



Erasmus+ - project
„European qualification concept –
Specialist for Vocational Orientation”



Guideline for implementation
of the European qualification concept

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The project was funded by the support of the European Commission









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The guideline for implementation of the European qualification concept “specialist for vocational orientation” was developed under the direction of the IBBT of the University of Education Schwäbisch Gmünd. All project partners as well as the coordinator have participated in the development and have worked out the proposals for Implementation of the EU-concept for their country and against the background of the specifics of their national VET system. As participating partner are mentioned following.

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Introduction

The following guideline for the implementation of the European Qualification Concept "specialist for vocational orientation" has been developed by the above mentioned 5 project partner of the Erasmus + - project "BOQua" and based on numerous of vocational studies. The development is based on a comprehensive status quo study on vocational orientation in the respective country as well as interviews with experts of vocational orientation. In addition to a proposal for the implementation of the EU concept at the European level, the guideline mainly includes proposals for implementing the EU concept 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 VET system of the individual countries was described and then represented the corresponding proposals for the implementation of the EU concept. Because the implementation of an EU concept with all its components (e.g. qualification modules) is attended by potential costs, proposals for funding have been developed and highlighted in a separate chapter

The individual country-specific proposals for the implementation and financing of the EU concept were developed independently by the respective partners and discussed in detail in the project consortium.

1. Proposal for implementation of the EU-concept on the EU-level

The implementation options of the European Qualification Concept "Specialist for vocational orientation" for Europe are diverse and range from integration into a higher education (teacher training and further training for teacher as well as training of career counselors) to integration into vocational training (specialists in labour market services) to implementation as a continuing education offer for actors of vocational orientation in Europe.

Especially the target group of persons with a vocational qualification (e.g. the experts for labor market services) at level EQF 5 (European Qualification Framework) needs a comprehensive, specialized theoretical and factual knowledge of the VET system as well as of the general vocational orientation (modules 1-3 and 5,6 as well as 12 of the qualification concept). Especially this target group can gain first cognitive and practical skills in the field of vocational counseling through the implementation of sub-modules of the European qualification concept (especially in the basics).

The study courses for counseling for education, professions and employment at the Bachelor level at level EQF 6 include already advanced knowledge in the field of the education and vocational training system as well as the vocational orientation in the respective country. Especially the modules 2 to 12 can highlight in-depth skills and innovation skills in counseling, and help to solve complex and unforeseeable problems in the field of career guidance. The study courses with master's degree (level EQF 7), i.a. teaching degree for secondary education I and II as well as study courses for employment or vocational guidance (degree: Master of Arts) sometimes require a highly specialized knowledge of vocational orientation or career counseling. Here, especially for teacher training, the modules for the development of new measures (module 4) as well as preparation, implementation and reflection of existing vocational orientation measures (module 3) can be a gain, because these priorities are rarely or not at all implemented in Europe.

For the study courses for labor market and vocational guidance sector-specific developments in the modules seven to eleven would be a useful complement to gain specialist problem-solving skills in single sectors (craft, industry, services, commercial and environmental sectors) and to develop new knowledge on developments, requirements, needs and regional



characteristics in this sectors. Overall, however, all modules or sub-modules can be integrated into the degree programs (study courses).

Continuing education / further education offers the possibility to develop further professionally. This is also possible for qualification levels in the EQF. For a vocational continuing education / further education at level EQF 6 (e.g. through a further training as a career counselor or specialist), especially the specialization modules (7-11) can be used. This means predominantly advanced skills that demonstrate the control of vocational orientation and career guidance as well as the ability to innovate to develop new vocational orientation measures (Module 4) and contribute to solving complex and unforeseeable problems in the field of vocational orientation (e.g. dealing with special target groups such as refugees).

Finally, it should be noted that the implementation of the European qualification concept at the EU level depends on the VET systems and national specifics of the member states. However, possible adaptations to the qualification concept should not lead to serious changes in content, and the quality standards developed for the qualification concept should also be met in order to ensure cross-national comparability of the qualification.

2. Implementation of the EU-concept in Germany

2.1 Description of the VET system in Germany¹

The state tasks are divided in Germany between the federation and the 16 federal states. The federal states are also responsible for the public education and training, and thus for the VET schools, which are mostly supported by the federal state and a municipality. All school laws, including those for vocational schools, are federal state laws. The responsibility for in-company, extra-curricular vocational training, lies with the Federal Government. Here, the Federal Ministry of Education and Research (BMBF) have a general and coordinating competence (i.a. lead management for the Vocational Training Law responsibility for VET policy issues). In addition, new training regulations can only be passed in agreement with the BMBF and the social partners in Germany.

The full-time compulsory education in Germany begins at the age of six and lasts nine years (also ten years depending on the federal state). According to this, for young people who are no longer in a full-time school is the duty to visit a part-time (vocational) school for three years. After the common four-year elementary school, the educational paths are separated in the "structured school system" like secondary school, junior high school, high school and in almost all federal states also comprehensive schools.

In the dual system, graduates from different types of schools meet each other: special schools, secondary schools, junior high schools, comprehensive schools, vocational schools and high schools. The majority of the graduates of the dual system training take up work after the training as specialists ("skilled worker"). However, under certain conditions, graduates can also obtain the advanced technical college entrance qualification in a full-time school year and then study at a university

¹ See Hippach-Schneider et al. (2007): Berufsbildung in Deutschland. Kurzbeschreibung. Cedefop Panorama series; 136.



Dual System

The system is referred to as dual because the training is carried out in two learning locations: at a training company and at a vocational school. It usually lasts three to 3.5 years (there are also two-year training occupations).

The aim of training in the dual system is to impart a vocational competence which is necessary for the practice of a qualified occupational activity in a changing world of work as well as the acquisition of qualifications and competences in an orderly training course. The successful qualification qualifies the trainees to practice as a qualified specialist in one of the currently recognized 326 occupations (Status 2017, Source: Federal Institute for Vocational Education and Training).

Full-time vocational schools

To the full-time vocational schools belong special schools providing vocational education, specialized secondary schools, vocational high schools/special high schools, upper vocational schools and other types of schools. The offers of the special schools providing vocational education are aimed at a basic vocational qualification for the continuation of a vocational training or the exercise of a professional activity. Depending on the desired educational aim, a certificate of Secondary Education or a final certificate of a junior high school is required.

Vocational training preparation

Vocational training preparation refers to qualifying offers for young people who have on one hand not completed their compulsory education or on the other hand have completed it but have not found a place of training or work in the education and employment market. It is taken over from various sides: (vocational) schools, free associations in youth work, qualification institutions and the Federal Employment Agency. A basic vocational education can be carried out in the form of a full-time school year or in cooperative form at a company and at a school, so-called year of vocational basic education (BGJ). By contrast, the vocational preparation year (BVJ) is a one-year training course, which is usually offered in full-time form. The in-company initial qualification (EQJ, introduction in 2004) is a preparatory vocational internship in companies of 6 to 12 months duration. Furthermore exist vocational preparation measures, financed by the Federal Employment Agency and carried out by e.g. institutions of free youth work (BvB) where young people without a school graduation or who could not find a training possibility will be prepared in different professional fields for different professions until they have find a training or job (these measures have a duration of nearly 10 months).

Vocational education in the tertiary education

The tertiary field mainly covers the different types of higher education institutions and, to a limited extent, non-academic institutions. Thus, in addition to higher education institutions (universities), there are universities of cooperative education in some federal states which, as an alternative to a university study, offer vocational training courses for upper secondary graduates with at least an advanced technical college entrance qualification.



Further vocational training

The further vocational training usually requires a completed vocational training or an appropriate work experience or both. In the further vocational training is to differentiate between continuing/further education, which enables career advancement, and training aimed at acquiring or expanding professional knowledge, skills and abilities, or at adapting them to technical or economic developments (updating training).

The basis for an orderly and nationwide further vocational training and retraining are statutory ordinances with the regulation of exams requirements, the implementation of the exams as well as the admission requirements and the name of the degree, e.g. master, specialist, business economist, skilled worker Further vocational training measures are carried out by a variety of providers, such as e.g. companies, chambers, employers' and companys' organizations as well as employee organizations, vocational schools.

