



WiSaR

**REGIONAL ECONOMY ORIENTED
STRATEGIES FOR LIFELONG
LEARNING**

Reports of the pilot phase

Regional Economy oriented Strategies for Lifelong Learning

Reports of the pilot phase

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Table of contents

1. Schulungszentrum Fohnsdorf (SZF)	3
1.1. Guidelines Delphi Method.....	3
1.2. Guidelines Round Table.....	6
2. Institute for Sustainable Technologies – National Research Institute	14
2.1. Guidelines Delphi Method.....	14
2.2. Guidelines Round Table.....	16
3. DIMITRA Institute of Training & Development S.A	18
3.1. Guidelines Delphi Method.....	18
3.2. Guidelines Round Table.....	22
4. School Centre Ptuj	25
4.1. Guidelines Delphi Method.....	25
4.2. Guidelines Panel Method	29
5. COOP Institute of Education	32
5.1. Guidelines Delphi Method.....	32
5.2. Guidelines Round Table.....	36
6. Appendix	41
6.1. Schulungszentrum Fohnsdorf – Questionnaire Delphi Round 1	41
6.2.Schulungszentrum Fohnsdorf - Questionnaire Delphi Round 2.....	50
6.5. DIMITRA Institute of Training & Development S.A & Institute for Sustainable Technologies - Questionnaire Delphi Round 1	57
6.6. DIMITRA Institute of Training & Development S.A & Institute for Sustainable Technologies - Questionnaire Delphi Round 2	62
6.7. School Centre Ptuj – Questionnaire Delphi Round 1.....	66
6.8. School Centre Ptuj – Questionnaire Delphi Round 2.....	69
6.9. COOP Institute of Education – Delphi Questionnaire Round 1	74
7. COOP Institute of Education – Delphi Questionnaire Round 2	77

1. Schulungszentrum Fohnsdorf (SZF)

1.1. Guidelines Delphi Method

1. Organisation	Schulungszentrum Fohnsdorf (SZF)
2. Method	Delphi
3. Date	December 2010 to March 2011
4. Target group:	
4.1. Description of target group	Human Resources Managers and Managing Directors of enterprises in the region (different business sectors) in charge of personnel management
4.2 Number of participants	8
5. Starting point (question, vision, proposition):	<p>The basis for this Delphi was the European Qualifications Framework (EQF). The participating industry representatives were asked to categorise their workforce according to the 8 EQF reference levels. The question covered the percentages for the year 2010 and the predicted ideal distribution for 2020.</p> <p>From there the study went further into detail, e.g. asking where employees belonging to different levels acquire the knowledge/skills/competences needed in their jobs. A further topic of investigation was „external education and training“.</p> <p>The study took stock of which training contents (vocation-specific or general) were available for employees and how this availability corresponded to the 8 EQF levels.</p> <p>The objective of this survey was to study the EQF/NQF topic in the context of personnel development.</p>
6. Description of procedure:	E-mail invitation to potential participants, containing a brief project description and information on the Delphi study (objectives, purpose). Attached to this invitation was the

	<p>respective questionnaire with detailed instructions on how to fill it in. The questionnaire was drawn up in PDF format and contained closed-ended questions only. The survey participants were provided with the complete EQF including first indications how it corresponds to the NQF. Provision of this information guaranteed that all participants had the same background knowledge of the subject. Initially, there was a two-week deadline for answering the questions, but it had to be extended by one week. Consequently, a three-week deadline was set for the second round of questions. After the first round, the answers were evaluated, and the evaluation results were provided to all participants in the second round. Moreover, the first-round evaluations formed the basis for the second part of the survey. The results from the first round were presented at the closing conference in January.</p>
<p>7. Outcomes:</p>	<p>This is just an overview of the survey results, as the charts containing the detailed evaluation outcomes are annexed to this document.</p> <ul style="list-style-type: none"> - The participating industry representatives assume that the percentage of personnel with higher qualifications will continue to grow until the year 2020. Among skilled workers, there is a trend towards a reduction in jobs, while the percentage of better-qualified personnel will increase. - It also became apparent that the number of unskilled jobs will have declined further by 2020, and that job-seekers without formal education certificates will have very poor chances - Further education and training courses are mostly available to employees with a higher formal education - Moreover, there are differences in the field of external education and training. While employees on a low EQF level predominantly take job-specific courses, higher-level employees tend to enrol in programmes which are not vocation-specific. <p style="text-align: center;">Please consult the attached charts for details!</p>
<p>8. Strengths and risks of the method when compared to the aims of WiSaR</p>	<p>One of the strengths of the Delphi method was the fact that assumptions/theories that had emerged in the focus groups/expert interviews could be put to the test. By and large</p>

	<p>they were confirmed, taking the first outcomes of the roundtable into consideration as well. However, the results do not necessarily justify the time and resources required for applying the Delphi. Especially in the case of a one-year project using the Delphi method may be problematic, and a qualitative method (e.g. the roundtable) is perhaps the more sensible solution.</p>
<p>9. Recommendations and, if necessary, adaptations to the method:</p>	<p>Before embarking on a comprehensive Delphi study, it should be clear how much time and financial resources the survey would require. It is advisable to strictly separate scientific contributions from administrative and organisational activities (team of 2-3 people). It is important to have a question/thesis/hypothesis at the beginning of a study, i.e. before it is decided which method is best suited to provide an answer and/or more in-depth information. If the research question requires the Delphi method and the necessary preconditions are met, there is no reason why it should not be applied. However, it is usually advisable to have the Delphi followed by supplementary qualitative studies (method triangulation) in order to study the topic in greater depth.</p>

1.2.Guidelines Round Table

1. Organisation:	Schulungszentrum Fohnsdorf
2. Method:	Roundtable
3. Date:	21 st January 2011
4. Target group:	Enterprises and NGOs such as centres for vocational guidance, Public Employment Service
4.1. Description of target group	<p>Most of the participants were representatives of the regional network “Kraft. Das Murtal“, which links enterprises, NGOs, PEs and VET institutions. It is the aim of this network, which was founded one and a half years ago, to promote regional development in economic, cultural and social terms. This has led to various action programmes including competence development and future requirements of the economy. In line with this focus of activity, the organisers agreed with the WiSaR project team to conduct a roundtable on future competence portfolios in accordance with the needs of the economy. The network initiator „Regional Management Upper Styria East“ supported the event.</p> <p>Participating organisations: EU Regional Management, Sandvik, Zellstoff Pöls, Schaffer Säge, Mondi, Elektrotechnik Ofner, AMS Judenburg, AMS Knittelfeld, VAE Eisenbahnsysteme, BFB Murau, BFB Judenburg, Al-Ko Obdach, BFB Knittelfeld, Wuppermann, Holzcluster, 361 consulting group gmbh, Rubicon Werbeagentur, LEADER Zirbenland</p>
4.2 Number of participants	24
5. Starting point (question, vision, proposition):	<p>Skilled workers in the 21st century: competence - qualification - personality</p> <p><u>Thesis</u></p> <p>1. Up to 75% of entrepreneurial success is achieved by knowledge advantage.</p>

2. **Adaptability** to new framework conditions and **innovation capability** are the key factors. These qualities depend on structured **medium-term personnel development**.
3. The provision of educational programmes and **education** as such are – to a large extent, if not entirely – focused on the practical purpose of economic participation.

The changing world of work

Jobs with **standardised requirement profiles** will **decline** dramatically, while the number of jobs with **complex requirement profiles** will **grow**. The employment decline in manufacturing is balanced by **employment growth** in the **service industry**. The growth of the service sector also occurs within the manufacturing processes; it ranges from the **first R&D initiatives to production, distribution and utilization**, and further to **recycling** and the final withdrawal from the economic cycle. In terms of employment 2025 is the year when the **feminist movement** will have reached its successful conclusion.

There is **less and less correlation** between **vocational training** and subsequent **employment**. Instead employees will live through a series of **different stages** both in terms of jobs and in terms of employment status: gainful employment – unemployment – further education and training – self-employment. Necessity of career changes and their significance.

Employee life-cycle

Career change will be a standard experience. More and more, employees will develop into people who actively manage and control their professional biographies = **self-empowerment** = „managing life as if one was running a business“.

A growing percentage of the workforce suffer from **high-tech stress, burnout and boreout**, the symptoms of which appear concurrently. Employees need **stronger social networks** in order to achieve the degree of flexibility the economy requires.

