



MENTAL ISSUES IN JOB CENTERS

International conference

MENTAL ISSUES IN JOB CENTERS 2014

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INTRODUCTION

21 different organizations from 9 countries participated at the international conference "Mental Issues in job centers", which was held in Rogaška Slatina. Job has an extremely important role in an individual's life because most of the active population spends at least a third of their life in the workplace, so it's also a work environment one of the most important habitats. Mental health of the active population is strongly associated with wealth and capital of the whole society, and concern for the preservation and promotion of mental health is crucial for productivity, economic development and competitiveness of the country. It is estimated that due to the economic consequences of unsafe and unhealthy working environment country is losing 3 to 5 percent of GDP. Promotion and protection of mental health in the workplace is therefore necessary to devote sufficient financial resources, since the active population creates and maintains the social product and the quality of work.

The economic crisis has an enormous effect on the mental health. The jobless person gets easily in a depressed status and a depressed status can easily result in the loss of his/her job. The job-center worker trying to help jobless people is not always prepared to manage and handle mental problems. They face mental

problems day by day but are unable to handle the issues with sufficient expertise in most ways. Professional workers in vocational schools, other adult educational centers and coaches are also sometimes in the same situation.

The unemployment rate is high and remains on a high level in the next decade. Current depressed mood affects the unemployed people and professionals dealing with them. The job center workers are not trained enough to deal and manage people being in this status all over the Europe. The low motivation of job seekers is a very well-known phenomenon in job centers. Low motivation decreases the possibility of success and lasts for a limited period of time. Lack of success and failures may lead to an illness and depression. Decreased cognitive competencies can be influenced in a different way. Low motivation is one of the symptoms of depression, but the lack of motivation does not necessarily mean that the client is depressed. Depression and low motivation are two different psychological states and need different care. The treatment of depression can lead to a better introspection and self-confidence that is why a depressed person can return into action. Only invited plenary sessions are published in this work.

PLENARY PRESENTATIONS

Below you can find all plenary presentations that have been presented in MIJ 2014 International conference. Nine plenary sessions from three different countries were presented.

MENTAL ISSUES IN CURRENT SOCIETY: INTRODUCTION TO THE CONTENT OF THE CONFERENCE

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Abstract:

In this article we present not only the content of the conference held in Rogaška Slatina, Slovenia but also explains surveys made in Europe by World Health Organization.

Keywords: mental disorders, mental health workforce, mental health services, WHO, psychoses, depression, anxiety

1. INTRODUCTION

Mental health is a state of well-being in which an individual can realize his or her own potential, cope with the normal stresses of life, work productively and make a contribution to the community. Mental health and mental disorders are one of the most significant public health challenges in the WHO European Region. Reduced opportunities to find employment, lack of control over one's life and poor social relations affect people's well-being. Mental disorders comprise a broad range of problems, with different symptoms. They are generally characterized, however, by some combination of disturbed thoughts, emotions, behavior and relationships with others. Examples are depression, anxiety, conduct disorders in children, bipolar disorders and schizophrenia. Many of these disorders can be successfully treated.

2. SYSTEMATIC REVIEW

According to a systematic review of data and statistics from community studies in European Union (EU) countries, Iceland, Norway and Switzerland: 27% of the adult population (here defined as aged 18–65) had experienced at least one of a series of mental disorders in the past year (this included problems arising from substance use, psychoses, depression, anxiety, and eating disorders). These figures represent an enormous human toll of ill health, with an estimated 83 million people being affected. Yet even these figures are likely to underestimate the scale of the problem, as only a limited number of disorders were included and it did not collect data on those aged over 65, a group that is at particular risk. Rates for women are significantly higher as compared to those for men. Overall rates are 33.2 versus 21.7.

3. KEY FACTS

Mental disorders account for 44% of social welfare benefits and disability pensions in Denmark, 43% in Finland and the United Kingdom (Scotland), and 37% in Romania and 25% in the Republic of Moldova, one of Europe's poorest countries. Almost 9 out of 10 of people suffering from mental health problems say they have been affected by stigma and discrimination, and more than 7 out of 10 report that stigma and discrimination stopped them from doing things. The annual suicide rate is 13.9 per 100 000 on average in the European Region, but varies widely between countries. The countries with the highest suicide rates in the world are in the European Region. In several countries, suicide is the number-one cause of death in adolescents. In Europe, men are almost five times more likely to commit suicide than women. Unemployment, debt and social inequality are all risk factors for depression and associated with suicide. People with mental disorders tend to die at earlier ages than the general population: often more than 20 years younger. The main factor is the high prevalence of chronic diseases (such as cardiovascular diseases, cancer and diabetes) and poor access to and quality of treatment for them. Mental health is strongly related to the socioeconomic circumstances of people's lives. Factors such as poverty, unemployment, poor working conditions, substandard housing and poor education reduce well-being, as well as significantly increasing the risk of mental disorders. About half of all mental disorders start before the age of 14. Cost-effective interventions exist, but less than 1% of mental health budgets are spent on prevention. These figures also fail to capture the complexity of the problems many people face. 32% of those affected had one additional mental disorder, while 18% had two and 14% three or more.

Depression

Every year, about **1 out of 15** people suffer from major depression in the WHO European Region



If anxiety and all forms of depression are included, nearly **4 out of 15** people are affected



Picture is representing depression ration among people in EU

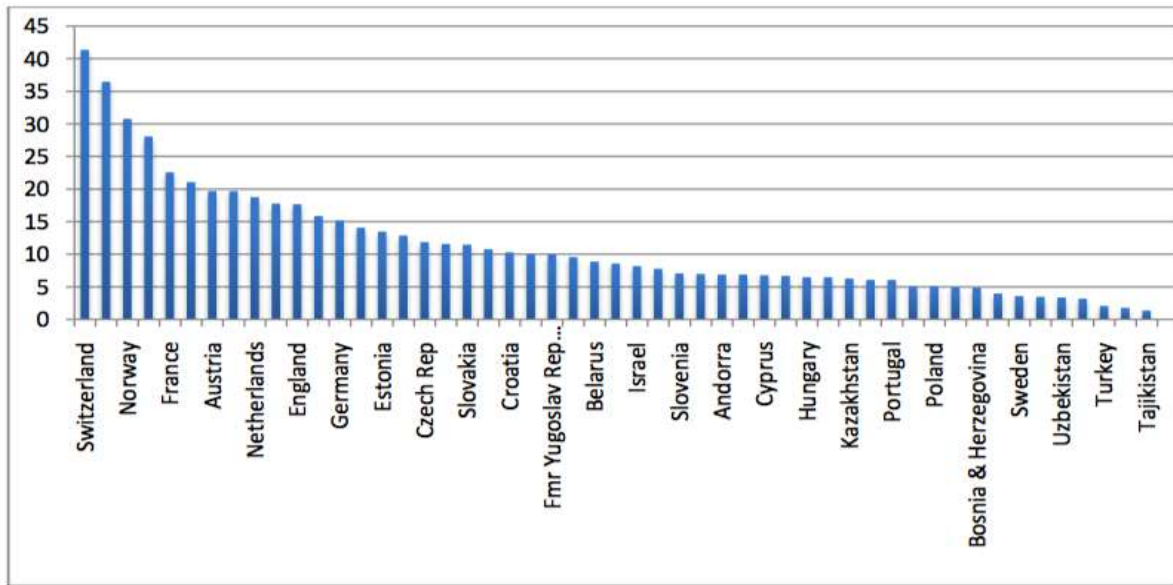
4. MENTAL HEALTH SERVICES AND WORKFORCE

The combined rate of psychiatric beds per 100 000 population in community psychiatric inpatient units, units in district general hospitals and mental hospitals ranges from 185 in Malta to 8 in Italy, with a median rate of 72. The number of psychiatrists per 100 000 population ranges varies widely: from 30 per 100 000 in Switzerland and 26 in Finland to 3 in Albania and 1 in Turkey. The median rate of psychiatrists per 100 000 in the 41 countries that provided information is 9.

The median rates of psychiatrists per 100 000 population in the different parts of the WHO European Region is:

- EU15 – 12.9
- countries joining the EU since 2004 – 8.9
- countries in south-eastern Europe – 8
- CIS countries – 5.6.

Fig. 1. Number of psychiatrists per 10 000 population in European countries, 2011



Source: *Mental health atlas 2011*. Geneva, World Health Organization, 2004
 (http://www.who.int/mental_health/publications/mental_health_atlas_2011/en, accessed 30 August 2013).

This graph is showing psychiatrists per 10 000 population in different European countries, survey was made in 2011 by WHO.

The rate of nurses working in mental health care varies from 163 in Finland to 4 per 100 000 population in Bosnia and Herzegovina (Republika Srpska) and 3 in Greece. The median rate of nurses per 100 000 population is 21.7, more than twice the median rate of psychiatrists.

5. ACTION PLAN

The WHO Regional Office for Europe developed the Action Plan, which specifies interventions to make services accessible and affordable and advocates respectful, safe and effective treatment.

It proposes a range of actions intended to accomplish its seven objectives, including:

- increased support for mental health needs in antenatal and postnatal care,
- screening for domestic violence and alcohol abuse;

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- opportunities for employment, housing and education for people with mental health problems equal to those available to others, taking account of adjustments required to compensate for any disability;
- therapeutic hospital care, offering individualized and civil treatment, not merely confinement;
- community-based mental health services accessible to all groups in the population;
- effective treatment made available on criteria of both efficiency and fairness;
- and work to ensure that people with mental health problems have a life expectancy equal to that of the general population.

The Action Plan will run through 2020, and targets and indicators are being developed.

6. CONCLUSION

Reduced opportunities to find employment, lack of control over one's life and poor social relations affect people's well-being. Mental disorders comprise a broad range of problems, with different symptoms. They are generally characterized, however, by some combination of disturbed thoughts, emotions, behavior and relationships with others. In several countries, suicide is the number-one cause of death in adolescents. In Europe, men are almost five times more likely to commit suicide than women. Unemployment, debt and social inequality are all risk factors for depression and associated with suicide. People with mental disorders tend to die at earlier ages than the general population: often more than 20 years younger. All these facts were reasons why international conference MIJ 2014 was organized.

7. REFERENCES

- <http://www.who.int/en/>
- <http://www.euro.who.int/en/who-we-are/governance/regional-committee-for-europe/sixty-third-session/working-documents/eurrc6311-the-European-mental-health-action-plan>).

PRESENTATION OF PERFORMING THE VOCATIONAL PROGRAM FOR LONG-TERM UNEMPLOYED PERSONS (2013-2014) – GOOD PRACTICE, NOVO MESTO

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Abstract:

In this article we present our vocational program that was enrolling in our organization with a purpose to help long term unemployed people enter the labor market again.

Keywords: improving literacy skills, employment/job prospects, activation, social activation, temporarily unemployable persons

1. INTRODUCTION

Organization Prah izobraževalni center, d.o.o. was established in 1990 with its headquarters in Rogaška Slatina. We are also running 10 other bussines units across Slovenia. We perform:

- Formal programs (Driver, Logistics tehnician, Logistics engineer)
- Education and training (unemployment workshops, entrepreneurship, penalty points cancellation, transport logistics etc.)
- Projects (ICIZ, PHARE, self-employment, concession for the operation of the labor market, etc.)

Our references are active collaboration of our educational institution with local companies, holder of “Family friendly company” certificate, years of expertise with unemployed people in education and training areas, good knowledge of labour work, good knowledge of HR work, outstanding workshop implementation quality (by participants opinons) and more.

Company Prah educational center was one of the eight organizations that have carried out a pilot project in Slovenia "Promoting inactive people who are long time away from the labor market for their return or re-enter the labor market with in-depth individual and group" . It is a pilot project of national proportions, activate temporarily unemployable persons in which they were in addition to the operators in a given area also included the Employment Service of Slovenia and the local Center for Social Work.

The program consists of four modules, namely:

- 1. modul: Motivational workshop
- 2. modul: Triage (individual treatment of participant)
- 3. modul: Workshop for effective entrence into the labour market (group treatment)

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- 4. modul: Monitoring and supporting the participant implementation about activities necessary to enter into the labour market.

2. MOTIVATIONAL WORKSHOP

Motivational workshop was aimed at motivating invited participants to be included in the program. Flow motivational workshops have been presented to the course of the program, duration, and in particular the benefits of the program itself for each participant. Participants in the program voluntarily included, which is a major drop-out rate among candidates invited to the motivational workshop and participants, which were then included in Module 2.



3. TRIAGE

The 2nd module is based on individual reading and learning about each individual participant. In addition to a personal tutor in this part of the program has also involved members of the professional team who have taken their own area and detect potential obstacles to the reintegration of the individual into the labor market. This module is in addition to the individual interview, which was, as it turned out below, the most effective and useful, usable and addresses different tests and questionnaires shall facilitate the analysis of the individual. For some candidates, based on information obtained, barriers were revealed such as those that effectively restrict the candidate's activation, in many cases, it turned out that these

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candidates only need a little motivation and re-socialization for active entry into the labor market. Above all, these are then motivated to join the third module, where they were also carried out these activities.

TRIAGE PROGRESS –SUITABLE FACILITIES



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TRIAGE progress – individual approach



4. WORKSHOP FOR EFFECTIVE ENTRANCE INTO THE LABOUR MARKET

Workshop for effective performance in the labor market is an upgrade of 2nd module. It is mostly a block deal where we wanted to offer participants a wide choice of activities tailored to their desires and needs. Based on initial presentation possibilities of how you can carry out the program, we included participants to influence the workshop so that they have made concrete proposals what they want. Also we have pointed out that this workshop will not be conducted classically as a physics lecture, but more interactive with their inclusion. In the initial phase of the workshop was to focus primarily on raising their self-esteem, learning about their own potential and motivation that this potential in practice also avail. Many participants involved do not longer detecte their "useful" value for the labor market, cannot see more than economically active individuals, but are limited to family and neighborhood in which they reside. In the workshop we want to become acquainted with the institutions that are in any way relevant to them or to institutions that could help them with their reintegration into the labor market activation. In collaboration with local institutions (Center

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for Social Work Novo mesto, RIC Novo mesto, Agriculture and Forestry Novo mesto, Pension Fund ...), we carried out their presentations, some of which are also visited at their location. We wanted for participants to gain valuable information on the topic and to also engage in any activities, lectures by these institutions offer. We also performed the presentation of some local employers, something we visited on their locations, and so enable participants to gain information on what employers expect and what they look for. Some conducted informal interviews for possible employment. As a result, the participants expressed a desire to also lecture on the topic written and oral communication as they originally seemed useless. Also, we presented an alternative job opportunities that they also allow income, for example from the implementation of agricultural activities ...

