

Key Competences Kit  
for facing Lifelong Learning



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for facing Lifelong Learning

## MODUL 2



Responsible partner: Berufsförderungsinstitut OÖ

**Diagnosis study about the  
current conditions and  
characteristics of adults with  
gaps of basic training.**

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## Abstract

After thoroughly analyzing the evolution of economy in Europe and not only, several groups of specialists decided that 8 key competences should be taken into account to reach the Lisbon strategic objectives. Human capital has proved to be vital for a healthy European economy, capable to compete with other economies in the world, and with an emphasis on environment protection.

The 8 key competences which give the members of a society the possibility to contribute to the improvement of social and cultural life should be provided by a careful education and a well-oriented qualification.

This report illustrates the situation of low qualified persons in some European countries participating in this project consortium. To show a picture of the situation and to make a comparison between other countries possible the topic is worked out through 3 ranks.

At first the two structural indicators "unemployment-situation" and "education situation" are presented through actual relevant data. It will be shown in the respective reports from the different countries.

At second some main national strategies are illuminated through the description of relevant/ innovative projects in the field of "Chance-enhancement concerning the integration on the labour market".

At third the results of interviews with experts are presented. These experts and stakeholders are practitioners and located in the field of educational institutions, unions, Federal Employment Office, active labour market policy projects and others.

**The overview of this study gives a fundament, guideline and conclusions for the development of curricula and training of the eight key-competences within the project for Initiatives for vocational qualification and reduce drop outs.**

# Introduction

Since the commitment of the European Lisbon Strategy it is evident that it is necessary to invest in Human Capital to make sure that the European Union with its member states become the most dynamic and competitive knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment. Qualification and education can be seen as major components to ensure that society's members are permanently integrated in the labour market and are able to participate in social and cultural life. Within this project 8 key competences, which are most relevant to reach that goal, were defined:

## 1. Communication in mother tongue

It is quite well known that the acquisition of mother tongue is basic for second language learning. The skill level concerning a second language can only be risen till the level of the mother tongue. (Bauer/ Kainz 2007, 3) As well as this bi-/ multilingual know-how of people with migration background is especially valuable for social and economic life.

## 2. Communication in foreign languages

In a coalescent European community and a globalized world, foreign language skills become much more crucial. The willingness and the ability to speak at least one foreign language, particularly English, are required. The social and the international quality requirements are more or less defined as "English plus", which means that English skills are expected from everybody and another language is desirable. (Edelhoff 2009, 1)

## 3. Mathematical competences and basic competences in science and technology

The modern industrialized requires a solid base of mathematical knowledge. If a nation state wants to participate in innovation and keep up with international economy it is necessary to value mathematic skills. It is important to realize that the economical power on a social as well as on individual level is strongly connected to the significance of maths. So the mathematical competence becomes a basic competence for participation in social life.

## 4. Digital competence

Society is on a rush from a modern industrialized society to a digital economy, which is based on knowledge. It is necessary to fight against an upcoming digital divide, which splits society in "information-haves" and "information-haves-not". Especially 3 aspects are relevant: the access to information technologies, the competence concerning the handling of technological instruments and the understanding of contents (ability of critical reflection). The digital competence is absolutely relevant regarding the integration on the labour market. Especially women are (statistically) disadvantaged in this field.

## 5. Learning to learn

The concept of life long learning is nowadays a major cornerstone in the field of adult education. This approach is pushed by a number of

socio-economic forces, like globalisation, technological change, changing nature of work and labour market, ageing of populations, continuing upgrading need of work-life-skills, changes in skill requirements. (OECD 2004, 2)

#### **6. Social and civic competence**

Since several years personnel development strategies put a special focus on social competences. Besides professional know-how, social competences, as honesty, empathy, fairness, cooperativeness, openness, solidarity, tolerance, sense of responsibility, the ability to integrate, to communicate and to compromise etc., are seen as key variables in personnel recruiting. For that reason social and civic competences like appearance become an in- or exclusion criteria.

#### **7. Sense of initiative and entrepreneurship**

A sense of initiative and entrepreneurship means the identification and tracing with the goals of the company, prioritization of companies interests, goal-orientation and cost-conscious acting, reutilization of solutions and systems, innovation, engagement, inventive creativity etc. (North 2008, 8) In many fields of economic life this sense of initiative and entrepreneurship is required. But also for daily life such competences turn out to be part of basic know-how.

#### **8. Cultural awareness and expression**

Living in contemporary and future Europe means a lot of new challenges for people, especially concerning multicultural plurality. Therefore it needs an intercultural pedagogy which prepares society members for those challenges through creation of cultural awareness and expression. (Boss-Nünning 2000, 1f)

All these competences are aiming to increase the employability and the chance for integration on the labour market. Therefore are especially economical respectively employment market data significant. They are significant benchmarks concerning the qualification skill level of society as well as the main problems can be identified through them. As this project deals with low qualified persons, who are generally disadvantaged on the labour market, data concerning the unemployment level is taken into focus.

Another level of consideration is of course the educational background of society as a whole. Relevant indicators in that context are the "low educational attainment", the "life-long learning index" and the rate of "early school leavers". But also data concerning literacy give an expression of the actual state.

- To provide this report as practical as possible, the different information and features from the participating countries will be shown via overview-charts. It is focussed to provide guideline for the development of curricula and training of the eight key-competences. This report is a fundament, guideline and shows conclusions for the development of curricula and training of this eight key-competences for new initiatives of vocational qualification and reducing drop outs.

## National strategies

An overview of the national strategies in each participating country shows: while in Bulgaria, Germany and Lithuania the national strategies are focused on lifelong learning, Romania and Spain emphasise on young people and Austria in general labour market:

In Spain politicians are compromised with training for non-qualified people, improvement of distance learning, social programs for migrants and mobility plans, among others.

Lithuania is dealing with women taking care of children, very high-qualified people but in need to be qualified for re-occupation because of changes in labour market. Key competences should transversal to any kind of people.

In Austria exists a lot of programmes for youth, as specified later in the best practise examples..

Bulgaria is focused on adults to be employed in new positions, thus with needs to be up-to-date regarding digital and literal competences, but also youth (specially minorities) and women (in long maternity leaves).

In Romania graduates should be guided about what they are good at in order to decide what to study. Also, there´s lack of training in foreign languages and computer literacy.

In Germany the economy reproduces schools timetable. Language abilities are worse than ten years ago. There´s also a huge gap because of the school drop-outs and the reduction of training in companies. More complex knowledge is needed (i.e. time before workers didn´t need to write and read to work properly).

The highest risk of being hit by unemployment and therefore poverty, as well as social exclusion, have young low qualified people with migration background (especially women) and youth unemployment is a big labourmarket-policy problem. In most cases the drop-out risk is highly correlated to social background and socio-demographic attributes.

Major reasons for drop-out are tiredness concerning learning and the wish or the need of earning money and the higher the educational background is, the lower is the risk of unemployment.

Main findings pointed out in terms of: profile of target groups (ROMA, youth, people with disabilities, ...), factors for low qualification (language deficits, ...), necessary qualifications (additional definitions, enlargement of key competencies, improvement of self-confidence, certification of informal qualifications, ...), improvement of educational participation, curriculum design (frame, content, didactic methodology, trainer qualification regarding training in key competences, ...).

	<b>AT</b>	<b>BG</b>	<b>DE</b>	<b>ESP</b>	<b>LT</b>	<b>RO</b>
<b>National strategies</b>	<p>efficient (re-) integration through active labour market measures concerning the elevation of the qualification level of job seeking persons combined with intense occupational information and consultation,</p>	<p>improving employability of the labour force through greater investments in human capital and development of life-long learning</p> <p>accelerated integration of disadvantaged groups through motivation for active job search and sustaining employment</p> <p>efficient integration of the country into the European labour market, improving the flexibility of the labour market and the efficiency of</p>	<p>Strategies on lifelong learning</p>	<p>Programmes of Initial Vocational Qualification (Education Organic Law 2008/09)</p>	<p><i>State Education Strategy for 2003–2012:</i></p> <p>developing a continuous, accessible, socially just educational system</p> <p>assuring lifelong learning</p> <p>vocational education and training and adult education</p>	<p><i>Ministry of Labour, Family and Social Protection strategic programmes</i></p> <ul style="list-style-type: none"> <li>- a better access on labour market</li> <li>- taking attitude towards the labour force black market</li> <li>- promoting an integrative approach of security and flexibility on labour market</li> <li>- attracting young people on the labour market</li> <li>- fighting against social exclusion of different ethnic groups</li> <li>- developing the abilities and the</li> </ul>



		programmes and measures.				education - lifelong education and professional training
<b>Type s of strategie s / activ ities</b>	<p>Intensification of the qualified employee trainings of the Federal Employment Office (AMS)</p> <p>Extension of implacement-trusts, especial for women</p> <p>Expansion of aids concerning qualification for employees</p> <p>Intensification of activating measures for older people</p> <p>Improvement</p>	<p>Increase of investments in human resources, sustainable macro economic development, which creates bigger number and better quality jobs, the productivity of labour and social inclusion</p> <p>strategy for life-long learning Access to learning</p> <ul style="list-style-type: none"> <li>• Opportunities for acquiring and improvement of key competences;</li> <li>• Encouraging social partners to</li> </ul>	<p><i>Strategy paper on lifelong learning:</i> participate in learning during all phases of their lives and in all spheres of life, at different learning sites and through many different types of learning.</p> <p>inclusion of informal learning</p> <p>self-directed learning</p> <p>development of skills</p> <p>networking modularization learning guidance</p>	<p><i>Programmes of Initial Vocational Qualification</i> provide students, who have not completed the Mandatory Secondary Education (16 years old), the opportunity to get a level 1 vocational qualification for developing a job and also the possibility to get the Secondary Certificate.</p> <p>These programmes are articulated in three modules:</p> <p>Specific module about a vocational area including practices in a work centre.</p> <p>Common module for all programmes</p>	<p><i>Action Plan for the Implementation of the State Education Strategy for 2003-2012, the Lifelong Learning Ensuring Strategy, and the Higher Education System Development Plan.</i> Lifelong Learning and Vocational training and adult education is the priority areas in Lithuania.</p> <p>In vocational training a unified system, ensuring quality primary and continuous vocational training, is in progress: decentralising the network of</p>	<p>“Second chance” type programmes and 8 counselling centers in the following fields: trade, IT, constructions, human resources, services, agriculture.</p> <p>6 Regional Centers for Adults’ Professional Training. The centers were implemented though the project “<i>Labour Force and Social Protection</i>” through different partnerships with</p>

	<p>of occupational consultation</p>	<p>take part in the life-long learning process;</p> <ul style="list-style-type: none"> <li>• Validating and certification of the results from the informal and private learning;</li> <li>• High-quality of education, training and access to information;</li> <li>• High-quality services in providing information, guidance and counselling;</li> <li>• Support for social inclusion;</li> <li>• Training of trainers.</li> </ul> <p>National Strategy on Continuing VET: acquiring new knowledge and skills</p>	<p>new learning culture</p> <p><i>The Qualification Initiative for Germany</i></p> <ol style="list-style-type: none"> <li>1. Getting ahead through education</li> <li>2. Better education from the very start</li> <li>3. Language as the key to education</li> <li>4. Strengthening the MINT subjects (mathematics, information technology, the natural sciences and technology)</li> <li>5. More training opportunities for school students</li> <li>6. Strengthening vocational education and skills acquisition</li> <li>7. Securing academic</li> </ol>	<p>focused to acquire basic competences.</p> <p>Optional module to obtain the Secondary Certification.</p>	<p>institutions of vocational training; improving training programmes (establishing standards of vocational training); working out a plan of external quality evaluation; defining the plan of the implementation of the strategy of Vocational guidance; establishing the Vocational Guidance Council and approving of the law on Vocational Education and Training.</p>	<p>various organizations, associations, institutions and companies.</p> <p><i>National Agency for Community Programmes in the Field of Education and Professional Training:</i></p> <ul style="list-style-type: none"> <li>- intensive courses of foreign languages;</li> <li>- promoting useful technologies within the LLL Programme (Audience Participation in Digital Culture);</li> <li>- running other projects, such as "Romanians' Access to Multinational Education for Competences in the Construction</li> </ul>
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			<p>training to safeguard Germany's innovative strength</p> <p>8. Lifelong learning</p> <p>9. Entrepreneurial responsibility for the training and advanced training of skilled staff</p> <p>10. Education, training and qualifications in the federal system</p>			<p>Field", "Youth in Action", "One Level Up", "Modern Methods for Training the Real Estate Assessors", "L'Europe Ensemble"</p> <p>- "Mobility Beyond Borders. The Contribution of Transparency of Qualifications and Credit Transfer";</p> <p>- "Intercultural Challenges in Adult Education"</p> <p>- The "Open Doors" Events;</p>
Target groups	<p>Low qualified persons</p> <p>Young people</p> <p>Women</p> <p>Older people</p> <p>Persons with migration background</p> <p>People with longer</p>	<p>LLL, especially upgrading of somebodies qualification.</p> <p>Retraining for new professions</p>	<p>LLL</p> <p>Youth ("from the very start") (School) students</p> <p>Entrepreneurs</p>	Young people	Adults in general	Youth adults

	absence of the labour market People with disabilities Welfare recipients					
Concl usion	With special focus on those groups the Austrian Government aims to boost motivation for (further) education and to enhance didactics in adult education. Further more the method of case management should be advanced, qualifications acquired abroad should be recognised, as well as informal competences.	In the next few years the national educational strategy regarding low qualified people should improve the highly productive and qualitative employability of the labour force through greater investments in human capital and development of Lifelong learning. It also includes accelerated integration of low qualified people through motivation for active job search				A. some key competences must be set and must be taken into consideration; B. the participants in this program decided that some elements should have priority in deciding the future policy in Romania: a. one should avoid an approach of the qualifications at a regional level, although this thing answers local demands but without taking into

	Labourmarket-related qualifications	and sustaining employment, efficient integration of Bulgaria into the European labour market, improving the flexibility of the labour market and the efficiency of programmes and measures.				account the national level. This implies a recognition of the qualifications only on a local scale and, therefore, could prevent people working in another region: the mobility of the working market could be blocked; b. the trade unions should avoid any involvement of the political forces in their organization; c. the creation of the company committees should imply candidates appointed by unions; d. all the social partners, including unions, should have
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						competences in the field, when negotiating and signing the professional training plans.
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## Best practise examples

AT	BG	DE	ESP	LT	RO
<p><b>Youth apprenticeship security law).</b> The goal of <i>JASG</i> is to compensate the lack of apprenticeship training positions (<i>Lehrstellen</i>) within companies through the allocation of <i>Lehrstellen</i> in <i>Ausbildungseinrichtungen</i> (apprenticeship institutions). The <i>JASG</i>-trainings follow a transit concept which means that the major goal is to place young people in a regular <i>Lehrstelle</i> in a company. The <i>JASG</i>-trainings are an important tool in labour-market policy because on the one hand it offers youths an apprenticeship training position, while waiting for a regular one, and on the other hand it tries to make teenagers with obstacles concerning job placement job-ready and improves their employability for effective integration on the labour market.</p> <p><b>Integrative vocational trainings with vocational training assistance</b></p> <p>This means either an extended vocational</p>	<p><b>Programmes and projects for young people</b></p> <p><i>“Career Start” Programm</i> helps young people with higher education to start a job in the public administration</p> <p><b>Programmes and projects for employment promotion and improvement of employability including legal frameworks</b></p> <p><i>National Programme for Literacy and Vocational Training of Roma 2 066</i> unemployed have been included in literacy courses.</p> <p><b>Employment Promotion Programmes and Measures</b> subsidised employment</p> <p>The active labour market policy is primarily targeted to: unemployed with low</p>	<p><b>The Schools Offensive in Hamburg</b></p> <p>Pupils shall be provided with better support and encouragement and its schools be brought up to the prevailing European standard. In order to achieve these aims the improvement of class teaching will be combined with a longer period of all pupils learning together.</p> <p>fostering best the learning potentials of the pupils in a stimulating learning environment and at giving all students the way to the highest possible education. Individualization of learning, productive dealing with heterogeneity, and orientation to competences are the pedagogic basis of this new school model.</p> <p><b>Good Practice Center (GPC) including Internet-portals</b> (Benachteiligtenförderung ONLINE (Supporting disadvantaged people) <a href="http://www.good-practice.bibb.de">http://www.good-practice.bibb.de</a> and LänderAKTIV <a href="http://www.laenderaktiv.good-practice.de">http://www.laenderaktiv.good-practice.de</a> BQF-Transfer <a href="http://www.kompetenzen-foerdern.de">http://www.kompetenzen-foerdern.de</a> is the central dissemination platform for</p>	<p><b>Nueva Formación Profesional</b></p> <p>The programme includes a grant system focused to workers aged 18 to 24 without Vocational Training Certificate in order to combine their work and the training activities. In addition it includes measures to promote both the contracts for training and the part-time specially focused to young people (18 to 24) who have left the educational system. A virtual platform will allow to complete distance training modules to get the vocational certifications.</p> <p>A new measure is to validate the vocational competencies acquired through the work experience. The aim is to make the most of the experience and knowledge.</p>	<p>The <i>Guidelines for Bringing Children Back to School</i> were adopted in 2005. Children and youth who have been unable to integrate into basic and secondary schools, and those lacking motivation, are given the chance to get back to consecutive system of education on the basis of the Youth School Concept</p> <p><b>Three vocational orientation programmes</b> for the drop-outs from general education schools. <b>Vocational information and consulting services</b> are offered to those individuals, who have not yet started a professional career; working and unemployed individuals, as well as the employers.</p>	<p>The Ministry of Labour, Family and Social Protection launched a <b>competition for strategic projects</b> in six major activity fields regarding the development of human resources sector. The amount of money which can be used is 545 million Euro. The main areas which are going to be financially supported are:</p> <p>high quality in lifelong professional training</p> <p>access and participation to the lifelong professional training</p> <p>promoting adaptability for employees</p> <p>development and implementation of active measures to occupy workplaces</p>

<p>training period or a part-qualification in a certain occupation. Key aspect of the concept is the support and guidance through a (personal) vocational training assistant, who accompanies the client for the whole period of vocational training. The idea is to improve the employability respectively the integration of disadvantaged people in the labour market.</p> <p><b>Project “You have abilities”</b>) is a pilot scheme dealing with informal and non-formal acquired competences, which are relevant for working life. The goal of the project is to acknowledge those “unknown” competences and to keep those people concerned off the risk of unemployment, low income and being an unskilled worker a life time, as well as to motivate low qualified persons to participate in further and adult education. The major target groups of the project are adult Upper Austrians, which are low qualified and/ or adults with migration background.  <a href="#">In the context of this</a></p>	<p>level of education and without specialty and profession,</p> <p>unemployed young people without specialty and profession or without previous employment period,</p> <p>unemployed people with disabilities,</p> <p>unemployed aged over 50.</p> <p><b>New programmes and projects launched in 2007</b>  National Programme “<i>Supporting Maternity</i>” encouraging participation of women on the labour market and overcoming the gender-related disparities by providing them with child-minding services by unemployed persons.  “<i>Programme for Improving the Employability of Young People</i>” through inclusion in vocational training courses.</p>	<p>“Promoting Competences – Vocational Qualification for Target Groups with Special Needs”)</p> <p>The Good Practice Center (GPC) — national programmes and nationwide projects dealing with disadvantaged young people in transitions from school to vocational education following elements:  Access to information  Communication to support knowledge transfer between professionals  Reflection of developments based on research  Transfer understood as practice-oriented presentation and dissemination of experience and findings on school-to-work transitions, with a special focus on supporting disadvantaged young people (migrants, early school leavers</p> <p><b>www.ich-will-lernen.de</b>  In September 2004, the German Adult Education Association with the support of the Federal Ministry for Education and Research (BMBF) has started an Internet learning portal that deals with interactive learning opportunities to apply functional illiterates.</p>	<p><b>Promote the international mobility.</b></p> <p>For that there will be established a National Frame of Certifications regarding to the European Frame. With this purpose, also the work practices in different countries will be strengthened (a kind of “Erasmus Programme” for the Vocational Training.</p> <p><b>Literacy teaching programmes</b></p> <p><b>Social programmes</b>  Non formal training programmes for youth without vocational qualifications focused to improve their general educational level and to qualify them for some handicrafts.</p> <p><b>Special Programme for Immigrants</b>  The objective is to promote the integration in the educational system of foreign students, specially those aged</p>	<p>sustaining, in the long run, the rural areas from the human resources point of view</p> <p>development of social economy</p>
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<p>project “informal” competences are defined as self-acquired competences respectively through experiences and activities acquired in working life. Non-formal competences mean competences acquired through trainings in adult education without acknowledgement by public law, internal re-trainings, as well as acquired competences through voluntary work in unincorporated organisations.</p> <p><b>Produktionsschulen (Production Schools)</b> deals with youths, who are tired of going to school and can not find a <i>Lehrstelle</i>. The goal is to facilitate a successful changeover from school to vocational training or to employment for youths with special obstacles and coaching needs. It is also tried to stabilise and motivate the adolescents as well as to provide vocational abilities for integration into labour market,. To reach those goals, two tactics are exercised: Integration of learning with tasks of production and fabrication of products for the</p>			<p>for mandatory schooling.</p> <p><b>Programme of Roma ethnic group</b> focused to create and edit didactic materials about the roma culture, training about intercultural mediation with the roma group and the initial and permanent training of teachers and staff working with this target group.</p> <p><b>Programme of Arabian Language Learning and Morocco Culture</b> It is focused to morocco students already schooled in public Spanish educational centres. The main objectives are the school integration in our educational system and the promotion of an intercultural education.</p>		
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<p>market.</p> <p><b>Vocational Qualifications of persons with migration background</b></p> <p>These trainings are hold by an interpreter and parallel the participants get German lectures. Participants get, besides a vocational qualification, an intense language skills training.</p> <p>Trainings offered: welding operator training trainings for CNC-machines, training for metalworkers.</p>					
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## Findings of the Interviews in the different countries

<b>Low qualified groups</b>	Young people with disadvantages "from the very start" with low education and illiteracy (lack German and maths) without practical activities drop – outs early school leavers Persons with migration background migrant youth Ethnic minorities (Roma) Adults in general, who need retraining for new professions older people women persons from rural areas unemployed people part-time workers People with disabilities
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<b>Factors for low qualification</b>	<ul style="list-style-type: none"> <li>• missing school education</li> <li>• language deficits</li> <li>• educational deficits due to social and physical deprivation, and because of illiteracy and low basic education</li> <li>• Social deficits and physical deficits</li> <li>• Migration background</li> <li>• Deficiencies in general educational achievement as a consequence of low educational family background.</li> <li>• Older employees suffer from lack of training investments in companies</li> <li>• Unskilled workers lack of basic technical competencies</li> <li>• Self-exclusion of migrants</li> </ul>
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<b>Necessary qualifications</b>	<ul style="list-style-type: none"> <li>• Additional definition / interpretation / enlargement of key competences</li> </ul> <p>Social and civic competence</p> <p>Sense of initiative and entrepreneurship</p> <p>Basic skills as a prerequisite for successful vocational training</p> <p>Learn to learn competence</p> <p>Sense of initiative and entrepreneurs</p> <p>Self-learning</p> <p>Cultural awareness and expression</p> <ul style="list-style-type: none"> <li>• improving self-confidence "trust in oneself"</li> <li>• personal goals as starting point for further qualification acquirement</li> <li>• Informal qualifications</li> </ul> <p>Informal and non-formal learning as a pathway to vocational training</p> <p>Balanced portfolio of vocational and transversal skills</p> <ul style="list-style-type: none"> <li>• Knowledge about work life</li> <li>• training basic skills are important but cannot be trained apart from technical skills.</li> </ul>
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<b>Improvement of educational participation 1</b>	<ul style="list-style-type: none"> <li>• Target-group-orientated consulting- and marketing systems</li> <li>• Open-door-policy</li> <li>• More focus on public relations – message: There are chances!</li> <li>• Cooperation with networks</li> <li>• Simplification of the possibility to make up educational achievements</li> <li>• Opportunities for acquiring and improvement of key competences;</li> <li>• Encouraging social partners to take part in the life-long learning process;</li> <li>• Validating and certification of the results from the informal and private learning;</li> <li>• High-quality of education, training and access to information;</li> <li>• High-quality services in providing information, guidance and counselling;</li> <li>• Support for social inclusion;</li> <li>• Training of trainers <ul style="list-style-type: none"> <li>• Profiling to identify the qualification needs for the person</li> <li>• Early occupational orientation</li> <li>• Career counselling</li> </ul> </li> </ul>
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<b>Improvement of educational participation 2</b>	<ul style="list-style-type: none"> <li>• Connections between Labour market at school</li> <li>• Work experience opportunities to acquire basic social competencies</li> <li>• Motivation strategies</li> <li>• Improvement in teaching methods and content</li> <li>• qualification diplomas through partnerships with other public institutions</li> <li>• Create a partnership between the public system of education and the private sector</li> <li>• Improvement in the participants status</li> <li>• Provision of time and financial resources</li> <li>• Awareness and information campaigns to motivate</li> <li>• Better access to information</li> <li>• Increase awareness of benefits of education among people with low qualification</li> <li>• More possibilities for distance learning</li> <li>• improving self-confidence</li> <li>• personal goals as starting point for further qualification acquirement</li> </ul>
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<b>Frame</b>	<ul style="list-style-type: none"> <li>• Connections between Labour market at school</li> <li>• Work experience opportunities to acquire basic social competencies</li> <li>• Motivation strategies</li> <li>• positive approaches: "It is possible"</li> <li>• Improvement in teaching methods and content</li> <li>• qualification diplomas through partnerships with other public institutions</li> <li>• Create a partnership between the public system of education and the private sector</li> <li>• Improvement in the participants status</li> <li>• Provision of time and financial resources</li> <li>• Awareness and information campaigns to motivate</li> <li>• Better access to information</li> <li>• Increase awareness of benefits of education among people with low qualification</li> <li>• More possibilities for distance learning</li> <li>• Appropriate basic conditions</li> <li>• Low barriers regarding formal requirements</li> <li>• building on competences instead of looking at the deficits</li> <li>• Participation of clients in training design</li> <li>• creating sustained learning motivation</li> <li>• Development of new opportunities for acquiring and improvement of key competences</li> <li>• Social support accompanied learning</li> <li>• accompanying offers like child care</li> <li>• Utilization of socio-pedagogical services</li> <li>• Quality assurance management (including teaching and learning content and procedures)</li> <li>• Building of trust is essential</li> <li>• Psychic problems are serious learning inhibition and are stigmatised</li> <li>• access to information</li> </ul>
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## Curriculum Design

<b>Frame</b>	<ul style="list-style-type: none"><li>• Appropriate basic conditions</li><li>• Low barriers regarding formal requirements</li><li>• building on competences instead of looking at the deficits</li><li>• Participation of clients in training design</li><li>• creating sustained learning motivation</li><li>• Development of new opportunities for acquiring and improvement of key competences</li><li>• Social support accompanied learning</li><li>• accompanying offers like child care</li><li>• Utilization of socio-pedagogical services</li><li>• Quality assurance management (including teaching and learning content and procedures)</li><li>• Building of trust is essential</li><li>• Psychic problems are serious learning inhibition and are stigmatised</li><li>• access to information</li></ul>
<b>Content</b>	<ul style="list-style-type: none"><li>• Developing key competences is lacking in many qualification measures</li><li>• More general knowledge (also in the Dual System) to improve labour market chances (increasing knowledge requirements)</li><li>• More regard of informal vocational competences</li><li>• Migrants are more interested in cultural activities</li><li>• Assessment of clients interests</li></ul>