Employment structure

The existing **homogeneous requirement levels** will be split up, i.e. the traditional areas of unskilled, semi-skilled and skilled work will no longer be the monolithic blocks they are now. Instead they will be more diversified and overlap in certain areas; moreover provisions for **“upgrading”** will have to be

	<p>made in each of these types of work.</p> <p>Increasing complexity of skilled and semi-skilled labour</p> <p><u>Learning and qualification – a new definition</u></p> <p>1.) Competence-oriented education instead of knowledge-oriented education:</p> <p>2.) From mass product to personal asset</p> <p style="text-align: center;">Teacher – Trainer – Tutor - Mentor</p> <p>Only to a very limited extent do our schools prepare their students for the labour market; this tendency becomes more pronounced as work and society change.</p> <p>Educational institutions, not certification authorities which control formal transitions. Instead framework conditions must be created which enable people to take responsibility for their own lives.</p> <p><u>Skilled worker profiles</u></p> <p>They cover a broad range from ancillary workers to highly specialised experts and managers.</p> <p>Increasingly, it is not a certain formal qualification that counts but experience and social competence. In the recruitment process soft skills such as punctuality, good manners and self-assurance are decisive.</p> <p>Skilled workers in particular benefit from learning languages such as English (oral and written), Spanish and Mandarin Chinese.</p> <p>Innovation capability</p> <p>It is important to provide room for manoeuvre and to create an environment and a corporate culture that are conducive to innovation.</p> <p>Employability</p> <p>More and more, employees are taking the sole responsibility for their professional biographies; they must be willing to undergo further education and training, particularly in terms of personal development, in order to be able to act purposefully and communicate. They need to acquire and foster these competencies so that they can take on an active role.</p>

<p>6. Description of procedure:</p>	<p>1st phase: An input lecture provided for a common level of knowledge on skilled labour in the future among the participants. On the basis of this lecture, small teams identified future framework conditions.</p> <p>2nd phase : Analysis of the framework conditions required to achieve the desired future scenarios as they were formulated in the 1st phase. For this purpose the Ishikawa method was applied, which collected the participants' „expert knowledge“, thus providing a „knowledge snapshot“. In this way it was possible to reach consensus on the causes of a given situation and on ways to realise a certain vision. The outcomes were summed up in a report. On the basis of this report the project team developed structured interview guidelines which were used to ask the roundtable participants more in-depth questions in one-to-one conversations. Their replies served as input for the strategy paper.</p>
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<p>7. Outcomes:</p>	<p>Contents</p> <p>One of the key facts established in the working groups was that all axes of the Ishikawa model (Manpower, Method, Machine, Management, Milieu, Material) are developed, shaped and implemented by people, i.e. that people are at the centre of the processes under investigation. This approach also played a central part in assessing the developments of skilled labour in the 21st century. Strong emphasis was laid on the fact that in this context schools will have to face major challenges and that they are slow in preparing for their future tasks. This primarily concerns their educational mandate and, more specifically, the teaching of social competencies. The apparent social changes must lead to changes in the educational sector as well.</p> <p>In the following the structure of debate according to the Ishikawa model axes will be described:</p> <p>Manpower</p>
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In all working groups attention was drawn to the central role of social competencies and the fact that their significance will continue to grow. In this respect both the demands placed on the individual, which carry the risk of excessive stress, and the demands made on the enterprises as such will increase (they must step up their efforts to enhance soft skills).

What measures can companies take to meet these challenges?

Good practice example: For every employee, VAE-Eisenbahnsysteme invest 33.5 hours per year in further education (keyword: motivation). One of the main focus areas is corporate health management.

The success of such an approach depends on the individual's „willingness to change“. In this context one of the working groups came up with the term „complex person“; people need to learn to extract and utilize those pieces of information that they require for their jobs. This comprises the capability to communicate with members of a different generation, as young and old need to learn how to cooperate better. This is essential, especially in view of the expected demographical developments. (A few examples were given such as the combination of an after school care club and a senior citizen care centre, which helps to promote intergenerational communications already at a very young age).

While man still was an exchangeable part in the Ford model of the division of labour, i.e. part of the machinery, the situation today has changed fundamentally. The self-creating element comes more and more to the fore; actually the term „intrapreneur“, i.e. an employee acting as entrepreneur within the company, was being used. The flexibility employees need to have in such a scenario requires a broad knowledge base, which gives generalists an advantage over specialists. A generalist can very quickly be transferred to a different job within the company.

Milieu

In a few years, such a development might lead to a situation where there is less talk about skilled labour, as the place employees are given in the company and their wages will be determined by the competencies they possess. Classical patterns might consequently dissolve, and to a larger extent than today the market will regulate price.

These issues were discussed in the context of challenges to be faced on a regional level. One measure that was regarded as being of central importance is counteracting out-migration. It became apparent that job security and job attractiveness are not the only relevant factor and that there is more to be done in order to diminish out-migration (keyword: tourism projects in the region).

On a general level, attention was once again drawn to the necessary reform of the educational system. Education must keep pace with social development (including changes in the world of work).

With regard to the factor Milieu, it was also noted that mutual acceptance among the workforce is an essential element of corporate culture. It must be guaranteed on all hierarchical levels as well as between different levels.

Management

In reply to the question which challenges entrepreneurs/top managers will have to face and which role the organizational structure of companies will play in the future, numerous comments were made.

According to one working group, a type of corporate culture is needed that makes it easier for the workforce to identify with their company. This can lead to a higher degree of motivation, which may in turn result in better performance and, in line with the company's interests, higher productivity. It was mentioned that "permeable" communication processes within the business are a significant factor.

In the debate mention was also made of the fact that companies must enhance efforts to further develop the so-called soft skills of their staff. This means that in the future businesses will increasingly have an educational mandate! At the same time, the global economic developments require more and more situational decisions (e.g. increase production in times of expansion; invest in education, innovation during recession etc.), and for such an approach the workforce (including those with low qualifications) need "room for innovation". This includes a stronger focus on teamwork and flatter hierarchies.

An interesting point that was raised during the debate concerned the essential qualities that future managers will be required to have. According to one working group, above all middle managers should deal with their team in a better/more professional way and acknowledge achievement. Leadership skills should thus include an awareness of one's social responsibility, an obligation which should be communicated to one's team (keyword: increasing employee motivation).

Another challenge which primarily concerns personnel management and development is staff recruitment. While personnel managers used to narrow their list of potential employees by rejecting applicants, today they are frequently forced to actively search for suitable staff on the labour market,

	<p>and this tendency is likely to become more pronounced in the future (keyword: proactive recruiting).</p> <p>Material/Method:</p> <p>Unlike the above mentioned points, these areas were not regarded as being particularly significant for the issue of „skilled workers in the 21st century“.</p> <p>The comments on „Material“ can be summed up as follows: „Quality is the future“. In terms of „Machine“ attention was drawn to the importance of new means of communication („People must learn how to use them“).</p> <p>It was hypothetically assumed that machines would have a simpler design in the future so that the above mentioned „generalists“ would be able to operate them.</p> <p>Method</p> <p>With regard to „Method“, i.e. the ways to reach an objective, it was noted that on all hierarchical levels it is people who should be the centre of attention, which takes us back to the introductory statement!</p> <p>„Job rotation“, i.e. moving employees between jobs either within or outside their own company, was cited as a “good practice example”. The same applies to “mentoring” as a supporting element in vocational guidance and career planning (mentoring in the sense of coaching: exchange of experience, knowledge transfer between mentor and mentee).</p>
<p>8. Strengths and risks of the method when compared to the aims of WiSaR:</p>	<p>The Roundtable method is an excellent choice for empirical studies. Conducting structured rounds of questions, one can have a broad forum for debate which lends itself to the free development of different scenarios. It is an interactive method which makes it possible to deal intensely with individual questions and answers and avoids the limitations of preconceived patterns.</p> <p>Therefore, a multitude of perspectives can be considered and discussed, with the final result being a comprehensive portfolio.</p> <p>In order to implement this method successfully, one needs a strong, committed moderator who keeps referring the participants to the</p>

	<p>original question, as they may be tempted to digress from the actual topic. It is also important to make sure that all participants clearly understand the question and the concepts involved, as they might otherwise talk at cross purposes.</p>
<p>9. Recommendations and,if necessary,adaptions to the method:</p>	<p>It is advisable to prepare well for the moderation and to brief the (external) moderator. If there is not much time available, one should avoid putting all 8Ms (all 8 axes) up for discussion, as there is a risk of only scratching the surface so that no conclusions can be drawn.</p> <p>At least 4 hours should be allowed for a working group session where all 8 axes are being discussed.</p>

2. Institute for Sustainable Technologies – National Research Institute

2.1. Guidelines Delphi Method

1. Organisation	Institute for Sustainable Technologies – National Research Institute
2. Method	Delphi method
3. Date	1 st round – 14.12.2010 2 nd round – 19.01.2011
4. Target group:	Regional relevant actors of education and economy
4.1. description of the target group	Experts in the field of vocational education and labour market 1 – with PhD degree in Economy 1 – representative of the local Labour Office in Radom 1 - Teachers` Development Centre in Warsaw 1 – director of vocational school
4.2 number of participants	1 st round – 4 experts 2 nd round – 4 experts (the same experts as in the 1 st round)
5. Starting point: (Question, Vision, proposition)	First questionnaire included the general open questions concerning regional development; strengths and potentials of the region in the following fields: education and training, labour market, regional geography and culture, other; educational needs; Second round included both closed or open questions.
6. Description of the procedure	In the 1 st round, the questionnaires were sent by e-mail/post to the experts involved in the survey and were sent back

