



National Report on Symbol work

Austria

www.symfos.eu



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National Report on Symbol work

AUSTRIA

Annex 1 - Generic Framework for Symbol work



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Traditions and understanding of Symbols

In this chapter we would like to define the meaning, the traditions and understanding of “Symbols” relevant for our understanding of “Symbol work” in Austria. Our point of departure is the Austrian neurologist Sigmund Freud, the so called “father of psychoanalysis”. Freud described the mind as being like an iceberg where we were only aware of a portion of its working – the conscious mind. Beneath the consciousness lurked the preconscious and the unconscious the workings of which we are only partly aware (preconscious) or totally unaware (subconscious). Let’s get a step back and have a look at different definitions on Symbols first.

What are Symbols?

Freud’s most commonly known use of “Symbols” might be his methods of dream analysis. He called dreams “the royal road to the subconscious”, and felt that the biggest function of dreams was to show us our underlying wishes. Some of Freud's followers subsequently withdrew from his views, founded their own schools and developed their own concepts. We will introduce some of them later. First we would like to introduce you to more recent definitions of “Symbols”:

Symbols are a means of complex communication that
often can have **multiple levels of meaning.**

This separates symbols from signs, as signs have only one meaning.

Mari Womack

Mari Womack further states that “human cultures use symbols to express specific ideologies and social structures and to represent aspects of their specific culture. Thus, symbols carry meanings that depend upon one’s cultural background; in other words, the meaning of a symbol is not inherent in the symbol itself but is culturally learned.” (Mari Womack. Symbols and Meaning: A Concise Introduction. AltaMira Press, 2005)



Heinrich Zimmer, a German Indologist gives a concise overview of the nature, and perennial relevance, of “Symbols”:

"Concepts and words are symbols,
just as visions, rituals, and images are;
so too are the manners and customs of daily life.
Through all of these **a transcendent reality is mirrored.**"

Heinrich Zimmer

Zimmer follows Jung when he states: “They are so many metaphors reflecting and implying something which, though thus variously expressed, is ineffable, though thus rendered multiform, remains inscrutable.”(Joseph Campbell, Heinrich Zimmer. *Philosophies of India*, Princeton: Princeton Univ. Press., 1969)

“The world is a forest of symbols and **they need to be interpreted**”

Umberto Eco

Catherine Palczewski seems to follow Eco when she further explains: “Symbols facilitate understanding of the world in which we live, thus serving as the grounds upon which we make judgments. In this way, people use symbols not only to make sense of the world around them, but also to identify and cooperate in society through constitutive rhetoric.” (Catherine Palczewski, Richard Ice, John Fritch. *Rhetoric in Civic Life*. Strata Publishing, Inc., 2012)

“A symbol is not just an image, but is
like a door into the inner world of the soul,
through which we can access the energy and meaning
that belongs to this sacred dimension of our self.”

Llewellyn Vaughan-Lee

Where are Symbols used?

From cave paintings to modern day 'emojicons',
symbols have existed for thousands of years,
and are a central part of our daily lives.

Peter Henderson (<http://www.huffingtonpost.ca>)

In our daily life, we can easily identify objects, which can be taken as examples of symbol such as the following: The dove is a symbol of peace; black is a symbol that represents evil or death; a ladder may stand as a symbol for a connection; a broken mirror may symbolize separation, whereas broken glass might stand for "luck". Symbols are a central part of our daily lives even if we do not take account of them.

In Business life, leaders in Marketing know about the power of Symbols: If you like the concept or not: People in more than 100 countries will recognize the "golden arches" of the McDonald's Logo. Try to google "Work with symbols" and you will get many results from software companies explaining how they use Symbols. You will get aware of the fact that they know about the power of Symbols, even if the distinction between "Symbol" and "Sign" is less important in this example.

In Art & Literature: Symbols have been used in cultures all around the world, evident in ancient legends, fables, paintings, sculptures and religious texts. One famous example of symbolism is the story of the Garden of Eden, in which the serpent persuades Eve to eat an apple from the tree of knowledge. The serpent in this story represents wickedness and the apple is a symbol for knowledge. In feminist literary criticism you will find interesting examples how differently these symbols may be interpreted. Symbolism is equally important in poetry, prose, and plays, as well as in all genres of literature, from science fiction to fantasy to fiction for young adults. When analysing a piece of literature, examining the primary symbols often leads to a greater understanding of the work itself. If you are interested in literary criticism you will know that different experts often fight for "their individual interpretation of symbols".

