



## Scan Project W.P 2

### Version 1

This report aims at presenting the methodology developed for Scan project by the CRP Henri Tudor. Research and needs analysis have been conducted in each country in order to identify national specifics and contexts in partner countries. All the process and the results are provided in this report.

Skills and Competences Assessment – New career guidance and counselling approach (SCAN) – 11310 1628.

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## INTRODUCTION

The present document is a first draft of the proposed methodology that will be used for research and needs analysis in Luxembourg and Slovakia in order to identify national specifics and context.

In this first stage, we focus on the definition of the context of the proposed methodology and mainly the identification of the different aspects that would have to be taken into account during the data collection phase.

The second step will then describe the methodology proposed for the data collection.

### I. Context

The objective of the SCAN project is to adapt and transfer a methodology previously developed in Austria: The Kompetenzenbilanz. For the moment this method and the associated coaching procedure is adapted and configured for a use in Austria, with its characteristics and specificities. It is well accepted and well implemented in the country because it perfectly fits the career guidance and counselling system of the country. In order to have the same impact in Luxembourg and Slovakia, some adaptations need to be performed on the Kompetenzenbilanz as well as on the coaching procedure.

In order to identify the needed adaptations, we should put forward all information that should be collected in each country. As a consequence, we first proposed to focus on a set of questions that would be addressed by the methodology.

This set of questions has been grouped in several categories:

- 1- Organisations/Target groups
- 2- Final beneficiaries
- 3- Supporting organizations (Stakeholders (governmental structures/supporting organisation) /Policies support)
- 4- Labor market
- 5- Promotion, Capitalization

#### I. Organisations / Target groups

Definition: *Characterising the counselling system in terms of organisations that could in the future propose the Kompetenzenbilanz, i.e. Identifying the characteristics of the target group in the concerned countries (LU or SK)*

I.1 What kinds of organisations are, for the moment, entitled to perform a career guidance process? What is their profile/characteristics (public or private organization, organization size, different services offered, counsellors competences in these organizations...)

I.2 What are the types of entities or persons eligible (legally recognised) for performing a career guidance

process? (Counsellors enterprises: assessment centres, Training institutes...)
<p>I.3 What are the required skills to be recognized as a counsellor?</p> <ul style="list-style-type: none"> <li>- Diploma</li> <li>- Years of experience</li> <li>- National certification</li> <li>- European certification</li> <li>- Legal status</li> <li>- ...</li> </ul>
<p>I.4 What initiatives/services (such as training, workshops, used tools...) are actually implemented by these organizations?</p> <p>Several aspects can be precise here such as human, materials, methodology...</p>
<p>I.5 In which context a career guidance process is actually proposed by these organisation:</p> <ul style="list-style-type: none"> <li>- Career management,</li> <li>- personal development,</li> <li>- employees' success in their occupation,</li> <li>- decisions-making,</li> <li>- working in a stressing professional context,</li> <li>- develop empowerment for a jobless person</li> <li>- ....</li> </ul>
I.6 What are the strengths of these organisations? What are their weaknesses?
I.7 What could be their threats regarding the introduction of the Kompetenzenbilanz?
I.8 What are their needs? (human, materials, methodology, laws, technology...)
I.9 Regarding these needs, what are the priorities?
I.10 What opportunities bring a new career guidance process? What added value a KB (and KOB) could bring (or not) to these organizations?
<p>I.11 What kind of constraints the counselling organisations (coaches) have to face?</p> <ul style="list-style-type: none"> <li>- Language</li> <li>- Methodology</li> <li>- Materials</li> <li>- organisational strategy</li> <li>- customers' needs</li> <li>- cultural/social differences</li> </ul>

## II. Final beneficiaries

*Definition: Defining the characteristics of the final beneficiaries at individual and group levels in the concerned countries (LU and SK)*

1. Sample group aspects
II.1.1 Who actually "need"/"ask for" a career guidance process?
II.1.2 How many people are actually concerned?
II.1.3 Where are these people? (Residents, Crossborder workers...) If relevant for the country?
II.1.4 What is the proportion of men and women?
II.1.5 What is their age structure?
II.1.6 What are their qualifications level and diploma?

II.1.7 How many languages do they speak?
II.1.8 What are concerned nationalities in the country? Among nationalities in your country, what are those ,who seek the most, need in skills assessment (If relevant for the country)
II.1.9 From which sectors do they come?
II.1.10 What challenges do they face in a process of skills assessment? (languages, materials, IT, communication, ...)
2. Individual aspects
II.2.1 What are the requirements to be eligible for a career guidance process?
II.2.2 What should be done? Individually or through an intermediary?
II.2.3 How people decide to proceed to a career guidance process? (personal and intrinsic motivation)  <i>(NB: Intrinsic occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant)</i>  <ul style="list-style-type: none"> <li>- Professional situation</li> <li>- Personal context</li> <li>- Will to change career</li> <li>- New opportunities...</li> </ul>
II.2.4 How they understand the reason why they have to apply this approach of career guidance process? (the most evocated reasons)  <ul style="list-style-type: none"> <li>- Useful and necessary for their own development</li> <li>- Advice provided by the employer, family</li> <li>- ...</li> </ul>

### III. Supporting organisations

Definition: *Defining the characteristics of the structures (states organisation mainly) that support counselling system in the concerned countries (LU and SK)*

III.1 What are the official structures that actually support the deployment of a career guidance process?
III.2 What role these organizations play in this process?
III.3 What kind of supports do they give?
III.4 Is there a website, an organization or something else which guide people who need first information?
III.5 What are existing materials that people can use to have information and to make a request to benefit from the career guidance process?
III.6 Concerning financial resources, what is the legal framework? For example: what are the principal criteria (established by states organisations) which allow people to benefit from financial help for a career guidance ?
III.7 Is there any financial support? If Yes which one and under which conditions?
III.8 Who can benefit from this support, if it exists?
III.9 What are the individual or personal criteria allowing to determinate the amount of the support?
III.10 Are there material supports like official documents? If yes which one and where can they be found?
III.11 What impacts do they expect in supporting such a career planning process?

Impacts on the target population?

Impacts on structures using this methodology

Economical impacts?

## IV. Labour market

Definition: Identification of the labour market context of the country which can have an impact on the career guidance process?

IV.1 What are the priority professional sectors?

What are the professional sectors which have needs of career guidance process?

What are the reasons of this need?

- Financial aspect
- Foster future lack of competencies
- Identify new potential
- ...

IV.2 For each identified professional sector, how is organized the educational system (formal as well as informal)?

IV.3 What does the educational system bring to these sector professionals?

- Workforce : technical field/ general field
- Courses and trainings aligned with labour market needs?
- A first step of potential talents identification
- Determinate adapted/aligned competencies?
- ...

IV.4 According to the context (Professional environment, jobless, training, learning, reintegration...), what additional support can be bring to the sector (regarding career guidance), in terms of materials, financial, human, government laws...)?

IV.5 How this methodology can have positive impact or assist labour market?

## V. Promotion, Capitalization

Definition: Identification of the existing means which support the promotion and validation of a career guidance.

V.1 How is recognized informal learning?

- Governmental certification and agreement.
- European certification and agreement
- Accreditation of prior learning
- Accreditation of work experience

V.2 What legitimacy is given by these recognitions?

V.3 Which organizations can approve and authorize the certifications?

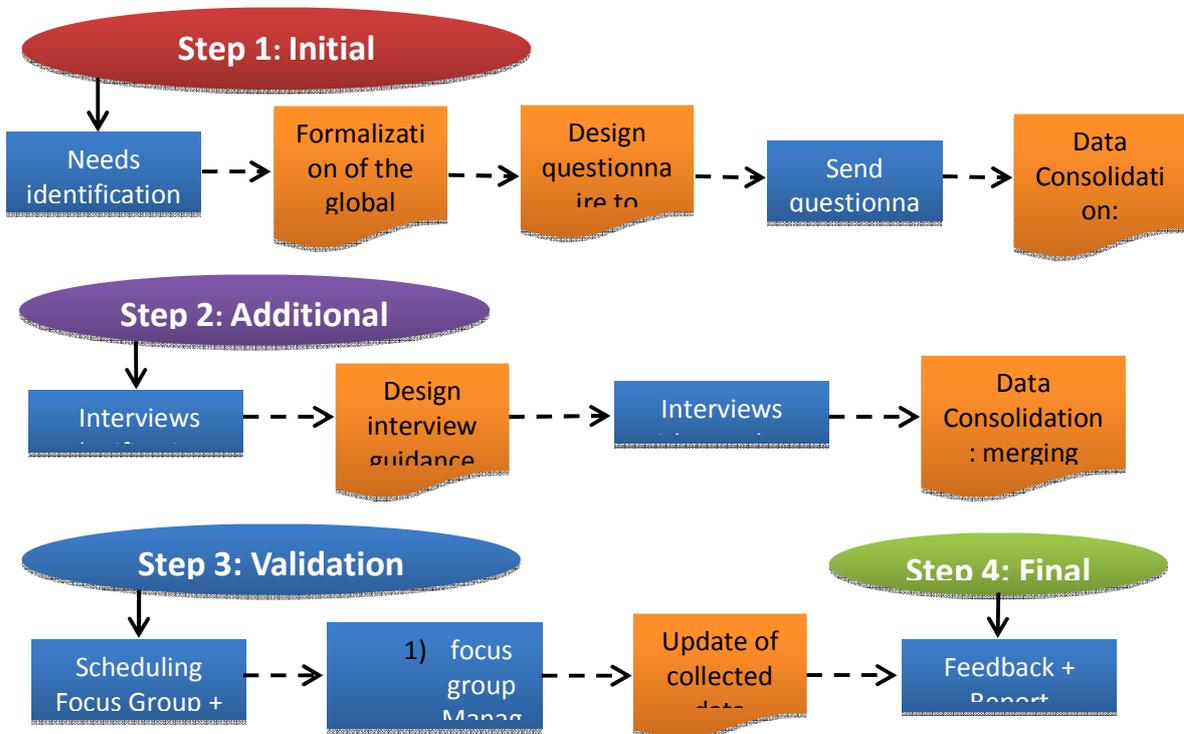
V.4 Is there a success, at what level?

- Individual
- Reintegration in workplace
- Decrease in unemployment
- ...

