

Erasmus+ - Project “BOQua digital”



Guideline for the implementation of the
EU-wide uniform qualification modules
for further training
of vocational orientation specialists
(Heike Arold, Lars Windelband and Project Partner)

Developed by the German partner
“Pädagogische Hochschule Schwäbisch Gmünd”

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The guideline for implementation of five new developed and EU-wide uniform qualification modules for further training of vocational orientation specialists (VO) was created under the direction of IBBT of the University of Education Schwäbisch Gmünd by Heike Arold and Prof. Dr. Lars Windelband. All project partners as well as the coordinator take part in the development and have developed the suggestions for their countries and against the background of their specifics of the national VET system.

Following partners are mentioned:

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 <p>ibw Institut für Bildungsforschung der Wirtschaft</p>	<p>ibw – Österreichisches Institut für Bildungsforschung für Wirtschaft</p> <p>Austria</p>
 <p>Nafarroako Gobernua Hezkuntza Departamentua</p> <p>Gobierno de Navarra Departamento de Educación</p>	<p>Department of Education – Comunidad Foral de Navarra</p> <p>Spain</p>
 <p>36,6 CC Competence Centre (Scotland)</p>	<p>36.6 Competence Centre</p> <p>United Kingdom</p>
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Introduction

The following guideline for the implementation of the five EU-wide uniform qualification modules for further training of vocational orientation (VO) specialists has been developed by the above mentioned 5 project partner of the Erasmus + - project "BOQua digital" and based on numerous of vocational studies. The development is based on a comprehensive status quo study on the changes in the working/profession world due to the increasing digitisation and the influence vocational orientation in the respective country as well as interviews with experts of vocational orientation. In addition to a proposal for the implementation at the European level, the guideline mainly includes proposals for implementing the modules at the national level of the participating partner countries (Germany, Austria, Slovenia, Spain and the UK). In order to better classify the implementation proposals, at first the need for new qualification modules with focus on digitisation was described and then represented the proposal for implementation on the different levels and about the different countries. Because the implementation of the qualification modules with all its is attended by potential costs, proposals for funding have been developed and highlighted in a separate chapters.

The individual country-specific proposals for the implementation and financing of the qualification (qualification modules) were developed independently by the respective partners and discussed in detail and exist also as single documents in English as well as in the respective national language.

1. Description of the need of specific qualifications concerning digitisation

As extensive studies have shown both in the previous project "BOQua" and in the Erasmus+ project "BOQua digital", the working and professional world has changed significantly due to new technologies and materials and the constantly increasing digitisation. More and more work processes, related to all vocational fields, have been and are being automated, are digitally linked, are digitally controlled and monitored and results are digitally documented and transmitted. This change is taking place worldwide and is not only changing work as such, but with it the operational challenges and in particular the requirements for the skilled workers who carry out the work. Thus increasing digitisation has contributed to the fact that numerous profession profiles have been reformulated and will be further adapted in the future and new professions have been also arose.

As a result of the fact that the professional profiles have changed and with the change the necessary skills, know-how and abilities of the skilled workers have to be adapted accordingly, the training has also changed. With regard to the training/apprenticeship in numerous professions, the requirements have also increased here. In the past, for example, it was sufficient for an industrial-technical or craft apprenticeship to have a good knowledge of mathematics and physics and an interest in technology as well as technical understanding, spatial imagination and logical thinking, to name just a few aspects. Today, potential trainees need more like theoretical IT-skills, dealing with the new media and digital networks which is as important as dealing with digital teaching/learning methods. Because of the numerous requirements young people are not only confronted with new challenges in their training/apprenticeship, but also in the run-up to their career choice.

Only if young people at the interface between school and work, or young adults who want to change their job, are informed in detail about the changes in the world of work and the profession profiles in the course of their vocational orientation, they are in a position to make a sustainable right career choice. Dropping out of training/apprenticeship, mainly due to the fact that young people are not up to the increased requirements because of the digitisation, can only be prevented if young people (or people in general) are informed about the new requirements due to digitisation during the career choice process.

For the career choice process it is elementary not only to have certain skills and interests for a profession, but also to inform the young people when, how and where digitisation will take place in the individual professions (e.g. do they work with digitally controlled work equipment, do they use digital working methods, do they have to use or even create programs themselves).

In order to obtain all this necessary knowledge in the run-up to choosing a career, especially all the VO specialists who advise and support young people in their career choice process are requested.

They should be able to convey this knowledge and information to the youth. As the above-mentioned investigation has shown, there is a lack of VO specialists such as teachers at general and vocational schools, social pedagogues and social workers in youth facilities, specialists in vocational preparation and careers advisers in the employment administration or chambers, etc., who have the necessary know-how and information. Their knowledge is often outdated or incomplete, because of the fact that there exist no specific further training on the changes in the working and professional world due to increasing digitisation. The investigation has made it clear that there is a great need for qualifications in all participating partner countries (Germany, Austria, United Kingdom / Scotland, Slovenia and Spain) as well as in other EU countries, which expert discussions have made clear. It has also been shown that the need for qualification on the subject of "digitisation" with a focus on advisory and supportive activities in the vocational orientation goes deeper than the knowledge of changes in the profession profiles and the world of work. And there is also a need to acquire knowledge about the digital transfer of know-how and information.