Vocational orientation in Germany

The execution of vocational orientation is mainly provided in the transition from school to work and for young people who have not find a training and young adults or adolescents who are not fit for a training after completing their schooling. In addition to vocational orientation at general education schools, the general vocational orientation is carried out by the Federal Employment Agency (BA) (presented in §33 SGB III Sentences 1 and 2). Furthermore it will be differentiated between the in-depth vocational orientation (shown in §33 SGB III Sentences 3 to 5) and the extended in-depth vocational orientation (shown in §421q SGB III)

1. General vocational orientation: The responsibility for the implementation lies with the Federal Employment Agency. It serves 1. the preparation of young people and adults for the choice of career and 2. for the information of the training seekers, jobseekers, employees and employers. It contains comprehensive information and advice on career choice issues, professions and their needs and prospects, ways and means of support in VET, and occupationally significant developments in companies, administrations and the labour market. These are purely informal consultations, which are held in one-on-one talks or partly also in the form of information events e.g. at schools.

2. In-depth vocational orientation: It includes the possibility to prepare pupils of general education schools for their career choices by means of measures. The duration of the measures covers a period of more than 4 weeks and takes place during the lesson-free period. The measures must be promoted to 50% by third parties.

3. Extended in-depth vocational orientation: It includes the possibility to prepare pupils of general education schools for their career choices by means of measures and to support them. The duration of the measures covers a period of up to 4 weeks and takes place during the lesson-free period. The aim is to increase the vocational choice competence of young people in order to promote their orientation and decision-making process. These are supplementary offers in addition to the general vocational orientation of the BA and at schools, which give the young people a deeper insight into the professional and working world and support them even better in choosing a career. These are measures which enable young people to gain direct experience by trying out and getting to know training companies and professions. The measures must be promoted to 50% by third parties.



2.2 Proposals for implementation of the EU-concept in Germany

The implementation options of the European qualification concept "specialist for vocational orientation" range from the integration into an academic education (in the teacher training and further education, training of career counselors) up to the implementation as further education offer for actors of the vocational orientation in Germany.

Integration into academic education

An integration of the European qualification concept "specialist for vocational orientation" into the academic education (in the teacher training) represents a significant implementation option, because the teachers in the schools of the secondary level I become more and more involved in the process of vocational orientation. This is e.g. currently being implemented at the University of Education Schwäbisch Gmünd. Since 2015/2016, a professional orientation profile area has been firmly integrated into the curriculum as a mandatory elective field. In the profile field, students have the opportunity to acquire certain vocational orientation skills in addition to studying subjects, educational sciences and school practice. Here, in the academic year 2017/2018, first parts of the European qualification concept were involved and implemented into concrete offers. The integration of selected modules of the qualification concept into the curricula of teacher education at colleges and universities can therefore also be considered as relevant for other universities.

Currently, the qualification of vocational orientation teachers is carried out at a few universities in Germany (including the Karlsruhe University of Education). The European qualification concept could complement or expand the already existing offer of teacher training and further education in the field of vocational orientation (with new contents / modules).

Continuing training and further education for teachers is organized differently in the individual federal states. In addition to the state teacher training institutes and the school supervision also other public and private institutions are involved. Below are mentioned e.g. the higher education institutions (universities), which in addition to the teacher training of the first phase (teacher training) often also are responsible for the third phase (further teacher training). If a release of the teaching staff is necessary, the offered training must be official accepted by the Ministry of Education.

The **vocational guidance / orientation** does not only take place in schools but is integrated in different institutions. An integration of the European qualification concept is therefore also possible in fields of study for social workers who deal with questions of vocational orientation. Parts of the qualification concept can also be integrated for other relevant degree programs in the general education, the educational sciences and the psychology. Possibilities would be here in the form of elective courses, specializations within the study programs or in the form of additional qualifications.

The Federal Employment Agency is training its career counselors at an own kind of university (HdBA). The prospective career counselors complete an interdisciplinary bachelor's degree program in which the theory is closely linked to practice in the Federal Employment Agency. Here, and also in the other vocational guidance courses of other



universities, components of the European qualification concept can be integrated. First contacts regarding this were made with the Federal Employment Agency within the project.

Continuing and further education at (free) educational institutions

Measures for in-depth vocational orientation are by now an integral part of the career choice process in Germany. Many schools and providers of occupational youth welfare services regularly carry out measures for in-depth vocational orientation at different age levels. The teachers and educators themselves are active or the measures are carried out by employees of external supervisors

With reference to the developed European qualification concept, new seminar formats can be developed by the implementation of the concept in which, for example, special vocational fields or special developments in the selected sectors are in focus. For the example of "digitization and its consequences for the world of work and vocational education", there are already regular offers from the University of Education Schwäbisch Gmünd (i.a. Conference of Technical Education in Baden-Württemberg). This example could be followed by other institutions. Target groups are teachers from schools, responsible for vocational orientation and career counseling as well as actors / responsible persons for training from companies

2.3 Proposals for financing the EU-concept in Germany

With the shown implementation options for the European qualification concept are linked different possibilities for funding. In the case of integrating the European qualification concept into academic degree programs, the funding for public universities and colleges of education (existing only in Baden-Württemberg) would be financed predominantly by public funds. A funding of courses of studies by tuition fees is currently only available in some states for long-term students (Bremen, Lower Saxony, Saxony, Saxony-Anhalt and Thuringia) and for a second degree (Baden-Württemberg and Rhineland-Palatinate), and for non-EU foreign students (Baden-Württemberg). Private universities may be charged higher fees for (further) education. This is at the discretion of private universities to set the amount of study / course fees.

Seminar / course / course offers, which are freely offered to the actors of the vocational orientation as (further) educations are largely financed by self-pay. Here often participation fees are to be refunded. However, these can be supported by funding for education and further training. For this exists different funding programs of the federal states, the federal government and the European Union. The range of funding offers and resources includes both support offers such as grants, loans or participations.

3. Implementation of the EU-concept in Austria

3.1 Description of the VET system in Austria

In Austria children at the age of approximately six years start attending primary school (school levels 1 to 4). Directly after primary school Austria's school system is characterised by an early tracking into different school types. At school levels 5 to 8 (lower secondary level) pupils can attend the so called "Neue Mittelschule" (New Middle School / lower secondary school) or the "Allgemeinbildende Höhere Schule (AHS)" (secondary academic school – lower cycle).



After grade 8 Austria's educational system leads into further differentiation. Apart from the possibility to attend the higher cycle of the secondary academic school (school levels 9 to 12) there is a wide variety of vocational schools and training opportunities:

- **Polytechnic schools (PTS)** are a one-year school type (school level 9) which can be understood as transitional stage for further vocational education (especially apprenticeships) and put an emphasis on vocational orientation and preparation.
- **Apprenticeships (Lehre):** Apprenticeships are vocational trainings which last two to four years and take place at training companies and special vocational schools for apprentices. In Austria there are currently more than 200 different apprenticeships which can be taken up after having completed compulsory schooling².
- **Medium-level VET schools (BMS)** offer merely school-based vocational education in many different training areas (i. e. technical, commercial, environmental specialisations / school types) and last three to four years (school level 9 up to school level 12).
- **VET colleges (BHS)** offer merely school-based vocational education in many different training areas (i. e. technical, commercial, environmental specialisations / school types), last five years (school level 9 to 13) and culminate in a final examination ("Matura"), the passing of which is a proof of professional competence which serves as a certificate of qualification for university entrance.