In Sociology: The probably most important concept of "symbolic power" was first introduced by Pierre Bourdieu in *La Distinction*. Bourdieu suggested that cultural roles are more dominant than economic forces in determining how hierarchies of power are situated and reproduced across societies. Status and economic capital are both necessary to maintain dominance in a system, rather than just ownership over the means of production alone. The idea that one could possess symbolic capital in addition and set apart from financial capital played a critical role in Bourdieu's analysis of hierarchies of power. (Pierre Bourdieu. *Distinction* [English version], Routledge, 1984)



In Philosophy & Phenomenology: Edmund Husserl was a German philosopher who established the school of phenomenology. In his mature work, he sought to develop a systematic foundational science based on the so-called phenomenological or “Eidetic” reduction which is relevant for our understanding of Symbol work: “Eidetic reduction requires that a phenomenologist examine the essence of a mental object, be it a simple mental act, or the unity of consciousness itself, with the intention of drawing out the absolutely necessary and invariable components that make the mental object what it is. This reduction is done with the intention of removing what is perceived, and leaving only what is required.” (Gert H. Mueller. ANALYTICAL SOCIOLOGY: AN OUTLINE, <http://www.american.edu/cas/sociology/ast/>)

**“Every Self is thus the author of his or her own past
regardless of contradictions
because his or her choices
are predicated on “actionness” rather than “systemness.”**

Gert H. Mueller

Psychology and Psychotherapy:

In our project the use of Symbols in the fields of Psychology and Psychotherapy are the most relevant ones and therefore we will give more room to this last section.

Sigmund Freud’s most commonly known use of symbols might be his methods of dream analysis. He called dreams “the royal road to the subconscious”, and felt that the biggest function of dreams was to show us our underlying wishes. Freud’s theories were redefined and further explored by the so called Neo-Freudians: A group including Alfred Adler, Otto Rank, Karen Horney, Harry Stack Sullivan and Erich Fromm, rejected Freud’s theory of instinctual drive, emphasized interpersonal relations and self-assertiveness, and made modifications to therapeutic practice that reflected these theoretical shifts. (Joel Kovel. A Complete Guide to Therapy. London: Penguin Books, 1991)

More important in our context is Carl Jung, a Swiss psychotherapist, who developed the use of symbols in a different direction. He did not agree about the structure of the unconscious but he did agree in psychic symbols. Jung constructed the concept of archetypes, images and concepts with universal meaning that come from the shared past of humanity. Carl Jung believed that the collective unconscious, which reflects



the cosmic order and the history of the human species, is the most important part of the mind. It contains archetypes, which are manifested in symbols that appear in dreams, disturbed states of mind, and various products of culture.

Kovel explains the difference in a way which seems important for our understanding of the Work with Symbols: “Unlike Freud, Jung did not see symbols in dreams as signs of repressed desires, but as more spiritual and personal messages. Interestingly, Jung felt it important to emphasise the difference between a symbol and a sign, with symbols being much more important. Whereas a sign just points to something (a green light is a sign we can go, for example) a symbol has far more resonance. We are familiar with the symbol, but it has layers of other meaning for us to explore that is at first hidden. For example, a heart is an internal organ we all know. But it can also be about love, connection, and even life force.” Here Kovel’s analysis of Jung’s objective, which is one key element to Symbol work:

“His objective was **to allow people to experience**
the split-off aspects of themselves,
such as the anima (a man's suppressed female self),
the animus (a woman's suppressed male self),
or the shadow (an inferior self-image),
and thereby attain wisdom.”

Joel Kovel



Which regional Symbols we use?

The significance of symbols in our daily communication, perception and expression was recently highlighted in the special exhibition MEHR ALS WORTE: ZEICHEN. SYMBOLE. SINNBILDER. ("more than words: signs. symbols. allegories), which was displayed from April to November 2015 in the Museum of Tyrolean Regional Heritage in Innsbruck (Volkskunstmuseum Innsbruck).

Symbols were presented as different, sometimes contradictory expressions of thoughts and emotions, where the sign is always embedded in a specific historical, cultural, ideological framework. Symbols enable nonverbal forms of communication while simultaneously being open to various interpretations. Young people could join special programmes offered by the museum educational service and learn about the power of symbolic expression compared to barriers of speech and text.

<http://blog.innsbruck.info/de/kunst-kultur/mehr-als-worte-im-volkskunstmuseum>

World known symbols from the Alps are the edelweiss or the Tyrolean eagle, which are both adapted in various forms ranging from brand logos, quality marks to corporate designs for political institutions as the trans-border European Region Tyrol-South Tyrol-Trentino.

See logo at <http://www.euoparegion.info>

A well-known local tradition in Tyrol is the yearly lightning of bonfires high up in the mountains. This remembers a collective religious vow, taken in 1796, when facing imminent war. A cross and a heart are the most traditional forms used in this lightning, but other symbols got also used to convey political, mundane or funny messages. So symbols are everywhere, also in Tyrol.



Our primary target group of young people “at risk”

In this section we will introduce our primary target group of young people to be directly involved in the SymfoS counselling and training process in Austria. ZEMIT, as implementing partner in Austria, provides a field research, whose outcomes will be summarized below. First we would like to start with some key elements regarding the counselling situation for young people in Austria.