	<p>within approx. 10 days.</p> <p>The feedback from the first round were processed. It enabled to synthesize and to remove any irrelevant material and to proceed the preparation of the questionnaire for the 2nd round. The questionnaires in the 2nd round were sent to the same experts involved in the survey and were also sent back within approx. 10 days. The questionnaires were anonymous.</p>
<p>7. Outcomes</p>	<p>The feedback were synthesized and put into 4 main categories: education and training; labour market; regional geography and culture; other;</p> <p>The feedback include the strengths and potentials of the region in the fields mentioned above, the trends on the labour market at regional level, as regards the demand for specific skills and qualifications that are covered or should be covered by the formal and informal education system. The feedback were considered during the final stage of the strategy paper development.</p>
<p>8. Strengths and risks of the method comparing to the intended aims of the WiSaR</p>	<p>Strengths: The positive side of the implementation of the Delphi method in the WISAR project was the fact, that the method was not aimed at the absolute consensus among the expert team members participating in the survey, but at producing a series of views concerning the trends on the labour market at regional level.</p> <p>Risks: For the research it is vital to keep all the experts involved till the end of the research. The risk of someone's resignation should be taken into account at the beginning of the survey and the number of experts should provide the guarantee of the feedback.</p>
<p>9. Recommendations and if necessary adaptations of the method:</p>	<p>The Delphi method is a systematic, interactive forecasting method which relies on a panel of experts and it is a long lasting method, so it is reasonable to plan longer time than it was in the WisaR project. Typically, the research is carried out in 3 or 4 rounds but the adaptation concerning 2 rounds within the WiSaR project was a representative sample and can be applied in other initiatives.</p>

2.2.Guidelines Round Table

1. Organisation	Institute for Sustainable Technologies – National Research Institute
2. Method	Round table
3. Date	18.04.2011
4. Target group:	Regional relevant actors of education and economy
4.1. description of the target group	Regional relevant actors of education and economy: teachers and management staff from vocational schools, representatives from the regional employment office, Practical Training Centres, Teachers` Development Centres, ITeE-PIB.
4.2 number of participants	10 people
5. Starting point: (Question, Vision, proposition)	<p>What necessary topics/content should the regional lifelong learning strategy include in order to:</p> <ul style="list-style-type: none"> • respond to the needs of local economy? • support and provide closer cooperation between education and economy? • stimulate sustainable development and support economical growth?
6. Description of the procedure	The discussion was carried out in the Innovation Laboratory (i-Lab) of ITeE-PIB. After the short presentation of the project, aims and results, the session on the given topic (see: starting point) was carried out with the method of round table discussion. The discussion lasted 1,5 h.
7. Outcomes	<p>The feedback were synthesized and put into 4 main categories: education and training; labour market; regional geography and culture; other;</p> <p>The feedback include the strengths and potentials of the</p>

	<p>region in the fields mentioned above, the trends on the labour market at regional level, as regards the demand for specific skills and qualifications that are covered or should be covered by the formal and informal education system. The feedback included also the recommendations concerning the future implementation of the strategy in the region and the need for the development of relevant documents in other regions in the future, as well as the project's sustainability in a general context. The feedback were synthesized and considered in the final version of the strategy paper.</p>
<p>8. Strengths and risks of the method comparing to the intended aims of the WiSaR</p>	<p>Strengths: A round table discussion is an excellent form of small group communication. Roundtable discussions were extremely useful within the WiSaR project during the strategy paper's development . The discussion enabled to share and discuss the opinions and it was very productive concerning different points of views – sometimes very unusual but provoking other interesting ideas. A very positive side of this method is its informality.</p> <p>Risks: In a hierarchical group equal active participation from all group members should be kept, otherwise the ideas and opinions are not objective.</p> <p>The agenda to follow to keep meeting flowing was very useful.</p> <p>All feedback from the discussion must be noted down at the end of the round table, otherwise some important thoughts, ideas, notice can be forgotten.</p>
<p>9. Recommendations and if necessary adaptations of the method:</p>	<p>It is recommended to be sure to discuss topics one at a time, trying not to stray off in different directions which is easy to do in this informal discussion.</p>

3. DIMITRA Institute of Training & Development S.A

3.1.Guidelines Delphi Method

1. Organisation	«DIMITRA» Institute of Training & Development S.A.
2. Method	DELPHI
3. Date	18/11/2010 to 10/01/2011
4. Target group:	
4.1. description of the target group	<p>The group of participants has been formed by experts, whose opinion is considered important in the matter under consideration. More specifically, the respondents come from:</p> <ul style="list-style-type: none"> • Regional enterprises: especially in economically disadvantaged regions, which present shortages in the workforce in specific skills and competences. • Institutions of lifelong learning in the region: the providers of formal or non-formal learning options (both vocational training and general education) play a key role in developing regional LLL strategies. • Regional Employment Organisations: the regional employment organisations (local employment agencies, local authorities etc.) are key actors in regional LLL strategies and show a vivid interest in the precise matching of demand and supply in terms of competences. • Individuals: A regional LLL strategy is also addressed to all individuals involved in the local community. <p>Regional stakeholders: Apart from the regional business sector, a regional LLL strategy focuses upon the whole range of key players in the respective regions (e.g. regional NGOs, municipalities, local and regional authorities, social partners in the region etc.).</p>
4.2 number of participants	<p>Our organization has approached a group of 21 experts, who agreed to participate in research. From the 21 experts responded to the research the 14 of them.</p> <p><u>Participants:</u></p> <ul style="list-style-type: none"> • DYNAMIKI Vocational Training Institute

	<ul style="list-style-type: none"> • Business Consultants • Second Chance School of Larissa • Hellenic Republic - Region of Thessaly • Vocational Secondary School of Larissa • ICBS – Larissa Business College • Technological Education Institute of Larissa • Commercial Club of Larissa • Center For Business & Technological Development of Thessaly • Institute of French Language • Association of Thessalian Enterprises and Industries
<p>5. Starting point: (Question, Vision, proposal)</p>	<p>The main aim of the Delphi Method implementation in the WiSaR project was:</p> <p><i>a. The updating and verification of the strategic text for the region of Thessaly, which was elaborated by:</i></p> <ul style="list-style-type: none"> • secondary research • the conclusions have been drawn of the two (2) already developed focus groups. <p><i>b. The identification of skills needed by enterprises with training courses offered</i></p> <p><u>The survey aimed to answer the following key questions:</u></p> <ul style="list-style-type: none"> • What the key development priorities of the Region are. • What the strength and weaknesses of the Region are. • What the major educational needs in the region and what are the skills required by enterprises are.
<p>6. Description of the procedure</p>	<p><i>a. Determination of the number of question rounds</i></p> <p>Two (2) rounds of questions have been chosen in the form of written questionnaires.</p> <p>The choice to implement two (2) rounds of questions was made because the absolute consensus among the members of the Expert Group was not required.</p> <p>The aim was to be produced a range of complementary views</p>

	<p>on the matter. Essentially, the survey played the role of a structured dialogue</p> <p><i>b. Selection of the Group Experts</i></p> <p>Our organization has approached a group of 21 experts, who agreed to participate in research.</p> <p><u><i>Selection criteria for the participants:</i></u></p> <ul style="list-style-type: none"> • The specialization in the subject of the research • The representation at the highest level of local social and economic partners. <p><i>c. Sending the Round A questionnaires</i></p> <p>The first round questionnaire was sent via email to the Expert Group on 18/11/2010. It should be completed and sent to our organization back over a period of 10 days. From the 21 experts responded the 12 of them.</p> <p>After the follow up and after a three (3) day extension, we received two (2) more questionnaires.</p> <p><i>d. Processing the data of Round A'</i></p> <p>The researcher synthesized and removed any irrelevant material in order to proceed to the preparation of the questionnaire for the 2nd round.</p> <p><i>e. Sending – Processing Questionnaires of round b'</i></p> <p>The questionnaires of the Second Round shipped to the group of experts on 10.12.2010 and requested to be returned back in 10 days.</p> <p>The processing of the second round questionnaires by the researcher, led to the final conclusions of the specific investigation.</p>
<p>7. Outcomes</p>	<p>Fourteen (14) questionnaires from 1st round and fourteen (14) questionnaires from 2nd round as well.</p>
<p>8. Strengths and risks of the method comparing to the intended aims of the WiSaR</p>	<p>The process of research conducted mainly by open-ended questions. The aim was to properly reflect key development priorities and required skills over time.</p> <p>The research could work with more closed questions (greater potential for quantification of the results), in the case that conducted at the tactical level (per year for example).</p> <p>Doing this, appropriate decisions could be made regarding</p>

	Lifelong Learning in an era characterized by rapid changes in social and economic level.
9. Recommendations and if necessary adaptations of the method:	The effective application of the method requires very good cooperation between the involved researcher - coordinator and specialists. It's crucial the personal contact between researcher and each of the experts in order to be analyzed the respectively answers and in order to be achieved a commitment in terms of active participation in research. Estimated that each questionnaire should be contained less questions (four to five), which would also lead to quantitative conclusions.