Um dem Bedarf nach berufsbezogenen Kenntnissen zu Veränderungen aufgrund der zunehmenden Digitalisierung sowie nach allgemeinen Kenntnissen zu den Herausforderungen der Digitalisierung in Bezug auf Ausbildung gerecht zu werden, wurden fünf spezifische Qualifizierungsmodule entwickelt. Hier sind zu nennen:

Five specific qualification modules were developed to meet the need for vocational-related knowledge about the changes due to the increasing digitisation and for general knowledge about the challenges of digitisation in relation to training. Here are to name:

1. Qualification module "Digitisation in the craft"
2. Qualification module "Digitised production professions"
3. 3. Qualification module "Commercial professions in the course of digitisation"
4. Qualification module "Digitisation in nursing and health professions"
5. Qualification module "The challenge of digitisation for training and work"

The modules all deal with the professional changes due to the increasing digitisation or new technologies as well as all aspects necessary for the implementation of the vocational orientation. The need for knowledge is covered insofar as the qualification modules deal with the content of the professional changes due to digitisation in relation to their focus (see title of the modules) and with the acquisition of the necessary information on this as well as the digital transfer of knowledge and much more.

For example, following topics can be mentioned here:

- Digital information procurement
- New media and their use
- Effects of digitisation on professions and vocational orientation
- Changes in the labour market due to digitisation

- Changed and new profession descriptions (profiles)
- Challenges and requirements
- Increasing the attractiveness of professions
- Access to professions for e.g. women
- Implementation of different vocational orientation measures/activities/tools with a focus on digitisation and the resulting changes
- Necessary new social/methodical skills to impart the knowledge
- Update knowledge independently
- Internships, practical parts

Finally, it should be noted that the individual qualification modules have different, complex focal points and look at individual vocational fields or the topic of digitisation in general, but complement each other and can therefore cover the needs of the target group as a whole or close individual knowledge gaps.

2. Proposal for the implementation of the specific qualifications at the EU level

The implementation options of the EU-wide uniform qualification modules from the Erasmus+ project "BOQua digital" for Europe are diverse and range from the integration into university training (into teacher training and further training for questions of vocational orientation, training of careers advisors), the integration into vocational training (e.g. specialists for labour market services) to the implementation as further training offers for actors in vocational orientation throughout Europe.

The target group of people with professional qualifications (e.g. skilled workers for labour market services) at level EQF 5 throughout Europe requires comprehensive, specialized knowledge to their respective VET system and vocational orientation. Especially this target group that can gain in the field of careers advice the initial basic knowledge about the effects of digitisation on the training professions.

The study programs for counseling for education, work and employment at the bachelor level (level EQF 6) already include advanced knowledge in the field of the school and VET system in the respective country. Especially the modules on the changes caused by the digital offers and new forms of advice/measures in the context of digitisation can reveal in-depth as well as change processes in the advice (digital platforms, social media - offers, etc.). The study courses leading to a master's degree (level EQF 7) for teaching, for example, secondary level I and II, as well as study courses for job market or careers advice (degree: Master of Arts) require highly specialized knowledge for vocational orientation in very specific fields. Here, the modules with concrete vocational orientation measures in the vocational fields that are under consideration can be an advantage, especially for teacher training, because these focal points have so far only been implemented very rarely or not at all in Europe.

The sector-specific developments due to increasing digitisation, which are considered in the modules, would be a useful addition to the degree programs for labour market or careers advice, in order to acquire specialized problem-solving skills with focus on individual sectors (industrial-technical vocational fields, craft vocational field, commercial vocational field, ecological vocational field and vocational field health and care). But also to gain new knowledge about developments, requirements, needs and regional characteristics in the sectors. Overall, however, all modules or sub-modules can be integrated into the degree programs EU-wide.

Advanced and further training offers the opportunity to develop professionally. This is also possible for qualification levels in the EQF. All modules can be used very well for vocational advanced training/further training at level EQF 6 (e.g. through further training as a careers adviser or specialist/expert). This means mainly advanced skills that prepare for and accompany the change processes in vocational orientation and career counseling through digitisation.

Finally, however, it should be noted that the transfer of the European qualification modules at EU level depends on the VET systems and national specifics of the member states. However, possible adaptations to the modules should not lead to serious changes in content. And also the quality standards developed for the qualification concept in the first BOQua project and that also basis for the new modules should be adhered in order to ensure cross-national comparability of the qualification.

