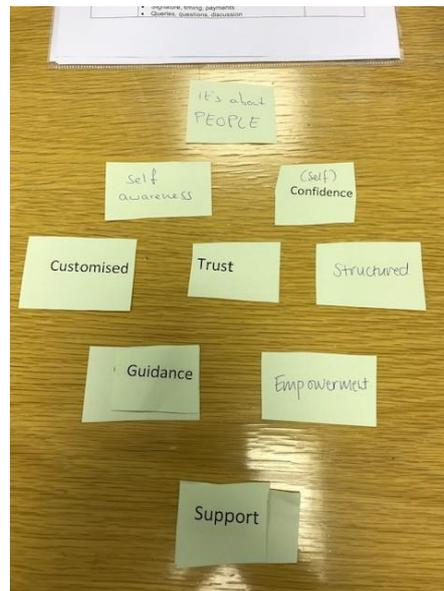
It was useful for partners to get to know each other's countries' contexts in more detail, and this provided a thought-provoking basis for the subsequent discussion of the direction of the project.

Developing the Vision Statement

One activity which turned out to be key was the development of the 'Vision Statement' for the project.

We took key words from the positive aspects of successful guidance counselling to create a 'wordle' (a visual representation of important key words). In small groups, the delegates discussed a range of

available words to create a 'diamond 9' of the words which they considered most vital to our vision statement.



In this group, they created a new key phrase, #itsaboutpeople, which we all agreed should become an integral part of our vision. You can see in the combination of group and new words, an outline for the kind of guidance the group values.

15billion had drafted an original proposal for the vision statement:

- The Erasmus Employment Plus project seeks to improve the quality, relevance, and efficiency of vocational education in Europe by developing an innovative new curriculum that will support the work of guidance practitioners working with low/unqualified and low/unskilled people.

After the groups had assembled their 'diamond 9s', these were used to compile four new vision statements.

Then came the difficult task of compiling all of our ideas together.

The vision statements were passed around the room, and key words and phrases were underlined. Then these were ranked from 1-5, with 5 being vital and 1 being dispensable.

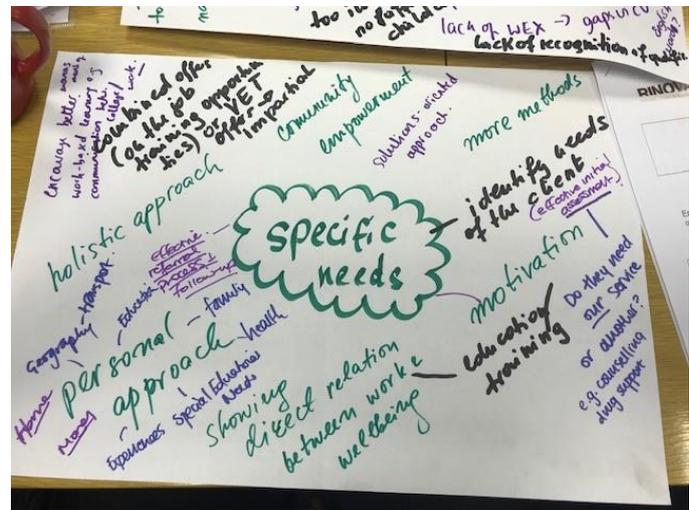
That evening, 15billion created a draft vision statement using the most popular words and phrases:

- ERASMUS EMPLOYMENT PLUS aims to equip guidance practitioners with the skills and knowledge to provide customised support for those with low-skill levels and basic qualifications. This will empower them through the development of self-confidence and self-awareness, leading to sustained progression.

As a group, we discussed the draft statement. It would have been very interesting to 'track changes' on the PPT document and also have a transcript of our conversation; as you can see, the statement has been refined considerably.

- *Erasmus Employment Plus equips guidance practitioners with skills and knowledge to provide customised support for sustained progression, empowering those with limited skills and qualifications #itsaboutpeople*

On Day 2 of the conference, we also began to explore our project's aims in more detail as a group. Below, one can see the ideas gathered by the partners on understanding trends, the specific needs of clients and counsellors, significant barriers and how to make sure that the learning is 'innovative'.



As seen, the 'barriers' mind-map might seem dauntingly busy. However, these ideas would prove useful when creating the design specification and designing the surveys which form part of the stakeholder consultation.

1.2 Production of Design Specification (Methodology)

Supporting the development of the conceptual framework, and the work undertaken by partners before, during and after the first partnership meeting, the project developed a draft design specification. This design specification was used by partners in order to undertake a phase of practitioner/job coach consultation and engagement. It is split into four parts:

Part 1: Client Case Study

Part 2: Practitioner/job coach Case Study

Part 3: Practitioner/job coach Survey

Part 4: Stakeholder Meeting

It was important that the consultation should be uniform across the partner countries. The largest part of the dataset consisted of online surveys. This showed barriers faced by the clients and guidance practitioners using quantitative methods (percentage agreement with statements) as well as qualitative feedback which allowed job coaches to expand upon their ideas. It also gathered data useful to the development of IO2 and IO3/4, about what kind of training job coaches find useful, e.g. duration and format.

Please see **Appendix 2** for the full research guidelines

1.3 Practitioner Consultation and Engagement Feedback

In the following section feedback from the practitioner consultation and engagement will be discussed.

Each of the six partner countries completed a stakeholder consultation as part of the preparation to complete the methodological framework for IO1. What follows provides cases and contexts for each partner country, allowing parallels to be drawn and to contrast differences in client group needs' and labour markets.

The dataset consists of the results from

- Online surveys completed via Survey Monkey Link (ideally at least ten per country)
- (At least) one 20 minute interview with Client per country
- (At least) one 20 minute interview with practitioner per country
- 1 stakeholder meeting to be held towards the end of January once the client/practitioner case studies have been completed per country

15billion put together the following summary of research ahead of the second transnational meeting in March 2019.

This includes

- a. An analysis of survey response data
- b. An overall summary of case study/stakeholder meeting data

Individual summaries of each country's research may be found in **Appendix 3**

- a. Analysis of Survey Responses

We received 251 responses from our partner networks across Europe overall. However, it should be noted, that there was a broad range of responses across countries. Data is more reliable from Austria and the Netherlands, as these countries had the largest sample sizes (with 124 and 51 respondents respectively).

Context of guidance

Most of the participants worked in a variety of settings with the target group 'in a single setting' being the most popular response with 87% (though 63% worked with clients in groups and 57% provided training).

Types of training and support

Respondents provided support for the target group in a variety of ways– the most popular being providing guidance for interviews and job applications (82%) and developing life/personal skills (81%). Interestingly, slightly fewer stated that they supported clients developing skills that are specifically 'employability skills' (74%). Providing information about the Labour Market and new possible qualification/professions was an important part of job coaches' roles, with 77% and 73% stating that they undertook this role.

Job coaches in Bulgaria seem to have less responsibility for developing employability skills (only one out of the ten surveyed) and both Poland and Bulgaria less regularly provided guidance on new qualifications/professions (50%). Providing guidance for job interviews/applications was a less important part of British job coaches' roles (50%).

Barriers

It was illuminating to explore the job coaches' assessment of the barriers faced by the client group. We explored 15 barriers, which were suggested during our initial meeting. It is interesting that there is a huge range of responses across each country's respondents and across the data field as a whole. Some respondents commented that it was difficult to consider barriers in a general way, as each client faced a unique set of barriers and this varies enormously from person to person. This reminds us of our initial comment; that people with limited skills and qualifications are an extremely heterogeneous group. It is important for job coaches to have a good understanding of barriers to clients accessing and thriving in the labour market; however it is equally important that each client be considered individually.

The most impactful barriers, all achieving a score on the online survey of at least 50% (barriers considered as having at least a 'moderate effect') are:

- **The lack of qualifications themselves (64% mean) (57% range)**
- Qualifications not recognised (51%)
- Language barriers (55%)
- **Lack of understanding of job application processes (54%) (63% range)**
- Physical disability (51%)
- Ill health (53%)
- Disability (mental e.g. learning difficulty) (57%)
- Mental illness (59%)
- Low confidence (53%)
- Family commitments (54%)
- Geographical barriers (52%)
- Literacy numeracy levels (53%)
- **Racism and other forms of prejudice (51%) (56% range)**

As can be seen, the range of responses for each barrier are large. It is important to note the smallest ranges are for the barriers highlighted in blue above. This suggests there is more agreement on these as important barriers.

Barriers included:

| Unrealistic or even complete lack of client expectation and motivation | Discrimination and structural inequality | Challenges of partnership working with employers |
|--|---|---|
| <p><i>‘There seems to be a lack of understanding on building a reputation, getting work experience in your field, and having to work your way up’</i></p> <p><i>‘Clients haven’t thought about who they are, can be, or want to be.’</i></p> <p><i>‘Clients’ overrating of competencies (e.g. no experience but want good salary and benefits) [they have] misaligned expectations of the labour market.’</i></p> <p><i>‘There is a lack of extrinsic motivation in a neo-capitalist profit-maximized labour (market) world’</i></p> | <p><i>‘Some clients face discrimination, e.g. of women wearing a hijab’</i></p> <p><i>‘Validating informal competencies often leads to sexual division of labour e.g. women directed into social care routes.’</i></p> <p><i>‘Courses are generally designed to fit male professions’</i></p> <p><i>‘The repetition of parent’s failed model [can have an influence on the next generation’s participation in the labour market]’</i></p> | <p><i>‘Employers hiring limited skills/qualification adults as a ‘number’ but no real motivation to provide support/take responsibility.’</i></p> <p><i>‘Lack of buy-in from employers: they prefer to work with schools/universities as they think it means they get ‘polished young people’ (their words, verbatim...)’</i></p> <p><i>‘A fear of young people and disabled people’</i></p> <p><i>‘The demand for jobs is high but the supply is low so the employers can choose who they take and must make no compromises in terms of working hours, resilience, school enrolment, etc.’</i></p> |

This quote from a UK job coach clearly shows how barriers can interplay:

‘The clients’ lack of confidence leads to a lack of motivation. The lack of understanding of job market leads to a lack of perseverance, and desire for ‘quick fixes’ means there is a lack of resources to give intensive support to clients.’

The huge range of perceived barriers, and the high impact of these on client progression make it very challenging to empower clients to participate in the labour market. Job coaches need a toolkit of practical strategies to work with and to maximise time learning from other people in their position.

Types of training

It was important to explore the training needs of the practitioners, so that the eventual resources can be tailored to their needs.

By far the most popular form of training was face to face training in a seminar, with 84% of survey respondents preferring this option. For 44% of respondents it is important to have a paper training pack. 37% thought an online webinar would be useful and 22% liked the idea of having a ‘podcast’.

In terms of how much time could be spend on training, most practitioners stated that they would like 2 hours a week training (35%) 29% would prefer 4 hours a month (perhaps both in keeping with preferences for face to face training). 19% stated the optimum time would be 1 hour per week. For a detailed breakdown of survey responses, please see **Appendix 3**.

In the case studies, practitioners had ideas for innovative training methods such as peer to peer training and if purely face to face training is impossible they preferred at least 'blended' learning, combining in-person training with online.

'Document preparation with simpler language would motivate many to read and learn.'

'Job coaches would like interactive, practical, off the job training with a clear aim. They want to learn something new and the chance to meet new people and exchange work experiences.'

This training should be with mixed methods and concrete tools.'

It is also important that training is 'intercultural' and takes into account the diversity of the client (and practitioner) groups, and explores and addresses challenges caused by structural inequality and discrimination based on protected and unprotected characteristics such as race, gender and disability.

b. Overall summary of Country Case Studies/Stakeholder meetings

Through interviews with guidance practitioners and clients we gained a picture of this diverse and heterogeneous target group. Their needs vary greatly from individual to individual: from physical to mental health issues, low confidence to financial barriers and childcare or family commitments.

In **Appendix 3**, one can see the case study research undertaken by partner countries as part of the partner and stakeholder consultation, which took place in January/February 2019.

15billion put together summaries of each country's research in order to draw these parallels and key findings (also found in **Appendix 3**)

Client barriers (Country case studies/stakeholder meetings)

Barriers faced by clients varied but also showed similarities across the countries; language barriers were significant, ill health (both physical and mental) was mentioned, geographic barriers (these were amplified in clients from marginalised communities such as the Roma in Bulgaria) and financial barriers or childcare commitments also got in the way of clients engaging with careers guidance.

Though our sample size of clients was relatively limited, the case studies are worth reading in full as they show several people's unique set of strengths and barriers and how these interplay with their home life and previous professional experience.

Job coaches often seemed frustrated by a lack of information about clients; communication between stakeholders is key and several practitioners cited the need for useful professional tools, such as questioning tools to better understand the complex needs of each client.

Practitioner needs

Both job coaches and clients appear to benefit from a comfortable, more informal environment and job coaches stress the importance that the new curriculum be highly practical. Some countries mentioned that their formal training as a guidance practitioner had been minimal. Topics that they would like covered within the curriculum varied too, from conflict management in interviews, to personal stress management/relief. Maintaining a healthy work life balance was a key need for

many– with suggestions that training should take place within a working day, and this seems to be implied by the survey results which also asked about ideal training format.

1.4 Production of Conceptual Framework

The previous sections make up a collective analysis, from which one can draw the conceptual framework for the Erasmus Employment Plus project.

The overall aim of this methodological framework document is to set out the strategic learning domains and thematic modules that present themselves in terms of the CPD requirements of guidance practitioners.

These will form IO2 (the Theoretical and Pedagogical framework) and IO3 (Training modules and materials for action learning sets) and will be sure to cover the themes detailed in this document, specifically:

Module 1 Client orientation and needs analysis

Module 2 Vocational/educational choices

Module 3 Learning motivation and learning styles

Module 4 Practitioner wellbeing and ‘burnout’ prevention

Firstly, it will be important to explore the barriers facing the client, whilst recognising that these will vary widely according from person to person. Job coaches will need to be supported with how to perform a needs analysis for a client who has limited skills and qualifications in order to orientate tailored guidance. An important part of this will be building rapport and trust between client and job coach.

Secondly, guidance counsellors will need a detailed understanding of vocational and educational choices and how to motivate clients to make their own decisions regarding these. Outreach is also an important theme; successful guidance is delivered only when counsellors have a detailed understanding of the labour market and are able to work closely with local employers. They also need a good understanding of how other stakeholders support clients, for example social services and education providers.

Motivation is a key theme that will be important throughout the curriculum, both for clients and the job coaches themselves. Job coaches will learn how to empower clients to identify their barriers and motivations and reflect on the educational ‘heritage’ of their historical context e.g. family attitudes towards education. Different learning techniques and styles will also be applied.

The client group faces many challenges and barriers, which can be very difficult and stressful both for them and the job coaches working with them. It is important that our conceptual framework addresses the mental health of job coaches as well; in our research several respondents mentioned the strain of working with vulnerable people in a challenging context with limited support. This is why we will include a module promoting practitioner wellbeing and strategies for preventing ‘burnout’.

Planning very practical and experiential ‘action learning sets’ as part of the new EEP curriculum will also increase the motivation of job coaches. Informal group learning in face to face sessions was by

far the most requested type of training. This will allow practitioners to share experiences (and success stories) thus building relationships and self-esteem.

A challenge when developing the curriculum is that we need to produce a curriculum which is useful to job coaches from all partner countries, so information about best practice for interaction with other local stakeholders will need to remain general.

To conclude, the work undertaken by all seven EEP partners has been invaluable in creating this methodological concept document. It has enabled us to develop a conceptual framework and foster better collaboration between partners. The subsequent stakeholder consultation further defined the needs of guidance counsellors working with this target group. Through further work by the consortium before and after the second transnational meeting, this will allow for a solid basis to develop the EEP curriculum and materials to help support and evaluate its delivery.

Labour Market Trends and Guidance Practice in Austria

1.1 Definitions

There is no formal differentiation between low/unskilled and low/unqualified labour in Austria. Oftentimes these terms are even used interchangeably. The most common classification used for purposes of labour market policies is the educational level. Usually people with lower educational degrees work in a job that requires no or less specific skills, which is how these two categories are interrelated.

1.1.1 Definition of low and unqualified labour (educational classification)

Low or unqualified labour is typically considered as people who attained 9 years of compulsory school attendance (with or without degree) as the highest level of education ISCED level 2 (Pflichtschulabschluss).³

1.1.2 Definition of low and unskilled labour (occupational classification)

Low and unskilled labour refers to the people working in the “lowest” class of the ISCO-08 structure, i.e. “9. Elementary occupations”.

Even people who have obtained a higher degree but whose degree is not acknowledged or cannot be used on the labour market can work in jobs that require no skills. Their labour is also seen as being unskilled. Low skilled labour requires at least some competencies that can be acquired in a training on the job.

1.2 The six biggest sectors employing low/unskilled and low/unqualified workers (2017 in thousands)

| Sector | Economic sector | Total number of workers employed in the sector | low/unskilled or low qualified (ISCED 0-2) | Average length of employment in months |
|---|--|--|--|--|
| 1) | Manufacturing <C> | 665.8 | 95.5 | Not available |
| 2) | Wholesale and Retail Trade; repair of motor vehicles and motorcycles <G> | 611.9 | 84.9 | Not available |
| 3) | Accommodation and Food Service Activities <I> | 262.8 | 65.2 | Not available |
| 4) | Construction<F> | 342.0 | 49.1 | Not available |
| 5) | Human Health and Social Work Activities <Q> | 452.7 | 44.2 | Not available |
| 6) | Agriculture, Forestry And Fishing <A> | 167.4 | 40.2 | Not available |
| Total number of people available to work* (Labour Force - ILO definition) | | 4508.5 | 545.5 | |
| Total number of unemployed* | | 247.9 | 81 | |

³ 4 years lower secondary level + 1 year upper secondary level. [See](#) for Austrian specific ISCED-Levels.

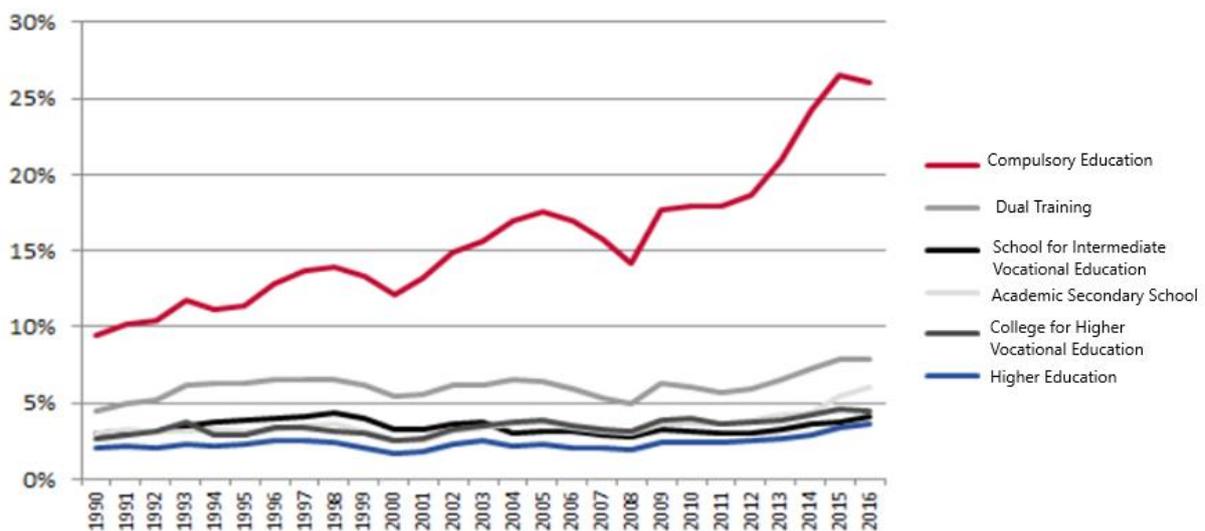
*ILO: The labour force is the sum of the number of persons employed and the number of persons unemployed. (4260.6 + 247.9 = 4508.5).⁴

1.3 Historical Trends and Future Projections

1.3.1 Historical Trends: Higher risk for unemployment with lower formal education

Figure 1 visualises the relationship between formal education and risk of unemployment. The annual average *national* unemployment rate for people who have compulsory education as the highest level of education (red line) rose from 10% in 1990 to over 25% in 2016. The unemployment rate for others is significantly lower.⁵ The internationally comparable unemployment rate (ILO-concept) in 2017 was 5.5% (247,900 unemployed persons),⁶ while the national rate was at 8,3% (340,000 registered unemployed).⁷

Figure 1: Unemployment rate (national definition) by education and over time



1.3.2 Future Projections

Employment situation⁸

According to the Cedefop “Skills forecasts up to 2025”, the overall labour force is expected to remain stable at about 4.5 Mio (Figure 2 Figure 2: Labour Force Trends by qualifications, 2005 – 2025, Austria (and EU)). In its new economic outlook, the Austrian Institute of Economic Research (WIFO) expects employment to grow by +325.300 until 2023. However, for low-qualified a decline in employment opportunities is expected. This goes hand in hand with a decrease in the number of working people with a maximum of compulsory education, so the stock of the low-qualified is going to go down

⁴ http://www.ilo.org/ilostat-files/Documents/description_UR_EN.pdf

⁵ https://www.ams.at/content/dam/download/arbeitsmarktdaten/%C3%B6sterreich/berichte-auswertungen/001_spezialthema_0417.pdf

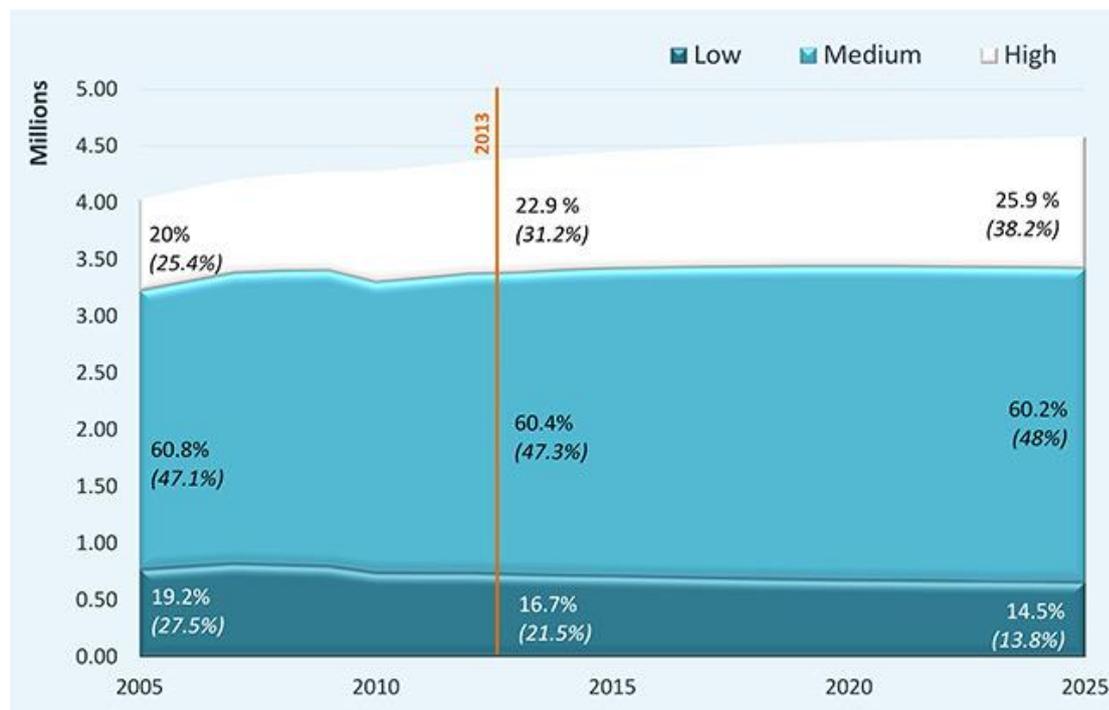
⁶ http://www.statistik.at/wcm/idc/idcplg?IdcService=GET_PDF_FILE&RevisionSelectionMethod=LatestReleased&dDocName=063259

⁷ Percentage of registered unemployed divided by unemployed + employees (340,000 / (3,756,300+340,000)) https://www.sozialministerium.at/cms/siteEN/attachments/4/8/9/CH3434/CMS1519051558417/uebersichtsb latt_jahr_2017_en.xlsx

⁸ http://www.forschungsnetzwerk.at/downloadpub/wifo-prognose_ams_2016-2023-hauptbericht.pdf:

slightly (reduction of 8.000 people to an amount of 144.600 by 2022). All in all, this means that their labor market situation is unlikely to ease in the future.”

Figure 2: Labour Force Trends by qualifications, 2005 – 2025, Austria (and EU)⁹



Sector growth (until 2023)¹⁰

| Economic sector | workers employed in the sector | Employment change by 2023 |
|---|--------------------------------|---------------------------|
| Manufacturing <C> | 665.8 | +31.100 |
| Wholesale And Retail Trade <G> | 611.9 | +32.000 |
| Accommodation And Food Service Activities <I> | 262.8 | +36.100 |
| Construction<F> | 342.0 | +30.000 |
| Human Health And Social Work Activities <Q> | 452.7 | +70.000 |
| Agriculture, Forestry And Fishing <A> | 167.4 | +2.500 |

Impact of new technologies¹¹

The estimates of potential job losses due to technological advances varies strongly according to assumptions, therefore we can give no outline on technological progression routes. The Austrian Institute of Economic Research (WIFO) expects job losses in manual routine tasks and especially an ongoing decline of the number of low skilled jobs, such as ancillary activities (main occupation group 9), where automatization process has already advanced.

⁹ <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/austria-skills-forecasts-2025>

¹⁰ http://www.forschungsnetzwerk.at/downloadpub/wifo-prognose_ams_2016-2023-hauptbericht.pdf

¹¹ [http://www.forschungsnetzwerk.at/downloadpub/s_2017_digitalisierung_60909\\$.pdf](http://www.forschungsnetzwerk.at/downloadpub/s_2017_digitalisierung_60909$.pdf)

Overall the job losses through technology seem to be moderate, however low-skilled and low-qualified are expected to be disproportionately affected.

PIAAC – Adult skill-assessment¹²

According to the results of the Programme for the International Assessment of Adult Competencies (PIAAC), the low-qualified score significantly lower than people with higher education and/or in high skilled jobs:

“The proficiency in literacy of workers in elementary occupations such as labourers and production workers in Austria is among the lowest observed among the countries in the survey. The gap of 54 score points between the proficiency of workers in these occupations and workers in skilled occupations such as professional and technicians is one of the largest observed.”

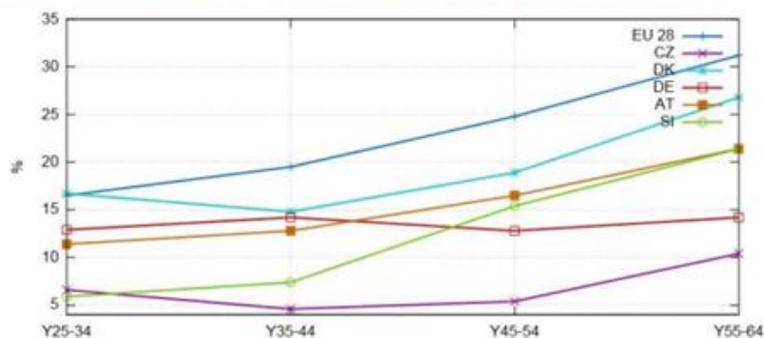
1.4 Relevant background data about low/unskilled and low/qualified workers (in or out of work)

Age left school: around 15 (after 9 years of compulsory schooling)

Qualification level: ISCED 0-2

Age

Figure 3: Low-qualified men and women by age groups, 2016 (%)



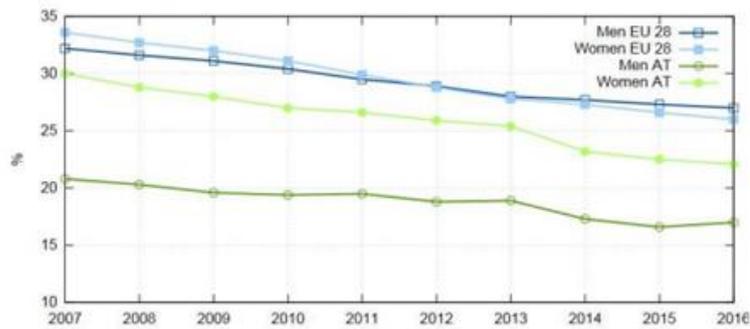
Source: European Labour Force Survey

Older tend to have lower qualifications than younger people. [1] The unemployment rates for lower qualified is about 17% within the 15 and 44-year-olds and below 9% for the ages 45+.

Gender

¹² <http://www.oecd.org/skills/piaac/Country%20note%20-%20Austria.pdf>

Figure 2: Low-qualified men & women aged 15 to 64, AT vs. EU 28, 2007 - 2016 (%)



As said before the number of low-qualified is going back, but there is a gender gap in Austria.^[2] A look at the unemployment rate for low-qualified by gender shows that the number is lower for women than for men (11% vs. 15%).^[3]

Ethnic background:

Share of working migrants with ISCED 0-2 is 37% (ISCED 3-8: 20%). 63% of unemployed persons with low-qualifications have migration background (ISCED 3-8: 42.5%).

