



ACT45

GUIDELINES AND KNOWLEDGE RESOURCES FOR EMPLOYERS AND TRAINERS IN COMPANIES TO SUPPORT THEIR INVOLVEMENT IN THE DESIGN AND IMPLEMENTATION OF TRAINING PROGRAMMES FOR UNEMPLOYED LOW-SKILLED ADULTS OVER 45 YEARS OLD

OUTPUT 3:
GUIDELINES FOR EMPLOYERS AND TRAINERS IN COMPANIES

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Introduction

The Guideline for employers and trainers in companies aims to support companies on their central role in the implementation of the Act45 collaboration framework. The guide includes **knowledge resources and recommendations** for employers and social partners operating in sectors with suitable and sustainable opportunities for unemployed low-skilled adults over 45 years old.

It is aiming employers and social partners operating in different sectors such as communications, tourism and accommodation, shipping, manufacturing, retail, textile, security. The focus of the document is on presenting the benefits of getting involved in active ageing initiatives, including promoting the image of employer of choice encouraging diversity, addressing the impact of demographic change, creating balanced teams to reduce human resources management costs linked to the higher percentage of younger employees' resignations etc.

The Guideline for employers consists of three main parts:

1. Recommendations considering the active aging challenges and needs, emphasizing the **economic and social benefits** derived from the adoption of a pragmatic employment policy for low-skilled older adults, both locals and migrants. Direct benefits of employers' involvement for each collaboration stage is also included.
2. Set of **10 good practices** implemented in EU countries, where employers were involved in initiatives to provide low-skilled older adults with the skills required by the labour market and incentivize them towards upskilling.
3. **Guidelines and useful resources** for the implementation of the Act45 collaboration framework and respective stages, including templates for providing structured input about relevant open positions and skills needed, guidelines on how to organize job shadowing initiatives in companies, and how to select and evaluate low-skilled older adults' performance during speed dating interviews.



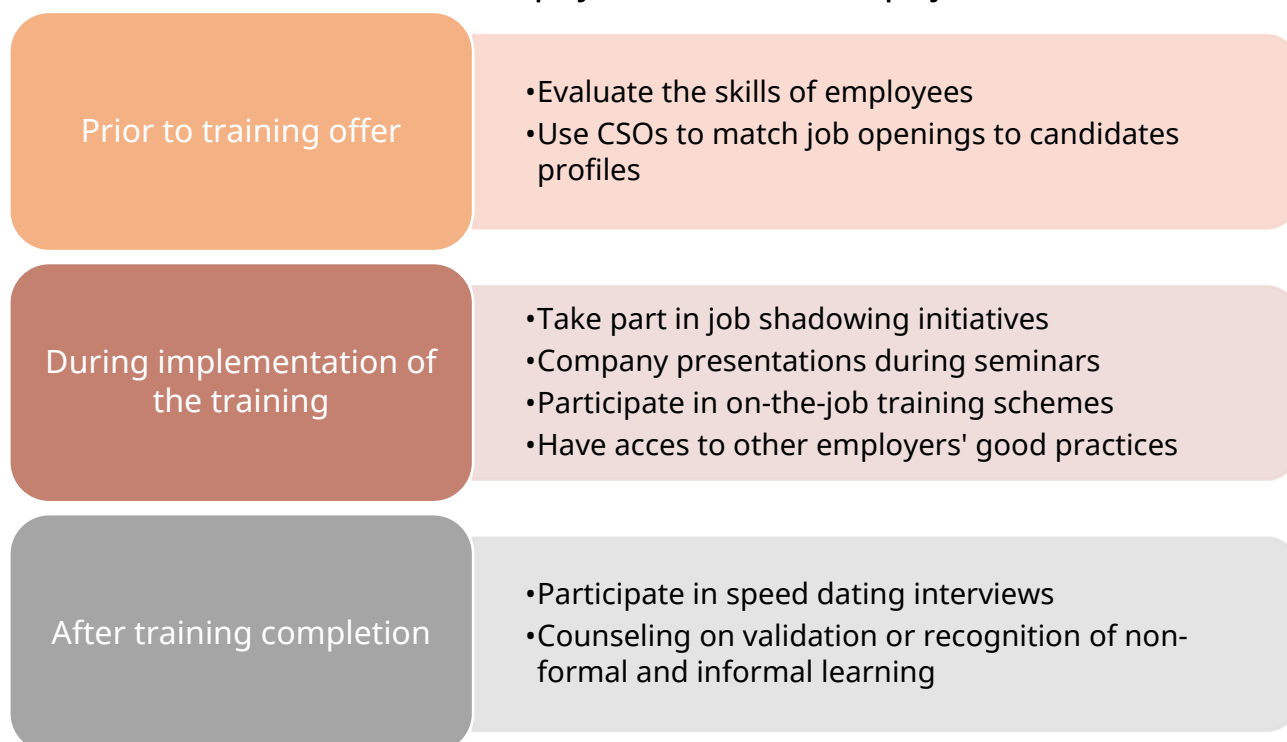
Benefits for employers derived from the implementation of active ageing and CSR initiatives related to unemployed low-skilled adults over 45 years old

The employers are an important part of the integration process among unemployed low skilled people of over 45 years of age. Regardless of the efforts put by training providers, CSOs and other stakeholders on national and regional level (mainly authorities, Labour offices, and ministries) the most important factor of the equation would be the employers. They are not only providing the workplace, but they are also the ones that could guarantee its sustainability; at the same time, they could create a trend that might be followed by other employers in the same or different sectors.

Previous findings of the project have identified the key role of employers during the labour integration of low qualified unemployed people of 45+ age. While their involvement along with Policy makers, Social partners, CSOs and Training providers is crucial for the development of collaboration framework for effective local ecosystems engaging unemployed low-skilled adults over 45 years old in training and empowerment programs, employers could very well benefit from taking part in the whole process. Every stage of the implementation could present different opportunities that might facilitate the activities of a given enterprise, specifically y in the field of HR and recruitment.

Benefits for employers involved in Act45 project

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Some practical documents and guidelines are developed to help employers in those activities. They could be found in Annex to this document and are easily adapted to different companies



of different size and field of commercial activity.

Benefits for employers

The role of the employers and the incentives that could help their decision in creating specific programs for beneficiaries of this specific target group has been subject of number of scientific research and policy documents. The European Commission has stated almost 10 years ago, in 2012 in its communication paper entitled "Towards a job-rich recovery", that it is important to have for the benefit of the transition of older workers in the context of modernizing pension systems and extending working lives comprehensive measures such as incentives in the form of tax breaks, access to lifelong learning through vocational guidance and training, flexible working arrangements for those who need it, and safe and healthy jobs. [1]

The subject is further developed in an in-depth survey done in 2015 by Cedefop in all Member states. One of the topics that were underlined in the document is strongly related to the role of employers and their behaviour towards formal and informal education, including their financial involvement in the process. Important discrepancies arise from the national and historical background in different countries.

About three quarters of EU employees (76%) have improved their skills since starting their current jobs. Nevertheless, more than one in five (22%) EU employees fail to develop their skills in their current jobs. Skill development is less likely to occur among males, those who returned to the job market after experiencing a spell of unemployment, individuals who entered their jobs with higher education and skills than required by the job and older employees.

Cedefop (2015)

Significant differences are also observed in training participation across EU Member States, which mirror the cross-country patterns observed in the latest wave of the adult education survey (AES) carried out by Eurostat.

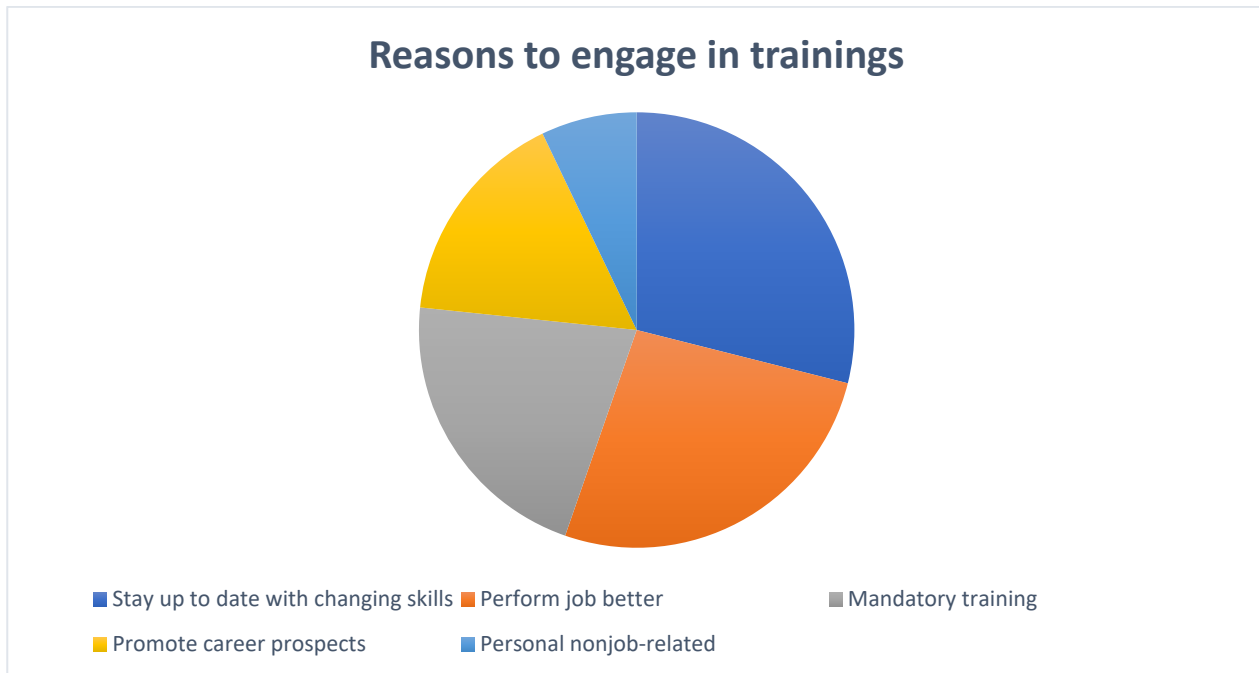
Employees in Denmark, Finland, the UK, and the Czech Republic and Slovakia, are the most likely to receive training during work hours in contrast to adult workers from Bulgaria, Greece and Romania. A high percentage of adults from southern Europe Member States (Greece, Spain, Cyprus, Malta) engage, instead, in training outside of working hours.