3. Proposals for implementation on the national levels

3.1 Proposals for implementation of the specific qualifications in Germany

Due to the special VET system, there are various options in Germany for implementing the specific qualification modules as further training for vocational orientation specialists. In addition to the implementation of individual qualification modules at different levels of education, the implementation of all five qualification modules as an overall training should also be considered. Especially if you add the five qualification modules developed in the previous project "BOQua", in which digitisation is rarely taken into account and which contain basic know-how for VO specialists. If you look at the ten modules in their entirety, they have so much potential in terms of content that they could be used as a complete package to be established as further training to become a VO specialist. This total training could be offered after legal recognition for further training, e.g. by chambers or correspondingly certified training providers with the result that the participants can call themselves "vocational orientation specialists" after a successful completion.

If you look at the current VO specialists in Germany, they are primarily specialists with different qualifications such as teachers, social pedagogues, social workers, trainers or master craftsmen, careers advisers, etc., who, in addition to their advisory and supportive activities, mostly take on vocational orientation as an additional task. For this target group, all modules are available as further training, which can be completed as a whole or individually as required. Thus, there is the possibility of a specialization within the vocational orientation on the focus "Professional changes due to the increasing digitisation".

The five newly developed qualification modules can be implemented in Germany at different levels and in relation to different target groups, as shown below.

Implementation at the academic level

In Germany, the majority of vocational orientation measures and activities take place at lower secondary schools (secondary level I) and partly also at vocational schools, where a general school leaving certificate can be obtained, and partly and depending on the federal state at grammar schools (gymnasium). At secondary level I and II, vocational orientation is even an integral part of the curriculum in many federal states. Accordingly, the responsibility for carrying out the vocational orientation lies with the teachers.

Due to their teaching activity, which focuses on a specific subject, these often show gaps in knowledge about the current regional and national training market, professional profiles and the work requirements (necessary skills and abilities) and operational challenges hidden behind them.

This also applies accordingly to the changes in the working and professional world due to increasing digitisation. The investigation as part of the Erasmus+ project "BOQua digital" has shown that there are gaps in knowledge about this, as well as knowledge about how and where to acquire the know-how and information and how it can be passed on to young people.

In order to prepare in future generally teachers for tasks related to vocational orientation and in particular the change in the working and professional world due to digitisation, it is recommended that the qualification modules are fixed as a main part of teacher training or at least integrated into the compulsory elective area of the studies. In, for example, the Schwäbisch Gmünd University of Education, the integration of vocational orientation, into which the modules could be included, is already being implemented. Since 2015/2016, a profile field "vocational orientation" has been firmly integrated into the curriculum as a compulsory elective field. In the profile field, students are given the opportunity to acquire certain skills for vocational orientation in addition to studying subjects, educational sciences and school practice. And so in the 2017/2018 academic year, parts of the modules developed in the previous project "BOQua" were integrated into the curricula of teacher training and could now be supplemented with the new modules for digitisation. Based on the example, the implementation is also recommended for other teacher training colleges and universities.

In addition, the five new qualification modules can also be used for teacher further education and advanced training. In this respect, the qualification modules would have to be anchored at the appropriate teacher institutes for further training (state and private providers) and could be offered there as individual seminars, but also as a seminar block. Insofar the teacher participation of such a further training needs a leave of absence of the regular work, the offered further training must be recognized by the Ministry of Education. However, the qualification could also be offered to the target group by independent training providers. In this case the training offer should be scheduled outside of the teaching hours to enable the participation. In addition to holiday and weekend offers, online training is also an option, which enables participation from home. With regard to further training, it should also be noted that the stately seminars of the 2nd phase of teacher training do not yet have questions about changes in vocational orientation due to digital transformation on the agenda at all. Here, however, initial talks took place with the implementing institutions in Stuttgart and Karlsruhe.

Because career counseling and vocational orientation does not only take place in schools, but is carried out by various institutions such as independent educational institutions or independent youth work agencies, chambers and business associations as well as the employment administration, the qualification modules should be made accessible to employees in these institutions as a further education offer.

This can be done via free educational offers from different educational institutions. However, also an implementation in the elective fields within the framework of relevant studies such as social pedagogy or social work, sociology, pedagogy, psychology, etc. is conceivable and makes sense. Thus the topic would become to an integral part of these studies or it can be used as an additional qualification. Among other things, parts of the module will be used in the pedagogical courses at the University of Karlsruhe in the 2022/23 winter semester.

And also the Federal Employment Agency, which trains its careers advisors at the University of the Federal Employment Agency (HdBA), is recommended to include the qualification modules in their interdisciplinary bachelor's degree or to offer the qualification as further training (for specialisation). This means that the counseling specialists are up to date when they have completed their studies or after a successful further training and are able to advise young people in the best possible way.

Further education and advanced training at (free) educational institutions

Measures for in-depth vocational orientation are now an integral part of the career choice process in Germany. Many independent providers of vocational youth welfare carry out measures and activities for in-depth vocational orientation as part of various measures such as vocational preparation, measures to obtain a school leaving certificate etc. On one hand the teachers and educators carry out vocational orientation measures themselves and advise, or on the other hand employees of external providers of measures carry them by order of them.