3.2 Guidelines Round Table

1. Organisation	«DIMITRA» Institute of Training & Development S.A.
2. Method	Roundtable Method
3. Date	19/04/2011
4. Target group:	
4.1. description of the target group	<p>The group of participants has been formed by experts, whose opinion is considered important in the matter under consideration and who have participated in the implementation of the LLL Strategy. So the experts was people coming from:</p> <ul style="list-style-type: none"> • Regional enterprises • Institutions of lifelong learning • Labour market institutions
4.2 number of participants	<p>Our organization has approached a group of four (4) experts, who agreed to participate in the roundtable.</p> <p><u>Participants:</u></p> <ul style="list-style-type: none"> • Zoe Akrivouli / Local enterprise – Business Consultant • Christos Giakouvis / DYNAMIKI Vocational Training Institute • Dimitris Deligiannis / Institute of Continuing Adult Education • Ioannis Kolovos / Center For Business & Technological Development of Thessaly
5. Starting point: (Question, Vision, proposition)	<p>The main aim of the Roundtable Method implementation in the WiSaR project, was the verification of the strategic text for the region of Thessaly, which was elaborated by:</p> <ul style="list-style-type: none"> • secondary research • the conclusions have been drawn of the two (2) already developed focus groups
6. Description of the procedure	For the implementation of the method the coordinator of the

	<p>meeting used the method of Ishikawa, in order to analyze the following four (4) categories:</p> <ul style="list-style-type: none"> • External environment • Suppliers • Economic and Political system • Skills <p>to determine the possible causes that may prevent the development of the region in priority areas, such as those identified in the developed Lifelong Learning Strategy.</p>
<p>7. Outcomes</p>	<p>The results from the implementation of this method is that the region in order to be moved towards the development axes should be:</p> <ul style="list-style-type: none"> • Ongoing exploring of the labor market and human resources needs in order to formulate specific policies that will fight unemployment by providing adequate educational programmes. • Recording of the required competences and skills for human resources according to labor market needs • Connecting the education and training courses with labor market requests. • Social integration of disadvantaged groups through interventions to facilitate their integration into the labor market. • Submit specific proposals for active employment policies which will be based on the region’s the specific characteristics. • Networking of provided Services in order to be connected all interventions and strategies for social inclusion, vocational training and employment for socially vulnerable groups. • Raise awareness of the employers, employees and unemployed people for the importance of Life Long Learning
<p>8. Strengths and risks of the method comparing to the intended aims of the WiSaR</p>	<p>The method can be easily implemented as it needs just a small group of participants, who did have specific knowledge of the subject under consideration.</p> <p>It requires well preparation by the coordinator in order to be</p>

	<p>determined the key factors that should be analyzed by the participants.</p> <p>The results of the method cannot lead by themselves to specific decisions regarding the development of a Regional Strategy for Lifelong Learning. Participation of the stakeholders in terms of shaping policies is required.</p>
<p>9. Recommendations and if necessary adaptations of the method:</p>	<p>The method needs to be combined with other quantitative and qualitative research tools in order to provide reliable conclusions.</p>

4. School Centre Ptuj

4.1. Guidelines Delphi Method

1. Organization	School Centre Ptuj
2. Method	Delphi method
3. Date	January 2011 – March 2011
4. Target group:	
4.1. description of the target group	The representatives of local authority, employment agency, economy, and headmasters of vocational upper secondary schools
4.2 number of participants	10
5. Starting point: (Question, Vision, proposition)	<p>1st round:</p> <ul style="list-style-type: none"> - which are the main developmental priorities in the region; - in your opinion, which specific types of knowledge will be the most needed in the following years; - the list of advantages and potentials of the region on the individual areas (the labor market, education and training, regional culture, and other); - which are the main educational needs <p>2nd round:</p> <ul style="list-style-type: none"> - Required specific types of knowledge in the field of primary sector (business knowledge, foreign language, natural food and energy production etc.) – state the most suitable form of education or training (university level, vocational training, e-learning etc.) - Required specific types of knowledge in the field of secondary sector (business knowledge, stimulation of

	<p>creativity, team work, planning and development of new products) – state the most suitable form of education or training (university level, vocational training, e-learning etc.)</p> <ul style="list-style-type: none"> - Required specific types of knowledge in the field of tertiary sector (business knowledge, stimulation of development of new services, soft skills – communication, leadership skills etc.) – state the most suitable form of education or training (university level, vocational training, e-learning etc.) - The list of reasons which motivate the target groups (employed, unemployed etc.) to co-operate in the training in order to upgrade their existing knowledge; - Opinion about the suitability of the existent educational system to satisfy the needs of the labor market
<p>6. Description of the procedure</p>	<p>Delphi method was carried out in two rounds. The first round took place in January, the second one in March 2011. The questionnaires were sent to 15 experts; feedback (completed questionnaires) was received from 10.</p>
<p>7. Outcomes</p>	<p>General finding from the received questionnaires:</p> <p><u>Primary sector:</u> Age and educational structure on farms. 58 % of farmers are older than 55. This could be the reason for lower productivity on farms. Such ownership and age structure have an unfavorable influence on the further development of agriculture which demands modernization and re-structuring. The majority of rural population gains its major source of income from other sources; farming is most frequently just the supplement activity. A relatively small proportion of farms are specialized in processing of agricultural products and in other forms of supplement work on the farm. The farms on the area of Ptuj Municipality are very small and crumbled; this could represent a great obstacle for further development of agriculture. Farm owners’ age structure points to big future structure changes in agriculture since a part of farms will stop with this activity. Consequently, possibilities for farms’ enlargement, joining of land and creation of bigger rural economies with more economical and rational production appear. Quality products are supposed to be one of the comparative advantages of our farms when</p>

joining the EU is concerned. Since classic farming does not enable the existence of small farms anymore, supplement activities would help the farms to survive. However, supplement activities on farms, tourism and recreation are already a part of economic growth, but they are not sufficiently exploited. Key types of knowledge required on this area are: business knowledge, foreign languages, co-natural production of food and energy, entrepreneurial knowledge.

Secondary sector: Disadvantage is seen mostly in the shortage of bigger industrial locations which could be offered to existent investors in the form of high value of lands and contributions. One of the characteristics of both big and small companies is the lack of business and managerial knowledge. The lack of innovative young personnel. The lack of production companies with high added value. The outflow of highly educated personnel and highly qualified workforce (not just to the capital city, but also to Austria and Germany). Too slow assurance of suitable locations for investments. No connection between the supporting environment and the entrepreneurs. Slow adjustment to the demands of the EU and the principles of new economy. Rigid legislation on the area of entrepreneurship and administrative obstacles for their establishing. Good geostrategic position (borderland – close vicinity of Graz and Zagreb, transport corridor). Developed technological knowledge, connection of markets, tradition and production specialization. Familiarity with ex-Yugoslavia markets. Required knowledge or skills: business skills, stimulation of creativity, team work, planning and development of new products.

Tertiary sector: Unrecognized tourist offer inside and outside the region. The lack of expert knowledge in tourism. No link between the city/town and the countryside; mostly on the area of tourism. Poor connection between the bidders and others subjects on the area of tourism (economy, culture, science, educational system etc.). However, the following advantages exist: heterogeneous natural beauties, preserved exceptional cultural and architectural heritage and the vicinity of European centers and traditional entertainment (Current Carnival in Ptuj, Slovenian Farms' Goodies, and National Folk Music Festival etc.). The opportunity is seen in the development and connection of trademarks and their positioning in the world, the inclusion of tradition in development, and program and social revitalization of the town's old centre. The following types of knowledge are

	<p>required on this area: business knowledge, stimulation of development of new services and soft skills (communication, leadership skills).</p> <p>Nevertheless, the general opinion shared is that education and training are quite well developed. However, it would be reasonable to think about additional measures which would further the co-operation between economy and education; mostly on the area of informal education, which would be designed for concrete needs of the region. This is where School Center Ptuj is taken into consideration as the central regional organization which would take care of the educational needs of the region's labor market.</p>
<p>8. Strengths and risks of the method comparing to the intended aims of the WiSaR</p>	<p>The essential advantage of this method is that it allows us to include many experts who do not know about each other because of being anonymous. Therefore, an individual expert's opinion is not under the influence of others.</p>
<p>9. Recommendations and if necessary adaptations of the method:</p>	<p>The experts which were included were given too much time to send back the answers. We recommend the feedback is required in maximum 7 days.</p>

4.2. Guidelines Panel Method

1. Organization	School Centre Ptuj
2. Method	Panel method
3. Date	18 th March, 2011
4. Target group:	
4.1. description of the target group	The target group consisted of participants who wanted to find out more about the national strategy of higher education or polytechnics; with the emphasis on the introduction of polytechnics into the existing school centers for vocational education. The representatives of companies, local authority, faculties, Chamber of Craft and Small Business of Slovenia, Institute of the Republic of Slovenia for Vocational Education and Training, and the management of school centers were present at the discussion.
4.2 number of participants	7 speakers and 45 listeners (enclosed attendance list)
5. Starting point: (Question, Vision, proposition)	<p>What are polytechnics and its advantages; how are they defined in NPVŠ? (Answers provided by the representatives of Directorate for Higher Education.)</p> <p>What is the current phase of NPVŠ (National programme for Higher Educatuion) and when will it be sent to the National Assembly for discussion? Who took part in the making of this document and which places was it sent to in order of adjustment? (Answers provided by the representatives of Directorate for Higher Education and the faculties.)</p> <p>According to round table participants', would polytechnics be useful also for Slovenia? (Opinions provided by the participants; especially by School Centre Ptuj, Ptuj Municipality and representatives from economy.)</p> <p>What is the importance of polytechnics for individual regions? (Opinions provided by the representatives of Ptuj Municipality and School Centre Ptuj and</p>

	representatives from economy.)
6. Description of the procedure	The panel discussion was moderated. Its purpose was to present polytechnics to the wider public; what are polytechnics and what are their benefits. The moderator asked the following question: “Polytechnics: yes or no?” Then each speaker answered the questions which were given to them previously. The question whether they agree or disagree with the implementation of polytechnics was especially emphasized. Finally, the listeners were given a chance to ask the speakers some questions.
7. Outcomes	<p>All the speakers agreed on the necessity of polytechnics which will represent the key link between economy and knowledge.</p> <p>Conclusions:</p> <ul style="list-style-type: none"> - the formation of polytechnics in regions nearby economic entities; - the establishment of new knowledge centers, consequently economic development and progress of the whole region; - to develop positive attitude towards economy as the source of progress, jobs and prosperity; - to separate scientific research area (University) and operative production knowledge; - consequently faster response towards the needs of economy and higher employment rate of graduates – employability of manpower; - to increase the responsibility of post-secondary vocational and higher education in establishing connections with economic entities in the direction of professional support, search of solutions and exchange of professional knowledge; - polytechnic offers more possibilities for adaptation of practical knowledge to the needs of environment and stimulation of enterprise among students.