<b>Methodology</b> <b>Didactic</b>	<ul style="list-style-type: none"> <li>• Target-group-orientated designs</li> <li>• Training actions must be precise and focused to exercise, to take advantage of the experience and the know how of each individual</li> <li>• Personal/ individual approaches</li> <li>• More target group oriented learning measures (smaller classes, offers for socially disadvantaged migrants and other people</li> <li>• Validating and certification of the results from the informal and private learning</li> <li>• New e-learning courses</li> <li>• Company as place of training</li> <li>• Internships</li> <li>• Pedagogical coaching</li> <li>• Face to face situations very productive but require more staff and other resources</li> <li>• Implementation as a project vs. classroom approach</li> <li>• Learning in a project framework</li> <li>• Learning projects (e.g. visiting a museum) according to interests of clients</li> <li>• Developing key competences is lacking in many qualification measures</li> <li>• More general knowledge (also in the Dual System) to improve labour market chances (increasing knowledge requirements)</li> <li>• More regard of informal vocational competences</li> <li>• Migrants are more interested in cultural activities</li> </ul> <ul style="list-style-type: none"> <li>• Assessment of clients interests</li> </ul>
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<b>Trainer qualification</b>	<ul style="list-style-type: none"><li>• Role models as trainers (“understanding” for the people concerned)</li><li>• Training of trainers should be improved in relation to developing key competences</li><li>• Trainers with real life company background</li><li>• Train the trainers by updating of knowledge and methodologies</li><li>• Training of trainers: Certificate for trainers</li><li>• Training in new didactical approaches</li><li>• trainer education based on quality assurance</li></ul>
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## Conclusions and challenges for the future

<b>Value of education</b>	<ul style="list-style-type: none"><li>• Strengthening of the value education as such</li><li>• Encouraging social partners to take part in the life-long learning process</li><li>• More public responsibility for adult education</li><li>• Affordable offers</li><li>• LLL-activities are accepted but not financed</li></ul>
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<b>System</b>	<ul style="list-style-type: none"><li>• Education/ school system reform – less “production” of low qualified persons</li><li>• Access to learning during the whole life and increasing the opportunities for education and training</li><li>• High-quality services in providing information, guidance and counselling</li><li>• Right to vocational training</li><li>• No certificate without connection to vocational graduation</li><li>• Recognition of the competences acquired both in formal and non-formal contexts</li><li>• Creation of a transparent system of qualifications</li><li>• New training offers apart from traditional training pathways necessary</li><li>• New ways of opening training placements in companies</li><li>• New non-company training concepts needed</li><li>• Modular training</li><li>• Degrees and certifications below traditional skilled worker level</li><li>• Promotion of women in education and business</li></ul>
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<b>Frame</b>	<ul style="list-style-type: none"><li>• Improvement of motivation: Young people with chances can be motivated</li><li>• Equal value of professional and university degrees</li><li>• European definition of attainment levels</li><li>• Validating and certification of the results from the informal and private learning</li><li>• Support for social inclusion and</li><li>• Strategies to fight exclusion from education</li><li>• Orientation to knowledge society and education</li><li>• Intensify key competence training</li><li>• More counselling and support for companies and apprentices needed</li><li>• Integration of marginalized groups (immigrants, disabled, elderly, single parents, etc.) in the labour market</li></ul>
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## Annex 1

### Plan and setting for Survey

#### 1. Relevant Data to survey:

The indicators should be analysed regarding following items:

- most current values/ data
- development of the indicator
- inclusion of as many socio-demographic notes as possible
- positioning in the European region

#### INDICATOR – UNEMPLOYMENT

- Unemployed people **by age, gender and level of education**  
Total number of unemployed people by Labour Force Concept (LFC)
- Unemployment rate (LFC) by **age, gender and level of education**
- Unemployed people by **citizenship and gender**  
Total number of unemployed people divided by citizenship and gender (LFC)
- Unemployment rate by **citizenship and gender**
  - ⇒ if possible those 4 indicators should be reflected through the data of the 3<sup>rd</sup> quarter of 2008, in comparison with the 3<sup>rd</sup> quarter of 2007
- **Long-term** unemployment rate by gender  
Base year for that indicator should be 2007, including the development since 1996. (Eurostat Indicator)

#### INDICATOR – EDUCATION

- Persons with **low educational attainment** by age group  
The percentage of people aged 25 to 64 with an education level ISCED of 2 or less (pre-primary, primary and lower secondary education)
- **Early school leavers** by gender (Dropouts)  
Persons aged 18 to 24 with an education level (highest) ISCED of 0, 1, 2 or 3c and did not receive any education or training in the four weeks preceding the survey.  
It should also be analysed, who these drop-outs are and how the drop-out rate developed. Which groups are concerned respectively have a high(er) risk of becoming a drop-out (social background and socio-demographic aspects, age, gender)? And what are the reasons for early school leaving? These questions should be answered.
- **Life-long learning** by gender  
Persons aged 25 to 64 who stated that they received education or training in the four weeks preceding the survey.

⇒ Base year for these indicators should be 2007, including the development since 1996 and interesting evolutions from one year to another. (Eurostat Indicators)

- **Human Development Index (HDI)**

The Human Development Index is an index used to rank countries by level of "human development". The HDI combines normalized measures of life expectancy, literacy, educational attainment, and GDP per capita for countries worldwide. It is claimed as a standard means of measuring human development—a concept that, according to the United Nations Development Program (UNDP), refers to the process of widening the options of persons, giving them greater opportunities for education, health care, income, employment, etc.

For each country, the specific development of index (1980-2008), including possible explanations and interpretations, should be illustrated.

- **Reading Competences of pupils (PISA and PIRLS)**

Reading competences are nowadays especially important for economical and social interaction. Therefore the major results of the "Programme for International Student Assessment"-study (PISA) concerning reading competences should be reported, as well as the major results of the Progress in International Reading Literacy Study (PIRLS).

## 2. National Strategies and Examples:

- Which national goals concerning education can be identified? Are special target groups defined and which are they?
- Which national strategies are there to "avoid" persons with low qualifications?
- What is done (on a national level) to boost the education level of society as whole, especially low qualified persons?
- Where could the national enhancement potential be found and are there special programs concerning this?
- descriptive analysis of 3-4 (best-practice-) programs concerning low qualified people [Definition low-qualified people: ISCED-Level 2 and below]

## 3. Qualitative interviews with experts including guideline:

### Method:

**5 guideline-assisted telephone interviews (duration: maximum 30 minutes) with "interpretation box".**

- **Interview-partners:** 2-3 experts should be recruited from public institutions, like social partners (employer associations, unions etc.) and public authorities/ governmental departments. Another 2-3 interview partners should be sought in the field of (adult) education providers, companies and institutions, which provide labour-market policy measures.

- The **guideline** (see next page) consists of 5 questions, which are read to the expert. The additional explanations are only support in regard to the content.
- Question Nr. 2 is constructed as an open question. One of the “key competences” should only be named, if the interview partner does not mention it in any perspective.
- Question Nr. 5 is constructed as a short conclusion question. You should not go into detail. The goal is a general estimation of the country’s situation/ future concerning low qualified people.
- **The “Interpretation box”**: All 5 interviews should be analysed with the aid of the already precasted interpretation boxes (see page 4 and 5). These boxes are strictly orientated on the guideline and reflect the major categories of interest. In one of the interpretation boxes, the results of all interviews should be brought together (see “Similarities and Particularities” page 6).

### **Guideline for the interviews:**

1. **Which groups of people** with a lack of training and education can be identified in country XY?

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Are all these groups effected? Is one group dominant? Is there another group concerned?

- young people
- older people
- women
- persons with migration background
- minorities
- persons from rural areas
- unemployed people
- part-time workers
- people out of labour force

2. Which **qualifications** would be necessary to integrate those people effectively on the labour market?

**Open question => Key Competences only in addition!!**

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Would the experts agree on those 8 Key Competences?

- Communication in mother **tongue**
- Communication in foreign languages
- Mathematical competences and basic competence in science and technology
- Digital competence
- Learning to learn
- Social and civic competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

3. How could this group be **reached**? And how should the entries to education system be designed that those people are **motivated to participate** in educational offers?

- 
- Are strategies of “seeking education movements” on the part of public institutions necessary?

- Which innovative and new strategies, ideas etc. are there concerning this topic?
4. How should **educational (re-)trainings** for this group be **created/ shaped**?
- 
- New, innovative, effective didactical methods?
  - Trainer education?
  - What are the major problems in adult education didactics and where are improvement opportunities?
5. What are the **major challenges** for that country in the next view years and which steps concerning this would be necessary?
- 
- Concluding question to the overall situation of the country – Estimation/ Evaluation of the national educational strategies concerning low qualified people!

### Interpretation-Boxes

#### Interview 1:

<i>Low qualified groups and factors:</i>	
<i>Necessary qualifications:</i>	
<i>Improvement of educational participation:</i>	
<i>Training design:</i>	
<i>Challenges and topics for the future:</i>	

#### Interview 2:

<i>Low qualified groups and factors:</i>	
<i>Necessary qualifications:</i>	
<i>Improvement of educational participation:</i>	
<i>Training design:</i>	
<i>Challenges and topics for the future:</i>	

#### Similarities and Particularities:

<i>Low qualified groups and factors:</i>	
<i>Necessary qualifications:</i>	
<i>Improvement of educational participation:</i>	
<i>Training design:</i>	

<i>Challenges and topics for the future:</i>	
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## Annex 2

### National report Austria

#### Indicators Unemployment and educational level

##### Indicator – Unemployment

In the 3<sup>rd</sup> quarter 2008 (most current data) were –according to the Labour-Force-Concept- in total 159.300 persons in Austria unemployed, whereof 50.4% were women. This equates an unemployment rate of 3.7%. Compared with the data of the 3<sup>rd</sup> quarter 2007 the unemployment rate, despite the economical crises, declined about 0.9%-points, which means 36.700 persons less. Are the numbers of unemployed, broken down by age groups, considered, it appears that the age group between 15 and 24 years shows by far the highest unemployment numbers. While in the age groups 25 to 34 and 35 to 44 years are in each case 36.300 respectively 34.500 persons unemployed, and between the age of 45 to 54 are 29.500 persons unemployed, does that number count 51.500 at age from 15 to 24 years. With a youth unemployment rate of 8.2% one of the biggest labour-market policy problem becomes evident. However must be mentioned that, compared with the reference year (3<sup>rd</sup> quarter 2007), a cutback of 13.500 young people concerned can be observed (- 2%-points). Are the gender ratios taken into consideration an approximately equilibration (49.9% of those concerned are male) emerges.

Table 1:

Unemployed people by age and gender (in 1.000)												
	Total	Thereof Female in %	15-24 years		25-34 years		35-44 years		45-54 years		55-64 years	
			Total	Thereof Female in %	Total	Thereof Female in %	Total	Thereof Female in %	Total	Thereof Female in %	Total	Thereof Female in %
3rd quarter 2007	196,0	53,4%	65,0	48,8%	43,6	54,4%	45,1	64,3%	32,3	47,4%	9,4	(x)
3rd quarter 2008	159,3	50,4%	51,5	50,1%	36,3	50,1%	35,5	54,1%	29,5	47,1%	(6,5)	(x)

( ) values are strongly random/ statically not interpretable

Source: Statistik Austria

Broken down by educational background also a very clear picture appears. In principle it can be claimed that, the higher the educational background is, the lower is the risk of unemployment. In Austria is this demonstrated through the following data: In the year 2007 were 68.200 with at most compulsory education unemployed, whereof 46.9% were male. This matches with an unemployment rate of 8.8%, while the 4%-mark is not overstepped by higher education levels: *Lehre*<sup>1</sup> 3.4% UR, *Berusbildende mittlere Schule (BMS)*<sup>2</sup> 3.5% UR, *Allgemeinbildende höhere Schule (AHS)*<sup>3</sup> *Berufsbildende höhere Schule (BHS)*<sup>4</sup> 3.8% UR and education at university level 2.8% UR. Concerning the gender ratios it seems interesting that the amount of women at the level of *BMS*, compared to the other educational levels, is highly stringent. So 65.7% of unemployed persons with *BMS*-Level are women.

Also the issue, integration in the labour market of people with migration background is broached. In Austria a slow integration of people with non-Austrian citizenship is clearly shown through the data. While the unemployment rate of Austrians declines by 3.3% (State: 3<sup>rd</sup> quarter 2008), non-Austrian citizens are hit by an unemployment rate of 7.1%, which means 40.000 persons concerned. At the same time female migrants are, with a 2% higher unemployment rate, more

<sup>1</sup> Dual apprenticeship – ISCED-Level 3b

<sup>2</sup> Vocational education – ISCED-Level 3b

<sup>3</sup> Higher general education – ISCED-Level 3a

<sup>4</sup> Higher vocational education – ISCED-Level 3a

effected than male one's. Nevertheless it appears that compared to the previous year the migrant unemployment rate declined by 2%-points.

Table 2:

<b>Unemployment by highest educational background and citizenship (in 1.000)</b>				
	<b>3rd quarter 2007</b>		<b>3rd quarter 2008</b>	
	<b>Total</b>	<b>UR</b>	<b>Total</b>	<b>UR</b>
<b>Total</b>	196,0	4,6%	159,3	3,7%
<b>Highest educational background</b>				
<b>Compulsory School</b>	77,9	9,5%	59,1	7,9%
<b>Lehre <sup>1</sup></b>	51,9	3,1%	48,9	2,9%
<b>Berufsbildende mittlere Schule <sup>2</sup></b>	21,1	3,8%	16,9	2,9%
<b>Allgemein <sup>3</sup> und berufsbildende <sup>4</sup> höhere Schule</b>	26,8	4,0%	22,9	3,3%
<b>University, tertiary education</b>	18,4	3,3%	11,5	2,1%
<b>Citizenship</b>				
<b>Austrians</b>	153,4	4,0%	126,5	3,3%
<b>Non-Austrians</b>	42,6	9,1%	32,8	7,1%

UR= Unemployment Rate  
<sup>1</sup> Dual apprenticeship - ISCED-Level 3b  
<sup>2</sup> Vocational Education - ISCED-Level 3b  
<sup>3</sup> Higher general education - ISCED-Level 3a  
<sup>4</sup> Higher vocational education - ISCED-Level 3a

Source: Statistik Austria

The long-term unemployment rate amounted 1.2% in the year 2007 and is since 1996 stable. There are also no nameable differences between gender, even when the quote for women is by trend lightly elevated.

In Austria, the highest risk of being hit by unemployment and therefore poverty, as well as social exclusion, have young low qualified people with migration background (especially women). (Eurostat; Statistik Austria)

### **Indicator – Education Level**

In Austria the rate concerning **low educational attainment** – percentage of people aged 25 to 64 with an education level ISCED of 2 or less – accounted in the year 2007 19.9%. This means, compared with the year 1996, a decrease/ improvement of 9.6%-points. However is this rate since 2005 lightly increasing (+ 0.5%-points). Is this statistical value considered by age groups, it clearly appears that with rising age the educational level declines successively. While in the age group "25-34 years" the quote accounts 13.5%, but since 2005 by trend rising (+ 1%-point), is the value concerning people age 65 or above 48.5%. In spite of this high number, this value is in comparison to Europe among the Top 5 to 10. The low education attainment rate concerning the other age groups present themselves like that: 35-44 years: 16.4%; 45-54: 22.1%; 55-64: 29.6%. (Eurostat)

The **drop-out** rate for early school leavers per European definition (Persons aged 18 to 24 with an education level (highest) ISCED of 0, 1, 2 or 3c and did not receive any education or training in the

four weeks preceding the survey) accounted in the year 2007 in Austria 10.9%. These approximately 8.000 youths are a very heterogeneous group, which can be separated in 4 sets:

- persons, which do not attend higher education after compulsory school
- persons, which can not find an apprenticeship
- persons, who do not complete apprenticeship
- persons, who completed an education abroad, which is not accredited in Austria

While in Austria the drop-out rate since 2004 was rising about 2.2%-points, in all other European countries it was declining. A big part of the drop-outs emerges because of drop-outs of ISCED-Level 3. Therefore the drop-rate is rising with increasing age. 2005 the drop-out rate in the group aged 15 years accounted 3.4%, while it was in the age group of 20 years 11.6%. Approximately 30% of all apprenticeships are dissolved within the first 12 months. That means that most of the drop-outs are not necessarily resistant to education, but do not complete ISCED Level 3 because of diverse reasons. Regarding gender aspects, it appears that the drop-out rate of young men (10.2%) is lightly elevated.

In Austria the drop-out risk is highly correlated to social background and socio-demographic attributes. Youths in urban areas have, with a drop-out rate of 11.8%, a doubled risk of leaving the education system earlier, than youths in rural areas (drop-out rate of 5.4%). Young people with migration background do have a 4 times higher risk concerning drop-out than young people without. Adolescents, whose parents are unemployed, do have a three time higher risk of quitting out of education system at an early stage, than adolescents, whose parents have a job. Another separating attribute is the education level of the parents. Children of low qualified social levels have a 5 times higher risk of becoming a drop-out, than children of higher qualified levels. The two major reasons for drop-out in Austria are tiredness concerning learning and the wish or the need of earning money. (Lentner/ Niederberger 2008, 16f; Eurostat)

Also the **participation** of societies' members in **adult education** is a significant indicator to analyse society's development stage concerning educational participation and labour market integration.

The rate concerning life-long learning results from the percentage of the adult population aged 24 to 64 participating in education and training. In Austria this value accounted in the year 2007 12.8%. It turns out that women are more often participating in adult/ further education than men. The quote of the female population amounts 14%, while the one of the male population is 11.6%. It can be assumed that the national further education push especially for women comes to the fore and that women are generally more participating in learning opportunities.

In the field of low educational attainment, a steady improvement since 1996 is apparent, in fact about 4.9%-points. In this context, Austria settles itself in the middle field, but is compared with countries like Sweden (32.4%), Iceland (27%) or Switzerland (26.8%) far behind. (Eurostat)

**Table 3:**

### Indicator Education Level

	1996	2006	2007
<b>Low Education Attainment<sup>1</sup> (25-64 years)</b>	29,5%	19,7%	19,9%
25-34 years	19,9%	12,7%	13,5%
35-44 years	28,5%	16,4%	16,4%
45-54 years	32,6%	22,6%	22,1%
55-64 years	47,2%	29,0%	29,6%
65 above	55,7%	48,8%	48,5%
<b>Drop-outs<sup>2</sup></b>	12,1%	9,6%	10,9%
male	9,2%	9,3%	11,6%
female	14,9%	9,8%	10,2%
<b>Life-long learning<sup>3</sup></b>	7,9%	13,1%	12,8%
male	9,7%	12,2%	11,6%
female	6,1%	14,0%	14,0%

<sup>1</sup> Percentage of people with an education level ISCED of 2 or less

<sup>2</sup> Persons aged 18-24 years with highest level of education attained is ISCED 0, 1, 2, 3c or did not receive education/ training in the four weeks preceding survey

<sup>3</sup> Percentage of the adult population aged 25-64 participating in education and training

Source: Eurostat

The **Human Development Index** is an index used to rank countries by level of "human development". The HDI combines normalized measures of life expectancy, literacy, educational attainment, and GDP per capita for countries worldwide. It is claimed as a standard mean of measuring human development—a concept that, according to the United Nations Development Program (UNDP), refers to the process of widening the options of persons, giving them greater opportunities for education, health care, income, employment, etc. In the year 2008 the HDI accounted in Austria 0.951. This means that Austria belongs to the high developed countries. It takes the 15<sup>th</sup> place in the ranking and has 0.017 points less than the top scorer Iceland. Since 1980, where Austria was the first time taken into account, the value was 0.864, which matches an improvement of 0.087. This improvement holds on since today. (UNDP)

Austria participated in **PIRLS** (Progress in International Reading Literacy Study), which is a compulsory school monitoring for 10 year old pupils, the first time in the year 2006. The 5.000 tested Austrian pupils gained in the study a mean of 538 points, which matches with 20<sup>th</sup> position within the 45 participating countries and provinces. Are only the 19 OECD countries taken into account, Austria could be found on 12<sup>th</sup> place.

Compared with the Top-Scorer-Nations, Austria has with 8% "very good readers" only half as many as these countries. And also in comparison with the other EU nations, Austria does not come off too well. Additionally a 16% rate of "risk pupils" – pupils, who do have problems with the easiest reading exercises and whose personal and educational development is through that seriously at risk - appears. These are annually around 14.000 pupils, which leave the lower compulsory school with serious reading problems.

In general girls score better in PIRLS than boys, whereas the difference of 10 points in Austria is not too big.

Regarding socio-economical factors, it appears that the amount of encouragement concerning reading is in "graduate families" with 63% much higher than in "low qualified families" with 34%. That means the higher the educational background of the parents is, the better are the achievements regarding the reading qualifications, a correlation, which is especially evident in Austria. Similar are the results concerning the differences between children with migration background and without. Among the 21 compared countries, Austria shows with a difference of 56 points between natives and migrants after Great Britain the second highest spread. (ZVB 2007, 1f)

The Austrian pupils gain in the **PISA**-study (Program for International Student Assessment) concerning the reading competences a mean of 490 points, which goes along with OECD average.

In the ranking of the OECD-countries Austria takes the 16<sup>th</sup> position. Compared to the PISA-studies of 2000 and 2003, Austria's mean kept constant. Taking the variation of reading achievements into account, it appears that this gap is in Austria with 353 points very high. Since PISA 2003 this gap between the best and the poorest pupils even rose about 20 points. So Austria shows, besides Germany (359), Belgium (360) and the Czech Republic (363) the highest variations of reading achievement. At the same time the amount of the risk group concerning reading competences values 21.5%, which means, that every 5<sup>th</sup> Austrian pupil is after higher compulsory school not able to read sufficiently. On the other hand achieve 9% of the tested teenagers the highest competence level concerning reading. These two groups, top-readers and risk-pupils, did barely change in its dimensions since PISA 2003.

Like in PIRLS 2006, girls gained in general significant higher scores. In Austria, girls achieve in average 45 points more than boys, a circumstance, which remained constant since PISA 2003. In the risk-pupil group split by gender, it appears that "only" 14% of the girls belong to it, while 26% of the boys are concerned. (Schreiner 2007, 40ff)

## 1 National Strategies

The Government of Austria believes that massive investments in education, science and research have to be made to safe the basis for future prosperity of the country and to give the youth the best starting options in working life. The Governments' goals are growth and full employment, as well as to give as many people as possible the facility to participate in knowledge- and information society. To reach that goal of efficient (re-) integration in the labour market, measures concerning the elevation of the qualification level of job seeking persons, compared with intense occupational information and consultation, are planned. Such measures are:

- Intensification of the qualified employee trainings of the Federal Employment Office (*AMS*)
- Extension of implacement-trusts, especial for women
- Expansion of aids concerning qualification for employees
- Intensification of activating measures for older people
- Improvement of occupational consultation

As special target groups concerning the integration in the labour market are defined:

- Low qualified persons
- Young people
- Women
- Older people
- Persons with migration background
- People with longer absence of the labour market
- People with disabilities
- Welfare recipients

With special focus on those groups the Austrian Government aims to boost motivation for (further) education and to enhance didactics in adult education. Further more the method of case management should be advanced, qualifications acquired abroad should be recognised, as well as informal competences. (Republik Österreich 2008, 3ff)

The below described initiatives reflect these national foci very well and it is shown that the integration of young people in the labour market is especially stressed in Austrian strategies.

### **Projects**

The following explanatinos deal with 6 projects in the field of low qualified persons. All projects are target-group-based and have the goal to improve the chances of the people concerned on the labour market or to guarantee sustained integration in the labour market.

### **JASG-Trainings**

The Austrian education system with its dual vocational training system, the so called "*Lehre*" is special in Europe. Characteristical, the specific competences and know-how concerning the profession are taught in the company, and the vocational schools are concentrating on the theoretical lore of the profession as well as on general education. In the last years it appeared that there is a gap in the *Lehrstellenmarkt* (job offers for that kind of apprenticeship). To fight against

that gap and to avoid youth unemployment the so called *Jugendausbildungssicherungsgesetz (JASG)* (youth apprenticeship security law) was created. The goal of *JASG* is to compensate the lack of apprenticeship training positions (*Lehrstellen*) within companies through the allocation of *Lehrstellen* in *Ausbildungseinrichtungen* (apprenticeship institutions). The *JASG*-trainings follow a transit concept which means that the major goal is to place young people in a regular *Lehrstelle* in a company. Therefore the *JASG*-trainings do not last longer than 12 months. If no *Lehrstelle* was found, the possibility to attend an advanced training course is given.

Target group are youths after fulfilling the compulsory education, who, could not find a *Lehrstelle* and who, belong to one of the following groups:

- youths, who are looking for a *Lehrstelle* with positive degree of 8<sup>th</sup> or 9<sup>th</sup> grade (degree year 2001-2015)
- youths with disabilities with positive degree of compulsory education
- youths with special placing obstacles (permanent unemployed, slow learners, graduates of one year vocational schools, drop-outs of secondary schools)
- participants of previous *JASG*-trainings, which could not find a reasonable *Lehrstelle*

Further more, it is necessary that the affected person is registered at the Federal Employment Office (*Arbeitsmarktservice (AMS)*) or proves of having applied 5 times unsuccessfully for a job. The *JASG*-trainings are an important tool in labour-market policy because on the one hand it offers youths an apprenticeship training position, while waiting for a regular one, and on the other hand it tries to make teenagers with obstacles concerning job placement job-ready and improves their employability for effective integration on the labour market. According to this, the participation in a *JASG*-training always begins with a vocational orientation coaching (*Berufsorientierungscoaching (BOC)*), where several job descriptions are introduced and the individual career aspiration is checked. During the training program the adolescents are also attending the regular vocational school, as well as a 16-weeks-lasting internship is a major element. Especially two goals are pursued: The youths should get an insight in companies' daily business and structures, and the ground for job placement should be prepared.

The participants of the training get monthly 150 Euro (after tax) plus social insurance. They are regarded as *Lehrlinge* (persons in a dual training) concerning health-, accident- and retirement pension insurance as well as concerning *Familienausgleichsgesetz* (family balance law). (Heckel et al 2006, 1ff)

### **Integrative Berufsausbildung mit Berufsausbildungsassistenz (Integrative vocational trainings with vocational training assistance)**

Since September 2003 exists the opportunity for disadvantaged youths with special placing obstacles to pass an *Integrative Berufsausbildung (IBA)* (integrative vocational training). This means either an extended vocational training period or a part-qualification in a certain occupation. Key aspect of the concept is the support and guidance through a (personal) vocational training assistant, who accompanies the client for the whole period of vocational training. The idea is to improve the employability respectively the integration of disadvantaged people in the labour market.