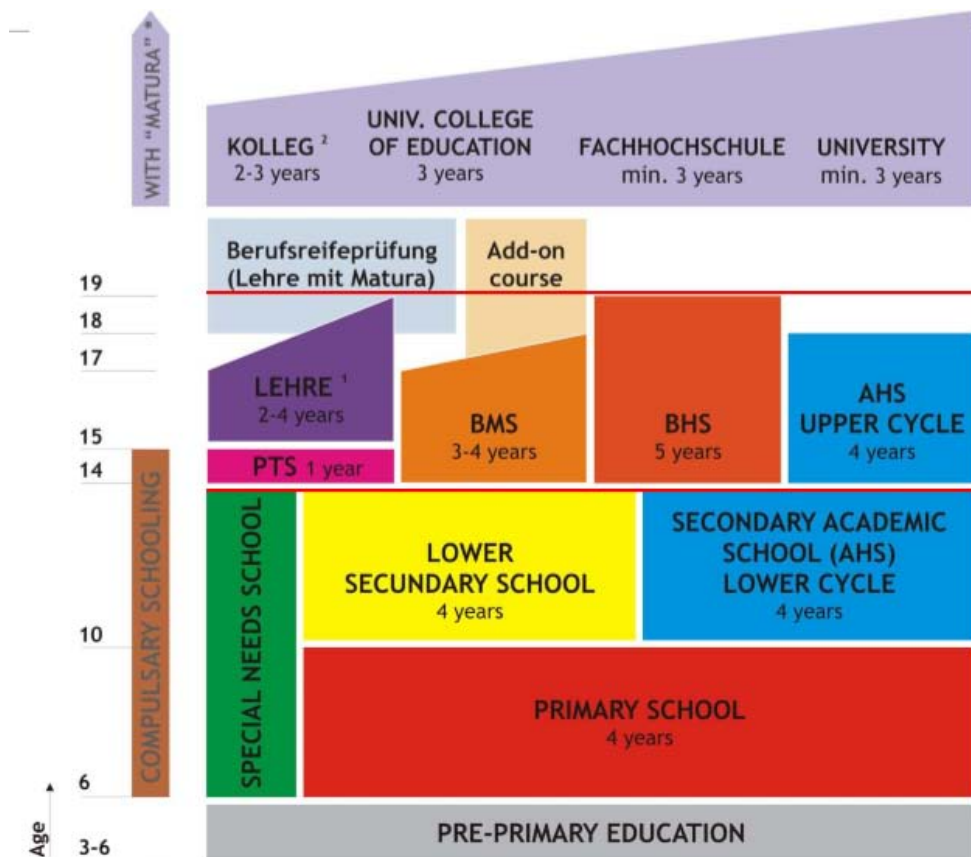
Compulsory schooling lasts **nine years**. However, there is no certain (standardised) school-leaving examination at the end of compulsory schooling. Since 2016 a duty of training until the age of eighteen, which ensures the continuation of education activities until this very age, was legally consolidated.

As far as Austria's tertiary education sector is concerned, there are currently four main university types: **Public universities**, **private universities**, **universities of applied science** („Fachhochschulen“, which are strongly practice-oriented, only have a limited number of study places as well as admission procedures) and **colleges of education**, which offer teacher training. Apart from these university types there are a large number of different post-secondary trainings (i. e. so called occupation-oriented „Kollegs“) and formal as well as non-formal further training possibilities. In the course of **higher vocational education and training** a mastership or qualification examination can, inter alia, be obtained.

² After having completed apprenticeship training the so called „Berufsreifeprüfung“, which also serves as a certificate of qualification for university entrance, can be acquired. This possibility also exists for people who have (amongst other things) completed a medium-level VET school or have completed a maximum of three years of a VET college. Furthermore the training model „Apprenticeship and Matura“ offers the possibility to combine an apprenticeship with obtaining the secondary school leaving certificate („Berufsreifeprüfung“).
Cf.: https://erwachsenenbildung.at/bildungsinfo/zweiter_bildungsweg/berufsreifepreuefung.php



Illustration 1 Overview of Austria's education system



Vocational orientation within Austria's educational system

At school **formalized vocational orientation** starts in grade 7 by means of vocational orientation classes at lower secondary level for pupils at the age of approximately 13 years. Nevertheless multiple vocational orientation measures are offered at schools – however unsystematically – before grade 7. At all schools at lower and higher secondary level (grade 5 to 13) teachers with relevant qualifications offer vocational orientation / education counselling services. One of these **vocational orientation counsellors'** core tasks is providing information regarding educational and qualification opportunities. Furthermore some other functions with regard to vocational orientation, such as **vocational orientation teachers** and **vocational orientation coordinators** exist at schools.

Apart from vocational orientation at Austria's schools, which systematically starts at grade 7, many other vocational measures outside the school context start for the target group of pupils at the age of 13 or more. It is legally consolidated in Austria, that the Public Employment Service Austria (AMS) is, inter alia, responsible for offering information about the labour market, the world of work, job profiles as well as for offering advisory service regarding career choice³. In so called „Vocational Information Centers“ (Berufsinformationszentren – BIZ⁴) the Public Employment Service offers information and

³ Cf.: <https://www.ris.bka.gv.at/Dokumente/Bundesnormen/NOR40066208/NOR40066208.pdf>

⁴ Cf.: <http://www.ams.at/berufsinfo-weiterbildung/biz-berufsinfozentren>



advisory services for all interested parties, regardless of age, level of education etc. Some of those approximately 70 centres across Austria are explicitly designed as centres for young people. Supporting vocational education at schools from grade 7 onwards by means of class lectures at the centres, school visits, teacher information, parents' evenings or individual advisory services for young people and their parents as well as individual interest and aptitude tests are the key tasks of the Vocational Information Centres.

Similar vocational orientation measures, however without legal consolidation, are offered by counselling services of Austria's social partners. These measures consist of individual consultation, class information, carrying out potential analyses, talent checks and skill assessments, providing materials, websites, application trainings etc. and aim at pupils / young people, parents as well as teachers / schools.

Furthermore there are many special counselling and social support centres which aim at certain target groups such as girls/women, people from a migrant background, unaccompanied minor refugees, people with handicaps, people who are at risk of dropping out of the education system etc. and in many cases also cooperate with schools⁵.

3.2 Proposals for implementation of the EU-concept in Austria

The manifold possibilities for implementation of the European qualification concept „Specialist for Vocational Orientation“ include inter alia the integration of the European qualification concept into academic education (i. e. teacher training) as well as implementing it as educational programme in the (private) training sector.

An integration of the European qualification concept “Specialist for Vocational Orientation“ into the academic system (i. e. teacher training) constitutes a significant implementation option since especially teachers are entrusted with the task of offering vocational orientation (i. e. in the function of vocational orientation counsellors or by giving vocational orientation classes and organising vocational orientation measures / activities at school). Integrating (selected) modules of the European qualification concept into the curricula for teacher training at Colleges of Education or universities can be regarded as relevant, particularly as teacher training curricula currently do not necessarily have to cover vocational orientation aspects. Nonetheless, qualifications for vocational orientation teachers, vocational orientation coordinators and counsellors are offered in the form of special academic training courses at Colleges of Education in Austria at present. The European Qualification Concept could therefore also complement or rather extend the existing offers of academic training courses in the field of vocational orientation:

- In Austria **further teacher training** is organised to a high degree by the Colleges of Education in the different federal states. For all kinds of subjects thematically related **courses** which take place **over a short period of time** are offered and are especially adapted to classroom situations or other school relevant issues.

⁵ Further information on target groups and structural elements as regards vocational orientation in Austria can be obtained in the “**Annex to the guideline: Investigation results status quo - good practice**“ (<http://www.boqua.eu/downloads/>).



- **Further teacher training** can be organised as **postgraduate training, master or doctoral programs**. In some federal states in Austria – i. e. at Lower Austria’s College of Education – there are already master programs with regard to vocational orientation (cf.: www.ph-noe.ac.at). Implementing the European qualification concept or rather some of the concept’s modules might be of special interest in further teacher training.

As a matter of course, teachers are not the only ones that offer vocational guidance and orientation for young people. Therefore, implementing the European qualification concept can also be regarded as relevant for other academic studies, such as „social work“ since social workers who are concerned with youth work inevitably also have to deal with vocational orientation even if vocational orientation might not be a social worker’s main task. Furthermore, putting the European qualification concept into practice can also be regarded as relevant in other studies (i. e. pedagogy, psychology etc.) and could be implemented in the form of optional subjects.

Moreover, vocational orientation specialists also work for various different organisations and institutions, i. e. at Vocational Information Centres of Austria’s Public Employment Service (AMS), at educational counselling and career guidance institutions of the Austrian Economic Chambers and Institutes for Economic Promotion (“Wirtschaftsförderungsinstitute – WIFIs“), at consulting institutions of the Austrian Chamber of Labour and vocational training institutes (“Berufsförderungsinstitute – BFI“). Qualification measures for vocational orientation specialists who work at these organisations / institutions partly are organised as internally regulated trainings / further trainings and/or as on-the-job training. The European qualification concept or some of its modules could also be implemented in the form of an additional qualification or further training option for this target group.