For these skilled workers, the implementation of the qualification modules at independent training providers could result in open seminar formats that are freely accessible to anyone interested, in which the "change in the working and professional world due to the increasing digitisation", "acquisition of digital skills" and "digitisation and vocational orientation " be in focus. For the example of "digitisation and its consequences for the world of work and vocational training" already exist regular offers from the Schwäbisch Gmünd University of Education (e.g. specialist day for technical education in Baden-Württemberg). The offers could be offered both as face-to-face events or online seminars individually or as a whole block

3.2 Proposals for financing the specific qualifications in Germany

There exist various financing options in relation to the different implementation options presented for the newly developed qualification modules. Thus an implementation in the academic sector would have to be supported by the public sector. The financing of degree programs through tuition fees is currently only available in some federal states for long-term students (Bremen, Lower Saxony, Saxony, Saxony-Anhalt and Thuringia), for a second degree (Baden-Württemberg and Rhineland-Palatinate), as well as for foreign students from non-EU countries (Baden-Württemberg). In private universities, higher fees for (further) educational offers could be charged. This is at the discretion of the private universities to set the amount of the tuition/course fees.

On the other hand, seminars and courses offers that are used by VO specialists independently of their employers as a (further) education should be financially supported by their employers. On the whole, however, they are to be financed privately. Participation fees could also be reimbursed as funding for training and further education. There are different funding programs from the federal states, the federal government and the European Union that could possibly be considered. This can be done through grants, loans or participations. Ultimately, however, there is always the possibility of free offers that need to be financed privately.

3.3 Proposals for implementation of the specific qualifications in Austria

There are different options for the implementation of the "European qualification modules for vocational orientation specialists", ranging from integration into an academic education (e.g. teacher training) to implementation as an open (further) education offer for professionals in career guidance.

The qualification modules should primarily be integrated into academic training (e.g. teacher training). After all, teachers are entrusted with many agendas of career orientation for students: For example, in the role of student and educational advisors and at lower secondary schools through the implementation of career orientation lessons from the 7th grade and the design of diverse career orientation measures.

Therefore, it would be helpful to integrate selected modules into the curricula of teacher training at teacher training colleges and universities, especially since the teacher training program does not currently necessarily include a focus on career orientation.

At present, the qualification of vocational guidance teachers and coordinators and educational -coordinators as well as educational and school counsellors are carried out within the framework of special courses at teacher training colleges in Austria. This already existing offer of teacher training and further training in the field of vocational orientation could supplement or extend the European qualification of VO specialists with new contents and modules:

- In Austria, **teacher training** is largely organized by the teacher training colleges in the individual federal states. For the various subjects, thematically selected courses are offered, which are specifically tailored to the teaching situations and the respective subjects.
- **Teacher training** can also take the form of university courses, master's courses or doctoral studies. In some federal states - for example at the University of Teacher Education Lower Austria - there are already (master) courses in the field of "career orientation" (see e.g. www.ph-noe.ac.at). Therefore, an implementation of all modules or individual modules is conceivable, especially in teacher training.

Teachers are not the only ones who deal with career counselling and guidance for young people. Thus, an implementation of the five qualification modules is also conceivable for the study program "Social Work". After all, social workers in youth work also deal with questions of career orientation, even if these are not usually part of their direct area of responsibility. Also for further relevant studies (e.g. pedagogy, psychology etc.) an integration of the present qualification modules into the academic education can be an option, conceivably also in the form of (free) elective subjects/modules.

Career guidance specialists are also active in many different organizations and institutions, for example in the career information centres of the Public Employment Service Austria (AMS), in career and educational counselling institutions of the Chambers of Commerce and WIFIs (business development institutes), in counselling institutions of the Chamber of Labour and vocational training institutes (BFI). The qualification of these career guidance specialists takes place through training and further education courses, some of which are internally regulated on a binding basis, and/or through on-the-job training. For this target group, the whole qualification modules or parts/modules of it could be implemented, for example, in the form of a supplementary qualification or further training offer.

In addition, the qualification modules in question can also be offered as a free and open (further) education program for all persons involved in career guidance, for example in the form of seminars and further education courses. Through the implementation of the qualification modules, new, innovative seminar formats could be created in which, for example, occupations of a specific occupational field (e.g. focus on craft occupations: What occupations are there? Are new occupations emerging? What are the trends in these occupations? How does digitalisation affect the areas of activity in these professions?) are made the subject of discussion and are specifically geared to people who are already involved in career guidance or would like to be in the future.

Currently, there are already some courses for educational and career guidance offered by universities (for further education) and adult education institutions (e.g. course for educational and career guidance at the Federal Institute for Adult Education, Master Course for Educational and Career Guidance at the Danube University Krems). Since these courses are continuously revised, an implementation of the qualification modules in total, respectively of single modules/ parts, can be an option in this field as well.

This is all the more true since new (master) courses in the field of career and educational guidance are also being developed, for example at the University of Klagenfurt, which will offer a course for educational and career counsellors starting in the summer semester of 2023.