Target group are people, who could not be placed in a job through the *AMS* and who, belong to one of the following groups:

- youths, who needed *sonderpädagogischen Förderbedarf (SPF)* (special pedagogy aid) in higher compulsory school
- youths with a negative degree of *Hauptschule* (higher compulsory school – ISCED-Level 2)
- youths with disabilities according to the *Behinderteneinstellungsgesetz* or the *Landesbehindertengesetz* (job placement laws concerning people with disability on a national and federal level)
- youths, who can not find (foreseeable) a *Lehrstelle* because of reasons which are within the person concerned

As already mentioned the guidance through a vocational training assistant (*BAS*) is a special quality factor of this program. The *BAS* supports the youths through the whole period of vocational training and cares for the major gateways (company, vocational school, parents, private lesson teachers aso.) in the process of vocational training. Main tasks in this context are:

- informing and coaching of all players involved
- handling of administrative duties (f.e.: indentures)
- diagnosing the competences and obstacles of the client
- support in critical phases of vocational training (including personal problems)
- organisation of supporting measurements like private lessons
- planning diploma contents regarding part-qualifications

This list of tasks can not be seen as completed, as the profession "Berufsausbildungsassistent" is a very complex one. (Stadlmayr et al 2009, 8ff)

### **Projekt "Du kannst was" (Project "You have abilities")**

The Project „Du kannst was“ is a pilot scheme dealing with informal and non-formal acquired competences, which are relevant for working life. The point of departure is that it is evident that people without an apprenticeship or a vocational education do have big difficulties on the labour market. Nevertheless do such people often have vocational competences and abilities to a very high degree, even when they themselves do not realize or their social environment does not acknowledge it. The goal of the project is to acknowledge those "unknown" competences and to keep those people concerned off the risk of unemployment, low income and being an unskilled worker a life time, as well as to motivate low qualified persons to participate in further and adult education. The major target groups of the project are adult Upper Austrians, which are low qualified and/ or adults with migration background. Entry requirements are voluntariness, a prior consultation and a minimum age of 22 years. As it is a pilot scheme there are only some professions, where the system comes into operation: cook, brick layer, welder, gardener, metal worker, carpenter, computer expert, retail sale, waiter. In the context of this project "informal" competences are defined as self-acquired competences respectively through experiences and activities acquired in working life. Non-formal competences mean competences acquired through trainings in adult education without acknowledgement by public law, internal re-trainings, as well as acquired competences through voluntary work in unincorporated organisations like Red Cross or auxiliary fire brigade.

#### Program flow:

1. Information and acquisition of potential participants
2. Prior consultation
3. Creation of a personal portfolio
4. Identification of performance 1
5. Consultation concerning advanced trainings
6. Advanced trainings
7. Concluding consultation
8. Identification of performance 2
9. Validation/ training qualification degree/ apprenticeship degree

Especially the "Portfolio-approach" plays an essential role in this project. (Bauer 2009, 1ff)

### **Projektbezogenes Bildungskonto des Landes OÖ (Project-based education check of Upper Austria)**

Since 1994 exists for employees with low formal qualification the possibility to get financial support within *Bildungskonto* (education check) of Upper Austria, if a vocational retraining is attended. Goal of the *Bildungskonto* is to encourage employees and unemployed people to upgrade their education level and to enhance the chances on the labour market, as well as in job. The *Bildungskonto* of Upper Austria presents a successful subject supporting action on national and international level. With the project-based *Bildungskonto* are people in maternity leave or returning to work supported through precise measures. It is therefore an effective prevention- and intervention instrument for people, who return to work or are in maternity leave, as well as it provides an important contribution to (re-)integration on the labour market. The individual needs of this target group as well as structural determining factors (regional labour market, the child care situation etc.) require "individual products". Hence it is made sure that the employability of those people concerned is guaranteed through a row of individual based measures. Further education can be seen as a "life-accompanying" element to maintain employability, as well as planning and coaching concerning occupational career is an important precondition for a successful re-entrance in the labour market respectively the not-falling-out of the working life. The compatibility of job and family plays a major role in this context.

Throughout Austria, between the years 2006 and 2008 (3<sup>rd</sup> quarter) on average 125.100 persons were in maternity leave. The amount of men in this context is as that marginal that the numbers fall below the statistical interpretability, why this supporting measure is primary helpful for women. (Kellermayr et al 2008, 4ff)

## Produktionsschulen (Production Schools)

The initiative "Produktionsschule" follows a Danish model and deals with youths, who are tired of going to school and can not find a *Lehrstelle*. The goal is to facilitate a successful changeover from school to vocational training or to employment for youths with special obstacles and coaching needs. It is also tried to stabilise and motivate the adolescents as well as to provide vocational abilities. Regarding the goal of integration into labour market, also a major focus is put on vocational orientation and job application training. To reach those goals, two tactics are exercised: Integration of learning with tasks of production and fabrication of products for the market. The *Produktionsschule* is a place where young people do have the possibility to discover their abilities, to test and enhance them.

At the moment there are 4 *Produktionsschulen* in Austria, which choose their participants regarding the following criteria:

- young persons between 15 and 25 years
- registered as employment seeking at the *AMS*
- without concluded initial training/ education
- willingness concerning a working load of minimum 30 hours per week (up to full time within an internship at companies)
- motivation and interest
- residence in a certain area

During the period of attendance, which could be at most for a year, the teenagers are insured through the *AMS* and get a kind of pocket money. (VSG-Factory 2009, 1; BFI 2009, 1; Lechner/Scheiber 2005, 7f)

## Vocational Qualifications of persons with migration background

Since July 2007 the Federal Employment Office Upper Austria (*Arbeitsmarktservice OÖ (AMS OÖ)*) does provide special vocational qualification trainings for people with migration background. These trainings are hold by an interpreter and parallel the participants get German lectures. That means that participants get, besides a vocational qualification, an intense language skills training. This modus of training program was established because it is often the linguistic difficulties, which avoid the integration in the labour market. So the target group of this measure are persons with migration background, regardless of their citizenship. In the year 2007/08 the following trainings were offered:

- welding operator training
- trainings for CNC-machines (computerised numerical controlled machines)
- training for metalworkers
- qualification for house cleaning

Some trainings, like for metalworkers, also included an orientation- and job placement period.

Major goals of the trainings:

- acquirement and improvement of German language skills including the terminology of the certain occupation
- training of basic and soft skills
- handling/ abolishment of problems because of migration experiences
- employability/ job-fitness
- intercultural learning
- integration in Austrian society through education/ sensitization concerning Austrian civilisation, culture and daily life

(Stadlmayr et al 2008, 4ff)

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### 3 List of Tables

Table 1: Unemployed people by age and gender (in 1.000)

Table 2: Unemployment by highest educational background and citizenship (in 1.000)

Table 3: Indicator Education Level

#### Abkürzungsverzeichnis

Abkürzung	Erläuterung
AK	Arbeiterkammer (Chamber of Labour)
AMS	Arbeitsmarktservice (Federal Employment Office)
BAS	Berufsausbildungsassistenz (Vocational Training Assistant)
BFI	Berufsförderungsinstitut (Institute for Vocational advancement)

EU	European Union
IBA	Integrative Berufsausbildung (Integrative Vocational Training)
ISCED	International Standard Classification of Education
JASG	Jugendausbildungssicherungsgesetz (Youth Apprenticeship Security Law)
HDI	Human Development Index
OECD	Organisation for Economic Co-operation and Development
OÖ	Oberösterreich (Upper Austria)
PISA	Program for International Student Assessment
PIRLS	Progress in International Reading Literacy Study
UNDP	United Nations Development Program
UR	Unemployment Rate
VHS	Volkshochschule (Adult Education Center)

## National report Bulgaria

### Indicators Unemployment and educational level

<u>INDICATOR – UNEMPLOYMENT</u>	<u>Unemployment rate</u>	<u>Rank</u>	<u>Percent Change</u>	<u>Date of Information</u>
Year				
	2003	18.00 %	56	
	2004	14.30 %	70	-20.56 %
	2005	12.70 %	114	-11.19 %
	2006	11.50 %	114	-9.45 %
	2007	9.60 %	111	-16.52 %
	2008	7.70 %	99	-19.79 %

Information from the end of 2008 points Bulgaria in 99th position out of 196 countries in the rate of its employment starting from the highest to the lowest rate. The rate of unemployment is 8%. For comparison in this classification Austria is in 145th position with 4.3 %.

In February 2009 the unemployment continues lightly to increase and 247759 unemployed people are registered in the Labour Offices. They are 6977 people more (c 2.9%) compared with the previous month. In comparison with February 2008 the number of unemployed people is lower with 20997 people (7.8%).

The increased number of unemployed people in February 2009 is mostly due to:

- Prolonged tendency of aggravation of the economic situation in the country;
- Periodical discard of small number of people without a procedure for mass lay offs mostly in textile, building and carpentry industries;
- People registering themselves in the Labour offices as a result of the mass lay offs during the previous months;
- People registering themselves in the Labour offices due to the expiration of fixed-term contracts.

The level of unemployment in the country increases with 0.19% compared with January 2009 and it is 6.69%. Compared with the same month previous year (February 2008) the level of unemployment is 0.57% lower.

The total number of unemployed people during the third quarter in 2007 is estimated to 268446 unemployed people in July, and in August and September, the same year, it is estimated respectively to 259310 unemployed people and 251091 unemployed people. The number of

unemployed people in July 2008 is 220897 and in August and September in this quarter they respectively are 218303 and 214692. In the third quarter of 2008 the number of unemployed people decreases with 36399 people in comparison with the third quarter of the previous year. (Employment Agency)

In 2008 the average monthly number of **women** registered in Labour Offices is 147667 and decreases with 16.9% compared to 2007. Women remain the predominating part of the total. This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

A number of unemployed people because it is more difficult for them to realize in the job market. Their quotient reaches 62.1%. The highest rate of unemployed women is at the age of: aged over 55 (22.3%) and at the age of 50-54 (15.4%) and their rate is lowest amongst the youngest women – aged up to 19 (2.1%), and at age of 20-24 (6.5%). Predominating part of unemployed women is those without specialty and profession, although their quotient of 64.6% has decreased with 2.7 % compared to 2007. The quotient of unemployed women with middle school and lower education is 57.1% of the total number of unemployed women.

The average monthly number of **men** registered in Labour Offices is 89983 which is 25.9% less compared to 2007. Their quotient is 37.9% of the total number of unemployed people. Young men (aged up to 29) realize in the job market much easier. Unemployed young men (aged up to 29) are 17.7% and men over 50 years old are 42.0% of the total number of unemployed men. The rate of unemployed men without specialty and profession is lower than women's but yet remains high – 60.6%. The rate of unemployed men with middle school and lower education is 60.5%.

### **Age structure**

The lowest percentage of unemployed people is of young people aged up to 19 (6.5%) and at the age of 20-24. The highest rates of unemployed people are those of people aged over 55 (24.5%). The quotas of unemployed people in the age groups of 24-49 years old are still at low intervals (from 9.2% to 12%). The percentage of the age groups of 50-54 years old and aged over 55 increase with 0.4% and 3.7% respectively.

### **Unemployed young people (up to 29)**

During the third quarter in 2007 the situation with unemployed young people is as follows: at the beginning of the period in question the total number of unemployed young people is 53951 and at the end of the quarter it decreases to 49678. At the beginning of the period their quotient of the total percentage of unemployed people is 20.1% and at the end of the quarter their quotient is 19.8%. The quotient without specialty and profession in July 2007 is 77.0% and in September 2007 it decreases to 75.7%. The number of those with middle school and lower education in July 2007 is 66.9% and in September 2007 is 66.1%. Long-term unemployed are almost half of them – approximately 46,1%.

In July 2008 the group of unemployed young people up to 29 years old comprises 39366 people, in August (2008) it decreases to 38527 (839 less in comparison with the previous month) and in September (2008) there is another decrease in the number of unemployed young people to 37749 people (778 less in comparison with the previous month). Their quotient in the total percentage of unemployed people is 17.6%. Young people without specialty and profession are 71.9%, and those with middle school and lower education are 60.3%. Long-term unemployed (unemployed over a year) 33.8%.

### **Unemployed elderly people (50+)**

In July 2007 the number of unemployed elderly people is 97816 people and in the same month in 2008 they are 88357 people. The number of this group of unemployed people has decreased with 9459 people for a year of time. Their quotient of the total percentage of unemployed people in July 2007 is 36.4% and in July 2008 it is 40.0%. In July 2007 the quotient without specialty and profession is 64.3% and those with middle school or lower education are 58.4%. In July 2008 these figures are respectively 61.6% and 60.0%. Long-term unemployed elderly people are 63.4% in July 2007 and in July 2008 they are 58.6%.

In August 2007 the number of unemployed elderly people is 94924 people and in August 2008 they are 87692. The number of this group of unemployed people has decreased with 7232 people for this one-year-period. Their quotient of the total percentage of unemployed people in August 2007 is 36.6% and in August 2008 it is 40.2%. In August 2007 the quotient

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without specialty and profession is 60.0% and those with middle school or lower education are 63.11%. In August 2008 these figures are respectively 61.2% and 55.0%. Long-term unemployed elderly people are 63.1% in August 2007 and in August 2008 they are 57.7%.

In September 2007 the number of unemployed elderly people is 93296 people and in September 2008 they are 86791. The number of this group of unemployed people has decreased with 6505 people for this one-year-period. Their quotient of the total percentage of unemployed people in September 2007 is 37.2% and in September 2008 it is 40.4%. In September 2007 the quotient without specialty and profession is 64.0% and those with middle school or lower education are 62.8%. In September 2008 these figures are respectively 61.1% and 59.2%. Long-term unemployed elderly people are 63.2% in September 2007 and in September 2008 they are 56.7%.

### **Educational structure**

As for the educational structure, the group of unemployed people with middle school and lower education registered in Labour Offices remains with highest percentage of 58.4%. Unemployed people with secondary education or vocational training are the second largest group of 25.8%. Unemployed people with comprehensive school education are 8.3% and those with higher education are 7.5%.

In the third quarter in 2007 the average rate of unemployment is 7.01%. In 9 of the Bulgarian districts the rate of unemployment is lower than the average of the country. These are: Burgas District (2.86%), Gabrovo District (3.71%), Varna District (4.51%), Pernik District (5.78%), Plovdiv District (6.20%), Stara Zagora District (6.20%), Blagoevgrad District (6.29%), Ruse District (6.87%), Dobrich District (6.97%). In the other 18 districts the rate of unemployment is higher than the average in the country and the highest values are reported in Targovishte (15.10%), Montana (13.51%), Shumen (12.81%), Vidin (12.66%), Razgrad (12.61%).

In the third quarter in 2008 the average rate of unemployment is 5.88% and it is 1.13% lesser than the same quarter in the previous year. In 8 of the Bulgarian districts the rate of unemployment is lower than the average in the country. These are: Sofia-city (1.30%), Burgas District (2.34%), Gabrovo District (3.49%), Varna District (3.52%), Pernik District (4.91%), Plovdiv District (4.91%), Stara Zagora District (4.99%), Ruse District (5.49%). In the other 20 districts the rate of unemployment is higher than the average in the country and the highest values are reported in Targovishte (12.87%), Shumen (10.84%), Smolyan (10.72%), Montana (10.63%) and Razgrad (10.15%). In Veliko Turnovo District the rate of unemployment is 6.18% which is very close to the average in the country.

Approximately 1500 work permissions are issued for immigrants in Bulgaria from January to September 2008, the Employment Agency announced. For the same period, due to international agreements around 7400 Bulgarians went to work in Germany, Switzerland, Spain, and France.

([http://www.dnevnik.bg/bulgaria/2008/11/10/579349\\_bliizo\\_1500\\_chujdenci\\_sa\\_poluchili\\_razreshenie\\_zal/](http://www.dnevnik.bg/bulgaria/2008/11/10/579349_bliizo_1500_chujdenci_sa_poluchili_razreshenie_zal/))

A report made by the European Foundation for the Improvement of Living and Working Conditions (May 2007) states that the immigrants in Bulgaria are 104 076. According to the Bulgarian legislation, the foreigners staying in the country can work only with a permission issued by The Ministry of Labour and Social affairs. In 2005 the Employment Agency gave data for 1060 issued permissions for foreigners from 12 countries. The most of the

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permissions are received from Turkish citizens – 223 and half of them are issued for unqualified workers. The largest number of permissions for managing positions is issued for Greece – 44 people and Russia – 32 people. Leading immigrant group in consultancy business is of German citizens – 59 people followed by Austrians and Italians – 22 people for each group. The largest number of unemployed immigrants is for the Russian citizens (1347 people).

The lack of detailed information on behalf of Bulgaria in the questionnaire of the Foundation is explained with a lack of experience and a corresponding administrative structure in the country which for a long time was not an immigrant destination.

Unemployed people registered in the Labour offices INDICATORS	Nine-month period 2006			Nine-month period 2007		Alteration compared with 2006	
	Average monthly number	%	Average monthly number	%	Number	%	
<b>Registered unemployed people</b>	<b>366951</b>	<b>100.0</b>	<b>299245</b>	<b>100.0</b>	<b>-67706</b>	<b>-18.5</b>	
<b>By gender</b>							
1. Women	209402	57.1	177747	59.4	-31655	-15.1	
2 Men	157549	42.9	121498	40.6	-36051	-22.9	
.							
<b>By age</b>							
- up to 19	12903	3.5	9003	3.0	-3900	-30.2	
- from 20 to 24	31740	8.6	22297	7.5	-9443	-29.7	
- from 25 to 29	40978	11.2	30170	10.1	-10807	-26.4	
- from 30 to 34	42730	11.6	33214	11.1	-9516	-22.3	
- from 35 to 39	40986	11.2	31809	10.6	-9177	-22.4	
- from 40 to 44	40613	11.1	31329	10.5	-9283	-22.9	
- from 45 to 49	44895	12.2	36196	12.1	-8699	-19.4	
- from 50 to 54	50317	13.7	43052	14.4	-7265	-14.4	
- over 55	61791	16.8	62174	20.8	384	0.6	
<b>By education</b>							
1. Higher	23331	6.4	18657	6.2	-4674	-20.0	
2. Secondary and Vocational	92780	25.3	72538	24.2	-20242	-21.8	
3. Comprehensive School	28646	7.8	22891	7.6	-5755	-20.1	
4 Middle School and Lower	222194	60.6	185158	61.9	-37036	-16.7	
.							
<b>Long-term unemployed</b>			360454		303637		
<b>Long-term unemployed (over a year)</b>	209543	57.1	173683	58.0	-35860	-17.1	
<b>Long-term unemployed (over two years)</b>	150911	41.1	129954	43.4	-20957	-13.9	
<b>Level of unemployment (%)</b>		<b>9.91</b>		<b>8.08</b>		<b>-1.83 point</b>	





Long-term unemployed people who are in the job market over a year appear as the most problematic disadvantaged group. They are large in number and their high percentage constantly increases.

In 2007 the average monthly number of long-term unemployed (over a year) is 173683 people with 35861 people or 17.1% less compared to 2006. Their rate is 58.0% of the total

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Number of unemployed people (57.1% in 2006). Long-term unemployed women (over a year) are 108179. Their percentage increases and reaches 58.5%.

Predominating is the rate of people without specialty and professions (75%) and with middle school or lower education (73.2%) and this explains the difficulties in finding a job. Long-term high-qualified unemployed people are 9.3% and those with higher education are only 3.0%.

The average monthly number of long-term unemployed people who are registered in the Labour Offices in 2007 is 129954 people and they are 20957 (13.9%) lesser compared with 2006. Although the decrease of the average monthly number of long-term unemployed over two years there is a negative trend to increasing of their percentage. In 2006 their rate is 41.1% and increases to 43.4% in 2007. 77.8% of them are without specialty and profession and 76.6% of them are with middle school or lower education. They represent especially difficult contingent and this makes them a special object of active policies.

*All of the above data is taken from The Bulgarian Employment Agency website:*

*<http://www.az.government.bg/>*

### **INDICATOR – EDUCATION**

According to data from the World Bank, the average unemployment among the young people in Bulgaria is twice bigger than the unemployment in the other groups (a typical tendency for the whole European Union). A considerable part of the Bulgarian young people neither work nor study. In the group of people at the age between 15 and 24 years, the share of unemployed youth was 21%. The predominant part of the unemployed are long-term unemployed and with lower education. In 2005, 60% of all unemployed have secondary, middle or lower education.

#### **Persons with low educational attainment by age group**

The National Statistical Institute (NSI) and the Ministry of Education and Science of Bulgaria collect and summarise the data of the students who drop out. According to the data collected by these two institutions, the annual number of students who drop out of school is about 2-3% of the overall number of children at school age. In the school year of 2004/2005 for example, 20.8 thousand students left school for different reasons. 17.1 thousand of them were in middle school. 47% of them left for reasons connected with the family. A large number of the students (25.8%) left because they didn't want to study.

According to the data from the information system „ADMIN“ of the Ministry of Education and Science, the share of children that dropped out from school after the 4th grade was 87.6%. The students that drop out of middle school are half of the overall number. The number of students dropping out of vocational and high schools is about 5%.

About 50 thousand students left school during the period of 1989 - 1999. In 2001 about 250 thousand children in Bulgaria did not attend school, which is 21% of the total number of children (1,2 million).

In the school year of 2006/ 2007 their number is 20 000 and the tendency is towards decreasing because in 2007/ 2008 the data is for 14 500.

#### **Early school leavers by gender (Dropouts)**

According to data from the document: „National Strategy for life-long learning for 2008- 2013, in 2007 16,6% of the students left the system of education too early.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. [www.keycompetenceskit.eu](http://www.keycompetenceskit.eu)

An average of 20 thousand students a year drop out of the system of education. About 44, 2 % of the population in Bulgaria have education.

According to Education at a Glance OECD indicators, OECD, 2006 and NSI (National Statistical Institute) the percent of people that have middle or lower education for 2007 is 22,5, the people with secondary education are 55,1% and those with university education are 22,4%. In comparison, these figures for the year 2000 are as follows: people with middle or lower education – 2,9%, people with secondary education – 48,7% and people with university education – 18,4%. The gender classification on this matter is not available for Bulgaria at this point.

The reasons for the students' dropping out of school can be grouped in several categories: socio-economic, educational and cultural.

1. The socio-economic reasons are one of the main reasons for dropping out of the educational system. The poor quality of life of some strata of the society prevents the successful finalization of the education by the children and youth belonging to these groups. The low incomes do not allow many families to cover their children's expenses for education (for textbooks, clothes, food) and are reported by the parents as the main reason for dropping out.

Every fifth 12-16 years old child that was interviewed works to support financially his/ her family.

2. The educational reasons for dropping out of school are connected both with the school environment and the organization of the education process. The most common difficulties that are mentioned for this point are problems with the understanding of the new material, weak interest towards the learning process and the lack of desire to go to school because of this. There are also some other objective aspects of the school environment that influence the risk of dropping out and they are the quality of pre-school preparation, the content and complexity of the courses' content, the teachers' qualifications and the problems of the mixed classes with students from different grades.

3. The Cultural environment and ethnic background

Three quarters of the parents of dropped out children define themselves as gypsies. In connection with this, the concrete reasons for leaving school can be: getting married early, the lower value of the education and others. This is quite evident in the gypsies' ghettos. In the cities where the economic reasons (low incomes, poor quality of living, unemployment), the influence of the family (single parents, low level of education of the parents, irresponsible parentage and others) and the educational factors (low level of school readiness, difficulties in studying the new lessons, attending school irregularly, conflicts with the teachers and classmates) interfere with the learning process and expose the children at a high risk of dropping out.

### **Life-long learning by gender**

The life-long learning should be very attractive to all the people in order to motivate them to participate since it is informal, not obligatory and does not lead to the acquiring of a diploma.

In Bulgaria the unemployment rate is still very high which, together with the inability of the system of education to provide practical skills that are wanted at the labour market, makes life-long learning an important factor in the reducing of unemployment rate.

Apart from this, in the new employment spheres, knowledge of foreign language and good computer skills are a must. Other skills such as entrepreneurship and social competence are also needed.

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According to the data presented in the National Strategy for life-long learning in Bulgaria for 2008-2013, the number of participants in life-long learning at the age between 25- 64 is 1,3% and the goal is this figure to reach 5%. The number of the participants in life-long learning in Bulgaria is seven times lower than the average percentage in Europe which, according to Eurostat, is about 9,7%.

Regarding the percentage of the participants by gender, there is not trustworthy and complete data on this matter.

### **Human Development Index (HDI)**

The Human Development Index is an index used to rank countries by level of "human development". The HDI combines normalized measures of life expectancy, literacy, educational attainment, and GDP per capita for countries worldwide. It is claimed as a standard means of measuring human development – a concept that, according to the United Nations Development Program (UNDP), refers to the process of widening the options of persons, giving them greater opportunities for education, health care, income, employment, etc.

According the 2007/2008 report the HDI for Bulgaria is 0.824, which gives the country a rank of 53<sup>rd</sup> out of 177 countries with data which places it in the group of high developed countries.

Back in 1980 when the number of countries was 112, Bulgaria took 35<sup>th</sup> position with an index of 0,768 which shows increase of 0,056 points for the 1980- 2008 period.

### **Reading Competences of pupils (PISA and PIRLS)**

Reading competences are nowadays especially important for economical and social interaction. Therefore the major results of the "Programme for International Student Assessment"-study (PISA) concerning reading competences should be taken in consideration when describing the situation in a given country.

According to the PISA 2006 results, the percentage of students in Bulgaria at each proficiency level on the reading scale is the following:

Below level 1: 28.8%

Level 1: 22.3%

Level 2: 22.4%

Level 3: 16.4%

Level 4: 8.1%

Level 5: 2.1%

As for the results of the Progress in International Reading Literacy Study (PIRLS) 2006, which measure the reading skills of the fourth-grade students, they show that the average combined literacy score for Bulgaria is 547 which place it on 13<sup>th</sup> position of 45 countries, participating in the survey.

The average scores for fourth-grade students in participating PIRLS jurisdictions on combined reading literacy scale, literary subscale, and informational subscale, by jurisdiction for 2001 and 2006 show that in the year 2001 the score is 550 while in 2006 the result is 547 which indicates a slight decrease.

This

## **National report Germany**

### **Indicators Unemployment and educational level**

#### **Indicators of Development**

##### **Indicator – Unemployment**

In the 3rd quarter 2008 (most current data) were –according to the Labour-Force-Concept- in total 2.988.000 (Nov. 2008) persons in Germany unemployed, whereof 1.473.000<sup>5</sup> were women. This equates an unemployment rate of 6,8%.<sup>6</sup> Compared with the data of the 3rd quarter 2007 the unemployment rate, despite the economical crises, declined about 8,1%, which means 390.000 persons less.

When broken down by age groups the numbers of unemployed show that the age group between 15 and 24 years has a higher unemployment 9,7% (-25 and 6,6% 25 and older). With a youth unemployment rate of 9,7% one of the biggest labour-market policy problems becomes evident. It must be mentioned that, compared with the reference year (3rd quarter 2007), a cutback of from 9,7% young people concerned to 9,2% can be observed (- 0,5%-points).