## II. Methodology

3 main steps:

- Watch: initial information collection
- Interview: additional information
- Focus group: validate + consensus



Methodology Tools	Questionnaire	Interviews	Focus Group
<b>I. Organisations / Target groups</b>			
<b>Definition: Characterising the counselling system in terms of organisations that could in the future propose the <i>Kompetenzenbilanz</i>, i.e. Identifying the characteristics of the target group in the concerned countries (LU or SK)</b>			
I.1 What kinds of organisations are, for the moment, entitled to perform a career guidance process? What is their profile/characteristics (public or private organization, organization size, different services offered, counsellors competences in these organizations...)	X		
I.2 What are the types of entities or persons eligible (legally recognised) for performing a career guidance process? (Counsellors enterprises: assessment centres, Training institutes...)	X		
I.3 What are the required skills to be recognized as a counsellor? - Diploma - Years of experience - National certification - European certification - Legal status - ...	X		
I.4 What initiatives/services (such as training, workshops, used tools...) are actually implemented by these organizations? Several aspects can be precise here such as human, materials, methodology...	X	X	
I.5 In which context a career guidance process is actually proposed by these organisation: - Career management, - personal development, - employees' success in their occupation, - decisions-making, - working in a stressing professional context, - develop empowerment for a jobless person - ....	X	X	
I.6 What are the strengths of these organisations? What are their weaknesses?	X		X
I.7 What could be their threats regarding the introduction of the <i>Kompetenzenbilanz</i> ?	X		X
I.8 What are their needs? (human, materials, methodology, laws, technology...)	X		X
I.9 Regarding these needs, what are the priorities?	X		X
I.10 What opportunities bring a new career guidance process? What added value a KB (and KOB) could bring (or not) to these organizations ?		X	X
I.11 What kind of constraints the counselling organisations (coaches) have to face? - Language - Methodology - Materials - organisational strategy - customers' needs - cultural/social differences		X	X

Methodology Tools	Questionnaire	Interviews	Focus Group
<b>II. Final beneficiaries</b>			
<b>Definition: Defining the characteristics of the final beneficiaries at individual and group levels in the concerned countries (LU and SK)</b>			
<b>1. Sample group aspects</b>			
II.1.1 Who actually "need"/"ask for" a career guidance process?	X		
II.1.2 How many people are actually concerned?	X		
II.1.3 Where are these people? (Residents, Crossborder workers...) If relevant for the country?	X		
II.1.4 What is the proportion of men and women?	X		
II.1.5 What is their age structure?	X		
II.1.6 What are their qualifications level and diploma?	X		
II.1.7 How many languages do they speak?	X		
II.1.8 What are concerned nationalities in the country? Among nationalities in your country, what are those ,who seek the most, need in skills assessment (If relevant for the country)	X		
II.1.9 From which sectors do they come?	X		
II.1.10 What challenges do they face in a process of skills assessment? (languages, materials, IT, communication, ...)	X		
<b>2. Individual aspects</b>			
II.2.1 What are the requirements to be eligible for a career guidance process?	X		
II.2.2 What should be done? Individually or through an intermediary?	X		
II.2.3 How people decide to proceed to a career guidance process? (personal and intrinsic motivation) (NB: Intrinsic occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant) - Professional situation - Personal context - Will to change career - New opportunities...		X	X
II.2.4 How they understand the reason why they have to apply this approach of career guidance process? (the most evocated reasons) - Useful and necessary for their own development - Advice provided by the employer, family - ...		X	X

Methodology Tools	Questionnaire	Interviews	Focus Group
<b>III. Supporting organisations</b>			
<b>Definition: Defining the characteristics of the structures (states organisation mainly) that support counselling system in the concerned countries (LU and SK)</b>			
III.1 What are the official structures that actually support the deployment of a career guidance process ?	X		
III.2 What role these organizations play in this process?	X		
III.3 What kind of supports do they give?	X		
III.4 Is there a website, an organization or something else which guide people who need first information?	X		
III.5 What are existing materials that people can use to have information and to make a request to benefit from the career guidance process?	X		
III.6 Concerning financial resources, what is the legal framework? For example: what are the principal criteria (established by states organisations) which allow people to benefit from financial help for a career guidance ?	X		
III.7 Is there any financial support? If Yes which one and under which conditions?	X		
III.8 Who can benefit from this support, if it exists?	X		
III.9 What are the individual or personal criteria allowing to determinate the amount of the support?	X		
III.10 Are there material supports like official documents? If yes which one and where can they be found?	X		
III.11 What impacts do they expect in supporting such a career planning process? Impacts on the target population? Impacts on structures using this methodology Economical impacts?		X	X

Methodology Tools	Questionnaire	Interviews	Focus Group
<b>IV. Labour market</b>			
<b>Definition: Identification of the labour market context of the country which can have an impact on the career guidance process?</b>			
IV.1 What are the priority professional sectors? What are the professional sectors which have needs of career guidance process? What are the reasons of this need? - Financial aspect - Foster future lack of competencies - Identify new potential	X		
IV.2 For each identified professional sector, how is organized the educational system (formal as well as informal)?	X	X	
IV.3 What does the educational system bring to these sector professionals? - Workforce : technical field/ general field - Courses and trainings aligned with labour market needs? - A first step of potential talents identification - Determinate adapted/aligned competencies? - ...	X	X	
IV.4 According to the context (Professional environment, jobless, training, learning, reintegration...), what additional support can be bring to the sector (regarding career guidance), in terms of materials, financial, human, government laws...)?		X	
IV.5 How this methodology can have positive impact or assist labour market?		X	X

Methodology Tools	Questionnaire	Interviews	Focus Group
<b>V. Promotion, Capitalization</b>			
<b>Definition: Identification of the existing means which support the promotion and validation of a career guidance.</b>			
V.1 How is recognized informal learning? - Governmental certification and agreement. - European certification and agreement - Accreditation of prior learning - Accreditation of work experience	X		
V.2 What legitimacy is given by these recognitions?	X	X	
V.3 Which organizations can approve and authorize the certifications?	X	X	
V.4 Is there a success, at what level? - Individual - Reintegration in workplace - Decrease in unemployment - ...	X	X	

### III. Collected data and results

In the present section, we will present, by categories, the collected data and associated results.

For each category, we will first present the detailed results for Luxembourg and Slovakia. Then the Austrian data are presented. Finally we will compare the results from Luxembourg and Slovakia with Austria and draw some conclusions for each category.

#### I. Organisations / Target groups

*Definition: Characterising the counselling system in terms of organisations that could in the future propose the Kompetenzenbilanz, i.e. Identifying the characteristics of the target group in the concerned countries (LU or SK)*

##### **I.1 What kinds of organisations are, for the moment, entitled to perform a career guidance process? What is their profile/characteristics (public or private organization, organization size, different services offered, counsellors competences in these organizations...)**

LU	SK
<ul style="list-style-type: none"> <li>• For unemployed people:               <ul style="list-style-type: none"> <li>- Employment Administration in collaboration with different private associations (ProActif, Naxi, Forum pour l'emploi, Objectif plein emploi etc)</li> </ul> </li> <li>• And /or others:               <ul style="list-style-type: none"> <li>- List of training- and counselling bodies under "lifelong-learning.lu" portal (INFPC)</li> <li>- Informal network of individuals as Coaches and Trainers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Public and private organizations and natural persons are entitled to perform a career guidance:               <ul style="list-style-type: none"> <li>- Career programs implemented by teachers who provide educational counselling at primary and secondary schools</li> <li>- Career services in Centres of pedagogical-psychological counselling and prevention</li> <li>- Career services to universities and colleges</li> <li>- Advisory services OLSAF - Department of Employment Services and psychological counselling services from the Department of Social and Family Affairs</li> <li>- Advisory services provided by NGOs, particularly for specific groups of disadvantaged clients</li> <li>- Private career counselling services</li> </ul> </li> </ul>

**I.2 What are the types of entities or persons eligible (legally recognised) for performing a career guidance process? (Counsellors enterprises: assessment centres, Training institutes...)**

LU	SK
<ul style="list-style-type: none"> <li>For organizations with legal status the commercial and legal requirements; no specific requirements in order to offer counselling; it's up to the clients decision with whom he likes to work</li> </ul>	<ul style="list-style-type: none"> <li>Natural person or legal person who is licensed to provide professional consultancy</li> <li>Natural person or legal person executing activity under Act of employment services, mainly in the field of employment mediation education and preparation for the labour market, and in the field of professional consultancy</li> <li>Professional guidance in the sector of education</li> <li>Centres of pedagogical-psychological counselling and prevention.</li> <li>Some services are providing by teachers (responsible for educational counselling) and school psychologists.</li> </ul>

**I.3 What are the required skills to be recognized as a counsellor?**

- **Diploma**
- **Years of experience**
- **National certification**
- **European certification**
- **Legal status**
- ...

LU	SK
<ul style="list-style-type: none"> <li>There are no „labelled“ requirements known; The clients decision is focused on experiences in HR; network of other clients (reference list); certification of foreign trainings organizations in counselling matters; Diploma in social sciences are certainly welcome</li> </ul>	<ul style="list-style-type: none"> <li>University graduation in any field of study (career counselling as a study programme doesn't exist)</li> <li>No other formal requirements; missing standards of quality for career guidance</li> <li>In practice, counsellors have special nationally or internationally certified trainings</li> </ul>

	<ul style="list-style-type: none"> <li>• University diploma. In the practice they are mainly psychologists, pedagogues, social pedagogues, social workers (Missing pre-gradual education of career counsellors.)</li> <li>• Career counselling as a study program does not exist, therefore we have a full career counsellors, higher education qualification (we only have consultants with a very diverse background, who also provide career guidance services).</li> <li>• Some post-gradual studies (only rare are special courses – for psychologist or pedagogical staff)</li> <li>• Counselling in the sector of Labour – information counselling (MOLSAF, COLSAF) is now measure of active tools of employment. Staff in these divisions of OLSAF is undersized.</li> <li>• Lack of guidance in the small and medium-sized enterprises. In companies with foreign capital participation, career guidance is often part of a coherent system of management and human resource development.</li> </ul>
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**I.4 What initiatives/services (such as training, workshops, used tools...) are actually implemented by these organizations?**

Several aspects can be precise here such as human, materials, methodology...