Regional Variations

In the smaller federal states, the employment and unemployment statistics for lower qualified persons are lower. Vienna has a higher unemployment rate in general (10.5%) and especially for ISCED level 0-2 the rate is at 20% (*national measurement*).

^[1] https://www.oesb-sb.at/fileadmin/user_upload/oebs_sb/Publikationen/2017_OESB_TRIAS_Textbook_EN_LizenzCCBYSA.pdf: 13

^[2] https://www.oesb-sb.at/fileadmin/user_upload/oebs_sb/Publikationen/2017_OESB_TRIAS_Textbook_EN_LizenzCCBYSA.pdf: 13

^[3] ISCED-2 women working: 281,000, men: 264,000

2 The provision of guidance

2.1 Good practices in guidance

2.1.1 BIZ – Vocational Information Centers of the PES (Public Employment Service)

Good practice BIZ:

The reason why BIZ was chosen as a good practice is that the offer is delivered in all regions in Austria, in urban and rural areas. As the only wide-spread offer it reaches the target group of low and unskilled workers best, especially the ones of being at risk of becoming unemployed or who are unemployed. As an offer that exists since more than 20 years it is well known.

Brief description:

Vocational information centers funded by the Public Employment Service Austria and being part of the organisation have existed for more than 20 years in Austria. Originally they had the task to give information to youngsters on different professions, the educational system in Austria and the possibility of entering the labour market by getting an apprenticeship training with the dual system. They always closely cooperated with schools and invited teachers and their students to visit them and get information of further educational and vocational pathways. Recently, the target group of the vocational information centers became also adults being unemployed and seeking for vocational information according a higher qualification or a reorientation and occupational retraining on the labour market. Moreover, employees or other groups not being unemployed also have the opportunity to receive guidance at a BIZ.

Local or national:

The BIZ have 72 locations throughout all regions in Austria.

Where the funding comes from:

The BIZ are funded by the Public Employment Service Austria which is funded by the Federal Ministry for Labour, Social Affairs, Health and Consumer Protection.

Number of clients per year

According to the BIZ report 254.357 adults and 87.859 youngsters received guidance in a single setting during the year 2014, 243.554 adults and 79.847 youngsters in 2015¹³

Effectiveness of the BIZ

The effectiveness and quality of the BIZ located in the regions Burgenland and Tirol were evaluated in 2014 by ABIF on behalf of the Public Employment Service. 78% of all clients' requests could be clarified. The majority of clients claim to have learned something on vocational training (60%), pathways to professions (Burgenland: 65%; Tirol: 41%) and further information and support possibilities (Burgenland: 70%; Tirol: 38%). Also external experts claim that the main competence of BIZ practitioners is information brokerage. 22% of the clients claim that their perspectives have been expanded. Mostly clients are motivated or relieved after having received guidance by the BIZ. 80% of the clients claim that their thinking on profession, labour and vocational training has changed after having received guidance in a BIZ. 60% claim to know what next steps they could take afterwards; 32% claim to at least know partly what to do next. Results from the longitudinal study show that

¹³ Putz, Sabine / Rötzer-Pawlik, Gabriele / Csarmann, Judith: BIT-Bericht 2015, page 6; http://www.forschungsnetzwerk.at/downloadpub/BIZ-Bericht_2015.pdf

most clients either start to work again, enter a vocational training or at least have the intention to do so after having received guidance in a BIZ.¹⁴

Target group of the BIZ:

The evaluation of the BIZ Tirol and Burgenland shows that 38% of all clients had attended only 9 years of school education (unskilled workers). 39% had received vocational training (apprenticeship training or vocational school degree). Both groups have not received a general qualification for university entrance („Matura“). The qualification is equivalent to the target group of the Public Employment Service. Most people receiving guidance at a BIZ are either unemployed or know that they will become unemployed in the near future.

2.1.2 Guidance Network Austria

Good practice „Guidance Network Austria“:

The Guidance Network Austria was chosen as a good practice as it includes all regions of Austria and enables to do marketing and common events and conferences within one network. Moreover, it allows to deliver guidance from ALL target groups and cost-free, either online, face-to-face or on the phone. It is the most well-known offer in Austria.

Brief description:

The guidance network Austria includes 9 regional networks (of the 9 different regions in Austria). Each regional network consists of several organisations delivering guidance for adults living in Austria, being employed or not, having received a vocational training or not, being Austrian or having any other citizenship. Even youngsters can receive guidance. The guidance is delivered at the organisation's offices (mostly in a city or village) or at a decentral location in a rural region. The guidance delivered is free of cost. Aside from the face-to-face offer guidance is also offered online, either by e-mail or in an online chat¹⁵. The reasons why people receive guidance can differ. Either they want to receive further training, search for adequate courses or training offers, want to change their job or profession, want to get information on funding for training or re-enter the labour market after a phase of absence.

Local or national:

The organisations being part of the guidance network Austria cover all regions in Austria.

Where the funding comes from: The funding comes from the ESF (European Social Fund) and the Federal Ministry of Education, Science and Research. Mostly a regional authority also co-finances the guidance in each region.

Number of clients per year:

In 2012 there were 50.000 established contacts during which guidance was delivered. 25.000 took place because of information was given or the client was forwarded to another organisation. 23.000 clients were given guidance in a broader sense. 18.000 conversations between client and practitioner took place within a face-to-face setting. 14.000 times clients received guidance by phone. 4.000 times they received guidance by e-mail.¹⁶

¹⁴ Egger-Subotitsch, Andrea / Kerler, Monira / Stark, Martin / Schneeweiß, Sandra / Pintsuk, Julia: Die Wirkung und Qualität von BIZ-Beratungen in den Bundesländern Burgenland und Tirol. Vienna 2015, http://www.forschungsnetzwerk.at/downloadpub/AMS_info_340.pdf

¹⁵ <https://www.bildungsberatung-online.at>

¹⁶ Götz, Rudolf / Haydn, Franziska / Tauber, Magdalena: Bildungsberatung: Information, Beratung, Orientierung für Bildung und Beruf [IBOBB]. Dossier erwachsenenbildung.at. Vienna 2014. <http://www.forschungsnetzwerk.at/downloadpub/dossier-bildungsberatung.pdf>

Effectiveness of the educational guidance Austria:

The effectiveness will be evaluated soon, so far it is not clear when this will take place.

Target group of the Educational guidance Austria:

The main group that is reached with educational guidance in Austria are people with higher educational degrees (Matura or even a university or college degree). Low or unskilled people attend educational guidance to a lesser degree.

2.1.3 Integration year for persons granted asylum

Good practice „Integration year for persons granted asylum“: Within a short period of time the Austrian government created an opportunity for a better labour market and social integration of persons granted asylum in Austria. The programme is obligatory and therefore covers all refugees with a working permit. Aside from other interventions in active labour market policy it covers a series of different measures aiming at the integration into the labour market but not only in precarious jobs that require no or low skills but in jobs with higher skills requirements. This shall enable a sustainable integration into the Austrian labour market. All interventions with the programme are available in different languages, like Farsi, Arab, Somali.... Persons granted asylum are a major group on the labour market being at risk to be unemployed due to their low skills and lack of job experience in Austria. (10.000 persons with asylum below the age of 25 are unemployed in Austria.) One third of all refugees are below the age of 25 which underlines the necessity of further VET and qualification.

Brief description: Persons granted asylum, who cannot find a job are obliged to participate in a standardised integration programme lasting for one year. The integration year includes language courses, competence check, vocational guidance, training on the job and vocational training. Most refugees have low or no skills at all. Some of them are illiterate and therefore have to attend not only German courses but also literacy courses. Some have already acquired competencies which need to be acknowledged in Austria. The costs can be also covered within the programme.

Local or national: national

Where the funding comes from: Ministry for Social and Labour Affairs, Health and Consumer Protection; funding: € 100 Mio per year

Number of clients per year: 15.000 per year (2017 & 2018)

Effectiveness: The programme has not been evaluated yet.

Target group: Refugees

2.2 Employer and employees' incentives for VET

2.2.1 Funding for a sabbatical by the Public Employment Service (PES)

Sabbaticals are financed by the Public Employment Service Austria (PES). A prerequisite for receiving the sabbatical funding by the PES is that the person has had a working contract with an organisation for the last 6 months. The funding is max. € 2.200 per month or max. 60% of the net income for the duration of max. 1 year.

2.2.2 Qualification subsidies by the Public Employment Service (PES) for employed and unemployed persons

The Public Employment Service (PES) gives subsidies for the vocational training of employees with a permanent working contract. Training costs are subsidised to a maximum of 50%, staff costs during the training are subsidised to a maximum of 50%. Per person and application to the PES a maximum of € 10.000 can be subsidised. The employee (male or female) whose training is subsidised should have either only a school education of max. nine years or is female with a max. of apprenticeship training or the graduation from a vocational school or is above the age of 45. The training of company owners, managers, apprentices or freelancers cannot be subsidised.

Numbers according to how many employed and unemployed people whose vocational training was funded and how much the Public Employment Service spent on that are only available accumulated: In 2017 the PES funded vocational training of 246.398 unemployed and employed persons and spent € 731 Mio. on the training of the Austrian workforce.¹⁷ Especially low and unskilled workers have benefitted from this funded training. One third of the funding goes into apprenticeship training of disadvantaged youngsters in order to make sure that they can enter the labour market with adequate skills.

2.2.1 Qualification subsidies for Employees, unemployed people and others

The website www.kursfoerderung.at gives an overview on all possible subsidies in all regions of Austria. The highest subsidies are given by the regional governments no matter of the educational degree but with a max. of monthly income. Usually 40-50% of the whole training costs are subsidised. Only VET can be supported.

Good practice example: Qualification subsidies by the Employees Promotion Fund Vienna
Political background: Due to the fact that the amount of people with required schooling degrees (max. 9 years of school) is quite high in Vienna the Employees Promotion Fund Vienna started the initiative Qualification Plan 2020 In Vienna. Together with important political local players¹⁸ the plan had the aim to raise the share of employees with higher skills. The reasons for that were two-fold: on the one hand people with required schooling only have a higher chance of becoming unemployed, of having precarious careers (with a low income, frequent phases of unemployment). On the other hand, local economy in Vienna seeks for people with higher qualification. The need for low or unskilled workers decreases continuously.

From 2012 to 2017 the so-called Qualification Plan 2020 was in force which was initiated by the municipal councillor Renate Brauner.

¹⁷ https://www.ams.at/content/dam/download/geschäftsberichte/001_ams_geschaeftsbericht_2017.pdf, page 38

¹⁸ All social partners, the Federal Ministry of Social and Labour Affairs, the municipality of Vienna, the Public Employment Service Vienna,

| Programme | Participants in the programme | Amount spent within the programme |
|--|-------------------------------|-----------------------------------|
| Promotion of vocational development of employees in Vienna | 21.967 | € 18,5 Mio. |
| Support of unemployed persons and enterprises in search of qualified staff (outplacement trust) | 20.479 | € 11,8 Mio. |
| Support of disadvantaged youngsters to enter the labour market (guidance, apprenticeship training, learning support) | 7.276 | € 11,2 Mio. |
| ESF funded projects | | € 2 Mio. |
| Local labour market policy: Motivation main target groups in Vienna to participate in the Qualification Plan 2020 | | € 1,6 Mio. |

Source: https://www.waff.at/cms/wp-content/uploads/2017/12/waff_geschaeftsbericht_2016.pdf

In 2018 the Qualification Plan 2030¹⁹ went into force initiated by the President of the Austrian Chamber of Labour. The plan defines three important spheres of activity in order to raise again the share of people with a qualification degree above the required schooling (9 years) and to support the expansion and exploitation of vocational competences:

- a) school and initial vocational training
- b) vocational training for adults
- c) information and motivation

In 2016 the Employees Promotion Fund Vienna funded the training of 49.742 unemployed and employed people living in Vienna. They spent € 45 Mio. on their training.

The subsidies of the Employees Promotion Fund Vienna try to reach employees and unemployed people who are specifically at risk to have less chances on the labour market due to their little education/qualification and no participation in further training. The following subsidies exist and can be applied by people (independent of their citizenship) who live in Vienna dependent on different criteria:

1. **Chances Check:** This is a so-called second chance education that is financed at a max. of € 3.000 and can be applied for by employees with a max. of required schooling certificate only (9 years of school) or who work as low or unskilled workers. Unemployed or retired people or students/pupils cannot apply for a subsidy in this programme.
2. **„Educational account“:**
 - A) Independent of the educational degree one has acquired employed or unemployed people can apply for this subsidy. € 300 per person can be funded per year no matter how much one earns or what kind of further training one wants to participate in.
 - B) If you want to acquire a higher vocational training or another apprenticeship training, you can apply for a subsidy at max. of € 2.000.
 - C) For any vocational training you can apply for if you earn a max. of € 1.800 per month.
3. **Vocational training during or after the baby break:**

¹⁹ See: <https://www.waff.at/cms/wp-content/uploads/2018/03/qualifikationsplan-wien-2030-grundsatzdokument.pdf>

During or a baby break, employees with a working contract can apply for a subsidy if they want to participate in a vocational training. The subsidy can be a max. of € 2.700 or 100% of the costs. Both men and women can apply for this subsidy.

4. Acknowledgement of a qualification degree received outside Austria

In case people who have acquired a vocational degree outside Austria (mainly refugees) they can apply for a funding in to finance the acknowledgement of this degree.

Aside from extensive possibilities to apply for and receive subsidies for vocational training the Employees Promotion Fund Vienna supports employees also with cost-free guidance with the Job and VET Guidance Center.²⁰ As opposed to the BIZ it offers guidance mainly for employed people who live in Vienna. In 2019 the first evaluation on effectiveness and the effects of the center will be published. Moreover, the Employees Promotion Fund Vienna tries to reach low or unskilled workers by co-operating with the offices of the regional administration in Vienna. They visit residential neighbourhoods in order to give information on funding for vocational training or guidance at the fund.

2.2.2 Social and Further Training Fund for temporary workers

The training of temporary workers in Austria can be subsidised by the Social and Further Training Fund. 100% of all costs can be subsidised since January 1, 2017 by the Social and Further Training Fund.²¹ There are currently no statistics available on how many temp workers were supported or how high the funding was.

Labour Market Trends and Guidance Practice in Bulgaria

Introduction

The following document will introduce the current situation in Bulgaria.

Labour Market Trends

There is no common definition for low/unskilled and low qualified.

Exploring different source we can say that the opinions are gathering around:

- **Low qualified** – people with lower education than the needed one. Since the qualification is competence for which we have kind of certificate (diploma, university degree, certificate for non-formal education). According to OECD high qualified work is related to complex and cognitive tasks which are not repeating on regular basis. We can claim that low qualified work doesn't have these characteristics.
- **Low/unskilled** – no qualification at all.

²⁰ See: <https://www.waff.at/beruf-weiterbildung/beratung-2/>

²¹ See: <https://www.swf-akue.at/>

1. The six biggest sectors employing low/unskilled and low/qualified workers

| Sector | Economic sector (e.g. hospitality, retail, manufacturing) | Total number of workers employed in the sector | Number low/unskilled or low qualified | Average length of employment in months |
|---|---|--|---------------------------------------|--|
| 1) | Construction | 869 | | 4 |
| 2) | Hospitality | 973 | | 3 |
| 3) | Agriculture | | | 3 |
| 4) | Manufacturing | | | 3 |
| 5) | Services | | | |
| 6) | Trade | | | |
| Total number of people available to work* | | More than 3 million people between 16-65 years old | | |
| Total number of unemployed* | | 183 846 | | |

**please define definition used*

Unemployed – person in age between 16 and 65 years old who is without job contract on voluntarily or forced based.

3 A. Historical Trends

During the transition period there were several trends we observed at the labour market:

- * the first economical crises after the changes were characterised with loads of highly qualified people left without job
- * during the transition from centralized economy to market economy, hundreds of thousands of employees were left without job
- * many jobs positions which require low qualification were occupied by people with high qualification
- * the newly born businesses had plenty of opportunities when it came to hiring people – being low skilled, or highly qualified;
- * difficulties in finding high qualified workforce, as well as low qualified workforce
- * both groups prefer to work abroad
- * the unemployment rate is low, those who are unqualified and unemployed are those who don't want to be involved neither in training nor in employment (NEET)

B. Future Projections

Since there is no common definition about low qualified work force we can conclude that the transformation in the labor market coming from expending of digital work is the key factor defining what is low or high qualification.

Please consider relevant country considerations for each sector. Examples might include:

a Is the sector declining/expanding?

The unemployment rate

b What is the impact of emerging technology?

Less people, better qualified. Where the dynamic is higher, the regular in service trainings are introduced.

c Which progression routes are currently available?

Most popular is in service training provided by each company according to their needs.

d What is the trend with regard to the progression opportunities and why?

- The construction sector in Bulgaria expects a significant growth in 2018 (8.8%) and a subsequent, albeit slower, growth in the years to 2020. Although the dynamics behind these values comes from all construction segments, the strongest is the growth rate of housing construction. Non-residential construction also expects a period of accelerated growth in this and next year, when a number of administrative and other non-residential projects are under way, which are currently under construction. Infrastructure construction is expected to maintain its positive development from 2017, which will largely result in significant projects, mainly European rail and road construction.

4 Relevant background data about low/unskilled and low/qualified workers e.g. age left school and what qualification level, age, gender, ethnic background, disability, any caring responsibility, large regional variations worthy..

National statistics have calculated that during the 2016/17 school year, the general education schools in our country have been abandoned by 16 thousand students (out of 587 thousand), of which 14 thousand - in primary education. 47.3% have dropped out because of their departure abroad. They are left for family reasons - 36.5%. The third place is the unwilling to study - 9.5%.

The regional breakdown, showing the number of dropouts from I to VIII class in different regions in the country. In the big cities logically dropped a greater number of students - in the district of Plovdiv they left 1872 students, in Bourgas - 1023, in Varna - 1074, in Sofia and in the district - 1046.

There are some smaller cities in which the classmates who have left the classrooms are particularly impressed. Pazardzhik is with 921 dropouts. Sliven also can not boast of this - there are 948 children dropping out before completing primary education, 569 in Dobrich, 546 in Haskovo. The above mentioned cities are characterized with strong roma population and low level of incomes.

The earliest departing system is in the southern central region (3604 students), followed by the Southeast (3034). Smolyan, best known for years with the best quality of education and very few school-leaving children, is best ranked in the ranking. only 34 students dropped out there. It is followed by Gabrovo - with 110 left.

The Provision of Guidance

- 5 Actions and initiatives tackling the issue e.g. vocational guidance in working situations and professional pathways

Labor Offices under Bulgarian Employment Agency are providing career guidance for unemployed, low qualified and low/unskilled people. The following set of services are provided:

- Motivation for proactive attitude towards labor market
- Information and consolation for finding of suitable profession
- Information about national and regional subsidies programs for different job positions
- Information about different employers
- Information about educational institutions

Please give at least three current examples of how workers are supported to progress . These might be government or NGO programmes. For each:

- a. Provide the name and brief description
- b. Local or national
- c. Where the funding comes from
- d. Approximate number of clients supported in a year
- e. An indication of effectiveness (or not) of the example

According to the report from September 2018 of Ministry of labour and social policy and Bulgarian employment agency “ The total number of persons included in September in the different activities under Operative program for development of human resources schemes is 1 241, of which 1 150 are unemployed and 91 are employed. 533 people are enrolled in training, and 800 are in employment (training). Some of the schemes offer both training and employment, so some of the people are involved in both activities.

- "Training and Employment of Young People"

It aims to integrate unemployed youths up to 29 years of age, registered in the Labor Office, in employment with an employer by providing training and subsidies for long-term employment. The operation will help facilitate the transition from education to employment to unemployed young people who will get a first or new job opportunity, new or advanced occupational knowledge and skills acquired in the workplace as well as the acquisition of professional qualifications and key competences in a foreign language and digital competence (if required for the particular employer).

- "Training and Employment"

The scheme targets inactive and unemployed persons over 29 years of age. Priority will be given to unemployed persons from the target group who are:

- with basic or lower education;
- long-term unemployed with registration in the Labor Office for 12 months or more;
- unemployed aged over 54

It aims to integrate unemployed persons over the age of 29, registered with the Labor Office, in employment with an employer in the real business or with local self-government institutions through training in accordance with the requirements of the workplace and a subsidy for employment. The operation will help to facilitate the recruitment of unemployed persons who will have a new job opportunity, new or advanced professional knowledge and skills acquired in the workplace as well as the acquisition of professional qualifications and / or digital competence (if needed for the particular employer).

- "Employee Vouchers"

The scheme is targeted at employees with an employment relationship with secondary or lower education. The goal is to acquire new or expand their knowledge and skills through training to acquire qualifications and key competencies. In this way, they will acquire or upgrade their skills needed to occupy the announced jobs by the business. In the long run, long-term employment or better jobs will be facilitated.

Employer incentives

- 6 Can employers access any subsidies (direct or indirect) to encourage upskilling their workforce? Please provide brief details including an overview of the support, the number of workers currently being supported and a judgement on its effectiveness

In the above mentioned report there is information about the support measures for the employers- "In September, 298 unemployed persons were included in the measures, of which -18, in employment -254, and in entrepreneurship - 33. The number of employees in the month was 2 949, of which 2 177 were employed in a subsidized period.

The largest is the number of those working under the measure to encourage employers to hire unemployed persons with continuously maintained registration for not less than 6 months, unemployed up to 24, with basic and lower education and over 50-609 persons ; for the first five jobs created by employers - micro-enterprises - 489 persons; unemployed young people up to 29 years - 405 persons; for unemployed persons over 55 years of age - 349 persons; for long-term unemployed - 297 persons; encouraging employers to create jobs for employing unemployed persons with permanent disabilities - 280 persons;"

Labour Market Trends and Careers Guidance in The Netherlands

The following document will introduce the current situation in **The Netherlands**.

Labour Market Trends

1. Definitions

Low/unskilled

This is about work for which it is not necessary to have followed a training. Often monotonous work, structured, every day the same with little variations.

Low qualified

People with only primary school or a level 1 secondary vocational education (in Dutch: VMBO), are being considered low qualified.

In the Netherlands, 22% of the working population is considered to be 'low qualified'

2. Six biggest sectors employing low/unskilled and low qualified workers (2016)

81% of the low qualified in the Netherlands, works in one of the next seven sectors:

| Sector | Economic sector (e.g. hospitality, retail, manufacturing) | Total number of workers employed in the sector | Number low/unskilled or low qualified | Average length of employment in months |
|---|---|--|---------------------------------------|--|
| 1) | Retail | 1,280,000 | 439,000 | |
| 2) | Industry / manufacturing | 816,000 | 237,000 | |
| 3) | Health care / Welfare | 1,327,000 | 152,000 | |
| 4) | Horeca | 374,000 | 146,000 | |
| 5) | Commercial services (including cleaning services) | 462,000 | 134,000 | |
| 6) | Building / construction | 404,000 | 128,000 | |
| 7) | Transport / Logistics | 383,000 | 125,000 | |
| Total number of people available to work* | | 8.403.000 | 1.791.000 | |
| Of whom in the age of 25-65 | | 6.968.000 | 1.301.000 | |
| Total number of unemployed** | | | 99.000 (7,6%) | |

please define definition used:

* all people between 15 and 75 years (definition: CBS)

** people who do not have a paid job, have recently looked for a paid job, and are directly available for a paid job (definition: CBS)

Source: CBS, Statline, 2016

3. Historical Trends / Future Projections

Preface

On average, low qualified are unemployed more often than middle and higher qualified. They also have more often a vulnerable position on the labor market. However, there are huge differences between individuals, since this group of people is very diverse. They include youngsters (pupils, students) in the age of 15-25 up to people in the age of 65-75, who are entitled to be retired. They include workers with a full-time job, and people who do have multiple small jobs. There are also huge differences between those who are low qualified and not working. There are unemployed low qualified people who easily will find another job, but also people who will hardly ever be able to do so. For example, those who have mental or physical disabilities.

A. Historical Trends / B. Future Projections

Traditionally, many low qualified work in technically oriented professions and logistics (men) or service oriented or commercially oriented professions (women). This difference already starts in the educational choices they make at a young age.

Some sectors and professions increasingly will have to deal with digitalization, automatization or robotization. Because of this trend, routine like activities, tasks and jobs will disappear. In production oriented sectors like agriculture and industry, the influence of technology and automatization is reality for a long time. In those sectors, many jobs on a lower level have already disappeared. Nowadays, drones and robots are being used in spraying crops or harvesting. In many industries, there is an increasing use of robotization and 3D-printing.

Technological developments also play an important role in more service oriented sectors. Over the last years, there is a strong focus on digitalizing customer processes. Customers use the internet for purchasing goods or take out insurances, for online payments or to administer changes in their personal situation. Because of this, many low skilled jobs dealing with administration and book keeping have disappeared.

Although technological developments seem to replace the jobs of the low/unskilled and low qualified people on the open labour market, technological developments also create possibilities for this group. There has already been research on how robots help people with Autism for example, in learning social skills, but also technical actions. So, overall

technological developments both offer threats and opportunities for low/unskilled and low qualified people. Let's focus on the opportunities...

This brings in another trend on the Dutch labour market. Nowadays, companies focus more and more on talents in people and how to fill in those talents in particular projects, instead of filling in a job for a long time. This gives the opportunity to find workplaces for low/unskilled and low qualified people who better match their talents, making it possible for them to show their full work potential. On the other hand, these people are often helped with a fixed structure, and a permanent job for a longer period of time. In companies where people have a stronger focus on talents instead of tasks, the structure of permanent jobs is often abandoned in order to let people show their talents. It is up to career counsellors and job coaches to foster this development in stressing the importance of matching employee talents and employer needs.

Compared with middle or higher skilled workers, low qualified workers do face a higher risk of getting unemployed and staying unemployed. When getting unemployed, low qualified will find a new job as easy (or hard) as middle or higher qualified, but will more often be forced to accept temporary, flexible jobs or a job via an employment agency (49%!). More often than middle or higher qualified, low qualified are being involved in season dependent jobs.

In the Netherlands, low qualified with a technical background or a background in logistics are having a good position on the labour market: there is a huge demand, and a low supply. Also in the building/construction sector, demand is far higher than supply. The labour market for low qualified in administrative professions, notably, on the other hand will stay rather poor, because of continuing automatization and digitalization. Given the division of men and women over the different sectors and professions, the implication is that low qualified men on average will have better future job perspectives than low qualified women.