Beyond that, the present European qualification concept might also be offered in Austria’s private training sector in the form of courses/seminars/further trainings for all people that work or want to work in the field of vocational orientation. Referring to the design of the European qualification concept and its developed training modules, new and innovative seminar concepts in the field of vocational orientation could be offered which i. e. might focus on specific vocational sectors or professional areas (i. e. focus on professions in the craft sector: Which jobs are there? What are current trends in these jobs? Are there new jobs emerging? How does digitalisation affect certain job profiles? etc.).

There are currently some training courses for educational counselling and vocational orientation, which are offered by universities (for professional development and training) and by private institutions of further education (i. e. training course on educational counselling and vocational guidance at the Federal Institute of Adult Education, master course of study on educational counselling and vocational guidance at the Danube University Krems). Since these training courses are constantly under revision and new training courses will emerge, an implementation of (some modules of) the European qualification concept might also be an option in this very field.

Implementing (parts of) the European qualification concept, i. e. in the form of additional training courses for those who participate in the training courses to become “life and social counsellors” and would like to work in the field of vocational orientation can be regarded as another option since being self-employed in the field of vocational orientation requires having



completed training as a “life and social counsellor”. These training courses for “life and social counsellors” must be certified by Austria’s Economic Chamber in the function of trade authority and can be offered by various institutions. So far, specific contents with regard to vocational orientation within the training courses to become “life and social counsellors” play a tangential role⁶.

3.3 Proposals for financing the EU-concept in Austria

The presented implementation options of the European qualification concept in Austria in the previous chapter come along with corresponding financing possibilities. In the case of integrating the European qualification concept into academic education at public universities, universities of applied science and Colleges of Education financing would be mainly provided via public funds (slightly supplemented i. e. by tuition fees which must be paid under certain conditions). If students at public universities and Colleges of Education have to pay tuition fees currently depends on their citizenship and the duration of study. The providing bodies of universities of applied science are entitled to choose whether or not tuition fees up to a maximum of 363,36€ per semester are charged, even though most make use of it⁷.

At private universities comparatively higher tuition fees are charged for (further training) courses since private universities can determine the fees they charge freely. According to a study conducted by Kurt Schmid et al. (2017)⁸ Austria’s private universities finance themselves mainly (to the extent of 49%), through tuition / course fees whereas the remaining budget is derived by public supporters / sponsors, third-party-funded projects, donations / sponsoring etc. (cf. Schmid et al 2017).

Seminars / training courses for (prospective) vocational orientation specialists which are implemented in the (private) training sector would also have to be mainly financed by course fees which would have to be paid by the participants. Nevertheless, in this context it has to be mentioned that in Austria there are various options to receive financial support for (further) education⁹.

⁶ Further information on target groups, qualification possibilities and structural elements as regards vocational orientation in Austria can be obtained in the “**Annex to the guideline: Investigation results status quo - good practice**“ (<http://www.boqua.eu/downloads/>).

⁷ Cf.: <https://www.oeh.ac.at/studiengebuehren>

⁸ Cf.: <https://www.ibw.at/resource/download/1442/ibw-researchbrief-98-de.pdf>

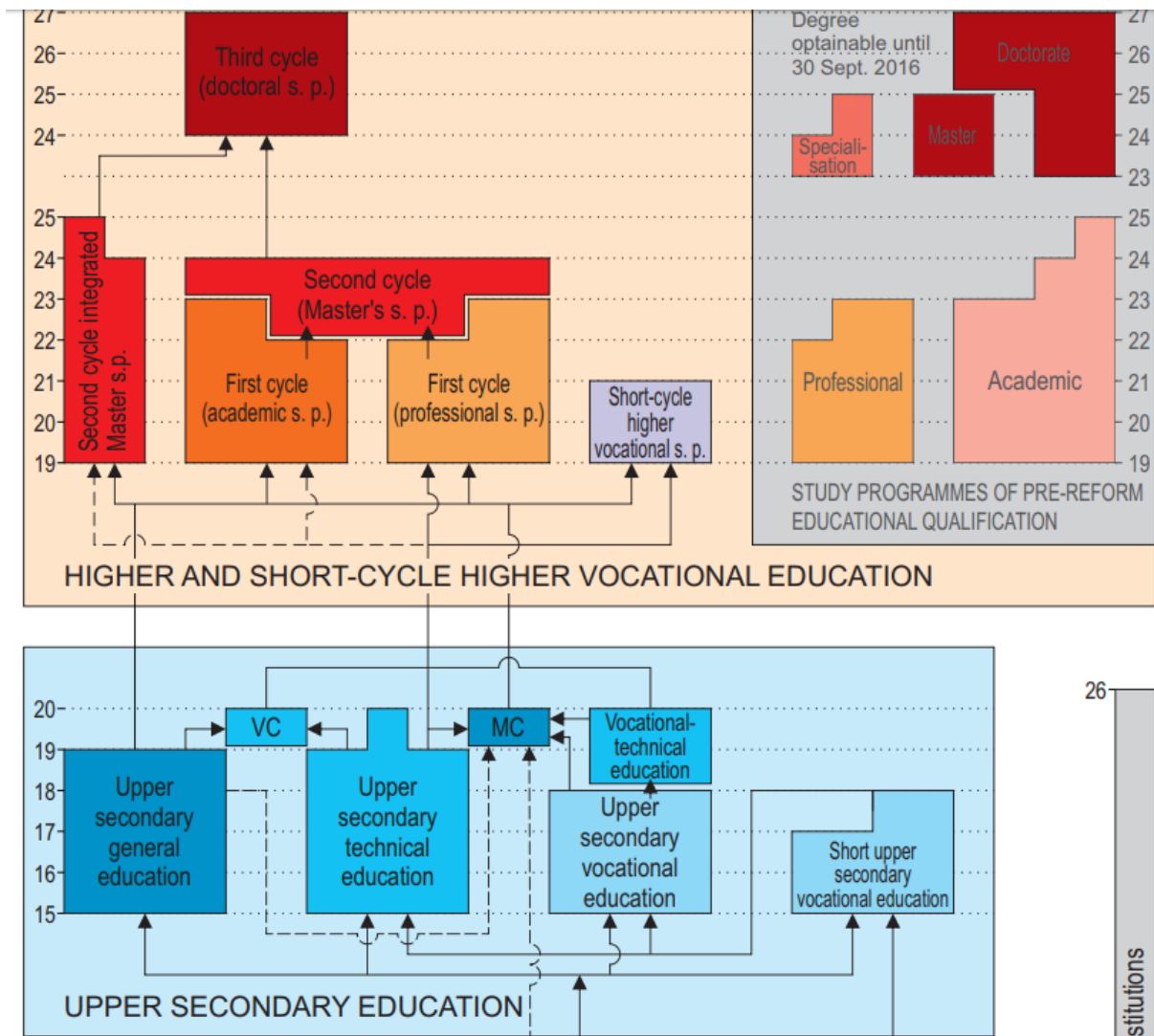
⁹ Cf.: <https://erwachsenenbildung.at/bildungsinfo/kursfoerderung/>



4. Implementation of the EU-concept in Slovenia

4.1 Description of the VET system in Slovenia

The upper-secondary education takes two to five years. The upper-secondary education welcomes generations of 15-year olds, as a rule.



The upper-secondary education encompasses **general education**, i. e. different types of gimnazija programmes and the matura course, and **vocational and technical education**:

- General education is aimed at attaining knowledge and skills needed to continue the education at universities.
- Vocational and technical education is aimed at attaining an occupation needed to enter the labour market; and technical education at attaining qualifications needed to continue education in non-university tertiary education programmes, as well.

Short upper secondary vocational education

The short upper secondary vocational education is open to students who fulfil basic school obligation and successfully complete Year 7 of the basic school programme, or complete



basic school in an education programme of lower educational standard that are adapted to children with special needs. Programme takes 2 years.

