

Business field specific qualification
for the Second-Hand sector
„Specialist for used electrical appliance“



Guideline for implementation and financing
of the qualification concept
(Heike Arold and Project Partner)

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1. Introduction

Due to the European WEEE (Waste Electrical and Electronic Waste) 2012/19 / EU, in which minimum standards for the treatment of used electronic and electrical appliances were fixed to minimize appropriate waste through reuse, recycling and other forms of utilization, it is expected that the Second-Hand business field "used electrical appliance" will grow in the future continuously in whole Europe. Accordingly, and against the background of the Lisbon strategy for sustainable growth and employment (2005) and the Circular Economy Action Plan of the European Commission "Closing the circular flow - an EU action plan for the circular economy COM (2015) 614 final" (2015), which demonstrates the need for adaptation measures in the form of education and training, has been developed in the context of above mentioned Erasmus + - project a European qualification concept "specialist for used electrical appliance". This and additional quality standards act as a basis for implementing national qualification concepts. Thus, the comparability of the qualification "specialist for used electrical appliances" should be ensured and the cross-border labour market mobility should be guaranteed.

The developed qualification concept describes besides the general objective and specific objectives on the one hand the various core work processes / tasks as well as the requirements to realize them and the other hand the required competencies that are necessary to do the work tasks. It helps that trainees as well as employees acquire in the business field the necessary know-how and skills to work professionally in the business field. The transfer in individual EU countries is bound to the frame of the respective vocational education and training (VET) systems. It requires corresponding content and / or structural adaptations without touching the core of the training. To give EU countries that were not involved in the project an insight into how the qualification concept can be implemented at the national level, the project partners have developed as an example for their countries and against the background of the specifics of their VET system action approaches for the implementation of the concept.

Because with the implementation of the qualification on the national level also the question of the financing of such a qualification is accompanied, additionally suggestions for financing have been developed against the background of the national financing structures. Besides the representation of individual national action approaches for implementation and financing of concept, a basic proposal for implementation and financing on EU level and in the context of the European Qualifications Framework has been prepared and described in detail. The proposal for the EU level can or should be considered on the national level against the background of the evaluation of the acquired competencies and the classification of the qualification in the VET systems of the different counties.

For a better classification of the developed action approaches for implementation and financing on the national level the corresponding VET system of each partner country is described. Afterwards the different proposals for the implementation and financing are explained and finally, a brief outlook on the future how to handle the qualification concept is given.

2. Implementation and financing of the concept on the EU level

2.1 The European Qualifications Framework

In December 2004, the European Ministers of Education determined the so-called Maastricht Communiqué. This includes essentially the development of an European Qualifications Framework (EQF) and an European Credit Point System for the VET (ECVET). In the focus was the question of how common reference levels (steps) can be defined in order to facilitate comparability between the qualifications. Here, the qualifications framework should include the levels of general education and VET, including university and should contemporaneous cover a strong connection to the labour market.

The overriding principle of the EQF is the orientation on learning results. They are defined as

- the skills which are acquired through work experience or
- knowledge,
- skills and
- competencies which are acquired informally during a qualification.

With the help of this approach it is possible to describe the learning results of each educational background in a neutral way, without making a direct comparison or to pull the education or training system of a single country as a reference. Thus the EQF creates a neutral framework, on which can be refer each qualification.

The EQF should be understood as a communication and translation instrument in the European but also the national context. Learning results of different education systems and backgrounds can be allocated on the basis of generally binding descriptions to reference levels and thus they can make comparable (see. http://ec.europa.eu/dgs/education_culture)

A qualification framework should be
(see <https://www.bibb.de/dokumente/pdf/EQFBIBB1.pdf>):

- create transparency of qualifications / competencies;
- convey the permeability between the general, vocational and academic area of education;
- consider the competencies acquired in informal learning processes;
- enable the mobility in the labour market.

With a European Qualifications Framework, which classifies learning results as competencies, levels of requirements for activities and competence profiles should be described and classified independent of educational attainment. Learning results should be credited across the areas of qualification and education. And learning processes should organized independent of the learning place and cross-border.

Thereby the EQF can fulfill its function, the description of learning results must be done in the form of descriptors: knowledge, skills and competences. The three descriptors are distinguished as follows
(see. <https://www.kmk.org/themen/internationales/eqr-dqr.html>):

- **Knowledge**
"Knowledge" means factual, empirical and theoretical knowledge. The gradations extend from repetition of general basic knowledge up to the use of specialized knowledge and combination of complex knowledge stocks.
- **Skills**
"Skills" means in the context of the EQF knowledge and experiences that are necessary to do specific tasks or a profession successfully. The spectrum ranges from basic skills to do simple tasks, through to the development of new skills, which are based on the requirements of new technologies or knowledge.
- **Competencies in a broader sense**
Competencies in a broader sense include "autonomy and responsibility", "learning competence", "communicative and social competencies" and "professional and vocational competence".

In the EQF, the three descriptors are classified into 8 levels. The EQF will therefore describe as meta-frameworks of qualifications, because it is not possible to assign the education ways directly to an EQF level. At first they have to be assigned to a level in a national qualifications framework (NQF), which in turn corresponds to an EQF level. Because of this procedure it is possible to take the national peculiarities of the very different educational systems into account in Europe.

2.2 Proposal for implementation of the concept on the EU level

In a development towards a European sector-specific qualification the specific work processes and requirements that arise from the sector, have to be taken into account. With the work process-oriented orientation of the qualification and the development of industry specific quality standards, is a comparability and better transferability of qualifications in Europe possible. Thus, the labour market mobility can be encouraged, because so acquired modules or partial qualifications can be accepted in other countries.

The developed standards help to define a profession, a job or a specific work task. They describe the skills and competencies that are relevant to the work area. If you are confronted with a work process oriented standard, by using the EQF, it must include a description of the work processes that is specifying the professional (job) tasks – the basis are the work tasks and the implementation of the EQF descriptions of knowledge, skills and competencies. The developed sector-specific qualification for the "specialist for used electrical appliance" is based on the identified core work tasks. Thus, it offers the possibility to in the Second-Hand sector employees in Europe to qualify themselves in an employment field, where until now rarely an accepted qualification could be acquired. Thus the current need of qualification of the business field is taken into account. By implementing a sector-specific qualification based on the uniform European standard of the EQF, the objective of the European Commission - comparability of learning results - is achieved.

Thus, on one hand the sector itself can be strengthened and on the other hand the demand for a Europe-wide comparable qualification is fulfilled. The qualification in a growing market segment offers the employees career prospects and contributes to reduce unemployment. Furthermore offers the development of a Europe-wide and on quality standards basing qualification the opportunity to compare the competencies of

qualified persons. By a transnational recognition of the qualification, the occupational mobility of the employees and transparency within the sector are promoted. Furthermore, the implementation of a professional sector-specific qualification contributes that the sector is gaining recognition. Its importance in the economy can be highlighted by this in a special way. Here the development in the business field “used electrical appliance” is still very different in Europe. Uniform standards for an independent qualification for specialists for used electrical appliance are necessary in whole Europe, in order to reach a harmonization of the Second-Hand sector and to improve the quality of work in the sector.

A transfer of the learning results of the "specialist for used electrical appliance" in the EQF helps not only for the qualification recognition but shows also a possible assignment to the competence levels of the European Qualifications Framework.

In Table 1, the relevant levels of vocational training to Level 4 and the Level before training (Level 2) are listed

	Knowledge	Skills	Competencies
Level 2	Basic factual knowledge in work or learning area	Basic cognitive and practical skills required to use relevant information in order to do tasks and to solve routine problems by using simple rules and tools	Working or learning under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general terms in the field of work	A range of cognitive and practical to accomplish tasks and to solve problems by the selection and use of basic methods, tools, materials and information	Take over responsibility for the handling of tasks in work and to adapted their own behavior to circumstances, to solve problems
Level 4	Factual and theoretical knowledge in a broad contexts within a work area	A range of cognitive and practical skills that are needed to develop solutions to specific problems in a work area	Practicing self-management within the routing lines of work or learning contexts that are foreseeable. But if there are subjects to change, then observe the routine work of others and take over the responsibility for the evaluation and improvement of the work and learning activities

Table 1: EQF- Level description Level 2 – 4

(Source: http://ec.europa.eu/education/lifelong-learning-policy/eqf_en.htm (adapted for this guideline))

The second level stage, which is often assigned to basic vocational trainings is important for the target group of the disadvantaged in Second-Hand sector in order to achieve a basic level, which leads into an independent and problem-oriented work in the higher levels. Especially the learning results of the learning area 1 with basic cognitive and practical skills which are necessary for the use of relevant information for the transport and storage and for dismantling of used electrical and electronic appliance to do the work tasks, can be on one hand very easily assign to the Level 2, on the other hand the complexity and problem solving skills in the learning area 2 significantly grow (see table 2). Here a significant factual and theoretical knowledge in broad contexts to the respective work and business processes for the organization of goods receipt, the management and acquisition is already required. Especially for the sale must be taken over some responsibility for the evaluation of products. At the same time the business process have to be continuously optimized. These learning results can be very well assigned to Level 3.

In the learning area 3 with the work tasks in fields of "purchase of goods" and "Cleaning and repairing of used electrical appliances" are a series of cognitive and practical skills required to repair used electrical appliances. These are not always foreseeable, so that a corresponding routine and decision-making competence is necessary. This Level 4 corresponds already to an initial training.