Significant differences exist between Member States with regards to who pays for training. Employees in the south of Europe and Balkans (Bulgaria, Greece, Spain, Cyprus, Malta and Romania) are the least likely to have training funded by their employers, a void that appears to be filled by the public sector. Employers in Greece, in particular, are unlikely to pay for training (33%). Around a quarter of respondents in Greece paid for training themselves or underwent training that was paid for by the government or another public sector employer (26% and 23%, respectively). In comparison, almost nine of 10 respondents in the Czech Republic were likely to have undergone training that was paid for by their employer (86%). [3]

The emerging pattern of the labour market shifts the focus of employers more towards workforce issues. Remaining or becoming an attractive employer becomes more emphasised. This implies a higher sensitivity to employee needs. The following major action areas, enhanced by demographic challenges, can be distinguished: attractiveness to new employees, developing adequate knowledge and skills, adjusting the work system to demographics,



balancing retention and exit management, and adjusting the management system. [4]



Based on Cedefop (2015)

Ageing initiatives and policies

A very comprehensive study was published by the OECD, underlining the importance of adequate and timely policies that should help the efforts made by the employers towards the retention of ageing employees. The report was among others concentrated on proactive management and wage subsidies. The report entitled “Working Better with Age, Ageing and Employment Policies” and presents a detailed overview of the topic covering the experience of several actors from different Member states.

In many countries, wage subsidies continue to be a common instrument for offsetting any gaps between pay and productivity of older workers. For example, in the Netherlands, social security contributions can be reduced up to EUR 7 000 per year when recruiting a worker aged 50 or above (OECD, 2018). In Poland, social security contributions can be reimbursed and wages subsidised up to 80% of the minimum wage for employing older workers (over 50 years old) who are eligible to early retirement, and up to 50% for older workers who are not eligible for early retirement.

To be effective, wage/hiring subsidies need to be well targeted at disadvantaged older workers, such as low-wage earners and jobseekers

The strict eligibility criteria and clear targeting of the Austria “Come Back” hiring subsidy (2/3 of wages) targets unemployed men aged 50 and over and unemployed women aged 45 and over. Evaluations confirm that this measure had the best effects for those from older age categories (45–54), in terms of funding period, unemployment time and income (European Union, 2014). Nevertheless, it is likely to be even more cost effective if measures are in place to prevent older workers from becoming long-term unemployed after job loss.

(OECD, 2018).



who have been unemployed for a long time, e.g. more than six months for the least skilled and more than a year for the others.

Some governmental measures are focused on preventing people from retiring early with in-work benefits or taxation systems which encourage individuals to work longer through financial gain. For example, in 2007, Sweden introduced two tax reductions for workers over 65 year olds with the aim of increasing incentives to work longer. Firstly, an employment-conditional tax credit was introduced for all workers, and this was made especially generous for people over 65. Secondly, employer's social contributions for workers over 65 were reduced with roughly 16 percentage points. Due to its positive impact on the subsequent length of job retention, the credit has been extended several times (OECD, 2018).[5]

A research conducted in Greece with 1254 participants lead by Eleana Galanaki, showed that there is a stereotype linked to people over 45 years old concerning their performance and productivity. The research showed that this stereotype is often a misconception. There is no clear link established through research concerning age and performance. Furthermore, results show that the more people over 50 years old in a team, the more work climate and working conditions are getting better. This is due to the fact that older adults are more focused to collective work and support according to the researcher. Older adults have the same scores of productivity for job positions that require expertise and special knowledge. [6]

Nevertheless, according to another research conducted in Greece, workers of older age tend to be undermined, more strictly judged and evaluated, and have greater chance of being excluded from training or teamwork.

Profile, specific needs and challenges faced by low-skilled older adults (locals and migrants) in the labour market

Over 45 low-skilled people are the most affected by unemployment and at the same time the ones less likely to join training activities. The project Act45 aims to explore the boundaries and motivation triggers laying behind this situation, in order to generate some engagement strategies valid for Bulgaria, Greece, Italy and Spain and replicable in the other EU countries.

When we mention low-skilled adults over 45 years old we are referring to a target group that has specific characteristics and needs. We would like to further elaborate the profile of the target group and point out the main characteristics and needs and challenges that they face in the labour market and in relation to training.

As mentioned in the desk research this target group is composed by 3 categories

1. "Unemployed"

- aged 15 to 74 (in Italy, Spain, the United Kingdom, Iceland, Norway: 16 to 74 years);
 - without work during the reference week;
- available to start work within the next two weeks (or has already found a job to start within the next three months);
- actively having sought employment at some time during the last four weeks.



2. “Low skilled adults”

- Adults with low educational levels.
- Adults who can at most complete very simple reading and mathematical tasks.
- Adults who lack key competences considered as necessary for personal fulfilment, active citizenship, social inclusion and employment integration and evolution:
 - Communication competences
 - Mathematical competence and basic competences in science and technology
 - Digital competence (digital media literacy and critical thinking)
 - Learning to learn (personal development, critical thinking, interpersonal skills, career management skills and 'learning to learn' for lifelong learning)
 - Social and civic competence (critical thinking, active democratic participation and sustainable development)
 - Sense of initiative & entrepreneurship (innovation, creativity, risk-taking, teamwork, the term entrepreneurship in its broader sense)
 - Cultural awareness and expression
 - Transversal elements (critical thinking, decision-making, problem solving, career management, financial literacy, and physical literacy)
- Adults with low digital skills
 - Low digital skills are an obstacle to adults’ societal and economic participation and constitute an additional dimension of low skills, despite their typical educational background.

3. “Adults over 45 years old”

According to the desk research and based on semi directive interviews we conducted with 41 people of the target group we aimed to shed light on the constraints, barriers, and motivational factors towards their participation in training activities.

A **general profile** of the participants from the interviews we conducted shows that we are referring to people with professional experience (min 7

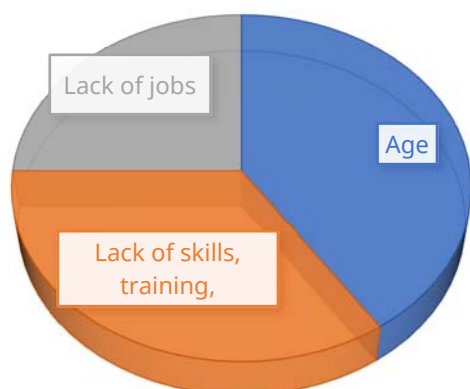
years – max 35+ years) mostly in technical fields and manual work and elderly care. Almost all of them have a low educational background (ISCED- 1 or 2). The majority lack basic digital skills and have difficulties using a computer and searching on the Internet. All participants in the research are unemployed and 11 out of 41 are not officially registered as unemployed.

Low skilled adults could be capable of many other things. They may have low literacy and numeracy levels, but at the same time possess a range of other valuable skills such as the ability to drive different vehicles or care for customers. Equally, adults may have low qualification levels, but may have gained skills through years of work-experience that are equivalent to those associated with formal qualifications.

OECD (2019)



Top 3 barriers faced finding a job



past 5 years

- 36,5% participated in a training relative to their profession.
- 9,7% participants have attended more than one seminar or training activity (formal or informal) relative to their profession in the last 5 years.
- 15% have attended more than one general seminar or training activity in the last 5 years
- 7% had to pay in order to attend a seminar.

Other barriers that are related to lack of experience, demanding job requirements, short-term contracts, low salaries, mental physical issues and emotional condition, lack of time for searching for a job, low level of English language.

From the whole population that participated in the research:

- 58% have participated in a seminar or training program or educational activity at least once in their life and within the

Concerning the way of learning new things, the target group often prefers the following ways:

1. Through daily updating in my work. (Discussion – Observation) - 51,2%
2. I get information online (Internet) - 48,8%
3. I study/read related books or specialized magazines - 41,5%
4. From other colleagues - 39%
5. I do not need to know anything more in order to do my job effectively - 14,6%

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In addition to the above ways of learning about their profession they are mentioning other ways such as by asking friends and relatives, by doing, through exhibitions, TV and Media and through gaining experience in non-working environments.

To summarize the **main barriers**, the most common according to our research, appeared to be Financial and Informational. In addition to these, a variety of Dispositional barriers make the scene more challenging (lack of skills, fear of the new, distance issues). Institutional barriers come into view concerning the “selection process” and the recognition of the training in a working environment. Last but not least, Situational barriers appear to have the lower

Motivational factors for participating in training activities

The target group would be motivated to participate in a training activity if the business is largely involved, including in finding a job position. Also, they would participate in a training to increase formal qualifications and to develop professional or soft skills. Moreover, the education/training should last in their whole life, they like to learn new things and to increase their socializing, to meet new people and improve their social network. Furthermore, a flexible schedule of the training sessions and easily understandable subjects could reinforce their participation in training activities.



percentages in relation to other types of barriers (lack of time, childcare, health issues). Yet, when present, they tend to be considered as the most serious constraints, and they are prioritized as key reasons that prevent low-skilled adults over 45 from training activities.

Finally factors that would **facilitate their** participation to a training activity could be

1. Direct network with a company at the end of a seminar, speed interviews, job fair etc. (85,4%).
2. Better quality of implementation of the seminars (more practice than theory) (82,9%).
3. More information for seminars that are going to happen (80,5%).
4. Training designed by professionals of the labour market, direct contact with the enterprises, targeted to the labour market needs (75,6%).
5. Recognition of qualifications gained through the participation in a seminar/ certification, etc (61%).
6. Support from your family environment (43.9%).
7. To use distance learning methods (29,3%).
8. Childcare services during the seminar (22%).

