

DITOGA

**Digital tracking of
VET graduates**

via auto-analytics to
enhance the quality and sustainability
of vocational and educational training programmes

DITOGA VET Graduate Tracking Strategy



Co-funded by the
Erasmus+ Programme
of the European Union



This project has been funded with support from the European Commission.

This publication [communication] reflects only the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The VET Graduate Tracking Strategy Guide is the first Intellectual Output of the Erasmus+ project DITOGA: Digital tracking of VET graduates via auto-analytics to enhance the quality and sustainability of vocational and educational training programmes. It provides VET professionals with a detailed description of the framework, aims and objectives as well as fields for application of the DITOGA VET graduate tracking strategy by clarifying how the data of VET graduates collected digitally through the key factors will contribute to the ongoing evolution of VET programmes and how the VET graduate tracking strategy can be implemented successfully.

© The copyright lies with the DITOGA project consortium. Reproduction of (parts of) the material is permitted; the source(s) must be provided. Changes to the original material are not permitted.

DITOGA VET Graduate Tracking Strategy

Created by

Jugend am Werk Steiermark GmbH, AT

**with the support and contributions of the
DITOGA Project Partnership**

March 2019

PROJECT

Digital tracking of VET graduates via auto-analytics
to enhance the quality and sustainability
of vocational and educational training programmes

PROJECT ACRONYM

DITOGA

PROJECT NUMBER

2018-1-AT-01-KA202-039240

Contents

1.	Introduction.....	6
2.	EU-Tracking Strategies.....	7
2.1.	Eurograduate Pilot Survey.....	7
2.2.	European Labour Force Survey (EU-LFS)	7
2.3.	European Centre for the Development of Vocational Training (CEDEFOP)	9
2.4.	The European Credit System for Vocational Education and Training (ECVET).....	10
2.5.	The European Qualifications Framework (EQF)	11
2.6.	Correlations of country specific initiatives	12
3.	Empirical Survey	26
3.1.	Introduction.....	26
3.2.	Present situation of VET institutions across Europe	29
3.2.1.	Employment	29
3.2.2.	Social Interaction.....	33
3.2.3.	Self-Perception	36
3.2.4.	Work Environment	40
3.2.5.	Education and Training.....	43
3.2.6.	Conclusion	46
3.3.	Demands of the world of work beyond the educational horizon	50
3.3.1.	Employment	50
3.3.2.	Social Interaction.....	54
3.3.3.	Self-Perception	57
3.3.4.	Work Environment	61
3.3.5.	Education and Training.....	64
3.3.6.	Conclusion	67
3.4.	Recommendations.....	69
4.	Key Data Fields for the tracking of VET graduates	72
4.1.	Introduction.....	72
4.2.	heoretical competences	72
4.3.	Practical skills.....	75
4.4.	Train and use soft skills	76
4.5.	Motivation factors.....	80

4.6.	Professional goal setting and career development.....	82
4.7.	Educational missions of VET centres and training institutions	84
5.	Guidelines for VET institutions	85
5.1.	Defining skills and competences	85
5.1.1.	The European Perspective.....	85
5.1.2.	Institution-specific curricula and concepts to define skills and competences.....	95
5.1.3.	Correlations with EU initiatives	99
5.2.	Tools and methods to identify skill gaps	102
5.2.1.	The European Perspective.....	102
5.3.	Required systemic framework for implementation	105
5.3.1.	Explanation	105
5.3.2.	The European Perspective.....	105
5.4.	Methodologies	109
5.4.1.	Explanation	109
5.4.2.	The European Perspective.....	109
5.5.	Internal quality assurance	114
5.5.1.	Explanation	114
5.5.2.	The European Perspective.....	114
5.6.	Development of training programmes.....	120
5.6.1.	Explanation	120
5.6.2.	The European Perspective.....	120
6.	Practical general advice	129
7.	Annex.....	133
7.1.	Soft skills and transversal skills (AT)	133
7.2.	‘Ausbildungsdokumentation’-training documentation (AT)	134
7.3.	Layers of diversity (AT)	136
7.4.	Work-Life-Balance Wheel (AT)	137
7.5.	Example of third-party assessment (BE)	140
7.6.	Questionnaire (IE).....	142

1. Introduction

The main objective of the DITOGA project is to enhance the quality and sustainability of vocational and educational training programmes by collecting relevant data from VET graduates. This data will provide VET institutions with necessary information on the success but also on potential fields of improvement of their current programme contents and enable them to align their repertoire according to current needs in the labour market. This includes hard skills in various professions, knowledge, skills, and competences, but also soft skills and personal attitudes. To achieve these objectives, the **DITOGA VET Graduate Tracking Strategy (IO1)** is the first milestone of the project and therefore a core product.

DITOGA VET Graduate Tracking Strategy (IO.1)

VET institutions in Europe are characterised by their diversity in terms of their programmes, methodological approaches, socioeconomic and cultural environments, needs of their target groups (especially if learners with fewer opportunities are involved), and demands of the labour market. To ensure the practical value of all further project outputs, partners on one hand identified relevant key factors that are necessary for VET centres in order to enable an ongoing alignment of training contents with actual needs of the field of work as well as the required systemic framework for implementation in the course of a transnational investigative research study.

For instance: relevant soft skills (personal, social, methodological competences) and meaningful aspects of their graduate's professional life (e.g. promotion, further training, job change) as well as internal processes of quality assurance and development of training programmes.

Using a qualitative methodological approach, national focus groups involving representatives of all target groups were combined with a comprehensive desk research. The result is a long-term VET graduate tracking strategy including guidelines on how the data collected will contribute to the continuous improvement of VET programmes and how the strategy can be implemented successfully.

Never before has there been a digital graduate tracking system custom-tailored to the needs of VET institutions, because even on university level the development of such approaches is still at the beginning. However, the demand for a graduate tracking system is very real and constantly increasing due to digital and technological revolutions that consequently lead to rapid changes in the field of work.

Thereby, the DITOGA project breaks new ground in attempting to develop an efficient and resilient graduate tracking system allowing VET providers to increase the quality and sustainability of their training programmes by continuously adapting them to the ever-changing requirements in the working world in a flexible and timely matter. The three core outputs developed by the DITOGA project will provide VET institution exactly with these opportunities. The necessary data will be acquired from VET graduates through an app for mobile devices (IO2) and then evaluated and interpreted by the VET centre using a custom-made analytics software (IO3), thereby combining the technological benefits of both instruments.

Furthermore, the **DITOGA VET Graduate Tracking Strategy** is defined in form of guidelines presented in **IO1** along with a profound research study on the key factors required by VET providers in order to enhance the quality and sustainability of their training programmes.

2. EU-Tracking Strategies

In the desk research for the Transnational Report, attention was paid to which EU initiatives and concepts already exist in relation to tracking of VET graduates. The different approaches of the individual EU initiatives and concepts were also examined in order to find suitable parallels for the DITOGA project.

2.1. Eurograduate Pilot Survey

The EUROGRADUATE Pilot Survey, as a follow-up of the EUROGRADUATE Feasibility Study, aims to provide the European Commission and the countries with sound evidence allowing a well-informed decision if a European wide graduate survey should be conducted periodically. Thus, the project intends to provide clear and concrete guidelines for how such a full study can provide data of the highest attainable quality which is comparable across all EU countries and answers the most urgent policy questions posed by stakeholders at national and European level. Moreover, this pilot survey produces high quality data for the participating countries, within the limits set by the pilot study, which has a policy value in its own right.

The pilot survey has taken place in fall 2018 in 6 pilot countries (one of them Austria). The survey targets graduates one and five years after graduation in order to cover their short- and mid-term development. The core topics covered by the EUROGRADUATE Pilot Survey are: labour market relevance, skills, (international) mobility and democratic values.

The pilot project is carried out by the EUROGRADUATE consortium: Research Centre for Education and the Labour Market (Maastricht), German Centre for Higher Education Research and Science Studies (Hanover), Institute for Advanced Studies (Vienna), DESAN Research Solutions (Amsterdam), cApStAn (Brussels/ Philadelphia), GESIS Leibnitz-Institut für Sozialwissenschaften (Cologne).

HER at IHS is one of the three leading partners in the consortium and is responsible for conducting the survey in the pilot countries in close collaboration with national research partners.¹²

2.2. European Labour Force Survey (EU-LFS)

The European Labour Force Survey (EU-LFS)

Eurostat disseminates EU-LFS (Labour Force Survey) data through four main channels:

1. Tables in the online database

Most, but not all, of Eurostat's EU-LFS data offer consists of tables disseminated in Eurostat's online database in the theme 'Employment and unemployment (Labour Force Survey)' according to the following categories:

- LFS main indicators (a set of specific EU-LFS results which are quarterly updated)
- LFS detailed quarterly and annual survey results

¹ <https://www.ihs.ac.at/ru/higher-education-research/projects/eurograduate/>

² www.eurograduate.eu

- LFS specific topics
- LFS ad-hoc modules ³⁴

2. Statistical publications

3. Anonymised datasets for researchers

4. Tailor-made extractions for tables not available in the online database

Main indicators

The main indicators is a collection of the most important EU LFS results. The aim of the main indicators is to provide users with key statistics on the labour market.

The screenshot shows the Eurostat website interface. At the top, there's a navigation bar with 'News', 'Data', 'Publications', 'About Eurostat', and 'Help'. Below this is a search bar and a breadcrumb trail: 'European Commission > Eurostat > Employment and unemployment (LFS) > Data > Main tables'. The main content area is titled 'EMPLOYMENT AND UNEMPLOYMENT (LFS)' and 'MAIN TABLES'. It lists several categories: 'Overview', 'Data', 'Publications', 'Methodology', 'Legislation', and 'Other labour market statistics'. Under 'Data', there are sub-sections like 'MAIN TABLES', 'Database', 'Visualisations', and 'Publications'. The 'Publications' section is expanded, showing a list of indicators with their respective codes and status. For example, 'Total unemployment rate (tps00203)' is marked as 'Updated'. Other indicators include 'Harmonised unemployment rate by sex (sdg_08_40)', 'Harmonised unemployment rate by sex - age group 15-24 (teilm011)', 'Harmonised unemployment rate by sex - age group 25-74 (teilm012)', 'Harmonised unemployment rate by sex - age group 15-24 (teilm021)', 'Harmonised unemployment rate by sex - age group 25-74 (teilm022)', 'Employment rate by educational attainment level (tepsr_wc120)', 'Employed persons with a second job (tps00074)', 'Hours worked per week of full-time employment (tps00071)', 'Hours worked per week of part-time employment (tps00070)', 'Unemployment rates of the population aged 25-64 by educational attainment level (tps00066)', 'Employment rate of the age group 15-64 by NUTS 2 regions (tgs00007)', 'Employment rate of the age group 20-64 by NUTS 2 regions (tgs00102)', 'Employment rate of the age group 55-64 by NUTS 2 regions (tgs00054)', 'Unemployment rate by NUTS 2 regions (tgs00010)', and 'Long-term unemployment rate (12 months and more) by NUTS 2 regions (tgs00053)'.

Eurostat overview

Special work is done to ensure that the main indicators can be used as time series. In general, the adjusted series are the result of corrections of main breaks in series, estimation of missing values and reconciliations of the EU-LFS data with other sources, mainly National Accounts and national statistics

³ <https://ec.europa.eu/eurostat/web/education-and-training/data/database>

<https://ec.europa.eu/eurostat/web/regions/data/database>

⁴ <https://ec.europa.eu/eurostat/web/lfs/data/database>

on monthly unemployment. For the period previous to 2005, when the EU-LFS was conducted annually instead of quarterly in some countries, published data are the result of an interpolation of available annual data into quarterly data.

EU-LFS main indicators are estimated and updated four times a year. Whenever some indicator is published both in EU-LFS main indicators and in detailed survey results (see EU-LFS data), for instance the unemployment rates, the reference figure is published under main indicators. All main indicators are pre-defined, and users can access the information in the form of tables, graphs and maps.

The production of the main indicators (quarterly results) is accompanied by an EU-LFS release calendar which provides transparency for users on the availability of the data and favours a timeliness data release of the results.

The EU-LFS database contains detailed statistical information for users.⁵

It contains

1. detailed quarterly and annual EU-LFS results
2. LFS specific topics
3. LFS ad-hoc modules

Additionally, the EU-LFS results are also disseminated in print or electronic **statistical publications** concerning statistics on the labour market or social statistics. The scope of these publications is limited because the traditional paper publications were discontinued after 2002.

Europe 2020⁶ is a strategy for jobs and smart, sustainable and inclusive growth. Two of the five Europe 2020 headline targets⁷ are monitored with LFS indicators (75 % target for employment rate 20-64; share of early school leavers under 10 %; at least 40 % of 30-34 years to have completed tertiary education). EU and national targets are available in the data tables.

The EU-LFS, like all surveys, is based upon a sample of the population. The results are therefore subject to the usual types of errors associated with sampling techniques. Eurostat implements basic **guidelines** intended to avoid publication of results which are statistically unreliable or which risk allowing identification of individual respondents.⁸

2.3. European Centre for the Development of Vocational Training (CEDEFOP)

Cedefop is one of the EU's decentralised agencies. Founded (1) in 1975 and based in Greece since 1995, Cedefop supports development of European vocational education and training (VET) policies and contributes to their implementation. The agency is helping the European Commission, EU Member States and the social partners to develop the right European VET policies.

⁵ <https://ec.europa.eu/eurostat/web/lfs/data/database>

⁶ https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester_en

⁷ <https://ec.europa.eu/eurostat/web/europe-2020-indicators/europe-2020-strategy/overview>

⁸ https://ec.europa.eu/eurostat/statistics-explained/index.php/EU_labour_force_survey_%E2%80%93_data_and_publication#Data_for_researchers

Cedefop: helping develop the right policies to provide the right skills:

Why is that important?

Europe's strategy for 2020 (2) is a route for smart, sustainable and inclusive economic growth through knowledge and innovation, which sets an employment rate target of 75%.

The success of this strategy depends on the skills of Europe's workforce. Enterprises need people with the skills required to compete and provide high-quality goods and services.

People need the right qualifications to find jobs. People with low levels of or no qualification are nearly three times more likely to be unemployed than those with high qualifications. In the EU, around 75 million people, nearly a third of the working population, have low levels of or no qualification. Too many young people, around 15%, leave school without any qualifications.

Cedefop also defines eight key competences in vocational education and training:

- Communication in the mother tongue
- Communication in foreign languages
- Competences in maths, science and technology
- Digital competence
- Learning to learn
- Interpersonal, intercultural and social competences, civic competence
- Entrepreneurship
- Cultural expression ⁹

2.4. The European Credit System for Vocational Education and Training (ECVET)

According to the Recommendation (European Parliament and Council of the EU, 2009), the ECVET was to be applied gradually to VET qualifications at all EQF levels, and used for transfer, recognition, and accumulation of Learning Outcomes as from 2012.

The aim of the European Credit system for Vocational Education and Training (ECVET) is to:

- make it easier for people to receive validation and recognition for work-related skills and knowledge acquired in different systems and countries – these can then count towards vocational qualifications
- make it more attractive to move between different countries and learning environments
- increase the compatibility between the different Vocational Education and Training (VET) systems in place across Europe, and the qualifications they offer

⁹<http://www.cedefop.europa.eu/en/publications-and-resources/key-documents>
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4041>
http://www.cedefop.europa.eu/files/4041_en.pdf
http://www.cedefop.europa.eu/files/8083_en.pdf

- increase the employability of VET graduates, and give confidence to employers that each VET qualification requires specific skills and knowledge ¹⁰¹¹

2.5. The European Qualifications Framework (EQF)

The European Qualifications Framework (EQF)

The Qualifications Framework of the European Higher Education Area (QF-EHEA), consisting of a three-tier system of degrees (Bachelor, Master and PhD), is compatible with the European or National Qualifications Framework. This enables the automatic assignment of acquired degrees to the EQF or NQF.

In December 2004, education ministers from 32 European countries reached an agreement (Maastricht Communiqué) to develop a common European Qualifications Framework. The EQF sees itself as a meta-qualification framework that links the qualification systems of different countries and thus helps to achieve greater transparency in the education landscape.

Main objectives:

- promoting cross-border mobility
- support for lifelong learning

Any qualification in any country of the European Union can be related to the EQF. The framework consists of eight reference levels defined by a series of descriptors. Each descriptor describes learning outcomes that are necessary to achieve the qualification corresponding to a specific level. Learning outcomes are not assigned directly to the EQF, but first to the level of a National Qualifications Framework, which then corresponds to the EQF level.

EQF level descriptors – main elements:¹²

Level descriptor elements		
Knowledge	Skills	Responsibility and autonomy
In the context of EQF, knowledge is described as: • theoretical and/or • factual	In the context of EQF, skills are described as: • cognitive (involving the use of logical, intuitive and creative thinking) • practical (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of the EQF, responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

EQF level descriptors ¹³

¹⁰ <http://www.cedefop.europa.eu/node/11836>

<http://www.ecvet-toolkit.eu/>

¹¹ https://ec.europa.eu/education/policy/vocational-policy/ecvet_en

¹² <https://lehr-studienservices.uni-graz.at/de/lehrservices/europaeischer-hochschulraum/qualifikationsrahmen-eqr-nqr/der-europaeische-qualifikationsrahmen-eqr/>
http://www.cedefop.europa.eu/files/5566_en.pdf

¹³ <https://ec.europa.eu/ploteus/en/content/descriptors-page>

2.6. Correlations of country specific initiatives

Country-specific initiatives that focus on tracking of VET graduates and their future career paths

Austria

Honestly spoken, there are no real initiatives in Austria that focus on the tracking of VET graduates. If they do not remain in employment after their apprenticeship in the company concerned, i.e. in an employment relationship, their further career path will not be recorded. It is only recorded when they get unemployed and therefore register at the Austrian Labour Market Service (AMS). However, VET centres for example, do not have access to this data. Moreover, there is an insurance extract from the health insurance company, which is only available for the persons concerned themselves or for future employers due to the registration as an employee. Based on this extract, it is visible how long the respective person worked in different companies, so also the apprenticeship is visible.

Additionally, there is statistic data provided by the Austrian Chamber of Commerce (WKO). However, this data only presents how many apprentices are in which economic/industrial sector, how many of them are male or female and a comparison to the year before. Also, there is data about the total amount of final apprenticeship examinations in all sectors and how many graduates succeeded or failed. Still, there is no data that records future career paths of VET graduates.¹⁴

Furthermore, **Statistik Austria** provides additional data on VET graduates as of 2017.¹⁵

Belgium

Bruxelles Formation – Ulysses Survey

The ‘Ulysses Survey’ is a survey conducted by Bruxelles Formation through telephone interviews. Bruxelles Formation is a public training organisation responsible for the vocational training of researchers, job seekers and workers, who are Brussels-Capital-based workers in Brussels. Ulysses is a telephonic survey that maps the career paths of job seekers in the year after they followed a training in the centres of Brussels Formation. This survey exists since 2004. The option of telephonic surveys was preferred to ensure that respondents fully understand the questions. Administrative data collected by Brussels Formation is used to establish the social background of the surveyed individuals (age, gender, nationality, etc.). Bruxelles Formation is currently looking into the possibility of updating the tracking system by making use of available administrative data (on employment and re-entry into education or training) to complement the survey data. This would remove survey bias as well as response subjectivity.¹⁶

¹⁴ <https://www.wko.at/service/zahlen-daten-fakten/daten-lehrlingsstatistik.html>

¹⁵ https://www.statistik.at/web_de/nomenu/suchergebnisse/index.html
https://www.statistik.at/web_de/statistiken/index.html

¹⁶ http://www.bruxellesformation.be/Actupress/2017/12_decembre/ulysses_2017.pdf
ec.europa.eu/social/BlobServlet?docId=19209&langId=en

Study on the labour market integration and longitudinal follow-up of VET learners in the Walloon Region Survey regional VET IVET/CVET¹⁷

Study of young people's trajectories during and after VET in the French speaking system of the Brussels region. Period 2012-2014.

Over a period of 2 years, the METICES-ULB research center conducted a study on the trajectories of young people graduating at CEFA Brussels and the efp between 2003 and 2012. This study aims to answer the following questions: beyond the measurements/surveys at a fixed date, how many graduates enter alternating learning trajectories? What is the profile of young people who opt for these trajectories? What trajectories do they prefer? What is the future of these young people on the job market after they have completed those trajectories?

The study is innovating because it links and interprets data from different databases.¹⁸

VDAB School Leavers Study

The VDAB School Leavers Study provides insight into labour market transitions of recent school leavers in Flanders. The study uses administrative data from the VDAB (Flemish Public Employment Service), the Department for Education and Training and SYNTRA, the Flemish Agency for Entrepreneurial Training. The study looks at the whole population of school leavers across the Flemish education system (i.e. not just VET), including both graduates and early school leavers. It covers school leavers from lower secondary education up to university. Every year the study looks at a cohort of recent school leavers and tracks whether they registered as jobseeker with the VDAB during the year after leaving school; whether they were still registered as a jobseeker after one year and whether during this year they had signed off at any point (assuming they gained work experience during this time). As an illustration, the results published in 2018 look at the cohort that left school in June 2016 and checks whether they registered as jobseekers between June 2016 and June 2017.¹⁹

Effectiveness measurement conducted by Syntra West

This is meant to track the effectiveness of the followed vocational trainings after graduating. What is measured: Number/percentage of graduates that become self-employed within 5 years after graduation, rate of professional activity, unemployment rate, acquisition of new competences and wages. Results in Dutch report.

Report on career paths of qualified VET Graduates.

¹⁷ https://portail.umons.ac.be/FR/universite/facultes/fpse/servicesetr/methodo/recherches/recherches_finalis%C3%A9es/Documents/rapport%20sysfal.pdf
<https://web.umons.ac.be/fr/alumni/enquete-insertion-professionnelle/>

¹⁸ <https://ccfee.be/fr/publications/alternance/2012-2014-etude-sur-les-trajectoires-des-jeunes-dans-les-dispositifs-bruxellois-francophones-d-alternance>

¹⁹ <https://www.vdab.be/sites/web/files/doc/schoolverlaters/schoolverlatersrapport2018.pdf>
<https://www.vdab.be/trends/schoolverlaters.shtml>

As relatively little is known about this in Flanders, the report focuses on the professional career of VET graduates. Different VET levels are compared and discussed, also in relation to general education. ²⁰

Questionnaire drafted by University of Hasselt to track graduates' career paths (University Education, not VET) ²¹

Finland

There are several initiatives in Finland that focus on tracking of VET graduates and their career paths. The information is mostly quantitative. Some of the initiatives can be found in portals which collect information or statistics from different sources. Here are some examples:

Vipunen

This is the education administration's reporting portal. The Ministry of Education and Culture and the Finnish National Agency for Education are jointly responsible for its content.

Vipunen's statistics are based on data and registers collected by the Statistics Finland, the Ministry of Culture and Education and the Finnish National Agency for Education. The statistics and indicators are available give the information about education in a number of educational sectors, placement of students after completion, research conducted in higher education institutions, the population's educational structure and the socio-economic background of students.

Reports on the placement of vocational education and training completers provide information on the entry into employment or further education and other activities of completers one, three or five years after qualification. Data is available for the 2009– 2016 reference period. ²²

The Employment Bulletin

It contains statistics on unemployment, open job vacancies, and employment service developments. It for example contains statistics on how many of VET education completers is unemployed. Ministry of Economic affairs and Employment of Finland is responsible for its content. Statistics updates on a monthly basis. The data is collected from the customer service registry used by the TE offices. ²³

Statistics Finland

It combines collected data with its own expertise to produce statistics and information services. The statistics of Finland describe for example employment during studies among students attending post-comprehensive school education. The data on employment among students are produced by combining Statistics Finland's individual-based data files on students with the data of employment

²⁰ https://steunpuntssl.be/Publicaties/Publicaties_docs/ssl-2015.05-4-0-hoe-doen-de-afgestudeerden-van-TSO-en-BSO-het-op-de-arbeidsmarkt

²¹ https://www.uhasselt.be/Documents/UHasselt/onderwijs/intranet/kwaliteitszorg/VI_Vragenlijst_Opleiding_Alumni.pdf

²² <https://vipunen.fi/en-gb/vocational-education-and-training>

²³ http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/161160/TKAT_Oct_2018_en.pdf?sequence=1&isAllowed=y

statistics. No surveys are conducted among students. The statistics contain a diversity of data on the education and employment of students. The statistics have been produced annually since 1995. In 2005 the population of the statistics was modified to include only students 18 years of age or older. ²⁴

Education management information service Arvo

This is customised data collection system that is used to collect standardised and comparable nationwide educational data for impact evaluation. One of the surveys in Arvo is VET-feedback for students who have completed a vocational qualification.

The purpose of the VET-feedback survey is to obtain student feedback on the way the studies are implemented. The responses will be used to improve the activities. The students are supposed to respond to the questions based on their personal experience. The feedback is given anonymously, and the responses will not be reported at the individual level. All responses will be reported in groups of at least five respondents. The student will be asked to give VET-feedback twice during the studies: when they begin and when they are about to complete their studies. At the final phase of studies, they are asked to estimate what they will be doing after finishing studies, for example are they going to be employed. ²⁵

The tracking of VET education completers is even more important

Reform of upper secondary education in Finland in 2018 changed the funding of VET education. The funding comprises strategic funding, core funding, performance-based funding and effectiveness-based funding. The share of strategic funding is at least 4 % of the appropriation for VET. The remaining part of the appropriation for VET is granted on a basis according to which the share of basic funding is 50%, performance-based funding 35% and effectiveness-based funding 15%.

In the future the funding will be based on for example employment of the students which is part of effectiveness-based funding. For that reason, the authorities in Finland are tracking the employment situations of the graduates after a certain time- period from graduating. ²⁶

Ireland

Provider led FET graduate “tracking” processes

With the advent of the ability to systematically record learner outcomes on a single national learner platform, several provider-level “tracking” process quickly emerged:

Collection of learner outcome data at the point of completion of the course

This practice is where any available data at the time of the learner completing their course is entered, on or very close to, the point of the learner finishing on the programme. Although a widely used process, it has an obvious immediate disadvantage: there may be few learners at the course end stage who have secured employment or indeed a further or higher education of training course.

²⁴ http://www.stat.fi/til/opty/index_en.html

²⁵ https://wiki.eduuni.fi/pages/viewpage.action?pageId=68258693&preview=/68258693/70202919/Amispalaut_e_kysymykset%2001-07%202018%20alkaen%20EN.docx

²⁶ <https://minedu.fi/en/reform-of-vocational-upper-secondary-education>

In many cases a time period might need to elapse to allow a more accurate recording of the outcome for learners, who may, at the time of the course end, be in the process of still applying for employment, or a further or higher education or a training course.

This effect is particularly prevalent where the course term is that of an academic year, such as with Post Leaving Certificate courses (PLCs), who follow an academic year. Often at the end of May or early June, the learn outcomes may not be clear until perhaps the following September, when many of the further and higher education courses begin.

Ad hoc collection of FET Graduate outcomes

Many FET providers also collect FET graduate outcome via a number of lesser used “ad hoc” data collection methods. These include gathering of learner follow up data at such events as graduation ceremonies, where the certificate recipients are asked to update their economic status on arrival to the ceremony. Other providers use their websites to encourage past learners to provide updates.

At best, the return in terms of data gathering from such methods is modest and can often lack consistency in the type and quality of data gathered. Furthermore, it has been the experience of this writer that ETBs generally do not have a consistent standard operating procedure for FET graduate tracking. Even within ETBs, there appears to be significant variation in the timing, methods and type of information sought from FET graduates by providers. Within colleges and training centre there also appears to be variation in the motivation of individual teachers and instructors to engage in follow up processes with their own class learners. While some are very motivated to learn of the outcome of past students and learners, other are perhaps less so.

Local Follow-up surveys after the course has ended

Many providers engage in either telephone, postal — or more recently — email surveys of their past learners within a few months of the course end date. While this method can gather some valuable learner outcome data, the consistency of approach can vary from provider to provider. Likewise, learners can be sometimes difficult to make contact with, either by telephone or by email or written letter, with the result that response rate can sometimes be low, and the volume of outcome data be relatively low in terms of the overall number of target learners. According to a SOLAS 2018 document entitled “*Setting the Baseline for Strategic Funding and Planning Agreements*” the author Selen Guerin indicated the following:

“... it is not always straightforward to track learners after they leave a course. SOLAS has conducted a pilot study with 3 ETBs (Cork, Lois Offaly and Kerry) for a similar exercise to track FET learners after course completion. The success of the pilot study has given support to this exercise and to a much broader study on outcomes evaluation of the FET Learners. Even though the ‘best’ estimates can be provided by the ETBs with regards to graduate outcomes, the data is not consistently available on all learners for each program by each ETB. In other words, the data is incomplete, and can be unreliable as the information is collected from the learner and cannot be verified.”

Likewise, it was also noted in the Further Education and Training Strategy 2014–2019, published by Department of Education and Skills SOLAS that: ⁴

“The data infrastructure around FET is weak, particularly by international standards. There is a bewildering myriad of FET data; a multiplicity of data-gathering systems across FET; a lack of

systematic data collection and analysis of FET data at national (and local) level; and limited use of data in decision making at all levels.”²⁷

This statement is certainly borne out by the diversity and range of FET learner data collection as evidenced both within and across ETBs nationally.

Italy

Through the desk research Italy could find several reports carried out by different institutions such as the Ministry of Education, University and Research (MIUR), the Institute for the Development of Vocational Training of Workers (Isfol) in order to understand different aspects of the VET system in Italy. We also found a regional report regarding Tuscany about the importance of vocational training to satisfy the demand of up to date digital competences and professionalism for companies¹. However, all these reports are not specifically aimed at tracking VET graduates in their future career path in the world of work. As far as specific regard on this matter, we found two interesting programmes: AlmaLaurea and AlmaDiploma.

AlmaLaurea

AlmaLaurea is an inter-university consortium established in 1994 counting 75 universities and representing 90% of university students. The Consortium is funded by the Universities that are part of it, by funds from the Ministry of Education, University and Research, by the companies and the bodies that use the services offered. From 2015 AlmaLaurea is member of SISTAN, the National Statistics System.

AlmaLaurea surveys the Profile and the Employment status of the university graduates annually after 1, 3 and 5 years and provides to the member Universities, to the MIUR and to the Italian National Agency for the Evaluation of the University and Research Systems (ANVUR) reliable documents and data bases to simplify the decision-making processes and the planning of the student training activities, guidance and services. The annual report is the tool that deepens the educational and employment status of graduates after one, three and five years from graduation, investigates the prospects of the labor market and the relationship between university studies and employment opportunities. Returns a wide and detailed picture of the type of work performed, the profession, the salary of the employee and their satisfaction with the work done, the branch and sector in which they work, the use of skills acquired at university.²⁸

Furthermore AlmaLaurea

- Monitors the students' learning paths and analyses the graduates' features and performance at the university and in the job market, making it possible to compare different university courses and venues (universities)
- Collects and makes available online the curriculum vitae of the graduates to facilitate the meeting between supply and demand of qualified jobs
- Evaluates the needs and professional profiles required by public and private, Italian and foreign companies and carries out staff recruitment and search via AlmaLaurea Srl, a subsidiary of the

²⁷ The liability for this quotation lies with the project partner.

²⁸ <http://www.almaLaurea.it/>

AlmaLaurea consortium, authorised by the Ministry of Labour and Social Policies to carry out staff recruitment and selection.

AlmaDiploma

The experience of AlmaLaurea led, in 2000, to the creation of AlmaDiploma, that aims at bridging and connecting secondary schools, universities and the job market. Among others, it:

- Facilitates the access of graduates to the world of work
- Support companies in their research for qualified personnel
- Provide schools with information to verify the effectiveness of the training courses offered.

AlmaDiploma is a school association aimed at supporting upper secondary schools in the evaluation process of training systems, in the design of training activities and in their vocational and career guidance policies. AlmaDiploma, which is supported by the Ministry of Education, University and Research, counts 310 upper secondary schools among its members.

Every year, AlmaDiploma carries out surveys that generate useful reports to **evaluate** the internal and external **effectiveness of upper secondary education**. These surveys are carried out on students and graduates of the educational institutes associated with AlmaDiploma:

- AlmaDiploma Graduates profile: obtained from the elaboration of the AlmaDiploma questionnaires filled in by students shortly before getting the diploma certificate, it analyzes the characteristics and the performances of the graduates allowing their comparison.
- AlmaDiploma Graduates' outcomes at distance. This survey analyzes the outcomes of graduates at one, three and five years from the graduation and allows to evaluate the quality of the training acquired. The survey is particularly meaningful as it involves the students already covered by previous surveys, identifying the changes that have taken place. Important issues contained in this report are about:
 - Evaluation of the school experience
 - Employment and training outcomes
 - University education
 - Non-university post-diploma training
 - Entry into the labour market
 - Characteristics of current work
 - Characteristics of the company
 - Wages/salaries
 - Satisfaction with current job
 - Use and request of the diploma in the current job.

From the AlmaDiploma website it is possible to download previous reports since 2003.

This survey includes Technical and Vocational educational institutes; however, it doesn't involve VET training providers accredited to the Regional authority (providers of regional vocational trainings). Furthermore, it is developed from the perspective of schools and former students, but it doesn't involve companies.

Libretto Formativo del Cittadino

The last initiative we may mention, even though we consider it to be more a “skills portfolio” useful for clients than a way to track career path of individuals useful for VET institutions, is called “Libretto formativo del Cittadino”. It is inspired by a general legislative recommendation (in Law 30 and Decree 276, both from 2003), which was defined operationally at the State-Regions Conference and is thus an example of socio-institutional coordination. The “Libretto formativo del cittadino” is a document divided into two sections. One section contains a record of the professional and training history of the individual, while the other section lists the individuals’s competences, legitimising these qualifications through certification, with a logic similar to the Europass portfolio.

In 2005, an inter-ministerial decree (Decree of 10 October 2005) gave the Libretto official status and established the format it should take. The Libretto is presented as the ‘citizen's identity card for countrywide mobility, from the point of view of both their learning experience and work experience’.

The process of skill audits defined for the Libretto includes four stages:

- **Reception and guidance**
Before introducing the Libretto in detail, practitioners must inform the beneficiary of its general characteristics and the implications of its use. The individual's motivation and the nature of their personal project should also be specified at this stage.
- **Reconstruction of the applicant's experience and competences**
During this stage, the practitioner analyses the individual's education and training history, employment experience and any self-learning they have achieved. The results of this analysis and a summary version of it are recorded under the responsibility of the individual concerned.
- **Production of proof or evidence, documents "supporting" the reconstruction of the individual's experience. Possible types of evidence are:**
 - education and training qualifications issued by the Ministry of Education or by the Regions;
 - certification and testimonials of other training activities;
 - documents concerning employment experience;
 - competences that emerged clearly through the interview.

However, the guidelines also mention "examples of products accomplished". Practitioners must not merely "demand" evidence: they must also help Libretto users to find and present it.
- **Recording of the data and information to be included in the Libretto, and its compilation.**
This stage concerns the formalisation of the information collected. As a result, the quality of this process largely determines the quality of the final document.
The “Libretto del Cittadino” is differently used in the 21 Italian Regions, in Tuscany it is widely disseminated and used even in the Public Employment Services.

Spain

Spain faces three big obstacles to the successful tracking of VET graduates. Firstly, there is no law that makes tracking of graduate employability compulsory, secondly there is a lot of inconsistency across

institutions in terms of those who are responsible for the process. Also, in the studies that have been carried out on the subject so far there have not been questions pertaining to soft skills and how they have influenced people's employability.

In Spain there is not a structured approach to VET graduate tracking at national level. Graduate tracking measures are established at regional level.

It should be understood to begin with that Spain is a parliamentary monarchy composed of seventeen *comunidades autónomas* (autonomous or devolved regions) and two cities with similar devolved powers. These are further divided up into fifty provinces. Carrying out this type of tracking falls under the remit of the regional administrations, which develop their own laws, plans and actions.

Problem 1.- It is not compulsory to undertake tracking of university and VET graduates in Spain, but merely a recommendation.

In Spain there is no national law making graduate tracking compulsory. Even now that it is a priority for Europe it remains a recommendation and each region is free to legislate on the matter or not. As a matter of fact, for the moment, only Asturias has introduced a law making this type of tracking compulsory.

Problems 2 and 3.- Graduate tracking in Spain is highly fragmented.

The responsibility for tracking university and VET graduates in order to extract data is shared between three types of institutions: statistical institutes and education and employment authorities.

To further complicate matters, relevant political powers to legislate in these areas are devolved to the regional administrations in Spain, which leads to many institutions carrying out tracking with different policies, tools and intensities.

With regards to the statistical institutes, the State Administration's statistical system is responsible for producing official statistics for the Spanish state (for use by central government), as well as the official statistics for the European Statistical System.

Moreover, given Spain's administrative structure, each autonomous region has its own statistical system charged with compiling statistics within their individual territorial scope. In every case these systems are mandated by their respective legal regulations (statutes of autonomy, statistical laws and plans etc.).

This framework leads to no relevant data being available on the employability of VET graduates at state level.

Studies are often published with a delay of 2 to 5 years and there is not a single question about the usefulness of the skills they acquired or about the skills they have needed and didn't have. Therefore, it is impossible to draw conclusions about soft skills and employability.

As regards the employment authorities: The State Public Employment Service (SEPE) alongside the regional Public Employment Services constitute the current National Employment System. This service is made up of 20 organisations, as well as municipal bodies. Each one of them can put forward their own laws, subsidies, programmes and statistical monitoring.

At the moment, SEPE is the most complete and up-to-date source of graduate tracking data and other institutions rely on their studies.

SEPE publishes their annual State Labour Market Report²⁹ and the State Youth Labour Market Report³⁰.

The regional employment services also publish some studies along similar lines. The problem is that these bodies do not carry out their surveys with a significant sample nor with a standardised set of items in order to be able to collate their results. Neither do they publish data annually, however some studies are quite comprehensive.

In the case of the Basque Country, the last Basque employment service (Lanbide) study is from 2016 and looks at 2015 graduates.

In terms of these skills, questions are asked about written and oral expression, teamwork, leadership, decision-making, creativity, management and IT skills.

The problem is that students do not know what each skill refers to and how it materialises in their day-to-day working lives, which means that this self-evaluation is not very realistic. It could be more appropriate to ask questions with practical, run-of-the-mill examples, and about how graduates tackle these situations, in order to better evaluate how much a soft skill is used on a daily basis and the student's level of proficiency in it.

There are also studies conducted by other relevant bodies such as business associations (regional and local), but all of these studies are based on very small sample sizes and very inconsistent sets of questions, which makes them of little use at state level.