The OECD Skills Strategy Diagnostic Report highlights one critical aspect, which might explain one major fact that young people “get lost” in the guidance system: “In Austria, career guidance starts in lower secondary schools and is organised according to a three-level model: i) career education lessons are provided by career teachers, ii) individual advice is provided by student advisors and iii) both of these are supplemented by a school psychology service that can offer specialised assistance. Career education lessons are mandatory, based on a curriculum with 32 hours per year in the 7th and 8th grades. [...] However, starting guidance for 13-14 year-olds misses the transition phase of younger children. In particular, families at risk may also need guidance with regard to ECEC, primary and lower secondary education.”

(www.oecd.org, OECD SKILLS STRATEGY DIAGNOSTIC REPORT: AUSTRIA, 2014)

It is further stated that on upper secondary level VET students are often inadequately informed about labour market outcomes of the different programmes, and individual institutions. One major problem identified in this OECD report is that teachers may lack the training and support necessary to do career counselling effectively. In the last years various initiatives and concepts have been established to improve this situation in Austria:

Measures shall take the individual needs of young people into account;
they shall have a low-threshold, be comprehensive and flexible,
intervene in time and have a lasting effect.

Here we would like to focus on the “Youth Coaching” which was introduced in cooperation by the Federal Ministry for Education, the Arts and Culture (BMUKK) and the Federal Ministry of Labour, Social Affairs and Consumer Protection (BMASK) and implemented in the provinces by the Federal Social Office (BSB) from 2012 on. In the NEETS Study of BMASK it is stated that the aim of youth coaching is to reach young people



at risk of social exclusion at an early stage and if required prevent premature school leaving through consultation, support or case management.

The study criticises the fact that youth coaching as a preventive measure starts only from the 9th grade, which is relatively late. It is recommended to start this measure earlier and also to extend the period of aftercare. The relationship between consultant/coach and young person is perceived as vital to achieve success and therefore it is claimed that “sufficient resources and qualifications resp. further training of youth coaches are of great importance.”

(www.jku.at, Not in Education, Employment or Training: Causes, Characteristics of NEET-affected Youth and Exit Strategies in Austria. BMASK, 2014)

“SymfoS – Symbols for success” aims to trigger substantial improvements in the education and career guidance system for disadvantaged youth in Austria by implementing an innovative counselling method using sets of symbols. Based on the experiences of the ESF-Project “Perspektiven BildungÖsterreich”, in which Hafelekar developed this method, we see high potential of Symbol work as an additional language for young people to express themselves. To improve this situation, SymfoS implements a systemic approach - and offers a powerful toolset based on symbols - that focuses target groups at four different levels in order to enrich current concepts:

- Young people at risk
- Career guidance officers in VET-providers, NGOs, youth centres and schools
- Decision makers in VET providers, NGO, youth centres and schools
- Education policy makers in charge of recognition tools for skills and qualification



Our experience in Austria

In the field of career guidance Hafelekar has already developed a European best practice project called “Join In a Job” for young migrants as well as the prior ESF-project “Perspektiven Bildung Österreich” wherein we developed the base for the SymfoS counselling approach.

Zemit (centre for migrants in Tyrol) was partner in both projects and will be again a main implementing partner of this method in Austria. As a member of the Austrian Network of “ARGE MigrantInnenberatung”, they have access to young migrants and career information centres all over Austria.

SymfoS project will act as a frontrunner for inclusive, learner centred methods for disadvantaged youth. We aim to influence education policy to have a stronger focus on “hidden” resources and potential of stereotyped “reluctant” learners. Our peer buddy system will stand for good practise in the use of peers as most important influencers for young people in a positive way.

Education systems tend to support privileged young people with high level of social (and financial) capital. Our Transfer handbook and our case studies will give a direct and unvarnished insight into daily practise of Education and Career Guidance. We pursue to influence National education strategies in this sense and give examples of the positive interplay between different tools of career guidance and interfaces to European instruments for recognition of prior learning.

In AT we identified the following groups (field research)

Young people “at risk”, aged between 15 and 25 years, facing problems in school or labour market:

- Low qualified people
- Young Job Seekers
- Drop-outs
- NEETS (Not in Education, Employment or Training)

To achieve inclusion, this definition is consciously set broad. Objectives pursued are effective support in motivation and goal-setting, discovering “hidden” resources, increasing self-responsibility and



strengthening their social net by implementing a “peer buddy system”. The use of the universal language of symbols instead of writing will help to overcome resistance in active participation of individual problem solving.