A specific group within the low/unskilled and low qualified working population are the people with a specific disability. In the Netherlands we have a new law since January 2015, the so-called Participation Law, that was intended to foster the inclusion on the labour market and to increase the number of employed people with disabilities. The opposite seems to be the case. More people with disabilities who used to work are now at home without work and without a perspective of work in the future. The benefits that helped them keeping their jobs in the past are not available anymore. There still are benefits from the central government to help people with disabilities find and stay in a regular paid job, but in some cases employer face higher costs in hiring them, diminishing the chances of the disabled to find and keep a permanent job

4. Relevant background data

about low/unskilled and low/qualified workers e.g. age left school and what qualification level, age, gender, ethnic background, disability, any caring

responsibility.

a) *Low qualified people, total population in Netherlands, by age, 2017*

| Age | Total population | Male | Female |
|-------------|-------------------|-------------------|-------------------|
| 15-75 years | 3,717,000 / 28,9% | 1,792,000 / 27,9% | 1,926,000 / 29,9% |
| 15-25 years | 993,000 / 47,6% | 541,000 / 51,0% | 453,000 / 44,1% |
| 25-35 years | 279,000 / 13,1% | 165,000 / 15,5% | 114,000 / 10,8% |
| 35-45 years | 336,000 / 16,4% | 179,000 / 17,5% | 157,000 / 15,2% |
| 45-55 years | 558,000 / 22,1% | 227,000 / 21,9% | 280,000 / 22,2% |
| 55-65 years | 721,000 / 32,0% | 309,000 / 27,6% | 413,000 / 36,5% |
| 65-75 years | 830,000 / 45,4% | 321,000 / 35,7% | 508,000 / 54,7% |

Source: CBS, Statline,

<https://opendata.cbs.nl/statline/#/CBS/nl/dataset/82816ned/table?dl=8083>

b) *Low qualified people, migrants, western background, by age, 2017*

| Age | Total population | Male | Female |
|-------------|------------------|-----------------|-----------------|
| 15-75 years | 321,000 / 24,8% | 150,000 / 24,4% | 171,000 / 25,1% |
| 15-25 years | 79,000 / 46,5% | 44,000 / 50,0% | 35,000 / 42,7% |
| 25-35 years | 33,000 / 14,9% | 20,000 / 18,3% | 13,000 / 11,5% |
| 35-45 years | 38,000 / 15,5% | 19,000 / 16,8% | 20,000 / 15,2% |
| 45-55 years | 49,000 / 18,9% | 24,000 / 20,2% | 25,000 / 17,7% |
| 55-65 years | 58,000 / 24,6% | 24,000 / 21,2% | 34,000 / 27,4% |
| 65-75 years | 64,000 / 39,5% | 20,000 / 27,4% | 44,000 / 49,4% |

Source: CBS, Statline,

<https://opendata.cbs.nl/statline/#/CBS/nl/dataset/82816ned/table?dl=8083>

c) *Low qualified people, migrants, non-western background, by age, 2017*

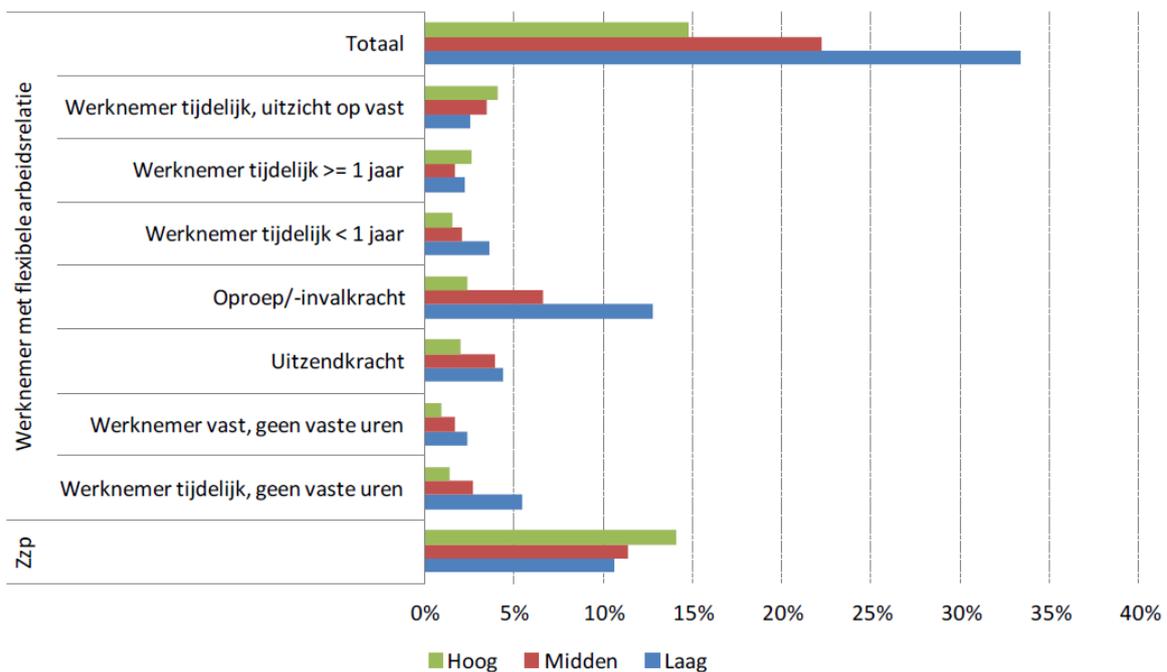
| Age | Total population | Male | Female |
|-------------|------------------|-----------------|-----------------|
| 15-75 years | 564,000 / 36,7% | 286,000 / 37,5% | 279,000 / 36,0% |
| 15-25 years | 201,000 / 57,6% | 110,000 / 61,5% | 92,000 / 54,1% |
| 25-35 years | 83,000 / 23,5% | 46,000 / 26,9% | 37,000 / 20,3% |
| 35-45 years | 100,000 / 29,3% | 44,000 / 28,0% | 56,000 / 30,4% |
| 45-55 years | 102,000 / 35,2% | 50,000 / 33,3% | 52,000 / 37,1% |
| 55-65 years | 57,000 / 36,5% | 24,000 / 30,0% | 32,000 / 42,7% |
| 65-75 years | 22,000 / 44,0% | 12,000 / 48,0% | 10,000 / 41,7% |

Source: CBS, Statline,

<https://opendata.cbs.nl/statline/#/CBS/nl/dataset/82816ned/table?dl=8083>

d) *Percentage of low, middle or high qualified with different kind of flexible jobs, 2016*

Figuur 1.4.1a: Percentage werkenden met bepaald type flexbaan, per opleidingsniveau, 2016



Bron: SZW, op basis van CBS

Source: Ministry of SZW, based on data obtained from CBS

33,4% of low qualified workers do have a flexible job, compared to only 23% of middle qualified and 14,8% of high qualified. Over one third of this 33,4% is working on the basis of a to be called upon or raid working contract.

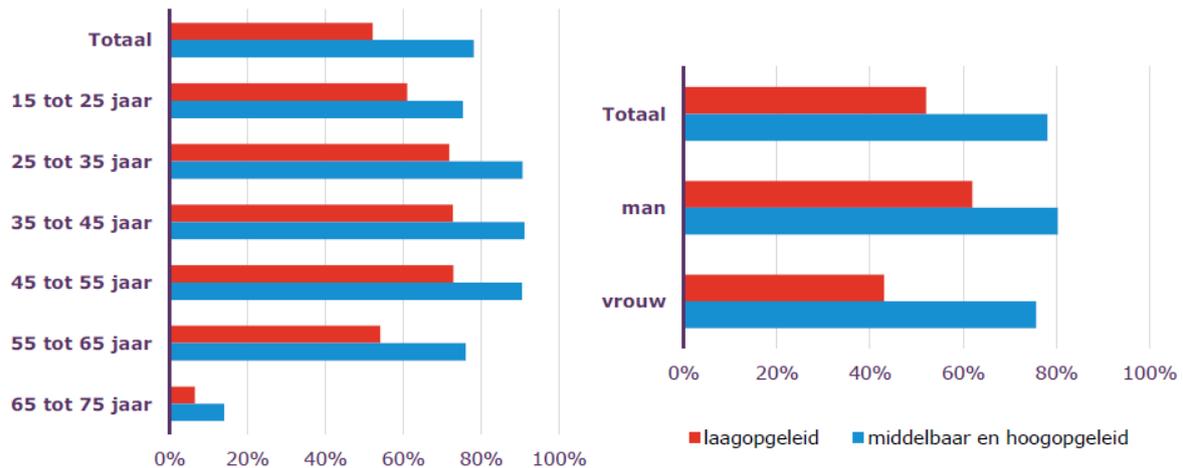
e) *Percentage of low qualified workers who have a disfunction with respect to labour*

In 2006, almost half of the working population who had one or more disfunctions with respect to labour (f.e. autism, Asperger) were low qualified. For the Dutch working population as a whole, about one third is low qualified.

Source:

http://www.arbokennisnet.nl/images/dynamic/Dossiers/Arbeidsgehandicaptten/D_Arbeidsgehandicaptten.pdf

f) *Percentage of potential working population that is currently working, or is directly available for work, by means of qualification level, both in terms of age and gender.*



Source: CBS, Statline

Only just over 55% of potential working population that is low qualified, is currently working or directly available for work, compared to nearly 80% of middle and highly qualified. One main reason is that low qualified more often do face illness and diseases, or are in a family situation that they need to take care of others (children, family) instead of going to work. This last reason is one of the main reasons why low qualified women are more often not participating in the labor market (43%) compared to middle and highly qualified (77%). Also, since low qualified earn less, relatively a lot of low qualified are discouraged to look for a job. Or they are not self-confident enough in finding a job, and ‘just leave it that way’.

The Provision of Guidance

- 6 Actions and initiatives tackling the issue e.g. vocational guidance in working situations and professional pathways

Please give at least three current examples of how workers are supported to progress . These might be government or NGO programmes.

For each:

provide the name and brief description

local or national

where does the funding come from

approximate number of clients supported in a year

an indication of effectiveness (or not) of the example

Approximately 250 words.

An example of how workers are supported to progress, is Jobcoaching. Jobcoaching is available for people with disabilities who need support in finding and keeping a regular job on the labour market. Funding for this support is provided by the central government and since 2015 partly by the local government.

The effectiveness of jobcoaching is shown in several research programmes. Currently there are more effect studies going on to show the importance of jobcoaching and support for those who need help in finding and keeping a sustainable job on the labour market.

Employer incentives

- 6 *Can employers access any subsidies (direct or indirect) to encourage upskilling their workforce? Please provide brief details including an overview of the support, a judgement on its effectiveness and the number of workers currently being supported*

There are quite a few benefits or subsidies for employers to encourage them to hire people who are low/unskilled or low qualified. Especially when they have a disability which they already had before their 18th Birthday.

*People who have a disability started before there 18th Birthday can claim a payment by the central government when they turn 18. In the Netherlands it's called the **'Wajong' (law labor young disabled)** as a benefit for there working life. People with a disability often don't reach the pace of un-disabled people, so therefore the benefit. Employers who hire people with a 'Wajong' can ask for a 'wage value determination' by the central government to value the productivity of the person with the 'Wajong'. Employers are allowed to pay these persons for their productivity where the central government fills the gap in payment up to a 100% statutory minimum wage. It's a benefit for the employer and the employee who can find a job more easily without needing to meet the regular standards if he or she can't meet those standards.*

*For these people there is also the benefit of the **'No-Risk policy'**. There are other groups form whom this policy is also available. If an employer hires a person with a 'Wajong' there could be a bigger change for longer illnesses. If this happens, an employer (after direct notification to the central government of the illness) can get back the payment he does towards the sick employee, from 70% up to a 100% of the payment during illness of the employee.*

*Then there is the so called **'Mobility bonus'** for employers who hire people with a disability also to cover some of the extra costs an employer might need to spend.*

*There is also a benefit for hiring low/unskilled people without a specific disability. It's called the **'low income advantage'**, if employees work at least 24 hours a week for the whole year.*

*For low/unskilled or unqualified people and people with disabilities, there is also a target group register at the central government. Being registered provides benefits for the employer if he hires you. for people with disabilities, the **target group declaration** is often arranged by the special school or government. Low/unskilled or unqualified people without a disability can ask for this declaration by themselves. Having such a declaration provides a financial benefit for the employer who hires a person with this declaration. The employer gets the benefit in the form of a discount on the premiums that have to be paid for the social worker insurance*

And there is the **jobcoaching**, support in finding and keeping a job on the open labour market. “A jobcoach provide methodological support to people with occupational disabilities on a professional basis, aimed at finding and keeping a job on the regular labor market. The activities for this purpose insert by the jobcoach characterized by: from an inquisitive attitude cliënt support in finding answers to questions, learning to exploit opportunities, optimizing the independence in performing work, teaching (work) activities and in the development of knowledge and skills. If necessary, the jobcoach tunes with a supportive social network. The jobcoach works in his support towards a time when the remaining guidance needs of the cliënt can be taken by the employer.” (Code of Ethics, Noloc, 2017)

Labour Market Trends and Guidance Practice in Poland

Table of contents

| | |
|--|----|
| Labour Market Trends in Poland | 37 |
| The six biggest sectors employing low/unskilled and low/qualified workers | 37 |
| Historical Trends | 38 |
| Future Projections | 39 |
| Demographic characteristics of people with low education | 40 |
| Examples of good practices in improving qualifications | 40 |
| Employers' support in improving employee qualifications | 41 |
| Conclusion | 42 |

Labour Market Trends in Poland

The most commonly used in labour market documents is the term: low/unqualified. The definition of low skills refers to the partial categories that make up the qualification. Most often, in formal and colloquial situations, the level of employee education is used to describe the level of qualifications. In the Polish classification of occupations and specialties, it was indicated that the lowest level of qualifications - 1 (according to the ISCO-08 classification) is represented by people in the 9th professional group "Workers doing simple jobs". This group includes 101 professions and specialties. The level of competence refers to the first and second level of education according to ISCED 2011.

The six biggest sectors employing low/unskilled and low/qualified workers

Table 1 2. The six biggest sectors employing low/unskilled and low/qualified workers

| Sector | Economic sector (e.g. hospitality, retail, manufacturing) | Total number of workers employed in the sector (in thousands) | Number low/unskilled or low qualified (in thousands) | Average length of employment in months |
|--------|---|---|--|--|
| 1) | Manufacturing | 3446 | 225 | Not available |

| | | | | |
|--|--|-------|------|---------------|
| 2) | <i>Construction</i> | 1234 | 187 | Not available |
| 3) | <i>Trade; repair of motor vehicles^Δ</i> | 2312 | 110 | Not available |
| 4) | <i>Transportation and storage</i> | 1028 | 63 | Not available |
| 5) | <i>Education</i> | 1272 | 39 | Not available |
| 6) | <i>Human health and social work activities</i> | 988 | 17 | Not available |
| Total number of people available to work | | 17053 | 2992 | |
| Total number of unemployed | | 617 | 82 | |
| | | | | |

Source: Statistical tables of the Central Statistical Office, II quarter 2018

Historical Trends

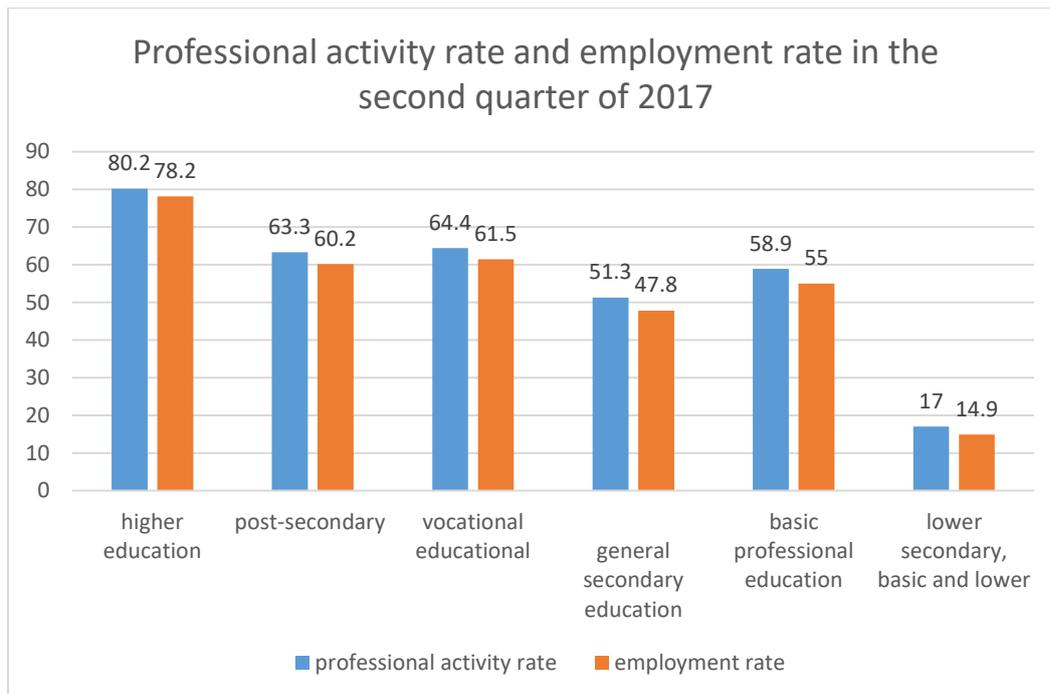
Table 2 Percentage of unemployment depending on education in 2011-2017

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|------|------|------|------|------|------|------|
| lower secondary, basic and lower | 18 | 19,3 | 20,3 | 18,9 | 16,8 | 14,4 | 12,1 |
| basic professional education | 11,1 | 11,9 | 12,4 | 10,9 | 9,2 | 7,8 | 6,4 |
| general secondary education | 13,6 | 14,2 | 14,1 | 12,3 | 10,4 | 8,6 | 6,8 |
| post-secondary and secondary vocational educational | 8,7 | 9 | 9,5 | 8,5 | 6,9 | 5,5 | 4,5 |
| higher education | 5,2 | 5,6 | 5,7 | 4,7 | 4 | 3,3 | 2,4 |

Source: <https://bdl.stat.gov.pl/BDL/dane/podgrup/tablica>

In recent years, unemployment in Poland has clearly decreased. This phenomenon applies to all levels of education. However, the highest number of unemployed people has always concerned the lowest educated group. In this group there is also a drop in the risk of unemployment, but it is still the group most threatened with unemployment.

Figure 3 Professional activity rate and employment rate in the second quarter of 2017



Source: GUS (2017a, p. 121) as: Szreder, M., Wykształcenie a problem rynku pracy, *Wiadomości statystyczne*, 7 (686) 2018, 25—36

There is a low tendency of adults with low education to improve their qualifications. People who improve their qualifications most often represent higher or post-secondary education. Percentage of people aged 25 and over participating in raising qualifications in 2013-2015:

- 68.3% - higher or post-secondary;
- 22.6% - secondary education;
- 7.1% - basic vocational;
- 2.1% - basic and below²².

Future Projections

It is necessary to pay attention to certain professions which will require employees. The prognosis for 2018 included 27 professions recognized by experts as deficit - the biggest problems with finding the right people to work can be expected in industries related to construction and industry (carpenters, building carpenters, bricklayers and plasterers, welders), but also in gastronomy (cooks, confectioners) and the medical industry (nurses and midwives, carers of an elderly and disabled person), in transport and services.

The situation in the labour market in the coming years will not change, it will still be the so-called employee market. The actions of the Polish government aimed at providing appropriate personnel consist, among other things, in maximizing cooperation between education and the labour market.

²² Szreder, M., Wykształcenie a problem rynku pracy, *Wiadomości statystyczne*, 7 (686) 2018, 25—36

A Strategy for Responsible Development has been developed and includes the inclusion of activities such as apprenticeships in enterprises or active participation of industry representatives in the preparation of teaching programs. The operation of the competence council system is being implemented. The system consists of three elements: Sectoral Competence Councils, the Program Board and the Balance of Human Capital, which is a study of the adjustment of the competency supply and demand on the labour market²³.

Demographic characteristics of people with low education

Age left school: People leave school after completing the 8th grade of primary school (or 3rd grade of middle school).

Qualification level: 1 – 2 according to ISCED 2011.

Gender: Male: 14,5%; **Female:** 13,3%

Regional Variations: cities: 18.4%; villages: 10.8%.

Examples of good practices in improving qualifications

Project of the Education Development Center: **Effective educational and career counseling for children, youth and adults.** The key action aimed at overcoming the problem of lowering education and low qualifications is to draw the attention of the government to the need to improve the quality of career guidance from the earliest stage of education. The project contributed to the fact that the Center for Education Development in Warsaw became the laureate of the Polish Intellectual Development Award 2018 under the patronage of the President of the Patent Office of the Republic of Poland.

Brief description: As part of the Education Development Center project, guidelines and model solutions for the implementation of vocational counseling at all educational stages were developed. In August 2018, the ordinance on the Educational Law Act came into force, which regulates career counseling in education. The assumptions of the project will be implemented in all schools (compulsory from 7-8th grade of primary school and in subsequent stages of education, but also optionally in grades 1-6 and kindergartens). Project testing ended in 2016/2017.

Local or national: national.

Where the funding comes from: Value of the project PLN 3 945 250.00.

Effectiveness: The programme has not been evaluated yet.

Target group: students, teachers, vocational counselors, specialists in the field of vocational counseling in education.

Launching the **National Training Fund** for improving employees' professional qualifications. Employers can apply for funding for training, among others for people over 45 and disabled

²³ <https://www.mpit.gov.pl/strony/aktualnosci/rzad-dostosowuje-edukacje-do-potrzeb-ryнку-pracy/>

people, and labor offices have the opportunity to redirect money to the regions and sectors where they are most needed.

Brief description: The National Training Fund is a separate part of the Labor Fund, intended for co-financing of lifelong learning of employees and employers, undertaken on the initiative or with the consent of the employer. The purpose of the creation is to prevent the loss of employment by people who work because of competences that are inadequate to the requirements of a dynamically changing economy. Increasing investment in human resources should improve both the position of companies and employees themselves in a competitive labor market.

Local or national: national.

Where the funding comes from: Ministry of Family, Labor and Social Policy - 84 078, 4 thous. PLN in 2018.

Effectiveness: The programme has not been evaluated yet.

Target group: employers, employees.

Project A comprehensive system of developing competences and skills of adults

Brief description: The integrated project includes training and courses aimed at adults (18+) in the area of:

- computer science and foreign languages, and post-graduate studies - a training voucher of up to 9,000. zł/person;
- vocational training - a training voucher of up to 15 thousand zł / person.

Local or national: local

Where the funding comes from: Project co-financed by the European Union from the European Social Fund under the Regional Operational Program of the Podlasie Voivodship for the years 2014-2020. The value of the project - PLN 45,550,978.00.

Effectiveness: The programme has not been evaluated yet.

Target group: Preferences are provided for people aged 50+ and people with low qualifications (having, ie, general secondary, vocational or middle-school education and below) and living in rural areas.

Employers' support in improving employee qualifications

The Act on the Promotion of Employment and Labor Market Institutions (Journal of Laws of 2018, item 1265 and 1149) introduced a new instrument for human resources development - National Training Fund (KFF), which is intended for financing actions for lifelong learning of employees and employers. All enterprises (large, medium, small and micro enterprises) that employ min. one person under a contract of employment.

Co-financing level:

- for micro-enterprises: 100% of education costs;
- for other companies: 80% of the cost of education (however, not more than 300% of the average salary in a given year per participant).

In 2018, employers could apply for funding for:

- support for training in deficit professions identified in a given poviast or voivodeship,
- support for lifelong learning in connection with the application of new technologies and work tools in companies,
- support for the training of employees who can document the performance of work in special conditions or of a special nature for at least 15 years and who are not entitled to a bridging pension.

Conclusion

In Poland, people representing a low level of qualifications are a significant potential for the labour market. It should be taken into account that Polish society is getting old, there is still a significant outflow of specialists abroad, there is a significant inflow of the economic nature of the Ukrainian people (with low qualifications or qualifications unrecognizable). Therefore, it is necessary to take measures to raise the educational motivation of low-qualified adults, identify the needs of this group of people and the potential offer of courses and trainings offered on the labour market. The interest of employers in the issues of low qualifications is also important, because in the era of demand for employees. It is in the employers' interest to prepare a strategy of looking for people to work and offering them education opportunities in the necessary scope.

Labour Market Trends and Guidance Practice in Spain

1. Generally recognised definition of: **Low/unskilled,** and **Low qualified**

The International Standards Classification of Occupation (ISCO-08) elaborated by the ILO is adopted by Spanish policies to define occupations and its skills levels requirements (embedded in the National Classification of Occupation, CNO-11, and by the National Statistical Institute procedures). ISCO [defines three skills levels in order to classify occupations into categories depending on the complexity and range of tasks and duties to be performed in a job²⁴. The qualification level is measured through three criteria: nature of the work performance, formal education level \(defined in terms of the International Standards Classification of Education, ISCE-1997\) and informal training and/or job experience.](#)

Spain has adopted ILO standards to **define low/unskilled and low qualification**, both are classified into **ISCO Skill level-1** characterized by basic educational level attainment (ISCE-97 levels 1-2), fundamentally compulsory educational level or lower (In Spain that corresponds to the formal education levels: Primary Education, from the age of 6 till 12; and Secondary Compulsory Education, from the age of 12 till 16).

²⁴ [International Standard Classification of Occupations. Structure, group definitions and correspondence tables. Geneva: ILO, 2012](#)

| Skill level 1 (Low) (ISCO-08) |
|--|
| <p>Skill level 1 “typically require the performance of simple and routine physical or manual tasks. They may require the use of hand-held tools, such as shovels, or of simple electrical equipment, such as vacuum cleaners.</p> <p>They involve tasks such as cleaning; digging; lifting and carrying materials by hand; sorting, storing or assembling goods by hand (sometimes in the context of mechanised operations): operating non-motorised vehicles; and picking fruit and vegetables.</p> <p>Many occupations at Skill Level 1 may require physical strength and/or endurance. For some jobs basic skills in literacy and numeracy may be required. If required these skills would not be a major part of the job.</p> <p>For competent performance in some occupations at Skill Level 1, completion of primary education or the first stage of basic education (ISCED Level 1) may be required. A short period of on-the-job training may be required for some jobs.</p> <p>Occupations classified at Skill Level 1 include office cleaners, freight handlers, garden labourers and kitchen assistants.</p> |
| <p>Sources: International Standard Classification of Occupations. Structure, group definitions and correspondence tables. Geneva: ILO, 2012</p> |

Also, the majority of the lowest-skills occupations are included into the group **“Elementary occupations”** (ISCO-08) that “consist of simple and routine tasks which mainly require the use of hand-held tools and often some physical effort”.

Low/unskilled and low qualified in Spain are defined both as those typically requiring no more than a high school education (Primary education, lower-secondary education and almost completed compulsory education *ESO*) and no more than one year of work experience.

2. The six biggest sectors employing low/unskilled and low/qualified workers

| Sector ²⁵ | Economic sector (e.g. hospitality, retail, manufacturing) | Total number of workers employed in the sector | Number low/unskilled or low qualified ²⁶ | | Average length of employment in months |
|----------------------|---|--|---|--|--|
| | | | “Elementary occupations” (group 9 ISCO-08) | Low qualified (formal education level ISCED 0-2) | |
| 1) | Business services | 4.447.674 | 934.234 | 1.156.395 | |
| | - Arts & recreation | 1.394.405 | 457,737 | 563.339 | |
| | - Administrative services | 1.000.878 | 457,565 | 489.429 | |
| 2) | Distribution & transport | 5.459.745 | 603.071 | 2.309.472 | |
| | - Wholesale & retail trade | 2.951.323 | 266,852 | 1.148.064 | |
| | - Accommodation & food | 1.602.340 | 263,878 | 748.293 | |
| 3) | Primary sector & utilities | 1.003.643 | 379.426 | 614.229 | |

²⁵ Data provided on sectors from “Skills Panorama” data elaborated by the European Centre for Development of Vocational Training (CEDEFOP), it is structured on the basis of NACE rev. 2 classification.

²⁶ Data vary depending on criteria to measure low skills attending to formal education level or lowest-skilled occupations.

| | | | | | |
|--|-----------------------------------|------------|-----------|-------------------------|--|
| | - Agriculture, forestry & fishing | 766.515 | 335,395 | 441.512 | |
| 4) | Non-marketed services | 3.973.222 | 220.509 | 464.867 | |
| 5) | Manufacturing | 2.289.303 | 160.493 | 915.721 | |
| 6) | Construction | 1.060.893 | 91.996 | 554.847 | |
| Total number of people available to work* | | 22.854.000 | 3.019.300 | 8.346.000 ²⁷ | |
| Total number of unemployed* | | 3.326.000 | | 2.535.167** | |

* **Active persons:** persons 16 and over who, during the reference week (that previous to that in which the interview is carried out), supply labour for the production of goods and services or are available and in conditions to be incorporated into the said production. They are subdivided into employed and unemployed. **Unemployed:** These are people 16 and over who during the reference week have been without work, available to work and actively seeking work. **Source: Economically Active Population Survey (EAPS), Quarter 3/2018**

3. Historical Trends and Future Projections

Since the mid-1980, the Spanish economy structurally changed reassigning labour factor according to the fall of agricultural and, although in small extend, industry employment (both together drop from more than 40% to less than 20% of employment in 2009)²⁸ and the increase of employment in services and construction sectors. Historical data about Spanish labour market trends show structural problems that had become specially pronounced after the recent financial crisis: the contraction of employment and the rise in unemployment are more pronounced than in any of the previous recessions, pushing many persons to the fringes of the labour market after years of unemployment²⁹. A key factor in Spanish economy and labour market recent trends is the outbreak of the building bubble that led to the collapse of the employment in the construction sector: many of the jobs lost in the construction sector as a consequence of the financial crisis were being replaced by jobs in the tourism sector with [non-qualified workers moving from one sector to the other](#): between 2008 and 2017, the construction sector lost more than one million jobs, whereas the hospitality, restaurant and catering sector created around 400,000 new jobs³⁰.

From 2014 Spanish economy is recovering, in **2016 the employment rate in Spain was 64.09%** compared to **70.99%** in EU. According to IMF report³¹, in recent years, “the Spanish labour market has recovered more than a third of jobs lost during the crisis: employment has been growing across sectors, with services accounting for 80 percent of net employment creation, marking a sectoral shift away from construction”. Many studies point out that this recovery was happening mainly via a segmented labour market and low productivity jobs in sectors such as tourism, commerce, low added-value services or administrative activities. The **sectoral composition of employment** in the Spanish economy is now similar to the euro area average, with industry accounting for a marginally lower and services for a slightly higher share:

²⁷ data LFS ISCED 0-2, ACTIVE POPULATION AND LOW EDUCATION LEVEL EUROSTAT

²⁸ Fundación FOESSA. [VII Informe sobre Exclusión y Desarrollo Social en España 2014](#), p. 5

²⁹ FEDEA. The Legacy of the Crisis: The Spanish Labour Market in the Aftermath of the Great Recession, [p.13](#)

³⁰ IMF Selected Issues paper on Spain 2017

³¹ Ibid.

- the share of **service sector** jobs increased from 69 percent of total employment before the crisis to 78 percent in 2013 (this was partly because of the collapse in construction employment, but also due to the relatively strong performance of service-sector employment itself).
- The share of **construction** in total employment was more than halved, falling from nearly 13 percent in 2007 to 5½ percent in 2013.
- The share of **industry** employment also fell by 2 percentage points.

According to a report by Fedea (*Fundación de Estudios de Economía Aplicada*)³² there are [too many low-qualified workers on the Spanish labour market](#), many of them finding job opportunities thanks to the **‘tourism bubble’**: “in 2017, while the number of visitors and occupation levels in the Spanish tourism sector were the highest since 1999, between January and July 2017, 97% of the new contracts signed in the tourism sector were temporary and part-time”³³. According to FMI report, Spain still has the highest **share of temporary employment** in the euro area: since 2014, over half of all new jobs created being temporary. The share of temporary employees is just above 26 percent of total employees³⁴.