Upper secondary vocational education

The upper secondary vocational education programmes are open to students who successfully complete basic school or short upper secondary vocational education programme. Programme takes 3 years and allows enrol to two-year vocational technical education.

Upper secondary technical education

All students who successfully complete basic school or short upper secondary vocational education may enrol in upper secondary technical education. Students who successfully complete upper secondary vocational education may enrol in two-year vocational technical education. Programme takes 4 years.

When someone complete upper secondary technical education or two years vocational technical education after upper secondary vocational education can enrol to short cycle higher vocational or first cycle professional tertiary education.

The **system** of upper-secondary education is **centralised**; decisions on founding and financing of upper-secondary schools, and approving and allocating education programmes are adopted at the national level. However, schools and teachers enjoy autonomy (subject to regulations) in concretising teaching content, choosing teaching methods, staffing and managing employment relationships, as well as enrolling new students.

(source: EURYDICE <https://eacea.ec.europa.eu>)

4.2 Proposals for implementation of the EU-concept in Slovenia

The European qualification concept can be implemented on different ways for different target groups.

Free and open education offer

Firstly can it be implemented as a free open education offer in institutions as Adult education centres, Employment office, Centre for young persons, etc.

Adult education centres offer programmes for adult persons, volunteers and/or expert of VO – for interested ones. Some of programmes are free, some you need to pay. Some of them are free if you are unemployed and payable if you are employed. The institution performs Services for lifelong career guidance for the unemployed persons. They received the concession for the provision of labour market services and it was given to them by the Ministry of Labour, Family, Social Affairs and Equal Opportunities. For job seekers they already perform workshops that are tailored to the needs of the participants. Workshops of type C1 - Career after the fifties, workshops type C2 - Effective appearance on the labour market and workshop type D - counselling office.



Employment office is centre for unemployed persons. Every Employment office has Career centre where they offer a range of free services and activities for unemployed, other jobseekers, students and employers. In order to promote employment and provide support for career choice and career development. Unemployed can during unemployment do different trainings and also retraining, what helps unemployed person to get a new job in different field.

Centre for young people is a place where young people can attend different trainings, courses and lectures with contents from very different fields. Most of the offered trainings, courses and lectures are free or very low price for young people up to 29 years old. The centre offers also learning help for school children.

At all three institutions can be implemented as free and open education or training, because it's interesting, useful and short concept. Programme can consist from one part as lecture, other on-line and last one is practical task.

Academic field

European qualification concept can be implemented in academic field as:

Optional module at Pedagogical, Sociological, Psychological studies and study for teachers. The module should be part of public valid study programme. Specialist study on University, that means that European qualification should pass the accreditation as public valid study programme.

Apprenticeship/training of skilled workers

For workers on the educational field exists National catalogue of further education and professional development (KATIS) where qualification concept can be published as free training for all employed on educational field (schools, nursery school, dormitory, college, University, etc.)

Another possibility is to implement the qualification concept in cooperation with other project with similar content and goals.

Furthermore the qualification can be offered as an independent payable training for all who are interested or working on the VO field (companies, HR, career centres, students, school counsellors, etc.)

So if we look carefully there are possibilities to implement qualification concept or just parts (separate modules) of it to practice. That way we enable persons who need or feel lack of further training to attend and get knowledge, good practices, information and network with experts and other workers on VO field.



4.3 Proposals for financing the EU-concept in Slovenia

First proposal is that, training programme of qualification concept is payable. It can be paid by participants themselves or by their employers.

Second proposal is that training programme is published in National catalogue of further education and professional development for people employed in educational field and then is paid from budget and it's free for this target group.

Third proposal is that some groups of interested persons find some sponsor (company, society, etc.) who will pay for lecturers, other things place, equipment ..., they try to use from some institution for free.

Next possible proposal is organise VO event/conference with workshops and invite interested experts which maybe are involved in other project with similar content and can make lecture for free (because they are already paid from their project).

We try to think and find any possible way to implement qualification concept or. at least parts (modules) of concept. We start with organising VO event with workshops and hope that after some time this will become recognizable and repetitive training among workers on VO field.

5. Implementation of the EU-concept in Spain

5.1 Description of the VET system in Spain

In Spain the Vocational Education and Training System is framed on the National Qualifications and VET System, which establishes the National Professional Qualifications and Modular Catalogue for VET. This system is developed in two different administrations: the labour administration and the educational administration.

There is a common element to develop the training organized by both administrations that allows their correspondence and mutual recognition: the unit of competence. Training developed in the field of training for employment (labour administration) leads to certificates of professional qualification, and those developed in the educational field culminate in vocational training diplomas.

Within the European Qualifications Framework, Spain has developed 5 levels of qualifications, reaching up to pre-university levels, which in the case of the education system diplomas are fixed by:

Intermediate VET (1-2 EQF levels) –Basic Vocational Diploma

Advanced VET (3 EQF level) – Diploma of Technician

Higher VET (4-5 EQF levels) – Diploma of Higher Technician

There are more than 150 VET courses within 26 professional families, with theoretical and practical contents suitable for various professional fields.



Moreover, there also exists the chance to attend further training courses linked to the National Qualifications Catalogue.

In both VET systems (belonging to education and labour administrations) the acquisition of learning outcomes is sought based on the passing of training or professional modules of a technical-professional nature, so that the learning outcomes of common subjects (not associated with professional qualifications) is not addressed. These common subjects stick to other educational stages (Secondary Education and A levels).

Main areas of concern

The main fields of action of the VET Systems are

- Facilitate lifelong learning
- Training pathways
- Labour market opportunities
- Job search procedures
- National Qualifications System and Vocational Training
- Procedures for recognising and validating prior learning and learning pathways

Regulations

In 2002, an **Organic Act on Qualifications and VET** was published. Goals set by this act (Article 14) are

- Provide information on opportunities for job
- Provide information on the opportunities for acquisition, assessment and accreditation of professional competences
- Provide information and advice on training offers and individual training paths to improve the chances of insertion and mobility in the job market

In 2006, an **Organic Act on Education** was published. Article 5, point 6 rules Lifelong Learning, and establishes that it is the duty of governing bodies to facilitate access to information and guidance over lifelong learning offers and the possibilities to access to them.

In its art. 22, point 3, it sets that in compulsory secondary education, and special attention will be paid to educational and vocational guidance to students.

In Navarra, these aspects are further developed in the Decree 66/2010, of October 29th, that regulates the educational and vocational guidance in educational institutions at the Autonomous Community of Navarra. It develops the career guidance in almost every educational level and states that guidance functions are publicly funded and performed by Educational guidance agents, who are:

- Teachers, mentors, class or course teaching staffs, school governing bodies and educational coordinating bodies, who are involved and carry out guidance actions, during the performance of their teaching function.
- Teachers of the speciality of Educational Guidance, which is the specialized technical support for guidance.



Focusing on **VET courses**, there are two different teaching specialities related to guidance:

- **Professional Training and Guidance teacher:** a teacher that has two main professional modules in every VET course.
- *Professional Training and Guidance:* to get acquaintance with labour stuff: Selection of job opportunities, identifying the different possibilities of labour integration, and the alternatives of lifelong learning rights and duties derived from labour relationships, protection and prevention measures, analysing risk situations in the labour setting, in accordance with the training set at the Health and safety at work act (basic level).
- *Business and Entrepreneurial Initiative:* Creating a small enterprise and assessing the impact on its development, legal structure, legal obligations, basic administrative and financial management activities, identification of the main accounting and tax obligations and filling in of documentation.
- **Educational Guidance agent:** He or she doesn't give classes. In addition to the characteristic functions of the educational guidance, he or she can perform information functions and general guidance on the National Qualifications System and its implementation in Navarra, including the procedure for assessment and accreditation of prior learning.