In the workshop we conducted several field trips. Once again we wanted to motivate them to be active outside their current environment to meet other people and opportunities.

Educational trip Rogaška Slatina – october 2013
Visiting “Prah izobraževalni center” company



Visiting “Orglarstvo Škrabl” company
3. Biggest company that produce pipe organs in Europe



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Visiting “Kozmetika Afrodita” company

The biggest cosmetic company established with private capital in Slovenia



Visiting “Zdravstvo d.o.o.” company



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Visiting co-partners in “Mental issues in job centers”project
Educational trip Budapest – october 2013



**5. MONITORING AND SUPPORTING THE PARTICIPANT IMPLEMENTATION
ABOUT ACTIVITES NECESSARY TO ENTER INTO THE LABOUR MARKET**

The 4th module is designed primarily for individual treatment, where a personal mentor and participant of the program determine the current status and agree on activities in the future. Some candidates have to take advantage of a very individual treatment and obtain additional information, use assistance and expertise with a personal tutor.

6. CONCLUSION - FEEDBACK AND SUGGESTIONS FOR FURTHER IMPLEMENTATION OF THE PROGRAM

Both participants and personal were basically satisfied with the program. Most of them as the most positive experience of this program stated that they acquired new skills and make new friends - socialization.

However, we also as personal trainers, professional team members, lecturers, as well as the participants themselves, noticed some options for improving the program and, consequently, an even greater benefit to the individual. Below are just essential propositions:

- the most important is individual approach , it should be more time spend on bilateral conversation between expert mentor and unemployed person with mental issues problems;
- there should be more educational trips planned within workshops and more visits of successful companies;
- that are invited successful entrepreneurs and individuals who have succeeded in their entrepreneurial way to the workshops and there are also assest planned for their participation in the project in planning stage of the project;
- to reduce the number of hours of frontal lessons at the expense of increasing the number of hours needed to visit businesses, entrepreneurs presentations and good practice;
- that workshop are conducted several hours together.

ESS – EMPLOYMENT SERVICE OF SLOVENIA, CASE ON UNEMPLOYED PEOPLE

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Abstract:

In this article I am representing to you some general facts of Employment service of Slovenia. I am going to focus on services we offer to unemployed people with health problems and within this specially mental health problems, and what we as training center have done on this topic so far. For conclusion one of our programs which was designed for long term unemployed people will be presented.

Keywords: employment, service, unemployment, people, mental problems, labor market, employment policy

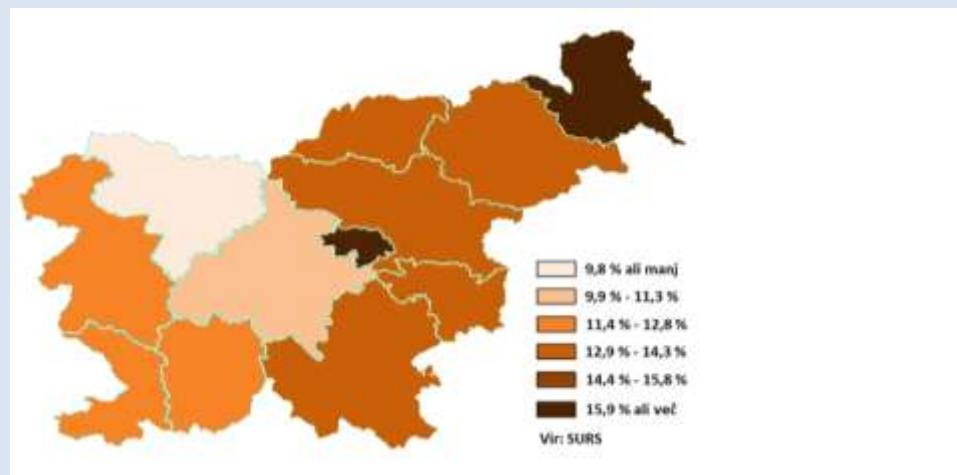
1. INTRODUCTION

ESS is our main national institution for labor market which provides actions on the field of employment and implements active employment policy, implement system of unemployment insurance. Let's have a look on some numbers. Slovenia has only 2 million populations. Out of that 800.000 are employed (employed of self-employed and 116.000 are unemployed. At the end of July we had 116.199 unemployed persons. Data's are from the end of July 2014. Our rate of unemployment is slightly decreasing in this year. Rate of unemployment is 12.8 percent-it is percentage of registered unemployed persons in the labor force. Our organizational chart is at follows. We have our head office in Ljubljana and twelve regional offices all over Slovenia: Koper, Nova Gorica, Novo Mesto, Sevnica, Trbovlje, Ljubljana, Celje, Maribor, Velenje, Slovenj Gradec, Murska Sobota, Ptuj and in these regional offices we have 59 local offices that are providing clients with rights relating to job and employment broking, employment advice, rights stemming from unemployment insurance, the implementation of employment programmers and work with employers.

In these regional offices we have about 350 counselors who are working directly with clients. Regional offices are doing some general affairs; work with subcontractors providing ESS

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services and local entities on the labor market. We have about 350 counselors who are working directly with clients.



2. SLOVENIA STATS

Here is the map of Slovenia, with twelve regions like our regional offices are placed. As you see the unemployment rate vary quite a lot between the regions. The lowest is in Gorenjska region. I said the average rate in Slovenia is 12,8, but this rate varies quite a lot between the regions. As you can see from 9,2 in Gorenjska region were regional office of Kranj is located to 17,7 in Zasavska region - Regional office Trbovje and even 17,9 in Prekmurje.

If we take a look in partnership countries we can see that in Slovenia the rate of unemployment is the highest, then follows Italy-12,6% and then 8,2% in Turkey. In Germany is 6,7 %, Hungary 7,8%, Turkey 8,2%, UK 6,4 %, Italy 12,6, Romania 7,4%

And for these people are taking care about 300 counselors that are doing directly with client. Each counselor has from 300-600 unemployed people. Because of the crisis also our counselors were reporting that they have to deal with more and more mental problems their clients have and that is why our training center organized an educational program about

mental health problems. It was focused on depression, alcohol abuse and suicidal behavior. Counselors were satisfied with the education and gave feedback that they need such education and support in these kind of topics more often.

We organized it in all 12 regions, we have had external lecturers from medical field, and also local institutions like Center for social work and our concessioners who are doing vocational rehabilitation the all presented us some cases of good practice. So the purpose of that education event was also to connect institutions that are dealing with persons with mental health problems.

3. BASIC AND SPECIAL TREATMENT

We divide our services for unemployed people on basic carrier counseling and special counseling and our counselor are providing basic counseling and as I said they were reporting about more and more mental health problems by their clients but on this level we do not register that. But as far as counselor and client gets to the point that there are some medical problems (either physical or mental) counselor can offer to the client special counseling by a doctor of occupational medicine or counseling by vocational rehabilitation counselor .

As far as our counselors cope with clients who are already diagnosed with mental health disease by medical we can provide them some services. Here are some of the characteristics of our unemployed persons. From January till July employers have communicated to us about 50.000 job vacancies. ESS does not have data about all job vacancies anymore; because the legislation changed and employers are not obligated to register all job vacancies by ESS they can ensure public post of job vacancies alone.

The most demanded occupation were in the field of construction workers, drivers of long vehicles, welders, waiters, sellers, cleaners, commercialists, electrical - engineers and toolmakers .

But at this basic level, basic career counselors were reporting that they have to deal with more and more clients who seemed to have some kind of mental health problems. And they have a need to have an education on this topic. So our training center organized the educational program. We invited external experts from the medical field who gave us lectures about three topics: depression, suicidal behavior and alcohol abuse. Beside lectures they gave us also some recommendations how to deal with it at this level. This education program was organized in all 12 regional offices all over the Slovenia and locally we invited also local institutions who are also coping with that kind of clients, center for social work and

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contractors of vocational rehabilitation. So the purpose of this kind of event was also to know each other better and to upgrade our cooperation.

Employers have to have 2-6 % of persons with disability, it depend of the sector. In insurance and catering -2%, health care -6 %. And for persons with severe disabilities we have sheltered employment

The role of ESS in vocational rehabilitation

- Individual rehabilitation counseling (20 counselors)
- Procedure for acquiring the status of a disabled person and the right to rehabilitation for employment
- Rehabilitation committee (12 committees)
- Assessment of employment possibilities
- Rehabilitation plan (planning, monitoring and evaluation process)
- Decision on employability

VR in ESS –key data (2010-2013)

- number of registered unemployment persons with disability: 17.936 – 2,7 % more than the previous year;
- 20-30 % persons with mental health problems
- 1.866 unemployed persons with disability involved in VR

Vocational rehabilitation -Ilegislation

Sheltered employment:

- employment centres for disabled
- workers with ability to work within 30-70 %
- of work efficiency

Supported employment :

- employment in regular work conditions with additional help to the worker, employer and work environment
- work efficiency above 70 %

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Social inclusion programmes:

- work efficiency lower than 30 %

Program for activating long-term unemployed people. As you saw in the structure of unemployed people, we have more than 50% long term unemployed and a lot of them very long-term from 10-15 years outside the labor market, who are inactive. They were registered as unemployed persons but not as active job seekers.

- For these target group we created a pilot program, which our and outside partners-concessionaire ran like it. Like Educational center Prah did it in Novo mesto and Ljudska univerza Ajdovščina. The program was consistent from 4 modules:
- 1 module- it was 2 hours long motivational workshop, to explain them about the program, team of expert introduce themselves to them and invited them to next module
- 2 module-triage: individual focused interview, medical and psychological examination, examination of occupational therapist and social worker
- Motivational workshop: where the whole program were represented to them, the team of experts introduced themselves and invited them to the next modules-group
- Triage: Focused interviews and examinations with experts (doctor, psychologist, occupational therapist and social worker) group and individual
- Workshops for efficient performance on the labor market: individually and in groups they were resolving they own social problems that were found out in previous triage. They were building some competencies like flexibility, taking over responsibility, proactivity, etc.

4. FEEDBACK

- 82% information about their health
- 79% information how to look for a job
- 82% recognized their strengths
- 98,7 % new people and friends,
- 94,4% new knowledge about looking for a job
- 89,7% got more life will, more will to life
- 88,1% got new knowledge and skills

Future: this pilot and this evaluation study was the end and also the start of social activation of inactive people but it side concept that is quite new in Slovenia. Our ministry of labor, family, social affairs and equal opportunities is already planning to upgrade such programs and they are also thinking that Centers for social work will take care of it.

Program objectives

Increase the social inclusion of persons who are long term excluded from the labor market

- support by activation for return to the labor market
- to raise motivation for entry to the labor market again
- to raise flexibility and employability
- to educate for easier return on the labor market
- recognizing individual barriers and developing their potentials/capacities
- reinforcing development of new programs for these target group

5. CONCLUSION

Because quite a lot of persons are long term unemployed, social activation of them is an answer to nowadays challenge. Just 22,6% were really motivated for work and 34,4, percent employable. A decision maker said that key objectives of such kind of programs should not be too high and juts in terms of employment but has to improve interpersonal relationships, to change bad life style and habits, to improve social skills and to enlarge social network, and to improve their self-esteem. And these kind of objectives the program surely achieved as you saw on feedback of participants. On the basis on this program and its evaluation our Ministry of labor, family and social affairs end equal opportunities consider to modify, upgrade these pilot program and continue with it in domain of Centers for social work.

CROATIAN EMPLOYMENT PRACTICE TO PROTECT MENTAL HEALTH OF UNEMPLOYED

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Abstract: In this article we present Croatian employment service practice on unemployed people. We present our methods, goals and objectives to protect mental health of unemployed.

Keywords: mental health, Croatia, practice, goals, protect, unemployed, labour market

1. REPUBLIC OF CROATIA - FACTS AT A GLANCE

- Population: 4. 300.000,
- Active population: 1.666.435 (June 2014)
- Croatian Employment Service registered 296.287 at the end of July 2014 (for 2,9% less than in June 2014, and for 6,4 less than in July 2013)

Registered unemployment rate: 18,3% (July 2014):

- ILO unemployment rate (January/March 2014): 18,8%
- EU 28 ILO unemployment rate: 10,5%

Characteristics of global labour market

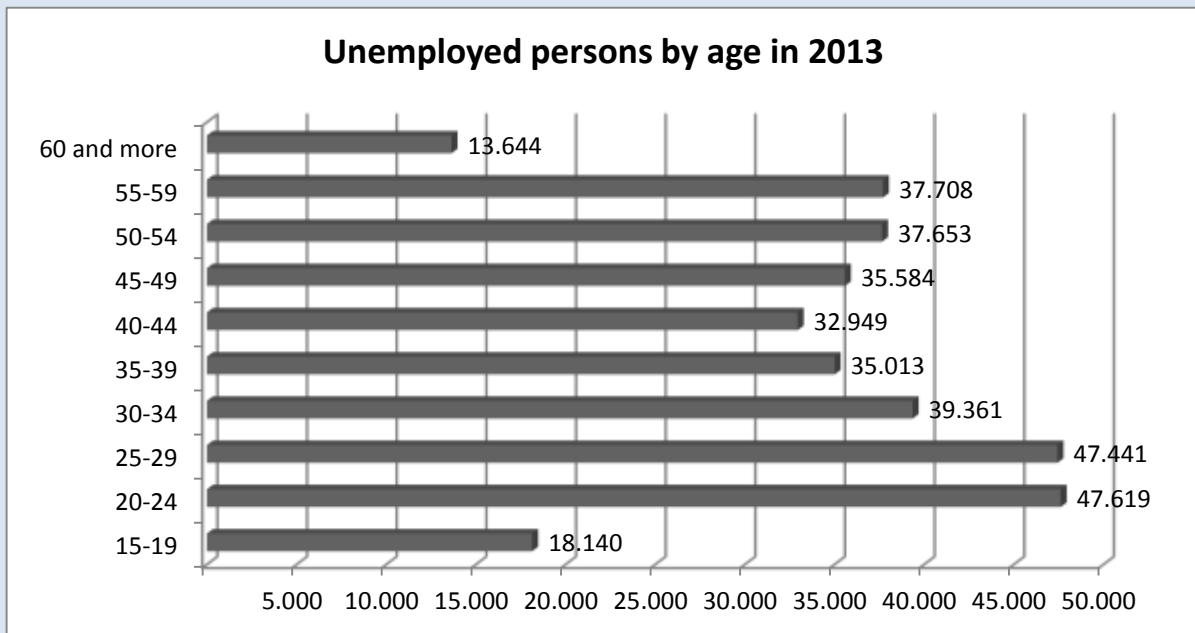
- in EU 43% working force without required qualification
- increase of social exclusion
- *prolonged unemployment lead to decrease of financial resources of societies and individuals and to increase of social isolation*