The unemployment rate in Spain has decreased by more than 10 percentage points since 2013. At 15.9% in April 2018 it remains, however, the second highest among OECD countries and about 7 percentage points higher than its pre-crisis level. OECD projections suggest that these trends will continue in the next two years³⁵. [The unequal impact of the crisis: vulnerable groups such as youth, immigrants and low-educated workers are clearly the main victims](#). More than half of the unemployed in Spain (54.8%) have no more than mandatory secondary education³⁶.

Many of the new jobs created in Spain since the crisis do not match workers’ skill sets. The FMI report remarks the **skills mismatches of Spanish labour market** in both senses, the polarization of education levels of the labour force and overskilled workers in low-qualified jobs. The share of high-skilled workers has further risen during the crisis meanwhile the share of lower-educated persons has decreased slightly (due to both a general trend of increasing education levels and poor job prospects pushing people to pursue tertiary education). The share of medium-educated persons with upper secondary and non-tertiary post-secondary education has remained constant, at only about half of the euro area average. Spain’s labour force is becoming increasingly better educated, but at the same time the majority of new employment is in areas with lower skill requirements (the vast majority of new jobs involve predominantly routine and service tasks). Spain has the highest demand for workers with only a primary education or less across the OCDE (25%), pointing for a strong demand for low-level qualifications³⁷. Yet, the employment share of higher-educated workers has risen and the unemployment rate among lower-educated workers is one of the highest in Europe (more than half of the currently unemployed population in Spain)³⁸. The share of tertiary graduates employed in jobs that do not require higher education was 39.7 % in 2016 (EU average: 23.5 %).

Overall, the lack of appropriate skills and insufficient educational attainments are the main determinants of the high incidence of long-term unemployment among the low-educated and the workers from construction. FEDEA report suggests that “these high growth rates may be difficult to

³² [FEDEA, op. Cit., p. 24](#)

³³ General Workers Union (UGT); Trade Union Confederation Workers Commissions (CCOO). *DMT 2107. Día Mundial del Turismo. Por un pacto.*

³⁴ FMI 2017, Op. Cit., p.30

³⁵ OECD. *Employment Outlook 2018. How does Spain compare?*

³⁶ [FEDEA, Op. Cit.](#)

³⁷ OECD. *Getting Skills Right: Spain*. Paris: OECD, 2017, p. 13

³⁸ FMI 2017, Op. Cit., p. 35

sustain for a long period without effective measures to promote the reinsertion of **the long-term unemployed**".

Future Projections³⁹

According to CEDEPOF projections about Spanish labour market, the employment is expected to grow substantially till 2030, driven by services sectors such as wholesale & retail trade, arts & recreation or ICT services. Occupations in services shall also rise strongly: sales workers, personal service workers or customer clerks will be the fastest growing ones over the period to 2030. Almost half of total job openings (including replacements for vacated jobs) till 2030 will need high qualification level. Spain still offers a lot of job opportunities for people with low qualifications; however, these will shrink substantially in forthcoming years.

Future employment growth average over the **period 2016-2030** is estimated at 9.9%.

SECTORS expected to have the strongest employment change over the period **2016-2030 (growth of employment** by activity sectors):

- THE MINIMUM is -18.4% for **AGRICULTURE, FORESTRY AND FISHING**. In 2016, agriculture, forestry & fishing accounted for 4.18% of employment in Spain compared to 4.27% in EU
- THE MAXIMUM is 36% for **WHOLESALE AND RETAIL TRADE**; compared to **9.49%** in EU. In 2016 accounted for **16.09%** of employment in **Spain** compared to **14.01%** in EU
- **ARTS & RECREATION 28.72%** compared to **12.91%** in EU. In 2016 accounted for **7.60%** of employment in **Spain** compared to **5.27%** in EU
- the **ICT SECTOR** is estimated to growth 25,8% while EU follows with 3.3%. In **2016, ICT services** accounted for **3.12%** of employment in **Spain** compared to **3.01%** in EU. In the future (until 2020) there is expected to be a **strong demand** for programmers and developers (25-50 thousand jobs), community managers/marketing ICT-based specialists (60-70 thousand jobs), and specialists in digital visual design and creativity (15-45 thousand jobs) [\[6\]](#). Several emerging occupations have been also identified (Cloud systems administrators; CTO experts on WEB technologies; Virtual reality specialists; Experts in UX design; HPC experts or YOD ecosystems managers, amongst others).
- **TRANSPORT & STORAGE 21.98%** while EU follows with 5.7% In 2016, transport & storage. In 2016 accounted for 4.94% of employment in Spain compared to 5.21% in EU.
- **ACCOMMODATION & FOOD** (hotels, restaurants, etc.) **21.89%** compared to 9.22% in EU. In 2016 accounted for 8.74% of employment in Spain compared to 4.83% in EU

Skills requirements projections

- High-skills workers jobs requirements increases: the trend to more highly qualified jobs is forecast to accelerate between 2015 and 2025. Around half of the jobs in business and other services are expected to require high-level qualifications in 2025, compared to 41% in 2015.
- Jobs requiring medium-level qualifications in this sector will remain substantial at around 40% in 2025, while low-level qualification jobs are forecast to fall significantly from almost one fifth in 2015 to around one tenth in 2025.
- Low skills workers employment decreases: In 2016, elementary workers accounted for 13.04% of total employment in Spain, compared to 9.24% in EU. In the period **2016-2030**, employment for **elementary workers in Spain** is projected to change by **9.11%** compared to 12.54% in EU.

³⁹ Data collected from SKILLS PANORAMA (CEDEPOF)

4. Relevant background data about low/unskilled and low/qualified workers e.g. age left school and what qualification level, age, gender, ethnic background, disability, any caring responsibility, large regional variations worthy.

Education. In 2018 Eurostat data about Spain accounted 8.056.100 of persons with low education level (ISCE 01-02), that means that more than 35% of the total of Spanish Active Population leaves school with lower-secondary education (ESO).

Age and gender. In recent years the number of low-educated **youth** (from 16 to 24 years) dropped from a peak of 1.2 million persons in 2009 to about 800.000 in 2015; but this drop is mostly driven by a drop in the size of the population in this age bracket from 2.5 million youth in 2007 to 2 million youth in 2015.⁴⁰ The group of active population **from 35 to 54 years old**, comprises the most large number of low qualified workers with just basic formal education attained. **Women** account the 39% of total workers low skilled (ISCE 0-2 levels)

| Active Population. Low skilled and low qualified workers (ISCE-97 levels 0-2) | | | |
|--|----------------|----------------|---------------------------|
| (Thousands) | | | |
| Age groups | Males | Females | Total (both sexes) |
| From 15 to 24 years | 395,8 | 222,4 | 618,2 |
| From 25 to 34 years | 897,5 | 522,9 | 1420,4 |
| From 35 to 44 years | 1244,3 | 750,9 | 1995,2 |
| From 45 to 54 years | 1391,1 | 947,2 | 2338,3 |
| From 55 to 64 years | 986,3 | 697,6 | 1684 |
| Total (From 15 to 64 years) | 4.915,0 | 3.141,0 | 8.056,1 |
| Source: Labour Force Survey 2018 (Eurostat) | | | |

More than half of the **unemployed** in Spain (54.8%) have no more than mandatory secondary education. The **unemployment rates** of these **Low-educated** workers have increased dramatically during the crisis from levels around 10% in 2007 to levels between 30% and 40% in 2015. Data reveal that low-educated workers are under-represented among the short-term unemployed and over-represented among the very **long-term unemployed**: the persons with at most primary education make up only 6.84% of employment while they make up almost 12% of the short-run unemployed and 18% of the long-term unemployed⁴¹.

Nationality. From 2008-2011 low-skilled jobs were employed between 19 percent and 23 percent of immigrants. This concentration of immigrants in low-skilled jobs is higher than that observed among natives, among whom only 6 percent are engaged in low-skilled work.

The Provision of Guidance

- 7 Actions and initiatives tackling the issue e.g. vocational guidance in working situations and professional pathways

⁴⁰ FEDEA, Op. Cit., p. 30

⁴¹ Ibid., p. 24-27

In Spain many administrative competences are decentralised, as consequence, guidance is provided by different institutions and organisations of the Central Government and of the Autonomous Communities (regions):

- Guidance services within the educational system
 - Guidance services within the employment system
 - Guidance services provided by Social Partners: Chambers of Commerce, Employers' Organizations and Trade Unions
 - Guidance services provided by private organizations
- a. **Dual Vocational Training** is a process to train young people in a professional environment where jobs and trades meet, involving a coordinated experience between the company and the school. Students receive practical training in the company that is complemented by theoretical training. Students work in the company with a mentor, during normal business hours, they have a contract, and they are given discharged of Social Security and receive a small salary. In November 2012 the government published a Royal Decree establishing the foundations of dual Vocational Training in Spain (its implementation depends on each region). It is executed alternating the school and the company, with a number of hours or days spent in this last one and a variable duration at school.
- The dual principle has been implemented nationally to increase VET attractiveness and support young people in transition to the labour market. Participants in dual training programmes (16 to 25 year-olds or up to 30 until youth unemployment decreases) may sign an apprenticeship contract (one to three years) and get at least the minimum wage. At least 25% (first year) or 15% (subsequent years) of the training is devoted to acquiring new skills in a specialised training centre or in the company. Dual training schemes may also be based on an agreement between the company, the school and the learner.
- b. The Spanish Public Employment Service (PES) is an autonomous body currently under the Ministry of Labour, Employment and Social Security Improve your employment opportunities by exploring all the resources available for Vocational Training for Employment. One of its main functions is to “plan and promote employment policy proposals focused on the needs of individuals and companies”, and to do so this institution is in charge of professional guidance by means of individual and tailor-made pathways, job training, employment promotion programmes, etc.
- c. Fundación Exit. The Coach Project: The **Coach Project** is a voluntary corporate initiative that tries to improve employment opportunities of young people at risk of social exclusion through **Coaching** and **Mentoring**. Fundación Exit trains voluntary staff of leading multinational companies with a social sense of responsibility so that they can act as coaches to these youths. During 6 sessions, the volunteer leads the young person through the company introducing him/her to his colleagues and promoting team work.

Employer incentives

- 6 Can employers access any subsidies (direct or indirect) to encourage upskilling their workforce? Please provide brief details including an overview of the support, the number of workers currently being supported and a judgement on its effectiveness

Royal Decree 395/2007, regulating the Vocational Training for Employment Subscheme, Vocational Training for Employment has combined both the training aimed at employed workers (Ongoing Vocational Training) and the training aimed at unemployed workers (Occupational Training) under a single model known as Vocational Training for Employment. These programs include the **credit allocated to employers for demand-based vocational training**, collected in the form of reductions in social security contributions and subdivided into two types: (i) credit for carrying out own training programs and (ii) credit for granting workers individual leaves of absence for training (additional to the preceding credit).

Labour Market Trends and Careers Guidance in The United Kingdom

The following document will introduce the current situation in the United Kingdom

Labour Market Trends

Low Skilled – this relates to people with a limited skill set; people who are low skilled are often employed in jobs requiring low skill levels, especially at entry level. This can often relate to low pay.

Low Qualified – In the UK, one can categorise low qualification as people *with no passes at all at Level 2 (GCSE/GNVQ exams or equivalent); those who obtain nothing better than a pass grade (4) in any exam; those who do not achieve a pass in at least one of English or Mathematics; and those not achieving at least five passes at any grade including English and Maths.*

| Lower-skilled: | Higher-skilled: |
|---------------------------------------|--|
| Administrative and secretarial | Managers, directors and senior officials |
| Caring, leisure and other services | Professional occupations |
| Sales and customer services | Associate professional and technical |
| Process, plant and machine operatives | Skilled trades occupations |
| Elementary | |

Source: Office for National Statistics (2010), Labour Force Survey.

2. The six biggest sectors employing low/unskilled and low/qualified workers⁴²⁴³

| Sector | Economic sector (e.g. hospitality, retail, manufacturing) | Total number of workers employed in the sector (M) | Number low/unskilled or low qualified | Average length of employment in years |
|---|---|--|---------------------------------------|---------------------------------------|
| 1) | Health and Social Work | 4,219 | | |
| 2) | Manufacturing | 2,88 | | |
| 3) | Construction | 2,326 | | |
| 4) | Accommodation and food services | 1,791 | | |
| 5) | Transport and Storage | 1,625 | | |
| 6) | Cleaning | 707,000 | | |
| Total number of people available to work* | | 32.39 million | | |
| Total number of unemployed* | | 1.36 million | | |

*Unemployed refers to people who are not in work, but seeking and available to work (ages 16-64)

3 A. Historical Trends

During the period between 1980 and 2018, there were several trends explaining the unemployment changes in the UK

*Unemployment rose to a peak (12%), due to the recession of 1981.

*In the mid-1980s, unemployment fell below 3 million, as the economy started to boom

*Another recession in 1991 caused a rise in unemployment (10%)

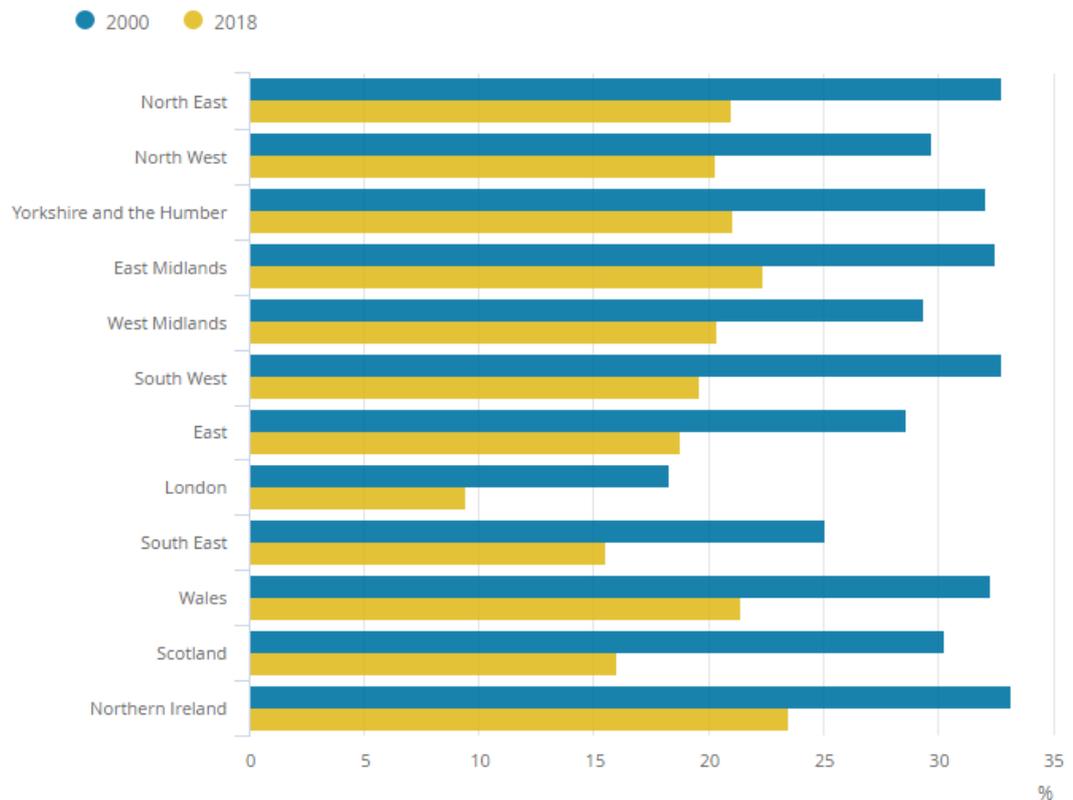
*The UK experienced a long economic boom from the late 1990s into the 2000s, causing the unemployment rate to drop (5%)

*The great recession (2008-2013) caused the unemployment rate to increase to 8.5%. This was heavily due to falling wages, a fall in labour productivity and a rise in disguised unemployment/under-unemployment, such as shorter working hours

*The current unemployment rate is 4.3% with an estimate of 1.36 million people unemployed

*The proportion of low-paid jobs continues to fall:

Figure 3: Proportion of low-paid employee jobs, by regions and countries, UK, April 2000 and April 2018



Source: Annual Survey of Hours and Earnings (ASHE) - Office for National Statistics

(Low pay is defined as the value that is two-thirds of median hourly earnings (£12.7 in 2000 and £8.52 in 2018) and high pay is defined as the value that is 1.5 times median hourly earnings (£12.78 x 1.5 = £19.17 in 2018).

In 2018 there were 164,000 movers between unemployment and low pay in London – 3.9% of the working age population who were not full-time students, and 5.0% of the active workforce. In comparison, movers between unemployment and low pay in the UK represented 4.8% of the workforce.

Young people are over two times more likely to be in this group than the workforce overall. People with no qualifications are 61% more likely to be movers between unemployment and low pay, Black, Asian and minority ethnic (BAME) people are 46% more likely, lone parents are 19% more likely and disabled people 12% (UK only).

B Future Projections

*Predictions show a small increase in unemployment over the next 6 years

*Before the end of 2018, the unemployment rate is predicted to shrink to about 5% before increasing incrementally in the following years

*Despite a slight increase, the rate of UK unemployment has been decreasing annually since 2011

Factors affecting employment trends

Brexit

*An estimated 500,000 low skilled workers are EU citizens who have struggled to find work after the Brexit decision and the risk of labour exploitation. These jobs covered over 100 sectors, including the catering sector, cleaning sector and construction sector.

*To be eligible for one of the UK's "skilled Tier 2 VISA, migrant workers need at least an RQF level 6 grade, which is the equivalent of an undergraduate degree, graduate diploma or a degree apprenticeship. There is discussion, however, of lowering the definition of "skilled" to RQF level 3, which is equivalent to passing A-levels. This change would cover about 5 million UK workers, which is about a third of the full-time employee workforce.⁴⁴

*Using Office of National Statistics data, the think tank Global Future predicts England will have a shortfall of 380,000 workers by 2026 unless low-skilled roles can be filled with people from overseas, something at odds with government Brexit plans.

Health and Social Care

*The UK's 1.34 million adult social care workforces is currently short of 90,000 staff, a vacancy rate of 6.6 per cent – three times higher than the UK labour market average.

In terms of the occupational profile of the sector, care assistants and home carers (more than 700,000) account for a significant part of the workforce. These workers are often at risk of low pay

Catering and Hospitality

*This sector is highly reliant on migrant workers (about 12.3%)

*This sector employs a much higher proportion of EU nationals when compared to the UK workforce as a whole⁴⁵

*It is estimated that about 4 in 10 workers in this sector have jobs at an elementary level, with limited opportunities for progression. This factor results in a large turnover rate and even bigger skills gap among employees.

Retail

First, employing part-time workers enables Improving progression in low-paid, low-skilled retail, catering and care jobs 16 businesses to match staffing to peak trading days and hours, thereby reducing 'excess' labour. Retailers now cater for customers who can shop at any time over a 24-hour period, seven days a week, 364 days of the year (Huddleston and Hirst, 2004). Second, the sector is influenced by the economic model that argues that workers performing repetitive tasks under short-

⁴⁴ <https://www.independent.co.uk/news/business/analysis-and-features/low-skilled-immigration-uk-economy-brexit-eu-freedom-of-movement-business-theresa-may-a8564641.html>

⁴⁵ <https://www.bha.org.uk/wordpress/wp-content/uploads/2017/05/BHA-EU-migration-final-report-170518-public-vSTC.pdf>

hours working arrangements generate high productivity (Lloyd *et al.*, 2008). Third, extensive use of part-time employment creates options for retailers to evade legal or collective bargaining standards for pay and other entitlements associated with full-time employment (Carré *et al.*, 2008).

Process Plant Operations (Manufacturing)

*The manufacturing sector varies throughout the UK and is highest in the East Midlands, where it accounts for 12% of all employment. By contrast, manufacturing jobs in London only account for 2% of the population. As productivity continues to grow, the number of employers in the sector will drop.

The Provision of Guidance

- 8 Actions and initiatives tackling the issue e.g. vocational guidance in working situations and professional pathways

Increased skills development can be supported by a positive and supportive cultural environment for training within the workplace (perhaps including an industry wide expectation of higher level qualifications, such as NVQ level 3 for care workers) with opportunities for progression through better job design and collective arrangements within sectors.⁴⁶

Suggested ways in which guidance counsellors can help to provide supportive environment in the first place include:

- ensuring an appropriate job match
- providing highly personalised support
- effective pre-employment support
- transitional financial support
- effective employer engagement
- Childcare support/transport to work

It is also imperative to have sufficient workplace modifications for disabled people.

Please give at least three current examples of how workers are supported to progress . These might be government or NGO programmes

JCP 'Job Centre Plus' and Disability Employment Advisors

JCP provide assisted job searching to find work opportunities for the unemployed. They are able to offer advice about career pathways and can source relevant work experience and access to volunteering to boost skills. They can provide access to work-related training and CV support.

DEA (disability employment advisors) are job coaches. They will carry out employment assessments with disabled people to find out what kind of work would suit them best by identifying their

46

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/304874/Engaging_low_skilled_employees_executive_summary.pdf

strengths and abilities. They then create a plan of action to help you meet employment goals. They may recommend a programme such as Access to Work, Residential Training or Work Choice.

Newham Workplace

Workplace is a local 'one stop shop' funded by Newham Council that supports workers into work through job matching, apprenticeships and work experience. It works closely with the Job Centre and other stakeholder organisations, such as 15billionebp.

Since launching in May 2007 Workplace has filled more than 30,000 vacancies with Newham residents, and helped more than 900 businesses fill their vacancies. Some of the top sectors are retail (1161) hospitality and tourism (849) public sector (306) security (295) and construction (294)⁴⁷

Investors in People (IIP)

IIP was founded in 1991 and is used to encourage employers to improve organisational performance through techniques that support both the management and development of their staff. The organisation began as a UK government project and is now an independent, non-for-profit company that helps thousands of organisations and gets sustainable results. Now a national organisation, IIP provides an expert overview of the organisation in need, offering insight and pointing the company in a direction for improvement. IIP currently works with thousands of businesses to enhance people management with hundreds of success stories from a variety of sectors.

Ready to Work- Business in the Community

Ready for Work, Business in the Community's flagship employment programme, supports some of society's most disadvantaged people to enter employment, with business involvement every step of the way. 150 businesses in 16 locations support Ready for Work participants through training, work placements and their progress into employment. In return, businesses benefit from cost-effective recruitment opportunities, stronger links with the local community and personal and professional development for employee volunteers.⁴⁸

Participants take part in:

Two days pre-placement training

Two week work placements

Post-placement support through a selection of job coaching and Ready for Work club sessions

Ready for Work has supported over 10,000 people since 2001.

Over 4,000 people have gained employment from the programme.

On average, 250 Ready for Work graduates move into employment each year

Currently 55% of our programme participants gain work following their placement

78% of those that move into a job sustain work for over three months

⁴⁷ <https://www.newham.gov.uk/Pages/Services/About-Newham-Workplace.aspx>

⁴⁸ <https://www.bitc.org.uk/campaigns-programmes/employment-diversity/employment/ready-for-work>

Employer incentives

The Apprenticeship Levy

Employers with a pay bill over £3 million each year, must pay the apprenticeship levy. This equates to 0.5% of the monthly payroll, and then the UK government adds 10% to the amount each month (known as the 'top-up') This fund can be put towards employing and training apprentices. The scheme aims to help recruit an extra three million apprentices by 2020.

'Apprenticeships are now longer, higher-quality, with more off-the-job training and provide for a proper assessment at the end, with the levy-giving employers the flexibility to invest in the skills they need for the future' Anne Milton- UK Skills and Apprenticeships Minister⁴⁹

Although 225,800 people started an apprenticeship in the first six months of the 2018-19 academic year, an increase of 10% compared with the same period last year, this figure is still far below the number of apprenticeships started before the levy was introduced in 2017 and means the government is unlikely to hit its target.⁵⁰

National Employer Training Programme

The National Employer Training Programme is part of the TEC Partnership, one of England's largest providers of further and higher education. It specializes in sector-specific training, education and recruitment. It supports more than 11,000 qualifications per year and engagement with over 200 employers.

The benefits include:

- Gaining and developing skills within a chosen sector.
- Access to a range of free courses and support.
- Improve maths and English skills.
- Increase employment skills and job prospects.
- National delivery with a range of core locations.
- Access to learner support.

⁴⁹ <https://www.tes.com/news/apprenticeships-starts-continue-rise>

⁵⁰ <https://www.personneltoday.com/hr/tesco-apprenticeship-levy-british-chambers-of-commerce-conference/>

Appendix 2: Design Specification Research Template

Erasmus Employment Plus

Our Vision: *Erasmus Employment Plus equips guidance practitioner with skills and knowledge to provide customised support for sustained progression, empowering those with limited skills and qualifications #itsaboutpeople*

This report has been produced by the Erasmus Employment Plus - Erasmus Plus Key Action 2 Strategic Partnership, which consists of:



This publication reflects the views only of the author, and the Erasmus+ Programme cannot be held responsible for any use which may be made of the information contained therein.

Intellectual Output 1: Methodological Concept

Arising from the conceptual framework, the project has developed a draft design specification. This design specification is to be used by partners in order to undertake a phase of practitioner/jobcoach consultation and engagement. It is split into four parts:

Part 1: Client Case Study

Part 2: Practitioner/jobcoach Case Study

Part 3: Practitioner/jobcoach Survey

Part 4: Stakeholder Meeting

The deadline for submitting feedback from this consultation and engagement is **Wednesday 20th February 2019**.

Part 1: Client Case Study

Introduction

The rationale behind undertaking this case study activity is to ensure that we keep the needs of the target client at the heart of the project. Whilst the resources produced will be aimed at supporting the practitioner/jobcoach in their work, the project must keep in mind the end user.

The client group of low/unskilled low/unqualified people is hugely heterogeneous. Partners recognise that one case study per country will not fully capture the diverse needs and experiences of this group. However, based on partners' previous experiences, involving the end-user in the development of the outputs is likely to result in more relevant and useful training materials.

The client case study will take the format of an informal interview/catch up. This will aim to gain further insight into the experiences, expectations, needs, and wishes of the client group. The template provided is simply a selection of prompt questions, designed to elicit useful information for the development of the Erasmus Employment Plus project.

Guidelines

- Each partner must complete a minimum of one case study with a client from the target group of low/unskilled low/unqualified people (they can be unemployed or in employment)
- Where partners do not have direct access to a client, they should identify a practitioner/jobcoach who will carry out the case study on their behalf
- Each partner should use the template provided to carry out the case study; these are prompt questions. This can be printed out and used to make notes on during the case study development
- The case study takes the form of an anonymous, informal interview with a client, and should last approximately 20-30 minutes
- The same template should be used to write up the case study. When writing up the case study, partners do not have to directly transcribe the conversation with the client. Rather, partners should type up reflections of the conversation along with any key/useful quotes
- The case study(ies) should be anonymous and, therefore, any personal information (names, locations, etc.) should not be included

Client Case Study Template

1. Can you talk to me about your work experience? This can include short-term work experiences, internships/apprenticeships or similar, part-time work, and full-time employment. What are you proud of? What can you offer employers? What are your greatest strengths?

2. Can you talk to me about your educational experiences? What and where have you studied? Which academic or vocational qualifications do you have? Were these accredited or non-accredited? If any, how many short employability courses have you been sent on by various employment projects?

3. Describe your current work situation.

4. From your point of view, what are the barriers that you face when seeking to enter/progress in the labour market? What are the challenges?

5. What support do you feel that you need? This could be related to your personal or professional circumstances.

6. What, if any, are your current experience of career guidance/professional development (face-to-face, online, courses, etc.)? What has worked well? What could work better?

7. What are your wishes for the future, both personal and professional?

Part 2: Practitioner/jobcoach Case Study

Introduction

The rationale behind undertaking this case study activity is to further investigate the current experiences of practitioner/jobcoaches, in order to ensure that the development of the project is both relevant and useful to the practitioner/jobcoach.

The practitioner/jobcoach case study will take the format of an informal interview or 'catch up'. We simply want to gain further insight into the experiences, expectations, needs and wishes of the practitioner/jobcoach. The template provided is simply a selection of prompt questions, designed to elicit useful information for the development of the Erasmus Employment Plus project.

Guidelines

- Each partner must complete a minimum of one case study
- Each partner should use the template provided to carry out the case study; these are prompt questions. The template can be printed out and used to make notes on during the case study development
- The case study takes the form of an anonymous, informal interview with a client, and should last approximately 20-30 minutes
- The same template should be used to write up the case study. When writing up the case study, partners do not have to directly transcribe the conversation with the practitioner/jobcoach. Rather, partners should type up reflections of the conversation along with any key/useful quotes.
- The case study(ies) should be anonymous and, therefore, any personal information (names, locations, etc.) should not be included

Practitioner/jobcoach Case Study Template

1. Talk about your experiences of working with this client group to date. At which type of organisations have you worked? In which geographical locations? With any particular sub-group?

2. Talk about your current role. Describe the types of interactions you have with the client group? E.g. working externally, conducting visits, training provider, group or individuals...

3. Can you describe any previous training that you have had that has supported your work with this client group? What worked? What could have been better?

4. In your experience, what are the key barriers faced by the client group with which you work?

5. And what are the barriers that you face in your work? E.g. practical barriers, communication barriers, knowledge barriers...