In terms of the education authorities

Education in Spain is regulated by the Ministry of Education however the regional governments are charged with managing and financing the educational institutions in their territory.

In terms of VET, there is a lot of variation between autonomous regions as regards methodologies and adaptation to new challenges. VET offers over 150 training cycles within 26 professional categories, with theoretical and practical content tailored to each different professional field. Each one of these categories is designed to deliver training in the foremost emerging and innovative professional fields of the economy and therefore those with the greatest employability rates.

Businesses need workers who are not only able to put the knowledge they acquire into practice, but who can adapt to the changes our society is experiencing. Bearing in mind the composition of the business sector, small and medium-sized enterprises (SMEs) are the main driver of economic growth and job creation, accounting for two thirds of European jobs. To be competitive, SMEs need qualified and specialised workers. Meeting this increase in demand for qualified and specialised workers is the greatest challenge for VET, which must prepare its students to enter the professions most sought-after by businesses now and in the future. There is an increase in recruitment compared to previous years. The greatest relative increases were seen in various large work categories: catering, personal services, security and sales, plant and machinery operation and scientific and intellectual technicians and professionals. On the other hand, the economic crisis has increased the educational attainment gap: high numbers of unemployed people with few qualifications who cannot be absorbed into the labour market. This may be due to higher-level qualifications being required or needs being concentrated in other sectors. It is therefore necessary to boost VET, which places great importance on learning on the job. This is even more true if we also consider that we are in need of technical professionals, who are more and more sought-after in the business world.

²⁹ http://www.sepe.es/contenidos/observatorio/mercado_trabajo/3017-1.pdf

³⁰ http://www.sepe.es/contenidos/observatorio/mercado_trabajo/3067-1.pdf

Basque VET is considered to be among the world's best and is used as a model by many countries. In 2017, the EU chose Basque VET as a benchmark for education in Europe. The Basque government realised that in order to support the acquisition of soft skills by students it had to completely transform teaching methodologies. Thus, as well as the launch of dual VET in the Basque Country and the close relationships with businesses, what makes this model unique is the transformation of its training cycles into "High-Performance Cycles" using the Ethazi methodology.

The project partner can therefore summarise by saying that there are very little up-to-date data at state level about VET graduate employability tracking. These data do not recognise the importance of soft skills and when studies are produced which do focus on them, it is evident that there is little consensus as to what soft skills are, which of them bring value to businesses and what level of each is necessary in that respect. The first challenge is to clarify conceptualisations of soft skills and define the levels of mastery for each of them, how to acquire them and how to demonstrate them.

Nowadays in Spain, despite all its diversity, it is a reality for everyone that institutions support the acquisition of skills by VET students, but the students are not committed to acquiring them during their free training. This is because they are unaware of them and do not understand their importance (depending on the age and maturity of the students).

Moreover, the soft skills training that is given is very generic and is not adapted to different levels and needs (a metal worker and a sales manager have different needs in terms of communication, time management or teamwork).

Businesses request technicians with more soft skills but they do not know how to define which ones or at what level they are necessary for each post either. Therefore, in the end soft skills rarely appear as requirements in job offers.

Finally, teaching staff want to teach these skills, but it is difficult to pull together a formal CV with these new soft skills, even if in some autonomous regions such as the Basque Country they are being intensively trained in them.

Erasmus + Projects:

In this context and based on the EU's interest in VET graduate employability tracking, Erasmus+ projects are springing up in this area. For the moment there are two, in addition to the project partner ones in which Spain is participating.

TRACKTION "ADVANCING GRADUATE TRACKING AND ALUMNI RELATIONS IN VET SCHOOLS" 2017

TRACKTION³¹ is a collective endeavour comprising 6 organisations from Spain (2), Estonia, Italy, the Netherlands and the UK. In terms of expertise, the partnership achieves a good balance including 3 VET Schools (Alfa College, PKHK, Cometa Formazione/Oliver Twist School), 2 intermediary organisations bridging policy and practice at regional level (VALNALON and TKNIKA) and a research-focused organisation (Education & Employers Taskforce).

TRACKTION focuses on improving VET graduate tracking at institutional level. Tracking is commonly understood here as all systematic approaches that VET institutions put in place to record information on graduates, with regard to their learning progress, skills acquired, perceptions, routes into employment, self-employment, or further training.

ON TRACK³² 'TRACKING LEARNING AND CAREER PATHS OF VET GRADUATES, TO IMPROVE QUALITY OF VET PROVISION' 2018:

³¹ <https://tracktionerasmus.eu/>

³² <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-SK01-KA202-046331>

Spain is participating in this project through POLITEKNIKA IKASTEGIA TXORIERRI S.COOP (a subsidised private VET and secondary school in the Basque region) alongside other European participants. The “On Track” project will contribute to skills needs identification, gathering relevant data from VET graduates. “On Track” will develop, evaluate and implement a VET graduate tracking system for graduates of initial vocational education and training schools and institutes.

Incorporation of EU initiatives and concepts into country-specific initiatives

Austria

As country-specific initiatives are already very limited and/or not existent there is no or little relation to relevant EU-initiatives. Still, CEDEFOP, ECVET and EQF concepts are used and adapted, but not in VET graduates’ tracking.

Belgium

The initiatives stand alone, but some of them are discussed and compared to other EU-initiatives in this report: ‘Mapping of VET graduate tracking measures in EU Member States - Final Report.’³³

Finland

Some of the initiatives mentioned above provide information in EU-level, for example for the use of Cedefop (European Centre for the Development of Vocational training) and Eurostat (Statistical office of the European Union).

Ireland

As part of the data collection requirements under European Social funded programmes, there is a requirement to provide data on the profile of participating learners, as well as information regarding labour market outcomes as well as certification results, and financial information regarding labour market programmes and training courses. In Article 122 (3) of EU Regulation 1303/2013 (Common Provisions Regulation or CPR) it states that:

“Member States shall ensure that...all exchanges of information between beneficiaries and a managing authority, a certifying authority, an audit authority and intermediate bodies can be carried out by means of electronic data exchange systems”

Under Article 125(2) of this Common Provisions Regulation, it states also that a *managing authority* ³⁴

³³ ec.europa.eu/social/BlobServlet?docId=19209&langId=en

³⁴ A managing authority may be a national ministry, a regional authority, a local council, or another public or private body that has been nominated and approved by a Member State. Managing authorities are expected to conduct their work in line with the principles of sound financial management.

“must establish a system to record and store in computerized form data on each operation necessary for monitoring, evaluation, financial management, verification and audit, including data on individual participants in operations, where applicable”

Furthermore, is also states in that this Common Provisions Regulation in Article 126 (d) that *certifying authorities* ³⁵

“must ensure that there is a system which records and stores, in computerised form, accounting records for each operation, and which supports all the data required for drawing up payment applications and accounts”

In this context each of the 16 Education and Training Boards (ETBs) in Ireland has obligations (with associated operational guidelines) under the ESF Programme for Employability, Inclusion and Learning (PEIL) 2014 – 2020 ³⁶. These obligations include reporting of both financial and non-financial data and the former process is completed annual through a data upload from each ETB’s Programme and Learner Support System (PLSS). PLSS is national software platform used by ETBs. It is a live database of ETB courses and learners, which are visible on web systems and can be accessed by Department of Employment and Social Protection³⁷ staff, who can then refer individuals to ETB courses.

Article 111 of the Common Provisions Regulation sets out the specific deadlines for the submission of Annual Implementation Reports (AIRs) to the European Commission. Provision of AIRs to the Commission in accordance with those deadlines is strictly enforced, and failure to submit an AIR by the relevant deadline could have negative repercussions for the operational programme, and Ireland’s ability to fully drawdown its European Social Fund allocation.

In general, the managing authority is required to submit an AIR for a year by 31 May of the following calendar year. For the AIRs to be submitted in 2017 and 2019, the deadline is 30 June of those years.

³⁵ A certifying authority is responsible for guaranteeing the accuracy and probity of statements of expenditure and requests for payments before they are sent to the European Commission. Management of the European Regional Development Fund, European Social Fund and Cohesion Fund is shared with member countries, regions and other intermediary bodies.

³⁶ <https://www.esf.ie/en/Regulations-Guidance/Guidance/>

³⁷ www.welfare.ie

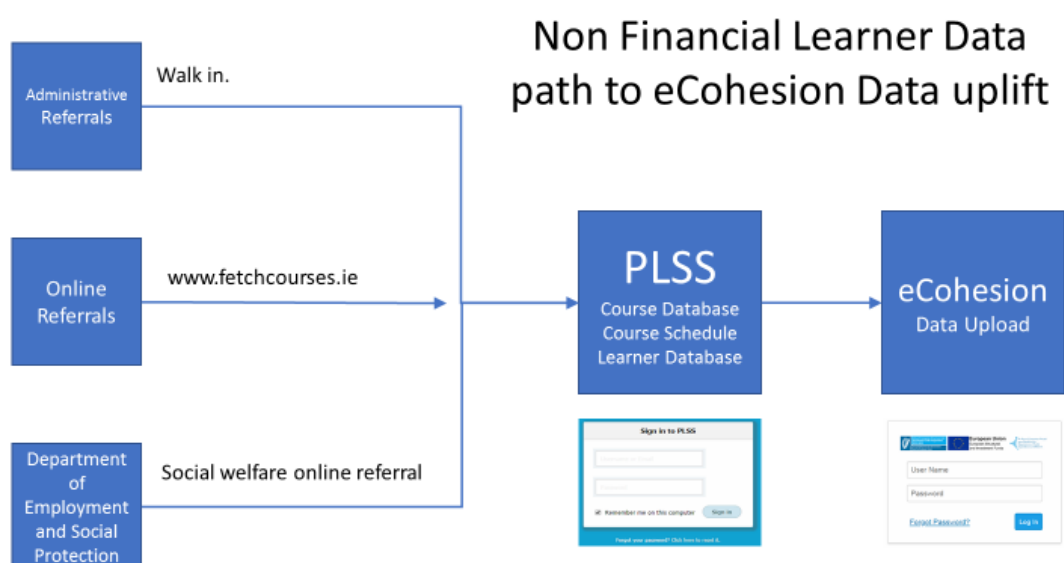


Figure 1

The Commission's large eCohesion project was designed to reduce the administrative burden related to the EU's Cohesion and Rural Development Policies.

eCohesion was designed to ensure that, within the 2014-2020 Regulatory framework, beneficiaries of Structural Funds will be able to use a legally binding fully electronic and paperless exchange with bodies managing these Funds (at national, regional and local level).

It is in this context that within each of the 16 ETBs, there is at least one or more registered eCohesion users, who are charged with uploading either financial or non-financial data. In the case of the non-financial data, this is first exported to a local file, before being uploaded onto the eCohesion website.

Italy

The different reports Italy found as well as AlmaLaurea and AlmaDiploma do not use EU tools nor use EU concepts. However, in several reports one can find comparisons with other EU countries / statistics. For what concerns the “Libretto Formativo del Cittadino”, the same logics as in the Europass documents were found.

Spain

European concepts are used within our state-level initiatives and they follow Cedefop directives etc. But the development of coordinated initiatives is in its infancy, and only the two aforementioned Erasmus+ projects are designed with an EU focus since the rest of the projects predate Europe's interest in carrying out this type of tracking. It will therefore take time to adapt them accordingly. The Ethazi methodology also respects this EU directive but is not a tracking system in and of itself. In the draft version of the 5th Basque VET Plan the need for data collection and the creation of a big data tool to increase our prospective capacity have been included.

3. Empirical Survey

3.1. Introduction

In the methodological framework of national focus groups in each partner country, 10 staff of VET institutions were asked to share their professional perspective on the key factors and relevant requirements necessary for aligning their training programmes to the current needs of the work field in a continuous and flexible fashion. Additionally, 5 representatives of businesses per country were invited to the focus group in order to acquire first-hand information about the demands of the world of work beyond the educational horizon. The companies interviewed ranged from small to medium-sized ones (SMEs), but also internationally working ones, covering a broad spectrum of businesses.

Overall, 91 VET staff and business representatives were involved in this activity.

These questionnaires built the basis of a research to which extent apprentices/trainees/new workers graduating from educational and training systems can use their acquired skills at work properly. As agreed within the DITOGA project partnership, the questionnaires were divided into five clusters each of which contains four questions that deal with apprentices/trainees/new workers and their performance in the working world.

The surveys were conducted based on the sample below which was developed by the project partnership:

A EMPLOYMENT	1 very good	2 good	3 satisfactory	4 sufficient	5 not sufficient
A1. Can the apprentices/trainees/new workers adapt to the job requirements/job profile?					
A2. Can the apprentices/trainees/new workers identify unique selling propositions (USP) about themselves? Can they differentiate from others <u>in order to</u> convince?					
A3. Can the apprentices/trainees/new workers portray themselves and their competences professionally in front of employers?					
A4. Do the apprentices/trainees/new workers have a clear understanding of the tasks/knowledge, skills, competences required by the occupation?					
Additional remarks:					



B SOCIAL INTERACTION	1 very good	2 good	3 satisfactory	4 sufficient	5 not sufficient
B1. Do the apprentices/trainees/new workers take initiative?					
B2. Do the apprentices/trainees/new workers seem to be openminded and willing to improve?					
B3. Are the apprentices/trainees/new workers punctual and are willing to follow break times and working hours?					
B4. Are the apprentices/trainees/new workers able to co-operate and cope with feedback/criticism? (Please also comment below.)					
Additional remarks:					
C SELF PERCEPTION	1 very good	2 good	3 satisfactory	4 sufficient	5 not sufficient
C1. Do the apprentices/trainees/new workers ask questions when they are unsure? Are they afraid of admitting uncertainty?					
C2. Do the apprentices/trainees/new workers seem aware of their own strengths and weaknesses?					
C3. Can the apprentices/trainees/new workers clearly express what they like and dislike about the tasks and profession?					
C4. Are the apprentices/trainees/new workers able to estimate their own abilities realistically? (Please also comment below.)					
Additional remarks:					



D WORK ENVIRONMENT	1 very good	2 good	3 satisfactory	4 sufficient	5 not sufficient
D1. Are the apprentices/trainees/new workers capable of dealing with the demands of the physical environment (height, heat, cold, noise, isolation,)?					
D2. Do the apprentices/trainees/new workers have a realistic understanding of the demands of the workplace?					
D3. Do the apprentices/trainees/new workers recognise and adapt to the values of the company?					
D4. Do the apprentices/trainees/new workers interact with customers appropriately and in a good manner?					

Additional remarks:

Please, name the top three attributes apprentices/trainees/new workers should have to be part of a successful team.

1.

2.

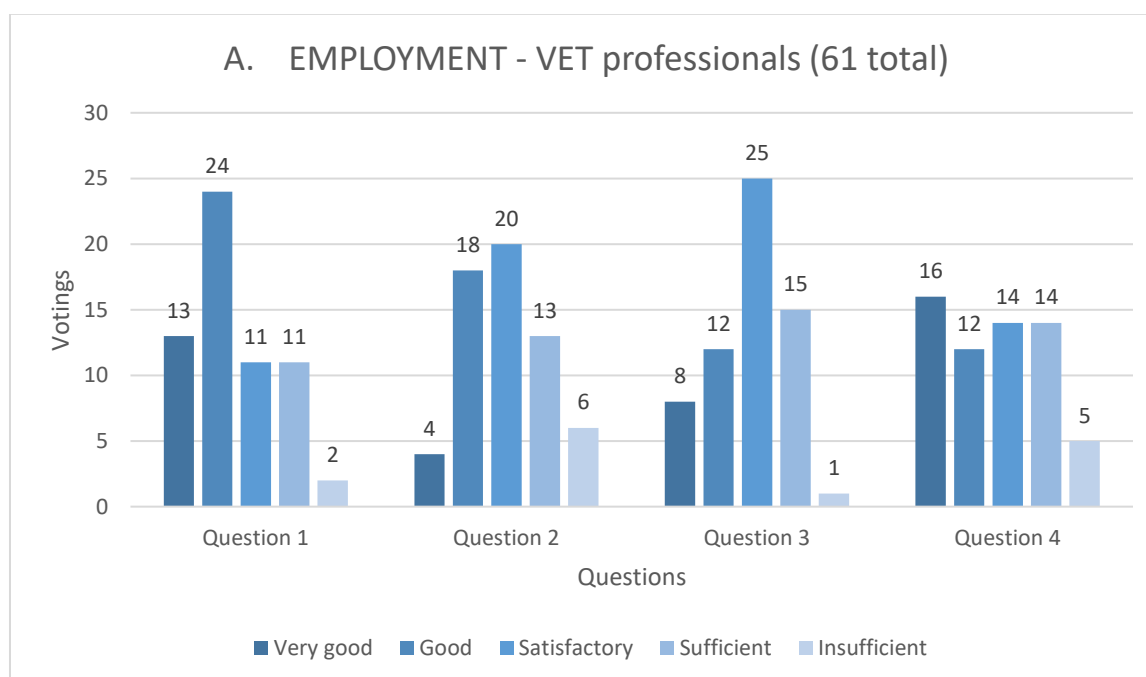
3.

3.2. Present situation of VET institutions across Europe

3.2.1. Employment

3.2.1.1. The European Perspective

This was the very first category which was answered by the VET staff of the project partnership. The general evaluation shows the following results:



A1. Can the apprentices/trainees/new workers adapt to the job requirements/job profile?

VET staff in all partner countries answers this question quite positive, as 24 people tick *good* for this question. 13 people think that it can be valued with *very good* whereas two persons value with *not sufficient*. On the other hand, *satisfactory* and *sufficient* is ticked by 11 people each.

'Their education has trained them to various task in many environments.' **FI**

'Adapting to the job requirements highly depends on motivation.' **AT**

A2. Can the apprentices/trainees/new workers identify unique selling propositions (USP) about themselves? Can they differentiate from others in order to convince?

The answers to this question show that the target group is not really well aware about how to differentiate from others in order to convince as 20 interviewees answer that the performance is only *satisfactory*. By contrast, the question is valued with *very good* by 4 people and *not sufficient* by 6. 18 people think that it is *good* whereas 13 persons value with *sufficient*.

'It also depends on their character.' **IT**

'They can but need to be trained well to be able to clearly express themselves.' **IE**

A3. Can the apprentices/trainees/new workers portray themselves and their competences professionally in front of employers?

Also, when it comes to portraying competences the majority of VET staff (25) thinks that this is only *satisfactory*. Eight people have a *very good* image and 12 persons a *good* image. Moreover, 15 people value this question with *sufficient* and one person even with *not sufficient*.

'Most of them have difficulties in doing so as they are often not aware of their competences or cannot describe them.' **ES**

'It is a question of verbal skills, in most cases. For sure, it is also a question of the educational background.' **AT**

A4. Do the apprentices/trainees/new workers have a clear understanding of the tasks/knowledge, skills, competences required by the occupation?

There is no clear trend visible when evaluating this question and the overall result is very inconsistent. *Very good* is ticked by 16, *good* by 12, *satisfactory* and *sufficient* by 14 each and *not sufficient* by five people.

'Young VET students possess lot of skills, but they are not aware of their hidden competences- at least they are not used to express them.' **FI**

'It depends a lot on the required skill level.' **BE**

3.2.1.2. Country-specific results

A1. Can the apprentices/trainees/new workers adapt to the job requirements/job profile?

In **Austria**, according to the responses of the employees the target group has difficulties in adapting to job requirements/job profile as five out of ten people rate this question with only *sufficient*. By contrast, two employees rate with *good* and three with *satisfactory*.

In **Belgium** people have a more positive approach to this question as 10 out of 10 people think that the target group can adapt in a *good* way.

The representatives of VET staff in **Finland** regard that trainees/new workers adapt to the job requirements/job profile *quite well* (8 person) or *satisfactory* (2). Most of the VET staff says that trainees/ new workers have quite a clear understanding of the tasks and knowledge required by the occupation.

100% of the staff in **Ireland** agrees that the target group can adapt in a *very good* way.

In **Italy**, a shared view is that trainees / new workers adapt to the new job requirements / job profile *easily*, in fact six participants *strongly agree* on this matter, two are *satisfied* and two say that this skill is *sufficient*. An interviewee tells that it is hard to assess since they are VET trainers and they have the possibility to evaluate students only in a class setting.

Adapting to the job profile seems to be not so good in **Spain**, as four people consider this as *satisfactory*, four as *sufficient* and two persons even as *insufficient*.

A2. Can the apprentices/trainees/new workers identify unique selling propositions (USP) about themselves? Can they differentiate from others in order to convince?

This question in **Austria** is valued as *insufficient* by 60 percent of the respondents and another 20 percent rate it as *sufficient*. Experience shows that this is a big challenge when working with the target group as they are not used to differentiate from others when it comes to work. It might be easier for some of them, as two employees have rated this question with *satisfactory*.

By six employees in **Belgium** this is answered with *satisfactory*, whereas with *good* by four.

On the other hand, the answers to the question in **Finland** about trainees unique selling propositions and their abilities to portray their competences varies from *sufficient* to *good*. Eight of the VET staff say that there is a big difference between trainees. They have difficulties to tell about their unique selling propositions and bring out their professional skills.

The **Irish** image is more positive, as four people in **Ireland** rate this question with *very good*, six people with *good* and one person with *satisfactory*.

Italian VET teachers consider trainees' ability to differentiate from other workers quite *good* (six people answered between good and satisfying, while four people stated it as *sufficient*).

Differentiating from others works *sufficiently* for four and *satisfactory* for three respondents from **Spain**. Three people have a rather *good* image about this.

A3. Can the apprentices/trainees/new workers portray themselves and their competences professionally in front of employers?

Six out of ten people in **Austria** consider this as *satisfactory*, two as *sufficient* and one person as *insufficient*. One person rates the performance with *good*, however, but realistically spoken it is hard for the target group to present themselves and their competences professionally without any constant professional training.

In **Belgium**, the interviewees have a slightly more positive picture as six people answer with *good* while four people answer with *satisfactory*.

Similar results can be achieved in **Finland** where 40 percent think that competences are portrayed in a *good* way. 30 percent think that this is done *satisfactory* and another 30 percent think this is done *sufficiently*.

80 percent in **Ireland** have a *very good* point of view concerning this question, whereas one person assesses with *good* and two people with *satisfactory*.

However, in **Italy**, trainees / new workers' capacity of portray themselves professionally in front of an employer for six people who tick *satisfactory*. For another four people the question can be answered with *sufficient*.

Spain follows this tendency as six people also rate this question with *sufficient* only, and four others with *satisfactory*.

A4. Do the apprentices/trainees/new workers have a clear understanding of the tasks/knowledge, skills, competences required by the occupation?

Again, also this question is rated quite negative according to the **Austrian** employees' experience, as three persons think that the target groups understanding of what is required by the occupation is *sufficient* and five people even value the question as *insufficient*. What is interesting is that there are

better ratings for the target group from people who work on the countryside, as there is a *good* and a *satisfactory* rating in this category.

Again, **Belgium** has rated this question as more positively, as it is *very good* for seven people and *good* for three persons.

Six of the VET staff in **Finland** note that especially young trainees/ newly graduated may not have a clear understanding of their skills, competence and knowledge. Sometimes young VET students possess lot of skills, but they are not aware of their hidden competences- at least they are not used to express them. It is easier to those who already have working experience and maybe also better understanding about themselves. The older age and previous work experience of the apprentice usually helps so that the new worker can identify his or her skills and also have better understanding of the working life in general. The younger the apprentice is the less he or she may be able to understand the requirements of a certain occupation. Usually, more mature trainees (adults) are more aware of their competences.

The **Irish** staff has a very positive attitude towards this question and therefore nine people rate with very good, one with good and another person with satisfactory.

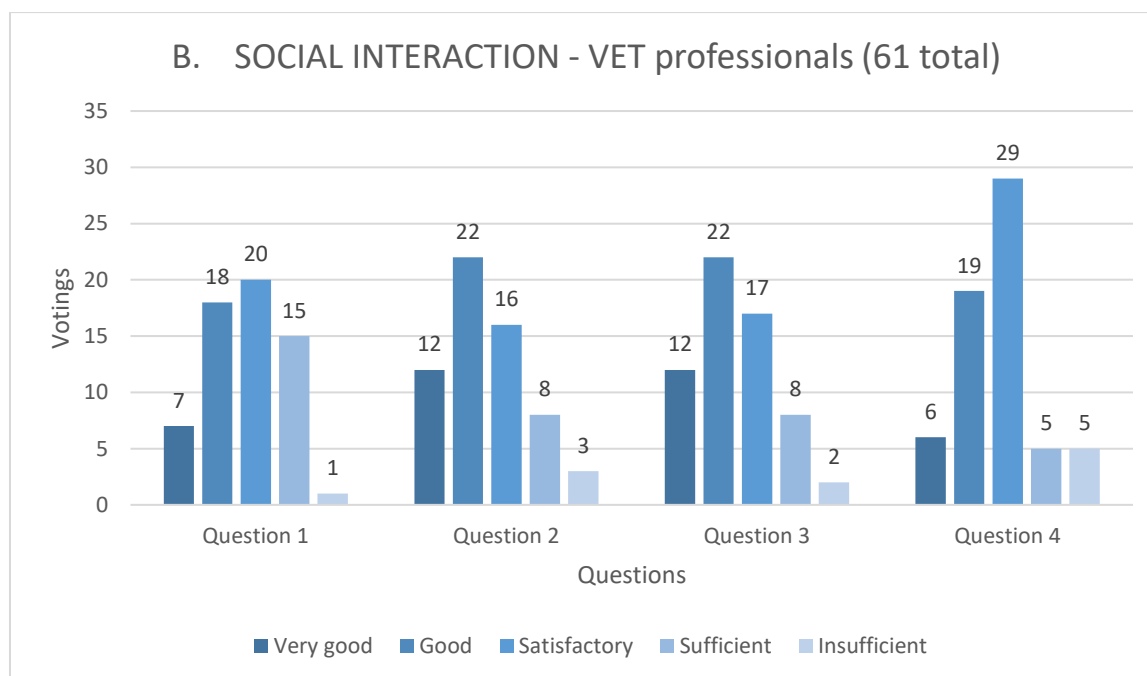
By contrast, understanding the tasks, skills and knowledge required by their occupation have been evaluated *satisfying* by six people out of ten in **Italy**. For four respondents, skills have been considered *sufficient*.

This is also confirmed by **Spain**, as 70 percent think that this is only done in a *sufficient* way. Only for 20 percent this is *satisfactory*, whereas it is *good* for 10 percent.

3.2.2. Social Interaction

3.2.2.1. The European Perspective

The second category gives the following overall results of the partnership:



B1. Do the apprentices/trainees/new workers take initiative?

Seven VET staff rate this question with *very good*, but one person as *not sufficient*. 53 interviewees rate from *good* (18) to *sufficient* (15), whereas the highest amount (20) can be found at a *satisfactory* level. In most cases it depends on the job carried out.

'Taking initiative also depends on the socio-educational background.' **AT**

'Sometimes young people avoid doing so as they are afraid of doing something wrong.' **BE**

B2. Do the apprentices/trainees/new workers seem to be openminded and willing to improve?

The majority obviously has a quite positive image, as 12 people answer with *very good*, 22 with *good* and 16 with *satisfactory*. However, eight persons think that this is only *sufficient* and even three people think it is *not sufficient*.

'A lot of them aim for self-improvement.' **FI**

'Especially teenagers are willing to improve if they see a sense in what they are doing.' **AT**

B3. Are the apprentices/trainees/new workers punctual and are willing to follow break times and working hours?

Following break times and working hours works fine for the target group all over Europe as this is valued with *good* by 22 interviewed people and *very good* by 12. There is still some improvement necessary as 17 people vote with *satisfactory* and 8 with *sufficient*. A minority of two persons rates this question with *not sufficient*.

'The use of smartphones can be a problem when following break times.' **IE**

'Sometimes getting up late in the morning does not allow to be punctual.' **AT**

B4. Are the apprentices/trainees/new workers able to co-operate and cope with feedback/criticism?

Copying with feedback and criticism seems to be a problem for young people all over Europe as more than 50 percent of the interviewed staff has a negative image about this question. It is *satisfactory* for 29 people, *sufficient* for five and *not sufficient* for two persons. By contrast 19 people think that the target group does this in a *good* and six people think in a *very good* way.

'For us Finns giving and taking feedback is not necessarily so characteristic and easy.' **FI**

'It differs how trainees cope with feedback- others co-operate and cope with feedback well, on the other hand it's difficult to some trainees.' **FI**

3.2.2.2. Country-specific results

B1. Do the apprentices/trainees/new workers take initiative?

The **Austrian** outcome shows that taking initiative is *sufficient* in most cases, as six out of ten VET staff have ticked that rating. One respondent values this as *insufficient*, whereas three people consider it as *satisfactory*. Indeed, experience shows that only a minority is willing to take initiative from the very beginning as they are not very much used to when it comes to professional life.

By contrast to the Austrian ratings the interviewees from **Belgium** rate this question with *good* (five) or *satisfactory* (five).

Half of the staff in **Finland** answers that trainees take initiative *well* or *very well*. The other half of the respondents answers that trainees take initiative *satisfactory* or *sufficiently*.

Taking initiative is considered very positive in **Ireland** as four people answer this question with *very good* and seven people with *good*.

This item has been assessed *very positively* in **Italy** (the most positive one in the whole focus group) since eight interviewees out of ten told that new workers / trainees / apprentices take initiative. Only two respondents said that they have *sufficient* skills to take initiative.

On the other hand, in **Spain**, 50 percent consider taking initiative as *satisfactory* and the other half as *sufficient*.

B2. Do the apprentices/trainees/new workers seem to be openminded and willing to improve?

In **Austria** this question is rated with *satisfactory* by seven VET staff. On the other hand, one person rates this question with *very good*, another one with *good* and a third person with *sufficient*. Honestly

spoken, the willingness to improve gets better when the target group sees a sense in what they are doing and when they receive constant positive feedback on how they are doing it.

The willingness to improve is rated with *good* by seven people and *satisfactory* by three more people in **Belgium**.

The VET staff in **Finland** has different views how trainees take initiative and how open-minded and willing they are to improve. The answers vary between *sufficient* and *very good*.

Seven out of 11 people of the **Irish** staff rate this question with very good and another four people with good.

VET trainers in **Italy** are also glad about the trainees' / apprentices' open-mindedness and their wish to improve their skills since, again, eight interviewees scored it with a high mark as six answers stood between *very good* and *good*.

By contrast, four respondents rate this with *sufficient* and three people even with *not sufficient* in **Spain**. On the other hand, two persons value with *good* and one person even with *very good*.

B3. Are the apprentices/trainees/new workers punctual and are willing to follow break times and working hours?

Following work times and breaks is not a big problem for the apprentices in **Austria**. This is also confirmed by the employees of the VET sector, as two value the question as *very good*, seven as *good* and one as *satisfactory*.

Belgium provides a similar result, as following break times and working hours works *well* for six respondents and *satisfactory* for four interviewees.

Every one of the VET staff focus group in **Finland** thinks that trainees are punctual and willing to follow break times and working hours *satisfactory* or *well*.

In **Ireland**, eight employees think that the willingness to follow working hours and break times can be rated with *very good* or *good*, as rated by three people.

Punctuality and the respect of break times and working hours is considered an acquired skill by eight people- two people state *very good* and three *good*- in **Italy**.

However, the target groups performance is rated with only *sufficient* by six interviewees in **Spain**. *Not sufficient* and *satisfactory* are ticked by two people each.

B4. Are the apprentices/trainees/new workers able to co-operate and cope with feedback/criticism?

Coping with criticism is a big challenge for the **Austrian** target group, as it is hard for them to differ between criticism on a personal and on a professional level. Seven employees consider the co-operation of and the ability from the target group to cope as only *satisfactory* and two people even rate it with *sufficient*. However, there is at least one person who thinks that the target group performs in a *good* way.

In **Belgium** this question is rated with *good* and *satisfactory* by five persons each.

The VET staff in **Finland** thinks that trainees co-operate and cope with feedback *satisfactory* or *well*.

The **Irish** staff has a very positive opinion about the target groups ability to receive and handle feedback as six people consider it *as very good*, four as *good* and one person as *satisfactory*.

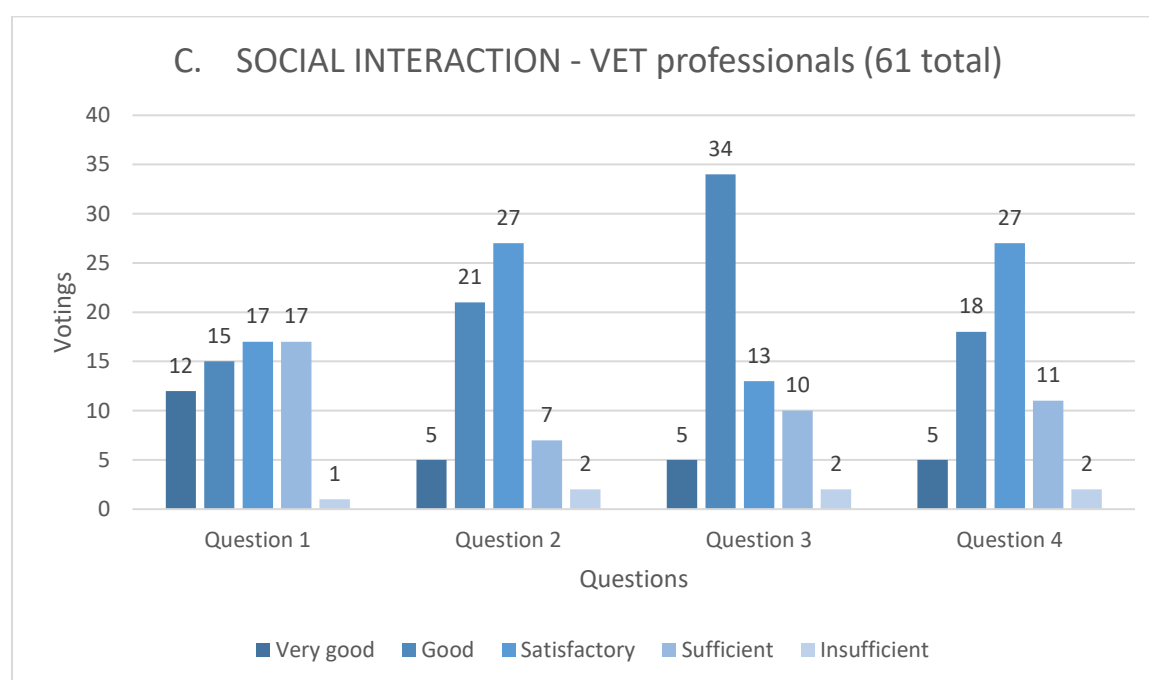
Trainees'/new workers' capacity of cooperation and coping with feedback/criticism has been evaluated *good* by four people in **Italy** and *satisfying* by six people. So, in general, it is considered that new workers are enough skilled on this matter and that criticism is used in a constructive way; however, a participant told that it depends on the age of the new worker/trainee, and another one said that in his opinion a lot depends on the attitude, the internship related-subject skills and the basic skills of the person involved.

Spain's evaluation has a more negative trend as two respondents rate with *not sufficient*, three with *sufficient* and four with *satisfactory*. Copying with feedback and criticism is considered *good* by at least one person.

3.2.3. Self-Perception

3.2.3.1. The European Perspective

The general evaluation of the project partnership provides the following data:



C1. Do the apprentices/trainees/new workers ask questions when they are unsure? Are they afraid of admitting uncertainty?

One person thinks that this is *not sufficient*. The other 60 interviewees are very inconsistent about this question. 12 people rate with *very good* and 15 with *good*. *Satisfactory* and *sufficient* are rated by 17 people each.

'Asking question works fine, whereas admitting uncertainty does not as some are afraid of losing face in front of others.' **AT**

'It is better to ask twice before doing something wrong.' **IT**

C2. Do the apprentices/trainees/new workers seem aware of their own strengths and weaknesses?

A clear trend can be seen in the rating of this question as 21 people think it is *good* and 27 persons think it is *satisfactory*. It is *not sufficient* for 2 and only *sufficient* for seven VET staff. Five of them have a very good image about this question.

'In Finland it is more general to underestimate own skills, but there are converse cases too. It is a bit suspicious if someone implies he or she is a master of everything, especially right in the beginning.' **FI**

'Defining strengths and weaknesses and finding examples for these is always a challenge, especially for strengths.' **AT**

C3. Can the apprentices/trainees/new workers clearly express what they like and dislike about the tasks and profession?

More than 50 percent (34) think that this is done in *good* way and even five people think that it is done in a *very good* way. Three people value this question with *not sufficient*. However, it is *sufficient* for ten and *satisfactory* for 13 people.

'They say what they think about many things concerning their job'. **FI**

'The majority is not able to do so.' **ES**

C4. Are the apprentices/trainees/new workers able to estimate their own abilities realistically?

Estimating the own abilities realistically is *satisfactory* for 27 interviewees and *good* for another 18. It is *sufficient* for 11, but *not sufficient* for 2 persons. For 3 people it is even *very good*.

'Some of them overestimate themselves which can be a problem at work.' **ES**

'They can do so quite well but need continuous support to do so.' **IE**

3.2.3.2. Country-specific results

C1. Do the apprentices/trainees/new workers ask questions when they are unsure? Are they afraid of admitting uncertainty?

Austria has found out that admitting uncertainty seems to be another challenge for the target group. Three out of ten employees think that this is only *satisfactory* and another six even consider this as *sufficient*. One respondent rates this with *insufficient*. In fact, according to the experience of the VET staff, the target group is afraid to lose face when admitting uncertainty or asking questions when they are unsure. This counts for the clear majority.

The target groups performance seems to be better in **Belgium**, as it is rated with *good* by four and *satisfactory* by six people.

Most of the VET staff in **Finland**- seven people- think that trainees ask questions when they are unsure *well* or *very well*. Only three of the them think that trainees ask questions when they are unsure *satisfactory* or *sufficiently*. They also say that there are always some trainees who are insecure of themselves and are too shy to ask. They may also underestimate their abilities. Most of the trainees ask because they want to improve and learn new skills and talents.

In **Ireland**, six out of 11 people give a *very good* feedback about this question and five people rate with *good*.

Four **Italian** VET trainers / teachers say that new workers / trainees demonstrate *very good* capacity to admit uncertainty or to ask questions when they are unsure. By contrast, five participants say that this skill is *satisfying*. Therefore, this aspect seems to be a bit in contrast with what companies' representatives thought.

Finally, the target groups performance on this matter seems to be *sufficient* for eight interviewees and *satisfactory* for another two in **Spain**.