LU	SK
<ul style="list-style-type: none"> <li>• Group and individual trainings;               <ul style="list-style-type: none"> <li>- Face-to-face counselling;</li> <li>- Interactive trainings tools;</li> <li>- Questionnaire;</li> <li>- Interviews;</li> <li>- Evaluation tools</li> <li>- Out-placement (Ajilon, Hudson, Pwc)</li> <li>- Skills assessment – transition carrier</li> <li>- Assessment centre</li> <li>- Reorientation</li> <li>- Coaching on demand for individual and company</li> </ul> </li> <li>• ADEM (Employment Administration) :</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of Education, Science, Research and Sport of the Slovak Republic – some standards are done for professional guidance in this sector.</li> <li>• Ministry of Labour, Social Affairs and Family of the Slovak Republic – no further educational activities after 2004 (when the educational centre was cancelled). In the present time are different activities only as projects implemented – LdV LLP, ESF...</li> <li>• Counselling at schools – information and advisory services for pupils – professional orientation</li> <li>• Counselling for Labour Offices – information and advisory services for job seekers (selection of occupations, selection of job,</li> </ul>

<ul style="list-style-type: none"> <li>- Fit4Job, Fit4Financial, Fit4Commerce, Relancer ma carrière (RMC),</li> <li>- For young people ( CAE; helping young people to find a traineeship and a job; counselling in finding a job; motivating “drop outs” ; developing social competences; job research techniques; CV and valorisation );</li> <li>- Workshops : developing a strategy for the reintegration of workless women; 40+</li> <li>- Trainings organized by external institutions (CNFPC: handicrafts; health and social care; informatics; office management; gastronomy; ZARABINA: target group: women: 45+; creation of an enterprise; assessment competencies and development of a prof. project; office management; IRS: target group: women: further training secretary; further training medical assistant and assistant dental care; NAXI: further training: social care; development of a prof. project; further training in washing and sharpening techniques; MEN: further training in parental assistance; Caritas: further training in baby-sitting; RTPH: assistance in job research)</li> <li>- Trainings : informatics, language</li> <li>- Social initiatives collaborating with the ADEM: Aabechtshellef; Co-Labor; CNDS; Défi-Job; Eng nei Schaff</li> <li>• IFBL (Banking Training Institute) : Employability</li> <li>• INFPC (National Institute for the development of the continuous professional training):</li> <li>- Co-financing training (collective access business perspective)</li> <li>- Promotion of training</li> <li>- Observatory</li> <li>- Lifelong learning website</li> </ul>	<p>changing job) and employers (selection of employees, adaptation of employees in a new job)</p> <ul style="list-style-type: none"> <li>• Non-profit organizations and private – huge area of activities from balance diagnostics to work mediation, individual and group counselling, training of the trainers etc.</li> <li>• Services for clients are usually based on standardised tools of mapping questionnaire and subsequently individual counselling. In some groups, where it is possible, also group counselling and workshops are organised.</li> <li>• There is perceived obsolescence in tools used by the public organisations, as there is not enough funding to obtain new, or on the Slovak level new tools are not even created.</li> <li>• Services and further training for trainers is very underdeveloped and in many cases non-existent in the public sector.</li> <li>• Private sector offers more modern and advanced services for clients-final beneficiaries. Trainings for clients-trainers is also available. But the financial constrain holds the use of these services back.</li> </ul>
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**I.5 In which context a career guidance process is actually proposed by these organisation:**

- Career management,

- personal development,
- employees' success in their occupation,
- decisions-making,
- working in a stressing professional context,
- develop empowerment for a jobless person
- ....

LU	SK
<ul style="list-style-type: none"> <li>• Out-placement processes</li> <li>• Career management</li> <li>• Personal Development, recognition, change, professional measures, Update of their skills</li> <li>• Develop empowerment for a jobless person</li> <li>• Decisions-making,</li> <li>• Job stress, mobbing</li> <li>• In company: internal mobility, redeploy, outplacement, restructuring, Reorganisation of the company, employability, dismissal</li> <li>• Individual: they want a confirmation for a new direction. Need for reassurance and help to know where or how to change; People are not happy in their work: they do not know where to go, they want to change their company but not necessarily the sector</li> </ul>	<ul style="list-style-type: none"> <li>• Personal development</li> <li>• Career management (counselling pupils in the transition period when deciding which step to make next and which career path to choose.)</li> <li>• Decisions-making on future studies: Guidance appropriate to the ability of client to help them decide for themselves provided by the educational advisors at schools and advisors at the Labour Offices.</li> <li>• Develop empowerment for a jobless person : information services end professional counselling, psychologist at the Labour Offices.</li> <li>• Employees' success in their occupation - Work with employers and in rather rare cases in several segments employers in private sector do this for their employees.</li> </ul>

**I.6 What are the strengths of these organisations? What are their weaknesses?**

LU	SK
<ul style="list-style-type: none"> <li>• Strengths: Their position and reputation in the market; results (of missions) in specific economic fields</li> <li>• Weaknesses: "unlabeled" methods; "on-demand-offers" for the organization-management / HR not necessarily focused on the beneficiary's need</li> </ul>	<ul style="list-style-type: none"> <li>• Government and contributory organizations have a network (experienced consultants, spatial conditions) and financial stability for provision of counselling, their minus is very low flexibility to react to the quick changes, low number of consultants, and the quality of offered services (focused more on quantity than quality)</li> <li>• Non-profit and private organizations are more flexible and</li> </ul>

adaptable, they have higher quality but their existence is unstable due varying financial budget, so they are created and closed all the time (dependence on project funding).

- Strengths
  - Established a system guidance in the education sector
  - Hierarchically structured system of employment services and advice
  - A strengthening of the consultants interested in using new information and communication technologies
  - Existing information sources and databases on learning opportunities, applying for graduate
  - Built in network information resources OLSAF
  - Development of transnational cooperation in curriculum development consultants, methodologies and work under programmes - Phare, Leonardo da Vinci, the EURES network, Euroguidance
- Weaknesses
  - Neglect of the strategic development of vocational and career counselling longer-term vision, planning and management at central and regional and local level, lack of funds and facilities, information centres
  - Lack of specialized information network for advisors
  - Lack of scientific research base for this area, the absence of forecasts
  - Weak links between the different institutions involved in the PKP, the lack of interconnection of existing sub-systems (education and employment)
  - There is no comprehensive system of information on learning opportunities
  - Lack of diversity advisory institutions (public and private, local and central) - offering advice to all age groups, education levels, types of clients (pupils, students, workers, unemployed, retired, disabled, etc.).

	<ul style="list-style-type: none"> <li>- There is no pre-service training of career counsellors, limited opportunities for further education of practitioners</li> <li>- Lack of guidance in the small and medium-sized enterprises</li> </ul>
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**I.7 What could be their threats regarding the introduction of the Kompetenzenbilanz?**

LU	SK
<ul style="list-style-type: none"> <li>• Competition concerning their target groups/stakeholders; debasement of their methods and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• For private personnel companies maybe new competitors, less paid clients for them.</li> <li>• Probably willingness to spend funds and to accept these methods by managers.</li> <li>• Problem will be to ensure the sustainability (in the public employment services are the priority tasks of employment services) if it will not be established on a central level</li> </ul>

**I.8 What are their needs? (human, materials, methodology, laws, technology...)**

LU	SK
<ul style="list-style-type: none"> <li>• Identification of the added value of the Kompetenzenbilanz + toolbox for them</li> </ul>	<ul style="list-style-type: none"> <li>• Human: pre-graduate educated career counsellors</li> <li>• Materials: tools for providing career guidance</li> <li>• Methodology: recognized one</li> <li>• Law: standards for career guidance</li> <li>• Human resources – professionals with appropriate education and training (also practical) in the field of career guidance. (Now there has been opened a new bachelor’s degree study program at the University of Constantin the Philosopher in Nitra in the framework of study field Psychology.)</li> <li>• Selection of clients (especially at the Labour Offices) – not all the clients are suitable, resp. are interested in career guidance</li> <li>• Procedures for career guidance are laid down in the internal rules of the Labour Offices, and these are considered sufficient (by the Labour Office). The problem according to the Labour Office is lack</li> </ul>

	of time to work with the client.
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**I.9 Regarding these needs, what are the priorities?**

LU	SK
<ul style="list-style-type: none"> <li>• Identification of the beneficiary's needs</li> <li>• Analysis of the number of eventual clients (= enough for all counselling bodies)</li> </ul>	<ul style="list-style-type: none"> <li>• Approval of strategy for Slovak career counselling at the ministries and approval of standards for guidance services and career counsellors</li> </ul>

**I.10 What opportunities bring a new career guidance process?**

**What added value a KB (and KOB) could bring (or not) to these organizations ?**

LU	SK
<ul style="list-style-type: none"> <li>• Motivating the jobless person to become again the actor of his life and get out of the position of a victim</li> <li>• Give a structure.</li> <li>• Need new tools related to the job seekers (bank)</li> <li>• Not at any time: depend on motivation of the person</li> <li>• Repositioning, guidance support, validation of a training project</li> <li>• Inventory of "hidden" skills (case of low self-esteem) - Strengthening self-confidence and self-esteem</li> <li>• Empowerment</li> <li>• Matching interests, capacities and job profiles</li> <li>• Not to impose a certification given to the national level, but recognize the people who follow the KB as certified in this method. Careful make the difference between the coach and the methodology. There must be a knowledge capitalization - formalization</li> <li>• Coaching regulations with certification are under way</li> <li>• At the guidance level, nothing is regulated because different methods.</li> <li>• Certification of methodology and not of person (range of methods)</li> </ul>	<ul style="list-style-type: none"> <li>• Possibility to lower the unemployment rate, to raise the satisfaction of clients with their professional direction.</li> <li>• Opportunity to connect different actors in the system of career guidance – schools, Labour Offices, employers, coordinating ministries, other career service providers.</li> <li>• Help to create integrated system of career guidance available for jobseekers as well as employed people.</li> </ul>

<p>chosen depending on the client)</p> <ul style="list-style-type: none"> <li>• There is nothing at national level because too many methods of different countries</li> </ul>	
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**I.11 What kind of constraints the counselling organisations (coaches) have to face?**

- Language
- Methodology
- Materials
- organisational strategy
- customers' needs
- cultural/social differences

LU	SK
<ul style="list-style-type: none"> <li>• Language : DE, FR, EN, LU, PO</li> <li>• Methodology (actuals methods could be too complex for unqualified people)</li> <li>• Materials adapted to the qualification</li> <li>• Cultural considerations. For the class called low and sometimes without high school studies , it is a big financial constraint but also in understanding and interpretation / perspective on itself.</li> <li>• Currently the tools are limited.</li> <li>• The tool should be adaptable in size</li> <li>• The most important for a coach is his skills and his listening</li> <li>• Time to spend / availability - To nuance</li> <li>• Investment - able to define personal know how : support required</li> <li>• Integration into a wider process (for some public)</li> </ul>	<ul style="list-style-type: none"> <li>• Methodology</li> <li>• Organisational strategies</li> <li>• Materials</li> <li>• Lack of time and staff</li> </ul>

**Austria**

AU
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In Austria every organisation, company, school or person can offer career guidance. The main providers of educational and vocational guidance are different educational institutions (schools, universities, adult and vocational education providers), special interest groups (e.g. chambers) as well as the Public Employment Service (AMS) or institutions close to the AMS. A national working group on lifelong guidance was established by the Federal Ministry for Education, Arts and Culture in 2005, with the aim to develop and implement a lifelong guidance strategy in Austria.

Legal status and requires skills: Initial qualifications are studies of psychology and pedagogy, training as trainer, coach as well as life and social counsellor (Lebens- und SozialberaterIn) and professional experience in general -> more than 40 different job titles !

Diploma :

- The Federal Institute for Adult Education in St. Wolfgang (BIFEB – Bundesinsti–tut für Erwachsenenbildung St. Wolfgang) offers training targeted at education–al and vocational counsellors.
- European Certificate: A quite new academic course on “Educational and Vocational Guidance” at the Danube University Krems (DUK) offers the opportunity to attain the ECGC-certificate. (ECGC = European Career Guidance Certificate)

According to a recent study career guidance is mainly conducted in individual settings.