6. In your experience, what do the client group need in order to achieve progression and empowerment?

7. Can you give an example of guidance with the client group that went well? What contributed to that?

8. Can you give an example of guidance with the client group that was more challenging? What contributed to that?

9. What would you be looking for in a new professional development offer? (Content, approach, resources...)

Part 3: Practitioner/jobcoach Survey

Introduction

The practitioner/jobcoach survey will allow us to gather information from a wider range of sources about a range of details related to careers guidance and the needs of the target group.

As with parts 1 and 2, the guidance practitioner/jobcoach will be encouraged to reflect on the needs of the client and barriers to their progression. We have chosen to gather more information from the guidance practitioners/jobcoaches rather than the clients as it is likely that the project partners will have better access to this group. They are also invited to describe their own professional needs when working with the target group.

The survey contains a variety of different questions designed to elicit more detailed information that can be compared across the partner countries. It includes open questions, ranking exercises and ratings of affecting factors. The respondents are encouraged to consider aspects of successful training. There is also space for respondents to ask further questions and make comments.

Guidelines

- Each partner should distribute survey to at least ten participants via email/Survey Monkey link: <https://www.surveymonkey.co.uk/r/eepjobcoachsuryey>
- The Survey will be written in English. If partners would like to translate, please send the translated questions to 15billion, who will create a separate survey in that language; 15billion will be able to create 'rough' translations using google translate for the purpose of drawing out key themes (much of the survey includes ranking exercises which will not require translation)
- The survey is anonymous and therefore any personal identifying information should not be included
- The survey should take approximately 10 minutes
- Below is an email template to introduce the survey
- 15billion will update partners on number of survey respondents on Friday 1st February 2019

Email template

Dear...

I am writing to ask if you can help us with some research.

[Partner name] is taking part in a project called Erasmus Employment Plus, which will develop **training for guidance practitioner/jobcoach** to provide customised support for those with limited skills and qualifications.

Please complete the anonymous survey here:

<https://www.surveymonkey.co.uk/r/eepjobcoachsurvey>

It should take between 10-20 minutes.

We very much appreciate your support and will be sure to share the progress of our project with you,

With kind regards,

Practitioner/jobcoach Survey

Please could you answer the following questions.

1. Which country do you work in?
2. What is your role? [please tick all relevant options]
 - providing guidance in single setting
 - providing guidance in group setting
 - providing training for the target group
 - other:.....
3. Please let us know what you already provide for the target group (those who are low/unskilled or low/unqualified)?
 - Develop employability skills
 - Validate informally acquired competencies
 - Use tools for self-assessment
 - Provide motivational exercises for learning something new
 - Explore learning technique exercises
 - Provide guidance for job applications / interviews
 - Develop understanding of labour market
 - Develop life/personal skills
 - Provide information on new possible qualification / professions
 - Provide guidance on new technologies / the internet
 - Explore the role of personal networks / contacts
 - Other:.....
 - Other:.....
4. Please rate the following barriers according to how impactful they are to those with limited skills and qualifications in your area of work (0- no effect 5- moderate effect 100-profound effect, impossible to overcome)
 - a. Lack of qualifications themselves

0 _____ 100
 - b. Qualifications not recognised

0 _____ 100
 - c. Language barriers

0 _____ 100
 - d. Lack of understanding of job application processes (e.g. online application, CV, cover letter, interviews)

0 _____ 100

e. Disability (physical)

0 _____ 100

f. Ill health

0 _____ 100

g. Disability (mental e.g. learning difficulty)

0 _____ 100

h. Mental illness e.g. depression, anxiety, bipolar disorder)

0 _____ 100

i. Low confidence

0 _____ 100

j. Lack of work experience

0 _____ 100

k. Lack of understanding of learning styles/techniques

0 _____ 100

l. Family commitments

0 _____ 100

m. Geographical barriers e.g. rural areas, lack of transport, cost of transport

0 _____ 100

n. Literacy/numeracy levels

0 _____ 100

o. Racism and other forms of prejudice

0 _____ 100

p. Please tell us about any other significant barriers faced by your clients, or make a more detailed comment if you would like to

5. Which barriers do *you* face in your work as a guidance practitioner/jobcoach?

6. Training needs of practitioners/jobcoaches

Which mode of training do you prefer? Pick up to three

E-book, online webinar, face to face seminar, podcast, newsletter, paper training pack, TED talk style lecture

7. How much time would you be able to spend on training? Please tick the box which best fits your schedule.

1 hour a week

2 hours a week

4 hours a month

2X 4 hours a month

8. Do you have any other questions/comments/suggestions?

Part 4: Stakeholder Focus Group Meeting

Introduction

As part of your research, each partner country should hold a stakeholder meeting towards the end of January once the client/practitioner case studies have been completed. The stakeholders are practitioners/jobcoaches working with the target group of low/unskilled low/unqualified people.

The stakeholder meeting will allow partners to deepen understanding of initial research undertaken through the case studies. It is a good opportunity to gather guidance practitioners/jobcoaches who have a vested interest in the project's aims and benefit from their expertise.

The meeting participants will introduce themselves and their organisations and have the chance to network.

The partner will present the case studies and use them to elicit further discussion around barriers to career progression and client/practitioner needs.

Guidelines

- We have included a sample email invitation, agenda, and template for capturing meeting minutes
- A minimum of three stakeholders should attend the meeting
- The meeting should take place after the case study interviews have taken place
- Notes from the case studies should be included as part of the meeting agenda
- Please record meeting notes on the attached template and share with 15billion- this does not need to be a transcript of everything discussed, more useful reflections and notes

Email template:

Dear...

As you may know, [partner name] are partners in a project called Erasmus Employment Plus, which aims to help *'equip guidance practitioners/jobcoaches with skills and knowledge to provide customised support for sustained progression, empowering those with limited skills and qualifications'*

We are inviting you to a meeting for stakeholders to tell you more about the project and to gather your valued input as we begin our work.

Please let me know as soon as possible if you can attend this meeting.

With thanks and kind regards,

Agenda:

- **Brief Introduction to EEP**

- **Introductions**

Participants introduce themselves, their organisation and the ways in which they work with the client target group

- **Reflections on case studies**

Briefly present the case study notes that you will have put together from the report.

Introduce the discussion questions:

- o What are the key needs of client?
- o What are the key needs of practitioners/jobcoaches?

This will then branch out into a **wider discussion** of key needs that the new curriculum will attempt to fulfil.

- **Successful Training**

What works? Ask participants to share examples of useful training they have taken part in. How could training provided by EEP+ support guidance practitioners in working with the target group?

- **Dissemination**

How could you/your organisation/network support the dissemination of our project?

- 'Any other business'

Minutes Template:

Stakeholder Meeting for IO1- Partner Name

Date:

Time:

Location:

Attendees (Name/Company/Position)

| | |
|---|--|
| e.g. Anne-Marie Greenland/15billion/Cluster Programme Manager | |
| | |
| | |
| | |

Participants engaged with the client group in a variety of ways, e.g. *list engagement here*

A brief introduction to EEP was given.

Two case studies were presented:

Briefly outline the two case studies you have chosen.

Participants of the meeting then discussed the following areas.

Needs of clients

Write notes here

Needs of practitioners/jobcoaches

Write notes here

Successful training

Write notes here

Other comments:

Write notes here

Participants discussed successful elements of training, including the following ideas:

Record notes here

AOB:

Record notes here

Appendix 3

Part 1: Individual Country Research Summaries

Part 2: Individual Country Research

Part 3: Survey Responses

Part 1: Individual Country Research Summaries

i. Austria – Abif

Abif undertook a stakeholder meeting with 4 participants, including self employed education and vocation counsellors, and a representative from the Public Employment Agency. They also undertook a job coach interview and client interview.

1. What are the current successes in training? What is done well?

The Job Coaches did not have any specific training for the target group, but their training was in workplace counselling and their experience was of life coaching/social counselling. She felt that this has prepared her well for the relationship-building side of working with the client group. This could certainly be a consideration for our training provision.

‘Bildungsstratsch’ – roughly translated as ‘education gossip’ – is a project that brings together coaches and clients in public spaces to allow for more open conversations and experience sharing.

2. Key barriers of the client group? What do practitioners feel they need to be prepared for?

The language barrier is a real hurdle noted by the practitioner in their interview. Even those with a good grasp of German struggle with technical terms and the speed of conversations. This impacted processes such as sending a cover letter; clients often send the same cover letter and simply change the employer name.

Health and physical ‘fitness’ were a barrier for active roles such as cleaning as noted by the client case study. Another interesting point made was that it is very difficult for clients to compare courses with the same topic/assess prior knowledge and compare costs of courses. Therefore, even when access is available to these courses, clients struggle to assess what will best suit their needs/progression.

Finally, fear of failure is one of the biggest barriers. This fear can have a big impact on clients who might not seek or engage in opportunities for fear of failure.

3. What are the key barriers of the practitioners? What holds them back from more successful interactions?

Some key barriers are: missing guidance 'tools', financial restrictions, conflict between wanting to use accessible language and scaffold but awareness that this language may not suffice for the client in a professional situation.

4. What is missing? What are practitioners looking for?

Some important needs for practitioners/clients that were mentioned: More specific information on the target group, and tailor-made marketing for that group, would help to engage those adults with limited skills and qualifications.

The Job Coach also noted that it would be useful to have some kind of 'second chance' education offer, to support clients with the development of key skills and knowledge.

The use of apps was also explored. Several useful websites were mentioned (please see appendix) General pedagogical suggestions include more use of pictures and storytelling as well as creative activity ideas such as photo competitions. It's also important to consider the gender aspect.

ii. Bulgaria – Znanie

Znanie undertook a stakeholder meeting with 11 participants, including an employment agent, careers consultant, employment expert and psychologist. They also undertook a job coach interview and client interview.

1. What are the current successes in training? What is done well?

In the case study, the careers practitioner mentioned that they had had no formalized training, and had gained all experience 'in the field'.

2. Key barriers of the client group? What do practitioners feel they need to be prepared for?

The case studies and interviews brought to light several barriers: the lack or insufficiency of social contacts, no possibility to share their problems with other beneficiaries, need of support for tackling personal barriers, were all are among the barriers that clients are facing.

Relevant here is the fact that clients need to be supported for undertaking continuous training. That training is motivational and uses interactive methods is also very important.

It is important that clients are able to visualise clear career pathways – from training, through job occupation to career development. Other areas to consider are motivation and empowerment, boosting soft skills and key competencies.

3. What are the key barriers of the practitioners? What holds them back from more successful interactions?

One of the main barriers is the lack of specialized training for the guidance practitioners.

Cooperation and feeling valued is also important: 'In this profession you need to appreciate the people you work with, and to love your job in order to gain positive results.'

There are difficulties to reach the target group in the first place. - 'In most of the cases they live in remote small villages, or in their Roma communities. Some of them are children of parents who work abroad.'

4. What is missing? What are practitioners looking for?

A need for specialized training in psychology, conflict resolutions, and specifically working with adults was mentioned.

Guidance practitioners need additional professional qualifications and training to enable good practices among professionals working particularly with people with low qualifications and those who are vulnerable.

Interactive training methods (motivation techniques; getting to know each other, etc.) were mentioned as important for both clients and job coaches.

Employment Agents need more information about the psychological profiles of the clients and techniques to cope with these. Stress management and stress resilience training were mentioned as core needs too.

Other themes include: conflict management, team work, methods for empowerment, stress management training.

It was thought training could be delivered in partnership with business, and should perhaps have participants of similar entrance levels. Group trainings and reflections would be useful both for the guidance counsellors and clients.

iii. Netherlands – NOLOC

Noloc undertook a stakeholder meeting with eleven participants. They undertook two job coach interviews and two client interviews. They noted a willingness among the participants to actively get involved in the project.

1. What are the current successes in training? What is done well?

‘Practical information and skills I use during a working day’ - the practitioner highlighted the need for practical training and tools that can easily be incorporated into existing work patterns.

2. Key barriers of the client group? What do practitioners feel they need to be prepared for?

Participants in the stakeholder meeting outlined a wide range of barriers affecting the client group’s ability to access the labour market. These included: Childcare and other social conditions (transport, care, money) low confidence, ill health and addiction. For example, one of the case study participants (male, 25 years old), who has autism remarked ‘I have ups and downs. I can panic and don’t sleep properly anymore so cannot work normally’. This means he needs ‘understanding that I function bad sometimes and need time to help to move on’. Conflict with work culture, and missing feelings of safety trust and acceptance often lead to the client group feeling a lack of structure or even prejudice against them. In contrast, sometimes clients can seem impulsive or find it challenging to link cause and effect, e.g. with committing to appointments. Clients’ social networks are often lacking and they may have a feeling of negative self-image or too little self-reliance. A person may find poor communication or digital skills a challenge.

One case study mentioned a feeling of instability on short term contracts, and needing help to find a new job. This client relied heavily on carers e.g. in 24 hour living centre, and family to help with finance, eating properly and leisure time.

3. What are the key barriers of the practitioners? What holds them back from more successful interactions?

The job coaches outlined a variety of barriers, including lack of information about the client, which sometimes have to be teased out by skilful questioning. It is important for the job coach to have knowledge of all dimensions and the network around the client. There is a need to be positive and able to share positive case studies showing inclusivity and how to encounter cultural difference. Expectations must also be very clear. 'Crisis situations' can also be very difficult for job coaches to deal with.

4. What is missing? What are practitioners looking for?

A key area would be the opportunity for peer to peer exchange. It would be useful to *show* the target group at work or looking for work via videos or interviews. Training should take different learning styles into account, for example with people who are visually oriented. Other ideas would be to create a workbook. Important themes that could be covered are dealing with aggression, conditions such as Autism, behaviour problems, sex trafficking. Some practitioners are keen to look at the changing labour market for this client group. It was noted that differing laws for different countries, can be challenging to decipher.

iv. Poland – SAN

SAN undertook a stakeholder meeting with 4 participants. They undertook 2 Job Coach interviews and 2 client interviews.

1. What are the current successes in training? What is done well?

An EU project is currently being run in Poland that is supporting those with limited skills and qualifications by providing free access to driving lessons. This could open further work opportunities.

One Job Coach discussed an intervention that involved combining guidance with a recreational activity. This meant that the adult clients were in a more comfortable/informal environment and, in the example given, women were able to remove themselves from the home environment.

Both Job Coaches cited sharing experiences as the most effective form of training.

2. Key barriers of the client group? What do practitioners feel they need to be prepared for?

The clients noted that they were unable to remember any previous career guidance/professional development, and therefore had a lack of awareness of opportunities for support, or low levels of motivation to seek these opportunities when they have not experienced them previously.

A key barrier noted by both was their limited financial capability to take part in further training, even when they have the desire to develop their skills.

One of the clients described having difficulty accessing child care, and of infrastructural barriers such as not having access to regular transport in rural towns and villages.

The Job Coaches noted that there was often simply a lack of basic knowledge around e.g. CVs, communication, interviews, applications.

Clients have unrealistic expectations and could therefore be easily disillusioned by support. Some have the expectation that the job coach will find them a job, and don't want to take responsibility themselves.

3. What are the key barriers of the practitioners? What holds them back from more successful interactions?

Both Job Coaches noted that they felt that there were external barriers that their clients needed to overcome before being able to fully engage in their own development e.g. relationship difficulties, alcoholism. One Job Coach explained that this made them feel more stressed and even powerless in their role.

Both Job Coaches mentioned having a lack of specific knowledge on different sectors/job roles/qualification requirements.

One key barrier faced was infrastructure, such as not having the right kind of spaces to conduct meetings in. Whether these be because they are too formal, or not big enough etc.

One Job Coach noted a lack of appropriate questioning tools for adults. There are lots of resources for young people, but not so many for this client group.

4. What is missing? What are practitioners looking for?

One of the key things that came out of the research undertaken by SAN was the need for experiential and practical training. Both Job Coaches highlighted the usefulness of speaking to other practitioners and learning from shared experiences. One Job Coach also noted that this worked well in small groups, where the focus is less on theory and more on practical pieces of advice.

In terms of possible content, one of the Job Coaches proposed a 'packet of tools' that could include e.g. case studies and scenarios. This reflects a need for simple, easily-implemented, and impactful tools that practitioners can engage with.

One Job Coach made the point that training should have clear aims. Rather than general support, training should be targeted to specific skills/knowledge development.

Both Job Coaches also pointed out a need for up-to-date labour market information, greater awareness of job sectors, job roles, and qualifications. They expressed a desire to be able to better point out further sources of support.

One Job Coach discussed the idea that their clients actually need more support in gaining qualifications or 'hard skills' in order to be able to overcome some of their barriers. Short term qualification will 'commercialise' the client and build their confidence.

v. Spain – INFODEF

1. What are the current successes in training? What is done well?

The job coach has taken part in a course around 'Managing VET'. This was helpful in supporting the job coach's ability to identify individual needs and relevant progression pathways for clients. They also attended a specific course about immigration law, which was useful for better understanding the legal situation of migrants, and ensure that the process is specific to their needs.

As for training provided to clients, the job coach noted that a successful example was a programme aimed at migrant women. The training involved theoretical and practical elements, and also provided child care services on the training site, which supported the attendance of clients.

The job coach case study highlights the difficulty for migrants with no residence permit to access employment. Therefore, there has been more success in supporting them in the self-employment process, and setting up their own business.

2. Key barriers of the client group? What do practitioners feel they need to be prepared for?

Legal issues were raised as a key barrier for clients; there are difficulties around residency, student permits, and validation of qualifications.

Financial barriers were also cited in the case study with the job coach. Low-income clients have challenges in accessing further training, covering the cost of public transport to training or employment related activities, or accessing credit for e.g. business start-ups. The client also noted this in their case study, with low-income work affecting their ability to afford family expenses and further VET opportunities.

The job coach noted that language and cultural barriers were something regularly faced in their work. Although clients from other Spanish-speaking regions could be more easily supported in this sense, clients with no Spanish language were more difficult to engage effectively with e.g. China, Romania.

The final key barrier noted in the job coach case study was gender/family responsibilities. These barriers reduce the client's ability to access training, other development activities, interviews, and employment more generally. This was echoed by the client, who was concerned about her ability to continue accessing VET training as a result of her family responsibilities.

The client case study highlighted the challenge in balancing priorities; the client was keen to develop their skills and qualifications through available courses, but was also working full time as a cleaner, and is a single mother with two children.

The client discussed gender segregation in the labour market – namely that low qualified females only seems to fit a few professional profiles, such as cleaning, that are characterised by low pay and precarious working conditions.

3. What are the key barriers of the practitioners? What holds them back from more successful interactions?

In the same way that language and cultural barriers affect the client group in being able to effectively access support, they also affect the ability of the job coaches to effectively carry out their role. This was cited as a key barrier of the job coach, along with administrative and legal barriers, and was also echoed by the stakeholders in the meeting conducted by INFODEF.

4. What is missing? What are practitioners looking for?

The job coach noted that their training could have been improved by looking more closely at interculturality, and providing more detailed information about labour market regulations.

A process to identify individual client pathways – guidance according to specific need detected through an interview, identification of key training needs, direction to support for these needs, and information about labour market. Alongside this, the job coach noted that there are public resource barriers that also need to be overcome in order for this process to be effective.

The job coach noted that training activities need to relate more to interculturality, and support clients in empowering themselves in the processes related to progression. They also suggested that there be more awareness of innovative employment opportunities e.g. sustainable economy, renewable/alternative energies, social inclusion, and gender. This final point was also discussed in the client case study; she felt that boosting women to be able to diversify their professional profiles into other roles would be useful.

The client also suggested that provision of online courses, or courses that took work-life balance into account would be beneficial. She also suggested that free resources to support this balance e.g. after school activities and kindergarten, would enable her to access VET training more easily.

vi. UK – Rinova/15billion

Rinova undertook a stakeholder meeting with 7 participants. They undertook 1 Job Coach interview and 1 client interview.

1. What are the current successes in training? What is done well?

The guidance practitioner stakeholders felt strongly that having formal certificates for this sector was important, as the end of a funding stream often means that you could be looking for your next job and need to prove yourself.

Although a luxury, face to face training was the preference but also felt that blended learning was a good balance but online, completing assignments or work books needed to be backed up with workshops to cement learning. Workshops environments are also good for networking and sharing knowledge.

2. Key barriers of the client group? What do practitioners feel they need to be prepared for?

It was noted that the needs are often complex but include: special educational needs, lack in continuity of support form, lack of trust in services intended to support vulnerable people who are often passed from “pillar to post”, relevant information needs to be passed on to all involved, asylum and immigration issues, trauma, unrealistic career aspirations, low self-esteem, lack of financial literacy, money issues and welfare benefits, and gang affiliation.

‘I have found that mistakes can more easily be made because I am 1 or 2 steps removed from the YP and communications via a support/youth worker can lead to misunderstandings’ (From guidance practitioner case study).

Clients need to be able to recognise their own skills and ‘advertise’ them.

The client case study (Tony) showed the importance of gaining a Level 2 qualification and the importance of self-confidence. Tony also mentioned the effects race can have on securing employment (he felt that his black/mixed race peers seem to find it harder to secure employment than his white peers and this has also had a detrimental effect on his confidence.) He mentioned needing support with literacy (spelling) and job interview techniques. His case study also shows positive opportunities available to him- he is able to work and study sports science at the same time, and gain experience and a later qualification in coaching, which may lead him to pursue his dream of travelling to the US to play American Football.

3. What are the key barriers of the practitioners? What holds them back from more successful interactions?

One point to highlight is the fact the whole the employability sector needs professionalizing; there is no one professional body that represents individual frontline workers' needs, there are less and less staff who are being given any training to take on the rigours of supporting some of the most vulnerable job seekers in our society and the Matrix accreditation is less and less common so the providers are operating in a very deregulated fashion.

Most of the participants have, had little or no training that was particularly relevant to their jobs in their current roles, they had relied on life experience and previous skills gained in other roles. They often feel that they are 'flying by the seat of their pants'.

4. What is missing? What are practitioners looking for?

In the stakeholder meeting, participants came up with the idea that all practitioners should have the basics of information, advice and guidance and preferably a certificate at minimum of level 3. This need to be actual training and not just tick box assessments.

There should be the option to add on specialist training modules, that are certificated, to support their roles which could include:

- First Aid
- Mental health awareness
- Substance misuse and addiction issues
- Working with gangs
- Working Asylum seekers and refugees – legalities & issues
- Employability skills for practitioners – so that all know the basics
- Bid writing for employability sector
- Understanding SEN and LDD in job seekers
- Difficult conversations with job seekers and how to manage expectations
- Dealing with Challenging behaviour
- Job Brokerage skills
- Managing money for the workless
- Understanding welfare benefits
- Helping clients to build a skills-based CV

Alternatively, a more informal learning experience could be enabled e.g “lunch and learn” or “share and learn” which means no one has to leave the office, costs are low, the sessions could be an hour or two and it is great way of bringing staff together on a regular basis to share best practice.

Programme Management training in this sector is also incredibly important, especially for those working to support people into work/education on funded programmes.

Part 2: Individual Country Research

Austria: Client Case Study abif

Client Characteristics

Female, 51 years old, highest level of education: 9 years of compulsory school attendance ISCED level 2 (Pflichtschulabschluss)⁵¹, living in upper Austria.

⁵¹ 4 years lower secondary level + 1 year upper secondary level. [See](#) for Austrian specific ISCED-Levels.

Can you talk to me about your work experience? This can include short-term work experiences, internships/apprenticeships or similar, part-time work, and full-time employment. What are you proud of? What can you offer employers? What are your greatest strengths?

The client has been registered with the Austrian Public Employment Service (AMS) as unemployed for 1,5 months until January 12 2019.

In her latest job, she worked as a cleaner in a big office with several floors. At some point she could not keep up with the work intensity due to health reasons. Her boss noticed, who told her to seek "lighter" work. In the end she was fired: "Cleaning is hard, I am not young anymore. Additionally, I had to clean at two different places, that's not easy."

Before that job she worked as a kitchen assistant. Due to her health, she would rather work as a kitchen helper than as a cleaner again. She has had this noted by the AMS

For her it would be a good idea if she worked 4 hours, the work should not be difficult. That's little money but there's no other way because of her health, there's no other way. That's what she told the AMS. She knows that with more hours she would get more pay, but it works because of her health

- 1. Can you talk to me about your educational experiences? What and where have you studied? Which academic or vocational qualifications do you have? Were these accredited or non-accredited? If any, how many short employability courses have you been sent on by various employment projects?**

9 years of compulsory school, not employability courses (yet).

- 2. Describe your current work situation.**

At the moment the client is unemployed, but always busy. She is a single mother with two children. She has various appointments with her children, she goes grocery shopping, does unpaid work at home.

Job application behaviour

She is seeking actively employment. If she hears about a vacant job, she calls immediately. She looks for jobs in news papers and applies for the jobs the public employment service suggests. She does not look for jobs in the internet. She learned about a previous job through her circle of friends and acquaintances. Her neighbour helps her with writing job applications.

For another job opening she called about 10 times and the boss never had time, she called every day and the boss was never there or had no time. They told her to write an e-mail, she did that on a Saturday with her son and on Monday she got the answer that the place was already occupied although they told her on Friday that the place was free.

Language She found out about a job in a bakery. She then went there and informed herself. It turned out, however, that it was a job with only 10 hours and that it should not take place in the bakery itself, but in sales. This is not possible for the client, because she has no experience with the cashier's job and her knowledge of German is too low.

3. From your point of view, what are the barriers that you face when seeking to enter/progress in the labour market? What are the challenges?

The client says she is not firm with computers, if she applies for jobs per email, her son (17 years old) helps her. E-mail is difficult because she has no computer. She sends the same standard cover letter to different companies, changing the name of the company only.

Salary, expectations, public transport. The client is ready to give with her expectations. She would cut back on her salary ("What should I do? I have to, there's no other way!") and also on working hours and place of work. It is only important that there is a bus connection. The client has often had the problem that jobs were not suitable because there was no bus at the start or end time.

The client called a company several times, but she never got a call, because the superior had no time. This company would suit her very well, but she doesn't get the chance to make an appointment for an interview.

Age. The problem is that she is not young, she thinks that if she were young, she would find a job because then she would have no health problems and could take any opportunity.

4. What support do you feel that you need? This could be related to your personal or professional circumstances.

Since the client has not been unemployed for long, she does not yet use and does not wish for any other support options. She thinks, that only later – and if necessary – she will take up other support measures.

5. What, if any, are your current experience of career guidance/professional development (face-to-face, online, courses, etc.)? What has worked well? What could work better?

The client has had one appointment, one consultation, with the personal counsellor at the public employment service (AMS). The counsellor was much younger (about 20). The client thinks that age plays a role. An older counsellor can understand her situation (children, health, ...) better than a younger one.

Nevertheless, she was satisfied with her advice, the counsellor was understanding, and age was not an issue. The client didn't talk much to the counsellor. This first consultation was not very meaningful for her.

The consultation was motivational for the client. She has discussed that she will soon go to a doctor, who will then see how many hours she can work. She likes that because then the AMS will know exactly how she is doing and there will be a confirmation. Then the AMS can look for the right job for her.

6. What are your wishes for the future, both personal and professional?

The client does not like to be unemployed, she wishes to find a good job. She doesn't want to go to courses, to the AMS, to appointments, it would be better she just has her job and then comes home and then she would have a calm head. She likes to work, but finding the right job is very difficult.

She does not believe that she will find anything soon, she has handed in many job applications and gets almost no answers.

Austria: Practitioner/jobcoach Case Study

- 1. Talk about your experiences of working with this client group to date. At which type of organisations have you worked? In which geographical locations? With any particular sub-group?**

The practitioner works with the target group both in the AMS [public employment service] context as a trainer in career orientation groups and for waff (Vienna Employment Promotion Fund) in a work foundation for the provision of personnel for home nursing. She is based mainly in Vienna, but also works in Lower Austria (Waldviertel) and Burgenland (Eisenstadt). Furthermore, she especially worked with the target groups "job returners" and adolescents.

- 2. Talk about your current role. Describe the types of interactions you have with the client group? E.g. working externally, conducting visits, training provider, group or individuals...**

N/A

- 3. Can you describe any previous training that you have had that has supported your work with this client group? What worked? What could have been better?**

The job coach does not have any specific training for this target group, but was trained to work in vocational orientation at the workplace (counselling centre). Her knowledge and work is based on a training as a life and social counsellor. She had to acquire her own specialist knowledge as there was no specific offer at the time. However, she is confident she works well with the target group because she has built up a closeness to the target group, e.g. through voluntary work.

If she started her career today, she would do a training course for education and career guidance to be prepared for work.

- 4. In your experience, what are the key barriers faced by the client group with which you work?**

N/A

- 5. And what are the barriers that you face in your work? E.g. practical barriers, communication barriers, knowledge barriers...**

The practitioner often perceives a language barrier. In her experience, even people who speak good German are overwhelmed by technical terms or too quick explanations. Very often, however, advice fails due to a lack of understanding due to a lack of knowledge of German.

The expert complains that there are only very few offers for this target group in the CVET programmes for this target group.