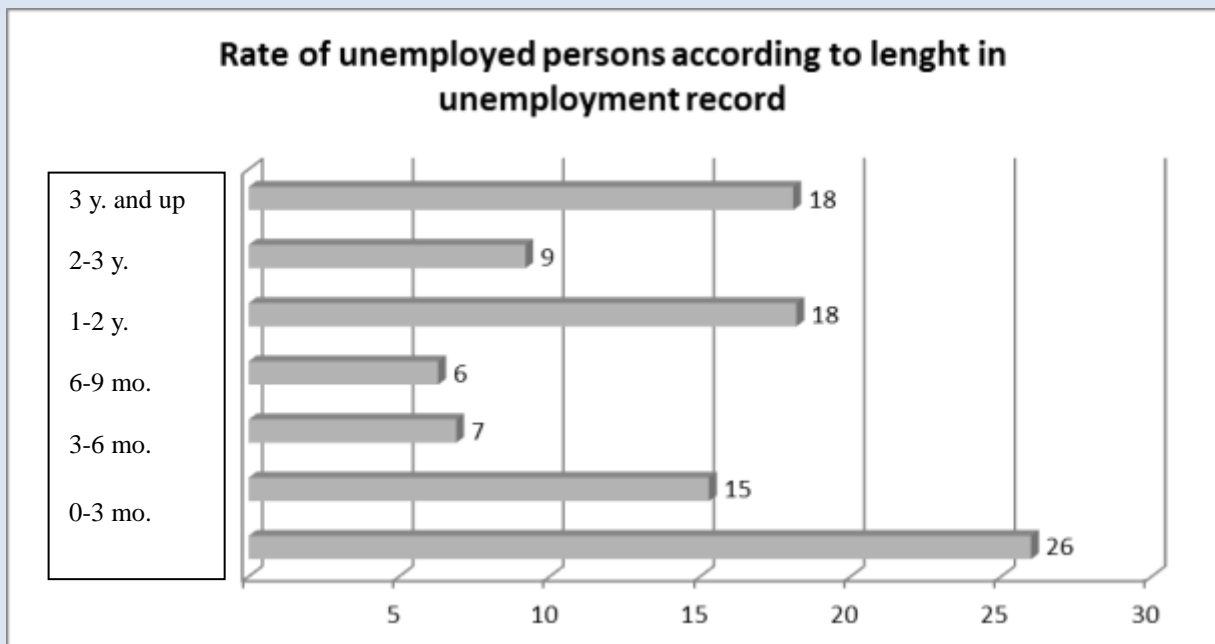
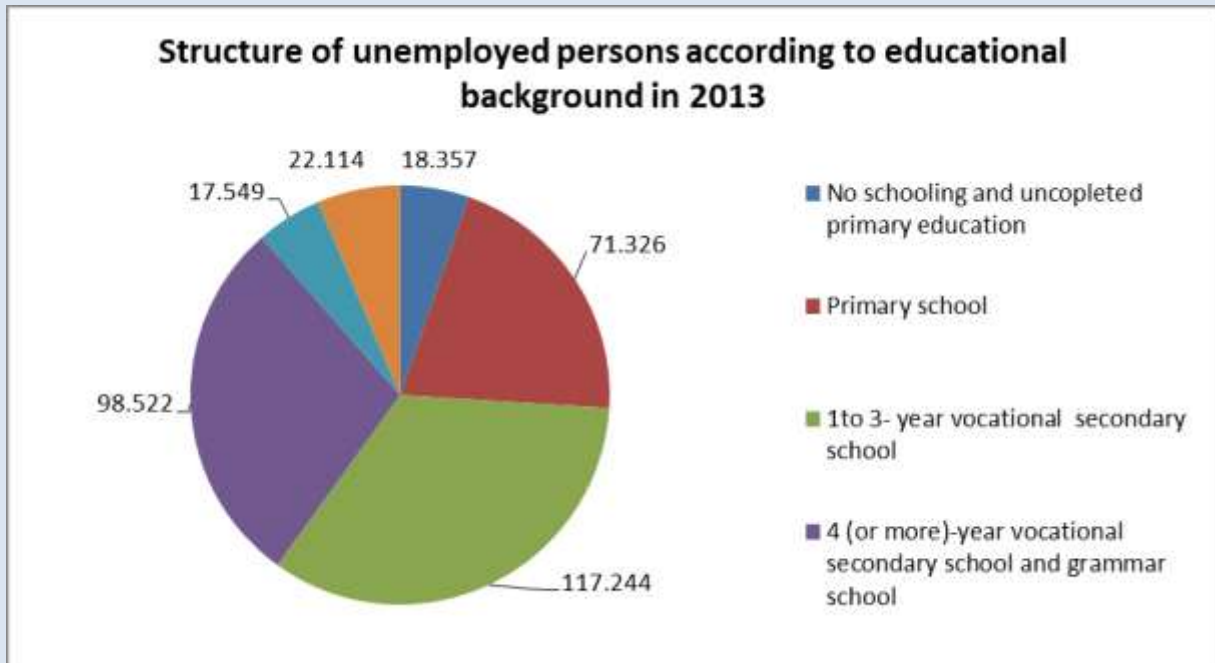
Requirements of modern labour market

- direction to life-long competences development
- emphasised needs for working force mobility
- increased demand for transversal key competencies
- on individual level ability to control/manage personal and professional life is decreased- feeling of insecurity

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Year	Total number of unemployed	Registered unemployment rate
2009.	263.174	14,9
2010.	302.425	17,4
2011.	305.333	17,8
2012.	324.324	18,9
2013.	345.112	20,2





2. RESEARCHES ON CONSEQUENCES OF LONG-TERM UNEMPLOYMENT

Longitudinal studies showed the characteristics of unemployed persons:

- have worse mental health in comparison with employed persons with the same characteristics

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- more often report about medical conditions (cardio-vascular disorders, increased blood pressure and cholesterol level , weakening of immune system, high mortality level)
- more often report psychosomatic symptoms
- more sick-leave, medical check-ups and usage of medicaments
- in general, unemployment is more prevalent by the persons with weakened mental health but unemployment also leads to weakened mental health
- among unemployed – more persons with weakened mental health in comparison with employed persons with the same characteristics, in regard of physical health differences are not found (Z. Galić, B. Šverko, 2008.)

The most at risk - persons over 45 years, less educated, poor, long-term unemployed and persons who already have weakened mental health (B. Šverko, Z. Galić, D. Maslić Seršić, 2005.)

3. PUBLIC HEALTH DATA ON PREVALENCE OF MENTAL HEALTH DISORDERS IN CROATIA

- Group of mental health disorders and behavioural disorders is on 7. place in total number of hospitalisations in Croatia in 2013
- In regard of number of hospitalisations in working age (20-59) is on 2. place (12,8%) after neoplasms
- Each fourth hospitalisation day was spent on mental health disorders
- Affective disorders – depressive episodes are on 2. place of causes for disability or comorbid diagnose
- Persons with mental disorders in CES register
- 451 person with mental health disorders in CES register, 6,5% of total number of persons with disability, 0,15% of total number of unemployed

Persons with disabilities in CES register:

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- 6.923 persons with disability in CES register (2,27 %) - June, 2014
- 6.789 PWDs (1,9% of total unemployed)- December 2013
- entered labour market 751 PWDs (0,6%) - June 2014
- 1.744 PWDs employed (0,9%) - December 2013

Main obstacles for better employment of disabled person

- insufficient sensitivity of the public
- inadequate educational structure
- long - term unemployment
- lack of work experience

5. ORGANIZATIONAL CHART

Department of employment preparation

- Division of vocational guidance and selection
- Division of information and training for the labour market
- Division of professional rehabilitation and employment of disabled and other hard to place

Department of mediation and active employment policy measures

- 22 REGIONAL OFFICIES
- 115 LOCAL OFFICIES

6. EMPLOYMENT PREPARATION AND PROFESSIONAL REHABILITATION IN CES

Employment preparation activities

- Vocational guidance and counseling
- Methods on active job search
- Improving career management skills
- Trainings according to the LM needs
- Professional rehabilitation for persons with disability

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Professional rehabilitation includes

- The assessment of competencies, interests, motivation
- Occupational information, counseling and evaluation of professional job training opportunities
- Individual and group counseling sessions adapted to the specific target group needs
- Job training and retraining programs

7. VOCATIONAL GUIDANCE IN CES

Tool for employment, education(trainings) and social inclusion

TARGET GROUPS

- Unemployed and job seekers
- Employers
- Employed
- Pupils finishing basic
- University students

METHODS AND INSTRUMENTS

- Information
- Individual counselling
- Group counselling
- Centres for inf. and counselling
- IT based vg programs - "My Choice, Guide to occupations..."

National Employment Incentive Plan 2010 – employed, low qualifications, women of low/unadequate qualifications, without work experience, disabled, croatian war veteran, minorities, single parents, parents of 4 (or more) child, parents of children with, disabilities, family violence survivors, asylum seekers, former addicts, former prisoners, trafficked

Measures which support the strengthening of employability of unemployed and employed persons:

- training of unemployed persons
- public works
- on-the job training without a work contract
- job preservation subsidies

Prevention activities - early interventions to pupils in basic and secondary schools

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Goals are to prevent (long term) unemployment and social exclusion and to enable successful education according to the LM needs and pupils' competencies and interests. Basic activities to reach these goals are survey on vocational intentions of basic and secondary school pupils, informing, counseling on choosing educ. Program. Low rate of early school leavers in Croatia which is 2-3%

CES cooperation for improving employability of vulnerable groups

Implementation of icf "work centre" – models of rehabilitation for improving vocational skills and soft skills - in cooperation with local and regional stakeholders – „work center Svitanje" in hospital for mental disorders vrapče in Zagreb , "professional rehabilitation as method of integration for disabled" – in cooperation with bbrz, Austria, programme of resocialisation for former addicts, programme "contact" for improving life skills of children and young people after institutional treatment, annual prize: "the employer of the year for diversity management", EU funded projects: implementation of last IPA, preparation for esf funding.

**THE CENTRAL ROLE OF INNOVATION
IN THE PROCESS OF SUSTAINABLE ECONOMIC DEVELOPMENT**

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Abstract:

In this article we present not only the central role of innovation in the process of sustainable economic development but also the way how regions can focus on their human resources. The special stress we give to high potentials that are the leading edge of regional innovation systems.

Keywords: innovation, high potentials, innovation process, regions, regional innovation systems

1. INTRODUCTION

Dealing with high potentials can be divided in four main stages, from childhood up to the working career.

Basic education was extended from eight years to nine. This was done gradually. The implementation of the nine-year basic education began in the 1999/2000 school year. Children that reach the age of 6 in a particular calendar year enter the first class in that year. Nine-year basic education is divided into 3 three-year cycles. Elementary schools provide the compulsory and extended curriculum. The compulsory curriculum must be provided by school and studied by all pupils. It consists of compulsory subjects, electives, home-room periods and activity days (culture, science, sports, and technology). The optional elementary school curriculum must be provided by school but pupils are free to decide whether they will participate in it or not. It includes educational assistance for children with special needs, remedial classes, additional classes, after-school care and other forms of care for pupils, interest activities and out-of-school classes.

During the phase of basic education there are two main points that influence the early development of high potentials:

- Classification within lessons
- Interregional, interstate and international competitions for pupils (natural sciences, foreign languages, history, sports)

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Secondary education follows the compulsory general basic education. Secondary schools include vocational and technical schools preparing students predominantly for labor and general secondary schools preparing students predominantly for further studies. Programs in secondary education vary in content, duration and goals.

In the phase of secondary education (APRs. age 14 to 18) high potentials are stimulated with:

- Interregional, interstate and international competitions for pupils (natural sciences, foreign languages, history, sports)
- International Matura
- »ZOIS« scholarship for gifted pupils/students

Universities and high schools stimulate and prepare their best students for interuniversity competitions in national and international level.

They are offering several possibilities for parallel studies and international student's exchange. The Advantages of Joint Diplomas are:

- they are an important means of creating a common European higher education area,
- they enable cooperation, ensuring a high level of quality and the reinforcement of trust between higher education institutions across different countries, as well as the reinforcement of trust in their quality assurance system,
- they increase transparency and enable comparability between study programs in the EU,
- They promote the mobility of students and professors and improve the graduates' opportunities for employment.

Companies and universities are preparing competitions for the best student's research projects or diploma theme. Also there are many calls for applications for different scholarships for gifted students.

The successful region follows the modern trends of promoting entrepreneurship among students and academics. For this purpose, incubators and career centers were established. Good ideas, produced during the course of the study process, should be put into practice.

Those incubators and career centers offer all-round support for start-up companies. In this way, it helps them overcome initial problems and offer young people business premises, infrastructure and entrepreneurial advice, which is the key to starting a new business. Their fundamental mission is also to establish the effective and rapid transfer of knowledge and

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technologies from the centers of knowledge to the economy. To this end, entrepreneurial workshops and similar activities on a regular basis are held to promote the establishment of research start-up companies. To raise entrepreneurial awareness, various social events with business content are held regularly.

Incubators and career centers also organize free workshops for anybody who is interested in entrepreneurship and possibly in setting up a company.

For regional economy high potentials are very important although not every company is aware of this. Especially in the time of economy and finance crises.

In spite of this companies are:

- Employing young researches
- Financing additional studying for employees
- Stimulating and encouraging innovations (mostly tech and nature sciences)
- Establishing Centers of excellence

2. REGIONAL GOVERNANCE, POLICY AND INNOVATION

The Lisbon and Barcelona European councils put strongly forward the important role of R&D and innovation in EU. One of the key goals set by European Union was to raise overall research investment in the EU from 1.9 % of GDP to approaching 3 % by 2010. European Council in March 2005 re launch the Lisbon strategy with main strategic message; growth and jobs. Knowledge and information for growth became one of three main areas of action in the new Lisbon partnership for growth and jobs. Research and innovation were put in the heart of the EU policies, EU funding and business. With mentioned strategic decisions the high potentials were also put into the heart of EU policy.