When the gender ratios are taken into consideration (young men 10,4 to 9,7 Nov 07 to Nov 08; young women 9,0 to 8,6) an approximately equal decline in unemployment is revealed.<sup>7</sup>

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<sup>5</sup> <http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Content/Statistiken/Zeitreihen/WirtschaftAktuell/Arbeitsmarkt/Content75/arb110a.templateId=renderPrint.psm!>

<sup>6</sup> <http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Content/Statistiken/Zeitreihen/WirtschaftAktuell/Arbeitsmarkt/Content100/arb440a.templateId=renderPrint.psm!>

<sup>7</sup> <http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Content/Statistiken/Zeitreihen/WirtschaftAktuell/Arbeitsmarkt/Content100/arb440a.templateId=renderPrint.psm!>

Erwerbslose: Deutschland, Monate, Geschlecht,  
 Altersgruppen, original/saisonbereinigte Werte  
 Erwerbslosenstatistik nach dem ILO-Konzept  
 Deutschland  
 Erwerbslose  
 (Mill.)

		saisonbereinigte Werte (Census X-12-ARIMA)					
		weiblich			Insgesamt		
		unter 25	ab 25	Insgesamt	unter 25	ab 25	Insgesamt
		Jahre	Jahre		Jahre	Jahre	
2007	September	0,25	1,37	1,62	0,58	2,94	3,53
2008	September	0,21	1,20	1,41	0,49	2,59	3,08

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 Stand: 23.04.2009 / 15:38:08

Erwerbslosenquote: Deutschland, Monate, Geschlecht,  
 Altersgruppen, original/saisonbereinigte Werte  
 Erwerbslosenstatistik nach dem ILO-Konzept  
 Deutschland  
 Erwerbslosenquote (Prozent)

		saisonbereinigte Werte (Census X-12-ARIMA)					
		weiblich			Insgesamt		
		unter 25	ab 25	Insgesamt	unter 25	ab 25	Insgesamt
		Jahre	Jahre		Jahre	Jahre	
2007	September	9,8	7,8	8,1	11,1	7,8	8,2
2008	September	8,2	6,8	7,0	9,4	6,8	7,1

Erwerbslosenquote:  
 Anteil der Erwerbslosen an den Erwerbspersonen in  
 vergleichbarer Abgrenzung.  
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 Stand: 23.04.2009 / 15:31:36

Unemployment rate by highest educational attainment 2000-2007<sup>8</sup>

	ISCED 0-2	ISCED 3-4	ISCED 5-6
2000	13,7	8,0	4,2
2001	12,8	8,2	4,1
2002	14,9	8,7	4,2
2003	17,5	10,0	5,0
2004	19,8	10,9	5,4
2005	19,8	10,8	5,4
2006	19,6	9,8	4,7
2007	17,7	8,2	3,7

Differentiated by ISCED Level of educational attainment it clearly shows that unemployment is the highest for people with level 0-2 (17,7%) average for level 3-4 (secondary) and the least for the tertiary level (3,7%). The comparison of data from 2006 and 2007 seems that also persons without a secondary level education were able to profit from the economic upturn. This on the other hand can be related to the deficiencies of the ILO concept that counts also quite short time and part time work as employment. The severe cutbacks in unemployment benefits in the context of the Labour Market Reforms of 2003ff. might have motivated parts of this population to accept also employment opportunities that were considered unattractive before 2003.

<sup>8</sup> <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=de&pcode=tps00066>

Also the issue, integration in the labour market of people with foreign citizenship is roughly twice the level of unemployment of Germans (15,0 foreigners vs. 6,5% Germans, all: 7,1% in Nov 2008)<sup>9</sup>. Nevertheless it appears that compared to the previous year the migrant unemployment rate declined by 1,4 % (foreigners) vs. 0,9% (Germans).

The number of long-term unemployed amounted to 995.000 in Nov. 2008, a decline of 19,8% vs. Nov. 2007.<sup>10</sup> There are also no nameable differences between gender, the number of long term unemployed persons is about evenly split. The decline in long term unemployment 2008 vs. 2007 was slightly higher for women.

In Germany the highest risk of being hit by unemployment is old age (high rate of unemployed of people 55 years+. While the rate of young people among the unemployed is about the same in the German and foreign population in Germany, 11,5% of unemployed Germans are younger than 25 years vs. only 8,0% of unemployed foreigners is under 25 years, the educational attainment has an significant influence. 37% of unemployed Germans have no finished professional training, versus 77,7% of unemployed foreigners.<sup>11</sup> Long term unemployment is a main characteristic of the German labour market. While in EU 27 the volume of unemployment consist of 36,2% long term unemployed, the value for Germany is 56,6%. 3,7% of labour population is long term unemployed vs. 2,5% in EU27 in Q4 2008.<sup>12</sup>

#### **Indicator – Education Level**

In Germany the share of young people who did not reach at least a secondary vocational education actually increased in the last ten years. While in 1996 25,1 % of the age group 18-25 fell into this category, in 2007 it had increased to 27,5%.<sup>13</sup>

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<sup>9</sup> [http://www.pub.arbeitsamt.de/hst/services/statistik/200902/ama/auslaender\\_d.pdf](http://www.pub.arbeitsamt.de/hst/services/statistik/200902/ama/auslaender_d.pdf), p.34 (civil labour force)

<sup>10</sup> <http://www.pub.arbeitsagentur.de/hst/services/statistik/detail/a.html>

<sup>11</sup> For a detailed analysis of the labour market for foreigners in Germany see Bundesanstalt für Arbeit: Analytikreport. Der Arbeitsmarkt für Ausländer in Deutschland Februar 2009. p. 30

<sup>12</sup> [http://epp.eurostat.ec.europa.eu/extraction/evalight/EVALight.jsp?A=1&language=de&root=/theme3/une/une\\_ltu\\_q](http://epp.eurostat.ec.europa.eu/extraction/evalight/EVALight.jsp?A=1&language=de&root=/theme3/une/une_ltu_q)

<sup>13</sup> Eurostat

Table A1.1a **Educational attainment: adult population (2006)**

*Distribution of the 25-to-64-year-old population, by highest level of education attained<sup>14</sup>*

	Pre- primary and primary education  (1)	Lower second ary educati on  (2)	Upper secondary education			Post- second ary non- tertiary educati on  (6)	Tertiary education			All levels of educati on  (10)
			ISCED 3C (short progra mme)  (3)	ISCED 3C (long progra mme)/ 3B			Type B  (7)	Type A  (8)	Advanced research programm es  (9)	
				ISCE D 3A  (5)						
Germany	3	14	a	49	3	7	9	14	1	100
<b>EU19 average</b>		<b>31</b>			<b>45</b>			<b>24</b>		

1. Year of reference 2004.

2. Year of reference 2002.

Notes: Due to discrepancies in the data, averages have not been calculated for each column individually.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2008](http://www.oecd.org/edu/eag2008)).

Educational attainment in the population as a whole is focused on the middle level in Germany. While there are less Germans with low attainment than in the EU 19 average, Germany also lags behind in tertiary education. Germany does not have enough students, a consequence of the highly selective school system, that tends to exclude youth from low income and low education backgrounds.<sup>15</sup>

Drop out from the school system is a problem in Germany. In 2006 7,9% of young people (= 75000) left school without a degree.

Young people with a migration background and especially young women of Turkish background are the biggest group among them.

This reflects the deficiencies of the German school system in integrating youth with a migration background in general, but also from households with low educational attainment. Most alarming is that the rate of young people from a migration background who attain a school degree is even lower today than in the generation of their parents.

Also the participation of societies' members in adult education is a significant indicator to analyse society's development stage concerning educational participation and labour market integration.

Participation in general and vocational further education and training 1991 to 2007 (in %)<sup>16</sup>

		1991	1994	1997	2000	2003	2007
		in %					
Germany	General further education	22	26	31	26	26	27
	Vocational further training	21	24	30	29	26	26

<sup>14</sup> [http://www.oecd.org/document/9/0,3343,en\\_2649\\_39263238\\_41266761\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/9/0,3343,en_2649_39263238_41266761_1_1_1_1,00.html)

<sup>15</sup> cf. [http://www.oecd.org/document/9/0,3343,en\\_2649\\_39263238\\_41266761\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/9/0,3343,en_2649_39263238_41266761_1_1_1_1,00.html), indicator A6

<sup>16</sup> <http://www.bildungsbericht.de/zeigen.html?seite=6163>



General as well as vocational education of adults reached their peak level in 1997. From this level a slight decrease in participation can be observed. One cause can be the increase of informal learning.

#### **Indicator Human Development Index**

The Human Development Index is an index used to rank countries by level of "human development". The HDI combines normalized measures of life expectancy, literacy, educational attainment, and GDP per capita for countries worldwide. It is claimed as a standard means of measuring human development — a concept that, according to the United Nations Development Program (UNDP), refers to the process of widening the options of persons, giving them greater opportunities for education, health care, income, employment, etc.

Germany ranks 22 in the index, close to countries like Slovenia, Israel and Greece.

#### **Indicator PISA**

In the Pisa surveys of reading and mathematical competencies of pupils Germany ranks on average in the middle level. Notable is a strong differentiation among the German states (Länder) who have authority over their school systems. While states like Saxony rank in the international top group, states like Bremen and Berlin are lagging behind. The Pisa studies also note strong selective effects of the school systems in some states, with a high level of dependency of educational attainment on educational background of the household of the parents and the migration background. Also here tendencies of exclusion of migrants and youth from poorer and less educated backgrounds are clearly demonstrated.<sup>17</sup>

## **National report Spain**

### **Indicators Unemployment and educational level**

#### **Indicator – Unemployment**

##### **1. Unemployed people by age, gender and level of education**

According to the Labour Force Concept (LFC), the total number of unemployed persons during the last quarter of 2008 are 3.207.900. This means 1.280.300 persons more than the same period in 2007, a 66,4% more. By gender the figures are: 1.688.800 unemployed men and 1.519.000 women.

	IV quarter 2008	Variations respect same period in 2007	
		Absolute figure	%
<b>Total Unemployed (thousands)</b>	3.207	1.280,3	66,4%
Men	1.688,8	809,6	92,1
Women	1.519,0	470,7	44,9

##### **2. Unemployment rate by age, gender and level of education**

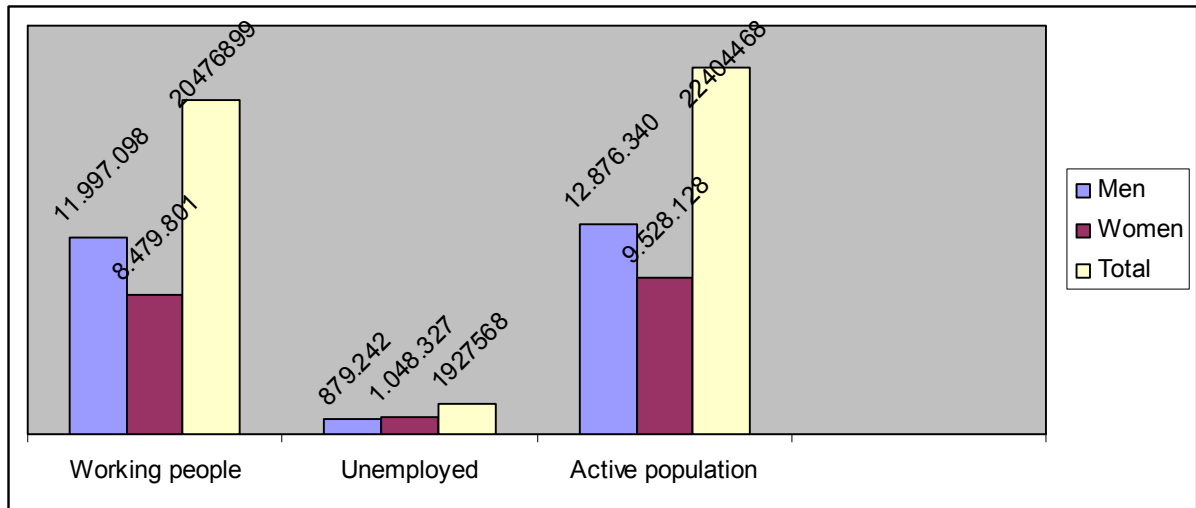
<b>Unemployment rate (%)</b>	13,91	5,30	
Men	12,96	6,13	
Women	15,14	4,13	

The age range supporting the higher number of unemployed people is that between 20 and 34 years old, involving the 45% of the total unemployed persons. By other hand, ISCED 2 is the most frequent level of education for this situation (557.621 unemployed, 28,9%). 317.017 unemployed, 16,4% are in levels of education ISCED 3A, 3B and 3C.

*Source: Instituto Nacional de Estadística (INE)*

Finally, the active population, sum of working population and unemployed people for the last quarter in 2007 can be observed in the next figure:

<sup>17</sup> <http://www.pisa.ipn.uni-kiel.de/>



### 3. Unemployed people by citizenship and gender

According to the figures provided by the INEM or Public Service of National Employment, the unemployment rate of foreign people is 21.3% (last quarter 2008). The foreign population older than 16 is 4.742.100.

The unemployed people in January 2009 in number of persons:

	Jan-2009	Variations respect same period in 2008	
		Absolute figure	%
<b>Total Unemployed (thousands)</b>	449.505	208.798	86,7
Men	292.284	155.283	113,3
Women	157.221	53.515	51,6

Building industry and Services are the sectors most impacted.

### 4. Long-term unemployment rate by gender

Eurostat Indicator – long-term unemployment rate in Spain 1996 - 2007

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>EU27</b>					4,0	3,9	4,0	4,1	4,2	4,1	3,7	3,0
<b>Spain</b>	9,4	8,7	7,5	5,7	4,6	3,7	3,7	3,7	3,4	2,2	1,8	1,7

## Indicator – Education Level

### 1. Persons with low educational attainment by age group

*(ISCED 2 in Spain corresponds to ESO, mandatory secondary education)*

%50 of the Spanish adults aged 25 to 64 terminated the mandatory education, that is the first step of secondary education. Comparing this figure with the EU or OCDE one (31%) we can conclude that the educational level reached in Spain is lower than the European average.

In Spain 21% of the adult population (25 – 64) terminated the second stage of the secondary education and a 28% finished the tertiary education.

### 2. Early school leavers by gender (dropouts)

The percentage of people aged 18 to 24 who have early left their training/education of the the Spanish education system in 2006 was 29.9%. By gender, this figure is higher for men 35,8% than women 23,8%. Lower percentages are located in Navarra (12%), País Vasco 14,3% and Principality of Asturias (22,3%).

Since 1996 to 2006, the general trend of the early school drop-out has been fluctuating with a difference of 1,5 percent points between those years. The reduction has been higher for women 2,3 points versus 0.9 points for men. Going ahead with more detail, we observe a decreasing trend till 2000. a slight increasing in following courses and a ramp down during 2005 and 2006. All figures show the women school leavers are lower than the men dropout figures.

The population average aged between 18 and 24 leaving early the education system in the European Union in 2006 is set at 15,3%. Higher percentages can be found in Malta, Portugal, Spain, Italy, Rumania, Latvia, Bulgaria, Luxemburg, Cyprus and Greek. Countries with percentages lower than 10% (objective proposed by the European Union for 2010) are Slovenia, Czech Republic, Poland, Slovakia, Finland and Austria. In all countries the drop-out figures are lower for women than men, except in Austria (9,8 and 9,3 accordingly). (INE following Eurostat methodology, Eurostat – Labour Force Survey, System of Education Indicators 2006 <http://www.institutodeevaluación.mec.es>)

### 3. Lifelong learning by gender

Persons aged 25 to 64 who stated that they received education or training in the four weeks preceding the Survey.

10,4% of the Spanish adult population aged 25 to 64 participated in some education or lifelong learning actions during 2006. That participation was higher for women than men, 11,5% against 9,3%. There is a higher % of participation in the Basque Country, Navarra, Ceuta and Melilla whereas the percentage is lower in the Principality of Asturias, Cantabria and Castilla-La Mancha.

In spite there has been a break during 2005, the Spanish participation in lifelong learning actions since 1996 to 2004 has increased slightly as long as it just grew from 4,4 to 4,7 in 2004. But there is in 2005 when the relevant step took place with values of 10,5% and 10,4 in 2006. The women participation has risen in a similar way than the men participation since 1996. Along 2006 the average percentage of adults in the European Union involved in lifelong learning actions was 9,6% so Spain was lightly over that figure (10,4%). The goal for the European Union is to reach the percentage of 12,5% for the 2010.

### 4. Human Development Index (HDI)

A statistical update 2008 - HDI rankings

The HDI for Spain is 0.949, which gives the country a rank of 16th out of 179 countries with data (Table 1).

Table 1: Spain's human development index 2006 and underlying indicators in comparison with selected countries.

HDI value 2006	Life expectancy at birth	Adult literacy rate	Combined primary, secondary and tertiary gross	GDP per capita (PPP US\$)
-------------------	-----------------------------	------------------------	---	------------------------------

	(years) 2006	(% ages 15 and above) 2006	enrolment ratio (%) 2006	2006
1. Iceland (0.968)	1. Japan (82.4)	1. Georgia (100.0)	1. Australia (114.2)	1. Luxembourg (77,089)
14. Austria (0.951)	4. Switzerland (81.4)	30. Cyprus (97.6)	9. Ireland (97.6)	25. Germany (31,766)
15. United States (0.950)	5. Australia (81.0)	31. Mongolia (97.4)	10. Netherlands (97.5)	26. Greece (31,290)
<b>16. Spain (0.949)</b>	<b>6. Spain (80.7)</b>	<b>32. Spain (97.4)</b>	<b>11. Spain (96.5)</b>	<b>27. Spain (29,208)</b>
17. Belgium (0.948)	7. Sweden (80.7)	33. Israel (97.1)	12. Iceland (96.0)	28. Italy (28,828)
18. Greece (0.947)	8. Israel (80.5)	34. Greece (97.0)	13. Libyan Arab Jamahiriya (95.8)	29. Equatorial Guinea (27,161)
179. Sierra Leone (0.329)	179. Swaziland (40.2)	147. Mali (22.9)	179. Djibouti (25.5)	178. Congo (Democratic Republic of the) (281)

#### Building the capabilities of women:

The HDI measures average achievements in a country, but it does not incorporate the degree of gender imbalance in these achievements. The gender-related development index (GDI), introduced in Human Development Report 1995, measures achievements in the same dimensions using the same indicators as the HDI but captures inequalities in achievement between women and men. It is simply the HDI adjusted downward for gender inequality. The greater the gender disparity in basic human development, the lower is a country's GDI relative to its HDI.

To measure the impact of gender inequalities on human development achievement, Spain's GDI value, 0.945 can be compared to its HDI value of 0.949. Its GDI value is 99.6% of its HDI value. Out of the 157 countries with both HDI and GDI values, 42 countries have a better ratio than Spain's.

Table 2 shows how Spain's ratio of GDI to HDI compares to other countries, and also shows its values for selected underlying indicators in the calculation of the GDI.

Table 2: The GDI compared to the HDI – a measure of gender disparity

GDI as % of HDI	Life expectancy at birth(years) 2006	Adult literacy rate (% ages 15 and older) 2006	Combined primary, secondary and tertiary gross enrolment ratio2006
	Female as % male	Female as % male	Female as % male
1. Sweden (99.9%)	1. Russian Federation (123.1%)	1. Lesotho (122.5%)	1. United Arab Emirates (120.2%)
41. Uzbekistan (99.6%)	44. Albania (108.7%)	50. South Africa (98.0%)	32. Finland (107.3%)
42. Madagascar (99.6%)	45. Czech Republic (108.6%)	51. Uzbekistan (97.8%)	33. Tunisia (107.1%)
<b>43. Spain (99.6%)</b>	<b>46. Spain (108.5%)</b>	<b>52. Spain (97.7%)</b>	<b>34. Spain (107.1%)</b>
44. Bolivia (99.6%)	47. Finland (108.4%)	53. Greece (97.6%)	35. Slovakia (106.7%)
45. Serbia (99.6%)	48. Portugal (108.4%)	54. Cyprus (97.4%)	36. Sri Lanka (106.5%)
157. Occupied Palestinian Territories (92.8%)	157. Niger (96.9%)	135. Chad (31.3%)	157. Chad (60.4%)

The gender empowerment measure (GEM) reveals whether women take an active part in economic and political life. It tracks the share of seats in parliament held by women; of female legislators, senior officials and managers; and of female professional and technical

workers- and the gender disparity in earned income, reflecting economic independence. Differing from the GDI, the GEM exposes inequality in opportunities in selected areas. Spain ranks 12th out of 108 countries in the GEM, with a value of 0.825.

## 5. Reading Competences of pupils (PISA and PIRLS)

The PIRLS 2006 Encyclopedia provide a profile of each country's education system, with a particular focus on reading education for primary-school children.

For PIRLS, reading literacy is defined as the ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment. The target grade should be the grade that represents four years of schooling, counting from the first year of ISCED Level 1.

The average overall performance in Spain is lightly over Average PIRLS with 513 points. The rate 500 used for PIRLS is just a reference average and it is not comparable with a scholar qualification scale from 0 to 10. The reading yield of the Spanish pupils is located in the upper zone of the international scales although at the bottom of this area.

The Spanish education system needs to improve the reading competence and gets close to the average yields of the neighbouring countries.

### Overall results in Reading Comprehension and mathematical competence (PISA 2006).

The Spanish result in mathematical competence (480) is slightly lower than that relating to 2003 (485) and similar to that in 2000. Three average figures are close to OCDE average figures.

However the reading comprehension 2006 result has lowered in all countries. This means a notable decrease in the Spanish average. 461 points, 10 points over the Total International but 23 under the Total OCDE and 31 under the Average OCDE.

This Spanish result in reading comprehension is really alarming and confirms the poor result compared with neighbouring countries (PIRLS) assessing the reading comprehension at 9 years old.

## National report Lithuania

### Indicators Unemployment and educational level

#### INDICATOR – UNEMPLOYMENT

- Unemployed people by age, gender and level of education

Total number of unemployed people by Labour Force Survey (LFS)

In 2007, men accounted for 51% of the unemployed (in 1998 -57%). Among unemployed men the most numerous age groups are: 25-29, 30-34 and 35-39. Among women more unemployed are aged 20-24, 50-54 and 40-44. People with secondary education dominate among the unemployed (males and females) It may be ascribed to demographic factor more than to the labour demand. People with upper secondary education is the .the most numerous part of the labour force.

Unemployed by age, gender and education<sup>18</sup>  
(average annual; thousand)

Age groups	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>Total</b>	<b>226.7</b>	<b>249.0</b>	<b>273.7</b>	<b>284.0</b>	<b>224.4</b>	<b>203.9</b>	<b>184.4</b>	<b>132.9</b>	<b>89.3</b>	<b>69.0</b>
15-19	14.1	14.7	13.6	10.6	7.0	9.3	6.1	3.3	2.7	2.5
20-24	34.6	41.9	40.5	39.9	28.8	29.5	24.9	17.4	11.0	9.5
25-29	32.6	33.3	32.9	35.3	27.5	24.0	19.0	12.1	8.7	9.2
30-34	37.2	40.6	43.8	35.8	27.0	23.8	21.0	16.5	11.0	7.5
35-39	30.6	38.9	37.3	41.1	31.9	24.0	23.5	15.5	9.3	9.9

<sup>18</sup> Statistics Lithuania - <http://www.stat.gov.lt/en>

40-44	22.6	30.5	31.0	40.2	32.0	28.6	28.1	18.4	11.2	8.7
45-49	23.3	21.5	29.3	31.8	25.2	21.0	21.4	19.9	11.5	7.0
50-54	20.7	18.0	25.8	27.1	25.8	21.7	20.3	16.9	12.1	7.2
55-59	9.8	8.8	15.7	17.7	15.1	14.0	14.0	10.3	10.1	6.5
60-64	1.0	0.8	2.8	4.2	4.2	6.5	5.2	2.4	1.4	1.0
65-74	0.1	...	0.9	0.3	0.0	1.4	0.8	0.1	0.4	0.0
<b>Males</b>	<b>130.9</b>	<b>140.5</b>	<b>158.5</b>	<b>165.6</b>	<b>121.1</b>	<b>105.4</b>	<b>90.6</b>	<b>67.1</b>	<b>46.7</b>	<b>34.6</b>
15-19	9.3	9.5	10.9	7.2	5.0	5.0	3.7	1.9	1.6	1.8
20-24	22.4	25.5	22.7	26.8	15.6	15.3	14.7	10.6	6.3	4.2
25-29	20.0	18.1	20.6	21.0	15.8	15.9	11.2	6.9	5.2	5.2
30-34	22.2	24.6	25.8	19.6	14.6	12.5	10.7	9.3	7.2	4.6
35-39	16.2	22.3	22.3	23.0	15.8	13.4	9.6	6.3	4.5	4.6
40-44	11.6	15.3	15.7	22.3	17.1	13.9	13.3	9.3	5.5	4.3
45-49	12.6	9.7	14.2	16.6	11.6	9.4	9.1	8.2	3.8	3.0
50-54	9.8	7.8	13.0	13.1	12.7	9.4	8.8	7.2	6.0	2.9
55-59	5.9	6.8	10.3	11.9	8.9	5.8	5.3	4.9	5.4	3.3
60-64	0.8	0.8	2.1	3.9	4.1	4.5	4.1	2.2	1.1	0.7
65-74	0.1	...	0.8	0.2	...	0.4	0.2	0.1	0.1	0.0
<b>Females</b>	<b>95.8</b>	<b>108.5</b>	<b>115.2</b>	<b>118.4</b>	<b>103.3</b>	<b>98.4</b>	<b>93.8</b>	<b>65.8</b>	<b>42.6</b>	<b>34.3</b>
15-19	4.8	5.3	2.7	3.4	2.1	4.4	2.4	1.3	1.1	0.7
20-24	12.2	16.4	17.9	13.1	13.2	14.3	10.2	6.8	4.7	5.3
25-29	12.6	15.1	12.2	14.3	11.6	8.2	7.8	5.2	3.5	4.0
30-34	15.0	16.0	17.9	16.2	12.4	11.3	10.3	7.2	3.8	2.9
35-39	14.4	16.5	15.0	18.1	16.2	10.7	14.0	9.3	4.7	5.3
40-44	11.0	15.3	15.3	18.0	14.9	14.7	14.8	9.2	5.7	4.3
45-49	10.7	11.8	15.1	15.2	13.6	11.6	12.3	11.7	7.7	4.0
50-54	10.9	10.1	12.8	14.0	13.1	12.3	11.5	9.7	6.1	4.4
55-59	4.0	2.0	5.4	5.9	6.2	8.2	8.7	5.3	4.7	3.2
60-64	0.2	...	0.8	0.3	0.1	1.9	1.2	0.2	0.4	0.3
65-74	...	...	0.1	0.1	0.0	1.0	0.6	...	0.3	...
<b>Education</b>										
<b>Total</b>										
Higher ISCED 5-6	17.3	19.2	19.3	19.0	16.6	18.5	19.6	12.4	9.6	7.9
Vocational post secondary ISCED 4	...	...	...	26.8	17.8	15.3	18.7	13.1	8.5	5.0
Upper secondary ISCED 3	61.5	62.1	62.7	77.3	64.8	58.9	49.4	33.2	24.0	19.7
Lower secondary ESCED 2	32.1	33.3	40.8	38.5	34.0	28.2	23.9	17.8	12.1	8.7
Primary ISCED 1	6.7	4.1	5.5	4.9	2.4	3.1	2.8	2.2	1.3	0.7
<b>Males</b>										
Higher ISCED 5-6	7.7	7.6	9.2	10.0	7.4	7.7	6.9	5.8	3.9	3.0
Vocational post	...	...	...	11.9	9.1	7.2	8.1	5.3	3.7	1.9

secondary ISCED 4											
Upper secondary ISCED 3	33.1	31.6	32.6	40.5	32.5	23.8		21.7	16.0	11.1	9.0
Lower secondary ISCED 2	21.0	22.0	26.6	26.4	20.9	17.9		14.1	10.9	7.8	5.3
Primary ISCED 1	5.2	3.2	4.8	3.9	2.2	2.3		2.2	1.9	1.0	0.4
<b>Females</b>											
Higher ISCED 5- 6	9.6	11.6	10.1	9.0	9.2	10.8		12.7	6.6	5.7	5.0
Vocational post secondary ISCED 4	...	...	...	14.9	8.7	8.1		10.6	7.8	4.8	3.1
Upper secondary ISCED 3	28.4	30.4	30.1	36.8	32.3	35.1		27.8	17.1	12.8	10.7
Lower secondary ISCED 2	11.0	11.3	14.2	12.1	13.1	10.4		9.8	6.9	4.3	3.4
Primary ISCED 1	1.5	0.9	0.7	1.1	0.1	0.7		0.6	0.4	0.3	0.3

Unemployment rate is the highest for young people of both genders 15-19 and 20-24 age groups. And for older people aged 55-59.