As a further implementation option, the qualification modules could be interesting as an extension of the training "Dipl. Lebens- und Sozialberatung" for people who would like to work in the fields of educational, vocational and career counselling as well as career orientation. The independent practice of a profession as an educational and career counsellor is subject to the trade law and is tied to the proof of a completed training "Dipl. Lebens- und Sozialberatung". These courses must be certified by the Chamber of Commerce as the trade authority and are offered by a wide variety of providers, although specific content from educational and career counselling or career guidance has so far played a rather subordinate role.¹

3.4 Proposals for financing the specific qualifications in Austria

The options for the implementation of the qualification modules are accompanied by specific possibilities for financing. If the European Qualification Framework were to be integrated into an academic education, the financing of public universities, universities of teacher education and universities of applied sciences would be predominantly based on public funds (supplemented, for example, by tuition fees, which have to be paid by students under certain conditions). Whether students at universities and colleges of education have to pay tuition fees currently depends on the students' citizenship and the duration of their studies. The providers of universities of applied sciences, on the other hand, are completely free to charge tuition fees up to a defined maximum of 363.36€ per semester, which is also used by the majority.²

Students as course participants have to reckon with comparatively higher costs when they attend (continuing) education programs at private universities, because it is at the discretion of the private universities to set the level of tuition/course fees. According to a study by Kurt Schmid et al (2017)³, 49% of private universities in Austria are financed by tuition/course fees, with the remainder financed by public sponsors/funders, third-party projects, donations/sponsorships/foundations, etc (cf. Schmid et al 2017).

Also to be financed largely via cost price would be seminar, course and courses that would be available to (future) career guidance specialists as free/open (continuing) education offerings. In this context, reference can be made to the multiple possibilities of taking advantage of subsidies for training and further education⁴, which could also be used in the implementation of the qualification modules as a free/open (further) education offer.

3.5 Proposals for implementation of the specific qualifications in Slovenia

The qualification modules can be implemented in different ways as they relate to the direct beneficiaries, experts in career guidance, and the indirect beneficiaries, the young people in the process of VO.

¹ For further information on target groups, qualification options and the design of career guidance in Austria, see also: <https://www.boqua.eu/>

² cf. <https://www.oeh.ac.at/studiengebuehren>

³ cf. <https://www.ibw.at/resource/download/1442/ibw-researchbrief-98-de.pdf>

⁴ cf. <https://erwachsenenbildung.at/bildungsinfo/kursfoerderung/>

Academic field

Considering the system of upper-secondary education is fully funded, nationwide and centralised, the primary focus should be implementing the qualification modules so that their benefits are transferred directly into educational institutions of secondary vocational education. These programmes encompass the largest share of the target group. At this stage, the young people are most intensely included in the career choice and VO process and (indirectly) benefit the most from the qualification modules.

Thus, the qualification modules should be implemented in the academic field for educators (teachers, professors etc.) either as an optional module or as a standalone obligatory supplement to teacher education. This should be done considering the alarming need for such qualification modules considering the labour market. Specifically, this should primarily be addressed at Pedagogical and Sociological studies for teachers as part of a valid public study programme at university level, with appropriate accreditation.

Considering the applicable fields of impact, implementation should also be considered as a specific programme at the School of Economics and Business as a standalone separate module or part of Digital Marketing programme⁵.

There are also specific post-graduate programmes addressing the effects of digitization that could benefit greatly from implementing this module such as the Digital Humanities programme⁶ at the School of Humanities.

For workers in the educational field there is the National catalogue of further education and professional development (KATIS⁷) where the qualification modules can be published as a free training offer for all employed in the educational field (schools, universities, career centres, lifelong learning facilities etc.)

Workplace mentoring/apprenticeship/training

As upper secondary vocational education usually veers into apprenticeships, workplace training or workplace mentoring, crossing into the labour market, it is crucial that the changes due to the digitization - as they relate to work processes and workflow – are addressed. This can be done either through incompany trainers or on-the-job mentors via apprenticeship, mentoring or a dedicated training programme. All these are an ideal way to incorporate the qualification modules into the workplace environment. It is in the companies' best interest to have their trainers, mentors or other HR experts to partake in a programme, training module or other educational format utilizing the qualification modules.

Employment agencies

Employment agencies (national as well as private) are a vital part of the labour market, bridging the gap between educational institutions and employers. Their role in vocational orientation, career orientation and even vocational training through programmes and courses, makes them an ideal beneficiary of the qualification modules. Having their employees (counsellors, VO and HR experts, educators) partake in the qualification modules in form of training⁸ or, ideally, a workplace education course⁹, would make an important impact on tackling digitization changes in all professions and work profiles.

