



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

# TRAINING NEEDS IDENTIFICATION METHODS FOR DISADVANTAGED YOUTHS IN BULGARIA AND GERMANY

## PART 1 TRAINING NEEDS IDENTIFICATION METHODS FOR DISADVANTAGED YOUTHS IN BULGARIA

- A. General characteristics of training
- B. Training needs identification methods
  - 1. Stakeholder analysis
  - 2. Selecting and using the research methods to identify training needs
  - 3. Planning identification of organizational needs
  - 4. Planning identification of job needs
  - 5. Planning identification of individual needs
  - 6. Data collection
  - 7. Analysis of the data collected in the TNA
  - 8. Presenting the TNA data
  - 9. Reporting the data
  - 10. Sharing the results
- C. Difficulties in implementing particular TNA methods
- D. Good practice examples

## PART 2 TRAINING NEEDS IDENTIFICATION METHODS FOR DISADVANTAGED YOUTHS IN GERMANY

- A. General training methods in the field of vocational training
  - 1. Federal Principles in the VET in Germany

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

## 2. The vocational school in the dual system - the example of the professional office clerk / woman in Bavaria

### B. Pedagogical approaches of vocational qualification and training needs identification in Germany

#### 1. Concepts and approaches of vocational qualification

- 1.1. The entire living environment in the focus of learning
- 1.2. Strengthen competencies instead of stressing deficits
- 1.3. Interdisciplinary and independent learning
- 1.4. The concept of action oriented learning

#### 2. Identification of training needs

- 1.1. Support diagnosis
- 1.2. Individual education and training plan
- 1.3. Steps to identify the training needs

### C. Good practice examples

## PART 3 TRAINING NEEDS IDENTIFICATION METHODS FOR DISADVANTAGED YOUTHS IN BULGARIA AND GERMANY – COMPARATIVE ANALYSIS

---

#### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.

## PART 1 TRAINING NEEDS IDENTIFICATION METHODS FOR DISADVANTAGED YOUTHS IN BULGARIA

### A. General characteristics of training

Training is an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill<sup>1</sup>. It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees.

The principal objective of training and development is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: individual, organizational, functional, and societal.

- Individual objectives - to help a person in achieving their personal goals, which in turn, enhances the individual contribution to an organization.
- Organizational objectives – to assist the organization with its primary objective to adopt a major new strategy, create a new product or service, undergo a large scale change programme, or develop significant new relationships by having joint venture with other business houses.
- Functional objectives – to maintain the department's contribution at a level suitable to organization's needs.
- Societal objectives – to ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

Training and development helps in optimizing the utilization of human resource; to provide an opportunity for the development of human resources; in increasing the job knowledge and skills of employees; in increasing the productivity of the employees in inculcating the sense of team work, team spirit; in improving the health and safety of the

---

<sup>1</sup> <http://www.businessdictionary.com/definition/training.html#ixzz26F2XMKF0>



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth”  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

employees in the organization; in improving the morale of the work force; in effective decision making and problem solving. It helps in understanding and carrying out organizational policies.

The education and training of people in disadvantage is a field, which requires special attention from society, since it addresses people of special needs. The VET system needs to more effectively encourage the participation and success within education and training among disadvantaged learners. However this raises the question of how to do it. There is a number of issues to be taken into consideration:

- To identify the motivations and barriers of disadvantaged learners to participating in education and training, and to assess the relevance of financial issues in restricting participation among different potentially disadvantaged groups (like transport, childcare and other);
- To understand and estimate the importance of learner support and other further education enablers in encouraging participation and retention among various disadvantaged groups, including views on financial incentives and willingness to fund education and training through further education loans;
- To review the experiences of disadvantaged learners and early leavers from the education system, including the barriers encountered during their study; their experiences of learner support and its impact;
- To develop a segmentation typology of the disadvantaged learners and non-learners based on their attitudes and barriers to participating in education and training, and review the extent to which various learner support enablers would encourage each of the segments to participate in further education.

Furthermore when we speak of economically disadvantaged people we need to take into consideration the fact that usually surveys regarding poverty issues summarize data from traditional cross-sectional investigations, conducted at a single point of time - while

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

people, experiencing poverty might have done so not for a short-term, but also long-term period (also persistent basis). Recent economic developments may have jeopardized the economic stability of many families on a temporary or more permanent basis. Society may find it imperative nowadays to give these families special assistance, also in terms of supporting their vocational education. In order to serve the educational needs of society it is important that the vocational curriculum be developed to meet the needs of all groups of students, including the (economically, socially) disadvantaged.

There are many questions to be addressed when designing curricula:

- What subject matter should be taught?
- What learning processes should be included?
- What should be the goals or valued ends?
- What modes of thinking should be inherent in the design?

The judgments made about curriculum are moral value judgments and are of greatest importance because curriculum affects people, their relationships and their long-term well-being. Curricular decisions have public significance and public ramifications.

One method of selecting appropriate subject matter for curriculum development is the needs assessment. It revolves around a simple model, that is, a need is identified as a discrepancy between the existing condition and the future desired condition. A needs assessment is rooted in empiricism and when it is used the unknown becomes known and defined.

## B. Training needs identification methods

There are many approaches for the identification of training needs and they all involve hard work and the adoption of an analytical and diagnostic approach to try to determine what is required. There are trainers who prefer the term "training needs analysis" (TNA) to "identification of training needs" (ITN), but anyway it refers to the same thing. When we

---

### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

talk about people in disadvantage it is better to talk about "learning needs" rather than "training needs" because it is more inclusive of the wide range of learning methods that exist, and because it is less trainer-centred. The training needs analysis should always be regarded as part of a wider process of situation analysis, which requires analysis of key actors (stakeholders) with an interest in the training course. It also involves analysis of all the factors, which may or will affect the learning process and outcome of a training course. Furthermore not all needs can be addressed through training. Some problems can only be resolved by other kinds of change within an organization, such as new systems or structures, policy changes or other reforms or strategies. The process of training needs identification can be described in the following important steps:

1. **Stakeholder analysis:** this step indicates how important it is to identify all possible stakeholders with an interest in the training process, including the identification and assessment of the learning needs.

Stakeholder analysis in the context of needs assessment will reveal the importance and possible influence of the stakeholders in TNA, their type of participation, interest and possible impact on them. This involves a "needs assessment" which finds out what people needs are and whom they affect. Only when we know what people really want can we develop an effective training project/program. The needs assessment should be followed by a "capacity assessment" to see what strengths people have which they can use to address their problems. The training program should seek to strengthen any weaknesses.

2. **Selecting and using the research methods to identify training needs:**  
identifying training needs is a form of research.

First, evidence suggests that there is a basic problem which can be addressed through training. It may also be necessary to address the problem with non-training measures. So it is important to identify clearly the 'training gap'. This is found by comparing an existing

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

situation with a future, desirable situation, and then finding out how training can bring us from 'here' to 'there'.