C2. Do the apprentices/trainees/new workers seem aware of their own strengths and weaknesses?

This question is rated in **Austria** with *satisfactory* by six people, whereas two have a *good* image and another two consider the target groups awareness as *not sufficient*. To be true, the average was not trained very well in being aware of own strengths and weaknesses and this process mostly starts when they enter VET education and even then, requires constant training.

60 percent of the respondents in **Belgium** think that this question can be answered with *satisfactory* whereas the rest values this with *good*.

Additionally, in **Finland**, most of the VET staff (seven) thought that trainees/new workers seem to be aware of their own strengths and weaknesses *satisfactory* or *sufficiently*. Only few of the respondents thought that trainees are quite *well* aware of their own strengths and weaknesses. Many estimate their skills worse than the skills are. The trainees might also need help to find their strengths and weaknesses.

Being aware of strengths and weaknesses is considered *very good* by three persons, *good* by seven people and *satisfactory* by one person in **Ireland**.

Trainees awareness of their strengths and weaknesses is assessed between *good* and *satisfying* by nine people in **Italy**. However, five people agree on the fact that this is rather *satisfying*.

As reported by **Spain**, five interviewees think that this is *sufficient*. Three others agree that it is *satisfactory*, whereas one respondent rates with *good* and one person with *very good*.

C3. Can the apprentices/trainees/new workers clearly express what they like and dislike about the tasks and profession?

Seven out of ten people from the **Austrian** VET sector rates this question with good, one person with very good, one with satisfactory and one other with sufficient. Although it seems sometimes hard to really name the likes and dislikes, it is usually manageable by the target group.

In **Belgium** the picture is more consistent as the answers are split in half and range from *good* to *satisfactory*.

Most of the VET staff in **Finland** thinks that trainees can express these things well or very well.

10 out of 11 people in **Ireland** think that the target groups expressing of likes and dislikes is good. Additionally, one person thinks this is satisfactory.

In **Italy**, agreement has not been reached for the third item of this cluster as five respondents said that trainees *clearly state* what they like and dislike about their tasks and profession, while four participants told this skill is *satisfying*, and one person rated it as *insufficient*.

Also, **Spain** does not reach agreement concerning this question, as *very good* is ticked by one, *good* by two and *sufficient* by four persons. Three people even think that this is *insufficient*.

C4. Are the apprentices/trainees/new workers able to estimate their own abilities realistically?

In **Austria**, estimating their own abilities realistically works *satisfactory* for the target group according to the opinions of five employees. Two of them rate the question with *good*. Here, too, there is an urban-rural gradient, as one employee from the urban area has rated with *sufficient* and two with *insufficient*. A reason for that could be that there are more options in urban areas, so it could be hard for an urban target group to filter these appropriately and quickly.

On the other hand, seven out of ten respondents in **Belgium** think that this is *satisfactory* and for another three people it is even *good*.

Seven VET staff in **Finland** think that trainees are not able to estimate their own abilities realistically, only *satisfactory* or *sufficiently*.

In **Ireland**, estimating the own abilities realistically seems to work out *very good* for three interviewees, *good* for another five ones and *satisfactory* for another three interviewed persons.

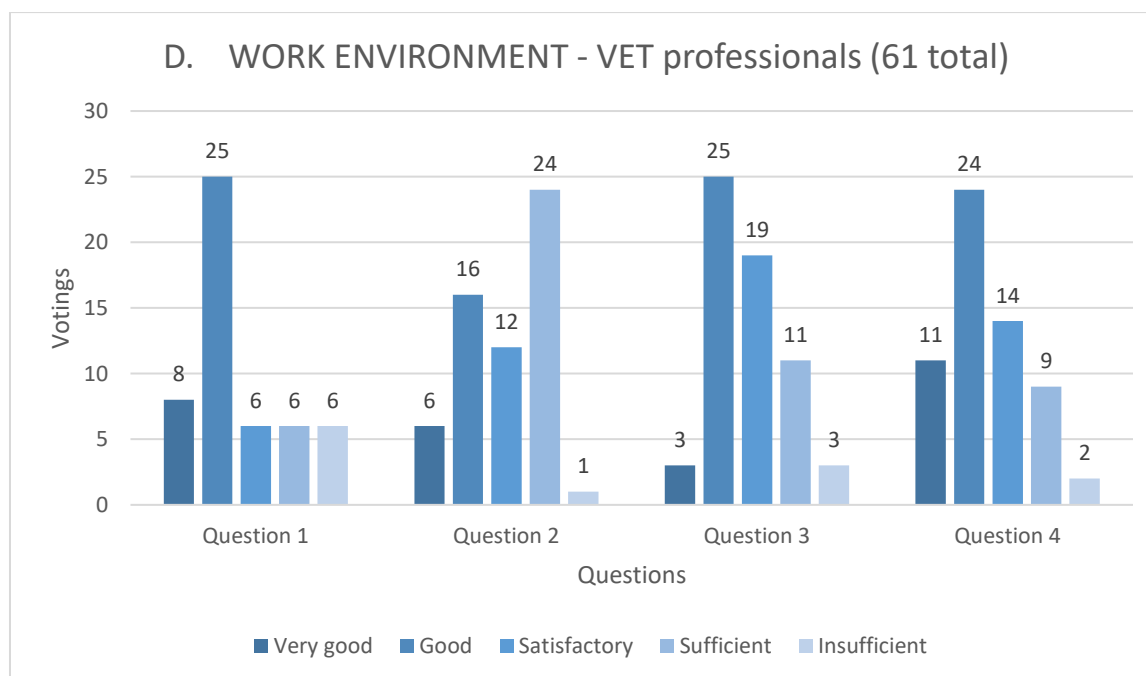
Most interviewees in **Italy** show a medium-low assessment on trainees'/ apprentices 'capacity to estimate their own abilities realistically: apart from three *good*, answers have been four *satisfying* and three *sufficient*. A participant added again that a lot depends on the attitude, internship related-subject skills and basic skills of the person involved.

Estimating their own possibilities seems to be a challenge for the **Spanish** target group, too, as this is valued with *sufficient* by four and *satisfactory* by another four people. Only two respondents think it is *good*.

3.2.4. Work Environment

3.2.4.1. The European Perspective

By evaluating the overall results of the project partners, the following is obvious:



D1. Are the apprentices/trainees/new workers capable of dealing with the demands of the physical environment (height, heat, cold, noise, isolation,)?

For most of the people interviewed across Europe the target group can cope with the physical demands in a *good* way as for 25 interviewees. Eight consider this even *very good*. By contrast, six people think this is done *satisfactory*, whereas another six think it is *sufficient* and another six think this is *insufficient*.

'Sometimes it's the parents who worry more about the demands than their children.' **AT**

'Dealing with the physical demands at work mostly works fine.' **IT**

D2. Do the apprentices/trainees/new workers have a realistic understanding of the demands of the workplace?

This question is rated rather negatively by one group of the respondents. 24 people respond with *sufficient* and one person with *not sufficient*. On the other hand, 16 people respond with *good* and 12 with *satisfactory* and six people even with *very good*.

'They do know the demands of the workplace, but many times there are some misbehavior in their actual routines (cell phones, timetables, commitment to work).' **FI**

'A lot of them do not have, because they are either not interested or not informed very well.' **ES**

D3. Do the apprentices/trainees/new workers recognise and adapt to the values of the company?

Adapting to the values of the companies seems to work fine for the target group as 25 respondents tick this question with *good*, 19 with *satisfactory* and three with *very good*. However, there seems to be improvement for 11 people who tick *sufficient* and for three who tick *not sufficient*.

'The values of the companies can be difficult to get to know.' **FI**

'The adaption of values of the company depends on the values of the person in question and how these two match'. **FI**

D4. Do the apprentices/trainees/new workers interact with customers appropriately and in a good manner?

More than 50 percent agree that interaction with customers is done in a *very good*-11- or *good* way-24. 14 interviewees consider this as *satisfactory*. It is only *sufficient* for nine and *not sufficient* for three people.

'Once people get rid of being shy interacting with customers works quite well. However, it is important that this is trained practically and that there is a good and open communication with companies where internships are done.' **AT**

'Customer service skills are not as natural to all, but everyone can improve their skills as they gain more experience and self- confidence.' **FI**

3.2.4.2. Country-specific results

D1. Are the apprentices/trainees/new workers capable of dealing with the demands of the physical environment (height, heat, cold, noise, isolation,)?

The **Austrian** target groups capability of dealing with the physical environment seems to be *good* according to seven respondents from the VET sector. One person considers this *very good*, whereas two rate it with *satisfactory*.

Belgium has similar results as six persons answer this question with *good*, five with *satisfactory* and one with *sufficient*.

Also, in **Finland** most of the participants (eight) answer that trainees/ new workers deal with the demands of the physical environment *well* or *very well*. Mostly they understand the demand - they know their tasks.

In **Ireland**, six employees rate this question with *very good*, four with *good* and one person with *satisfactory*.

According to VET teachers/trainer's opinion in **Italy**, eight out of ten, trainees/new workers are *overall able* to deal with the demands of the physical environment. Surprisingly, two teachers consider this skill *insufficient*, however they prefer not to comment their rate.

Dealing with the demands of the physical environment is rated very bad in **Spain** by most of the respondents. Four say it is *not sufficient*, five say it is *sufficient* and only one person thinks it is *satisfactory*.

D2. Do the apprentices/trainees/new workers have a realistic understanding of the demands of the workplace?

In **Austria**, when it comes to a realistic understanding of the demands of the workplace, this is valued as only *sufficient* by seven employees. It is true, that in most cases the ideas do not correspond with reality. However, this also depends on the work carried out, therefore this question is rated with *good* by one respondent.

For 20 percent this question is only ratable with *sufficient*, whereas another 20 percent rate with *satisfactory*, while the majority rates with *good* in **Belgium**.

Half of the participants in **Finland** thinks that trainees/ new workers have realistic view of the demands of the environment. The other half of the participants wrote that trainees/ new workers have satisfactory or sufficient understanding of the demands of the workplace.

In **Ireland**, six employees rate this question with very good, four with good and one person with satisfactory.

Trainees' / new workers' realistic understanding of the demands of the workplace has been evaluated pretty negatively (the most negative one in the whole focus group) in **Italy**. In fact, eight people rated this skill as sufficient, while two teachers preferred not to answer. In general, this answer seems to be even more negative than the one provided by companies' representatives.

Spain follows this trend as it is *sufficient* for six people and *insufficient* for one person. Another three report it is *satisfactory*.

D3. Do the apprentices/trainees/new workers recognise and adapt to the values of the company?

In **Austria**, this area is valued quite positive throughout, and according to the experience of seven VET staff the target group recognizes and adapts to companies' values in a good way. Three of the respondents answer that this is satisfactory.

According to the evaluation of this question the target group in **Belgium** can adapt to and recognize the values of the company quite well as seven people vote with *good* and three with *satisfactory*.

The half of the **Finnish** VET staff answers that trainees/new workers adapt to the values of the company *well*. The other half thinks that trainees/new workers adapt to the values of the company *satisfactory* or *sufficiently*.

Six interviewees in **Ireland** rate this question with *good*, whereas three people rate with *very good* and two people with *satisfactory*.

According to VET trainers involved in the **Italian** focus group, new workers and trainees can recognize and adapt to the values of the company, although most respondents state *satisfying*, and four of them consider this skill as *sufficient*.

Spain has similar results as it is *sufficient* for five people and *satisfactory* for three. On the other hand, 20 percent say it is *insufficient*.

D4. Do the apprentices/trainees/new workers interact with customers appropriately and in a good manner?

The **Austrian** target groups interaction with customers is rated with *good* by 90 percent of the employees and even *very good* by 10 percent. In fact, interacting positively is fairly easy for the target group, as they are used to that, most likely because of social media and/or to further their own self esteem.

Belgium provides nearly the same results as 70 percent think that this is done in a *good* way and for another 30 percent it is *satisfactory*.

In **Finland** most of the VET staff thinks that trainees/ new workers interact with customers *well*. The trainees have mostly good manners. They behave politely with clients/customers and colleagues. Only few of the participants answered that trainees/new workers interact with customers *satisfactory* or *sufficiently*.

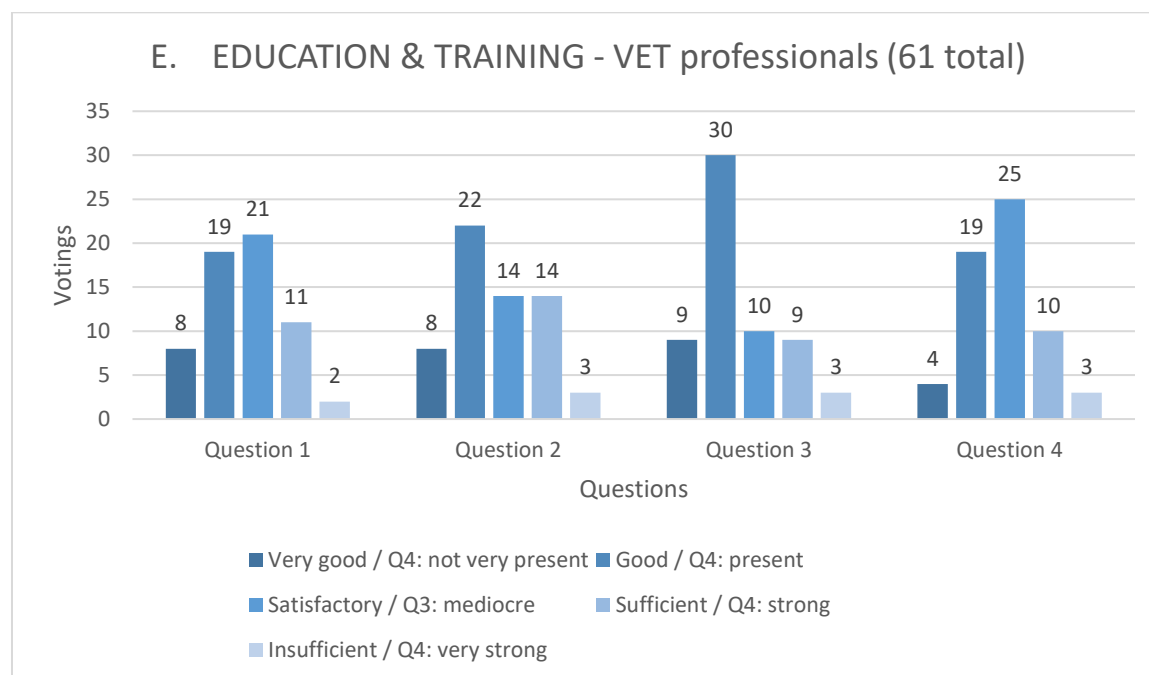
Most of the staff from **Ireland**-nine people-think that the target group interact very good and two people assess with good.

Also, the appropriateness of interaction with customers has been assessed by most participants in **Italy** as a *satisfying* skill. However, one person prefers to rate this *insufficiently*.

By contrast, this skill is *sufficient* for five people in **Spain** and even *insufficient* for two others. However, it is *satisfactory* for three people.

3.2.5. Education and Training

3.2.5.1. The European Perspective



E1. Do the apprentices/trainees/new workers have sufficient language skills to carry out their work properly? This includes both oral and/or written skills depending on the job tasks.

Two respondents say that the language skills are *not sufficient*, and they are only *sufficient* for eleven. By contrast, 21 people assess the language skills as *satisfactory* and 19 as *good*. For eight interviewed people they are even *very good*.

'Trainees vary very much: some have sufficient language skills, some very good and some are lacking these skills.' FI

'The oral language skills are usually good, but the written are always not. There is always lot of vocabulary you have to learn in certain fields. Also, young people use a different language than older people and sometimes that might cause misunderstandings.' FI

E2. Do the apprentices/trainees/new workers possess and demonstrate sufficient digital skills?

Based on the evaluation of the survey, this question is answered with *good* by 22 interviewees and *very good* by eight. They are *satisfactory* and *sufficient* for 14 people each and for three people digital skills are *insufficient*.

'Digital skills are good when considering for example use of social media, but often there can be gaps in digital skills concerning the use of MS Office tools or other digital systems that are part of the work environment.' FI

'Many times, digital skills are focused only in social media and gaming.' IE

E3. Are the apprentices/trainees/new workers willing to improve their occupational specific knowledge and skills?

39 respondents value this question with either *very good*-9 people- or *good*-30 people. On the other hand, ten respondents think that the willingness is *satisfactory* and for nine it is only *sufficient*. Three people have a rather negative image and therefore rate with *not sufficient*.

'Most of them are willing to improve their occupational knowledge and skills.' FI

'Sometimes they hinder themselves, but most of them succeeds in the end.' BE

E4. Do the apprentices/trainees/new workers have any skill gaps that hinder their performances?

Skills gaps are considered *mediocre* by 25 interviewees whereas 19 persons think that skill gaps are *present*. Four people think that there are *not so many* skill gaps, but for ten people skill gaps are *hindering* or *very hindering*, as for three.

'The greatest gap is with the initiative.' FI

'According to my experience if the vocational course is of good level, trainees receive an adequate technical background, obviously improved with the experience in the field but good enough as a starting point. It is necessary that the course foresees many hours of technical and practical preparation through exercises, simulations, role-play, work on cases and for this you need experienced teachers working in the specific field.' IT

3.2.5.2. Country-specific results

E1. Do the apprentices/trainees/new workers have sufficient language skills to carry out their work properly? This includes both oral and/or written skills depending on the job tasks.

Half of the **Austrian** respondents have ticked *satisfactory* for this question. To which extent written skills are necessary depends the required tasks. Two people consider the language skills as *good*, another two as *sufficient* and one person as *very good*.

Most of the interviewees in **Belgium**, six out of ten people, consider this as *good* whilst four as *satisfactory*.

For 50 percent in **Finland**, language skills are *good*, whereas for another 50 percent these are *satisfactory* to *sufficient*. Few of the respondents mentioned the trainees with a migration background. They might have difficulties in language skills.

Seven out of 11 interviewed people in **Ireland** think that this question can be valued with *very good* and two with *good*. Another two persons rate with *satisfactory*.

Trainees ‘/new workers’ sufficient language skills to carry on their work properly is rated by six people between “good” and “satisfying”, while four people consider it as a sufficient skill in **Italy**.

The ratings in **Spain** range from *good* to *not sufficient*. *Very good* is only ticked by one person and *not sufficient* by two people. The majority decides on *satisfactory*- four people-, or *sufficient*- three people.

E2. Do the apprentices/trainees/new workers possess and demonstrate sufficient digital skills?

In **Austria**, 60 percent of the VET staff reports that possessing and demonstrating sufficient digital skills is *sufficient*, whereas 10 percent report these as *very good* and 10 percent as *satisfactory*. 20 percent consider these as *good*.

A contrary result is provided by **Belgium** as 80 percent do think that the target group has *good* digital skills, and these are also *satisfactory* for the other 20 percent.

Most of the participants in **Finland**, namely 70 percent, think that trainees have *good* digital skills. 30 percent express that trainees/new workers digital skills are *satisfactory*.

Five people in **Ireland** say that the participants have *very good* digital skills, four say that these are *good*, and two people consider them as *satisfactory*.

According to two VET teachers in **Italy**, demonstration of digital skills looks *very good*, while six people consider it *satisfying*. Overall, it has been assessed as an appreciated skill.

Digital skills seem to be a barrier in **Spain**, as only one person thinks that these are *good*. On the other hand, six people consider these as *sufficient* and three people as *insufficient*.

E3. Are the apprentices/trainees/new workers willing to improve their occupational specific knowledge and skills?

The **Austrian** answers can be divided into two groups: on the one hand, five out of ten respondents value with *good* and one with *satisfactory*, whereas four people have different experiences and therefore value with *sufficient*.

Belgium, on the other hand, states that nine interviewees regard this as *good* and only one person as *satisfactory*.

Almost all (eight) of the **Finnish** VET staff answered that trainees/new workers are willing to improve their occupational specific knowledge and skills.

In **Ireland**, almost all except for three people who assess with *good*, rate this question with *very good*.

All participants in **Italy** agree on the fact that new workers/trainees are willing to improve their occupational specific knowledge and skills in a rather *satisfying* way. In fact, four of them answer *good* while six people rate it as *satisfying*.

Compared to Italy, the situation is different in **Spain**, as five people value the willingness with *sufficient* and three people with *insufficient*. It is only *good* and *satisfactory* for one person each.

E4. Do the apprentices/trainees/new workers have any skill gaps that hinder their performances?

In **Austria**, six employees report that obvious skill gaps are *mediocre*, one employee thinks that there are *not so many* skill gaps. However, for three other people these are *very present*.

In **Belgium**, two people think that skill gaps are *mediocre*, whereas eight other people think that skills gaps are *not very present*.

Most of the **Finnish** VET staff, namely eight people, state that skill gaps are *present* or *very present*.

Skill gaps are also *present* in **Ireland** and therefore rated with *strongly present* to *present* by most of the interviewed staff.

Four people in **Italy** say this gap is *mediocre*, four participants consider this skill as *present* and two persons rate it as *very present*. Therefore, it appears that skill gaps may hinder trainees/new workers performances and that, according to VET teachers, this gap must be reduced before an internship takes place. A participant, anyway, highlights that several factors may hinder trainees' performance. Furthermore, two participants state that trainees have skill gaps.

For four respondents in **Spain** skill gaps are *not that present* and one person thinks that are nearly *no gaps* at all. However, three people agree that these are *present* or *very present* as stated by two persons.

3.2.6. Conclusion

The overall results and moreover the comparison of the country-specific results provided by employees who work in the VET sector has turned out very interestingly. The following aspects are obvious:

➤ North-South-Divide

The evaluation of the country-specific questionnaires and the additional comments produced an interesting picture which could not have been expected before. Apparently, there is a north-south divide in the views of the interviewed employees in the VET sector. This is based on the fact that the institutions have a more positive picture of their participants the further north one moves. What could be the possible reasons for this?

On the one hand it has to be mentioned that the VET institutions within the project partnership have different backgrounds or focus on different areas. The length of stay of the participants in VET institutions before they enter the first labour market probably also plays a role in the overall picture per country.

It is unlikely that one can deduct from this observation that the experts in the VET field in southern countries - Austria with its geographical position in Central Europe - simply judge 'more strictly'. It is also unlikely that trainees in southern countries are 'more difficult' than in Ireland or Finland, for example.

Looking at the above-mentioned backgrounds, in the case of Austria one can definitely say that the answers also come from those who work in 'Supra-Company-Apprenticeship Training prolongable / partially qualification'. Since the target group here is more challenging for trainers, this certainly contributes to a country-specific picture.

In general, with regard to the European context, it can be said that the target group has changed over the last few years in all countries to the extent that it has become more challenging overall. These challenges are compounded on the one hand by intensified social environments, but on the other hand also by larger educational gaps with regard to the general school qualifications acquired in the formal school system.

Furthermore, it seems that the geographical location of the individual VET providers of the DITOGA project also plays a role, as does whether they are located in a conurbation, a rural area or a small town. All these factors may contribute to the observation of a north-south divide, and it would certainly be interesting to explore this context further.

➤ **Language gaps**

The evaluation of the survey results also revealed that the target group of the survey has greater language deficits in some countries than in others. It is obvious that Ireland has the lowest language deficits and that the project partner Spain - due to its situation in the Basque Country - also seems to have less problems with this. Belgium and Finland occupy a relatively neutral position with regard to the language deficits of training participants or graduates. According to the survey and comments, Austria and Italy have the greatest problems. A general difference has to be made when it comes to the cultural backgrounds of the graduates: of course, it is the case that native youths also have language difficulties in both the oral and written spheres because of their social environment, whether they come from families with little education or because of their previous school education.

Another reason for these increased observations in certain countries may be that this has to do with migratory flows in the past. Here the picture seems to have changed since the flow of refugees to certain project countries, such as Italy and Austria. Ireland has been relatively strongly excluded here, and Finland, too, does not have too many people with a migrant background in comparison. Also, parts of Spain were not the target of many people. These facts should also be taken into account when interpreting the questionnaires. It also seems that English as a world language is easier to handle for people with a migration background than, for example, German, Italian, French or Finnish.

Additionally, one must not forget that there is a certain language barrier, as a completely unknown language and letter system is difficult to learn. Also, our European education system and the validation of skills and competences is different compared to other countries.

➤ **Difference between urban and rural areas**

As mentioned above, there is a general difference between conurbations and more rural areas. This also seems to affect the performance of the participants. As can be seen from the country-specific evaluation and the additional comments, the willingness of VET graduates to perform better seems to be more negative in metropolitan areas than in smaller geographical contexts. Perhaps this has to do with the fact that it is more difficult to find a suitable job in the countryside than in the city, because

there are simply more opportunities there. This may also reduce the willingness in metropolitan areas to give ones best, as there are more career alternatives and more companies from the same sector than in rural areas. Another reason may be that the quality of schools in rural areas seems to be better than in the city, and therefore possible knowledge gaps of the participants are smaller.

➤ **Code of conduct**

As far as the general adherence to rules is concerned, according to the survey results, the northern project partners again seem to have a better role than those in Central and Southern Europe. What is the reason for this? Perhaps it is because more emphasis is placed on formal and polite practices. A simple example: in Ireland, as in other Commonwealth countries and the USA, it is common to queue up for something. Shift this scenario to Central or Southern Europe.

➤ **Demand of soft skills**

A major topic common to all project partners is the need to train or continuously improve the soft skills of participants in vocational training institutions. There is an increased need here. It could be observed that a lack of soft skills is a serious obstacle for a constant future employment relationship on the first and second labour market for many training participants or graduates. Unfortunately, most of the participants themselves are not aware of this fact.

Even though all VET institutions involved in the DITOGA project attach great importance to the development and application of soft skills, these are sometimes the greatest deficits if one disregards formally acquired competences and practical work experience.

Soft skills do not only mean highly developed skills, such as suitable conflict management or team building, but also simple basics, such as appropriate, respectful and polite behaviour towards other people, punctuality and generally applicable social norms.

The lack of these is also one of the reasons why the project partnership has paid great attention to soft skills in the development of future training content for VET institutions and training centres.

➤ **The value of work**

It is noticeable that work has a different status within the target group and is lived by some accordingly. This of course makes it more difficult to work with young adults, regardless of whether they are in training or have already graduated, and subsequently affects not only VET institutions, but also companies or future employers. Possible reasons for a perhaps lower significance of the factor labour could be:

- work is seen only as a source of money, not as part of the self-realisation that is sought
- the social environment or the parental home play an important role in many cases
- as is already known, education is often inherited in many cases

A mandate already implemented by VET institutions is therefore to increase the value of work for young adults in order to prepare them well for their future careers, but also to keep the drop-out rate low. In this respect, the training institutions definitely need to pay further attention to this factor.

➤ **The importance of practical training**

The country-specific and overall results have shown that practical experience in the respective occupations is enormously important and this factor should not be underestimated. On the one hand, this is important in order to retain well-trained skilled workers for the future and to keep the respective economy competitive and at a good level. On the other hand, it is understandable that practical work

in companies also helps to define possible skill gaps, which in turn enables training institutions to adapt their training content both practically and theoretically. Fortunately, this is not only implemented by the participating project partners, but also by many other VET institutions. Nevertheless, it is important to recall this aspect.

➤ **Motivation**

As far as the keyword 'motivation' is concerned, the following results have also crystallized in the project partnership:

Motivation depends on one's own understanding of the meaningfulness of what one does. In many cases, young people - trainees and graduates - must first be given this sense of meaning. Of course, this also requires a high degree of self-reflection and work on oneself.

Not existing or only small motivation is on also an expression of a pronounced perspective-lessness. Here it is important that good perspectives and possibly also alternatives are professionally developed within the training context. But it is also a fact here that the participants must also become aware of their responsibility and that they are the ones who have a major part to play. VET institutions can only ever be supportive and open doors - the respective participant has to pass through them.

Motivation is always influenced by the environment. Many young people in the target group have a more or less pronounced, sometimes complicated or even dramatic history. This can sometimes make it difficult to find the right motivation - whether intrinsic or extrinsic. Motivation is increased by success experiences, in addition, the leaving of the own comfort zone.

Consequently, the project partnership also paid great attention to possible motivational factors.

➤ **Critical faculties**

Another important aspect that emerged from the evaluation of the questionnaires and the comments was the partially inadequate ability of the target group to deal appropriately with feedback and criticism. Criticism is mostly perceived as criticism of one's own person, but not of the way one works. This is certainly not seen or perceived as a possible improvement approach.

It is conspicuous that the weakly pronounced ability to deal appropriately with criticism results from one's own uncertainty. The role of the new media, such as Facebook, Instagram and snapchat, is certainly interesting here, with the latter currently being used by the majority of the target group. What all new media have in common is that you are evaluated, and this actually follows a classic black-and-white thinking, without taking any grayscale into account. In classic Facebook jargon, there's only the thumb up or down. This circumstance certainly affects the criticism behavior of the target group and may also explain why criticism is often felt only on a personal level. Here there is an increasing need for appropriate sensitization measures on the part of the VET institutions in order to support their participants or graduates in becoming more capable of criticism and to see criticism as an opportunity.

➤ **Professional goal setting**

A good goal - whether short, medium or long term - is a premise with which the different education providers are already working. This is essential for a successful start in working life and good progress in the further professional future.

Many young adults in the target group are not used to setting their own goals or are unable to do so for various reasons, for example because they have never learned to do so or because it was not

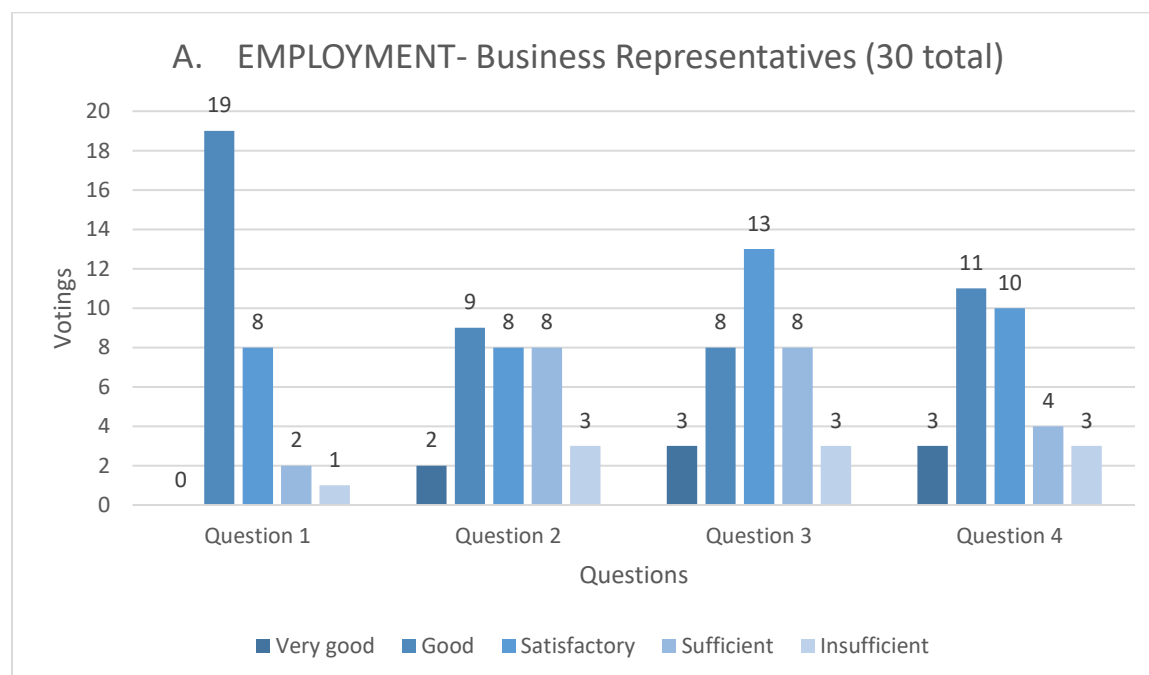
important. This is of course also a challenge for training institutions, which needs time and may be accompanied by setbacks. It was therefore also important for the project partnership to shed light on the professional goal setting and to develop possible approaches.

In summary, it can be said that all participating VET institutions and training institutions are already doing a lot to give the participants and graduates a good start into working life and to qualify them in the best possible way. The results of the questionnaires made it even clearer where there is still a need to catch up. These results and analyses should also provide other training institutions with lasting support in readjusting their curricula and training content.

3.3. Demands of the world of work beyond the educational horizon

3.3.1. Employment

3.3.1.1. The European Perspective



A1. Can the apprentices/trainees/new workers adapt to the job requirements/job profile?

According to the evaluation of the answers from the businesses representatives adapting to the job requirements works well for the target group, as 19 interviewees tick *good* and eight *satisfactory*. A minority of two people, however, tick *not sufficient* and one person ticks *sufficient*.

'The trainees can't always think what kind of tasks is required to do in a certain job'. FI

'The most important point is that trainees understand why they should adapt.' ES

A2. Can the apprentices/trainees/new workers identify unique selling propositions (USP) about themselves? Can they differentiate from others in order to convince?

The evaluation across Europe reveals that one third- 11 people- rates between *very good* and *good*. For two people it is *very good* and *good* for nine. By contrast, another third has a more negative image, as eight people rate with *sufficient* and three people with *insufficient*. Eight people give an average rating of *satisfactory*.

'Trainees adapt to the job requirements well. They identify their unique selling propositions quite well. Trainees portray themselves and their competences well. Some trainees have a clear understanding of the skills and competences, but others have not' FI

'Students and trainees definitely need to be trained on that.' BE

A3. Can the apprentices/trainees/new workers portray themselves and their competences professionally in front of employers?

The portraying of the target group works in a *very good* way for three people and in a *good* way for eight persons. 13 business representatives state that this is *satisfactory*, but it is only *sufficient* for another eight and even *insufficient* for three persons.

'It usually works fine for the majority.' IE

'This is something that would require training in schools, as it is only done sporadically.' AT

A4. Do the apprentices/trainees/new workers have a clear understanding of the tasks/knowledge, skills, competences required by the occupation?

Concerning this question, it turns out that there is an average rating of *satisfactory* as ten people state. *Good* is answered by 11 people, whereas *very good* by three, *sufficient* by four and *insufficient* by two people.

'It would be important that students could tell me more about their skills.' FI

'In general, most of them tend to only have a vague image, but it gets better when they work.' BE

3.3.1.2. Country-specific results

A1. Can the apprentices/trainees/new workers adapt to the job requirements/job profile?

The respondents from the economic sector in **Austria** mainly rate the apprentices/trainees/new workers ability to adapt to the job requirements/job profile in a positive way- four as *good*, one as *satisfactory*.

Belgium has similar results, as two people rate with *good*, two with *satisfactory* and one with *sufficient*.

The respondents in **Finland** answer that trainees/new workers adapt to the job requirements/job profile *well* or *satisfactory*.

Ireland has similar results, as four respondents say that the target group can adapt *well*, and one respondents say even *very well*.

In **Italy**, in general, interviewees agree on the fact that trainees adapt to the new job requirements / job profile quite well as four people state *good* and one states *satisfying* to this question.

The results in **Spain** are as follows: two companies think that this is done in a *very good* way, whereas two others rate with *sufficient*. One company says that this is *satisfactory*.

A2. Can the apprentices/trainees/new workers identify unique selling propositions (USP) about themselves? Can they differentiate from others in order to convince?

Business are quite positive about this question in **Austria** as performances are *satisfactory* for three and *good* for one company. However, one international company responds quite negative to this category and rates the target groups performance with *insufficient*.

The **Belgian** representatives are more positive about this question and therefore two persons rate with *good* and three with *satisfactory*.

In **Finland**, two of the interviewees answered that trainees/ new workers have good unique selling propositions. Three of them thought that trainees can't identify USP enough.

Differentiating from others seems to work fine in **Ireland**, as two people answer this question with *good*, tow others with *satisfactory*, but for one person it is *not sufficient*.

Additionally, in **Italy**, new workers / trainees do not look much able to differentiate from other workers, therefore they seem not to be able to brand themselves in a convincing manner. Consequently, this question is answered with *sufficient* by four and *good* by one person.

Finally, the results are also incoherent in **Spain**, as two interviewees answer this question with *insufficient*. There is one voting for *very good*, *good* and *satisfactory*, on the other hand.

A3. Can the apprentices/trainees/new workers portray themselves and their competences professionally in front of employers?

In **Austria** one company answers this question with *insufficient*, whereas small and medium sized companies have a more positive image on how the target group portrays themselves and their competences, namely three as *satisfactory* and one as *good*.

Additionally, respondents in **Belgium** value this with *good* and *satisfactory*, two people each. They are portrayed *sufficiently* for one person, though.

The **Finnish** respondents have also different thoughts about the question can the trainees/ new workers portray themselves and their competences professionally in front of employers. The answers vary between *good* and *not sufficient*.

There are similar results in **Ireland**, as two people think that this is *very good*. *Good*, *satisfactory* and *sufficient* are ticked once.

The target groups capacity in **Italy** of portraying themselves professionally in front of an employer, since the majority of respondents, namely three, say that this skill is demonstrated in a *satisfying* way, whereas one interviewee rates this with *good* and one with *sufficient*.

According to the answers from **Spain**, there are mixed results again. For one person this is done in a *very good* way, but in an *insufficient* one for another respondent, whereas it is *satisfactory* for a third person. Two interviewees think that it is at least *sufficient*.

A4. Do the apprentices/trainees/new workers have a clear understanding of the tasks/knowledge, skills, competences required by the occupation?

As stated by companies in **Austria**, a clear understanding of the tasks, knowledge, skills and competences required by the different occupations is rated with *good* to *satisfactory* by two companies each, but as *not sufficient* by another.

Belgium has a different picture about this question as it works *good* for two, *satisfactory* for one and *sufficient* for one person.

The representatives of companies in **Finland** have a different understanding if trainees/ new workers have a clear understanding of the tasks/knowledge, skills and competences required by the occupation. One of the respondents thinks that they have a *good* understanding about it, while one of the respondents answers that trainees have a *sufficient* understanding about those things. Most of the respondents think that trainees have a *satisfactory* understanding about the skills and knowledge required in the occupation.