⁵ http://www.ef.uni-lj.si/content/static_slovene/predmet/predmet.asp?l=100&li=1013&predmet_id=196359

⁶ <https://www.ung.si/en/schools/school-of-humanities/programmes/2DH/>

⁷ <https://paka3.mss.edus.si/Katis/Uvodna.aspx>

⁸ <https://www.ess.gov.si/obvestila/obvestilo/izobrazevanja-in-usposabljanja-za-zaposlitvene-moznosti>

Lifelong education centres

Lifelong education centres are considered either as a supplementation or an extension of educational institutions, performing not only vocational orientation, career orientation and guidance, but also career transition (change, redirection) and further education. These are perfect examples for the qualification modules as the digitization effects demand modifications to existing vocations and job/work profiles. These centres already offer courses on basic digital knowledge¹⁰ (ranging from basic typing to software and internet use) so implementing the qualification modules to offer more in-depth and focused insight into work profiles and processes is the logical next step. Currently there are many lifelong education centres offering digital education courses¹¹ as part of the national digital voucher system¹².

Independent training programme/module

Finally, the qualification modules can be offered as a standalone payable training or a training module for all interested in working in the field of vocational orientation and career counselling (companies, HR, career centres, students, school counsellors, etc.).

3.6 Proposals for financing the specific qualifications in Slovenia

Financing the specific qualifications (the qualification modules) differs considering the different ways of implementation.

Within the academic field, considering that educational programmes up to university levels are fully funded by the state, financing the qualification modules from the budget depends on it being introduced into a valid public study programme at university level, with appropriate accreditation. This result would stem from a proposal and campaign aimed at the Ministry of Education, Science and Sport, introducing the modules into the programming and/or legislative dialogue. A higher aim would be to push for the qualification modules to be integrated into the National catalogue of further education and professional development (KATIS), where it would be registered as a free training module for all educators.

Regarding implementation in the workplace, the financing would lie squarely on the shoulders of the employers, as they would offer their employees the qualification modules as a privately funded training programme. An alternative option would be to consider subsidies or financing initiatives by the government (namely the Government Office for Digital Transformation) or European Union (via European structural and investment funds or grants¹³) to facilitate the process. Considering 99,8% of all enterprises in Slovenia are small or medium-sized¹⁴, grants aimed specifically at these enterprises¹⁵ are a considerable option.

Offering the qualification modules as single modules or training programme within employment agencies and lifelong learning centres would require a proposal to the Ministry of Labour, Family, Social Affairs and Equal Opportunities, emphasizing the importance of the modules and their benefits to the temporarily inactive workforce (job seekers, career

⁹ <https://www.ess.gov.si/obvestila/obvestilo/izobrazevanja-in-usposabljanja-za-zaposlene-s-skrajsanim-polnim-delovnim-casom>

¹⁰ <https://www.zlu.si/projekti/brezplacni-tecaji-za-brezposelne-in-zaposlene-45-/racunalniski-tecaji-in-digitalna-pismenost-rdo/>

¹¹ <https://lu-r.si/2022/08/09/vpis-v-programe-za-pridobitev-digitalnega-bona-info/>

¹² <https://racunalniske-novice.com/digitalni-boni-22-vse-informacije-na-enem-mestu/>

¹³ <https://razpis.eu/razpisi/digitalna-transformacija-velikih-podjetji-konzorciji/>

¹⁴ <https://www.gov.si teme/mala-in-srednje-velika-podjetja/>

¹⁵ <https://www.inin.si/2021/nepovratna-sredstva-za-digitalizacijo-malih-in-srednje-velikih-podjetij/>

transitioning employment seekers etc.). These programmes are fully funded by the national budget (allocated for projects as per National Employment Agency business plan¹⁶, estimated at 6.469.327 EUR for 2022) and are offered to job seekers free of charge as part of every unemployed individual's personal employment plan.

Lastly, it can be fully funded by the individual, who is partaking in the qualification module in the form of a standalone payable training or a training module, organized and executed by a private company in the field of career counselling or vocational orientation. Considering a proposal to partially or fully subsidize (i.e. with digital vouchers¹⁷) these by the Government Office for Digital Transformation should not be excluded.

3.7 Proposals for implementation of the specific qualifications in UK/Schottland

Most vocational qualifications are developed, accredited and awarded by the Scottish Qualifications Authority (SQA). The main types qualification in Scotland are Scottish Vocational Qualifications (SVQs), National Certificates and Higher National Certificates and Diplomas. (HNCs and HNDs). The Scottish Credit and Qualifications Framework (SCQF) brings together all mainstream qualifications in Scotland into a single framework, allowing for comparisons to be made. For this Module to become accredited it is necessary to seek the approval an awarding/certificating body and recognised at a national level. Some organisations such as college are recognised as certification bodies and can approval the module training at local level.

Potential trainer groups included within this modules:

- Professional Guidance Counsellors/Experts
- Educational Guidance Teachers/Lecturers in Schools and Colleges
- Professional Advisors (Public/Private Sectors).