Various methods may be used to do this, including the following:

- self-report questionnaires;
- observation;
- individual interviews;
- checklist/job description;
- diary records;
- work sampling;
- technical expert conference;
- critical incident;
- examination of existing records.

The choice of research method will depend on the questions, which are to be asked. The questions will emerge as it is considered what needs are being addressed (organizational, job, individual). One useful tool is to match the questions with the research methodology.

### 3. Planning identification of organizational needs:

This step requires to search organizations with a stake in the training and list questions to ask them, e.g. what are the critical changes affecting the work and operations of the organization? What are the relevant policies within the organization? What are the current strengths and weaknesses of the organization? What opportunities and threats are being presented from the external environment? etc.

### 4. Planning identification of job needs

This should be carried out using a participatory methodology, ideally with the trainees themselves, prior to the training, or with other stakeholders who are able to provide good

---

#### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.

quality information about the professional activities of the target group. The following steps are recommended:

- identify main categories of jobs and make a list of all the tasks associated with a person in that category of job;
- using interviews, questionnaires or through observation of people performing tasks, complete frequency/ importance/ learning difficulty table;
- through consultation with representatives of the target group and other relevant stakeholders, it is now possible to choose one of the high priority tasks and identify the (ideal) knowledge, skills and attitudes required for someone to perform it.

#### 5. Planning identification of individual needs.

In this stage it is important to estimate the training needs of individuals, by preparing a variety of questions to them, such as: what tasks do they do regularly; what difficulties do they face when doing these tasks or their job; what could help them to do their job better; what kinds of knowledge do they need to do their job; what skills do they need to do their job; what kinds of attitudes do they need to do their job effectively; which of these KSA do they lack now; how long have they worked in this job; what do they like most about their job, etc.

#### 6. Data collection:

This is the point when plans become action. If the planning has been effective, then the data collection should go smoothly, but always expect the unexpected. Flexibility, commitment, energy, organization and a sense of humour will all be needed during this period.

#### 7. Analysis of the data collected in the TNA

It is important that data is sorted out as the TNA survey progresses. This has two advantages. Firstly, it will not be necessary to fight with a huge amount of data at the end





European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

of the survey. Secondly, there will be a better understanding of important issues emerging during the survey, which may be explored in more detail or clarified in some way. Identify categories into which data can be inserted. The knowledge skills and attitudes (KSA) identified will form the basis of the curricula to be developed. Once these KSA have been identified, it will be necessary to prioritize which training programs can or should be offered, and when. It is therefore important to develop a training strategy once the results of the TNA are known. For any training course/program developed, there should be clear evidence which justifies its provision. The information collected in the survey which is not directly related to KSA will provide this evidence, and can be useful when developing a training strategy. It can also be useful in identifying non-training needs. Training is not the answer to every problem!

8. Presenting the TNA data: there are different ways in which the data could be presented: graphically, as a table, or in any other type of systematization, so that the data is presented in a clearly arranged manner and can be used purposefully for analysis of the outlined patterns.

9. Reporting the data:

It is essential to prepare a report of the initial consolidated results of the TNA. This could be organized under the following headings: Policy, Environment, Client organizational issues, Tasks and activities (existing and future), Training provider organizational issues, Individual needs, KSA (existing and future/required), Curricula which are going to be planned (including time frame, and a rough idea of content).

10. Sharing the results:

All the stakeholders involved in the TNA should have the opportunity to give feedback on the results. This may be done through a workshop, to which key stakeholders are invited. The results may be presented, and then participants should have the chance to discuss the results in detail, either in small groups or in a plenary session. It is not always

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

possible to invite all stakeholders to a workshop; in this case the results of the TNA should be disseminated in some other ways (for example, the written report). Where data is collected from groups or individuals who cannot participate in a workshop to discuss the findings and have no access to written reports, it is important to provide opportunity for their feedback during the data collection process. A meeting could be held, for example, where the researchers present the findings from the field directly to those who contributed their ideas. This improves the chance for feedback and validation of the results. It also emphasizes the importance for the researchers to sort their data as they proceed with the collection.

### C. Difficulties in implementing particular TNA methods

There are some important issues, which should be considered when implementing specific TNA method. It is necessary to identify the specific disadvantage people have with regard to entering the VET system, since the nature of the disadvantage could predetermine the following action in terms of using a specific needs identification method and consequently for choosing a suitable VET program. Furthermore identifying what the main reasons for non-participation are is also important. A possible solution could be the dividing of population into 'segments' based around attitudes and barriers towards education and training, such as:

- People, who think further education "Could help with work" – these are people, who see education and training as a route to job or career advancement;
- People, who see the benefits of learning, but "Can't afford it". They worry that education and training is expensive but could be encouraged to engage through financial or wider learner support;

---

#### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

- People, who consider it "Could be fun". These are mainly female, who would be motivated to engage in learning for personal and social reasons (including a desire to improve their literacy and numeracy);
- "Can't leave the kids" - predominately women aged between 19 and 49. This group comprises of parents with dependent children and childcare support is therefore most likely to be effective in supporting this group;
- People, for whom the low income highlight transport and travel concerns – "Can't get there". Could be encouraged to engage through support with transport, fees and other costs of study;
- People, who "Can't find the time".
- People, who have some kind of learning difficulty, disability or health constraint;
- People, who "Can't be bothered" – they lack interest in engagement and are unlikely to see any benefits;
- People of the type "Won't help me", who do not believe that education and training would offer them job or career advancement.
- People who consider they "Could not keep up" or are "Too old to learn". This group usually consists of older people; people who are not in employment; are on low incomes, or have no formal qualifications.

Various incentives for participation in further education could be provided:

- Weekly payments are popular and encourage participation in the 16 to 18 age range. Weekly payments, though seen as useful for covering expenses, have less of an incentivizing effect for those aged 19 and over. The main reasons for this among those not currently working revolved around concerns about interaction with state benefits. Among those in work, the monetary amounts suggested are usually below the relevant range for replacing the income lost by reducing or giving up work for study;

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

- Childcare barriers are complex and overcoming them requires a holistic approach going beyond financial support.
- Sometimes people with disadvantage declare reasons for not being able to enroll on first choice courses related to meeting qualifications requirements and other difficulties in getting onto the course, such as course times not fitting with the learners' availability. In this case learner support and provision of information, advice and guidance is of vital importance.