8. Strengths and risks of the method comparing to the intended aims of the WiSaR	Although this method enables all speakers to present their opinion, its disadvantage is that the speaker can be influenced by the previous one. However, the advantage of this method is that it allows co-operation of the listeners by asking questions or explaining their own views.
9. Recommendations and if necessary adaptations of the method:	-

5. COOP Institute of Education

5.1. Guidelines Delphi Method

1. Organisation	COOP Institute of Education
2. Method	Delphi method
3. Date	October 2010 and January 2011
4. Target group:	Participants (Regional enterprises, Institutions of lifelong learning in the region, Labour market institutions, Individuals and Regional stakeholders).
4.1. description of the target group	Participants (Regional enterprises, Institutions of lifelong learning in the region, Labour market institutions, Individuals and Regional stakeholders).
4.2 number of participants	30
5. Starting point: (Question, Vision, proposition)	<p>The first round with experts was dealing with following important topics:</p> <ul style="list-style-type: none"> • Advantages of Nitra self-governing region • Potentials of Nitra self-governing region • Importance of lifelong learning for Nitra region • What do you think is developed strategy for lifelong learning within WiSaR easy adapted to the existing regional strategy? <p>The second round of experts was dealing with following topics:</p> <ul style="list-style-type: none"> • Which specific strategic goals from priority: Education

	<p>and labour market of the the Program of EaSD of the NSR 2008-2015 should be harmonize for the future development with SWOT analysis prepared within WiSaR project (Specific goal 16, Specific goal 17, Specific goal 18)</p> <ul style="list-style-type: none"> • Please name at least 3 factors you consider as necessary to develop so employers and employees will be motivated to participate at the trainings so that they can improve their skills. • Do you agree with opinion that it is necessary to improve and more developed the cooperation between schools, educational institutions and enterprises in Nitra region?
<p>6. Description of the procedure</p>	<p>The Delphi method within WiSaR project began with the development of a set of closed questions to enable a statistical elaboration of the results, necessary for the second round. In accordance with the scope of subject (Regional strategy) the experts were carefully selected.</p> <p>1st questionnaire forms were distributed to selected 15 experts by email. Each participant answered the questionnaire independently and returned it. Responses to first questionnaire were summarised and used to develop the second questionnaire which sought agreement, disagreement and insights from the same pool of participants. After first round, a facilitator provided an anonymous summary of the experts' forecasts as well as the reasons they provided for their judgments. After reviewing the feedback summary, experts independently rated the priority ideas included in the second questionnaire and then mailed back the responses. The aim of the second questionnaire was to reach a shared understanding of how the group views the issue. The facilitator gathered, analysed and elaborated the results from the 2nd stage of the survey. After 2nd questionnaire survey</p>

	<p>the final answers were determined and final summary report were prepared and issued to the experts' group. The identity of the experts' were anonymous throught the whole process.</p>
<p>7. Outcomes</p>	<p>The implementation of Delphi method in WiSaR project was aiming at producing a series of views concerning future implemetantion of the developed Regional strategy. The representatives of the participating organizations within Delphi method identified more opportunities for cooperation within the Nitra Self-governing region. They agreed and supported the creation of a "Working group – the consulting team of experts from people who participated at the 3workshops with focus groups organized within WiSaR project. Also COOP has been already included in this group and will have important role concerning the implementation of the strategy in Nitra region. This working group has been already created from experts invited for workshops WiSaR and have been already invited by Nitra Self-governing region for the meetings aiming at preparing additions to the strategic material for the Program for the Economic and Social Development of the Nitra Self-governing Region for the years 2008 – 2015 (the Program of EaSD of the NSR 2008-2015) and also secure a gradual implementation of specific strategic goals and measure by preparing action plan 2011-2013. This decision was approved also by representatives of the NSR who participated at the Delphi method. Very important and significant forecast result which was higlighted during the implementation of Delphi method was that developed Regional Economy-oriented Strategy for Lifelong Learning within WiSaR project in accordance with the Program of EaSD of the NSR 2008-2015 will be managed and coordinated by very strong and the most influential representative Nitra Self-governing region which will secure and support sustainability of the strategy implementation in region.</p>

<p>8. Strengths and risks of the method comparing to the intended aims of the WiSaR</p>	<p>Implementation of Delphi method was very innovative. Moreover it was very interactive process which allowed us to collect and achieve the useful results without face to face contact. Anonymity was an important factor in this process, because it helped to avoid so called “bandwagon effect” (the observation that people often do or believe things because many other people do or believe the same) and it allowed experts to express freely their opinion. The advantage of the Delphi method was that more participants could be involved than a face to face method allowed. Also the time and cost of experts travelling to meeting was saved, while still enabling their participation. Delphi method was useful for exploring experts’ knowledge and experiences and it was relatively free of social pressure, personality influence, and individual dominance.</p> <p>The only disadvantage of Delhi method is that it was more complicated than managing the Roundtable discussion and it costs more time.</p>
<p>9. Recommendations and if necessary adaptations of the method:</p>	<p>Maybe it will be better to give to experts less time for giving the feedback because after a few weeks they forget too many things and It was more difficult to get the feedback from them.</p>

5.2. Guidelines Round Table

1. Organisation	COOP Institute of Education
2. Method	Roundtable discussion
3. Date	June 2010 – August 2010
4. Target group:	Participants: enterprises, experts from Labour office in Nitra, directors from higher vocational school, Nitra Self-governing Region, educational institutions, experts from University.
4.1. description of the target group	The Roundtable Discussions were attended by 20 participants (each focus group) representing enterprises, who are decisive stakeholders in the region, experts from Labour office in Nitra, directors from higher vocational school, Nitra Self-governing Region, educational institutions, experts from University.
4.2 number of participants	20
5. Starting point: (Question, Vision, proposition)	<p>Several questions were presented to the group as a way to focus discussions on key issues. These questions were intended not only to stimulate and guide discussions. The questions were not meant to be all-inclusive, but were provided as starting place and to motivate thoughts and comments.</p> <ul style="list-style-type: none"> • National documents on Lifelong Learning • Creation of „Learning Region“ in the condition of Nitra Self-governing Region (main aims, structure and etc.) • Creation of SWOT analysis • Definition of the main objectives of lifelong learning in

	<p>Nitra region</p> <ul style="list-style-type: none"> • Discussion and creation of „Working groups“ • Definition of the basic goals and aims of „Working groups“ • Harmonization of the specific goals and measurements of the Program of the Economic and Social Development of the Nitra Self-governing Region developed by working group within WiSaR project • Presentation of the final version of Regional Economy-oriented Learning Strategy for Lifelong Learning • Implementation of regional strategy in Nitra region
<p>6. Description of the procedure</p>	<p>3 round table discussions with focus groups of representatives of 11 key organizations that provide formal and non-formal education within the NSR took place within the WiSaR project. During these meetings, strategic materials dealing with LLL and LLG were presented; these had been accepted on national and also on regional level in Slovakia. The Roundtable discussions took place in the form of round tables. The representatives developed also SWOT analysis which is the part of our regional strategy of LLL developed within WiSaR project. Based on a SWOT analysis, the participants identified the strengths and weaknesses, opportunities and threats of Lifelong Learning within the Nitra Self-governing Region.</p>
<p>7. Outcomes</p>	<p>All policies, strategies and plans play their important part in contributing to a sustainable future for the region Nitra. The future sustainability of the project WiSaR in Nitra region will be managed and coordinated by very strong and the most influential representative which is called Nitra Self-governing region. The global goal of Nitra Self-governing region is to increase the competitiveness of the Nitra Self-governing region in the common European area through a long-term</p>

sustainable growth of the economy, through increased quality education system, which will offer better career and personal life opportunities for citizens and through better life conditions for its inhabitants.

One of the main aims of Nitra Self-governing region is to link the education system with needs and requirements of the job market. This aim will be accomplished thanks to a quality elaborated Regional Economy-oriented Strategy for Lifelong Learning developed in accordance with the Program for the Economic and Social Development of the Nitra Self-governing Region for the years 2008 – 2015 (the Program of EaSD of the NSR 2008-2015) by the group of experts from Nitra region within WiSaR project. Moreover developed Regional Strategy within WiSaR project will encourage the development of growth employment sectors in Nitra region.