- Unemployment rate (LFS) by age, gender and level of education

#### Unemployment rate by age group and gender<sup>19</sup> (average annual; per cent)

Age groups	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>Total</b>	<b>13.2</b>	<b>14.6</b>	<b>16.4</b>	<b>17.4</b>	<b>13.8</b>	<b>12.4</b>	<b>11.4</b>	<b>8.3</b>	<b>5.6</b>	<b>4.3</b>
15-19	30.2	32.3	44.9	46.5	38.4	45.2	41.1	29.3	23.5	20.5
20-24	20.9	25.8	27.0	28.6	20.9	21.8	20.2	14.4	8.6	7.1
25-29	14.0	14.5	14.8	16.8	13.5	12.1	9.8	6.3	4.5	5.0
30-34	15.5	17.0	19.2	15.8	11.9	10.5	9.4	7.6	5.3	3.6
35-39	11.6	14.8	14.7	16.4	13.3	10.4	10.4	6.9	4.2	4.6
40-44	10.4	13.6	13.4	16.8	12.8	11.4	11.3	7.4	4.8	3.8
45-49	11.8	11.1	15.3	16.7	12.9	10.5	10.2	9.2	5.3	3.1
50-54	13.1	11.4	16.1	16.8	15.4	12.4	11.7	9.8	7.2	4.2
55-59	8.2	7.5	13.1	14.8	12.6	11.5	11.3	8.3	7.6	4.8
60-64	2.1	1.8	5.8	9.1	8.5	11.5	8.7	3.8	2.6	1.6
65-74	0.3	...	3.0	1.2	0.2	5.8	4.5	0.3	1.7	0.1
<b>Males</b>	<b>14.7</b>	<b>16.2</b>	<b>18.8</b>	<b>19.9</b>	<b>14.6</b>	<b>12.7</b>	<b>11.0</b>	<b>8.2</b>	<b>5.8</b>	<b>4.3</b>
15-19	31.2	34.1	50.6	48.5	41.8	39.9	37.2	26.7	24.6	20.9
20-24	23.6	28.1	27.1	33.8	20.2	19.7	20.3	14.9	8.6	5.4
25-29	16.0	15.1	18.2	19.1	14.9	15.3	10.7	6.8	5.1	5.2
30-34	17.5	20.1	22.0	16.8	12.6	10.8	9.2	8.4	6.9	4.4
35-39	12.3	17.2	17.6	18.4	12.9	11.3	8.5	5.6	4.2	4.3

<sup>19</sup> Statistics Lithuania - <http://www.stat.gov.lt/en>



40-44	11.2	14.1	14.3	19.6	14.1	11.5	11.0	7.6	4.6	3.8
45-49	13.5	11.0	15.6	18.5	12.5	10.0	9.2	8.0	3.7	2.8
50-54	13.3	11.1	18.2	18.0	16.5	11.7	10.8	9.0	7.4	3.6
55-59	8.4	9.9	16.4	18.5	14.4	9.8	9.2	8.6	9.1	5.2
60-64	2.7	2.9	7.0	12.8	13.4	13.2	10.5	5.6	3.3	2.0
65-74	0.5	...	5.4	2.0	...	2.7	2.4	0.6	0.8	0.1
<b>Females</b>	<b>11.6</b>	<b>13.0</b>	<b>13.9</b>	<b>14.7</b>	<b>12.9</b>	<b>12.2</b>	<b>11.8</b>	<b>8.3</b>	<b>5.4</b>	<b>4.3</b>
15-19	28.5	29.4	30.8	42.6	32.2	53.4	49.1	34.2	22.1	19.6
20-24	17.1	22.8	27.0	21.7	21.9	24.5	20.2	13.8	8.5	9.4
25-29	11.6	13.9	11.2	14.2	11.9	8.6	8.7	5.8	3.9	4.7
30-34	13.3	13.7	16.3	14.7	11.1	10.2	9.6	6.9	3.7	2.9
35-39	11.0	12.4	11.9	14.4	13.6	9.4	12.2	8.2	4.3	4.8
40-44	9.7	13.1	12.7	14.3	11.5	11.3	11.6	7.2	4.9	3.8
45-49	10.2	11.3	15.0	15.1	13.3	11.0	11.0	10.3	6.8	3.4
50-54	12.9	11.7	14.5	15.9	14.5	13.0	12.4	10.6	7.0	4.8
55-59	8.0	4.1	9.4	10.4	10.8	13.1	13.0	8.0	6.4	4.5
60-64	1.2	...	4.0	1.7	0.4	8.8	5.5	0.7	1.6	1.1
65-74	...	...	0.7	0.5	0.5	10.0	7.0	...	2.8	...

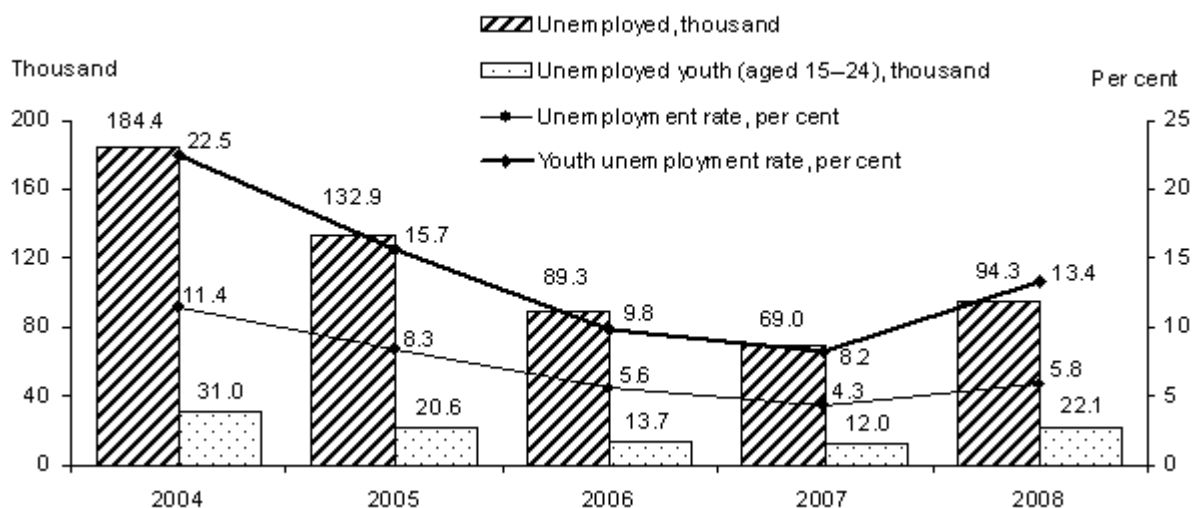
According to Labour Force Survey carried out by Statistics Lithuania, since second half of 2008, unemployment rate started to grow rapidly. In IV quarter of 2008, the unemployment rate has achieved 7.9%, 2 percentage points higher than in III quarter 2008 and almost twice as high as in IV quarter 2007. Over the year, the unemployment rate grew by 1.5 percentage points (from 4.3 per cent in 2007 to 5.8 per cent in 2008). The highest unemployment rate was in 2001 (17.4%), while the lowest – in 2007 (4.3%).

In 2008, unemployment among women (5.6%) was lower than among men (6 %). Youth (aged 15–24) unemployment rate in 2008 was 13.4%, and, just like in 2007, was twice as high as the total unemployment rate.

Statistics Lithuania estimates that the number of the unemployed in IV quarter 2008 reached 130 thousand, which is by 33 thousand more than in III quarter 2008. Over the year, their number grew by 25 thousand, or 37% (from 69 thousand in 2007 to 94 thousand in 2008). The highest number of the unemployed was recorded in 2001 (284 thousand), while the lowest – in 2007 (69 thousand).

### Unemployment, 2004–2008<sup>20</sup>

<sup>20</sup> Statistics Lithuania - <http://www.stat.gov.lt/en>



In IV quarter 2008, the number of the long-term unemployed, i.e. persons seeking for a job for one year or longer, increased and accounted 30.5 thousand, i.e. almost a quarter of the total number of the unemployed. In 2008, the number of the long-term unemployed was 20 thousand, or 21% of the total number of the unemployed. The highest number of the long-term unemployed was recorded in 2001, -58.8% of the total number of the unemployed.

#### Unemployment rate<sup>21</sup> %

	2007	2008				2008
		I quarter	II quarter	III quarter	IV quarter	
<b>Total</b>	<b>4.3</b>	<b>4.9</b>	<b>4.5</b>	<b>5.9</b>	<b>7.9</b>	<b>5.8</b>
Youth (aged 15-24)	8.2	10.1	10.8	15.0	17.3	13.4
Male	4.3	4.6	5.1	6.0	8.4	6.0
Female	4.3	5.1	4.0	5.9	7.4	5.6

#### The unemployed Thousand

	2007	2008				2008
		I quarter	II quarter	III quarter	IV quarter	
<b>Total</b>	<b>69.0</b>	<b>77.5</b>	<b>72.5</b>	<b>97.2</b>	<b>129.8</b>	<b>94.3</b>
Youth (aged 15-24)	12.0	15.7	17.5	26.4	28.7	22.1
Males	34.6	37.1	41.8	49.5	69.5	49.5
Females	34.3	40.4	30.7	47.7	60.3	44.8

#### The unemployed by duration of unemployment Thousand

	2007	2008				2008
		I quarter	II quarter	III quarter	IV quarter	
<b>Total</b>	<b>69.0</b>	<b>77.5</b>	<b>72.5</b>	<b>97.2</b>	<b>129.8</b>	<b>94.3</b>

<sup>21</sup>Statistics Lithuania - <http://www.stat.gov.lt/en>

Under 1 month	13.7	27.5	25.0	28.5	37.9	29.7
1–2 months	8.7	11.4	8.4	11.3	12.5	10.9
3–5 months	13.4	12.2	13.5	22.6	26.7	18.8
6–11 months	10.9	11.3	12.8	13.4	22.2	14.9
1 year and over	22.2	15.1	12.8	21.4	30.5	20.0

### Employment of the population<sup>22</sup>

	2007	2008				2008
		I quarter	II quarter	III quarter	IV quarter	
Labour force, thousand	1603.1	1587.8	1597.5	1634.8	1637.0	1614.3
Employed population, thousand	1534.2	1510.3	1525.1	1537.6	1507.1	1520.0
Unemployed population, thousand	69.0	77.5	72.5	97.2	129.8	94.3
Inactive population aged 15 and older, thousand	1243.6	1261.6	1251.8	1214.5	1212.4	1235.1
Activity rate of the population aged 15–64, per cent	67.9	67.2	67.6	69.2	69.4	68.4
Employment rate of the population aged 15–64, per cent	64.9	63.9	64.6	65.0	63.8	64.3
Male employment rate, per cent	67.9	66.8	68.0	67.5	65.9	67.1
Female employment rate, per cent	62.2	61.2	61.3	62.7	61.9	61.8
Employment rate of the elderly (aged 55–64), per cent	53.4	52.5	54.5	53.7	51.8	53.1

In EU27 unemployment rate was 7.6% in January 2009<sup>23</sup>, compared with 7.5% in December 2008 and with 6.8% in January 2008.

<sup>22</sup> Statistics Lithuania - <http://www.stat.gov.lt/en>

<sup>23</sup> Eurostat news release, 25/2009 - 27 February 2009

Eurostat estimates that 18.412 million men and women in the EU27 were unemployed in January 2009. Compared with December 2008, the number of persons unemployed increased by 386 000 in the EU27. Compared with January 2008, unemployment went up by 2.194 million in the EU27. Among the Member States, the lowest unemployment rates were recorded in the Netherlands (2.8%) and Austria (4.0%), and the highest in Spain (14.8%) and Latvia (12.3%). In Lithuania unemployment rate was higher than EU-27 average and stood at 9.8%.

The unemployment rate for males rose from 6.5% to 7.9% between January 2008 and January 2009 in the euro area and from 6.3% to 7.5% in the EU27. The female unemployment rate increased from 7.4% to 7.8% in the EU27.

In January 2009, the youth unemployment rate (under-25s) was 17.0% in the EU27. In January 2008 it was 14.6% and 14.7% respectively. The lowest rates were observed in the Netherlands (5.5%) and Austria (7.9%), and the highest in Spain (30.4%), Hungary and Sweden (both 22.9%). For Lithuania data on youth unemployment for January 2009 are not available. In December 2008 youth unemployment was 18.1%.<sup>24</sup>

Unemployed people by **citizenship** and **gender** There are no data disaggregated by citizenship available in Lithuania.

Total number of unemployed people divided by citizenship and gender (LFC)

- Unemployment rat by **citizenship** and **gender**

⇒ if possible those 4 indicators should be reflected through the data of the 3<sup>rd</sup> quarter of 2008, in comparison with the 3<sup>rd</sup> quarter of 2007

- **Long-term** unemployment rat by gender

Base year for that indicator should be 2007, including the development since 1996. (Eurostat Indicator)

Due to significant methodologies differences between national and European labour force surveys Lithuanian data for 1996 - 2004 is not internationally comparable.

**Long-term unemployment (12 months or more) as a percentage of the total unemployment by gender and 15 years and over age group<sup>25</sup>**

Total

time	2007Q01	2007Q02	2007Q03	2007Q04	2008Q01	2008Q02	2008Q03	2008Q04
geo								
<b>EU27</b>	43.5	43.6	42.1	41.7	38.8	38.5	36.2	:
<b>BG</b>	55.6	57.2	60.3	63.1	50.7	50.7	52.7	:
<b>ES</b>	22.0	21.2	19.1	19.4	18.8	17.6	17.3	17.9
<b>LT</b>	33.8	36.0	28.5 (u)	29.4 (u)	19.5 (u)	16.9 (u)	22.1 (u)	:
<b>AT</b>	29.5	27.9	24.5	25.3	25.3	23.6	24.6	23.4
<b>RO</b>	53.1	50.9	49.7	45.8	43.6	41.0	40.9	39.5

Females

time	2007Q01	2007Q02	2007Q03	2007Q04	2008Q01	2008Q02	2008Q03	2008Q04
geo								
<b>EU27</b>	43.5	43.2	41.6	41.7	39.2	38.4	36.3	:

<sup>24</sup> EUROSTAT News release, 25/2009 - 27 February 2009

<sup>25</sup> Eurostat LFS

time	2007Q01	2007Q02	2007Q03	2007Q04	2008Q01	2008Q02	2008Q03	2008Q04
geo								
BG	55.2	60.4	62.6	67.2	54.6	50.3	54.7	:
ES	24.1	23.8	21.0	22.8	22.4	21.9	21.6	22.1
LT	30.1 (u)	37.3 (u)	25.3 (u)	29.5 (u)	24.0 (u)	:	27.3 (u)	:
AT	31.8	26.2	24.7	25.9	25.2	22.3	21.4	21.3
RO	51.8	51.0	50.5	46.9	40.7	35.0	40.7	36.9

#### Males

time	2007Q01	2007Q02	2007Q03	2007Q04	2008Q01	2008Q02	2008Q03	2008Q04
geo								
EU27	43.4	44.0	42.6	41.8	38.3	38.7	36.2	:
BG	56.1	54.4	57.8	58.8	47.0	51.1	50.8	:
ES	19.3	17.9	16.8	15.4	14.7	13.3	13.4	14.1
LT	37.5 (u)	34.8 (u)	32.1 (u)	29.3 (u)	14.5 (u)	18.3 (u)	17.0 (u)	:
AT	27.4	29.7	24.3	24.7	25.3	25.0	27.9	25.7
RO	54.0	50.8	49.2	45.2	45.0	44.4	40.9	41.0

p provisional value r revised value :u extremely unreliable data  
e estimated value f forecast :c confidential  
s eurostat estimate u unreliable/uncertain data :n not significant

EUROSTAT considers data on long term unemployment from Lithuania as unreliable.

According to the latest Lithuania Labour Exchange data the number of the unemployed on 1 February 2009 reached 124.9 thousand. Women account for 45.4% of the unemployed. The number of unemployed persons in January 2009 as compared with January 2008 increased by 48.8 thousand, or by 64.%. As of 1 February 2009, the unemployed made up 5.8% of the working age population.

In 2007, long term unemployed accounted for 32% of the total number of the unemployed. In 1998, the figure was 57%. Long term unemployment is higher among the men (in 2007, 33% of the unemployed were without job for more than a year. Women accounted for 30% of the unemployed).

#### Unemployed by duration of unemployment and gender<sup>26</sup> (average annual; thousand)

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>Total</b>	<b>226.7</b>	<b>249.0</b>	<b>273.7</b>	<b>284.0</b>	<b>224.4</b>	<b>203.9</b>	<b>184.4</b>	<b>132.9</b>	<b>89.3</b>	<b>69.0</b>
Less than 1 month	...	2.8	13.0	16.6	15.8	15.3	11.0	9.6	11.8	13.7
1 to 2 months	35.8	39.4	33.2	23.5	17.7	18.6	13.8	10.7	7.6	8.7
3 to 5 months	26.7	50.5	44.9	33.9	28.4	29.9	25.1	16.5	14.8	13.4
6 to 11 months	40.3	60.3	40.4	43.0	39.4	37.8	36.2	23.2	15.5	10.9
1 year or more	123.8	96.0	142.2	167.0	123.3	102.3	98.2	72.9	39.6	22.2

<sup>26</sup> Statistics Lithuania - <http://www.stat.gov.lt/en>

more											
<b>Males</b>	<b>130.9</b>	<b>140.5</b>	<b>158.5</b>	<b>165.6</b>	<b>121.1</b>	<b>105.4</b>	<b>90.6</b>	<b>67.1</b>	<b>46.7</b>	<b>34.6</b>	
Less than 1 month	...	1.1	7.9	9.2	9.0	8.6		5.7	5.9	7.3	7.9
1 to 2 months	22.5	22.4	19.5	13.5	9.8	9.1		7.4	4.7	3.5	3.7
3 to 5 months	16.8	27.7	23.9	20.5	16.4	16.5		12.8	8.3	6.7	6.2
6 to 11 months	22.4	31.3	22.5	21.8	19.0	19.6		17.4	12.0	8.9	5.2
1 year or more	69.2	58.1	84.7	100.6	66.9	51.7		47.3	36.2	20.4	11.6
<b>Females</b>	<b>95.8</b>	<b>108.5</b>	<b>115.2</b>	<b>118.4</b>	<b>103.3</b>	<b>98.4</b>	<b>93.8</b>	<b>65.8</b>	<b>42.6</b>	<b>34.3</b>	
Less than 1 month	...	1.7	5.1	7.4	6.7	6.8		5.4	3.7	4.6	5.7
1 to 2 months	13.3	17.0	13.7	10.0	7.9	9.5		6.4	6.0	4.1	5.1
3 to 5 months	9.9	22.8	21.0	13.4	11.9	13.4		12.4	8.2	8.1	7.3
6 to 11 months	17.9	29.0	17.8	21.2	20.4	18.1		18.7	11.1	6.6	5.7
1 year or more	54.6	37.9	57.5	66.4	56.3	50.6		50.9	36.8	19.2	10.6

#### INDICATOR – EDUCATION

##### Lithuania in a context of key EU benchmarks for 2010 and EU average, 2006

EU benchmarks	EU 27	Lithuania
No more than 10% early school leavers (age 18-24)	15.3%	10.3%. Significantly above EU average and close to benchmark. Drastic drop in early school leavers rate since 2000 (16.7%) gives hope that range of targeted measures to make school more inclusive will allow Lithuania to meet benchmark by the end of 2009.
17% of low-achieving pupils in reading literacy, 15 years old	24.1%	25.7%. Insignificantly above EU average and far above benchmark. Despite the generally high level of educational attainment of Lithuanian population the proportion of people with poor reading skills is high. Poor reading skills is a part of a common problem of lack of basic

		skills for many age groups that should be addressed at all levels of education from pre-school to tertiary education.
At least 85% of young people should have completed upper secondary education (age 20-24)	77.8%	88.2%. One of indicators for which Lithuania has met benchmark.
12.5% of the adult population should participate in lifelong learning. (age 25-64)	9.6%	4.9% far below EU average and benchmark. One of the 'weakest places' in national lifelong learning strategy – inclusive lifelong learning for adults. Noticeable progress since 2000 (2.8%) gives hope for improvement but achieving benchmark by 2010 is under question.

- Persons with **low educational attainment** by age group

The percentage of people aged 15 to 64 with an education level ISCED of 2 or less (pre-primary, primary and lower secondary education)

**Persons with low educational attainment aged 15-64 in %**

	2000	2007
EU -27	38.0%	32.7%
Lithuania	23.5%	19.6%

Although the proportion of people with low educational attainment is falling it is still high. Men dominate among people with low education.

- Early school leavers** by gender (Dropouts)

The issue of early school leaving is becoming more complex as the labour market marginalisation of people leaving school with no qualifications grows. In 2007 the average early school leavers rate was 14.8% for EU-27, 2.8 percentage points lower than in 2000. Additional efforts need to be made to meet benchmark 2010. The best performers – the Czech Republic, Lithuania, Poland, Slovakia and Finland— all have early school leaving rates below the European reference level (benchmark). The new Member States which joined in 2007 – Romania and Bulgaria –have relatively high proportions of early school leavers (19.2% and 16.6% respectively).

In Lithuania proportion of the population aged 18-24 with less than upper secondary education and not in education or training, 2000 (16.7%- girls 14.9% and boys- 18.5%) ) and in 2007 (8.7%- 5.9 girls, 11.4% boys). There were more male than female early school leavers in the EU. Slightly more female than male young people leave school before completing at least upper secondary education among EU 27 was only in Bulgaria.

In Lithuania<sup>27</sup> 2% of early school leavers do not have any formal education and 7% of them completed only primary education (ISCED 1), while 92% (ISCED2) In EU 27 respectively 1% have no education, 9% have reached ISCED 1, 84% - ISCED 2- 6% ISCED 3C short.

Of early school leavers in 2006 in EU 27, 19% were unemployed and 25% inactive. In Lithuania, 7% were officially unemployed and 56% inactive. Research revealed that of inactive population of working age people with low education seven times more often become long term unemployed than people with higher education.

<sup>27</sup> Progress towards the Lisbon objectives in education and training Indicators and benchmarks, 2008

One can look at the problem of dropping out and unsuccessful studies at school from different angles – human development, economic, pedagogical and psychological. Factors conducive to dropping out of school may be related to a pupil's personality, to family, school and society.

In Lithuania the majority of pupils who do not attend school are in the 6<sup>th</sup> to 8<sup>th</sup> grades, between 13 and 16 years of age. Not all of them left school voluntarily; some were expelled. School leaving may be related to teenage problems, when motivation for learning is weak and communication with contemporaries grows in importance. Between the first and fourth grades many pupils have to repeat their courses and this increases the risk of their dropping out of school later. On average about a third of those who did not attend school during the last four years were disabled.

According to the population census conducted in April 2001, 5,256 children between the ages of 7 and 16 did not attend school (1.1% of the total number of children from this age group). Of all dropouts, 60% were boys, 1,288 (25%) were disabled and 3,206 (61%) were from urban areas.

Data as well as the methods of their collection and processing differ at the Department of Statistics and the Ministry of Education and Science. In actual fact there are no exact data on the number of dropouts in Lithuania.

Research shows that a lack of motivation to study dominates among the reasons why pupils stop attending school and this reason is growing steadily in importance. More than 40% of dropouts in 2006 left school because of this reason. Other reasons are, in order of importance, parents' prohibition to attend school, living in a problematic or asocial family and vagrancy.

The early repeating of grades is often conducive to dropping out for good later. Research reveals that the majority of those who drop out of basic school and enter youth school have to repeat courses and periodically take re-examinations.

#### Number of enrolled left to revise the course

	Total number left	Males	Females
2005–2006	5496	3839	1657
2006–2007	6155	4276	1879
2007–2008	5834	4101	1733

Data provided by the Centre of Information Technologies of Education and Department of Statistics.

- **Life-long learning by gender**

Persons aged 25 to 64 who stated that they received education or training in the four weeks preceding the survey.

⇒ Base year for these indicators should be 2007, including the development since 1996 and interesting evolutions from one year to another. (Eurostat Indicators). In Lithuania data on life long learning is scarce and not available for 1996–2003.

#### Participation of population (aged 25-64) in all forms of education, 2006 <sup>28</sup>

	Thous		Sex distribution, %	
	Women	Men	Women	Men
Total	943,3	851,8	100,0	100,0
Participated in learning	547,6	439,5	58,1	51,6

<sup>28</sup> Statistics Lithuania - <http://www.stat.gov.lt/en>



activities				
Did not participate in learning activities	395,7	412,3	41,9	48,4

Provisional results for 2007<sup>29</sup>, shows that 9.7% of 25-64 year olds participated in lifelong learning. This is still far from the benchmark of 12.5% for 2010 and only 5 Member States exceeded the benchmark. There are large differences in participation between Member States; the Scandinavian countries and the UK, the being the best performers, reaching rates of 20-30%. While in Lithuania the participation rate is 4.9%.

Average figures, however, hide acute inequality: adults with a high level of education are six times more likely to participate in lifelong learning than the low skilled. Grass root research carried out by SPU in Lithuania revealed that learning opportunities still elude a big group of people most vulnerable to social exclusion despite the EU-wide and national political commitment and efforts to make lifelong learning system inclusive. The main reason behind this is that available learning opportunities are counted on motivated, socially and occupationally aware trainees. However, on average 5% of all inactive working age population across EU-27 are discouraged people who seek neither job nor vocation. In this group dominate people with low education, youth without employment record, women who lost occupational identity due to long break in employment, subsistence farmers, minorities, people with special needs. Inactivity and discouragement is inversely correlated with the ability to master key transversal skills. These target groups need a pathway to lifelong learning tailored to their expectations.

- **Human Development Index (HDI)**

The Human Development Index is an index used to rank countries by level of "human development". The HDI combines normalized measures of life expectancy, literacy, educational attainment, and GDP per capita for countries worldwide. It is claimed as a standard means of measuring human development—a concept that, according to the United Nations Development Program (UNDP), refers to the process of widening the options of persons, giving them greater opportunities for education, health care, income, employment, etc.

For each country, the specific development of index (1980-2008), including possible explanations and interpretations, should be illustrated. There are no such indexes for Lithuania available. Moreover, Lithuania was part of the Soviet Union by 1990.

The latest updated HDI for Lithuania is 0.869<sup>30</sup>, which gives the country a rank of 43<sup>rd</sup> out of 179 countries with data .

Lithuania's human development index 2006 and underlying indicators in comparison with selected countries.

<sup>29</sup> Delivering lifelong learning for knowledge, creativity and innovation, SEC(2007) 1484

<sup>30</sup> Human Development Report 2007/2008, Fighting climate change: Human solidarity in a divided world

HDI value 2006	Life expectancy at birth (years) 2006	Adult literacy rate (% ages 15 and above) 2006	Combined primary, secondary and tertiary gross enrolment ratio (%) 2006	GDP per capita (PPP US\$) 2006
41. Slovakia (0.872)	69. China (72.7)	4. Latvia (99.8)	19. Slovenia (92.8)	45. Antigua and Barbuda (17,642)
42. Estonia (0.871)	70. Antigua and Barbuda (72.7)	5. Belarus (99.7)	20. United States (92.4)	46. Barbados (17,497)
43. Lithuania (0.869)	71. Lithuania (72.7)	6. Lithuania (99.7)	21. Lithuania (92.3)	47. Lithuania (15,739)
44. Latvia (0.863)	72. Mauritius (72.6)	7. Ukraine (99.7)	22. Italy (91.8)	48. Latvia (15,389)

▪ **Reading Competences of pupils (PISA and PIRLS)**

Reading competences are nowadays especially important for economical and social interaction. Therefore the major results of the "Programme for International Student Assessment"-study (PISA) concerning reading competences should be reported, as well as the major results of the Progress in International Reading Literacy Study (PIRLS).

Generally girls outperform boys in reading. PISA 2006 has shown that in all OECD countries females perform better in reading than males. In 2006 almost twice as many boys as girls had low reading skills: 17.6% of 15 year old girls and 30.4% of boys in the same age group. In 12 OECD countries the gap was at least 50 score points. The gap was between 50 and 66 points in Bulgaria, Slovenia, Lithuania and Latvia. The smallest gender gaps among OECD countries were found in the Netherlands (24 points) and the UK (29 points).