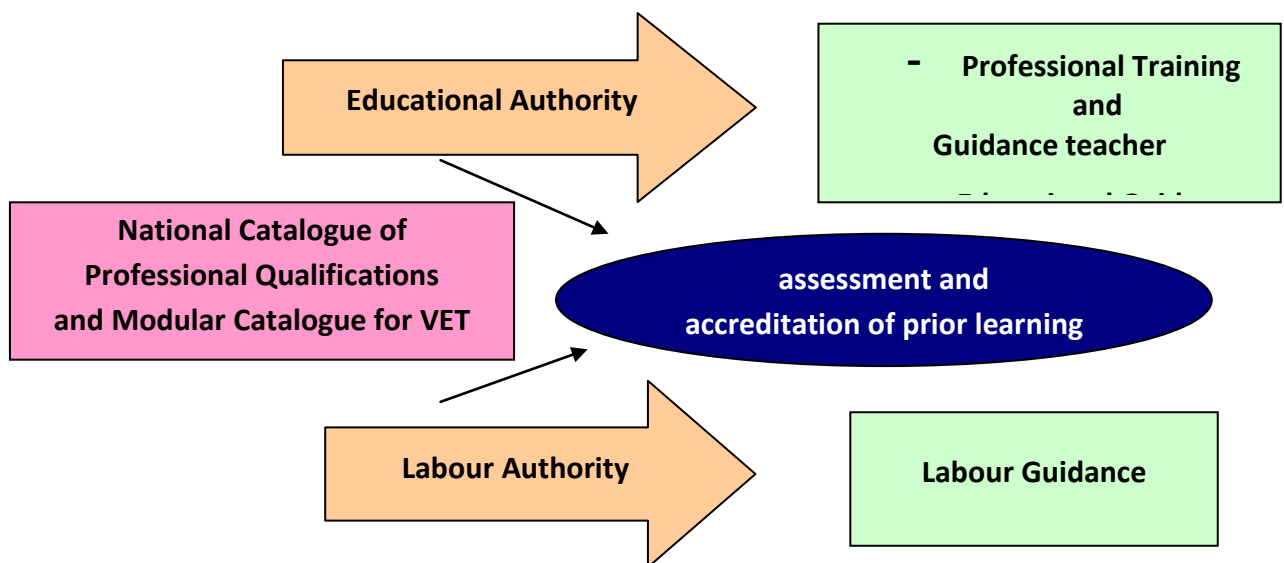




Diagram of the Spanish Education System (only in spanish available)

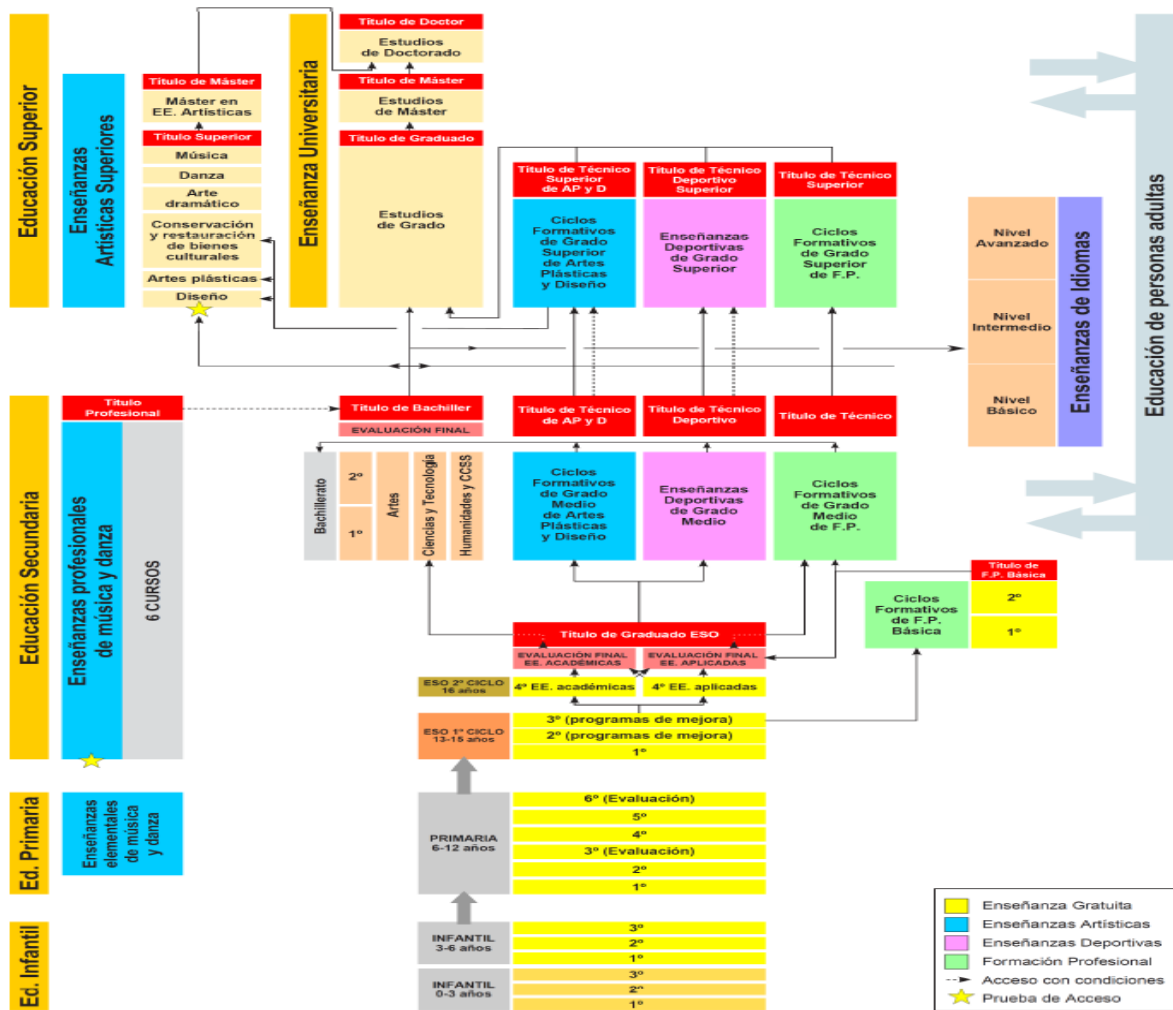
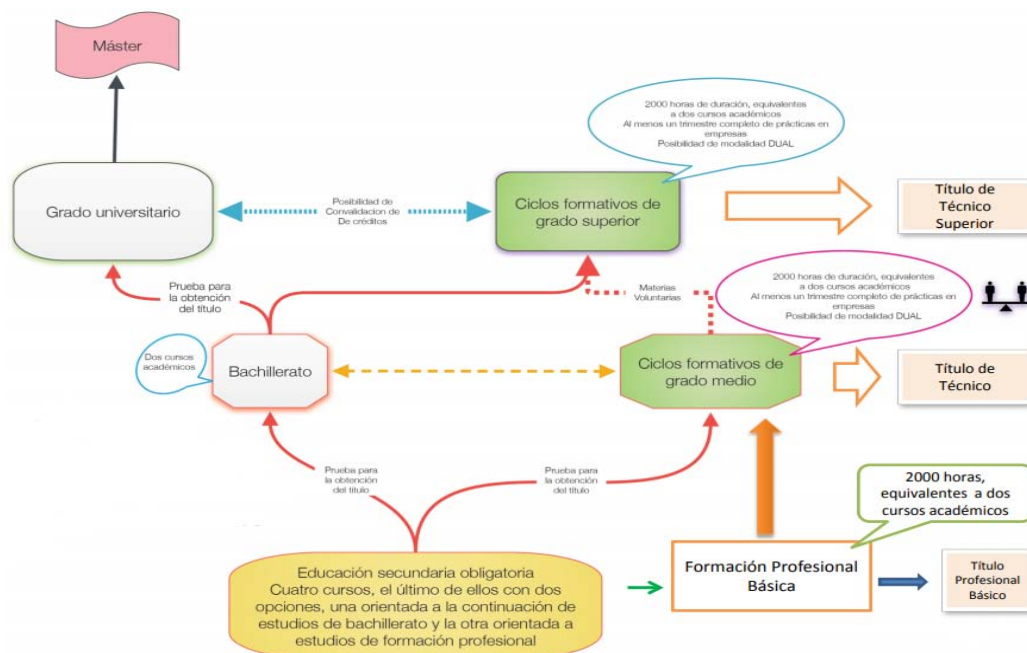


Diagram of the Spanish Vocational Education System (only in spanish available)