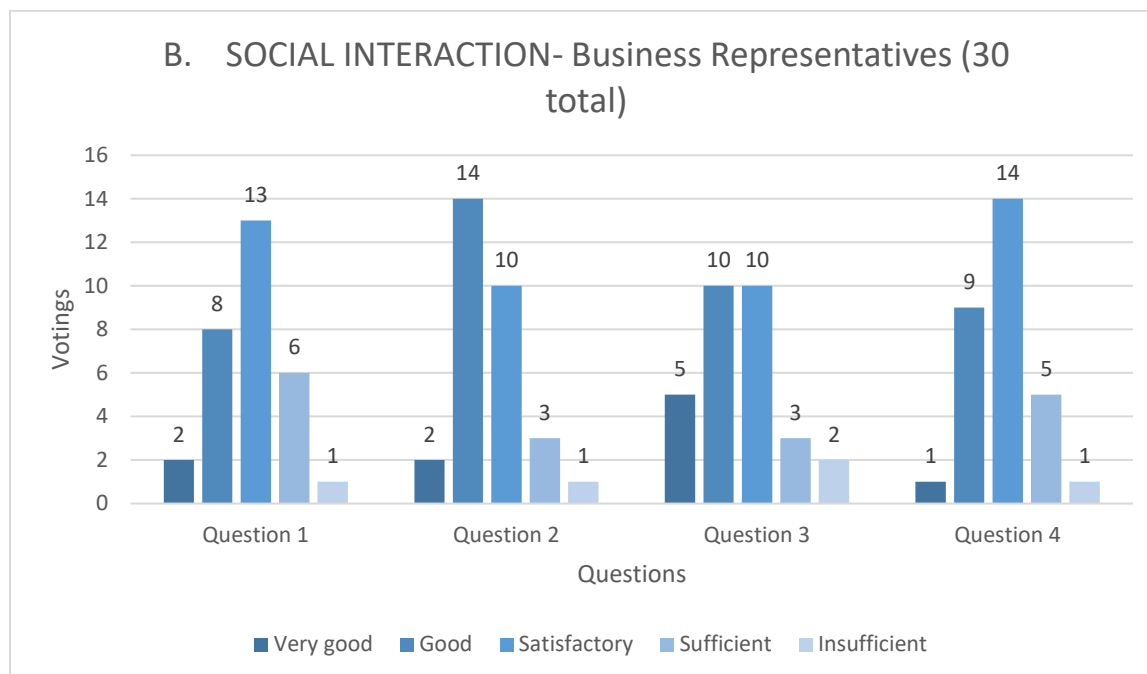
Respondents in **Ireland** are very positive about this aspect and therefore three people rate with *very good* and two others with *good*.

In **Italy** companies think that trainees /new workers have a medium understanding of their tasks, skills and knowledge required by the occupation, since in this case, most of answers are *satisfying*. A company representative states that it depends on the age of the person: in the case of high school students in internship, they have less understanding than a 25-years old person at his/her first work experience.

By contrast, three respondents in **Spain** only give a *sufficient* rating. The target groups clear understanding of required tasks and skills is still *good* for one person and even *very good* for another.

3.3.2. Social Interaction

3.3.2.1. The European Perspective



B1. Do the apprentices/trainees/new workers take initiative?

This seems to work in an average way for the target group according to companies, as 13 interviewees state that this is done in a *satisfactory* way. Two people think it is *very good*, but for one person it is *insufficient*. However, eight people value this with *good* and six other persons with *sufficient*.

'Some trainees take initiative, others do not. Some trainees are not motivated, especially those who want to continue their studies (for example in the University of Applied Sciences).' **FI**

'Unfortunately, attitudes are not developed in the formal learning curricula.' **ES**

B2. Do the apprentices/trainees/new workers seem to be openminded and willing to improve?

Fourteen people feel that this can be rated with *good* and it is still *satisfactory* for ten others. Three respondents think this is done *sufficiently*, but for one person it is *insufficient*. On the other hand, there are still two people who consider this as *very good*.

'They want to improve if they see a meaning in what they do and if the team is ok for them.' **AT**

'This depends a lot on their personalities and if they see a sense what they do.' **ES**

B3. Are the apprentices/trainees/new workers punctual and are willing to follow break times and working hours?

Two thirds of the interviewees say that this question can be either rated with *good* or *satisfactory*. Five people respond with *very good*, whereas it is either *sufficient* for another three and *insufficient* for two people.

'Following working times is sometimes a problem'. FI

'Following working times is not a big deal; they get distracted easily due to smartphones, though, even though they are told.' BE

B4. Are the apprentices/trainees/new workers able to co-operate and cope with feedback/criticism?

Copying with criticism and feedback obviously works fine when evaluating the common European answers. Nine people think that this is accomplished in a good way, whereas nearly 50 percent- namely 14 people- consider this as satisfactory. Five people respond this is done in a sufficient way. The question is valued with very good and insufficient by one person each.

'The feedback is often considered as criticism.' FI

'Usually young trainees have difficulties coping with feedback.' FI

3.3.2.2. Country-specific results

B1. Do the apprentices/trainees/new workers take initiative?

According to **Austrian** small and medium-sized companies- a total of three-, taking initiative seems to be easier, namely *good*, for the target group when there is not a high number of colleagues which apprentices/trainees/new workers must work with, whereas it seems to be more challenging for them to work with changing colleagues. Thus, there is one *sufficient* and one *not sufficient* rating.

Moreover, three persons tick *satisfactory* and two people *sufficient* in **Belgium**.

All the representatives of companies in **Finland** think that trainees/new workers take initiative in a *satisfactory* way. There are differences between trainees.

Respondents from **Ireland** follow this trend and therefore state that taking initiative is *very good* or *good* with one voting each. Three people think that this is *satisfactory*.

In general, respondents agree on the fact that new workers/ trainees/apprentices take initiative-three out of five- in **Italy** and tick *good*. For the others this is *satisfactory*.

Only two people in **Spain** say that this is *good*. *Satisfactory*, *sufficient* and *insufficient* have are answered by one interviewee each, instead.

B2. Do the apprentices/trainees/new workers seem to be openminded and willing to improve?

Concerning the second question of this category, the target group tends to be openminded and willing to improve in **Austria**. One company considers this as *very good*, two as *good* and the others as *satisfactory* or *sufficient*.

Most of the business representatives in **Belgium**- three out of five companies- answer this question with *satisfactory*. One person thinks that willingness is *good*, but for another person it is *sufficient*.

Two of the respondents in **Finland** think that trainees/new workers seem to be openminded and *willing to improve*. Otherwise three of them answer that trainees are *not very willing to improve*.

Most of the respondents in **Ireland** think that being openminded and willing to improve is *good* and for one person it is still *satisfactory*.

A very positive aspect highlighted by **Italy** is that trainees look open-minded and willing to improve. In fact, all respondents give a *positive* score to this question and all seem glad about it as it is considered one of the key factors for success.

There are similar results from **Spain**, as *very good*, *satisfactory* and *sufficient* are ticked by one person each. Two respondents say that it is *good*.

B3. Are the apprentices/trainees/new workers punctual and are willing to follow break times and working hours?

In **Austria** most of the target group receives positive feedback- three out of five companies vote with *very good*- when it comes to punctuality and willingness to follow break times and working hours. There is one *good* rating and another *satisfactory* one.

All respondents in **Belgium** have the same opinion about this question and therefore agree on *satisfactory*.

Most of the companies in **Finland**- one *very good* and three *good*- also answer that trainees/new workers are punctual and willing to follow the break times and working hours. This seems to work quite well. There was a one respondent who thinks that trainees follow these things *badly*.

Interviewees in **Ireland** tend to think positively about this question. Two of them tick *good*, whereas one person *satisfactory* and one person at least *sufficient*.

In **Italy**, ppunctuality and the respect of break times and working hours is also appreciated *positively*, therefore employers assume new workers / trainees can learn and respect *easily* these different moments foreseen for interaction with colleagues.

Being punctual also seems to work fine in **Spain**, as one respondents thinks that this is *very good*. It is *good* for two people and *satisfactory* for another two interviewees.

B4. Are the apprentices/trainees/new workers able to co-operate and cope with feedback/criticism?

Generally spoken, the **Austrian** answers concerning the ability to cope with feedback and criticism are generally positive and are split into one *very good* one, two *good* ones and a *satisfactory* one. However, according to the experiences of one business representative, this ability could be further improved and is therefore rated with *sufficient*.

Four companies in **Belgium** say that this can be rated with *satisfactory*, whereas one company says it is only *sufficient*.

The answers vary between *sufficient* and *good* (2,2,1) in **Finland**.

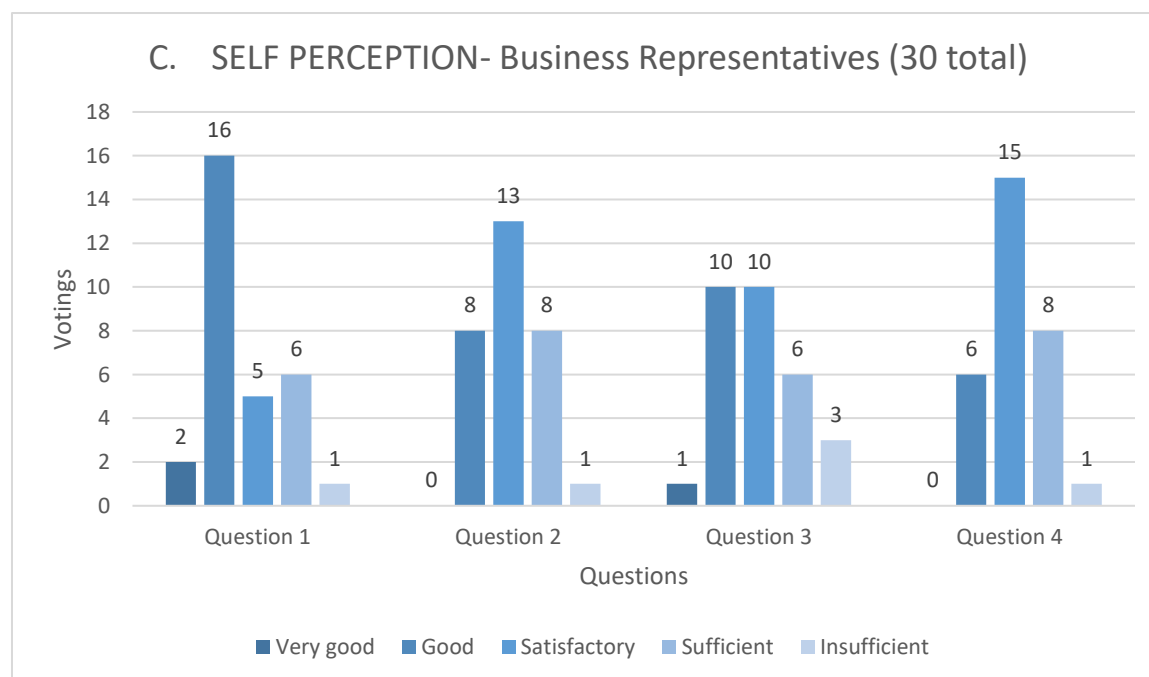
Ireland agrees that this is done in a good way as two people say it is *good* and another three say it is *satisfactory*.

In **Italy**, a quite positive score is given to trainees'/new workers' capacity of cooperation and coping with feedback/criticism, although this is a bit less appreciated. Three answers state *satisfying*. In general, it is stated that younger apprentices/trainees have more difficulties to accept criticism. Furthermore, an interviewee writes that acceptance of criticism is not always possible, and it depends on the person. They have had two totally different experiences with two trainees. To conclude, a respondent working in tourism states that trainees/new workers must participate in all activities so to get used and to learn how to manage critical situations and different problems which may arise.

For most of the **Spanish** respondents this seems to work well. For one interviewee it is *very good*, and *satisfactory* or *sufficient* for one person each. Two respondents think it is done in a *good* way.

3.3.3. Self-Perception

3.3.3.1. The European Perspective



C1. Do the apprentices/trainees/new workers ask questions when they are unsure? Are they afraid of admitting uncertainty?

16 respondents are sure that this is done in a good way, but one person thinks this is not sufficient. Still, for two people it is very good, but only satisfactory for five others. Six people think that this is at least sufficient.

'They ask questions, but they don't tell their opinions.' FI

'Asking questions generally works well; still, some are afraid to do so, because they are afraid of losing face.' **AT**

C2. Do the apprentices/trainees/new workers seem aware of their own strengths and weaknesses?

There is still a need to catch up for the target group when it comes to the evaluation of this question. 13 respondents say that this is only *satisfactory* and for one person this is even *not sufficient*. By contrast, *good* and *sufficient* are ticked by eight people each.

'Some trainees can estimate their own abilities realistically, others don't.' **FI**

'Trainees who are adults are usually aware of their strengths and weaknesses.' **FI**

C3. Can the apprentices/trainees/new workers clearly express what they like and dislike about the tasks and profession?

Most of the respondents agree that expressing likes and dislikes works either *good*- ten people- or *satisfactory*- ten people- for the target group. There are three who have made bad experiences and therefore respond with *not sufficient*. Six people have a better image and respond with *sufficient*. One person even answers *very good*.

'Every workplace is different, and trainees can only express what they like or dislike after they have started to work.' **IE**

'Expressing dislikes is not common for trainees as they are afraid of what the boss might say.' **ES**

C4. Are the apprentices/trainees/new workers able to estimate their own abilities realistically?

50 percent of the business representatives state that the target group can estimate their abilities *satisfactory*. Six people think this is done in a *good* way and for eight people this is at least *sufficient*. One person responds with *not sufficient*, on the other hand.

'They can estimate their own abilities somehow, some still cannot, whereas it's easier for the older ones to do so.' **AT**

'Improving self-perception is the key, as these lacks. Self-perception as an individual, not just for the actual job, but for their future.' **ES**

3.3.3.2. Country-specific results

C1. Do the apprentices/trainees/new workers ask questions when they are unsure? Are they afraid of admitting uncertainty?

It is obvious in **Austria** that admitting uncertainties and asking questions works *well* for four companies and *sufficient* for one.

Three respondents in **Belgium** state that the target groups performance on this topic is *satisfactory* and two say it is *sufficient*.

Most of the **Finnish** respondents answer that trainees/new workers ask questions when they are unsure and therefore four people rate with *good*. There is also one respondent who thinks that trainees hesitate to ask questions when they are unsure and rates with *satisfactory*.

Three out of five people in **Ireland** say that this is *satisfactory*, whereas it is *very good* for one and *sufficient* for another person.

Four out of five persons in **Italy** write that new workers/trainees are afraid to admit uncertainty or to ask questions when they are unsure. Four agree on *good* and one person says it is *satisfying*.

It is also *sufficient* for one person in **Spain** and *satisfactory* for another. It is *good* for two respondents and even *very good* for another one.

C2. Do the apprentices/trainees/new workers seem aware of their own strengths and weaknesses?

Three businesses in **Austria** consider the awareness of strengths and weaknesses as *good*, one as *satisfactory*. An interesting aspect here is that one international company has made bad experiences and therefore considers the target groups awareness as *not sufficient*.

Belgium has similar experiences and therefore three interviewees think that this is *satisfactory*. By contrast, it is only *sufficient* for two persons.

It seems that in the view of the respondents from **Finland** there are very different types of trainees. The ratings range from *good*-one person- to *satisfactory*, as stated by three people. One of the respondents thinks that it might be more difficult for young trainees and rates with *sufficient*.

Sufficient is also rated by three interviewees in **Ireland**, whereas two persons agree on *satisfactory*.

In **Italy** on the other hand, it is hard to assess if they are aware of their strengths and weaknesses: two participants answered *good*, two said that this skill is *satisfying*, while the last one stated that this skill is *sufficient*.

Spain follows the above trend and therefore two respondents say it is done in a *good* way. Two people say it is done in a *satisfactory* and two other people say in a *sufficient* way.

C3. Can the apprentices/trainees/new workers clearly express what they like and dislike about the tasks and profession?

When it comes to expressing likes and dislikes about the tasks and profession four out of five companies have *good* experiences with the target group in **Austria**.

The question is answered *satisfactory* by three and as *sufficient* by two persons in **Belgium**.

In **Finland** there are different views about how the trainees can express what they like and dislike about the tasks and profession. Most of the respondents, namely three *good*, think that trainees can express clearly what they like and dislike. Two of the respondents answer that trainees have difficulties to express what they like or dislike and rate with *satisfactory*.

Expressing likes and dislikes seems to be a challenge for the target group in **Ireland**, as three business representatives answer that this is *good*, but it is only *satisfactory* for one and *insufficient* for another person.

Furthermore, three respondents in **Italy** write that trainees clearly state what they like and dislike about their tasks and profession and rate with *very good*, while the remaining two write this skill is *satisfying*.

Spain has a more optimistic approach as *very good*, *good* and *sufficient* are ticked by one person each. It is still *satisfactory* for two respondents.

C4. Are the apprentices/trainees/new workers able to estimate their own abilities realistically?

Three out of five companies in **Austria** value this category as *satisfactory* which means that the target group needs more self-reflection to be able to estimate their own abilities realistically. Moreover, one company answers this question with *sufficient*. By contrast, there is at least another company rating this question with *good*.

Estimating their own abilities realistically is also *sufficient* for two respondents in **Belgium**, but for three people it is more positive and therefore valued with *satisfactory*.

In **Finland**, three representatives answer this question with *good* and two others with *satisfactory*.

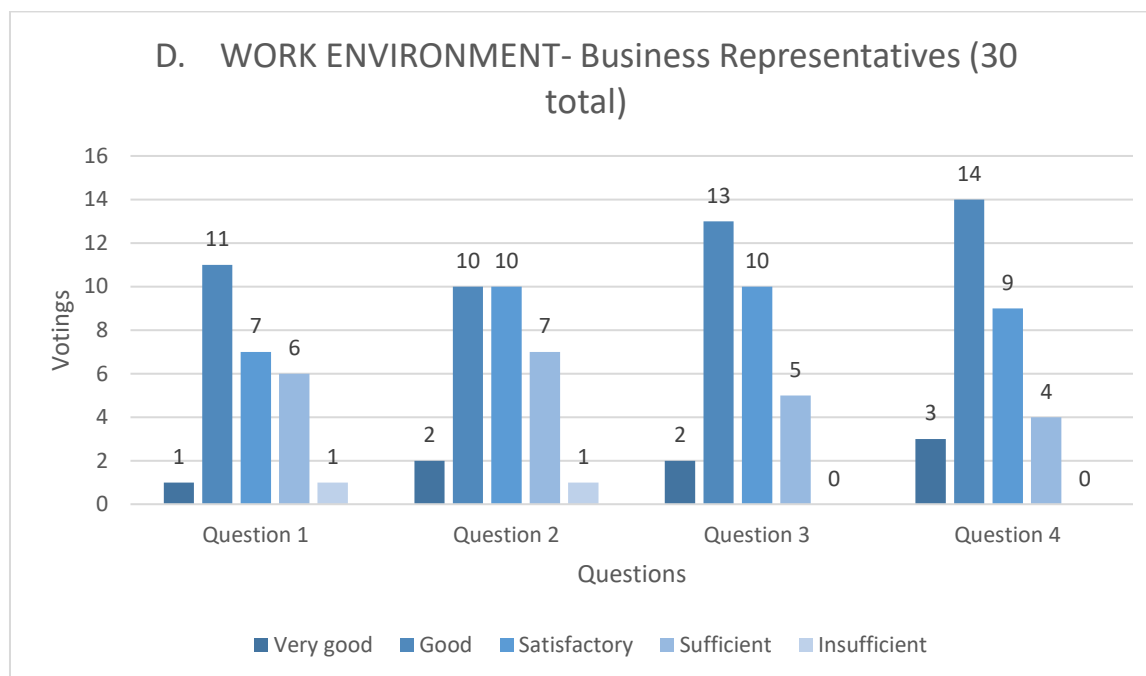
More than 50 percent- namely three people- of the respondents in **Ireland** say that estimating the own abilities works *satisfactory* for the target group. *Good* is ticked by one person as is *insufficient* by another.

On the capacity to estimate their own abilities realistically, most interviewees in **Italy** show a medium-low assessment: it depends on the person but in particular on the age of the new worker/trainee: a person states that younger trainees tend to overestimate their competences. Furthermore, it said that it depends on his/her prior knowledge about the professional role. Three persons vote for *satisfying* and two persons for *sufficient*.

Finally, the results provided by **Spain** show that this matter is also only rated as *sufficient* by one person. By contrast, two people rate with *good* and another two with *satisfactory*.

3.3.4. Work Environment

3.3.4.1. The European Perspective



D1. Are the apprentices/trainees/new workers capable of dealing with the demands of the physical environment (height, heat, cold, noise, isolation,)?

11 business representatives agree that this is dealt with in a *good* way and even agree on *very good*. It is still *satisfactory* for seven, but *sufficient* for six and even *insufficient* for one person.

'Some are, whereas some are not, it always depends on the work to be carried out.' **IT**

'Normally, this is not a big deal for the ones who work in technical fields.' **BE**

D2. Do the apprentices/trainees/new workers have a realistic understanding of the demands of the workplace?

Only two respondents respond with *very good*. On the other hand, one respondent answers with *insufficient*. Still, it is *sufficient* for seven people. Most of the people think that this can be rated with *good* or *satisfactory* and rate with ten each.

'There should be more practical training in companies to get familiar with these things.' **FI**

'Once they are into training and practical work it's easier for them to understand the demands of the workplace. Routine is very important' **AT**

D3. Do the apprentices/trainees/new workers recognise and adapt to the values of the company?

For 13 interviewees this works fine and therefore they rate with *good*. The question is still rated *satisfactory* by ten people. It is *sufficient* for five and *very good* for two persons.

'Trainees who are young might have difficulties to adapt to the values.' **FI**

'Young people can adapt to company values quite easily, although they don't really care as long as they feel good about it.' **AT**

D4. Do the apprentices/trainees/new workers interact with customers appropriately and in a good manner?

More than 50 percent give a positive feedback about this question. Thus, three people rate with *very good* and 14 with *good*. Nine people think that interacting with customers is done *satisfactory* and for four people this is still *sufficient*.

'Interacting well with customers depends on the person and also from the social background, which is hardly influenceable.' **AT**

'Interacting with customers works pretty well for the trainees.' **IE**

3.3.4.2. Country-specific results

D1. Are the apprentices/trainees/new workers capable of dealing with the demands of the physical environment (height, heat, cold, noise, isolation,)?

In **Austria**, the respondents have a rather good image of how apprentices/trainees/new workers perform in the work environment. Four out of five companies say that the target group can deal with the demands of the physical environment in a *good* way, whereas one company values this category as *sufficient*.

Dealing with the demands of the physical environment also works well in **Belgium**, as three respondents answer with *good* and two with *satisfactory*.

Four respondents from **Finland** answer that trainees can deal *well* or *very well* with the demands of the physical environment. One representative of the company thinks that trainees have *not sufficient* capability of dealing with those demands.

On the other hand, interviewees in **Ireland** rate with *good* and *satisfactory* with two people each. One person thinks that this is even *very good*.

In **Italy** it is not possible to realistically assess if in general trainees/new workers are capable to deal with the demands of the physical environment as answers are different from one to another and range from *very good* to *sufficient*.

In general, respondents in Spain have a quite good image of the target groups capability of dealing with the demands of the physical environment as this work *well* for three, and *satisfactory* for two companies.

D2. Do the apprentices/trainees/new workers have a realistic understanding of the demands of the workplace?

Three **Austrian** companies think that the recognition and adaption of company values is fulfilled *good* to *satisfactory*, one company even rates with *very good*. There is still improvement for one company as it rates with *satisfactory*.

One business representative thinks that the understanding is *sufficient* in **Belgium**, whereas *good* and *satisfactory* is ticked by two companies each.

Two of the **Finnish** companies think that trainees have a *good* or *very good* understanding of the demands. Three of them answer that those demands are *satisfactory* or not *sufficient*.

Ireland has similar outcomes as *good* and *sufficient* are ticked by one interviewee each. It is *satisfactory* for another three persons.

Trainees' realistic understanding of the demands of the work place has been a very tricky issue to assess in **Italy**: two respondents answer *good*, an interviewee states *satisfying*, and two people state *sufficient*. Italy presumes new workers/trainees have this skill, although it is believed a further investigation could be done on this topic.

Three out of five business representatives have a quite good image concerning this question and therefore also rate with *good* in **Spain**. One person thinks that it is *satisfactory*, but it is only *sufficient* for the fifth respondent.

D3. Do the apprentices/trainees/new workers recognise and adapt to the values of the company?

The **Austrian** responses are quite positive, two companies experience the target groups performance as *very good*, two others as *good* and the fifth one as *satisfactory*.

Belgium provides different data, as *good* is ticked three times and *satisfactory* twice.

Three people rate this question with *good* and two with *satisfactory* in **Finland**.

In **Ireland** adapting to the company values seems to be a bit tricky for the target group, as one respondent states this as *sufficient* and another two as *satisfactory*. However, it is still *good* for two other interviewees.

According to companies involved in the research in **Italy**, new workers and trainees are able to recognize and adapt to the values of the company although the majority of respondents stated *satisfying*.

Finally, more than 50 percent of the interviewed companies in **Spain** say that this is done in a *good* way, whereas it is *satisfactory* for one and *sufficient* for another company.

D4. Do the apprentices/trainees/new workers interact with customers appropriately and in a good manner?

In **Austria** ratings for this question range from *very good* for one company and *good* to *satisfactory* for the other four ones. This means that the demands of interacting appropriately with customers are met quite well.

In **Belgium**, the interviewees agree that this is done in a *good* way. However, for two respondents this is *satisfactory*.

Also, in **Finland** all the respondents answered that trainees/new workers interact at least well with customers-one *very good*, four *good*.

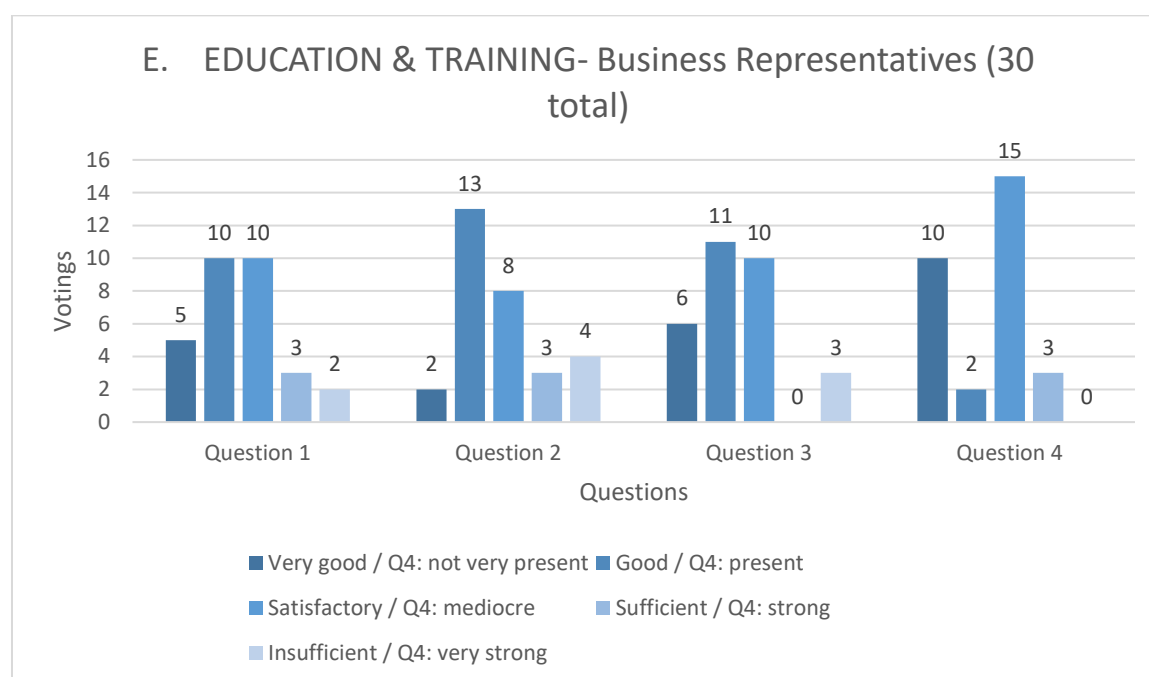
Ireland has incoherent results concerning this question as *very good* and *good* are ticked by one person each. It is *sufficient* for one, but only *satisfactory* for two interviewees.

In addition, interaction with customers appropriately and in a good manner is evaluated by most interviewees in **Italy** as *satisfying*.

By contrast, respondents in **Spain** say that this is accomplished *well*. One person thinks it is *satisfactory*, but for another person it is only *sufficient*.

3.3.5. Education and Training

3.3.5.1. The European Perspective



E1. Do the apprentices/trainees/new workers have sufficient language skills to carry out their work properly? This includes both oral and/or written skills depending on the job tasks.

In the overall evaluation it turns out that five people value the language skills with *very good*, but two with *not sufficient*. They are still *sufficient* for three others. Two thirds value the skills with *good* or *satisfactory*.

'Generally spoken, a lot of young people have grammar and spelling problems. People with migration backgrounds often have severe language problems.' **AT**

'Especially written language sometimes is challenge.' **IT**

E2. Do the apprentices/trainees/new workers possess and demonstrate sufficient digital skills?

According to the respondents these can be valued with *good* as 13 people do. For two persons these are even *very good*. However, they are *not sufficient* for four and only *sufficient* for three. Eight people think that they can be valued with *satisfactory*.

'Working with MS Office programmes like word and excel should be focused on more at schools. Some pupils did not have a single lesson in the mentioned programmes within nine years of school!' **AT**

E3. Are the apprentices/trainees/new workers willing to improve their occupational specific knowledge and skills?

The willingness to improve is rated with *good* by eleven, *very good* by six, but with *insufficient* by three interviewees. By contrast, they are *satisfactory* for one third.

'Skills are often good, but they lack courage to do and try things.' **FI**

'Trainees develop their skills further once they are into working.' **IE**

E4. Do the apprentices/trainees/new workers have any skill gaps that hinder their performances?

Half of the respondents across Europe agree that skill gaps are hindering and say that these are mediocre. For two people these are present and three persons state that there are severe skill gaps. On the other hand, one third says that there are only little skill gaps.

'They have skill gaps, and there is a need to catch up in our area in the STEM subjects.' **AT**

'A big gap is the initiative. They are used to wait for somebody who gives them instructions and what the next steps are all the time.' **ES**

3.3.5.2. Country-specific results

E1. Do the apprentices/trainees/new workers have sufficient language skills to carry out their work properly? This includes both oral and/or written skills depending on the job tasks.

To carry out their work properly the target group in **Austria** has *good* language skills for four companies in **Austria**, especially when it comes to technical jobs and/or retail. The office sector requires sophisticated language skills, both oral and written, as can be seen in one *negative* rating for this question.

In general, companies rate this question in a positive way, as language skills are *very good* for two people, *good* for another two and *sufficient* for one person in **Belgium**.

Four of the respondents in **Finland** answer that trainees/new workers have *good* or *very good* language skills, whereas one respondent rates with *satisfactory*.

Ireland has made the experience that the language skills can be rated with very good, good and satisfactory by one person each. However, these are only sufficient for two people.

New workers'/trainees' language skills to carry out their work properly is assessed as *good* by four people and two as *satisfying* in **Italy**. However, a respondent says that this skill is *not sufficient*: the company representative explains that this answer is motivated by the fact that a trainee they welcomed has foreign origins and was not able to speak Italian in a proper way.

The language skills are rated *satisfactory* by four people and *good* by one person in **Spain**.

E2. Do the apprentices/trainees/new workers possess and demonstrate sufficient digital skills?

When sufficient digital skills are demanded most of the **Austrian** businesses is quite positive about the target groups performance and three companies consider these as *good*, whereas one as *satisfactory* and the other one as *not sufficient*. Demands are not met in specific sectors where good to very good digital skills are required.

Businesses representatives in **Belgium** are also positive about the target groups digital skills. Thus, these are rated *very good* by two, *good* by another two and *sufficient* by one person.

Three **Finnish** respondents agree with *good* and two people think that digital skills are *satisfactory*.

One person in **Ireland** rates the digital skills with *insufficient*. By contrast, two people have a better experience and therefore rate with *good*, whereas they are only *satisfactory* or *sufficient* for another person each.

Despite of the different areas of activities, the acquisition and demonstration of sufficient digital skills has been assessed very positively in **Italy**: three *good* ones, one *satisfying* and one *sufficient*.

At last, **Spain** follows the above trend as digital skills are rated with *good* or *satisfactory* by two respondents each, whereas one person considers them as *very good*.

E3. Are the apprentices/trainees/new workers willing to improve their occupational specific knowledge and skills?

Commonly rated *very good* to *good*- two per two- is the target groups willingness to improve knowledge and skills required by work in **Austria**. For one company the target groups willingness is *satisfactory*.

Belgium follows this trend and has exactly the same results as Austria concerning this question: two *very good*, two *good* and one *satisfactory*.

The respondents from **Finland** answer that trainees are usually willing to improve their occupational specific knowledge and skills. Three of them rated with *good* and two with *satisfactory*.

Interviewees in **Ireland** have a quite positive attitude concerning this question as *very good* and *good* are ticked once, and *satisfactory* three times.

All **Italian** respondents agree on the fact that new workers /trainees are willing to improve their occupational specific knowledge and skills, and this is a *very positive* aspect highlighted by all companies.

The respondents in **Spain** also agree on that as three interviewees say that the willingness to improve is *very good*. On the other hand, it is *satisfactory* for one and *sufficient* for another respondent.

E4. Do the apprentices/trainees/new workers have any skill gaps that hinder their performances?

For sure skill gaps do exist in **Austria**, not only on a technical level, but also on the level of basic knowledge required during school. As for two companies each the skill gaps are *low* to *medium*, whereas for one company they are *very present*.

An average rating of skill gaps is provided by **Belgian** companies as all of them agree that these are *mediocre*.

The same can be said for **Finland** as respondents notice some skill gaps and rate from *little* to *average*.

Skill gaps of the target group are *mediocre* for four interviews in **Ireland** and *low* for the fifth respondent.

In addition, it is evident in **Italy**, too, that the most negative score is provided for the question ‘do new workers/trainees/apprentices have any skill gaps that hinder their performance’ as three people evaluate this gap as *medium*, while one interviewee states *very present* and the last one *severe*. A participant adds that skills gaps must be filled in from the first guidance interview.

Business representatives in **Spain** have noticed *severe* skill gaps, whereas there are only *some* or *no* skill gaps at all for one respondent each.

3.3.6. Conclusion

The overall results of the businesses are very similar to those of the VET staff group; there are minor differences in the country-specific results. An example of this is a more critical assessment of skill gaps, here mainly in relation to digital skills or school competencies.

To give an overview, the following points are striking:

➤ Self-perception

Here the VET graduates but also participants seem to still have some catching up to do. It is obvious, however, that here sensitisation and appropriate self-perception must take place at an early stage and that both training institutions and business enterprises can contribute relatively little to improved self-perception. Nevertheless, it is an important aspect to which importance is attached in working life in order to guarantee a good and collegial working environment as well as a good workflow.

➤ **Skill gaps**

Businesses are increasingly noticing that skill gaps are sometimes getting bigger and bigger. This does not necessarily have to go hand in hand with only a basic school education, but also affects young people with a middle school leaving certificate or a higher school education.

It is striking that, on the one hand, there are complaints about the lack of digital skills. In concrete terms, this means, for example, that dealing with MS-Office programmes is often inadequate, although this is part of the curricula at schools. Of course, this is more important in those occupations in which an experienced handling of common programs is part of everyday life than in other occupations. Someone who works in a garage will understandably have less to do with these programmes than someone who works in an office. Specialized computer programs are already part of the different vocational schools or are taught in a familiarization phase on site. The target group clearly has the least difficulties in dealing with new media, which is of course an advantage in new professions such as e-commerce management. On the other hand, the private use of smartphones during working hours is, of course, a point of criticism by business representatives.

In addition, the companies point out some serious shortcomings in grammar and spelling. However, this does not only affect people with a migration background, who have perhaps only recently arrived in their new (host) countries, but also young people without a migration background. Here, too, it can be assumed that a solution must already be found in basic school education. The same applies to scientific subjects, above all mathematics, which has also been criticised by companies.

➤ **Portraying competences**

The evaluation of the survey results and the additional comments shows that many participants of the target group - especially the younger ones - are not aware of how they can best present themselves to a company. It also seems that some VET graduates and participants are not at all aware of their competences and skills or are not able to integrate them appropriately into working life because they either do not know how or have no relation to them.

This starts with applications and continues through the entire application process up to the actual working life. It is self-explanatory that this also contributes to a higher drop-out rate. The question arises to what extent this shortcoming can be compensated by the training institutions or VET centres alone, since portraying competences and skills, sensitisation to them, as well as application management are already a fixed component of the various institutions.

➤ **Age**

On this point, there are both advantages and disadvantages in terms of age. Many companies prefer - what concerns the entry or the takeover into an apprenticeship - rather younger people, whereby it is obvious that in many cases they can be better introduced to the company values. It is also the case that these are more 'malleable' than older youths. Interestingly, however, there was also some feedback that some enterprises prefer older youths because it can be assumed that they have a certain maturity and possibly a higher ability to reflect. In general, age is an important aspect, but no clear line can be drawn to identify clear advantages and disadvantages.

➤ **North-South divide**

Interestingly, there were no significant geographical differences between the valuations of the companies and those of the VET staff.

➤ **Company size**

An interesting observation is that companies that employ a larger number of employees seem to be more critical in dealing with graduates or apprentices. The tolerance limits here are in many cases lower than in smaller companies. This could be due to the fact that smaller companies sometimes have a more family and personal environment than larger companies, and that it may be possible to talk out aspects worthy of criticism or misconduct more quickly and better. Perhaps it is also so that some young humans in SMEs feel under circumstances more comfortable, since they do not drown in the mass of the colleagues and their needs, skill gaps etc. come differently to the language.

It is pure speculation, whether this circumstance has to do also with the different characteristic of cognitive abilities and the fortune and the readiness for the self-reflection, since there are no usable studies to this topic.

In general, no valid statement can be made on this point, as there are of course enough people from the target group who are in good hands in a large and perhaps also international company context.

3.4. Recommendations

Based on the evaluation of the questionnaires, the many additional inputs and the experiences of the VET professionals and business representatives, the following recommendations for adapting the training contents to the pulse of time can be derived:

➤ **Development and further enhancement of soft skills/transversal skills**

Here it is important that training institutions pay close attention to the development of the soft- and transversal skills of their participants. The aim is to sensitise participants and to promote and challenge them in the further development of these skills. These skills are indispensable in everyday (working) life and have a lasting influence on the professional future in this context.

This was of course taken into account by the project partnership in the development of the key data fields, which are therefore of great relevance for the parts IO.2 (mobile app) and IO.3 (database) of the DITOGA project.

In the annex to this point, there are also suggestions to encourage training institutions and VET centres to develop their own training content on the subject of soft skills and transversal skills.