One of the biggest provider is the AMS (Public Employment Service), who offer vocational orientation training, guidance and vocational trainings for unemployed people.

Unfortunately there are no exact data on the use of different methods in individual and group settings and certainly not in detail for the different measures:

- Assessment, psychological/scientific tests ( Myers-Briggs personality test, Tony Alessandra personality test, ExpAdviser personality test, BIP (Bochum Inventory for job-related personality description), General Interest Structure Test (AIST), Vocational aptitude test (BET), The performance test system (LPS), 16-factors personality test)
- Work with goals and interests ( Interests (10 things I like to do etc.), Various coaching methods to target work, Concrete goals, SMART goals)
- Work with resources and skills ( Skill list , Competency model by Erpenbeck and Heyse , Competency-based counselling approach, Social/material resources, Maintaining resources, Worksheet: Demonstrate skills, Analysis of potential with Skill Cards, Portfolio methods)
- Career choice theories ( Trait and Factor Approach, Career choice theory of John Holland, Theory of Krumboltz)
- Counselling and communication methods ( Systemic Counselling Concepts, Systemic Consulting and Communication theories, Reframing, Client-centred approach by Carl Rogers, Elements of the Theme-centred Interaction Methods (TCI))
- Biographical work( Biographical questions, Life and career curves, Life profile, Working with a success story, Wheel of Life)

- Support and assistance ( Job assistance, Supported Employment, Vocational training assistance, Job Coaching, Empowerment)
- Other Tools ( Elevator presentation, Role playing, Video analysis, CAR-principle, AIDA principle, Five pillars of identity by H. G. Petzold)

Many social services and NPO offer guidance for their own clients.

There exists a career guidance or career counselling service or offer depending on methods defined before. Furthermore, there exists career guidance for people with help problems, for people with special needs, for people with handicaps, migrants and so on. Many social services and NPO offer guidance for their own clients.

The strengths are that many people can go through a counselling process for free (or low cost). But the time is limited and there is a wide range of quality for counselling.

a) There are no objective measures or certifications for the evaluated competences – it mainly depends on self-evaluation.  
 b) The Kompetenzenbilanz is a rather cost intensive method.  
 c) KB is used mainly used for unemployed persons.

**Comparison between Luxembourg – Austria - Slovakia**

**Organization:**

LU	AU	SK
<ul style="list-style-type: none"> <li>• Public organization</li> <li>• Private organizations</li> <li>• Freelance : coaches, trainers</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation,</li> <li>• Company,</li> <li>• School</li> <li>• Person</li> </ul>	<ul style="list-style-type: none"> <li>• Public organization</li> <li>• Private organizations</li> <li>• Freelance</li> </ul>

➔ *In term of organization, Luxembourg, Slovakia and Austria have the quite the same approach. However in Austria schools are identify as part of these organizations, which is not the case in Luxembourg and Slovakia*

**Legal status and requires skills – diploma:**

LU	AU	SK
<ul style="list-style-type: none"> <li>No specific requirements in order to offer counselling</li> <li>People are sometimes certified on some foreign methods (German or French for example)</li> </ul>	<ul style="list-style-type: none"> <li>Psychology and pedagogy,</li> <li>Training as trainer, coach</li> <li>Life and social counsellor</li> <li>2 diplomas :               <ul style="list-style-type: none"> <li>The Federal Institute for Adult Education in St. Wolfgang</li> <li>European Certificate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>No specific requirements in order to offer counselling</li> <li>People have nationally or internationally certified trainings</li> </ul>

→ *In Luxembourg and Slovakia, there are no specific requirements in order to offer counselling. Most of the time, people have followed nationally or internationally certified trainings concerning counselling methods ( but this is not mandatory).*

*In Austria, there are 2 main diplomas. A coach should have human / social skills such as psychology, pedagogy, life and social counsellor.*

**Initiatives / Services:**

LU	AU	SK
<ul style="list-style-type: none"> <li>ADEM (Public Employment Service):               <ul style="list-style-type: none"> <li>Vocational orientation training,</li> <li>Guidance and vocational trainings for unemployed people.</li> </ul> </li> <li>Assessment center – Private organisation               <ul style="list-style-type: none"> <li>Face-to-face counselling;</li> <li>Interactive trainings tools;</li> <li>Questionnaire;</li> <li>Interviews;</li> <li>Evaluation tools</li> <li>Out-placement (Ajilon, Hudson, Pwc)</li> <li>Skills assessment – transition carrier</li> <li>Assessment centre</li> <li>Reorientation</li> <li>- Coaching on demand for individual and company</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>AMS (Public Employment Service):               <ul style="list-style-type: none"> <li>Vocational orientation training,</li> <li>Guidance and vocational trainings for unemployed people.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counselling at schools:               <ul style="list-style-type: none"> <li>Information and advisory services for pupils</li> <li>Professional orientation</li> </ul> </li> <li>Counselling for Labour Offices:               <ul style="list-style-type: none"> <li>Information and advisory services for job seekers and employers</li> </ul> </li> <li>Non-profit organizations and private:               <ul style="list-style-type: none"> <li>Diagnostics to work mediation,</li> <li>Individual and group counselling,</li> <li>Training of the trainers etc.</li> </ul> </li> </ul>

→ The three countries rely on their public employment service in the same way. In addition, Luxembourg and Slovakia work with some non-profit and private organizations. Slovakia also relies on initiatives in schools.

**Which context?**

LU	AU	SK
<ul style="list-style-type: none"> <li>• Out-placement processes</li> <li>• Career management</li> <li>• Personal Development, development, recognition, change, professional measures</li> <li>• Develop empowerment for a jobless person</li> <li>• Decisions-making,</li> <li>• Job stress, mobbing</li> <li>• Update of their skills</li> <li>• In company: internal mobility, redeploy, outplacement, restructuring</li> <li>• Reassurance and help to know where or how to change</li> <li>• Reorganisation of the company</li> <li>• Employability</li> <li>• Dismissal</li> </ul>	<ul style="list-style-type: none"> <li>• People with help problems,</li> <li>• People with special needs,</li> <li>• People with handicaps</li> <li>• Migrants</li> </ul>	<ul style="list-style-type: none"> <li>• Personal development</li> <li>• Career management</li> <li>• Decisions-making on future studies</li> <li>• Develop empowerment for a jobless person</li> <li>• Employees' success in their occupation</li> </ul>

→ The context is more or less the same the three countries.

**Strengths – weakness:**

LU	AU	SK
<ul style="list-style-type: none"> <li>• Strengths :               <ul style="list-style-type: none"> <li>- Position and reputation in the market;</li> <li>- Results (of missions) in specific economic fields</li> </ul> </li> <li>• Weaknesses:               <ul style="list-style-type: none"> <li>- “Unlabeled” methods;</li> <li>- “On-demand-offers” for the organization-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strengths :               <ul style="list-style-type: none"> <li>- Counselling process for free</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strengths :               <ul style="list-style-type: none"> <li>- Established a system guidance in the education sector</li> <li>- Hierarchically structured system of employment services and advice</li> <li>- Built in network information</li> </ul> </li> </ul>

<p>management /</p> <ul style="list-style-type: none"> <li>- HR not necessarily focused on the beneficiary's need</li> </ul>		<p>resources OLSAF</p> <ul style="list-style-type: none"> <li>- Development of transnational cooperation</li> </ul> <ul style="list-style-type: none"> <li>• Weaknesses             <ul style="list-style-type: none"> <li>- Neglect of the strategic development of vocational and career counselling</li> <li>- Lack of specialized information network for advisors</li> <li>- Lack of scientific research base for this area, the absence of forecasts</li> <li>- Weak links between the different institutions involved in the PKP, the lack of interconnection of existing sub-systems (education and employment)</li> <li>- Lack of diversity advisory institutions (public and private, local and central)</li> </ul> </li> </ul>
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→ Here big differences appear, strengths are totally different from a country to another.

*In Luxembourg, due to the size of the country, the position and the reputation on the market are very important.*

*In Slovakia, the establishment of rigorous carrier guidance in several sectors (schools, employment services, cooperation) would be interesting for the country.*

*By contrast, in Austria, the strength is that the counseling process is free.*

**Threats:**

LU	AU	SK
<ul style="list-style-type: none"> <li>• Competition concerning their target groups/stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• There are no objective measures or certifications for the evaluated competences</li> </ul>	<ul style="list-style-type: none"> <li>• For private personnel companies maybe new competitors, less paid</li> </ul>

<ul style="list-style-type: none"> <li>• Debasement of their methods and procedures</li> </ul>	<p>– it mainly depends on self-evaluation.</p> <ul style="list-style-type: none"> <li>• The Kompetenzenbilanz is a rather cost intensive method.</li> <li>• KB is used mainly used for unemployed persons.</li> </ul>	<p>clients for them.</p> <ul style="list-style-type: none"> <li>• Willingness to spend funds and to accept these methods by managers.</li> <li>• Problem will be to ensure the sustainability if it will not be established on a central level</li> </ul>
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→ For Luxembourg and Slovakia, the main threat is that the introduction of KB will be in competition with existing methods in the country: how will the KB be accepted in this context is somehow difficult to draw?

→ In Austria, the KB is mostly use for unemployed persons and there is no official certification for the evaluated competences.

## II. Final beneficiaries

Definition: Defining the characteristics of the final beneficiaries at individual and group levels in the concerned countries (LU and SK)

### 1. Sample group aspects

#### II.1.1 Who actually “need”/“ask for” a career guidance process?

LU	SK
<ul style="list-style-type: none"> <li>• Regarding our experiences in this area – reintegration of unemployed people – we see the need for a part of this beneficiary-target group; usually they don’t ask for it!</li> <li>• There is a further need / demand by employers or unions related to out-placement or redundancy process</li> </ul>	<ul style="list-style-type: none"> <li>• Graduates</li> <li>• Women after maternity leave</li> <li>• Job seekers older than 50 years</li> <li>• Long time unemployed</li> <li>• Disabled job seekers</li> </ul>

#### II.1.2 How many people are actually concerned?

LU	SK
<ul style="list-style-type: none"> <li>• February 2012 : 18449</li> </ul>	<ul style="list-style-type: none"> <li>• 75% from available number of above mentioned job seekers are continuously concerned by the Labour Office.</li> </ul>

**II.1.3 Where are these people? (Residents, Crossborder workers...) If relevant for the country?**

LU	SK
<ul style="list-style-type: none"> <li>Residents : 16565</li> <li>Cross borders: 1884</li> </ul>	<ul style="list-style-type: none"> <li>Residents</li> </ul>

**II.1.4 What is the proportion of men and women?**

LU	SK
<ul style="list-style-type: none"> <li>Men : 60%</li> <li>Women : 40%</li> </ul>	<ul style="list-style-type: none"> <li>The average proportion of men and women is : 53% women – 47% men</li> </ul>

**II.1.5 What is their age structure?**

LU	SK
<ul style="list-style-type: none"> <li>&lt; 25 : 13,7%</li> <li>25-29: 11,3%</li> <li>30-39: 24%</li> <li>40-49: 27,1%</li> <li>50-59:21,2%</li> <li>60 and more: 2,7%</li> </ul>	<ul style="list-style-type: none"> <li>16 – 20 (high school graduates)</li> <li>25 – 30 (university graduates)</li> <li>Over 45</li> </ul>

**II.1.6 What are their qualifications level and diploma?**

LU	SK
<ul style="list-style-type: none"> <li>Lower level compulsory schooling: 47.4%</li> <li>Lower medium level 11.9%</li> <li>Higher medium level: 21.9%</li> <li>Higher level: 14.2%</li> </ul>	<ul style="list-style-type: none"> <li>People without qualification (early school leavers)</li> <li>College students and university students with general education, or the education, which does not apply. In particular, humanities as politics, environment, social work.</li> </ul>

<ul style="list-style-type: none"> <li>Unspecified 4.6%</li> </ul>	<ul style="list-style-type: none"> <li>From secondary schools it's more a business school, a variety of private high schools, trade schools (cook, waiter), gymnasiums, fields such as tourism or the marketing and management.</li> </ul>
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### II.1.7 How many languages do they speak?