5.2 Proposals for implementation of the EU-concept in Spain

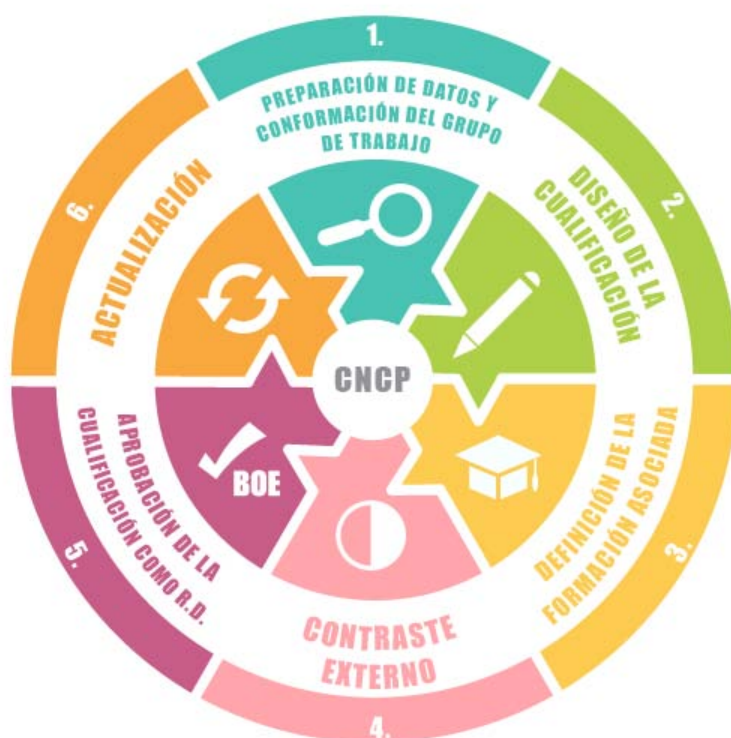
Any implementation of a new qualification in Spain, goes through its incorporation into the National Catalogue of Professional Qualifications (CNCP)

The Methodology of elaboration of the CNCP responds to methodological bases approved in May of 2003 by the General Council of Vocational Training (CGFP), in which the General Administration, the Autonomous Communities and the business and trade union organizations participate and collaborated, and the revision /update of CNCP procedure, that was approved by the CGFP in February 2013.

In order to define the qualifications, 26 working groups have been created -one for each professional family of the Catalogue- that integrate training and technology experts selected from the proposals made by the organizations represented in the General Vocational Training Council.

The management of the groups corresponds to the National Institute of Qualifications (INCUAL), the body responsible for defining, preparing and keeping the CNCP updated. They actively cooperate with the Autonomous Communities, according to their productive context.

The work to determine, elaborate and update the Catalogue is organized in stages:



1. Prepare data and configuration of Teamworks

Collection and analysis of information on the professional sectors, employment and training for the configuration of the field of observation of each professional family. The working group is created with experts, according to professional profiles defined by INCUAL.



2. Design of the Qualification

From the field of observation, applying functional analysis methodology, the general competence, the units of competence and the professional framework (professional environment, productive sectors and relevant occupations and jobs) of each qualification are defined.

3. Definition of the associated training

The training module associated to each unit of competence is defined in terms of skills with its corresponding evaluation criteria, specifying the contents and parameters of the training context. The quality of the qualification designed by the working group is verified by an internal quality assessment.

4. External quality assessment

The professional qualification is subject to assessment, to improve its quality and its adjustment to the productive systems of goods and services, through general and autonomic Administrations, and business and union organizations, represented in the General Vocational Training Council, and from other organizations linked to the produced qualification.

5. Approval of the qualification as Royal Decree

The Government definitively approves the qualifications that must be included in the Catalogue, after consulting the General Vocational Training Council and the State School Council, as well as the ministerial departments involved.

6. Updating

The CNCP and the Modular Catalogue of Vocational Training are always kept up-to-date through their periodic review, within a period not exceeding five years since the date of inclusion of the qualification in the CNCP.

What can we do now?

The process for incorporating a new qualification is very long, and you also need the approval of several regulating and technical bodies. Meanwhile we propose the offer of the modules of the course obtaining a non official certificate. To achieve this task we have thought several possible options, taking into account that the types of courses proposed should fulfil a series of characteristics:

- Group size: no more than 20 people, and not less than 8, in face-to-face classes (almost every course), in order to be able to discussion and group exercises, and for economic reasons, otherwise couldn't be economically feasible.
- Face-to-face classes (unless in MOOC).
- Possibility of implementing an offer by modules and that each person must complete all the transversal / common modules, in addition to the modules per sector of activity that they choose.
- Course duration: total duration of the transversal / common modules, plus the total duration of the specific modules coursed.



- Teaching staff must be people with extensive experience in Professional Guidance, and if possible with specific training in Guidance (psychopedagogical orientation, professional orientation...). In the specific modules of professional sectors, we consider advisable to also have the collaboration of experts from the professional sectors themselves to provide elements more specific concerning each professional sector.

As for the types of offer, they can vary between courses offered by educational or labour administrations, universities or even academies or private centres.

Courses offered in a coordinated way between the educational and labour administration:

- Training for employment course aimed at and Labour Guidance Agents and Vocational Orientation Professionals of the third sector or volunteers, without previous specific training in VO, with the issue of the corresponding professional qualification certificate 5 EQF level.
- Training for employment course aimed at any person without previous specific training in VO, interested in changing their professional pathway towards this field, and with the issue of the corresponding professional qualification certificate 5 EQF level.

Course offered by educational bodies:

- Further training offered to any higher technician (5 EQF level), with the issue of the corresponding specialist certificate 5 EQF level.

Courses offered in a coordinated way between the educational and universities. These courses should be approved by the National Agency for Quality Assessment and Accreditation (ANECA):

- Postgraduate course (master's degree) aimed at educational guidance agents and VO professionals of the labour administration, with previous training in orientation within their university degrees. EQF level 7
- Include it as a subject in the Pedagogical training master required by the Spanish basic regulation in order to have the possibility to teach at Compulsory Secondary Education, A levels and VET.

Course offered by universities:

- Incorporate it as a subject in university degrees of Education Science (Teaching), Psychology, Psychopedagogy, etc.

Courses offered by private entities or universities:

- Face-to-face or blended course, for any user who wishes to be trained in Professional Orientation, fulfilling access requirements at level 5 EQF.
- MOOC aimed at anyone interested obtaining a certificate of completion or a certificate of achievement (if they pass an assessment provided physically in a recognized entity).



5.3 Proposals for financing the EU-concept in Spain

In the case of training courses for employment (with the issue of a professional certificate), they can be publicly funded, with the labour administration budget, in such a way that they are free of charge for participants. This budget is partly obtained through the fees that companies pay to Social Security. These courses may also be offered by academies or privately owned centres previously accredited to provide this training; in that case these centres will impose a fee on each student.

In the case of further training courses in Education system, the financing will be borne by the Education Administration, so that they are free for students. We could see if there is a chance to charge them to European social funds (by the European Commission).

If it is a subject in a university degree, students will pay the number of ECTS credits that have been assigned to the subject, according to the university fees.

In the case of MOOCs, they are free for students, running their cost at the expense of the Universities or other entities that offer them. However, it could be subject to a cost for access to tutorials, evaluations, bibliographic resources or accreditations.

Next steps in Navarra

In the Department of Education there is an Orientation Area, but this unit is responsible for coordinating all activities related to Educational Guidance and Advising, including coexistence and relations in school, inclusion in the education system of minorities like refugees, attention to students with special needs and coordination of the centres involved, preparation of regulations regarding educational guidance, etc.

We have detected a lack of resources and coordination of actions aimed at Professional Orientation. Thus, with regard to the configuration of the 2019 general budgets of Navarra, and concerning the budget of the Vocational Training Service, the creation of a specific item allocated in Professional Guidance issues will be requested, with the intention of include measures for the implementation of Training in Professional Orientation.

For 2018/19 academic year, as a start of work in this strategic line, there will be a person (who, so far, has been an Educational Guidance agent in a VET School) who will be assigned 5 hours per week to coordinate the actions of Professional Guidance in the Educational System of Navarra. Among its functions we can highlight the link between Compulsory Secondary Education, A-levels and VET with the intention that the previous education stages know better the VET world and the wide range of existing professions. Another function of this person is to coordinate orientation actions in the centres of the different educational stages.