An increasing interest has emerged both in theory and policy, which focuses on the importance of knowledge, learning and innovation to the economic success of firms, regions and nation-states (Lundvall, 1988; Forrant, 2001). New theories emphasize the role of human and social capital in regional growth and development as missing elements of its explanation. Regional strategic planning and decision-making suppose high quality of human capital and the involvement of regional authorities, research entities and business community in national and European initiatives to mobilize to facilitate actions.

As the conditions of regions in the regionalization process are gradually changing over the time, what brings – in accordance with learning regions concept - new challenges such as change of the regional governance system toward more networking structure, embedding

together cooperation and competition, away from hierarchical structures. An extensive work has highlighted the relevance of the regional level of governance for the generation, dissemination and utilization of knowledge, as a projection of knowledge-based economy theory.

Innovation takes a central role in the process of economic development, when defining it as a product, process and organizational innovation in the firm as well as social and institutional innovation at the level of industry, region or nation. Since economic development can be understood as a process of innovation activities, innovation emerges as the engine of growth and the role of institutions is an essential variable, “the national innovation system became an important part of national industrial policies” (Lundvall). As the conditions of regions in the regionalization process are gradually changing over the time, what brings – in accordance with learning regions concept - new challenges such as change of the regional governance system toward more networking structure, embedding together cooperation and competition, away from hierarchical structures. Regionalization accompanied by decentralization of power and resources leads to a situation when regional (innovation) policies started to play more important role.

3. REGIONAL INNOVATION SYSTEMS

An important input for the discussion comes from the regional innovation systems (RIS) approach, which accentuates the critical significance of geographical proximity and adequate institutional support of economy, entrepreneurship and innovation at the regional level. The concept of the regional innovation system appeared in the early 1990s, integrating two ideas: the systematic nature of innovation activity and the regional dimension of the innovation process. Its systematic approach is based on the specific nature of innovation activity, which results from cooperation among business entities based on mutual trust in creating, disseminating and applying new knowledge.

A strong, regional innovation system is one with systematic linkages between external as well as internal sources of knowledge production (universities, research institutions and other intermediary organizations providing innovative services) and firms (both large and small). Most regions do not have these systemic innovation characteristics.¹

The role of main actors in innovation process varies and includes:

- **Universities and research institutes;** which educate specialized R&D manpower and lead to the process of new knowledge creation through collaborating with research institutes

¹ Strategies for regional innovation systems, 2003.

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- **Firms;** mostly focus on creating new knowledge that enable them to commercialize, while executive officers (CEO-s) are keen to learn whether or not new technology can create market demand
- **Government;** legal system regarding R&D heavily influences CEO-s and the preconditions for R&D activities. Therefore policy makers in a national government have to supply human and natural resources for optimum R&D activities, local government must create ideal business environment to provide various incentives and supports for new start-ups in regions and improve living standards in local areas (VINNOVA 2001).

There exist generally three basic approaches to RIS² (Asheim, Isaksen):

1. **territorially** embedded regional innovation networks (grassroots RIS – market/demand driven),
2. **regional** networked innovation systems (dirigiste RIS – science/supply driven),
3. **regionalized** national innovation systems (mixed supply/demand interaction).

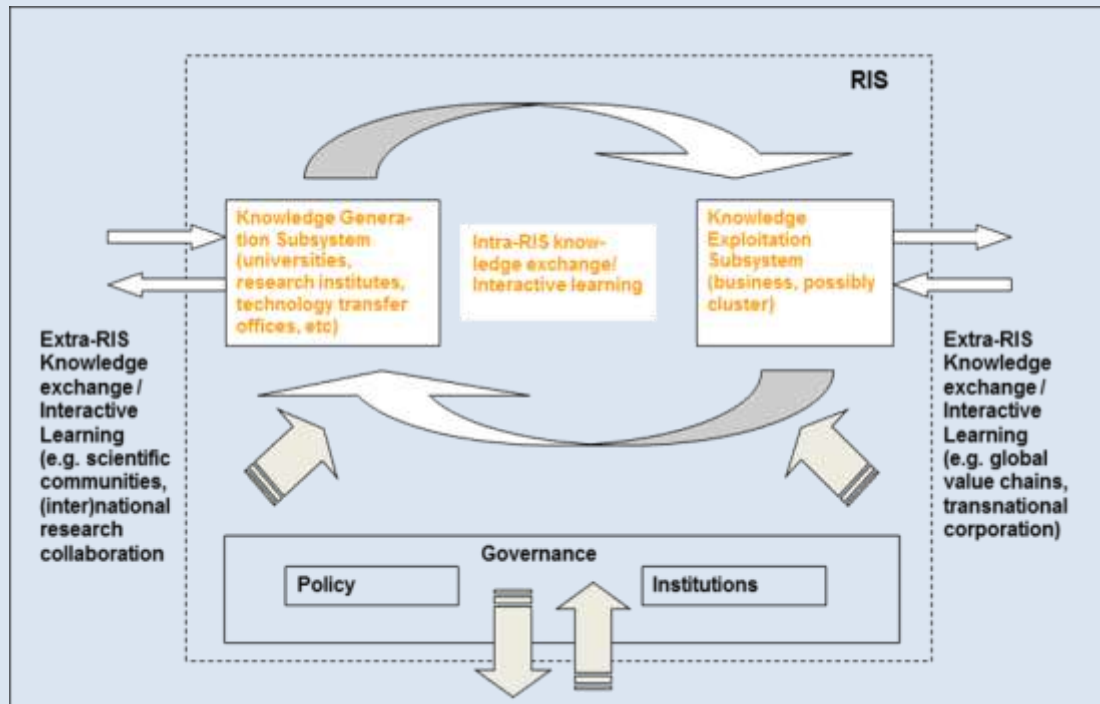
The typology according to generally accepted survey of Asheim and Isaksen, according to location issues, knowledge flow and cooperation stimulus is given in the following table (Table 1):

Type of RIS	Location of knowledge organizations	Knowledge flow	Important stimulus of cooperation
Type I: Regionalised national innovation systems	Many outside the region	More linear	Individuals with the same education and common experience
Type II: Territorially embedded regional innovation network	Locally albeit few relevant knowledge organizations	Interactive	Geographical, social and cultural proximity
Type III: Regional networked innovation systems	Locally, a strengthening of (the cooperation with) knowledge organizations	Interactive	Planned systemic networking

Table 1. The classification of regional Innovation systems

² RIS, Regional innovation system

The scheme describing the regional innovation system is as follows (Scheme 1):



Scheme 1. Regional Innovation system

Another dimension of RIS is **differentiated knowledge base**:

Knowledge creation and innovation processes are influenced by their specific knowledge base. There exist three different types of knowledge bases:

- **analytical** (science based)
- **synthetic** (engineering based)
- **symbolic** (creativity based)

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The Table 2 provides overview of different types of knowledge bases.

Analytical	Synthetic	Symbolic
Innovation by creation of new knowledge	Innovation by application or novel combination of existing knowledge	Innovation by recombination of existing knowledge in new ways.
Importance of scientific knowledge often based on deductive processes and formal models	Importance of applied, problem related knowledge (engineering) often through inductive processes	Importance of reusing or challenging existing conventions
Research collaboration between firms (R&D department) and research organisations	Interactive learning with clients and suppliers	Learning through interaction in the professional community, learning from youth/street culture or 'fine' culture and interaction with 'border' professional communities.
Dominance of codified knowledge due to documentation in patents and publications	Dominance of tacit knowledge due to more concrete know-how, craft and practical skill	Reliance on tacit knowledge, craft and practical skills and search skills
Know why	Know how	Know who

Table 2: Classification of knowledge bases

The concepts of RIS and knowledge bases can be confronted and typical representatives can be found in Table 3:

Type of knowledge/RIS	Analytical	Synthetic	Symbolic
Embedded (grassroots RIS)		IDs in Emilia-Romagna (machinery)	'Advertising village' – Soho (London)
Networked (network RIS)	Regional clusters – regional university (wireless in Aalborg)	Regional clusters – regional technical university (mechanical in Baden-	Barcelona as the design city

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		Württemberg)	
Regionalised national (dirigiste RIS)	Science parks/ technopolis (biotech, IT)	Industrial (national) clusters (Norwegian maritime industry)	

Table 3: Relation of regional Innovation systems and knowledge bases

The above theoretical concept gives a framework for description of the RIS in each of region. Each of the regions can be qualified according to its regional innovation type, knowledge base, showing its typical attribute.

Another important fact is the classification of the regions as peripheral, metropolitan or old industrial (Tödtling, F., Tripl, M.). As described in Table 4.

Dimension	Type of region		
Type /problem	peripheral regions - organisational thinness	old industrial regions (lock-in)	fragmented metropolitan regions
Firms and regional clusters	clusters often missing or weakly developed SME dominance	often specialised on mature industries - large firm dominance	many industries /services high profile and knowledge based clusters often missing
Innovation activities	low level of R&D and product innovation emphasis on incremental and process innovation	narrow technological trajectories domination of incremental and process Innovation	R&D in headquarters of large firms and in high-tech companies product innovation and new firm formation often below expectations
Universities, research	few or low profile	often oriented on traditional industries /	many and high quality often weak industry links

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organization s		technologies	
Education / training	emphasis on low to medium level qualifications	emphasis often on technical skills; managerial skills and modern qualifications often missing	large variety of schools and other educational organisations
Knowledge transfer	some services available but in general “thin” structure; lack of more specialised services	many and specialised organisations but weakly coordinated	in general a high density of such services, mostly commercialised
Networks	few in the region due to weak clustering and “thin” institutional structure	often characterised by technological and / or political lock-ins	market links dominate, often few cluster and innovation related networking

Table 4: Classification of regions according to their problems.

5. HUMAN CAPITAL AND HIGH POTENTIALS

The bigger companies of all sizes and industries are managing gradually more diverse workforces across a complex cultures, geographies, and economic environments. Human resources departments and organisations are challenged to identify, assess, develop, and retain high-performing and high-potential talents.

High potentials consistently and significantly outperform their peer groups in a variety of settings and circumstances. While achieving these superior levels of performance, they exhibit behaviours that reflect their companies’ culture and values in an exemplary manner. Moreover they show a strong capacity to grow and succeed throughout their careers within an organisation - more quickly and effectively than their peer group do.³ Additionally, we defined high potentials talents as an employee who is assessed as having the ability, organisational commitment and motivation to rise to and success in more senior positions in

³ Douglas A. Ready, Jay A. Conger, and Linda A. Hill.

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the organisation.⁴

The role of high potentials in regional growth and development is highly connected to regional innovation systems and vice versa, which were first mentioned in 1990's in the regions/or states and their key substances.

We may suppose that the assets in the innovation-based economic development model include human, intellectual, financial, physical, and institutional capital located in a region. Talented people construct new ideas driving innovation and regions are increasingly advertising strengths in skilled labour to attract and preserve innovative companies. Many studies of business location decisions have shown skilled labour to be such an important asset, that a lot of regions have made it the central topic of their regional marketing efforts. Indeed, the presence of high potentials is a basis for business attraction. Regional administration is not able to develop a skilled workforce without investment into the institutions that generate and cultivate talents such as universities and other educational and training institutions.

If a region is attractive for high potentials - highly skilled and talented human capital, the regional innovation activity becomes more dynamic leading to its economic growth and competitiveness increase, attracting in turn new highly skilled labour force. This means, a circle exists – the low proportion of highly skilled labour force makes the region less competitive. The less competitive region is not attractive for highly skilled labour force. When explaining innovation performance, human capital (read high potentials, inventors, etc.) is a key asset.

Networks among mentioned actors and establishing close cooperation with one another are solid bases to create technology innovation.⁵ Interactions between the actors in regional innovation system have been insufficiently explored, while the institutional context of these interactions has been to a large extent overlooked. As a result, the validity of the recommendations for innovation policy making based on the current analyses of regional innovation systems is somewhat questionable⁶. Since regional innovation policies most of policy measures are focused on improving innovative capacity of SME-s (focal recipients of R&D support), this "indicates that SMEs are the core factor for a regional innovation system, while Schumpeter already in 1931 urged that" a driving force of economic growth is based on entrepreneurship⁷. The innovation system itself is not regarded as productive unless it creates new products in the domestic and global markets. Therefore a commercialisation

⁴ Realising the full potential of rising talent .

⁵ The regional innovation system in Sweden.

⁶ Ibidem.

⁷ Schumpeter JA, Duncke&Humblot, 1931.

process is very significant in order to link the innovation system to economic growth⁸.

6. CONCLUSION

High potentials are intensively studied in the regional science and/or "new economic geography (Krugman, 1991, Nobel prize winner in 2008). Economic geography includes characteristic patterns of successful regions; the existence of a strong SME sector, intensive horizontal work structure, a dense infrastructure of supportive institutions and organisations, and innovative regional culture and an active regional government (Zeitlin (1992), Pyke and Sengenberger (1992).

Regional development is essentially based on human capital assets, as a necessary precondition. Small and medium enterprises are in a less favoured situation, fighting for good quality graduates with large companies. As one of the key measures to strengthen the high potentials acquisition, training in SMEs is promoting and assisting the SMEs in their innovation, research and development activities via creation of well-functioning, regional SMEs tailored regional innovation system.

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**IMPORTANCE OF INNOVATION AND KNOWLEDGE
IN JOBCENTRES AND EDUCATIONAL SYSTEMS**

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Abstract:

In this article we explain cases and critically examine some of the largest failures of creating the single and at any cost modernized system of higher education; Such as non-consequent rules of regulation, uncritical assessment of high technology and situations where teaching is becoming more and more a profession and less a mission. Through comparative analysis we will present solutions that are introduced in academic practice of AREMA - Academy of Regional Development.

Key words: education, Bologna Declaration, ICT, intergenerational dialogue, academic practice

1. INTRODUCTION

Slovenia has signed over 30 bilateral agreements on co-operation in education, culture and science, more than 20 programs and some protocols. Since 1992, Slovenia has actively participated in all educational projects of the Council of Europe and has been involved in the work of the UNESCO. Since 1999, it has taken part in the European Union programs of Socrates, Leonardo and Youth. Since 2002, it has co-operated also with the OECD (Ivšek, 2009).

Knowledge is the focal point of development. That is why Slovenia strongly supports the idea of construction of knowledge society, starting with Lisbona's goals and Bologna process. It is necessary to focus on those aspects of education which best respond to the true requirements of society and the market and which will contribute most effectively to the modernization of education system in the future (Černetič, 2011).