LU	SK
<ul style="list-style-type: none"> <li>2 or 3 (Most : LU - FR - EN - PO - DE)</li> </ul>	<ul style="list-style-type: none"> <li>Mainly native speaking only (Slovak or Hungarian), in some cases also basics of German or English. Graduates usually speak English or German.</li> </ul>

### II.1.8 What are concerned nationalities in the country? Among nationalities in your country, what are those ,who seek the most, need in skills assessment (If relevant for the country)

LU	SK
	<ul style="list-style-type: none"> <li>Slovak, Hungarian, Roma</li> </ul>

### II.1.9 From which sectors do they come?

LU	SK
<ul style="list-style-type: none"> <li>Liberal professions technicians and associate professionals</li> <li>Directors and senior administrative</li> <li>Office employees</li> <li>Sellers</li> <li>Farmers, foresters, carriers, minor and similar</li> <li>Transport</li> <li>Craftsmen, workers precision watchmaking mechanics, electricity, wood and building, food, chemicals, production machinists)</li> <li>Hotel and catering</li> <li>Other services</li> </ul>	<ul style="list-style-type: none"> <li>Construction industry, social work, business activity, graduates of secondary grammar schools; installers or production companies (where are closing or the reducing staff due to technology)</li> </ul>

**II.1.10 What challenges do they face in a process of skills assessment? (languages, materials, IT, communication, ...)**

LU	SK
	<ul style="list-style-type: none"> <li>• Insufficient language level,</li> <li>• Low IT skills,</li> <li>• Negative thinking,</li> <li>• Fear of change</li> </ul>

**2. Individual aspects**

**II.2.1 What are the requirements to be eligible for a career guidance process?**

LU	SK
<ul style="list-style-type: none"> <li>• For the unemployed people: registered at Employment Administration as unemployed and/or looking for a (new) job</li> </ul>	<ul style="list-style-type: none"> <li>• There aren't specific requirements to be eligible for a career guidance process.</li> </ul>

**II.2.2 What should be done? Individually or through an intermediary?**

LU	SK
<ul style="list-style-type: none"> <li>• Reorganization of the recruitment process of people to be beneficiary of training or career guidance à focused on motivation and self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify the starting points and what are client's needs</li> <li>• More counselling centres providing career guidance for everybody</li> </ul>

**II.2.3 How people decide to proceed to a career guidance process? (personal and intrinsic motivation)**

( NB: Intrinsic occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant)

- Professional situation
- Personal context
- Will to change career
- New opportunities...

LU	SK
<ul style="list-style-type: none"> <li>• In company:               <ul style="list-style-type: none"> <li>- Internal mobility,</li> <li>- Redeploy,</li> <li>- Outplacement,</li> <li>- Restructuring,</li> <li>- Dismissal,</li> <li>- Anticipation of fusion (for a more qualified audience - management)</li> <li>- Employability</li> </ul> </li> <li>• Individual:               <p>=&gt;Mainly related to the professional field at first sight, people "sent" by guidance services (but not only). More and more people "individual" who come on their own</p> <ul style="list-style-type: none"> <li>- They want a confirmation for a new direction.</li> <li>- Need for reassurance and help to know where or how to change.</li> <li>- Personal development,</li> <li>- Recognition,</li> <li>- Change,</li> <li>- Professional measures,</li> <li>- Reintegrate the labor market,</li> <li>- Reorientation,</li> <li>- Update of their skills Knowledge of its own powers</li> <li>- People are not happy in their work: they do not know where to go, they want to change their company but not necessarily the sector</li> </ul> </li> <li>• ADEM: nominees. Criteria: age (RMC), periods of unemployment + (FIT). Currently they requesting that supervision is done near the beginning of the period of unemployment.</li> <li>• Company:               <ul style="list-style-type: none"> <li>- Mandatory</li> <li>- Volunteering: allows it to be more flexible and therefore</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Clients get recommendation to use this service by the school, parents, Labour Office.</li> <li>• Primary school: In schools it depends on assertively of educational advisors to inspire the pupils to take part in career guidance process.</li> <li>• For jobseekers registered at the Labour Office is career guidance obligatory.</li> <li>• Other people may look for career guidance when they are not satisfied with their current situation or cannot decide on future steps, but this is rather rare in Slovak environment.</li> <li>• Will to change career</li> <li>• New opportunities</li> </ul>

<p>people are less afraid. But it takes a great communication before. This is the resort of corporate social responsibility.</p> <ul style="list-style-type: none"> <li>- Proposed to the individual to find a motivation to grow within the company</li> </ul> <p>NB: At the beginning of coaching, the person is passive, this method should contribute to make him autonomous</p>	
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**II.2.4 How they understand the reason why they have to apply this approach of career guidance process? (the most evocated reasons)**

- **Useful and necessary for their own development**
- **Advice provided by the employer, family**
- ...

LU	SK
<ul style="list-style-type: none"> <li>• Useful and necessary for their own development, an update, where to go, reassurance</li> <li>• Skills assessment</li> <li>• Acceptance of the 1st employment market</li> <li>• Afraid of being fired or Fired</li> <li>• Social plan</li> <li>• Do not know how to ask the right questions, can't thought anymore. They are too impatient and want everything immediately</li> <li>• Professional and personal development</li> <li>• Repositioning, guidance support, validation of a training project, carrier transition - in forewarning</li> <li>• Inventory of "hidden" skills (case of low self-esteem) Low-skilled people rarely engage in an approach of skills assessment because they do not have enough reflexion on their capacities ...</li> <li>• Career transition</li> <li>• Company: carrier development and detection of high potential</li> <li>• Job stress – Mobbing</li> <li>• Internal mobility</li> </ul>	<ul style="list-style-type: none"> <li>• External pressure from family, stereotypes, environment, but also the Labour Office in case of jobseekers.</li> <li>• To find out where their potential is, what are their strengths. Also they want to find out in which way they could amend their decisions and motives.</li> <li>• Self-development as motivation is very rare.</li> <li>• To find a job in the sphere where he/she worked before</li> <li>• Burn out</li> <li>• Useful and necessary for their own development : mainly pupils of secondary grammar schools</li> </ul>

- Out placement

**II.2.5 Does the coach or trainer must have a certification? Which one? From whom?**

LU	SK
<ul style="list-style-type: none"> <li>• He has to know the needs and specificities of the target group and has to have the right attitude to make them feel comfortable ; he does not need to have a certification in a special method,</li> <li>• Able to listen and ask the good question</li> </ul>	<ul style="list-style-type: none"> <li>• No.</li> <li>• For the career guidance services within the Labour Office, degree from a postgradual programme in any field is required.</li> <li>• In schools the counsellors have to have pedagogical approbation in addition to university degree (as all the staff).</li> <li>• In private practice, usually some kind of certificate(s) is required, but there is no legally binding standard; it is the discretion of the employer whom to employ as counsellor or even client to whom he will go.</li> <li>• In general, career counsellors usually have a degree in psychology.</li> </ul>

AU
<p>Students            persons with problems in their job or with problems to find a job            persons, who want to change the job or are interested in further education and vocational training            Long-term unemployed people are forced to make at least vocational orientation training (including competence related methods)            Mainly unemployed and students / scholars and persons with special needs, migrants</p> <p>a few hundred each day all over Austria</p> <p>More women than men</p> <p>All ages and qualification level</p> <p>German (English, main migrant languages: Serbian-Bosnian-Croatian languages, Turkish, Russian)</p>

Nationalities : Serbian-Bosnian-Croatian, Turkish, Russian people  
Health care, tourism, construction, handcraft, trade

Written materials for migrants or persons with less/no education are a problem sometimes  
IT and other skills are usually trained during the process (if it is a training, that takes more than a month)

People do not know to which provider they can go OR that the guidance process is a very short one and not comparable with the high quality of the Kompetenzenbilanz at the Zukunftszentrum.

Long term vocational orientation training and guidance is mainly financed for special groups: unemployed, people with handicap or health problems.

**Comparison between Luxembourg – Austria - Slovakia**

**Who need a career guidance process?**

LU	AU	SK
<ul style="list-style-type: none"> <li>• Reintegration of unemployed</li> <li>• Demand by employers or unions related to out-placement or redundancy process</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Persons with problems in their job or with problems to find a job</li> <li>• Persons, who want to change the job or are interested in further education and vocational training</li> <li>• Long-term unemployed people are forced to make at least vocational orientation training (including competence related methods)</li> <li>• Persons with special needs, migrants</li> </ul>	<ul style="list-style-type: none"> <li>• Graduates</li> <li>• Women after maternity leave</li> <li>• Job seekers older than 50 years</li> <li>• Long time unemployed</li> <li>• Disabled job seekers</li> </ul>

→ *In the three countries, the main beneficiaries are unemployed people. In addition, some new demands emerge from people who want to take stock on their career.*

**Who are these people?**

LU	AU	SK
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<ul style="list-style-type: none"> <li>• Residents</li> <li>• Cross borders</li> <li>• More men than women</li> <li>• All ages and qualification</li> <li>• Languages : Most frequent :FR – EN – DE + PO - LU</li> </ul>	<ul style="list-style-type: none"> <li>• Residents</li> <li>• Migrants</li> <li>• More women than men</li> <li>• All ages and qualification</li> <li>• Languages : DE – EN + Serbian-Bosnian-Croatian, Turkish, Russian</li> </ul>	<ul style="list-style-type: none"> <li>• Residents</li> <li>• 53% women – 47% men</li> <li>• All ages and qualification</li> <li>• Languages : Slovak – Hungarian – + DE – EN</li> </ul>
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- All qualification are to be considered in the 3 countries
- The main difference concerning the population is related to the crossborders population in Luxembourg (coming from Germany, France and Belgium).
- 2 languages are spoken mostly in the three countries: DE and EN. In addition in Luxembourg, French as to be added as it is one of the 3 official languages

**Requirements to be eligible for a career guidance process:**

LU	AU	SK
<ul style="list-style-type: none"> <li>• To be register at the Employment Administration as unemployed and/or looking for a (new) job</li> </ul>	<ul style="list-style-type: none"> <li>• No specific requirements</li> </ul>	<ul style="list-style-type: none"> <li>• No specific requirements</li> </ul>

- In Luxembourg, the client should be register at the Employment Administration as unemployed and/or looking for a (new) job. In Austria and Slovakia no specific requirements.