6. Implementation of the EU-concept in United Kingdom

6.1 Description of the VET system in UK

Vocational education and training (VET) is offered at most levels of the qualifications frameworks in the UK. A separate qualifications and credit framework exists in England and Northern Ireland from the ones in Scotland and Wales. There are around 200 awarding organisations in the UK and several thousand accredited qualifications.

Awarding organisations design and award qualifications, while education and training providers deliver learning. VET providers include secondary schools, school sixth forms, sixth form colleges, further education colleges and higher education institutions. Further



education colleges represent the largest group of VET providers offering education to learners that are 16 years or older, including a large number of adult learners.

VET qualifications are offered through work-related Business and Technology Education Council qualifications, national vocational qualifications/Scottish vocational qualifications and other recognised vocational qualifications. School-based programmes that combine general academic study with vocational elements exist alongside broad vocational programmes and specialist occupational programmes that may take place both in a school setting and the work place. VET is offered on a full-time and part-time basis and students may attend training on a block-release or day-release basis from employers or attend evening or weekend learning.

The system of vocational education in the UK initially developed independently, with bodies such as the RSA and City & Guilds setting examinations for technical subjects.

In the UK some higher engineering-technician positions that require 4–5 years' apprenticeship require academic study to HNC / HND or higher City & Guilds level. Apprenticeships are increasingly recognised as the gold standard for work-based training. There are four levels of apprenticeship available for those aged 16 and over:

1 - Intermediate-level apprenticeships

Apprentices work towards work-based learning qualifications such as a Level 2 Competence Qualification, Functional Skills and, in most cases, a relevant knowledge-based qualification.

2 - Advanced-level apprenticeships

Apprentices work towards work-based learning such as a Level 3 Competence Qualification, Functional Skills and, in most cases, a relevant knowledge based qualification. They can take four years to complete.

3 - Higher apprenticeships

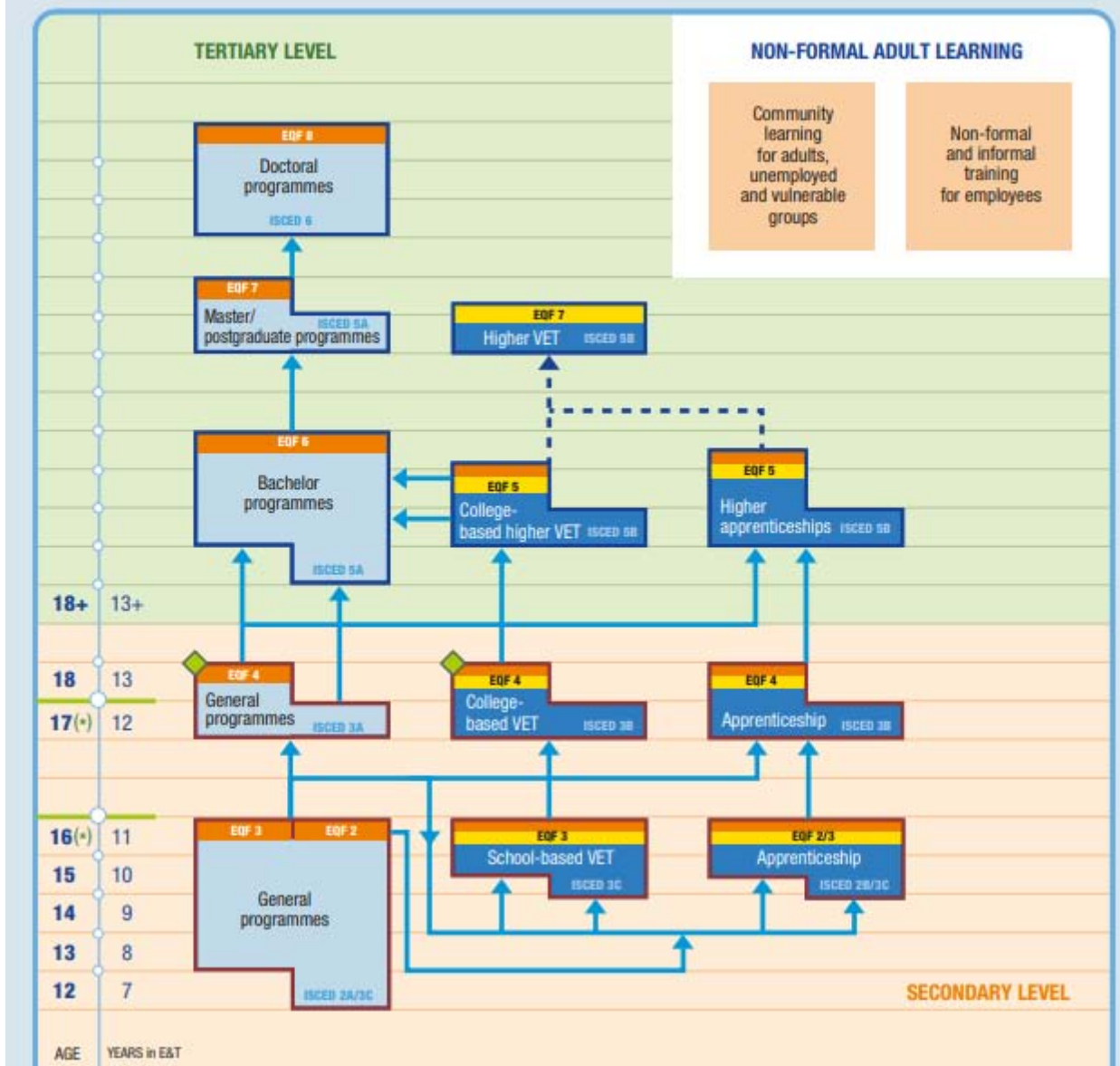
Apprentices work towards work-based learning qualifications such as a Level 4 and 5 Competence Qualification, Functional Skills and, in some cases, a knowledge-based qualification such as a Foundation Degree. They can take between four and five years to complete, depending on the level at which an apprentice enrolls.

4 - Degree and professional apprenticeships

They are similar to higher apprenticeships, but differ in that they provide an opportunity to gain a full bachelor's (Level 6) or master's degree (Level 7). The courses are designed in partnership with employers, with part-time study taking place at a university. They can take between four and six years to complete, depending on the level of the course, and the level of entry.



VET in the education and training system in the UK



6.2 Proposals for implementation of the European qualification concept in UK

- College open days/events and functions in partnership with external stakeholders - such as Career Wales and Job Centre Plus to allow for the implementation of the qualification concepts as taster sessions
- Core to Curriculum – concept to embedded in learning. Individual units to be added to sections such as employability skills, end of course module – college leaver to complete remaining units to allow further knowledge for post college progression/higher education paths



- School Links – roll out concept with school links aimed at 14 – 19 year olds, designated co-ordinator to ensure school learners are prepared for FE and/or chosen career path
- CPD – Continuous Professional Development offering the qualification to staff allowing them to upskill or train and develop the knowledge and skills, modules surrounding VO. Opportunity to be implemented as part of ‘Train the Trainer’, ‘Careers Advice and Guidance’ qualification
- CPD in FE – teachers return to industry to update professional vocational competency to allow better understanding of industry needs and skills to enable guidance and support for learners in their chosen career path

6.3 Proposals for financing the European qualification concept in UK

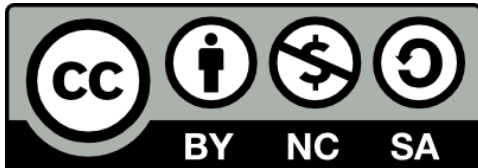
- Funding through projects in partnership with external stakeholders – employability skills and creating job opportunities in chosen career path
- Commercial – qualification offer for those wishing to enter the profession of careers advice and guidance
- Higher Level Apprenticeship (Level 4) – to be embedded as a module within the career information and advice
- Government funding – Individual unit/programme - incorporated as part of the BOOST enrichment financed via core funding. Added value to learner journey – CV skills, soft skills, employability skills

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