

**LEONARDO DA VINCI:
TRAINING WORKSHOPS**



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1. DEVELOPMENT CONCEPT OF TRAINING WORKSHOPS

1.1 Application argument – project goals

Slovenia has developed an extensive system of publicly financed programs of training adults that are intended mostly for the unemployed to increase chances when entering the labour market. A large part of those programs fits in the framework of active employment policy, carrier of which is Ministry of Labour, Family and Social Affairs. Based on public tenders candidates were being trained by their employers, some educational institutions and even Employment registry offices in the frame of their regular activities.

Findings on how training affects specific work in production or service industry show that effects of training are below expectations of both financers and trainees themselves. Reasons for that condition lie on the side of both performers of training as well as financers, carriers of public tenders. Acquired knowledge in the treated system of training is so general and insufficient, that candidates have weak chances for successful employment.

The employed were along with the unemployed also included in some projects in the frame of keeping work places, mostly in processes of company restructure. Companies were often spending intended funds for other business purposes.

Unemployment structure shows that a large part of the unemployed with low level of education is poorly trained for more demanding work and by that is almost unemployable, although the demand of employers in the whole considered period (last 10 years) is sufficient. A significant share to the mentioned is contributed by a regular education system, where essentially too few students apply for specialized schools. Some activities are affected by a great lack of qualified workers, which is a concern of the staff deficit. Enrolments to social sciences schools are high, but diplomates of those schools often cannot get work places, which consecutively results in entering to different retraining programs.

Especially poor is the area of training and employing vulnerable groups. These groups are long-term unemployed people, the elderly, those who wait on their first employment, addicts and other special groups of people. The disabled are especially vulnerable, disregarding the high level of protection that is guaranteed to them by law.

Training workshops project is based on some unsuccessful attempts of realisation in the past, on increased interest of all affected to achieve new solutions, especially in the area of training for specific work, and on solution examples of some EU countries. From international comparisons it is possible to conclude that it is not possible to trace a form of a training workshop, which this project suggests. That makes it possible to assume, that the training workshops project is not appropriate not only for Slovenia, but also for other countries.

The before mentioned problems of vulnerable groups were an encouragement for narrowing the project to training vulnerable groups, especially the disabled. According to the big emphasis on



including the disabled into regular companies (healthy workers) the program is drawn in the way that unemployed and employed workers of both kind are included in training programs.

Basic goal of the training workshop project is to increase employment chances mostly for vulnerable groups and then to increase training level of the employed for better chances of promotion or retraining in company's restructuring projects.

Along with the disabled, also autists are included in the research. They also belong to vulnerable groups, but autists as a group do not have properly arranged status or the problem of inclusion in work answered. Consequence of that state is that autists often join security-working centres although they are employable and achieve comparing results when they are treated properly. Beside law order the project's goal is to find out the chance for training in training workshops for this group. Extra training of training workshop performers is essential for a quality treatment.

Training workshops project is based on conducting definite production or service and on experimental inclusion of chosen groups into these workshops to establish if program content is appropriate according to existing qualification and leftover working capacity. Program design is evaluated on bases of definite work included in this sense.

Project partners are selected according to specific knowledge and experience, which they attained in the frame of running their business.

Carrier of the project, Storic d. o. o., and project partner, IP Posočje d. o. o., are successful performers of disabled training programs and are registered disabled companies. Institute of Republic of Slovenia for rehabilitation in Maribor has two production units and a didactic company, but more important are its tasks in the area of research of problems of the disabled and their training. Chosen foreign partners are important institutions for training in their countries, where Austrian BBRZ has top of the line references in the area of preparation of the disabled for employment. Hungarian partner KKK is a leading company in the area of training mostly unemployed healthy and disabled people. KKK has developed special programs of training for specific groups: for blind and poor-sighted, deaf and partially deaf. On the basis of experience exchange the project has gained on quality.

Inclusion of vulnerable groups into training workshops has moulded some specific project activities:

- Occupational orientation on the basis of candidate treatment with so called "triage". Present experiences in Slovenia show that candidates were often included in jobs and tasks they did not have capabilities for or interest in;
- Adaptation of program content to perform definite jobs considering work humanisation
- Training performers: mentors, trainers and instructors to work with vulnerable groups.

Because the purposed training workshops in the form in which they are treated in the project are not known in the EU, the project's goal is to form a web of training workshops in Slovenia and implementation in other EU countries. Training workshops project is based on the following work tasks:



- Establishing condition in the market of manpower in Slovenia, which includes data about unemployment rate, employers' demand for workers, their needs and wishes with special considerations for training questions;
- Training workshop plan, establishing three experimental training workshops, proposal of the experiments program content, enrolling candidates into training programs and evaluation of programs;
- Proposal of methodological evaluation of candidates in order to establish whether inclusion to definite programs of activities or occupation is appropriate;
- Presentation of problems and prepositions of complementing legislation in the Republic of Slovenia to include that population in the disabled programs.
- Prepositions of future activities in the area of organising and operating training workshops;
- Visiting partners to exchange opinions and experiences in the area of training, promotional activity with presentation of the project itself and its results, mostly in everyday and technical press, organising consultations and conferences, giving out projects to interested institutions after finishing them.

1.2 Project groundwork on the basis of surveying and processing data from the labour market in the Republic of Slovenia

1.2.1 Surveying goals

When planning operation and tasks of training workshops data of the labour market needs, employers expectations, staff expectations and activities, where employment is possible or preservable, is important.

Vulnerable groups, where subject of our project is a question of the disabled, demand some special actions made by the state as well as both partners in process of employing and in employment. On the basis of employment practice and answers in surveys employment chances for the disabled will be established. Deficiency and sufficiency of professions cannot be a basic guide for training projections. Need for personnel is also determined by access to full-time and part-time education, material state in activities etc. A special criterion is employment chances in coordination with the remained work capability of treated persons, which makes the foundation for preparing adequate training programs. From survey data and statistical reports we will establish employment chances of the unemployed and possibilities of preserving employment of the employed on the basis of training, which will be the base for creating a web of training workshops. In the experimental part we especially processed three regions in Slovenia: Central-Slovenian region, Goriško and Styria region, which were the subjects of surveying.

The analysis is based on projects objective orientation, which is determined by a demand for higher employment level of the unemployed, where our object are marginal groups, an especially chosen group: the disabled. The analysis is based on questionnaires which surveyors give to those who are being surveyed. Filling out these questionnaires is regularly performed by personal contact directly with the person being surveyed. In case of numeric values collected data is processed in percentage rates, in some cases by weights of ahead specified borders of value.



On the basis of processing the given answers evaluation and a conclusion about characteristics that argument the proposal of founding planned training workshops is made from part of a basic statistical group with help of the collected data. In that sense questions rely to employers' needs or their employment possibilities and to employees' needs of training and their expectations, considering work limitations.

Statistical measurements, performed by the Employment Service of Slovenia for realising employment policy, are used in analysis for a wider look into the treated problems.

1.2.2 Execution - summaries

Surveying and collecting data was performed on the basis of the following starting points:

- Surveying companies, where we ascertained companies' activities, number of operational programs, employment, expected spreading of activities and companies' planning for new employments in a short period of time;
- Surveying employed and unemployed individuals who were asked about their age and work period, disability (if the asked person was disabled) occupational activities and interests
- Data retrieved from statistical reports of the Employment Service of Slovenia include movement of registered unemployment for a twenty-year period (1987–2008), unemployment's structural properties, employment growth predictions with predictions of employers for year 2007/08 and inflows and outflows of the disabled in the year 2007 with their characteristics

In supplement is an analytic processing of survey questions. This note contains summaries of findings and a comment

- By selection of companies we wanted to capture companies of different activities and sizes. According to the type of the project we invited more disability companies in comparison to other companies due to their specialties and content of the planned project.

All chosen companies answered the questionnaire (64). We chose mostly activities connected to activities of the experimental training workshops and deficiency, which should have an advantage when planning a network of training workshops. Surveyed companies execute a smaller amount of programs (up to three) and the basic program share dominates, which is visible from the surveys. Employment structure is comparable with the state in production and services on national level. Age structure of employees is relatively high (app. 43 years of age) and work period is over 20 years (in 37% of cases). According to the mentioned direction of the project 61% of all surveyed companies employ also the disabled, of that half of the companies employ over 10 disabled. Questions about work results were answered that almost 60% of disabled employees do not achieve same productivity level as healthy workers. When defining decision making employment standards companies decide mostly on the basis of good work experiences and proper education, candidate's distance from home to work place,



age and gender are less important. Failure in employment is mostly a consequence of candidates' lack of knowledge and experience and the fact that 20% of candidates do not have interest in retraining. Among all surveyed companies there are 63.5% of those that would employ workers and 50% of those that would employ disabled workers.

A short comment to surveying companies is following:

- Companies in Slovenia perform a smaller number of programs, which shows high specialisation of companies. Regarding the economic crisis a stronger emphasis will have to be given to diversification and reorganisation, which will consequence in a larger need for retraining and extra training.
- Age structure of employees is rising, so more demand for new employment is expected. It is encouraging that companies are prepared to hire also the disabled, disregarding the fact that productivity of the disabled is lesser than productivity of healthy workers.
- The essential problem of employing is inadequate structure of the unemployed in the labour market. Logically companies look for workers with adequate education and work experience but they are also prepared to invest funds into retraining, however, state should help them with endowments.
- Regarding the fact, that the survey was executed before this year's economic crisis, the share of companies that want to hire workers is big. Due to the introduced unified system more than half of all companies have been and will be prepared to employ disabled workers, also because of putting more assisted employment into force in the future.
- When hiring disabled workers employers encounter a problem because proper social safety is assured to those disabled workers and their interest for employment is therefore small. Both healthy workers as well as unemployed disabled workers are mostly not prepared to accept jobs in threatened activities because of small wages and little chance of promotion. Older workers are more difficult to employ because of indemnities at retirement, which are entirely a burden of employers. Subventionizing the disabled for their lower productivity is often an employment hurdle because subventions usually do not cover income loss over lower work effects and more common sick benefits. We establish that in the year 2009 condition in the labour market area is getting worse and the state will have to evaluate programs of active employment policy.

The training workshops project is a possible measure for increasing employment for vulnerable groups and healthy workers. Due to increasing deficit in trained personnel employers will support activities in the area of training as well in projects of preserving work places as in training the unemployed, employment candidates. Survey's findings show that over 60% of questioned companies have chosen introduction into training programs. Disabled companies' activities are training and hiring hardly employable disabled workers. The mentioned tasks give companies special responsibilities.

- By analysing individuals we wanted to get answers about their occupational activities and interests given by healthy employed and unemployed workers and those given by disabled workers. We surveyed 265 persons of all age groups and lengths of work periods. Half of all questioned have more than 20 years of work period: with or without finished elementary school - 24% of all questioned, with occupational education - 41% of all questioned, secondary general education - 20%, others have university education. Among all questioned around 60%



were disabled. On a question about work accessibility limitations the disabled have answered in 65% that their disabilities prevent them from working normally. Most disabled workers have limitations in lifting burdens, forced posture and similar follows... Employed disabled workers have the most shortage in investments in work humanisation. Unemployed disabled workers who look for work have answered in 70% that their limitations unable their employment. On the basis of a question about occupational activity finding that 80% of questioned have done only one of the three types of occupations was made. Half of all questioned were included into training programs, three quarters of those did not get any certificates about the finished training. Some greater occupational interests of the questioned were not found because of satisfaction with the current state.