Learning area	Reference levels of the EQF	Occupational tasks
1	Level 2	1. Transport of used electrical appliances 2. Storage of used electrical appliances 3. Dismantling and disposing of used electrical appliances 4. Social skills I (personal competencies) 5. Social skills II (employee and customer related skills)
2	Level 3	6. Organization of goods receipt 7. Administration of business processes 8. Sale 9. Acquisition of goods / customers
3	Level 4	10. Purchase of goods 11. Cleaning and repairing of used electrical appliances

Table 2: Assignment of learning areas to reference levels of the EQF

2.3 Proposal for financing of the concept on the EU level

The financing of the qualification concept on the EU level must accordingly in the individual EU countries, where the concept is implemented, be effected. The reason for this is that possible adaptations of the concept in the individual countries are various because of the different national VET systems. But even against the background of the current status quo of the Second-Hand business field "used electrical appliance" and its expected development on each national level and the need for creating new employment fields and the current labour market situation in the various EU countries, the financing of the qualification procedure will be individually arranged in each country.

Beside a private financing a financing through appropriate organs such as national or regional authorities, public bodies such as employment services, institutions like chambers and trade unions is in the main focus of the financing of the qualification. The financing of the qualification by the EU is only possible through appropriate funding programs and then only in individual EU countries and not widely across the EU. Appropriate proposals for financing are listed in the below chapters 3 to 7.

2.4 Outlook on the EU level

In reality, and therefore in the implementation of the qualification, the adaptation to the EQF is not a formal process, but means that teaching and learning methods must be adapted to a competence orientation. The qualification shall be explicitly aimed at the development of competencies. The implementation and the transferability of skills and abilities in the different work processes must be put in focus by using also methods which allow an independent and responsible learning. Thus the appointed methods must be very diverse.

Learning results must always be formulated from the perspective of the learners and not the teachers. Nevertheless the qualification "specialist for used electrical appliance" refers not on individual learners. This means that the reference point always represents a possible average, not the deviating performance of a person.

Education providers need to assess more today and in the future, whether individuals received on the basis of their previous education path access to specific programs in the Second-Hand sector. If a person has done a part of a module in a European country, which qualifies him for the visit of another module in another European country, this does not necessarily means that he has access to such a qualification.

It is often difficult for education providers to assess whether this qualification meets the requirements of the country. Because of the implementation of the EQF qualifications are assigned to an EQF level (reference levels). This enables training providers to assess whether the learning results that were reached by a person correspond to the learning results that are a necessary prerequisite for qualification in the Second-Hand sector. Accordingly, the training provider is able to decide in the situation, if the person meets the access authorization for the qualification and if individual modules can be taken into account.

3. Implementation and financing of the concept in Bulgarien

3.1 Description of the VET system in Bulgaria

The national vocational educational and training (VET) system in Bulgaria is regulated by the Vocational Education and Training Act, promulgated in 1999 and last amended in October 2015.

The act regulates the organization, institutions, management and funding of vocational education and training. According to this act, the system of vocational education and training includes:

1. Vocational guidance, vocational training and vocational education;
2. Validation of professional knowledge, skills and competencies.

Vocational training provides the acquisition of professional qualifications or part of the profession and its improvement. Under conditions set by this act, and along with the Education Act and the Level of education, general educational minimum and curriculum act, it provides complete primary education or classes of secondary education. Vocational training includes:

1. Initial vocational training - acquisition of an initial qualification in a profession or part of a profession;
2. continuous vocational training - improvement of qualification in a profession or part of profession

The Vocational training can be performed in the way of learning by doing (dual system of education). Learning by doing (dual system of education) is a form of partnership between the vocational school, college or training center and one or more employers, including:

1. practical training in a real working environment and
2. vocational school, college or vocational training center.

Vocational guidance, vocational training, vocational education and validation of professional knowledge, skills and competences is carried out for professions and specialties included in the List of professions for vocational education and training. This List is approved by the Minister of Education and Science after consultation with the Minister of Labour and Social Policy and the relevant sectoral ministers and the representative organizations of employers and workers at the national level. The structural elements of the list are professions and specialties. Professions and specialties are classified in professional fields and levels of qualification.

3.1.1 Levels of vocational qualification

The level of proficiency acquired under this act are the first, second, third and fourth. For the respective levels of professional qualification, the following is required:

1. for the first level - acquired professional knowledge, skills and competencies to occupations involving routine activities performed under unchangeable conditions;

2. for the second level - acquired professional knowledge, skills and competencies to occupations, including activities of complex nature performed in changing conditions;
3. for the third level - acquired professional knowledge, skills and competencies to occupations, including activities of complex nature performed in changing conditions, as well as assuming responsibility for the work of others;
4. for the fourth level - acquired professional knowledge, skills and competencies to occupations involving a wide range of activities complex character, performed in changing conditions, and assuming management responsibilities for the work of others and for the allocation of resources.

The right to carry out training for acquiring professional qualification has the vocational schools, vocational colleges, art schools and vocational training centers. Training for acquiring professional qualification may be carried out also by ministries, municipalities, universities, university and general hospitals, employers' organizations, organizations of workers and individual employers.

3.1.2 Vocational training programs

The acquisition of professional qualifications in vocational education and training is governed by the framework programs approved by the Minister of education and science.

The Act stipulates the following programmes:

1. A Programs for initial vocational training for acquiring first level of professional qualification;
2. B Programs for initial vocational training for acquiring second level of professional qualification;
3. C Programs for vocational education for acquiring second or third level of professional qualification;
4. D Programs for vocational training for acquiring fourth level of professional qualification;
5. E Programs for initial vocational training qualification part of a profession;
6. F Programs of continuing professional education for updating or expanding the acquired professional qualifications and acquisition of first, second and third level of professional qualifications acquired after qualification respectively of the profession, first or second level of professional qualification.

3.1.3 Vocational training programs for persons aged 16

The Act provides for the following programs for persons aged 16 years:

1. A Programs:
 - a) up to 1 year for persons who have completed at least the initial stage of primary education or successfully completed a course for literacy, organized by schools in the public education system under the Law on Employment Promotion or in the terms and conditions of programs and projects financed by EU structural funds;
 - b) for individuals with special educational needs;
2. B Programs lasting 1 year for persons with a graduated class of secondary education or completed secondary education;
3. C Programs lasting 4 years for persons with completed primary education;
4. D Programs lasting up to 2 years for persons with secondary education;
5. E Programs with duration determined by specific vocational training documentation;
6. F Programs with a duration determined by specific vocational training documentation. The vocational training centers provide vocational training to persons over 16 years.

3.1.4 Management of the VET system

1. National Agency for Vocational Education and Training

The National Agency for Vocational Education and Training develops and proposes to the Minister of education and science:

- a. the list of professions for vocational education and training;
- b. the state educational requirements for acquiring qualification on professions;
- c. based on an analysis of the activities of vocational training centers makes suggestions for improving the system of vocational education and training.

2. The Ministry of Education and Science approves the list of professions for vocational education and training, and the training programs in vocational education and training.

3.2 Proposal for implementation of the concept in Bulgaria

According to the regulations in the country, vocational training centers (VTC) develop their own curricula and training programs for persons over 16 years of professions and specialties for which they are licensed to conduct training, complying with the regulations. VTC to "SiStaKom" Ltd is licensed to conduct training in the profession "Shop assistant" and can include in its curriculum some of the topics, methods and materials developed under the project "QUALI PRO SECOND HAND E "as modules relating to the specificity of trade in second-hand goods, particularly second-hand appliances.

The National Agency for Vocational Education and Training (NAVET) should offer the elaborated training program to other vocational training centers who are interested to join in their curricula and materials.

A proposal to NAVET will be made to include a new specialty in the List of Professions for Vocational Education and Training "Shop assistant" that will reflect the specific characteristics of the wholesale and retail sale of second-hand goods. Training for this qualification can be organised by industry chambers and associations, as well as it can be used as company in-house training as separate modules or as a complete qualification. It is also appropriate to offer this professional qualification to municipalities and their regional associations that have to solve specific problems of the labor market locally and within the specific regions, and have specific tasks in the process of integration of minorities and migrants.

The business field specific qualification for the second-hand sector „specialist for used electrical appliance“ is a kind of qualification that can be acquired both from the beginner in the sector as well as to be used to increase the professional level of already employed, and also be applied when changing professional activity and acquiring new skills. The qualification is particularly suitable for people who practice the trade in second-hand goods as a family business, as well as for the unemployed and socially disadvantaged.

The development of this sector-specific qualification can vary from Initial vocational training - acquisition of an initial qualification in a profession or part of a profession to continuous vocational training - improvement of qualification in a profession or part of profession, as specified in the VET Act. Moreover, the nature of the specific business processes and tasks make the training flexible in terms of degree of specialization. The qualification involves an opportunity to deal both with tasks of a more general nature and performance of highly specialized activities, such as repair and dismantling and disposal of used electric appliances that can be further developed.

National qualification concept in Bulgaria could be implemented in three levels which correspond to the first three of the four qualification degrees stipulated by the Vocational Education and Training Act - namely beginner, advanced and expert - consistent with the specific needs of the company or trainee, and reflecting the specifics of the business processes and the level of skills necessary for performing a set of tasks.

Certification of the professional qualification should be carried out according to the procedures for issuing a certificate of qualification in the order specified by the NAVET, and where training is offered by industry chambers – a specialized certificate of the respective Chamber can be applied.

In view of the European dimension of training, it is also appropriate to issue certificates for training in one module and/or a group of modules.

3.3 Proposal for financing of the concept in Bulgaria

According to the VET Act in Bulgaria, state and municipal schools and vocational training centers are funded by:

- State budget;
- municipal budgets;
- sponsorships, donations, bequests;
- own revenues;
- national and international programs;
- other sources.

Funds from the state budget and municipal budgets provide funding for:

1. Cost of vocational education and training in state and municipal schools;
2. Administrative and financial services to state and municipal vocational training centres.