The reform of the Slovenian education system and contents was based on the following principles:

- equal opportunities,
- the possibility of choice,

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- fostering of excellence, quality of education,
- the increase of the teacher and school's autonomy and professional responsibility,
- plurality of cultures and knowledge,
- Lifelong learning.

2. IMPLEMENTING BOLOGNA DECLARATION

June 1999 in Bologna, the Ministers responsible for higher education in the twenty-nine European countries, including Slovenia, have signed Bologna Declaration, which outlined the trends in European higher education area by 2010. With this Declaration, the signatory states set a common goal (while fully considering and respecting the diversity of national education systems) that was building an open and competitive European Higher Education Area, which will enable students and graduates the freedom of movement and employability and in the same time will appeal to non-European students.

Tertiary education in Slovenia in the last two decades was accompanied by a number of changes. The most important was the introduction of Bologna reforms. There were two Bologna reform packages, one in 2004 and the second one in 2006. Table 1 briefly illustrates the main differences among the three periods:

- the pre-Bologna-reform period from 1993 to 2004
- the very short first-Bologna-reform period 2004-2006 which resulted in very few reformed studies, and
- the second-Bologna-reform period in 2006.

Level	Bologna cycle	Post 2004-2006 reform programs	Pre-reform programs and/or qualifications (prior to 2004)
6.1	Short cycle	Higher vocational programs	Post-secondary vocational sub-degree programs and qualifications Short degree studies/diplomas (prior to 1993)
6.2	First cycle	Professional/academic programs, equivalent to Bachelor	Undergraduate professionally oriented programs
7	Second cycle	Professional master programs, equivalent to Masters	Undergraduate academically oriented programs Postgraduate professional specialization
8.1	Third cycle		Postgraduate academic specialization Research based master of science/art

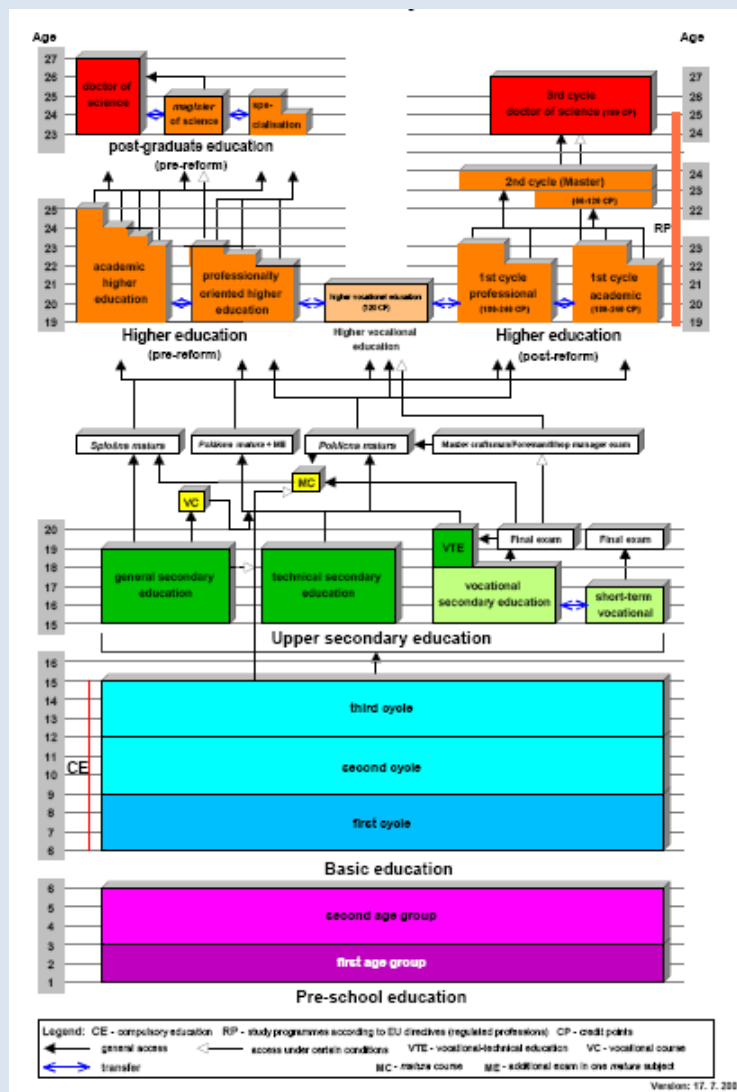
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8.2	Doctorate programs	Doctorate of science
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Table 1: Levels of tertiary education in Slovenia

The reform packages weren't meant to be only formal. They should also bring new content into curricula and new methods of learning/teaching system that could fit the information era we live in.

After the two Bologna reform packages, one in 2004 and the second one in 2006, the higher education legislation was revised several times with no crucial content changes. So the structure of educational system in Slovenia stays at it is shown below in Picture 1:



Picture 1: The structure of educational system in Slovenia (Source: UNESCO, 2007)

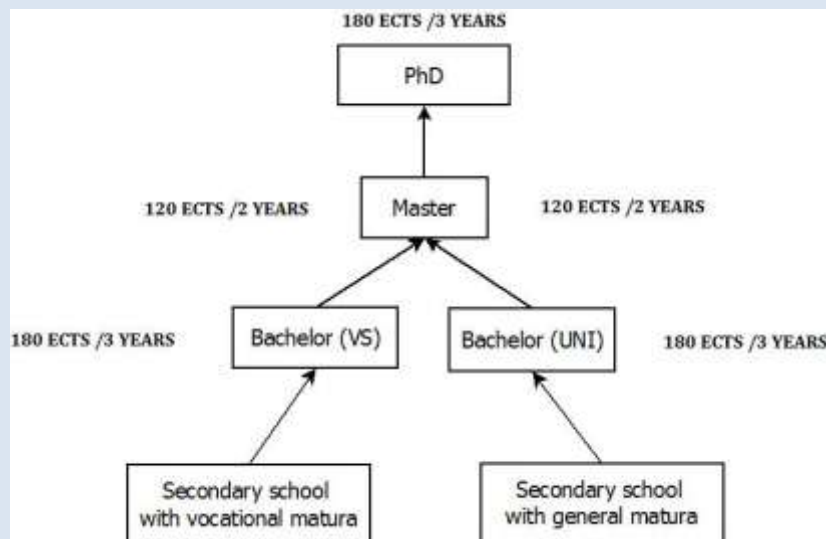
3. THEORY AND PRACTICE

Implementing Bologna reform in theory was successful. But after years the practice was showing that somehow not everything is gold that glitters.

Registration and knowledge

There were (and still are) two major discrepancies. The first one is the students' dilemma of choosing the right secondary education which will enable them later registration in university. Namely, when years ago it was crystal clear that you must have finished the gymnasium (or other secondary school with Matura) to go to university and start with university study programme, continuing with Master of Science and finishing with PhD, now the situation is not so clear anymore. As the Picture 2 is showing, you can choose whatever secondary education⁹ that is granted with any kind of Matura and at the end reach PhD. And here, in spite of the wide choice of possibilities you can easily make either a fatal mistake or a short cut for easier learning.

With closer examination of Picture 1 we can get the next simplification:



Picture 2: Transition from secondary school to PhD

At first look the left and the right side of the picture above are the same: Same number of credits and same number of years. So why do we have two bachelor programmes if they are

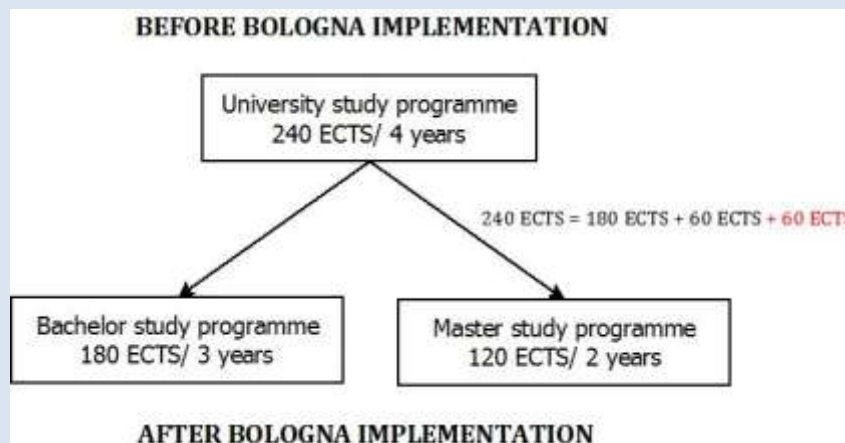
⁹ Only a few university study programmes are not enabling this (for example medicine or law)

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both the same? Or are differences somewhere inside of the programme?

Here we crash in one of the biggest discrepancy between theory and practice. The Bologna reform should not only be the formal change and the same uniform for every university and higher education institution in Europe. It should have changed, modified and modernised the content of curricula of study programmes, so the differences could have been clearly seen. Not only between both of the bachelor programmes but also inside of programmes and in the transition scale.

Unfortunately in lots of cases it was just a forced uniform to show that the new rules were implemented. The results are presented in Picture 3:



Picture 3: Before and after Bologna reform mathematics

The problem is that in several cases by reforming the study programmes the university study programme was taken away of 60 ECTS and so it became a new bachelor programme. Those 60 ECTS were added to another 60 ECTS and the new Master study programme was “created”. Beside of the new added 60 ECTS in masters the curricula in most cases stayed as it was before. And that is why differences between both bachelor study programmes are not clear in practice, what actually is the crucial point:

Namely High education vocational Bachelor should had been created for applicative studies while University Bachelor for theoretical studies. That would had meant that the file rouge of High education vocational Bachelor would have been education for practice and University Bachelor would have been education for theory and research.

Ignoring the fact that course syllabuses weren't change much the University Bachelor almost stayed as it was, just one year shorter. So after finishing Master and PhD and reaching the whole 480 ECTS, the Graduate who had no connection to practical problems was "created". And in spite of all the study years the students are potentially unemployable.

On the other side the High education vocational Bachelor has practical work included in curricula. So it should be practice oriented and after three years and a diploma student should be prepared to work in practice.

But here the study practice in most cases proved to be a problem. Independent of the number of practical work in organizations, students in average didn't get the practical knowledge they should have.¹⁰ The main reason was that the practical work lasts for example one month in which student could get familiar with the organization and that was and is pretty much everything.

According to mentioned above students can't get a job and the employers can't find an employee who could know how to work and even how to combine the knowledge with practice.

4. POSSIBLE SOLUTIONS

Respecting the international and domestic rules while trying to find a solution to problems and gaps described above, the Academy of regional management was established. Although a private institution we could find a way to be complementary and not only competitive to existent higher educational institutions. The working environment for our faculties, researchers and other personnel is friendly without cooperation prohibitions. This enables free and motivating academic work. Even more we encourage everybody to spread the knowledge and skills and cognitions. We strongly believe that the quality of academic stuff is also shown in invitations from outside. So we have employees not prisoners.

The information era helped us to combine the best of the old and the new. The information system of AREMA mitigates the work of teachers and employees and the study for students. You can get almost everything on line: papers, notes, literature, sources, evidence etc. You can communicate with faculties, researchers and staff on line by sending papers, homework or register for exam or any project or group work. But we kept the most important: personnel interaction between teachers and students. We kept lectures, ad personal meetings or consultations and exams.

¹⁰ The number of practical work hours varies from bachelor programme to bachelor programme.

While creating the study programme European regional management we decided for 1st Bologna degree – professional bachelor study programme. Everyone who finished general or any other Matura or final exam can register but not without passing the entrance exam. We shaped the practical work of students on a different way as it usual was. It is incorporated in syllabus of two subject named Project work. Each of them has 10 ECTS or 300 hours of work. The subject starts in November and finishes in June. While doing the practical work students have enough time to get to know the organization in which he is serving the practice, become aware of the business processes and practical problems. Their duty is not only to serve a certain amount of hours, but to describe and find a solution for chosen practical problem. This is something they have to write down in project work. The paper has to be written down according to academic and research rules. By the end of the year student must present their paper work in public. On this final public presentation everybody is invited: teachers, mentors, students and last but not least representatives of organizations students made practise in.

This method helped us to educate students in theory and practice and in the same time enable possibilities for them to meet their future employers.

5. CONCLUSION

The decision to change the academic system in accordance with the so-called "Norwegian model - the quality reform" was not intended to change the educational process of change itself, but rather the fact that the higher education system introduces new elements that will provide a higher quality of the educational process.

A new way of education requires universities to establish more concrete partnerships both to students and to employers, and, in the process of designing and modifying curricula to invite and include both one and the other.

Higher education institutions must make use of all the possibilities for an effective and consistent enforcement of the status of higher education teaching personnel resulting from internationally recognized and accepted documents while they are obliged to respect the particular set of academic freedom in higher education teaching personnel and the implementation of human rights in higher education. And above all create the environment where teaching becomes a mission and no more just a profession.

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PROGRAMME TO ENCOURAGE THE EFFECTIVE ENTRY OF TEMPORARILY UNEMPLOYABLE PERSONS INTO THE LABOUR MARKET

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Abstract: In the period from 2013-14 the People's University Ajdovscina implemented a pilot implementation of the social activation program for temporarily unemployable person "Promoting inactive people who are a long time away from the labor market for their return or re-enter the labor market with in-depth individual and group treatment." The focus of the program implementation was on the empowerment of the participants. Only this is a big importance in rehabilitation and sustainable social activation. When people strengthen their internal management they are capable of self-reflection and making big independent decisions. At the same time we gave a lot of importance to literacy because literacy is both a cause and a consequence of marginalization. Other objectives on which we worked were also socialization, getting a job competencies and activation of participants. This paper describes the methods and results that are incurred in the consideration of these fundamental objectives of the program.