At regional level, in Tyrol, there are a number of organisations working with young people between 15 and 25 years of age. This group comprises several very different distinctive subgroups, which are outlined and briefly described here:

- First it addresses young people around 15 years, who are in the sensitive transition period from school to finding a job or starting a vocational training. Those youngsters sometimes lack a clear idea or vision of their further field of work or encounter difficulties in finding a proper apprenticeship training position, which is in line with their interests. If they come from a social group/class or family, that is underprivileged or socially disadvantaged, they have to deal with additional problems at the start of their working life.
Especially young migrants can encounter structural and individual racism. A growing hostility against Muslims can be noticed in some media, in parts of the general public and also in national politics, where politicians and members of the government repeatedly demand a ban of headscarf for women, who work in public offices. Young women, who wear a headscarf have already difficulties to find jobs in tourism and other service industries and might be further restricted in their career aspirations, if they would be excluded from working in civil service.
- A second group comprises youngsters, who leave high school before graduation. With more school years completed, they are in a better position to find an apprenticeship training position or other work, but they also need support and vocational counselling.
- Thirdly there is the group of young asylum seekers (up to 25), who are under certain conditions exempted from the strict work prohibition for asylum seekers in Austria. Young refugees can start apprenticeship training in selected professions. As they are often not familiar with the different occupational areas, they need counselling to match their interests and competences with the legally allowed lines of work.
- A fourth group of youngsters are those who faced severe social problems, dropped out of school, lack family support or have drug addictions, alcohol problems or criminal records. Those young people are often supported by youth welfare service and NGOs specialized in these fields.



- As a fifth group all those unemployed persons under 25 can be named, who despite school or even or university graduation or completion of another vocational training are unable to get a job due to general economic reasons and a shortage of open positions in the labour market. As job entry can be a most challenging step in a career, a qualitative counselling process, which helps to unlock yet hidden job perspectives can be essential.
- In order to break up traditional gender roles, which still heavily influence the occupational choices of young men and women, special programmes (Girl's Day, Migrant's Girl's Day) address the group of young women, who are considered here as a sixth group.

The above mentioned groups cannot always be clearly distinguished as they overlap and intersect. Therefore an intersectional perspective of the peculiar positioning of the individual young person proves helpful to understand the influence of categories as ethnicity, gender, class, ability or religion on the situation of a young job seeker.

We will predominantly focus on socially disadvantaged and marginalised young people, who participate in medium term programmes of institutions within our stakeholder network. Even as Symbol work can be used as a method for a quick clarification of a question or situation, we prefer to work in a group setting, which also involves a buddy system. This combination provides a maximum of benefits to young people seeking a job or an occupational advancement.



Similar methods and possible Synergies

A first round of personal interviews and phone interviews by Zemit showed, that “Symbol work” is little or not known or applied:

- One counsellor knows Symbol work from her professional work as a therapist trained in psychodrama, but the VET provider, she also works with, is not working with symbols. Another NGO is aware of the method and very interested in Symbol work and another coach applies remotely similar methods involving mainly photos and some cards with printed symbols.
- All counsellors we spoke to quickly understood the strengths of our Symbol work method and expressed their interest in knowing more about it. Only one VET provider, a former partner of ZEMIT and Hafelekar, was well acquainted with the method, as they organized already a two day train-the-trainer workshop in 2016.

The “buddy systems” are better known than Symbol work and all interviewed persons are aware of the method:

- One VET provider uses a buddy system for supporting newcomers to the programme and also for working on specific tasks.
- Another NGO has limited experience with peer-buddy system, but runs a mentoring programme on demand. There is considerable interest in peer methods to supplement the counselling, as most stakeholders provide face-to-face counselling as well as group settings and involve their clients over a longer period of time.



Validation of the SymfoS Learning Outcomes

A variety of initiatives have been launched with a view to simplifying the transparency and recognition of skills and qualifications across Europe. These include:

- The European Qualifications Framework (EQF) helps in comparing national qualifications systems, frameworks and their levels to make qualifications more readable and understandable across different countries and systems in Europe.
- Europass, a set of five standardised documents and a skills passport available for free in 26 languages, designed to enable users to present their skills, qualifications and experience across Europe.
- Credit systems: ECTS for higher education and ECVET for vocational education and training
- Quality assurance arrangements in higher education and vocational education and training

http://ec.europa.eu/education/policy/strategic-framework/skills-qualifications_en

In Austria we will focus on the following three tools regarding the validation of the SymfoS Learning Outcomes:

The National Qualifications Framework (NQF)

is structured in eight reference levels like the EQF. Austrian qualifications are referenced to the EQF using the NQF. A mapping to a level of the NQF corresponds to a reference to the equivalent EQF level. The design of the Austrian NQF is very closely connected with the EQF.

The eight NQF levels are oriented on learning outcomes and form the foundation for the transparent depiction and comparison of qualifications. Each of the eight levels is characterized by different descriptors which are composed of knowledge, skills and competence.