- 6. In your experience, what do the client group need in order to achieve progression and empowerment?**

N/A

7. Can you give an example of guidance with the client group that went well? What contributed to that?

The trainer names examples of outreach educational counselling, such as the VHS [adult education center] Hernals 2010 project "bildung [education] goes public" and the exciting peer project of the VHS Floridsdorf educational counselling with the "Bildungstratsch" [roughly translated to education gossip: people meet coaches in public places and start to talk openly]

8. Can you give an example of guidance with the client group that was more challenging? What contributed to that?

N/A

9. What would you be looking for in a new professional development offer? (Content, approach, resources...)

Target group specifics, theory of social milieus, tailor-made marketing for the target group, educational system, "second chance" education, researching educational offers, competence assessment, labour market chances, application training, learning to learn, Competence orientation, solution orientation

EEP STAKEHOLDER MEETING – ABIF (AUSTRIA)

Date: January 23rd. 2019

Time: 12:50-15:00

Location: abif premises

| NAME | COMPANY/POSITION | EXPERIENCE WITH TARGET GROUP |
|--------------------------|--|---|
| MARGIT VOGELHOFER | self-employed vocational and educational counsellor | intensive working experience with people with little or no education, collaboration in a peer-project in an education consultancy in Floridsdorf (Vienna) |
| MAX NEMETH | Self employed Educational and vocational counsellor | Education at ISOP. holds vöbb ⁵² workshops, seminars for low-skilled with 100 participants |
| DORIS ZAGERBAUER | Team leader at waff since 2012 | Working in adult education for 25 years |

⁵² Association of Austrian Educational and Vocational Counsellors

| | | |
|----------------------|---|--|
| | | Topics: Advice for employees, compulsory school leavers and dequalified employees, |
| MARTINA KAINZ | Public Employment Service: AMS Coordinator of BerufsInformations Zentren | Education: Social worker, social scientist, a lot of training Main area of work: Working with compulsory school leavers (with or without diploma). Helping them to get a school-leaving certificate or an apprenticeship certificate Topics of interest: E-Guidance / Online Guidance. Low-threshold counselling |

TOPICS / PROBLEMS IN COUNSELLING THAT LOW SKILLED NEED GUIDANCE FOR

Easy Language. For those with poor German language skills: No consultation possible. Then only mediation to German course. simple language necessary. not only in information material, but also talking in an easy language.

Low self-esteem. Be careful with potential feelings of inferiority.

Little imagination of possibilities/variety in working world. [Watchadoo](#), [Beroobi](#). People with too little impressions from the family about the variety of jobs that exist. They have too few pictures of jobs in their heads, too little horizon of experience, realities of experience. They don't know, which jobs even exist.

Self-image vs. reality. Some people's ideas – though not excessive or unrealistic – dont suit them: they only know 3 professions, but there are 3.500

Dequalification. People work in jobs below their education. Or their qualifications / knowledge becomes redundant.

Negative image of continuing education (third people). many don't want it to be known that they do training. They do it secretly, it seems to have a negative touch. It brings an imbalance to the family if someone is more qualified than the head of the family. We also often think about good linguistic formulations, i.e. simple things, how can I formulate things well, so that they are taken well by low-skilled or by their families, friends.

Include life reality / private situation. If you have private troubles, debts, alcoholism, psychic stories, it makes sense to look at the whole situation of the person. Tt must be in the back of your mind, people notice that immediately, if you don't consider their realities, then they are gone. You must keep them engaged.

Time problems. Compulsory school leavers or unqualified people very often work in precarious situations. These people say: "When should I learn? I do shift work, have children, I can only learn when the others are asleep". It is very important, that try to motivate them.

Learning motivation / obstacles. It is important to prepare people for learning obstacles, to discuss which obstacles will come, how can you overcome them so that this works well, if we inspire them only for the short run, they jump into the cold water and fail. Then that's it! They won't try again.

ICT-Skills - Gap between mobile phone and PC! Lots don't have an e-mail address. They can work well on a mobile phone, but less often on a PC. "Wipe competences" excellent, really, but dealing with PC is problem.

They don't know how to deal with password. – coaches use a checklist, where they ask for competences (PC, printer, pdf).

Mobility / accessibility of education. Access to education outside Vienna quite hard, if you live in the rural areas with no car and bad public transport connections

Support in the selection of courses. Information search, but above all decision. our consultants also support you in selecting the courses, waff is vendor-neutral, we notice it is very difficult for customers to compare courses with the same topic, what does he have what I want to know or already know, is also an important consideration, very important is it starts already with German courses, prices are also so different, info management

Data protection is not an issue.

Little or no experience with learning. They might be afraid of theory, which come from bad experiences at school. They have lost their learning strategies from school, since that was long ago. Then comes fear of failure, I think that is one of the biggest challenges, there you need a lot of motivation, time, patience and love, only then you can think about learning.

Clarification of expectations - wrong assessment of reality. Some have unrealistic goals. You need to ask them in the consultation process and work out a realistic plan. E.g. “a clients says making a homepage costs 200 euro, they have not clue about these topics.” many people want to become self employed.

Different learning styles then “typical” clients. Compulsory school leavers / practitioners have practical knowledge and hands-on mentality, they cannot/do not want to learn theoretically. Start motivation by doing technical work, so that they have any "desire" for theory at all. Focus on strengths to take fear of theory, to pick up where they are already good.

Group work/events better than alone; learning together instead of alone, they don't know how to learn alone.

Motivation: Benefits for low-skilled workers must be clear. They need perceived self-efficacy and someone to give them confidence.

CONTROVERSIAL DISCUSSION: FINANCIAL AWARENESS

Too expensive vs. "free is not worth anything". Awareness/acceptance that education costs money is often lacking by the low-skilled. Willingness if motivated.

Creating awareness. By e.g. contributing 50 Euro a month so that education gets a value. But not “virtual money” in the bank account: best would be if person personally has to pay. He pays it with the knowledge that this is now for the training.

Financing advice. Maybe it needs a kind of financing advice, creating awareness that education is sometimes “free but never for nothing”. It is value to invest, many say I can't afford it and then we go through the details and the 4-digit sum becomes 3-digits and then it works.

High thresholds (administrative act/bureaucracy/forms) in financing. Some practitioners go through the financing act. They rehearse what they have to say, or how to find a certain website, how to see the sponsored courses. The AK education voucher is well-meant, but already unmanageable for many.

CONSULTING COMPETENCE / NECESSARY SKILLS OF THE COUNSELORS TO MEET NEEDS

Dealing with different expectations, frustration and different habitus. Communication difficulties between consultant and client because they both come from different backgrounds (milieus). Especially when things are taken for granted, which are simply not there. There are also different expectations of success: Frustration is often very great, because small but necessary steps are not appreciated.

Missing understanding or knowledge of the target group because most consultants are highly educated and don't come from "uneducated" households. They often cannot understand what moves or motivates people, closeness to the target group is missing.

Ability to self-reflect / think about one's attitude. E.g. ICT-skills: if guidance practitioners themselves are not firm with ICT skills, it is hard to transport positive attitude or skills to clients.

Knowledge of working world. If they do vocational and educational counselling, it is good if they themselves have been in different jobs. Access to the world of work is necessary.

Don't raise false hopes.

GUIDANCE-TOOLS FOR THE LOW-SKILLED

CRITERIA

- short sequences
- pictures
- movies from real jobs
- little and easy language
- tutorials

APPS: LOW THRESHHOLD

Apps instead of PC? Self-reflection of the practitioners: "Maybe that's just our thinking, maybe we're old-fashioned, maybe Apps are the future, maybe we have to offer everything we have, in app form." The most successful tools I've seen work on an app standard. I've got them sitting in front of the PC, we set them up and write the mails from the mobile phone, but then it doesn't work with keyboard and screen.

Low threshold. Go, where they are. You can't force them to use a PC.

VISUAL LANGUAGE – STORYTELLING

To really explain *step by step* how to do something. How to get a job, how to apply, how to write an email etc.

Clear and simple instructions. For example, with official / bureaucratic forms, maybe you can do that in visual language.

MATERIALS FOR COMPETENCE ANALYSIS:

<https://meine-berufserfahrung.de/> is a project, where everything was done in picture language, I thought "we need that too". There are 25 professions, which are represented in pictures regarding experience, approx. 50 pictures per profession, example facade builder, is in Arabic, Farsi, German, French, Russian, Turkish,

Recognising professional competences. <https://www.arbeitsagentur.de/myskills>

TOOL: INKLUSION CHART⁵³ - LIFE SITUATION DIAGNOSTICS

⁵³ <http://www.inklusionschart.eu/ic4>

Tool coming from social work to include clients' needs and private situation. You can tick the different aspects of a client' life and include comments.

For example, if someone does not have a bank account, then she is excluded. If one has a bank card and complete independence, he is included. Then you write up what steps are necessary. if I am excluded, then I have no possibility for training.

METHOD TOOL CASE

For Christmas, the CareerInfoCentres (BIZ/PES) send out gifts with different methods like Matador (wooden toy set), electric construction kits, so people can try and get technical understanding logics, fine motor skills.

ACTING/PLAY: BODY / MIMIC / GESTURE

At the [BeSt³ – the Job, Training and Education Fair in Vienna](#) there is an acting group, that helps people: They teach/show how to do job applications, job interviews, how to dress, show positive/negative examples, do improvisation theatre (“that's divine”). Laughing / jokes make people internalize behaviour. I could very well imagine that, improvisation, working with body, facial expressions, gestures, not talking at all and if, only simple words are used.

COMMON DATABASE: QUALIFICATION PASS („QUALIFIKATIONSPASS)⁵⁴

The Qualifikationspass is a database specifically developed for clients to fill in / record their competencies and experiences. Guidance practitioners and clients can access the database, upload certificates and diplomas and generate a curriculum vitae from them.

The guidance status is always available, and if the customer becomes unemployed, then the AMS continues to work with this status and the customer does not have to start all over again.

Benefits:

- cross-institutional records about people
- different institutions can work with the same goal
- contains: skills, professional profile, guidance institutions,
- clients and practitioners have access and don't start from scratch
- avoid double and triple advice, if practitioner is ill for example

SUPPORT FOR GUIDANCE PRACTITIONERS WORKING WITH TARGET GROUP

Tools (are missing). There are skill/strengths cards, but they are not usable for the group. They are very language-heavy.

Problem: High thresholds. Metaphor of the house: There is no key for the elevator. but there are damn high steps. Not much has changed, it is difficult to get along, it also has a lot to do with habitus. I have worked for a long time with people who have already felt so uncomfortable in this house alone, is so big, confusing.

Financial environment. I would know what he needs but we can't do that, often financially.

Finanzielle Rahmenbedingungen. I also notice a high level of frustration among colleagues, I know what they need but we can't do that, often financially.

⁵⁴ [AMS/waff](#) + external guidance firms

Easy language as a tool: ambivalent. “There are also seminars in simple language, but this divides me internally: on the one hand we have an educational system that is becoming increasingly academic and on the other hand we say we have to make easy language available and do not make difficult language accessible to them. That makes my stomach ache.”

CVET FOR GUIDANCE PRACTITIONERS ON LOW-SKILLED

TYPE OF TRAINING

- Afternoon workshops on various topics
- Target group-specific planning of modules
- Team internal learning. “we also learn a lot from each other, because we have very different professions, many creative minds, we exchange ideas with each other.”
- Certifications
- Curricula
- Weekly hourly case discussion for mutual exchange
- Invite external experts to specialist topics (digitisation)
- Consultants also go into supervision
- Practice Manuals (from abif)⁵⁵
- Consulting sequence, group sequence or method
- Seminars
- Train the Trainer

Criticism of practice manuals. They are little pictorial, it's very text-heavy, it doesn't appeal to practitioners. “I've thought about picking lessons and trying them out in small workshops, because that's more valuable for my guidance practitioners [...] I would wish for something like whatchado, such small sequences, such little films in application, with little language, tutorials.

CONTENTS / TOPICS

- Easy language
- Problem areas of customers
- Mental illnesses
- Addiction
- Game Based Learning
- Get to know and try out new consulting tools
- Get to know new methods and try them out
- Social media
- ICT, online applications for the low-skilled and even for trainers
- Digitalisation
- New forms of counselling / theories. Systematic counselling, how does this work in practice. which questions in short counselling to know quickly what is needed by people,
- Resilience
- How to deal with compulsory school leavers
- Create customer loyalty / commitment. how can I bind the "obituaries" to stay with the customer.
- Whatchado good, but very high threshold

DEVELOPMENT OF NEW MATERIALS/METHODS: CONTENT/DESIGN

- Digitisation itself is an unword. How can I convey digitisation in a tasty way?
- Tutorials

⁵⁵ <https://www.ams-forschungsnetzwerk.at/deutsch/publikationen/amshandb.asp?first=0&hb=1>

- More pictures. Vocational training, vocational orientation, information because people simply know so few occupations, a dozen of 6000, occupational fields that are poorly represented on the market, which pick out
- Photo contests. Photo competition with vocational orientation, photographing occupations on the street and putting photos online.
- Consider the gender aspect. Women in men's businesses are still a bit alone in the wide corridor, at the bank they get stuck at the counter.
- Skill-based jobs. Often difficult to name, what can you do, so you would need lists with skills what you can, so you don't have to name it yourself but just pick them out, or values that are described, what can you imagine by them, also for the interests and then perhaps still value for places, as with the cards.

Bulgaria: Client Case Study

1. Can you talk to me about your work experience? This can include short-term work experiences, internships/apprenticeships or similar, part-time work, and full-time employment. What are you proud of? What can you offer employers? What are your greatest strengths?

I'm a woman, 56 years old, with 39 years of work experience. I've always been working full time, but also always have had a second job, usually without a contract.

I've always done my work with pleasure, and I think that providing good work is pleasing to my employers, they appreciate my work, and that's my fulfillment.

I've never felt any discrimination towards my background and I've always had a very good communication with my colleagues.

2. Can you talk to me about your educational experiences? What and where have you studied? Which academic or vocational qualifications do you have? Were these accredited or non-accredited? If any, how many short employability courses have you been sent on by various employment projects?

I've got primary education since I didn't finished the vocational school for hairdressers. I married in in 10th grade (17years old). I've never participated in qualification courses and I've never been invited to take part in such, even when I was unemployed for a year, and registered in the Employment Service office.

3. Describe your current work situation.

I work in this company for the last 6 years (as a cleaner), and I'm very happy both from the work and from the way how the company owner and the colleagues treat me. The owner is treating the people working for him as if they were his own family members.

4. From your point of view, what are the barriers that you face when seeking to enter/progress in the labour market? What are the challenges?

I personally don't have any problems in finding a job. For all these years I was unemployed only once, for a year (without a labour contract). I have never been without job throughout my life.

I was fond of continuing my studies but I gave up for family reasons. The family of my husband didn't support me. If I had had this support, probably I would have a different destiny.

6. What, if any, are your current experience of career guidance/professional development (face-to-face, online, courses, etc.)? What has worked well? What could work better?

My personal experience related to other people attitude towards me is very positive. I would recommend to career consultants always to offer training and qualification courses to people without qualification.

7. What are your wishes for the future, both personal and professional?

In personal plan, my wish is to have a home where I could care for my children (I've got 3 children and 3 grandchildren), where they could live in better conditions.

In professional plan, I would like to stay as long as possible in this company as I like the relationships there.

All these years I've trusted in God and I believe that He gives me chances to work.

Bulgaria: Practitioner Case Study

1. Talk about your experiences of working with this client group to date. At what type of organisations have you worked? In what geographical locations? With any particular sub-group?

I work more than 20 years with people with low qualification. In my career I've been Director of an Employment Service Office in Ihtiman (a town near Sofia), Director of Information and Career Guidance Centre, Deputy Director of Center for Vocational Training in Trade Unions. I've been working with people with low qualification, employed and unemployed, roma people.

2. Talk about your current role. Describe the types of interactions you have with the client group? E.g. working externally, conducting visits, training provider, group or individuals...

Currently I occupy the position of a Director of the Information and Career Guidance Center and Deputy Director of CVT in Trade Unions. I work both with clients and employers/mayors of municipalities.

For the unemployed people we provide motivation training before the vocational training takes place.

At the moment we provide for a group of employed people validation of competences (child care workers).

3. Can you describe any previous training that you have had that has supported your work with this client group? What worked? What could have been better?

I haven't had participated in such trainings. I've gained my experience and expertise working in the field.

4. In your experience, what are the key barriers faced by the client group with which you work?

One of the main barrier is the lack of specialized trainings for the guidance practitioners.
The clients need to be supported for undertaking continuous training. The motivational training and the usage of interactive methods is compulsory.
Career guidance is another essential service for the people with low qualification, in order to be supported for future realization.
Lack or insufficiency of social contacts, the possibility to share their problems with other beneficiaries, need of support for tackling them, are among the barriers are clients are facing.

5. And what are the barriers that you face in your work? E.g. practical barriers, communication barriers, knowledge barriers...

In this profession you need to appreciate the people you work with, and to love your job in order to gain positive results.
There are difficulties to reach this kind of people. How to reach them? In most of the cases they live in remote small villages, or in their roma communities. Some of them are children of parents who work abroad.
The best way to reach them is through mayors.

6. In your experience, what do the client group need in order to achieve progression and empowerment?

They need support and mentors on the work places, as well as motivation and vocational qualification courses in small groups which will give a chance for individual work while still in a group setting.

7. Can you give an example of guidance with the client group that went well? What contributed to that?

The mentoring in “St. Anna” hospital for carers which was a training for group of unemployed people. In Defence Services Medical Academy there was also a quite successful internship. Quite big number of the trainees remained to work in the hospital afterwards or found another job.

An important factor was the preliminary meeting with those who would like to be mentors and training for the shortlisted candidates.

8. Can you give an example of guidance with the client group that was more challenging? What contributed to that?

There are no particular shortcomings or challenges mentioned by the interviewee.

9. What would you be looking for in a new professional development offer? (Content, approach, resources...)

Specialized training in psychology, conflicts resolutions, specifics in work with adults.

Guidance practitioners need additional professional qualification and training for exchange of good practices among professionals working particularly with people with low qualification.

Stakeholder Meeting for IO1- Znanie (Bulgaria)

Date: 8/02/2019

Time: 14:00-17:00

Location: 36, Vladayska street, Sofia, Bulgaria

Attendees (Name/Company/Position)

| Name | Company | Position |
|----------------------|--|--------------------------------|
| Violena Hristova | Employment Agency, Career Centre | Career Consultant |
| Iskra Kanavrova | Employment Agency, "Professional orientation and adult education" department | Senior expert |
| Denitsa Kalcheva | Employment Agency, Employment Service Office, Lyulin area | Physiologist |
| Emiliya Karadzhinova | Employment Agency, Career Centre, Department "Regional Employment Service" | Career Consultant |
| Silviya Zagorova | Employment Agency, Employment Service Office, Serdika area | Employment Agent |
| Petya Zabunyan | Bulgarian-German Vocational training Centre, Pazardzhik | Director and Career Consultant |
| Diana Nikolova | Bulgarian-German Vocational training Centre, Pazardzhik | Career Consultant |

| | | |
|------------------|--|---|
| Mara Pencheva | Bulgarian-German Vocational training Centre, Tsarevo | Career Consultant |
| Neli Bachvarova | Bulgarian-German Vocational training Centre, Tsarevo | Director and Career Consultant |
| Mariana Manukyan | Znanie Association | Director of the Center for Vocational Training Znanie |
| Vassilena Simova | Znanie Association | |

The stakeholders meeting was held with 9 representatives of the project’s target group as well with experts from Znanie Association.

Most of the participants work directly with client group – low skilled and low qualified workers.

5 of the attendees represent National Employment Agency but work in different departments and take different job positions:

- Employment Agent is the first person who unemployed people meet when they approach the employment service office. This is the person who navigates them among the services they can use.
- Career Consultant is the person who provides individual consultations to the clients what are their possibilities for future professional development/training. They also conduct workshops for motivation and empowering the clients in a group setting.
- Senior Expert in “Professional orientation and adult education” Department is responsible for the trainings provided by the National Employment Agency.
- Psychologist provides individual consultations for professional development and motivation to the clients

Representatives of 2 Bulgarian-German Vocational Training Centres took part in the meeting, one based in Pazardjik (a town). Their work includes occupational consultations, vocational training and job placement.

A brief introduction to EEP was given.

The two case studies- one with a client, and one with a professional were presented by Mariana Manukyan, a representative of Znanie Association.

Participants of the meeting then discussed the following areas.

Needs of clients

There was a discussion where all stakeholders shared their experience and opinions. As a conclusion we can summarize several most often repeated needs:

- Visualizing clear career pathways – from training, through job occupation to career development. People are incapable to follow the possible outcomes (job positions, salary, working conditions etc.) of the various trainings they are offered.
- Motivation and empowering for reinventing themselves.
- Soft skills
- Key competences (literacy, numeracy and digital skills)
- Group trainings and reflections

Needs of practitioners

Depending on the professional specifics the needs of the practitioners are different. We tried to group them in accordance.

- Career Consultants need competences related to techniques to work with vulnerable people. Interactive training methods (motivation techniques; getting to know each other, etc.) were mentioned as important
- Employment Agents need more information about psychological profile of the clients (identity crisis; mental state; stress level, etc.) and techniques to cope

with. Stress management and stress resilience trainings were mentioned as core needs too.

- As common needs conflict management, team work, methods for empowerment, stress management trainings and competences were highlighted by the participants.

Other comments:

Participants shared the need of transparency and communication between the responsible actors working with low skilled and low qualified workers.

Participants discussed successful elements of training, including the following ideas:

- Influence of the environment
- Supporting behaviour
- Close connection between the training organisation and the business.
- Similar entrance level of the group
- Proactive attitude

Netherlands: Part 1: Client Case Study

First interview with client: Male, 50 years old, working

Client Case Study Template

1. Can you talk to me about your work experience? This can include short-term work experiences, internships/apprenticeships or similar, part-time work, and full-time employment. What are you proud of? What can you offer employers? What are your greatest strengths?

Male born in 1969

Works now at Soweco, sheltered work in a small town in east of Netherlands. Very loyal employee, works seriously, makes good results, people like him

Clean team: empty waste bins, cleaning parks and gardens

36 hour workweek for about 30 years. Not a problem to work fulltime. Salary is paid by the local government

Together with a workmate they drive with the car and do the work together. His workmate organises the work

Is proud about Soweco who is creating the job, proud on his boss and co-worker because they understand him He gets along very well with them

2. Can you talk to me about your educational experiences? What and where have you studied? Which academic or vocational qualifications do you have? Were these accredited or non-accredited? If any, how many short employability courses have you been sent on by various employment projects?

- Left school (18 years old) and went to test and training and likes working outdoor best. Tried in test and training different work sorts but working outside suits the best
- Qualifications are organised in the past by his employer: working with brush cutter, chain saw, maintenance tools, needed to do the job. Accredited
- Did practical education (Special Education for difficult learning young people)
- Happy to work for the same employer in the work he likes to do, what else should he do? This is what he can and makes him happy

3. Describe your current work situation.

Get up in the morning and be at work in winter from 8.00 to 16.30 and summer 7.30 till 16.00. Go to the center where all workers start, drink coffee, talk what work there is today. Drive together with his workmate in a lorry and clean waste bins, park, do gardens (weeding, raking etc). Bring the waste to the waste center. If the weather is bad repairing tools inside. They work always together and the atmosphere is fine

Working Monday until Thursday whole day and Friday only the morning.

Always working together with his colleague.

Before working there is always contact with the boss who asks how things are going

4. From your point of view, what are the barriers that you face when seeking to enter/progress in the labour market? What are the challenges?

Whoohh

At least this work will stay for three years, I have no idea how to find a suiting job elsewhere and have these nice colleguas and boss. They understand me and see if something is wrong. May be I will work in a gardencenter at the fish department but this is not what I want. I need specific circumstances to be able to do my work ok and feel fine. I only can work outside in this cleaning business.

And I can not find a new job myself. I need someone for this.

Seems a bit in panic while we talk about this subject!

5. What support do you feel that you need? This could be related to your personal or professional circumstances.

Everything is very well arranged right now and that is what I need:

- I live in a 24-hours living center where an accompanist (professional) is there to talk with me about difficult things
- My meals are ready, otherwise I would not eat proper
- Money issieus are arranged by my sister and that goes well. If I need money I go to her and that is never a problem. Also when I need a new car, clothes, holliday etc that cost more money. I otherwise have no idea to arrange this
- I have a girlfriend with a nice family and we have in weekends fun
- I have a small rental car so I can go around in my living area
- I go on holliday with a small group

If I have to arrange this myself that won't work. Money troubles, social isolement, not eat properly etc

6. What, if any, are your current experience of career guidance/professional development (face-to-face, online, courses, etc.)? What has worked well? What could work better?

I need help in everything in my life and because it is so well arranged I am a happy person. If there is no help I am not able to work.

I need to trust people before they can work with me

I am a happy man now and I want to stay this way

Last year I got some extra money and I bought many flowers and gave them to the people that help me so well.

7. What are your wishes for the future, both personal and professional?

Work that I like with nice college

People that look after me and arrange my daily living. Professional guidance in work and at home. Money issues arranged, contact my girlfriend, our family and do nice things in the weekend/holiday.

For my wellbeing and good functioning I need people who help me with difficult things but also I need them to be there for me, just for social contacts.

Netherlands: Client Case Study 2

First interview with client: Male, 25 years old, not working

Client Case Study Template

1. Can you talk to me about your work experience? This can include short-term work experiences, internships/apprenticeships or similar, part-time work, and full-time employment. What are you proud of? What can you offer employers? What are your greatest strengths?

I did 2 internships, first internship was in a factory where they make biscuits. I worked on the production line where they started with the ingredients and in the end the biscuits came out. The other internship was a ICT department of a big company. I took the telephone and had to help workers if they had a problem.

I learned through a hard way to be more confident about myself. I am motivated to work in a surrounding that suits my profile. I do my best and am loyal to my work.

I quickly learn new theoretic subjects.

2. Can you talk to me about your educational experiences? What and where have you studied? Which academic or vocational qualifications do you have? Were these accredited or non-accredited? If any, how many short employability courses have you been sent on by various employment projects?

When I was a child on primary school they found out that I have PDD NOS. So I went to a special primary school. This went well. After this I did a theoretical learning path (mavo). Because I learn easy I did vocational education (operator) level but it went wrong. I did vocational education (laboratory) level 3 and it did not work. Then vocational education ICT level 4 that did not work and now I want to try level 3 ICT. I don't have qualifications yet.

3. Describe your current work situation.

I am looking for work and I am helped by the local government because I realised I need help where it contains social issues. In a few days I will know if I can do internship at a school and if it matches good I get a guaranteed job (Garantiebaan) for 2 years. A jobcoach will support me with this. And I will go to work in ICT but do not know exactly what it will mean. The surrounding is a school and professional guidance will be given.

4. From your point of view, what are the barriers that you face when seeking to enter/progress in the labour market? What are the challenges?

- I have no qualifications
- I need guidance in my life to structure and help me in difficult moments
- I hope the guaranteed job will start soon
- I have ups and downs. I can panic, and don't sleep proper anymore so I can not work normal
- What after these 2 years?

5. What support do you feel that you need? This could be related to your personal or professional circumstances.

Support to structure my daily life and support if things don't work well or when I worry, panic ect. This is at home/private situation

And I need support on the job. Also understanding that I function bad sometimes and need time and help to move on.

The circumstances to work in matter a lot: No noise, no incentives, no shift work, not fysical heavy work. During the incentives I experienced this is not working for me and I easily get sick or have sleepless nights.

I need a workmate who is working when I am. If I have to ask something or something is wrong with me I can talk about it. That is important because otherwise I am piling up and small things grow till big issues for me (Panic, sleepless nights, uncertain, depressed). Also I learn from my workmate who is my example in work.

6. What, if any, are your current experience of career guidance/professional development (face-to-face, online, courses, etc.)? What has worked well? What could work better?

- Personal contacts with people that understand me and my problems. This is in face to face moments. If they take seriously I am an open person and tell what is bothering me
- Telephone does not work because I can not concentrate on the conversation. My thoughts go everywhere so I don't hear what the caller is telling me. Face to face is the best for me, also I can see people and see how they react.

7. What are your wishes for the future, both personal and professional?

I hope I can join in this Garantiebaan project to experience a positive job

I hope to do level 3 ICT vocational school and get my qualification. Theoretical is no problem but the internship is.

I hope a nice job in the future

No panic or feeling bad, depressed and I hope I can live positively and happy

Netherlands: Practitioner/jobcoach Case Study 1

First interview with job coach: Female, 28 years old, internal job coach (work place supervisor)

Practitioner/jobcoach Case Study Template

1. Talk about your experiences of working with this client group to date. At which type of organisations have you worked? In which geographical locations? With any particular sub-group?

I work for a big organisation in day care and work projects in the eastern part of the Netherlands. I did 1 internship in a day care for mentally handicapped young children and internship at a day care location for very heavy mentally adults. Now I work in a working project located in a public community center that contains a music school, library, multi functional users in the building who have an office, theatre, cinema.

I have a group of 4 till 6 adults daily with mental handicap who work with me in the building and help with all kind of tasks that need to be done. There is also a kitchen where we produce fresh juices for a shop in town.

I also have a job in the middle of the Netherlands and do care an adolescent mental retarded male. Depending on what is wanted and needed I guide/help/care for him.

2. Talk about your current role. Describe the types of interactions you have with the client group? E.g. working externally, conducting visits, training provider, group or individuals...

In this group each individual has his/her own trajectory we work on. Some will stay in daycare, others will develop themselves to a higher level in participation in society.