In order to achieve a sustainable development, project team of WiSaR focused on cooperation of “Working Group” which has been created from regional experts (regional enterprises and stakeholders, the representatives of Labour office in Nitra, directors from higher vocational schools, representatives of Nitra Self-governing Region, educational institutions, experts from University and also the non-profit sector) who participated at the 3 workshops and at the implementation of Delphi method organized by COOP within WiSaR project. Moreover COOP Institute of Education has been already included in new developed “Working Group” of key decision-makers, which will contribute to the Regional Strategy’s sustainable development objectives. “Working Group” in cooperation with Nitra Self-governing Region has already organized 2 meetings which were dealing with preparation of additions to the strategic material for the Program of EaSD of the NSR 2008-2015. The meetings of “Working Groups” and their outputs will secure not only a gradual implementation of specific strategic goals and measure by preparing action plan

	<p>2011-2013 but also support sustainability of the strategy implementation in region. The “Working Group” and representatives of key decision-makers Self-governing Region agreed on involvement of regional strategy (developed within WiSaR) in public material “the Program for the Economic and Social Development of the Nitra Self-governing Region for the years 2008 – 2015.” This strategic document and organized meetings of “Working Group” have already ensured the transformation of developed regional strategy to educational institutions, University, Vocational schools, Labour Office of Nitra and to other public bodies.</p>
<p>8. Strengths and risks of the method comparing to the intended aims of the WiSaR</p>	<p>Method Roundtable discussion was easy to learn and to apply. It was an excellent form for group communication, because provided the opportunity for sharing of ideas, opinions and concerns. Participants of our organized 3 focus groups during Roundtable discussions were encouraged to exchange their own experiences. Moreover our Roundtable discussions stimulated participants to think about issues and problems. To make our Roundtable discussions more effective, more organized and to keep good working atmosphere we invited facilitator for managing all important issues. The facilitator helped generate the discussions, made sure that the time frames were adhered to, ensured that everybody had the opportunity to speak and encouraged dialog. Our facilitator was very experienced person and had some familiarity with the topic of the project WiSaR so it was easy for our facilitator to manage the whole group in the quality and effective way.</p>
<p>9. Recommendations and if necessary adaptations of the method:</p>	<p>During project implementation we didn’t have too much time to organize all 3 focus group, because it was summer holiday so most of people were out of offices. So we suggest to have more time for organizing such important event, so participants will have more time for thinking and giving the feedback.</p>

Appendix - Questionnaires

6. Appendix

6.1. Schulungszentrum Fohnsdorf – Questionnaire Delphi Round 1

Questionnaire: Pilot-Delphi

Explanations and notes concerning the questionnaire:

On the following pages you will find four questions and a table illustrating the European/National Qualifications Framework. This table gives an overview of current developments in education and serves as a basis for questions 1-3. With the help of the table, you will find it quite easy to answer question 1. Question 2, which refers to the table as well, is the type of assessment question that is usually asked in Delphi studies.

Question 3 aims to find out where the knowledge and skills are acquired which employers regard as characteristic of an average employee on his/her reference level within the EQF/NQF (eight levels in total).

Question 4 needs to be answered only by those employers who work in metals manufacturing and processing, or whose companies include departments employing staff with a background in metal working. Your answer will serve to assess a new training scheme at SZF. Please feel free to make additional comments at the end of the questionnaire!

Please answer the questions filling in the respective tables or ticking the relevant boxes.

This being a pilot test, there was not enough time to create an electronic form and conduct the survey via the project homepage. We would therefore like to ask you a favour: After completing the questionnaire, please store the document on your computer and return it by e-mail by Wednesday, 8 Dec. 2010.

On behalf of the project team,

Jürgen Straner

Project website: <http://www.wisar.eu>

Fig. 1: EQF/NQF: Fig. 1 shows the European Qualifications Framework (EQF) and an attempt to fit the components of the Austrian system of education into the matrix (NQF). The factors **knowledge**, **skills** and **competences** serve as indicators for learning outcomes. The aim of this illustration is to make the Austrian system comparable on the European level. This listing of educational levels is preliminary and intended to help the reader to orientate him/herself in the different frameworks!

Level	Knowledge	Skills	Competences	Level in the NQF ¹
1	Basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context	Leaving certificate general secondary school
2	Basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy	Partial qualifications in the framework of „integrative vocational training“
3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems	Apprenticeship leave certificate, leaving certificate of technical and vocational school, matriculation certificate of technical and vocational college

¹ The way national systems of education are fitted in the EQF is preliminary and does not yet include the competences acquired on a non-formal/informal level as intended by the EQF.

				(Berufsreifeprüfung)
4	Factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	Matriculation certificate of secondary higher academic school (Reifeprüfung)
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others	Technical and vocational college (Reife- und Diplomprüfung)
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups	Master craftsman, engineer, Bachelor's Degree

<p>7</p>	<p>- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</p> <p>- Critical awareness of knowledge issues in a field and at the interface between different fields</p>	<p>specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<p>manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>	<p>Master's Degree</p> <p style="text-align: center;">↕</p>
<p>8</p>	<p>Knowledge at the most advanced frontier of a field of work or study and at the interface between fields</p>	<p>the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</p>	<p>demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</p>	<p>PHD and/or third-cycle study programme</p>


Questionnaire: Pilot-Delphi

(1) General questions:

Name:	
Name of company:	
Position in the company:	

(2) How would you assess your knowledge and competences with regard to *lifelong learning and its significance for the economy*?

I am an expert on this subject	<input type="checkbox"/>
I am competent in this field	<input type="checkbox"/>
I have general knowledge in this field	<input type="checkbox"/>
I have hardly dealt with this subject before	<input type="checkbox"/>

Question 1: Please, think of your company in the year 2010, keeping in mind the European Qualifications Framework (EQF) as shown in the figure above. How would you categorise your staff according to the EQF reference levels? Please give your answers in percentages (estimated).	Year 2010	Year 2020	
Question 2: Think of the year 2020. How would your staff be ideally distributed over the various levels?	(percentages) 	(percentages) 	
Level 1			
Level 2			
Level 3			
Level 4			
Level 5			
Level 6			
Level 7			
Level 8			
	In total:		

Question 3: <i>Bearing in mind the 8 EQF levels, what percentage of the necessary knowledge, skills, competences of an average employee do you think is acquired in the respective systems of education and training? (Estimated)</i>	Formales Bildungssystem ²	Unternehmen ³	Betriebliche Weiterbildung & Erwachsenenbildung ⁴	Zusätzliche informelle Lernprozesse ⁵	In total
Level 1					
Level 2					
Level 3					
Level 4					
Level 5					
Level 6					

² Formal education system refers to the state education system from primary school to university.

³ „Company“ comprises knowledge acquired in a situation or environment connected to work.

⁴ Workforce training / adult education includes any form of qualification or further education that is either acquired in the company or at an adult education centre.

⁵ Supplementary informal learning processes refers to forms of learning outside educational institutions and work-related situations/environments. This includes voluntary work and learning in the family as well as social networks and other forms of interactive communication.

Level 7					
Level 8					

Background information to question 4: Permeability and alternative education pathways – Final question

NQF level 2 provides for partial qualifications in the framework of „integrative vocational training“ and is the only level which does not refer to the conventional education system. However, this integrative vocational training is exclusively provided for young people who are registered with the National Employment Service as seeking apprenticeships. There is already a number of qualification measures for this target group, ranging from auxiliary jobs to training schemes for skilled workers.

Question 4:

SZF is planning to introduce a special certification programme „Vocational qualification in metals manufacturing and processing“. This qualification is intended to correspond to level 2 of the EQF and can be acquired by anybody above the age of 18. What is your opinion of a training scheme „Vocational qualification in metals manufacturing and processing“?

(Multiple answers are possible!)

- Additional specific training schemes have a future in the metalworking industry, even if they do not lead to an apprenticeship leave certificate.
- I consider economy-oriented qualifications on EQF level 2 an appropriate measure to counteract labour shortages in the metalworking industry.
- This qualification scheme may offer poorly qualified/unskilled workers a new chance on the labour market.
- The metalworking industry will increasingly depend on higher qualifications. There is no future for training schemes below the level of apprenticeship leave exams.
- I do not see the need for additional training schemes/qualifications in the metalworking industry.

Comments:

Please feel free to make additional comments:

Many thanks for your cooperation!



Dieses Projekt wurde mit Unterstützung der Europäischen Kommission finanziert. Die Verantwortung für den Inhalt dieser Veröffentlichung (Mitteilung) trägt allein der Verfasser; die Kommission haftet nicht für die weitere Verwendung der darin enthaltenen Angaben.

Questionnaire: Pilot-Delphi – Round 2

On behalf of the project team I should like to thank you once again for your participation in this survey.

As previously announced, the Delphi method is a multi-step process; in this case it consists of two rounds of questions. On the following pages you will find the preliminary findings from the first round and two short sets of questions which are intended to supplement the existing replies and provide more in-depth information.

As you know, this questionnaire is part of a pilot study within the WiSaR project. I would be very grateful, if you could return it to me and/or SZF by e-mail or fax by **25th March 2011**.

As soon as all the answers have been processed, we will of course send you the outcomes.

Thank you very much for your cooperation!