Professional colleges and vocational training centers collect tuition fees from individuals and legal entities.

Vocational training organized in vocational training centers is carried out with funds paid by individuals and legal entities under contracts. Programs for training and retraining are also financed with funds from the employer and the EU Structural Funds.

Besides the already mentioned funding options, the specifics of the proposed qualification concept implies the following:

- self-funding of the trainees;
- funding under programmes for qualification and re-training of the Employment Agency (in compliance with the Ministry of Labour and Social Policy);
- funding from the business – professional associations and industry chambers, as well as individual companies that provide in-house training for up-grading the skills of their personnel;
- funding from the local and regional public authorities and their associations (municipalities and municipal associations) that are active at local and regional level in solving issues relating to unemployment, qualification and re-training of the work force, as well as integration of minority groups and migrants.

3.4 Outlook for Bulgaria

The national qualification concept “specialist for used electrical appliances” in the second-hand business sector can become a key document whose role is to justify the need for the introduction of such training offered by VTC among specialties. Today it is essential that the labor market needs qualified staff. Specialization is even more necessary in market conditions when it is not enough just to know, but to know the ins and outs of the profession. In this respect, the detailed description of the new specialty “Specialist for used electrical appliances” made in the national qualification concept is crucial.

Testing of the developed within the project "QualiProSHElectro" program Erasmus + training modules in three different age groups proved their vitality and usefulness. Curriculum content and teaching methods have proved interest for newly graduated students and the people around and above middle age.

Achieved within the project results are highly encouraging. They warrant developed training modules to be implemented in the curricula for the training of persons over 16 years in vocational training centers.

This can be done in the following ways:

- By establishing a direct contact from the Technology Transfer Office (TTO) at the Sofia University "St. Kliment Ohridski" (project partner) with VTC from the country;
- By establishing a direct contact of the VTC with TTO at Sofia University "St. Kliment Ohridski"(project partner);
- By providing training modules developed in the second-hand sector as a whole;
- Through the promotion of results among organizations and associations, importers of used electrical appliances;
- Through the promotion of results among organizations recycling used electrical appliances;
- By carrying out meetings with Regional Association of Municipalities in Bulgaria;
- By providing information about the content of the document in the media;
- Via social networks.

The TTO make a contact with CVT "SiStaKom" EOOD, Sofia testing training in the profession "Shop assistant for used electrical appliances." Based on the good results achieved in the learning process a Memorandum of knowledge transfer between Sofia University "St. Kliment Ohridski" and CVT "SiStaKom" EOOD, Sofia, was signed. The same can happen with other CVT of the country. This can be accomplished by:

- The organization of workshops by TTO to represent the National Qualifications concept and training modules;
- Participation of TTO experts in workshops organized by VTC, National Agency for Vocational Education and Training (NAVET), Ministry of science and education.

Proactive market behavior of the TTO should be the next step in the process of presenting and implementing the National Qualifications concept. The Document and developed training modules can be offered to the Association of Municipalities in Bulgaria. They in turn may examine the need for the realization of such training and to entrust its conduct of local VTC appropriate.

The TTO will make a proposal to the NAVET to include a new specialty in the list of professions for vocational education and training the profession "Shop assistant specialist for used electrical appliances". Other distribution channels of the National Qualifications concept are social networks. By TTO profiles in Facebook, Google,

LinkedIn by other potential users of the product can be contacted. The TTO will conduct an active information campaign on the National Qualifications concept of specialist appliances used in the "second-hand" on the Internet, radio, television, print media, brochures and leaflets. This will be done with the participation of experts from the TTO in studios, in interviews given by them or producing prepared informational materials.

4. Implementation and financing of the concept in Slovenia

4.1 Description of the VET system in Slovenia

A detailed description of the education system in Slovenia can be found on the website of the Ministry of Education, Science and Technology:

http://www.mizs.gov.si/en/areas_of_work/directorate_of_higher_education/enic_naric_centre/education_system_in_slovenia/

The easiest way to imagine education system is with the help of graphical representations shown below.

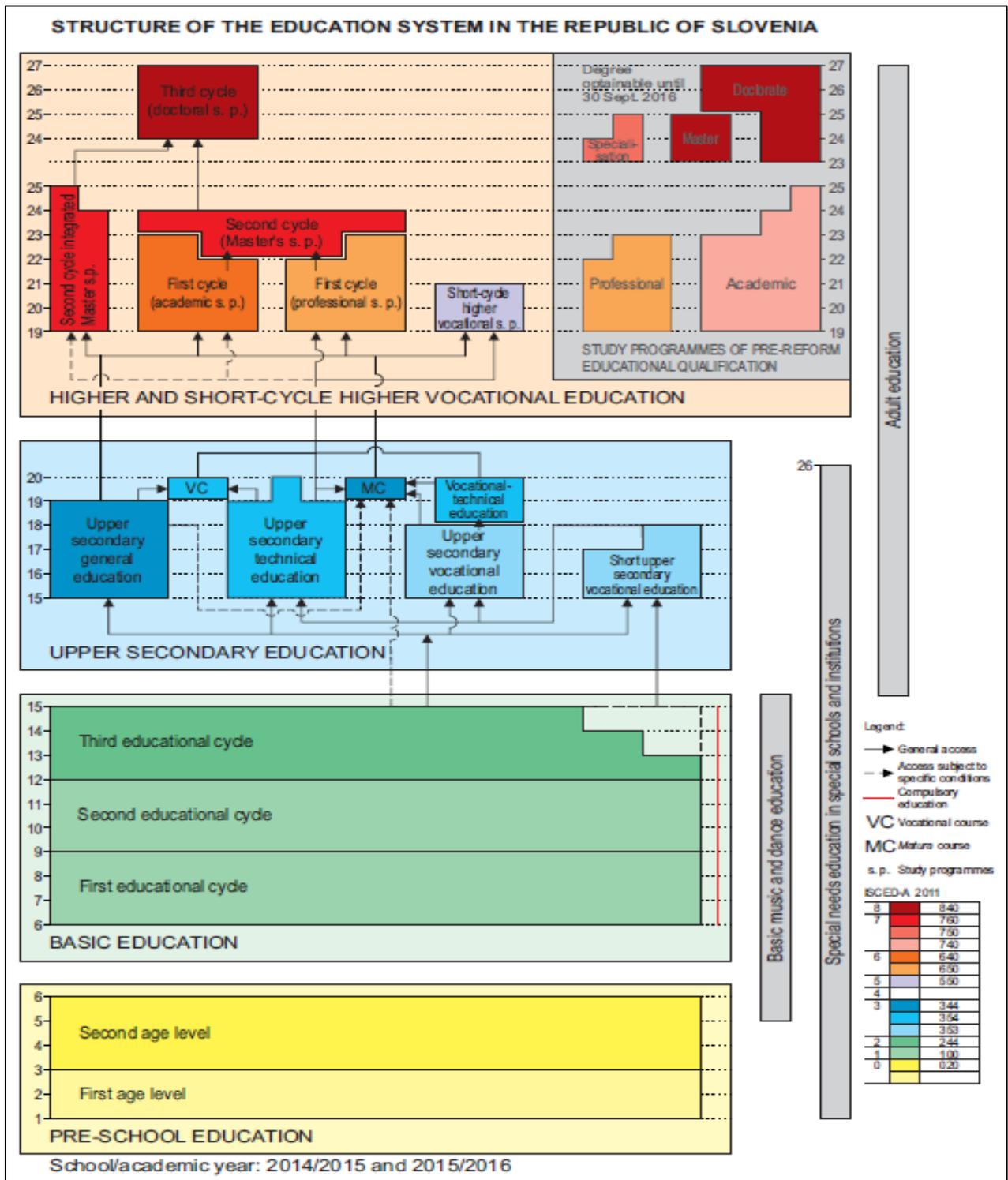


Fig.1 Slovenian education and VET-system (see. http://www.mizs.gov.si/en/areas_of_work/directorate_of_higher_education/enic_naric_centre/education_system_in_slovenia/)

4.2 Proposal for implementation of the concept in Slovenia

Establishing of qualification concept

It is estimated that could be the fastest way for establishing of qualification concept in Slovenia through a system of National vocational qualifications (NVQ). Other options are not visible because it is unrealistic to expect that the concept can be incorporated directly into the education system. For inclusion in any system the first step is always that the need for a new qualification is proven. There may be a problem in our case because the market in this area is still developing. Currently the needs for qualification are small. Gradually it is expected increasing. Then it will be necessary to contact the individual social partners, which will confirm the need for such a qualification.

Currently, there are already certain NVQ, which are similar with our qualification in some segments. Therefore, it may happen that such programs and qualifications can easily be integrated into existing or similar. It also makes sense that qualifications in the content are not duplicated. Thus, it will be necessary to consider how to seduce the whole process, that will give optimum results. If Slovenia is committed to a circular economy, then it will also need to open up for new opportunities, education and training. Existing programs don't give concrete results in the areas of Re-Use, because they are not enough practice-oriented.

For the implementation of the qualification concept is a very important commitment that Slovenia will responsible implement the concept of circular economy.

Ways of training

For training would be the most appropriate form similar with NVQ model. This would allow candidates to prepare properly. If the proposal for the qualification would be quickly accepted than such qualification could be also certified. Otherwise, we would still have prepared training concept, which would wait for better times - a moment that the social partners agreed on a new labor market needs and about qualifications concept.

Another option could be the training through the model of specializations (that will be new option in near future) . This is a completely new form of training for which is in last period preparing an initiative and it is now preparing a national project. In this model of the training is expected to be able to have training assets available for some months (4-6 months).