### III. Supporting organisations

*Definition: Defining the characteristics of the structures (states organisation mainly) that support counselling system in the concerned countries (LU and SK)*

#### III.1 What are the official structures that actually support the deployment of a career guidance process?

LU	SK
<ul style="list-style-type: none"> <li>Ministry of Employment and Ministry of Education</li> </ul>	<ul style="list-style-type: none"> <li>School facilities of educational guidance and prevention:               <ul style="list-style-type: none"> <li>Centre for pedagogical-psychological guidance and prevention</li> <li>Centre for special-pedagogical guidance</li> </ul> </li> <li>To other elements of educational guidance and prevention belongs:               <ul style="list-style-type: none"> <li>Educational counsellor</li> <li>School's psychologist</li> <li>School's special tutor</li> <li>Healing tutor</li> <li>Social tutor</li> <li>Prevention coordinator</li> </ul> </li> <li>Ministry of labour, social affairs and family: Labour office, social and family affairs               <ul style="list-style-type: none"> <li>Information and guidance services</li> <li>Expert guidance services</li> <li>EURES services</li> </ul> </li> </ul>

#### III.2 What role these organizations play in this process?

LU	SK
<ul style="list-style-type: none"> <li>Reactive concerning demand of Associations with reintegration-projects - some of them former ESF-Project-Partners</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Education.... (MINEDU): their aims are career counselling, counselling in vocational development, biodromal (Lifelong) counselling, life-long counselling.</li> </ul>

	<ul style="list-style-type: none"> <li>• MOLSAF – founded Central Office of Labour, Social Affairs and Family (COLSAF) – Offices of Labour... are parts of the system. They are responsible for work with unemployed people, delivering of services for employment, ...</li> </ul>
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### III.3 What kind of supports do they give?

LU	SK
<ul style="list-style-type: none"> <li>• Direct: Partly financial support;</li> <li>• Indirect: access to and use of database of Employment Admin. (=ADEM assignation for participation in recruitment process of associations)</li> </ul>	<ul style="list-style-type: none"> <li>• Education (govt): The aim of educational guidance is to perform guidance while solving: personal, educational, professional and social needs of children and career guidance</li> <li>• Labour offices gives special attention in terms of providing mediation services as well as informational and professional counselling and financial support aimed at increasing their employability and supporting their employment by utilizing the tools of the active labour market policy.</li> <li>• National projects (mainly for disadvantaged groups) and requalification courses.</li> <li>• Guidance personal, educational development, social development and prevention, guidance in career development, psychotherapy, methodics for educational guidance, special-pedagogical guidance.</li> <li>• Area of career development:             <ul style="list-style-type: none"> <li>- Help at life planning, choosing study career, choosing occupation and career, activation of internal potential, adaptation to chosen school or occupation, forming personal attributes and social-psychological abilities needed for career and joining the labour market</li> <li>- Mediation of information about possibilities, conditions and requirements for studying secondary or university education, labour market etc.</li> <li>- Individual and group work with students that have problems in their career development</li> </ul> </li> <li>• Support of Labour Offices (Job Centres) Help client to create: -</li> </ul>

	<p>personality profile, career profile, and through information from areas of school and labour market help client to accept decision about future career step. Supply information from areas of school and labour market, expert advice:</p> <ul style="list-style-type: none"> <li>- -about types of education.</li> <li>- -about conditions and requirements for working in particular position</li> <li>- -about labour office, tools APTP, contributions...</li> </ul> <ul style="list-style-type: none"> <li>• Expert guidance services are aimed at: solving problems connected with career, creating coherence between personality assumptions a requirements to work in particular profession, to affect decision process of applicant for their social and work adaptation.</li> </ul>
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**III.4 Is there a website, an organization or something else which guide people who need first information?**

LU	SK
<p><a href="http://www.lifelong-learning.lu">http://www.lifelong-learning.lu</a> <a href="http://www.infpc.lu/INFPC/Article/Accueil/fr">http://www.infpc.lu/INFPC/Article/Accueil/fr</a></p>	<p><a href="http://www.upsvar.sk">www.upsvar.sk</a> <a href="http://www.istp.sk">www.istp.sk</a> <a href="http://www.povolania.sk">www.povolania.sk</a> <a href="http://www.eures.sk">www.eures.sk</a> <a href="http://www.pozicie.sk">www.pozicie.sk</a> <a href="http://www.profesia.sk">www.profesia.sk</a> <a href="http://www.sustavapovolani.sk">www.sustavapovolani.sk</a> <a href="http://www.saaic.sk/euroguidance">www.saaic.sk/euroguidance</a></p>

**III.5 What are existing materials that people can use to have information and to make a request to benefit from the career guidance process?**

LU	SK
<ul style="list-style-type: none"> <li>• Internet;</li> <li>• Leaflets of many organizations in collaboration with Employment Admin.; or municipality's information desk</li> </ul>	<ul style="list-style-type: none"> <li>• Brochures</li> <li>• Leaflets</li> <li>• Websites</li> </ul>

	<ul style="list-style-type: none"> <li>• Infocentres</li> </ul>
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**III.6 Concerning financial resources, what is the legal framework?**

**For example: what are the principal criteria (established by states organisations) which allow people to benefit from financial help for a career guidance?**

LU	SK
<ul style="list-style-type: none"> <li>• Application forms on INFPC Site available;</li> <li>• Ministerial process case by case;</li> <li>• Regulations – “Arrêté grand-ducal”</li> </ul>	<ul style="list-style-type: none"> <li>• No official financial support for people to benefit from career guidance.</li> <li>• Career counseling is free for pupils at school, for students in Centre for Pedagogical and Psychological Counseling and for job seekers at Labour Office</li> </ul>

**III.7 Is there any financial support? If Yes which one and under which conditions?**

LU	SK
<ul style="list-style-type: none"> <li>• There is a kind of Co-financing based on Luxembourg – process coordinated by INFPC;</li> <li>• ESF-Programs; some public resources (fonds pour l’emploi)</li> </ul>	<ul style="list-style-type: none"> <li>• No financial support.</li> <li>• Government budget and EU funds – mostly National projects, on-demand projects</li> </ul>

**III.8 Who can benefit from this support, if it exists?**

LU	SK
<ul style="list-style-type: none"> <li>• Regarding the demand / Application forms - recognized associations with convention;</li> </ul>	<ul style="list-style-type: none"> <li>• Government organizations, NGOs, third sector</li> </ul>

**III.9 What are the individual or personal criteria allowing to determinate the amount of the support?**

LU	SK
<ul style="list-style-type: none"> <li>• Strong network; good arguments; fitting into evaluation criteria</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of approved grant, given budget within National</li> </ul>

for admission into a.m. projects	Projects realization
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**III.10 Are there material supports like official documents? If yes which one and where can they be found?**

LU	SK
<ul style="list-style-type: none"> <li>• <a href="http://www.lifelong-learning.lu">http://www.lifelong-learning.lu</a></li> </ul>	<ul style="list-style-type: none"> <li>• The consultation process on the Memorandum on lifelong learning (LLL) - National Report on Lifelong Learning in the Slovak Republic. Ministry of Education and Science of the Slovak Republic, 2001; Key Message 5: guidance and counseling authors: Mgr. Stefan Grajcar, Mgr. Irena Fonodová – in Career Guidance in Theory and Practice – 2012 – no.0 (<a href="http://www.saaic.sk/euroguidance">www.saaic.sk/euroguidance</a>) – in this article are the previous SWOT analysis and the updated one. It is critical insight in the topic. Only in Slovak version with sort English abstract.</li> <li>• Internal documents for labour offices.</li> </ul>

**III.11 What impacts do they expect in supporting such a career planning process?**

**Impacts on the target population?**

**Impacts on structures using this methodology**

**Economical impacts?**

LU	SK
<ul style="list-style-type: none"> <li>• (Impacts on the target population :</li> <li>• as far as the prisoners feel in contact with an external person they could get easier used to a live “after prison”</li> <li>• Impacts on structures using this methodology</li> <li>• could be a start to look at another transition management from “closed” prison to “open” prison)</li> <li>• clearer picture of what they want or not. They are comforted</li> <li>• professional and personal development</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the quality of services provided</li> <li>• Economic development in terms of higher employability (would help reduce long-term demand for specific occupations in the labour market)</li> <li>• Decrease of unemployment</li> <li>• Quality of life of clients</li> <li>• Financial viability and sufficient human resources.</li> <li>• Impacts on the target population:</li> <li>• To establish themselves on the labour market.</li> </ul>

<ul style="list-style-type: none"> <li>• internal mobility</li> <li>• Unemployed: better employability; personal development (self-esteem; sense of responsibility; adaptability)</li> <li>• Identification of skills and including transversal competencies (project management, communication, emotional intelligence and especially for people who have reached their fifties =&gt; Can they ever be integrated into my company?)</li> <li>• Economic impacts:             <ul style="list-style-type: none"> <li>- Being less longer jobless</li> <li>- Map on professional needs (training for adults, scholar redeployment)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Economic impact.</li> <li>• To establish himself/herself somewhere.</li> <li>• • To sum up something he/she knows, and to be able to immerse into the area where he/she can establish himself/herself and not to be registered as unemployed within the Labour Office.</li> </ul>
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**Austria**

<p><b>AU</b></p> <p>The Austrian Federal <u>Ministry for Education, Arts and Culture</u> is responsible for services in the sector of schools.          The Austrian <u>Public Employment Service</u> (AMS) works on behalf of the <u>Ministry of Labour, Social Affairs and Consumer Protection</u> and with the involvement of the social partners.          Last but not least the <u>social partners</u> themselves are among the most powerful key players in the field of vocational guidance in Austria.          They finance the career guidance, quality control and support quality improvements</p> <p>Mainly information on website and personal information (telephone, mail, face-to –face) from a career counsellor</p> <p>The different providers (NPOs) are financed from different Ministries and social and employment offices/departments. Each one focus on a specific target group.</p> <p>In general, career guidance (for free) has a strong focus on groups that do not have work or bear some other risks for social exclusion.</p> <p>The counselling process is for free. Customers/Clients of the Public Employment Service get some money to cover their daily costs and mobility costs.</p>
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Support: Customers/Clients of the Public Employment Service