One of the very important issues in implementing specific training needs identification methods is assessing the suitability (effectiveness) of each identification method for the people in socio-economic disadvantage. A possible matrix for evaluation could be developed, including criteria such as:

- Access to the target groups – if the selected method gives good access to the target group. For example if interviews are selected as method for identification of training needs it should be considered what kind of people will be selected as interviewers, will they be able to predispose the target group members to share their thoughts, fears, attitudes, expectations, how will the interviewers travel to the sites, where representatives of the target group resides, etc.;
- Complexity of questions asked – considering that the target group of the survey would be people in socio-economic disadvantage we must have in mind that they might be not very well educated and that the themes and fields of knowledge that the question answering would require might not be available for them. So the questions would be either asked in such a manner, which would correspond to the level of knowledge of the target group or the interviewer would have the responsibility (and readiness) to further explain and clarify them to the people.
- Possibility of comprehension of the questions asked – this criterion should point out to what extent the target group members are able recognize what is asked

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.

having problems with the language (when we talk about immigrants), etc., so the questions asked should be developed in a manner so that the target group members would be able to comprehend them;

- Context of the situations described – when the questions are formed they should address situations, which are close and are familiar to the disadvantaged youths;
- Opportunity of the target groups to reveal their true thoughts and feelings – control questions should also be included in the chosen training needs identification method, so that the target group representatives should share their real problems and acceptable solutions, not let them lie;
- Need for specific skills to be used: when choosing training need identification method it should be bared in mind that any additional skill required from the target group representatives in identifying their needs could make the task very difficult or even impossible – for example if the chosen method is filling in of questionnaires in the native language, which requires writing in that language from immigrants, who might not be able to write in it.

A scale from 1-5 could be used in assessing the chosen method for training needs identification method (see table below).

*Criteria for evaluation of the effectiveness of each identification method for the people in socio-economic disadvantage (scale 1-5)*

Criterion	Scale
Access to the target groups (1- poor; 2 - weak/less than satisfactory; 3- average/satisfactory/adequate; 4 - good/more than satisfactory; 5 - excellent.)	
Complexity of questions asked (1- extremely complex; 2 – very complex; 3- average complexity; 4 – not simple enough; 5 – simple enough)	
Possibility of comprehension of the questions asked (1-very poor; 2-rather unsatisfactory; 3-satisfactory; 4-good; 5-excellent)	
Context of the situations described (1-very poor; 2-rather unsatisfactory; 3-satisfactory; 4-good; 5-excellent/highly relevant)	
Opportunity of the target groups to reveal their true thoughts and feelings (1- poor 2 - weak/less than satisfactory; 3- average/satisfactory/adequate; 4 - good/more than satisfactory; 5 - excellent)	

#### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.

Specific skills required (1- very high 2 - high; 3- average/satisfactory/adequate; 4 weak/less specific skills; 5 – none)	
---	--

#### D. Good practice examples

The initiatives on assessing training needs of disadvantaged youth are usually part of initiatives aimed at organizing inclusive vocational training and are more like initiatives of private organizations than initiatives, part of a relevant state policy. Below are listed initiatives in the assessment of the training needs of disadvantaged youth in which the TNA is the main focus of the project and are more comprehensive and do not affect a particular industry or a particular type of training, specific type of disability (difficulty in accessing the services of professional training) in the study.

- The project QATRAIN 2 (<http://bg.qatrain2.eu/project>): will enable teachers and trainers to help the integration of disabled people into mainstream Vocational Education and Training (VET) by removing unintended barriers to their entry and successful participation. Such improvements will open to disabled people a wider range of opportunities and qualifications that will widen career options and be a major step to reduce discrimination against them. Full accessibility for disabled people to mainstream VET requires adjustments in teaching, learning and assessment and teachers and trainers are best positioned to do this. But competence concerning provision for disabled people in VET is not a feature of teacher training in most countries. Qatrain 2 will transfer to VET, through a process of thorough review and adaptation a resource with a very successful track-record in tertiary education. Two new countries will participate (Romania and Turkey) and new websites will be set up in all 5 countries specifically to address the needs of users in VET. This will be an important resource to be drawn on in initial and continuing teacher training. It will be complemented by a toolkit for identifying needs and promoting the use of the project's resources in meeting

---

#### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.

these needs and by an introductory tutorial concerning the teaching of entrepreneurialism as an example of how barriers can be resolved. The partnership includes a strong range of experience and user groups and is well-integrated into stakeholder networks at national and European levels. The impact of the project will raise awareness of, and enable staff to respond to, increased participation in mainstream VET by disabled people - which has been shown to be a powerful combination for change in tertiary education.

The following results are produced within this project:

1. A comprehensive, online searchable resource in the UK, Bulgaria, Greece and Romania;
  2. A promotional resource in Turkey;
  3. Online toolkit for identifying needs and promoting awareness in the UK, Romania, Bulgaria, Greece and Turkey (Disability Quiz);
  4. A guide to European Policies concerning disability and VET;
  5. A module in entrepreneurialism that will also provide an introductory tutorial for the QATRAIN2 resource;
  6. A report synthesising and comparing research results from the needs research programme in the partner countries;
  7. A promotional guide for the QATRAIN2 resource.
- "Situation analysis and assessment of training needs in the field of care for children at risk in Bulgaria" ([www.projetafue.eu](http://www.projetafue.eu)). The analysis is developed within the project: "Transfer of the French qualification "family assistant"(AFUE). The project has the following main aims: identification of obstacles supportive relationship in the participating countries, diagnosing learning needs, the candidate-foster parents and continuing education approved foster families, identification of specific traits of children in situations of risk from abandonment





European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth”  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

and use as a means of improving the underlying social policy measures in the country, the introduction of a system for accreditation of continuing education so that the received training diplomas to be recognized in all partner countries.

The study was conducted mainly in Sofia, where a large number of children are raised in institutions - 180 children aged 7 to 18-20 years. The survey covered children without mental learning disabilities. This means that nearly 20% of children are covered in this study and it can be said that the data is representative of Sofia - city. The survey covered 33 children and young people. Of these, only 12% are children accommodated in foster families. The reasons for such a small proportion of surveyed children in foster care are several: first, the limitations of the tools - tools used required a minimum age (10 years) of the children who will fill it. Second, the characteristics of foster care in Bulgaria - it is still undeveloped and mainly accommodate children less than age 3 and 6-7, the accommodation of older children hardly happen and are very rare. Of the 53 institutions in the country offering training in social work with children and families at risk and social work with children and adults with disabilities and chronic diseases 16 interviews with training providers from Sofia, Pernik, Shumen, Pazardzhik, Veliko Tarnovo, Smolyan were received. This means that 30% of all providers of social work education in the country are covered in the study. The survey covered a total of 15 people and 12 of them are foster parents, and 3 have jobs similar to foster care, i.e. educators at the Center for family-type accommodation. Since at present in Bulgaria there are 298 foster families, the survey covered about 4% of all foster families in the country. The sample is formed randomly and reflects the main characteristics of the general population. The survey includes foster families from Sofia, Pernik, Pazardzhik and Shumen.

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.