Starting the day we look at the work that is needed to be done that day and this is different every day. Depending on what clients need to learn/develop we work on this individual. It can be: coming on time on the job, learn practical skills, learn social interactions, behave proper, how to deal with guests that visit the building, writing development plans about the clients and talk about this with them/parents etc. Training and learning for certificates.

Sometimes interactions with the group, sometimes individual, sometimes with people who use the building also.

Making lunch, do shoppings for others, cleaning, prepare musichall, tea, coffee, help in the library, make goody bags, fresh juice.

3. Can you describe any previous training that you have had that has supported your work with this client group? What worked? What could have been better?

Vocational education level 4 Social Work

Also some practical training about autism, EMB (very heavy mental retarded, sexuality etc. I would like to learn more about pedagogic subjects I face during my work.

It works when it is practical information and skills I use during a working day

4. In your experience, what are the key barriers faced by the client group with which you work?

Not enough information when a client is starting in the project

Acting help is wanted but actually avoiding this (care avoiders)

Clients have practical skills but social emotion is very low so they don't understand interactions

The owner of the building does not really understand the group/individuals/mentally retarded people (thinks some one with down syndrom will heal)

Owner of the building has expectations that are to high (more work should be done). Same for some of the workers in the building; some even concur with my clients

Not take practitioners very serious and undermining her knowledge about the clients

Barrier is the history before practitioner started (now work and trajectorys are taken seriously, before it was just being in the building for fun

5. And what are the barriers that you face in your work? E.g. practical barriers, communication barriers, knowledge barriers...

- Have a quiet spot for client to withdraw if someone needs rest/quiet surrounding
- Knowing more about how to accompany clients, especially when there is multiple handicaps, multiple problems
- Transmission of important information to do the practitioners work as good as possible (daycare, living and spare time of a client to do the guidance in the best way possible)

6. In your experience, what do the client group need in order to achieve progression and empowerment?

Trust, stability, safety, do and learn things step by step in little steps, grow and challenge forward, good working together between different guides that deal with the client and make trajectory together (intern and extern)

7. Can you give an example of guidance with the client group that went well? What contributed to that?

Be positive, compliment for things that went well
Try new things even if you don't know it will work fine
Listen to the client and observe how things are going/how the situation is
Structure in work/how a day developes
Be realistic in what you really can offer and practition "with your hands on your back". Clients can do more as it seems sometimes so let them experience
A few times clients where not motivated. After a while they found they liked the place and work and contributed to the project in a positive way

8. Can you give an example of guidance with the client group that was more challenging? What contributed to that?

Too much or too difficult work → be realistic in what you really can offer

Everybody has his/her own trajectory so one person is allowed to...and an other not for the same situation

Clients who say in the beginning they don't want to join the project/feel themselves better than others. It takes a lot of energy and negociation to reach a positive situation

Clients are very different

9. What would you be looking for in a new professional development offer? (Content, approach, resources...)

Learn more skills about the group and different handicaps and how to deal with this.

Agression, Autisme, Behaviour problems, lover boys, psychiatric problems etc

Working with a college and learn from each other, support each other

Part 2: Practitioner/jobcoach Case Study 2 (Netherlands)

First interview with job coach: Female, 61 years old, all round job coach

Practitioner/jobcoach Case Study Template

1. Talk about your experiences of working with this client group to date. At which type of organisations have you worked? In which geographical locations? With any particular sub-group?

I work for an organisation for sheltered work in the eastern part of the Netherlands. I work with individual clients and do intern jobcoaching in our own organisation, external jobcoaching, if there are special issues that are work- or clientrelated I am asked for advice. I work for local government with a very different group of clients: age, gender, cultural background, lost their job, handicapped people, sick people who need a job again.

In the Netherlands we have since 2015 a new law on participation (Participatiewet). For these people I work to get them to a job or sheltered job (Doelgroepenregister en Wet Werk en Bijstand)

2. Talk about your current role. Describe the types of interactions you have with the client group? E.g. working externally, conducting visits, training provider, group or individuals...

I am a practitioner on the work floor where my client works, First is to learn skills: be on time, how to do your work, how to deal with other employees. So to be workfit.

Also we look at what is possible and positive. I work "made for this person", tailormade.

I work in my own style (most coaches/practitioners do so) and being practical is important for me.

I look at what is needed more, what is not workrelated. If necessary I try to arrange this so for example at home or financial things are arranged.

Because the my client need assistance in work other workers or boss can get irritated. I try to avoid this point (often it means being fired) so we try not to reach the big point in irritation. What is difficult.

3. Can you describe any previous training that you have had that has supported your work with this client group? What worked? What could have been better?

A lot because I do different jobs now: I started to work with children who needed extra care and guidance

Jobcoach, reintegration consultant, work expert, for which I needed higher education and special certificates. I join intervision sessions what helps me a lot to learn about me and how I work.

And I like to be practical: what is needed to see development with my client.

4. In your experience, what are the key barriers faced by the client group with which you work?

Clients often do not oversee the consequences from their actions. , they can react very impulsive, sometimes it is hard for them to make appointments and hold on to these appointments. They do not understand that this is one of the basics to do a job.

And when we start in a level that is too high and doesn't work we adjust to something more workable and more successful

5. And what are the barriers that you face in your work? E.g. practical barriers, communication barriers, knowledge barriers...

It is always tailorwork. Every client is different, every personal situation is different and from this point of view I work.

Looking at the group I work with: they are sometimes not educated, sometimes higher educated than me, some have personal problems, psychic problems, physical problems etc.

Sometimes I think: you don't work but what is the problem you don't work. So we do investigation what it is the reason someone is dropping out of work multiple times

6. In your experience, what do the client group need in order to achieve progression and empowerment?

First I explore the client and how to work with him/her. Then work and during working experience how to move on. I try to look at the long term solution,

Balance in work and private situation is important and a basic condition to get results in short time but also in long term thinking. So during the guidance situations change and we try to form a new balance again

7. Can you give an example of guidance with the client group that went well? What contributed to that?

As I said before: solution solving, tailor made, the client is the startingpoint, working holistic if needed so there is no problems that undermine the job.

8. Can you give an example of guidance with the client group that was more challenging?

What contributed to that?

The new laws (Participatiewet) is not clear and it is different in each town or city. We don't even know exactly what is meant with terms like : nieuw beschut werk (new law about sheltered work), there are changes at vocational schools but it is not clear how this will work (also because of law changing vocational school and work should be more aligned but it is not and in every school/town/city different). What will happen if the old sheltered work ends? Where can we leave these people who now have a job but will lose it because the old sheltered work will disappear in the future. Also simple work disappears more and more. What will people do if there is not simple work anymore.

Also new since 2015 when the laws changed is when is care needed and when is it about work/reintegration? The lowest level in sheltered work is the same as the high level in care but there is different laws and different financial budgets for it

9. What would you be looking for in a new professional development offer? (Content, approach, resources...)

I am 61 years old soIf there is something interesting I will join it. At my work we have a lot of professional training/courses etc to join. Intervision I join. I must say I just ended a careerstudy last year.

Stakeholder Meeting for IO1 – Noloc / The Netherlands

Minutes

Date: 31 January, 2019

Time: 16.00 – 20.00 hours

Location: De Amershof, Snoeckaertlaan 11, 3811 MA Amersfoort, The Netherlands

Attendees (Name/Company/Position)

| | |
|----------------------|---|
| Jeroen Bregman | Member of the Executive board, Noloc |
| Marea de Bruijn | Member of the board, Noloc Jobcoach, self-employed |
| Arnolda Posthuma | Member of jobcoach committee, Noloc Jobcoach, Avelijn |
| Daphne van den Hof | Member council, Noloc Jobcoach |
| Frans Coenen | Director, Combo Economy |
| Havva Jongen | Teacher, Elan Training Jobcoach, self-employed |
| Trea van der Vecht | Business development manager, Saxion University of Applied Sciences |
| Marjon Smidt | Team manager, Saxion University of Applied Sciences |
| Britt Edelenbosch | Career guidance practitioner, self-employed |
| Erik Baan | Director, Jobup Jobcoaching Jobcoach |
| Olivier van der Ende | Student, DéNova training |

Participants engaged with the client group in a variety of ways:

- Guidance provider / Jobcoach
- Employer
- Teacher
- Business

developer

A brief introduction to EEP was given.

Two case studies of clients were presented:

See attached documents with summaries of interviews held

Two cases studies of guidance service providers were provided:

See attached documents with summaries of interviews held

Participants of the meeting then discussed the following areas.

Needs of clients

Issues

- *Childcare and other social conditions (transport, care, money)*
- *Difference between assistance and merit is small, then there is a lot of hassle. A lot of outage because of this.*
- *There are obstructive factors that make it impossible to work (eg health).*
- *Guidelines and routes are unclear; strong need for safety and structure.*
- *Resistance in the environment, incomprehension, both from the team and managers. Missing safety, trust and acceptance. These are for target group basic conditions.*
- *Social network is often lacking*
- *Normal work skills are missing more often: coming on time, manners, etc*
- *A person may not be able to tell the necessary information due to poor communication skills*
- *There is self-uncertainty, or a negative self-image*
- *There is sometimes a language delay or a verbal disadvantage with clients*
- *Problems with self-esteem or insight about their own abilities (fear of failure) occur*
- *A client sometimes has too little self-reliance*
- *Digital skills are often lacking with clients*
- *Addiction problems are common*
- *The environment often has prejudices about the clients*

Points of attention

- *They want to be heard, both by the job coach and outside the job coach.*
- *The client sometimes needs a signpost*
- *Flexibility is not experienced enough, the energy in people is not always there. People have a manual.*

- *A client must also be intrinsically motivated*
- *What can help is a buddy on the work floor (colleague, student)*

Needs of practitioners/ jobcoaches

Issues

- *Participation assumes self-reliance and self-responsibility; not always feasible*
- *Sometimes the UWV wants too little time to be used for the client, too result-oriented.*
- *As a job coach you sometimes get too little information, or information is not available or divisible (also in relation to privacy legislation)*
- *Conflicting employer interests (financial) and job coach / client (sustainable placement)*
- *Prejudice about the client at both employer, colleagues client, and environment.*

Points of attention

- *The job coach must really ask questions so that the request for help becomes clear.*
- *It is important to be able to show a client the way.*
- *Job coach must also be able to take someone by the hand, instead of solving everything for him alone.*
- *The workplace environment must be favorable and sustainable.*
- *The job coach must be open to the client, know how the manual of a person works.*
- *The job coach must have knowledge of all dimensions and the network around the client.*
- *The job coach also works from the power of the client himself.*
- *A job coach must look for a good story about inclusiveness to convince the client.*
- *The job coach has success stories to share (also from employers)*
- *There is also contact with other job coaches, to discuss cases*
- *The job coach must offer colleagues of a client basic tools to take up a buddy role*
- *The job coach must make explicitly clear what is expected of the client*
- *There is insight into dealing with cultural differences between people*
- *The job coach must be able to negotiate and mediate*
- *Different roles must be included by the job coach, here you have to be flexible.*
- *A job coach must be able to deal with a crisis situation*

- *The job coach must be able to deal with his own stress situations.*

Successful training

Ideas for the instruments / successful elements:

- *Intervisions, peer-to-peer exchange*
- *Essentials with referral, or a general introduction with possibilities to go into depth.*
- *It can help to retrieve the NOLOC assessment forms, as useful information is provided here.*
- *On the job applicability, since this is practical and pragmatic. This can be done on the basis of videos, which clearly show what the job coach does.*
- *Target group can really be shown at work and on the floor via videos or interviews*
- *"Social cards" can be used*
- *In addition to the job coach, a buddy can also be appointed for the target group, which she helps in the workplace.*
- *Client-oriented reasoning from their perspective is important: this can be trained, among other things, through role plays*
- *Integrating the target group into a work form is also an option*
- *Different learning styles must be taken into account, for example with people who are visually oriented.*
- *A workbook book can be created.*
- *An overview must be drawn up of which methodologies are available, and when these methodologies can best be used.*

Other comments:

There is a willingness among the participants to actively get involved in the project. Among the participants, there were several representatives of education providers offering a job coach curriculum certified by Noloc. It was agreed to set up a Whats app group / Slack group to keep each other informed.

Attendees were asked how they could contribute to the project's dissemination

AOB:

It was asked by the attendants how they could be involved in the project, and stay tuned with its results.

It was asked by the attendants if a kind of work scheme / time schedule could be developed, so they know when and how they will be included in the form of a kind of 'sounding board group', or when there is a need for their actual contribution in terms of co-development, correction, testing/piloting or providing feedback.

Poland: Client Case Study 1

1. Can you talk to me about your work experience? This can include short-term work experiences, internships/apprenticeships or similar, part-time work, and full-time employment. What are you proud of? What can you offer employers? What are your greatest strengths?

- male, 23 years old
- worked as construction assistant for around 5 years for different companies
- strengths: diligence, punctuality, hard-working

2. Can you talk to me about your educational experiences? What and where have you studied? Which academic or vocational qualifications do you have? Were these accredited or non-accredited? If any, how many short employability courses have you been sent on by various employment projects?

- graduated intermediate school
- dropped secondary school after first year
- no formal vocational qualifications
- informal skills regarding construction assistant

3. Describe your current work situation.

- unemployed
- taking part in EU project – attending driving course and internship

4. From your point of view, what are the barriers that you face when seeking to enter/progress in the labour market? What are the challenges?

- lack of formal education and trainings
- lack of money for vocational courses

5. What support do you feel that you need? This could be related to your personal or professional circumstances.

- diving course for free – this could help me to find a job

6. What, if any, are your current experience of career guidance/professional development (face-to-face, online, courses, etc.)? What has worked well? What could work better?

- only in school
- can't remember the details

7. What are your wishes for the future, both personal and professional?

- I'd like to attend backhoe loader course

Poland Client Case Study 2

1. Can you talk to me about your work experience? This can include short-term work experiences, internships/apprenticeships or similar, part-time work, and full-time employment. What are you proud of? What can you offer employers? What are your greatest strengths?

- female, 26 years old
- worked as shop assistant for around one year in two shops; as packer for half a year, as babysitter for one year
- strengths: communication skills, team working, diligence, punctuality, openness

2. Can you talk to me about your educational experiences? What and where have you studied? Which academic or vocational qualifications do you have? Were these accredited or non-accredited? If any, how many short employability courses have you been sent on by various employment projects?

- graduated intermediate school in 2008
- graduated secondary school for adults in 2015
- no formal vocational courses
- skills regarding cash register and payment terminal, computer programmes (Word, Excel), customer service

3. Describe your current work situation.

- unemployed
- taking part in EU project – attending driving course and internship

4. From your point of view, what are the barriers that you face when seeking to enter/progress in the labour market? What are the challenges?

- lack of money for vocational courses e.g. manicure course
- problem to find babysitter for my daughter

5. What support do you feel that you need? This could be related to your personal or professional circumstances.

- diving course and manicure course for free – this could help me to find a job as manicurist

6. What, if any, are your current experience of career guidance/professional development (face-to-face, online, courses, etc.)? What has worked well? What could work better?

- no experience of career guidance

7. What are your wishes for the future, both personal and professional?

- Now I'd like to attend diving course and manicure course and attend internship as manicurist. Later, I want to find a job also as manicurist to gain some experience. In the future, after several years, I'd like to set up my own business in beauty business.

Poland: Practitioner/jobcoach Case Study 1

1. Talk about your experiences of working with this client group to date. At which type of organisations have you worked? In which geographical locations? With any particular sub-group?

I've cooperated with social services institutions: self-help house, social services centre, NGOs, mostly in West Pomerian voivodship, in rural areas. I've been working with social services institutions' clients (adults, unemployment clients), youth, disabled people and occupational therapy clients.

2. Talk about your current role. Describe the types of interactions you have with the client group? E.g. working externally, conducting visits, training provider, group or individuals...

Currently I work mostly with students, who are looking for their first job experiences. I conduct individual and group career counselling and trainings. I also create programs with external funding.

3. Can you describe any previous training that you have had that has supported your work with this client group? What worked? What could have been better?

I attended 'Aflateen Training' (finance education programme) and training about career counselling tools to working with adults. In 'Aflateen Training' I really liked interactive form of training - participants were engaged to conducting training based on received tools and materials. Later they were given feedback from other participants.

4. In your experience, what are the key barriers faced by the client group with which you work?

- lack of motivation to change
- external constraint to attend career consulting, it was a condition to receive financial support (benefit payment)
- learned helplessness
- stereotypical perception of labour market
- infrastructural barriers in rural areas – poor public transport, lack of career counselling in town where clients live

5. And what are the barriers that you face in your work? E.g. practical barriers, communication barriers, knowledge barriers...

- feeling powerless
- unreal clients' expectations
- solving clients' private problems (argument with partner, alcoholism, domestic violence etc.) – it cost a lot of energy and strong stress

6. In your experience, what do the client group need in order to achieve progression and empowerment?

- matching courses offered to clients to local labour market
- legal aid (e.g. differences between forms of employment)

7. Can you give an example of guidance with the client group that went well? What contributed to that?

I remember one project where we combined group career counselling with recreational trip. For the first time in a long time project participants (women between 25-50 years old) could take a rest and be in a different role than housewife, as usual.

8. Can you give an example of guidance with the client group that was more challenging?
What contributed to that?

I remember a lot of clients that expected me to find them a job instead of them and to take responsibility for them. They usually have unreal expectations regarding their life circumstances.

9. What would you be looking for in a new professional development offer? (Content, approach, resources...)

- packet of tools – platform/website with inspirations and scenarios of career counselling or trainings
- knowledge about local labour market
- practical trainings, without a lot of theoretical background

Poland: Practitioner/jobcoach Case Study 2

1. Talk about your experiences of working with this client group to date. At which type of organisations have you worked? In which geographical locations? With any particular sub-group?

I worked as a career counsellor with low-skilled and unqualified clients twice, in two EU projects aimed to vocational activation. The first project was dedicated to 50 women under 30 years old from rural area in Great Poland voivodship. The second one was dedicated to 100 clients over 50 years old from Lodz. In both projects I was conducting individual career counselling.

2. Talk about your current role. Describe the types of interactions you have with the client group? E.g. working externally, conducting visits, training provider, group or individuals...

Currently I work at the university in career office as career counsellor. I conduct both group and individual career counselling usually for students.

3. Can you describe any previous training that you have had that has supported your work with this client group? What worked? What could have been better?

I've attended Non-Violent Communication Course (3 months) and coaching course. I've also taken part in meetings in Employment Bureau in Lodz. I really liked an opportunity to exchange experiences with other career counsellors. In my opinion there should be more case studies and more training based on our experiences.

4. In your experience, what are the key barriers faced by the client group with which you work?

- lack of supporting environment (family and friends)
- lack of internal motivation
- financial barrier – lack of money to take part in professional vocational courses
- logistic barrier (in rural areas) – difficulties in transport, commute to the place where career counselling is taking place
- lack of basic knowledge, e.g. how to create CV

5. And what are the barriers that you face in your work? E.g. practical barriers, communication barriers, knowledge barriers...

- lack of specific knowledge (e.g. about different professions, qualifications etc.)
- infrastructural barrier – lack of proper room to conduct career counselling
- lack of good tests (questionary tools) for adults concerning vocational predisposition; there are a lot for youth, but I'd like to have proper one for adults - low-skilled and unqualified clients

6. In your experience, what do the client group need in order to achieve progression and empowerment?

In my experience, clients need particular, practical support in short period of time. They also need practical vocational courses with certification. They rather need hard skills than soft skills trainings.

7. Can you give an example of guidance with the client group that went well? What contributed to that?

I've been conducting career counselling for the man over 50 years old, who had multiannual work experience on production area as a leader, manager etc. Due to cutback, he lost his job and was unemployment for several years. What is more, he had health problems that made him unable to work back in production area. He also lost his self-confidence. We found out that he also had high level of soft, interpersonal skills; he was very communicative and open. Based on his strengths, he managed to find a job in petrol station as sales person and he was very pleased with it.

8. Can you give an example of guidance with the client group that was more challenging? What contributed to that?

One of the most challenging example of career counselling was with a woman over 50 years old. The problem was that she didn't want to have a job and she weren't used to work professionally, but her husband strongly expected her to start working. In his opinion it was ok she didn't work while she was looking after their children and keeping house, but now she should take up a job. This example show me how internal motivation to work is important for clients.

9. What would you be looking for in a new professional development offer? (Content, approach, resources...)

- courses, training about different professions, qualifications, industries etc.
- communication trainings
- opportunity to exchange experiences with other career practitioners

Stakeholder Meeting for IO1- Poland

Date: 11.02.2019

Time: 10.00 am

Location: Lodz, Poland

Attendees (Name/Company/Position)

| |
|--|
| Joanna Stempel (job coach, Career Office, University of Lodz) |
| Małgorzata Senior (career counsellor, worked in employment bureau in Lodz) |
| Joanna Muzal (career counsellor, Career Office, University of Lodz; worked in EU projects as career counsellor and psychologist) |
| Jędrzej Szykowski (career counsellor, Career Office, University of Lodz; worked in social services institutions as career counsellor) |

Participants engaged with the client group in a variety of ways, e.g. *list engagement here*

A brief introduction to EEP was given.

Two case studies were presented:

- two clients' case studies presented in other files (EEP Clients case study 1 and 2)

Participants of the meeting then discussed the following areas.

Needs of clients:

- the most important thing: clients need internal motivation to develop their job career and to find a job
- they need to take responsibility for their life
- cut off from destructive environment (family, friends, neighbourhood etc.)
- short, specialised, certificated vocational courses that give clients concrete qualifications; these qualifications should be able to 'commercialize' (get them a job) in a short period of time; courses should be very effective and economic for client to put effort into them

- clients need vocational courses matched to local labour market, to be able to find a job after course
- possibility to take public transport to get to job, course or career counselling, especially in rural areas
- possibility to work-life balance; they (especially women) also need a support (financial and organisational support) to find babysitter while they are at work/course/internship
- clients need to know where they can find a support, courses, projects, internships, career counselling etc.
- clients also need to raise level of their social skills e.g. auto presentation during job interview; and computer skills e.g. looking for job offer in the internet

Needs of practitioners/jobcoaches:

- need of psychological background
- knowledge where our clients can find psychological, legal or other specific professional support (for free)
- specialized knowledge about different professions, qualifications, local labour market
- specialized knowledge and skills about needs of disabled clients
- possibility to exchange work experiences
- supervision
- wide range of career counselling tools dedicated to different clients, sources of inspirations and knowledge
- trainings in general
- training about creating our own career counselling tools

Successful training:

- interactive, practical, off the job
- training with clear aim
- training about something new
- chance to meet new people and exchange work experiences

- training with mixed methods, with concrete tools
- small groups
- examples of good trainings: coaching course, non-violent communication

Other comments:

We've also discussed about the influence of social support (benefit payment) in Poland on clients motivation to attend career counselling and get a job.

Participants discussed successful elements of training, including the following ideas:

- interactive, practical, off the job
- training with clear aim
- training about something new
- chance to meet new people and exchange work experiences
- training with mixed methods, with concrete tools
- small groups
- examples of good trainings: coaching course, non-violent communication

AOB:

-

Spain: Client Case Study

1. Can you talk to me about your work experience? This can include short-term work experiences, internships/apprenticeships or similar, part-time work, and full-time employment. What are you proud of? What can you offer employers? What are your greatest strengths?

She is now 40 years old and has been working since she was 16 years old, she is been carrying out almost works as waitress and as cleaner, and for several years without a contract. For a few months now, she has a temporary contract as cleaner in an enterprise that offers its cleaning services to other companies. It is a full-time employment alternating working shifts weekly in the mornings or in the afternoons.

She has two daughters (12 and 4 years old each one) as single mother. She is participating in an employment programme based on integral pathways and she has already attended to a digital competences course where she has learnt how to use a computer, Internet and several software programmes and devices.

Today's she is proud of herself because she is making a great effort balancing studies, work and taking care of her daughters.

She can offer to employers her capacity for decision-making, her communication and ITCs basic skills. Her greater strengths: responsible person, able to work with others in a team, able to learn new work skills and knowledge, time management skills, the ability of multitasking, communication and digital basic skills.

2. Can you talk to me about your educational experiences? What and where have you studied? Which academic or vocational qualifications do you have? Were these accredited or non-accredited? If any, how many short employability courses have you been sent on by various employment projects?

She has studied just primary education (till 13 years old) in a public school at Madrid city. She is interested in continuing studying and improve her qualifications, but she must work at the same time to bear family's expenditures. Also, she wants to finish compulsory education (till 16 years old).

She has already attended, in 2013, to an employment program developed by the Regional Employment Service from Madrid, based on personalised pathways (including social skills training workshops and labour intermediation). There she attended to a digital basic competences course. At present, she is participating in a one-year job guidance program, depending also on Madrid Regional Government, and based on integral and personalized pathways to find an employment. Currently, she is assisting to a higher level of digital competences course (250 hours total)

3. Describe your current work situation.

She is working as cleaner at a cleaning services company, with a temporary contract, full-time journey, alternating working-hours in mornings or afternoons journey (40 hours a week).
Minimum wage.

4. From your point of view, what are the barriers that you face when seeking to enter/progress in the labour market? What are the challenges?

Labour market gender segregation (low qualified female employment fits only in a few professional profiles characterized with low-wages and precarious work conditions)

Long journeys difficult to balance with familiar responsibilities.

Low-income profile makes difficult to afford family expenses and the cost of attending to VET courses.

Challenges:

Availability to continue attending the appropriate VET courses to improve her employability to access to quality employment (wage and journey able to balance work-life responsibilities, etc.).

And also, to define her training necessities and to allocate an appropriate VET course to improve her opportunities to find a quality job in the Spanish labour market context.

5. What support do you feel that you need? This could be related to your personal or professional circumstances.

To boost women to diversify the traditional female professional profiles, to acquire useful knowledge and competences to incorporate to labour market in better conditions.

Timetable. Courses online or scheduled attending to work-life balance issues.

Free resources to balance work-life responsibilities (after-school activities, Kindergarten, flexibility, etc.)

Reducing travel expenses.

5. What, if any, are your current experience of career guidance/professional development (face-to-face, online, courses, etc.)? What has worked well? What could work better?

Worked well: individualized pathways according to own circumstances (like availability, training needs, courses timetable organized attending to availability, giving labour information and about the appropriated existing resources attending to specific needs of each profile, etc.

Could work better: larger quantity of courses is required and in a wider range of professional profiles beyond those traditionally female (cleaner, cashier, shop assistant, caregivers, waitress, etc.)

7. What are your wishes for the future, both personal and professional?

To find a stable employment to ensure her daughter's needs (home, food, health and education). After acquiring digital competences and strengthened employability skills, will apply for better jobs than cleaner and will improve job-seeking techniques and results.

To continue training to acquire new competencies, even those related to masculinized jobs if that means the step necessary to access to better labour conditions (as electrician, painter, sustainable energy installer, etc.)

Spain: Practitioner/jobcoach Case Study

1. Talk about your experiences of working with this client group to date. At which type of organisations have you worked? In which geographical locations? With any particular sub-group?

Main experience as guidance at CEPIs (*Centros de Participación e Integración de Inmigrantes*), it is a public resource depending on Regional Administration of Madrid, it is aimed at immigrant population and these types of centres manage several programmes to boost migrants social and labour integration. Working as guidance at a program to boots the access to employment of migrant population at all ages, both sexes and diverse cultural backgrounds and countries (China, Pakistan, Bangladesh, Latin America and Caribbean countries, Romania, Morocco, Sub-Saharan African countries, etc.).

His main task and duties are those related to accompanying self-employment processes through personalized mentoring: guidance to create their own business, elaboration of a business plan, basic concepts, guidance about the existing regulation (to create an enterprise, the Spanish Immigration law, etc.), and to develop training workshops about entrepreneurship issues (financing; marketing; resources available to support self-employment like incubators or public aids) and also workshops to improve personal abilities related to entrepreneurial skills (like creativity, etc.)

2. Talk about your current role. Describe the types of interactions you have with the client group? E.g. working externally, conducting visits, training provider, group or individuals...

Task and duties related to integral and personalized pathways to access to employment: the initial reception, a personal interview to detect training and employability needs. Interviews, mentoring and training, all these activities, are developed within the facilities at the centre (CEPI); and when any other necessity is detected, that person can be derivate to an external appropriate resource.

3. Can you describe any previous training that you have had that has supported your work with this client group? What worked? What could have been better?

Main training: Course “managing VET” and Course about immigration law

As positive about these trains:

- about the first one, it has been helpful to learn to identify needs to be able to design an appropriated training and labour insertion path;
- the second one, to detect needs and learn about the legal situation of migrants to improve the guidance process, and also to solve administrative procedures.

Could have been better: treating interculturality issues and deepening knowledge about labour market regulation

4. In your experience, what are the key barriers faced by the client group with which you work?

1. Legal issues: residence permit, study permit, validation and accreditation of studies, etc.
2. Financial issues and low-income social profiles: difficulties to access to employment (to assist to training, to cover the cost of transport to support mobility necessities in Madrid city and region, etc.); and to access to self-employment requirements to create a business (access to credit, etc.)
3. Language and cultural issues in those cases from countries with no Spanish as mother tongue like China, Romania, etc.
4. Gender issues: family responsibilities and lack of public resources to solve its derivate needs to attend training and other activities related to integral paths to and availability required to access to an employment.