On behalf of the project team,

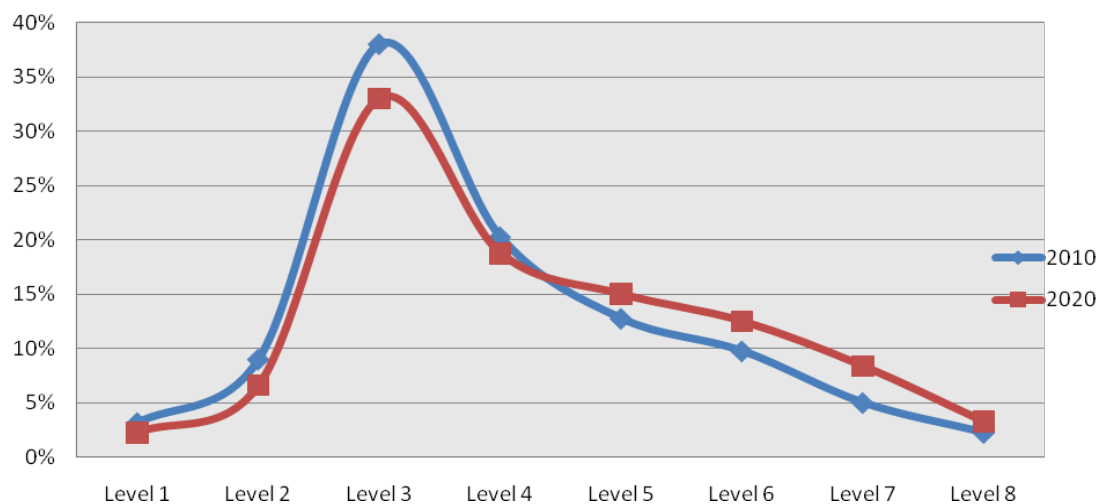
Jürgen Straner

Project Website: <http://www.wisar.eu>

Table 1 illustrates the replies given to the following question: „Think of your company in the year 2010, keeping in mind the European Qualifications Framework (EQF) as shown above. How would you categorise your staff according to the EQF reference levels? Please give your answers in percentages (estimated). “The replies to question 2, “Think of the year 2020. How would your staff be ideally distributed over the various levels? “, are also shown.

Although it has to be assumed that there are small differences between individual industries, the general message is the same. Ideally, the trend goes towards higher qualifications of all employees by the year 2020. There is a slight or even tangible decline in levels 1 to 4; for levels 5 to 8 quite substantial increases are predicted.

Table 1: Workforce development 2010/2020



Comparison:

The most pronounced decline is forecast for level 3 (skilled workers), but it has to be mentioned that the number of jobs in this category is very high, and that, according to the predictions, it will continue to be significantly higher than in any other category up to the year 2020.

The developments on levels 5 – 8 lead to the conclusion that administrative functions (marketing, distribution, different types of service) will gain influence.

As the demographic surveys unanimously predict a massive population decline for the Upper Mur Valley, there is no doubt that the regional economy will be affected by this trend. In the future, it will be more difficult to recruit well-qualified staff. Continuing education/higher qualification of the existing workforce will therefore be of decisive importance.

Question 1: What is your opinion on the following statements:

	I agree completely	I agree	I partially agree	I tend to disagree	I disagree
Education and training					
1.) Goal-based further education of staff employed at the time will be a decisive competitive factor in the future.					
2.) In the future, more mature employees (50+) should also be able to take advantage of training and qualification measures.					
3.) In the future, health					

management will play a more significant role in our company.					
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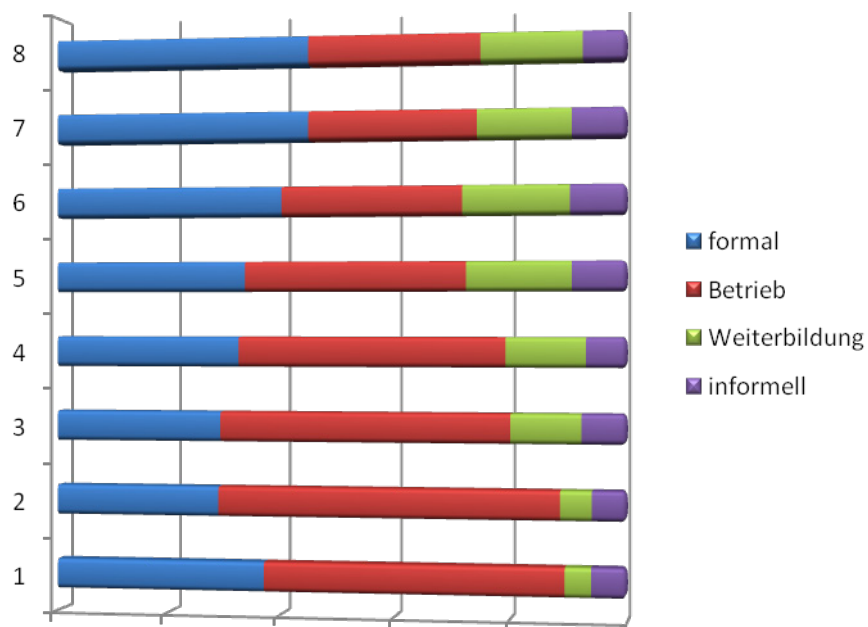
Recruiting in the region					
4.) It becomes increasingly difficult to recruit qualified apprentices in the region ⁶ .					
4.1) It becomes increasingly difficult to recruit qualified skilled workers in the region.					
4.2) It becomes increasingly difficult to recruit qualified executives (NQF level 5 and higher) in the region.					
5.) Enterprises will increasingly have to provide incentives for people to return to the region.					
6.) For our company, there are sufficient options available in the region to take the necessary workforce qualification and training measures					
7.) I would like to see closer					

⁶ In this questionnaire, „region“ refers to Upper Styria West, i.e. to the districts of Judenburg, Knittelfeld and Murau.

cooperation between educational institutions (initial and further education) and regional industry.					
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Table 2 summarises the assessments of the significance individual education systems have for the workforce. The question was as follows: *“Bearing in mind the 8 EQF levels, what percentage of the necessary knowledge, skills, competences of an average employee do you think is acquired in the respective systems of education and training?”*

External further education at different EQF/NQF levels



While there are divergent answers with regard to EQF/NQF level 1, from level 2 upwards a clear tendency becomes apparent. The significance of learning in the workplace clearly correlates with the respective EQF/NQF level. According to the replies given, the company itself plays a decisive role in the acquisition of the knowledge, skills and capabilities employees need in their jobs. The higher the EQF/NQF level is, the more significance is attached to formal education and external further education. Question 2 refers exclusively to the field of external training and to the areas where employers generally turn to external providers.

Question 2: External training in different competence area

		Soft Skills				
		Fachkompetenz ⁷	Soziale Kompetenz ⁸	Personale Kompetenz ⁹	Methodenkompetenz ¹⁰	Summe
<p>Question: Please focus on the field of „external education and training“. On average, In which competence areas do your employees currently receive external training? (Estimated %)</p>						
	Level 1					

⁷ Vocational competence: The ability to interlink vocation-specific and interdisciplinary knowledge, to further and critically assess this knowledge and apply it in various contexts.

⁸ Soial competence: Social competence refers to the totality of skills which are useful or necessary for social interaction (e.g. teamwork and communication skills).

⁹ Personal competence: This refers primarily to the person him/herself and mainly indicates the degree of one’s effectiveness/efficiency (e.g. willingness for self-reflection, professional conversation techniques).

¹⁰ Methodological competence: Methodological competence is the ability to acquire/use specialist knowledge and generally deal with problems (e.g. information acquisition, structuring, processing, archiving and retrieval, application of problem solving techniques)

Level 2					
Level 3					
Level 4					
Level 5					
Level 6					
Level 7					
Level 8					

Comments

Please feel free to make additional comments.

Many thanks for your cooperation!



Dieses Projekt wurde mit Unterstützung der Europäischen Kommission finanziert. Die Verantwortung für den Inhalt dieser Veröffentlichung (Mitteilung) trägt allein der Verfasser; die Kommission haftet nicht für die weitere Verwendung der darin enthaltenen Angaben.



6.5. DIMITRA Institute of Training & Development S.A & Institute for Sustainable Technologies - Questionnaire Delphi Round 1

Regional Economy-oriented Learning Strategies for Lifelong Learning market – Round 1	
Name and surname of the expert:	
Place of work:	
Position in a company:	
Self-assessment of knowledge and competences:	
Please choose one answer:	
I`m a specialist in this field	<input type="checkbox"/>
I`m a competent person in this field	<input type="checkbox"/>
I have a general knowledge in this field	<input type="checkbox"/>
I know the basic problems of this field	<input type="checkbox"/>
I don`t have any knowledge in this field	<input type="checkbox"/>

What do you think are the key development priorities in the Region:

a) Primary sector:

Weaknesses	
Threats	
Strengths	
Potentials	

b) Secondary sector:

Weaknesses	
Threats	
Strengths	
Potentials	

c) Tertiary sector:

Weaknesses	
Threats	
Strengths	
Potentials	

Which specific skills do you think would be in the next 20 years the most demanded in the area of:

a) Primary sector:

--

b) Secondary sector:
c) Tertiary sector:

Please indicate the strengths and potentials of the region in the following fields:		
	Strengths	Potentials
Labour Market		
Education and Training		
Regional geography and culture		
Other		

What do you consider as the major educational needs for:	
Unemployed	1. 2. 3.
Newcomers	1. 2. 3.
Employees/workers with low qualifications	1. 2. 3.
Older workers	1. 2. 3.
Other remarks / comments:	

Thank you for your contribution!