## PART 2 TRAINING NEEDS IDENTIFICATION METHODS FOR DISADVANTAGED YOUTHS IN GERMANY

### A. General training methods in the field of vocational training

#### 1. Federal Principles in the VET in Germany

The dual system for vocational education in Germany is based on different laws and agreements. The legal framework in Germany has been specified in the Law on vocational education (BBiG), while in the sphere of crafts it has been more specifically fixed in the Regulation on crafts. The basis for the uniform national education programs is established by the training regulations. These regulations specify the common goals, contents and criteria for evaluation of the company trainings, thus forming the principle of formal equivalence of the diplomas. The law on vocational training however does not regulate the matters of education within those vocational schools, which apply the dual system. Due to the fact that Germany is a federal state, the separate provinces are free to regulate the vocational school system with dual professional education. The law on education in the different provinces is the legal basis for training in the part, related to the dual system in the vocational schools and colleges. The companies are the competent structures for on-the-job professional trainings.

#### Common educational methods in the sphere of vocational training and education

The vocational school acts as a partner of the educational activities within the framework of the dual system for VET. Its role is to transfer (mainly theoretically) the general and professional educational content from the perspective of the company requirements. What we speak of here is "part time school", the duration of which is from one to two days a week. The lessons can naturally be grouped into blocks. The young people who go through their vocational training (as well as those who have finished their compulsory



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

course of education, but have remained outside the labor market) are the object of compulsory vocational training.

Contemporary vocational schools are trying to pass on the knowledge and skills, which go beyond the present specific work requirements. The aim is, in addition to the technical competences, in the process of work with the trainees to be provided also some basic skills (such as social skills for example), so that the latter are enabled to acquire a certain flexibility for their future professional carrier.

The main disciplines in the vocational schools have been divided into three segments:

- General education lessons (sports, German language, social sciences ...)
- Specialized practical lessons (laboratory exercises and others)
- Professional theoretical knowledge (accounting, technical drawing and others)

The allocation of the different shares of these segments has been fixed within the schedules, the elaboration of which is the responsibility of the Ministry of education in the different provinces. The vocational schools can be distinguished on the basis of their specialized educational disciplines. There exist industrial-technical, commercial, intra-economic, agricultural, gardening and mining vocational schools as well as schools for social care. Another particular classification can be made on the basis of basic and professional level. The basic level usually includes is obtained after the first year of training in a vocational school. During the first year, basic skills are being trained, while during the supplementary professional stages that follow, provide a much deeper understanding of the respective professional specifics. The cooperation between companies and vocational schools is demonstrated in many different ways. Thus for example VET trainers graduate with various professional practices (probations), and vice versa, the vocational schools provide seminars for training of trainers. This always intends to unify the knowledge and skills and the level of information, in order for the basis of a perfect common collaborative work to be established.

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

<http://www.berufsinformation.org/duale-ausbildung-die-berufsschule-im-dualen-system>

## **2. The vocational school in the dual system - the example of the professional office clerk / woman in Bavaria**

Graduating from the basic commerce course during the first year of their training, the students must obtain the necessary level of main technical competences for their professional activity. The educational plan is predominantly problem oriented, towards action focused exercises. This encourages the acquisition of broadened key competences regarding the main the professional skills required as well as a level of independence for lifelong learning. This targeted approach proposes close linking and combining of training courses on German language, social sciences, English language and text processing with the system of disciplines included in the specialized training, which makes the overall consideration of economic situations possible. The processing of data as a commercial instrument is also perfectly integrated. The study plan has been synchronized with the specifics of education and is focused more particularly on the work in human resources and accounting departments. In addition to this, it also taken into consideration that the professional office clerk has to acquire in depth knowledge in the field of the organizational company structures.

The training curriculum in the Vocational school in Bavaria

<http://www.isb.bayern.de/isb/download.aspx?DownloadFileID=52330f1ad125ce56fe92bc605a6d610f>

## **B. Pedagogical approaches of vocational qualification and training needs identification in Germany**

---

### **Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth”  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

The acquisition of professional qualifications of youths with special education needs follows the necessity of ensuring qualifications and support, which are on the one hand synchronized with the needs of the target groups and on the other hand oriented towards the labor market.

Those who do not meet the usual conditions and requirements for entering the contemporary labor market should be encouraged and qualified on the basis of pedagogic approaches, which are specially suited to the target group and its needs.

Differentiated but mutually connected concepts are presented below.

## 1. Concepts and approaches of vocational qualification

### 1.1. The entire living environment in the focus of learning

The orientation towards the individual particularities and objectives of the trainees means that the entire surrounding living environment should be placed in the center of the educational process. The youths' life does not reach only within the area of their employment and school, but also concerns the individual family situation, the leisure time, and the social contacts with their peers and the social environment they live in. This greatly influences their chances to further develop and realize their personal aims, desires and needs.

This process covers the issues of forming and developing skills and strengths, which will allow the individual to be able to actively and creatively collaborate with the living conditions, which surround him/her, as well as to pursue his/her personal objectives for development within the society. In this regard, integrated and living environment oriented educational processes are often discussed.

The overall approach used for the purpose of acquiring professional qualifications for the young people at a disadvantage has also been specified as a "Socio-oriented pedagogic" vocational education and training (VET) or professional education, and combines

---

#### **Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

elements from the methodology of professional pedagogy with elements from social and school pedagogy.

Professional education is not limited to professional, manual or cognitive processes of education, but it should provide opportunities for personal development by including the curriculum tasks for individual handling of roles, which active and responsible adults undertake in their everyday life in society. A key aspect for this is social and personal learning.

Prof. D-r Franz Josef Krafeld from the Center for social consultations and education mentions also another aspect of the living environment focused training courses: „If we had a living environment oriented, instead of labor market focused, target encouraged professional integration, then we would place social integration as a main aim. (...) When social participation becomes a main objective, professional aid for the youths preparing them for life in general – a life, which is still quite insecure and unclear - should become the main focus.“

Source: Prof. D-r Franz Josef Krafeld, Professional integration encouragement, focused on the living environment, May 2005.

## 1.2. Strengthen competencies instead of stressing deficits

During the comprehensive vocational training the term "Competences", as well as the object of evaluation and development of skills acquire an even greater importance. The internal preconditions (attitudes), which a person possesses in order to act and respond in an organized manner to a certain situation are defined as competences (Erpenbeck und von Rosenstiel 2003, X). Not knowledge itself, but its application comes to the front. Together with this the competences encompass also the emotions, attitudes, experience, internal stimuli, values and norms (same source, XII).

---

### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

Competences as a term should be differentiated from certain personal qualities. The question here is not that almost inherent and fixed character particularities are established, but a behavior, which someone can be taught and trained into. "Training is a step in the personal development" ... "and a lifelong process" of acquisition of skills (Belz und Siegrist 2000, 11).