To surveying individuals we can give the following comment:

- Surveying of the unemployed was executed in institutes for employment and surveying of the employed was executed in companies. Proper support in realisation was given by everyone. When choosing candidates for surveying we were mostly interested in disabled population and persons with elementary of secondary education. We had no execution obstacles. The selection affected answers about carriers of the questioned. We have established that neither the questioned nor employers are specifically interested in the question of individual's carrier development. Institutes for employment otherwise give good enough conditions for improvement of employment chances to the unemployed but the obstacle is lack of interest of the unemployed and insufficient professional work in the area of preparation for employment (professional orientation).
- According to the mentioned less than half of all questioned is interested for training or retraining. Answers that hobbies and special interests cannot be a foundation for work are unusual, that is why a positive reaction about needs for training is expected from the questioned.
- Surveying the disabled has shown that most of them are not certain about their employment possibilities and promotions. So that gives a heads up for more activities in the area of employment stimulation and promotion (psychosocial help) to institutes for employment and employers. Institutes' and employers' policy has to be directed into improving awareness, employers will also have to invest more into work humanisation for employed disabled workers. So with healthy as well as with the disabled workers lack of ambition for their own development can be noticed.

With proper stimulations, more quality in treatment of the unemployed regarding interests, capabilities and employment possibilities it is possible to expect more interests for training, retraining and extra training from both the employed and the unemployed. Quality training assures inclusion to definite work places. Founding training workshops can be along with other forms of training an important contribute to a change in existing state.

- From statistical reports given and processed by the Employment Service of Slovenia we have chosen movements of registered unemployment in the years 1987–2007 with additional data until April 2008, employment announcements for the year 2007 and most wanted occupational groups of registered available work places for the years 2007 and 2008. Problems of the disabled are treated in data of inflows, outflows and state of unemployment of the



disabled by levels of education for the year 2007 in observed regions of Ljubljana, Maribor and Nova Gorica with special consideration for specific types of disabled workers (by state, gender and characteristics of the unemployed (unemployed because of companies' bankruptcy, first employment seekers, the long-term unemployed)).

We comment some data and findings:

- In the last years registered unemployment lowered and in 2007 reached only 7.7%. After analysing new data unemployment lowered to app. 6.5% in 2008 and in 2009 it increased again due to economic crisis (from app. 64,000 of unemployed workers the number has in February 2009 increased to app. 74,000). A trifle more were unemployed women, but the 50% share of the unemployed who have been out of work for more than one year and the elderly present a bigger problem. Predominant part of the unemployed have less than secondary education, 34% of those had or had not finished elementary school.
- From data in employment predictions it is evident that demand for workers was bigger than inflows in unemployment, which was confirmed by data from 2008. In 2009 the state will be reverse. In 2007 demand was mostly for construction and catering workers, engineers and similar... In 2009 demand for those workers changed only partially: there is more demand for nurses, other shares did not relevantly change. New, more quality data will be attainable in the end of 2009, but the project will be concluded by then.
- In 2007 there were over 10000 unemployed disabled workers in Slovenia, but it is interesting that there were less unemployed women than men. Unemployment did not essentially differ by levels of educations from general data (frugally bigger share with or without finished elementary school). From data it is evident that the majority are disabled workers. In data for 2008 there were no relevant changes regarding the state of unemployment of the disabled. In 2009 some bankruptcies of companies that employ disabled workers are predicted, which will increase their share in whole population of unemployed.

We have established the condition in the area of unemployment with statistical data. Low educational structure of the unemployed and demand for occupations show that a lot more will have to be done in the area of training and education. A particular problem is a high rate of the disabled in the structure of unemployed, where the state will have to accept some special measures in the area of treating the disabled, who just as the unemployed reject both work and training. Also disabled workers represent a particular problem. In their case there are two possibilities: disability pension or tougher conditions in case of rejection of the offered work. In all cases low wages are a fundamental problem, which is along with the guaranteed benefits and social welfare not stimulating for employment.

By worsening of economical state, inflows in the labour market will increase. With more stimulating measures some trends can improve.

When employing the disabled we still face discrimination. Condition could get better if the disabled had prepared better for employment and stimulations for their employment would be given.



According to data from 2008 about vacant work places it is evident that marking training workshops for thirteen activities in the first stage of development would be logical, but still considering deficiency of occupations and activities, where employment possibilities of disabled workers are bigger.

1.2.3 Training workshop idea

Following the results of training in a longer period and active inclusion in those activities both in projects of preserving employment as in preparation of the unemployed for employment has encouraged us to research new forms of training. A special instruction was also an evaluation of training programs for a specified period at employers with or without a work relation and an attempt of training in training workshops, unfortunately without adequate methodological bases in public tenders of the Employment Service of Slovenia.

Flaws of the mentioned activities in Slovenia can be described with the following findings:

- Realisation of programs, enrolled on a tender by employers, was usually only partially executed. Beside justified reasons - mistakes made when picking training candidates (triage!) an important reason was bad organisation and employers' personnel and material bases
- Basic intention of training at employers should be employment of candidates after finishing training. Employment used to be more of an exception than a rule, however not always by employers' fault.
- Participants had a small chance of employment on the basis of training or gained knowledge. Essence of training was in gaining definite knowledge for specific work. Results depend on training performs, the candidate himself and the one who instructed training (public tender carrier)
- After finishing training, as we founded in analysis, most candidates did not get adequate certificate of gained knowledge. Because of jet unfulfilled idea of credit points for modules of training candidates did not get credit points which are an important formal conformation for the possibility of promotion.
- Training of adults in educational institutions is based on a program, the participant also gets a certificate of the institution, but unfortunately the gained knowledge is often inadequate to work in definite jobs and tasks.

On the basis of an estimate of current processes of training adults, mostly unemployed people, flaws are evident in the approach and the system itself. Invested efforts and funds were not comparable with results of training. Training workshops in this project are one of the possible solutions to remove some mentioned flaws.

Training workshops (from now on - TW) is a form of executing training for specific activity, work and tasks that is based on a publicly valid document as a conformation of successfully concluded training or on a certificate which guarantees that the receiver is qualified in accordance with a learning plan. That reason gives that document a public character.



TW perform tasks in accordance with legislation that regulates the area of training adults. In the process of development a network of TW with gained status on the basis of conferred concessions or on the basis of other solutions will be built.

Regarding that until now there was not a proper and quality answer given for the question of training vulnerable groups, training workshops are supposed to train exactly that population. Learning plans of training in training workshops regularly base on occupational standards but those can define specific and narrower areas of work training in sense of functional education. Training workshops' assignment is to actively participate at realising NVQ and to prepare new occupational standards mostly because existing standards are intended for more demanding levels (over 2.). Basic reason for the mentioned task is creating and adapting training programs for vulnerable groups. The unemployed directed from Institutions for employment are preferentially included in training programs. The employed directed from the PDII are also preferentially included in programs, but ones for occupational rehabilitation. A disabled company has an advantage when organising a TW due to better knowing of problems with vulnerable groups training. TW' goal is to increase qualification or retraining of participants, which will increase employment possibilities of the unemployed and promotion of the employed. That is the reason to make the workshop a consulting institution for employment, work humanisation and promotion too. Especially in cases when training workshops will be a unit of society (production, service) employment of the included after finished training in that society is possible. In cases when training workshops will be independent organisations one will actively comprise itself into the labour market analysis and look employment possibilities for the included.

Establishing a TW is possible only if it satisfies material and personnel conditions. In development of TW a big emphasis will be on TW personnel training for quality in executing training tasks.

Adequate place for a TW in the system of training adults will be guaranteed with quality programs. Learning content that enables participants to gain some key competences which will guarantee personal development of candidates and better employment possibilities belongs here. During development a large part of programs is supposed to be evaluated with credit points, which means a system upgrade is necessary. Development of TWs is supposed to base on task expansion of authorised institutions – especially of the Employment Service in the area of active employment policy, increased concern for employing vulnerable groups and PDII in the area of work humanisation for employees for different reasons (an important part of humanisation is extra training and retraining). Institutes for employment have to consider unemployment's interests in training for specific work and the rest of their work capabilities when speaking of training directions. Considering that the project's goal is also a program base for triage in which every candidate is supposed to be included before being directed to training in a TW.

TW performs training mostly for vulnerable groups, in special cases (demands) also for healthy candidates. In training for specific activity are included:

- The unemployed (in process of employment rehabilitation or other forms of preparation for employment) directed by institutes for employment, employers before making employment contracts or by themselves with their own initiative (mostly unemployed who are not registered in institutes for employment);



- The employed (in processes of extra training or retraining) directed by employers, by themselves with their own initiative or by PDII (in processes of occupational rehabilitation)
Due to a special place of TW in the process of training for definite work and tasks in a specific activity, a possibility for including healthy workers with directions from institutes for employment, employers or by candidates' own interests is anticipated. Healthy workers, employed in disabled companies, unemployed youth, long-term unemployed and elderly have an advantage in inclusion into training. In execution of experimental TW project training of unemployed disabled workers on basis of public tenders for training unemployed without work relations is anticipated. Experimental TW' goal is translating possibilities of training after prepared (NVQ) learning programs or ones proposed from TW and social partners and plan evaluations in the process of training. For that reason a possibility for training the already employed disabled workers carriers of TW is anticipated if there are not enough adequate directions from institutes for employment.

Intention of founding a training workshop is training of the included for definite work or tasks in a specific activity by a learning program, excepted in the valid system of conformation in the Republic of Slovenia. After concluding temporally subscribed training results of training are checked and the participant gains the publicly valid document after random examination. On the basis of project we intended the TW mostly for training vulnerable groups, especially for the disabled. This population was until now inferior in the system of training. Basic problem was that timeframes and content of programs were often not adapted to actual work capabilities of the included. A TW should along with vulnerable groups train healthy groups as well which would also realise the idea of including the disabled into regular work and forms of training by individual program adjustment.

Operational quality of a training workshop is guaranteed by regulated conditions. On the basis of those conditions it is necessary to attain a concession from competent state agency. When determining conditions it is necessary to consider:

- personnel (mentors, trainers and experienced workers for transfer of knowledge in defined work) for realising training tasks (knowledge from the area of treating with human resources, extra qualification for working with vulnerable groups and knowledge of preparation and realisation of learning programs),
- type of activity (demanding techniques and technologies for modern production or servicing), production areas that fulfil health and work safety regulations (ones that consider work humanisation) and other material conditions (purchase and sales markets, business success of TW's carrier, ...),
- preparation for inclusion in a network of training workshops, for connecting, for trading experiences and fulfilling other concession conditions.

Regularly the carrier should have his own production or servicing with equipment which is on a higher level than the competition's. In special cases, when a carrier doesn't completely fulfil the conditions a



partnership with another company is possible, but responsibility for quality training lies on the concessionist.

When talking about personnel qualification we talk about knowledge in the area of knowledge transfer (knowledge in pedagogy and andragogy), knowledge in the area of working with people, for example team work, communication skills, organisation skills and similar, and knowledge in the area of working with the disabled and with other vulnerable groups. For assurance of this knowledge special forms of education for TW's personnel will be organised when establishing a TW. Regarding that Ministry of Labour, Family and Social Affairs is competent for training adults, we suggest that this ministry confers concessions (analogue to concessions for employment rehabilitation of the disabled). One of the stronger forms of realising the idea of quality training for definite work in a specific activity is founding TW. In the first development stage training workshops would be intended mostly for training vulnerable groups. A TW must fulfil regulated conditions, based on which an interested company gains the adequate concession from a national agency, so it could work properly. Establishment company must regularly have its own production or servicing. According to the preferential task of training the disabled an appropriate founder is a company that employs the disabled.