➤ **Enhancement and adaption of practical trainings**

In this area, it can be said that it must be the task of training institutions and VET centres to provide sufficient practical training for their participants, which must be as realistic as possible. The following quotation from Italy describes the recommendation on this point very well: *‘According to my experience if the vocational course is of good level, trainees receive an adequate technical background, obviously improved with the experience in the field but good enough as a starting point. It is necessary that the course foresees many hours of technical and practical preparation through exercises, simulations, role-play, work on cases and for this you need experienced teachers working in the specific field.’*

Furthermore, it should be emphasised - and this is already happening widely and to a great extent - how important it is to gather practical experience locally in the partner companies. Only here is

practical knowledge and experience imparted if the training facilities are not conceptually designed to offer practice, as for example in the *Supra-Company-Apprenticeship Training* (UEBA2) in Austria.

It is absolutely important that - as mentioned in the quote - enough attention and time is invested to train practical knowledge, skills and competences through different methods. It is also important to regularly check the progress of the trainees in cooperation with companies. In Austria, for example, there is the so-called '*training documentation*' (Ausbildungsdokumentation) from the *Austrian Chamber of Commerce* (WKO), which can be found in the annex.

➤ **Enhancement and adaption of theoretical trainings**

The area of theoretical knowledge has also shown that there is a considerable need to catch up in some areas. In some cases, the basic knowledge of the participants, such as basic arithmetic, is already lacking. Who would build a house on a completely inclined foundation? The same applies to the expansion of theoretical knowledge if the basis is not right.

Training institutions of any kind must be aware that under certain circumstances the acquisition of theoretical knowledge at school was inadequate - for whatever reason. Generally speaking, it is a question of consolidating basic competences and only then of acquiring theoretical specialist competences. As mentioned in the practical part, it is the task of training providers to create appropriate resources to ensure this. Here, too, the focus must be on the Knowledge and Skills parts, since competences are already part of practical implementation.

➤ **Focus on case management**

Employees in training institutions must be aware that working with the target group is always an individual case management. Accordingly, a medium to long-term strategy is needed to guide the participants well through the training and thus minimise possible drop-outs during training or after starting work. It would be important here to take a holistic approach in order to be able to filter even better where there are blockades, internal drivers and triggers for frustration. In support of this, the annex contains the 'layers of diversity' and the 'Work-Life-Balance Wheel'.

➤ **Avoidance of information gaps**

It is very important that employees of training institutions and VET centres are aware of each other's most important circumstances and that there are no information gaps. This is the only way to ensure that everyone pulls in the same direction and everyone knows what the other is doing, so that optimal and individual participant work is achieved.

It goes without saying that there must also be an open exchange and communication with companies regarding individual target planning, although this does not involve the disclosure of health conditions or the social environment, as this would contradict the data protection guidelines on the one hand and be counterproductive on the other.

➤ **Close cooperation with businesses**

It has been shown that close cooperation with companies in the first labour market is essential in order to achieve a high standard of training for the target group. This also includes regular face-to-face company contacts for VET professionals. These also contribute to enabling good individual participant work and to being able to respond quickly to changes or new requirements.

➤ **Provide remedial teaching**

Since many participants in the target group have incomplete basic school knowledge, targeted remedial teaching in the various training institutions is recommended. This should also prepare the participants for vocational school and, in addition to imparting basic knowledge, should also be subject-specific if possible. This requires both internal and external resources in the form of qualified lecturers, for example. It has also been shown that the use of specific computer learning programmes also contributes significantly to this. Here, however, there is a need for control and a knowledge check of the specialist personnel in the training institutions.

➤ **Enhancement of work behaviour and motivation**

It is immensely important that there are regular workshops and activities on work behaviour and motivation. This includes telephone training, behaviour in job interviews, but also dealing with topics such as diligence, endurance, independence, motivation, reliability, creativity/flexibility and problem-solving behaviour.

➤ **Encouragement of self-perception and self-reflection**

This aspect is very complex and consists of many facets. Training institutions should be aware that a sustainable professional and private career depends strongly on the perception and self-reflection of their participants. There is no 'general recipe' here, but helpful inputs which are intended to stimulate and support training institutions.³⁸

To conclude the recommendations, the following statement from Ireland should serve as a further inspiration for VET centres and training institutions:

Aligning of VET course contents to the

•reality of the job •previous knowledge of the business world •knowledge of work security regulations •awareness of security rules •punctuality •good predisposition for work •being affable with colleagues •offering new points of view •participation •responsibility with work tools and tasks •willingness to learn and carry out new tasks •social skills and teamwork •dexterity •manual skills •speed and efficiency in their work •positive attitude •cheer and good humour •ability to work under psychological pressure •good verbal expression and communication •discretion •creativity and innovation •planning and organisational skills •IT skills and foreign language skills

³⁸ <http://www.institute4learning.com/2017/02/01/5-ways-to-promote-self-awareness-in-the-middle-and-high-school-classroom/>
<https://www.safeline.org.uk/promoting-a-positive-self-image-how-you-can-help-as-a-parent/>
<http://mtstcil.org/skills/image-3.html>
<https://whatedsaid.wordpress.com/2011/06/11/10-ways-to-encourage-student-reflection-2/>
<http://www.umsi.edu/services/ctl/faculty/instructionalsupport/reflection-strat.html>
<https://globaldigitalcitizen.org/5-best-self-assessment-practices>

4. Key Data Fields for the tracking of VET graduates

4.1. Introduction

Based on the empirical evaluation of the surveys and the additional thoughts and remarks of the people interviewed- 61 VET staff and 30 business representatives-, the project partnership has deduced 71 key data fields relevant for tracking VET graduates. Moreover, the results of the nation-wide researches and experiences of the different VET institutions and businesses have been incorporated into the deduction.

The following descriptions should define the different key data fields more detailed. Consequently, they also serve as a basis for VET institutions and training centres what to take into consideration when designing and altering their trainings to match the demands of the working world. This allows to quickly adjust to possible changes of the demands of entrepreneurs.

Moreover, special attention in the development of the key data fields was given to the correlation with the CEDEFOP key competences defined for VET institutions.

Key competences:

- Communication in the mother tongue
- Communication in foreign languages
- Competences in maths, science and technology
- Digital competence
- Learning to learn
- Interpersonal, intercultural and social competences, civic competence
- Entrepreneurship
- Cultural expression ³⁹

Finally, there is a practical approach at the end of every section about the correspondent educational mission of the VET institution or the training centre.

4.2. heoretical competences

<p>1</p> <p>Key Data Field: Verbal skills</p>	<p>This means to which extent a person can approach words and sentences. It also defines to which extent someone can comprehend meanings and know how to use meanings and words and communicate in an understandable and logical context. These skills are partly inborn and further trained using mother tongue. Moreover, these skills are also acquired from official public education (e.g. school). Verbal skills are a dynamic process and can be trained life-long. They are not always interdependent from a person's educational level or grammatical knowledge.</p>
--	---

³⁹ <http://www.cedefop.europa.eu/en/publications-and-resources/key-documents>
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4041>
http://www.cedefop.europa.eu/files/4041_en.pdf
http://www.cedefop.europa.eu/files/8083_en.pdf

2	Key Data Field: Writing skills
3	Key Data Field: Technical understanding
4	Key Data Field: Concentration and memory
5	Key Data Field: Speed
6	Key Data Field: Logical thought
7	Key Data Field: Accuracy to perform tasks
8	Key Data Field: Mathematics
9	Key Data Field: Official language

10	Key Data Field: Vocational language	Describes the language used at work. This includes not only typical customer related phrases and idioms, but also special technical or mechanical terms, depending on the performed tasks and the job carried out. Special emphasis needs to be given to politeness and dealing with situation that might require a sophisticated vocational language. Vocational language can be trained through practical trainings in job interviews, telephone language and how to deal with customers. Additionally, vocational language is provided and trained in VET schools and practical training in general.
11	Key Data Field: Foreign language	This defines a language that is different to the speaker's country. Moreover, it is also a language not spoken in the native country of the person referred to.
12	Key Data Field: Writing reports and proposals	This is essential for professions that require a lot of office work. However, it might also be necessary for certain technical jobs, or when dealing with customers.
13	Key Data Field: Innovation	In colloquial language, the term is used in the sense of new ideas and inventions and for their economic implementation. In the narrower sense, innovations only result from ideas when they are converted into new products, services or processes that are actually successfully applied and penetrate the market.
14	Key Data Field: Planning & delegation	Planning is the process of thinking about the activities required to achieve a desired goal. Delegation is the assignment of any responsibility or authority to another person (normally from a manager to a subordinate) to carry out specific activities. ⁴⁰
15	Key Data Field: Business trend awareness	This describes one person's skill to being mindful to market developments that are becoming popular and broadly accepted by the market and society.
16	Key Data Field: Entrepreneurial thinking & management	Entrepreneurial thinking skills refer to the ability to identify marketplace opportunities and discover the most appropriate ways and time to capitalize on them. Sometimes, it is simply referred to as the ability to find and pursue the problem-solution fits.

⁴⁰ <https://en.wikipedia.org/wiki/Delegation>
<https://en.wikipedia.org/wiki/Planning>

	Entrepreneurial management is the practice of taking entrepreneurial knowledge and utilizing it for increasing the effectiveness of new business venturing as well as small- and medium-sized businesses. ⁴¹
--	---

4.3. Practical skills

17	Key Data Field: Accomplished practical activities	The ability to initiate and finish practical activities successfully. Depending on the complexity of the given tasks, guidance and supervision might be useful or required.
18	Key Data Field: Interaction with customers	Being able to interact with customers in a fluent, open-minded and result-oriented way. This may also require a certain sense of conflict management.
19	Key Data Field: Digital skills	Disposes of the required set of digital skills including information and data literacy, communication and collaboration through digital technologies, digital content creation, safety and problem solving. ⁴²
20	Key Data Field: Occupational specific skills	Job-specific skills are those abilities that allow a candidate for employment to excel in a particular job. Some skills are attained by attending school or training programs. Others can be acquired through experiential learning on the job. The skills that are needed for a specific job are also known as a skill set. ⁴³
21	Key Data Field: Applying school knowledge and skills at work	The ability to apply school knowledge and skills acquired at school in a given enterprise context, whereby it is important to be open-minded, think creatively and to be flexible in finding an adequate, fit-for-purpose solution for a specific situation.
22	Key Data Field: Presentation skills and public speaking	Presentation skills are the skills you need in delivering effective and engaging presentations to a variety of audiences. These skills cover a variety of areas such as the structure of your presentation,

⁴¹<https://www.cleverism.com/skills-and-tools/entrepreneurial-thinking/>

<https://news.gcase.org/2011/10/24/what-is-entrepreneurial-management/>

⁴² <https://www.itu.int/en/ITU-D/Digital-Inclusion/Documents/ITU%20Digital%20Skills%20Toolkit.pdf>

⁴³ <https://www.thebalancecareers.com/what-are-job-specific-skills-2063755>

	the design of your slides, the tone of your voice and the body language you convey. ⁴⁴
23 Key Data Field: Research	The skills required to search for answers to questions, to construct reasoned arguments or theories based on evidence and to increase understanding in a particular field of inquiry. ⁴⁵

4.4. Train and use soft skills

24 Key Data Field: Self-marketing	Self-marketing is sometimes called personal branding because it uses branding tools to create an image around an employee rather than a product (...). It gives candidates more opportunities to effectively communicate their values, skills , experiences, and vision to potential employers. ⁴⁶ It is important to see that self-promotion is a leadership skill. It is your responsibility to talk about what you and your team have achieved, not only for your own benefit, but also for the team and the company. It's how to create influence. It's how you sell your ideas across the organization. It's the basis of building relationships with key stakeholders and gaining access to the power networks. ⁴⁷
25 Key Data Field: Identifying of and dealing with personal strengths and weaknesses	The ability to define the difference between a required skill standard and the actual presence of a skill. In addition, the ability to reinforce and promote one's strengths and to compensate for or improve skills that lack behind. The continuous alertness and search for learning situations that allow a skill to be reinforced.
26 Key Data Field: Teambuilding including remote teams	Teambuilding involves strong collaboration and communication skills, it is also about planning, negotiating and problem solving. It is the ability to make explicit the common goal and the steps to achieve it. It is about organising oneself and the group to achieve those goals in an efficient and effective way.
27 Key Data Field:	

⁴⁴ https://wiki.ubc.ca/Presentation_Skills

⁴⁵ <https://www.heacademy.ac.uk/knowledge-hub/research-skills>

⁴⁶ <http://www.marketing-schools.org/types-of-marketing/self-marketing.html>

⁴⁷ <https://www.forbes.com/sites/bonniemarcus/2015/03/02/self-promotion-is-a-leadership-skill/#1945cf814e77>

Conflict management	Use accurate written and verbal communication to avoid conflicts, address problems before they reach crisis stage, use of mediating skills (listening, drawing out the perspective of the other), express disagreement based on facts and with a solution-oriented mind-set, use of negotiation skills. ⁴⁸
28 Key Data Field: Time management	Ability to be punctual and follow breaktimes and working hours. Ability to plan own schedules and follow them.
29 Key Data Field: Giving and receiving feedback	Ability to give appropriate and constructive feedback to co-workers and supervisors. Ability to receive all kinds of feedback from co-workers, supervisors and customers, cope with it and learn and improve from it.
30 Key Data Field: Ability to be in front of people and communicate	Ability to be front of people and communicate in appropriate way for example when working with customers. Ability to tell about own work or products, give advices and guidance to customers.
31 Key Data Field: Building self-confidence	Ability to learn to trust own skills, to become more confident when getting positive feedback, to take all kinds of feedback as opportunity to improve own work.
32 Key Data Field: Adapting ethical values	Ability to recognise the and adapt to ethical values concerning certain occupation or company. Work according to values and maintain good quality.
33 Key Data Field: Capability to learn and understand skills, knowledge and tasks required in the occupation	Ability to learn and understand what kind of knowledge and skills are needed in certain job or occupation, to learn and understand what kind of tasks certain job or occupation consists of.
34 Key Data Field: Willingness to improve and learn	The apprentice/trainee/new worker is willing and motivated to learn new things and improve his/her work. Understands the demands of lifelong- learning.
35 Key Data Field: Telling opinions and suggestions	Ability to clearly express own opinions. The apprentice/ trainee/ new worker has enough courage to tell what they like and dislike

⁴⁸ <https://www.thebalancecareers.com/conflict-management-skills-2059687>

	and give suggestions to develop his/her work or procedures in working place.
36 Key Data Field: Dealing with uncertainty	Ability to deal and admit uncertainty. The apprentice/ trainee/ new worker can manage not having enough knowledge or not knowing how to do something. He/she can manage that things don't always go as planned. This requires flexibility, too.
37 Key Data Field: Dealing with physical environment	Ability to deal with different circumstances or demands of working environment, for example height, heat, cold, noise, isolation, smell. An example: Daycare- center as a working environment can be really noisy or construction worker must not be afraid of heights.
38 Key Data Field: Courage	The apprentice/ trainee/ new worker has courage to ask, to try new things, to encounter different and challenging situations at work, to meet new and different people etc.
39 Key Data Field: Initiative	The ability to use your judgment to make decisions and do things without needing to be told what to do.
40 Key Data Field: Creativity	Producing or using original and unusual ideas.
41 Key Data Field: Critical thinking	The process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you.
42 Key Data Field: Proactivity	Being proactive means taking control and causing something to happen, rather than just adapting to a situation or waiting for something to happen. The individual does not need to be asked to act, nor do they require detailed instructions. It requires: envisioning, planning, enacting and reflecting.
43 Key Data Field: Emotional intelligence	The ability to understand and control your own feelings, and to understand the feelings of others and react to them in a suitable way, using this skill to make good judgments and to avoid or solve problems.
44 Key Data Field: Self-leadership	The process by which you influence yourself to achieve your objectives, having a developed sense of who you are, what you can do, where you are going coupled with the ability to influence your communication, emotions and behaviour on the way to getting there.

45 Key Data Field: Flexibility/adaption	The ability to change or be changed easily according to the situation.
46 Key Data Field: Problem solving	The process of finding solutions to problems.
47 Key Data Field: Listening skills	The ability to accurately receive and interpret messages in the communication process by active listening, being fully in the moment, putting yourself in the other shoes, picking up key points and letting the speaker know you did and developing curiosity, an open mind, and desire for continuous growth.
48 Key Data Field: Tacking Initiative	Doing something that needs to be done out of your own personal drive with a desire to make things better than they were before or improve processes and ways of doing things. It supposes doing more than your normal work duties and adding a little unexpected surprise for others at work and requires logical thinking, creative thinking, and to pass to action.
49 Key Data Field: Learning from criticism	To be able to take in negative or constructive feedback and make changes. It requires to be able to understand criticism as an opportunity to improve our work.
50 Key Data Field: Collegial behavior	Behaving in an outgoing and friendly manner, sharing thoughts and ideas in a non-competitive manner and can be divided into: <i>Proper interaction with colleagues:</i> Clear communication with colleagues, collaboration with colleagues <i>Highlight the ability to work in harmony with others.</i> Work in an agreeable fashion with colleagues, communicating and working in coherent manner with colleagues, co-ordinating work objectives with those of colleagues. <i>Give credit where is due to colleagues and team members:</i> Acknowledge the contribution made by colleagues, thank and praise colleagues, instil confidence in colleagues through affirmation and praise, pay tribute to colleagues when and where it is deserved.
51 Key Data Field: Communication skills	The ability to communicate efficiently, concisely and clearly both in terms or receiving and conveying meaning and information. This can be divided into: <i>Understanding the benefits of clarity in communication and the consequences of a lack in clarity in communication:</i>

	<p>Understanding through examples the importance of clear and unambiguous communication, as well as the consequences of conveying ambiguous or otherwise unclear information.</p> <p><i>How to interpret high levels of detail in communication:</i></p> <p>Examining component parts of a communication, written or verbal, to organise high levels of detail into meaningful and structured information. Specifying key important aspects of a verbal or written communication.</p>
<p>52</p> <p>Key Data Field: Courtesy</p>	<p>Behaving in a polite and good nature mannered toward colleagues. Affording colleagues common courtesy in dialog and conversation, avoiding brashness and vulgarity. It can be divided into:</p> <p><i>Politeness, courteous; well-mannered; considerate conduct:</i></p> <p>Engaging with colleagues and co-workers in a gracious and respectful manner, showing courtesy and respect to colleagues while communicating with them.</p> <p><i>Having good manners with customers and co-workers:</i></p> <p>Be conscious of the impact on colleagues of your communication style, and observe through example differing personal styles of communications, both verbal and written.</p>
<p>53</p> <p>Key Data Field: Adapting rules of working life</p>	<p>Learning to acclimatise to the work environment, formal rules and informal expectations. Learning a sense of work environment culture and norms. Familiarising yourself with work rules and expectations — learning to fit in. This can be divided into:</p> <p><i>How to develop and display a positive attitude to work:</i></p> <p>Learning how to behave in constructive and helpful manner toward colleagues. Portraying confidence and being encouraging to colleagues.</p> <p><i>Stress the importance of discipline and punctuality:</i></p> <p>Understand the importance of promptness and reliability in timekeeping, being on time for work, work appointments, meetings and work breaks, avoiding lateness and planning and time management.</p>

4.5. Motivation factors

<p>54</p> <p>Key Data Field: Opportunity for advancement</p>	<p>Identifying opportunities to improve and progress at work. Seeking ways in which you can improve your standing at work and how colleagues view what you can do and what you are capable of.</p>
<p>55</p> <p>Key Data Field:</p>	<p>Discuss work challenges with colleagues, participate positively in team meetings, seek advice from colleagues when unsure, check</p>



	Mentoring and education	your own understanding of tasks and operations with colleagues or supervisors.
56	Key Data Field: Regular feedback	Accept criticism without being defensive or overly sensitive.
57	Key Data Field: Challenge	Seeking advice when facing challenges at work, working collaborative with colleagues in solving practical or technical challenges, checking for existing standard operating procedure when faced with a work challenge.
58	Key Data Field: Satisfaction	Learning to derive satisfaction from work achievements, learning to deal with less challenging or monotonous tasks or procedures, taking pride in the quality of your work.
59	What is... Responsibility	Becoming familiar with the scope of your responsibility, knowing when to consult with supervisors for guidance or advice, being accountable for your work and taking responsibility, analysing errors and mistake and understanding their cause.
60	Key Data Field: Knowledge	Reading and understand technical and high detail information, understanding standard operating procedure and system instructions, being familiar with company work practices, reading and understanding datasheet and safety instructions.
61	Key Data Field: Recognition	It is the acknowledgement and appreciation of the effort and results that a person has achieved at the workplace. Appreciation is a fundamental human need as it confirms that one's good work is valued by others. Also, if a person feels appreciated in his/her work he/she is more satisfied and motivated to maintain and improve their work.
62	Key Data Field: Accomplishment	Accomplishment means the successful achievement of a task. A person whose motivation factor at work is accomplishment is a high performer who wants to stand out in their professional field. This person prefers to work on moderately difficult tasks that are achievable and whose success depends on their effort.
63	Key Data Field: Self-development & feeling competent	Self-development is a lifelong process, and many people prefer jobs where they have the opportunity to further improve their professional and personal competences. According to Maslow's theory on the hierarchy of needs (1970) all individuals have an in-

	built need to see themselves as competent, as well as a need for personal development which occurs through a process called self-actualisation. Self-actualisation means 'to become everything that one is capable of becoming', ie. to reach one's full potential.
64 Key Data Field: Opportunity for transnational mobility	One of the motivation factors when looking for a job can be represented by the opportunities of transnational mobility. Living and working for a period of time abroad but even going abroad for shorter periods is a good way to learn new skills and transfer know-how, improve one's language skills but even transversal skills, such as self-confidence and self-reliance (due to the fact that the young person has managed to "survive,, in an alien environment), adaptability and risk-taking (one must adapt to a new environment), communication and intercultural skills (the person gains an insight into the cultural norms that lie behind the language). ⁴⁹

4.6. Professional goal setting and career development

65 Key Data Field: Realistic and motivating goals	According to the S.M.A.R.T. approach goals must be: S/specific - defined as specific as possible, so the chance to achieve them is much higher; M/measurable – defined in a way that you can measure the achievement of your goals (using amounts, numbers, etc); A/achievable – defined that you can actually achieve them; R/relevant – relevant for yourself, thinking about what matters for you; T/time-bound - give yourself a deadline to reach your goals, nothing is as motivating as an approaching deadline.
66 Key Data Field: Short-, medium- and long-term goals	The most effective way to achieve important goals is to break it into smaller ones. If you divide your goals into short-, medium- and long-term goals it helps you to stay on track and, by achieving successfully your short-term goals, it encourages you to keep going and to keep your motivation. First you have to set your long-term goal, for example to lose 20 kg of weight in two years. Then, set your reasonable medium-term goal between where you are now and where you want to arrive, for instance to lose 10 kg in about 9-12 months. Finally, set your short-term goals that you can achieve in a shorter time-frame, for example to meet a dietician or to join a gym.

⁴⁹ http://www.cedefop.europa.eu/files/RR1_Kristensen.pdf

67	Key Data Field: Complementary goals	If there are complementary goals, there are two goals where the pursuit of goal A has a positive effect on the achievement of goal B. The two goals are the same. The closer a person comes to achieving one goal, the easier it becomes to achieve the other goal. An example: someone quits smoking and wants to do more for their fitness. The fulfilment of the first goal therefore has a positive effect on the second goal.
68	Key Data Field: Competing goals	When there are competing goals, there are two goals where pursuing goal A has a negative impact on achieving goal B. The closer you get to achieving one goal, the more difficult it becomes to achieve the other. An example: someone wants to work more overtime for financial reasons. On the other hand, this person wants to do something for their fitness and therefore comes into a temporal conflict with the first goal.
69	Key Data Field: Indifferent goals	If there are indifferent goals, there is no dependency between pursuing goal A and achieving goal B. The goals are independent of each other. If one comes closer to one goal, the effect on the other goal is neither positive nor negative. An example: someone would like to have his apartment painted. The second goal is to keep more order in the workplace.
70	Key Data Field: Supportive factors to reach goals (parents, friends, VET school, employment center)	When you have set your goals, it might be useful to identify, first, those people or institutions that can support you in the process. It is recommended then, as a next step, to identify in which way can they support you. Supporting persons or institutions could be, for instance: <ul style="list-style-type: none"> ▪ the public employment center that can provide you guidance service and inform you about (funded) training and job opportunities; ▪ your VET school that can help you with contacts and more tailor-made guidance service as they know your strengths, motivation and interests; ▪ your parents who can provide you emotional and maybe financial support; ▪ friends who know you well, therefore they can help you with ideas, emotional support, contacts.
71	Key Data Field: Importance of workplace values (independence, status, honesty, fast paced, flexible, etc.)	In the field of professional goal setting it's important to reflect on which are the most important workplace values for you. This will help you to understand what are the potential jobs that would complement your most important values. Workplace values can be, for example, independence (control of my own destiny), status (having influence and power over others), honesty (telling the truth and knowing that others are telling the truth), fast paced

	(many things happening at one time), flexible (work with no specific time schedule), but there are many more.
--	---

4.7. Educational missions of VET centres and training institutions

Based on the different aspects and outcomes of the key data fields the project partnership has defined five important statements concerning the educational missions of VET centres and training institutions:

- ❖ *Offer a better learning support provided by VET institutions, both internal and external to broaden the theoretical knowledge of VET students/participants/graduates.*
- ❖ *Provide practical workshops, in-house trainings and guarantee a close cooperation with the working world to broaden the theoretical knowledge of VET students/participants/graduates.*
- ❖ *Integrating soft skills and transversal skills training in regular (technical) training with authentic learning techniques to train and encourage the use of soft skills of VET students/participants/graduates.*
- ❖ *Better and regular guidance/mentoring and meeting the trainee/new worker as an individual, giving enough and right kind of support to further the motivation of and minimize the drop-outs among VET students/participants/graduates.*
- ❖ *Encourage VET students/participants/graduates to develop an action plan for their professional goals concerning their future career paths.*

5. Guidelines for VET institutions

5.1. Defining skills and competences

5.1.1. The European Perspective

The project partnership has individually dealt with the question how skills and competences can be defined in the different VET centres and training institutions. The results should also support other institutions in their further professional development.

Austria

Concerning VET education there is a guideline provided by the Austrian Chamber of Commerce (WKO) to ensure the quality of VET and to provide a legal framework by law.

The following provides a detailed description of how VET works in Austria:

'Austrian apprenticeship training is a model for many European countries. Around 40 per cent of young people in an age cohort choose one of around 200 apprenticeships each year and, after passing their final apprenticeship examination, make a significant contribution to strengthening the competitiveness of the Austrian economy as qualified skilled workers.

Through training within the framework of company work processes, apprenticeship training makes it possible like no other educational path to acquire a vocational qualification at the pulse of time. The success of apprenticeship training is essentially ensured by the dynamics inherent in the system. In addition, there is a need for a framework that extends beyond the company level and offers trainees and companies the best prerequisites for the success of an apprenticeship. This includes all measures for quality assurance and improvement in apprenticeship training.

The success and further development of apprenticeship training are achieved through partnership and cooperation of many institutions and facilities at different levels.

Federal level

Federal Ministry of Science, Research and the Economy (BMWFW)

The operational part of apprenticeship training falls within the competence of the Ministry of Economic Affairs.

The legal basis for apprenticeship training is laid down in the *Vocational Training Act* (Berufsausbildungsgesetz - BAG).

The training regulations for the individual apprenticeship occupations are issued by the *Ministry of Economics* after an expert opinion of the *Federal Advisory Board for Vocational Training*.

Federal Vocational Training Advisory Board (BBAB)

The members of the *Federal Advisory Board for Vocational Education and Training* are appointed by the *Ministry of Economic Affairs* to the following positions proposal of the social partners (Austrian Federal Economic Chamber, Federal Chamber of Labour).

It also includes vocational school teachers in an advisory capacity.

The *Federal Advisory Board on Vocational Education and Training* submits opinions and concepts to the *Ministry of Economic Affairs* which must be taken into account when issuing or amending regulations.

Federal Ministry of Education and Research (BMBF)

The provisions relating to the organisation of vocational schools and the basic principles of the Curriculum regulations are laid down in the *Federal School Organisation Act*. The *Ministry of Education* prescribes the framework curricula for vocational schools for each apprenticeship occupation. 50% of the salaries for teaching staff in vocational schools are paid from federal funds.

State level

Apprenticeship

The apprenticeship offices located in the chambers of commerce of the individual federal states act as the vocational training authority of first instance. They examine (together with representatives of the *Chambers for Workers and Salaried Employees*), the suitability of the training companies with regard to the subject matter and personnel and are responsible for examining and recording the training contracts. In principle, they have taken care of all questions in the interest of the apprentice and to provide comprehensive advice in this regard. They are supported by the *Apprenticeship and Youth Protection Offices* of the *Chambers of Labour for Workers and Employees*. The chairmen of the examination boards are appointed by the head of the apprenticeship centre or by the *Apprenticeship Office Manager* on the basis of a report by the *Federal Apprenticeship Advisory Board* to order the proposal to be obtained. The final apprenticeship examinations as well as the grants for training companies are handled by the apprenticeship offices.

Ensuring and strengthening training quality

5 federal states

The federal states are responsible for setting up and equipping vocational schools. They also finance 50% of the salaries of teachers at vocational schools.

Provincial governors

In the federal states, the heads of state and their supporting *Office of the Provincial Government* as a vocational training authority of second instance. The provincial governors appoint the members of the respective provincial vocational training advisory boards.

Province Vocational Training Advisory Boards

The advisory boards for vocational training are set up as advisory bodies at state level, which are also staffed by social partners. They are responsible for drafting expert opinions, proposals and suggestions that directly affect the apprenticeship system in the respective federal state.

They make a recommendation for the appointment of the chairpersons of apprenticeship-leave examination commissions.

State school inspectors

The state school inspectors are responsible for school inspection and for safeguarding the agendas falling within their remit, as well as for implementing the federal framework curricula in the form of the Land curricula.

Local level

Training companies

The authorised apprentice is the responsible body for apprentice training. In his company, the apprentice is trained to become a qualified specialist. He is supported in this by the trainers.

Vocational schools

The vocational school is integrated into the economic activities at its location. The direct contact with the training companies in the region is one of the most important preconditions in order to optimally fulfil the educational mission.⁵⁰

Belgium

1. EVC = Previously Acquired Competences

Knowledge and skills gained during trainings, in education, at work etc. can be validated by different recognized EVC providers. The result of these (often practical) tests are translated into a qualification certificate or a certificate of competencies. This can be used this for exemptions in a course or on the labor market.⁵¹

2. Employment Agency Database – competence reports

Guidelines for job seekers or graduates for making an online competence report that can be uploaded on the national websites of the Employment Agency VDAB.⁵²

3. Guidelines for drafting competences and competence profiles in the food industry:

- Guidelines on defining competences⁵³
- Guidelines for measuring competences⁵⁴

⁵⁰ https://www.wko.at/service/bildung-lehre/Qualitaet_Lehre.pdf

https://www.wko.at/service/bildung-lehre/Qualitaet_in_der_Lehre.html

⁵¹ <http://erkennenvancompetenties.be/wat-is-evc/>

⁵² <https://partners.vdab.be/sites/web/files/doc/partners/cvs/Handleiding%20Competenties.pdf>

⁵³ http://www.competentindevoeding.be/competentiebeheer.aspx?url=p_1181.htm

⁵⁴ http://www.competentindevoeding.be/competentiebeheer.aspx?url=p_1183.htm

- Guidelines for describing competences⁵⁵
- 4. **Practical Guide on strategic and operational competence Management for companies. Guidelines, roadmap, competence dictionary by VOKA (Representing Flemish Network of Entrepreneurs and Chambers of Commerce).**⁵⁶
- 5. **Tools to describe competences (by HrWijs)**
 - 360° feedback-tool
 - Personal Development Plan and guidelines
 - SAM Scale to stimulate, orientate, coaching employees/graduates
 - Coaching instruments for low skilled job seekers/employees⁵⁷

Finland

Finland has requirements for vocational qualifications for the different fields of VET education. There is a web-based tool based on qualifications, Osaan.fi. Finnish national Agency for education is responsible for it and it is available in Finnish only. It can be used when defining skills and competences. The goal is that a holder of a vocational upper secondary qualification has broad-based basic vocational skills to work in different tasks in the field as well as more specialised competence and the vocational skills required in work life in at least one section of the field.

Reference: Ministry of education and Culture, 2018. Qualifications and studies.⁵⁸

In Finland students' competence is assessed in terms of the vocational skills requirements and assessment criteria determined

within the relevant National Core Curriculum. *Assessment of competence* forms the basis for awarding grades for all qualification units on students' certificates, using the following five-step grading scale: Satisfactory 1-2, Good 3-4, and Excellent 5.

In vocational qualification units, competence is assessed by means of vocational skills demonstrations, which entail performing work assignments relevant to the vocational skills requirements in the most authentic settings possible. This is called *competence demonstration*. Where necessary, other assessment

methods are used to supplement vocational skills demonstrations. Skills demonstrations are designed, implemented and assessed in co-operation with representatives of the world of work within the framework of the National Core Curricula. As far as possible, skills demonstrations are arranged as part of on-the-job learning periods, either in workplace or at vocational institutions. In competence-based qualifications, assessment is always based on the vocational skills requirements and assessment criteria determined within the relevant Qualification Requirements. Vocational skills are assessed by representatives of workplace assessor and educational sector assessor.⁵⁹

⁵⁵ http://www.competentindevoeding.be/competentiebeheer.aspx?url=p_1294.htm

⁵⁶ https://www.talentontwikkelaar.be/sites/default/files/uploads/toolbox/Wegwijs_in_competenties.pdf

⁵⁷ <http://hrwijs.be/thema/ontwikkeling-personeel/talenten-competenties>

⁵⁸ https://minedu.fi/en/qualifications-and-studies_vet

⁵⁹ https://www.oph.fi/download/131431_vocational_education_and_training_in_finland.pdf

Ireland

SOLAS ⁶⁰

Established in 2013 under the Further Education and Training Act the Irish partner is an agency of the Department of Education and Skills and is governed by a Board. They have been tasked with building the identity and values of a world-class, integrated FET sector that is responsive to the needs of learners and the requirements of a changed and changing economy. SOLAS also manages the National Apprenticeship system, European Global Fund, eCollege, Safepass and the Construction Skills Certification Scheme.

SOLAS is a statutory agency that operates under the aegis of the Department of Education and Skills. Its annual budget is approximately €647m which is funded through the Irish Exchequer and the European Social Fund. This budget is used to fund the further Education and Training Sector annually. Most of this budget is used in the form of grants to 16 Education and Training Boards who in turn use this budget to deliver Further Education and Training Programmes nationally.

Within SOLAS there is a dedicated unit which research labour market trends and skills shortages and on the SOLAS website (www.solas.ie) it states that

“The SOLAS Skills and Labour Market Research Unit (SLMRU) provides research, data and analysis for SOLAS and the Expert Group on Future Skills Needs (EGFSN). The Skills and Labour Market Research Unit (SLMRU) publishes research and reports that facilitates development and review of policy and practice in the further and higher education sectors as well as other related sectors. The SLMRU also manages the National Skills Database and provides labour market data and analysis to the Education and Training Board sector (e.g., in support of the joint SOLAS/ETB annual business planning exercise).”⁶¹

Expert Group on Future Skills Needs (EGFSN)

Established in 1997, the Expert Group on Future Skills Needs (EGFSN) plays a key role in identifying current and future skills needs of enterprises, advising the Irish Government on these needs. It has a central role in ensuring that labour market needs for skilled workers are anticipated and met. The Department of Business, Enterprise and Innovation provides the EGFSN with research and secretariat support.

The SOLAS Skills and Labour Market Research Unit provides the Group with data, analysis and research and manages the National Skills Database. The Department of Business, Enterprise and Innovation provides the Group with research and secretariat support. The Group’s work programme is managed by the Head of Secretariat based in the Department of Business, Enterprise and Innovation. The EGFSN’s budget comes from the National Training Fund.

On the Expert Group on Future Skills Needs website (<http://www.skillsireland.ie>) are listed the main functions of the group:

“Carries out research, analysis and horizon scanning in relation to emerging skills requirements at thematic and sectoral levels. Steering Groups comprising of experts from relevant enterprise sectors and the education and training sector may oversee sectoral research studies to be undertaken or commissioned by the EGFSN. Drawing on statistical input and analysis from the SLMRU and consultation with the enterprise/education experts as part of the study, draft reports setting out the projected needs are prepared by the EGFSN.

Engages with the HEA, SOLAS, QQI, the Regional Education Fora, education and training providers in the course of its research.

⁶⁰ <http://www.solas.ie/SolasPdfLibrary/FETStrategy2014-2019.pdf>

⁶¹ The liability for this quotation lies with the project partner.

Engage with DES, HEA, SOLAS and other relevant bodies to produce agreed action plans to address the skills needs identified.

Submits the findings of its research and agreed Action Plans to the National Skills Council prior to publication.

Disseminates its findings to the Regional Skills Fora and other relevant groups.”⁶²

The Economic and Social Research Institute (ESRI)⁶³

The purpose of the Economic and Social Research Institute (ESRI) is to advance evidence-based policymaking that supports economic sustainability and social progress in Ireland. ESRI projects and initiatives help clarify and inform the challenges facing policymakers, focusing on 12 areas of critical importance to 21st Century Ireland.

The Institute was founded in 1960 by a group of senior civil servants led by Dr T.K. Whitaker, who identified the need for independent and in-depth research analysis to provide a robust evidence base for policymaking in Ireland, through independent research, which is free of ideological or political position.

Regional Skills Fora

The new Network of Regional Skills Fora being created as part of the Government’s National Skills Strategy provides an opportunity for employers and the education and training system to work together to meet the emerging skills needs of their regions. More structured engagement on the skills agenda and the work of the Fora will contribute to better outcomes for learners and support enterprise development.

On the Regional Skills national website, the outlines the services provided by a Regional Skills Forum, of which there are nine in the country, each providing:

- a single contact point in each region to help employers connect with the range of services and supports available across the education and training system
- more robust labour market information and analysis of employer needs to inform programme development
- greater collaboration and utilisation of resources across the education and training system and enhancement of progression routes for learners.
- a structure for employers to become more involved in promoting job roles and opportunities for career progression in their sectors.⁶⁴

The Central Statistics Office

The Central Statistics Office (CSO) is Ireland's national statistical office and its purpose is to impartially collect, analyse and make available statistics about Ireland’s people, society and economy. Specifically, the mandate of the Central Statistics Office under the Statistics Act 1993⁶⁵ is:

⁶² The liability for this quotation lies with the project partner.