Possibility for official certificate

Very positive would be that qualification may become a formal one - where it is possible to get official certificate. This would be possible through the already described acquisition strategy for NVQ and may be through the model of specialization.

After we've established NVQ, this one can represents a module in an educational program where we are already very close to the additional official certificate. Such cases in the system of NVQ already exist for the established qualifications.

Target groups for the qualification

Qualification would be suitable for the following target groups:

- youth
- for the middle generation who lose their jobs and need requalification / another qualification

Many young people today do not complete their educational path. Here we have in mind dropouts. For them, such a qualification would be an opportunity and another option particularly in terms of the evolving trend for needs in this area (Re-Use sector).

Because that in Slovenia are establishing companies from this branch it is expectation that will increase needs for such qualifications. On the other hand, many young people, despite the qualifications can't get a job . Even for them it could be such the qualification opportunity and another option.

To the same conclusion we come for the middle generation who have lost their jobs and need another qualification.

Also for them such a qualification should be another opportunity.

Training forms

In order to achieve maximum results would be the most appropriate form for such training the option where the school cooperated with companies in this branch.

Such a model is already established in Slovenia and gives good results.

4.3 Proposal for financing of the concept in Slovenia

For the financing of the qualification concept we could use all known and available resources in Slovenia

Financing possibilities

- Through projects (at least in the initial - pilot phase)
 - National and international projects, which may be related to the field of Re-Use
- Using public tenders
 - On the Employment Service
 - On the Ministry of Education
 - On the Ministry of Labour

Examples

- Education of unemployed adults
- The training for additional competences of unemployed and employed candidates
- Specialization training for employed (a new model of training)
-

- Through various funds for training
 - The funds for education and training at the Chamber of Craft
 - The funds for education and training at the Chamber of Commerce
 -
- Through inquiries from interested companies (market offer)
- Through the demand of interested individuals (market offer)

Key dilemmas

- Existing qualifications in the field of ecology, trade, wood, etc. is not sufficient, because it does not include practical knowledge of Re-Use (Second Hand - SH), where is in addition to knowledge and skills important the correct attitude towards these products
- Personnel in the existing programs are not qualified for knowledge in the field of re-use (SH) because this activity is new for Slovenia
- Slovenia does not have their own resources and, if we fail to preserve with the activity such as Re-Use, we will lose many
- ReUse (SH) is an opportunity for local green jobs.

4.4 Outlook for Slovenia

For the near future it is particularly important to promote Re-Use sector and qualification concept. In this way, we will increase visibility and inform the wider community about the possibilities offered by this area. In the medium term we expect that there will be wider need for further development in this area.

To achieve these results, we intend to increase cooperation with social enterprise for ReUse sector Center ponovne uporabe - CPU, which is the first major company in Slovenia, that in all areas enforced and implemented the concept of Re-Use.

And we intend in the future to investigate and seek any additional options and strategies for the development the field of Re-Use. Here we will imitate all those countries which have a range of Re-Use already strongly established.

5. Implementation and financing of the concept in Finland

5.1 Description of the VET system in Finland

Finnish school system practically starts from *kinder garden*, which prepares children to *comprehensive school*. The comprehensive school system is separated in two: lower and upper level. Lower level takes 6 years and in most cases children begin that at age of seven. Upper level takes 3 years and during that period they (together with their parents) have to make decisions about second degree choices whatever to continue to high school or VET studies. The whole structure of Finnish educational system is shown in figure 1 below.

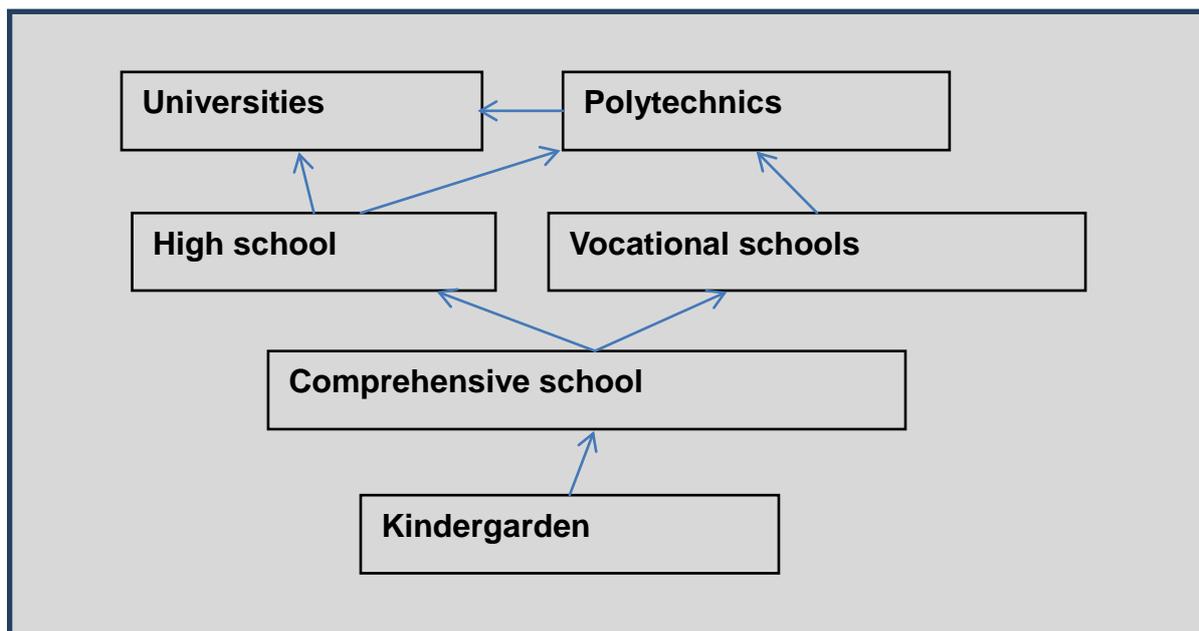


Fig.2 Finnish education system

From the project point-of-view (goals, practices etc.) the closer look of vocational education system (VET) is relevant. It can be divided in two: 1) *VET studies right after comprehensive school*; 2) *VET studies for adults*. Further, from the project angle a VET studies for adults is more interesting and appropriate. From a financing point-of-view is also easier to argue for benefits of the project results to the ministry of education and culture (MEC).

SHOs in Finland provide subsidized, short-term work opportunities for long-period unemployed, handicapped people and also for young adults (17-25 year old), who don't have any kind of vocational education or they have interrupted their education as teens. In many cases these people have a lack of self-consciousness and self-confidence and they have been forced to participate in different kind of courses arranged by Finnish unemployment authorities. That sets a challenge to qualification education in SHOs: how to motivate these people to move ahead in their lives through education.

There're a huge amount of vocational degrees in many occupations in adult-based VET system; e.g. nursing and health care in general. The closest ones to SHO field are degrees in sales, storing, logistics, construction and environment.

Education is given by regional education institutions for adults; e.g. in Turku region there are 5 institutions, which Ekokaarina Oy has done cooperation (especially with an apprenticeship training cases). In order to get authorized certificate about qualification training for target people SHOs have to make close collaboration with regional education institutions. This is a situation also with apprenticeship training, from which many of target group are interested in; especially young adults, who have stopped their former vocational education.

In most cases vocational education takes two years. Decisions concerning a content of degree are being made in MEC and more specifically in public administration of education.

Slight check-outs are approximately done in 2-3 years periods. Changes, in which a whole content and structure is changed, are very rare. MEC rather ends a whole degree, if it sees that there are no longer possibilities to get a job after education.

In most cases materials, analyzing techniques and tools would fit in certain degrees only partly. Possible degrees that would be potential are:

- Sales
- Logistics
- Storing
- Environment.

All degrees include environmental parts at least in some sections. QPSH WEEE elements could be adapted into these environment parts.

MEC has launched several strategic programs in the field of education during last years:

- To open up the doors of polytechnics and universities also for the people, who have “only” vocational education; previously the studies in universities were mostly aimed at high school students.
- To accelerate graduating times.
- To motivate people into a path of lifelong learning in different level of education system.
- A lot of work tasks have vanished permanently from Finnish labor markets. Re-education for these people is essential in order to get a new job.
- Education (degrees, courses etc.) linking with environment and circulate economy.

QPSH WEEE elements should be promoted with arguments connecting to these strategic definitions of policy of MEC.

5.2 Proposal for implementation of the concept in Finland

Main subscriber (buyer) would be MEC / public administration of education. It requires a lot of dissemination, marketing and lobbying in order to prevail in this. After the MEC has approved QPSH WEEE elements as an official educational tools into a specific parts inside the degree, it will start re-checking work in order to include elements in different degrees.

However, in implementation / establishing process can be seen different phases and steps. These are:

1. National level as a part of official education system.
2. National and regional levels as a part (supplementary) of official education system.
3. Adapted models within official education degrees and apprenticeship training.
4. Business orientated training modules.
5. SHO based adaptations.

National level as a part of official education system requires, as mentioned before, a long-period preparation work with MEC authorities. Approximately this will take five years.

National and regional levels as a part of official education system would be a little bit faster way to proceed and it could also be a pre-step for national wide implementation. In this phase MEC and public administration of education could give special permissions to regional educational institutions to test qualification training elements as a part of already existing educational modules; e.g. in branches of logistics, sales, environment.

Adapted models within official education degrees and apprenticeship training could be even faster way to adapt results of QPSH WEEE elements. E.g. Ekokaarina Oy has already done cooperation with regional vocational institutes for adults within apprenticeship training and it has been successful. These adapted models could be quite easily to enhance also to nation-wide practices.

Business orientated training modules could be offered to Finnish recycling enterprises as a part of their inner-training system both for new employees and for experienced employees as a supplementary training. This, however, requires that trainers are remarkably experienced at a field of WEEE.