Concession giver's task is proper control of TW's operations and directions for training. Responsibility for directing the unemployed lies on the Employment Service of Slovenia, for directing the employed on the Pension and Disability Insurance Institute, but it also lies on interested companies and candidates themselves.

1.2.4 Training the disabled

Disability of the unemployed is established by the rehabilitation commission of the Employment Service of Slovenia. Levels of disability are established on the basis of the book of regulations for standards and procedures of gaining the status of a disabled person by the Vocational Rehabilitation and Employment of Disabled Persons Act. Disability for disabled workers is established by the invalidity committee with regulations of the Pension and Disability Insurance Act. Disability of the unemployed is sorted in five levels (0-4) according to problems and obstacles at employing. Youth with mental or physical development disturbances is treated with special legislation. Employment needs based on employment plans for the disabled are fulfilled by concessionists of employment rehabilitation, who are also responsible for evaluating employment possibilities; on the basis of those evaluations due to lower work productivity, the disabled get subventions from a fund. In case of productivity lower than 70% the disabled are either not employable or employed in employment centres. To the disabled who are included in employment rehabilitation the concessionist assures training for work in production and service processes as well. From current practice it is possible to establish that most concessionists do not fulfil conditions for training in definite work places. Because of that manufacturers are also included in those programs.



A bigger problem with categorisation of the disabled (despite the law, which determines possibilities of changes as well) is finality of classification.

Employment plans for the unemployed and their realisation at concessionists of employment rehabilitation are important. Previous experiences in the area of work (occupational) rehabilitation show that previously mentioned plans were one of the bigger flaws. Proposed TW are because of their qualification one of the possible answers to the problem of training the disabled.

Present experiences confirmed with surveying in frame of this project show that the interest of the disabled is not a high level of acknowledged disability yet a search of the most adequate occupation, which will give a proper life and employment to the disabled person.

When training the disabled a TW must give special emphasis to work place adjustments; we speak of ergonomical arrangement of work places, which is work humanisation. Adjustments give disabled people with specific limitations a chance for easier and more productive work which means achieving better training results.

Humanisation applies to forming services, tools and devices according to limitations of disabled people, arrangement of microclimate, reduction of all kinds of burdening (lifting burdens, reducing noises and other harmful influences), improvement of organisation and access to work places, etc. For a successful and humane work place in the training process knowledge of candidate's obstacles, technology and work methods, assurance of proper work environment, etc. is needed. Ergonomical principles on which work humanisation is founded, are:

- anthropocentric forming of work places,
- forming work places that enable most favourable capture of visual and sound information,
- organisational forming of work places,
- forming work places in accordance with safety at work demands

Ergonomics is along with adequate program content a foundation of successful performance in training vulnerable groups, especially the disabled. Using ergonomics we study work environment from the viewpoint of influences on training possibilities and performance of adjustments external and/or objective factors to specialties of included.

1.2.5 Inclusion of the disabled in training programs – triage

On the basis of previous experiences in Slovenia (for example evaluation of training youth and women, PAEFI) and experiences of including healthy and disabled unemployed persons into experimental TW we found that an essential reason of some unsuccessful inclusions is inadequate choice of candidates. Inclusion into training demands quality judgement of candidates' interests, capabilities and expectations for extra training or retraining. Along with personal characteristics presentation of activities, definite work or tasks and expected pay for work is of essential meaning. That means that inclusion of a candidate and training success are connected to training, where employment with a known employer, who is supposed to include himself in these processes (mostly into following training results), is expected.



Austrian partner BBRZ is included in the project of TW especially because of their quality solutions in the area of choosing candidates for training processes.

AN EXAMPLE OF A GOOD PRACTICE – INTEGRATIVE TRAINING CENTRES IN UPPER AUSTRIA

1.2.5.1. BASIC INSTITUTIONAL FRAME

Following institutions carry the responsibility for training groups with special needs in upper Austria:

- Federal administration for social security (BASB), which is responsible for occupational training of younger people with special needs;
- Public agency for employment, which covers youth and the long-term unemployed;
- Regional office for social affairs of upper Austria, which is responsible for occupational training (financing) of people with special needs.

1.2.5.2. FAB PRO.WORK

FAB Pro.Work program covers nine disabled companies and fifty protected work places in companies which are intended for training of disabled youth. The program has a tradition of more than 40 years and it covers up to 45% of expenses in cases of contracts with industrial companies.

Focus groups of the program are following:

- The unemployed with special needs, who can't be in the open labour market;
- People with minimal capabilities, who get employment in disabled companies;
- People who just finished education;
- Long-term unemployed people.

Those who are interested for working in the frame of disabled companies of FAB Pro.Work have to apply in the Regional office for social affairs of upper Austria. They are selected in the frame of a complex selection procedure for work places in the frame of the program, otherwise a transfer to the open labour market is encouraged.

a. Examination phase

Examination phase lasts at least three months. In that time the following is examined:

- Individual's attitude towards work;
- Formal education;
- Practical knowledge;
- Practical capabilities;
- Needed additional knowledge



Examination phase is performed in accordance with standard diagnostics in cooperation with social workers, psychologists and labour medicine doctors.

In the frame of examination phase the candidate participates in special treatment and training programs, among others of:

- Professional orientation;
- Communication and conflicts;
- Employment drives, work safety;
- Self esteem and self control;
- Financial management;
- Hygiene and health;

On the basis of examination phase results, employment in FAB Pro.Work system is either approved or denied to candidates.

The following factors affect the final decision:

- Needs in the labour market (cooperation with private sector is especially tight);
- Available funds and interests of public funds carriers or interests of financial organisations;
- Availability and capabilities of employees, who will cover training.

b. Training execution

FAB employees must have both practical and technical knowledge in areas in which training is performed as well as knowledge in social areas (conflict solving). Annual employees training are intended for latter.

Participants training runs in the following lots:

- Training at work. In frame of this lot the participant works in different work places, where he develops his practical knowledge, logics, learns how work with machines, learns flexibility, etc. All of these aspects are captured under the term "secondary work practice".
- Professional training. In frame of this lot classes and training for gaining competences and social responsibility are covered. Catalogue for the year 2008 was directed to equal possibilities and among other covered the following subjects: knowledge of German language, arithmetic, computer skills, financial skills, conflict solving skills, awareness and self esteem, first aid and similar. Individual classes for special knowledge, for example forklift driver classes and welder classes, were interesting..

In the frame of training annual interviews are performed where previous year's work is examined and plans for next year are formed on that basis.

Every two years an independent research centre performs a research about relations among employees which includes: satisfaction with work and with employees, task evaluation of mentors and instructors (supervisors), work conditions and work atmosphere.



BBRZ has developed an additional mechanism for examining – "Profiles of capabilities", in frame of which individual's personal and work characteristics are evaluated.

Process of choice and training is at all times performed in a triangle participant - supervisor - social worker. For course of actions in higher levels the manager of the disabled company is responsible.

c. Exit

The disabled companies themselves in multiple cases offer possibilities for employment to training participants.

Program's interest is preparing participants for the open labour market. In frame of that they have a special department which handles referrals in it. In cases of working in companies the organisation guarantees reemployment back to itself in period of one year.

An extra point of view is also working in frame of protected employment with external performers. In frame of that cooperation with employers in the region is important. One employee in FAB is responsible for work of 8 referred employees. Usually the person has experiences in industry and is responsible for: searching the adequate employer, mentor in the company, work place adjustment, consult and support.

1.2.5.3. SOME OTHER PROGRAMS OF OCCUPATIONAL TRAINING

Some other examples of good practice in occupational training are:

- **Basic mentorship in accordance with "Jugendausbildungs-Sicherungs-Gesetz"**. The program is intended for youth training who need help after finished schooling. In frame of the program participants qualify in manual skills, practical knowledge in partnership companies, procedures for writing applications or are included in occupational schools.
- **Occupational orientation and diagnose for youth seeking employment (AMS Linz)**. The program is intended for youth between 15 and 19 years of age looking for practice of employment. Program's goal is occupational guidance of participants, they are specially guided into trade, tourism, electronics, metallurgy, IT and construction. An interesting part of the program is informing girls of technical occupations. Working with youth includes candidate's analysis, searching companies for apprenticeship and monitoring in time of training.
- **Occupational preparation of the young in the area of Linz who are looking for apprenticeship**. The program is intended for the young between 15 and 24 years of age who formally finished schooling and are looking for work, they are considered as "occupationally immature" or have more unsuccessful attempts of apprenticeship. The program is supposed to prepare the young for long-term occupational planning, it is supposed to search for connections between school and their work and it is supposed to enable support to protected employment. In frame of the program the following is performed: diagnostic part, occupational guidance and occupational preparation. The latter includes: transfer of technical



skills (wood and metal processing, electronics), transfer of computer skills, personal development and practice in companies.

1.2.5.4. OTHER ACTIVITIES OF BBRZ

Among other programs that are executed by the BBRZ, the following stand out:

- **Preparation for usual or adapted apprenticeship.** Dedicated to the young between 15 and 23 years of age: with special needs (up to 30% of disability), with behavioural or emotional disturbances and the young who need more knowledge. The program includes diagnostics, stabilisation phase, training phase and exit phase (searching for employment).
- **Traditional apprenticeship.** It is performed by a dual system. 80% of time is spent in companies and 20% in occupational schools. The program lasts three years.
- **Adapted apprenticeship** it adapts to apprentice's needs. It is directed on sector specialities, there is a chance of omission of some contents. Target group for this program is youth who have not finished the final exams, youth with special psychic and physical needs, youth with social and behaviour disorders. The so called 'Training assistants' work in the frame of the program, who constantly monitor execution in detail and work individually with the candidate.

Simultaneously with founding training workshops it is necessary to evaluate present solutions in the field of choosing candidates for individual forms of training and education. Judgement of personality characteristics, interests and motivation is necessary when choosing candidates. Only in this manner the expected result of training will be ensured. Training in certain activity for concrete work and tasks has to be based on inquiry of employers and in case of finishing training successfully, candidate can also expect employment. Process of choosing the employed in processes of restructuring has to be based besides the before mentioned also on expectations of a candidate for keeping the working place or possible promotion. Especially the Employment Service of Slovenia should assure quality judgement of candidates before inclusion in the planned programs with their own personnel or with inclusion of outside executors, considering needs of the labour market.



1.2.6 Inclusion of people with autism into training programs

People with autism are not specifically mentioned by the legislation in Slovenia. Considering the type of disorders, these people cannot be regarded as mentally ill nor as invalids as they are defined by the umbrella Vocational Rehabilitation and Employment of Disabled Persons Act. So in the projects we define persons with autism, some of the viewpoints of working with these persons, previous institutional solutions, and possible forms of training people with autism, including the inclusion of these persons in training workshops.

1.2.6.1. Defining persons with autism

By the International Classification of Diseases – ICD 10 and the American Diagnostic and Statistical Manual DSM IV, disorders from the group of autistic spectrum placed in chapters of psychiatry are defined as a development disorder with important lacks on the field of socialization, communication and imagination. Autism spectrum disorders (disorders of autistic spectrum) are the fastest growing development disorder in the world, and also in Slovenia.

Autism (from the Greek word *authos* = lonely) is a condition linked to the biological and neurochemical changes of brain function and is a neurological and not mental change, which begins already in the early childhood and lasts the whole life. Persons with this disorder have problems of social interaction, communication, imagination and a certain number of repetitive activities.