⁶³ www.esri.ie

⁶⁴ www.regionalskills.ie

⁶⁵ <http://www.irishstatutebook.ie/eli/1993/act/21/enacted/en/html>

"The collection, compilation, extraction and dissemination for statistical purposes of information relating to economic, social and general activities and conditions in the State".⁶⁶

At national level, CSO official statistics inform decision making across a range of areas including construction, health, welfare, the environment and the economy. At European level they provide an accurate picture of Ireland's economic and social performance and enable comparisons between Ireland and other countries. The CSO is also responsible for coordinating the official statistics of other public authorities. In terms labour market information, the CSO regularly report on the following labour market related topics and also provides online databases for further and more detailed analysis:

- Monthly Unemployment
- Labour Force Survey Quarterly Series
- Live Register
- Industrial Disputes
- Labour Force Survey Detailed Employment Series
- Quarterly National Household Survey - Main Results
- Financial Business Sector
- Public Sector
- Earnings Employment and Productivity in Industry
- Retirement Planning
- QNHS Detailed Employment Series

Local Enterprise Offices⁶⁷

The Local Enterprise Offices (LEOs) network of 31 offices provides an extensive range of supports to local business communities. A confidential advisory service is open to anyone exploring self-employment as an option or for those who are currently operating a business:

"To assist the small business community in meeting the challenges of the business world, LEOs provide a wide range of high-quality training supports which are tailored to meet specific business requirements. Whether it is starting a business or growing a business there is something suitable for everyone."

National Business confederations and organisations

There also exists an extensive range of industry specific confederation and organisations who regularly identify and vocalise skills demand and shortage both in local and national labour markets. Typical organisations here include:

Construction Industry Federation	www.cif.ie
Irish Business & Employers Confederation	www.ibec.ie
Irish Small & Medium Enterprise Association (ISME)	www.isme.ie
Society of the Irish Motor Industry	www.simi.ie
Engineers Ireland	http://www.engineersireland.ie
Technology Ireland	www.technology-ireland.ie
Irish Hotels Federation	www.ihf.ie
Cork Electronics Industry Association	www.ceia.ie

⁶⁶ The liability for this quotation lies with the project partner.

⁶⁷ <https://www.localenterprise.ie/>

While this is just a very small sample of the overall list of organisations, many of which have a dedicated training and skill identification remit, and often time would collaborate with their local Education and Training Boards (ETBs) to devise specific skill training or traineeship programmes.⁶⁸

Education and Training Board Industry Liaison

Each local ETB has an appointed Industry Liaison staff member, whose role it is to effect and coordinate industry liaison, promote collaboration with industry through the development of training courses and training interventions. Education and Training Boards are committed to delivering quality education and training in response to the needs of business and future skills needs. Employers play a key role in identifying the skills needed for businesses to thrive. ETBs collaborate closely with employers and provides:

- Quality assured education and training programmes through employer feedback and collaboration
- Nationally and internationally recognised certification
- Professional staff
- Courses that are responsive to the needs of employers and labour market needs
- Post Leaving Certificate Courses
- Apprenticeships
- Traineeships⁶⁹

Italy

Vocational training is a regional competence in Italy. However, a national harmonisation process has started in order to make regional qualifications comparable and recognisable.

That's why, the first important initiative we must mention in order to define skills and competences concerns the institution of a formal, non-formal and informal competence recognition and certification system that is uniform at national level, but that at the same time is sufficiently flexible (able to adapt to the regional specificities recognised by Italian legislation). As a result of years of debate and initiatives since 2012, a national legal framework on validation of competences has progressively developed in Italy:

- The National Law 92/2012, reforming the Labour market, foresees the immediate institution of a national system of competence certification and validation of non-formal and informal learning.
- Subsequently on 16 January 2013, the national Legislative Decree on the national certification of competence and validation of non-formal and informal learning was declared, starting with an implementation phase.

On 30 June 2015, an Inter-Ministerial Decree, DI (Ministry of Labour and Ministry of Education) defined, as follows, the National Framework of Regional Qualifications according to Decree 13/2013 established:

- A mechanism of mutual recognition among regional qualifications

⁶⁸ www.cso.ie/px/u/NACECoder/NACEItems/9411.asp

⁶⁹ www.traineeships.ie

- Process, attestation and system standard procedures for the services of identification/validation of non-formal and informal learning and certification of competences.

Key points of the Decree 13/2013 concern the definition of three types of standards for validation and certification services:

- process standards that outline three main steps: identification, assessment and attestation
- attestation standards that outline what kind of information must be registered
- system standards that outline the roles and responsibilities and guarantee adequacy, quality and protection of beneficiaries.

The Decree 13/2013 mentioned above therefore establishes a ‘National Framework of Vocational, Education and Training qualifications. This tool, which is the single framework for the certification of competences at NA level, is a comprehensive collection of national, regional and sectoral frameworks that already exist, under the responsibility of the competent authorities or “entitling bodies”.

The **National Qualifications Framework** lists the different professional roles (*figure professionali* in Italian) and their respective qualifications and learning pathways, as well as minimum educational and training standards (applicable at national level). The qualifications referring to a given national professional role must be described in terms of learning outcomes and referenced to the correspondent EQF level.

Atlante del lavoro e delle qualificazioni

The second initiative which has been developed to define skills and competences and, in particular, has been created to support recognition among the different Italian regions, is promoted by a team of experts of Isfol and it is called “Atlante del lavoro e delle qualificazioni” (Atlas of Professions and Qualifications)⁶. This is a detailed map of professions and qualifications, described according to a common and shared language. It is composed by several informative tools, each one with a specific purpose and use. It is organized into three main sections:

- **Atlante Lavoro**, which describes the contents of different professions in 24 professional economic sectors following a scheme that identifies for each sector the work processes, the process sequences, the Areas of Activities (*Aree di Attività* - ADA) and the specific activities to be carried out.
- **Atlante e professioni** that collects the regulated professions (Directive 2005/36 / CE and subsequent additions), the apprenticeship professions framework (made of all the professional roles available in the National Collective Labour Contracts related to the vocational apprenticeship), the Associations of Professionals (Law n.4 / 2013) which gathers the professions not organized in professional registers.
- **Atlante e Qualifiche** which collects the qualifications issued in the various areas of the lifelong learning system: School, Education and Vocational Training, Higher Education and Regional Vocational Training. “Atlante e Qualifiche” includes the National Framework of qualifications (mentioned in the first initiative) which consists of four different sections. At the moment only two of the four sections are available for consultation, in particular: **Vocational education and training**, which includes three-year and four-year vocational education and training (IeFP), higher technical education and training (IFTTS and ITS); the **National**

Framework of Regional Qualifications (at the moment the frameworks of 18 Regions are available).

Among others, Atlante del Lavoro e delle Qualificazioni is useful for:

- The transparency and reorganization of the qualification system of Italy
- The national recognition of regional qualifications and the identification of potential equivalences
- The recognition of formative credits / debits towards formal learning paths
- Support for the validation and certification of competences acquired in non-formal and informal learning contexts
- Career guidance, also with a view to profiling and skills audit
- Support in the planning the public training offer
- Support for the alignment of production needs expressed by the business system with the supply of skills provided in the qualification systems
- Support the evolution of skills in the demand of the labour market.

Regional Framework of Professional Roles – Tuscany

Referring to Tuscany region, where FormAzione CO&SO Network is located, the definition of skills and competences is well supported by the **Regional Framework of Professional Roles**. The professional Roles included in the Regional Framework of Professional Roles (RRFP), are connected to the 22 national roles referred to in the ministerial decree of 11 November 2011 and to the State-Regions Agreement of 19 January 2012 and represents the starting point for planning training courses aimed at the qualification as a result of three-year courses of Vocational Education and Training (IEFP).

A database⁹ allows access to the Regional Framework of Professional Roles of Tuscany Region, elaborated as part of a project for the construction of a standardized regional system for the recognition and certification of competences for individuals. The database allows to explore the contents according to three areas:

- Regional economical/professional sectors
- Professional roles
- Areas of Activities - Knowledge – Skills

This regional framework is part of the National Framework of Regional Qualifications.

Spain

At the moment there is no initiative that is sufficiently complete and signed up to by sufficient agents and/or entities.

There are many freestanding initiatives, but they do not go deep enough (Bertelsman Foundation, Mapfre Foundation, Atresmedia Foundation, Adecco, business associations etc.). A joint definition of competences and skills has not been reached: it seems that agents and entities are on the same page but have not agreed on a common starting point.

In the field of education perhaps the most complete initiative would be the work of Tknika around the Ethazi methodology in the Basque Country.⁷⁰

⁷⁰ <https://www.tknika.eus/en/cont/proyectos/ethazi-3/#>

5.1.2. Institution-specific curricula and concepts to define skills and competences

Austria

Jugend am Werk Steiermark GmbH, respectively the VET sector of the organisation, namely the ‘Supra-Company Apprenticeship Training’ (Überbetriebliche Lehrausbildung², ÜBA²) and the ‘Supra-Company Extended Apprenticeship Training’ (Überbetriebliche Lehrausbildung Teilqualifizierung/Verlängerbare Lehre, ÜBA TQ/VL) follow the legal guidelines provided by the Austrian Chamber of Commerce (WKO) to ensure and guarantee the quality and success of VET by law.

Additionally, there is a so-called ‘Ausbildungsdokumentation’, a training documentation. This is divided into the specific tasks related to the specific training years and is absolutely important to assess the skills and competences of apprentices together with the training companies.

There is an example of a training documentation in the annex, due to its size only two pages instead of 17. There is also a full version.⁷¹

Belgium

The curricula that are being used are validated by both Syntra Flanders, their certifying body as well as by the sector commission, who, being a representative from the work field, gives input for the content (knowledge, skills and competences) and examination.

Sector commissions and our Syntra members in it, always rely also on official sources set out by institutions such as professional qualifications and professional competence profiles of the social economic council of Flanders.

Finland

The partner organisation is working in a field of VET education and we are using standardized requirements for vocational qualifications which are used in the all fields of VET education in Finland. All the VET students are making The Personal competence development plan with the teachers. In PCDP the skills and competences are defined in the beginning of studies and during the studies and it also includes career planning. The goal is that each student only studies areas in which he or she has no prior competence. The Personal competence development plan is official document in VET education in Finland.

The organisation also offers “competence evaluation” for the clients of the local employment office. The employment authorities are buying the service from our organization. There evaluation is based on interviews, tests or observations when the client is working in the workshop of our school.

Ireland

The Programme and Learner Support System (PLSS) contains three main operational elements, Namely the National Programme Database, The Nation Course Calendar and the National Learner Database:

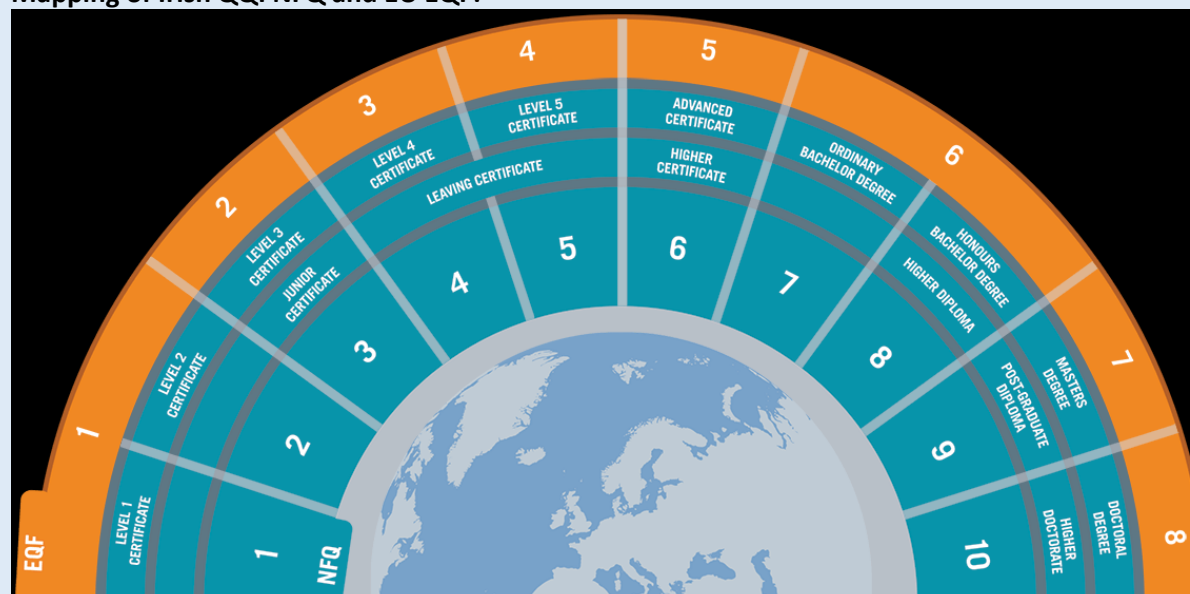
⁷¹ https://www.wko.at/service/bildung-lehre/Einzelhandel_Lebensmittelhandel_111228_v1_3.pdf

National Programme Database (NPD)	This is a database of course specification which details module descriptions, module durations, certification and award type and level, intended learner profile, employability statements, as well as any other resources used to support the programme specification. The National Programme Database contains some 1,776 courses.
Nation Course Calendar (NCC)	This is a live calendar of scheduled courses with operators in each of the 16 ETBs scheduling a variety of courses. Only those courses on the National Programme Database can be scheduled.
National Learner Database (LDB)	The National Learner Database stores personal information regarding learners and prospective learners, as well as recording course applications, course participation, as well as certification

A large proportion of the FET courses on the National Course Database lead to awards on the National Framework of Qualifications. The National Framework of Qualifications (NFQ) is a system of 10 levels which allows the different standards and levels qualifications to be compared. A diagram of the NFQ is on the website of the Quality and Qualifications Ireland (QQI)⁷².

The following diagram maps the various award levels on the Quality and Qualifications Ireland (QQI) National Framework of Qualifications (NFQ) and indicates the equivalent level on the European Qualifications Framework (EQF):

Mapping of Irish QQI NFQ and EU EQF:



Mapping of Irish QQI and EU EQF

The clear majority of FET provision in Ireland is up and including NFQ Level 6, although most of the more recent non-craft apprenticeships⁷³ are now awarded at level 7 on the NFQ. However, a fewer number of courses on the National Programme Database contain awards which are specific industry standards.

⁷² www.qqi.ie

⁷³ www.apprenticeship.ie

Co-existing with the National Programme Database on PLSS is a facility to locally design and create a programme solely owned and schedulable by an individual ETB. This purpose of this “*local partition*” is to allow the creation of local courses which can respond quickly to the needs of local employers and the local labour market. Where two or more ETBs share such a locally devised course, the course can then be deemed to be a national course, which means that any ETB could then schedule it.

Italy

Vocational training is a **regional competence** in Italy. Regions issue **public calls** to subsidize different training courses at all levels (post-secondary school, post-graduation, updating, placement and relocation of workers). Accredited training agencies apply for these funds and, if the project is approved, they are entitled to start the training course. **Only accredited training providers can apply for grants** through public tenders. Public tenders are usually state funded / EU funded e.g. through ESF.

Our organization, FormAzione CO&SO Network, is part of the VET system of Tuscany region and is therefore accredited as training provider by Tuscany Region. Since vocational qualifications are recognized at regional level and a region may recognize a qualification that another one doesn't, actions realized by different organizations may be similar and overlapping. Therefore, the private sector plays a complementary, very important and active role in offering and organizing vocational training courses both for workers (lifelong trainings), for unemployed people of all ages, for disadvantaged, etc.

As far as the use of standardized curricula / concepts to define skills and competences, our training agency makes use of the **Regional Framework of Professional Roles (RRFP)** of Tuscany region or, if a professional role hasn't been implemented yet in this framework, we make use of the old Regional Framework of Professional Profiles (RPP) which is slowly disappearing. In fact, the RRFP is slowly replacing the RPP.

As already mentioned, the RRFP allows the exploration of professional roles through **Areas of Activities, (ADA)** that is to say a description of the worker's performance in a certain area of activity. Each area of activity has got a **unit of competence**, that is to say the indication of **skills and competences the individual must own in that specific area**.

This way of describing a Professional Role is more usable for credit transfer and recognition / comparison of professional roles/qualifications between different regions. Furthermore, the RPP didn't describe the professional profile using Areas of Activities, thus making the profile less transferable. Below there are attached two examples of job descriptions: both refer to the job profile of 'home care assistant' according to the old (RPP) and the new (RRFP) framework.

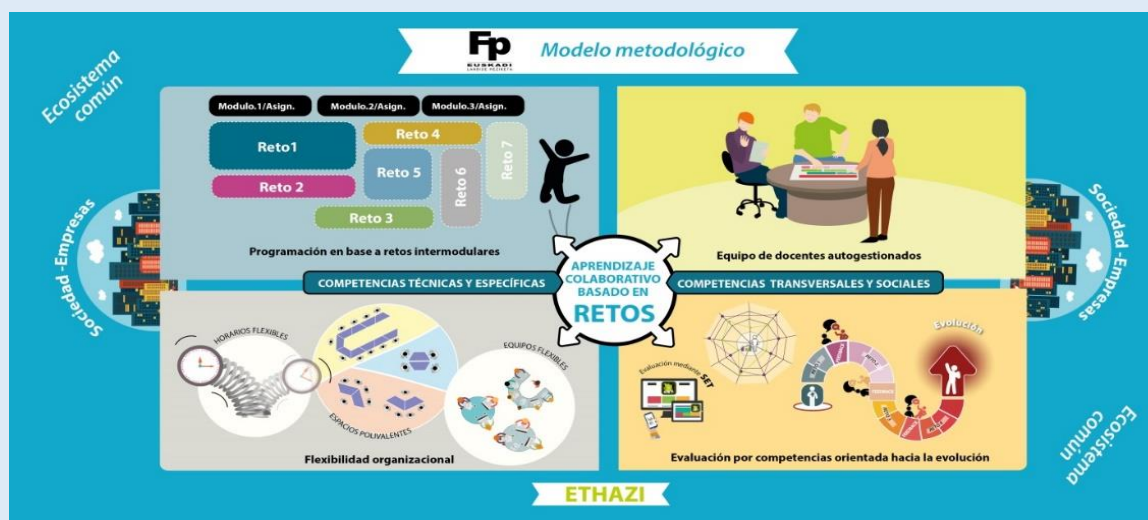
Rpp chart

RRFP chart

To conclude, the partners VET programmes are all based on the concepts developed in the RRF: they can either issue a whole qualification and we can issue a certificate of competence, stating that the individual has acquired a specific Unit of Competence. In both cases, qualification and certificate of competence are built using the ADA concept.

Spain

The organisation follows the standardised state curriculum but has also developed its own to improve Basque training. Our centres are applying the Ethazi methodology – COLLABORATIVE, GOAL-BASED LEARNING, which entails a fairly deep study of soft skills, the need for them in the market and how to add them to daily routines in VET and in the classroom. This project has constituted a revolution in Basque VET.



Methodical Model

Likewise, the Basque Country's VET has **Specialisation Programmes** promoted by the Basque Government's Education Department, in partnership with the production industry, designed to meet the particular needs of businesses and sectors within the Basque production industry for staff with certain qualifications.

These programmes, which are published in a catalogue, allow students to deepen their knowledge in specific areas of expertise related to VET qualifications.

There is also a partnership in place with Confebask, the Basque Business Confederation, to attend to the needs of businesses and to act as quickly as possible to address them.

5.1.3. Correlations with EU initiatives

Austria

Most curricula are based on certain EU-initiatives.

One initiative is ECVET:

The European Credit System for Vocational Education and Training (ECVET)

According to the Recommendation (European Parliament and Council of the EU, 2009), the ECVET was to be applied gradually to VET qualifications at all EQF levels, and used for transfer, recognition, and accumulation of Learning Outcomes as from 2012.⁷⁴⁷⁵

The implementation of ECVET in **Austria** can be divided into the following aspects, based on information obtained in 2014.

Firstly, developing the orientation of learning outcomes (e.g. competence focused curricula, education standards in VET, competency models for professions in the health sector, etc), to allow a change from input, to output control. Secondly, make it more attractive to move between different countries for the purposes of learning. Another aspect is allowing more transparency within the national education system to mutually recognise learning competences which have already been achieved. Other vital aspects include a better recognition of formally, non-formally and informally achieved learning competences, along with an increase in employability in the Austrian and European labour market through better documentation of achieved competences.

Another one is EQF:

The European Qualifications Framework (EQF)

The Qualifications Framework of the European Higher Education Area (QF-EHEA), consisting of a three-tier system of degrees (Bachelor, Master and PhD), is compatible with the European or National Qualifications Framework. This enables the automatic assignment of acquired degrees to the EQF or NQF.

In December 2004, education ministers from 32 European countries reached an agreement (Maastricht Communiqué) to develop a common European Qualifications Framework. The EQF sees itself as a meta-qualification framework that links the qualification systems of different countries and thus helps to achieve greater transparency in the education landscape.

Main objectives:

- promoting cross-border mobility
- support for lifelong learning

Any qualification in any country of the European Union can be related to the EQF. The framework consists of eight reference levels defined by a series of descriptors. Each descriptor describes learning outcomes that are necessary to achieve the qualification corresponding to a specific level. Learning outcomes are not assigned directly to the EQF, but first to the level of a National Qualifications Framework, which then corresponds to the EQF level.⁷⁶

Belgium

Here the initiatives stand alone and there are no correlations.

⁷⁴ <http://www.cedefop.europa.eu/node/11836>

<http://www.ecvet-toolkit.eu/>

⁷⁵ https://ec.europa.eu/education/policy/vocational-policy/ecvet_en

⁷⁶ <https://lehr-studienservices.uni-graz.at/de/lehrrservices/europaeischer-hochschulraum/qualifikationsrahmen-eqr-nqr/der-europaeische-qualifikationsrahmen-eqr/>

Finland

The Vocational qualifications are connected to EQF. The European Parliament and the Council adopted the Recommendation on the European Qualifications Framework for Lifelong Learning (EQF) in 2008. The Recommendation was updated in 2017. The purpose of the EQF is to ease comparison of qualifications and qualification levels of different countries and to promote mobility and lifelong learning. In the EQF, qualifications and competences are allocated on eight levels. Each level is provided with a description of the knowledge, understanding and practical capability achieved at that level.⁷⁷

Ireland

Almost all of the above-mentioned country-specific initiatives have either active EU partner collaborations with similar organisations within the EU or are already involved in EU networks and projects.

- SOLAS is a board member of European Centre for the Development of Vocational Training (CEDEFOP) and is represented by Selen Guerin who is manager of the Skills and Labour Market Research Unit (SLMRU) in SOLAS.
- SOLAS is a very active as a CEDEFOP ReferNet partner and produced the Vocational education and training in Europe – Ireland. CEDEFOP ReferNet VET in Europe report 2016.⁷⁸
- SOLAS also participates in EU funded research projects, conferences and VET events across Europe. An example here is <http://www.solas.ie/Pages/NewsArticle.aspx?article=27>
- Seamus McGuinness of the ESRI has been appointed as the Irish national expert to the European Employment Policy Observatory. The role consists of a number of elements, including providing regular assessments of the Irish National Reform Programme and thematic reports on labour market reform in Ireland. This work is funded by the European Commission.
- The Central Statistics Office also provides the data on its website to a range of EU and other data sources:
 - Eurostat
 - European Central Bank (ECB)
 - Organisation for Economic Co-operation and Development (OECD)
 - United Nations Economic Commission for Europe (UNECE)
 - United Nations Security Council (UNSC)
 - International Monetary Fund (IMF)
- CEDEFOP is used widely by the Further Education and Training (FET) Sector in Ireland and many FET providers and colleges have experience of participation in a range of EU funded FET transnational programme such as Adapt, Leonardo da Vinci, and Erasmus+
- As follow-up to the New Skills Agenda for Europe⁷⁹, the European Commission proposed and the Council adopted a Recommendation on tracking graduates in November 2017, with the objectives of encouraging Member States to develop comprehensive tracking systems for tertiary graduates at national level and to improve the availability of comparable data. The Expert Group on Graduate Tracking was set up as a key driver in achieving this mission. The

⁷⁷ https://www.oph.fi/english/curricula_and_qualifications/qualifications_frameworks

⁷⁸ http://libserver.cedefop.europa.eu/vetelib/2016/2016_CR_IE.pdf

⁷⁹ <https://ec.europa.eu/social/main.jsp?catId=1223>

group is composed of 120 experts⁸⁰ from countries across Europe whose backgrounds span higher education, student affairs, statistical research, employment and much more. Together, the expert group will lay foundations for European-wide graduate tracking, which has the potential to offer an invaluable contribution to improving the quality and relevance of higher education for learners, developing national skills strategies, and preparing education systems for the future.

Italy

The modular and the learning outcomes (LOs) approach has been implemented in different areas of the Italian qualifications system, although differences, mainly terminological, still remain among different subsystems.

To be included in the National framework each qualification must be referenced to EQF and over time there will be progressive work of descriptive standardisation to allow greater permeability between sub-systems and recognition of credits.

Thanks to this framework, therefore, it is possible to match the individual's competences in to a certain EQF level.

Application of ECVET principles to VET qualifications

According to the Recommendation (European Parliament and Council of the EU, 2009), the ECVET was to be gradually applied to VET qualifications at all levels of the EQF and used for transfer, recognition and accumulation of LO as from 2012. However, various reasons prevented rapid progress: lack of clarity of the ECVET concept and technical specifications and incompleteness of the testing phase seem to hinder Italy, followed by ECVET not being a priority, missing components and lack of capacity or resources.

VET and HE structures are compatible with ECVET principles. Most reforms included designing learning outcomes-based curricula and units. The Ministry of Education, University and Research issued guidelines for ET providers that include learning outcomes. Higher technical education and training is organised in modules and units; training credits are recognised by HE institutions and are ECTS-compatible. In principle, the ET system enables switching between learning pathways.

Spain

The Ethazi methodology applied in Basque VET centres complies with European criteria.

5.2. Tools and methods to identify skill gaps

5.2.1. The European Perspective

Austria

In *Prospects Workshop (Perspektivenwerkstatt)* which focuses on professional orientation for young people there is a suitability diagnostic that focuses on the strengths and weaknesses of the tested

⁸⁰ https://webgate.ec.europa.eu/cas/login?loginRequestId=ECAS_LR-53235339-EPOT5zrTlretgZvNGu7x4m6tSRdMmdJWH4lWs6Rp399cKQ9HDWCdumeooX1PBYIXR3IK4zzsioTUWLpfnzOtxF4-jpJZscgsw0Krxef5XzTps-sJPsdXmpHOJGADA8STzVTUzuZiS3Cizcja2tjruWP9NW

person on the one, and on cognitive abilities, like spatial imagination and logical-analytical thinking, on the other.

In the 'Supra-Company Apprenticeship Training' (Überbetriebliche Lehrausbildung², ÜBA²) and the 'Supra-Company Extended Apprenticeship Training' (Überbetriebliche Lehrausbildung Teilqualifizierung/Verlängerbare Lehre, ÜBA TQ/VL) we have to rely on the feedbacks provided by the companies. Former school reports also play a role to identify if an apprentice who e.g. does an apprenticeship in a technical sector has little knowledge in mathematics. Moreover, we offer regular learning support in German, mathematics and applied economics. There is more learning support in 'Supra-Company Extended Apprenticeship Training' (Überbetriebliche Lehrausbildung Teilqualifizierung/Verlängerbare Lehre, ÜBA TQ/VL) as of course the demand is higher. Furthermore, we get feedback from vocational schools.

A lot of our participants also have youth coaching reports as these are done in schools at the age of 15 and these provide a good assessment of cognitive abilities. When participants are not able to do a regular apprenticeship due to cognitive abilities they can do an Extended Apprenticeship Training instead. In Austria, Training as an alternative to school is compulsory in any case up to the age of 18.

Belgium

To start with, the partner organisation used job descriptions, or function profiles. It contains the specific field in the organization and the supervisor of the field or domain, a description of tasks as well as a description of general and job-specific (technical) competences accompanied by their behavioral indicators.

Those competence profiles that are included in there, are used for our 360° competence assessments that take place every two years.

For this purpose, they use the Comet for all competence measurements. This is an online COmpetence MEasurement Tool, which can be customized, depending on the set goals and trainings. The tool

- enables the user to conduct a self-assessment – based on the 360°feedback model;
- enables the trainer/teacher/peer/colleague to give a score for each competence;
- enables the coach/supervisor (depending on the and) at the work place to rate the performance linked to the competency profile as well.

All results can be presented in a visually attractive way, both on an individual and team level.

Finland

The partner organisation is taking part of education forecasting in their area and that is one way to identify skill mismatches and skill gaps in the labour force. In Finland skills anticipation activities like education forecasting are well-established and linked to policymaking. Over recent years, socioeconomic factors such as the effects of the economic recession, the gradually decreasing

number of people in the labour force, and the ageing population increased the need for better matching between the skills supply and demand.⁸¹

In the level of individual/ student skill mismatches and skill gaps are defined when doing the PCDP (Personal competence development plan) or the competence evaluation. The study plan is targeted for those skills that are missing.

Ireland

Skills shortage, skills mismatches and general labour market trends are identified and monitored through the following selection of both formal and informal sources:

- Regular national reports and research projects from SOLAS Labour Market Research Unit (SLMRU) and the Economic and Social Research Institute (ESRI) which can identify sectoral or general labour market trends and skill shortages. The SOLAS National Skills Bulletin series of publications is a very useful source of labour market information and skill demand trends.
- Trends identified through the Expert Group on Future Skills Needs (EGFSN) whose national publications focus on the prediction and quantification of skills shortage and shortages in labour market supply and demand.
- Position and policy papers published by the Department of Education, such as the 2015 National Skills Strategy⁸² also provide context and development of the necessary skills and education required for the Irish economy and the development of the labour force.
- Specific operation departments within SOLAS such as those relating to apprenticeship and traineeship units within SOLAS provide informed communications regarding trends in apprenticeship registrations, as well as emerging and developments in emerging traineeships.
- Regular representation by ETBS on the Regional Skills Fora provides channels of information between employers and ETBs on emerging skills shortages and can enhance regional and local labour market intelligence. Regional Skills Fora also convene specific sectoral employer sub-committees to identify and address local or regional skills deficits in the labour market.
- ETBs themselves engage directly with local employers and through Post Leaving Certificate, Traineeship and Apprenticeship programmes, have frequent and often very structured dealings with local individual employer and local or national employer groups and federations.

Italy

Qualification courses must respect the contents and provide the knowledge / skills / competences that are required by the competent regional authority. These are described in the Regional Framework of Professional Roles (in the case of Tuscany Region) or similar.

In Tuscany accredited training providers (such as FCN) must involve companies in the evaluation process of each student during a qualification training course by supplying the company tutor a questionnaire to be filled in by the end of the internship / work placement period foreseen by the training. The questionnaire serves to understand the main tasks carried out by the student and skills acquired as well as possible skill gaps in relation to the profession in question.

An example of evaluation questionnaire used by FCN can be found below.

At last, for the whole duration of the vocational training course, some assessment grids may be used to assess students' entry or ongoing skills level. These evaluations may lead to further training path

⁸¹ https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-finland

⁸² www.education.ie/en/Schools-Colleges/Services/National-Skills-Strategy/

(when the foreseen level of a specific skill hasn't been reached). However, these assessment grids are not mandatory.

SCHEMA VALUTAZIONE STAGE

La presente scheda deve essere compilata dal Tutor aziendale.

1. Indichi i principali compiti svolti dall'allievo durante lo stage:

2. A suo parere l'allievo avrebbe voluto svolgere altri compiti durante lo stage?
☐ sì ☐ no
 Se sì, quali?

3. L'allievo ha incontrato difficoltà durante lo svolgimento dello stage?
☐ sì ☐ no
 Se sì, quali? Come sono state affrontate?

4. Esprimi una valutazione relativamente ai seguenti aspetti dell'alunno:

	1	2	3	4	5	6	7	8	9	10
Attitudine e spirito generale										
Conoscenza del ruolo proprio e altrui										
Comportamento										
Capacità di apprendimento										

Main tasks

5. Voto globale in centesimi: _____ / 100

Data _____

Firma del Responsabile dell'Azienda Ospitante _____

Firma Direttore Progetto _____

Evaluation of the student's attitude towards the job profile in question, his/her curiosity, commitment, punctuality, autonomy, team working, problem solving and time management skills, personal hygiene, ability to acquire new skills. Evaluation is on a 1-10 scale

Sample evaluation questionnaire

Spain

Basque VET centres have a department for the detection of training needs (DNFs) which, combined with the close relationship centres have with businesses, allows them to identify the real needs businesses have in terms of what they look for in workers, and to see any mismatches and gaps in the skills of new workers. In this way, VET centres provide occupational and continual training in the Basque Country, with the aim of helping to meet real needs, with a three-pronged approach: training students, training workers and training the unemployed. In the development of this training, collaboration also takes place with company unions.

5.3. Required systemic framework for implementation

5.3.1. Explanation

The project partnership has tried to define what is needed to successfully implement the VET graduate strategy and how the framework in VET centres and training institutions can contribute to that. Also, the question focuses on factors that go beyond the respective institutions' responsibilities.

5.3.2. The European Perspective

Austria

First of all, the students inside VET education need to be encouraged to use the future mobile app (IO.2). They need to be convinced that this tool is absolutely important for them, e.g. for self-motivation and personal success, but also for the VET centre on the other hand.

As the project partner is used to a good communication among the different teams, it is quite easy to extract the necessary data provided by the students or graduates who use the app. This data is

further used to quickly adapt educational contents. It makes sense here, that one person oversees dealing with the data and also with the future database of IO.3.

Since the VET centre has a close cooperation with its business partners, it makes sense to promote efficient public relations work in order to make this tool public and also incorporate the companies and make them aware of the benefits this tool provide.

Moreover, it would be a good idea to also inform public bodies and the Austrian Labour Market Service (AMS) about the VET graduate tracking strategy.

Belgium

No data provided by the project partner.

Finland

It is important that the management, teachers and students of the VET institutions and representatives of the working life/ companies are committed to the VET graduation tracking system and see the importance of it.

In Finland the VET funding system rewards education providers for their outcomes, efficiency and effectiveness of their activities. The focus of funding is on completed units and qualifications, employment or placement in further studies after the education as well as the feedback collected from students and working life.

In the future 15 % of the funding is based on effectiveness. It's very important that graduated students have all the needed skills that they can be employed. From the VET institutions perspective, it is extremely important to get feedback what should be done differentially or how the education should be developed to better respond to working life.

This effectiveness-based funding is one thing why the management and teachers probably see the importance of the VET graduate tracking system. Their understanding of the importance of the issue is really needed.

The students should be motivated to use the VET graduate tracking system. They must have suitable device and the digital skills to use the app. They must learn to use the system and become familiar with it. This can be done during studies. Students should learn to use the app during on-the-job learning. Students should feel that the VET tracking system is also useful for them. That's how they get motivation to use the app. Probably the rewards from the app aren't enough. Students should be rewarded for using the app –maybe the good way is for example allot of movie tickets among the respondents.

When the VET institution receives feedback through the VET graduate tracking system, it should use it and learn from it, disseminate the information internally and improve the education programs.

Ireland

Due to its wide range of activities the Cork Training Centre is able to provide an adequate systemic framework. Moreover, the project partner already has experience with the tracking of graduates.

Nation Course Calendar (NCC)	This is a live calendar of scheduled courses with operators in each of the 16 ETBs scheduling a variety of courses. Only those courses on the National Programme Database can be scheduled.
National Learner Database (LDB)	The National Learner Database stores personal information regarding learners and prospective learners, as well as recording course applications, course participation, as well as certification

In addition, staff members will have to be in charge of evaluating and analyzing the provided data in order to further adjust their trainings to meet the demands of the working world even more efficiently.

With the variety of local provider methods for gathering FET graduate outcomes and feedback, there are great inconsistencies in method, type and extent of data gathered. Providers are seeking outcomes and feedback from their former learners at varying stages, using varying methodologies, gathering differing types of data, to greater or lesser effect.

The result of this approach is the data gathered is not consistent and can often rely on unsubstantiated learner information regarding their economic, social welfare or educational status.

However, recent tested developments using anonymised key learner data which gleans consistent and reliable data from administrative datasets, provides a firm footing for the gathering of FET graduate outcomes.

This approach ensures reliability and consistency of method and can provide a complete data set regarding FET graduate outcomes. Not only can it provide baseline data against which FET outcomes can be measured, but it can also provide regular reliable updates, for example year-on-year metrics comparable to the baseline values for the targets relating to 2018, 2019 and 2020 and beyond.

Italy

Inside the training institution:

- first of all, all parties involved in the VET graduate tracking strategy (students, VET teachers, managers, etc) should be committed to use the VET graduate tracking APP. To do so, it is firstly necessary to adopt it officially: the institution director should approve it through an official document.
- Then, the next step would be the implementation of “marketing moments” in the graduating classes in order to explain how to use the APP and to motivate students and teachers to make use of it as it is beneficial both for them and for the training provider.
- Regarding motivating factors, each training institution should try to get different rewards to motivate the use of the tracking system. Rewards may be provided by sponsors (shops, restaurants, etc).
- For a good implementation of the VET graduate tracking strategy, it is important to contact already graduated students e.g. after a year from graduation, in order to assess their situation and progresses.
- To increase the commitment, VET teachers / trainers should be in charge of the contacts with graduated students.

Outside the training institution - at systemic level (training providers, public employment services, other bodies and authorities related to vocational education, training and employment, public administrations such as accreditation bodies, business organisations and trade unions):

As the VET graduate tracking system supports VET providers in assessing whether their training courses match with the demands of the labour market, different institutions and authorities (see above) should promote the use of this tool and should use it.

Furthermore, all these organisations should work together and not separately, so that VET courses match with the labour market needs.

Spain

In order to track Spanish VET students' employability and the direct impact that acquiring skills has on it, educational and employment authorities, along with business organisations, must all work hand in hand, and not separately as they do currently.

At the moment, these entities have different criteria as to what type of tracking is done and how best to successfully perform it. They need to share information and resources and agree on the role of each institution to achieve the following:

- **Impress upon the general public the importance of acquiring technical and transversal skills** throughout an individual's career, which will keep them employable and allow them to grow professionally whilst being less vulnerable to changes and providing more value. This task must be carried out in educational institutions, but also within businesses with employment institutions taking the lead.
- **Reach agreement on the definition of transversal skills**, which ones are key for each qualification, the specific levels each should be divided into and how to confirm that each skill level has been attained. These definitions for technical skills already exist, meaning that the same level of training in technical skills is provided wherever the course is delivered. This allows businesses to be guided by the candidate's qualification when hiring staff, knowing what skills they will have and to what level. By contrast, they have no information on the candidate's transversal skills.
Educational institutions could take the lead on this, but this must be agreed with businesses as they will be more aware of their own needs. There are also certain high-level skills that should be acquired within the businesses themselves, through experience in certain senior roles such as management of personnel, strategy, operations, sales teams, delivery of conferences etc. It would therefore be the businesses' role to define these transversal skill levels and link them to specific posts.