**Comparison between Luxembourg – Austria - Slovakia**

**The official structures:**

LU	AU	SK
<ul style="list-style-type: none"> <li>• Ministry of Employment</li> <li>• Ministry of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry for Education, Arts and Culture</li> <li>• Ministry of Labour, Social Affairs and Consumer Protection</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of labour, social affairs and family</li> <li>• Ministry of Education</li> </ul>

→ *In the three country the official structures are all ministries (Education – Employment / Labour)*

**Their supports:**

LU	AU	SK
<ul style="list-style-type: none"> <li>• Direct: Partly financial support;</li> <li>• Indirect: access to and use of database of Employment Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Career guidance,</li> <li>• Quality control</li> <li>• Support quality improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Career guidance</li> <li>• National projects and requalification courses.</li> <li>• Support of Labour Offices</li> </ul>

→ *The ministries offer supports in career guidance in general.*

→ *In Austria they also guarantee the quality.*

**Financial support:**

LU	AU	SK
<ul style="list-style-type: none"> <li>• Co-financing based on Luxembourg – process coordinated by INFPC;</li> <li>• ESF-Programs; some public resources (fonds)</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling process is for free.</li> </ul>	<ul style="list-style-type: none"> <li>• No financial support.</li> <li>• Government budget and EU funds – mostly National projects, on-</li> </ul>

<p>pour l'emploi)</p> <ul style="list-style-type: none"> <li>• Who can benefit?             <ul style="list-style-type: none"> <li>- Regarding the demand</li> <li>- Recognized associations with convention;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Who can benefit?             <ul style="list-style-type: none"> <li>- Customers/Clients of the Public Employment Service</li> </ul> </li> </ul>	<p>demand projects</p> <ul style="list-style-type: none"> <li>• Who can benefit?             <ul style="list-style-type: none"> <li>- Government organizations, NGOs, third sector</li> </ul> </li> </ul>
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➔ Several financial supports. The beneficiaries are customers of the Employment service, government organizations, associations...

#### IV. Labour market

*Definition: Identification of the labour market context of the country which can have an impact on the career guidance process?*

##### IV.1 What are the priority professional sectors?

**What are the professional sectors which have needs of career guidance process?**

**What are the reasons of this need?**

- **Financial aspect**
- **Foster future lack of competencies**
- **Identify new potential**
- ...

LU	SK
<p><a href="http://www.men.public.lu/publications/">http://www.men.public.lu/publications/</a></p> <ul style="list-style-type: none"> <li>• Financial sector (banks / insurances)</li> <li>• Construction</li> <li>• Nursing Service / Gerontology</li> <li>• Public structures             <ul style="list-style-type: none"> <li>- Financial aspect</li> <li>- Foster future lack of competencies</li> <li>- Identify new potential</li> <li>- .....empowerment of low qualified people</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Economy</li> <li>• Automotive industry</li> <li>• Mason,</li> <li>• Carpenter</li> <li>• Welder</li> <li>• Locksmith</li> <li>• • There is not prepared workforce, young people are oriented mainly on humanities, law, social science, we have not enough specialized workers for the industry.</li> </ul>

##### IV.2 For each identified professional sector, how is organized the educational system (formal as well as informal)?

LU	SK
<p><a href="http://www.men.public.lu/publications/">http://www.men.public.lu/publications/</a></p> <ul style="list-style-type: none"> <li>No real sectorial approach</li> </ul>	<ul style="list-style-type: none"> <li>Informal educational system practically does not exist. There is a huge selection of various modules that can be chosen by those who are interested.</li> <li>Formal education on secondary level is divided into general secondary grammar schools and vocational schools. In general, one system is set for all grammar schools and one for vocational schools. There is one subject at schools “Introduction to the Labour Market” but it is only to provide information (laws, where to find info etc.). There is a lot of vocational secondary schools and changes are necessary in the vocational curriculum to adapt to the demand on the labour market</li> </ul>

**IV.3 What does the educational system bring to these sector professionals?**

- **Workforce: technical field/ general field**
- **Courses and trainings aligned with labour market needs?**
- **A first step of potential talents identification**
- **Determinate adapted/aligned competencies?**
- ...

LU	SK
<ul style="list-style-type: none"> <li>technical field/ general field</li> <li>Workforce</li> <li>A first step of potential talents identification</li> <li>Determinate adapted/aligned competencies               <ul style="list-style-type: none"> <li>to check with sector partners / business contacts!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Many activities in career guidance were done only through ESF, using these money in the state activities (National projects in Offices of Labour, Social Affairs and Families), in NGO – many projects in this were done under Initiative EQUAL, ESF – in MINEDU and MOLSAF. Some good projects were implemented under LEONARDO (LLP). Without this type of financing would be minimal activities in this area.</li> </ul>

**IV.4 According to the context (Professional environment, jobless, training, learning, reintegration...), what additional support can be bring to the sector (regarding career guidance), in terms of materials, financial, human, government laws...)?**

LU	SK
<ul style="list-style-type: none"> <li>• Individual approach will be considered as appreciation / esteem for the person</li> <li>• Need some new materials</li> <li>• Contribution individual : Repositioning,</li> <li>• access to the skills assessment has a cost: deterring because large financial investment</li> </ul> <p>• Lack of skills assessment: =&gt; Must be democratized =&gt; Everyone should be access and should be free</p>	<ul style="list-style-type: none"> <li>• Any support to the career guidance system and its providers</li> </ul>

**IV.5 How this methodology can have positive impact or assist labour market?**

LU	SK
<ul style="list-style-type: none"> <li>• Self-consciousness/ self-esteem will be strengthened – better self-presentation attitude</li> <li>• Positive experiences of employer could serve as best practice</li> <li>• In company perspective: best recruitment ... and therefore less turnover</li> <li>• Professional development</li> <li>• Decision of repositioning</li> <li>• Career</li> <li>• Depends on the actor</li> <li>• At company level, we should clarify the things. Better productivity. Put the person at the right place. More flexibility - internal mobility</li> <li>• At individual level, the candidate would have to be more focused. Allows the person to get to know better himself</li> <li>• A quicker re-integration into the labour market</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of the quality of services, better response to the labour market demand.</li> <li>• Achieving the objectives of people and ability to exploit their potential - improvement of their quality of life.</li> </ul>

**AU**

- electrical engineering,
- ecology and energy,
- health and care,
- production.

Jobs for the future in following sectors: media, tourism, IT, logistics and e-commerce, fitness and wellness

Electrical engineering: formal education within companies (Apprenticeship Training), higher vocational education

For the healthcare- sector: different levels of education with a tendency to academics.

Ecology and energy: apprenticeship training in small- and middle-sized companies, academic education (life sciences, technology, new degree programs e.g. sustainability management ...

Production: apprenticeship training, higher vocational education or university college

Jobs for the future: diverse job profiles and educations

**Comparison between Luxembourg – Austria - Slovakia**

**The priority professional sectors:**

LU	AU	SK
<ul style="list-style-type: none"> <li>• Financial sector (banks / insurances)</li> <li>• Construction</li> <li>• Nursing Service / Gerontology</li> <li>• Public structures                             <ul style="list-style-type: none"> <li>- Financial aspect</li> <li>- Foster future lack of competencies</li> <li>- Identify new potential</li> </ul> </li> <li>• Empowerment of low qualified people</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical engineering,</li> <li>• Ecology and energy,</li> <li>• Health and care,</li> <li>• Production</li> </ul>	<ul style="list-style-type: none"> <li>• Economy</li> <li>• Automotive industry</li> <li>• Mason,</li> <li>• Carpenter</li> <li>• Welder</li> <li>• Locksmith</li> <li>• Young people are oriented mainly on humanities, law, social science, we have not enough specialized workers for the industry.</li> </ul>

→ In all countries, all sectors are concerned.

## V. Promotion, Capitalization

**Definition: Identification of the existing means which support the promotion and validation of career**

### V.1 How is recognized informal learning?

- **Governmental certification and agreement.**
- **European certification and agreement**
- **Accreditation of prior learning**
- **Accreditation of work experience**

LU	SK
<ul style="list-style-type: none"> <li>• “Validation des acquis” (see above: INFPC) - VAE</li> <li>• Accreditation of prior learning</li> <li>• Accreditation of work experience</li> </ul>	<ul style="list-style-type: none"> <li>• Slovakia does not have legislation to recognize informal learning.</li> <li>• Educational institution can, but does not have to, have educational product accredited by Ministry of Education SR.</li> </ul>

### V.2 What legitimacy is given by these recognitions?

LU	SK
<ul style="list-style-type: none"> <li>• To stipulate in CV. Access to qualifying trainings</li> <li>• Certification provides a reassuring because no loss of time.</li> <li>• Being certified consultant gives legitimacy to coaching</li> <li>• This tool could become a standard - passport to success. ⇒ Certification important</li> </ul>	<ul style="list-style-type: none"> <li>• There is legislative certifying it – Lifelong Learning Education Law</li> <li>• Legitimacy of career counsellor should be recognised by their Certificate of completion of training in career counselling.</li> </ul>

### V.3 Which organizations can approve and authorize the certifications?

LU	SK
<ul style="list-style-type: none"> <li>• Commission formed by the Ministry of Education / see as well at lifelong-learning.lu-Portal by INFPC</li> <li>• A neutral organisation, like Tudor, could be proof of this certification.</li> </ul>	<ul style="list-style-type: none"> <li>• Educational institutions can acquire at the ministry of education an accreditation according law no. 386/1997 regarding Further education and valid are also accreditations according law no. 568/2009 regarding Lifelong Learning.</li> </ul>

<ul style="list-style-type: none"> <li>• ILNAS</li> <li>• Ministry of Labour</li> <li>• Ministry of Education</li> <li>• Create a representative entity of its own</li> </ul>	
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**V.4 Is there a success, at what level?**

- **Individual**
- **Reintegration in workplace**
- **Decrease in unemployment**
- ...