Additionally, answers of the participants are referred to “time flexibility”, “support with transportation”, “without cost”.

National context and policies related to labour integration of unemployed low-skilled older adults

Labour and Social policies remain in the scope of each Member State of the European Union and although there could be some general conclusions that might be drawn, national context is highly important. Most of the initiatives and incentives in the sector are driven by national and/or regional programs and bodies. Nevertheless, a short overview of the state of play in participating countries (Bulgaria, Greece, Italy and Spain) could highlight some of the successful practices for labour integration of unemployed low-skilled older adults.

The case of Bulgaria

For the last 3 decades Bulgarian labor market faced the challenge of transition from full employment model typical for the communistic regime, followed by a mass unemployment in the beginning of parliament democracy era in the country in the beginning of 90s. That period was marked by extremely high inflation, financial instability, and poverty. Nevertheless, the accession of Bulgaria to the EU was a major step in the direction of stabilizing the labor market, minimizing the brain-drain and gradual increase of wage level.

Current Bulgarian labor market is characterized by a dominant role of SMEs being the backbone of the economy with 65.2 % of value added and 75.4 % of employment, well above



the EU average of 56.8 % and 66.4 %, respectively¹. Although Bulgaria is EU member state since 2007, it remains the country with lowest level of minimum wage² among EU 27. Nevertheless, Bulgaria ranks 7th as regard of unemployment rate of 3,7% compared to the EU average of 6,2% for 2019³, which is a significant success for the policies and strategies implemented in the field of labor market.

Whereas there is a significant effort for development of the national policy in the field of youth employment and Bulgaria, people over 45 years remain outside the focus of the authorities. National policy in the field of youth unemployment is driven by the National implementation plan for The European Youth Guarantee 2014-2020 and is supported by multiple initiatives for youth employment through European Social Fund (and Operational Program Human Resources Development). However, the NEETs share is gradually increasing over the last years.

On the other hand, Bulgarian legislator does not define unemployed over 45 (regardless their level of education, qualification, and skills) as a target group of any specialized policy or strategy, such people rather fall under common criteria for adult unemployment. However, an important factor is the significantly lower unemployment rate among people aged 45-54 – 3,1%, compared to the same indicator for people aged 25-34 – 5,5%⁴.

Focusing on the target group of low-qualified workers over 45 years old, in Bulgaria there is no integration framework for tackling the issues that unemployed over 45 low skilled face. This special social cohort suffers from constantly low level of motivation for education, followed by permanent unemployment and consequently poverty. Even though this phenomenon could have ethnical roots, Bulgarian legislator has not yet dedicated special policy instrument for overcoming this social gap. However, the need for adopting such becomes more visible with the years, given the often cases of abuse of social system, social isolation, poverty, and increased crime levels among the target group.

The case of Greece

In Greece, the SMEs are the cornerstone of the economy with a very high percentage (97,8%) among the entrepreneurships and in this way, Greece covers the first position in Europe among the 28 member states. Furthermore, 63.4% of employees are occupied in very small businesses (<10 employees). The skills mismatch that appears in the Greek market looks more relative with the “vertical” skills mismatch known as “over-educated employees” than “horizontal” mismatch, when the type and not the level of education is inappropriate (KANEP GSEE, 2019; Cedefop, 2019). This is not a transient trend but a steadily growing trajectory of the last twenty years that affects almost all the occupation sectors in Greece. The above situation is confirmed also by the fact that only 14% of Greek companies provide their

¹ 2018 SBA Fact Sheet Bulgaria 2018,

<https://ec.europa.eu/docsroom/documents/38662/attachments/4/translations/en/renditions/native>

² Minimum wages highlight FP2020-BG.png, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Minimum_wages_highlight_FP2020-BG.png

³ <https://cutt.ly/OhLwTxW>

⁴ National Statistical Institute, <https://cutt.ly/rhL1K4p>



employees vocational training and lifelong learning programs. In this way companies in Greece avoid investing in training and upgrading skills of their employees. Results of this situation are: (i) **low skilled employees are unable or very difficult to acquire or develop new skills and (ii) low level of participation of companies in upgrading skills' activities of the workforce.**

In Greece there is no integration framework for tackling the issues that unemployed over 45 low skilled face. There are initiatives - programs funded mainly by European funds that their duration is limited. Very rarely these programs referred to unemployed over 45 years old as they referred to regular unemployed people or to vulnerable groups such as unemployed more than 12 months. The program "*Local actions for vulnerable groups*" (TOPEKO)⁵ was contributing towards the integration or reintegration of unemployed belonging to socially vulnerable groups through counselling procedures, at the period 2007-2013. An interesting initiative from the National Labour Office of Greece (OAED) was the "pilot program for unemployed over 45 years old" with training and career counselling activities for the period 2019-2020 at one region of Attica, in Elefsina. It is worth mentioning that in this field we can see initiatives realized by the Civil Society Organization having as main goal the integration of low-skilled unemployed. Such initiatives take into consideration interest, background and technical skills of the target group and use them as a basis for their upskilling process. Such initiatives combining lifelong learning with integration purposes are taken from nearly all employability services of NGOs. Nevertheless, initiatives turning their focus specific on this age target group (45+) are very limited. An NGO called 50+ is very active in the empowerment of the 50+ proposing IT courses and active ageing activities to facilitate everyday life of the target group. Also, foundation 'TIMA' has great role in the active ageing process of the target group and funds many initiatives seeking their empowerment. Finally, a social company (KOINSEP) called Startagers, newcomer in the field, has as main goal to empower people over 45 years old in order to encourage their social and labour integration.

The case of Italy

In Italy it is possible to hire some "categories" of people in facilitated forms. Over 50 years old unemployed people (without working for at least 12 months) and over 50 years old women are some examples of these categories. **Facilitated hiring** means that it is activated an economic incentive. The duration of the incentive changes depending on contract type. Incentives could be for example 50% reduction in job taxes in charge of the employer. These reductions last 12 months for fixed-term contracts and 18 months for permanent contracts. Another facilitation is the opportunity for companies to hire over 55 years old people with intermittent contracts.

The National Institute for Assurance of Working Injuries (INAIL) supply support services to **injured workers** or those affected by **occupational diseases** that suffer difficulties in their reintegration in social and job environments. The INAIL offers measures to overcome architectural barriers on job places and adapt to work and training stations, specifically aimed

⁵ For further information: <https://www.cedefop.europa.eu/en/tools/matching-skills/all-instruments/local-actions-vulnerable-groups-topeko>



to job insertion of people with disabilities.

In respect of **migrant workers**, in 2015 the General Direction of Immigration defined 17 integrated regional plans. Specific attention was given to integrated service networks aimed to support the socioeconomic inclusion process of migrants. Three programs are now active: IMPACT (Migrant Integration with Local Co-planned Policies and Actions); PRIMA (Project for Job Integration of Migrants); PUOI (United Protection for Integration).

The Italian state guarantees a **Minimum Income**, that is an economic aid to integrate the income. To receive it, you must respect some conditions: immediate willingness to work; subscription of an individualised agreement that include the support to find a job and to social inclusion, in the shape of community service activities, professional upgrading, conclusion of study cycles or other tasks related to job insertion and social inclusion.

Italy has low rates as regard **adults' participation in training** (Istat, 2018). 41,5% of adults between 25 and 64 years-old participate in formal or informal trainings, but participation decreases with an increase of the age. A good fact is a general increase in participation between 2012 and 2017. A key point is the influence of the occupational state in the participation in trainings: 50,5% of employed people against 24,8% of unemployed people. This increases inequalities among employed and unemployed because unemployed people with low skills participate less in training than employed people with high skills. For instance, 68,1% of managers participate in trainings against 31,5% of low-skilled workers. This difference between employed and unemployed is reflected in different training providers for different categories. Indeed, 31,2% of adults participate in trainings implemented by their own employers; 16,6% participate in trainings implemented by schools and universities, 14,4% by private training providers and 11,7% by Civil Society Organizations (CSO).

Continuous learning improves professional skills of employed people. Companies can subscribe to National Equal Interprofessional Funds for continuous learning of their employees. Currently, 19 Funds are operational, 3 of which are dedicated to managers. These Funds finance business, sectorial and territorial training plans. Companies, as single or associations, decide how to implement the plan for their employees. In addition, these Funds can finance individual training plans and further preparatory activities, or other activities linked to training ventures.

The art. 12 of Legislative Decree (D.L.) 276/2003 considers that the authorized subjects of job administration (i.e. employers) are obliged to deposit regularly a tax to Learning and Income Supplementing Funds. Those Funds have a dual objective: guarantee interventions of professional qualification to workers; promote ventures to guarantee income supplementation, job insertion for disadvantaged workers and provide for specific measures of social security.

Lifelong learning includes "each formal, not formal and informal activity of every period during the life of a person that allows to improve the knowledge and skills in a personal, civic, social and occupational view" (Law 92/2012). Italy has created a shared definition framework (in addition to the European Qualification Framework) with minimum standards to validate and certify skills; a national collection of education and training titles and professional qualifications; a set of degrees and certificates exploitable at European level; a monitoring and



evaluation system. This framework makes the acquired skills clearer and usable in every context, facilitating professional mobility and increasing integration and customization of education, training, and job services.

Since **CPIAs** (Provincial Centres for Adult Education) represent the local networks of education system services. They are the public widespread reference points for the creation of lifelong learning local networks. They coordinate and implement actions of welcoming, orienteering, and tutoring for taking in charge adult population. In addition, they are reference points for the coordination and implementation of those actions addressed to adults that foster the improvement of education levels and the reinforcement of lifelong learning key skills. CPIAs work on three levels: A – administrative unit; B – educational unit; C – training unit. They develop these activities:

- I. Educational paths for adults, aimed to the achievement of titles and certificates;
- II. Expansion of education: integrate and enrich adult educational paths and foster the connection with other different learning paths;
- III. Research, test and development activities in issues as adult education.