They should also define the skills to be acquired and how this can be achieved, for the benefit of any qualified people who are interested.

- **Design institutional non-formal training provision:** the non-formal training offering of education and employment institutions should adapt to all these levels of transversal skills so that people can visualise their route to personal and professional growth as is the case with technical skills.
- **Train teaching staff so that they know the key transversal skills for the courses** they offer and how to train their students in these skills to the level defined. They will also have to come to an agreement with the rest of the staff on how best to work on these skills.

Every teacher is trained and qualified to deliver a module so that their students acquire a set of specific technical skills to a certain level. The teacher is the only one responsible for their group of students and to do this job they have a basic curricular model at their disposal.

However, no staff are formally qualified in training students in transversal skills (as no such qualification exists) and no individual member of staff trains each group specifically in these skills. Naturally, therefore, no basic curricular model or related materials are available either.

Transversal skills training is vague and non-specific and is a responsibility shared between all members of the teaching staff.

- **Track the working life of graduates:** agreeing the data to be collected so as to obtain real statistics which are taken at regional and national level. Each institution should ensure tracking is carried out in their area of work (colleges can gather data from their students and from alumni associations and job centres; likewise, employment agencies from the unemployed and those on training programmes to improve their employability, and businesses from their staff. The involvement of statistics offices could complete the tracking process.

It will also be important for institutions to sign agreements with statistics offices on what data to track and how this will be done in the statistical studies.

In the case of Spain, with so many organisms involved in each autonomous region and bearing in mind the many differences between them, it is very difficult to coordinate the efficient functioning of this complex ecosystem at national level in a short period of time. It is simpler to start by signing agreements and putting projects into motion at regional level and then exporting best practice to the other regions. Thus, different systems can be tested simultaneously.

5.4. Methodologies

5.4.1. Explanation

The term methodology can be briefly described as a system of ways of teaching, studying or doing something. The project partnership outlines some aspects of methodologies as they are already used in the respective organization or will be used. Thus, the following overview should provide additional support for other VET centres and training organisations.

5.4.2. The European Perspective

Austria

The Austrian partner already uses a wide range of methodologies concerning the training of VET students. There is a plan containing different modules which focus on the different requirements of the working life, such as telephone- and interview training sessions, proper application training and further development of soft skills.

This is done by using different methodologies for furthering all necessary skills, e.g.

- role-plays
- visual presentations
- lectures
- brainstorming
- group discussions
- simulations
- learning support and computer-based learning and
- workshops
- group work
- etc.

The VET professionals have an educational specific background and come from different fields. This guarantees the use of a wide range of methods helping to improve training and output alike.

In correlation with the CEDEFOP definitions of the key competences in VET, the methodologies need to be adjusted to

- Communication in the native language
- Communication in foreign languages
- Competences in maths, science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Entrepreneurship
- Cultural expression

Belgium

No data provided by the project partner.

Finland

In Finland inside, vocational upper secondary qualifications are common unit studies which are similar in all qualifications. These common unit studies contain for example languages, digital skills, social and civic competences and entrepreneurship. It's very important that students can improve these skills also in vocational qualification units, for example when learning skills of a certain occupation in a workshop.

Communication in the native language

Students should have a lot of social interaction during studies. This means for example group work in changing groups. In groups students must use native language and it also includes working with different people. Students can improve their native language only by using it in real situations. It is important that also the shy and introvert students can get courage in safe environment. Students should have a lot of oral and written rehearsals during studies. Good way to learn communication is to interact with customers in real service situations. All students should have lot of these chances during studies.

Students can improve their written skills only by writing. Students written skills has deteriorated because the interaction between youngster is mostly happening in social media where the written language is incomplete. In vocational studies students can improve their writing skills by doing writing exercises related to their own professional.

Communication in foreign language

Students should have various oral and written exercises in a foreign language during their studies. Finnish students have usually good writing skills, but they have difficulties in speaking foreign language. It's important that students can meet immigrants and use foreign language in real situations with people.

Competences in maths, science and technology

Students often feel that at least mathematics and science are difficult study modules. It's important that these studies are practical. That way the students feel that also math and science are important for their own professional skills. Teachers should use many kinds of teaching methods and learning materials (for example digital materials, written materials, learning by doing). The goal is to motivate students to learn in meaningful way. It's also important that students can learn technology during on-the-job learning.

Digital competence

Many young students today have good technology skills. However, there are adult students in VET institutions and their digital competences are not always good. It's important that all students and VET staff have at least basic digital skills. Different digital learning environments should be used in studies. There should also be enough digital device, for example well equipped computers and tablets in VET institutions. At the moment there are not enough digital device.

Learning to learn

Learning to learn should be part of the education from the beginning to the end. Students should know what their best way is to learn. Self-assessment should be part of all studies – what are the students strengths and weaknesses. They should also get feedback from teachers.

Social and civic competences

Students should have a lot of social interaction during studies. This means for example group work in changing groups. In groups students can meet different people and they can learn how to get along with different people. It's important that in VET institutions students learn to interact with each other and staff appropriately and in good manner. Students should always get feedback on their activities and behavior. Social and civic skills can be also learned in real situations with customers. Students get feedback from customers and they can develop their activities based on feedback.

Entrepreneurship

All vocational upper secondary qualifications contain studies on entrepreneurship. Students learn what is needed if they set up their own business. The more important is the internal entrepreneurship: this means that students are responsible and motivated in their work. Students must get lot of feedback (positive and encouraging but also developing feedback during education. That's how their motivation and responsibility also increase.

Cultural expression

Students should be able to interact with different people. When they meet people from different backgrounds and cultures, they can learn to accept the difference. Students can learn from each other.

Ireland

The focus in methodology is set on a variety of methods to sustainably further the development of soft skills and specialist trainings. Based on the SOLAS Apprenticeship Curriculum Version 4 in 2016,

the participants work a lot with Moodle and generally spoken, acquiring new knowledge and skills is supported by technology-enhanced learning methods.

This strategy has encouraged ETBs to experiment with new delivery modes for education and training taking advantage of existing and emerging technologies.

Besides a wide range of practical trainings where simulations and working manually and practically are the key methods for success, special attention is given to soft skills using methods like group-discussions, workshops, groupwork, visual presentations and many more.

The SOLAS Strategy for Technology–Enhanced Learning in Further Education and Training 2016–2019 states:

“Within education and training, new opportunities created by technology are transforming learning experiences and outcomes. There has been an explosion in the availability of IT software and systems; ways of developing, storing and retrieving learning resources; infrastructural supports; and use of the internet to enhance the learning environment, regardless of where teachers¹ and learners are located. The appropriate use of technology allows people to decide when and where they learn. Technology can also facilitate high-quality, individualised feedback between teachers and learners. Individuals can interact and share learning in online learning groups and communities of practice. Complex concepts can be illuminated using simulated and virtual worlds. Technology has transformed access, meaning location is no longer an issue, and barriers which were previously created by distance, disability, illness, for those with caring responsibilities, or those in part- or full-time work can be overcome.”⁸³

Through eighteen practical actions, grouped under three themes, this strategy aims to build on existing capacity and establish technology-enhanced learning as an intrinsic part of further education and training in Ireland. Success in implementing this strategy will mean that by 2019, all learners and teachers in further education and training are using technology to support exciting, high-quality learning and achievement. Key partners in achieving the strategy are learners and teachers within each of the sixteen Education and Training Boards (ETBs), community education and training centres and other providers, supported by management and administration colleagues.

SOLAS will support and facilitate achievement of the strategy through its funding and co-ordinating responsibilities, and there will be close liaison with teams working on national initiatives to build shared service platforms and technology infrastructure.

Italy

While training VET students, the VET teachers at the project partners institution try to use a wide range of interactive and non-formal methodologies so to rise their engagement and interest in the lesson. Examples of various methods that may be used include:

- role-playing
- visual presentations
- lectures / readings
- brainstorming
- group/class discussions
- simulations
- use of video / other on-line materials

⁸³ The liability for this quotation lies with the project partner.

- workshops
- group work

In general, it is preferable to use experiential methods or blended methodologies which promote the learning by doing approach.

VET trainers come from different fields / backgrounds therefore they can use different methodologies/ tools according to their specific skills.

Since in Italy vocational qualifications are recognized at regional level, transversal competences to be acquired are outlined in the Regional Framework of Professional Roles (RRFP), e.g. in the case of Tuscany region, or, if a professional role hasn't been implemented yet in this framework, we make use of the old Regional Framework of Professional Profiles (RPP). This standard must be respected by accredited training centers. In this Framework, professional roles / qualifications are described according to Areas of Activities (ADA) which is a description of the worker's performance in a certain area of activity. Then, each area of activity has got a unit of competence, which is the indication of skills and competences the individual must own in that specific field. For this reason, some transversal competences and some ADA look transversal to different qualifications. EU Key competences are not specified separately, but they are eventually part of the unit of competence to be acquired.

Spain

The Spanish organisation has set out to make progress in all of these areas:

- As a first step for carrying out VET graduate career tracking, they have created a **specialised common jobseeker database of Basque Country career profiles** (until now this depended on individual colleges and was carried out on a voluntary basis). This system, which allows graduates to fill in their CV using a form on a mobile app ([Ikasenplegu](#)), requires people to add information on skills acquired and training undertaken as well as work experience. Businesses can then use this information when hiring staff. Over time, more skills will be added, and they will be better defined, allowing businesses to advertise for candidates with specific profiles, detailing the particular skills they are looking for.
- They work **hand in hand with the business world**; they have agreements in place with business associations and other relevant institutions. In future they will try to work with them to agree definitions of skills and work together to increase their value and carry out VET graduate tracking.
- This is especially relevant as their colleges tend to offer dual training programmes, with a part of the transversal skills training being delivered in the form of apprenticeships with businesses.
- **They train teaching staff in transversal skills** and in how to work on them with their students. A lot of ICT skills training has been carried out in recent years, as well as some courses in other skills such as "Helping students to take control their career", "Time management", "Visual Thinking", "Creating a striking presentation" and "Quick prototyping of business models". In total 55 courses have been delivered to more than 600 people. There are currently 20 designed courses available and there is an option to organise custom-designed courses. Additionally, new courses are added each year (this year there will also be courses on emotional intelligence).
They participate in all projects in this area wherever possible with the aim of making progress and learning from other experiences and visions.

- They are implementing the **Ethazi methodology in all of their colleges**, which has meant training staff, updating infrastructure and a change to a methodology focused on goal-based learning which also helps students to develop transversal skills.
- As there is no description of the skills and to what level they should be mastered for each qualification, teaching staff and businesses alike find it very difficult to assess students on these. The Spanish partner has therefore implemented **a project (Gizalider) to determine the key skills for each qualification**, the specific levels each skill should be divided into and how to confirm that each skill level has been attained. VET staff and businesses will work together on this task. The final classification will be applicable to all VET programmes in the Basque Country, which will help to improve the Ethazi system and will serve as a set of common criteria for educational institutions, businesses and others.
At present, some transversal skills are very well defined within the basic curricular model, such as communication in the native language, communication in foreign languages, competence in maths, science and technology and digital competences. The necessary training for staff teaching these skills is specified, as is the skill level expected to be attained for each qualification. Nevertheless, there is a major gap when it comes to skills such as learning to learn, social and civic competences, entrepreneurship and cultural expression, for example. The Spanish partner hopes that this project will solve this issue.

5.5. Internal quality assurance

5.5.1. Explanation

Keeping the quality of their respective organisations at a high level is the aim of the project partners. The following is not only a description of what is already implemented and how the different organisations deal with the matter of a good internal quality assurance, but also provides steps and thoughts that could be done in the future concerning the VET graduate tracking strategy.

5.5.2. The European Perspective

Austria

Internal quality assurance can be divided into two parts the first of which is obligatory by law.

1.

Apprenticeship training = Dual vocational training

Apprenticeship training has a long tradition in Austria and is highly valued internationally. It is open to all persons who have completed nine years of compulsory schooling. Completion of an apprenticeship leads to qualified and complete vocational training.

The training takes place at two learning locations: in the company and at the vocational school. The apprentice is thus in an apprenticeship relationship with his company and at the same time a pupil of a vocational school. In-company training covers most of the apprenticeship period. The apprentice spends about 80% of his training time in the company and receives practice-oriented

training there. One to two days a week or several weeks in blocks, the vocational school provides theoretical and general instruction.

Depending on the chosen apprenticeship occupation, an apprenticeship lasts two, two and a half, three, three and a half or four years. Most apprenticeships last three years.

Apprenticeship training concludes with the apprenticeship-leave exam (LAP). This is taken by professional experts. Through the examination, an apprentice qualifies as a skilled worker in the learned occupation.

The legal basis for apprenticeship training is laid down in the Vocational Training Act (*Berufsausbildungsgesetz - BAG*).

In-company training is regulated by law for each apprenticeship occupation by its own training regulations (refer to the '*training documentation*'- '*Ausbildungsdokumentation*'- in the annex). It contains the job description - a kind of "curriculum" for the training company.

2.

As the Austrian partner provides the *Supra-Company-Apprenticeship-Training* (UEBA2) and the *Extended- Supra-Company-Apprenticeship-Training*, with partial qualification, if necessary, (UEBA TQ/VL) there is an internal quality-based curriculum provided by the Austrian Labour Market Service (AMS). This describes the target group, the qualitative framework, the contents and the aims of the provided training and is only accessible by institutions that provide these types of VET training. VET institutions which act on behalf of the Austrian Labour Market Service (AMS) are bound to these specifications.

Belgium

No data provided by the project partner.

Finland

In Finland the quality of education and training is seen as a key factor related to the efficiency and excellence of education and training as well as the equality of individuals.

Quality assurance in Finland comprises the quality management of education providers, the national steering of VET and external evaluation.

Local autonomy in education is extensive in Finland. In addition to practical teaching arrangements education providers are responsible for the effectiveness and quality of the education provided.

Today, the ideology is to steer through information, support and funding. The activities of education providers are guided by objectives laid down in legislation as well as the national core curricula. In addition, education providers are encouraged to develop quality on a voluntary basis. National authorities support this by providing tools and support, such as quality awards in VET and quality recommendations.

The system also relies on the proficiency of teachers and other personnel. All personnel are encouraged to develop their work as well as participate in the quality improvement of their institutions.

Quality assurance is one of the main policy priorities. VET education providers were obligated to have systems for effective quality assurance and improvement from 2015.⁸⁴

VET-feedback for students who have completed a vocational qualification.

The VET- feedback is one of the main tools that is used when assessing quality of the vocational upper secondary education in Finland. The purpose of the VET-feedback survey is to obtain student feedback on the way the studies are implemented. The responses will be used to improve the activities. The students are supposed to respond to the questions based on their personal experience. The feedback is given anonymously, and the responses will not be reported at the individual level. All responses will be reported in groups of at least five respondents. The student will be asked to give VET-feedback twice during the studies: when they begin and when they are about to complete their studies. At the final phase of studies, they are asked to estimate what they will be doing after finishing studies, for example are they going to be employed.⁸⁵

Quality of vocational labour market training assessed with OPAL- feedback

Vocational labour market training is primarily intended for adults who are unemployed or at risk of losing their jobs and who have completed their compulsory education. When assessing the quality of labour market training, the tool is called OPAL- feedback. The purpose of OPAL- student feedback is to gather information about how the training has succeeded in the students' point of view. Feedback will be used to further developing the training program. All information is confidential. During the course there is several feedbacks: intermediate feedback during the training and final feedback at the end of the training.⁸⁶

Future processes should more and more be connected with the employment or placement in further studies. The feedback from the working- life should be taken into consideration.

Ireland

Internal Quality Procedures

The 16 ETBs in the Irish Republic are statutory bodies, established under the Education and Training Boards Act (2013)⁸⁷ with responsibility for the provision, amongst other services, of Further Education and Training across the country. Under the Qualifications and Quality Assurance (Education and Training) Act 2012⁸⁸, (revised 2014), ETBs are recognised as providers of Further Education and Training programmes, and as such as required under the act, to have in place agreed Quality Assurance policies and procedures.

Following the amalgamation of the then city and county Vocational Educational Committees (VEC) and the former SOLAS training services in the region (Training Centres), ETBs have been operating under three legacy Quality Assurance (QA) agreements with QQI. However, ETBs are now in the process of developing their own new integrated Quality Assurance policies and procedures.

⁸⁴ https://www.oph.fi/english/education_development/quality_assurance_and_evaluation

⁸⁵ https://wiki.eduuni.fi/pages/viewpage.action?pageId=68258693&preview=/68258693/70202919/Amispalautus_kysymykset%2001-07%202018%20alkaen%20EN.docx

⁸⁶ www.te-palvelut.fi

⁸⁷ <http://www.irishstatutebook.ie/eli/2013/act/11/enacted/en/html>

⁸⁸ <http://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/html>

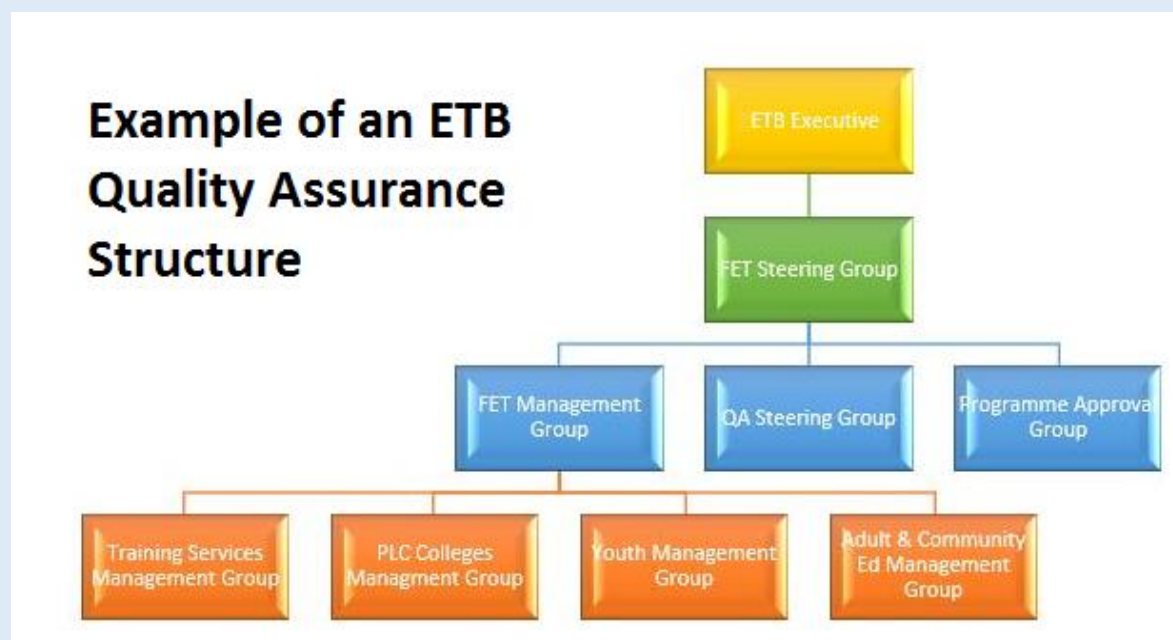
Outlined in the Department of Education & Skills' Circular Letter No 0018/2015⁸⁹, are clear guideline on the obligations on ETB pertaining to quality assurance, citing the following key areas in Appendix X of this document:

- Quality Service Standards
- Equality/Diversity
- Physical Access
- Information
- Timeliness and Courtesy
- Complaints
- Appeals
- Consultation and Evaluation
- Official Languages Equality
- Better Co-ordination
- Internal Customer

The explanatory text relating to Quality Service Standards describes the requirement to “*publish a statement that outlines the nature and quality of service which learners/customers can expect and display it prominently at the point of service delivery*”. One of the purposes of this circular was to establish a shared and common understanding of quality assurance policies and practices across all 16 ETBs.

Governance Structure for ETB Quality Assurance:

While the following information specifically refers to Cork Education and Training Board, it is typical of the organisation of quality assurance process across ETBs generally:



Sample ETB Quality Assurance Structure

- An ETB **Executive Group** provides governance and decision making on the implementation of the ETB Strategic Plans and Annual Service Plans. Typically, the members of the ETB

⁸⁹ www.education.ie/en/Circulars-and-Forms/Archived-Circulars/?q=0018/2015&t=id&f=&l=en

Executive group are the Chief Executive and the Directors of Further Education and Training (FET), Directors of Organisational Support and Development, and Director of Schools.

- The **FET Steering Group** provides oversight and governance on the implementation of Further Education and Training provision across the ETB, including approval and monitoring of the ETB's FET strategic plan and Annual Business Plan. This group also draws on the members and expertise to support, guide and advise the work of the FET sector within the context of the principals, guidelines, policies, procedures and quality assurance developed by the ETB. It also seeks to maximise the sustainable impact of the ETB's available resources.
- The **Quality Assurance Steering Group** provides oversight and governance for ETB's Quality Assurance System. The role of this group is to provide oversight and governance on the ETB Quality Assurance function. It will provide informed opinion and analysis to the FET Steering group to support their decision-making processes. Developing and managing a mature Quality Assurance System is central to good Governance and compliance with the ETBs requirements under its legislative and QQI⁹⁰ and other Certifying bodies responsibilities, (for example City & Guilds, ITEC, SIPTAC, Microsoft, Sun, Pearson Vue etc).
- The **Programme Approval Group** is responsible for programme approval, programme development and submitting programmes for evaluation and validation. The role of this group is to manage programme development, review and approval for the ETB in accordance with guidelines from QQI and other awarding bodies. The purpose of this group is to provide an oversight of the validation of Cork ETB programmes
- Ensure the fair and accurate implementation of the process of evaluating programmes
- Make recommendations on behalf of the ETB to QQI or other awarding bodies to validate programmes.
- Evaluates for approval proposals from centres to develop new programmes.
- Evaluates for approval proposals from centres to review existing programmes including adding additional components to a programme or improving the descriptors.
- Responsibility for overseeing the review of programmes to ensure their relevance and efficacy in line with the QQI and other awarding bodies review schedules.
- Report to the FET Steering group on programme evaluation and approval.
- Ensure the fair and accurate implementation of the process of evaluation of programmes.

Italy

In Italy, qualification courses must respect the contents and provide the knowledge/skills/competences that are required by the competent regional authority. These are described in the Regional Framework of Professional Roles (in the case of Tuscany Region) or similar.

In Tuscany accredited training providers (such as FCN) must involve companies in the evaluation process of each student during a qualification training course by supplying the company tutor a questionnaire to be filled in by the end of the internship / work placement period foreseen by the training. The questionnaire serves to understand the main tasks carried out by the student and skills acquired as well as possible skill gaps in relation to the profession in question.

For the whole duration of the vocational training course, some assessment grids may be used to assess students' entry or ongoing skills level. These evaluations may lead to further training path (when the foreseen level of a specific skill hasn't been reached). However, these assessments grids are not mandatory.

Future processes to be applied

⁹⁰ <http://www.qqi-qaguidelines.com/sector-spec-etb.html#sector-etb-issuu>

For an effective implementation of the VET graduate tracking strategy in VET institutions, a EU-referenced and very well-known model that can be used is the EQAVET (European Quality Assurance in VET) because:

- It improves EU VET systems in order to raise competence levels and the relevance of these competences
- It builds trust across and within different systems with a view to strengthening mobility, permeability and flexibility of learning pathways
- It improves qualifications' recognition in the labour market.

Therefore, it responds to our need of having a more efficient VET system, adapted to the labour market.

Here below we present the key elements of the EQAVET model VET providers may use in order to ensure the implementation of the VET graduate tracking strategy. This model and its key elements guarantee both internal and external quality in the process:

- **PLANNING:** set up clear, appropriate and measurable goals and objectives. This step may include the promotion of the VET graduate tracking strategy inside the organization (making use of “marketing moments”), the activation of different kind of rewarding so to engage and motivate students and teachers, the definition of objectives and indicators each VET organization wants to achieve e.g. identification of the VET course that needs to be evaluated, number of students to involve in the survey, etc.
- **IMPLEMENTATION:** it establishes procedures to ensure the achievement of goals and objectives. This step may include the use of the VET graduate tracking APP in different moments: during the last year of course, at the end of the course, after 3, 6 and 12 months the course is finished.
- **ASSESSMENT and EVALUATION:** it designs mechanisms for the evaluation of achievements by collecting and processing data to assess. This step may involve the use of a software in order to analyse data collected through the VET graduate tracking APP. It helps to understand the utilisation of acquired skills at the workplace.
- **FEEDBACK and PROCEDURES for CHANGE:** develop operations in order to achieve the objectives after discussion with key stakeholders. This step involves the co-operation among different stakeholders.

Spain

In this area Spain is focusing on clarifying concepts, promoting teamwork and collaboration between organisms and creating more efficient common tools for VET graduate tracking. These include their jobseeker database which transcends the individual colleges, and groups people in the Basque Country together using a common set of criteria, allowing real data to be gathered in the future.

5.6. Development of training programmes

5.6.1. Explanation

What all VET centres and training institutions- not only the project partners, but generally spoken- have in common is that they always try to further develop their training programmes. This needs to be done in order to react to and meet the needs of the different target groups on the one, and on the other hand also to react to possible new demands of the business world. The following section should not only give an overview to the readers of how trainings are done at the different project partners' organisations, but also provide other VET centres and training organisations with ideas on how they could adjust and further improve their trainings.

5.6.2. The European Perspective

Austria

The Austrian project partner has developed a module plan which will be followed by all trainers. This plan complies with the key competences in the VET sector defined by CEDEFOP. It comprises modules which are designed for interactive learning and also the independent development of contents with the help of different methods. On the one hand, it is about classroom training, on the other hand, emphasis is placed on sustainable learning success. The modules are designed in such a way that they are constructive but can also be changed quickly if necessary. For this reason, consideration is also given to those participants who may not have attended previous training courses.

Apart from this module plan, there is always the possibility to bring guest lecturers on different topics to the training institution, who will also work out contents with the young people. All further practical contents are developed and trained in the form of obligatory practical courses, which are indispensable for the training, directly in the companies.

Vocational orientation in the Extended Supra-Company Apprenticeship Training (UEBA TQ/VL) area plays a special role: this is an orientation lasting several months in which young people with an increased need for support pass through different areas, such as workshops, in order to be prepared for further apprenticeship training in the long term. As a result, the young people always have a vocational training assistant at their side during their training, who is also in contact with the company. Social pedagogical needs are covered by social pedagogues.

Apart from the fact that - as already mentioned - there is a strict guideline from the Austrian Labour Market Service (AMS), the contents of the training programme are further developed by the VET professionals themselves in order to achieve maximum output from the target group.

Belgium

No data provided by the project partner.

Finland

At WinNova, the Finnish project partner, they have for example these two teaching/ training/ coaching tools, which improve students working skills during education.

1.

In practical nurse education there have been developed interactive digital methods of learning in authentic home surroundings with the elderly. Two contemporary needs meet with in this: on the one hand, the pedagogic need to use methods close to the students' world, and on the other, the need for new professional skills necessary in modern home care services.

The young students today have a swift and natural way with mobile technology. Their skills in the digital environment can add a lot to their individual and personal learning processes. They can learn to collect, reflect and share vocational information in real-life home care settings with the elderly. Home has become the main environment for providing a wide and demanding variety of care for the elderly and the disabled. This means challenging and exceeding old professional boundaries and skills. The new workers in home care must be prepared to make decisions independently and act upon their own professional and ethical judgement even in unforeseen situations. All this means the home care professionals must learn to make use of the modern technology more effectively.

This way of learning brings the practical nurse students to real-life situations safely under the guidance of the teaching staff. They will get a closer look into the lives of old people and learn to appreciate the vast responsibility that home care requires. This, in turn, will raise their self-esteem and strengthen their commitment to high professional standards and thus make the choice of home care work more attractive in future.

2.

The other one is a project called Winkkari. The aim of the project is to promote students' rapid and smooth transition to working life. The project focuses particularly on the transition from education to the labor market. The target group is mainly young people and young adults, including immigransts. Special target groups for the project are students with special needs. The project is run by the West Coast Training Ltd WinNova and the city of Rauma as a project partner.

The objectives of the project are: Create model of individual guidance to support student transition to working life after graduation, matching employers and jobseekers, to create a model of training for a training institution, which will make the provision of higher education institution more concrete for applicants, developing after-employment support and coaching for the student and/or the workplace. In the project the students can improve their working life competences, written, oral skills and digital skills when applying work. They also gain internal entrepreneurship when planning their own careers.

Ireland

The following are key developments in further education and training delivery within ETBs:

- With the advent of the national SOLAS Apprenticeship Curriculum Version 4 in 2016, modules of Teamwork and Communications were formally introduced as an integral part of the apprenticeship curriculum delivery. During these modules, apprentices use Moodle⁹¹ to upload communications and teamworking portfolios, as well as the submission of craft/technical portfolios, which are then subsequently marked and scored online via Moodle.

⁹¹ <https://moodle.com/>

- Toward the end of 2015 SOLAS devised its Strategy for Technology–Enhanced Learning In Further Education And Training (2016–2019)⁹². The objective of this strategy is:

“This strategy aims to establish technology-enhanced learning as an intrinsic element of further education and training in Ireland. The strategy has been developed through a consultative process with learners, with colleagues in Education and Training Boards (ETBs), with the enterprise community and with colleagues in other parts of the education and training system.”

This strategy has encouraged ETBs to experiment with new delivery modes for education and training taking advantage of existing and emerging technologies.

- At September 2018 SOLAS launched a new initiative “Supporting Working Lives and Enterprise Growth in Ireland”⁹³ aimed at focussing ETB resources into delivery of training for people at work. While ETBs already delivered such training on an ad hoc and often only reactive manner, this policy aims to develop a more structured and systematic approach to training for the employed. This strategy specifically refers to training in “soft skills” as a very clear priority in to the future:

“The importance of soft or social skills in the workplace is becoming increasingly apparent. A series of research reports, including a 2018 study of Europe by the World Bank, contends that strong cognitive and socio- emotional skills make workers more resilient to the possible adverse effects of technology change, by equipping them with a greater ability to learn, adjust and deliver non-routine cognitive and interpersonal tasks. Supporting the current and future workforce to upskill in this area is good for inclusion but also for economic growth. In a similar vein, successive surveys of employers, including those by the global social media platform LinkedIn, identify soft skills as a number one priority among employers for talent acquisition and development.”

- Traineeship is a training model which relies heavily on employer engagement both in course inception, design and delivery, and as such can yield very high rates of learner job placements. Traineeships are generally of at least six months to two years duration, 30% of which is spent by the learner at a host company. The five stages of the development of a Traineeship are:

- Step 1 - Liaison with industry partners to identify skills need
- Step 2 - Collaborative programme development
- Step 3 - Programme promotion and recruitment
- Step 4 - Programme delivery
- Step 5 - Outcome: Employment and progression

The recent Department of Education and Skills publication entitled “Action Plan to expand Apprenticeship and Traineeship in Ireland (2016-2020)” sets out clear targets for Traineeship learner participation on a year by year basis, with each of the 16 ETBs agreeing these targets with SOLAS:

“As part of implementation of the Further Education and Training Strategy and in response to a Europe-wide Quality Framework for Traineeships⁹⁴, introduced by the European Commission, an initiative to further develop the traineeship route, got underway in 2014, co-ordinated by SOLAS and in partnership with Education and Training Boards. Titled ‘career traineeships’, two pilot programmes were developed with the hospitality industry. Career traineeships build on the existing traineeship model with partnership between employers and education and training providers. Developmental materials have been devised as part of the project, including a systematic approach

⁹² http://www.solas.ie/SolasPdfLibrary/TEL_Strategy.pdf

⁹³ http://www.solas.ie/SkillsToAdvance/Documents/SupportingWorkingLives_EnterpriseGrowth_PolicyFramework_Sept2018.pdf

⁹⁴ <https://ec.europa.eu/social/main.jsp?langId=en&catId=1045&>

to develop occupational skills profiles within different industries and a training programme for workplace supervisors to enable them to support on-the-job learning”.

Italy

In Italy, all VET trainers must adhere to the accredited training programme for a specific qualification (e.g. Basic Care worker), therefore they cannot change it. However, they can decide the teaching resources, tools and methods they wish to adopt. Of course, while doing so, they can keep into consideration attitudes and background of their students e.g. if they are disadvantaged students, they will use pictures or more visual aids.

Italian vocational trainings are mainly classroom-based; however, the internship in a company is considered very important. The internship is also foreseen in the training curriculum and it plays an important role in the qualification pathway, as it allows students to acquire practical skills and transversal competences (e.g. interaction with colleagues and clients / users).

Both the classroom-based part of the vocational training and the internship are compulsory in order to obtain the qualification diploma: only a certain amount of absences is permitted (usually no more than the 30% of the total amount of hours foreseen for the whole duration of the qualification).

Spain

The most interesting programmes at the moment come from the Basque Country:

The Ethazi model

Basque VET is considered to be among the world's best and is used as a model by many countries. In 2017, the EU chose Basque VET as a benchmark for education in Europe. The Basque government realised that in order to support the acquisition of soft skills by students it had to completely transform teaching methodologies. Thus, as well as the launch of dual VET in the Basque Country and the close relationships with businesses, what makes this model unique is the transformation of its training cycles into “High-Performance Cycles” using the Ethazi methodology⁹⁵.

This methodology is already in its deployment and implementation phase. The central element around which the whole learning model evolves is collaborative, goal-based learning⁹⁶.

The main characteristics of the Ethazi model are:

‘Intermodularity’

Goals are designed to be as similar as possible to the reality of the workplace for each training cycle. This requires deep analysis of professional competences and the cycle's learning results with a view to improving the efficiency of learning.

Self-managed teaching staff

Starting by fostering teamwork and responsibility within the teaching staff themselves, a small group of people who take responsibility for the entire training cycle. With a high degree of self-

⁹⁵ <https://www.tknika.eus/en/cont/proyectos/ethazi-3/#>

⁹⁶ <https://www.tknika.eus/en/cont/applying-lean-in-ethazi/>

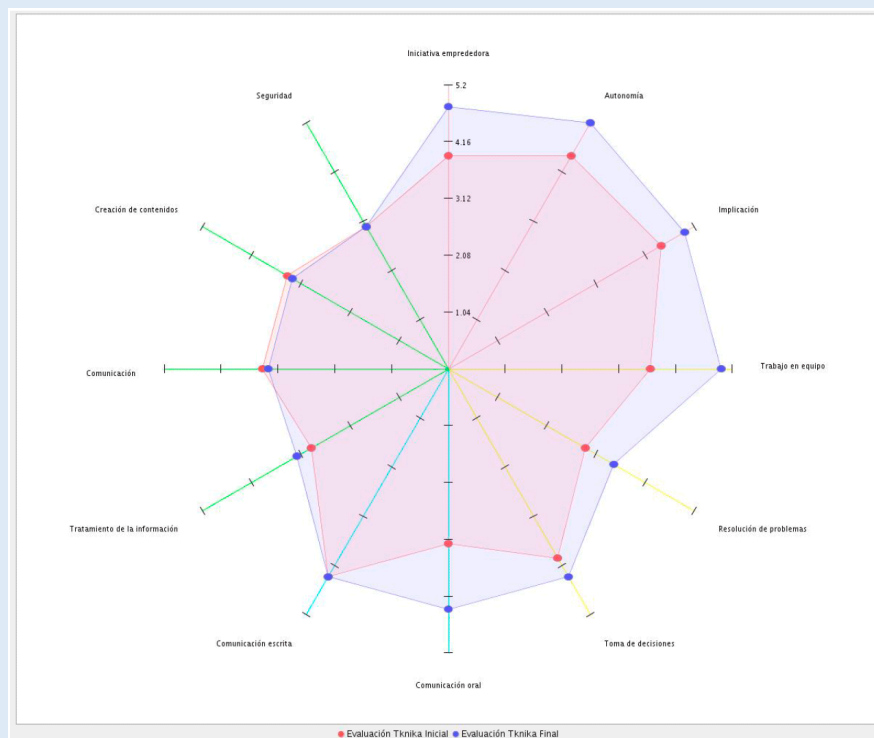
management, they will be able to freely adjust their schedules, make the best use of available space, and arrange cover and substitutions etc. to suit the learning needs of their students at each point.



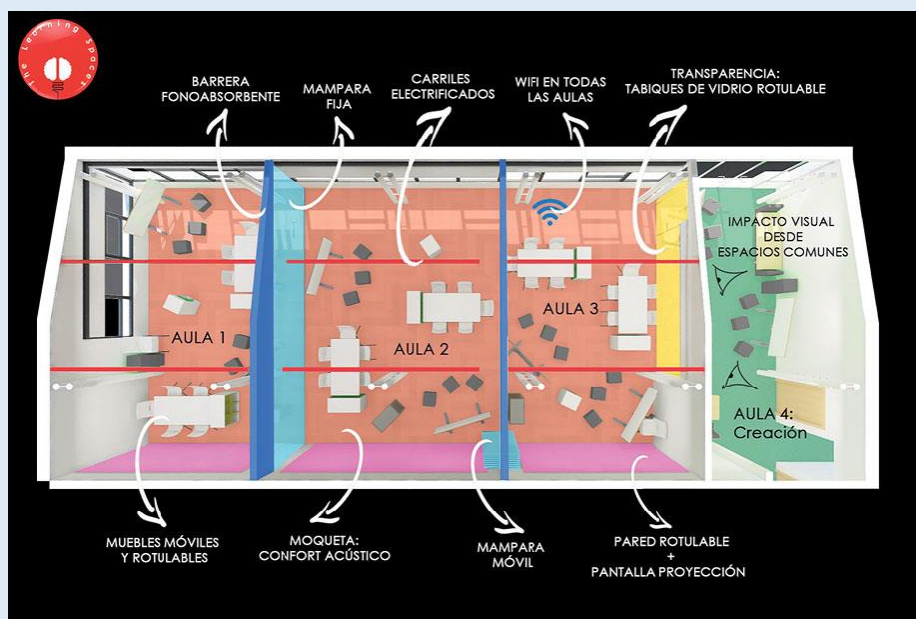
Methodical Model

Evaluation for the development of competences:

Evaluation is integrated as a key element in the student learning process, providing regular feedback on their development and progress towards acquiring the intended professional competences. In order to promote this evaluative approach and encourage participation in this respect by staff and students alike (personally and as integral team members) and by others who can contribute to the evaluation process, the purpose-designed SET (Skills Evaluation Tool) has been developed.