5. And what are the barriers that you face in your work? E.g. practical barriers, communication barriers, knowledge barriers...

Language and cultural barriers, legal and administrative procedures barriers, and lack of public resources to support low income profiles while attending employability programmes to comply with employment and self-employment requirements in the host society.

6. In your experience, what do the client group need in order to achieve progression and empowerment?

Integral pathways (guidance according to necessities detected through individual interviews, identification of training needs, workshops on social abilities, information about labour market, etc.) combined with external and public resources to attend at least basic necessities and life-work balance issues.

7. Can you give an example of guidance with the client group that went well? What contributed to that?

An integral pathway program aimed at migrant women to help them to access to employment. This intervention was specifically targeted at women, designing training activities (theoretical and practical modules contents), and later labour prospection and intermediation adapted to gender situations and problematics. Training included care services for children located at the same place where training activities were developed.

8. Can you give an example of guidance with the client group that was more challenging? What contributed to that?

Migrants without resident permit cannot incorporate to employment pathways due to their legal situation, then, is easier for them to initiate a self-employment process to create a business.

9. What would you be looking for in a new professional development offer? (Content, approach, resources...)

Training activities related to interculturality, to strengthened empowerment processes, and knowledge employment opportunities related to innovative economic activities (sustainable economy, renewable and alternative energies, ITCs, social inclusion and interculturality, gender, etc.)

Stakeholder Meeting for IO1- INFODEF (Spain)

Date: 12-02-2019

Time: 11.30h.-13:00h.

Location: VIA LAB, Calle Estación s/n, Valladolid (Spain)

Attendees (Name/Company/Position)

| |
|---|
| Paz Zuloaga/"Proyecto Refugio" depending on the Ministry of work and aimed at international protection seekers/Guidance |
| José Luis Valhondo/Extremadura University/Carrier Guidance |
| Ángel Moraleda/ADELCYL (Local Development Agents from Castilla y León)/President |
| Ana González/Experimental Employment Program aimed at women. Regional employment Service of Madrid/Guidance |

1. Two case studies were presented:

Case Study Practitioner Guidance:

Guidance at a program that aims to boost access to employment of migrant population at all ages, both sexes and diverse cultural backgrounds and countries (China, Pakistan, Bangladesh, Latin America and Caribbean countries, Romania, Morocco, Sub-Saharan African countries, etc.). His main tasks and duties are those related to accompanying self-employment processes through personalized mentoring: guidance to create a business, elaboration of a business plan, basic concepts, guidance about the existing regulation (to create an enterprise, the Spanish Immigration law, etc.), and to develop training workshops about entrepreneurship issues (financing; marketing; resources available to support self-employment like incubators or public aids) and also workshops to improve personal abilities related to entrepreneurial skills (like creativity, etc.)

Client case study: 40 years old woman low qualified, working as cleaner or waitress since she was 16 years old. She has two daughters (4 and 13 years old) as single mother. Also participated in employment programmes developed by Regional Government from Madrid where she learnt digital competences through face-to-face training. She has difficulties to be available as the labour market requires to develop a job and a career; to continue participating in VET training activities, to work-life balance, etc. She would like also to re-direct her professional profile so she will be able to access to more job opportunities different that cleaning.

2. Needs of clients

Design of Personalized integral pathways to incorporate to labour market.

Training timetable adjusted to client availability.

Public resources to help work-life balance and to be able to afford all the needs and family's expenses while assisting VET courses and employment programme activities (travel cost, etc.)

3. Needs of practitioners/jobcoaches

Intercultural approach and knowledge of immigration regulation law.

Gender approach and knowledge of women rights (labour, civil, etc.)

Knowledge of labour market (its regulation and behaviour as social integration mechanism)

Labour context analysis to detect how training needs can fulfil new employment opportunities.

Enterprises prospection.

4. Successful training

250 hours Training course aimed specifically at low qualified women about painting techniques. A total of 15 trainees from all ages and different cultural background. The course was developed at *Fundación Laboral de la Construcción*, it is a social organization specialized on VET courses related to the construction economic sector, its facilities are the appropriate ones to teach painting techniques. Timetable course was organized taken into account the participants availability to facilitate work-life balance (5 hours during the mornings of a total of three months approximately). After finishing the painting techniques course, they obtained official accreditation as recognized VET course and, also, they received guidance to start their own business or to work as self-employees.

5. Other comments:

Spanish Labour market functions as a perverse mechanism reproducing social inequalities, it is characterized with low-wages and precarious jobs. Those people long-term unemployed and young people looking for their first employ face many obstacles to incorporate to labour market.

6. Participants discussed successful elements of training, including the following ideas:

Timetable adapted to women availability.

Content focused on the abilities, the techniques and the knowledge needed to acquire in few months the adequate competences to develop a professional profile.

7. AOB:

No.

EEP Rinova Ltd Young adult case study (UK)

- 1. Can you talk to me about your work experience? This can include short-term work experiences, internships/apprenticeships or similar, part-time work, and full-time employment. What are you proud of? What can you offer employers? What are your greatest strengths?**

“Tony” has worked as a Customer Service Assistant within a sports centre for 9 months on a full-time basis, he acknowledges that this job assisted him with building his confidence and showing his employers his time management skills. It has also propelled him to continue pursuing his dream and he is now in college full-time studying sports science.

- 2. Can you talk to me about your educational experiences? What and where have you studied? Which academic or vocational qualifications do you have? Were these accredited or non-accredited? If any, how many short employability courses have you been sent on by various employment projects?**

He completed his education, however, did not get the results he wanted, and he feels this is due to the lack of support he received during his schooling. Tony has some learning needs and is also mildly autistic. Since leaving school he has done his functional skills in Maths and English, he passed both subjects gaining a level 2.

Tony is now at college studying sports science (accredited) full time at a college in his local area, he is presently involved with an employment programme and is enjoying his engagement to date.

- 3. Describe your current work situation.**

Tony has been looking for part time work for the last 3 months and so far, he has not been successful. He feels his physical appearance and ethnic heritage lessen his chances of gaining part-time employment. Tony is 6 foot 2 inches and of medium build, his skin colouring is light brown. Tony and his black/mixed raced peers seem to find it harder to secure employment than his white peers and this has also had a detrimental effect on his confidence.

4. From your point of view, what are the barriers that you face when seeking to enter/progress in the labour market? What are the challenges?

- Tony lacks confidence and belief in employers because of way he has been treated and stereotyped, due to his physical appearance and ethnic heritage.
- Tony also recognises he needs some more support with spelling as he finds it difficult to fill documents within the workplace and this is impacting on his confidence.
- He also gets very anxious at interviews and feels that he does not speak correctly in such situations.

5. What support do you feel that you need? This could be related to your personal or professional circumstances.

Tony also recognises he needs some more support with spelling as he finds it difficult to fill documents within the workplace and this is impacting on his confidence.

Tony has also mentioned that he finds interviews difficult, he finds it hard to change the way he speaks and adopt a more professional approach when his attending interviews and meeting prospective employers.

6. What, if any, are your current experience of career guidance/professional development (face-to-face, online, courses, etc.)? What has worked well? What could work better?

Tony experience of employability support so far has been good for him and he is also support by his parents. He feels that he has received good information and advice to date. His presently receiving employability support, they are also addressing Tony's barriers to employment and supporting him to overcome them.

7. What are your wishes for the future, both personal and professional?

He wants to go and live in America, he would like to play American Football within the NFL. Tony has always been active and involved in various sports, he would like to do his coaching badges after he has completed his current course. He is very passionate about his dream and aims to do coaching during his sporting career as way of passing down his learning and skills to young people/children.

EEP Rinova Ltd Practitioner case study (UK)

1. Talk about your experiences of working with this client group to date. At what type of organisations have you worked? In what geographical locations? With any particular sub-group?

- Partly at University
- 3 x Charities: 2 in Kent and 1 in Croydon (2015 until present)
- Support Worker for disabled people (2012-2015)
- Sub Groups: Disabled individuals, NEET's and Ex-offenders

2. Talk about your current role. Describe the types of interactions you have with the client group? E.g. working externally, conducting visits, training provider, group or individuals...

- Face to face
- Attending partners sessions
- Conducting Visits
- Group Sessions
- Take client group to job fairs
- Creating job opportunities

3. Can you describe any previous training that you have had that has supported your work with this client group? What worked? What could have been better?

- University 2-day training course on disability awareness and readiness for work.
- At role in Kent I did youth work training, safeguarding and managing challenging behaviour.

It would be good to have more training on specific employability skills, preferably from an employer standpoint.

4. In your experience, what are the key barriers faced by the client group with which you work?

Barriers faced: Gang affiliated, ex-offenders, learning difficulties, low educational attainment, young parents, mental health, high anxiety, lack of knowledge and skills.

5. And what are the barriers that you face in your work? E.g. practical barriers, communication barriers, knowledge barriers...

I have been working in my current role for just over 1 year and I am working with young people experiencing all the barriers stated above. My role can be rewarding and my feedback from partners has been outstanding. However, I have found that mistakes can more easily be made because I am 1 or 2 steps removed from the YP and communications via a support/youth worker can lead to misunderstandings. My present role doesn't always allow for me to have the initial relationships with the young people and I miss this part of her previous role. I am working within a team; however, I am the only practitioner working on this aspect of the programme's delivery, working with various partners and finding career opportunities for **350 plus young people**. Although I have excellent support from my team where possible, they too have their own objectives that they must achieve, meaning capacity is often stretched within the team.

6. In your experience, what do the client group need in order to achieve progression and empowerment?

- Need to build skills such as time keeping and communication.
- Need to recognise own skills and "advertise" them.
- Need much more focused support from an early age (13-16) on exploring careers and skills needed.
- Skills gaps need addressing – more communication between employers and formal education sector.

7. Can you give an example of guidance with the client group that went well? What contributed to that?

Example: Supporting 2 young homeless men into supported housing and then into ground keeping roles.

- Gave external help first: addressed barriers of homelessness/no address/no phone/no interview clothes.
- Built their confidence by encouraging them to volunteer on social action projects for 6 weeks to showcase practical and soft skills.
- Built a “skills based” CV as they had no previous work experience.
- Introduced them to small employer who was expanding and bought into our programme mission.
- This employer was ethical and believed in giving young people a chance, so he

8. Can you give an example of guidance with the client group that was more challenging? What contributed to that?

More challenging is in this role when I am 1 or 2 steps removed from the YP. I don't have the initial relationships with YP so have to work alongside their youth workers which can mean communications can be difficult and mistakes are more easily made. Also building trust as a “second youth worker” can be difficult and make the process of getting a YP into a role longer.

**9. What would you be looking for in a new professional development offer?
(Content, approach, resources...)**

I would look for:

I have not received any employability training since starting my current position and I would like to be able to access more training on specific employability skills, preferably from the employer standpoint. This fits in with my beliefs that employers need to work closely with education/community groups who work with young people to ensure they are better prepared for work.

Equally, if not more important, would be Information, Advice & Guidance training ensuring that when advising young people, I was doing so with confidence and working within a standardised framework.

Programme Management training in this sector is also incredibly important, especially for those working to support people into work/education on funded programmes. This is because one needs a full understanding of the wider project and its objectives/current status/any issues to ensure that team running the programme can ensure partner organisations are fully supported to continue their work supporting clients.

Minutes

EEP Stakeholder Meeting for IO1- Partner Name: Rinova ltd (UK)

Date: 14 February 2019

Time: 2-4pm

Location: Rinova Limited, 2nd Floor, Moorfoot House, Meridian Gate,
221 Marsh Wall, London E14 9FJ

Attendees (Name/Company/Position)

| | |
|-------------------------------------|---|
| Alex Walker Senior project manager | Rinova Ltd (facilitator) |
| Donna Pollard Project officer | Rinova Ltd (facilitator) |
| Sharaf Mahmood Programme Manager | Community Links |
| Vargana - project officer | Community Links |
| Lucy Brotherson Project coordinator | YMCA |
| Tiffany | Christian Action housing – Teresa House Foyer |
| Lauren Metalle | London Youth TM Croydon |

- Participants all gave a before overview of the job seekers that they work with and the setting.
- A brief introduction to EEP was given and all the participants were interested and keen to learn more and what the next steps would be.

Two case studies were presented:

Briefly outline the two case studies you have chosen. See attached case studies

The two case students were handed out for the participants to read.

Participants of the meeting then discussed the following areas.

Needs of clients:

All participants highlighted the issues around funding and payment by results, which impacts on consistency and the amount time that can be spent with individual job seekers who often have complex needs and need time to build rapport and trust with their adviser /support worker.

Issues discussed:

- Complex needs - as in that there is often more than one issue to addressed and supported
- SEN and LDD
- Lack on continuity in support form same service or person
- Housing and Homelessness issues
- Asylum and immigration issues Trauma
- Unrealistic Career aspirations that require support
- Low self esteem
- Lack of financial literacy, money issues and welfare benefits
- Mental health & physical health issues
- Anxiety an Depression
- Addiction Issues/ Substance misuse
- No / Job History
- No or few qualifications
- Incomplete education
- Lack of employability skills
- Lack of trust in services intended to support vulnerable people, often passed from “pillar to post”, relevant information needs to be passed on to all involved
- Too much paperwork to sign up to programmes

Not surprisingly, most of the issues that were raised for job seekers were actually not related to them getting into work, often people who are disadvantaged, in the the sense of low qualified/low skilled often have a myriad of other needs that require support and often prevent them and the adviser making any rapid progress towards finding work.

Needs of practitioners/jobcoaches

One point to highlight, that was raised was the fact the a whole the employability sector needs professionalizing, there is no one professional body that represents individual frontline workers needs, there are less and less staff who are being given any training to take on the rigours of supporting some of the most vulnerable job seekers in our society and the Matrix accreditation is less and less common so the providers are operating in a very deregulated fashion.

Most of the participants have, had little or no training that was particularly relevant to their jobs in their current roles, they had relied on life experience and previous skills gained in other roles. They often feel that they are “flying by the seat of their pants”.

Issues raised for practitioners:

- Lack of appropriate funding to do an adequate job in a realistic time scale
- Most organisations are not investing in their staff with any structure training or ongoing CPD, especially if you are on a temporary contract
- Organisations do not have budget for training
- Most staff are not getting any formal supervision, this can lead to rapid burnout, participants felt that this was a major issue for the sector and needs to be something that is brought in across the board to support staff
- Staff wellbeing – they felt that this was being completely overlooked
- Lone working - important information that should be passed on about people with mental health issues or violent offenders
- Lack of career progression and Job security, funding
- One role with many hats – adviser, careers, counsellor, benefits specialist, job brokerage
- Managing unrealistic client expectations
- Lack support through regular team/staff meetings that often are cancelled due to competing targets and deadlines
- “Payment by results is killing the passion of those who want to make a difference”
- No regular network meetings for front line staff
- IAG qualifications not seen as essential or important by management/funders
- An assumption that all practitioners have the required basics of employability skills and can pass these on to their job seekers – no best practice guidance
- Lack of mental health and substance misuse awareness/training
- No guidance on how to have difficult client conversations
- Training that isn’t relevant or is just really bad

What makes successful training:

Across the board all felt that having formal certificates for this sector was important, as the end of a funding stream often means that you could be looking for your next job and need to prove yourself.

Although a luxury, face to face training was the preference but also felt that blended learning was a good balance but online, completing assignments or work books needed to be backed up with workshops to cement learning. Workshops environments are also good for networking and sharing knowledge.

Other comments:

Participants came up with an idea:

All practitioners should have the basics of information, advice and guidance and preferably a certificate at minimum of level 3. This need to be actual training and not just tick box assessments.

There should be the option to add on specialist training modules, that are certificated, to support their roles which could include:

- First Aid
- Mental health awareness
- Substance misuse and addiction issues
- Working with gangs
- Working Asylum seekers and refugees – legalities & issues
- Employability skills for practitioners – so that all know the basics
- Bid writing for employability sector
- Understanding SEN and LDD in job seekers
- Difficult conversations with job seekers and how to manage expectations
- Dealing with Challenging behaviour
- Job Brokerage skills
- Managing money for the workless
- Understanding welfare benefits

Languages and sign language

3/5 of the practitioners at the meeting were able to speak another language in the case of 2, they spoke another 3 languages and 2 had some knowledge of sign language and Makaton. All highlighted how this can impact on the initial rapport with job seekers who have ESOL needs, learning or communication issues.

Participants discussed successful elements of training, including the following ideas:

It was also noted that sometimes the description of training is not accurate and you feel that you have wasted your time, and possibly money attending something that is not useful in your work context. So to this end all training should come with a clear description and state who it would be useful for.

We also discussed the idea of less formal learning that was also free, possibly in organisations where you have staff who have specialisms and skills that they could pass on to others through inhouse sessions. You could organise a “lunch and learn” or “share and learn” which means no one has to leave the office, costs are low, the sessions could be an hour or two and it is great way of bringing staff together on a regular basis to share best practice.

AOB:

All enjoyed the discussions and relished the opportunity to connect with others and hear about their ideas and new approaches.

Part 3: Survey Responses

| | Austria | Bulgaria | Netherlands | Poland | Spain | UK | Country average |
|---|---------|----------|-------------|--------|-------|------|-------------------------|
| How many survey respondents per country? | 124 | 10 | 51 | 10 | 10 | 10 | Total: 251 participants |
| In which capacity do you work with the target group: | | | | | | | |
| providing guidance in single setting | 83% | 80% | 98% | 80% | 90% | 90% | 87% |
| providing guidance in group setting | 40% | 80% | 27% | 70% | 60% | 100% | 63% |
| providing training for the target group | 44% | 30% | 27% | 70% | 90% | 80% | 57% |
| Other | 14% | 40% | 14% | 10% | 0 | 0 | 13% |
| Please let us know what you already provide for the target group (those who are low/unskilled or low/unqualified)? | | | | | | | |
| Develop employability skills | 53% | 10% | 90% | 90% | 100% | 100% | 74% |
| Validate informally acquired competencies | 41% | 10% | 43% | 20% | 50% | 60% | 37% |
| Use tools for self-assessment | 52% | 80% | 49% | 80% | 30% | 50% | 57% |
| Provide motivational exercises for learning something new | 46% | 40% | 67% | 40% | 100% | 80% | 62% |
| Explore learning technique exercises | 38% | 20% | 49% | 10% | 40% | 40% | 33% |
| Provide guidance for job applications / interviews | 90% | 70% | 82% | 100% | 100% | 50% | 82% |
| Develop understanding of labour market | 79% | 80% | 75% | 60% | 90% | 80% | 77% |
| Develop life/personal skills | 68% | 70% | 86% | 80% | 90% | 90% | 81% |
| Provide information on new possible qualification / professions | 84% | 50% | 73% | 50% | 90% | 90% | 73% |
| Provide guidance on new technologies / the internet | 29% | 0% | 29% | 20% | 90% | 30% | 33% |
| Explore the role of personal networks / contacts | 48% | 30% | 76% | 40% | 20% | 50% | 44% |
| Other comments | 10% | 0% | 10% | 0% | 0% | 0% | 3% |

| Please rate the following barriers according to how impactful they are to those with limited skills and qualifications in your area of work (0- no effect 5- moderate effect 100- profound effect, impossible to overcome) | | | | | | | |
|--|------|-----|------|--------|-----|--------|-----|
| Lack of qualifications themselves- mean | 68% | 60% | 64% | 61% | 70% | 58.40% | 64% |
| Lack of qualifications- range | 80% | 53% | 65% | 51% | 20% | 72% | 57% |
| Qualifications not recognised- mean | 56% | 48% | 57% | 41% | 66% | 38% | 51% |
| Qualifications not recognised- range | 100% | 28% | 89% | 79% | 29% | 80% | 68% |
| Language barriers- mean | 71% | 60% | 57% | 33% | 45% | 63% | 55% |
| Language barriers- range | 100% | 69% | 95% | 80% | 59% | 55% | 76% |
| Lack of understanding of job application processes (e.g. online application, CV, cover letter, interviews)- mean | 61% | 53% | 56% | 57% | 40% | 58% | 54% |
| Lack of understanding of job application processes (e.g. online application, CV, cover letter, interviews)- range | 100% | 67% | 96% | 70% | 24% | 21% | 63% |
| Disability (physical) - mean | 51% | 58% | 55% | 53% | 22% | 68% | 51% |
| Disability (physical) - range | 100% | 54% | 87% | 81.00% | 70% | 60% | 75% |
| Ill health- mean | 64% | 51% | 65% | 48% | 18% | 69% | 53% |
| Ill health- range | 97% | 68% | 90% | 92% | 40% | 62% | 75% |
| Disability (mental e.g. learning difficulty)- mean | 62% | 66% | 64% | 55% | 18% | 74% | 57% |
| Disability (mental e.g. learning difficulty)- range | 100% | 83% | 100% | 92% | 85% | 70% | 88% |
| Mental illness e.g. depression, anxiety, bipolar disorder- mean | 66% | 63% | 70% | 69% | 21% | 65% | 59% |
| Mental illness e.g. depression, anxiety, bipolar disorder- range | 100% | 37% | 93% | 63% | 30% | 90% | 69% |
| Low confidence- mean | 57% | 41% | 60% | 58% | 39% | 65% | 53% |
| Low confidence- range | 100% | 55% | 85% | 64% | 75% | 55% | 72% |
| Lack of work experience- mean | 55% | 41% | 44% | 47% | 33% | 52% | 45% |
| Lack of work experience- range | 100% | 29% | 81% | 89% | 40% | 95% | 72% |

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| Lack of understanding of learning styles/techniques-mean | 49% | 44% | 46% | 33% | 27% | 38% | 40% |
| Lack of understanding of learning styles/techniques-range | 100% | 64% | 80% | 70% | 45% | 90% | 75% |
| Family commitments- mean | 58% | 46% | 49% | 50% | 65% | 54% | 54% |
| Family commitments- range | 100% | 23% | 88% | 66% | 54% | 90% | 70% |
| Geographical barriers e.g. rural areas, lack of transport, cost of transport- mean | 51% | 58% | 59% | 48% | 50% | 47% | 52% |
| Geographical barriers e.g. rural areas, lack of transport, cost of transport- range | 100% | 44% | 90% | 74% | 40% | 55% | 67% |
| Literacy/numeracy levels-mean | 64% | 79% | 53% | 28% | 33% | 60% | 53% |
| Literacy/numeracy levels-range | 95% | 52% | 96% | 80% | 40% | 90% | 76% |
| Racism and other forms of prejudice-mean | 47% | 56% | 47% | 16% | 75% | 67% | 51% |
| Racism and other forms of prejudice-range | 100% | 19% | 95% | 31% | 31% | 58% | 56% |

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| <p>Please tell us about any other significant barriers faced by your clients, or make a more detailed comment if you would like to</p> | <p>Complex disabilities, social deprivation, lack of public funding opportunities during training and further education, discrimination, e.g. of women wearing a hijab, the interplay of many different barriers, physical impairment due to old age, 'character weakness', 'extrinsic motivation in a neo-capitalist profit-maximized labor (market) world', perceived conflict between religion and work environment, gender related barriers, debt, age, workplace bullying, expense of courses. Clients are often 'overserved' with as many as six people looking after one client.</p> | <p>Dissilusionment, repetition of parent's failed model, misunderstanding on behalf of spouse, low pay, lack of motivation and support</p> | <p>Lack of a support network, and networking skills. Workplaces not wanting to give opportunities to those who might need extra support. Collaboration between agencies. Worried about not being accepted. Limited self-reflection capabilities. Self-image not in accordance with reality. Clients haven't thought about who they are, can be, or want to be. Problems with drugs, addiction. Employers not open to arranging specified routes for these clients. Communication skills. Dutch language skills. Unable to adapt. Lack of independence. Less and less personal contact and guidance within employers, down to increased pressures (sales/finance). Employers hiring limited skills/qualification adults as a 'number' but no real motivation to provide support/take responsibility. Fear of failure, unwillingness to break</p> | <p>Lack of self confidence, internal motivation, low motivation to change or develop professional competencies, lack of mobility, lack of knowledge of how the labour market works, overrating of competencies (e.g. no experience but want good salary and benefits) misaligned expectations of the labour market.</p> | <p>Validating informal competencies often leads to sexual division of labour e.g. women directed into social care routes. Women responsible for taking care of relatives. General precarious labour market in Spain. Courses are generally designed to fit male professions/availability. Young people inexperienced/unqualified, and 45-65 year old men affected by economic crisis.</p> | <p>A number of the young people I have worked with have unrealistic expectations of what their first few jobs should be. The gig-economy has seen a huge rise in roles in the creative/events sector, but these roles are often unstable and short-term. I have young people tell me they want a role for over £25,000/annum in the creative sector with job stability (full time/long-term contracts) where they are employees and not self-employed, and that these roles need to be making music or running events. there seems to be a lack of understanding on building a reputation, getting work experience in your field, and having to work your way up. There seems to be this idea of instant gratification without doing pointed research and work experience in the field you want to be in, and a lack of understanding that for one job</p> | |
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| <p>Which barriers do you face in your work as a guidance practitioner/job coach?</p> | <p>The unwillingness of employers to employ disabled people. Lack of public funding in terms of education and training; Precarious employment in the consulting profession. The demand is high, the supply is low, the employers can choose who they take and must make no compromises in terms of working hours, resilience, school enrollment, etc. Frustration, lack of intrinsic motivation, authorities, fear of young people and disabled people <i>(There seems to be a bit of misunderstanding of the question here and respondents seem to be responding about client barriers?)</i></p> | <p>Still an 'underappreciated profession', misunderstanding of the goals of career counseling by teachers and directors, parents</p> | <p>Courses often too 'friendly' to give useful and realistic feedback. Sometimes a lack of knowledge of the new target group i.e. those training in such roles need to have a better understanding. Law and regulations are enormous barriers, and job coaches cannot always provide what is needed. Overwhelmed. Building relationships with the clients. Too much admin and not enough contact time. Convincing employers that the candidates are worth giving a chance to. The profession being 'dismissed' as just being a 'friend'. Targets and work pressures, travel not being reimbursed, and supervisions allowed only in the workplace.</p> | <p>More tools, long distance client support especially for long-term unemployed</p> | <p>Lack of intercultural/gender specific training. Lack of training on new technologies. Labour market updates i.e. knowledge of the labour market, regulations, changes etc. Lack of resources to support clients into relevant training.</p> | <p>The unrealistic expectations of young people - I love that they have aims and goals but i think there definitely needs to be a little bit of realism as per the above question. Lack of buy-in from employers: they prefer to work with schools/universities as they think it means they get "polished young people" (their words, verbatim...) Lack of training and capacity building - not enough programme management/coordination training - job coaches need to have these skills as they are asked to coordinate not only the coaching of young people, but also the entire employer engagement strategy (which they probably have to create from scratch themselves). Lack of understanding Cultural Insensitivity Lack of Parity. Training available not matching skill shortages. Difficulty in facing: lack of confidence leading to lack</p> | |
| <p>Which mode of training do you prefer? Pick up to three:</p> | | | | | | | |
| <p>Ebook</p> | 16% | 40% | 37% | 10% | 0% | 0% | 17% |
| <p>Online webinar</p> | 36% | 30% | 53% | 20% | 60% | 20% | 37% |
| <p>Face-to-face seminar</p> | 94% | 60% | 71% | 100% | 100% | 80% | 84% |
| <p>Podcast</p> | 10% | 100% | 10% | 10% | 0% | 0% | 22% |
| <p>Newsletter</p> | 30% | 20% | 24% | 0% | 0% | 20% | 16% |
| <p>Paper training pack</p> | 61% | 10% | 43% | 40% | 90% | 20% | 44% |
| <p>TED Talk' style lecture</p> | 17% | 30% | 25% | 10% | 10% | 20% | 19% |
| <p>Other</p> | 6% | 0% | 14% | 20% | 40% | 10% | 15% |

| How much time would you be able to spend on training? Please tick the box which best fits your schedule: | | | | | | | |
|---|--|---|-----|-------------------------------------|-----|--|-----|
| 1 week | 24% | 10% | 29% | 20% | 0% | 30% | 19% |
| 2 hours a week | 25% | 20% | 27% | 20% | 80% | 40% | 35% |
| 4 hours a month | 23% | 50% | 29% | 40% | 20% | 10% | 29% |
| 2 X 4 hours a month | 13% | 10% | 10% | 10% | 0% | 0% | 7% |
| Other | 15% | 10% | 4% | 10% | 0% | 40% | 13% |
| Do you have any other questions/ comments/ suggestions? | <p>No experience of TED talk style training, would be keen to maybe try.</p> <p>'I would very much like coaching and personality development to be better accepted. The skepticism and the defense are often very striking, for example in a small district where everyone knows each other.' 'Please let the people who understand something of it, who work daily with the jobseekers concerned, work independently and freely! Take power away from the bureaucrats!'</p> <p>'Education should not be a luxury but should be accessible to all. Document preparation with simpler language would motivate many to read and learn.' Questions about barriers- difficult to make generalised comments as each client is different and faces different barriers.</p> | <p>Career counseling becomes a STATE POLICY. The CC becomes mandatory and goes hand in hand with the learning process. State to use the CC to regulate the market of professions and specialists.</p> | N/A | It depends on the theme of training | N/A | Discussions, workshops, sharing of experiences to enable reflection on oneself. Workplace Learning. 1.1. | |