Among the social interactions disorders are: deficiency of eye contact and facial expression, body position and gestures for regulating social interactions; difficult relationships toward others in view of interests, activities and sentiments; deficiency of change (modulation) of relationships in accordance with social word phrases; bad social emotional and communicational behaviour; absence of need to share satisfaction, interests and creating with other people etc. Among the abnormalities of communication is for example lateness or total absence of speech; difficult conversation and sensitivity to communication of others; psychic and/or physical specialities; deficiency of inventiveness in play, loneliness etc.

Even in the early phase of development of a child, it is possible with diagnostics to find abnormalities in speech, motor abilities behaviour etc. The results of diagnostics with such small children often point to Asperger syndrome, childhood autism (often accompanied by epileptic seizures), Rett syndrome and pervasive development disorder.

1.2.6.2. Some viewpoints of working with these persons up until adulthood (condition in Slovenia)

Problems of healthcare: medical care

Problem of persons with autism in viewpoint of medical care is not yet solved with a proper regulation which would determine the procedure of measure and evaluate results, which would allow further treatment of these persons.

The essential finding, which should be the guidance for all future activities, is that the best results are shown by treatment of children to the age of four.

The treatment is based on the proper laboratory tests, which are an important guidance for identification of various factors that determine autism. Based on these and on general medical treatment, experts from individual medical field join the further diagnose. These are for example treatments of child psychiatrist (examination, diagnostic instruments CARS, ADOS, ADI etc., diagnoses in accordance with IDI 10 and SDM IV, acquaints the parents with this, cooperates with kindergartens, schools, VDC, institutions etc.), neurologist, microbiologist, gastroenterologist, speech therapist, special pedagogue etc.

On the basis of the results of medical treatment, an appropriate therapy is recommended, which corresponds with the type of disorder. These are for example intensive behaviouristic therapy, therapy with gluten and casein, physiotherapy and working therapy, speech therapeutic exercises, therapy of sight and hearing, amino acid therapy, psychoactive medications, neuroleptics and stimulants etc.

The DAN protocol is acknowledged in the world as a successful form of treating persons with autism. This method is not included in the system of Employment Service of Slovenia. It would be reasonable to include the DAN protocol into our system. Quality medical diagnosis allows proper future treatment of these persons and their inclusion in life and work.

1.2.6.3. Preschool period

Children with autism are included in special institutions, occupational activity centres OAC, and most commonly in general or special kindergartens for a proper treatment. In case of inclusion in a kindergarten, some special measures are taken, which refer to the description of the child (relationship to adults and other children, evaluation of speech and motorium, degree of attachment to objects and animals, degree of fear of outside influences, eye contact etc.). Possibility of inclusion in work contains evaluations of development of joint attention and eye contact, development of belonging to a group, development of understanding in movement and social skills (establishing contacts, image support, preparation for events and degree of accepting changes, introducing TEACCH – working in corners, ABA, sensor integration, writing ability, speech, knowledge, inclusion in smaller groups etc.). For the goal it is necessary to scheme the following: planned integration – inclusion, recommendation for treatment and form of education, visit of primary school to kindergartens and vice versa, preparing the person with autism for school (extended team meetings: school, kindergarten, parents) etc.

It is reasonable to include the system PECS in the treatment, which means alternative solutions for communication with persons whose speech is not developed enough, the basis of the system is structuring learning environment, special learning situations, including amplifiers, images for reaching



social integration, trainings etc. Kindergartens with included persons with autism need to work within the frame of smaller groups with individual approach (same place in schools), there should be two educators present, who perform individual learning tests several times a day. The preschool period essentially affects inclusion of persons with autism in future life and work.

Commission for directing should also be included in the treatment of a child with autism, and recommend continuation of activities in the department, as necessary organizing individual help of a specialised pedagogue, eventual need to lower or raise standards of tasks in the department etc.

1.2.6.4. Schooling period

Placement of Children with Special Needs Act (Official Gazette of the Republic of Slovenia No. 54/2000) determines also manners and forms of education and schooling. The act lists persons with disorders such as deficiency on the field of learning, behaviour and personality, which is why they need adjusted execution of the programs of education and schooling (EAS). Autism spectrum disorder is not specially mentioned by the act. The regulation includes programs of preschool, primary school and vocational, professional general secondary, partly also higher education.

A special stress is on assuring equal opportunities despite different disorders, including parents, vocational direction, individualization of approach, adjusting syllabuses etc. The basic goal is that the discussed persons receive equal educational standard with these measures, if that is not possible, they are included in educational programs with a lower educational standard. Additional professional help and individual work in the department or outside of it are made possible for these persons. The additional help is performed by the expert workers of the school or institution, or also the outside collaborators. Persons (children) who are not directed to educational programs with adjusted execution and professional help are directed in adjusted programs and special programs of EAS (specially designed for children with disturbances of behaviour and personality) or are included in institutions for education and schooling of children with special needs.

The adjusted programs are as a rule performed by schools in regular departments or departments organized specially for this kind of education. The competent school administration obtains professional opinion of the commission on direction into the special program EAS. Besides the regular program, special school departments have speech and linguistic trainings, trainings of communicational skills, additional therapeutic programs are introduced (for example sensor and speech therapeutic activity, social workshops are introduced etc.), a special learning environment is created, adjusted procedures for parts of syllabus and learning individual subjects and schedule of subjects etc. For students of higher schools it is not possible to provide with such adjustments, which is why special additional equipment is assured to them. Children and adolescents with autism spectrum disorder are in this way also included in various programs of EAS regarding their intellectual, motive, social etc. abilities, and also regarding the wishes of their parents or legal guardians. The expert workers more or less successfully reconcile the actual needs and capabilities of these children with the demands of the program, school environment and parents' demands. In the future, these workers would have to be included in supplementary education. Execution of procedures is made difficult because of the problems of discovering and diagnosing, and there are also unsolved questions of assuring help and counselling to families, educators and teachers about knowing the disorders and more quality work with these persons.



Inclusion in secondary schools means upgrading of primary school with a greater stress on animation and video effects, acquaintance with the future profession or continuing in higher schools. The stress is on readiness for work in accordance with the abilities of the discussed person. The whole schooling should be marked by relations with schoolmates, teaching creativity, inventiveness, and creative thinking (decisions on solutions, verification of results). A bigger problem is trouble with orientation in time (more time spent for finishing a task – retraining in some fields) and frustrations because of incompleteness of tasks. The goal of secondary school is preparing for an independent life and inclusion in society.

1.2.6.5. Teachers and parents

Children with autism spectrum disorder have a distinctive difference in perceiving audio and visual information, which causes a weaker understanding of rules, instructions, tasks, directions and curriculum. Such condition leads to confusion and insecurity, which shows in increased anxiety, perseverative activities, resistance to change, incapability of orientation and organization.

For such children to learn it is foremost important to assure rooms appropriate for them (for example in regard of child's sensor specialities: hyper and hypo sensibility), constant availability of objects in the same place etc. Education of these children is based on professional treatment, which is why it is necessary to assure constant professional training for teachers and educators, and ensure supervision.

Upbringing and treatment of children does not begin with including a child in a kindergarten or school, but with birth or discovery and diagnosis of the child's disorders. For early professional treatment it is necessary to assure help and counselling to his family. Working with the child is distinctly structuralized, everyday monitoring of the child's success is necessary. Especially the ABA program was shown as a proper treatment of a child. Parents of children with autism spectrum disorder need to have a lot of knowledge, and they also expect the maximum possible help of society, which is assured by willingness of all who come across this problem and proper legislation.

1.2.6.6. Previous institutional solutions

Problems of children with autism spectrum disorder are solved by centres for social work in communes and regions in accordance with their jurisdictions. The centres operate in the sphere of the Ministry of Labour, Family and Social Affairs. Its Disability Directorate deals especially with problems of invalids and invalidism.

Institutional care and help for the families with these children are assured by training and education centres (kindergartens), qualification centres, children's work and care (VDC), institutions and centres for hearing and speech, centres for training children under special conditions and schools with regular programs or those with adjusted program. Some special associations for these questions are also including themselves in the activities (for example Society Centre for Autism, Society for Autism DAN, Association Be Healthy etc.).

From the before mentioned, it is clear that it is necessary to introduce some new measures for the whole institutionalized solution in this field, and that is reasonable to make different organizational forms of help and execution of programs possible, but on the basis of the accepted models and regulations for executing programs, material support from the state and from the interested partners.



Regarding the specific needs it is necessary to assure such conditions for all that will allow these persons as ordinary and quality forms of life as possible.

1.2.6.7. Training autistic adults for work

Based on the experiences with including invalid people into the three training workshops, I find that these workshops are not appropriate for people with autism, which is confirmed also with other forms of inclusion in day care, upbringing, education and work of these people.

In the future activities of solving these problems, the before mentioned specificity of people with autism needs to be taken into consideration (adjusted environment, qualification methods, types of disorders etc.). A special emphasis is on organizing individual treatment, working in smaller groups, adjusted andragogic and working equipment, learning and working environment. Without the proper qualification of mentors, trainers and work instructors, it is not possible to expect proper results for such a sensitive population. Syllabuses will have to emphasise the modular scheme and possibilities of adjustment based on the type and degree of disability of an included person to an even greater extent.

Quality diagnosing of disabilities is the foundation for any inclusion into training and work. In order to establish the right orientation into a certain training program, evaluation of these persons is necessary. Methods with which we evaluate invalids are inappropriate for this population because of the specificity of disorders. The members of commission for evaluating have to be multidisciplinary experts and specialists who can recognize interests and capabilities of these people for quality work. The work of the commission is however not yet finished with evaluation. With inclusion into a training workshop or another form of training in a concrete work environment, further help of counselling is necessary (even with employment of a person with autism).

In the Leonardo da Vinci project, we planed a training workshop for a working place, which can be an experience and a basis for organizing a training workshop for inclusion of also people with autism to training.

1.2.6.8. Slovene regulations and suggestions for new solutions

The existent legislation

Analysis of regulations in force shows that autism is not recognized in Slovene legislation and the term 'autism' can only be found in 'Rules on the Criteria for Exercising Rights of Children in Need of Nursing and Care' (Official Gazette of Republic of Slovenia No. 192/2006, par. 2: »A child with a severe disorder in mental development – autistic children with a moderate or severe disorder in mental development or another severe disorder in behaviour with moderate or severe disorder in mental development«).

Problems with people with autism can be solved within the sphere of legislation which deals with invalids and vulnerable groups. The most important programs and regulations on this field in the last few years are (Master Cveto Uršič: Identifying autism in Slovene regulations, 2008):

- Constitution (Article 14 »assured the same human rights and fundamental freedoms for anyone without prejudice to...invalidism or any other personal circumstances«).



- Action program for invalids 2007-2013 (meant for all invalids without prejudice to the type of invalidism, availability as preliminary condition for exercising rights and social inclusion of invalids) and other documents on the field of social welfare, culture, education etc.).
- The Vocational Rehabilitation and Employment of Disabled Persons Act (Official Gazette of Republic of Slovenia No. 100/2005) includes the right to rehabilitation with performers, supported employment, encouragements for employment on the open labour market, employment in invalid companies and employment centres, quota system etc.
- The Employment Relationships Act and The Realization of Principles of Equal Treatment Act, which prohibit discrimination based on invalidism.
- Special rights on the field of health welfare (rehabilitation, medical treatment, technical utensils, disability insurance, parental day care, upbringing and education, tax legislation, usage of sign language for the deaf, transposing architectural obstacles etc.
- The Act Ratifying the UNO Convention on Rights of Disabled Persons. The convention is important because it publicly defines the key terms: invalid, invalidism, discrimination because of invalidity or proper adjustment.
- Also the government of the Republic of Slovenia assures support to invalid organizations, adopting the special Disabled Persons Organizations Act, their representativeness, social programs, financing manners etc.
- Besides the already mentioned Disability Directorate at the Ministry of Labour, Family and Social Affairs, also the Committee on Health, Labour, Family, Social Policy and the Disabled operates within the sphere of the National Assembly of the Republic of Slovenia
- The Resolution on the Situation of Disabled Persons in the EU and some other acts, regulations and legislations.