SHO based adaptations are the easiest and fastest way to implement and establish the results of QPSH WEEE elements. However, a financing is a question mark in this phase: the ministry of labor and economics (MLE) has cut budget of finance of unemployment for SHOs enormously. So, it will be unlikely that MLE would be a remarkable buyer for SHOs to qualification training. This negative economic angle doesn't, however, prevent SHOs to arrange qualification training in WEEE business field; especially when all teaching materials, modules etc. are freely to get from the net. This demands a lot of promoting job e.g. from national central association of unemployments' in order to get a message done.

Successful implementation of results of QPSH WEEE elements requires a close consideration of each five steps mentioned above. They all are individual work phases but still are inter-linked with each other. An ultimate question is, which facet will finance this implementation / establishment process.

5.3 Proposal for financing of the concept in Finland

Proposals for the financing of the concept in Finland can also be divided into a five different sets as in chapter 3 three: 1) national wide funding; 2) national / regional case based funding; 3) adapted based funding; 4) seller-buyer funding; 5) SHO based funding. Number four is a simple business transaction and won't be addressed any closer in this chapter; it's a matter of individual pricing decisions of organizations. Instead, other financing possibilities need little bit more consideration.

5.3.1 Public funding

Public funding can consist of several instruments:

- Funding of MEC
- Funding of MLE
- Funding of regional provinces and municipalities
- Funding of specific national and regional projects, institutions
- Network funding; e.g. within collaboration network of universities, polytechnics etc.

MEC pays to regional education institutions for providing these elements. A provider can also be, especially in adult education, a single consultant firm or training network; e.g. SHOs.

QPSH WEEE elements can be sold also to the ministry of labor and economics (MLE). In that case the elements could be used in re-education of unemployed, especially in SHO field. Then a formalizing process of MEC wouldn't be needed at first; this could be in fact, a phase 1.

A collaboration with regional institutes is still needed. A buyer / financier would in this model the MLE and its regional representatives. Prevailing in this phase would certainly enhance possibilities with MEC and speed up a process in public administration of education.

There are, and will be even more, regional programs, in which education and qualification issues are in hand. Individual cities / municipalities, alliances of municipalities and provinces (governed by municipalities) have their programs in order to decrease unemployment through education. Also many cities and municipalities are involved in programs of circulation economy. These two big major flows should be interlinked with financing of QPSH WEEE elements at local public level.

5.3.2 SHO financing

The fact is: Finnish SHOs have not any kind of extra capital to launch individual training campaign by themselves. Therefore, alternatives are:

- Inner education without costs
- Project based funding
- Buyer-Seller trainings.

Inner educations with materials, tools produced by the project enable costless education sessions within SHOs. Similarly, if there are capable professionals enough in the field of WEEE, SHO can sell its qualification educations to segments it see potential.

If SHO decide to apply for project funding for education, it has to argue its aims very especially to potential financiers (see chapter 4.1.). In Finland last couple year tendency has been favoring of network projects within SHOs. Thus, if SHO apply for funding to qualification education, it should consider very carefully whatever to arrange this by itself or by collaboration network.

5.4 Outlook for Finland

Within few years administration of long-period unemployment will be moved from MLE to cities and municipalities. In practical and educational level this creates new possibilities for SHO's, trainers, consultants. There are already some cities, which are in experimental programs, in which new model is tested.

There should be a strategical shift from traditional recycling activities towards more information and knowledge based activities in SHOs. Thus, Ekokaarina Oy will benefit and promote QPSH WEEE elements in several years as follows:

- Linking to national wide programs of circulation economy
- Giving consultant aid to other SHOs in the Turku region
- Promoting QPSH WEEE elements to regional educational institutions
- Promoting QPSH WEEE elements to MEC and MLE
- Promoting QPSH WEEE elements to regional developing programs
- Promoting QPSH WEEE elements to regional WEEE companies

6. Implementation and financing of the concept in Germany

6.1 Description of the VET system in Germany

In the Federal Republic of Germany, responsibility for schools and colleges in the provinces is part of their cultural sovereignty. In their great majority the vocational schools, as well as the universities are government entities. Private educational institutions whose approval, state recognition and financial support are set out in special laws of the country and play to date, in terms of number of students, only a subordinate role.

An overview gives the following graph:

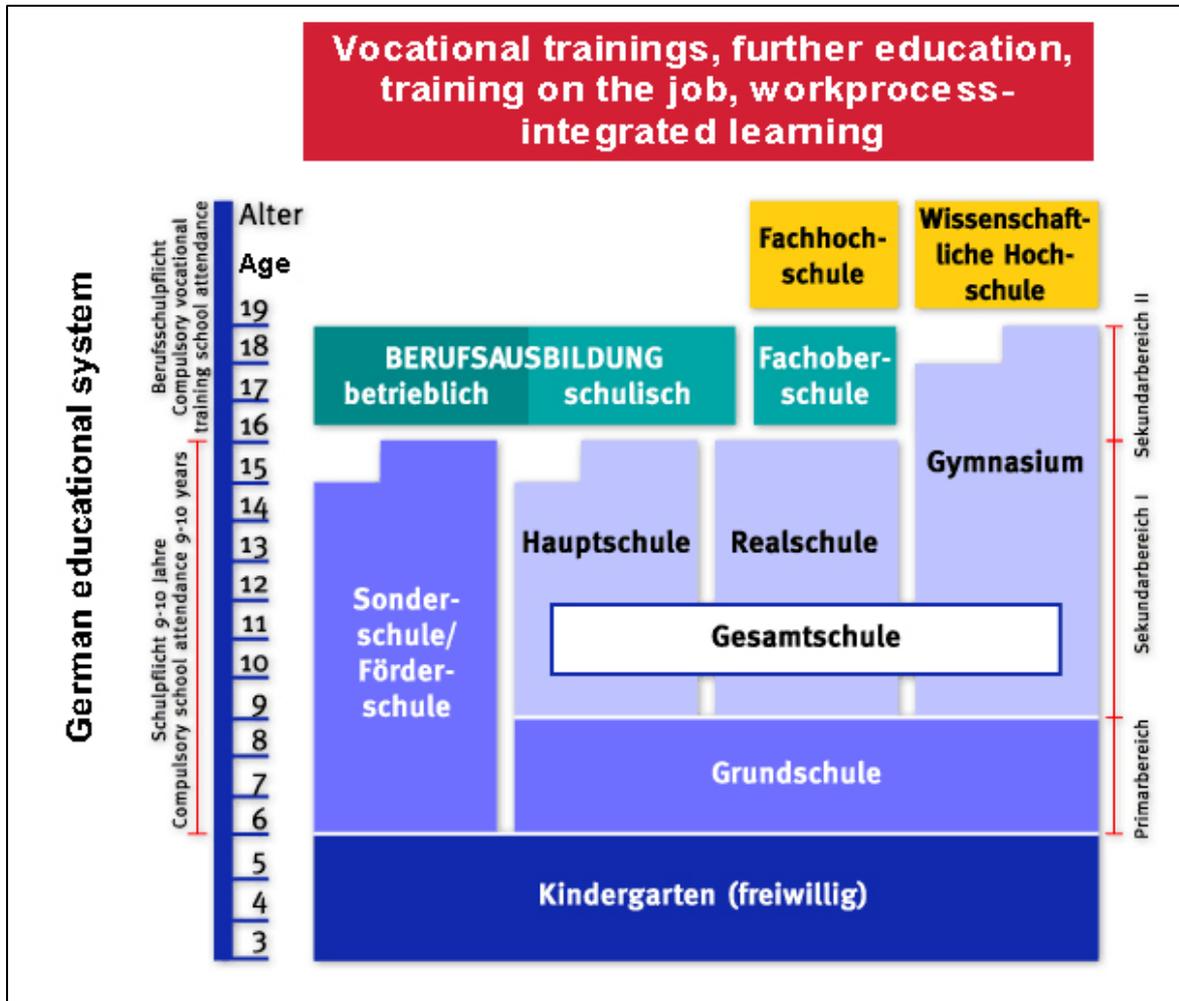


Fig.3 German Education system

NOTE about the graph:

1. **Kindergarten** = Kindergarten
2. **Grundschule** = Primary school
3. **Sonderschule / Förderschule** = Special school for pupils with special needs
4. **Gesamtschule** = Comprehensive school
5. **Hauptschule, Realschule, Gymnasium** = Secondary modern school, High school, Secondary school (gymnasium)
6. **Berufsausbildung (betrieblich / schulisch)** = vocational training (operational / school)
7. **Fachhochschule** = Polytechnic
8. **Wissenschaftliche Hochschule** = University

6.1.1 Operational and school VET

In Germany, there are two forms of vocational training. Most young people learn their trade in a company vocational training, in trade or industrial businesses, in retail, in administrations, in doctors' offices, law firms or government agency. During the training, thus are visiting the vocational school. A number of professions, such as medical, social area, you can only learn at a school (college or vocational school).

1. Operational vocational education and training

Conditions

Legally no specific degree is required. You have to apply directly at the company. The enterprises select and paying attention also to the school notes. Without school it's hard to find a training place. In some professions - for example in the commercial sector - expect the companies at least a higher level of education. Many young people with school opt for a company training. Without good - in office occupations very good - German language training is not possible.

Education

The education lasts three or three and a half year for most vocational trainings. It can also be shortened with good services or special education. The trainees learn to three to four days in the training company, and attend to one or two days teaching the vocational school. These classes can be grouped into blocks of several weeks. In addition to the specialized curriculum, the youths also general subjects such as German, social studies and English. In operation, trained and experienced instructors or masters are responsible for the care of young people. In large companies, there are usually special education centres with their own workshops. In vocational school teachers are working who have special university education.