A change of the view point has been taking place during the last years with regard to the acquisition of professional qualifications on behalf of young people at a disadvantage: what is placed in the focus of attention are not the deficits of the young people, but their competences and strengths. The competences, which can be acquired not only during formal education, but also informally in everyday life activities, should be identified, so that the young people become aware of and continue to enhance them.

The competences and resources of youths with immigrant background should be considered from a specific point of view: What sustainable strategies they are developing in order to find their place in Germany under the particular circumstances of their situation, due to minority status and suffered isolation and discrimination? Considering the fact that they possess their own specific migratory experiences (typical for the young immigrants), it is necessary that specially tailored questions are asked if we want to understand their competences: What they have been through and what experiences they have accumulated after they left their home country? Which strengths they had to develop in order to overcome this change? What skills they had to develop in order for this trip to be useful? What achievements and skills, acquired from their own country or after they emigrated, they possess, that now (at first look) seem useless or unnecessary? A considerable part of the young people at a disadvantage however had too few opportunities to check and develop their own skills both in the home environment and at school. The behavior, which follows from these circumstances, often deviates from the standards and the requirements, leading to the placement of labels such as "looser",

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

lagging", "the clown of the class". This negative attitude and qualifications on behalf of the others, as well as the negative reactions and actions triggered by them, influence the self-esteem of the young people. A large part of them have lost their faith in their own abilities and learning skills or they have become unable to develop further.

### 1.3. Interdisciplinary and independent learning

The changes in technologies and organization of work require a new type of independent and responsibly acting specialists. They should think within the context of the system and to work analytically, to preventively avoid situations, which can provoke mistakes, to respond in a more flexible manner to the various requirements, to be able to work in a team together within inter-professional environments and to have communicative skills.

It is not the execution of specific activities or specialized tasks that defines the living environment of the modern specialists anymore, but holistic thinking and actions within the context of the system. The function of the individual, finding him/herself within a work process that is becoming more and more automatic, is to control and monitor the overall process, to analyze and fix the mistakes as quickly as possible.

On this background for all newly defined professions, the acquisition of professional competences is placed as an objective. The skills and knowledge should be transferred in such a way that the trainees become prepared for exercising their qualified profession, considering independent planning, implementation and control. This principle is followed during the entire training course.

Professional competences encompass three spheres: specialized competences (technical skills and knowledge), methodic competences (abilities for independent problem solution and acquisition of new skills and knowledge) and social competences (development of realistic and positive faith in the personal abilities for interaction and work with other people).

---

#### **Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.





European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

These inter-professional qualifications are known as key competences, since they represent a key to the main professional competences. In times when professional skills tend to quickly become obsolete, in the context of acute economic, political from the labor market point of view, social, communal and technological crises, „the paradigm is changing in a manner characterized with skills oriented knowledge assessment, going from strongly declarative to one that is predominantly procedurally oriented”. The fast aging professional skills are now considered as the most important qualification particularity; and the recognition of all those skills for self-education, which they possess. Thus popularization of individual education, which will prepare the trainees for a more flexible, quick and reliable acquisition of skills, should become a main task of the vocational education and training" (Konrad 2002, 56).

As a rule the studies in vocational schools are split between the different specializations. The current work or social tasks are mainly directed towards complex processes and problems that need solutions. In response to the dynamics and complexity, there exist many vocational schools, which have become oriented towards an interdisciplinary curriculum. The structure, based on the logistics of specialization, has been replaced by logistics of activities, i.e. the lessons from these study fields should be predominantly developed with interdisciplinary orientation and action focus. The study areas are problem oriented with complexly formulated tasks.

### **Example: European vocational school for tax consultants in Weiden i.d.Oberpfalz**

Within the general economic course of their studies the trainees acquire the abilities to recognize and evaluate economic, legal, environmental and social correlations. The study fields are fixed in a way allowing interdisciplinary and action focused orientation of knowledge. The students are educated to be able to deal with legal texts, informational

---

#### **Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.





European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

and illustrative materials, to resolve independently real practical examples, individually or in a team.

<http://www.berufsschule-weiden.de/steuer/faecher/faecher.htm>

#### 1.4. The concept of action oriented learning

„Action oriented education” has become more and more frequently used within the educational practice. Action oriented education, with its overall methodic-didactic concept, has the purpose of shifting the focus of the educational processes from presentation to self-education and of introducing cooperative training methods. As the term suggests, action oriented education calls the trainee to action, namely for solving problems. “Action” stands for targeted, conscious and predetermined act, which people make in order to reach their objective.

By means of these actions, people change their own environment as active and self-determined individuals. They accumulate experiences during this collision with the environment, which influence their future behavior – thus they learn through action. Education, focused on action, is implemented at two levels: at level one the trainees learn on their own through their activities during the training course (training activities) and at the other level their activities form a relation between the educational situation and the professional and living environment (correlated activities).

## 2. Identification of training needs

Youths with special education needs do not form a homogenous group, because there are great differences between them. They may come from different countries, different regions, from various social backgrounds and are probably leading different ways of life. Each young person feels and thinks, learns and works differently from all the others, has his/her own way of logic and behavior, talents, problems, interests, aversion and

---

#### **Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth”  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

individual learning barriers. For example the girls approach most of the tasks and programs completely differently than the boys.

The understanding that these youths do not come from the same background, but represent a community of very differing individuals, brings about the necessity of a concept for support, which is especially focused on the individual. While during the 80s of the XX century the approaches for support were projected in the form of certain types of measures for specific target groups, during the 90s a “change of the paradigm” takes place in the form of a clearly demonstrated orientation towards the people themselves and not towards the measures.

This is how the “Initiative for development: New system for supporting youths with special education needs” ([www.neuefoerderstruktur.de](http://www.neuefoerderstruktur.de)) – a framework concept for provision of preliminary vocational education of the Federal Employment Agency, which reveals the existing structure of individualized support and the provided qualification courses and integration services, focused on the target groups (see point 2.1.2) - was developed. The specifics and needs for development of a certain individual can only be determined through individual orientation of the approaches. The one-sided perspective of the target groups as a sum of homogenous sub-groups, each of which is governed by common objectives and methodological approaches, makes the elaboration of an exact and effective proposal for a certain individual as well as his/her transfer to another kind of necessary support or direction for professional integration, much harder.

In order for an individual and efficient proposal within the existing system for support to be elaborated, corresponding to the needs of those that must be supported, should start with a detailed research of the initial status, and then continue with the development of adequate solutions. The following can be listed as steps for individualization of the educational process for youths with special education needs:

1. Diagnosis of the aid as a basis of the support,

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth“  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

2. Creation and negotiation of an individual plan for support and qualification,
3. Separate pedagogic processes – from the broad selection of proposals (under a certain measure) are chosen those qualification modules and methods, which correspond to the personality of the participants and are able to serve them in their individual support.