1.2.6.9. The future

In general, it is possible to conclude that the type and the amount of rights which invalidism brings are different, and that the rights are still based on the status, which is not arranged for people with autism (degrees of invalidism) and not wholly on the need of the discussed population (connecting the rights to the degree of disability). The competent authorities will have to support the efforts on the level of the state: that the problem of autism begins to be systematically monitored and solved with proper regulations. In this purpose, a national carrier of all activities will have to be determined, who will be entrusted with coordination and monitoring of the needs of people with autism, their diagnosing and status solution. The previous experiences from this field in Slovenia and the measures will have to be reconciled, and also the measures and results from some developed countries that have already properly solved the problem of people with autism will have to be taken into consideration. The legislation needs to be unified, regulations on rights based on the special needs of the discussed people need to be changed. Enclosed are some suggestions on changing the Vocational Rehabilitation and



Employment of Disabled Persons Act. Besides amendments of this act, the Disability Directorate can take responsibility for changing also other acts which deal with invalids and invalidism.

The status of people with autism has until today not been arranged. In the project, we suggest some solutions for supplementing the umbrella Vocational Rehabilitation and Employment of Disabled Persons Act. In the continuation of the before mentioned efforts, also other legislation will have to be properly supplemented and changed.

On the basis of the project, we also included one person with autism in the scheme of training workshops. On the basis of these experiences in the program of qualification, we established the following:

Without a quality evaluation of the person with autism before the inclusion in training, it is not possible to expect satisfactory results. Since these are specific types of disorders, the preliminary condition is a quality medical treating, and evaluation from the commission, made up of experts who know these kinds of disorders, in the course of preparation for training. On the basis of quality evaluations of possibilities for doing a certain job, it is possible to include also a person with autism in training. Admittance of this kind of person in a training workshop is conditional on the personnel of the training workshop, who are qualified to work with people with autism.



2. TRAINING IN THE EXPERIMENTAL TRAINING WORKSHOPS

2.1 The program scheme of training

With education or training of an adult, their characteristics, work and life experiences, and most of all their motivation for including themselves in these projects need to be taken into consideration. And with vulnerable groups, especially invalids, also their handicap because of their limitations has to be considered. In general, the goal of training and education with each included person is foremost to increase employment and career possibilities, to shape the personal development, and to satisfy the personal interests and interests of the employer. For the performer of education or qualification, the goal is to adjust the programs to the actual needs of activities and the individual, to improve quality, and to broaden the offer.

Key competences and credit points are being introduced to the modern processes of education and training. Competences are bound to the forms of training or education, where not only knowledge is important, but also their practical use. Key competences are some general and special knowledge and skills, for example generic, personality, social and similar, and also knowledge from the field of profession. Educational and training programs can be materially evaluated with credit points. One credit point in Slovenia now means 25 hours of educational work. In the development of evaluation with credit points, most of the education and training processes will be evaluated.

The training programs in training workshops will normally be verified on the national level, which means that after a successfully finished training, the participant will receive appropriate credit points. A part of the contents of syllabuses for training workshops will be based also on the key competences, besides the professional competences also on the field of information and communication technologies and some personality competences (honesty, self-respect, reliability, responsibility at work etc.).

The foundation for creating the training programs for adults is the National Vocational Qualifications (NVQ). These are determined in Slovenia by the National Vocational Qualifications Act. NVQ is a working or professional qualification for practising a concrete profession or individual work functions (also modules) in the sphere of a certain profession and on a certain level of difficulty. An individual obtains the NVQ with a vocational or professional education, or with training by showing their knowledge in before the commission with an exam. It is not possible to gain a professional title or professional education with NVQ. NVQ is based on the professional standards and knowledge catalogues. Based on the professional standard, also programs of further training and qualifying can be created, which allow improving and expending professional knowledge, skills and vocational possibilities.

A training workshop can be a place for training the candidates for earning the NVQ, in which cases even the training workshop will be the performer based on the candidature for performing procedures for establishing and confirming the NVQ. Working of a training workshop can be based on the already adopted NVQ or even prepared by the training workshop. More frequently the training will be based on parts of the program or its modules. Such cases were also realized in the experimental training



workshops. An important task of training workshops will therefore be cooperation in the processes of realizing the NVQ, especially in cases when the programs will not be based on education and training verified by the empowered authority of the state.

2.2 Training and syllabus for performers of qualifying in training workshops

With recruitment of performers of training or education, a training workshop has to consider some basic conditions, which are necessary for a successful performing of tasks from this field. Besides the knowledge from the field of activity (technical-technological qualification) and pedagogic and andragogic knowledge, the performers also need to have proper personality characteristics, organizational skills, general knowledge for working with people etc.

Training vulnerable groups, especially invalids, poses to the performers additional demands of understanding the problem of these persons, for which the approach is different, more tolerant, and most of all it requires a constant consideration of humanization of work. When founding a training workshop and creating syllabuses, the performers need to think foremost over which works or tasks this kind of person can perform because of their working obstacles. Equally important is also the decision on group or individual work, question of motivation, psycho-social questions of the included etc.

Qualifying in training workshops is based on the following accountable workers:

- The mentor is authorised for performing the whole process of training from the admittance to the final evaluation of results of training of a group or an individual. He presents the training plan to the included, acquaints him with activities and working tasks, allocates him to the phases of work and expertly supervises, attends to the timetable of training, hands in the evaluation of successfulness of training, performs administrative tasks...
- The trainer (instructor) is an expert worker of a narrower field of expertise who attends to training on a concrete working place, which means that he has a constant and immediate (personal) contact (relationship) with the person included in training. He is accountable for solving all current problems, personal problems and handlings of the included. For successfully performing his tasks, this worker has to be just, consistent, willing to help, is a high expert on the discussed field... If they wish to successfully perform the before mentioned tasks, they need to master the basic knowledge of treating with invalids and people who are more difficult to employ.
- The worker specialist for an individual work task is the one with years of experiences with these tasks and brings knowledge immediately to the candidate. It is much desired that in case of training an invalid, also this worker is an invalid (invalid to invalid). The before mentioned worker will be included in the process of training in case of more complex tasks, when the trainer is physically unable to satisfy the needs on the concrete working place. Education of expert workers is planed modularly in the light of the necessary and/or lacking knowledge, which is determined by the function in the process of training.



The program of training or inclusion of the stated personnel – performers of training is adjusted to the level of knowledge required for performing the anticipated tasks, level of education and the existing knowledge, which is also verified where necessary. For the before mentioned reasons, the contents are designed in modules, namely: knowledge of legislation, knowledge and understanding of problems of vulnerable groups, knowledge from the field of work tasks, dealing with human sources, humanization of work, informing and communicating, and safety at work.

The program for mentors is divided in:

- basic knowledge from the field of the activity that is the subject of the training workshop, business functions, dealing with human sources, andragogy and didactics etc.;
- special knowledge from the field of legislation and the system of protection of invalids, knowledge and understanding of invalidism, basics of humanization and ergonomics of work;
- narrow field of training and working with invalids, as for example characteristics of vulnerable groups in training processes, choice and preparation of candidates for inclusion in a training workshop, establishing the needs of a working place and an employer etc.;
- characteristics, tasks and the role of training workshops, such as the methods of training, recognizing the difficulty and measures of typical tasks of a training workshop, goals of training etc.

The program for trainers is oriented more into operational tasks, which are performed in the training process, namely:

- improved knowledge of the accountable field (knowledge of the technique and the technology, evaluation of working places with safety evaluations, influences of a narrower and broader work environment etc.);
- chosen chapters from the field of business functions, as for example forms of work motivation, forming work processes, problems with expenses, planning and managing works and tasks etc.;
- procedures and methods of managing and development of human sources – these include for example acknowledgement and direction of an individual, employment environment, problems of personnel and work environment, systematization of work, connecting areas;
- special knowledge, such as informative knowledge of legislation and regulations, knowledge and understanding of invalidism, qualifying in training workshops etc.

Training of a worker specialist is based on the knowledge for transfer of work experiences onto the person in training. It needs to be proceeded from the fact that the worker masters the tasks on the working place, but lacks knowledge of transfer of experiences onto another person. The program in this sense is based on the following contents:

- further training in profession: work characteristics, evaluating the business and work results (successfulness of work, motivation and stimulation), innovativeness etc.,



· knowledge and understanding of invalidism and working with invalids: characteristics and categorisation of invalids, questions of legislation, knowledge of individual and group work, directives for training in the sense of dealing with human sources.

Time frames of training with contents are suggested in the project. Training of a mentor should take 72 hours, trainer 62 hours and worker specialist 24 hours. After the final examination, each included would get a proper certificate.

At the Institute for Rehabilitation of Disabled Persons of the Republic of Slovenia in Ljubljana, we organized in the sphere of the project training of mentors and trainers that are included in the work of the experimental training workshops. We considered the fact that the chosen companies, which are included in the project, already have the personnel qualified for training vulnerable groups (two of the chosen companies also have concession of employment rehabilitation), which is why the training was adjusted to the already obtained knowledge. Based on the given contents it was established that these are a proper basis for training performers of tasks in a training workshop. Training workshops in the net of the institute will not have such qualified personnel. In the future, an institution for training the accountable in training workshops will have to be determined.

We performed training of workers specialists in the course of executing the project on working places and in classrooms of training workshops. Training was performed by the personnel of carriers of training workshops. From the results of training it is possible to conclude that after training of mentors and trainers it is their task to also train workers specialists in the sphere of training workshops because of adjusting syllabuses to a concrete working place and because of reducing the possible standstill in case of a longer absence of individual workers specialists.

Enclosed is a list of participants of training mentors and trainers, which was performed at the Institute for Rehabilitation of Disabled Persons of the Republic of Slovenia as the central institution for questions of invalids in Slovenia.

2.3 Professional competences and programs of general knowledge for participants of qualifying in a training workshop

The obtained certificate of a training workshop confirms to the participant some knowledge which is important for a certain work, and it also enables gaining those key competences that are important for building a further career. When including in a training workshop, training on the lacking fields of knowledge is organized for the participants, based on the professional or general education and attestations of additional forms of training.

The program of general knowledge, which is meant for participants with or without the finished primary school, is compound of mother tongue, professional arithmetic, basics of social sciences and chosen chapters of natural sciences subjects. The duration of this part of education should not exceed 38 learning hours. The broader knowledge, in gaining which all participants up to the higher level of education (VI.) would include, is: general communication, informatics, work psychology, group work and safety at work.



A training workshop has to be organized in such manner that besides training for a concrete work it also enables the participants to gain some general knowledge, which allows better employment possibilities or possibilities of promotion in the work place for an individual in the course of shaping his career. To those participants that do not have the basic school knowledge and some other such knowledge (inclusion in primary school education is of course necessary for obtaining a certificate of education). On the field of key competences, training on the field of using computers is foremost dealt with.