Skills Evaluation Tool



Spatial Plan



Furnished room

We apply Lean in Ethazi⁹⁷ to “design and to experiment with innovative educational approaches and activities, introducing ETHAZI cycles into these cycles, taking both ETHAZI and LEAN concepts into

⁹⁷ <https://www.tknika.eus/en/cont/applying-lean-in-ethazi/>

account". The main idea is to integrate both concepts (Ethazi and LEAN) in the classroom to improve students' and teachers' performance and thereby improve intermediate cycle results.

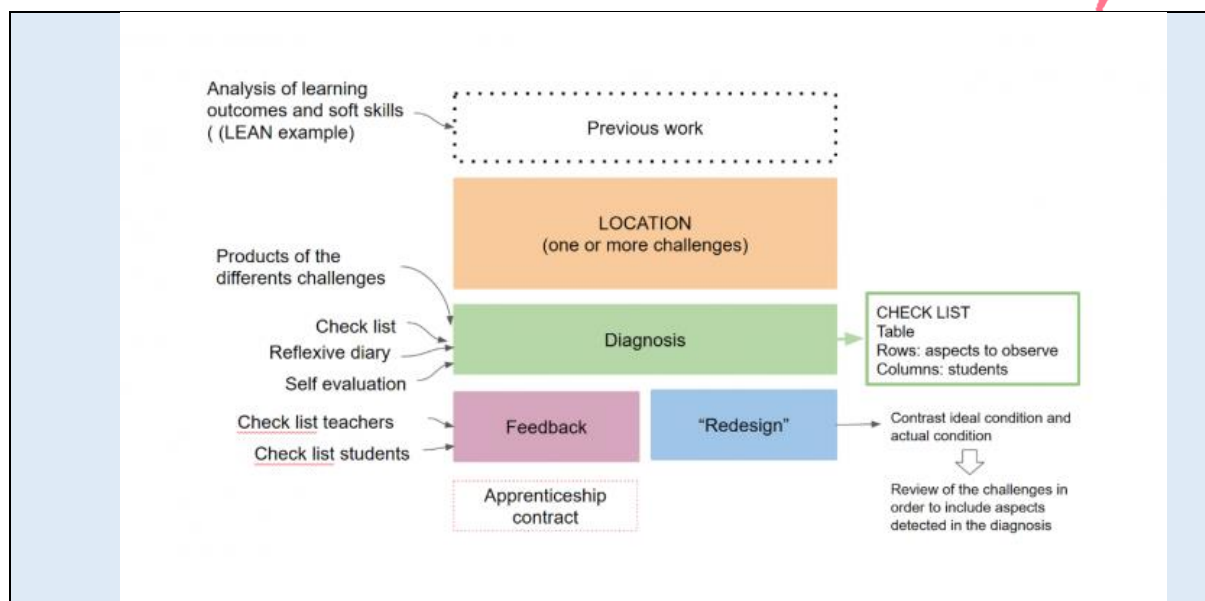
Two Tknika departments have designed this approach (Research on Learning Methods and Processes and Continuous Improvement) with the collaboration of six VET centres (Easo, Maristak, LSB, Miguel Altuna, Otxarkoaga and Usurbil). These colleges have experience in both the Ethazi and LEAN methodologies in the intermediate cycle (EQF level 3), which allows us to adjust the models to their specific needs.



Lean in Ethazi model

The following steps have been taken:

- Identification of the training needs of Intermediate Cycle (EQF level 3) students with regards to instrumental, soft and technical skills.
- Design of Location Challenges which, in addition to including technical learning results, allow the project partner to detect/analyse/diagnose student characteristics in order to design and plan each student's individualised learning throughout the subsequent challenges.



Location Challenges

- Validation of the criteria and characteristics to be considered in the Location Challenge.
- Validation of the Location Challenges proposed by colleges.
- Definition of the design guidelines for Location Challenges.
- Sharing in Biltegi Digitala of the challenges and methodological tools proposed.
- Design of subsequent challenges based on the diagnosis.
- Establishment of a deadline for completed work to be transferred to the colleges.

Gizalider Project

The Spanish partner has recently implemented the Gizalider project in collaboration with our colleges and Bilbao Bizkaia Bank (BBK).

The programme falls under the commitment made by public VET colleges in Bizkaia to establish of a culture and environment that are favourable to economic and social innovation, particularly as regards the transformation of the education system.

The general objectives of the programme are, firstly, to strengthen the implementation and certification of transversal skills using a level-based approach and, secondly, to work with local businesses to provide all students with tools which allow them to lead their own professional development more effectively.

Within 3 years, the project specifically aims to:

- Develop the description of which transversal skills are expected to be acquired and to what level for each qualification. (Action ZeharGait I).
- Collaboratively promote and design tools for transversal skills acquisition, which will be published with an ISBN (Action ZeharGait II).
- Contribute to the introduction of transversal skills assessment systems with the twofold objective of formally certifying them on academic transcripts and collecting real evidence which provides a good basis for public VET colleges, businesses and institutions to optimise the design of future activities (Action ZeharGait III).
- Encourage Young people and adults with VET training to adopt a proactive attitude in taking ownership of their own professional development (Action BiziLEADER).

- Set up a help service allowing anyone undertaking a degree course or lifelong learning programme (Lanerantz LB) to a) proactively find out where they stand in terms of the skills sought after by businesses and business confederations, which will help to motivate them and b) to receive personalised advice on the best way for them to proceed. To allow Ikaslan access to social impact indicators flagged up by the help service programme (Action HobeLEADER).

Ikasenplegu⁹⁸ Jobseeker Database

The project partners newly launched jobseeker database constitutes an important step forward as:

- It centralises the jobseeker databases of all colleges into one that is specifically for people with a VET background.
- It uses a unique CV template for all professionals which includes a section for transversal skills.
- It motivates students and alumni to share data on their employability and acquisition of skills as this helps them when looking for work and stimulates their professional growth.
- It standardises the transversal skills criteria used by education and employment institutions as the same skills are referred to when completing CVs and in job offers published by businesses. The Gizalider project will help to make great progress in this respect.
- It highlights the value of transversal skills as users can see how these helps them find work and which skills tend to be asked for by businesses. To this end, in future we will work towards a LinkedIn-style model.

⁹⁸ <https://enplegu.ikaslanbizkaia.eus/>

6. Practical general advice

Austria

One observation that could have made within the last years is that the target group has significantly changed. This means that there are new challenges nobody had thought before and VET professionals are therefore faced with different backgrounds the participants of the target group have. These range from lack of perspectives and motivation to sometimes severe mental problems that are not visible at the very beginning. On the other hand, companies are seeking new employees/apprentices.

A possible approach to bridge that gap is to be in constant exchange with the target group and the companies which provide the practical training. Focus needs to be given on the individual participant and one has to be aware that everybody is different and acts differently, too. This means that a sophisticated case-management is required together with constant training and development of soft skills. Moreover, an intense mentoring is required in a lot of cases.

Also, a close and open teamwork among VET professionals is needed and information gaps need to be avoided to ensure that all trainers are at least roughly informed about all participants. This guarantees that the trainers will pull together in the same direction.

It is important to make the participants aware that although they have permanent support in the background, the actual course of the training depends solely on them and only they can influence it - whether positively or negatively.

Belgium

No data provided by the project partner.

Finland

The Finnish project partner provides citations from VET professionals and business representatives to give some practical advice:

‘Individual differences are big. Trainees vary very much: some have sufficient skills, some very good and some are lacking these skills. However, most trainees/ new workers want to develop in their work and profession and also the VET graduate tracking strategy and its tools can help them to do so.’

‘The trainees show their knowledge and skills to the employers during VET education in practical learning periods which are carried out in companies. This is their place to show how good they are, and they usually understand this too. They understand that is their chance to get employed. They also notice that even if they’ll get a job, the learning will go on and they still need to practice new things.’

‘There are areas that depend very much on the individual in question. Some youngster/ newly graduated are very good at analysing their own weaknesses and strengths- some are bad at this. This has to do with the phase of development of the person in question. Normally girls are better at these skills than boys because their phase of development (mentally) is bit ahead compared to boys. This should be taken into consideration when using the app/ implementing graduate tracking strategy. Some certain field could always get good feedback or not so good feedback depending

how skilfully their graduates can analyse their skills and competences. If you are not good at analysing those kind of aspects, it doesn't always mean that you aren't a skilful worker in your field.'

'The employment situation also effects the implementation of this model. If there is lot of jobs available, the students will find work easily and probably are more willing to use the app and give feedback from the working life. If there are no jobs in a certain field, it will be difficult to get the feedback and implement the model.'

Ireland

- In both the design and delivery of further education and training programmes, engagement and collaboration with employers and employer sectoral groups increased the relevance of the programme to the local or regional labour market. The ability to design courses quickly and respond to local labour market needs as they arise appears to be a key factor in terms of speed of response. This ability also facilitates input into the design process, which can yield a more focussed and employer relevant training course.
- The use of technology in programme delivery can strengthen online learning, which if supported by part time one day classroom-based attendance can create a very flexible delivery model. This "blended" model of one day workshops is very well suited to learners who are employed or who are geographically dispersed. In the SOLAS document Technology-enhanced Learning in Further Education and Training (2016–2019)

"This first strategy for technology-enhanced learning contributes to the development project underway. The strategy spans the further education and training system as a whole and builds on the excellent practice that already exists. It supports the overarching strategy for further education and training 2014–2019 and the goals to provide skills for the economy, active inclusion, quality provision, progression to integrated planning and funding and to improve the overall standing of further education and training in Ireland. It also aligns Ireland with leading practice on technology-enhanced learning in Europe and further afield."

- Marketing of the further education offering by providers is essential in making prospective employer aware of the detail of training courses, as well as helping to improve the likely outcomes for learners. The advent of the Programme and Learner Support System (PLSS) web service facility in 2016 enabled all 16 Education and Training Boards (ETBs) to promote their scheduled courses automatically to the publicly facing website⁹⁹, allowing employers to see and examine training courses across the country and allowing prospective learners to apply online.
- Also Using a Virtual Learning Environment (VLE), sometimes referred to as a "flipped classroom" can great enhance the learner experience particularly for those who have physical or geographical obstacles to attending class. Moodle¹⁰⁰ is available as option on all scheduled ETB courses and can significantly enhance learning on both full-time, part-time or blended learning programmes.

Italy

⁹⁹ www.fetchcourses.ie/courses/about

¹⁰⁰ www.moodle.com

- Skills to be acquired by students through VET courses must be agreed among relevant authorities and this round tables should include trade unions and employers representatives so to facilitate an effective matching between offered vocational trainings and the labour market real needs;
- Often, employers are not aware of the skills VET students gain throughout the vocational training course. Marketing educational opportunities to employers might be a key factor since they would be aware of what is offered at educational level;
- Lack of information about students. Trainers must be informed about the students (e.g. special needs, specific situations). Teamwork among VET teachers / staff would be beneficial to support the exchange of information;
- Lack of motivation and engagement in the VET students. Techniques to boost motivation of students would be of great help for the VET teachers. They would need more training on this matter. Sometimes, motivation and engagement of students should also be boosted: the VET graduate tracking APP might support this recommendation;
- At last, there is a new challenge in teaching since the cultural and social background of VET students has changed (e.g. in Italy the presence of students with a migrant background is increased in the last years). This challenge requires different and new competences for VET teachers, who sometimes need to use different teaching methods / tools like, for instance, more visual aids or visual methods. Therefore, in certain situations, they need to be more skilled in the use of technologies. Furthermore, in order to support these students, a more intense mentoring might be useful, as well as more preparation on intercultural competences for teachers.

Spain

Consensus around key skills for each qualification

- Firstly, educational institutions should choose the key skills for each training family and module, define said skills and divide each into various levels required for each qualification and type of VET (basic, intermediate and advanced). A practical and specific definition of what a graduate of a given programme should be capable of doing should be supplied.
- Employment organisations should validate the definitions supplied by educational institutions according to the real needs of businesses and should fill out the levels of each skill according to their consideration of how graduates should develop their mastery of different skills over time during their apprenticeship and on the job.
- Educational and employment institutions should agree upon methods whereby students can not only acquire but certify their acquisition of these skills, since teaching staff do not currently seem able to assess their students' levels of transversal skills and, of course, the students themselves are totally incapable of doing so. Nevertheless, this is what is asked of them when completing surveys and CVs.

For their part, with the intention of helping to develop good practice, they have implemented the Gizalider project.

Teamwork



One of the issues highlighted in Spain with VET graduate employability tracking and raising awareness of the impact transversal skills have on the process is that various institutions are active in this area and they work independently of one another.

Consequently, Spain advises that organisations work together to define the key data to be tracked and to agree on which studies need to be carried out, by whom, when and how. Institutions should sign agreements to take this idea forward with the help of statistics centres and should share information obtained in order to extract more valuable conclusions.

Work to standardise the content of all jobseeker databases (mainly those of employment organisations)

In order to stress the practical value of transversal skills and to show their real impact on employability, institutions must ask jobseekers to provide information about them when they are completing their CV for inclusion in official databases. It must be possible for transversal skills to be officially certified and recognised by everyone and they should be included in job offers and descriptions. As a first step, institutions could modify the forms they use for their jobseeker databases.

For their part, Spain has started by creating the common jobseeker database, Ikasenplegu.

Campaigns to disseminate information about and raise awareness

This should be done among teaching staff, students and businesses of the importance of acquiring technical and transversal skills throughout one's working life in order to remain employable. In addition, institutions should lead by example and show that they really do deeply value transversal skills in a practical way, such as through the training programmes they promote and by requesting that people include them in their CVs, among other things.

7. Annex

The following material should provide other VET centres and training institutions with additional tools that can be used for and adapted to training contents.

All materials provided by the project partners are freely to use.

7.1. Soft skills and transversal skills (AT)

The Austrian partner provides a list of soft- and transversal skills¹⁰¹¹⁰² for the planning of training contents:

Communicative competence

moderation skills | repartee | empathy | negotiation skills | rhetorical competence | networking expertise | presentation skills | persuasiveness | conflict competence

Social Competence

empathy | intra-/intercultural competence | knowledge of human nature | networking expertise | ability to work in a team | nonverbal sensitivity | conflict competence | critical competence | motivational capacity

Personal competence

empathy | repartee | moderation skills | intra-/intercultural competence | self-confidence | self-marketability | knowledge of human nature | constructive attitude to life | reading and learning skills

Managerial competence

motivational capacity | systemic thinking | decisiveness | critical competence | delegation competence | time management expertise | conflict competence | persuasiveness | presentation skills

Mental Competence

knowledge of human nature | constructive attitude to life | reading and learning skills | nonverbal sensitivity | stress management ability | creativity | motivational capacity | systemic thinking | decisiveness

Implementation competence

reading and learning skills | self-marketability | moderation skills | creativity | initiative and perseverance | negotiation skills | decisiveness | time management expertise | presentation skills

¹⁰¹ <https://www.soft-skills.com/soft-skills-wuerfel/>

¹⁰² <https://unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&id=577>



7.2. 'Ausbildungsdokumentation'-training documentation (AT)

This sample training documentation¹⁰³ is provided by the Austrian partner (German only):

WKO
WIRTSCHAFTSKAMMERN ÖSTERREICHS

WKO
DER HANDEL

AUSBILDUNGSDOKUMENTATION

EINZELHANDEL

SCHWERPUNKT:
Lebensmittelhandel

für Herrn/Frau

© Wirtschaftskammer Österreich
Bildungspolitischer Ausschuss
der Bundessparte Handel

© WKO-BSH Einzelhandel - Schwerpunkt Lebensmittelhande Juli 2009 Seite 1 von 17

Ausbildungsdokumentation, page 1

¹⁰³ https://www.wko.at/service/bildung-lehre/Einzelhandel_Lebensmittelhandel_111228_v1_3.pdf

AUSBILDUNGSDOKUMENTATION

Ausbildungsnachweis für den Lehrberuf Einzelhandel Schwerpunkt

Lebensmittelhandel

Lehrbetrieb:		Lehrzeit:	3 Jahre
Ausbilder:		Beginn:	
Lehrling:		Ende:	

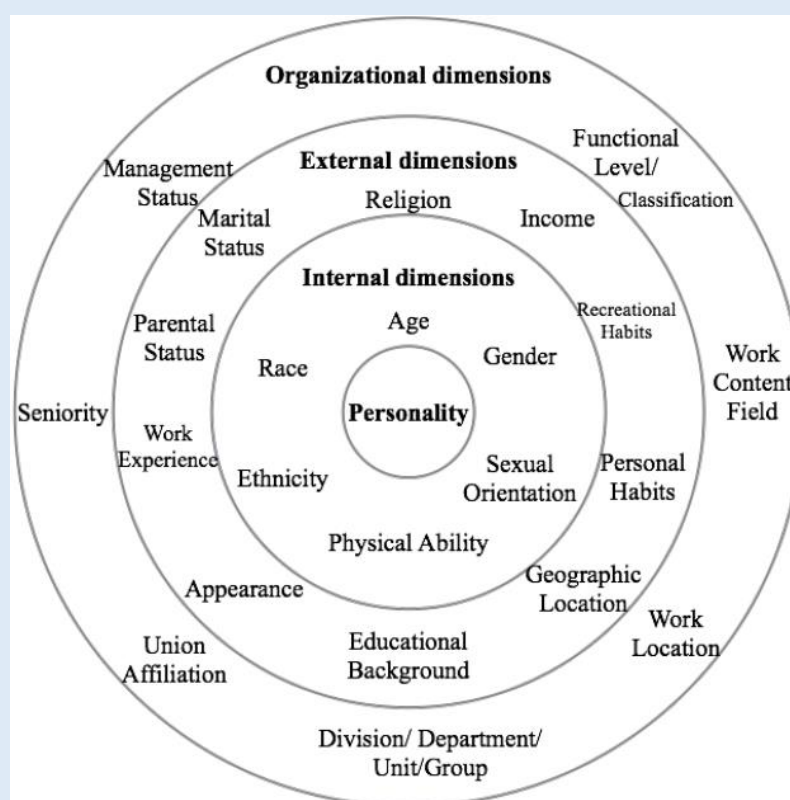
Pos	Fertigkeiten und Kenntnisse laut Ausbildungsordnung	½	1.	1 ½	2.	2 ½	3.
-----	---	---	----	-----	----	-----	----

1.	DER LEHRBETRIEB						
1.1	Kenntnis über den Lehrbetrieb						
	<ul style="list-style-type: none"> Erster Lehtag im Lehrbetrieb Führung durch den Lehrbetrieb Kennenlernen der betrieblichen Räumlichkeiten und Einrichtungen Kennen möglicher Unfallgefahren im Betrieb Vorschriftsmäßiges Verhalten bei Unfällen und im Brandfall Bekanntmachen mit anderen Mitarbeitern und Erklärung ihrer Tätigkeits-, Verantwortungsbereiche und Aufgaben 						
1.1.1	Kenntnis der Betriebs- und Rechtsform des Lehrbetriebes						
	<ul style="list-style-type: none"> Kennen der Betriebsform des Lehrbetriebes: <ul style="list-style-type: none"> nach der Sortimentsgestaltung: <ul style="list-style-type: none"> Fachgeschäft, Spezialgeschäft oder Vollsortimenter, Verbrauchermarkt nach der Verkaufsmethode: <ul style="list-style-type: none"> Selbstbedienung, Vorwahl-, Bedienung, Versandhandel Kennen der Rechtsform des Lehrbetriebes: <ul style="list-style-type: none"> Einzelunternehmen, Personengesellschaft, Kapitalgesellschaft 						
1.1.2	Kenntnis der Ziele und der Marktposition des Lehrbetriebes sowie der Standorteinflüsse						
	<ul style="list-style-type: none"> Information über die Branche (Fachbereich) des Lehrbetriebes: <ul style="list-style-type: none"> Stellung des Lehrbetriebes auf dem Markt bzw. in der Branche: <ul style="list-style-type: none"> auf Grund des Warensortiments der Verkaufsform der Angebots- und Preisgestaltung der Serviceleistungen der Anzahl der Qualifikation der MitarbeiterInnen Standort des Lehrbetriebes: <ul style="list-style-type: none"> Infrastruktur und Kundenkreis im Einzugsgebiet Einfluss auf die Marktposition und den Kundenkreis Ziele des Lehrbetriebes 						
1.2	Einrichtungen, Arbeitssicherheit und Unfallverhütung						
1.2.1	Funktionsgerechte Verwendung der betrieblichen Einrichtungen und Geräte des Verkaufes						
	<ul style="list-style-type: none"> Kennen der betrieblichen Einrichtungen und deren funktionsgerechte Verwendung (z. B. Türen, Fenster, Aufzüge, Regale...) Kennen der technischen Geräte des Verkaufs und deren funktionsgerechte Handhabung (Maschinen, Waagen, Kassen, Printer...) Kontrolle der Funktionsfähigkeit Erkennen von Störungen (z.B. Kühlung) fachgerechtes Verwenden (Beleuchtung, Beheizung, Belüftung, Maschinen, Waagen, Kassen, Printer) sowie der Hilfsmittel (Reinigungsmaschinen und Reinigungsmittel) 						

7.3. Layers of diversity (AT)

The Austrian partner provides the 'Layers of diversity'¹⁰⁴ model which can be used for individual case-management settings:

In the Four Layers of Diversity by Lee Gardenswartz and Anita Rowe (1995), four levels of difference dimensions are cited. These are diversities that can induce social and structural processes of inclusion and exclusion in the most diverse areas of life. The core dimensions described above are depicted in the graphic as inner dimensions. Read from the inside out, the possibility of influencing the diversity dimension increases in these four levels. Accordingly, we can hardly influence the internal dimensions, while we can determine the external and organizational affiliations more strongly.¹⁰⁵



Layers of diversity

adapted from Gardenswartz & Rowe (2003)¹⁰⁶

¹⁰⁴ https://www.researchgate.net/figure/Four-layers-of-diversity-Source-adapted-from-Gardenswartz-Rowe-2003_fig3_282848702

¹⁰⁵ <https://erwachsenenbildung.at/themen/diversitymanagement/grundlagen/dimensionen.php>

¹⁰⁶ <https://www.gardenswartzrowe.com/why-g-r>

7.4. Work-Life-Balance Wheel (AT)

This tool can be used for individual case-management settings and strongly incorporates the respective client:

Introduction

Work-Life-Balance (according to H. Cobaugh/N. Peseschkian) means an interlocking of work and private life against the background of a changed and dynamically changing world of work and life. Since unemployment can have a negative impact on different areas of life, these are examined and analysed more closely. Just as important is the consideration of the areas with regard to the available resources that contribute to satisfaction and serve as sources of strength.

Goal:

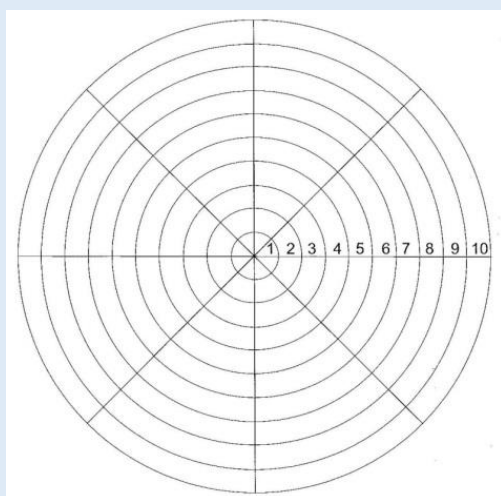
Recognize in which areas attention and energy are lacking in order to be in personal balance. Recognizing existing resources. Assessing satisfaction on a scale. Developing first steps to improve the quality of life in these areas.

Type of exercise

Individual work, triads, large group.

Material

Worksheet: "Life wheel" in which 8 segments with a scale of 0 - 10 are drawn; 2 coloured pencils



Instructions

- Each segment corresponds to one area of life
- Have segments labeled
- The center of the circle corresponds to the value 0 = little, the outer circle line 10 = much
- Draw now according to your current situation with a crayon color in each area of life, how much attention (time, energy, enthusiasm) flows into this area or how satisfied you are with this area (scale 0 - 10)
- Reflection (alone, with three, in a group)
- What do you mean, you don't know? Am I satisfied, am I missing something, is one area too full for me? How much energy do I get from this area?

- What resources are there?
- Where do you want to go? Determine the time and draw in the goal with a second color
- What is the first step per segment to become active?

Comments

The areas of life are:

- Work - meaning, fulfillment
- Material security/wealth
- Family (parents/grandparents, siblings/relatives)
- Partnership (cohabitation, spouse)
- Friends (social contacts)
- Health (diet, exercise, relaxation, quality of sleep, tendency to illness, regular visits to the doctor, addictive substances)
- I-time (hobbies; things that fulfill me, ...)
- Meaning in life/spirituality (interest in personal development, questions about where from, why and where of man, religion, ...)

Questions about resource work

- What do you find to be particularly helpful and supportive in the individual areas, even if you currently have no job?
- What are you satisfied and happy with, what are your sources of strength?

Scaling questions for further and target work

(pay special attention to areas with value ≤ 6 !)

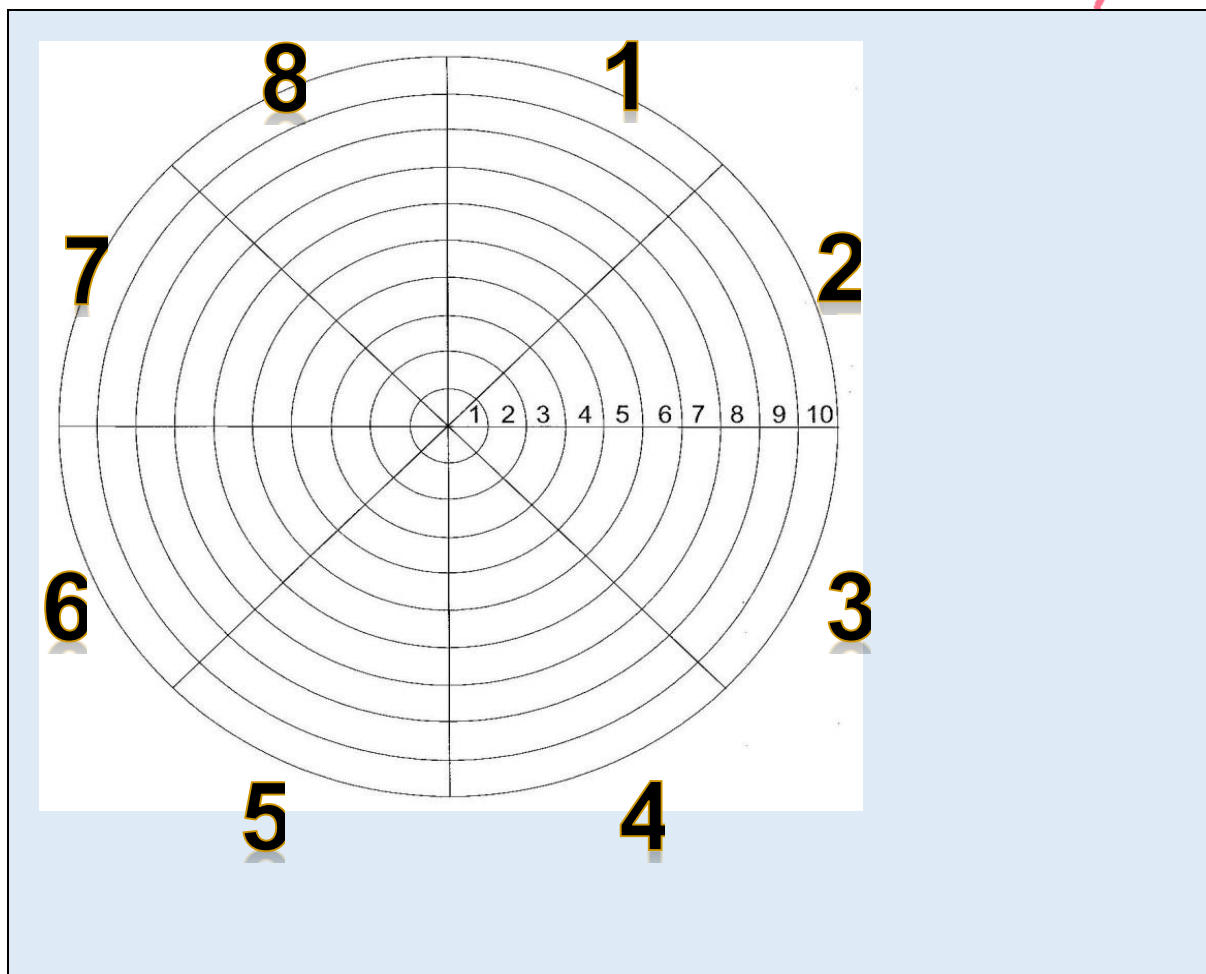
- What is different if you are one point higher in the scale?
- How would you know that?
- How would others notice it?
- What is possible? What else?
- Your 1st step is ... (solution orientation)

Source:

FREIDORFER, Birgit: Change - Werkzeugkasten für Veränderungen, Scriptum der WIFI Steiermark, 2011, p. 6.

The areas of life in the "wheel of life" are:

1. work - sense, fulfillment
2. material prosperity
3. family (parents/grandparents, siblings/relatives)
4. partnership (cohabitation, spouse)
5. friends (social contacts)
6. health (diet, exercise, relaxation, quality of sleep, tendency to diseases, regular visits to the doctor, addictive substances)
7. i-time (hobbies; things that fulfill me, ...)
8. meaning in life/spirituality (interest in personal development, questions about where from, why and where of man, religion, ...)



7.5. Example of third-party assessment (BE)

This sample of a third-party assessment is provided by the Belgian partner:

XXXX XXXX

VDO Accountmanager

Competenties

Bestaan uit gedrag, vaardigheden en kennis.
Als je de juiste competenties hebt ...

- voer je je takenpakket met **zelfvertrouwen** uit,
- beschik je over de juiste tools om jouw geplande **resultaten** te bereiken,
- is jouw werkgedrag **succesvol**, en jouw klant of werkgever **tevreden**.

Competenties

Tijdens je opleiding krijg je de kans om op verschillende tijdstippen jouw persoonlijke en professionele competenties in kaart te brengen met de COMET-tool. Je docenten helpen je daarbij.

RAPPORT

In dit rapport vind je het resultaat van jouw meting(en):

- Jouw eigen beoordeling;
- De beoordeling van de docent (of een gemiddelde van de docenten samen);
- De beoordeling van je stagementor (indien je stage liep).

STAAFDIAGRAMMEN

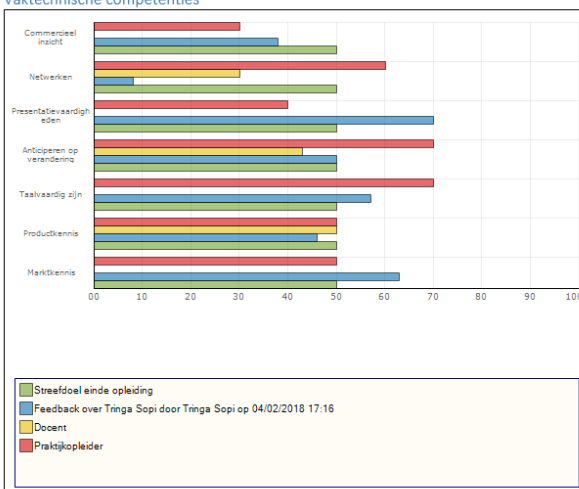
De resultaten worden weergegeven in twee aparte staafdiagrammen. Enerzijds krijg je zicht op jouw ondernemerscompetenties (zoals samenwerken, communiceren, etc.) en anderzijds op je vaktechnische competenties. In één oogopslag kan je **jouw beoordeling** (en die van de docent en/of stagementor) **vergelijken met de norm** (= het streefdoel op het einde van de opleiding).

Ondernemerscompetenties

Competentie	Streefdoel einde opleiding	Feedback over Tringa Sopi door Tringa Sopi op 04/02/2018 17:16	Docent	Praktijkopleider
Maatschappelijk verantwoord ondernemen	50	50	50	50
Prijsbewustzijn	50	50	50	50
Plannen en organiseren	50	50	50	50
Stressbestendigheid	50	50	50	50
Levenslang leren	50	50	50	50
Probleemoplossend gedrag	50	50	50	50
Klantgerichtheid	50	50	50	50
Flexibiliteit	50	50	50	50
Ondernemerszin	50	50	50	50
Samenwerken	50	50	50	50
Communicatie	50	50	50	50

■ Streefdoel einde opleiding
■ Feedback over Tringa Sopi door Tringa Sopi op 04/02/2018 17:16
■ Docent
■ Praktijkopleider

Vaktechnische competenties



FEEDBACK

De docenten hebben, waar ze dat nodig vonden, wat extra feedback gegeven per competentie. Deze kan je hieronder terugvinden en is zeker het lezen waard!

Check ook geregeld jouw digitale competentiedossier op bijkomende feedback van je docent en/of mentor.

• Ondernemerscompetenties

- Hoewel Tringa zeer zeker over de intellectuele capaciteiten beschikt om het te maken als account manager, mist ze een beetje de "drive" om te presteren. Ze geeft zelf aan dat ze een praktijkgerichte opleiding zocht en toch heeft ze geen stageplaats gezocht.

• Marktkennis

- onzeker en het werk was verre van volledig

• Productkennis

- Eens Tringa de branche heeft gevonden waarin ze actief wil zijn, zal ze zich zeker in de producten en hun technische eigenschappen verdiepen. Ze ziet er het belang van in om de voor- en nadelen van haar product/assortiment duidelijk in kaart te brengen.

• Anticiperen op verandering

- Tringa ziet kansen als ze zich aanbieden en zal haar aanpak daarop afstemmen. Toch heb ik niet altijd het gevoel dat ze haar aanpak aanpast aan de behoeften van het ogenblik of de situatie.

• Netwerken

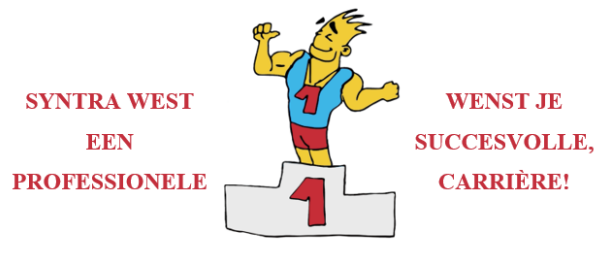
- Zowel op sociaal vlak als op professioneel vlak is netwerken nog een werkpunt.

UPSKILLEN?

Het inschalen van competenties heeft weinig zin als je er daarna niets méér mee doet. Met het resultaat moet je ook echt aan de slag! Daarom wordt gevraagd om hier even bij stil te staan (Reflectie) en te noteren welke punten je voor jezelf wil verbeteren of nog meer in de verf wil zetten (Actieplan onder elke Meetmoment in het Digitale Competentiedossier). Daarnaast kan je een individueel gesprek aanvragen met je docent of cursusbegeleider om te bekijken hoe je jouw werkpunten in en naast de les kunt verbeteren.

Hoe je het stuk Reflectie en het Actieplan invult, vind je terug in je digitale competentiedossier.

Indien je aan het einde van je opleiding nog niet helemaal tevreden bent, kan je je competenties verder verbeteren. Je docenten en cursusbegeleider helpen je hier graag mee verder!



7.6. Questionnaire (IE)

The Irish project partner has provided a questionnaire about the attributes a new worker should have in addition to the one developed by the project partnership:

Attributes of a New Worker at an Interview or at Work.		The purpose of this short questionnaire is to establish the importance of behaviours and attitudes of a new worker both at interview and at work. Please rate the attributes below on how important they are in your opinion.				
How important is it?		Very Important	Important	Neither important nor unimportant	Less Important	Not at All Important
1.	At work, a new worker needs to take the initiative.					
2.	At work, a new worker needs to be open-minded and willing to improve.					
3.	At work, a new worker needs to be punctual and adhere to break times.					
4.	At work, a new worker needs to be able to cope with feedback and criticism.					
5.	At work, it is important that a new worker asks question when they are unsure of something.					
6.	At work, it is important that a new worker is not afraid to admit uncertainty.					
7.	It is important that a new worker knows their own strengths and weaknesses.					
8.	It is important that a new worker can identify what they like or dislike about the work.					
9.	At an interview, the candidate must demonstrate that they can adapt to the requirements of the job.					
10.	At work, a new worker should not over-estimate their own ability.					
11.	At work, a new worker must understand the importance of personal protective equipment.					
12.	A new worker needs to be able to deal with physical demands of the work (e.g. noise, heights, heat, cold etc.).					
How important is it?		Very Important	Important	Neither important nor unimportant	Less Important	Not at All Important
13.	A new worker should have realistic understanding of the demands of the workplace.					
14.	A new worker must recognise and adapt to the values of the workplace.					
15.	A new worker needs to interact professionally with customers and co-workers.					
16.	A new worker must have sufficient spoken and written language skills to meet the demands of the job.					
17.	At an interview, the candidate should be able to identify unique selling points about themselves.					
18.	A new worker must have the essential digital skills (data entry, updating systems or spread-sheets)					
19.	At work, a new worker needs to identify any skill gaps they may have which could hinder performance.					
20.	At work, a new worker needs to understand quality systems and processes.					
21.	At an interview, the candidate needs to have a clear understanding of job related tasks, skill and knowledge.					
22.	At work, a new worker must complete required documentation in accordance with quality practices.					
23.	At work, a new worker should be a clear communicator and should contribute at meetings.					
24.	At work, a new worker must understand the repetitive nature of some work.					
25.	At an interview, the candidate needs to be able to portray themselves professionally to the employer.					
26.	At work, a new worker must display flexibility and "help out" when required.					
27.	At work, a new worker needs to understand the key performance indicators associated with the job.					
28.	At work, it is important that a new worker admits when they have made a mistake.					



29. Can you identify **any other attributes or attitudes** that a new worker should be able to demonstrate at work?

A.	At work, it is important that the new worker
B.	At work, it is important that the new worker
C.	At work, it is important that the new worker
D.	At work, it is important that the new worker
E.	At work, it is important that the new worker

30. Of the attributes 1 to 28 and including A to E, can you now indicate **the top three most important attributes** that a new worker must demonstrate in the workplace?

Please circle one on each line:

Top 1	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 A B C D E
Top 2	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 A B C D E
Top 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 A B C D E

Finally, do you have any other comments observations which might be important when introducing new workers into the workplace?

--

Thank you for taking the time to complete this questionnaire.