Legal basis

The courses are regulated federally by the German Vocational Training Act and the Crafts Act. Young people under 18 may be formed only in state-recognized training occupations. The state wants to ensure the quality of training. In training regulations is set, for example, how long the training will go, soft skills are to convey, and how the training is organized and what is required in the examinations. Before the start of training, a written training contract must be closed, which is registered with the relevant chambers in a special directory. By the German Youth Employment Law children and young people in companies are specially protected (for example, in terms of working hours, in case of accident, health and moral hazard). For the vocational school the respective educational laws of the federal states apply.

Vocational qualifications

The training is leading to recognized qualifications. These must be placed before the competent chamber (for example, Chamber of Crafts or Chamber of Commerce) with a final exam which has a practical and a theoretical part. After passing the examination a journeyman or skilled worker's certificate will be handed out.

Financing

The young people receive a training allowance. It is governed collectively and each profession has different heights. During the training period everyone is insured (illness, retirement, unemployment, accidents). The trainees have to pay costs for learning materials, food, work clothes, rides on the operation and vocational school. Some businesses give extra grants. If certain personal requirements are met, a vocational training allowance may be paid by the national labour agency.

2. School vocational education and training

Conditions

The entry requirements are set by law. Depending on the federal state, there may be differences. Usually a medium level of education is required, often a minimum age of 17 or 18 years, in some professions an internship. For an apprenticeship people have to apply themselves at the school. The schools usually called technical school or vocational school; depending on the federal state, there are also other names such as vocational college or academy.

Education

Training lasts between one and three years. It is sometimes supplemented by internships or through a probationary year. Often students can be accommodated in a dormitory. Vocational apprenticeships offer state schools, but also private schools whose degrees are not always formally equated by the state.

Legal basis

For state and state-approved training set training plans apply. Most school-based vocational training are regulated by the individual states. Responsible are the ministries of education. In some professions, such as nurse, the training is regulated federally.

Vocational qualifications

The education in public schools leads to a vocational qualification with a state audit. Formal same quality accounts at private schools, if they are recognized by the state.

Financing

For training, school fees must often be paid at private schools sometimes at a considerable height, at state schools usually only teaching materials. Students can receive state support based on the Federal Training Assistance Act (BAföG), if they meet the personal requirements (income ratios of the family).

In some professions to young people a training allowance is paid (e.g. nurse). Unlike a company vocational training young people are not insured against unemployment during classroom training.

6.1.2 Higher education

Moreover, there is the technical college and university education. The universities are designed for individuals with advanced degrees, and both types of studies have a focus on theoretical outputs.

After the project experiences, our concept developed in the project training by far meets low skilled people, because there is a large practical component for the implementation of the training required. Therefore, the establishment of this training at universities or technical colleges is out of bounds

6.2 Proposal for implementation of the concept in Germany

The testing phase showed that the qualification to become a specialist for electrical devices is hard to integrate directly into the existing training system of the Federal Republic of Germany, as it is mainly suitable for people with either no or little vocational training has, or maybe used by people, who see this as an additional qualification for their operational work. In this view, we are encouraged by the discussion with local job centres.

It must be clearly noted that this operation close training focuses on various circles:

- (1) people without or without a recognized vocational qualification, who are socially disadvantaged in addition possibly due to unemployment. (Entry qualification in a new career field)**
- (2) people who are fully in working life, but because of their activity this special additional training is required (operation-related vocational training)**

For implementation of these two paths, however, in practice arise a number of scenarios that have a certain complexity. This will be illustrated below.

An establishment of the overall concept is very difficult because it is difficult to assign clearly operational requirements. This is because basically many areas are to be trained, which are usually performed by different professionals. As can be easily understood, it can very quickly lead to excessive demands for a training person, when they take on this responsibility alone; on the other hand, it can lead to excessive demands for the learning people because the educational provision is too broad. There are skills taught in management, warehouse work, in the transport sector, management level, from the technology sector, from the disposal area and also social skills.

The acquired knowledge is therefore very broad, however, comes in the various areas not far enough into the depths in order to offer it as a higher qualification. At the same time resulted in the testing that due to the diversity for many low-skilled people there is a too high complexity. Discussions with companies have revealed that a more significantly compromised professional qualification is desired.

If the depth of the training is increased, the training might be offered as training with certificate. In its current form, a use is advised as a direct company training or education. To offer it for as many people as possible we recommend a modular division. So people can participate in the content from many working fields.

We recommend to offer the social skills in every part of the qualification, as this may result in a significant increase in quality through increased recognition and motivation. Especially in the field of low-skilled many cultures come together and social skills especially with intercultural contents are advantageous.

Based on our experiences, we propose to make an allocation of 11 modules in 3 courses. In the testing phase it became clear that many participants had problems to detect total training alike. There was a clear trend of focusing on individual

participants in special areas of learning, so that the individual training will offer desirable incentives to learn.

The 11 modules are:

1. Transportation
2. Storage
3. Dismantle u. Disposing of used electrical goods
4. Social skills I
5. Social skills II
6. Organisation of goods receipt
7. Management of business processes
8. Sales
9. Acquisition of goods and customers
10. Purchase of goods
11. Cleaning and repairing of electrical equipment

The social skills I and II, we definitely recommend for each of the courses, as this seems to be essential for operational use.

Therefore, our recommendation is the following division into 3 training courses make:

1. Trade and Management

- Management of business processes
- purchase of goods
- acquisition of goods and customers
- sale

2. Transportation and Logistics

- Goods Acquisition
- Organisation of goods receipt
- Transportation
- storage

3. Reconditioning and recycling

- Dismantle u. Disposing of used electrical
- Cleaning and repairing of electrical equipment
- storage of waste electrical and electronic parts
- Receipt of goods

Each of the 3 courses of education leads to special skills. On request, you can also go through the whole qualification.

There should be given a certificate at the end of the qualification, so you can prove a wealth of knowledge, and also the European labour mobility is ensured.

The qualification aims at people with low qualifications, since the contents of each training provides no expert knowledge. A settlement on a high level of education would not be feasible, especially under the aspect of the costs of the use of labour.

Due to the high wages, the second hand products would be too expensive compared with current prices for a new unit.

In company based qualification you have to watch to watch the reasonableness of costs and benefits.

6.3 Proposal for financing of the concept in Germany

Against the background of the above target groups, in Germany there are basically four ways of financing the concept:

- (1) As financing through employment agencies or job centre for unemployed people or people at risk of unemployment; this presupposes a corresponding certification of training to become a specialist for electrical devices, or the possible partial qualifications.
- (2) Financing for people at work by their company; this is a certification of training to become a specialist for electrical devices, or the possible partial qualifications (not necessary but desirable under certain circumstances).
- (3) The proposed training courses or a combination thereof can be promoted by the known funding opportunities, such as the education premium (Bildungsprämie) or the training bonus (Weiterbildungsbonus).
- (4) It is also possible qualification under the Federal Voluntary Service.

6.4 Outlook for Germany

Generally the qualification concept should be initially implemented in the context of the German VET-system at different institutions which are doing business in the Second-Hand sector either such as companies or associations or institutions which act in the field of education (training). Also the chambers could be gain for the qualification and make a certification for this, for example, IHK-certified. Thus, the qualification would have won a nationwide quality and recognition, and it would be done an essential step towards a new professional (initial) training / apprenticeship.

Regarding a new initial training (apprenticeship), it is necessary to examine whether the contents of the qualification can be attached to an existing apprenticeship such as seller, retail merchant, to make a specialization of the profession on the product group “used electrical appliance”. Insofar this makes sense, the social partners must get proposals for testing whether a new apprenticeship should be initiated and determined and to encourage then the establishment process of a new apprenticeship and profession.

The project partner will continue to offer the training. So they have completed with their partner organization VILM (Association for the Integration long-term unemployed people) in cooperation with the local Jobcenter preliminary plans to perform for a certain number of people (via fund for re-integration in the labour market for the employer), part qualifications of training as a specialist in used electrical and electronic equipment.

Also they are with the Jobcenters still in contact and will provide future job opportunities partial qualifications as necessary. A focus here will be placed on business-related social skills.

Furthermore itself offers as part of the qualification of federal volunteers to carry out the qualification as modular training. This procedure can do i.a. all institutions which act in the field of federal volunteers. But it would be an advantage if they have a reference to Second-Hand sector.

7. Implementation and financing of the concept in Austria

7.1 Description of the VET system in Austria

In Austria, children aged three and over can attend a nursery school (Kindergarten) (1)¹ [ISCED 0] voluntarily. As soon as they are five years old they must attend nursery school in a half-day form. Kindergarten is not part of the school system, however. In Austria compulsory schooling starts at the age of six and lasts for nine years. One nursery or school year lasts for ten months (from September to June). There are private and state schools; in state schools, no tuition fees are charged. The Austrian school system provides for a variety of education and training options which are designed to meet the needs and interests of children and their parents

Primary level

In Austria every child's education starts with four years at primary school (Volksschule) (2) [ISCED 1]*. Pre-primary education [ISCED 0] is provided for children who have reached compulsory school age (i.e. at the age of six) but are not yet mature enough for school (e.g. because they have difficulties following instruction).

Children with special educational needs can attend either a special needs school (Sonderschule) (3) [ISCED 1] that is tailored to their needs or primary school classes that are run in an integrative (inclusive) scheme. Primary schools and special needs schools impart comprehensive general education to all pupils with the objective of fostering their social, emotional, intellectual and physical skills and abilities. Classes for children with special educational needs additionally take the children's individual disabilities into account.