In the experimental training workshops, we did not perform the above mentioned education. The reason was the too short disposable time of training of an individual group, which was meant foremost for verifying the contents of projects of training for a concrete work and its evaluation.

2.4 Difficulty and typicalness of work and tasks and narrower profession in activity

The training programs are created on the basis of the extent and difficulty of work, considering the entry and exit characteristics (entry/exit quality). Preparation of the contents can be the result of studying work and time or an imitation of executing in optimal range and time, and besides that it is also essential for the performer to master broader processes of work, characteristics of material etc. Training vulnerable groups, especially invalids, demands adjustments of the program by eliminating some tasks and adding new ones, depending on the reduction of working abilities of the included person because of invalidism or other reasons.

When creating a syllabus for any kind of work or tasks, the integrator follows the following measures by considering dividing of groups into modules based on the rounded contents of certain works:

- Complexity of tasks determines the length of working cycle, number of tasks and defining of these tasks in advance (type of instructions for performing tasks).
- Required knowledge defines mastering of work and tasks in form of instructions, ability to calculate and speak (level of difficulty of communication).
- Responsibility of leadership determines responsibility for people, for items and information, and self-leading (from no responsibility of leadership to leading places).
- Psycho-physical activities are determined on the basis of shares of time of activity and on the basis of their evaluation, analysing the types of physical activities (walking, working with hands and feet, extreme posture...). In individual cases, also lifting, carrying load of a certain weight is determined, which is especially important with planning tasks of people with limitations of lifting loads (including humanization of work into training invalids).
- Physical working circumstances determine the manner of work (working alone, in a group...) and working conditions (microclimate, working in closed spaces, noise...), determining also the level of influences of the latter (detrimental – moderate – harmless).
- Psycho-physical functions are determined with the demands of quality of sight, hearing..., with skilfulness of fingers, hands..., physical and psychic resistance etc.

In the project of the experimental training workshops, we used unified methodology of evaluation of work and tasks for all three workshops. We considered the minimal conditions which are required by



the execution of the prescribed tasks. Some adjustments (lowering the level of difficulty) are possible mostly with an increased activity on the field of humanization (for example measures for relieving the load, changes in organization and logistics etc.).

From the experiences of working in the experimental training workshops, it is possible to evaluate that the used methodology is a proper basis for founding also other training workshops in individual activities in the development of the net of training workshops.

2.5 The experimental training workshop in the activity of cleaning and washing.

Carrier of the project STORIC d. o. o. Profession: assistant maintainer of textile, realization of modules.

2.5.1 Defining how demanding occupations are in individual modules

Work and tasks of an assistant maintainer of textile are defined by following modules and optimal training time:

Module	Optimal time
1. Before and after stain removal (stain remover)	1
2. Machine dry cleaning (dry cleaner)	2
3. Washing (washer)	1
4. Ironing (ironer)	1
5. Floor deposit cleaning (cleaner)	1
6. acceptance and issue of textile (referent)	1
7. Sewing (dressmakers)	2
Sum	9

Common evaluations of work difficulty of an assistant maintainer of textile by mentioned modules are following:

Evaluated content	Evaluations by individual modules						
	1	2	3	4	5	6	7
1. Task complexity	3	3	2	2	3	3	3
2. Demanded knowledge	2	3	2	1	3	3	3
3. Management responsibility	1	2	1	0	1	2	0
4. Psycho-physical strains	3	2	2	3	2	3	2
5. Physical conditions	2	3	3	2	3	1	1

Sum	11	13	10	8	12	12	9
Average evaluation	2,2	2,6	2,0	1,6	2,4	2,4	1,8
Class	4	5	3	2	5	5	3

Occupational standard of an assistant textile maintainer is in the list of national occupational qualifications. An assistant textile maintainer can get employment in a dry cleaner and laundry shop and in companies that offer special services in that area (carpet cleaning, leather cleaning, ...). If the one who is included in the TW is training only for a specific module (for example ironing, washing) he can also employ in other activities (for ex. in confection, in a factory for compounding textile, ...). In Slovenia 230 companies with approximately 1200 employees are registered for activity of cleaning and washing. Among them some companies also employ the disabled (most of all Storic, a disabled company). Because of intergenerational exchange more expectation for assistant textile maintainer's occupation is anticipated. From our experience, confirmed with an experimental TW, we establish that employment possibilities in that activity are good. In Storic's TW training gone on by individual modules, none of the included has trained for gaining a national occupational qualification for an assistant textile maintainer because of a too short training time and a too low entry education.

2.5.2 Learning content – program of training for an assistant textile maintainer by modules

An assistant textile maintainer fits in the third occupational level of difficulty. Inclusion in training by individual modules permits also inclusion of people with lower levels of education (including failed elementary school). After finishing training the included is qualified for work, but professional work (quantity and quality) requires two or three times more time.

Into training we will include three groups of 5 people with three month time period for training. When training the first group we will form a learning program and evaluate it on the basis of second and third group's experience.

Our anticipation is that time of training can't be shorter than nine months for all modules. In time of the test we are going to establish adequacy of training for all modules and we will also give certificates to participants.

2.6 Experimental TW in activity of wood processing

Project partner: Institute for rehabilitation, Maribor. Occupation: trained woodworker, realisation of modules.

2.6.1 Definition of occupational difficulty by individual modules

Tasks of trained woodworker can be divided to following modules:

1. Assistant furniture woodworker:
 - Machine processing of wood and semi-finished goods,
 - Production of elements for woodworker's products,
 - Assembly of semi-finished goods and less demanding final products,
 - Smaller less demanding repairs of wood products,
 - Preparation and mounting of furniture framework,
 - Preparation of materials, semi-finished goods and non surface processed products;
2. Assistant mounter of construction furniture:
 - Help with setting up mounting walls and lowered ceilings,
 - Help with mounting wall, ceiling and facade coatings,
 - Subsidiary works at mounting coatings: preparation of sub-construction and joint elements,
 - Help with installing construction furniture: windows, entrance and internal doors, preparation of joint materials and elements
 - Mounting framework;
3. Assistant floor depositor:
 - Help with depositing wood floor deposits, wood materials and staircases: classical, lamellar and panel parquets;
 - Subsidiary works at depositing floor deposits: floor cleaning, preparation and mounting of sub-construction, glue appliance
 - Preparation before surface processing (lacquering)

Work and tasks of a trained woodworker are defined by following modules and optimal training time:

Module	Optimal training time in months
1. Assistant furniture woodworker	3
2. Assistant construction furniture mounter	2
3. Assistant floor depositor	1
Sum	6

Summed evaluations of work difficulty of trained woodworker by mentioned modules are following:

Evaluated content	Evaluation by individual modules		
	1	2	3
1. Task complexity	4	3	2
2. Demanded knowledge	4	3	2
3. Management responsibility	2	1	1
4. Psychophysical strains	4	4	2
5. Physical conditions	4	4	3
Sum	18	15	10
Average evaluation	3,6	3,0	2,0
Class	4	3	2

2.6.2 Learning content – training program by modules

Trained woodworker belongs to the III. level of occupational difficulty. Inclusion in training by individual modules permits also inclusion of people with lower levels of education (including failed elementary school). After finishing training the included is qualified for work, but professional work (quantity and quality) requires two or three times more time.

Into training we will include three groups of 5 people with three month time period for training. When training the first group we will form a learning program and evaluate it on the basis of second and third group's experience.

2.7 Experimental training workshop in activity of electromechanical assembly

Partner IP Posočje . Vocation: worker in electromechanical asseblly, module realisation.

2.7.1 Definition of occupational difficulty by individual modules

Comparable standards for mentioned activity are made for the following work and tasks in the area of metal processing (only a part of content is comparable):

Name and code of occupational standard	Name and code of occupation	Level of difficulty
Assistant production maintainer	Mechanic of industrial machines and devices	III.
Mounter of mechatronic assemblies	Mechanic of industrial machines and devices	III.

None of listed standards is suitable for training in an experimental TW, mostly because of the level of difficulty and more narrow occupational orientation. In production of electro-metallic activity and services in that area numerous work are assemblies of lower difficulty level which are especially suitable for vulnerable groups.

In development of TW special attention will be given to that area, because of both deficiency as well as employment possibilities of vulnerable groups. It is anticipated that training for gaining a certificate of the mentioned occupational standards is interesting also for vulnerable groups if gain of knowledge is on a higher difficulty level and if the TW is established in frame of properly equipped electro-metallic company with available professional personnel.

Worker tasks in electro-metallic montage can be divided in the following modules:

1. Worker in electro-metallic activity (different work in the area of preparation and operation of assembly based on plans and with prescribed auto control).

2. Assistant mechatronic joints mouter (help with machine and device management, cooperation with basic parts in electrical, pneumatic, hydraulic steering, more demanding electro mechanic montage).

Work and tasks of a worker in electro-metallic assembly are defined by the following modules and optimal training time:

Module	Optimal training time in moths
1.Worker in electro-metallic activity	4

2. Assistant mechatronical joints mounter	5
Sum	9

Summed evaluations of work difficulty of trained woodworker by mentioned modules are following:

Evaluated content	Evaluation by individual modules	
	1	2
1. task complexity	3	4
2. demanded knowledge	3	4
3. management responsibility	2	2
4. psychophysical strains	4	4
5. physical conditions	4	4
sum	16	18
Average evaluation	3,2	3,6
class	3	4

2.7.2 Learning content – training program for a worker in electro-metallic assembly by modules

A worker in electro-metallic assembly belongs to the third occupational level of difficulty. Inclusion in training by individual modules permits also inclusion of people with lower levels of education (including failed elementary school). After finishing training the included is qualified for work, but professional work (quantity and quality) requires two or three times more time.

Into training we will include three groups of 5 people with three month time period for training. When training the first group we will form a learning program and evaluate it on the basis of the second and third group's experience.

Our anticipation is that time of training can't be shorter than nine months for all modules. In time of the test we are going to establish adequacy of training for all modules and we will also give certificates to participants.

3. SUGGESTION FOR ACTIVITIES IN THE FUTURE BASED ON THE FINDINGS OF THE PROJECT

3.1 Labour market

Comparisons and characteristics of labour market in partner states in the project (Austria, Hungary and some general evaluations of labour market in the EU) and Slovenia show some common problems and solutions. However, the differences in legal regulation and understanding of labour market, which has some particularities in transitional countries, are important. In general, differences mainly occur in understanding of work values and socialization. The influence of socialization shows mostly in the structure of labour force and its mobility: in Slovenia, the educational system was not directed into inquiry and developmental needs (for that reason the number of registrations in vocational schools and technical professions is essentially too low), which are based on social and economic structure. That is for example the reason that the bidding of social sciences workers is too high. Mobility of labour force in Slovenia is low, which is tied to the characteristic of the society (being bound to a narrow environment, values of effective work time) and low degree of stimulation. Changes can be made only with long-term measures.

Slovenia (also other transitional countries) significantly affects the rigidity of labour market with its labour legislation. The present solutions assure high protection of the employed to the detriment of the unemployed. The situation is foremost the consequence of great influence of trade unions.

A high degree of protection of vulnerable groups, especially invalids, is formally assured with regulations. Slovenia has for example one of the highest degrees of unemployment among the older population. More favourable is the situation with some forms of discrimination (for example employment of women, foreigners etc.).