### 1.1. Support diagnosis

The word “diagnosis” comes from Greek and means “recognize” or „distinguish“. In medicine, a certain physical or psychological condition is determined through diagnostics on the basis of its known or similar to the known symptoms (Bundschuh, 1999, 26). Psycho-diagnostics goes beyond this and determines the “intransitive” individual particularities, including the forecasting of development (same source, 27).

During the last years, the diagnostic methods, which exist and are usually used in psychology, as well as in special pedagogy, have gained greater popularity and importance in the processes of professional qualifications. Within the older diagnostic models, the focus was most frequently placed on the individual dysfunctionalities, his/her deviation from the norm. Support diagnostics have been developed as an alternative to this conventional, clinically oriented diagnostic approach. The process of support is brought to the front here. The diagnosis should ensure “opportunities for adaptation and improvement” for the pedagogic support (Bundschuh 1999, 38).

Support diagnostics are characterized with the following particularities:

- They are not an exact research, committed to a particular condition, but are rather an accompanying process, oriented towards development. This requires a constant analysis of development.
- Support diagnostics rely on the view points of the sociological and community sciences. It does not take into consideration only the specifics of the young people,

---

#### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth“  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

but also those of the entire environment – “the whole set of conditions for someone’s success or failure” (same source, 39).

- “The provision of guidelines for pedagogic and therapeutic events” is put forward (same sources).
- Diagnostics and support form one big whole, focused on the achievement of a particular development aim.

Understood like this, support diagnostics possesses a number of parallels with the socially oriented educational support concept.

Here again to the front are brought the development opportunities and not the deficits. The youths are not considered in an isolated manner (and thus being personally responsible for their flaws), but as a part and as a product of one society. Finally, what this all come to is the need of initiation and provision of support for a positive development, the main objective of which is integration. The methods for diagnostics of the support are quite suitable for developing sustainable grounds for supporting the education of people at a disadvantage. Thus they become conceptual components of the measures for support.

As a beginning of each measure, diagnostics have different names in the different programs. Thus for example within the framework concept of “Initiative for development: A new system for supporting youths with special education needs” the term “competences evaluation” is used.

Within the new professional concept for the educational measures for vocational training of the Federal Employment Agency (see section 2.1.2) this term is not adopted, but instead the individual “analysis of suitability” is initially used: „The aim of this analysis is to create a SWOT profile. The participants to receive support, to discover their own development status and responsibility for their education and work, as well as their

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

personal development, to be undertaken. (...) On the basis of the existing results (...) the training manager develops a qualification plan (...).

The analysis of suitability takes into account the learning skills and social and personal skills and abilities of the youths, considered as their individual behavior. (...) Various diagnostic methods for assessing suitability can be used for this purpose (Federal Employment Agency 2004 C, 10). It should be considered for all diagnostic methods that they should not be considered individually, but to be bound as parts of a concept. Only in those cases when the various methods lead to useful results in the process of support provision and when they are practically exploited in this process, are the efforts and expenses made, related to these diagnostic methods both for the youths and the staff, justifiable.

During the application of the diagnostic methods certain standards are observed and the tests respond to various quality criteria. Annex 3 of the new professional concept for the measures for vocational education and training includes the following quality criteria for analysis of suitability (Federal Employment Agency 2004 B 20 e):

- Using methods that combine action oriented tasks with system monitoring.
- Using specialized standardized procedures (for example an evaluation center) and partially standardized forms for monitoring behavior; these could be supplemented by practical exercises, discussions and tests.
- Keeping the pedagogical principles: an approach towards competency, an approach towards the living environment, holism, individualization, participation, transparency.
- Observance of important principles: controlled subjectivity, process orientation, (social-) pedagogic orientation, confidentiality policy.
- Using changeable social forms: individual tasks, team tasks, group activities.

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth“  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

The results for each team and for each youth are specified in an individual report. This report contains the results from the monitoring, opinions and recommendations for further support.

## 1.2. Individual education and training plan

The results from the stage of support diagnostics lie at the grounds of the development of an individual plan for education and acquisition of qualifications. The personal profile of the competences and the report are discussed in details with the youths. On the basis of this profile the dialogue for the education and qualification plan is constructed, having as its objective to enable the youths to set realistic aims for themselves and to plan the achievement of these aims.

The youths are supported by a specific expert from the pedagogical team. He/she does not set the objectives, but support the independent and responsible adaptation of the participants and the additional texts for support diagnostic, contained within the framework of the individual qualification plan.

The support and qualification plan initially includes the existing skills. On the basis of the competences profile, specified by the research or together with the report on suitability following support diagnosis, it can be determined what competences are already possessed by the youths and how the latter could continue developing them.

The group of youths and the expert will consider together which development objectives or which educational needs are still not present or have still not been answered. They will coordinate the objectives, which are related to the development of the personal, socio-behavioral and technical competences. These objectives have to be achieved and checked within the limits of a reasonable term. The period is also documented.

---

### **Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth”  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

The tasks for the youths, staff and eventually for third parties are defined on the basis of the objectives. They are sometimes the result of obstacles, which have so far stood in the way of achieving the objective and which need to be overcome in the first place. Since the dates for the checks have been fixed, the support plan (IEP) serves as an evaluation of efficiency. For this purpose a follow up conversation takes place prior to the fixed date. If the objective has been achieved, the plan for education and qualification can be updated and a new objective should be added. If the initial objective has not been reached, the status quo is preserved as it was. The old objective can be altered or replaced by a more realistic one.

### 1.3. Steps to identify the training needs

#### 1. Acquiring information (Anamnesis / Specification of competences)

To be received information about the educational and professional development, the personality and the surrounding social environment, as well as for the need for support and to establish contact with the institutions, which have been engaged so far.

#### 2. Evaluation of the information (analysis / assessment)

The team assesses the available information, obtains the missing one and elaborated proposals for priorities.

#### 3. Formulation of objectives (Specifying objectives)

The possible short-term and long-term objectives for each of the three spheres of competences are discussed with the team and the youths.

#### 4. Change of the set objectives (process of planning)

The team develops together with the youths proposals for the process (who does what, when and how?).

#### 5. Achieving an agreement on the objectives and processes for the participants (Contract)

---

#### **Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.





European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth”  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

The activities implemented by all participating parties are specified and the plan for education is signed by all of them.

## 6. Change of the support plan (pedagogic process)

On the basis of the agreements with the youths the latter receive technical support and methodic guidance: they are important and mature participants in the process of development.

## 7. Joint work with other educational establishments (cooperation)

The main directions for support are being clarified before the partners and are coordinated with the educational processes.

## 8. Following the process and reporting the results (process documentation)

In connection with the support plan, all the changes, results, problems, etc. are being presented and the documents are being collected.