Please refer to the following link to view the descriptors for the Austrian NQF:

<http://www.bildungssystem.at/en/nqf/>



“The federal act (NQR-Gesetz) on the national qualifications framework (NQF) entered into force on 15 March 2016 and officially established the NQF in Austria. It also marked the end of an extended development process on defining the key points of the NQF, involving a wide range of stakeholder groups. The NQF law now provides a clear basis for allocating qualifications. The NQF objective is promoting transparency and comparability of qualifications in Austria and Europe with no impact on existing professional or other rights and entitlements. The Austrian NQF is not a regulatory framework or part of the government’s administrative jurisdiction but a service to the private sector provided by the federal government.”

<http://www.cedefop.europa.eu/en/news-and-press/news/austria-nqf-law-enters-force>

According to the law, NQF allocations are based on the descriptors of the European qualifications framework (EQF) and the qualifications framework for the European higher education area (Dublin descriptors). A ‘Y-model’ is thus legally established, so that bachelor, master and PhD/doctoral degrees are directly classified to levels 6, 7 and 8. All the other qualifications are classified according to an allocation request. All NQR descriptors for Austria are available here:

https://www.oead.at/projekte_kooperationen/qualitaet_transparenz/nqr_koordinierungsstelle/nqr_deskriptoren/

The NQF coordination point (NKS – Koordinierungsstelle für den NQR Österreich) will be in charge of examining allocation requests from a formal and content-related perspective; for this it can use the know-how of relevant experts. An NQF advisory board will be set up to advise the NQF coordination point. It will comprise seven experts from various qualification contexts: from ‘professional practice’ and ‘initial, further and continuing education and training’, as formulated by the law. Following examination of the allocation requests, the NCP will submit a recommendation to the NQF steering group, formed from representatives of the different ministries, social partners, higher education and adult education sector, public employment service, federal youth representation and the provinces. The NQF steering group will advise federal ministries coordinating the NQF (the Ministry of Education and the Ministry of Science, Research and Economy) on strategic matters and will have the right to appeal against the NCP’s allocation recommendations.

The law distinguishes classification of formal (legally regulated) and non-formal (not legally regulated) qualifications (see diagram). In both cases it will be necessary to submit an allocation request to the NCP with a detailed description of the qualification, related learning outcomes and its assessment procedure. The applicants for formal qualifications are competent federal ministries. Since there are no official competent bodies for non-formal qualifications, so-called NQF service centres will apply for non-formal qualifications; these will serve as intermediaries between the providers of non-formal qualifications and the



NQF bodies, aiming to support qualification providers in the classification process and safeguard the quality and validity of allocation requests. They will be nominated by the Ministry of Education in consultation with the Ministry of Science, Research and Economy and will be authorised to submit requests for allocation on behalf of qualification providers.

Relevant Body in Austria:

NKS – Koordinierungsstelle für den NQR Österreich

Ebendorferstraße 7

1010 Wien

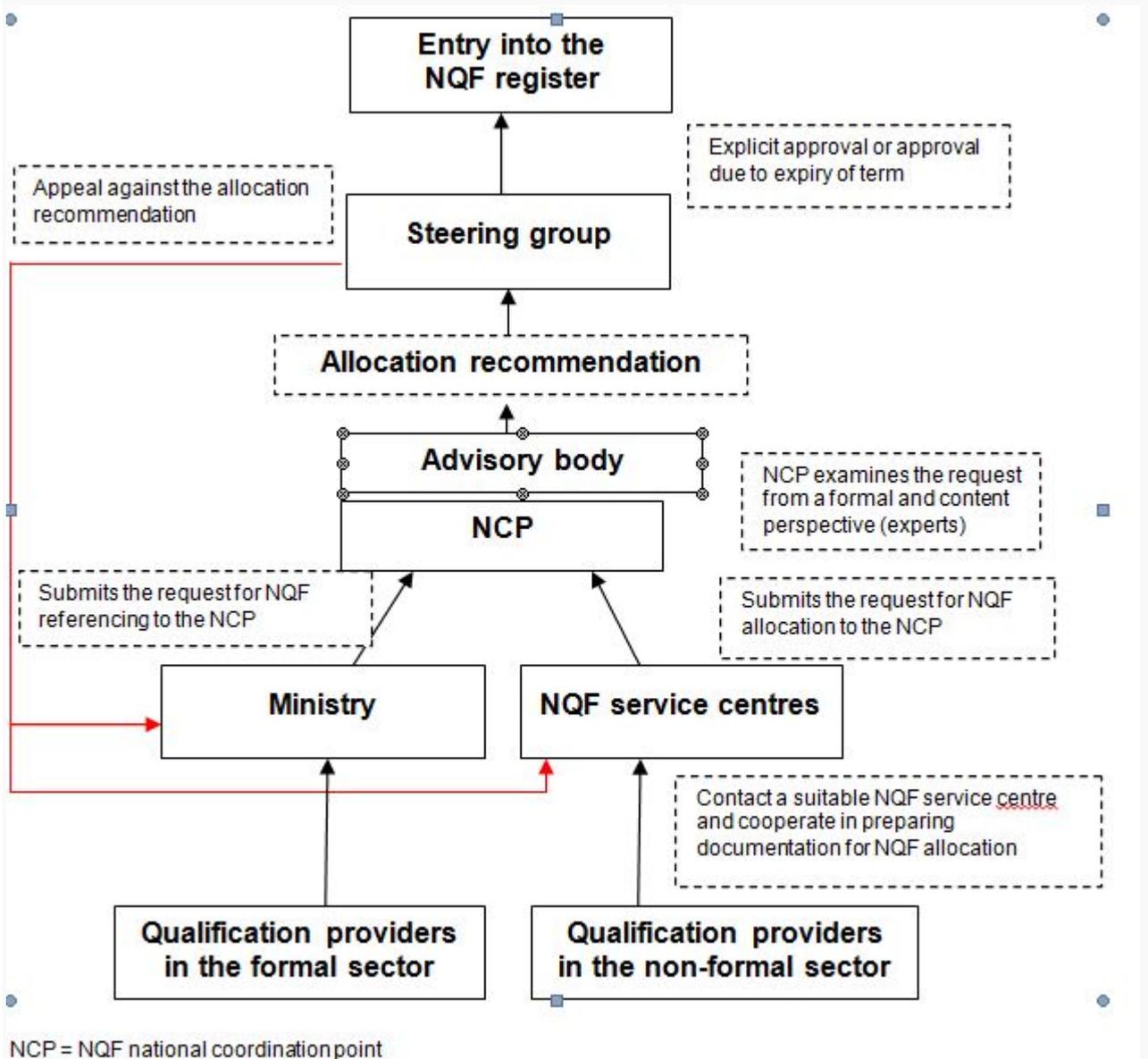
+43 1 534 08 - 0

nqr@oead.at

www.qualifikationsregister.at



Diagram 1 Classification procedure



Source: ibw based on the NQF law

Formal qualifications will be classified first. Following establishment of NQF service centres (expected for the end of 2016/beginning of 2017) the first allocations of non-formal qualifications will be made.

www.qualifikationsregister.at

ECVET for vocational education and training

The European Union (EU) has several common instruments helping individuals in transfer, recognition and accumulation of their assessed learning outcomes, to achieve a qualification or to take part in lifelong learning. The European credit system for vocational education and training (ECVET) is one of these instruments; it uses flexible and individualised learning pathways, including transnational mobility. ECVET complements and builds on concepts and principles shared with the European qualifications framework (EQF), Europass and the European quality assurance reference framework for VET (EQARF).

ECVET allows learners to accumulate, transfer and use their learning in units as these units are achieved. This enables building a qualification at learners' own pace from learning outcomes acquired in formal, non-formal and informal contexts, in their own country and abroad. The system is based on units of learning outcomes as part of qualifications that can be assessed and validated. It offers a framework for making learners more mobile and qualifications more portable, laying down principles and technical specifications and making use of existing national legislation and regulations. It applies to VET (vocational education and training) qualifications at all levels of the European qualifications framework.

<http://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>

The European Parliament and the Council of the EU adopted the ECVET recommendation in 2009 and invited Member States to create the necessary conditions and adopt measures to apply the system to all VET qualifications. External evaluation of ECVET implementation was carried out in 2015 and comes to the following result:

“Although there is still a long way to go to the moment that we can speak about a European credit system in VET, the monitoring shows that many steps have been taken and quite a lot has been accomplished in the Member States, with their different starting points and different educational practices and cultures. It is sometimes difficult to separate the development and implementation of ECVET principles from the developments of national qualification frameworks. Based on learning outcomes, NQFs have made significant progress. The same could be said for the validation of non-formal and informal learning and the modularisation of training programmes. ECVET-related developments go hand-in-hand with, and result from, reforms aimed at transparency and permeability of education and training systems, better employability processes and employment or re-employment.”

Cedefop (2016). ECVET in Europe: monitoring report 2015. Luxembourg: Publications Office.
Cedefop research paper; No 56., <http://dx.doi.org/10.2801/946187>



ECVET implementation in Austria

Austria is part of the so called “Group 2b: countries testing ECVET technical components”. This means that according to the recommendation (European Parliament and Council of the EU, 2009), the ECVET was to be gradually applied to VET qualifications at all levels of the EQF and used for transfer, recognition and accumulation of Learning Outcomes as from 2012. Austria currently use credits in some qualifications.

In 2013, a comprehensive national ECVET implementation strategy was presented that aims to employ the added value of ECVET beyond mobility projects to foster permeability and transparency within the national qualifications system. The NQF has been referenced to the EQF and was formally adopted in 2016 (see chapter EQF). A formal basis for the NQF is currently under development, which defines the procedure of including qualifications into the NQF. Most formal qualifications (except HE degrees) can also be obtained through validation.