In time of the economic conjuncture, Slovenia had a low degree of unemployment, which has however risen faster than in the most developed countries in 2009 because of the economic structure (for example a low degree of technological development, working of raw material into a product, cooperation, export structure etc.). Especially affected groups are the unqualified and semiskilled labour force, those with unsuitable education. In our project we concentrate on the issue of qualification, which is one of the most important tasks of the future development with changes of full-time education. Most of the future solutions will be directed to restructuring of the economy. The present educational structure and qualification demand immediate measures on the field of retraining, additional qualification and rise of educational level with proper stimulative measures.

The vulnerable groups will be even more affected in the economic crisis, which means that these groups need special attention. We estimate that the example of Hungary (measures for increase of employment opportunities for people without education, for the long-term unemployed...) is a proper form of improving the labour market.

The suggested form of influencing the labour market with training workshops is one of the possible forms in broader choice of solutions for improving qualification of the employed (different goals and needs) and the unemployed (here the basic goal is improving employment chances).

The suggestion of training workshops for training vulnerable groups is based on the fact that these groups will be more affected in the economic crisis than the others. For that reason they also demand



faster and additional stimulative measures for better accessibility of these groups on the labour market. Because of the work restrictions, training is more difficult, and after finishing qualification it is necessary that the society (state) introduces the kind of incentives that will stimulate the employers to hire these people.

3.2 Experience of the experimental training workshops in the project

Project of training workshops with focus on qualification of the vulnerable groups, especially invalids, is based on some of the previous experiences of tenders from Employment Service of Slovenia, meant for training at employers with or without demand for employment after completion of qualification, and on research work »training workshops« done by the authors of the registration to this project. Especially in the case of training invalids, the results depended on the appointed time of training and qualification of the employer for working with invalids. Generally, time was too short, and the planned syllabuses were not fulfilled.

Three experimental training workshops were founded in appropriately large regions of Slovenia, in which the number of unemployed invalids is high (Ljubljana, Maribor, Nova Gorica). The regional employment services were actively included in the program, and they were supposed to assure the expected number of candidates for qualification. The project coincided with the period of lower unemployment, and for that reason there were too few directions of invalids. Even when preparing we anticipated that in this case we would include employed invalids in qualification, who would be in the program of additional qualification and retraining, which proved to be a proper solution. In the project we determined qualification in two groups in time period up to 4 months. For that reason time of training was too short to finish qualification of the included unemployed people.

Syllabus was made on the basis of determination of activities and research of labour demands, and it was evaluated in the course of execution of qualification. The result may be summarized like this:

- Some of the included showed no interest in work to which they were directed or in which they were included; some even resigned after a short period of inclusion. This confirms our finding and demand for quality preliminary proceedings of a candidate (grouping of the invalids based on the type of their disability).
- In several cases there were no quality entry records (documentation) of limitations of the invalids, which caused trouble with performing qualification. Each future inclusion should be accompanied with proper documentation.
- Duration of training is essential. Because of personality characteristics, initial knowledge and restrictions, duration of training for the same work can be very different. Time of course depends on the difficulty of the program. From the experiences of the partners in the project, a more difficult program, combined of several modules, takes up to a year of training. In the future, we need to establish individual approach, quality preparation and determination of optimal time with a possibility of prolongation in case of an unattained result of training.
- Experiences from the realisation of training show that for training invalids constant quality guidance (individual or a small group) is necessary, which means that the expense of training is suitably higher.

Without qualified personnel for execution of the syllabus and personal growth of those included, there is no proper result of training. When a training workshop is founded, it has to fulfil the personnel



demands. In this sense the grantor has to assure also the training of the personnel with confirmation of knowledge. Those who direct the candidates to training need to consider also the differentiation of the training expenses.

- Training workshops for qualifying invalids – or broader: vulnerable groups – should be preferentially founded within the sphere of invalid companies because of their primary mission – training invalids. From the obtained experiences it is also possible to conclude that directions will depend on the situation of the labour market. Even without directions in a certain time, training workshop needs to »survive«. In case of independence, training workshop would need state funds (example of concessionaires of employment rehabilitation) for its »survival«.

- Bureaucracy is one of the biggest problems in Slovenia. A training workshop is obliged to qualify the included people with quality and to hand the proper reports to those who directed them (confirmation of expenses, diary of each individual included person, certificate). Methodology of activity and regulations need to be prepared for the unity of activity.

- Only modern technological equipment assures candidate's qualification, so that they will be able to compete on the labour market. Carrier of a training workshop has to be a company that monitors development of activity and supplements its production and execution of activities in accordance with modern technological trends. Only exceptionally (a certain module) can a training workshop be carried out at a partner company with assurance of quality training.

- People accountable in a training workshop need to participate in creating syllabuses for their activity, their evaluation and adjusting the program to the special needs because of invalidism and initial knowledge or qualification of each candidate. The training workshop in this sense performs the syllabus differentially (special demand at development of training workshops).

Experiences with the three experimental training workshops are a good basis for evaluating the goals of the project. During the execution some faults showed, which need to be considered when founding each training workshop. A good cooperation between the management of a training workshop and those who direct the candidates is essential. These need to assure quality preparation of the candidates, participate in preparation of a concrete plan of training and see to an occasional supervision of the candidates on concrete working places. At evaluation of the obtained knowledge of the candidates, an accountable person that directed the candidate should sit on the committee.

The personnel of a training workshop have to be qualified for the job, and they also have to participate in preparation and development of plans for their activity. A company that founds a training workshop has to be developmentally oriented and successful on the market, for that is the only way it can modernize its business processes in accordance with the new discoveries. It also needs to be innovative because of the demands for humanisation of work.

During our visit to the Hungarian partner we discovered that the certificate system of qualification is a guarantee for successfulness of training. The majority of the candidates get a job and keep it. Teaching people to gain competence for using computers is also necessary. For more complex skills a year of training is needed. We feel that the role of the state in Hungary is bigger than necessary (investment in



building a centre, products do not sell). We believe that centres with many activities have a suitable offer, but on the concrete working place there is no immediate incorporation in the business process.

3.3 The net of training workshops

The experimental training workshops showed that independently, without connecting and firm foundations, it is not possible for training workshops to work. Training workshops in Slovenia in the past may be summarized like this:

- A training workshop can be founded by a chosen partner that already practises a certain activity without the prescribed measures of founding and working, while the state finances a part of the beginning of activity.
- Commissioner does not specify the type and range of study contents nor the chosen program; for them it is essential that a certain number of unemployed people and people interested in gaining desired skills (for example also countrywomen for housework) include themselves in training.
- Some of the chosen companies qualified only healthy workers, other only invalids (invalid companies, which were also chosen as experimental performers). The number of all performers was seven.
- The results were not evaluated because the name of the accountable person was not put down on the page where applications were invited and also because the surveying of the results was not anticipated.

The experiment was finished without an attempt to continue (the tender was done by the Ministry of Labour, Family and Social Affairs on the initiative of the carrier of this project).

Since there are adults who qualify in training workshops, it is reasonable that the main carrier of training workshops is the Ministry of Labour, Family and Social Affairs, and a suitable school ministry participates as an interested partner in the case of including pupils and students in a training workshop within the sphere of obligatory practice and as judges and granters of certificate system of training workshops and plans (immediately responsible Centre for Vocational Training, which joined this project as a professional partner with a declaration of participation). The Ministry of Labour, Family and Social Affairs is the institution which can also include a training workshop in its activity of training the unemployed and the employed within the sphere of the project Present Employment Policy, while it turns the realization over to the Employment Service of Slovenia. In our opinion, this ministry should also grant the concession to the training workshop.

A training workshop is the performer of training for a particular job or profession. The choice of the program is the subject of negotiations and concordance of the social partners. For the unemployed, that is mainly the Employment Service of Slovenia or regional institutions, trade unions and local communities (commune, region), and for the employed, chamber system and local communities. Only on the basis of a signed agreement of the social partners (who are also materially partly responsible for the training workshop) concession may be granted. In case it is reasonable to found only one training workshop for a particular profession in the state, partners on the level of the state will of course be included in the judgement. By signing the partners assure a proper number of candidates for qualification in the training workshop. Granter of concession can grant a concession to a training workshop based on measures of fulfilment of conditions and on this opinion.

Working of training workshops is based on fulfilment of the prescribed measures, which are the same for all training workshops. For that reason it is necessary to cooperate and exchange experiences on the following fields:



- practical realization of qualification and cooperation for qualification on the field of some key competences (it is not rational for every training workshop to perform qualification for a certain competence);
- cooperation for creating syllabuses of similar activities, exchange of experiences with realization of the programs;
- mutual help with searching for solutions on the field of humanization of work (technical-technological solutions, organization...);
- a joined appearance on some business fields (selling of products and services on specific markets, purchase of raw material and support material, collective trade mark...);
- help with creating investment plans and financing modernization and introducing new products and services etc.

Some of the mentioned and other not mentioned reasons support our idea of creating a net of training workshops in Slovenia. On the basis of a tender or of a mutual agreement, a coordinator of the mentioned activities can be chosen among the training workshops (or other). With this, the coordinator shares responsibility for the future development of training workshops and becomes a trustee of a successful fluent activity, and he will also represent interests of training workshops with realizing rights with the corresponding agencies of the state and interests of the social partners.

The net of training workshops is a suggestion of the performers of the project, based on the results of working of the experimental training workshops. In the first developmental phase, the basic task of training workshops would be qualification of vulnerable groups directed from employment services (the unemployed), The Pension and Disability Insurance Institute and interested employers (unemployed) and individuals (employed and unemployed); a part of the included people could also be healthy workers.

The goal of creating a net of training workshops is a more efficient work of the system on the basis of connecting and cooperation. For a quality coordination of tasks, activities and development, it is suggested that a coordinator of training workshops should be appointed.

The Ministry of Labour, Family and Social Affairs, which is the trustee of the work of training workshops, is suggested to be the granter of concessions for training workshops. They can also authorize the before mentioned coordinator to execute supervisory functions, to which the granter of the concession is bound. A special place in the project of qualification of invalids in training workshops belongs to the Disability Directorate of the Ministry of Labour, Family and Social Affairs

In case of founding training workshops in other countries of the EU, the individual national nets can connect also to one another.

3.4 Developmental orientations of qualification programs

In formal and informal education of adults, the characteristics of an adult, their progress and life experiences need to be taken into consideration; one of the characteristics is also the limitations of vulnerable groups, especially invalids. Alternative ways for reaching didactical, methodical and practical forms of learning and different approaches in realization techniques, which should be subordinate to the present life and work needs, are taken into consideration with creating and realizing of the programs of education or qualification. In education and qualification, the following goals are important:



- increase of educational and employment possibilities of adults (with counselling, defining educational and employment goals, better informing, possibility of education or qualification in parts of the program, adjusted methods etc.),
- improving quality and efficiency of program offer (with development of various programs, easier inclusion of adults in the programs),
- adjusting the programs of formal and informal education and qualification to the changing needs of individuals, employers and broader society (cooperation with social partners, inclusion of different executive organizations),
- extension of possibilities for education and qualification (alternative ways, different organization, considering abilities and knowledge of those included, specifically formed components of the programs, acceptable admission conditions),
- improving qualification of educators for adults (training and improving, motivation, connecting and informing) and including different executors for realization of the programs (companies with their experts and schools with their teachers).