In 2017 it was established the national network of Regional Centres of Research, Test and Development (CRRS&S). During the national assembly (2018) a Three-Year National Research Plan (PNTR) was defined to develop four strategic actions: strengthen research issues; enhance CPIAs as structured services; foster the connection between first and second-level educational paths; foster the creation of lifelong learning local networks.

CPIAs, within the scope of the Activities Plan for the Innovation of Adult Education (PAIDEIA) and in accordance with the National Guarantee Plan for Adult Skills, realise many activities to:

1. Define needed devices for the creation of the Individualised Educational Path;
2. Design the measures for connecting first and second level paths;
3. Implement RS&S activities and actions for the expansion of education provided.

The PAIDEIA also supports the implementation of the national Project EDUFINCPIA, promoted by the DGOSV since 2016. The Project aims to fight educational deficit of adult population in the finance field and allows those enrolled to CPIAs to acquire minimum financial skills.

The case of Spain

Since 2014, Spain witnessed a period of economic and employment growth that has allowed to reduce the unemployment rate of 23.7% in the Fourth Quarter of that year to 14.45% in the Fourth Quarter of 2018. (EPA: Active Population Survey).

Despite these positive figures, the World Work Organization's 'Perspectives and employment in the world-Trends 2018 and 2019', points out that global unemployment and decent work deficits persist high in many regions of the world, with a large gender gap remaining with underutilization of the women's workforce, and that the economy does not yet create enough jobs, estimating.



In Spain, these trends are seen aggravated by long-term unemployment (12 or more months without occupation), which affects a total of 893.287 (339.005 men and 554.282 women) people over 45 years old in Spain according to the data collected by the Active Population Survey – December 2018.

The Ministry of Employment and Social Security has launched a number of measures gathered on the document 'PLAN REINCORPORA-T (REJOIN PLAN)' specially aimed at Long Term Unemployed (LTU) to significantly reduce their unemployment rate, with special attention to the most vulnerable groups, in the shortest time possible and with the greatest optimization of the resources made available to the Plan.

Among these measures, focused on long-term unemployed people over 45 years old is the goal to reach agreements with Governments and Public Administrations at all levels, to include clauses of a social nature in Public Sector Contracts that guarantee the contracting of between 5% and 10% of unemployed LTU of 45 years and more, in the projects and initiatives they carry out.

In order to achieve the above-mentioned objectives and with this comprehensive perspective and systematic of the measures contemplated, the REINCORPORA-T PLAN is articulated in six axes, of which two are concentrated on:

- Promoting the registration and permanence of people in the Employment System.
- Personalised attention and specialisation of the Technical Guidance Teams.
- Articulating the participation and collaboration of the public employment services with social services.
- Articulating a 'system of permanent training" throughout the working life that.
- Promoting the employment and the hiring of LTU people.
- Training in key competencies included in a 'Catalogue of Specialties Training'.
- Training in digital skills.
- Training for qualification in sectors of preferential interest and public interest.

The State Public Employment Service also provides a series of bonuses available for companies and enterprises that hire people over 45:

1. Bonus for permanent hiring - aimed at companies with less than 50 workers; can go from 1,3000 euros per year to 1,500 euros per year if it is a question of hiring a woman in a sector where women are under-represented in the company.
2. Bonus for hiring people over 52 - if the person is also receiving unemployment benefit, indefinitely and full-time, he or she will receive the same bonus as in the previous case, with the addition that the worker may continue to receive part of that benefit.
3. Bonus for hiring people over 65 - if the company chooses to hire people who already have access to the retirement pension, then they will receive a 100% bonus on the quota of common contingencies derived from that contract.
4. Bonus for hiring people over 45 with disabilities - up to 5,700 euros per year for companies that hire people with disabilities over 45 and do so indefinitely. This bonus



will last, moreover, for the entire duration of the employment contract, and can reach 6,300 euros if the disability is greater.

Legal aspects and recognition of learning outcomes

The Commission Communication (2010) "Europe 2020 strategy for smart, sustainable and inclusive growth" sets out the strategic objectives for European cooperation in vocational education and training for the period 2011-2020. Adult learning is a means of upgrading the skills of those affected by unemployment and contributes significantly to active citizenship and social inclusion.

Having the above into account, the review of professional standards and the harmonization of education with the demands of the workplace has become necessary. A precondition for this was the close co-operation between professional bodies, social partners and education and training providers. Arguably there are four strategic objectives in that direction:

1. Upgrading the quality and effectiveness of education and training so that all citizens are able to acquire skills and all levels of education to be more attractive.
2. Extension of mobility.
3. Development of national qualifications frameworks linked to the European Qualifications Framework.
4. Promoting equality, social cohesion, creativity, and innovation

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European Council recommendations (2016):

A. for a strategic and coordinated approach to providing joined-up learning opportunities to the Union's 61 million low-skilled and/or low-qualified adults and to support adults with low levels of skills and qualifications to enhance their basic skills, i.e. literacy, numeracy and digital competence, and/or to acquire a broader set of skills, knowledge and competences and by progressing towards higher qualifications;

B. to offer to low-skilled and/or low qualified adults access to upskilling opportunities built around an easily accessible pathway comprising three steps:

1. *skills assessment to identify existing skills and upskilling needs;*
2. *a tailor-made offer of learning and mentoring, to enable them to update skills and fill deficits; the opportunity to have their acquired skills, knowledge and competences validated and recognized with a view to gaining a qualification or giving access to employment.*

In addition, the European Council (2016) recommends to Member States a series of actions in line with national legislation, available resources and through close cooperation with the social partners and education and training providers. These actions were mainly aimed at providing low-skilled adults access to upgrading routes to get a minimum level of basic competences and to acquire a wider set of skills relevant to the workplace. At the same time, the Council recommends an individualized and flexible learning offer as well as support for initial training and continuing professional development of people involved in skills upgrading processes.

Skills assessment procedures are in the core of the recommendations. Skills assessment is important to identify existing skills and upskilling needs. In



addition to this, the activities on the validation of non-formal and informal learning to identify, document, assess and/or certify existing skills needs to be re-enhanced.

A **tailored and flexible learning activity** based on the up-skilling needs is promoted, allowing for the increased use of units of learning outcomes considering the national systems and circumstances. It is also suggested the learning activities to consider the labour market needs (in local, regional and national level) and be delivered in a close cooperation with relevant stakeholders, social partners and economic actors.

Validation and recognition process is a milestone on these recommendations. In accordance with national legislation, circumstances and available resources, validation of non-formal and informal learning needs to be done, building on existing validation arrangements (Council Recommendation of 20 December 2012), to assess and certify the knowledge, skills and competences acquired, including learning at work, and encourage their certification towards a qualification, in accordance with national qualifications frameworks and systems.

European countries are seeking to establish regulations and mechanisms that build coherence and transparency among comprehensive strategies for lifelong learning activities. Evidence shows that European countries are now using learning outcomes in their education and training policy formulations (Cedefop, 2016: 59-71). The shift to learning outcomes in several countries is directly supported by legal reform.

Cedefop (2016: 30-31) provides two interrelated definitions of this concept:

(a) learning outcomes are defined as 'statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence';

(b) learning outcomes are defined as 'sets of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal'.

The relationship between these two definitions can be understood as the relationship – or feedback-loop – between intended and actually achieved learning outcomes.



Source: Cedefop.

Learning outcomes are best understood as a collection of useful processes and tools that can be applied in diverse ways in different policy, teaching and learning settings. However, there is no single correct or apt way of approaching them (Cedefop, 2016: 38). As it is highlighted by Cedefop (2016:31), definitions and descriptions of learning outcomes as used in qualification



frameworks, qualification standards and curricula are statements of intention or goals and they are not outcomes of learning but desired targets. Achieved learning outcomes can only be identified following the learning process, through assessments and demonstration of achieved learning in real life, for example at work and it brings us to the concept of competence.

The shift to learning outcomes in several countries is directly supported by legal reform. Legal initiatives are important in order to clarify the role of the learning outcomes approach in national policies and practices, facilitating implementation at different levels and for different purposes.

In **Bulgaria**, recently policymakers and experts have focused mostly on updating and modernising vocational education and higher education systems to bring them in line with labour market demands.

In **Greece**, the shift to learning outcomes stands on the development of its own approach in parallel to the development of the national qualifications framework, which will be based on a mapping of all qualifications offered in education and training.

In **Italy**, the education and training system has introduced learning outcomes approaches at national and regional levels, with each subsystem having its own characteristics.

In **Spain**, the Organic Law of Education (2006) established the frame of the Spanish education system, defining lifelong learning as the right of all individuals to follow formal and non-formal education with the objective of acquiring, updating, completing, or extending their capacities, knowledge, skills, abilities and competences for personal and professional development. This was confirmed in the 2013 legislation for the improvement of the quality of education.

Cedefop (2016)

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Towards this direction, Unesco (2012) provides also guidelines and a useful glossary for the Recognition, Validation and Accreditation (RVA) of the outcomes of non-formal and informal learning activities. RVA processes in all forms of learning outcomes help to make visible and value the full range of competences (knowledge, skills, and attitudes) that individuals have obtained in different contexts and through various means in different phases of their lives (Unesco, 2012:8).

Three main factors are highlighted by Cedefop (2016: 98-99) able to support the implementation of learning outcomes: (1) the existence of

Recognition is a process of granting official status to learning outcomes and/or competences, which can lead to the acknowledgement of their value in society.

Validation is the confirmation by an officially approved body that learning outcomes or competences acquired by an individual have been assessed against reference points or standards through pre-defined assessment methodologies.