## 9. Critical view on the process and the results (reasoning)

The team and the youths consider their own behavior. They evaluate if and how they achieved something and what are the reasons if the results continue to be unsatisfactory.

## 10. Reporting the consequences (changes and updates)

As a result the objectives for support are being updated and new ones are being added. Additional information or partners are used for collaboration. The procedure is either continued or changed on the basis of the current experience.

In order for good and effective instruments and procedures to be established, it is very important that attention is paid to the following important points:

- All interested parties should be included in the process (participation)! The objectives and the main directions of support have been developed together with the learners, because the meaning of the plan of educational work is to support the participants

---

### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.





European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

and to help them specify objectives, which they consider realistic. This also increases the motivation for achieving the set aims.

- It is important that not just the obligations of the students regarding how they should pursue their objectives, but also the obligations of the participating training staff should be specified. The support plan has been developed on the basis of a bilateral agreement with particular obligations for both sides.
- The support process should focus on the problematic situations, which can demonstrate measurable progress, instead of specifying a process, which shows minimum progress in all cases without difference. Therefore, the formulation of the objectives should not be too complex or varied, but should be foreseeable.
- In addition to this, the "art" of a reasonable support and qualification plan lies in finding small, easily measurable periods of time, during which the desired changes to be achieved and thus making the achievement of success, which influences the motivation for further development, possible.
- The education and qualification plan should be developed in the form of a "contract", in a written form and signed by the contractual partners. It should be made clear among the members of the training team who will be responsible for what, in order for guaranteeing that the support plans are evaluated and developed by means of team efforts. The results should be checked and on the basis of this review follow up steps should be specified – otherwise the work plan for support deteriorates into pedagogic propaganda, the content of which, generally speaking, is of interest to no one.

### C. Good practice examples

Project: "Talente" - Entwicklung von Selbstbestimmung & Wahlmöglichkeiten

[http://ec.europa.eu/employment\\_social/ECDB/equal/jsp/dpComplete\\_874.htm](http://ec.europa.eu/employment_social/ECDB/equal/jsp/dpComplete_874.htm)

EQUAL theme: Employability - (Re-)integration to the labour market

---

#### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

Beneficiaries: Handicapped, Unemployed

Project Objectives: Existing deficits in the transition of the school to the business has been analysed and some new innovative offers have tried to diminish it in the form of a transition company that could be arranged. Here beside relevance to the job market, participants could allocate for example the "wrong" vocational fields and one-sided occupation ways to be prevented. This can be achieved, in which the handicapped young person is placed first in an enterprise and afterwards only a concrete job for the particular is created. Transition company may end however not during the vocational lead-in supply, but is as long-term process with regulated competencies to be understood. High meaning is attached to the early integration of the integration specialty services.

On 31.03.2004 new law on "promotion of education and employment of handicapped people" in Germany was agreed. Handicapped young people are disadvantaged because they can reach only a lower level-education, they often have no suitable qualifications for employments. Professional education is not corresponding to the actual demands on vocation, because cooperation between institutions of professional education and the employment-market is often missing. Job coaching, and education in companies and not the stationary education, is still missing. All that include the integration of young women.

Project: „Kumulus - Plus - Sektorale EP - Beratungs- und Informationsnetzwerk – Berlin"

[http://ec.europa.eu/employment\\_social/ECDB/equal/jsp/dpComplete\\_873.htm](http://ec.europa.eu/employment_social/ECDB/equal/jsp/dpComplete_873.htm)

EQUAL theme: Employability - (Re-)integration to the labour market

Beneficiaries: Immigrants, Unemployed

Project Objectives: To set up a regional consultation and information network in the shape of decentralised support centres with the purpose of consulting adult immigrants in

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

Berlin in matters of gaining qualifications and work experience. We are aiming to generate development partnerships, which are organised in sectors.

There is no department in Berlin to co-ordinate and support adult immigrants looking for work - the project aims at creating centers for information and consultation.

### Project: Migranten-Ausbildung und Integration für Sachsen-Anhalt (MAISA)"

[http://ec.europa.eu/employment\\_social/ECDB/equal/jsp/dpComplete\\_875.htm](http://ec.europa.eu/employment_social/ECDB/equal/jsp/dpComplete_875.htm)

EQUAL theme: Employability - (Re-)integration to the labour market

Beneficiaries: Migrants, Ethnic minorities

Project Objectives: To facilitate the access to the training and labour market for migrants in Sachsen-Anhalt area - the subprojects are to provide advice on professional perspectives, encourage for further education incl. university education and higher qualification, especially for women. Interaction with modern media, interest in modern communication technologies. The reasons as to why the project is selected:

- Due to the constant movement of young skilled labour;
- Language deficiencies;
- Vocational qualifications that are not acknowledged or breaches in the vocational biography;
- Fear of contact and xenophobia in companies;
- Intercultural deficiencies in job placement and retraining;
- Migrants' insufficient competence in the capability of acting

### Project KEY

EQUAL theme: Employability - (Re-)integration to the labour market

Beneficiaries: Ex-offenders, Ex-prisoners

---

#### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



Project Objectives: 1. Identifying skill shortages, particularly amongst small and medium-sized enterprises (SMEs) and developing strategies to remove barriers and encourage employers to consider the potential benefits of recruiting (ex) offenders/prisoners. 2. Examining instruments used to assess the employment potential of (ex) offenders/prisoners, and testing their relevance transnationally through exportation and adaptation. 3. Considering good case management practices for developing the employability of (ex) offenders/prisoners. 4. Exploring the opportunities offered by families, peers and voluntary support from communities in general, to empower (ex) offenders/prisoners and restore their economic independence. 5. Providing knowledge to influence the strategic planning and development of a more integrated approach to the long-term infrastructure for the employment of (ex) offenders/prisoners with more complex needs, including sheltered programmes.

The project was selected for the following reasons:

Aftercare & resettlement support - intensive pre-release course, working on upskilling pre-release in relation to training, employability and independent living skills

### Project Berufliche Zukunftsfelder für Männer und Frauen in der Region Emscher-Lippe

[http://ec.europa.eu/employment\\_social/ECDB/equal/jsp/dpComplete\\_955.htm](http://ec.europa.eu/employment_social/ECDB/equal/jsp/dpComplete_955.htm)

EQUAL theme: Equal opportunities - Reducing gender gaps and desegregation

Beneficiaries: Women (mainly) and young people's employment in the Emscher-Lippe region ( Ruhr area)

Project Objectives: To reduce gender-specific discrimination in the Emscher-Lippe region that was dominated by the coal and steel industry and thus heavily gender-influenced. To identify new professional fields and areas which may also be of interest for women from other professions. To develop a new career path, allowing women to

---

#### Invests in your future!

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

train as a "commercial employee in the energy sector" or as a commercial "energy consultant".