Training workshops are meant for training adults, and we discovered that, looking at the level of difficulty of the programs in training workshops, the following is possible:

- preparing candidates for obtaining certificate of the National Vocational Qualifications (NVQ) or registration of a training workshop as the executor of procedures of verification and confirmation of NVQ in accordance with the National Professional Qualifications Act;
- qualification of a certain module of NVQ, where the future developmental activities will be carried out in the sense of gaining certificate of module as a public document and determining a suitable number of credit points for the module;
- executing qualification for a certain range of jobs and tasks on the lower levels with or without certificate as a public document, considering that the training workshop prepares syllabus on its own or in cooperation with other ones with confirmation (on the state level) or without confirmation (in this case the candidate receives an internal certificate of the training workshop);
- functional education, which is meant mainly for additional qualification, and where the candidate or the person directing them does not need a public document. In this case the training workshop grants a certificate (confirmation) of attendance of qualification and acquirement of a certain knowledge (internal certificate).

Everything that has been mentioned shows that, when a training workshop is founded, contact for fulfilment of tasks on the field of cooperation or for an independent preparation of syllabuses on different levels also needs to be established.

Based on the experimental training workshops, where the majority of syllabuses was based on NVQ, we discovered that most of the NVQ programs exceed the second difficulty level and training people without qualifications does not bring proper results (it is possible to include qualification of these people into the NVQ modules). For that reason, the future task of training workshops will be to prepare less difficult NVQ programs, in order to satisfy also the needs of the before mentioned candidates.

When vulnerable groups are included in the qualification programs, the task of the training workshop is to adjust these programs to the degree of impediment of each candidate. Based on the previous level of qualification, it is reasonable to adjust to every knowledge of the candidates, which mostly means shortening of qualification time. For that reason, knowledge from the field of qualification of



vulnerable groups will constantly have to be observed and complemented in the course of development of training workshops.

A training workshop is obliged to perform programs of humanization of work with a goal to adjust working places to the remaining working capabilities of the candidates. The task is explicitly developmental and brings improvement of the situation on the field of the present technologies and techniques and also regard to the necessary new adjustments on the field of modernization and new investments.

A possible orientation of a training workshop is also specialization for a certain handicapped group. In these cases, syllabus and humanization are already included in the project of preparation for obtaining concession of the training workshop.

Developmental orientations of qualification programs in training workshops are grounded with qualification of the personnel for independent execution or willingness of the personnel to cooperate on preparation of suggestions of new syllabuses or for evaluation of the already existing ones.

Concern of training workshops is training people for obtaining the NVQ certificate or for obtaining qualification of a certain NVQ module, where the task of a training workshop or of an appropriate agency is to evaluate and gain certificate also for the module. Initiatives from the labour market for individual forms of functional education from the object of activity of an individual training workshop are also expected.

Considering the fact that in the present scheme, training workshops are meant for vulnerable groups, qualification syllabuses need to be adjusted to the individual needs and capabilities of these candidates. Besides evaluation of syllabuses, the task of training workshops is therefore also to adjust techniques, technology and working processes to the remaining working capabilities of the included candidates.

3.5 The net of training workshops

The results of evaluations of qualification of the unemployed, data that was gathered on the basis of reports from employment services, which refer to the needs of employers for employment, and data on sophisticated and deficient professions are a basic indicator of reasonableness of founding a training workshop for a certain activity or concrete work.

In the first phase of development of training workshops, these are meant for training vulnerable groups, especially invalids. For that reason, the second factor for founding a training workshop is determining difficulty of typical jobs of a narrower profession, which should be the object of qualification in the training workshop. A special attention at determining difficulty is focused on psycho-physical burdening and physical conditions, which are generally the basic obstacle for performing the work of the discussed persons. With certain measures of humanization of work, it is possible to include also people who could not be included in qualification and later employment under normal circumstances.

A training workshop can be founded only if it works on an appropriate technical-technological level, has properly organised quarters and qualified personnel for training the candidates. Since vulnerable groups, especially invalids, are dealt with, the personnel have to be qualified for working with these people.

Concession for founding a training workshop is granted by the Ministry of Labour, Family and Social Affairs on the basis of fulfilment of conditions, but without the proven need granting is not possible. The Ministry of Labour, Family and Social Affairs can on the basis of data from employment services (unemployed) and deficiency of professions (employers, statistics) invite applications for founding training workshops for concrete jobs or professions, or the proper demands can be pointed out by the intended founder of a training workshop. In this case, the founder gathers the before mentioned data, but also data from the environment where the training workshop is supposed to operate is of equal importance. The intended founder obtains these data by connecting with the social partners. These are mostly the commune or region, employers in this area, employment services, chambers, organized trade unions, and also organizations of a civil company and other interested. We especially need to mention employers and potential businessmen who plan production or services. Without potential new working places or replacement of the leaving workers (fluctuation), a training workshop cannot fulfil its mission to employ the unemployed, additionally qualified, which would be the majority of candidates for a training workshop. Qualification of vulnerable groups, especially invalids, is the primary task of training workshops. Considering the fact that with this the work of a training workshop is properly limited, also healthy candidates can join the training workshop in case of available places.

The basis for creating nets of training workshops is the interest of Republic of Slovenia for qualification according to this scheme. The granter of concessions to training workshops is responsible also for realizing of the performing conditions, which are of course bound to directions and material help for current operation. Presuming that the founding of a training workshop is bound foremost to assuring properly qualified personnel, it is anticipated that this is the most important expense of a training workshop, which can be covered by the granter of concession. Current operation of a training workshop is assured by directions of the candidates to training. Technique and technology are assured by regular activity and only rent, working and used material represent expenses.

The needs of the employers for workers in individual activities and the gathered data of the planed development of the economic and the not-for-profit sector of a certain area (commune, region) are a basis for planning the type and number of training workshops. For this reason, a congruous working of all social partners in an individual area is therefore necessary.

The needs of the employers are planned in a long term and only bigger economic crises can affect the labour market more seriously.

From the analysis we summarise the needs of employers at the beginning of the year 2008, namely for the registered available working places – possible activities of training workshops (data Jan./Feb. 2008):

AVAILABLE JOBS	TOGETHER	INVALIDS
1. Forestry: forester lower, forester, keeper of a forest	14	-
2. Woodworking: woodworker, joiner, woodworker paperhanger, carpenter	787	8
3. Cleaning and washing: chemical cleaner and washer I., textile maintainer	2	1
4. Textile (clothing) ind.: dressmaker, tailor	275	48

5. Leather ind.: maker of shoe parts, sewer of upper parts, const. of shoes, compl. of shoes, confectioner of leather and fur, shoemaker	10	-
6. Metallurgy: mechanic, constructional mechanic, metal shaper, fitter of constructions and others	1.482	2
7. Machine mechanic and other mechanics	207	1
8. Agriculture: farmer, agriculturist, stockbreeder, fruit grower, florist, park gardener, farmer housewife	140	6
9. Food industry: victualler	23	-
10. Construction: builder, iron founder, carpenter, mason, stove-maker, stove. maker ceramist, layer of floor and pavements	1.054	-
11. Communal services: communal worker	2	2
12. Administrative works: junior clerk administrator, assistant administrator, computer administrator	64	5
13. Paper ind.: papermaker, cardboard maker	17	-
14. Electro activity: electrician electronic engineer, mechanic electronic engineer, electrical fitter	208	5

Differences in inquiry for workers in individual activities are shown on the basis of some indicators of demands at the beginning of year 2009. Especially in intensive branches (textile, woodworking, paper industry, partly also construction) there is no employment, which in a shorter period changes the image of demands for founding educational workshops.

The economic crisis in 2009 with a possibility of extending into 2010 affects the labour market. The number of unemployed is essentially increasing (some predictions say up to 100.000), demands of employers are decreasing. In the recession period, more vivid employment is to be expected only in the not-for-profit sector, especially in health care, service activities (for example cleaning the environment) and activities which are indispensable for satisfying people's basic needs.

Most of the countries of the EU, including Slovenia, plan to intend the time of crisis to qualification, additional qualification, retraining and raising the educational level of the unemployed, and to the process of keeping the working places of the employed and restructuring of economy. Training workshops can find their place in these processes.

Planning types of activities and number of training workshops is difficult in this time and can lean mostly on the strategy of the state and realization solutions in individual areas. There is no doubt that demands in some intensive branches will decrease, and growth is to be expected in activities of new



technologies and activities of personal services. Micro, small and middle companies and some public services will continue to be an important employer.

During the crisis, a more difficult employment of vulnerable groups is to be expected, but at the same time, the social orientation of countries will increase, also in Slovenia, where also bigger encouragements for employment and keeping the working places of this population are in order. Since the educational structure of vulnerable groups is in general lower, the measures will be directed also in training programs and with that in extending the net of training workshops, if the state of Slovenia includes them in its developmental strategy.

3.6 Final conclusions

Experiences from training workshops are positive. Orientation into performing qualification in training workshops of operational companies on concrete working places enables an easier and faster inclusion of the participants in gainful employment. For qualification of vulnerable groups, training workshops within the sphere of invalid companies are the most appropriate ones.

Recognition of more knowledge or of better qualification in form of a certificate or a publicly valid document improves employment chances of those included in training workshops.

In the first phase of development of training workshops, they would be designed mostly for training vulnerable groups, especially invalids. This field will become more important in the future, and will therefore be more encouraged. Including vulnerable groups in regular educational processes will be more difficult to realize because of the structure, and alternative solutions will have to be found. One of these can also be training workshops.

After finishing this project, a proper state agency should decide on the possibility of realizing the project in practice, which means an assurance of the necessary activities for preparing the projects (rules and regulations on operating, determining the granter of concessions, financing), analysis of demands of the labour market and a call for applications for founding the first training workshops.

Fulfilment of criteria of operation is a part of preparation for founding each training workshop. An important activity is choosing the personnel and their additional qualification. In the preparation period, education needs to be performed in accordance with the program scheme of syllabus for mentors, trainers and workers who will be included in processes of knowledge transfer of a concrete working place.

The Ministry of Labour, Family and Social Affairs, which is in our opinion an appropriate state agency, should call for applications for introducing the project of training workshops, with which a functional system of partner cooperation would be established and – based on employment possibilities, needs for keeping working places and demands for restructuring companies – the actual needs for concrete jobs in individual activities would be discovered.

Based on the before mentioned findings, the first phase of development of the net of training workshops is carried out and the operative carrier is chosen, whose basic task will be coordination and expert support with creating syllabuses. The coordinator can be authorized also for researching demands of the labour market and reconciling interests of social partners with planning new training workshops.



Observing annual needs of activities or employers for new workers cannot be the only criterion for founding training workshops. These are designed on a long term (in order to avoid the influence of short-term and middle-term variations of demands), which means considering the strategic development of the economic and the not-for-profit sector of the state. In the process of founding training workshops it is necessary to consider also the needs of employers of individual activities for training workers in order to raise the level of qualification.

The project of training workshops is not meant only for processes of qualification in Slovenia, but broader also for the interested members of the EU. We believe that training workshops are an enrichment of experiences on the field of training because of a different approach, as it is clear from the analyses of the situation in the EU.

Training workshops, meant for training invalid persons, can be an important element of performing employment and professional rehabilitation of invalids. Deficiency is shown from the previous experiences of employment rehabilitation, especially on the field of preparing the invalids for a concrete job. With a net of training workshops meant for training invalids, realization of this rehabilitation can essentially improve.

In executing this project, a problem occurred of directing the unemployed, especially vulnerable groups, to the training programs. Professional orientation, which would be based on the proper sorting of the invalids in groups based on the type of their disability, is the basis of the expected results of training. Sorting the invalids should be carried out by an expert group, founded within the sphere of Employment Service of Slovenia or another institution. On the basis of the findings of this group, it is possible to create an employment plan for directing to qualification in a certain activity and in concrete work.