In 2006 all EU countries except Malta and Cyprus participated in the PISA survey. The average share of low performers in these 25 countries was 23.1%, for Lithuania the figure was 25.7%.

## National report Romania

### Indicators Unemployment and educational level

#### Indicator – Unemployment

In the 3<sup>rd</sup> quarter of 2008 (according to the data provided by the National Institute of Statistics) there were 352912 persons in Romania unemployed, with 63% men and 37% women. This equates an unemployment rate of 3.9%. Compared with the data of the 3<sup>rd</sup> quarter 2007 the unemployment rate, despite the economical crises, remained the same.

The social group most affected by the danger of unemployment is represented by the disadvantaged. The persons over 45, once fired, meet great difficulty in finding another job, while the low qualified people need some training or qualifying programme in order to hire.

The labour market in Romania underwent important changes caused by the economic reforms in the last two decades, influencing the quality of the human factor. The social conditions determined a reduction of the natural demographic rate combined with a stronger migration process, which led to a decrease of the number of active population.

There were registered more people over 35 within the active population which means that we witness a "growing old" process of the population. At the beginning of 2006, the activity rate was 62.4%, a figure which was inferior to the EU countries, with 7.8%. We expect, by the end of 2010, a 67.6% for the active population.

The labour force market in Romania is characterized by a rather high inactivity rate, with a peak at the age groups 15-19 and 20-24, early retirement and a significant occupation rate in agriculture.

The main aspects Romania has to face are:

- the effects of the economic restructuring process
- a low participation of the young people and of the vulnerable social groups on the labour market
- the agriculture occupation rate

- the qualitative level of human resources
- the correlation between the educational and training system and the demands of the labour market.

There is a permanent interest in attracting and maintaining, on the labour market, of the low participation groups: the young people (15-24 years), the elder group of workers (55-64 years), the rural residents, the roma people and the persons with disabilities.

#### Evolution of unemployment in Romania – 2005-2009

Year/ Month %	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec.	Annual mean
2005	6.4	6.3	6.1	5.8	5.6	5.6	5.6	5.7	5.6	5.7	5.7	5.9	5.8
2006	6.1	6.2	6.1	5.8	5.4	5.2	5.0	5.0	4.9	5.1	5.1	5.2	5.4
2007	5.3	5.1	4.8	4.5	4.1	4.0	3.8	3.9	3.9	4.1	4.2	4.1	4.3
2008	4.2	4.2	4.1	3.9	3.7	3.7	3.7	3.8	3.9	4.0	4.1	4.4	4.0
2009	4.9	5.3											5.1

There were registered:

- for 2005 – 513,721 unemployed
- for 2006 – 484,698
- for 2007 – 386,667
- for 2008 - 362,429
- for 2009 – 461,384 (in March 2009)

In April 2009, there were registered 513,600, with a rate of unemployment of 5.6%. One can notice that there is an increased rhythm of unemployment (50,000 people more in April than in March)

#### Indicator – Education Level

There is, according to the Lisbon agenda, a set of mutual reference indicators, the so-called benchmark, which is going to improve the educational systems in the countries belonging to the EU:

- the early school leavers percentage should not go over 10%
- a decrease of at least 20% for the youth with a functional analphabetism as compared to the year 2000
- the lifelong learning programme should include, by 2010, 12.5% of the adult population between 25 and 64 years
- equal chances for men and women
- an increase of at least 15% of the graduates in Maths, sciences and technology.

In 2005, there were more men unemployed than women (63% men and 37% women).

There is an average of 85.3% of unemployment among the young people with a low level of education.

The number of places of work for the people with an academic diploma is rather low, in the region of Moldavia being registered about 4,000 places for almost 25,000 graduates. An ascendant tendency could be seen in the fields of constructions, real estate business, services.

When we speak about students, we can notice that the proportion of the student population in the academic regions, such as the capital, is over twice as high as their share of the total population.

Romania was among the first Central and Eastern European countries to initiate a comprehensive, large-scale education reform. Reform goals included introducing a flexible national curriculum, alternative textbooks, a private textbook publishing industry, the teacher training required to change classroom practice, the head teacher/principal and school inspector training required to institute quality-focused management of the schools, a national assessment and examination service, and rationalized management of the school infrastructure and reducing the quality gap between rural and urban schools.

Romania's repetition rates for basic education are low, stabilizing at around 3.5 percent. Dropout rates, defined as the ratio between the difference in the number of students enrolled at the

beginning and at the end of the school year, remained at or below 1.5 percent. The 8th grade (capacitate) and 12th grade (baccalaureate) exams, structured to measure the achievement of the curriculum's learning standards by subject and grade, have respectable and relatively stable pass rates: each year about 90 percent pass the capacitate; and about 96 percent, the baccalaureate.

## Human Development Index

The HDI provides a composite measure of three dimensions of human development: living a long and healthy life (measured by life expectancy), being educated (measured by adult literacy and enrolment at the primary, secondary and tertiary level) and having a decent standard of living (measured by purchasing power parity, income). What HDI provides is a broadened prism for viewing human progress and the complex relationship between income and well-being.

The HDI for Romania is 0.825, which gives the country a rank of 62<sup>nd</sup> out of 179 countries with data (Table 1).

Table 1: Romania's human development index and underlying indicators in comparison with selected countries.

HDI 2006	value	Life expectancy at birth (years) 2006	Country	Adult literacy rate (% ages 15 and above) 2006	Country	Combined secondary and tertiary gross enrolment ratio (%) 2006	Country	primary, secondary and tertiary GDP per capita (PPP) 2006	Country
1.	Iceland (0.968)	1. (82.4)	Japan	1. (100.0)	Georgia	1. (114.2)	Australia	1. (77,089)	Luxembourg
60.	Saint Kitts and Nevis (0.830)	77. (72.3)	Latvia	27. (97.8)	Uruguay	57. (79.6)	Philippines	62. (11,115)	Venezuela (Bolivarian Republic of)
61.	Venezuela (Bolivarian Republic of) (0.826)	78. (72.2)	Jordan	28. (97.6)	Argentina	58. (79.3)	Saint Lucia	63. (10,571)	Mauritius
62.	Romania (0.825)	79. (72.2)	Romania	29. (97.6)	Romania	59. (79.2)	Romania	64. (10,433)	Romania
63.	Malaysia (0.823)	80. (72.0)	Brazil	30. (97.6)	Cyprus	60. (79.0)	Mongolia	65. (10,295)	Bulgaria
64.	Montenegro (0.822)	81. (72.0)	Seychelles	31. (97.4)	Mongolia	61. (78.7)	Jordan	66. (10,203)	Uruguay

To measure the impact of gender inequalities on human development achievement, Romania's GDI (gender related development index) value, 0.825 can be compared to its HDI value of 0.825. Its GDI value is 100.0% of its HDI value. Out of the 157 countries with both HDI and GDI values, one country has a better ratio than Romania's.

From the Adult literacy rate point of view, Romania ranks 47<sup>th</sup> with a percentage of 98.5%.

From the gender empowerment measure (GEM) point of view, Romania ranked 80<sup>th</sup> out of 108 countries in 2008, with a value of 0.500. GEM refers to the number of women who take an active part in economic and political life.

## Annex 3 Interviews

### Interviews Austria

#### Expert-Interviews

##### Interview 1: Representative of an adult education provider (BFI OÖ)

<p><i>Low qualified groups and factors:</i></p>	<ul style="list-style-type: none"> <li>▪ Many different people because of a number of different motives</li> <li>▪ Factors concerning low qualification:             <ul style="list-style-type: none"> <li>- Social factors</li> <li>- Factors from the education system (f.e.: negative learning experiences, mechanisms of selection)</li> <li>- Family factors (f.e.: significance of education within the family)</li> <li>- Migration background</li> <li>- Regional factors (urban – rural)</li> <li>- Gender (f.e.: mobility)</li> </ul> </li> </ul>
<p><i>Necessary qualifications:</i></p>	<ul style="list-style-type: none"> <li>▪ Personal factors and visions             <ul style="list-style-type: none"> <li>- Essential is the opinion concerning itself and one's potentials (f.e.: What I am able to achieve?)</li> <li>- Visions: Where do I see myself in this society and what do I want to achieve?</li> <li>- Changing the picture "I won't achieve anything, anyway"</li> </ul> </li> <li>▪ Professional qualifications are subordinate or if the basis "trust in oneself" is given, everything else is no problem (f.e.: appearance, energy, motivation)</li> </ul>
<p><i>Improvement of educational participation:</i></p>	<ul style="list-style-type: none"> <li>▪ Most difficult aspect, because the usual marketing strategies do not work</li> <li>▪ Would need an atmosphere of departure in society – political signs</li> <li>▪ Dominant systems must act differently, must feel constrained concerning low qualified persons</li> <li>▪ Abolishing form inner-institutional barriers</li> <li>▪ Target-group-orientated consulting- and marketing systems</li> <li>▪ Offers concerning "anonymised educational work" (uncontrolled offers, which could only be used for oneself, f.e.: self-tests for position-fixing)</li> <li>▪ Cooperation with networks ("Go there where the target groups are")</li> <li>▪ Interlinking of diverse approaches – system-orientation</li> </ul>
<p><i>Training design:</i></p>	<ul style="list-style-type: none"> <li>▪ Difficult because persons concerned don't want to have something special/ different, although they need to:             <ul style="list-style-type: none"> <li>⇒ Concept: <u>Beginning</u>: secure room for learning (strongly individualized, fitted to the certain problematic aspects); <u>Than</u>: Passover to generalized offers</li> </ul> </li> <li>▪ Appropriate basic conditions (finances, timetables)</li> <li>▪ Low qualified persons are not one homogenous group, therefore all trainings must be designed target-group-orientated (f.e.: other learning places for teenagers)</li> <li>▪ Role models as trainers</li> </ul>
<p><i>Challenges and topics for the future:</i></p>	<ul style="list-style-type: none"> <li>▪ Education/ school system             <ul style="list-style-type: none"> <li>- No more low qualified groups should be produced</li> <li>- Reducing selection: "We do not need a low qualified social segment"</li> </ul> </li> <li>▪ Strengthening of the value education as such             <ul style="list-style-type: none"> <li>- Avoidance of the paradigm of the usability of education</li> </ul> </li> </ul>

##### Interview 2: Head of a measure for disadvantaged young people

<i>Low qualified groups and factors:</i>	<ul style="list-style-type: none"> <li>▪ Regarding the clients in this measure, especially migrants are concerned</li> <li>▪ Teenagers with inherited disadvantages (parents with low educational background)</li> </ul>
<i>Necessary qualifications:</i>	<ul style="list-style-type: none"> <li>▪ showing visions/ perspectives/ possibilities</li> <li>▪ improving self-confidence</li> <li>▪ personal goals as starting point for further qualification acquirement</li> </ul>
<i>Improvement of educational participation:</i>	<ul style="list-style-type: none"> <li>▪ already starting in compulsory school</li> <li>▪ more focus on public relations – message: There are chances!</li> <li>▪ Single-Coaching/ small groups</li> <li>▪ More advancement on an individual basis</li> </ul>
<i>Training design:</i>	<ul style="list-style-type: none"> <li>▪ personal/ individual approaches</li> <li>▪ small groups</li> <li>▪ one-on-one interviews</li> <li>▪ positive approaches: “It is possible”</li> <li>▪ building on competences, instead of looking at the deficits</li> </ul>
<i>Challenges and topics for the future:</i>	<ul style="list-style-type: none"> <li>▪ starting earlier (compulsory school): arousing interests and curiosity</li> <li>▪ building up awareness and giving information (f.e.: which jobs are in demand)</li> <li>▪ abolish fears and personal incertitudes</li> <li>▪ showing that learning can be fun and an enrichment for one’s life – motivation is the key</li> </ul>

Interview 3: Representative of a workers representation organisation (AK OÖ)

<i>Low qualified groups and factors:</i>	<ul style="list-style-type: none"> <li>▪ People, who stay off respectively do not even get initial training</li> <li>▪ People, who have an initial training, but stay off further trainings and are often affected by educational downgrading</li> <li>▪ People from other countries, which can’t find access to the education system because of cultural diversities or different educational standards. This group is often “producing” another generation of low qualified.</li> <li>▪ Also regional components do play an important role</li> </ul>
<i>Necessary qualifications:</i>	<ul style="list-style-type: none"> <li>▪ differs very much – there are no general competences which are needed by all</li> <li>▪ those people do have informal qualifications – on this existing potential must be add on</li> <li>▪ need tools to work on a sustained personal development</li> </ul>
<i>Improvement of educational participation:</i>	<ul style="list-style-type: none"> <li>▪ no detached education goals or standards (“speak their language”)</li> <li>▪ pick up people up where they are (step by step); doesn’t have to be job related from the very first</li> <li>▪ no heteronomy, especially in traditional educational institutions</li> <li>▪ using existing social networks</li> <li>▪ “open door policy”; no “outing”</li> <li>▪ Responding to the people and appreciation of their competences</li> </ul>
<i>Training design:</i>	<ul style="list-style-type: none"> <li>▪ a lot of improvements necessary</li> <li>▪ offers should not “look like” school/ traditional education institutions</li> <li>▪ teachers/ trainers, who understand the world of every day life of those people</li> </ul>
<i>Challenges and topics for the future:</i>	<ul style="list-style-type: none"> <li>▪ quantitative dimensions of those 3 groups concerned range between 1.5-1.8 million people =&gt; necessity to act</li> <li>▪ two major tasks: <ul style="list-style-type: none"> <li>- no “production” of low qualified persons</li> <li>- motivate adults to further education</li> </ul> </li> </ul>

Interview 4: Representative of an adult education provider (VHS OÖ)

<i>Low qualified groups and factors:</i>	<ul style="list-style-type: none"> <li>▪ litterates (locals as well as people with migration background)</li> <li>▪ people without or „only“ with compulsory school degree (especially teenagers)</li> <li>▪ people with vocational education degree, who are in fixed job position, older than 40 years and do only attend further trainings, when necessary</li> </ul>
<i>Necessary qualifications:</i>	<ul style="list-style-type: none"> <li>▪ awareness concerning life-long learning must developed</li> <li>▪ basic education (compulsory school level)</li> <li>▪ bridge offers/ gateways: existing qualification, which are formally not accepted or missing preliminary (f.e.: accurate learning attitude, patience)</li> </ul>
<i>Improvement of educational participation:</i>	<ul style="list-style-type: none"> <li>▪ using the language of the target group (especially concerning basic information)</li> <li>▪ avoiding of negative phrasing – stressing the chances</li> <li>▪ always orientation on the target group</li> <li>▪ using small channels of information (f.e.: confidants in companies)</li> <li>▪ networks/ cooperation between the adult education providers</li> <li>▪ offers must be available (immediately)</li> <li>▪ reachability of the courses (f.e.: adjustment with public transport schedules)</li> <li>▪ basic education till A-Level must be for free and independent of age</li> </ul>
<i>Training design:</i>	<ul style="list-style-type: none"> <li>▪ preliminary modules (f.e.: learning learning)</li> <li>▪ creating sustained learning motivation – cutback of negative learning experiences</li> <li>▪ qualified, engaged trainers (good payment as precondition) – defining standards of quality and effort</li> <li>▪ adequate instruction materials, which could be create by the adult education provider itself (flexibility must be warranted – group reference)</li> <li>▪ small groups</li> </ul>
<i>Challenges and topics for the future:</i>	<ul style="list-style-type: none"> <li>▪ more resources for that field</li> <li>▪ fighting stigmatization, freeing from taboos</li> <li>▪ reworking the concept of education – education as a matter of course and not as emergency plan or only vocational education</li> <li>▪ comprehensive offers</li> <li>▪ trainer education based on quality assurance</li> </ul>

Interview 5: Representative of the Federal Employment Office (AMS OÖ)

<i>Low qualified groups and factors:</i>	<ul style="list-style-type: none"> <li>▪ persons without compulsory school degree</li> <li>▪ persons with qualifications, which are not acknowledge at all in Austria (f.e. qualifications gained in not EU-countries)</li> </ul>
<i>Necessary qualifications:</i>	<ul style="list-style-type: none"> <li>▪ formal educational achievements, especially compulsory school degree to enable people to attend further education</li> </ul>
<i>Improvement of educational participation:</i>	<ul style="list-style-type: none"> <li>▪ it must be possible to catch up educational achievements without running through the whole schooling mode (f.e.: Why do adults, who make up for compulsory school degree, have to attend gym class?)</li> </ul>
<i>Training design:</i>	<ul style="list-style-type: none"> <li>▪ different demands for adults, who catch up educational achievements (13 subjects are not necessary to start a vocational education)</li> <li>▪ with the current educational system, people concerned are scared off or have difficulties to keep up</li> </ul>
<i>Challenges and topics for the future:</i>	<ul style="list-style-type: none"> <li>▪ Teenager with migration background, because here is a hugh potential buried</li> <li>▪ Two strategies concerning this target group: <ul style="list-style-type: none"> <li>- pointed job information</li> <li>- initiatives to make the relevance of educational achievements in the Austrian (labour) system clear</li> </ul> </li> </ul>

Similarities and Particularities:

<p><i>Low qualified groups and factors:</i></p>	<ul style="list-style-type: none"> <li>▪ People without compulsory education, especially persons with migration background, who are low qualified or do not have a qualification which is not acknowledged in Austria</li> <li>▪ Teenagers (with inherited disadvantages)</li> <li>▪ Adults who do not attend further education</li> </ul>
<p><i>Necessary qualifications:</i></p>	<ul style="list-style-type: none"> <li>▪ Professional qualifications are subordinate or if the basis "trust in oneself" is given, everything else is no problem</li> <li>▪ Visions, perspectives and possibilities</li> <li>▪ Basic formal educational achievements; therefore existing informal qualifications must be acknowledged</li> </ul>
<p><i>Improvement of educational participation:</i></p>	<ul style="list-style-type: none"> <li>▪ Target-group-orientated consulting- and marketing systems which focus on the individual</li> <li>▪ Open-door-policy</li> <li>▪ More focus on public relations – message: There are chances!</li> <li>▪ Cooperation with networks</li> <li>▪ Simplification of the possibility to make up educational achievements</li> </ul>
<p><i>Training design:</i></p>	<ul style="list-style-type: none"> <li>▪ Appropriate basic conditions</li> <li>▪ Target-group-orientated designs</li> <li>▪ Role models as trainers ("understanding" for the people concerned)</li> <li>▪ personal/ individual approaches</li> <li>▪ building on competences instead of looking at the deficits</li> <li>▪ adequate instruction materials</li> <li>▪ creating sustained learning motivation</li> </ul>
<p><i>Challenges and topics for the future:</i></p>	<ul style="list-style-type: none"> <li>▪ Strengthening of the value education as such</li> <li>▪ creating appetite for further education</li> <li>▪ Education/ school system reform – no more "production" of low qualified persons</li> <li>▪ trainer education based on quality assurance</li> <li>▪ focus on teenagers with migration background</li> </ul>



## Interviews Bulgaria

1. Bulgarian Employers Association – Georgi Prisadov
2. Trade Union – Department Plovdiv – Tsvetelina Ivanova
3. Plovdiv University “Paisii Hylendarski” – Assoc. prof. Dora Levterova
4. Vocational centre for Adult Education Rousse – Damyan Popov
5. Adult Education Center “Expert” Sofia – Atanaska Zapryanova

*Legend:* the bold text presents chosen answers by the interviewers

1. Which groups of people with a lack of training and education can be identified in country XY?

Are all these groups affected? Is one group dominant? Is there another group concerned?

- young people
- older people
- women
- persons with migration background
- minorities
- persons from rural areas
- unemployed people
- part-time workers
- people out of labour force

2. Which qualifications would be necessary to integrate those people effectively on the labour market?

*Open question => Key Competences only in addition!!*

Would the experts agree on those 8 Key Competences?

- Communication in mother tongue
- Communication in foreign languages
- Mathematical competences and basic competence in science and technology
- Digital competence
- Learning to learn
- Social and civic competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

3. How could this group be reached? And how should the entries to education system be designed that those people are motivated to participate in educational offers?

Are strategies of "seeking education movements" on the part of public institutions necessary? YES

Which innovative and new strategies, ideas etc. are there concerning this topic? For reference see the section about National strategies and projects pages 8-13. We used their opinion when we prepared the research data.

4. How should educational (re-)trainings for this group be created/ shaped?

New, innovative, effective didactical methods? YES

Trainer education? YES

What are the major problems in adult education didactics and where are improvement opportunities?

- Development of new opportunities for acquiring and improvement of key competences;
- Validating and certification of the results from the informal and private learning;
- High-quality of education, training and access to information;
- New e-learning courses;

5. What are the major challenges for that country in the next few years and which steps concerning this would be necessary?

- Access to learning during the whole life and increasing the opportunities for education and training;
- Opportunities for acquiring and improvement of key competences;
- Encouraging social partners to take part in the life-long learning process;
- Validating and certification of the results from the informal and private learning;
- High-quality of education, training and access to information;
- High-quality services in providing information, guidance and counselling;
- Support for social inclusion;
- Training of trainers.

□□ Concluding question to the overall situation of the country – Estimation/  
Evaluation of the national educational strategies concerning low qualified  
people

In the next few years the national educational strategy regarding low qualified people should improve the highly productive and qualitative employability of the labour force through greater investments in human capital and development of Lifelong learning. It also includes accelerated integration of low qualified people through motivation for active job search and sustaining employment, efficient integration of Bulgaria into the European labour market, improving the flexibility of the labour market and the efficiency of programmes and measures.

## Interviews Germany

### Interview 1: Managing Director of ARGE Schwandorf (Regional institution for basic social security)

<p><i>Low qualified groups and factors:</i></p>	<p>Main groups ARGE is dealing with:</p> <ul style="list-style-type: none"> <li>- Young people younger than 25 years</li> <li>- Migrants</li> <li>- Low qualified workers without graduation from school</li> <li>- Low qualified unemployed people without graduation from school.</li> </ul> <p>Factors resulting in low qualification:</p> <ul style="list-style-type: none"> <li>- missing school education</li> <li>- language deficits</li> <li>- missing vocational education</li> <li>- adverse social circumstances.</li> </ul>
<p><i>Necessary qualifications:</i></p>	<ul style="list-style-type: none"> <li>- School</li> <li>- Language (especially for immigrants)</li> <li>- Vocational training</li> <li>- Key competences.</li> <li>- Key competences and basic skills as a prerequisite for successful vocational training.</li> <li>- Problem: ARGE aimed primarily at vocational qualification, developing key competences and basic skills is only eligible within the framework of vocational qualifications.</li> </ul>
<p><i>Improvement of educational participation:</i></p>	<ul style="list-style-type: none"> <li>- Profiling, to identify the qualification needs for the person.</li> <li>- Main problem: lack of motivation for participation in qualification measures. Conveying a vision for young people (eg qualification in combination with work) would be necessary. Maybe this has to be linked with a certain amount of pressure as the trigger that young people take the chance.</li> <li>- Main goal of ARGE: first of all integration in employment; this is also true for people who need qualification and competencies to achieve permanent employment. A long term approach would be needed, which allows for a prior-ranking qualification; on the basis of qualification completed a permanent employment can be achieved. Currently, the main problem is cost pressures. Only in individual cases a prior-ranking qualification is possible.</li> <li>- Improvement of education in kindergarten (or even earlier in the family) in order to avoid failure, which cannot be compensated later.</li> </ul>
<p><i>Training design:</i></p>	<p>Design of training measures:</p> <ul style="list-style-type: none"> <li>- Developing key competences; developing key competences is lacking in many qualification measures, often they are limited to the specific technical training. With tight labour market people without key competences do not have any employment opportunities.</li> <li>- Allowing a certificate (ideally a vocational graduation).</li> </ul> <p>Training of trainers:</p> <ul style="list-style-type: none"> <li>- Training of trainers should be improved in relation to developing key competences.</li> </ul>
<p><i>Challenges and topics for the future:</i></p>	<ul style="list-style-type: none"> <li>- To maintain the competitiveness of Germany</li> <li>- Know-how of working force is crucial, jobs that require no qualifications will continue to decline</li> <li>- Postponement of the age pyramid, despite the current unemployment, will become a big problem for enterprises.</li> <li>- Maintaining and creating jobs</li> <li>- Integration of marginalized groups (immigrants, disabled, elderly, single parents, etc.) in the labour market more and more difficult, partly because of lack of qualifications.</li> <li>- High proportion of young people without school or vocational graduation; to move them to education and training, is a major challenge.</li> </ul>

### Interview 2: Senior Consultant for education and training of GEW (Trade Union for Education and Sciences)

<p><i>Low qualified groups and</i></p>	<p>Low qualified groups:</p>
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<p><i>factors:</i></p>	<ul style="list-style-type: none"> <li>- <i>Young people with low education and illiteracy:</i> education deficits among young people for employers exist in missing ability to be trained, due to a lack of German and maths competences, unions consider educational deficits due to social and physical deprivation, and because of illiteracy and low basic education.</li> <li>- <i>People from all age groups, having lost access to educational system and work:</i> educational deficits to be related not only to the labour market, but also to life within a democracy. This is important for the recognition of informal and non-formal job-related competences: functional illiterates have acquired certain skills and competences which can help to reconnect to the educational system or work.</li> <li>- <i>People with migration background:</i> discrimination due to a lack of language skills.</li> </ul> <p>Factors characterizing low qualification groups:</p> <ul style="list-style-type: none"> <li>- Social deficits</li> <li>- Physical deficits</li> <li>- Migration background</li> </ul>
<p><i>Necessary qualifications:</i></p>	<p>Most important qualifications:</p> <ul style="list-style-type: none"> <li>- School graduation</li> <li>- Approved vocational education according to BBiG (German Vocational Training Act)</li> </ul> <p>Other import qualifications:</p> <ul style="list-style-type: none"> <li>- Knowledge</li> <li>- Skills</li> <li>- Social competences</li> <li>- Occupational qualification (competence to act)</li> <li>- Informal and non-formal learning (competences acquired not just in the process of work, but also in the process of life).</li> </ul>
<p><i>Improvement of educational participation:</i></p>	<p>Access to educational system:</p> <ul style="list-style-type: none"> <li>- Early occupational orientation (teaching of life competences, competences related to employment and society (duties and rights as employee and citizen));</li> <li>- Career counselling</li> <li>- Connection to the labour market in school.</li> <li>- Financial support of low qualified people participating in basic education and training measures</li> <li>- Adult education act necessary (more public responsibility for adult education)</li> </ul> <p>Improvement of motivation:</p> <ul style="list-style-type: none"> <li>- Young people with chances can be motivated</li> <li>- Right to vocational training</li> <li>- Creation of structures to assure that young people having left school will achieve vocational graduation</li> <li>- No certificate without connection to vocational graduation (even for older adolescents)</li> <li>- Comprehensive range of educational consultancy (structure outside of the Agency for Employment)</li> <li>- Identifying one's competences (self assessment).</li> <li>- Design of target group oriented and open educational opportunities for the disadvantaged with educational deficits, not only for development of employment-related skills but also competences necessary for life in a democracy.</li> </ul>
<p><i>Training design:</i></p>	<p>Structural design:</p> <ul style="list-style-type: none"> <li>- For graduates with a degree (= potential disadvantaged people in the labour market) a guarantee by the public authority for vocational education required</li> <li>- For socially disadvantaged people structures necessary which integrate graduates immediately after school in interim system, which is to lead to vocational connection (integration into the labour market or recognized professional qualification)</li> <li>- holistic vocational education, no modular system without leading to a degree</li> <li>- Local co-ordination (school, enterprise, training institute, municipal</li> </ul>