Due to the region's industrial structure, dominated by the coal and steel industry, a relatively high proportion of those without employment have not completed any vocational training. This problem is continuing, since the proportion of those leaving school without obtaining a secondary modern school-leaving certificate is also above average. In this regard the region displays a north-south gap in both respects: Gelsenkirchen presents the worst scenario. Schooling statistics also show that girls have, on average, better school leaving qualifications than boys. Thus, in future girls will form a large proportion of the potential workforce which is suitable for more demanding work. The region's economy will have urgent need of them. The project will develop various qualification modules for schools and training facilities in order to test whether such measures can make it easier to encourage young women to avail of appropriate training.

### **PART 3 TRAINING NEEDS IDENTIFICATION METHODS FOR DISADVANTAGED YOUTHS IN BULGARIA AND GERMANY – COMPARATIVE ANALYSIS**

In Bulgaria there is a number of national programs focused on provision of vocational training and employment of jobless youths, elderly people, people who have dropped out of the labor market due to industrial restructuring, people with disabilities. Some of these programs are "Carrier start", the program "Activating the inactive", program "From social support to employment", program "New opportunities for employment", program "Assistants of people with disabilities", National program for employment and training of people with permanent disabilities. There is also a number of projects, carried out both by structures of the state administration as well as by private and non-governmental organizations, focused towards vocational training of youths and people with primary and

---

#### **Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

lower education, representatives of the Roma ethnic community, persons with reduced disability, women and people at the age of 50 years and more. The principles and the particular approaches for developing the educational programs are rather an element of each separate initiative and not like in Germany – an approved state practice. In Germany fixed leading educational principles find their place in each federal program: living environment in the focus of training; empowered competences instead of underlined deficits; interdisciplinary and individual learning; a training concept focused on action. In the case of Bulgaria the decision for the selection of the particular training approaches is left to the persons (organizations) implementing the training. This on the one hand allow greater adaptability towards the target groups, freedom of choice, testing more practices and finding the training methods, which are most appropriate for particular aims. In addition to this we have to keep in mind that the state projects and programs rely on accredited providers of vocational training, which to a certain extents guarantees the quality of the provided services. On the other hand however, the failure for putting specific parameters concerning the used training methods hides the risk of using methods, which are insufficiently effective. In difference to Germany, in Bulgaria the quality of result of the educational/training process is rarely done and its social and economic efficiency is not evaluated. The involvement of employers in the activities related to the development of the training programs, the evaluation of the results of the training, in the assessment of the needs for training in particular professions and specialties is still underdeveloped.

A lack of balance still exists in Bulgaria – on the one hand the supply of training services greatly exceeds the demand for such, and on the other hand there is a mismatch between the offered training services and the need for such services concerning quality, types and topics. This is particularly significant at a regional level. There are flaws in the provision of services for vocational education and training in the context of lifelong

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.



European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

learning, both as a scope of covered professions and specialties, and as a quality of education, characterized mainly through the implemented training programs and training methods. The legitimacy of training and the certification of the results is also a serious problems.

Considering the fact that Germany is famous for its experience and great results achieved in the sphere of vocational training, it is not surprising that there are a number of initiatives, aiming at applying the German experience on the territory of Bulgaria.

One of the largest in scale is the establishment of three vocational training centers back in 1995 following the initiative of the Bulgarian government. These are Bulgarian-German Vocational Training Centers (BGVTC). Bulgarian-German because Germany is supporting the implementation of the project "Professional training and employment encouragement" since 1993 and this project to a great extent replicates the substantive elements of the German vocational training system. BGVTC complete the system for vocational training and qualifications in Bulgaria mainly through the pronouncedly practice focused training services they offer. The main objective of the Bulgarian-German project is the training of perfectly qualified specialists in accordance with the European quality standards. BGVTC are situated in the towns of Pazardjik, Pleven and Stara Zagora. Each of the three centers is specialized in training in different professions. As of November 6, 2001, by means of decree № 255 of the Council of Ministers, these centers became a part of the Ministry of labor and social policy. The Bulgarian-German Vocational Training Centers are the only training establishments in Bulgaria, which are members of the European association of vocation training institutions (EVBB). This association unites educational institutions and non profit organizations from seven European countries, managing 1000 training centers. During the year 2010 two new Bulgarian-German Vocational Training Centers were opened in the towns of Tsarevo and Smolyan.

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.





## References

1. «Analysis of the situation and the training needs in the area of care for children at risk in Bulgaria», Project: «Transfert de la Certification Française ASSISTANT FAMILIAL – AFUE» (2009-1BG1-LEO05-01643), October 2010
2. Lajster J, Tsyoverg B, Psara F, Pevestorf B, Vaynjo A, Draganova D, Atsinova P, «Analysis of training needs in organized group discussions and private interviews», project Trainsme, 2007;
3. Mironova, N., «Innovative approaches for defining training needs», Scientific publications, book 1, 2010;
4. Shuleva, D., «Analysis of the needs and model for evaluation of training», published in practical guidelines "Effective management of human resources", published by RAABE Bulgaria Ltd. 2004;
5. Comparative Analysis of Methods of Identification of Skill Needs on the Labour Market in Transition to the Low Carbon Economy", International Labour Organization 2011
6. "Project cycle management", TEARFUND 2003
7. Bates P, Usher T, Hunt W, Johnson C, Bosley S, Berkeley V, Lam P, Tu T., „*Assessing the Needs of Disadvantaged Learners and Potential Learners*“, Learning and Skills Council, February 2008
8. Belz und Siegrist, Kursbuch Schlüsselqualifikationen, 2000
9. Bundschuh, 1999r
10. Erpenbeck und von Rosenstiel, 2003
11. Johnson, J., „Assessing the needs of economically disadvantaged students“, Journal of vocational home economics education, vol.8, number 2, 1990
12. Krafeld, Franz Josef, Professional integration encouragement, focused on the living environment, May 2005





European Union

Operational program "Human resources development" 2007-2013  
European Social Fund  
Project: „Innovative approaches for identifying and responding to  
vocational education and training needs of disadvantaged youth"  
Contract № BG051PO001-7.0.01-0014-C001



European Social Fund

13. Konrad, 2002

14. Taylor P., Beniest J., "Training in agroforestry: a toolkit for trainers", World  
Agroforestry Centre 2003, ISBN 92 9059 151

15. Truelove, S., "Techniques for the identification of training needs", "Training in  
Practice" Published by the CIPD 2006

---

**Invests in your future!**

The project is implemented with the financial support of the Human Resources Development Operational Programme 2007-2013, co-financed by the European Social Fund of the European Union. The entire responsibility for the contents of this material lies with the Foundation for development of the cultural and business potential of civil society and under no circumstances can it be considered that this document reflects the official position of the European Union or the Ministry of labor and social policy.