Lower secondary level

The first differentiation of the school system is at the beginning of lower secondary level. Schoolchildren have a choice between two types of school that last for four years each: these are the lower secondary school (Hauptschule) (4) and the lower cycle of secondary academic school (allgemein bildende höhere Schule or AHS - Unterstufe) (5) [both ISCED 2]. Schoolchildren with special educational needs can continue attending special needs school [ISCED 2] from the fifth to the eighth year. Afterwards they can choose from among intermediate and higher school levels depending on their inclinations and talents. Lower secondary schools provide schoolchildren with basic general education, preparing them for transfer to the upper secondary level and for working life. The lower cycle of AHS aims to impart a broad and advanced general education. It is offered in three branches with different

¹ The numbers 1 – 20 in brackets are references to the respective figure (see end of the chapter 7.1)

focuses: as classical secondary academic school (klassisches Gymnasium) with Latin and as secondary academic school (Realgymnasium) specialising in sciences or economics. In the 2008/2009 school year the pilot project new secondary school (Neue Mittelschule) [ISCED 2] was launched at lower secondary level. This is a school for all 10-to-14-year-olds. The curricula of a Realgymnasium at the lower cycle of AHS are valid for new secondary schools. It is planned to introduce this scheme as a permanent school form as of 2016.

Upper secondary level

For the majority of Austrian schoolchildren the first school year at upper secondary level is the final year of compulsory schooling at the same time. Then they can decide between a vocational (VET) and a general education pathway. VET programmes are provided within the framework of apprenticeship training (dual system), at VET schools (BMSs) and VET colleges (BHSs). General education is imparted at the upper cycle of AHS. Depending on their interests and inclinations there is the choice between a classical, business, science, musical and artistic, or language focus. Some 80% of schoolchildren opt for a VET programme after completing lower secondary level.

VET programmes

Young people who want to attend a VET programme in the dual system after lower secondary level are obliged to complete their ninth year of compulsory schooling first. This is in most cases done at a one-year pre-vocational school (Polytechnische Schule) (6) [ISCED 3C]. Due to the variety of subjects, company visits and practical days at training workshops provided at pre-vocational school, students are offered tailored guidance for their future career decision. Subsequent apprenticeship training (Lehrlingsausbildung) is provided both at the training enterprise (Lehrbetrieb) (practical training, which makes up some 80% of the training period) and part-time vocational school (Berufsschule) (7) [ISCED 3B]. It is the task of these vocational schools to expand the trainees' general education and complement the specialist knowledge and skills they are taught in the training enterprises.

Depending on the apprenticeship, training lasts between two and four years, but mostly three years. At the end of the training, every apprentice can take an apprenticeship-leave examination (Lehrabschlussprüfung). Young people with special educational needs, disabilities or disadvantaged youths have the possibility to attend an integrative VET programme (integrative Berufsausbildung). By training in partial qualifications which the apprentices agree on with their company it is possible to meet the special needs of these young people. Integrative VET is supervised and supported by vocational training assistants.

Another VET form of upper secondary level is VET school (berufsbildende mittlere Schule or BMS) (8) [ISCED 3B]. It aims to impart to students the fundamental subjectspecific skills that enable graduates to exercise their occupation immediately upon its completion and also aims to expand their general education. VET schools mostly last between three and four years, but there are also one-year and two-year forms.

Schools for general healthcare and nursing

(Schulen für allgemeine Gesundheits- und Krankenpflege) (9) [ISCED 4B] cannot be started before successful completion of the tenth year of schooling. Training is

provided within the dual system, with practical training at a hospital and theoretical education at school. They are completed with a diploma examination.

Since 1997, graduates of apprenticeship training, of three- and four-year VET schools and of schools of healthcare and nursing have had the possibility to take the so-called *Berufsreifeprüfung* (10) examination. It comprises four partial exams (German, mathematics, a modern foreign language and occupation-related specialist area) and entitles students to transfer to any post-secondary or tertiary establishment (higher education entrance qualification). Another way to obtain the higher education entrance qualification is by acquiring the *Studienberechtigungsprüfung* certificate. It qualifies holders to study only one specific specialist area, however. Another way to obtain the access requirements for the postsecondary and tertiary sector is to complete an add-on course (*Aufbaulehrgang*) (11) [ISCED 4A]. Particular groups of people have to attend a preparatory or bridging course (*Vorbereitungslehrgang*) (12) before entering this educational track. Graduates of add-on courses are awarded a *Reifeprüfung* or diploma certificate.

Apart from apprenticeship training and vocational programmes provided by VET schools, students who have completed lower secondary level also have access to a VET college (*berufsbildende höhere Schule* or BHS) (13) [ISCED 4A], which provides higher vocational qualifications in different specialisations (e.g. tourism, mechanical engineering, electrical engineering, etc.) and well-founded general education. VET colleges last for five years and are completed with the *Reifeprüfung* and diploma examination. Students thus acquire professional qualifications and the general higher education entrance qualification (double qualification).

Training guarantee up to age 18

The apprenticeship system is demand driven; an apprenticeship contract is only concluded when a business, on the basis of a perceived midterm skill need, is prepared to enter into such an agreement with a young person. This "market logic" in the apprenticeship training system runs up against the "en-titlement logic" of full time school based VET. Pupils who finish mandatory school with positive grades can continue their school based training in a VET school or a VET college.

To nevertheless ensure that also those young people who do not succeed in finding either an apprenticeship position or a place in full time school based VET can receive formal vocational training, a training guarantee for all young people has been in place since 2008. This guarantee is implemented by the AMS (*Arbeitsmarktservice* – public employment service) by means of the *ÜBA* (*Überbetriebliche Berufsausbildung* – supra-company apprenticeship training).

When a pupil after completing mandatory schooling seeks an apprenticeship and the AMS does not succeed in placing him or her in an apprenticeship in a company, this young person can still begin learning a trade through the *ÜBA* programme. During the student's term of training under the *ÜBA*, the *ÜBA* will continue to pursue the goal of placing the student in a regular apprenticeship position. It is however also possible, that a person completes his or her entire apprenticeship term in an *ÜBA* course and sits the apprenticeship certificate exam. As of December 2013, there were approximately 9,000 students enrolled in the *ÜBA* programme: While the per person annual cost to the taxpayer of the apprenticeship programme is only around 5600 Euros (consisting primarily of the cost of part-time vocational school plus

financial subsidies to training companies), and a full-time school based VET costs around 8600 Euros, the ÜBA is looking at a cost factor of over 17,000 Euros (AMS costs and vocational schools) per year. The political consensus in Austria is that these costs are offset by avoid-ing the substantially higher social and economic costs of inactivity.

An overview of the VET system in Austria gives the following graph:

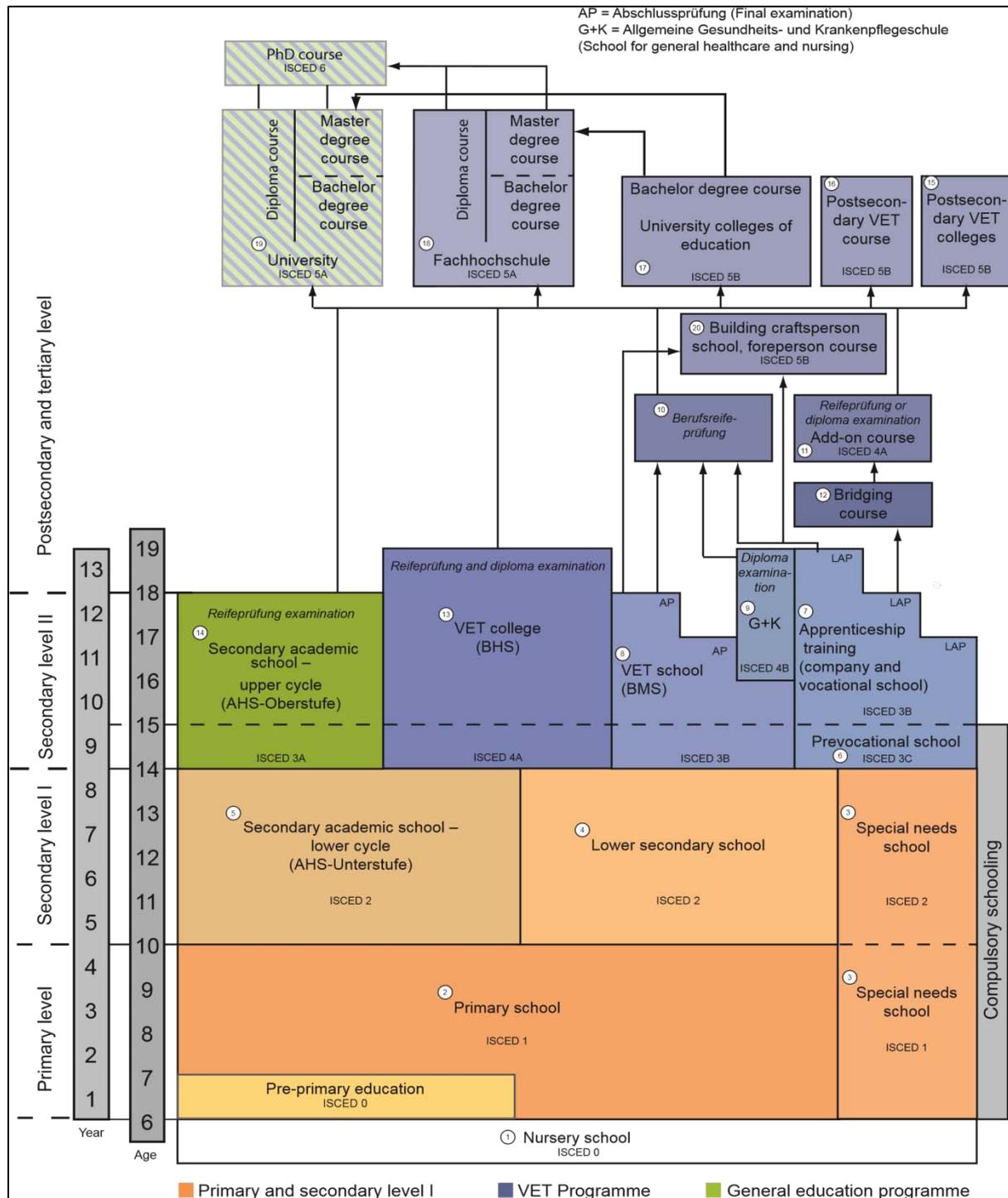


Fig.4 VET system of Austria

7.2 Proposal for implementation of the concept in Austria

The most realistic option for the implementation of our overall qualification concept "expert council for" the Austrian VET system is a partial qualification. Subsequently, such as in electrical engineering teaching (2 years basic modules, 1.5 years main modules) could if demand also a special module "WEEE-expert" in apprenticeships in modular form, are connected.