<http://www.ecvet-info.at/de/node/361>

In Austria the ECVET implementation is closely connected to the NQR and therefore the NKS – (Koordinierungsstelle für den NQR Österreich) is our main partner not only for NQR but also for all ECVET themes. In addition a national working group on ECVET was founded in 2014. A community of practice exists through the team of experts, which provides advice and training to people involved in preparing curricula and training plans for VET and for institutions/companies which make learners mobile.

Responsible for Implementation in AT:

Bundesministerium für Bildung

Sektion Berufsbildendes Schulwesen, Erwachsenenbildung und Schulsport

Minoritenplatz 5, 1014 Wien, Österreich

+43 1 53120 - 0

ministerium@bmb.gv.at

National ECVET Expert Team via Contact Point in Austria:

Nadja Simeoni

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1010 Wien

+43 1 534 08 - 662

E ecvet@oead.at



Europass Documents

The screenshot displays the Europass website interface. On the left, a navigation menu lists: Curriculum Vitae, European skills passport, Language passport, Europass Mobility, Diploma Supplement, and Certificate Supplement. The main content area features a description of the Curriculum Vitae as a document to present skills and qualifications effectively and clearly. It includes buttons for 'Create your CV (+ cover letter) online', 'Update your CV (PDF+XML) online', 'Download the CV template and instructions', and 'Examples'. A 'LEARN MORE' link is also present. On the right, a 'FREQUENTLY ASKED QUESTIONS' section lists: 'What is Europass?', 'How to complete a Europass CV?', 'How to become interoperable with Europass?', 'I am not a European citizen. Can I use the Europass CV?', and 'Which Europass documents do I need?'. A search bar is located at the bottom right of the FAQ section.

<http://europass.cedefop.europa.eu/>

The Europass was established by the European Union to assist European citizens to make their skills and qualifications clearly and easily understood throughout Europe with a portfolio of five documents. Austria is one of the 30 European countries currently participating in the Europass Initiative.

Europass objectives:

- to help citizens to communicate their skills and qualifications effectively when looking for a job
- to help employers understand the skills and qualifications of the workforce
- to help education and training authorities define and communicate the content of curricula



The following two documents are freely accessible and to be completed by European citizens:

- the Curriculum vitae helps you present your skills and qualifications effectively and clearly. You can create your CV online using tutorials or download the template, examples and instructions;
- the Language Passport is a self-assessment tool for language skills and qualifications. You can create your Language Passport online using tutorials or download the template, examples and instructions.

These three documents are to be issued by education and training authorities:

- the Europass Mobility records the knowledge and skills acquired in another European country
- the Certificate Supplement describes the knowledge and skills acquired by holders of vocational education and training certificates;
- the Diploma Supplement describes the knowledge and skills acquired by holders of higher education degrees.

<http://www.europass.at>

In our SymfoS project we will assist our main target group of young people to create the Europass CV and the Language Passport (if applicable). The Europass Mobility and the Certificate Supplement will be an interesting option for our trainers.

National Europass Centre in Austria

(NEC Austria)

National Agency Erasmus+ Education

Ebendorferstraße 7 | 1010 Vienna

+43 1 – 534 - 08 - 684

info@europass-info.at

<http://www.europass.at>



Hafelekar will be responsible to organize the validation process for the SymfoS outcomes in Austria. We started already to consult the relevant institutions stated above. Please refer to “Annex 1 – Field Research and Interview Partner” to get more information on the current status.

In Austria the relevant bodies are currently working on the ECVET implementation and on the further development of the National Qualification Framework (NQR). Hafelekar will follow these developments and will stay in touch with the responsible institutions in order to prepare the validation in time.

Our main objective is to obtain validation on two different levels:

- Level 1: Validation of the train-the-trainer course
- Level 2: Validation for the Young People taking part in the SymfoS training

We will regularly inform all institutions which are relevant for the validation process on the further steps and outcomes of the SymfoS project. All activities will be recorded in our Dissemination Plan as well as in our Stakeholder Analysis.



Recommended Literature

Symbols in Psychoanalysis & Sociology

- Carl G. Jung. Man and His Symbols. Aldus Books Limited, 1971
- Carl G. Jung. Psyche and Symbol. Princeton University Press, 1991
- Sigmund Freud. The Interpretations of Dreams. Oxford World's Classics, 2008
- Mari Womack. Symbols and Meaning: A Concise Introduction. AltaMira Press, 2005
- Joseph Campbell, Heinrich Zimmer. Philosophies of India, Princeton: Princeton Univ. Press., 1969
- Catherine Palczewski, Richard Ice, John Fritch. Rhetoric in Civic Life. Strata Publishing, Inc., 2012
- Pierre Bourdieu. Distinction [English version], Routledge, 1984
- Joel Kovel. A Complete Guide to Therapy. London: Penguin Books, 1991
- Gert Mueller. Analytical Sociology: An Outline. (<http://www.american.edu/cas/sociology/ast/>)
- Peter Henderson (<http://www.huffingtonpost.ca>)
- Vaughan-Lee Llewellyn. Why we need to work with Symbols. (<http://www.huffingtonpost.com>)
- Wilfried Schneider. Psychologische Symbolarbeit. (<https://www.psychologische-symbolarbeit.de/>)