LU	SK
<ul style="list-style-type: none"> <li>• Individual</li> <li>• Reintegration in workplace (faster reintegration but with a reservation because of the current market)</li> <li>• Decrease in unemployment</li> <li>• Organisationnal</li> <li>• Personal development</li> <li>• Possibility of internal mobility (internal redeployment)</li> <li>• Reorientation                             <ul style="list-style-type: none"> <li>⇒ Be aware of their skills / talents</li> </ul> </li> <li>• Consciousness</li> </ul>	<ul style="list-style-type: none"> <li>• People with these certificates have better chances to apply in the labour market and contribute to lowering of unemployment.</li> <li>• Individual</li> <li>• Reintegration in workplace</li> <li>• Decrease in unemployment</li> </ul>

**V.5 How long is the process of validation?**

LU	SK
<ul style="list-style-type: none"> <li>• Minimum 6 weeks up to 2 to 3 months</li> </ul> <p>(more : lack of motivation!)</p>	<ul style="list-style-type: none"> <li>• Not known. The assumption is that it could last very long, taking into the account current situation and processes in the public sector.</li> </ul>

AU
<p>Actually there is no official certification.</p> <p>There is not an “official legitimacy” but due to the issue through an enterprise and the extensive description of the person, within the certificate, the outcome is a “good impression” of the person.</p> <p>A study was done some years ago with the result, that persons having done the Kompetenzenbilanz are earning more a year (appr. 6.000,-- €). The Kompetenzenbilanz also does help the person in case of reintegration (due to clarity regarding “what do I want to do” and a strengthen orientation of the report).</p> <p>Decrease in unemployment not in general – Kompetenzenbilanz doesn’t influence the economy but supports that a person does find the suitable job.</p>

**Comparison between Luxembourg – Austria - Slovakia**

**Recognition informal learning:**

LU	AU	SK
<ul style="list-style-type: none"> <li>• “Validation des acquis” (see above: INFPC) – VAE</li> <li>• Accreditation of prior learning</li> <li>• Accreditation of work experience</li> </ul>	<ul style="list-style-type: none"> <li>• No official certification</li> </ul>	<ul style="list-style-type: none"> <li>• No legislation to recognize informal learning.</li> </ul>

- ➔ *In Austria and Slovakia there is no official certification concerning informal learning.*
- ➔ *In Luxembourg, there are some initiative for accreditations (VAE) but not yet fully implemented*

**Legitimacy to informal learning:**

LU	AU	SK
<ul style="list-style-type: none"> <li>• To stipulate in CV</li> <li>• Certification provides a reassuring because no</li> </ul>	<ul style="list-style-type: none"> <li>• No official legitimacy</li> </ul>	<ul style="list-style-type: none"> <li>• There is legislative certifying it – Lifelong Learning Education Law</li> </ul>

<p>loss of time.</p> <ul style="list-style-type: none"> <li>• Being certified consultant gives legitimacy to coaching</li> <li>• Not a formal recognition, but a valorization of the person and her strengths</li> </ul>		<ul style="list-style-type: none"> <li>• Legitimacy of career counsellor should be recognised by their Certificate of completion of training in career counselling.</li> </ul>
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→ Certificate of completion of training in career counselling in Luxembourg and Slovakia

→ No official legitimacy in Austria

### Who can approve and authorize the certifications?

LU	AU	SK
<ul style="list-style-type: none"> <li>• Commission formed by the Ministry of Education / see as well at lifelong-learning.lu-Portal by INFPC</li> <li>• A neutral organisation, like Tudor, could be proof of this certification.</li> <li>• ILNAS</li> <li>• Ministry of Labour</li> <li>• Ministry of Education</li> <li>• Create a representative entity of its own</li> </ul>	<ul style="list-style-type: none"> <li>• Zukunftszentrum</li> </ul>	<ul style="list-style-type: none"> <li>• Educational institutions</li> </ul>

→ Each country has his particularity. No generalisation is possible

### What kind of success?

LU	AU	SK
<ul style="list-style-type: none"> <li>• Individual</li> <li>• Reintegration in workplace</li> <li>• Decrease in unemployment</li> <li>• Organisationnal</li> <li>• Personnel development</li> <li>• Possibility of internal mobility (internal redeployment)</li> <li>• Reorientation</li> <li>• Be aware of their skills / talents</li> </ul>	<ul style="list-style-type: none"> <li>• Reintegration (due to clarity regarding “what do I want to do” and a strengthen orientation of the report).</li> <li>• Decrease in unemployment not in general –</li> </ul>	<ul style="list-style-type: none"> <li>• Better chances to apply in the labour market and contribute to lowering of unemployment.</li> <li>• Individual</li> <li>• Reintegration in workplace</li> <li>• Decrease in unemployment</li> </ul>

• Consciousness		
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→ *The three country have the same point of view on the advantage of a counselling procedure (like the KB):*

- *Individual*
- *Reintegration in workplace*
- *Decrease unemployment*
- *Organisational*
- *Personal development*
- *Possibility of internal mobility (internal redeployment)*
- *Reorientation*
- *Be aware of their skills / talents*
- *Consciousness*

## IV. Conclusion and Discussion

This part will summarize the conclusions concerning these needs analysis presented in the previous chapter. In conclusion, some specific requirements are then identify by country (LU or SK).

### 1. Target group :

- In term of organization, Luxembourg, Slovakia and Austria have the quite the same approach. However in Austria schools are identify as part of these organizations, which is not the case in Luxembourg and Slovakia
- In Luxembourg and Slovakia, there are no specific requirements in order to offer counselling. Most of the time, people have followed nationally or internationally certified trainings concerning counselling methods ( but this is not mandatory).  
In Austria, there are 2 main diplomas. A coach should have human / social skills such as psychology, pedagogy, life and social counsellor
- The three countries rely on their public employment service in the same way. In addition, Luxembourg and Slovakia work with some non-profit and private organizations. Slovakia also relies on initiatives in schools.
- The context is more or less the same the three countries
- Concerning the strength of the use of the KB, some differences can be put forward  
In Luxembourg, due to the size of the country, the position and the reputation on the market are very important.  
In Slovakia, the establishment of rigorous carrier guidance in several sectors (schools, employment services, cooperation) would be interesting for the country.  
By contrast, in Austria, the strength is that the counselling process is free.
- For Luxembourg and Slovakia, the main threat is that the introduction of KB will be in competition with existing methods in the country: how will the KB be accepted in this context is somehow difficult to draw?
- In Austria, the KB is mostly use for unemployed persons and there is no official certification for the evaluated competences

When we compare the three countries, we can see that the target group is quite de same. The career guidance can be done be anyone who have skills in social, psychology and/or pedagogy. A counselling process can be done in different context:

- Within a company:
  - o Internal mobility,
  - o Redeployment,
  - o Outplacement,
  - o Restructuration - fusion,
  - o Reorganisation of the company,

- Dismissal
- Individual:
  - Decisions-making: they want a confirmation for a new direction.
  - Need for reassurance and help to know where or how to change;
  - People are not happy in their work: they do not know where to go, they want to change their company but not necessarily the sector
  - Career management - Update of skills
  - Personal Development,
  - Job stress, mobbing
- Develop empowerment for a jobless person

According to interviews and focus group in Luxembourg and Slovakia we can say that the requirements for the target group are:

- In Luxembourg :
  - The materials should be in French, German, English and optionally in Portuguese and Luxembourgish.
  - Materials adapted to all qualification level should be available : a toolbox where coaches can “choose” the adapted material
  - Integrate career guidance process into a wider process will be necessary
  - The “plus” of the KB will be that it will be the only training for coaches on the Luxemburgish market
- In Slovakia:
  - Materials adapted to the qualification in order to minimize the time spend with the client
  - Recognize one methodology
  - Have professionals with appropriate education and training (also practical) in the field of career guidance
  - Approval of strategy for Slovak career counselling at the ministries and approval of standards for guidance services and career counsellors

## 2. Final beneficiaries

- In the three countries, the main beneficiaries are unemployed people. In addition, some new demands emerge from people who want to take stock on their career
- All qualification are to be considered in the 3 countries
- The main difference concerning the population is related to the crossborders population in Luxembourg (coming from Germany, France and Belgium).
- 2 languages are spoken mostly in the three countries: DE and EN. In addition in Luxembourg, French as to be added as it is one of the 3 official languages
- In Luxembourg, the client should be register at the Employment Administration as unemployed and/or looking for a (new) job. In Austria and Slovakia no specific requirements

People decided to proceed to a career guidance process for different reasons:

- They get recommendation to use this service by the school (Slovakia), the Labour Office.
- They may look for career guidance when they are not satisfied with their current situation or cannot decide on future steps. People who want to change their career or are looking for new opportunities.

Luxembourg and Slovakia are agreed on the fact that clients should be motivated. Career guidance success depends on it.

- Requirements for Luxembourg :
  - o The materials should be in French, German, and English and optionally in Portuguese and Luxembourgish.
  - o Toolbox for all qualifications, profiles and sectors is needed
- Requirements for Slovakia :
  - o The materials should be in Slovakian or Hungarian. German and English are optionally.
  - o Toolbox for all qualifications, profiles and sectors is needed

### 3. Supporting organisations

- In the three country the official structures are all ministries (Education – Employment / Labour)
- The ministries offer supports in career guidance in general.
- In Austria they also guarantee the quality
- Several financial supports. The beneficiaries are customers of the Employment service, government organizations, associations...

There are no specific requirements concerning the supporting organisation. The situation is similar in Luxembourg, Slovakia and Austria.

During the focus group some propositions have been suggested:

- o Information about career guidance – KB - should be/could be proposed by companies, labour union, occupational medicine, social partners.

Luxembourg and Slovakia are agreed on the expected impact in supporting a career guidance process:

- o Increase the quality of services provided
- o Economic development in terms of higher employability
- o Decrease of unemployment
- o Quality of life of clients
- o Professional and personal development

### 4. Labour market

The contexts of the labour in both countries are the same. All sectors are concerned. The only difference is that the financial sector is concerned in Luxembourg due to the current conditions.

General considerations:

The KB methodology will help to answer to the labour market demand much better and help people to exploit his potential. But it mainly remains on the involvement of the person in the process, and as a consequence on the recognition level of the competences identified through the KB process.

#### 5. Promotion, capitalization

- In Austria and Slovakia there is no official certification concerning informal learning.
- In Luxembourg, there are some initiative for accreditations (VAE) but not yet fully implemented
- Certificate of completion of training in career counselling in Luxembourg and Slovakia, but no official legitimacy in Austria
- Each country has his particularity in certification process
- The three country have the same point of view on the advantage of a counselling procedure (like the KB):
  - o Individual
  - o Reintegration in workplace
  - o Decrease in unemployment
  - o Organizational
  - o Personal development
  - o Possibility of internal mobility (internal redeployment)
  - o Reorientation
  - o Be aware of their skills / talents
  - o Consciousness

In Luxembourg and Slovakia, the legitimacy of career guidance process should be recognised by at least a certificate adapted to the country specificity.

In Luxembourg it at been put forward that training on the KB procedure will probably not be enough. A certification of coaches to the methodology should be envisaged.

In both country, the KB procedure will have more impact if it take part to a more global process where coaches are trained (certified) and where the beneficiaries competences (identify through the KB procedure) are officially recognised (Validation of informal and non-formal competences).

Ideally, this process should be supported by an organization which can approve and authorize such certification (such as the competent Ministry).

The implementation of the KB procedure and the definition of a coach certification could be a first stage towards this more generic process.

## APPENDIX

### General files

Outcomes\_Data\_consolidation\_Scan\_2012\_HMA\_GENERAL\_v0.1.xlsx

Outcomes\_Data\_consolidation\_Scan\_2012\_HMA\_FINAL.xlsx

### Interview and focus group guidelines:

SCAN\_Interviews\_Guideline\_v.1.0.docx

SCAN\_Interviews\_Support\_v.1.0.docx

### Focus group (in Luxembourg) :

Scan\_FocusGroup\_v0.1.ppt

ParticipantsFocusGroup\_120911\_v1.0.xls