Keywords: empowerment, improving literacy skills, employment/job prospects, activation, social activation, temporarily unemployable persons

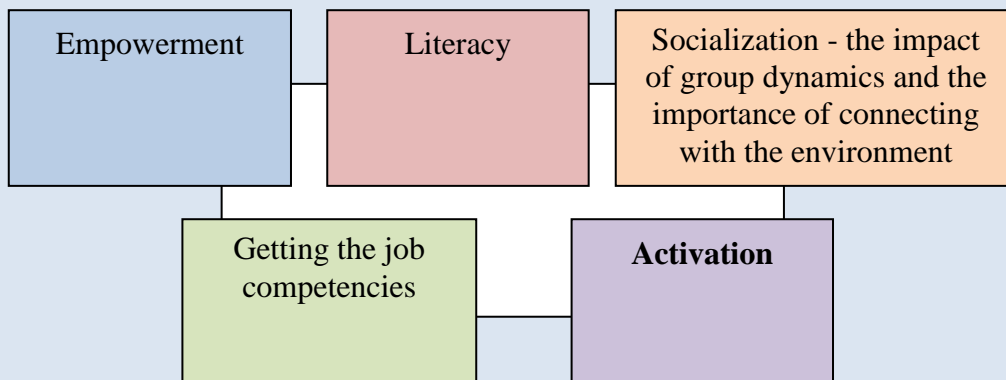
1. INTRODUCTION

In the period from 2013 - 2014 a pilot program of social activation intended for people who are a long time away from the labor market and are not registered as unemployed persons in the employment service of the Republic of Slovenia or the so-called "Temporarily unemployable people." The program "Promotion of inactive people who are a long time away from the labor market for their return or re-enter the labor market with in-depth individual and group " has been implemented in 12 regional offices, carried out by 8 contractors, who were selected through a public tender. Among the performers was the People's University Ajdovscina which program and methods of work in the program are presented in the article.

The program was composed of four modules. The first module represented motivational workshop through which we tried to motivate potential participants for inclusion. The second module represented individual analysis of participants - getting to know their

strengths, potentials and barriers to entry into the labor market. The third module represented group workshops with an emphasis on empowerment and the fourth module was also an individual one. We worked with each individual on setting goals.

Participants are free to decide whether they go to the next module or not, depending on your mood, needs and desires. Therefore, there was a drop-out rates between the modules. For the second module in the Gorica region 65.5% of the participants were held from the first module, and in the third 36.8% participants were included from the second module. There has been a drastic drop-out rate mainly because people with disabilities were not entitled to reimbursement of travel expenses for attending lectures. Given the low income of education you simply could not afford. The dropout rate in the transition to the last, 4th module was very low. With 82.2% of the participants decided to enter the last module. More specifically, I will present methods of work in the 3rd and 4th module. As this was a pilot version of the program, we as program managers had a little more freedom in creating content and working methods with program participants. At the People's University Ajdovščina we gave great emphasis on the following objectives for the program:

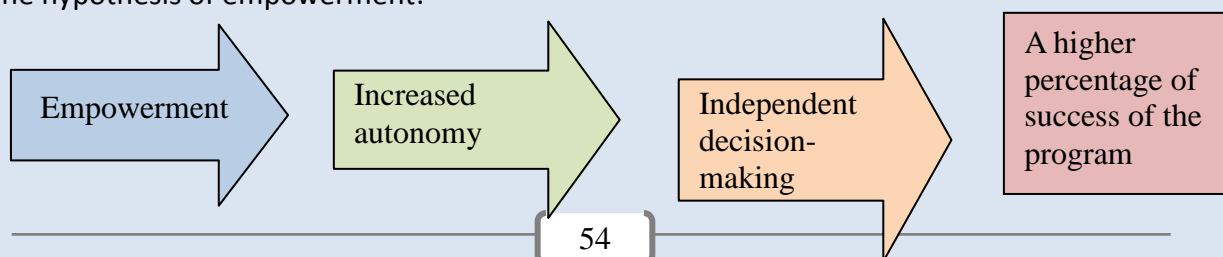


Below I will explain each of them and gave examples of realized goal of the program itself.

2. EMPOWERMENT

The most important goal we have always tried to reach in the program, was the empowerment of participants. We can say with certainty that without a sense of inner strength it is hard to prepare anyone to move into employment, abstinence, completion of school, etc.. We tried to lead them and guide to the completion of the program so they could be launched independently and continue to set personal goals.

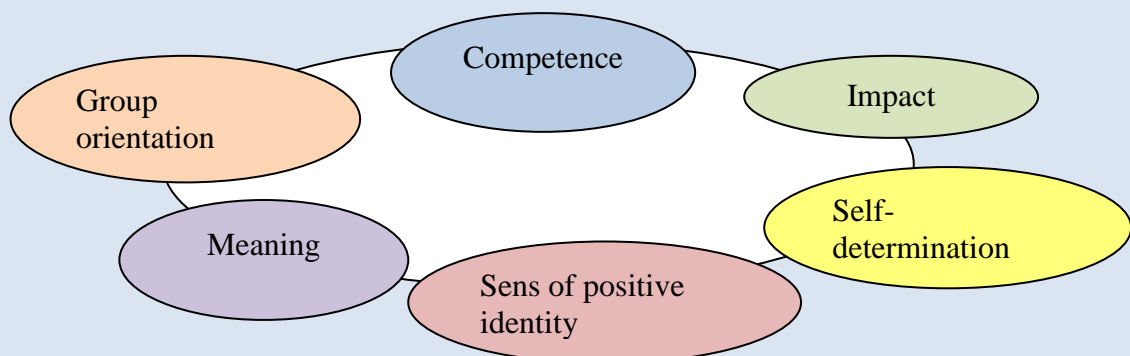
The hypothesis of empowerment:



Empowerment is crucial for the sustainable rehabilitation and social activation. When people strengthen internal management they are capable of self-reflection and are able to receive sound, independent decisions. Empowerment comes from both sides. This means that empowerment not only focuses on empowering participant in the process, but also on the environment, which should allow participants to express their autonomy.

Leadership empowerment must be based on motivation. With respect to the environment, participants should be the first priority and main objective of quality service management and promotion of inside motivation and autonomy - empowerment. More than empowerment is aligned of the environment, the more it will suit the individual motive of individuals with empowerment.

Empowerment, internal leadership, or self- steering gives individuals' confidence in their ability to achieve a certain goal. It is a dynamic personal feature and may vary over time. Basically, six components are distinguished. These are:



(Source: Handbook for Empowering Strategies in Social Services and Vocational Rehabilitation)

1. Competence, i.e. trust in your own abilities. Some people have good confidence in one but not in another area. It is important to become aware of what we can and cannot do, so the second module of the program focused on understanding the strengths and abilities of the participants and their barriers to successful entry into the labor market. We have the ability through the 3rd and 4th module, to strengthen such a way that we have been working on hobbies participants, as they are usually flat in hobbies individuals better than others. About their hobbies, participants wrote a paper, photographed and presented in front of other participants. So they have increased sense of their own abilities and skills.

2. Impact gives you the feeling that can influence the role you play in an organization. It is the feeling that »it matters when I say something«. Participants in the program have had a significant impact on the course of the program itself. About all the activities we previously agreed with the participants. They have said what they would like to learn, themselves have selected topics seminar and hobbies. They also determined the operating rules of the group and penalties if someone does not hold the agreed rules like: who miss a class does not get his/her morning coffee if you are 4 hours absent during meetings you have to read 100 pages of the book and present it in front of other participants.

3. Self-determination is an important component of empowerment. It says: »I realize that I am the one who decides about me. « It is important to be able to make your own autonomous choices and decisions in life; it gives you a feeling you control your own situation. Participants decide for themselves whether to go to the next module or not, the third module had a major impact on the content and themes of the program. In the fourth they were deciding what they want to do in life, we as mentors guide them in the desired direction. Following with the rules, the participants themselves determined it was always on their side - will they be left to the temptation of previous periods and prefer a little longer sleep or hurry up and get a cup of coffee?

4. Sense of positive identity implies that you have a positive self-image. It says that you accept your limitations or disabilities, and you do not use these as an excuse for not making a choice or decision. We were reinforcing the positive feeling about yourself in the program in the way we gave emphasis on positive qualities and skills of the participants. Many are also working on this to make participants realized their abilities and generated the results shown to the general public - we organized an exhibition with a cultural program, published poems and stories in Sent magazine, wrote newspaper "Garac", the three participants who have demonstrated exceptional talent in writing, we encouraged to have written a book. All three books are now available in libraries. Such visible positive results had to program participants invaluable benefits and gave them impetus for new ventures.

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Foto: Exhibition "from a hobby to a workplace"

5. The Meaning component means you feel that your work and your choices are significant, meaningful, and compatible with your values, opinions, and behavior. In general we might say that without meaning, nothing is achieved or changed.

In the educational process we tried to add some meaning, sense to all the things. In this way, we have changed their negative image about the fact that nothing is worthwhile and that everything is meaningless, which in most cases is the result of apathy and self-defense because of repeated failures.

6. Group orientation in the component of empowerment where you realize that you are part of a community. You are aware that there always will be a certain dependency and that it is necessary to co-operate. People with a strong sense of group orientation realize that they function in a social context and that their behavior matters to others.

At the beginning of the program, the participants themselves determine the rules for participation in the group, "When one speaks, others listen.", "The whole group respects each other." Etc.. The rules have played an important role at the beginning of the program, otherwise it would occur, considerable conflict within the group. Later, however, were no longer needed as a group and work together supporting each other. An important event in strengthening this component of the program represented a group project - a cultural event at the opening of the exhibition of photographs and clay products of the participants. Everyone in the preparation of the program should contribute their part. Some have prepared some gourmet surprise; others take care of the musical point or the share of promotional gifts. Mutual help and have worked very coordinated.

3. LITERACY – GAINING KEY COMPETENCES

Education and training opportunities are an important factor in the development and improvement of human capital to increase productivity, competitiveness and to improve the social and cultural capital. People, who are excluded from lifelong learning, represent a risk for modern society to maintain economic competitiveness and social cohesion. As Jelenc Krašovec noted, the "marginalization is particularly strong in the area of literacy of vulnerable target groups, since literacy is both a cause and a consequence of marginalization (Jelenc Krašovec, 2012). With a lack of knowledge, which could be in step with the times, the marginalization temporarily unemployable continues to grow and away from the possibility of entering the labor market, which would enable them to get personal income rather than a lack of funds from the cash exercise of social rights.

For groups who are disadvantaged to engage in lifelong learning, it is necessary to create new opportunities for involvement in learning and acquiring basic skills and key competencies for successful functioning of the labor market and social inclusion. When preparing an educational program for this target group, you have to be especially careful, because attitudes towards education of the poorer layers of the population are negative.

We tried to prepare the educational part of the program as much attractive as possible, useful and interesting to the participants to change the existing model of education, which was anything but positive. What is important is the selection of the relevant lecturers who were able to approximate the how participants perceive their interests, preferences, interests and the fears and work towards the empowerment of the participants. A great emphasis was placed on experiential learning and modern methods of education, which is largely for teaching the participants how to learn by themselves. Frontal way of learning where the teacher plays the role of authority in this target group, because of the negative experienced in the past is not an option. Topics of the program, participants set themselves to the interests and interest groups. At the same time we have mentors successfully managed by learning about the 8 basic skills: Communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competence, initiative and entrepreneurship and cultural awareness and expression.

Some have taken over education to inspire and who are enrolled in educational programs for adults. Thus, two of the participants enrolled in primary school for adults, one enrolled in vocational trade school and one participant is included in the Slovenian program for foreigners.

4. SOCIALIZATION - THE IMPACT OF GROUP DYNAMICS AND THE IMPORTANCE OF CONNECTING IT WITH THE ENVIRONMENT

Paid work provides maximum contact with people outside the family. This is our main way of participation in the work process, in this way we sustain the basis for joint activities and share a sense of purpose. If our work is withdrawn, the opportunities for such joint activities are reduced and people become more dependent on their families. In the case of temporary unemployable but unfortunately in many cases even family ties are weakened. Therefore emphasis on the strengthening of group dynamics was gained. Participants have also gained new bonds that have been maintained even after completion of the program. We encouraged them to sporting and cultural activities outside the program. We strengthened ties outside the group through social networking (Facebook) and family members. We organized an exhibition to which they invited their family members and friends. So they had the opportunity to demonstrate in a positive light, which many parents were not accustomed to. One participant wrote a story, illustrated it by his daughter, with whom he had fewer contacts. This is yet another example of the establishment of ties between family members in an unobtrusive a constructive manner.

We were aware that participants will want to stay active even when we cease our program, so we try to present as many institutions in the local environment - they joined the library, we visit theater, exhibitions, and we presented them to the Society program ŠENT - Slovenian Association for Mental Health, and visited the commune treated for dependency on hard drugs.

5. PARTICIPANTS ACTIVATION

Jobs arrange for the consumption of energy and can create conditions for the development and application of skills and responsibilities. Without employment opportunities the development of skills are extremely reduced. To add to this, we have tried to encourage participants to take responsibility for timing and regular attendance on the training program. Since most of them are were in a poor state of fitness due to taking pills, part of the program also included a variety of physical activities. Participants often surpassed themselves. Many had not been used to walk more than 20 minutes. They referred to the incapacity due to ill health, etc.. The power of the group took them to reach their goal – top of the hill. Overcoming these negative internal maps in this target group is crucial. To this end, we have plenty of exercise and education in nature (learning about herbs, field shooting, harvesting,

etc.). Part of the program which we have tried to activate the participants represented the practical work. We had a workshop of self-sufficiency, sewing, we learned about herbs, ways of processing food for winter storage and produce less promotional gifts to the participants gave gifts to visitor's exhibition.

6. GAINING THE JOB COMPETENCIES

Part of the program was directed to getting the job competencies so that after completion of the program participants could start with a job search. The participants learned how to write a job application, resume (CV), portfolio (personal folder), learn about the potential sources of job search and learn about alternative forms of employment. They have gained some work experience - we went to harvest, pick up the garlic, herbs are gathered, which would later be looking for odd jobs. Some participants are after completion of the program involved in voluntary work, but some are also getting casual work.

7. CONCLUSION

The participants as well as we trainers are very satisfied with the effects of the program. We believe that the main reason for good results was precisely in the way of working with the growing strength of the participants. Participants were major players in the program as they decide what they want to do, what they would like to learn and mentors offered solid support in directing and delivering information. The program was quite varied, so everyone could find something interesting for themselves and better realized their full potential.

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PRESENTATION OF THE SITUATION, SPECIAL PROGRAMS FOR UNEMPLOYED PEOPLE WITH MENTAL ISSUES PROBLEMS IN GERMANY

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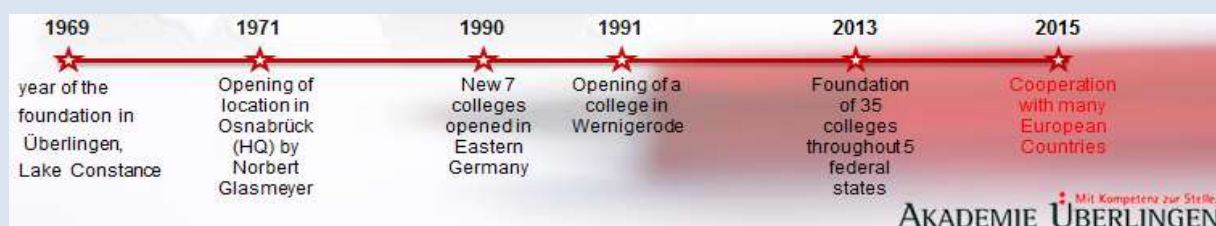
Abstract:

In this article we present our institution that is Akademie Überlingen. Then we continue with our mental health situation and explaining our good practice with a short survey.