Lately we think of the occasion to carry out a two-year innovative pilot project for refugees on behalf of the Public Employment Service Vienna and the Austria Federal Economic Chamber.

Target groups:

Young people who have difficulty in the labor market (re) gain a foothold, put our main target group. Whether they are considered long-term unemployed, are registered as seeking employment, or have allowed themselves after high school / cancel a longer break is from our current perspective of minor importance.

Also teaching dropouts who found no adequate job opportunities as a result, come into question.

Asylum and subsidiary protection, aged 18 and 24 years are particularly worthy of funding from our perspective, because their integration is a need of the hour.

Another highly interesting, because in Austria growing target group, so-called pension Transit forces could be: unemployed who have only three years to the statutory retirement ahead. Currently the largest funding budgets have been approved for this target group by the AMS Vienna and the Ministry of Welfare. However, there is reason to suspect that 2017 refugees be promoted to a high degree (must).

One rule for all: a technical pre-qualification is advantageous craftsmanship is a prerequisite.

Provider:

As a provider of partial qualification "specialist for electrical devices" are in addition to the integrative vocational training (dual apprenticeship and corporate apprenticeship program) the large, traditional (further) to address educational organizations in the first place. These include the Berufsförderungsinstitut BFI, the Economic Development Institute WiFi and the community colleges.

For the implementation of the "expert council for" Special module with apprenticeships in a modular form the point of contact is the apprenticeship office of the Economic Chamber.

The implementation of a two-year innovative pilot project for refugees on behalf of the Public Employment Service Vienna and the Austria Federal Economic Chamber could also R.U.S.Z - assume Association for the promotion of the social economy.

The preparation for the successful conclusion of the training is ensured by motivation work, training of key skills and acquisition of practice in two training firms of R.U.S.Z and participating in a preparatory course in small groups for the final examination, but

also individual coaching. The innovative character of this setup consists in the approach to address the participants with a model with a strong market connection as a learning environment (as opposed to a school-based system).

The analysis of the European second-hand sector has not only revealed a general need for training of the workers or companies, but due to the foreseeable and future development of the second-hand sector, the development of an initial training, for example, for second hand specialists is appropriate. The numerous features that have been identified with regard to the working processes and tasks show that it makes sense to implement an initial training in the sector. For this, the numerous business areas and task areas provide enough potential and approaches, as well as, inter alia, also possibilities of business-unit-related specializations.

R.U.S.Z has a first-class, relevant network that is mostly interested in the implementation of the results, and can be considered as a user:

- “die umweltberatung” Wien coordinates the repair network Vienna, the first spin-off of R.U.S.Z. It is part of the organization in the large umbrella organization of Vienna Adult Education "Wiener Volkshochschulen GmbH". The Austrian "advisor" is the head of "Eco Counselling" Vienna.
- Wiener Volkshochschulen are the largest adult education organization in Vienna and, as such, is predestined to work constructively in the implementation. The director of the Volkshochschule Donaustadt has already expressed an interest.
- ReparaturNetzWerk Wien, a quality group of serious repair and ReUse companies has nearly 70 member companies and provides a potential for future employment as trained "WEEE specialist". When integrated early in the process, small businesses can be more interested in the employment of the target group persons.
- RepaNet Austria, the Austrian umbrella organization for social integration enterprises, which are active in the ReUse- and recycling sector is particularly suitable as the addressee for educated target people, but also for the application of the curriculum for their own purposes.
- The Public Employment Service Vienna (AMS Wien) is the largest relevant player. Although budgets are increasingly scarce in times of rising unemployment, there is still a chance to collaborate for specific projects on the ongoing cooperation (work training for long-term unemployed).

All these organizations / institutions have been working together for many years in order to achieve environmental and / or social objectives. They are all interested in the creation of new, promising job profiles and want to create green jobs.

With the awareness raising within these important stakeholders during our Multiplier Event in September 2015, it is easier to attract adult education organizations and the AMS (as funding organisation) for the implementation. The Federal Minister for Labour, Social Affairs and Consumer Protection and a senior Commission representative held the keynote speeches, representatives of the Chamber of Labour, the Vienna Environmental Protection Department and the AMS have

expressed their views during the discussion. Based on the experiences from a project that accompanied apprenticeship dropouts to the apprenticeship degree in an adult education innovation project appointed by the AMS Vienna, R.U.S.Z has suggested the development of a semi-apprenticeship, similar to a bachelor's versus Master program, representing a formal education for disadvantaged young people, that also can be expanded to a full-fledged apprenticeship degree, and - if it fits. This proposal has been discussed with the attending experts and was qualified as a good but tedious idea (agreement of the social partners is a prerequisite).

The interest in the training for WEEE specialist was fueled again in the context of the ReUse platform of the Ministry of Environment in April 2016. The R.U.S.Z chairman had been invited to present the now practically tested qualification program. The representatives of the Viennese municipal waste management department can imagine to have existing staff qualified, but in any case also to encourage socio-economic institutions that provide services for them to make use of this training program for their staff.

It is recommended to use the existing interest after the project and to proactively contact the relevant institutions of adult education to include the developed concept in their standard program: the Wiener Volkshochschulen, the Institute for Economic Promotion (<http://www.wifi.at/start>) and the Vocational Training Institute (<http://www.bfi.at/home/>).

In any case, it is advantageous to acquire resources from the so-called active labor market policy (in Austria, the AMS is the responsible funding body) for this qualification model.

7.3 Proposal for financing of the concept in Austria

As illustrated in Chapter 7.1 there is the possibility of an inclusive vocational training for disadvantaged youths. Partial qualifications under this title are free for the target group audience being paid by the state. There are even very generous promotions to companies / organizations distributed in this case, who accept disadvantaged young people as apprentices in the dual apprenticeship training.

Partial qualifications in 2nd chance education have either paid to be by the trainees themselves or - if their status is seeking employment - be done by the AMS. In the latter case, at least a realistic job demand must exist in the labor market.

There are vouchers to be used for further trainings by some organizations, such as the Chamber of Labour. A special case in Austria is the Vienna Employment Promotion Fund, who offers programs for education - especially for women in technical sectors

7.4 Outlook for Austria

Currently there is poor demand for WEEE-Specialists. We are pretty sure though, that there will be plenty of jobs for persons who will go through this qualification program successfully in 2020 at the latest. We are in an unusual situation: We have a

qualification program at our disposal which does not need to be developed under pressure when the market asks for it. It is obvious that regarding to the EU's regulatory policy – e.g. the Circular Economy Action Plan – there will be supply but there is no demand yet. We will make use of the time to come to develop this sustainable qualification program further and test it in order to offer solutions then.

We are already negotiating a two year training program for refugees commissioned by the Viennese Labour Market Service and the Austrian Chamber for Commerce. A first meeting at the Chamber for Commerce concerning the funding for a two-year innovative pilot project on qualification of refugees with work permits, together with the Viennese Labour Market Service makes us pretty optimistic.

Another synergy turned up by the approval for another ERASMUS+ Project together with the same project partners for the mentoring of refugees.

8. General outlook

The different proposal of the partner countries of the Erasmus+-project „QualiProSH electro“ for implementation and financing of the qualification concept „specialist for used electrical appliance“ show that it is dependent on one hand on the particular VET system of each country and the political background (laws etc.) and on the other hand on the need of qualification and the development of the Second-Hand sector. Primarily, the qualification concept will be initially offered as further training for different target groups or as a supplement to existing qualifications and measures for labour market integration of unemployed people.

Furthermore the partner are focussing to implement the qualification concept on one hand as an overall qualification with all modules and on the other hand they want to use and implement individual modules.

The proposals also show that all partner think about a new apprenticeship in their VET systems. But this will take a long time, because in each country it seemed to be a complicated process to initiate a new and accepted profession. The official way is subject of many regulations and laws. Also the responsible authorities have to examine first the need of the qualification. Only when they decide that it is needed the official way can be gone. But the partner have also made proposals how to speed up this procedure. The most proposal is to implement the qualification first as further training and when this is accepted by the companies and the target groups it will be easier to gain the official and responsible authorities. Regarding to this it could be helpful if the qualification will be certificated by other institutions like chambers.

The long-term and future aim should be to implement the qualification as an initial training / apprenticeship to establish a new profession.

About the financing all project partner made a lot of different proposals. On one hand the qualification can be financed private by companies or the interested persons themselves and on the other hand it could be financed by the responsible authorities. Here are named e.g. Ministries of Economics and Labour as well as Ministries for Education or by the employment services. Another proposal is the financing by project funds on the EU or the national level.