	<p>authority, possibly employment agency)</p> <ul style="list-style-type: none"> <li>- More regard of informal vocational competences in external examination required</li> </ul> <p>Didactical design:</p> <ul style="list-style-type: none"> <li>- More target group oriented learning measures (smaller classes, offers for socially disadvantaged migrants and other people)</li> <li>- Utilization of socio-pedagogical services</li> <li>- More general knowledge (also in the Dual System) to improve labour market chances (increasing knowledge requirements)</li> <li>- Quality assurance management (including teaching and learning content and procedures)</li> <li>- Improvement of place of learning design</li> </ul> <p>Training of trainers:</p> <ul style="list-style-type: none"> <li>- Certificate for trainers, proving that they are able to provide good education</li> <li>- At least graduate degree for consultants on learning</li> <li>- Consultancy as a priority in a master degree programme</li> </ul>
<i>Challenges and topics for the future:</i>	<ul style="list-style-type: none"> <li>- More orientation to knowledge society</li> <li>- Increased number of graduates</li> <li>- Vocational education has to allow for tertiary education</li> <li>- Prevention of stigmatising disadvantaged groups</li> </ul>

Interview 3: Director of Projects Department, NOA Nuremberg (Municipal vocational training institute)

<i>Low qualified groups and factors:</i>	<p>General:</p> <ul style="list-style-type: none"> <li>• Long term unemployed, welfare beneficiaries (SGB III)</li> <li>• Low level of general education, no formal training degree</li> <li>• "long term unemployment career" as a consequence</li> </ul> <p>Specific groups:</p> <ul style="list-style-type: none"> <li>• Youth from welfare households</li> <li>• Unemployment careers as role models</li> <li>• No perspectives</li> <li>• No motivation and know how to be pro active</li> <li>• Social deficiencies</li> </ul> <ul style="list-style-type: none"> <li>- Inadequate housing</li> <li>- Alcoholism.</li> </ul> <p>Self-exclusion of migrants</p> <ul style="list-style-type: none"> <li>• Native German youth from Russia:</li> <li>• No German language competencies</li> <li>• No contact to non-Russian youth</li> <li>• Closed groups with active resistance against learning and using German</li> <li>• Increasing psychical disabilities</li> <li>• Decreased ability to learn</li> <li>• Deficiencies in general educational achievement as a consequence of low educational family background.</li> </ul>
<i>Necessary qualifications:</i>	<p>Older people:</p> <ul style="list-style-type: none"> <li>• IT and communication skills</li> <li>• Youth from welfare background</li> <li>• Basic qualifications</li> <li>• Punctuality, discipline, tidiness</li> </ul> <ul style="list-style-type: none"> <li>- Basic math <ul style="list-style-type: none"> <li>• German</li> </ul> </li> <li>- Basic language and communication skills using appropriate standard German</li> <li>- Knowledge about work life</li> <li>- Basic skills prerequisite for basic vocational training</li> </ul> <p>Migrant youth</p> <ul style="list-style-type: none"> <li>• German</li> <li>• Communication</li> <li>• Main problem missing approved vocational training</li> <li>• Basic general skills specifically when work experience is missing at all</li> <li>• Basic life competencies.</li> </ul>

	<ul style="list-style-type: none"> <li>In general only part of key competencies is really indispensable for basic manual occupations in industry and crafts</li> </ul>
<i>Improvement of educational participation:</i>	<p>2 approaches:</p> <p>1. general labour market policy Work experience opportunities to acquire basic social competencies administered by labour market service and cooperation agencies "Sanctioned motivation" to overcome inhibitions to participate</p> <p>2. Social approach in the framework of communal social work</p> <ul style="list-style-type: none"> <li>Neighbourhood activities with low barriers to participate</li> <li>Neighbourhood library</li> <li>Neighbourhood parties</li> <li>Offers for youth in cooperation with schools, training providers, libraries</li> <li>Low cost catering offers</li> <li>Innovative project in Nuremberg "Südstadt" neighbourhood.</li> <li>"Culture stores" with long tradition as means of integration and place of low barrier cultural activities</li> <li>Comparable approaches in the countryside could be promoted by adult education centres ("Volkshochschule")</li> </ul>
<i>Training design:</i>	<p>Assessment of clients interests Participation of clients in training design Implementation as a project vs. classroom approach</p> <p>Learning in a project framework: Motivation built by general activity is used to tackle learning deficits. Integration of theoretical training (Math) and practical activity, opportunity to work with different material. Attainment of basic competencies knowledge and skill by integrated learning projects</p> <p>Acquisition of language competencies:</p> <ul style="list-style-type: none"> <li>No classroom training</li> <li>Learning projects (e.g. visiting a museum) according to interests of clients.</li> <li>Observation: migrants are more interested in cultural activities</li> <li>Building of trust is essential</li> <li>Face to face situations very productive but require more staff and other resources</li> <li>Minimum 1:8 to 1:12</li> <li>Psychic problems are serious learning inhibition and are stigmatised</li> <li>Coaching can be successful but again needs resources</li> </ul> <p>Training of trainers</p> <ul style="list-style-type: none"> <li>Training in new didactical approaches</li> <li>Coached on the training can be successful</li> <li>Unsupported trainers are rarely successful with the client group</li> <li>Team of trainers and vocational instructors is also helpful.</li> </ul> <p>Problems of didactics of adult education Main problems</p> <ul style="list-style-type: none"> <li>Integration of participants interests</li> <li>Project approach</li> <li>Empowerment</li> <li>Classroom training partly feasible with older adults but completely unsuccessful with youth.</li> </ul>
<i>Challenges and topics for the future:</i>	<p>Labour market challenges</p> <ul style="list-style-type: none"> <li>Consolidation of unemployment leads to permanent exclusion.</li> <li>Increase of share of 25-40 year old people without formal training certification.</li> <li>New training offers apart from traditional training pathways necessary</li> <li>New ways of opening training placements in companies</li> </ul>

	<ul style="list-style-type: none"> <li>• More incentives for companies to train</li> <li>• More counselling and support for companies and apprentices needed</li> <li>• New non-company training concepts needed</li> <li>• Modular training</li> <li>• Degrees and certifications below traditional skilled worker level needed</li> </ul> <p>Social aspects</p> <ul style="list-style-type: none"> <li>• After school care for children and youth</li> <li>• Basic problem selective school system instead of advancing system. Would need more resources-</li> <li>• Opportunities and life long learning offers for adults are often pedagogically sound but not affordable for the target group.</li> <li>• Also communal adult education centres must be profitable</li> <li>• LLL activities are accepted but not financed</li> <li>• Government pays only lip service to the issue.</li> </ul>
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Interview 4: Project Manager, f-bb Nuremberg (Vocational research institute of Bavarian Employers Association)

<i>Low qualified groups and factors:</i>	<ul style="list-style-type: none"> <li>• People with educational deficiencies</li> <li>• Children with weak resources are underprivileged already in kindergarten</li> <li>• In school deficiencies are not levelled out but rather are reinforced</li> <li>• Therefore even greater deficiencies at the end of compulsory school.</li> <li>• Deficiencies require compensatory vocational training</li> <li>• Basic and general competences exist if the client did work before. In this case acquiring professional knowledge is the priority</li> <li>• It is very important to review cases individually also within the general groups of migrants, elderly, women, youth</li> <li>• Not all migrants have language deficiencies!</li> <li>• E.g. deficiencies that supposedly impede initial training in fact often just reflect a shortage of in company training placements and an unwillingness to invest in proper training.</li> <li>• Older employees suffer from a lack of training investments in companies in past years, not individual deficiencies. As a result now there is a gap of knowledge compared to newly trained younger workers.</li> <li>• Unskilled workers often suffer from a lack of basic technical competencies.</li> </ul>
<i>Necessary qualifications:</i>	<ul style="list-style-type: none"> <li>• Labour market integration mostly a result of the development of the labour market.</li> <li>• Better qualifications do not necessarily result in more employment.</li> <li>• In compensatory training basic skills are important but cannot be trained in isolation from technical skills.</li> </ul>
<i>Improvement of educational participation:</i>	<ul style="list-style-type: none"> <li>- Required <ul style="list-style-type: none"> <li>• Orientation on target group needs</li> <li>• Low barriers</li> <li>• Cost free</li> <li>• Implementation during work hours.</li> </ul> </li> <li>- Compensatory qualification is an innovative way of training compared to initial training: <ul style="list-style-type: none"> <li>• Implementation in alongside work</li> <li>• Work-integrated learning</li> </ul> </li> <li>- Access to training <ul style="list-style-type: none"> <li>• Provision of time and financial resources for participation in training: E.g. compensatory training on Friday afternoon and Saturday is not an offer with low barriers to participation since also trainees need family time.</li> <li>• Modularised training offers often do not cover complete</li> </ul> </li> </ul>



	<p>professional training programmes. Only parts of the training are financed. Therefore insecurity of resource planning for client and training provider results in unattractiveness of the programme for all parties.</p> <ul style="list-style-type: none"> <li>• E.g. alphabetisation training has to be stopped in case of an employment offer, even if this is only temporary and not sustainable.</li> </ul>
<i>Training design:</i>	<ul style="list-style-type: none"> <li>• According to clients needs (schedule, place of learning)</li> <li>• Low barriers regarding formal requirements</li> <li>• Company as place of training, internships, trainers with real life company background accompanying offers like child care and pedagogical coaching.</li> </ul> <p>Methodology:</p> <ul style="list-style-type: none"> <li>• Managers: trainers in mother and target language to be able to explain also more complex issues</li> <li>• Accompanying training</li> <li>• Mix of didactical methods</li> </ul> <p>Trainers</p> <ul style="list-style-type: none"> <li>• Not qualifications but resource framework is the problem:</li> <li>• (Paid) preparation time necessary but often not implemented</li> <li>• Orientation toward real life companies, trainers with company background and connections.</li> </ul>
<i>Challenges and topics for the future:</i>	<ul style="list-style-type: none"> <li>• Strategies are good but not adequately funded.</li> <li>• Staff requirement according to realistic didactical requirements.</li> </ul>

Interview 5: Director of Hamburg Department, INBAS (Vocational research and training institute)

<i>Low qualified groups and factors:</i>	<ul style="list-style-type: none"> <li>• People with migration background</li> <li>• Women re-entering the labour market after maternity leave</li> <li>• Youth who apply for training already for some years</li> <li>• Lower secondary school pupils in northern states of Germany</li> <li>• Long term unemployed</li> <li>• Persons who are neither covered by provisions of SGB II nor SGB III (German social laws) high risk of poverty</li> <li>• People with educational deficiencies</li> <li>• Skilled workers</li> <li>• Unskilled workers</li> <li>• Temporary workers.</li> </ul> <p>Causing factors of educational discrimination</p> <ul style="list-style-type: none"> <li>• Family background (class, traditions, role models, mental models „you do not need a good education“)</li> <li>• Low motivation for education in the families</li> <li>• Selective school system</li> <li>• Much lower chances of further training for groups of already low qualified in companies</li> <li>• Downgrading work (simple work without enough complexity to initialise learning)</li> <li>• Lack of training placements</li> <li>• Long term unemployment</li> <li>• Central issue: how does the society reward accomplishments and progress</li> </ul>
<i>Necessary qualifications:</i>	<ul style="list-style-type: none"> <li>• Certified vocational qualifications</li> <li>• Access to tertiary education, at least very good secondary school qualifications required</li> <li>• Very good competencies in mother language required</li> <li>• IT as prerequisite of modern training</li> <li>• Ability to learn, social and civic competencies.</li> <li>• Communication skills</li> <li>• Encouragement of self esteem and proactive attitude.</li> </ul>
<i>Improvement of educational participation:</i>	<ul style="list-style-type: none"> <li>• Through labour market service and consultancy services and welfare agencies;</li> <li>• Social agencies must accept education as the basic prerequisite to end exclusion and risk of poverty;</li> <li>• Public campaigns by business associations, churches, government.</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional campaigns for target groups other than young people without training opportunities needed</li> </ul> <p>Improving access and motivation of target groups:</p> <ul style="list-style-type: none"> <li>• Not necessarily more income but „performance pays“ must be part of individual values taught</li> <li>• More consultancy and guidance offers</li> <li>• More cooperation school – business necessary, e.g. vocational orientation</li> <li>• More after school care.</li> </ul> <p>School offensive Hamburg:</p> <ul style="list-style-type: none"> <li>• Neighbourhood (district) schools integrate different types of secondary schools that before were strongly selective</li> <li>• Problem: traditional high schools (Gymnasium) still exists and affluent families tend to send children only to the Gymnasium</li> <li>• Acceptance of neighbourhood school exams not secured everywhere</li> <li>• Controversial</li> <li>• Resources still unclear</li> <li>• Further information: school administration <a href="http://www.hamburg.de">www.hamburg.de</a> and Christa Götsch (Senator for Schools and Vocational Training; Die Grünen)</li> </ul>
<i>Training design:</i>	<ul style="list-style-type: none"> <li>• Low barrier access, no prerequisites</li> <li>• Social support</li> <li>• Accompanied learning to support the learning competency</li> <li>• Financial rewards for learning (higher social benefits according to educational progress)</li> <li>• Offers to be differentiated by target group</li> </ul> <p>Training of trainers:</p> <ul style="list-style-type: none"> <li>• Trainer qualification regulations should be reintroduced (AEVO)</li> <li>• Compulsory further and continuing training for trainers required, also for professional school teachers</li> <li>• More didactical competencies needed, technical knowledge already adequate.</li> </ul>
<i>Challenges and topics for the future:</i>	<p>Demography</p> <ul style="list-style-type: none"> <li>• Promotion of women in education and business</li> <li>• Unequal pay is still a reality</li> <li>• Supposed inability to learn of whole groups of the population is a persistent social problem that can only be tackled in a growing economy with strong demand for labour</li> <li>• Federalism in education policy is a strong barrier to adequate solutions</li> <li>• Access to tertiary education also for people with low-income/low-education background and social deficiencies</li> <li>• Strategies to fight exclusion from education</li> <li>• Europe: Equal value of professional and university degrees, European definition of attainment levels.</li> </ul>

## Interviews Lithuania

Interview 1 Representative of Labour Market training Authority

6. Which groups of people with a lack of training and education can be identified in Lithuania?

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Are all these groups effected? Is one group dominant? Is there another group concerned?

- young people
- older people
- women
- persons with migration background
- minorities
- persons from rural areas
- unemployed people

- part-time workers
  - people out of labour force
- All listed groups include people with low education. For older people, particularly those who got education in the former Soviet Union, more acute a problem is not lack of training but “obsolete” skills, qualifications and knowledge. The proportion of low skilled people is higher among the unemployed and minorities.

Which qualifications would be necessary to integrate those people effectively on the labour market?

- The majority of job vacancies are in services. Service-related vocations, competitive in the labour, market will help unemployed people to find job. The question can not be limited to the integration of the unemployed. Many people with low qualifications have jobs, however, these jobs are dead-end, because demand for manual labour is shrinking and manual labour occupations provide little opportunity for career growth. Challenge is to involve people with low education and skills in learning and make process of skill improvement lifelong.

Open question => Key Competences only in addition!!

Would the experts agree on those 8 Key Competences?

- Communication in mother tongue
  - Communication in foreign languages
  - Mathematical competences and basic competence in science and technology
  - Digital competence
  - Learning to learn
  - Social and civic competence
  - Sense of initiative and entrepreneurship
  - Cultural awareness and expression
- All listed key competences are very important for successful integration into labour market. Their importance depends on persons background. Minorities definitely need different portfolio of key skills than Lithuanian nationals. Naming one key competence makes no sense.

7. How could this group be reached? And how should the entries to education system be designed that those people are motivated to participate in educational offers?

- The unemployed could be reached through active labour market measures and by fostering their access to informal education.

- Are strategies of “seeking education movements” on the part of public institutions necessary?

- Definitely yes. There are various strategies to attract the unemployed into labour market training in place.

- Which innovative and new strategies, ideas etc. are there concerning this topic?

- New forms of vocational guidance and more possibilities to get distance learning and certify qualifications acquired in informal training.

8. How should educational (re-)trainings for this group be created/ shaped?

- New, innovative, effective didactical methods?
- Trainer education?
- What are the major problems in adult education didactics and where are improvement opportunities?

- Perpetual improvement in teaching/didactical methods is an important prerequisite to effective training. No less important is, however, adaptation of teaching contents and methods to the needs of target groups. Main problem of adult education didactics is lack of situational learning and insufficient presentation of transversal competences.

9. What are the major challenges for that country in the next view years and which steps concerning this would be necessary?

- Concluding question to the overall situation of the country – Estimation/ Evaluation of the national educational strategies concerning low qualified people!

- Low qualified people are often low motivated. The main challenges of adult education is to : 1. Popularise adult education among target groups and make it more inclusive and open to all target groups with low qualification; 2. expand teaching of transversal skills and differentiate training programmes according to the needs of particular target group. National strategies contain many useful points the problem is how to implement these strategies. Economic downturn makes negative impact on this process.

<i>Low qualified groups and factors:</i>	Unemployed, minorities. Low education is related to a wide range of factors from early school leaving to reluctance to take part in adult learning.
<i>Necessary qualifications:</i>	Marketable qualifications in services, transversal skills depending on trainees background.
<i>Improvement of educational participation:</i>	Make training more differentiated by needs of trainees.
<i>Training design:</i>	More situational learning and training on transversal skills
<i>Challenges and topics for the future:</i>	Make education system more accessible by popularising benefits of adult education and differentiating training programmes according to needs of particular target group

Interview 2: Representative of the Ministry of Social Security and Labour

1. Which groups of people with a lack of training and education can be identified in Lithuania?

Are all these groups effected? Is one group dominant? Is there another group concerned?

- young people
- older people
- women
- persons with migration background
- minorities
- persons from rural areas
- unemployed people
- part-time workers
- people out of labour force

► All above mentioned groups include people with low education. I do not understand how people out of labour force differ from the unemployed? Is people out of labour force belong to inactive able bodied working age people who do not study, do not have status of the unemployed and do seek neither job nor status of the unemployed? This target group is one of the least known and is hard to reach. Important group not on the list in which proportion of people with low qualification is very high are the poor, low income people who are below the official poverty line.

Which qualifications would be necessary to integrate those people effectively on the labour market?

► Depends on personal background and also on his/her place of residence. Rural inhabitants may need more training on agricultural vocations. At present teaching transversal skills is going on within vocational training programmes. Selected transversal skills are part of vocational programme. Better will be to offer separate course on key skills.

Open question => Key Competences only in addition!!

Would the experts agree on those 8 Key Competences?

- Communication in mother tongue
- Communication in foreign languages
- Mathematical competences and basic competence in science and technology
- Digital competence
- Learning to learn
- Social and civic competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

► All listed key competences are very important for successful integration into labour market. Importance of separate skills and their priority ranking depends on persons background and occupation. It is impossible to name one "over important" competence.

2. How could this group be reached? And how should the entries to education system be designed that those people are motivated to participate in educational offers?

► People with low incomes belong to different target subgroups. Each subgroup could be reached through different measures. Benefits of learning (formal and informal) can be presented to low income people with assistance of social workers. The poor with low qualification who get social benefits often become discouraged to learn. Despite the fact that social benefits are low, recipients often have very low requirements to living standard and are satisfied with what they have. Stipend

schemes backed up by advertising and motivational measures can help to attract the poor into the learning process.

- Are strategies of “seeking education movements” on the part of public institutions necessary?

► There are several national strategies that reinforce efforts of attracting the poor into lifelong learning. Apart from Lifelong Learning strategies, Poverty Reduction Strategy and National Action Plan on Social Inclusion provide framework for the improvement of education level of the poor.

- Which innovative and new strategies, ideas etc. are there concerning this topic?

► Support to small business, more opportunities for distance learning in rural areas and small towns through public internet access points.

3. How should educational (re-)trainings for this group be created/ shaped?

- New, innovative, effective didactical methods?
- Trainer education?
- What are the major problems in adult education didactics and where are improvement opportunities?

► The poor as a target group does not require specifically shaped training. Updating teaching/didactical methods is always welcome. Most important in this context is to strengthen transversal skills, particularly motivation and self-confidence. Main problem of adult education didactics is insufficient attention to transversal competences.

4. What are the major challenges for Lithuania in the next view years and which steps concerning this would be necessary?

- Concluding question to the overall situation of the country – Estimation/ Evaluation of the national educational strategies concerning low qualified people!

► Risk of poverty is directly linked to the level of skills and education. Enhancing the poor into learning is an important part of the national poverty reduction strategy. The main challenges of adult education is to : 1. map out target groups and assess more precisely their training needs in connection to labour demand through regular research; 2. form multisided social partnerships for poverty reduction through lifelong learning.

<i>Low qualified groups and factors:</i>	The poor (those who bellow official poverty line and are eligible to social assistance.
<i>Necessary qualifications:</i>	Balanced set of vocational and transversal skills depending on the background of target beneficiaries and their place of residence
<i>Improvement of educational participation:</i>	Motivation by stipend schemes; awareness raising through social workers
<i>Training design:</i>	More emphasis on transversal skills
<i>Challenges and topics for the future:</i>	Develop mechanism of assessing training needs in connection to labour demand; Use social partnerships for poverty reduction through lifelong learning.

Interview 3: Representative of vocational training institution

1. Which groups of people with a lack of training and education can be identified in Lithuania?

Are all these groups effected? Is one group dominant? Is there another group concerned?

- young people
- older people
- women
- persons with migration background
- minorities
- persons from rural areas
- unemployed people
- part-time workers
- people out of labour force

► All above mentioned groups include people with low education. Division into groups makes sense when you intend to target them. Otherwise groups duplicate one another: persons with migration background = minorities; people out of labour force = unemployed. Part time workers may be university teachers, manual construction workers or cleaners. One important group is missing –

early school leavers - all of them have low education and qualification. However, early school leavers may belong to all listed above groups.

Which qualifications would be necessary to integrate those people effectively on the labour market?

► As a specific target group early school leavers apart from vocational training and key transversal skills may need knowledge provided by basic school which they left. These knowledge they may get through second chance education for drop outs combined with guidance and vocational training. There are almost no space for teaching transversal skills in vocational training institutions. Some vocational programmes include only elements of transversal skills depending on vocation.

Open question => Key Competences only in addition!!

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Would the experts agree on those 8 Key Competences?

- Communication in mother tongue
- Communication in foreign languages
- Mathematical competences and basic competence in science and technology
- Digital competence
- Learning to learn
- Social and civic competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

► All listed key competences are very important for successful integration of early school leavers into labour market. Naming one competence is senseless.

2. How could this group be reached? And how should the entries to education system be designed that those people are motivated to participate in educational offers?

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► There are a lot of measures aimed at reaching early school leavers. Most effective is combination of second chance education (Youth school) with vocational training.

- Are strategies of "seeking education movements" on the part of public institutions necessary?

► Bringing early school leavers back to schools or improving their education otherwise by means of vocational training and informal adult education is a shared priority for several national strategies: State Education Strategy, Lifelong Learning Strategy, Strategy of Formation, Implementation, Evaluation, and Renewal of the Contents of General Education, Poverty Reduction Strategy.

- Which innovative and new strategies, ideas etc. are there concerning this topic?

► The problem is how to implement effectively already existing ideas and approaches to bringing early school leavers into mainstream learning. In my opinion, more attention should be paid to prevention measures such as early identification of pupils with special needs and individualised differentiated approach to teaching.

3. How should educational (re-)trainings for this group be created/ shaped?

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- New, innovative, effective didactical methods?
- Trainer education?
- What are the major problems in adult education didactics and where are improvement opportunities?

► Nobody would argue against innovative, effective didactical methods or trainers education as means for improving access of any target group to learning. Only second chance school education offers specifically designed training programmes for early school leavers. Vocational training aims at much wider audience and can not teach separate programmes to separate groups. The major problem in vocational training didactics is lack of space for practical training particularly for vocations that require practical training at a working place (construction, for example). Second problem is lack of teaching in transversal skills. Separate transversal skills are incorporated into vocational programmes according to the need, but it is not enough since survey of employers reveal that job seekers and workers lack transversal competences more often than vocational skills.

4. What are the major challenges for Lithuania in the next few years and which steps concerning this would be necessary?

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► The major challenges are: renovate infrastructure of vocational training; invest more in formulation of training programmes by more effective utilisation of ESF;

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- Concluding question to the overall situation of the country - Estimation/ Evaluation of the national educational strategies concerning low qualified people!
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► Low participation in continuous vocational training is one of the main problems. National strategies are good, their implementation, however, faces different obstacles. In times of economic decline it will more difficult to achieve aims and goals indicated in strategies.

<i>Low qualified groups and factors:</i>	Early school leavers, the only group which hundred percent consists of people with low education.
<i>Necessary qualifications:</i>	Basic school education, vocational and transversal skills.
<i>Improvement of educational participation:</i>	Combination of second chance education with vocational training schemes
<i>Training design:</i>	More emphasis on transversal skills
<i>Challenges and topics for the future:</i>	Strengthen prevention of dropping out, renovate infrastructure of vocational training; invest more in formulation of training programmes by more effective utilisation of ESF

Interview 4: Representative of labour market training centre

1. Which groups of people with a lack of training and education can be identified in Lithuania?

Are all these groups effected? Is one group dominant? Is there another group concerned?

- young people
- older people
- women
- persons with migration background
- minorities
- persons from rural areas
- unemployed people
- part-time workers
- people out of labour force

► All above mentioned groups include people with low education. We work with the unemployed. Low or outdated qualification is one of the main reasons for the unemployment. However, I think that people with disabilities also suffer from low qualification for reasons beyond their control, such as lack of facilities and special training programmes for people with disabilities.

Which qualifications would be necessary to integrate those people effectively on the labour market?

► As a specific target group the disabled require specific training depending on their disability. Labour market training centres have limited range of training opportunities for the disabled. In addition to common vocational and transversal skills the disabled need specific knowledge how to integrate into society.

Open question => Key Competences only in addition!!

Would the experts agree on those 8 Key Competences?

- Communication in mother tongue
- Communication in foreign languages
- Mathematical competences and basic competence in science and technology
- Digital competence
- Learning to learn
- Social and civic competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

► All listed key competences are very important for successful integration of the disabled into labour market. For me personally would be difficult to chose one most important competence for myself, let alone for the whole target group. It depends on many factors. For example, in the former Soviet Union, communication in foreign languages was not necessary. After Lithuania become independent and joined EU this skill become of crucial importance for many people.

2. How could this group be reached? And how should the entries to education system be designed that those people are motivated to participate in educational offers?

- I think that adjustment of education system to the needs of the disabled is a key problem
  - Are strategies of "seeking education movements" on the part of public institutions necessary?
- There are measures aimed at the disabled in different national strategies. More important is financial support for their implementation.

- Which innovative and new strategies, ideas etc. are there concerning this topic?

► Basic things in adaptation of training environment to the needs of the disabled should be done first, then innovative ideas will appear.

3. How should educational (re-)trainings for this group be created/ shaped?

- New, innovative, effective didactical methods?
- Trainer education?
- What are the major problems in adult education didactics and where are improvement opportunities?

► Innovative, effective didactical methods and trainers education are important for training of the disabled. Adjustment of training environment to the needs of the disabled is crucial for making vocational training inclusive for this group.

4. What are the major challenges for Lithuania in the next view years and which steps concerning this would be necessary?

► The major challenges are: adjust infrastructure of vocational training to the needs of the disabled; strengthen social partnerships with employers and particularly social enterprises;

- Concluding question to the overall situation of the country – Estimation/ Evaluation of the national educational strategies concerning low qualified people!

► Low participation of adults with low qualifications in continuous vocational training is one of the main problems. National strategies are good, their implementation, however, faces different obstacles. In times of economic decline it will more difficult to achieve aims and goals indicated in strategies.