Keywords: mental health, Germany, survey, psychological problems, job centers, international projects

1. INTRODUCTION

Our Akademy is located in Wernigerode. Wernigerode and its region Harz is one of the more thriving industrial areas of Saxony-Anhalt. This medieval tourist town (5 Mio visitors per year) is situated at the bottom of the Harz mountains in the heart of Germany . It has great connections, either by train or by highway, with Hanover (110 km), Leipzig (140 km) y Berlin (220 km), Hamburg (230 Km) and Munich (500 Km) airports. We have more than 350 permanent employees, more than 100.000 students/trainees have been trained or retrained so far, we also have more than 30 locations in Lower Saxony.



Since 1991 the college Überlingen in Wernigerode has been offering specialized training and professional coaching to people in disadvantaged situations. We are aware of labor market needs and industrial trends, as well as the cutting edge technology and science.

Our employees are professionals with university degree, languages and long experience in training of young and adult people. Multidisciplinary team: Language teachers, vocational training, creative, project managers, International relationship, coaches. Dynamic organization and committed within our community, as well as local and regional industry. Institution with International networks and well positioned at European level.

2. SERVICES

Training and qualification in over 20 vocations, further vocational training and occupational retraining with nationally and internationally recognized qualifications, international professional job experiences, development and implementation of tailor-made training programs. Sectors that we include are tourism, office administration, languages, audiovisual/media, technology industry, nursing and care, job application training. Outcomes of our services are orientation and job placement for unemployed, projects in collaboration with employment centers, participation in reducing social exclusion, selection of employees for specific jobs by companies, workshops and seminars for working professionals.

Our partners are collaboration agreements with local and regional industry, job centers and social organizations, local and regional authorities, our project "Fit for Europe" is based on agreements and collaborating projects with 12 local and international partners, collaboration with the Chamber of Commerce of Salzburg for more than 10 years. We have partners in England Italy, Spain, France, Turkey, Switzerland, Poland, Austria, Slovakia and Lithuania.

International projects

- Erasmus +
- Sokrates
- Comenius
- Grundtvig

IdA target.: Training and job placement for disadvantaged people: long-term unemployed, newly graduated, etc ...

Main outcomes were that about 300 people have worked in England and Austria, of which 60% found permanent employment. In addition, the Akademie Überlingen has organized the stay of several groups coming from Galizia (Spain), Marseille (France) and Borås (Sweden) in Wernigerode. There have been four international exchange events such as study visits and meetings with experts. Its aim was to exchange know-how, experience and Good Practices with experts and representatives of the local political / regional labor market

3. FACTS ABOUT MENTAL ISSUES IN THE JOBCENTER OF OUR REGION

All information about the situation is based on long term experience

- 22% of the unemployed people in our jobcenter has to deal with mental issues

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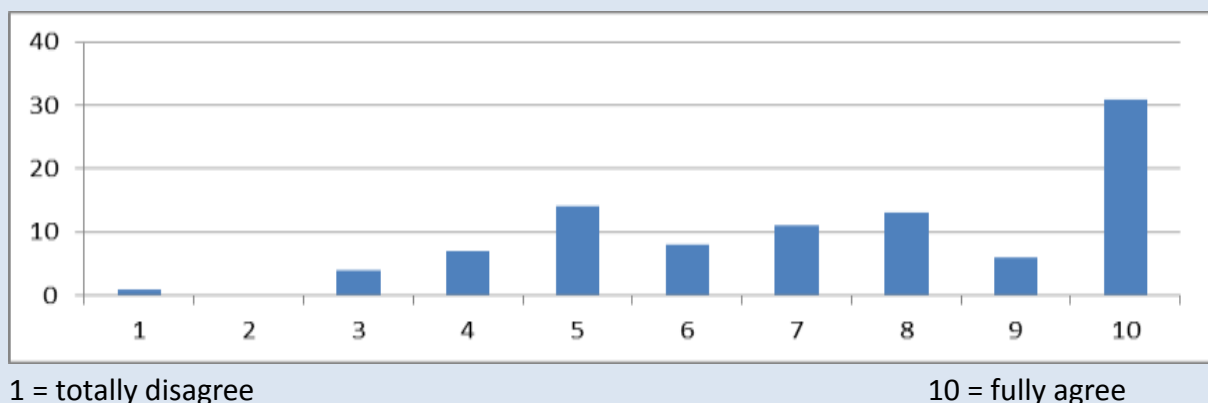
- Differentiation between those, who are psychologically ill and those, who suffer of problems in their families or have problems with liabilities.
- 20% of the young unemployed people in our job center suffer from mental illness

Nearly 50% of the young people experience a mental disorder due to family problems, debts or drug use.

How we deal with clients that have mental issues is that sometimes clients tell the job center clerk about their mental issues, often the clerks get to know about their mental issues via receiving a sickness certificate or information that a client is staying in a psychological clinic. If the job center clerk is informed about the situation, he/she can start to be mediator between unemployed person and different counseling services (psychological, social, debt advisor, counselors for drug abuse, youth office...). If the client doesn't show an amelioration of his mental situation after having been for a longer time under medical control, he will get the possibility to apply for a disability pension. The job center clerk is able to give information about the process to ask for a disability pension and where and how to do it. Sometimes, the job center clerk can recognize a person that suffers from mental issues. But it is often very difficult, because the clients do not want to show their problems and unfold them. Often mental issues are hidden and it takes some time until a job center clerk is aware of what is happening with the client.

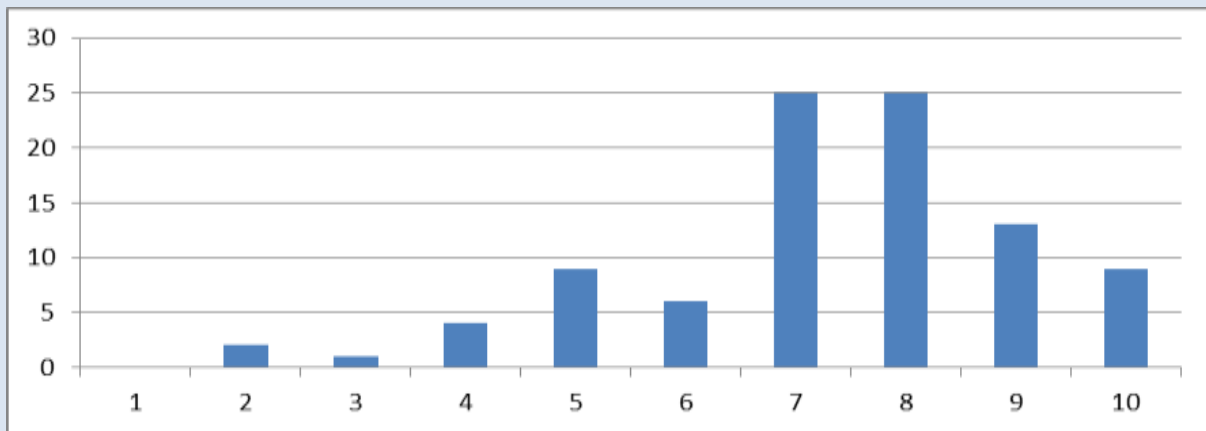
4. OUTCOME OF SOME RELEVANT STATEMENTS IN THE QUESTIONNAIRE OF THE „MENTAL ISSUES“-PROJECT

I meet quite frequently unemployed people who may have mental problems.



I often manage to gain the trust of my clients so that they talk about their psychological problems.

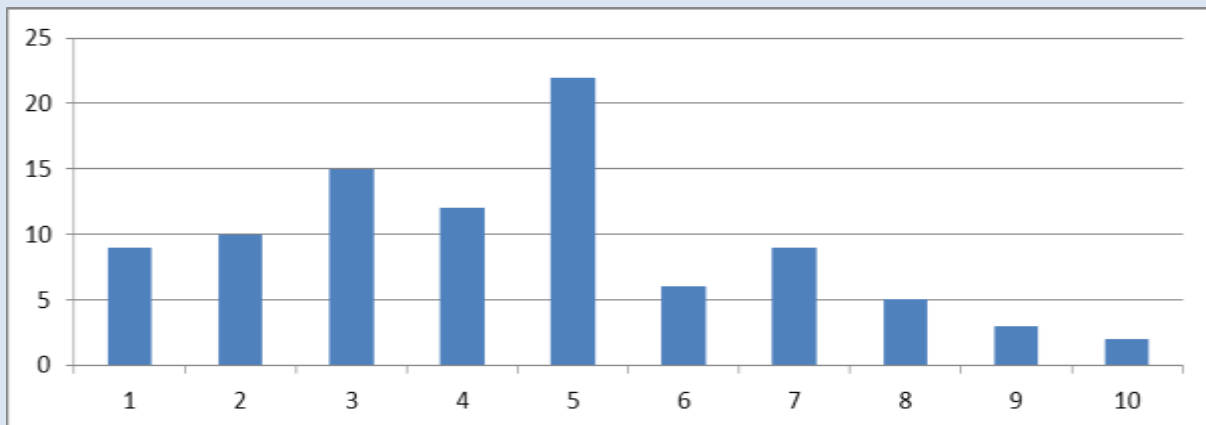
International Professional conference
Mental Issues in Jobcentres International Conference 2014
Rogaška Slatina, September 2014
INVITED PLENARY LECTURE



1 = totally disagree

10 = fully agree

If I assume, that my client has mental problems, it is very easy for me to help, because I have got skills for that during my training period.

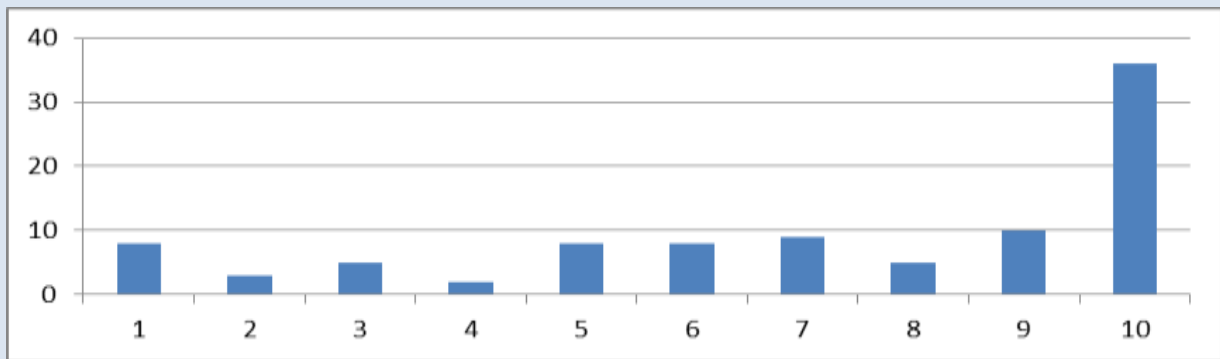


1 = totally disagree

10 = fully agree

I would be very interested in a training program which could help me managing properly people suffering from mental illnesses. I think that this kind of training would be very useful.

International Professional conference
Mental Issues in Jobcentres International Conference 2014
Rogaška Slatina, September 2014
INVITED PLENARY LECTURE



1 = totally disagree

10 = fully agree

Additional wishes of the job center clerks are more time available for each single consultation, regular supervision, no telephone calls during the client consultation, regular supervision, no telephone calls during the client consultation, more training about how to deal with clients that suffer from mental issues, less statistical duties, exchange with other job center clerks and working in a single office not a shared one. All these things would be more suitable for the needs of consultation.

WORKSHOP – HANDLING WITH POTENTIALLY DEPRESSED CLIENTS DAY 2

In the second day of the international conference “MIIJ 2014” a workshop was held with a title: *Handling with potentially depressed clients*. Psychologist, unemployment expert Mr. Szegedi Károly from Orioldbook, Hungary was the lecturer of the workshop.



Foto: Picture was taken during group session in the workshop



Foto: Picture was taken during group session in the workshop

Different nationalities raised the quality of the workshop. Participants were first given a mission to present themselves in one minute. It was very interesting to see what kind of information participants provided. A lot of them included job description, where do they come from, what is their occupation, if they like their job and then finished their presentation with family information by explaining if they have any children and other info. But another group of people did not talk about their job as much, but they gave more information about their personal life as hobbies, activities, age and other non – job information. Then lecturer divided participants into different groups. Each group containing 4-6 members but watching that it was international. Each group had a mission to explain what their job occupation is, explaining different facts that represent their work such as mental health, depression, suicide prevention etc.



Foto: Picture was taken at the workshop session

Next mission was for all the groups to imagine a specific situation in a workplace and their reaction to it. Each member needed to find, imagine some real-time situation in a workplace and also their response to it. Next task was to explain it to the group members. Each member had 2 minutes to explain the situation and group members had 1 minute of time to make key notes. Then all the situations were presented by group leaders so all the participants in the workshop could exchange their good practice. It was a very interesting practice because we could see some different approaches to similar situation by different country members. After watching some documentary movies and reviewing them with all the participants another session followed where conclusions of the workshop were made.