The service about vocational orientation provided through guidance experts can be found in many educational/employability centres of different stages, in colleges, schools, universities, in public employment services, in the workplace and in the voluntary sector, in the community and in the private sector. Therefore, although Employment guidance is the main focus of Skills Development Scotland and local Authorities, it is also delivered through a number of other agencies and a range of providers, therefore the training of the modules could be implemented through a number of different agencies which include:

- Colleges and schools
- Training providers in the public, private and third sectors
- Employers and employers' organisations
- Voluntary organisations and social enterprises
- Trade unions
- Other Government agencies

The Qualification Modules could be included as enhanced training of Orientation/Guidance Professionals and delivered as a stand-alone training module to specialist in the provision of Guidance and Counselling on the Challenges of Digitisation for Orientation Guidance for employment across various Vocational orientation sectors. The qualification module could as an example follow the Scottish Government programme "Developing Scotland's Young Workforce" Programme and gain the support of Skills Development Scotland and monitored through Education Scotland Quality procedures. Scotland still has some way to go in the Digital Transformation of industry. The Scottish Industry believes that the number of people

¹⁶ https://www.ess.gov.si/_files/14928/Poslovni_nacrt_2022.pdf

¹⁷ <https://www.gov.si/zbirke/storitve/digitalni-bon/>

employed in digital technology roles across Scotland has the potential to rise to 150,000 over the next five years, hence, Orientation Guidance Experts will play a major role in the introduction of Digital Skills guidance to young people across various employment sectors.

3.8 Proposals for financing the specific qualifications in UK/Schottland

Financing would be through funding from the Scottish Funding Council or through Skills Development Scotland. Both these National Funding bodies are financed through the Scottish Government Education and Employment Training budgets. The qualification module could also be funded through the Skills Development Scotland “Future Workforce Development Fund” aimed at enhancing current workforce training which would allow existing orientation/Guidance experts a pathway for retraining through the module content on the Challenges of Digitisation for Orientation Guidance for employment across various Vocational orientation sectors.

The Scottish Funding Council

The **Scottish Funding Council (SFC)** provides funding to Scotlands College and Universities and makes one of the key locations in the world for education, research and innovation. The SFC Invests around £1.9 billion of public money each year within the Education budget, and SFC’s funding enables Scotland’s colleges to provide life-changing opportunities across the whole of Scotland through education, research and innovation. SFC funding contributes to the cost of providing learning and teaching and funds academic, administrative, technical and support staff. It also funds facilities, accommodation, equipment and materials. The SFC provides funding to colleges for learners; for bursaries, childcare, education maintenance allowance (EMA’s) and discretionary funds for students up to, but not including, Higher National Certificate level, thus including VET training to EQF Level 4. For Scotland’s Universities the SFC provides funding of approximately £1.1 billion earmarked for revenue, capital and support towards research.

Skills Development Scotland

Across Scotland, **Skills Development Scotland (SDS)** support learners to develop their careers through work-based and employability skills, from school, into further learning opportunities and into employment. SDS use skills expertise to inform the decisions of people across Scotland, at all stages of their careers, to provide well-placed guidance and training to take up employment opportunities. They target delivery support to those who need it most, ensuring individuals are supported to achieve their potential. SDS work with employers and employer groups on a national, sectoral, regional, local and individual basis; through supporting them to recognise their current and future skill needs, and assist them engage with the Scottish skills system to ensure it meets those needs in the short, medium and longer term of employability. Skills development Scotland currently finance 3 major Apprenticeship Programmes; the Foundation Apprenticeship, Modern Apprenticeship and the Graduate Apprenticeship schemes. SDS is also the funder of the previously mentioned “FWDF”, this fund being available to support current workforce employees, hence could further fund bespoke training of the Qualification Module to existing Orientation/Guidance experts.

Therefore, for the implementation of the EU-uniform qualification modules for further training of vocational orientation to be successful in Scotland (UK) it would best be supported and financed through one or both of the 2 main national funding bodies.

3.9 Proposals for implementation of the specific qualifications in Spain

Aware of the need to implement digital qualifications, whether basic or advanced, the Ministry of Education and Vocational Training in Spain has developed the subject of

"Digitalization" to respond to the way in which today's society relates, helping students to satisfy individual or collective needs that have been appearing in the digital culture; for this, the students will have a digitisation subject in the training courses of the different educational levels, with which, what has been designed in the BOQua digital project is applicable in all the professional training courses, and useful for all professional orientation people. Digitisation in Spain materializes in the applied technology classrooms, ATECA.

In VET centres, digital classrooms are created, that is, classrooms that incorporate all the digital advances so that the students have experience and can make use of digital technologies. These classrooms digitally modernize the teaching-learning process, giving students the leading role and facilitating the acquisition of digital skills to deal with changes in professions, and the new professions that are going to be found from now on, all of this in addition to favoring continuity of the educational experience.

Professional counselors must be aware of all the new technologies that are implemented in Vocational Education and Training centers in order to be able to inform apprentices, and they can also use this technology to carry out training courses, and even carry out orientation activities with students and with all those who require guidance from a professional. Classrooms with many media and digital resources to be used by guidance professionals in their work.

Guidance professionals should take advantage of the existence of the European Union "sefie" project that is applied in Vocational Education and Training centers so that, Vocational Education and Training center and the students are placed in digital competences and can see where digitisation is most necessary, in what fields and where it is necessary to make advances in digitisation. Important to know where and at what point we are to influence all those digital skills necessary to work in professions today.

To this end, training courses will be held for guidance professionals outside of school hours in such a way as to allow them to carry out their daily professional work, to put into practice the modules that have been designed in the BOQua digital project.

How can the modules be implemented and where?

- Participant groups no bigger than 12 people.
- Training course face-to face and online.
- The possibility of offering the modules depending on the sector in which the guidance professional is located to different guidance professionals, and in different Vocational Education and Training centers. In addition, there will be expert people and companies from different professional sectors.
- The participants of these qualification modules must be specialists in career guidance.
- Realization of the modules should take place in virtual and digital classrooms and in companies from different sectors to get to know the influence of digitisation on profession.
- The duration of the course is established for each module in a kind of project.

The courses may vary depending on the entity that offers it:

– **Courses offered by the Teacher Support Center**

The implementation of the 5 qualification modules could be carried out through the Teacher Support Center (CAP), in any Vocational Education and Training center that has ATECA classrooms. That are classrooms with the appropriate digital technology and the appropriate

infrastructure and furniture to teach. The modules can take place, both in person and online, as it also has virtual training classrooms.

These modules will be offered outside of school hours for guidance professionals. These modules offered by the CAP have the corresponding official training certification from the educational administration.

The Teacher Support Center has an application to facilitate online training according to digitisation and interactive digital classrooms, "IKASNOVA". In addition, it has the information of specialists in training in all areas, with which this center is going to provide the professionals who are going to impart the training of these qualification modules.

– **Courses offered by experts in career guidance from private entities**

Training in career guidance carried out by experts in career guidance from private entities. These courses carry unofficial certification.

– **Courses offered by university guidance experts**

Universities offer training courses from their own orientation departments. These courses carry their own certification established by the University if it is a title offered by the University itself.

– **Courses offered by private entities, Confederation of Employers (CEN)**

Training courses offered by the Confederation of Entrepreneurs to train professionals in digital matters. This confederation is committed to business and society to contribute to development and well-being, helping to achieve a more advanced, competitive society that is prepared for the challenges of the future. For this, it promotes and organizes training programs that affect the updating and acquisition of skills and abilities for the continuous improvement of all the people who participate. Training in digital skills is a leading area of the training plan. These courses do not carry official certification.

– **Courses offered by the Chamber of Commerce**

The purpose of the Chamber of Commerce is the representation, defense and promotion of the interests of commerce, industries and services. Aware of the influence of digitisation, it offers aid and training courses to companies to digitize themselves. Professionals from Vocational Education and training centers can take these courses that do not carry official certification.

3.10 Proposals for financing the specific qualifications in Spain

There are several proposals that are given to finance these modules. As we have said, the Ministry of Education and Vocational Training, aware of digital advances and the need to introduce digitisation at all educational levels, is responsible via budgets for digitisation to be introduced at all educational levels free of charge for all people, in addition to putting the necessary digital media in all Vocational Education and training centers so that this subject can be taught to all students..

By money from the European Union through the European social funds, through the credit allocated to the Autonomous Communities to finance the Vocational Training Plan for economic and social growth and employability. This has also facilitated the creation of the

ATECA classrooms, to introduce digitisation at all educational levels and to all guidance and teaching professionals, incorporating digitisation, innovation and entrepreneurship, with a set of resources allowing new models of interaction, such as 3D and the maker movement, providing students with the necessary autonomy to imagine, create, build, taking advantage of learning strategies thanks to the new technologies provided by these classrooms and promoting digital learning methodologies.

By money from VET centres. These centres have their own set of money that can be used to carry out institutional training. With which the training is free for all. In addition, the VET centres have ATECA classrooms, which makes it easier for guidance professionals to be aware of digital technology, as well as to carry out the digital modules of the BOQua digital project.

By contributions made by the Ministry of Education in the Autonomous Community. The Ministry of Education in the Autonomous Community has a Guidance Office to coordinate all activities related to educational guidance, with which they can coordinate the delivery of these modules through experts to professional counselors free of charge.

Furthermore the Teacher Support Center offers free training courses for guidance professionals and all education professionals.

As well by subsidies made by technology companies that want to publicize the products they have. In the most cases it is these companies that supply the products to Vocational Education and Training centers, therefore, it is important that they invest in training to publicize the new technologies with regard to professions.

And also spanish companies are going to increase their investments in digital transformation, since part of the European NEXT generation funds are going to be used to promote the digitisation process, they can take a budget of it for financing around the topic digitisation. Therefore, companies are aware that not only they but also students and guidance professionals need to have training in digital skills, for which they will finance courses in which to acquire these necessary skills to be able to work in the companies.

The Business Confederations offer subsidized training courses in digital skills, and subsidize Vocational Education and Training center so that they can acquire digital means to train students in the new skills that the market now demands.

Bank foundations have items created to support digitisation, facilitating free access to training and new technologies, providing the digital Kit to educational centers.

The University is also aware of digitisation and helps in training in this area. They also offer a master's degree in digital transformation that, depending on whether the university is public or private, the certification may or may not be official.

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