Accreditation is a process by which an officially approved body, on the basis of assessment of learning outcomes and/or competences according to different purposes and methods, awards qualifications (certificates, diplomas or titles), or grants equivalences, credit units or exemptions, or issues documents such as portfolios of competences. In some cases, the term accreditation applies to the evaluation of the quality of an institution or a programme as a whole.

UNESCO (2012)



comprehensive national lifelong learning strategies, (2) the development of comprehensive national qualifications frameworks and, (3) establishing mechanisms for validation of non-formal and informal learning and experience. However, very often stakeholders are mentioning the difficulty that exists for reflecting the diverse and rich experience of adult life and work experiences. Another challenge that is also addressed by them is referred as “spikey profiles” demonstrating different levels of learning outcomes for different aspects of qualification.

The report European Company Survey (ECS) covers a wide range of workplace practices concerning, among others, skills use and skills development (Eurofound and Cedefop, 2020: 87-102). It is argued that workplaces in which the responsibility for skills use and skills development is explicitly shared between the employer and their employees fare better. Furthermore, key findings of the report shows that:

- 71% of workers in EU27 workplace practices have skills matching their job requirements; 16% on average are overskilled, while 13% are underskilled.
- Workplace practices use non-monetary incentives to motivate employees more frequently than monetary incentives.
- Only 4% of establishments did not provide any training in the year prior to the survey.

Managers were asked to identify the reasons why training is important to their establishment:

- for almost all (96%), it is important because it ensures that employees have the skills they need to do their current job;
- for 84%, it has an important role in supporting employee morale;
- for 81%, it is important as it increases employees’ ability to provide suggestions for improving operations (thus contributing to the success of the organisation);
- 70% of managers felt that training is important for enabling employees to acquire skills they need to do other jobs (for instance, to participate in job rotation or for career advancement), thereby increasing establishment’s flexibility in using their workforce.

Eurofound and Cedefop (2020:118)

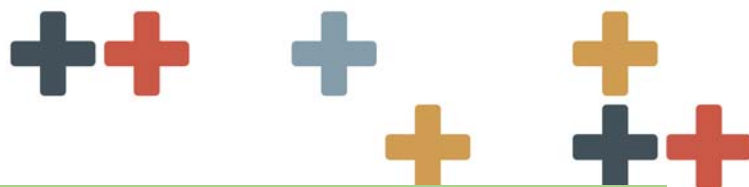
Just over half of EU27 workplace practices have substantial training needs. The main skill development strategies that took place, based on the ECS (2020:91-102), were (i) participation in training (on-the-job, courses run on location or courses run somewhere else, including distance learning); (ii) learning from colleagues; (iii) learning by doing (trial and error). Learning from colleagues is presented as the mode of learning most favoured among the whole practices. Furthermore, in 54% of practices, a small proportion of employees (less than 20%) are in jobs offering limited learning opportunities. The proportion of practices where a substantial majority of employees (at least 80%) are in jobs offering few opportunities for learning new things is small (8%).



Best practices final selection

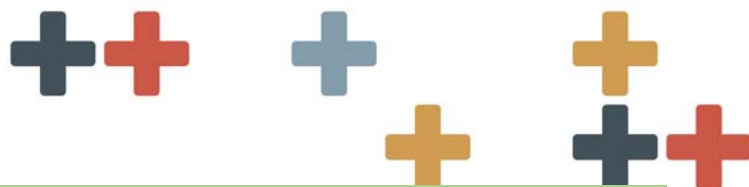
NO PROBLEM - A course for active job search	
Where?	CPIA 4 TORINO, Italy
Who is in the target group?	<ol style="list-style-type: none"> 1. Women coming from Romania, with varying degrees of education 2. African migrants with a refugee status 3. Low skilled Italians, mostly social services recipients. It is mostly in this category we can find people over 45.
What does it consist of?	<p>A 3-week course consisting of 32 hours/lessons.</p> <p>Goal 1 - detect previous knowledge and skills enhancing self-awareness (8 hours)</p> <p>Goal 2 - the role of soft skills in job seeking (8 hours)</p> <p>Goal 3 - giving operative instruments (digital competence, how to write a CV, the local job market, basic financial management, basic safety rules) (16 hours)</p>
Which needs does it address?	Learning by doing is privileged, as it is convenient to adult learners and in order to produce meaningful and useful output
How participants are selected?	<p>A school for adults and the local social services identify the students after an interview, considering the following criteria:</p> <ol style="list-style-type: none"> 1. past experiences 2. needs 3. motivation

PACK +45	
Where?	Worketik & Asociación +45 Activos, Spain
Who is in the target group?	<p>The organisation facilitates a non-discriminatory selection process to all people who wish to use their employment website. They will simply record their data in such a way that no discrimination will be allowed for issues irrelevant to the position.</p> <p>Beneficiaries of the pack+45 are the members of an association for unemployed people, over 45 years old and actively looking for a job. Pack+45 recruitment service to companies is done only with this age group as a way to promote their opportunities in accessing to employment.</p>
What does it consist of?	<p>The practice would be developed with this sequence:</p> <ol style="list-style-type: none"> 1. The organisation contacts companies committed to carrying out non-discriminatory selection processes. 2. When a company publishes a vacancy, it is offered the possibility of accessing pack+45: selection process and providing the most suitable candidates. 3. If the company accesses this service, the organisation serves as an intermediary and finally the company, has a series of profiles suitable for their needs that have been previously filtered among the almost



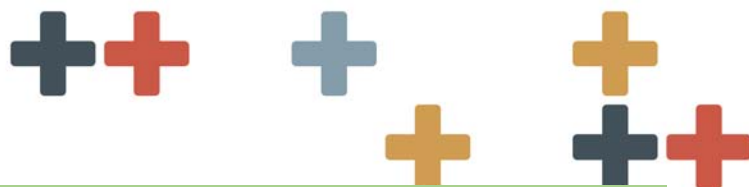
	9800 members of the association's +45 assets.
Which needs does it address?	<p>Allowing people over 45 to participate in selection processes on an equal footing with younger people.</p> <p>The need is to fight against ageism, or age discrimination, which in Spain represents 50% of the population in unemployment with a total of 1800,000 people.</p> <p>It is a practice that affects the need for companies to value talent without labels</p>
How participants are selected?	<p>About 40% of participants have extensive training and have occupied positions of responsibility. After 45 years old, they have seen their opportunities to continue practicing their profession seriously affected.</p> <p>The other 60% is represented by people who suffer from structural unemployment, people with technical profiles, of medium or low qualification, long and very long term unemployed people, beneficiaries of minimum income and other type of public grants and benefits.</p>

Salesperson course	
Where?	Forma-re-te, Italy
Who is in the target group?	Unemployed low-skilled people over 45 years-old integrated as a small group in regular classes, to prevent their isolation, and to reduce the appearance of discomfort feelings.
What does it consist of?	<p>The course aim to acquire fundamental skills related to the sale process, such as:</p> <ul style="list-style-type: none"> • Accomplish collateral operations of the sale process • Display the merchandise • Accomplish sale operations • Accomplish wrap operations • Lead sale processes • Support purchasing/selling process in all the main duties • Choose the tools for products presentation
Which needs does it address?	<p>One of the main needs of low skilled adults is the lack of digital skills. To fill this gap, tablets will be supplied to participants to:</p> <ol style="list-style-type: none"> 1. Avoid paper documents, with efficiency and environmental advantages. 2. Encourage and support the use of digital devices, along with a development of IT skills. 3. Explain how to use Internet for looking for jobs and applying, including the creation of profile on social platforms as LinkedIn. 4. Increase confidence thanks to the use of a personal device (often over 45 years-old adults let their kids monopolize family devices). 5. Participate in online webinar and trainings (a current real need).
How participants are selected?	The selection process consists in an orienteering motivational interview. At the end of the course the organisation sends the names of participants (only of those who authorize that) to companies and



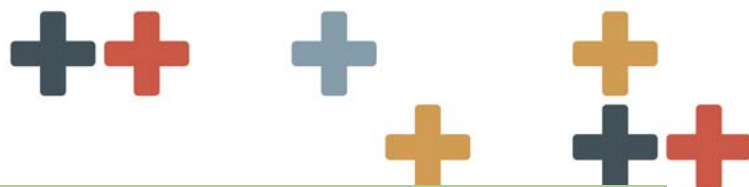
retailers of any size and sector and to institutions of interest. The participants are supported in the update of CV and in the active searching, and eventually applying, for a job.

#NoAgeismDiscrimination - Programme emppersona	
Where?	Fundació PIMEC, Spain
Who is in the target group?	<p>People who have been or are entrepreneurs who have had to close their companies, in most cases, and also people who are unemployed as a result of regulatory proceedings, most of them managers, CEO's, who had never been in such a situation before.</p> <p>Many of them are also not entitled to receive any kind of unemployment benefit, tend to be invisible, are alone, helpless, dislocated and with the stigma attached to business failure.</p>
What does it consist of?	<p>The main objectives and activities are:</p> <ol style="list-style-type: none"> 1. To give visibility to the comparative disadvantage suffered by people over 45 years of age, in the search for employment. 2. Eradicate the social stigma that is implicit in the fact of being over 45 years and unemployed. 3. To increase the employability of this group of people over 45, by promoting an image of a group with a high potential due to their talent acquired throughout their working lives. 4. Prospecting the labour market to offer a wide range of job offers to all beneficiaries. 5. Offering a wide range of services to this group, providing them with the necessary skills and abilities, so that they have a second chance. 6. To raise awareness in Spanish society so that they see failure as learning towards success or the achievement of the personal-professional path.
Which needs does it address?	<p>The methodology used is characterized by the offer of a wide range of services that are designed based on the needs of the beneficiaries, such as:</p> <ul style="list-style-type: none"> • emotional support with coaches and psychologists • assignment of tutor and an external mentor, an expert in the corresponding subject • help in the outplacement processes, providing personal or technical tools and knowledge. • advising on entrepreneurship processes • legal advice, emotional support, and consultancy on the Second Chance mechanism • tutoring with active or non-active volunteer entrepreneurs and specialized organizations of the Empersona-Second Chance Network
How participants are selected?	The organisation has a selection process to be able to focus on the businessperson, generally over 45 years of age, who is in a difficult personal or professional situation.



	The main headquarters of the organisation is in the city of Barcelona, but regional offices throughout Catalonia, create an impact in the entire autonomous community, serving any regional user who is contacting the organisation.
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Collaboration in the project "Cooking your Talent": Guided visit to facilities and participation on the Tapas' Fair	
Where?	MERCAMADRID, Spain
Who is in the target group?	People over 45 years old, unemployed and in situation or risk of social and labour exclusion, mostly women.
What does it consist of?	<p>The main objective of the good practice was:</p> <ol style="list-style-type: none"> 1. To contribute to the training and acquisition of practical knowledge of people in a situation of vulnerability, with the expert knowledge of the organisation in a sector in which the beneficiaries of the good practice wanted to find employment. 2. To contribute to bring the company closer to the unemployed. This helps them to feel recognized, to lose the fear of approaching companies or the sector in which they want to be employed because they do not know its characteristics, operation, etc. 3. Encourage motivation and empowerment of participants, by providing a space for professional development in the sector of their interest, to feel visible to large companies and receive messages of support from them.
Which needs does it address?	<p>On the one hand, there is the need for unemployed people undertaking professional training to have a real knowledge of the situation of the sector they are targeting. That part of the training, in this case on the fresh product, is given by the company and helps to avoid that gap between what is learned in class and what is done in the real job. It also covers the need for people participating in these programs to feel visible and recognized by companies of their interest, helping to maintain their motivation with the possibility of achieving what they propose,</p>
How participants are selected?	<p>The vulnerability of the participants was assessed in the selection process and was given by two or more of the following factors:</p> <ol style="list-style-type: none"> 1) Situation of long-term unemployment. 2) Situations of exclusion. <ol style="list-style-type: none"> a. People referred by Social Services. b. People referred from other social entities. c. Persons receiving Minimum Insertion Income e. People with no formal studies or professional qualifications. g. People without work experience or with less than 1 year of work experience. h. Degree of recognized disability (from 33%) i. Persons with residence permit and extra-community nationality.



- j. Persons who are victims of violence and/or abuse.
- k. Persons responsible for minors in solitary confinement.
- l. Persons with judicial measures (executed and/or pending).
- m. Dependents (ascendants or descendants).

Effective measures for integration of low-qualified 45+ workers

Where?	Standard Profil Inc., Bulgaria
Who is in the target group?	Main characteristics of the target group – low qualified workers over 45 years, mainly due to their low standard of living and poor conditions.
What does it consist of?	<p>The specific training for the target group is adapted to their skills and competences, offering special materials for low-qualified and illiterate workers. For illiterate workers, the company has developed information materials consisting of pictures and signs. For better orientation, the employer also presents video tutorials and information movies. The specialized course based on the principle "One person – one operation" includes acquiring one single operation from one worker good enough, in order to be sure that the working process is professional, timely and safe.</p> <p>Essential factor for better adaptation of low-qualified employees over 45 years is to be assigned to a mentor who leads them through the training period. The mentors not only explain the details in the working process, but also introduces them to the team and assist for a better integration into the new community.</p> <p>The new low-qualified workers over 45 are being evaluated on a specific time schedule: on the third day after the start of their training, at the end of the first week, 30 days after the beginning, at the end of the third month and at the end of the sixth month in the company. This strict evaluation procedure is made in order to exclude mismatches in the perception of work, responsibility and tasks.</p>
Which needs does it address?	<p>The specifics in training low-qualified workers over 45 are multilevel and require special attitude on behalf of the training and the mentor. They need to know the target group and their features quite well, being aware that they perceive information more difficult and slower compared to other workers.</p> <p>Therefore, the learning materials that are specially developed are adapted to workers with limited skills and experience. The training materials contain more pictures, signs and animations for visual perception and memorization of the new information.</p>
How participants are selected?	Since the company has experience in working with the target group, it has developed a strategy for smoother recruitment procedure, onboarding courses and training. They go through specially developed by psychologists IQ tests that evaluate many factors for match of their profile to the vacancy. The illiterate candidates can use special CV templates and applications for appointment. Final step in the selection



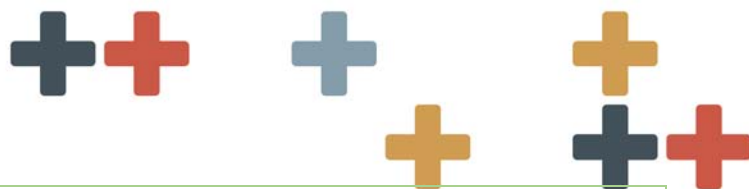
criteria is the personal interview where multilevel commission consisting of HR specialist, team leader and engineer decides if the candidature is suitable for the working position offered.

E-learning training

Where?	AB Vasilopoulos, Greece
Who is in the target group?	The good practice is not addressed only to the target group of the project as the company do not make a separate category for low skilled over 45 years old, but a good percentage of company's employees (mostly in the stores) have low digital skills and are 45 years old
What does it consist of?	<p>Every employee in the store follows a specific training path. This path starts from the on the job training which is realized by a senior officer that transfers his know how to the newcomer. In parallel the induction process is starting via an e-learning course. A second e-learning addressed to all employees is based on company's values. After several months in the job position the employee can follow a specific training concerning customer service techniques and attitudes. This training is also provided via an e-learning course. For the employees that work on sales (vegetables, cheese, etc.) an advanced customer service course specialized in sales is designed. Employees have unique accounts with identification codes in an e-learning platform. Every store has 3-4 tablets to facilitate the participation process. All employees participate in rotation.</p> <p>People who have low digital skills are supported by their peers to connect and follow the training in an unofficial way. Nevertheless, there is a hotline that supports employees to resolve any issue they may encounter with the platform. All trainings and e-learnings are attended within working hours.</p>
Which needs does it address?	<p>The fact that the training is part of the job position assure the upskilling of all employees.</p> <p>The gamification of the trainings and the link with possible situations that an employee can encounter can motivate the target group to follow the training (scenario-based approach).</p> <p>The helpline and the peer to peer activity can be very useful for low skilled over 45 years old.</p>
How participants are selected?	All employees are eligible to this process. This initiative helps the company to build a common culture and to keep high quality in customer service.

Skilling & Reskilling Caregivers for Seniors

Where?	Grandmama PC, Greece
Who is in the target group?	<p>The main characteristics of the target group are:</p> <ol style="list-style-type: none"> 1. Low-skilled or not skilled at all 2. Low education



	<p>3. Over 45 especially women</p> <p>4. Abused women</p> <p>5. Homeless who are looking for a second chance in life</p>
What does it consist of?	<p>The main objectives of this project are:</p> <ol style="list-style-type: none"> 1. To skill, reskill and find a job as a caregiver for seniors 2. Seniors take a better quality of care while staying at home especially now with the pandemics <p>Activities:</p> <ol style="list-style-type: none"> 1. Finalize partnerships with organisations that could provide jobs for the target group 2. Organize the material for the seminars together with the Hellenic Gerontology Association 3. Settle dates of the online seminars 4. Ask some caregivers to share their stories during the seminars as guest speakers 5. Inform all the organizations about the dates to gather the candidates 6. Start the seminars 7. Interview people that participated to the seminars to find a job
Which needs does it address?	<p>The organisation uses a matching methodology in order to match the caregivers with the senior based on:</p> <ul style="list-style-type: none"> - Behavior - Personality - Experience - Evaluation process
How participants are selected?	<p>Participants are selected once they cover the following criteria:</p> <ol style="list-style-type: none"> 1) Their interest for the care of seniors 2) Are fluent in Greek 3) Basic use of smart phones 4) Personal characteristics (empathy, patience, caring) 5) No previous working experiences

Successful integration	
Where?	Ate Plast Ltd., Bulgaria
Who is in the target group?	<p>The low-skilled workers over 45 years are a specific target group that need special attitude. The employer considers everybody's work as important; however, the statistics show that nearly 90% from the target group is from Roma origin, which requires a tailor-made approach. Important characteristic of the envisaged workers group is their unwillingness to upskill and develop within company's hierarchy.</p>
What does it consist of?	<p>The specially designed program for low-skilled workers over 45 years has certain steps that are obligatory for all newcomers. The first level is an interview that consists of fast check whether candidate's profile matches to the desired one. Every new employee is attached to a skilled and experienced colleague that is trained how to</p>



	introduce the new material in the most proper way for the special group of low-skilled workers over 45 years. The intensive one-week theoretical training focused mainly on work safety and procedures, the new employee must pass an exam that shows how he/she perceives the flow of information, whether he aims to memorize it and if he/she is able to adapt to the new team. If the test is passed, the newcomer has a statute of a “trainee”. During the next 6 months of the training the newcomer is closely attached to the mentor and dedicate to the essentials of the real working process, followed by a next test that aims to find out to what extent the newcomer perceived the basics of the working process. After the specialized 6 months program and introduction to the work the trainee can evolve to the next level – assistance operator. After 1 successful year within the company the employee is promoted as a senior operator.
Which needs does it address?	The only instrument to deal with the tough integration of our target group within the working process is skilled and experienced trainers and staff. The long years of experience contributed to discover functioning mechanisms to integrate all kind of workers. The company’s management is already aware with the special characteristics so they put significant effort in designing a suitable training program that will meet the needs of the target group.
How participants are selected?	The selection criteria for the target group of low-skilled workers over 45 are significantly minimized. The employer does not require a broad set skill and knowledge since it is relied on the specialized training. The most welcomed and appreciated features of the newcomers is loyalty, correctness, and sense of responsibility. All fulfilled tests and exams during the training period are in front of a commission of HR specialist, team leader, foreman, head of maintenance, etc.

Greek lessons facilitating integration in the local society	
Where?	Teleperformance, Greece
Who is in the target group?	The target group is often foreign people of all ages that mostly work as customer service representatives or mid-management positions (Supervisors, Quality Analysts).
What does it consist of?	<p>The best practice has the following objectives:</p> <ol style="list-style-type: none"> 1. Improve language skills to foreign employees 2. Facilitate their social integration 3. Contribute to the upskilling of employees <p>The activities are organised as follows:</p> <ol style="list-style-type: none"> 1. Employees must apply for the courses via a platform 2. Participants are divided into groups depending on their skills (basic-intermediate-proficient) 3. Managers and supervisors follow the educational itinerary of the employee and encourage him/her



	4. Employees follow the courses and have the opportunity to enrol and obtain a national certification (A1-C2)
Which needs does it address?	This best practice has as main goal to upskill employees and support them in their integration process to the national context. Given that many of the users are migrants or even refugees this practice is addressed to people with low literacy skills concerning Greek language. In this context the courses are adapted to the needs of each group of participants and active methodology is preferred.
How participants are selected?	There are no specific criteria for someone to enrol for Greek classes. They are open to everyone that wants to learn the language.



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Annex

Guidelines and useful resources for the implementation of the Ac+45 collaboration framework and respective stages, including templates for providing structured input about relevant open positions and skills needed, guidelines on how to organize job shadowing initiatives in companies, and how to select and evaluate low-skilled older adults' performance during speed dating interviews.

The following tools are to be found in this Chapter:

1. Job description (instructions and template)
2. Job interview evaluation (template)
3. Job shadowing (guidelines)
4. Mock interview (guidelines)
5. Speed interview (instruction and tools)
6. Portfolio of employer (guidelines and template)



INSTRUCTIONS FOR JOB DESCRIPTION/OPENINGS (HOW TO PREPARE A JOB OFFER)

The purpose of a job description is to persuade, as well as to qualify and disqualify candidates before you spend time interviewing them. Job descriptions are required for recruitment so that you and the applicants can understand the job role. Job descriptions are necessary for most people in work.

A job description defines a person's role and accountability. Without a job description it is usually very difficult for a person to properly commit to, or be held accountable for, a role.

The law forbids discrimination in every aspect of employment, including the hiring practice. In general, it is illegal to discriminate against a job applicant due to that person's race, colour, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age (40 or older), disability, etc. Pay attention to not include any of these discriminatory aspects in the Job description.

Job descriptions usually consist of 6 core elements:

- Job title
- Job description summary
- Job duties / Key Responsibilities and Accountabilities
- Skills and qualifications
- Work hours, salary and benefits
- Education and Experience Requirements

The most difficult part is the Job Duties / Key Responsibilities and Accountabilities section. Large organisations have generic versions for the most common organisational roles - so do not re-invent the wheel if something suitable already exists. If you must create a job description from scratch, use this method to produce the 8-15 responsibilities:

1. Note down in a completely random fashion all the aspects of the job.
2. Think about: processes, planning, executing, monitoring, reporting, communicating, managing people/ resources/ activities/ money/ information/ inputs/ outputs/ communications/ time.
3. Next combine and develop the random collection of ideas into a set of key responsibilities (a junior position will not need more than 8. A senior one might need 15).
4. Rank them roughly in order of importance.
5. Have someone who knows or has done the job well check your list and amend as appropriate.
6. Double check that everything on the list is genuinely important and achievable.



TEMPLATE / EXAMPLE

Job title: Retail sales assistant

Job description summary: Start the job description with a statement that acts as your company's marketing summary and describes your business. Take the opportunity to say something that makes your organization stand out from other employers.

Job Duties / Key Responsibilities and Accountabilities:

- Serves customers by helping them select products.
- Greets and receives customers in a welcoming manner.
- Responds to customers' questions.
- Directs customers by escorting them to racks and counters.
- Provides customer service.
- Documents sales by creating or updating customer profile records.
- Alerts management of potential security issues.
- Assists with inventory, including receiving and stocking merchandise.
- Keeps clientele informed by notifying them of preferred customer sales and future merchandise of potential interest.

Skills and qualifications:

- Listening
- Excellent customer service
- Selling to customer needs
- Product knowledge
- People skills
- Energy level
- Dependability
- General math skills
- Verbal communication
- Job knowledge

Work hours, salary and benefits: This is where you want to describe working conditions or requirements things like shift work, weekend work, overtime, and break schedules. Additionally, make sure to discuss special benefits that your company provides that others do not make available. Indicate the expected salary.

Education and Experience Requirements:

- High school diploma or other relevant
- 0-1 years of retail experience desired



JOB INTERVIEW EVALUATION TEMPLATE MOCK INTERVIEW FEEDBACK GRID

Job Applicant _____

Interviewer _____

Position Sought _____

Date of Interview _____

FIRST IMPRESSIONS / IMAGE & APPEARANCE	+ ✓ -
Applicant submits an updated, targeted and professional looking resume prior to the interview	
Applicant expresses optimism and energy in initial greeting; offers a solid handshake	
Applicant is well groomed, has good hygiene and is appropriately dressed	
Applicant smiles and speaks clearly and distinctly; words are not mumbled	
<i>Comments:</i>	
NONVERBAL BEHAVIOUR / BODY LANGUAGE	+ ✓ -
Applicant demonstrates professionalism; sits squarely in chair; has good posture	
Applicant demonstrates openness and receptiveness; open position (arms are not crossed)	
Applicant demonstrates interest and enthusiasm; uses facial expressions	
Applicant demonstrates confidence and attentiveness; maintains good eye contact	
Applicant maintains poise; appears relaxed; does not shift and fidget excessively	
<i>Comments:</i>	
VERBAL COMMUNICATION/KEY INTERVIEW CONTENT	+ ✓ -
Applicant responds with concise, organised, and well-thought-out answers	
Applicant articulates ideas clearly, uses proper grammar and appropriate vocabulary	
Applicant demonstrates research and understanding of the desired career, position & employer	
Applicant demonstrates self-awareness of work values and personal motivators	
Applicant illustrates strengths and skills through specific examples	
Applicant relates past achievements to skills used in the job	
Applicant avoids flat "yes" or "no" answers	
Applicant discusses a weakness honestly but neutralises it by explaining steps taken to improve	
Applicant asks appropriate questions about the job and employer	
<i>Comments:</i>	
CLOSING THE INTERVIEW	+ ✓ -
Applicant inquiries about timeframe and next actions to be taken	
Applicant thanks interviewer and acquires appropriate contact info for follow-up	
<i>Comments:</i>	
BASED ON AN OVERALL IMPRESSION OF YOUR INTERVIEW	
You are hired!	
You may get the job, but you have not edged out the competition yet!	
You need more practice and preparation before going on job interviews.	



JOB SHADOWING GUIDELINES AND TIPS

According to Wikipedia, Job shadowing (or work shadowing) is an on-the-job learning, career development, and leadership development program. It involves working with another employee who might have a different job in hand, have something to teach, or be able to help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviours, or competencies. Organizations have been using this as an effective tool for learning.

Benefits of job shadowing

For the organization, a job shadowing program can lead to increased productivity due to staff members gaining a broader understanding of how the business works. The interactions between the shadow and host may also lead to new approaches to how work is done.

For the shadow, it provides valuable exposure. It can give a participant a realistic view of a different role. It can be used to complement other forms of training and development. For example, staff members who received classroom-based training in a particular competency can shadow another employee who demonstrates it in their work. This complementary approach of a job shadowing program for employees may help them retain information better.

For the host, a job shadowing program can provide a way for veteran staff members to "give back" by helping less skilled/experienced colleagues. This can help to reinforce organizational norms and culture.

Who is involved?

The host

A host is the person who agrees to be shadowed. A host needs to consider if the time requested is the best time for the shadowing to take place and how long each period of shadowing should be for. They will also need to take into consideration their work obligations and ensure that the shadowing experience does not get in the way of their day-to-day responsibilities.

The shadow

A shadow needs to consider why they are doing the shadowing and, what they hope to achieve. They will also need to do some preparation which will involve working with their host prior to the shadowing to set objectives for the sessions. Following the shadowing it is important to review and discuss outcomes and what happens next.

How to organise a job shadowing initiative?

In general, there are three different ways in which job shadowing could be organised.

1. Observation



- The Shadow will spend an agreed period of time observing the host during their day-to-day activities.
 - This type of shadowing works best when a Shadow is looking to gain a greater understanding of what a Host's job role actually consists of.
 - The Host will provide opportunities for questions and debrief to ensure that both parties benefit Involvement from the shadowing.
2. Involvement
- The Shadow shadows the Host for specific activities over a period of time.
 - This type of shadowing provides short periods of focused activity.
 - This works best when the individuals work near to each other and the Host can advise of dates and times of specific activities which are of value to understanding the role.
3. Sharing
- This is an extension of the observation model detailed above.
 - The Shadow starts to undertake some of the tasks they have observed.
 - This provides the Shadow with hands on experience of the role whilst being supervised by the Host.
 - This type of job shadowing is not always possible and would need to be discussed on a case-by-case basis.

Suggested Questions/Topics of Conversation

- Can you describe a typical day at work?
- What is the hardest part about your job?
- What is the biggest challenge you've faced at work?
- What are the advancement/growth opportunities?
- Is there anything you wish you would have done to better prepare yourself?
- What skills are the most important in your job?
- How did you become interested in your current position?
- What training/education have you received and how did you learn from those experiences?
- Describe the jobs you had leading up to your current position.
- What do you like most about your job?
- What do you dislike your job?
- What about the job did you not expect?
- What are the next steps in your career?
- What do you wish you had known looking back over your career (asking him/her to specifically reflect on the time in his/her life when he/she was at your level)?



MOCK INTERVIEW GUIDELINES

What is a Mock Interview?

A mock interview mirrors an actual job interview. It gives an opportunity to practice what to say and do during an interview and get feedback. Whether it is face-to-face, online, or through a webcam, a mock interview is useful in reviewing the answers to common interview questions and assessing other factors such as outfit, mannerisms, and body language.

Questions for Mock Interview

The questions asked during a mock interview are typically the more general employer interview questions that are asked during a first round or screening interview. However, for candidates who know what type of position, career field, or industry they are interested in, job-specific interview questions may be asked. The interviewer may be able to ask actual questions that are asked by hiring managers at the company.

Sample Interview Questions

Common Questions

- Tell me about yourself.
- What are your long-range and short-range goals/objectives?
- What have you learned from your mistakes?
- What questions do you have for me?

Strengths

- What do you consider your 3 greatest strengths? Provide me an example of when you used your strengths.
- What is your greatest weakness?
- What qualifications do you have that make you think you will be successful?
- Why should we hire you?

Motivation

- Why did you decide to pursue a career in this field/industry?
- Tell me about the jobs you have enjoyed the most. Tell me about the jobs you have enjoyed the least. What about those jobs did you specifically like or dislike?
- Where would you like to see yourself three years from now with this company?
- How much did you research this company before applying? What specific things about this job most excite you? What specific things about this job least excite you?

Fit

- Why did you decide to seek a job with us?
- What type of individuals do you enjoy working with the most? What types of individuals do you like working with the least?



- Tell me about the best supervisor with whom you have worked. What was his or her management style? Tell me about the most difficult supervisor you have had. Why did you find it difficult to work with him or her?
- In what ways do you think you can contribute to our company?

Behavioural Questions

- Tell me about a time when you had to meet a deadline which did not seem to allow enough time. How did you proceed? What was the outcome?
- Give me an example of a conflict or problem that you experienced in previous work settings, and how you handled it.
- Describe two of the most significant challenges you have experienced in your career. How did you overcome them? What did you learn?
- Give me a specific example of a time when you took the initiative to improve a task at a previous job. Why was a change necessary? What was the outcome?
- Describe a time when you went out of your way to help someone understand a new task or procedure.

Evaluation Grid

Appearance	Attire should be interview/ business professional dress Dresses neatly and appropriately (conservative, not trendy)
Greeting / Introduction	Stands to greet interviewer with a firm handshake/ professional greeting Maintains good eye contact with the interviewer and smile
Body Language	Maintains good eye contact and good posture; avoids fidgeting Uses subtle but effective gestures when speaking Pays attention to his/her non-verbal behaviour (voice projection, nervous habits)
Attitude About Work / Working with Others	Demonstrates enthusiasm and sincerity in his/her answers Is genuine; does not say what he/she thinks the interviewer wants to hear Stays positive; when talking about challenges does not blame
Responses to Interview Questions	Demonstrates research conducted before the interview Speaks with confidence
Oral Communication	Speaks clearly and concisely; is polite and tactful Includes enough detail to give a clear picture of his/her experiences, but not making the answer unfocused Tries to think through the response before answering a question



SPEED INTERVIEW TOOLS

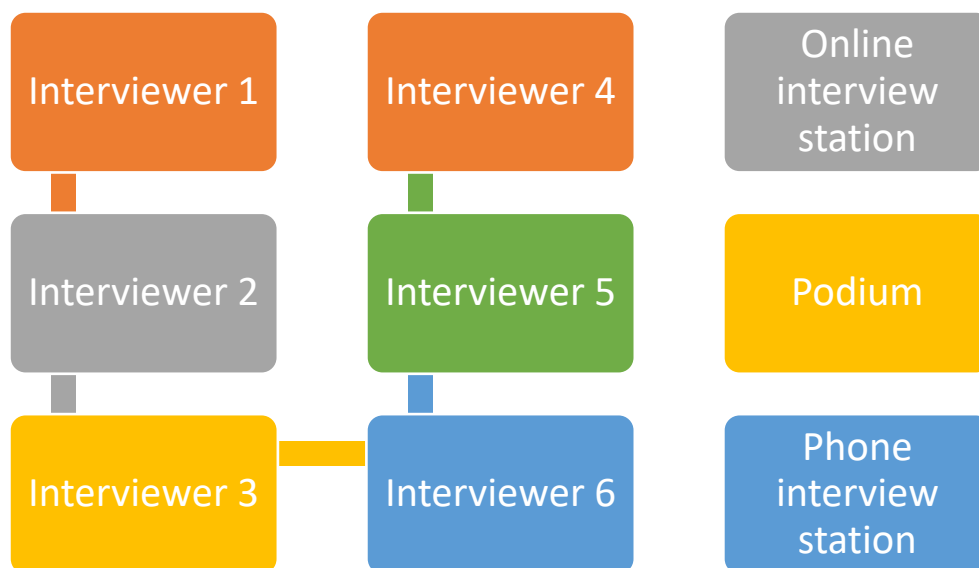
What is speed interview?

As the name suggests, the idea of a speed interview comes from the concept of speed dating, and the format is similar. A number of stations are set up that candidates move between, with the interviewer at each station asking questions on a particular theme. Some companies prefer this approach for several reasons.

Mainly, it is the belief that hiring managers make decisions on potential employees straight away. Also, the time restraints – the interviews are typically structured in 10 minute or 15-minute slots – can pose a different challenge for candidates. Interviewers are keen to see how they respond under pressure, and the emphasis is on getting the answers across quickly but clearly.

Interviewers could be different staff members of the company, not limiting to the HR expert. Candidates show their true colours to team members, thinking they really do not carry much weight in the hiring decision.

Setting up the room (Example)



Organisation of Speed Interview (Example)

Each station could have a dedicate theme, which allows the interviewer to ask the same questions for each candidate. This format also precludes interviewers from asking overlapping questions. Each interviewer needs to be prepared with four or five questions.

The thematic stations might be, for example:

1. Introduction

- Tell me about your job search up until now. How has it been going, and what have your experiences been like?
- Tell me what criteria you are using in selecting your next company or position. What is important to you?

1. Climbing the ladder

- What has been your most creative achievement at work?



- From a relationship standpoint with your boss, what is the key factor in keeping you from reaching the next rung on the ladder?

2. Compatibility

- How would you describe "professional behaviour" in the workplace?
- Tell me about your last performance appraisal. In what area were you most disappointed?

3. Wrap up

- Have you had a chance to meet some of the other candidates? Who would you say is the strongest candidate here?
- If you had to choose among three factors – the company; the position you are applying for; or the people you would be working with – which would you say plays the most significant role in your decision to accept our offer? Why is that?

Speed Interview Evaluation Sheet (example)

Topic	1 Poor	2	3	4	5 Strong
Tell me about yourself. <i>Notes:</i>					
What are your strengths? <i>Notes:</i>					
What are your weaknesses? <i>Notes:</i>					
Why should I hire you? <i>Notes:</i>					
Do you have any questions? <i>Notes:</i>					
Rate the candidate's body language. <i>Notes:</i>					
Rate your overall impression of the candidate. <i>Notes:</i>					



TEMPLATE FOR EMPLOYEE'S PORTFOLIO FOR RECOGNITION OF SKILLS ACQUIRED IN NON-FORMAL AND INFORMAL LEARNING (HOW TO CREATE A PORTFOLIO FOR RPL)

Recognition of Prior Learning (RPL) is the process used to identify, document, assess and recognize skills and knowledge.

RPL benefits individuals, employers, organisations and academic institutions. There are many reasons to use RPL:

- for a personal assessment to help with:
 - career planning
 - writing targeted resumes for self-marketing
 - preparing for an interview
 - creating a portfolio
- gain credits in academic or skills training programs
- gain credits towards occupational or professional licensing and certification
- achieve different employment possibilities
- advance a career
- get hired
- recognise a need for training
- shorten training time

A portfolio is an organized collection of materials providing evidence of the competencies that were acquired through experience instead of formal learning. The portfolio allows the applicant to contribute actively to the collection of evidence and contains a combination of tools, which strengthen the overall validity of the process. Many countries have introduced the portfolio as a central element in their recognition approaches (CEDEFOP, 2015).

The holistic portfolio approach is based on a narrative and reflective approach through which the applicant is guided. The holistic portfolio approach is beneficial for disadvantaged groups, refugees and migrants.

Employers could create a Portfolio for their employees in order to know better their skills and to identify skill gaps that could be tackled by providing targeted training and upskilling.



PORTFOLIO GUIDELINES / TEMPLATE

1. **The individual's curriculum vitae.**
2. **Basic and behavioural competences.**
 - Literacy and numeracy skills
 - Digital competences
 - Working with others skills
3. **The individual's qualifications already gained (degrees/diplomas/certificates);**
 - Evidence of courses or training completed in or outside work:
 - Formal training: Certificates, diplomas or degrees, diplomas or certified transcripts of grades and subjects/courses undertaken (statements of attainment).
 - Informal Training: Certificates of course attendance.
 - Resumes listing work history, key responsibilities, current skills, and other relevant experience, as well as referees: contact details of colleagues, clients or community representatives who are willing to be contacted to verify the applicant's information
 - Certificates of attendance/participation, handouts etc. that confirm attendance as a participant, or role as a facilitator
4. **Work-related documents (contracts, job specifications);**
 - Position descriptions (job specifications)
 - Job-related references
 - Logbooks, attendance records, completed worksheets (task-sheets, job-sheets, rosters)
 - Portfolios or e-portfolios, reports
 - Employment contracts which detail job specifications
 - Performance development (appraisal) plans
 - Career plans
 - Project or work activity reports: photographs or audio-visual recordings of activities conducted.
 - Journals or diaries, work notes, emails or correspondence written by the applicant
 - Minutes of meetings relating to applicants' duties,
 - Mentoring plans
5. **Letters of confirmation (from e.g., employers/clients).**
 - Feedback or letters of appreciation from clients, business partners or employers
6. **Other documentary evidence.**
 - Relevant voluntary work: e.g., in a community-based Emergency Service
 - Relevant experiences in community organisations or professional bodies
 - Membership of relevant professional associations or community groups