<i>Low qualified groups and factors:</i>	The disabled is a group that have limited access to vocational training
<i>Necessary qualifications:</i>	Vocational and transversal skills.
<i>Improvement of educational participation:</i>	Adjusting learning environment to particular needs of trainees major factor of increase in their participation
<i>Training design:</i>	More emphasis on transversal and specific skills
<i>Challenges and topics for the future:</i>	Strengthen social partnerships and invest more in labour market training system

Interview 5: Representative of local employer

1. Which groups of people with a lack of training and education can be identified in Lithuania?

Are all these groups effected? Is one group dominant? Is there another group concerned?

- young people
- older people
- women
- persons with migration background
- minorities
- persons from rural areas
- unemployed people
- part-time workers
- people out of labour force

► People with low education can be found in all mentioned groups. Early school leavers definitely deserve attention as the only group that unites low educated people.

Which qualifications would be necessary to integrate those people effectively on the labour market?

► Virtually all qualifications, including school subjects.

Open question => Key Competences only in addition!!

Would the experts agree on those 8 Key Competences?

- Communication in mother tongue
- Communication in foreign languages
- Mathematical competences and basic competence in science and technology
- Digital competence
- Learning to learn
- Social and civic competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression



► All listed key competences are very important for successful integration of early school leavers into labour market. I can not indicate one super important competence and think that it is impossible to do.

2. How could this group be reached? And how should the entries to education system be designed that those people are motivated to participate in educational offers?

► Awareness of benefits of learning is insufficient among people with low education. These people do not link education with chances to find well paid job. Besides, many of them suffer from diseases of dependency on alcohol and substances. Informal training is an important way to further vocational training.

- Are strategies of "seeking education movements" on the part of public institutions necessary?

► There is no lack of strategies in Lithuania, what is important concrete measures and their financial support.

- Which innovative and new strategies, ideas etc. are there concerning this topic?

► No answer

3. How should educational (re-)trainings for this group be created/ shaped?

- New, innovative, effective didactical methods?
- Trainer education?
- What are the major problems in adult education didactics and where are improvement opportunities?

► Innovative, effective didactical methods and trainers education are important for any training. All workers after vocational training lack practical experience and transversal skills (particularly team working, responsibility and ability to manage information).

4. What are the major challenges for Lithuania in the next view years and which steps concerning this would be necessary?

► The major challenges are: make vocational training more responsive to labour demand and increase effectiveness in training practical skills and transversal competences.

- Concluding question to the overall situation of the country – Estimation/ Evaluation of the national educational strategies concerning low qualified people!

► Problems of low qualified people are recognised by society, different ways of their solution are foreseen in national strategies. Partnerships between training providers and employers will help to make training more job directed. Support to local employment initiatives will expand employment opportunities for inhabitants of deprived areas and encourage them to learn.

<i>Low qualified groups and factors:</i>	Early school leavers is most affected group.
<i>Necessary qualifications:</i>	Vocational and transversal skills.
<i>Improvement of educational participation:</i>	Awareness about benefits of education and its impact on job chances
<i>Training design:</i>	More emphasis on practical and transversal skills
<i>Challenges and topics for the future:</i>	Strengthen partnership between employers and vocational training providers, support to local employment initiatives.

Similarities and Particularities:

<i>Low qualified groups and factors:</i>	All interviewed agreed that listed target groups include low qualified people. Additionally were identified the following groups: early school leavers, the poor, the disabled.
<i>Necessary qualifications:</i>	Balanced portfolio of vocational and transversal skills depending on trainees background is a common opinion. Particularities – basic school subjects for drop-outs and special skills for the disabled.
<i>Improvement of educational participation:</i>	All experts agree that improvement in teaching methods and content is important for participation. Separate focus was on: awareness raising about benefits of learning and correlation between skills and job chances; informal education as a pathway to vocational training; adaptation of learning

	environment to the needs of the disabled;
<i>Training design:</i>	All expert were unanimous that teaching of transversal skills should be improved. More attention should be paid to: differentiation of training programmes by needs of trainees; practical learning at working place and its effectiveness; adaptation of programmes to the needs of the disabled.
<i>Challenges and topics for the future:</i>	Make adult education system more attractive to people with low qualifications is a shared challenge. Other challenges are: strengthen social partnerships between training providers and employers; prevent early school leaving; increase awareness of benefits of education among people with low qualification; make lifelong learning system accessible to the disabled; support local employment initiatives; support to small business, more opportunities for distance learning in rural areas and small towns through public internet access points; more possibilities to get distance learning and certify qualifications acquired in informal training.

## Interviews Spain

### Interview 1: Expert in Educational Administration

Name: *Antonio Reguera García*

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X Man  Woman

Nombre de su organización: *Regional ministry of Education and Science*

Tipo de organización: *Regional ministry*

Puesto de trabajo: *Expert in Educational Administration*

Area/Materia de formación: *Adult Education*

<i>Low qualified groups and factors:</i>	<ul style="list-style-type: none"> <li>▪ A dynamic society based on the science, technology and knowledge requires a continuous training updating, a continuous revision of the own training in all the target groups we can identified.</li> <li>▪ Training actions must be focused to the population according to real needs of the society that not always are those we have sense or expressed.</li> </ul>
<i>Necessary qualifications:</i>	<ul style="list-style-type: none"> <li>▪ This a necessary start point that should be checked at any moment. We are providing training/education for future. And may be if something fits today it will be obsolete tomorrow.</li> <li>▪ It is necessary to analyze and reconsider the academic and linguist component of these competences bearing in mind that may be we are leaving out competences about survival, training to face risky situations, first aids, health ... or simply self-sufficiency, home repairs, food production etc....</li> </ul>
<i>Improvement of educational participation:</i>	<ul style="list-style-type: none"> <li>▪ The aim is to reach the individuals independent of the target group in which they are identified at that moment. It is necessary that those individuals feel the convenience for their involving in training actions. They should notice the positive outcomes from the training actions or positive effects in other persons in same condition.</li> <li>▪ It is advisable that the training proposal comes from parallel</li> </ul>

	conditions, from training results for people in similar conditions. Adult individually choose or not the convenience of the participation.
<i>Training design:</i>	<ul style="list-style-type: none"> <li>▪ If in the educational work we should always go to the essential, important things, in the training work/actions with adults this principle is the vital relevance. There is no time for secondary or collateral learning. It is necessary to go to the essence of the knowledge, to the structure and provide the student with the competences for a continuous learning.</li> <li>▪ Training actions must be precise and focused to exercise, to take advantage of the experience and the know how of each individual, make that knowledge flows....</li> <li>▪ Knowledge must flow .... reaching everyone without learning and teaching barriers.</li> </ul>
<i>Challenges and topics for the future:</i>	<ul style="list-style-type: none"> <li>▪ Adults, whatever their condition, have acquired knowledge that should be considered at any learning context. The recognition of the competences acquired both in formal and non-formal contexts is a required process to give answer to people in different personal, family condition and in different target groups.</li> <li>▪ Based on this previous knowledge, the qualification or requalification actions can be undertaken.</li> <li>▪ Adult learning must not be necessarily framed in the training centres. It is necessary to manage the conception of a educational society, educational city. It is necessary to promote learning in all cases where need of knowledge exists.</li> </ul>

Interview 2: Director of Adult Training Programme

Name: Javier Obeso

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X Man  Woman

Nombre de su organización: Fundación Metal Asturias

Tipo de organización: Vocational Training Centre

Puesto de trabajo: Director of Training Programme

Area/Materia de formación: Adult Education

<i>Low qualified groups and factors:</i>	<ul style="list-style-type: none"> <li>▪ Young people who have left the educational system.</li> <li>▪ ICT training for older people.</li> <li>▪ Some women groups, eg. Homemaker, women in social risk.</li> <li>▪ Immigrants and some ethnic minorities, eg, roma women.</li> <li>▪ Long-term unemployed older than 45.</li> <li>▪ Adults out of the labour scope.</li> </ul>
<i>Necessary qualifications:</i>	<ul style="list-style-type: none"> <li>▪ Self-learning.</li> <li>▪ Training to acquire knowledge (traditional) as well as acquisition of competences (attitudes, aptitudes).</li> <li>▪ Agree with the 8 key competences if generic for all occupations</li> <li>▪ Special mention for social and civic competences.</li> </ul>
<i>Improvement of educational participation:</i>	<ul style="list-style-type: none"> <li>▪ Nowadays there are enough resources to meet all these target groups but there is a lack of coordination and the work result is atomized.</li> </ul>
<i>Training design:</i>	<ul style="list-style-type: none"> <li>▪ Improvement opportunities through ICT, digital TV, e-books etc.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Different methodologies other than traditional for meeting objectives different to traditional ones.</li> <li>▪ The train of trainers is essential as some trainers have important deficiencies in ICT.</li> </ul>
<i>Challenges and topics for the future:</i>	<ul style="list-style-type: none"> <li>▪ Creation of a transparent system of qualifications.</li> <li>▪ People with difficulties of integration, need real priority in the employment policies.</li> <li>▪ Disseminate and strength ISCED 2 projects. This would be key to close the training circle.</li> </ul>

Interview 3: Director of Public Education Centre – Basic training ISCED 2

Name: *María Lourdes Hernández Pérez*

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Número de teléfono (optional): *+34 985 380452*

Man  Woman

Nombre de su organización: *Adult training centre of Gijón*

Tipo de organización: *Educational Centre (public)*

Puesto de trabajo: *Director*

Area/Materia de formación: *Basic training ISCED 2*

<i>Low qualified groups and factors:</i>	<ul style="list-style-type: none"> <li>▪ young people, older people, women,</li> <li>▪ persons with migration background</li> <li>▪ minorities</li> <li>▪ persons from rural areas</li> <li>▪ unemployed people</li> <li>▪ part-time workers</li> <li>▪ people out of labour force</li> </ul> <p>We should be open to face new challenges. The dominant group depends of the training actions considered.</p>
<i>Necessary qualifications:</i>	<ul style="list-style-type: none"> <li>▪ The qualifications depend on the current demand as long as the society and the labour market stress the needs. Anyway, in general, all these target groups are characterized by a short time qualification need; they do not have much time and in most of the cases they have financial problems so those qualifications should include objectives to reach easily in order to achieve a fast incorporation to the labour market.</li> <li>▪ The most important or key competence to acquire is Learn to learn. The relevance of the other competences depend on the moment, circumstances etc. You can domain all competences (even to have a university degree) and do not find a gap in the labour market.</li> </ul>
<i>Improvement of educational participation:</i>	<ul style="list-style-type: none"> <li>▪ The way to reach this target groups would be with specific advertisement using all possible links: official bodies, associations, NGOs, mass media, internet. Keeping in touch and continuous collaboration with some of them.</li> <li>▪ The access to educational system are well defined and in enough number bearing in mind the last reforms relating to adult education. In this groups, the motivation is frequently joined to the need under specific circumstances. Normally the motivation is the need to overcome certain circumstances.</li> <li>▪ There is no need to design new strategies or educational mechanisms, just select at any moment those that meet better needs and circumstances of each group.</li> <li>▪ The mixed learning normally provide more advantages to target groups with problems to respect a timetable and</li> </ul>

	urgent training needs. Currently the internet support (e-mail, videoconference....) is a cheap, user-friendly and high-speed technique.
<i>Training design:</i>	<ul style="list-style-type: none"> <li>▪ Adapting to the target group needs (timetable, training start point and clear objectives) and using always bearing in mind our possibilities, very individualized techniques.</li> <li>▪ The trainers update knowledge, methodologies in a constant and usual way by following specific teaching training programmes. Attendance to seminars, workshops etc.</li> <li>▪ Constant adaptation to the different target group needs. Each group shows its own characteristics as a function of the student profile (several educational levels and cultural diversity, unemployed, workers etc.)</li> <li>▪ Strength the individual tutoring.</li> </ul>
<i>Challenges and topics for the future:</i>	<ul style="list-style-type: none"> <li>▪ The main and urgent challenges are to face up the unemployment, cultural diversity, adaptation to new conditions of the labour market ..., increment of "older" groups.</li> <li>▪ Some steps have already been done with the recent reform of the adult training programmes, more flexibility, validation of the acquired knowledge and personal experience or training actions followed.</li> <li>▪ The Adult Education is mainly promoted in the frame of the Permanent Adult Training Centres opened to all type of collaboration with institutions, programmes, associations working in the scope of the adult training.</li> </ul>

Interview 4: Director of Projects

Name:

*Lorenzo Pañeda*

E.mail (optional):

Número de teléfono (optional):

Man

Woman

Nombre de su organización:

*ASATA – Association of Asturias Associated Labour Societies*

Tipo de organización:

*Business*

Puesto de trabajo:

*Director of Projects*

Area/Materia de formación:

*Continuing Training, ESF, Courses for Unemployed, Customized Training*

<i>Low qualified groups and factors:</i>	<ul style="list-style-type: none"> <li>▪ young people, middle-aged women</li> <li>▪ persons with migration background (women)</li> <li>▪ minorities</li> <li>▪ persons from rural areas</li> <li>▪ unemployed people</li> <li>▪ part-time workers</li> <li>▪ people out of labour force (night watchmen)</li> </ul> <p>We should be open to face new challenges. The dominant group depends of the training actions considered.</p>
<i>Necessary qualifications:</i>	<ul style="list-style-type: none"> <li>▪ Qualifications linked to key competences.</li> </ul>
<i>Improvement of educational participation:</i>	<ul style="list-style-type: none"> <li>▪ Customized courses for the companies as a function of the training gaps.</li> <li>▪ From the point of view of the labour insertion, to point out the telemarketing and night watchmen.</li> </ul>
<i>Training design:</i>	<ul style="list-style-type: none"> <li>▪ On-line courses supported with new technologies focused to promote self-employment.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Main barriers of the current didactic methodologies are the timetable and traditional methodologies.</li> </ul>
<i>Challenges and topics for the future:</i>	<ul style="list-style-type: none"> <li>▪ Due to the generation shift, additional work force will be required.</li> <li>▪ Updating of the Formal Vocational Training in some areas mainly in handicrafts.</li> <li>▪ Training links with the SMEs in order to meet their needs.</li> <li>▪ Currently the business and industrial strategy goes in parallel to the training while this should be in advance.</li> </ul>

Interview 5: Manager of Training

Name: *José Ángel Diego García*

E.mail (optional):

Número de teléfono (optional):

Man  Woman

Nombre de su organización: *Council of Gijón*

Tipo de organización: *Local Economic and Employment Development Agency*

Puesto de trabajo: *Manager of the Training*

Area/Materia de formación: *Local plan of training*

<i>Low qualified groups and factors:</i>	<ul style="list-style-type: none"> <li>▪ young people</li> <li>▪ older</li> <li>▪ women</li> <li>▪ persons with migration background</li> <li>▪ minorities</li> <li>▪ unemployed people</li> <li>▪ part-time workers</li> <li>▪ people out of labour force</li> </ul>
<i>Necessary qualifications:</i>	<ul style="list-style-type: none"> <li>▪ Qualifications linked to handicrafts and social skills.</li> <li>▪ Need to promote the 8 key competences, specially digital competence, social and civic competences as well as sence of initiative and entrepreneurship.</li> </ul>
<i>Improvement of educational participation:</i>	<ul style="list-style-type: none"> <li>▪ Second chance education.</li> <li>▪ Labour advising and self-employment assistance.</li> </ul>
<i>Training design:</i>	<ul style="list-style-type: none"> <li>▪ Handicraft research.</li> <li>▪ Training modules focused to short-term objectives and flexible timetable.</li> <li>▪ Recognition of the training action.</li> <li>▪ Train the trainers with a social focus.</li> <li>▪ Give more relevance to Learn to learn.</li> </ul>
<i>Challenges and topics for the future:</i>	<ul style="list-style-type: none"> <li>▪ Recognition of knowledge and competences.</li> <li>▪ To promote the handicraft researches, training pills etc.</li> <li>▪ All initiatives focused to job search.</li> </ul>

Similarities and Particularities:

<p><i>Low qualified groups and factors:</i></p>	<p>Training actions must be focused on the population according to the real needs of the society that not always are those we have sensed or expressed.</p> <p>Target groups already pointed out in the questionnaire include low qualified people identified by the interviewed. In addition:</p> <ul style="list-style-type: none"> <li>▪ Young people who have left the educational system.</li> <li>▪ Some women groups, eg., Homemakers, women in social risk.</li> <li>▪ Some ethnic minorities, eg, roma women.</li> <li>▪ Long-term unemployed older than 45.</li> <li>▪ Part-time workers.</li> </ul>
<p><i>Necessary qualifications:</i></p>	<p>The start point regarding qualifications should be checked at any moment as we are providing training for future. Something that fits today it will be obsolete tomorrow.</p> <p>Self-learning, learn to learn are the keys to acquire qualifications according to the fluctuant labour market demands.</p>
<p><i>Improvement of educational participation:</i></p>	<p>The access to educational system are well defined but motivation strategies are necessary to improve the participation.</p> <p>To promote the second chance education.</p>
<p><i>Training design:</i></p>	<ul style="list-style-type: none"> <li>▪ Training actions must be precise and focused to exercise, to take advantage of the experience and the know how of each individual, make that knowledge flows....</li> <li>▪ The start point should be to give more relevance to the key competence Learn to learn in order to undertake the other.</li> <li>▪ Train the trainers by updating of knowledge, methodologies etc in a constant and usual way by following specific teaching training programmes. Attendance to seminars, workshops etc.</li> </ul>
<p><i>Challenges and topics for the future:</i></p>	<ul style="list-style-type: none"> <li>▪ Adults, whatever their condition, have acquired knowledge that should be considered at any learning context. The recognition of the competences acquired both in formal and non-formal contexts is a required process to give answer to people in different personal, family condition and in different target groups.</li> <li>▪ Creation of a transparent system of qualifications.</li> <li>▪ Currently the business and industrial strategy goes in parallel to the training while this should be in advance.</li> </ul>

## Interviews Romania

1. "Forever for Europe" Association (NGO)
2. The Institution of Dolj Prefecture
3. Professional Orientation and Counselling Centre of the University of Craiova
4. Craiova City Hall - Department of Projects and Programmes Development
5. National Agency for Employing Labour Force

### Interview: "Forever for Europe" Association (NGO)

<i>Low qualified groups and factors:</i>	Generally speaking, we could consider that all groups are affected by lack or low level of education and training, but of course that there are groups more affected. These are: older people, persons from rural areas and minorities.
<i>Necessary qualifications:</i>	Communication in foreign languages Digital competence Social and civic competence Sense of initiative and entrepreneurship
<i>Improvement of educational participation:</i>	The most important stimulus would be to associate the educational process to an improvement in the participant s status: for example, after completing a education to offer him the possibility of getting a job or promoting in their current job.
<i>Training design:</i>	Any educational process should have an important practical component. Trainers should come from the socio-economic fields and have a pedagogical training. The major problem in adult education is motivation of adults to participate in a training programme.
<i>Challenges and topics for the future:</i>	The biggest challenge in the next few years will be how to include more people in an education programme, especially the ones with no or low qualification and the disadvantaged group. Also the correlation between education programmes and labour market is essential. A training that will not be followed by an improvement of the participant s socio-economic status will have no result.

### Interview: The Institution of Dolj Prefecture

<i>Low qualified groups and factors:</i>	young people older people minorities persons from rural areas unemployed people people out of labour force
<i>Necessary qualifications:</i>	Sense of initiative and entrepreneurship Cultural awareness and expression Communication in foreign languages Digital competence Social and civic competence
<i>Improvement of educational participation:</i>	awareness campaigns - "learning and earning"; diverse series of profiles that should be based more on practical methods of teaching; partnerships between the public system of education and the private



	sector (firms, companies, institutions, etc.)
<i>Training design:</i>	development and improvement of technical skills; mechanisms of accreditation that value learning from experience; Practice over theory.
<i>Challenges and topics for the future:</i>	policies, methods and awareness campaigns to motivate, redirect improve their skills and abilities.

Interview: Professional Orientation and Counselling Centre of the University of Craiova

<i>Low qualified groups and factors:</i>	All the groups above, plus the groups of persons with disabilities, H.I.V. infected and handicaps.
<i>Necessary qualifications:</i>	The 8 key competences would make a difference in the integration of this people on the labour market.
<i>Improvement of educational participation:</i>	The entries should be: - adapting to the target group which is addressed to (young, elders etc.); purpose presentation (a better insertion on the contemporary socio-economic labour market); - granting qualification diplomas through partnerships with other public institutions (AJOFM); - providing, while training, employment. New strategies: - through public institutions actions materialized in opinion surveys, elaboration of a database, prepare a list of people requesting the services offered by public institutions; - a better collaboration between institutions involved.
<i>Training design:</i>	Use of a language and resources adequate to the group. Structuring material for training according to target group.
<i>Challenges and topics for the future:</i>	Education and training in support of economic growth Linking lifelong learning with labor market Increasing adaptability of workers and enterprises Modernizing the Public Service Employment Promoting employment measures Promoting social inclusion

Interview: Craiova City Hall - Department of Projects and Programmes Development

<i>Low qualified groups and factors:</i>	If we are to refer to the reasons that are behind the young's lack of training rather than education, we would have to mention the lack of practical activities within the system of education. This inevitably leads to great
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	<p>difficulty when it comes to finding a job that requires experience and abilities hard to obtain during high school or academic years, when everything is taught and learnt from a purely theoretical point of view. As it concerns people from the rural areas, there are few opportunities that they can take advantage of, due to the fact that many of the rural regions are still less developed and under-privileged and lack the basic form of communication and information: the access to the Internet, which in most cases provides a reliable background for training oneself and acknowledgement of various employment possibilities. The group of the minorities, which consists mainly of roma people, encounters a totally different situation as there have been various problems to their integration on the labour market.</p> <p>Older people or people out of labour force also seem to find it difficult to regain employment once they left their previous job. In this case, the explanation can have as origin the fact that most firms and companies deal with new technologies or management which requires special training.</p>
<i>Necessary qualifications:</i>	<p>Modern societies and demands for specialization increasingly require more precise skills and abilities on the part of the individual. One of the main conditions imposed by most firms, companies and even public institutions, no matter the working field, is the ability to communicate in at least one foreign language. The most required and necessary is as we all know, English, therefore, this would be number one key competence.</p> <p>Along with this, adults must continually upgrade their knowledge to meet technologic advances. Due to the fast spreading of the new high technology and all the advantages that the economic sector benefits from, digital competence should definitely help people when trying to integrate on the labour market. Nowadays, there are many people that from various reasons prefer to start and emerge a new business or people that at least think of such possibility. In this case the nurture of a sense of initiative and entrepreneurship can be very useful for the private sector in order to function properly, efficiently and with long-lasting results. Beyond formal schooling, we also need to learn to play our different roles in life and society with ease and understanding, consequently, social and civic competence and cultural awareness and expression are necessary to succeed in realizing that.</p>
<i>Improvement of educational participation:</i>	<p>At the present moment, the employment profile has changed a great deal and new types of jobs continue to find their way onto the labour market. Nevertheless, the educational system has remained mostly the same, appearing to be unaware of the new trends required by the labour market and searched by companies and firms worldwide. Therefore, it should offer a diverse series of profiles that should be based more on practical methods of teaching and less on solely theoretical materials. Another idea that could appeal and motivate would be to create a partnership between the public system of education and the private sector (firms, companies, institutions, etc.). Through this partnership the public system could provide the academic education while the private sector could get people involved in the practical aspects required by companies. In this way both parties could benefit: people would gain experience and the firms would gain future skilled and well-trained employees. If we have in mind the groups mentioned above, they would need guidance and made aware of all the possibilities they could benefit of.</p>
<i>Training design:</i>	<p>Apart from compulsory schooling, attaining technical skills tends to be most valued, as it has to do with making a living – learning and earning -. Society itself is becoming a complex school, forcing the necessary participation of its citizens in the continual up-grading of skills in order for these citizens to be able to cope with the ever-changing world. The technological changes affect the body of knowledge and its component data base. Traditional schooling appears inadequate to meet these new pressures. This deficiency opens the door for new considerations of ways to teach, learn and understand. We need therefore, mechanisms of accreditation that value learning from experience, not just acquired in formal settings.</p>
<i>Challenges and topics for the</i>	<p>It is well known the fact that the economic achievements of states are</p>

<i>future:</i>	<p>directly determined by the quality of the education system and the most efficient production factor are human resources, expressed in knowledge, abilities, creative skills and moral qualities mainly formed by schooling. During the transitional period, the education sector has been in perpetual change which created a blockage in the course of its objects realization. For example, there are unfortunately, still many inequalities between the rural and urban areas. The probability that a child living in the rural region will attend school is 3 times less than in the case of a child living in the urban area, which only leads to low qualified labour force.</p> <p>Therefore, to address people with lack of education and training, there should be elaborated and implemented policies, methods and awareness campaigns that should motivate them to take part into the educational process and redirect their previous career or improve their skills and abilities. They should be made understand that learning is the key point to a prosperous life.</p>
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Interview: National Agency for Employing Labour Force

<i>Low qualified groups and factors:</i>	<p>The lack of training and education can be the case of most groups; however some of them are more likely to be disadvantaged than others. Among these we name especially the young, people from rural areas and above all, the minorities which cover a large number of roma people.</p>
<i>Necessary qualifications:</i>	<p>Since information is a valuable asset, one should take into consideration the importance of using this information. Communication in foreign languages is vital in a country where there are foreign investments and where its citizens want to work abroad.</p> <p>On the other hand, digital competence is extremely useful as one can easily find the information. We must not forget learning to learn competence, which can form a rational mind. The social and civic competence makes one part of a community. A prosperous society is a communicative one.</p>
<i>Improvement of educational participation:</i>	<p>One should point out that without education, man is getting closer to the animal stage. An improvement of educational participation involves attractive programmes and the explanation regarding the importance of learning and acquiring knowledge.</p>
<i>Training design:</i>	<p>One should combine the old traditional, didactic methods with new, modern, more attractive ones. Trainer education is also part of the reform. We should improve the quality of the educational system and encourage the private system. Also, an emphasis developing new methods and creating new opportunities to improve the competences should be taken into account.</p>
<i>Challenges and topics for the future:</i>	<p>Developing the lifelong learning process which can help many disadvantaged people  A better access to information and the launching of information campaigns throughout the country  Training the trainers  Involving all the institutions capable to participate to developing a better labour market – partnerships among educational institutions and economic ones</p>

	Encouraging the unemployed to take other professional training courses More facilities for the employers when hiring unemployed persons
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#### Annex 4

#### Design of the diagnosis study

- To design the tool or documentation for establishing the data gathering;
- To ask for different data from the partners and to establish the methodology for the analysis and diagnosis.
- To put in common with the rest of the partners the diagnosis data and to elaborate a document with the conclusions and final thoughts.
  
- Part I - Analysis
  - Collecting Data (specific structure)
    - Labour Market Analysis (ethnic groups, regions, age,..)
    - Rate of Illiteracy
  - Social origin
  - Education
  - Existing studies in the Countries
  - Subsidies
  - National Strategies
  - Gender Aspects
  
- Part II - Analysis
  - Development of guidelines for qualified interviews
  - Development of a structure for evaluation
  - Possible Subject Areas
    - Risks and Barriers
    - Groups of adults with education/training gaps
    - Initiatives in the countries
    - Measures for reducing the numbers of adults with education gaps
    - Conditions for Education and Training
    - Who are the Service/Training Providers
    - Services for advising people
  
  - Interviews with experts in education
    - authorities, training providers, National Employment Service, Social Partners, .....
  
- Part III
  - Elaborate a Document with:
    - Collected data
    - Comparison
    - Diagnosis
    - Conclusions