NOTICE:

1. All questions must be answered.

2. *Opinions from each expert will be collected within 2 rounds (2 questionnaires)*

3. *The survey is anonymous*

4. *Please send the filled in questionnaire form to: e-mail@address, deadline: dd.mm.yy*

6.6. DIMITRA Institute of Training & Development S.A & Institute for Sustainable Technologies - Questionnaire Delphi Round 2

Regional Economy-oriented Learning Strategies for Lifelong Learning market – Round 2					
Name and surname of the expert:					
Place of work:					
Position in a company:					
Feedback from the 1 st round according to the questions:					
Please indicate the strengths and potentials of the region in the following fields:					
Answers:	Total no. of respondents: (X)	No. of responses accordingly to answers received	Your previous answer:	Your new answer (if you want to change a previous one):	Justification of the opinion different from the common tendency:
1.		(X)			
2.		(X)			
3. etc. (please add as many					

rows you need, depending on the no. of answers)		(X)			
What do you consider as the major educational needs for: unemployed, newcomers, employees/workers with low qualifications, older workers:					
Answers:	Total no. of respondents: (X)	No. of responses accordingly to answers received	Your previous answer:	Your new answer (if you want to change a previous one):	Justification of the opinion different from the common tendency:
1.		(X)			
2.		(X)			
3. etc. (please add as many rows you need, depending on the no. of answers)		(X)			

Round 2 – questions:

The most demanded Specific skills in the area of PRIMARY SECTOR in the next 20 years (Feedback from the 1st round):	Please indicate (x) the most appropriate type of education for each skill			In case of Vocational Training please also indicate (x) the most appropriate method for each skill		
	Universities	Technological institutes	Vocational Training	E - Learning	In a classroom	On the job
The most demanded Specific skills in the area of SECONDARY SECTOR in the next 20 years (Feedback from the 1st round):	Please indicate (x) the most appropriate type of education for each skill			In case of Vocational Training please also indicate (x) the most appropriate method for each skill		
	Universities	Technological institutes	Vocational Training	E - Learning	In a classroom	On the job

The most demanded Specific skills in the area of TERTIARY SECTOR in the next 20 years (Feedback from the 1st round):	Please indicate (x) the most appropriate type of education for each skill			In case of Vocational Training please also indicate (x) the most appropriate method for each skill		
	Universities	Technological institutes	Vocational Training	E - Learning	In classroom	On the job
Please indicate at least 3 motives you consider as necessary for employers or/ and employees in order to participate in training activities so they can update their knowledge and skills?						
Do you feel that initial and ongoing training in their existing form applied do meet current and future needs of the labor market? And how do you think should be designed in order to improve?						

Thank you for your contribution!

NOTICE:

1. All questions must be answered.
2. Opinions from each expert will be collected within 2 rounds (2 questionnaires)
3. The survey is anonymous
4. Please send the filled in questionnaire form to: e-mail@address, deadline: dd.mm.

6.7. School Centre Ptuj – Questionnaire Delphi Round 1

Regional Economy-oriented Learning Strategies for Lifelong Learning Market	
Expert's name and surname:	
Education:	
Company/institution position:	

State main developmental priorities in the region for the following areas:

a) Primary sector:	
Disadvantages	
Dangers	
Advantages	
Potentials	

b) Secondary sector:	
Disadvantages	
Dangers	
Advantages	
Potentials	

c) Tertiary sector:	
Disadvantages	
Dangers	
Advantages	
Potentials	

In your opinion, which types of knowledge will be the most required in the next ten years in the following areas:	
Primary sector	
Secondary sector	
Tertiary sector	

Please, state advantages and potentials of the region on the following areas:		
	Advantages	Potentials
Labor market		
Education and training		
Regional geography and culture		
Other		

In your opinion, what are the principal educational needs for:	
The unemployed	
First job seekers	
The employed	
Older employees	
Other observations and comments	

Thank you for your contribution!

6.8. School Centre Ptuj – Questionnaire Delphi Round 2

Regional Economy-oriented Learning Strategies for Lifelong Learning Market	
Expert's name and surname:	
Education:	
Company/institution position:	

1) The most appropriate form of education for primary sector:

- a) **For business and entrepreneurial knowledge** (encircle the letter in front of the answer you think is best)
- a) Higher education level
 - b) Formal training on the level of vocational upper secondary education (e. g. one part of the curriculum is open)
 - c) Informal training – “tailor made” (e-learning, short classroom or workplace training etc.)
 - d) Other: _____

b) **For foreign languages** (encircle the letter in front of the answer you think is best)

- a) Higher education level
- b) Formal training on the level of vocational upper secondary education (e. g. one part of the curriculum is open)
- c) Informal training – “tailor made” (e-learning, short classroom or workplace training etc.)
- d) Other: _____

c) **For natural production of food and energy** (encircle the letter in front of the answer you think is best)

- a) Higher education level
- b) Formal training on the level of vocational upper secondary education (e. g. one part of the curriculum is open)
- c) Informal training – “tailor made” (e-learning, short classroom or workplace training etc.)
- d) Other: _____

2) **The most appropriate form of education for secondary sector:**

a) **For business skills** (encircle the letter in front of the answer you think is best)

- a) Higher education level
- b) Formal training on the level of vocational upper secondary education (e. g. one part of the curriculum is open)
- c) Informal training – “tailor made” (e-learning, short classroom or workplace training etc.)

d) Other: _____

b) **For stimulation of creativity** (encircle the letter in front of the answer you think is best)

a) Higher education level

b) Formal training on the level of vocational upper secondary education (e. g. one part of the curriculum is open)

c) Informal training – “tailor made” (e-learning, short classroom or workplace training etc.)

d) Other: _____

c) **For team work** (encircle the letter in front of the answer you think is best)

a) Higher education level

b) Formal training on the level of vocational upper secondary education (e. g. one part of the curriculum is open)

c) Informal training – “tailor made” (e-learning, short classroom or workplace training etc.)

d) Other: _____

d) **For planning and development of new products** (encircle the letter in front of the answer you think is best)

a) Higher education level

b) Formal training on the level of vocational upper secondary education (e. g. one part of the curriculum is open)

c) Informal training – “tailor made” (e-learning, short classroom or workplace training etc.)

d) Other: _____

3) The most appropriate form of education for tertiary sector:

a) **For business knowledge** (encircle the letter in front of the answer you think is best)

a) Higher education level

b) Formal training on the level of vocational upper secondary education (e. g. one part of the curriculum is open)

c) Informal training – “tailor made” (e-learning, short classroom or workplace training etc.)

d) Other: _____

b) **For stimulation of the development of new services** (encircle the letter in front of the answer you think is best)

a) Higher education level

b) Formal training on the level of vocational upper secondary education (e. g. one part of the curriculum is open)

c) Informal training – “tailor made” (e-learning, short classroom or workplace training etc.)

d) Other: _____

c) **For soft skills such as communication, leadership skills and the like** (encircle the letter in front of the answer you think is best)

a) Higher education level

b) Formal training on the level of vocational upper secondary education (e. g. one part of the curriculum is open)

c) Informal training – “tailor made” (e-learning, short classroom or workplace training etc.)

d) Other: _____

4. State at least three factors which would motivate employers and employees to co-operate in trainings in order to upgrade their knowledge and skills.

a) _____

b) _____

c) _____

5. As far as the statement "The existent educational system fulfills both current and future labor market needs." is concerned, I:

a) Totally agree with the statement

b) Partly agree with the statement

c) Do NOT agree with the statement because _____

Thank you for your contribution!

6.9. COOP Institute of Education – Delphi Questionnaire Round 1

Regional Economy-oriented Learning Strategies for Lifelong Learning market	
Name and surname of the expert:	
Place of work:	
Company position:	

Advantages of Nitra self-governing region

Education and labour market	
Human resources	
Economy	
Cooperation and partnership	
Other comments	

Potentials of Nitra self-governing region

Education and labour market	
Human resources	
Economy	
Cooperation and partnership	
Other comments	

Importance of lifelong learning for Nitra region:

Weakness	
Threats	
Strengths	
Potentials	

What do you think is developed strategy for lifelong learning within WiSaR easy adapted to the existing regional strategy?

	Comments
Yes	
No	

Other remarks/comments:

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7. COOP Institute of Education – Delphi Questionnaire Round 2

Regional Economy-oriented Learning Strategies for Lifelong Learning market	
Name and surname of the expert:	
Place of work:	
Company position:	

Which specific strategic goals from priority: Education and labour market of the the Program of EaSD of the NSR 2008-2015 should be harmonize for the future development with SWOT analysis prepared within WiSaR project:

Name of the specific goal:	Comments:	Comments:
Specific goal 16 Improvement of the occupational preparation of the youth and specialized trainings for workers by supporting the cooperation of institutions and structures that secures the link between the educational sphere and the labour market	Measure 16.1	Measure 16.2
Specific goal 17 Improvement of the conditions for employing marginalized groups of the population.	Measure 16.1	Measure 16.2

Specific goal 18 Improvement of the lifelong learning system of education according to the needs of the job market and broader needs of cultivating human potential, support of the improvement of the adaptability of workers and businesses in order to decrease the unemployment rate.	Measure 16.1	Measure 16.2

Please name at least 3 factors you consider as necessary to develop so employers and employees will be motivated to participate at the trainings so that they can improve their skills.

1 st factor	
2 nd factor	
3 rd factor	

	Comments
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Yes I do agree	
No I don't agree	

Do you agree with opinion that it is necessary to improve and more developed the cooperation between schools, educational institutions and enterprises in Nitra region?



Education and Culture DG

Lifelong Learning Programme

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šolski center ptuj