Studies on NEETS & disadvantaged Youth

- <http://www.oecd.org>, OECD SKILLS STRATEGY DIAGNOSTIC REPORT: AUSTRIA, 2014
- <http://www.jku.at>, Not in Education, Employment or Training: Causes, Characteristics of NEET-affected Youth and Exit Strategies in Austria. BMASK, 2014



Publications on Valorisation

- Cedefop (2016). ECVET in Europe: monitoring report 2015. Luxembourg: Publications Office.
- Cedefop research paper; No 56., <http://dx.doi.org/10.2801/946187>
- http://ec.europa.eu/education/policy/strategic-framework/skills-qualifications_en
- <http://www.bildungssystem.at/en/nqf/>
- <http://www.cedefop.europa.eu/en/news-and-press/news/austria-nqf-law-enters-force>
- <https://www.qualifikationsregister.at>
- <http://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>
- <http://www.ecvet-info.at/de/node/361>
- <http://www.europass.at>



Annex 1: Field Research & Interview Partner

ZeMIT identified about 16 stakeholders in a first research round covering the area of Tyrol and will add additional partners, also in the neighbouring province of Vorarlberg during the project duration. From the 16 stakeholder 10 are regularly and actively involved in career counselling and they partly expressed a high interest in the method. We could also involve an umbrella organization for career counselling and a number of other stakeholders with low or medium interest in the method. Three stakeholders have strong influence to offer further trainings and support the application of the method.

Our stakeholders are predominantly VET providers, followed by NGOs, a public authority, the professional umbrella organisation and a youth/student union.

DATE	INTERVIEW PARTNER / INSTITUTION	TOPIC / ACTIVITY & OUTCOMES
30-11-2016	Karl Andrew Müllner NKS – Koordinierungsstelle für den NQR Österreich www.qualifikationsregister.at	Information on the current status of <ul style="list-style-type: none"> • EQR and ECVET Implementation • NQR Implementation • and further steps for Qualifikationsregister <p>Karl Andrew Müllner got a first overview of the project and we will keep in touch with him regarding our planned validation process.</p>
13-01-2017	Margit Kerschbaumer (MK) BFI Tirol	MK is acquainted with the Method Symbol work, as BFI Tirol offered already one 2-day workshop on the method, which was joined by a number of BFI trainers. BFI Tirol has a Symbol work case Further interest in the method BFI Tirol will probably join the multiplier event

17-01-2017	<p>Mag. Alexandra Eigentler (AE) - Coach Media & Vertrieb</p> <p>http://www.via-produktionsschule.at</p>	<p>AE knows about Symbol work because she is also a therapist and is acquainted with psychodrama.</p> <p>In Viaproduktionsschule the coaches are not working with Symbol work and she is also not aware of such methods in counselling.</p> <p>Buddy systems are used in different situations: a) if a new youngster joins the programme, his/her introduction is supported by a buddy. b) in job application situations or other tasks buddy system is also used (one youngster who is more proficient in writing or presenting helps a peer, whose ability in this field is not so strong).</p>
17-01-2017	<p>ARBAS Arbeitsassistenten Tirol</p> <p>Fachbereichsleitung Jugendcoaching</p>	<p>We wait for feedback and will add the result in the dissemination documents.</p>
17-01-2017	<p>Personal Interview with Klaudia Binna (KB) , Managing Director and vocational counselor of VEREIN MULTIKULTURELL</p>	<p>KB is a professional Counsellor. She is very interested in the method, which is unknown to her. She works with photos (of different vocations), with some kind of symbols printed on laminated paper (flatware). This is meant to visualize one's vision of further career development at the end of the counselling process. A "credo" is searched to summarize the process.</p> <p>--</p> <p>Network: KB is interested in the method, interested to borrow the symbol case and offers help to advertise the multiplier event.</p>



<p>More interviews planned:</p>	<ul style="list-style-type: none"> ▪ VHS ▪ KAOS ▪ Innovia ▪ FAAL ▪ Ibis acam – Kompetenzencheck Tirol ▪ Netzwerk Bildungs- und Berufsberatung, Haus der Begegnung IBK ▪ Netz 	<p>We will report on the outcomes of further interviews via the project Dissemination Tools.</p>
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The above list shows our outcomes of the first interviews and field research as of January 2017. We will document all further information on relevant Stakeholders in our dissemination documents.



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