Foto: Mr. Karoyl explaining methods



Foto: Picture was taken while Mr. Karoyl was explaining the mission of the session

CONFERENCE PROGRAM

DAY 1: Wednesday, 10th September 2014

8:30 – 9:30	Registration
9.30 – 9:35	Welcoming and opening speech <i>Opening of the Mental Issues in Job centers International Conference 2014</i> <i>Mag. Igor PRAH, President of the Conference</i>
9:35 – 9:40	<i>Welcome – Slovenia – Rogaška Slatina</i> <i>Mag. Branko Kidrič, Mayor of the City Rogaška Slatina</i>
Morning Sessions 9:40 – 10:00	Key note: “Mental Issues in current society: Introduction to the content of the conference” <i>This session will present mental issues problems in current society.</i> <i>Dino Markovinovic, Robert Mašera, mag. - Prah izobraževalni center, Rogaška Slatina, Slovenia</i>
10:00 – 10:30	Some facts about ESS, vocational rehabilitation and the national program for activating inactive persons <i>Daša Babič, Lea Kovač, Zavod za zaposlovanje Republike Slovenije, Slovenia</i>
10:30 – 10:40	Coffee break
10:40 – 11:00	Presentation of performing the Vocational program for long-term unemployed persons (2013-2014) – good practice, Ajdovščina <i>Alenka Magajne, Ljudska univerza Ajdovščina, Slovenia</i>
11:00 – 11:10	Presentation of performing the Vocational program for long-term unemployed persons (2013-2014) – good practice, Novo mesto <i>Mag. Igor Prah, Anita Ogrizek, Prah izobraževalni center, Rogaška Slatina, Slovenia</i>
11:10 – 11:30	Mental issues problems at workplace <i>This session will summarize the situation of mental issues problems of employed people.</i> <i>Mag. Saša Ogrizek, Aza plus, Slovenia</i>
11:30 – 11:40	Coffee break

11:40 – 12:00	<p>Presentation of the situation, special programs for unemployed people with mental issues problems in Germany</p> <p><i>Katja Feldmer, Akademie Überlingen Verwaltungs, Germany</i></p>
12:00 – 12:20	<p>Presentation of the situation, special programs for unemployed people with mental issues problems in Croatia</p> <p><i>Marijana Senjak, Ministry of Labour and Pension System Republic of Croatia,</i></p>
12:20 – 13:50	<p>Lunch break</p>
<p>Afternoon sessions 13:50 – 14:30</p>	<p>Importance of innovation and knowledge in job centers and educational systems,</p> <p>The central role of innovation in the process of sustainable economic development</p> <p><i>Patricija Jankovič, Rebecca Gerbec, AREMA - Academy of Regional Management, Slovenia</i></p>
14:30 – 15:30	<p>Round table discussion</p> <p><i>In this session we will summarize and evaluate contents of all the sessions of the first day, compare practices from different countries and try to find some new ways to recognize and support jobless people with mental issues.</i></p>
15:30 – 16:00	<p>Time for discussion and closing Day 1</p>

DAY 2: Thursday, 11th September 2014

9:00 – 9:15	Wrap up Day 1 and Introduction to Day 2 – Workshop handling potentially depressed clients (up to 15 participants)
Morning Sessions 9:15 – 11:00	Session 1 <i>Aims, methods, schedule</i> <i>Getting acquainted, setting personal goals</i> <i>Sharing positive experiences, giving positive feed-back</i>
11:00 – 11:15	Coffee break
11:15 – 12:15	Session 2 <i>Potential mental problems of the unemployed segment</i> <i>Sharing and trainer’s input</i>
12:15 – 13:15	Lunch break
Afternoon sessions 13:15 – 14:00	Session 3 <i>Useful communication strategies sga.</i> <i>Sharing and presenting the guidelines</i>
14:00-14:15	Coffee break
14:15-15:05	Session 4 <i>„In my own words” sga. and sharing</i>
15:05-15:15	Coffee break
15:15-16:25	Session 5 <i>Rehearsing in triads</i>
16:25-17:00	Collecting feed-back and closing the conference

LOCATION AND DATE

Slovenia, Rogaška Slatina, Izobraževalni center PRAH, 10th September – 11th September 2014

KEY MESSAGE

Job-center workers, professional workers in vocational schools and other adult education centers should have some continuing vocational training. In that case they could strengthen expertise with working situations, widening mental knowledge and develop effective communication methods for people touched by these problems. All these reasons lead us in exchange of good practices, surveys and analysis finding new ways of support for our target group.

OBJECTIVES

The Conference is aimed to help job center workers, professional workers in vocational schools, other adult education centers and coaches widening their knowledge on mental issues, and to help job seekers in better observing their needs, requests in this field.

Purpose of Day1 is to showcase the existing methods in different countries. Day 2 will find new ways to recognize and support jobless people with mental issues through the workshop “Handling potentially depressed clients” (up to 15 participants).

The goals of the workshop “Handling potentially depressed clients”:

- * Discovering and understanding the guideline
- * Connecting to the previous experiences
- * Adapting: working out the „your own words vocabulary”
- * The main goal: to avoid possible harms caused by us

TARGET GROUP

The event brings together up to 50 invited representatives of job centers, vocational schools and other adult education centers in European Union. The event aims to bring together organizations that have been involved in activities with jobless people. The participants of conference have a wide range of expertise, different approaches, and methods in their every day work and they are professionals with experience.

List of organizations invited to the conference:

1. Digital Research & Communication, Italy	12. Adana Aile ve Sosyal Politikalar II Mudurlugu, Turkey
2. Orioldbook, Hungary	13. ÇAL İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜ, Turkey
3. Akademie Überlingen Verwaltungs, Germany	14. PRAH Izobraževalni center d.o.o., Slovenia
4. Združenie Pre Rozvoj Osobnosti, Slovakia	15. CO.RI.S.S - Cooperative Riunite Socio Sanitarie, Italy
5. The United Euro Bridge, UK	16. Adana Aile ve Sosyal Politikalar II Mudurlugu, Turkey
6. Smart solutions technology srl, Romania	17. Zavod za zaposlovanje Republike Slovenije, Slovenia
7. Digital Research & Communication, Italy	18. Ministry of Labour and Pension System Republic of Croatia
8. Aza-plus, tax and business consulting, Slovenia	19. Ljudska univerza Ajdovščina, Slovenia
9. Arema, Academy of Regional Management, Slovenia	20. Ljudska univerza Rogaška Slatina, Slovenia
10. Pučko otvoreno učilište Krapina, Croatia	21. Zavod za zaposlovanje Republike Slovenije, Slovenia
11. Aza-plus, tax and business consulting, Slovenia	

List of invited participant's day 1:

	FIRST AND LASTNAME	NAME OF INSTITUTION
1	Abdullah Yilmaz	Adana Aile ve Sosyal Politikalar II Mudurlugu ,Turkey
2	Babič Daša	Zavod za zaposlovanje Republike Slovenije, Slovenia
3	Bendon Clive	The United Euro Bridge, UK
4	Bley Stephanie	Akademie Überlingen Verwaltungs, Germany
5	Carla Biamonte	CO.RI.S.S, Italy
6	Cerovečki Ksenija	Pučko otvoreno učilište Krapina, Croatia
7	Chirca Octavian	SMART SOLUTIONS TECHNOLOGY SRL, Romania
8	Chirca Rodica Mihaela	SMART SOLUTIONS TECHNOLOGY SRL, Romania
9	Corina Fusaera	SMART SOLUTIONS TECHNOLOGY SRL, Romania
10	Feldmer Katja	Akademie Überlingen Verwaltungs, Germany
11	Feldmer Katja	Akademie Überlingen Verwaltungs, Germany
12	Gallova Lubica	Združenie Pre Rozvoj Osobnosti, Slovakia
13	Gerbec Rebecca	Arema, Academy of Regional Management, Slovenia
14	Gubenšek Primož	PRAH, izobraževalni center, d.o.o., Slovenia
15	Guček Tita	PRAH, izobraževalni center, d.o.o., Slovenia
16	Hamor Eva	Orioldbook, Hungary
17	Hayriye Erbil	Adana Aile ve Sosyal Politikalar II Mudurlugu ,Turkey
18	Hohnjec Nataša	Ljudska Univerza Rogaška Slatina, Slovenia
19	Hostnik Irena	Ljudska Univerza Rogaška Slatina, Slovenia
20	Iaffaldano Milena	Digital Research & Communication, Italy
21	Idris Dal	Adana Aile ve Sosyal Politikalar II Mudurlugu ,Turkey
22	Jankovič Patricija	Arema, Academy of Regional Management, Slovenia
23	Kampuš Sabina	PRAH, izobraževalni center, d.o.o., Slovenia
24	Károly Oriold	Orioldbook, Hungary
25	Károly Szegedi	Orioldbook, Hungary
26	Khan Ali	The United Euro Bridge, UK
27	Kovač Lea	Zavod za zaposlovanje Republike Slovenije, Slovenia

28	Krleža Viktorija	Pučko otvoreno učilište Krapina, Croatia
29	Lacuska Martin	Združenie Pre Rozvoj Osobnosti, Slovakia
30	Maesano Salvatore	CO.RI.S.S, Italy
31	Magajne Alenka	Center for adult education Ajdovscina, Slovenia
32	Markovinovič Dino	PRAH, izobraževalni center, d.o.o., Slovenia
33	Mašera Robert	PRAH, izobraževalni center, d.o.o., Slovenia
34	Mikola Ksenja	PRAH, izobraževalni center, d.o.o., Slovenia
35	Ocvirk Mirjana	PRAH, izobraževalni center, d.o.o., Slovenia
36	Ogrizek Aleksander	Aza-plus, tax and business consulting, Slovenia
37	Ogrizek Anita	PRAH, izobraževalni center, d.o.o., Slovenia
38	Ogrizek Saša	Aza-plus, tax and business consulting, Slovenia
39	Ozlem Savci	Adana Aile ve Sosyal Politikalar İl Müdürlüğü ,Turkey
40	Pelliccioni Sergio	Digital Research & Communication, Italy
41	Prah Igor	PRAH, izobraževalni center, d.o.o., Slovenia
42	Prah Leopold	PRAH, izobraževalni center, d.o.o., Slovenia
43	Puccio Aurora	CO.RI.S.S, Italy
44	Sahin Berkant	ÇAL İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜ, Turkey
45	Schwalk Markus	Akademie Überlingen Verwaltungs, Germany
46	Senjak Marijana	Ministry of Labour and Pension System Republic of Croatia
47	Sovinc Lidija	Ljudska Univerza Rogaška Slatina, Slovenia
48	Stefanikova Alena	Združenie Pre Rozvoj Osobnosti, Slovakia
49	Stoisiek Janine	Akademie Überlingen Verwaltungs, Germany
50	Šalej Simona	PRAH, izobraževalni center, d.o.o., Slovenia
51	Šprajc Borut	Aza-plus, tax and business consulting, Slovenia
52	Turk Petra	PRAH, izobraževalni center, d.o.o., Slovenia
53	Vukovič Mojca	PRAH, izobraževalni center, d.o.o., Slovenia
54	Yasin Temel	ÇAL İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜ, Turkey
55	Žagar Josip	PRAH, izobraževalni center, d.o.o., Slovenia

List of invited participant's day 2:

	FIRST AND LASTNAME	NAME OF INSTITUTION
1.	Alenka Kunst	Zavod za zaposlovanje Republike Slovenije, Slovenia
2.	Babič Daša	Zavod za zaposlovanje Republike Slovenije, Slovenia
3.	Corina Fusaera	SMART SOLUTIONS TECHNOLOGY SRL, Romania
4.	Feldmer Kaja	Akademie Überlingen Verwaltungs, Germany
5.	Gajšek Marjana	Zavod za zaposlovanje Republike Slovenije, Slovenia
6.	Gubenšek Primož	PRAH, izobraževalni center, d.o.o., Slovenia
7.	Julija Pirnat	Zavod za zaposlovanje Republike Slovenije, Slovenia
8.	Kačičnik Nataša	Zavod za zaposlovanje Republike Slovenije, Slovenia
9.	Lubica Gallova	Združenie Pre Rozvoj Osobnosti, Slovakia
10.	Markovinovič Dino	PRAH, izobraževalni center, d.o.o., Slovenia
11.	Mašera Robert	PRAH, izobraževalni center, d.o.o., Slovenia
12.	Ocvirk Mirjana	PRAH, izobraževalni center, d.o.o., Slovenia
13.	Ogrizek Anita	PRAH, izobraževalni center, d.o.o., Slovenia
14.	Prah Igor	PRAH, izobraževalni center, d.o.o., Slovenia
15.	Senjak Marjana	Croatian Employment Service, Croatia
16.	Smisl Čufar Manja	Zavod za zaposlovanje Republike Slovenije, Slovenia
17.	Sovinc Lidija	Ljudska univerza Rogaška Slatina, Slovenia
18.	Šalej Simona	PRAH, izobraževalni center, d.o.o., Slovenia
19.	Vukovič Mojca	PRAH, izobraževalni center, d.o.o., Slovenia
20.	Weissensteiner Brina	Zavod za zaposlovanje Republike Slovenije, Slovenia
21.	Zidar Majda	Zavod za zaposlovanje Republike Slovenije, Slovenia
22.	Žagar Josip	PRAH, izobraževalni center, d.o.o., Slovenia

We also provided an anonymous evaluation form of the conference on both days. Below we are pointing out some participants opinions of the first and second day.

Participants opinions day 1:

Oriold Károly, Orioldbook, Hungary “We enjoyed a successful, enjoyable and inspiring visit in Rogaška Slatina. We have met wonderful people from different countries. We were introduced to different practices, systems and teaching methods and did so create a learning environment for our personal experiences. Although we had a busy educational timetable we created a respectful and comfortable atmosphere for an inter-cultural group communication, work and a rich cultural experience. The great experience was not all about travelling abroad and using a foreign language but because of the fact that we are creating a project including meeting new pupils, teachers, learning cultural differences, getting to know each other and making friendships. We are looking forward to new projects, international conferences organized by Prah izobraževalni center.”

Borut Šprajc, AZA+ (director) “I would like to praise the organization committee of the international conference for an extraordinary good work. The conference quality was also shown in the content of both two days. I personally support this kind of events because it allows people from similar areas of work exchange their skills, knowledge and opinions.”

Mag. Branko Kidrič (City Mayor) “I would like to congratulate Prah izobraževalni center for quality implementation of international conference. We are glad to see that companies in Rogaška Slatina are working and being successful also in foreign countries.”

Participants opinions day 2:

Sergio Pelliccioni, Digital Research & Communication, Italy “Workshop that was organized at the 2nd day of the International conference MIJ 2014 gave me an opportunity to share my work experience with other members of job centers and people with similar expertise. I managed to learn some new methods which are used in other countries also. It was also interesting to see that no matter where you come from human is human and that’s why is so important to help people with their mental problems. ”

Lidija Sovinc, LURS, (director) “Workshop offered me a lot of new experiences and ideas. I participated in both days of the conference and I must say that it was performed on top level quality. The organization of the conference was really good, topic was trendy and interesting, people from different countries gave a special touch to the conference content that is why I will support this kind of events in the future.”

Aleksander Ogrizek, IC Prah “Our Company is very satisfied with proceedings of the conference. We are extending our partnerships all around the world and this is one of the results. Participants from 9 different countries in our home city sharing experiences from their similar work related areas. Helping them and helping people all around the world is a good value to our company. We will continue to work on this kind of events in the future.”

Pictures highlights from the conference meeting:







