

Results Work Package 3

Management Tools & New Practices

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Languages

English

Content

Summary and Introduction

Additional Result: Analysis of Economic Development, Demography,
Education and Labour Markets in the Baltic Sea Region Countries

Additional Result: SME Conditions and Qualification Needs

Result 3.1: Best Practices of Workplace Innovations

Best Practices: Analysis

Best Practices: Country implementation conditions

Best Practices: Successful implementation

Result 3.2: Creating SME Prototypes for Workplace Innovations

Result 3.3: New methods and tools for SMEs on Workplace Innovation

Summary and Introduction

For SMEs in the Baltic Sea Region to remain competitive in the long term, it is necessary to increase their innovation capacity and reduce the gap between qualification requirements and demands. For this reason, the Knowledge Alliance "Human Resources and Organizational Development", consisting of eleven partners from four countries, relies on increased cooperation between universities and companies in order to realize education and innovation promotion. To reach as many SMEs as possible, chambers strengthen the partnership between universities and companies.

Human capital is the most important resource for strengthening innovation and productivity. Hence, the project focuses on the comprehensive promotion of Workplace Innovations. While there is great need for further development in this area in the countries south of the Baltic Sea, Workplace Innovations are already more advanced in the Scandinavian countries. Therefore, the project involves countries from both regions.

The alliance, which will be extended to 68 partners from 13 countries and permanently continued, focuses on cooperation in two areas. First, the development, testing, and implementation of SME-specific methods, instruments, and projects through R&D work at universities, that create workplace innovations in areas such as employee recruitment, motivation and digitization, a more innovative working environment and more efficient use of human capital. Second, the strengthening of awareness and competences in this new area of innovation promotion for small and medium-sized enterprises in the Baltic Sea Region through qualifications. The project will develop and implement:

- a) three comprehensive continuing education programs: "Digitization & Human Capital", "Employees on the way to Co-entrepreneurs" and "Innovation Processes".
- b) a dual bachelor's degree course: "Human Resources and Business Administration".

All products and further results will be transferred to 68 actors from 13 countries.

The work to develop the output of Work Package 3 "Management Tools & New Practices" was carried out entirely as planned in the project application.

The three results listed in the proposal

- Best Practices Workplace Innovations
- SME prototypes
- New methods and instruments

were created as planned. Additional results are shown below

- Analysis of Economic Development, Demography, Education and Labour Markets,
- SME Conditions and Qualification Needs.

Baltic Sea Academy e.V.

Analysis of Economic Development, Demography, Education and Labour Markets in the Baltic Sea Region Countries

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Development

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Executive Summary

The following report aims at giving a comprehensive overview of the demographics, economy as well as labour and educational markets of the Baltic Sea region as a whole and of the individual countries. While a clear divide between the countries North and South of the Baltic Sea can be seen with regards to economic indicators, this does not uphold with regard to softer factors, i.e. work life conditions.

All countries are suffering from an ageing and declining society. Therefore, special attention needs to be paid to attracting and retaining skilled workers, especially in bottleneck occupations in manufacturing, construction as well as health and social care. This can be done by attracting migrants and refugees as well as making the workplace more attractive through Workplace Innovations.

With regards to the educational system, the different cultures and achievements provide an excellent basis for learning from and with one another. The focus here should lie on general and vocational education.

The report is structured as follows:

First, the region is introduced by mapping out its demography. Second, macro-economic conditions are elaborated on. Third, the labour market is analysed, detailing employment and unemployment rates according to various indicators. This is followed by a section on human resources and organisational development, suggesting aspects to consider when supporting businesses in implementing Workplace Innovations. Lastly, the individual educational markets are described, followed by an outlook for future developments.

Introduction

The word *region* is defined as “an area, especially part of a country or the world having definable characteristics but not always fixed boundaries”¹. The Baltic Sea region (BSR) is particularly unique. While the Baltic Sea is the pivotal point defining much of the region’s characteristics and challenges, the countries are also extremely different. Geographically, they are divided between Northern, Western and Central/Eastern Europe, historically, they have been shaped by the East-West divide after the second world war. Nevertheless, given their proximity to the Baltic Sea, they have much in common.

The EU has acknowledged this by issuing the very first macro-regional strategy, the EU Baltic Sea Region Strategy in 2009. As most countries boarding the Baltic Sea were by then EU member states, it can well be considered the EU’s inland sea. The challenges, such as saving the sea, i.e. ensuring clear water, rich and healthy wildlife as well as clean and safe shipping, and the opportunities for a prosperous region through cooperation measures to increase innovation, deepen the single market by improving transportation systems, connecting energy markets and fighting trans-border crime together, make the region very distinct from other parts of the world. Therefore, “BSR integration is best understood as the way that European integration has been translated into this region, further deepening and leveraging access to the rest of Europe and the markets that the EU provides”²

Over the past 25 years, this region has become a densely integrated, e.g. in the areas of trade, investment, labour mobility, transport and energy infrastructure as well as research collaboration. Furthermore, it demonstrates a broad landscape of robust cross-border organisations and collaborative efforts. Nevertheless, “companies do not look at the Baltic Sea Region as one integrated market in terms of their strategies. For most of them, the region remains a group of individually small markets within the EU, each with its different dynamics, rivals, and often even regulatory rules”³.

Keeping this in mind, the lack of comprehensive regional data collection is surprising. Therefore, as part of the Erasmus+ funded project “Knowledge Alliance: Human Resources and Organizational Development” (2018 – 2021), an analysis of the region’s demography, economy, and labour as well as education market has been conducted. The majority of the data is taken from the Eurostat database of the European Union. When needed additional sources, such as the OECD database have been consulted as well.

About the project

For SMEs in the Baltic Sea Region to remain competitive in the long term, it is necessary to increase their innovation capacity and reduce the gap between qualification requirements and demands. For this reason, the Knowledge Alliance “Human Resources and Organizational Development”, consisting of eleven partners from four countries, relies on increased cooperation between universities and companies in order to realize education and innovation promotion. To reach as many SMEs as possible, chambers strengthen the partnership between universities and companies.

Human capital is the most important resource for strengthening innovation and productivity. Hence, the project focuses on the comprehensive promotion of Workplace Innovations. While there is great need for further development in this area in the countries south of the Baltic Sea, Workplace Innovations are already more advanced in the Scandinavian countries. Therefore, the project involves countries from both regions.

The alliance, which will be extended to 68 partners from 13 countries and permanently continued, focuses on cooperation in two areas. First, the development, testing, and implementation of SME-specific

¹ Oxford Dictionary

² Skilling, David (2018). *The Baltic Sea Economies: Progress and Priorities*. Copenhagen: Baltic Development Forum, p.10.

³ Ibid., p.11

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methods, instruments, and projects through R&D work at universities, that create workplace innovations in areas such as employee recruitment, motivation and digitization, a more innovative working environment and more efficient use of human capital. Second, the strengthening of awareness and competences in this new area of innovation promotion for small and medium-sized enterprises in the Baltic Sea Region through qualifications. The project will develop and implement:

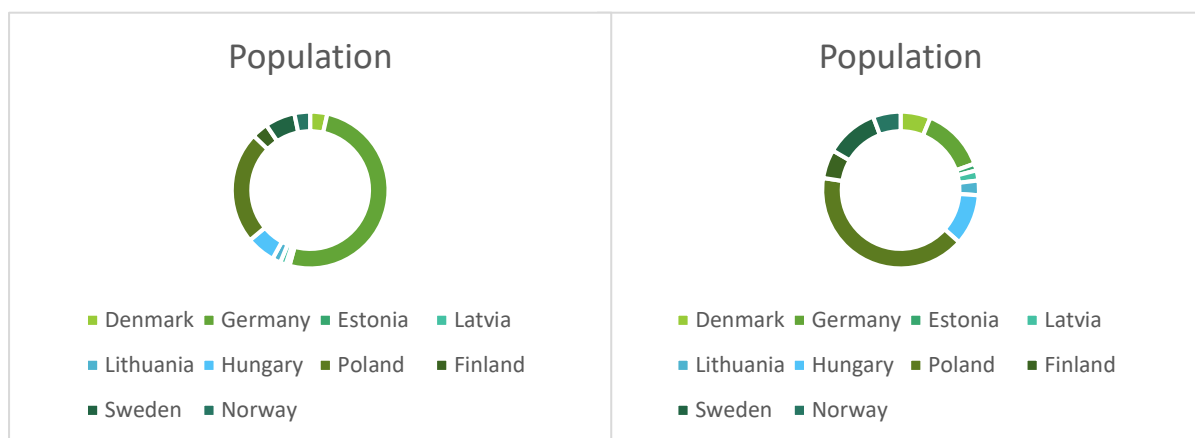
- a) three comprehensive continuing education programs: "Digitization & Cooperation", "Employees & Co-entrepreneurs" and "Innovation Processes".
- b) a dual bachelor's degree course: "Corporate Management 4.0"

All products and further results will be transferred to 68 actors in 13 countries for implementation.

Mapping the Baltic Sea Region

Demography

In 2018, there were approximately 153,6 (163,4) million people living in the entire BSR (including Germany as a whole). If Germany is counted as a whole it is by far the largest country in the region. If, however only the northern German *Bundesländer* are included the picture looks much different, Poland being the largest country with almost 38 thousand inhabitants, followed by Germany with only 12 thousand and Sweden close by with 10 thousand. The projections made by Eurostat for 2030 indicate a slight decrease in all BSR country, with the exception of the Nordic countries, Finland, Sweden, Norway and Denmark, which results in a slight increase in the overall population of the region by 3 million.

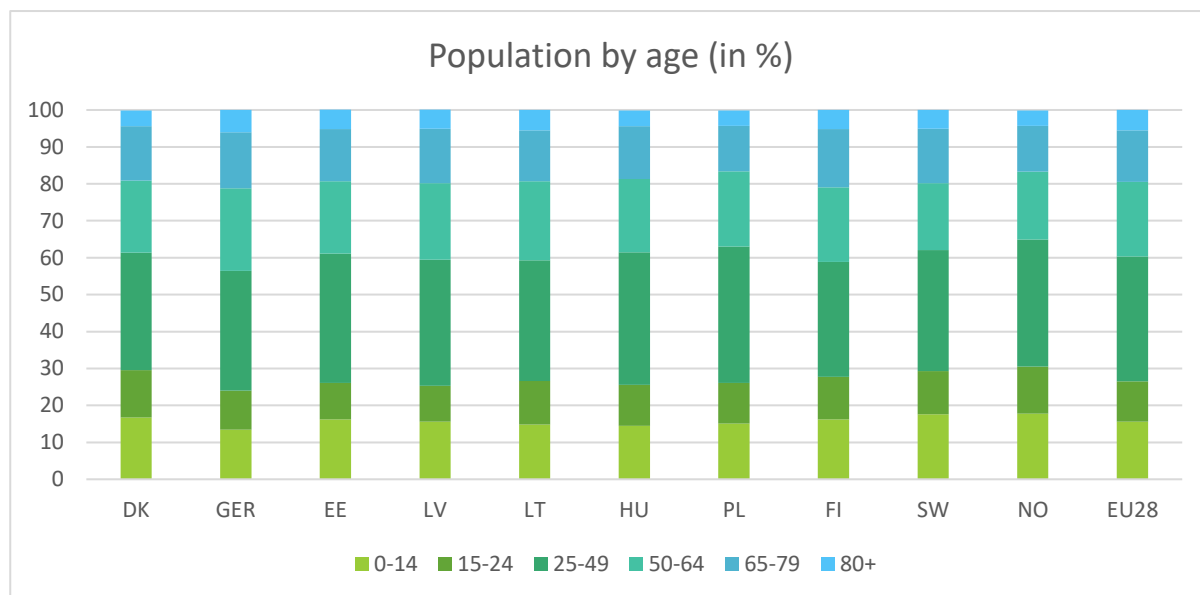


Source: Eurostat, 2018, own calculations

The following graph is showing the different BSR countries age structure in 2017. The relatively large two portions of the population aged 25 to 49 and 50 to 64, already foreshadows what is forecasted by the many statistical offices in the EU. Like in the rest of the EU, the population of the Baltic Sea region is aging significantly. Increased life expectancy is caused by multiple reasons for example through improved socioeconomic and environmental conditions, changes in working conditions, jobs, lifestyles, or simply better medical treatment and care. Especially, in Poland the increase in median age is drastic, increasing from 39,6 years to 50,4 years in just 65 years (see graph 7). The lowest increase is most likely to occur in Sweden, where the median age only increases by 2,3 years, from 40,9 years in 2015 to 43,2 years in 2080. According to this forecast, Sweden will then also be the youngest country in the region, followed by

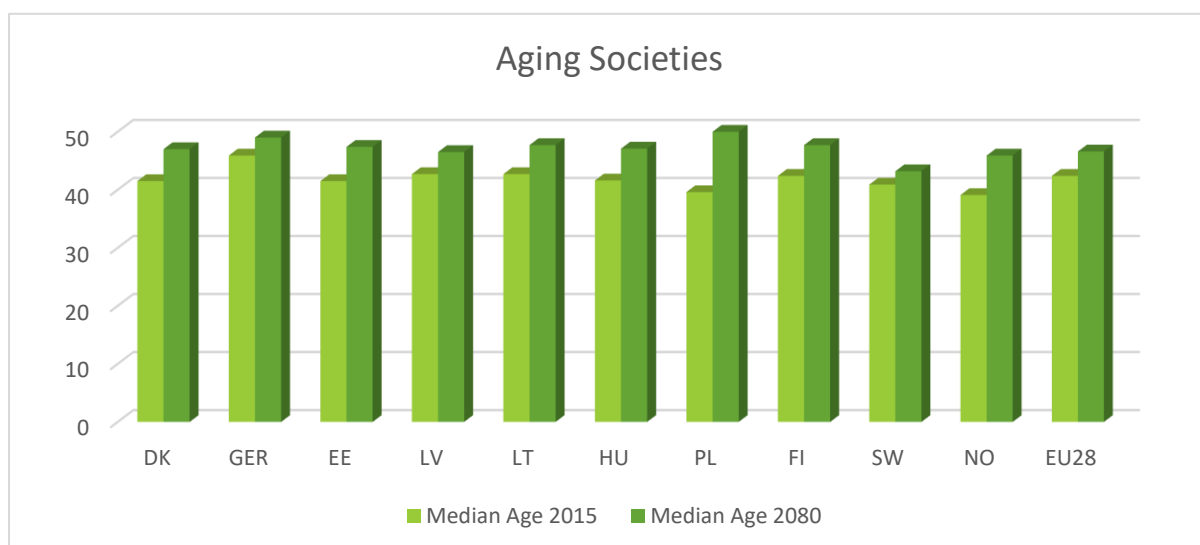
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Norway, who has been the youngest country in the region in 2015 (39,1 years to 45,9 years) and Latvia (46,5 years).



Source: Eurostat, 2017

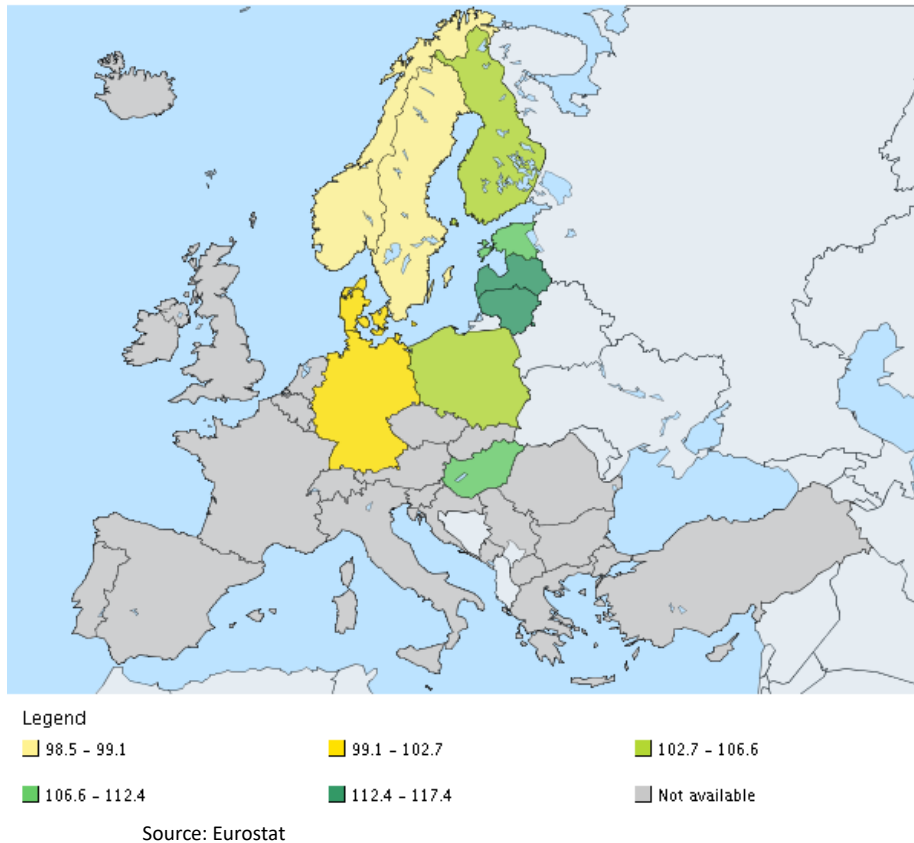
Overall life expectancy in the BSR (79,5 [79,2] years) is slightly under the EU average of 80,9 years. This also applies to the average life expectancy of men and women, where the EU average is 78,3 years and 83,5 years respectively for the EU, and 76,3 (75,9) years and 82,7 (82,4) years respectively for the BSR. Overall, women have a higher life expectancy than men in all BSR countries, ranging from 3,3 years to 9,9 years difference. Considering that the reasons for prolonged life expectancy mostly have to do with a country's wealth, this data comes to no surprise. The smallest differences occurring in the Nordic and Western countries, while the Baltic States have the largest differences of almost 10 years in life expectancy between the genders.



Source: Eurostat, 2017, own calculations

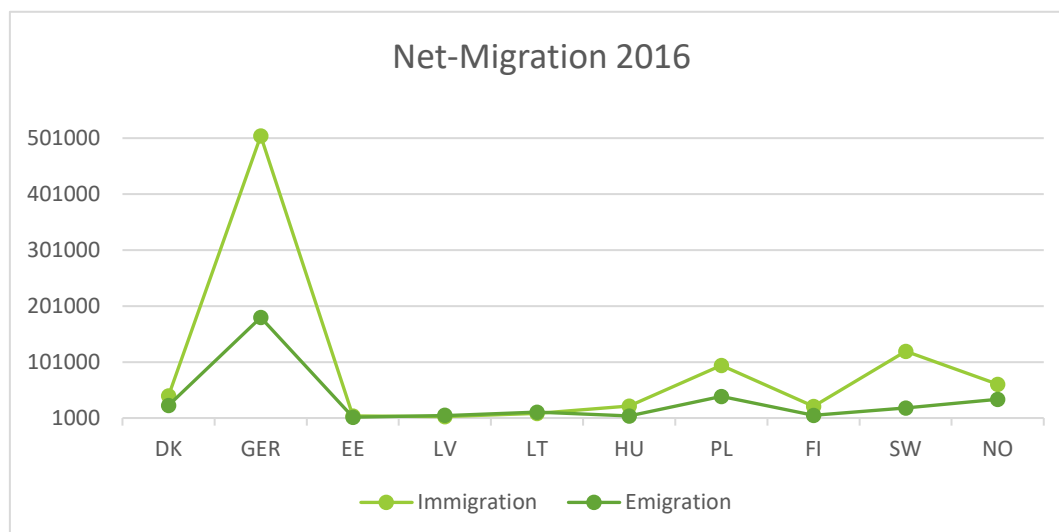
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As a result of the higher life expectancy, there are more women in all BSR countries than there are men. In line with the diverging rate, this phenomenon is more pronounced in the Baltic States and Poland. The following graphic shows the number of women per 100 men in 2018.



Migration

Considering the effect aging societies have on the labour market, i.e. increase scarcity of skilled workforce, and the pension system, i.e. disequilibrium of people paying into the pension fund and people living off the it, all countries increasingly depend on migration. With the exception of Latvia and Lithuania, all BSR countries have positive net-migration, i.e. more immigration than emigration, the front-runners being Germany (surplus of 324.382 people) and Sweden (surplus of 100.866 people)



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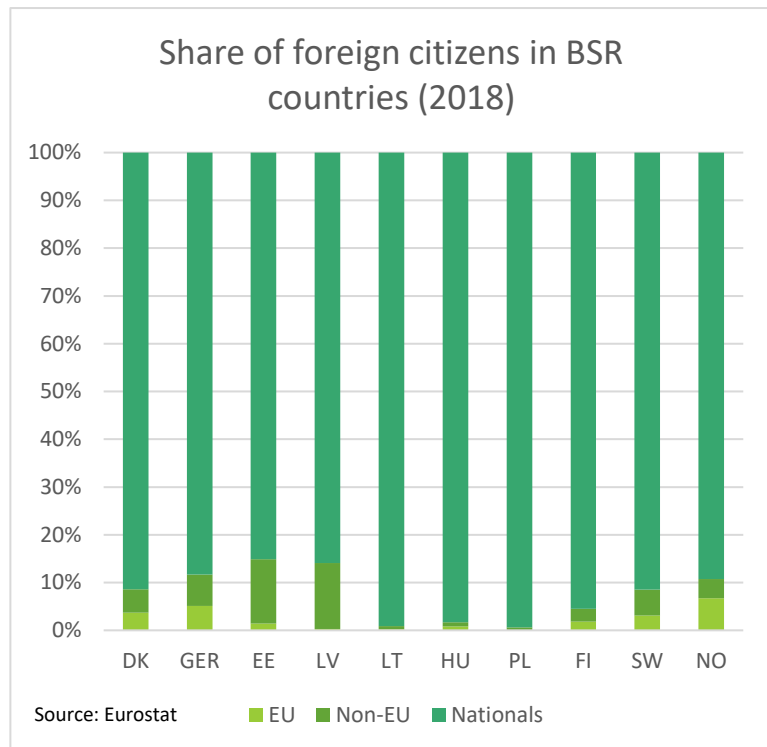
However, as net-migration is working with absolute numbers, it is not a reliable indicator for the number of foreigners in a country. Even though, Germany has by far the largest number of immigrants, taking into account the total size of the population, Estonia and Latvia have a significantly higher share of foreign citizens, with 14,95% and 14,09% respectively. The country with the lowest share of foreign citizen being Lithuania (0,97%). In all BSR countries, except for Norway, and Hungary, the share of citizens of other EU countries is below the share of non-EU country citizens.

The country of origin⁴ that is present the most is Poland, followed by Syria, Russia and Ukraine⁵, and third in line being Romania, Germany and Recognised non-citizens (former USSR citizens now living in Estonia, Latvia and Lithuania without taking on the respective national citizenship). This ranking however

changes, when absolute numbers are taken into account instead of the frequency of appearances in most foreign nationalities. In absolute numbers the largest group of immigrants in Europe is Turkish, with 1.359.000 people living in only two countries, i.e. Germany and Denmark. The second largest group is Polish, approximately in accordance with their ranking in frequency, with 9,6 thousand Polish migrants living in 5 BSR countries, i.e. Denmark, Germany, Lithuania, Sweden, and Norway. The Polish community is closely followed by the Syrian community of migrants, i.e. 8,5 thousand people living in four BSR countries (Denmark, Germany, Sweden, and Norway). These numbers are another way of showing that most migrants, in terms of absolute numbers, are living in the countries north and west of the Baltic Sea as all of the largest groups of immigrants are present in them.

With regards to EU-nationals living in other EU countries (in the Baltic Sea region) the Polish migrant community is the largest, followed by Romania and Italy. The largest groups of non-EU foreign nationals residing in the BSR are Turkey, Syria, and Russia.⁶

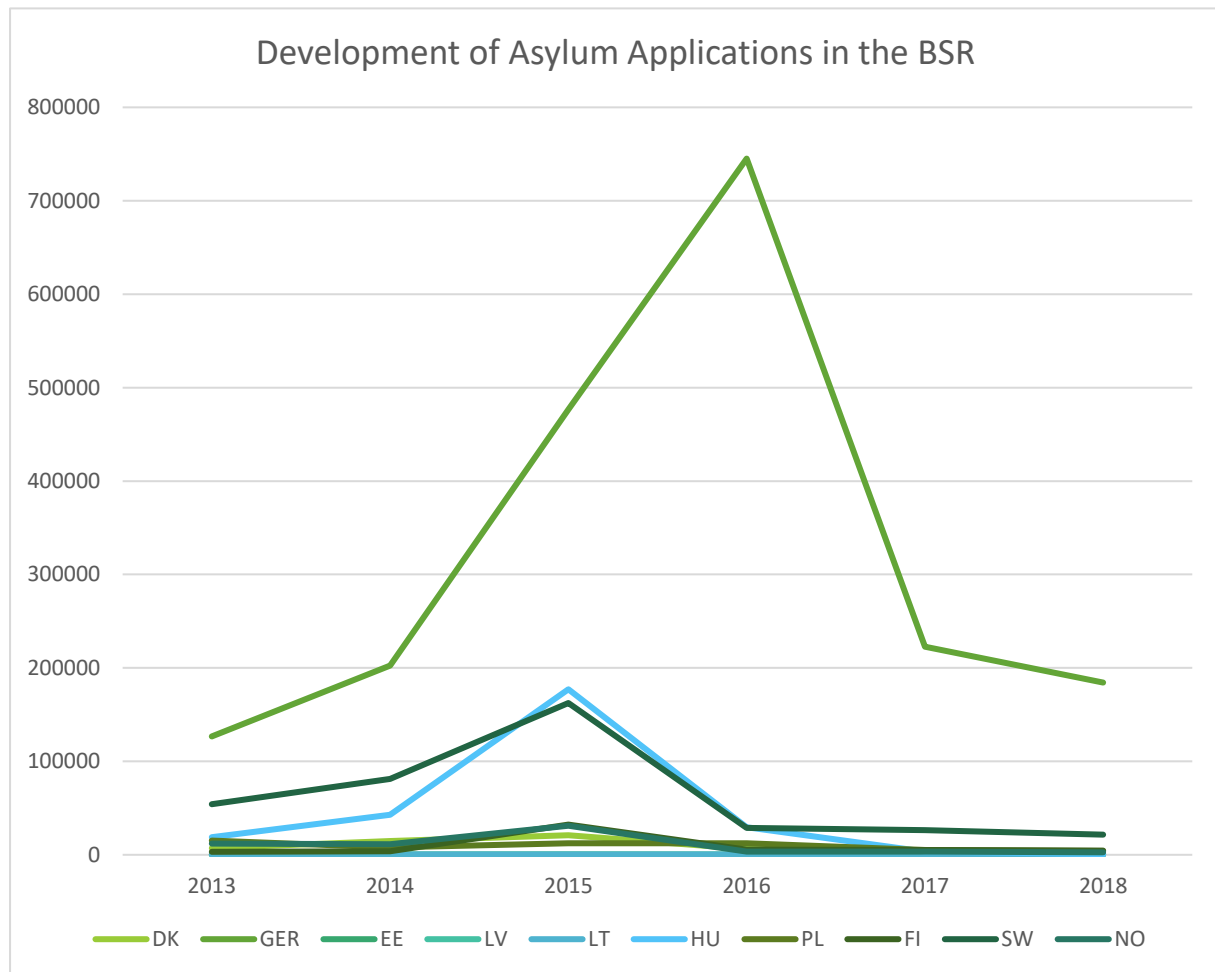
Lastly, the number of asylum applicants has also declined dramatically after the large influx of refugees coming to Europe in summer of 2015. The total number of asylum applicants has dropped to its 2013 level or below in all BSR countries, with the exception of Germany (increase of approx. 52.000 applications compared to 2013) and Lithuania (increase of 135 applications to 2013). The increases in the years 2014 – 2016 have been tremendous, almost doubling each year in the Northern and Western BSR countries as well as Hungary. The largest communities of asylum applicants come from Syria, Iraq, Iran and Turkey, all with more than 10.000 applicants in 2018. Russia follows on rank five, however with merely approximately 2000 applications.



⁴ No data available for Poland as reporting country.

⁵ Ukraine, Romania, and Germany would all move one rank down if Hungary is excluded from the analysis.

⁶ These rankings remain the same if Hungary is excluded from the analysis.



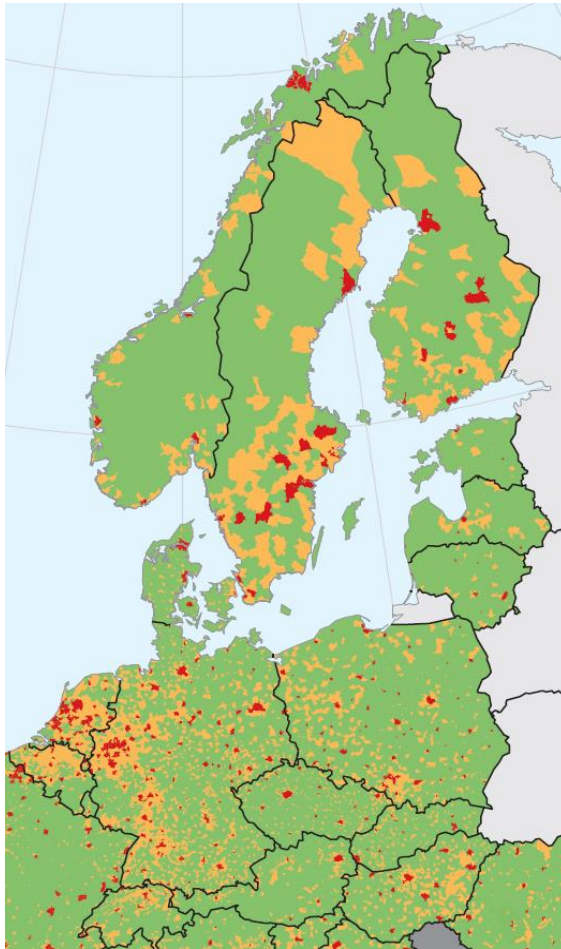
Source: Eurostat

Urbanisation

In comparison to Western Europe (e.g. Benelux countries or South-Western Europe), the Baltic Sea region is relatively sparsely populated, with an average of 204,5 (195) inhabitants per km². However, considering the range of 1397,18, from the lowest density in Norway (16,9) to the highest density in Germany (1414,08), the median of 31 (38,4) paints a much more accurate picture of the overall density of the region. According to the World Bank World Development Indicators urban population growth in the BSR is between -1.2% in Lithuania and 1.7% in Sweden.

As can already be seen in the graph presented below, the number of metropolitan areas differs greatly between the regions. The EU defines a metropolitan area as an area “where at least 50 % of the population lives inside a functional urban area (FUA) that is composed of at least 250 000 inhabitants”. Whereas Estonia and Latvia only have their capital cities, Tallinn and Riga, as metropolitan areas, Poland can account for a total of 19 cities.

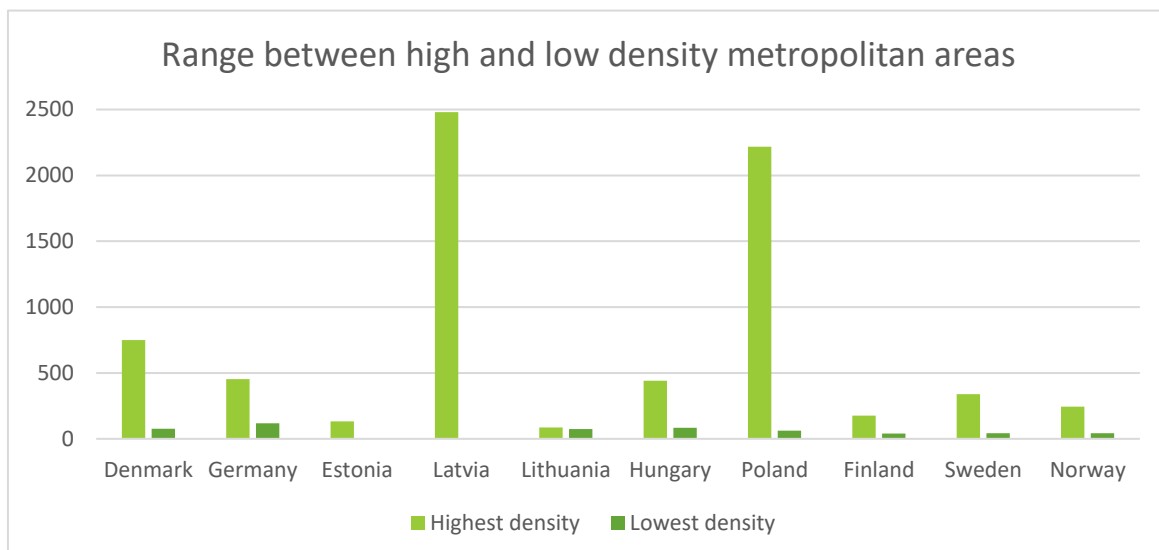
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- Cities (Densely populated areas: at least 50% of the urban population lives in urban centres)
- Towns and suburbs (Intermediate density areas: less than 50% of the population lives in rural grid cells and less than 50% of the population lives in urban centres)
- Rural areas (Thinly populated areas: more than 50% of the population lives in rural grid cells)

Source: Eurostat – GISCO, 05/2016, based on population grid from 2011 and LAU 2014

It is interesting to see that, for example, Poland has the highest number of metropolitan areas but also some of the densest, whereas Latvia has only one metropolitan area and it is by far the densest of the entire region. In contrast, Estonia, having only one metropolitan area as well, which is more on the lower side of the density spectrum. Therefore, for the density of metropolitan areas no correlation can be seen with regards to location, i.e. north or south of the Baltic Sea, or number of such areas in the country.



Source: Eurostat, 2016

Macroeconomic Conditions and Trade

The average real Gross domestic Product (GDP) (chain-linked volumes 2010) in the BSR in 2018 ranged from 2.974.293,2 million Euro in Germany to 19.895,6 million Euro in Estonia, averaging at 535.519,05 (494.136,64) million Euro. The Baltic countries, Estonia, Latvia, and Lithuania clearly at the lower end of the scale, Hungary, Denmark, and Finland in the lower mid-section, followed by Poland, Sweden, and Norway in the upper mid-section and Germany by far the country with the highest GDP. GDP, as the best known and central measure of national accounts, summarises a country's economic position. However, for better comparison, it should be divided by the total population of a country. By doing that, it also serves as a proxy measure for analysing living standards across countries. With an average real GDP p.c. of 30.711,1 (29.670) Euro, the BSR is slightly above the EU28 real GDP p.c. of 30.000 Euro. Comparing the BSR countries a clear divide between the Eastern and Western countries of the region can be made, where the Western countries are all above the region's and the EU-wide average, and the Eastern countries between 7.000 and 10.000 Euros below it. A similar picture is drawn, when looking at the Gross National Income (GNI) per capita. Overall, the BSR is only slightly below the EU28 average. However, the clear divide between Eastern and Western BSR countries with regards to the GDP p.c. is also apparent regarding the GNI p.c.

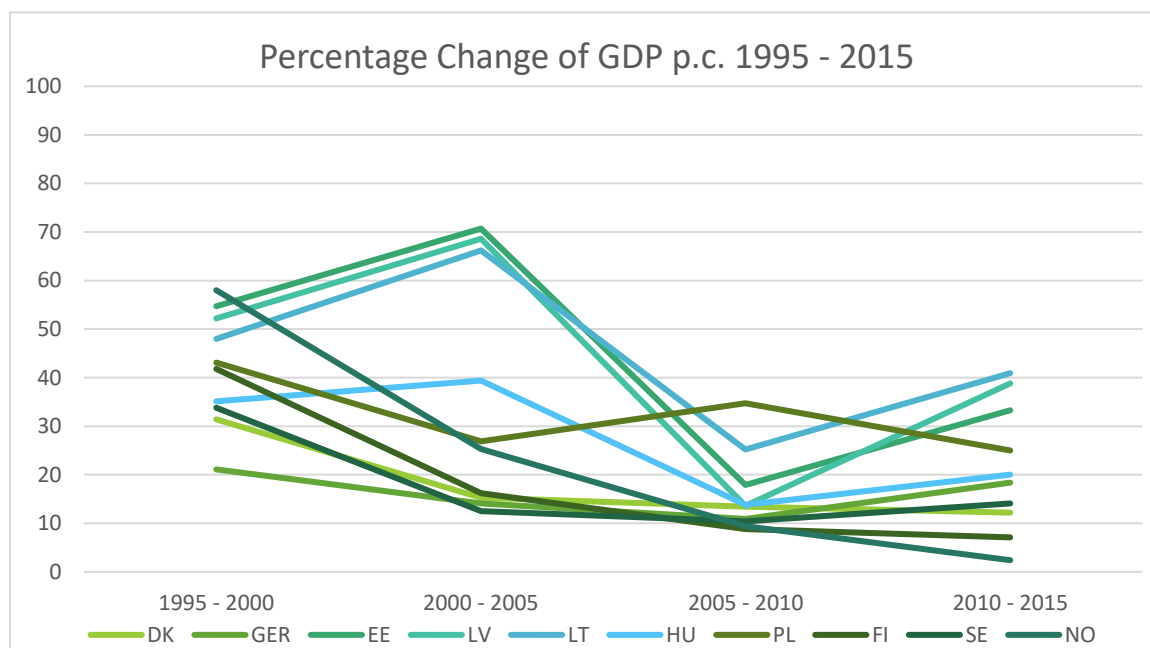
Country	GDP p.c. (2017; current prices, purchasing power standard per capita)	GNI p.c. (2017; current prices, purchasing power standard per capita)
<i>EU28</i>	30.000	29.983
<i>BSR</i>	30.711,1 (29.670)	29.121,9 (28.079,3)
<i>Denmark</i>	38.400	38.865
<i>Germany</i>	37.100	37.808
<i>Estonia</i>	23.600	23.275
<i>Latvia</i>	20.000	20.128
<i>Lithuania</i>	23.500	22.672
<i>Hungary</i>	20.300	19.739
<i>Poland</i>	20.900	20.107
<i>Finland</i>	32.700	33.145
<i>Sweden</i>	36.300	36.975
<i>Norway</i>	43.900	:

Source: Eurostat

In long-term perspective, catching-up processes are very much apparent, especially in the three Baltic countries, with percentage increases in GDP p.c. between 2000 and 2005 of almost 70%. However, these countries were also hit much more drastically by the economic crisis 2008/2009, with a drop of more than 50 percentage points in Estonia and Latvia, and 41 points in Lithuania.

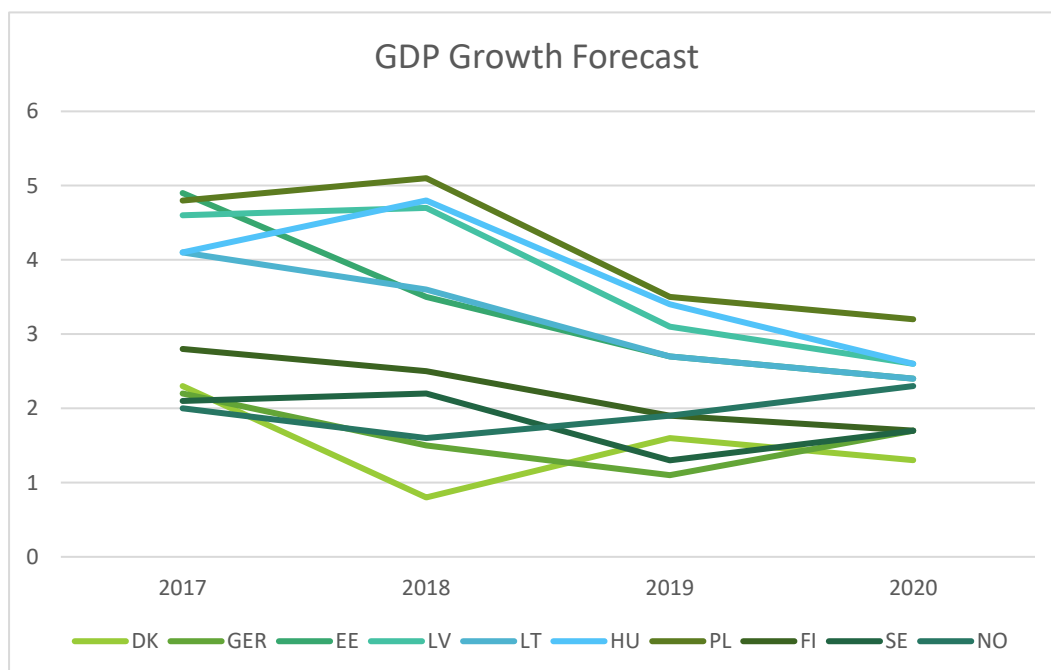
This convergence of GDP per capita is mainly caused by growth driven by labour productivity which can be traced back to a number of factors. First of all, there is on-going investment in innovation from the countries north of the Baltic Sea to the countries to the South of the Baltic Sea, especially between Finland and Estonia. Second, after the end of the Cold War and the fall of the Communist regimes, the Baltic states and Poland absorbed many new technologies and business practices leading to great leaps in terms of growth. Third, the smaller economies of the Eastern BSR countries benefit from general global growth and globalisation by integrating their economies into larger international markets. Lastly, especially through EU initiatives, the entire region is much more integration. However, in times where economic protectionism and nationalism are on the rise and catch-up gains from new technologies and business practices will not be as high anymore due to overall convergence, the growth gap is starting to narrow.

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Source: Eurostat

The Winter 2019 forecast by the European Commission (and OECD for Norway), predict slower growth in all BSR countries except for Germany, Sweden and Norway in 2020, for most countries continuing a downward trend starting in 2017. For the majority of BSR countries domestic demand remains the main driver behind economic growth and due to increased tensions between major international trading partner, this is not likely to change any time soon. The countries relying more on agricultural exports such as the Baltic countries and Denmark, have also been negatively affected by bad harvest caused by intense weather conditions.



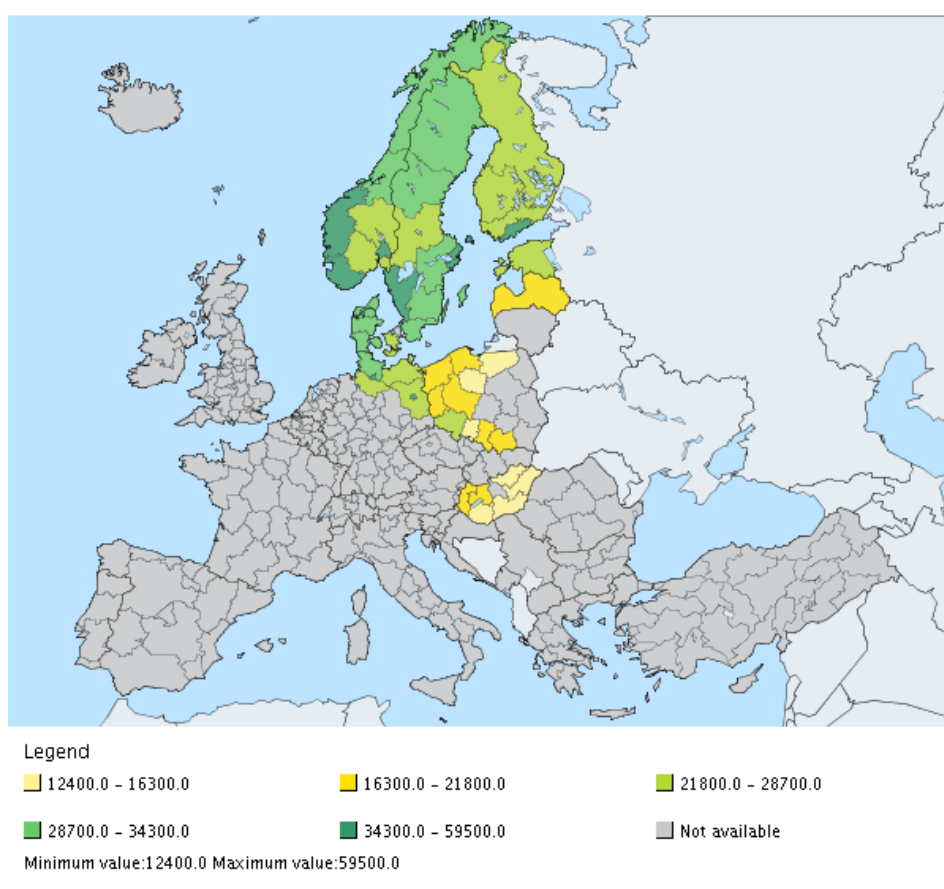
Source: Eurostat & OECD

Nevertheless, all BSR countries are export nations, i.e. exporting more goods and services than they are importing. Germany and Denmark are the front runners with export to import ratio of 1.17 and 1.11 in 2018 respectively. Latvia and Finland are the only outliers with slightly more imports, both with a ratio of 0,99. According to the EU Commission Winter 2019 forecast, this is caused by two opposing factors. While

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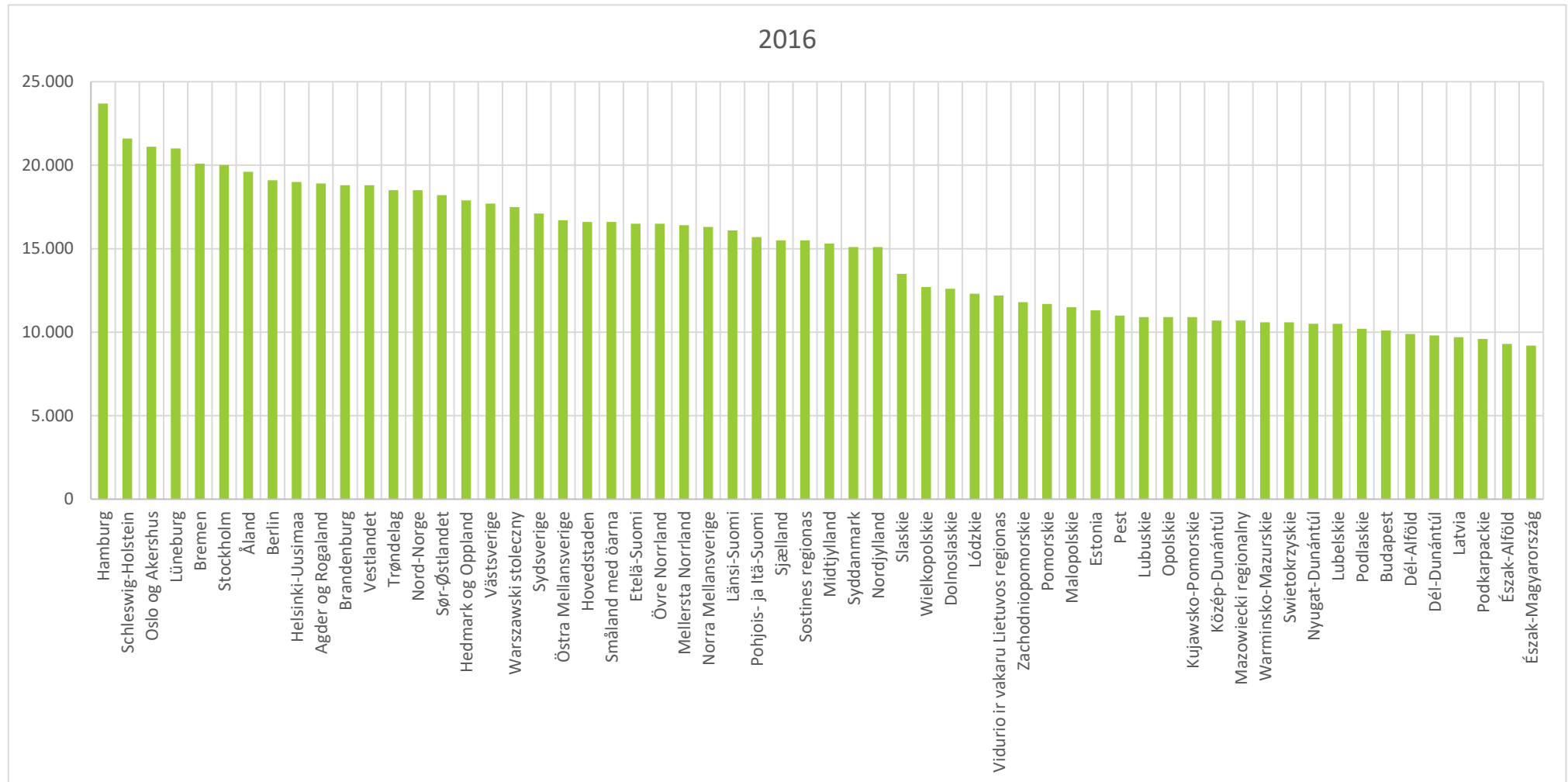
in Latvia export growth is slowed due to weaker external demand and declining road transport and financial services, Finland records a boost in import demand as a result of a fast-growing economy which in turn leads to improved labour market conditions and increased disposable incomes for household, strengthening domestic demand.

GDP per inhabitant measured in PPS in 2017 is relatively even distributed. The NUTS level 2 regions are more or less in line with overall GDP in the country – bigger cities and/or capital cities generally having a higher GDP per inhabitant than rural regions. However, again the divide between the Eastern and Western BSR countries can be seen with the exception for Estonia, having a similar level of GDP per inhabitant as Germany, Finland or parts in Norway and Sweden. Unfortunately, data for Lithuania and parts of Poland are missing.



Source: Eurostat

Disposable income per household in NUTS 2 region (measured in PPS) is distributed similarly to GDP per inhabitant with the exception for Estonia and Warsaw. In this sense, the richest region is Hamburg in Northern Germany with 23.700€ p.a., the poorest region on the other hand being Észak-Magyarország in Hungary with less than half of the income (9.200€ p.a.). Generally, the different regions in the individual countries are not too far apart, except for Poland. In Poland Warsaw, the region with the highest disposable income per household in the mid-section of the upper half of the spectrum, whereas the rest of Poland and the other Easter BSR countries are all in the lower half of it. The range in Poland being 7.900€ (Warsaw: 17.500 – Podkarpacki: 9.600).

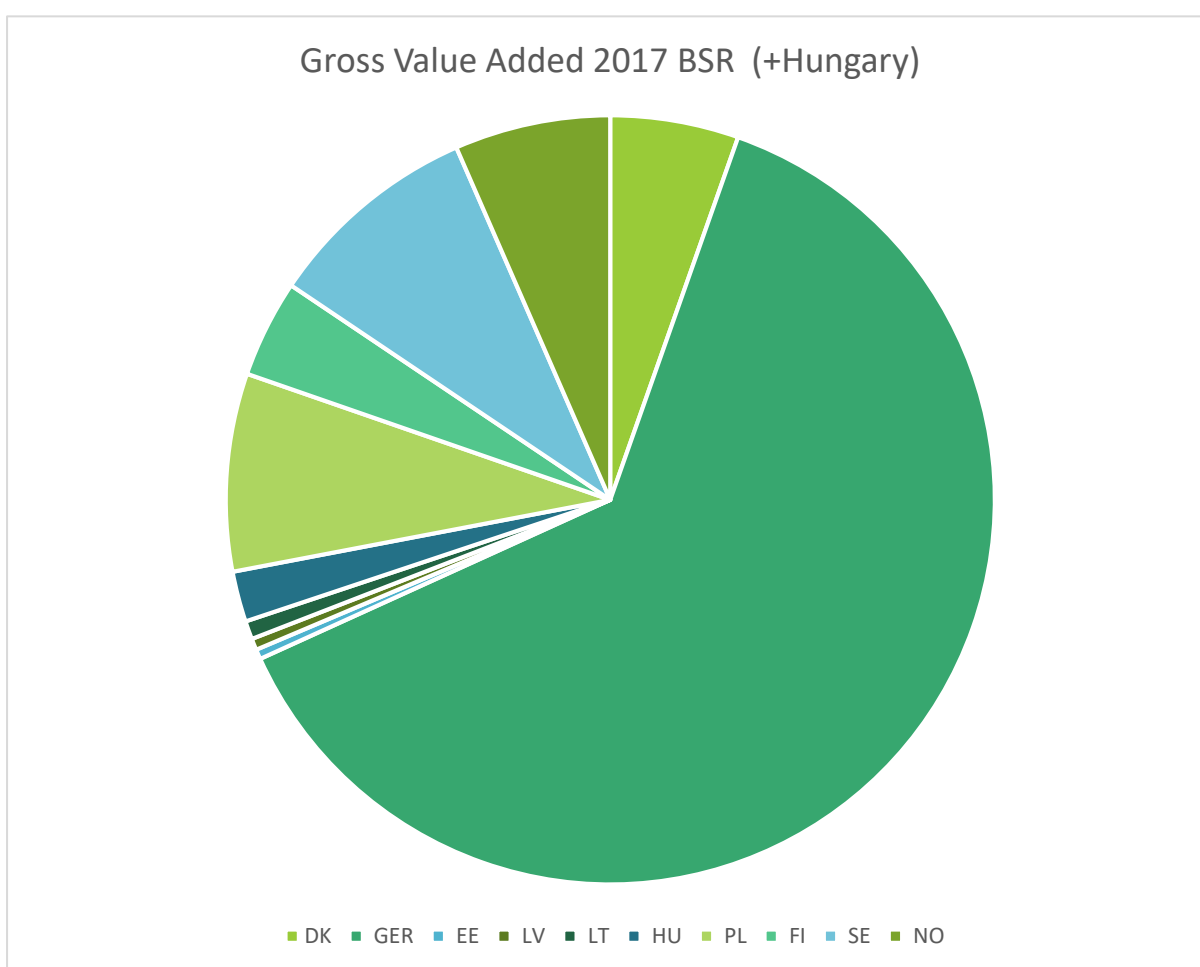


Source: Eurostat

Gross Value Added

Gross Value Added (GVA) is an indicator measuring economic output. On the one hand, it provides information on the productivity of the overall economy of a country in comparison to other countries. Additionally, it also provides inside into the relative strengths of the different economic sectors within the domestic economy. Lastly, GVA divided by population size shows a country's or region's labour productivity. GVA at basic prices is defined as output at basic prices (goods and services bought by the final consumer) reduced by intermediate consumption (inputs bought and used by producers to produce the final product) at purchaser prices.

The GVA of the BSR (+ Hungary) makes up 1/3 of the total EU28 GVA. Though, Germany alone already contributes 21%. The table below shows the distribution of GVA in 2017 in the BSR: Germany dominating the region with 65% of the GVA, the three Baltic countries with approximately 2% barely making a significant contribution, and Poland, Sweden as well as Norway jointly contributing about 1/4.



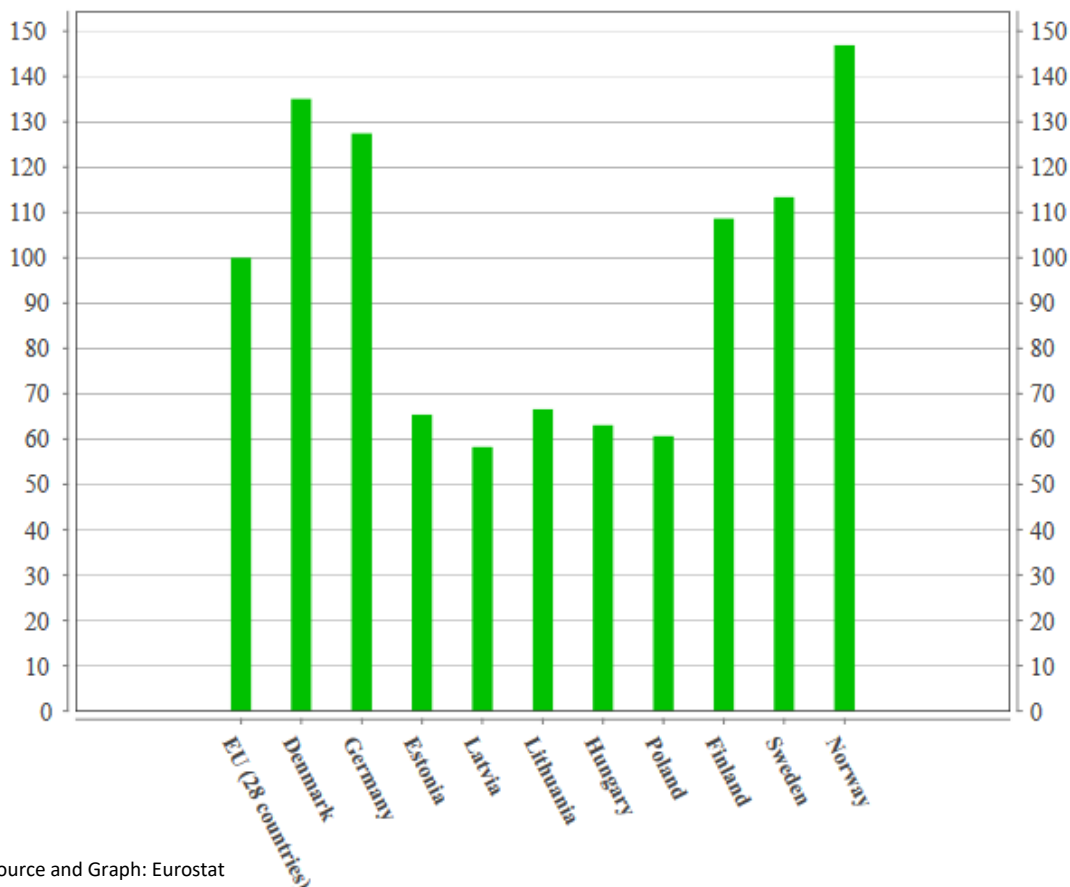
Source: Eurostat

As with most economic indicators, it is advisable to put them into relation to the number of inhabitants of the geographic area in question, since it is only natural that a country with the size of Estonia has a significantly lower gross value added than a country with the size of Germany. GVA divided by the number of people employed in a country reflects the country's labour productivity. However, this does not differentiate between full-time and part-time positions. Therefore, it is more appropriate to relate the GVA to the number of hours worked. High levels of labour productivity can be linked to an efficient use of labour or can be caused by a mix of activities of the domestic economy, since all sectors have a different

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need for labour input, i.e. the business sector and financial services need relatively little labour input in comparison to the agriculture sector.

The following graph shows the nominal labour productivity per hour worked in 2017 in the BSR countries (+ Hungary) and the EU28. Once again, a clear divide between the Eastern and Western BSR countries can be seen. The key resource of the European economy is its human capital, i.e. knowledge, skills, and motivation of staff. In order to strengthen the regions innovation capacity and productivity to remain competitive in the long run, this resource has to be nurtured. Especially, the Eastern countries of the Baltic Sea region need to put more emphasis on strategic human resource management and workplace innovations. This can help to close the productivity gap to their Western neighbours and ensures long-run competitiveness of the region as a



Source and Graph: Eurostat

Economic Sectors

In order to get a better overview of the economic structure of the different BSR countries, a closer look is paid to the gross value added of the individual economic sectors. An economy can be divided into four sectors: primary, secondary, tertiary and quaternary. The primary sector includes any economic activity involving the extraction and collection of raw material, i.e. agriculture, mining, forestry etc. The secondary sector is comprised of activities producing tangible goods, whereas activities in the tertiary sector provide intangible goods, i.e. services. The quaternary sector is relatively new to economic theory and is basically a sub-section of the tertiary sector. Activities in this sector are all part of the so-called knowledge economy, i.e. knowledge- and information-based services such as consultation, IT, communication etc.

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The EU's own classification system (NACE) is very detailed. For clarity reasons, the main categories were therefore grouped together in the four economic sectors plus public administration as follows:

Primary Sector	Secondary Sector	Tertiary Sector	Quaternary Sector
Agriculture, forestry, fishing	Electricity, gas, steam and air conditioning supply	Repair of computers and personal and household goods	Information and communication
Mining and quarrying	Water supply; sewerage, waste management and remediation activities	Wholesale and retail trade, transport, accommodation and food service activities	Financial and insurance activities
	Construction	Real estate activities	Education
	Manufacturing	Administrative and support service activities	Professional, scientific and technical activities
		Human health and social work activities	Arts, entertainment and recreation
		Other (personal) service activities	
		Activities of membership organisations	
		Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use	

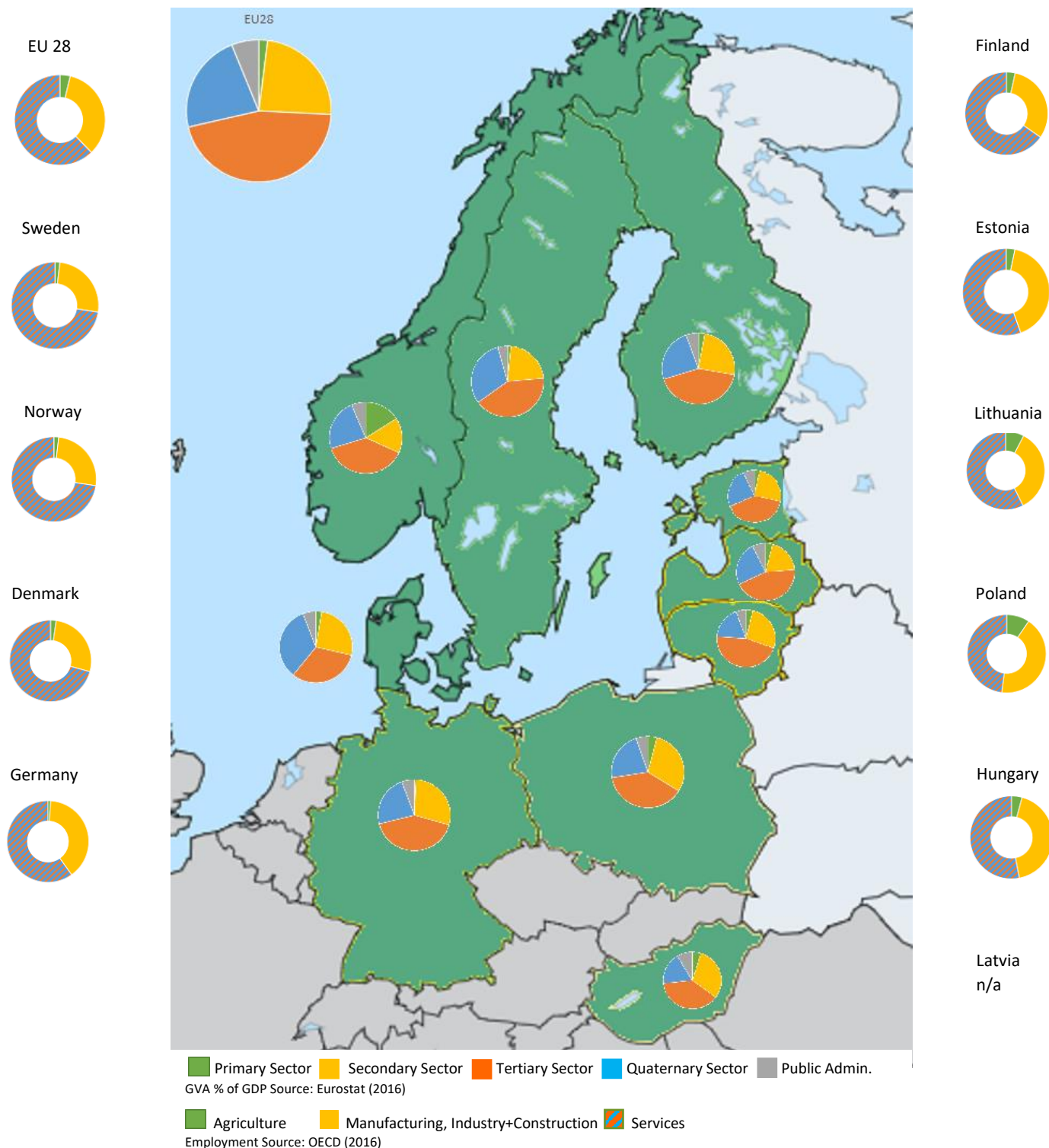
The map below shows the distribution of gross value added in 2016 (last complete data set) of the four different economic sectors and public administration to the national economies in each of the BSR countries. In line with the three-sector model developed by Allan Fisher, Colin Clark and Jean Fourastié⁷ that foresees the main economic activity shifting from the primary through the secondary to the tertiary sector according to a country's state of overall development, the main activities in all BSR countries are in the 3rd and 4th sector. Compared to the EU28 average, especially the Eastern BSR countries as well as Norway have a stronger primary sector though. In Norway this is caused by the large fishing industry, while Poland, Lithuania, and Hungary have an especially large agriculture industry and Estonia and Latvia are more forestry heavy.

The circles outside of the map show the employment numbers per sector. These numbers, however, are not available as detailed as the GVA data and there are not data for Latvia at all. Therefore, they only show the primary, secondary and tertiary sector (which includes the quaternary sector) and no public administration. The sectors with the highest GVA may not always have the most people working in them. As mentioned before, for example, the primary sector is very labour intensive however does not add

⁷ Developed by the authors in their works between 1935 – 1949; for more information visit <http://www.economicport.com/concepts-all/three-sector-model.html>

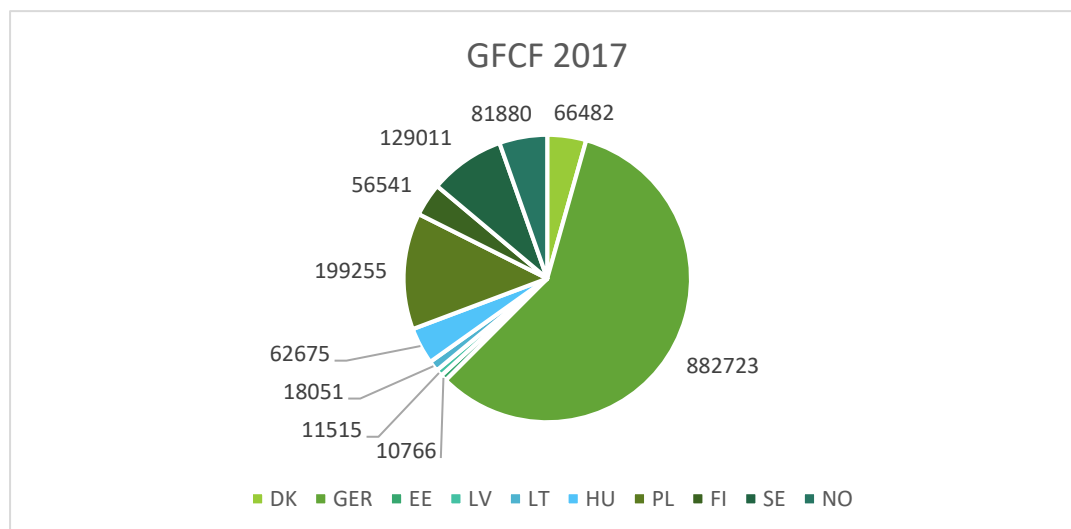
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much value to the overall economy, especially when compared to sectors like the financial sector. This is for example the case in Poland or Lithuania, where the number of people working in the primary sector is significantly higher than the gross value added by this sector. The opposite is the case in Norway, where a very large portion of GVA is attribute to the primary sector, however only very few people work in it. This could be explained by the large fishing industry in Norway that needs fewer human resources to create values, as fish is still a relatively expensive commodity. Overall, it can be seen that in countries with a larger primary sector, the tertiary sector is also smaller, i.e. the Western BSR countries have employ around ¾ of their population in the service sector, while in the Eastern BSR countries it is only about half.



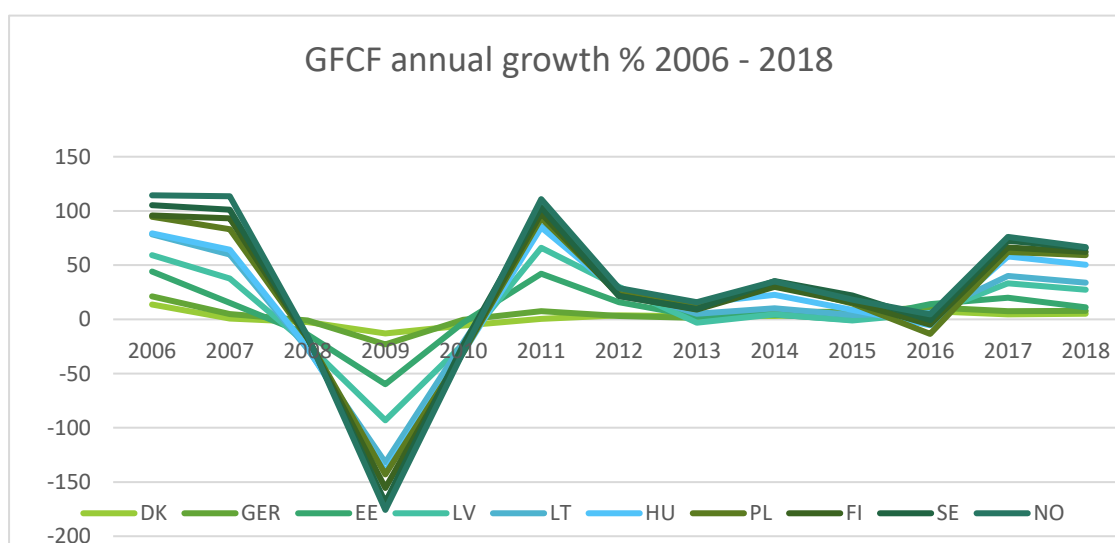
Investment

Gross Fixed Capital Formation (GFCF) measures the amount of money residents invest in fixed assets produced as outputs from production processes that are used repeatedly. It is differentiated between household corporate and central government investments. Total GFCF in the Baltic Sea Region in 2017 was US\$ 1.456.224 (1.518.899), i.e. 33% (34,5%) of EU investments.



Source: Eurostat

The (OECD) annual percentage growth of investment shows well how much the different countries of the Baltic Sea region have been affected by the economic crisis 2008 – 2010. Whereas investments in Denmark and Germany have remained relatively stable over the course of the 12 years depicted in the graph, all other countries have experienced very volatile levels of investments with the absolute low point in 2009 during the world economic crisis, a large increase in 2011 after recovery from said crisis and another significant decrease in 2016 which they quickly recovered from in 2017. With the overall economic performance of the EU still being rather depressed, especially the small open economies of the BSR suffer from negative market conditions of trade partners and overall uncertainty in the world economic system.⁸

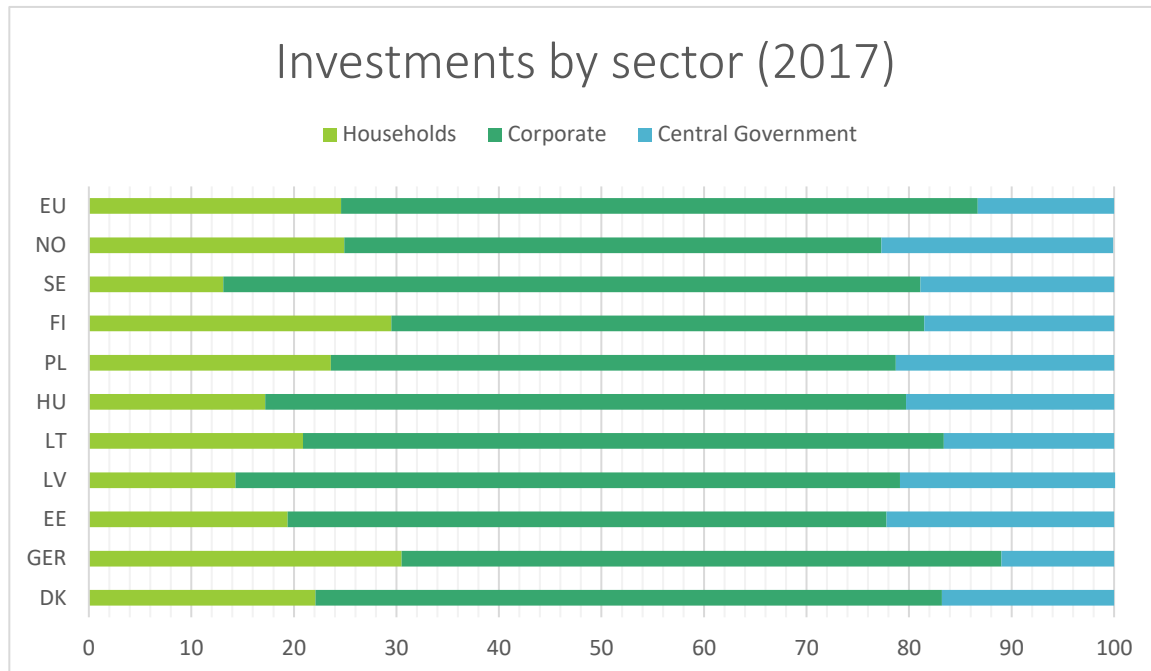


Source: OECD

⁸ Durán, Jorge (2019) FDI & Investment Uncertainty in the Baltics. European Economy Economic Brief 043. European Commission, https://ec.europa.eu/info/sites/info/files/economy-finance/eb043_en.pdf.

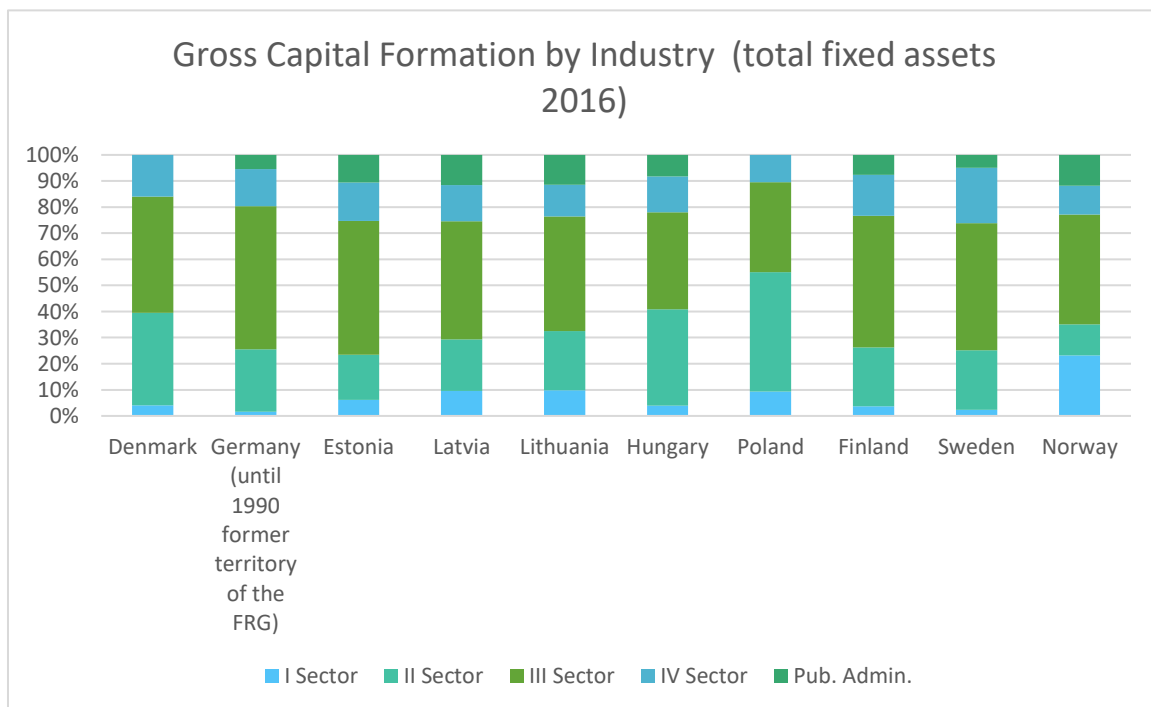
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Investments by sector (OECD) are relatively equal between the countries of the BSR with corporate investment lying between 52% (Norway and Finland) and 68% (Sweden) of overall investment, central government investment between 11% (Germany) and 23% (Norway), and household investment between 13% (Sweden) and 30,5% (Germany).



Source: OECD

Not surprisingly, investments in the different industries (same NACE classification as with GVA) are similarly distributed as GVA. These numbers are to be taken with caution however, as for Denmark and Poland much data is missing.



Source: Eurostat

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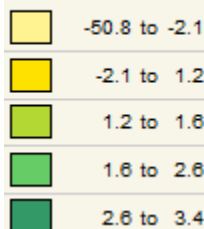
Investments do not just occur within a country. An important part of a country's economy is foreign direct investment coming into the country by foreign investors but also flowing out of the country to other countries. The annual FDI flow in % of the GDP (picture on the left) shows that Denmark, Germany, Poland, Lithuania, and Estonia have a positive FDI flow, i.e. more inflow than outflow, whereas Finland, Sweden, Norway, Latvia, and Hungary have a negative flow.

The right picture shows the intensity of FDI which is a measure for integration in the international market - Estonia leading the way in the BSR, Finland and Hungary being the least integrated countries which is in line with their overall low FDI flow in general. Of the inwards flows of FDI, about 1/3 comes from countries within the region, i.e. investments from the richer Nordic countries into the poorer Baltic countries and Poland⁹

FDI flow annual % of GDP (2018)



Legend

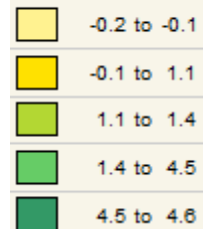


Source and Graph: Eurostat

FDI flow annual % of GDP (2018)



Legend



Source and Graph: Eurostat

⁹ Skilling, David (2018). *The Baltic Sea Economies: Progress and Priorities*. Copenhagen: Baltic Development Forum.

Labour Market Development

Employment¹⁰

Employment Rate by Regions

Employment and other labour market-related issues are at the heart of the social and political debate in the EU. Paid employment is crucial for ensuring sufficient living standards and it provides the necessary base for people to achieve their personal goals and aspirations. Moreover, employment contributes to economic performance, quality of life and social inclusion, making it one of the cornerstones of socioeconomic development and well-being¹¹.

The EU's labour force is shrinking as a result of demographic changes that have led to a greater share of older people than younger people in the population. Because of these changes, a smaller number of workers are now supporting a growing number of dependent people, putting the sustainability of Europe's social model, welfare systems, economic growth and public finances at risk¹².

To face the challenges of an ageing population and rising global competition, the EU needs to make full use of its labour potential. The Europe 2020 strategy, through its 'inclusive growth' priority, places a strong emphasis on job creation. One of its five headline targets address employment, with the aim of raising the employment rate of 20 to 64-year olds to 75 % by 2020¹³.

In 2017 the overall employment rate in the EU reached 72.2 %. As a result, the distance to the Europe 2020 employment target of 75 % narrowed to 2.8 percentage points. In 2017 five BSR countries had already met their respective national employment targets¹⁴: Germany, Lithuania, Estonia, Latvia and Sweden. The overall employment rate in the BSR reached 76.8% in 2017 (BSR incl. Hungary – 76.4%) and thus exceeded the EU-28 wide average.

¹⁰ **Employment rates** represent the share of employed persons in the total population in the same age group; they are typically published for the age group 15 to 64 years. The earliest age that a person can leave full-time compulsory education in the EU is 15 and in many Member States this is also the minimum employment age. However, in a majority of Member States it is rare to attain secondary education while working (even part-time). Therefore, most 15 to 19-year olds who are still in education or training are not seeking employment. Students that attain higher levels of education tend to enter the labour market later. As a result, the lower age limit of the Europe 2020 strategy's employment target has been raised to 20 years. The upper age limit for the employment rate is usually set to 64 years, taking into account statutory retirement ages across Europe (European Commission (2012), The 2012 Ageing Report: Economic and budgetary projections for the EU27 Member States (2010–2060), p. 99).

¹¹ European Union (2018): STATISTICAL BOOKS. Smarter, greener, more inclusive? Indicators to support the Europe 2020 strategy. 2018 edition: <https://ec.europa.eu/eurostat/documents/3217494/9087772/KS-02-18-728-EN-N.pdf/3f01e3c4-1c01-4036-bd6a-814dec66c58c> (accessed April 2019), p. 24.

¹² European Union, 2018, p. 24

¹³ Ibid.

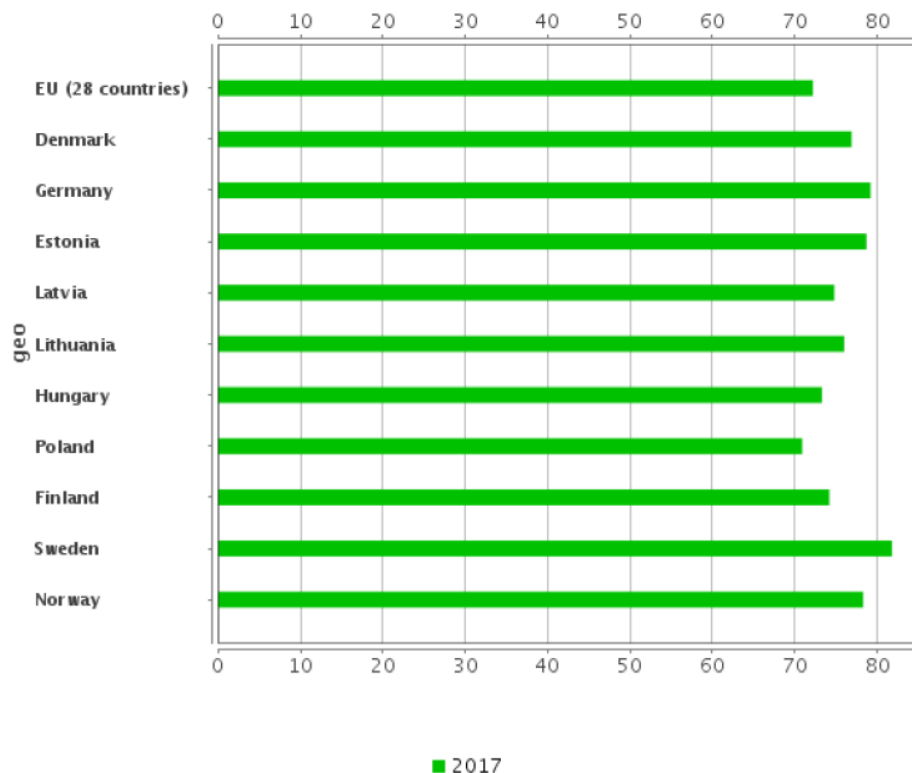
¹⁴ To reflect different national circumstances, the general EU target has been translated into national targets. These range from 62.9 % for Croatia to 80.0 % for Denmark, the Netherlands and Sweden.

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Employment rate by sex, age group 20-64

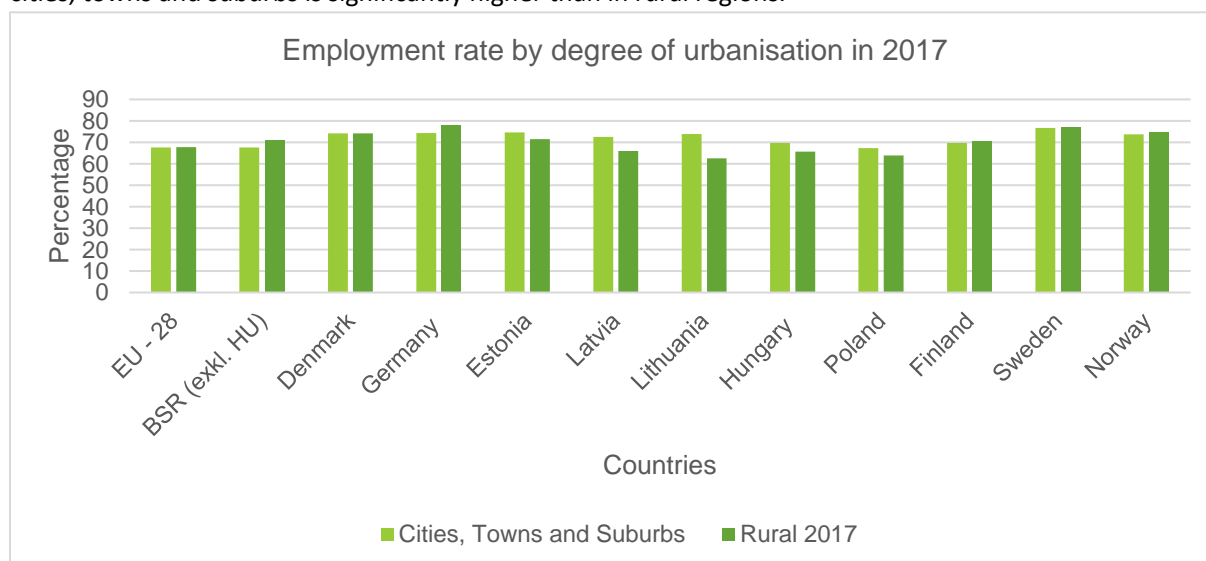
%

Total



Data source: Eurostat

The graph below shows that the highest employment rates in Baltic Sea region were mainly recorded in the rural regions of Germany (78.1%) and Sweden (77.3%). Overall, the employment rate in rural regions is either higher than in cities, towns and suburbs in western BSR countries like Germany, Sweden and Norway, or equally high as it is in Finland and Denmark. The opposite is true in eastern and southern Baltic Sea region countries - Lithuania, Poland, Latvia, Estonia and Hungary, where the employment rate in cities, towns and suburbs is significantly higher than in rural regions.



Data source: Eurostat; own calculation

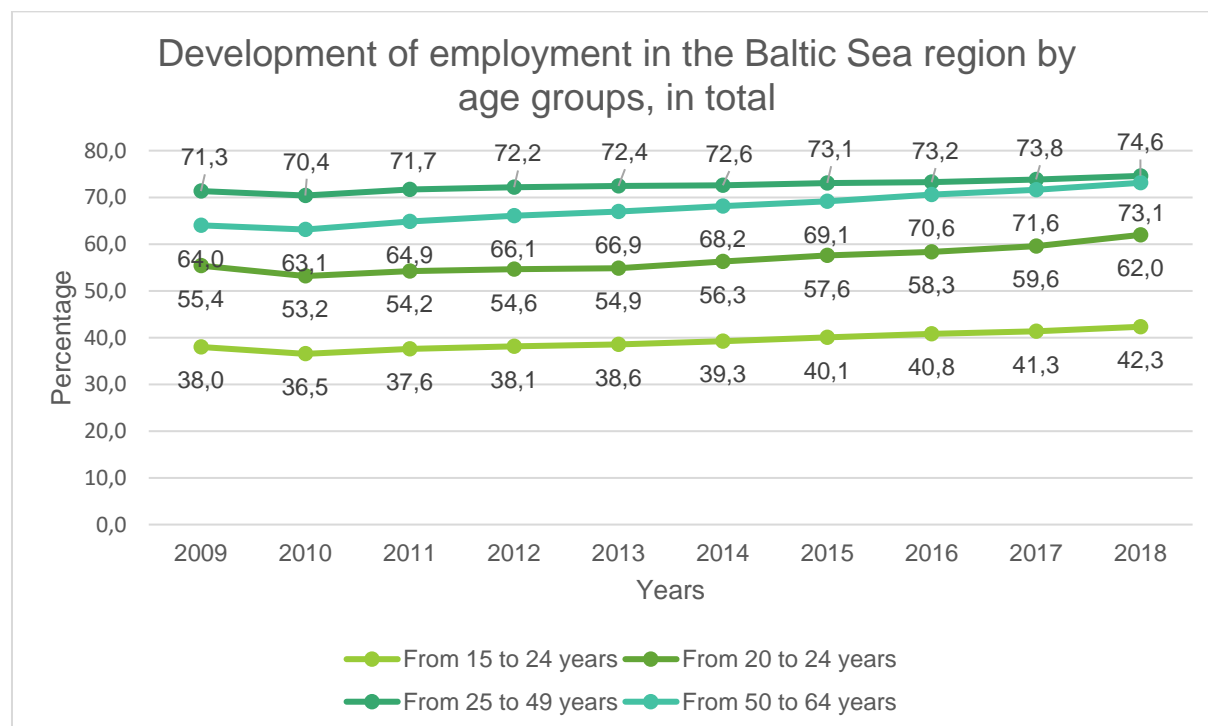
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In 2017, the Finnish region 'Åland' had the highest employment rate in the age group 20 – 64 in the EU, at 88.2 %, followed by 'Stockholm' (Sweden), at 84.2 % and Västsverige at 82.7. Other regions in the BSR that exceeded the high 80% mark of employment rate were: Trøndelag (Norway), all regions in Sweden, except the Sydsverige (78.8%) and Östra Mellansverige (79.9%), Sostines regionas (Lithuania) and Brandenburg (Germany). At the other end of the scale, the lowest rates were observed in Warminsko-Mazurskie region - 65.6% (Poland), Zachodniopomorskie - 67.5% (Poland) and in Dél-Dunántúl region - 67.8% in Hungary.

Employment Rate by Age

In 2018 in BSR, the employment rate of people aged 25-49 years was the highest one in comparison to other age groups. The employment rate for 50 to 64-year olds has converged significantly and is only 1.5 percentage points behind the 25-49 aged.

In contrast, in 2018 significantly lower employment rates were observed among 15-24-year olds - 42.3% and 20-24-year olds - 62% (see graph below), who had at least 10 percentage points less employment than the two older age groups. On the one hand, this significantly lower employment rate is due to the fact that young people and young adults do not pursue regular, full-time employment due to participation in education and training, studies, a free social year, the Bundeswehr, internships, inclusion in international exchange programmes, etc. On the other hand, "this may not only reflect the overall lower activity rates of younger people but may also be due to the generally less secure position of young people in the labour market, which makes youth employment more sensitive to the macro-economic fluctuations than adult employment¹⁵.



Data source: Eurostat; own calculation

BSR: Denmark, Germany, Estonia, Latvia, Lithuania, Poland, Finland, Sweden and Norway

BSR wide employment rate – average number of employment rate in the individual BSR countries

"Overall, the increase in the employment rate of older workers is one of the main drivers of the total rise in employment across the EU. These increases can be linked to structural factors such as cohorts with better educational attainment, especially women, moving up the age pyramid as well as recent pension

¹⁵ European Union 2018, p. 33

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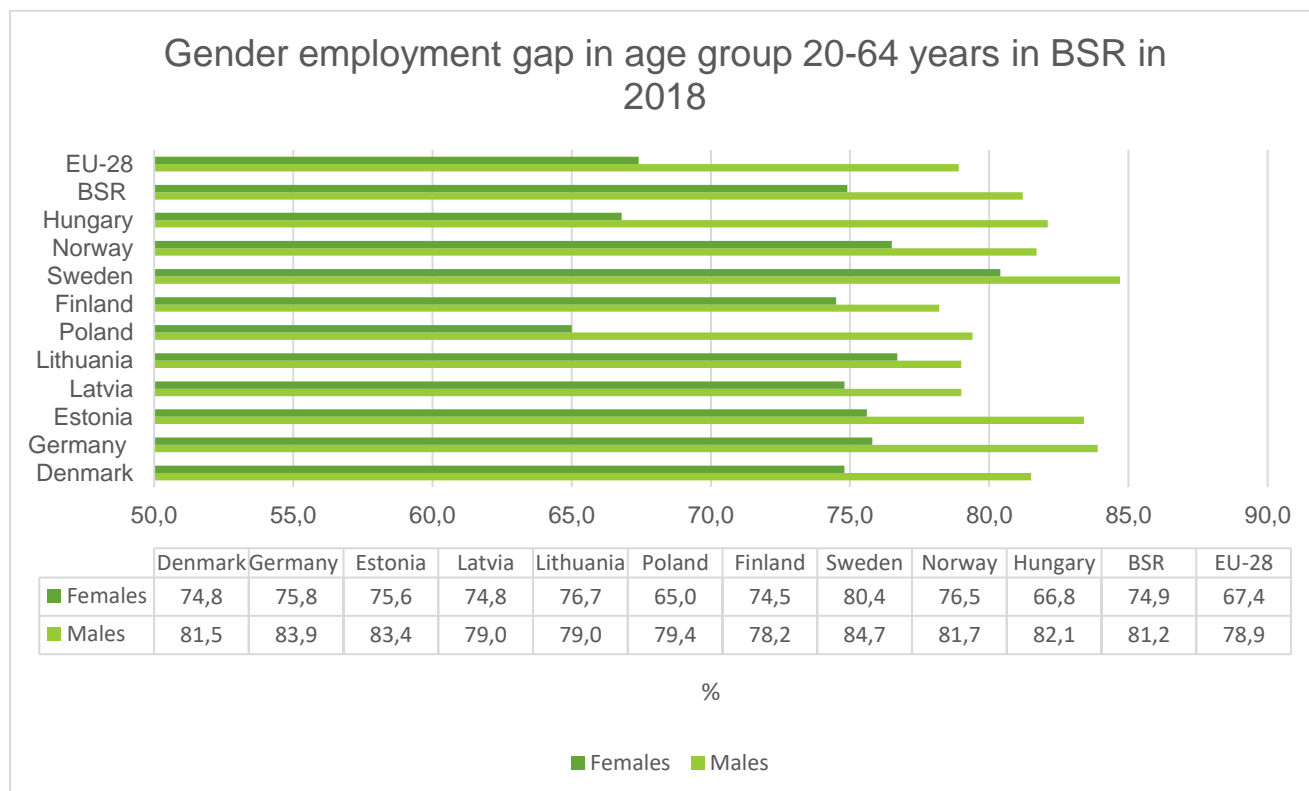
reforms, such as increases in the pensionable age, the age for early retirement and the length of pension contribution. This has led to longer working lives for both women and men¹⁶.

All in all, the employment rates of younger and older people continued to be lower than for the total employment rate in the EU.

Employment Rate by Gender

In the whole European Union, “considerably lower employment rates are observed for women than men. The gender employment gap is the widest for three age groups: 30 to 34, 35 to 39 and 60 to 64. Despite women becoming increasingly well qualified and even outperforming men in terms of educational attainment¹⁷, the activity and employment rates of women remain lower than those for men. However, the gender employment gap — the difference in employment rates between men and women — has been decreasing for all age groups. Overall, for the age group 20 to 64, the gap fell from 17.3 percentage points in 2002 to 11.5 percentage points in 2017. Several structural factors influencing the participation of women in the labour market may account for why they have been catching up with men. These include changes in social values and attitudes, policies enabling women to reconcile paid work with household responsibilities such as childcare provision, flexible working hours, reduction in financial disincentives for women, improved mechanisms to encourage fathers’ parental engagement, and pension reforms. European employment policies promoting new forms of flexibility and security are addressing the specific situation of women to help raise their employment rates in line with the headline target¹⁸.

Developments in the employment rate for men and women are also reflected in the participation of women and men in the labour market in the Baltic Sea region, as the next figure shows.



Data source: Eurostat; own calculation

BSR: Denmark, Germany, Estonia, Latvia, Lithuania, Poland, Finland, Sweden and Norway

¹⁶ Ibid.

¹⁷ see also the ‘Poverty and social exclusion’ chapter, page 103 in the European Union (2018): Smarter, greener, more inclusive? Indicators to support the Europe 2020 strategy.

¹⁸ European Union 2018, p. 34

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In the Baltic Sea region, as elsewhere in Europe, the average employment rate for women is lower than for men, but significantly higher than the EU average.

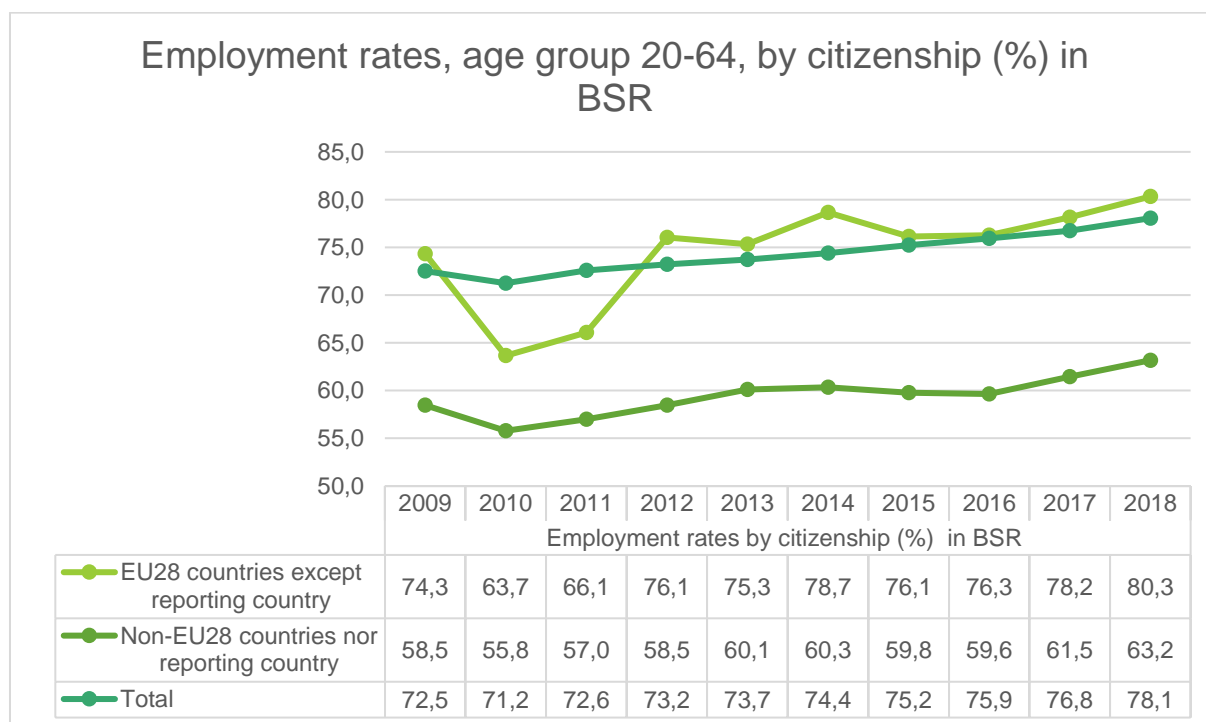
In addition, the average employment rate for both men and women in the Baltic Sea region is higher than the EU-28 average. Poland has the lowest female employment rate with 65 percentage points in the Baltic Sea region, followed closely by Hungary with 66.8%. This is almost 10 percentage points lower than the BSR average.

The differences between men's employment rates across countries and in the EU and the BSR average are smaller, ranging from 78.2% in Finland to 84.7% in Sweden, and in BSR – 81.2% and EU-28 – 78.9%.

Employment Rate by Country of Origin

In the European context “economic migration is becoming increasingly important for the EU’s ability to deal with a shrinking labour force and expected skills shortages. According to current population projections, without net migration the working-age population aged 20 to 64 would shrink by 9 % by 2030 and by 28 % by 2060 compared with 2015 levels. As shown further below, the working-age population is expected to decline even with net migration into the EU, but at slower rates of – 4 % by 2030 and – 13 % by 2060. Country of origin can impact the labour market performance of individuals. Migrant workers from countries outside the EU tend to occupy low-skilled and insecure jobs with temporary contracts and poorer working conditions. Migrants are also among the first to lose their jobs during economic setbacks. Much lower employment rates are consequently reported for this group than for EU citizens”¹⁹ (see figure below).

In 2018 in the BSR, the employment rate of non-EU nationals aged 20 to 64 was 14.9 percentage points below the total employment rate and 17.1 % below the employment rate by EU citizens. Additionally, their employment rate has so far slightly recovered from the setback caused by the economic crisis, with the 2018 rate being slightly higher than the levels recorded before the crisis.



Data source: Eurostat; own calculation

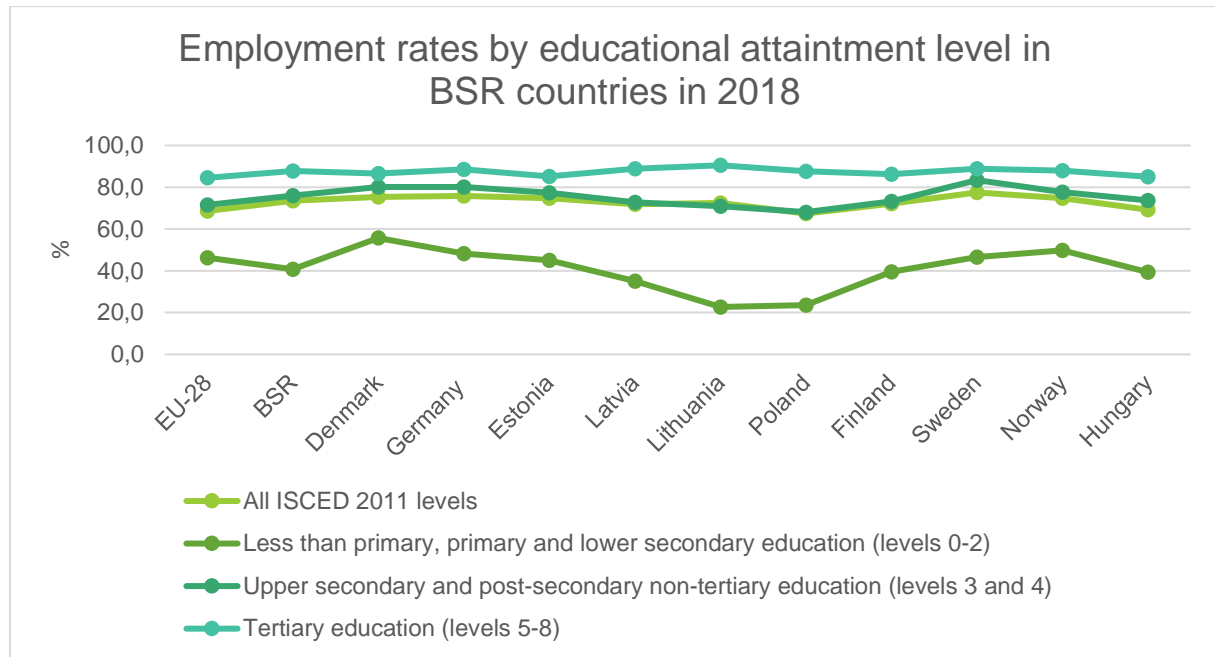
¹⁹ European Union 2018, p. 35-36

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It is interesting to note that the employment rate of EU citizens living in other country in the BSR is higher than total employment rate.

Employment Rate by Educational Level

People with low educational attainment form one of the most disadvantaged groups in the labour market, exhibiting low employment rates as the figure below shows.



Data source: Eurostat; own calculation

BSR: Denmark, Germany, Estonia, Latvia, Lithuania, Poland, Finland, Sweden and Norway

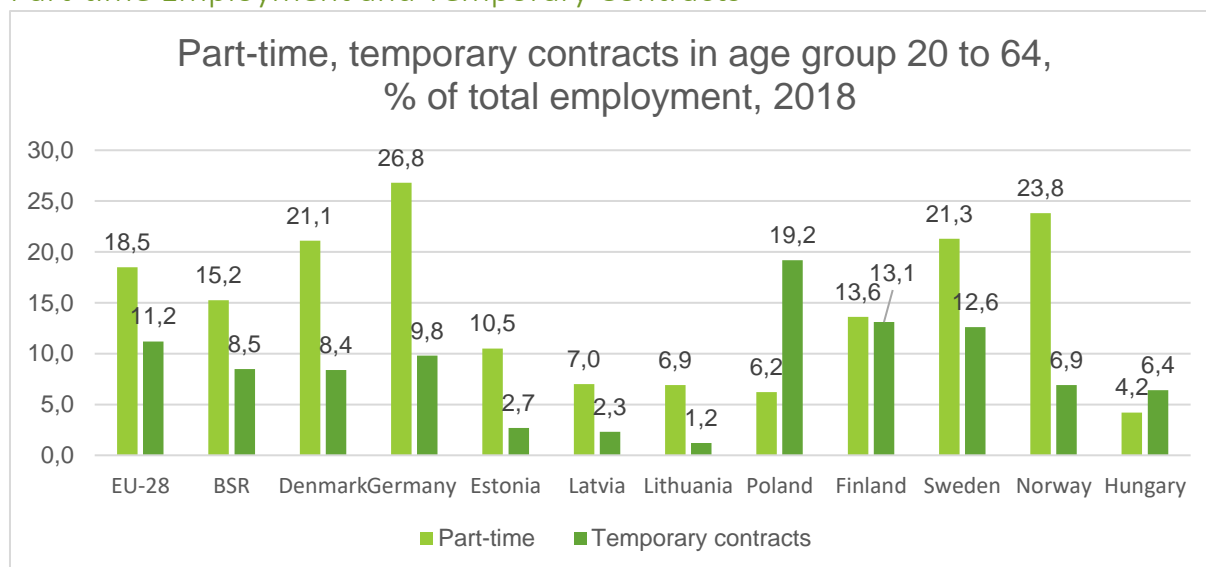
The strong link between the educational attainment and employment can be observed in both the EU and the Baltic Sea region. Employment rates are higher for more well-educated people. In 2018, the employment rate among tertiary education graduates (87.8%) was much higher than the EU average total (73.6%). In contrast, people who have reached less than primary, primary and lower secondary education are employed at 40% on average in BSR, showing very low employment rates in Lithuania and Poland at 20% level. The employment rate for people with upper secondary or post-secondary non-tertiary education was in between the levels - tertiary education - and slightly above the overall BSR average employment rate²⁰.

These findings underline the importance of education for employability. Increasing educational attainment and equipping people with skills for the knowledge society are, therefore, a major focus of European employment policies addressing Europe 2020 headline targets on employment and education²¹.

²⁰ cf. European Union 2018, p. 35

²¹ European Union 2018, p. 35

Part-time Employment and Temporary Contracts



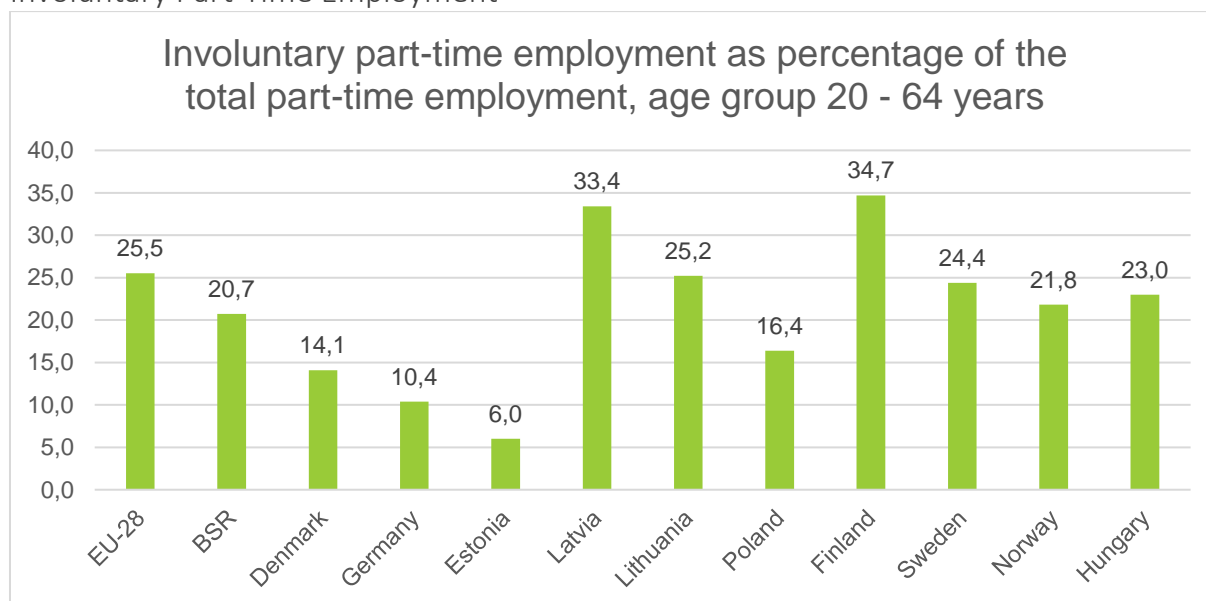
Data source: Eurostat; own calculation

There is a distinct split between eastern and western regions, with much lower part-time employment rates generally recorded in the former. These patterns probably reflect the maturity of labour markets and the impact of national employment legislation alongside a high degree of conformity within each Member State as regards attitudes to part-time work.

Part-time in Eastern BSR countries – very low level.

It is interesting to note in Poland, where part-time employment is 6.2%, which is more or less in average compared to other eastern Baltic Sea region countries, and temporary contracts, which have a strong above-average share of 19.2% in the labour market both in BSR and in the EU-28 as a whole.

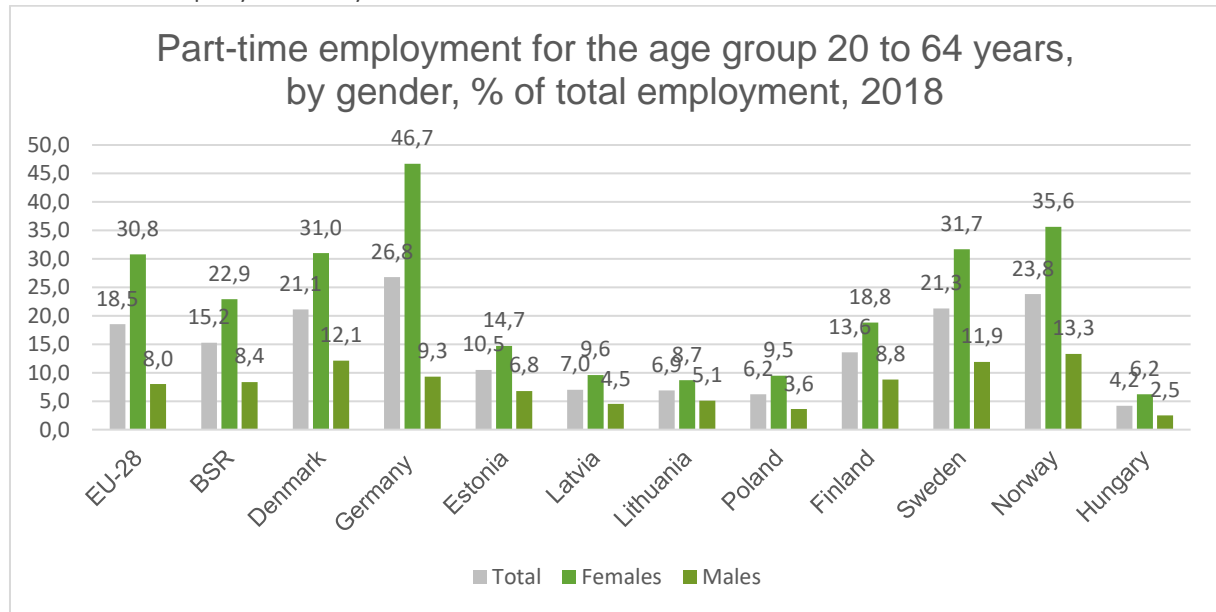
Involuntary Part-Time Employment



Data source: Eurostat; own calculation

One in four part-time workers in EU-28 countries is involuntarily employed part-time; in the Baltic Sea region this is one in five. The most conscious choice for part-time work is in Estonia, where involuntary part-time work is lowest at 6%.

Part-time Employment by Gender



Data source: Eurostat; own calculation

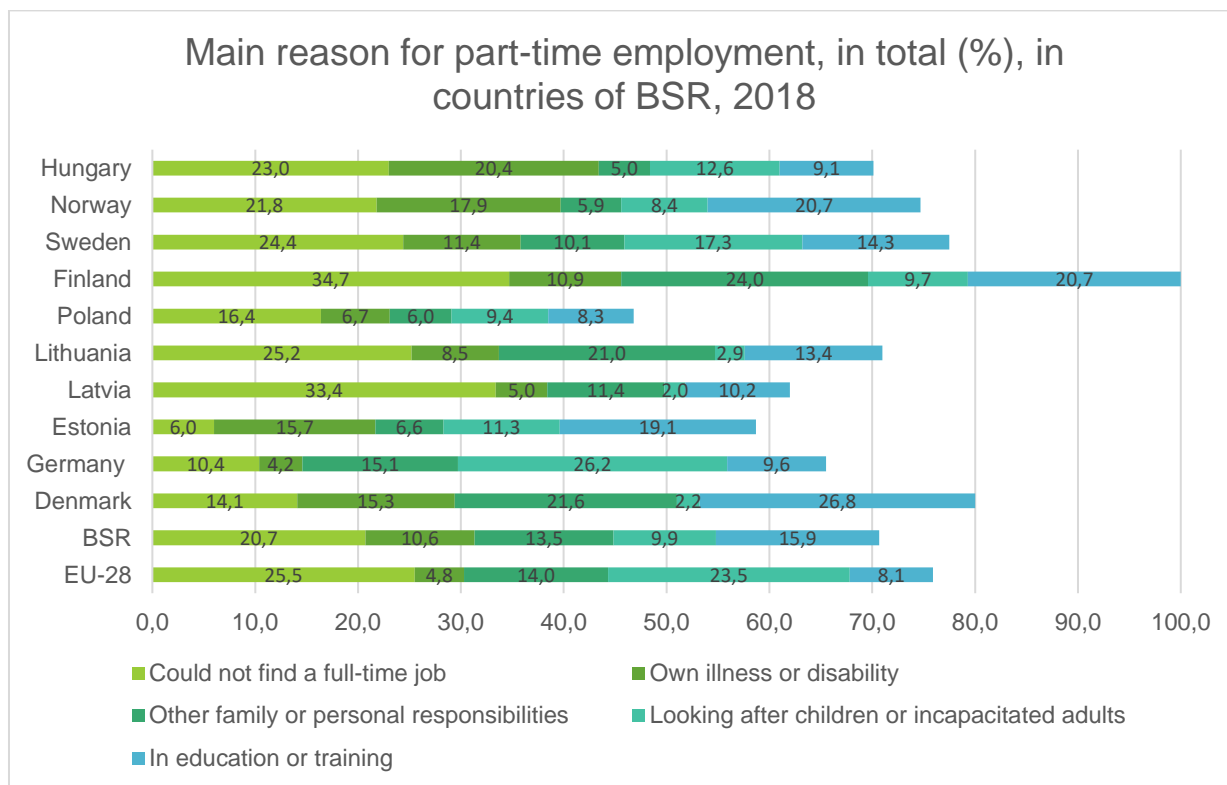
The main reasons for part-time work vary from country to country in the Baltic Sea region. It is interesting to take a closer look (see the table below) by highlighting some findings. In 2018, the most frequently cited reason for part-time work in Germany is "looking after children" with 26.2 percentage points. In no other BSR country was this mentioned as the main reason, therefore the BSR average here is only 9.9%, but in EU-28 it is 23.5%.

One in five part-time employees in Hungary does not work full-time for the reason of "own illness or disability". Nowhere in BSR as many as here. The average is close to 17.9 in Norway and 15.7 and 15.3 in Estonia and Denmark.

In Denmark, for example, the main reason for part-time work is being in education or training - 26.8%.

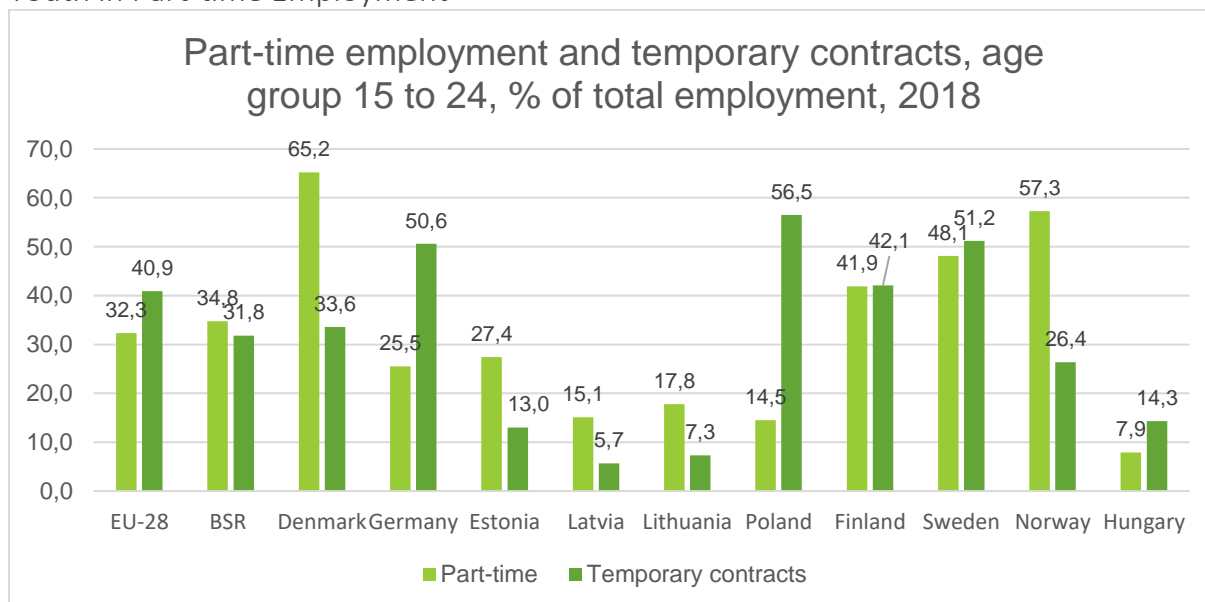
However, in many BSR countries the main reason for part-time work is "could not find a full-time job". Finland with 34.7 leads the top of the country list for this reason, followed closely by Latvia – 33.4%. This is also the main reason in BSR by average.

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Data source: Eurostat; own calculation

Youth in Part-time Employment



Data source: EUROSTAT; own calculation

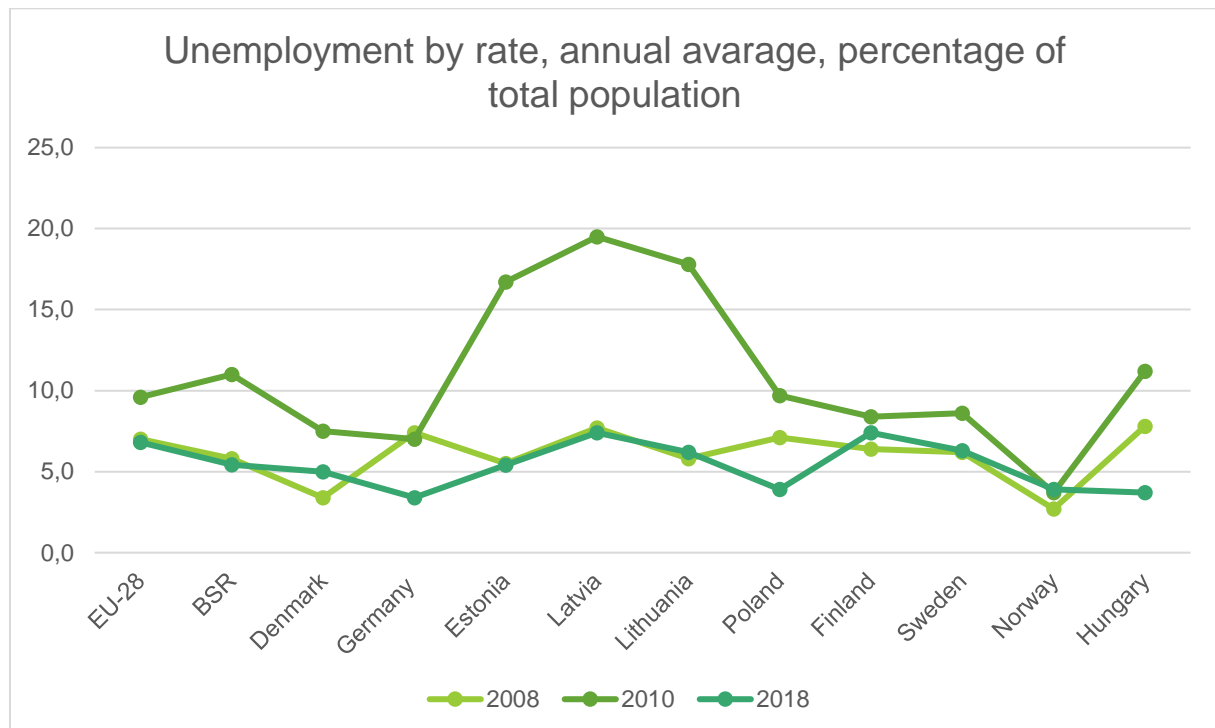
Youth in part-time are two times more likely to be employed than the age group of 20 – 64 years old. A high proportion of young people in part-time are in Denmark and Norway.

However, 56.5% are employed in Poland and one in two in Germany on the basis of temporary contracts.

Unemployment²²

Unemployment can have an impact not just on the economic well-being of a country (unused potential labour input and higher social protection payments) but also on the well-being of individuals who are without work. The personal and social costs of unemployment are varied and include a higher risk of poverty, debt or homelessness, while the stigma of being unemployed can cause a reduction in self-esteem, a breakdown in family/personal relations, or social exclusion²³.

In 2019, the recovery of the European labour market continued at a rapid pace, with employment in the EU in 2018 exceeding pre-crisis levels and unemployment rates approaching pre-recession levels. In February 2019, the unemployment rate reached 6.8% in the EU-28 and in the BSR – 4.4% (and 4.3% incl. HU). The decline in unemployment continued to be stronger than expected due to the dynamics of economic growth. All countries benefited from the economic recovery spurred by the dynamism of domestic demand, strong consumer and business confidence and favourable macroeconomic policies, as this is reflected in the lower dispersion of unemployment rates²⁴.



Source: Eurostat, own calculation

The graph shows 3 selected points from recent history: 2008 - unemployment rate before the economic crisis, 2010 - during the economic crisis when the highest unemployment rates were reached and 2018 - current figures.

In the BSR, Latvia and Finland had the highest unemployment rates (7.4%) in 2018 and are therefore higher than the EU-28 average of 6.8%. Latvia and Finland have by far the highest unemployment rates, with the same level of 7.4%. Nevertheless, in Latvia in particular, this is to be a good development, as the labour market in Latvia was hit hardest during the global economic crisis with 19.5 percentage points of

²² Based on the ILO definition, unemployed persons are aged 15 to 74 who: -are without work; -are available to start work within the next two weeks; -and have actively sought employment at some time during the previous four weeks.

²³ Eurostat statistics explained: labour market statistics at regional level: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Labour_market_statistics_at_regional_level#Unemployment (May 2019).

²⁴ Cf. European Commission (2017): Labour Market and Wage Developments in Europe. Annual Review 2017. Luxembourg: Publications Office of the European Union, 2017, p. 1, 8.

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unemployment in the BSR. In addition, the unemployment rate in Latvia today is lower than pre-crisis unemployment rate.

Overall, in 2010 the three Baltic States - Latvia, Estonia and Lithuania - were most affected by the economic crisis demonstrating 19.5%, 16.7% and 17.8% unemployment rate respectively, but have recovered most rapidly and in 2018 Estonia and Lithuania have lower unemployment rates than the EU-28 average of 6.8%. Latvia is slightly above the average with 7.4 percentage points. Against the background of the development of unemployment around the Baltic Sea, the Eastern European countries have taken the right steps towards the unemployment problem, as shown by the positive developments in the Baltic States above, Hungary and Poland. So, after Germany (3.4%), Hungary has the second lowest unemployment rate and Poland the third lowest in the Baltic Sea region in 2018.

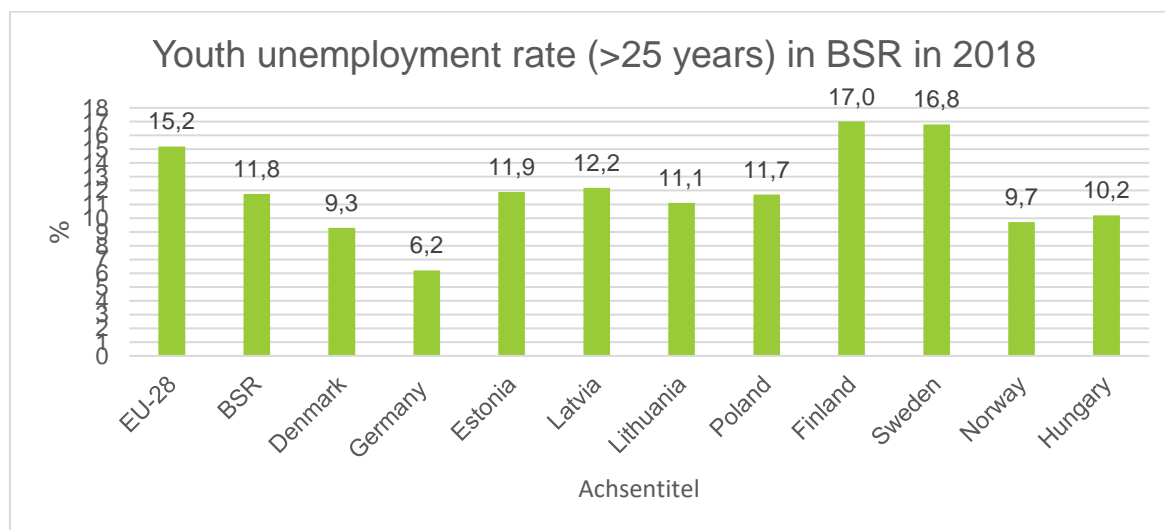
Most of the Baltic Sea region countries have lower unemployment rates in 2018 than before the crisis - Hungary, Poland, Latvia, Estonia, Germany - and the BSR and EU-28 wide average. However, in Denmark, Lithuania, Finland, Sweden and Norway these are higher today as the ones ten years ago.

Unemployment Rate by Regions

Looking at the unemployment rate in NUTS-2-regions²⁵ scale in BSR, the lowest rate is observed with 2.0% in Hungary in Nyugat-Dunántúl region²⁶, followed by regions with 2.2% unemployment rate – Pest and Közép-Dunántúl (Hungary) and region of Wielkopolskie (Poland). In contrast, the highest unemployment rate is identified in Sydsverige (Sweden) – 8.3% and in Pohjois- ja Itä-Suomi (Finland) – 8.1%.

Unemployment Rate by Age

In the previous paragraph, the total unemployment rate has already been shown. Now, this age group of 15-74-year-olds belonging to the active population group is divided into "less than 25 years" and "25 to 74 years" in order to highlight youth unemployment²⁷. Youth unemployment is given high priority in describing the economic development of a country, as youth unemployment is an important indicator of this.



²⁵ Definition for nuts regions here: <https://ec.europa.eu/eurostat/web/nuts/background> (May 2019)

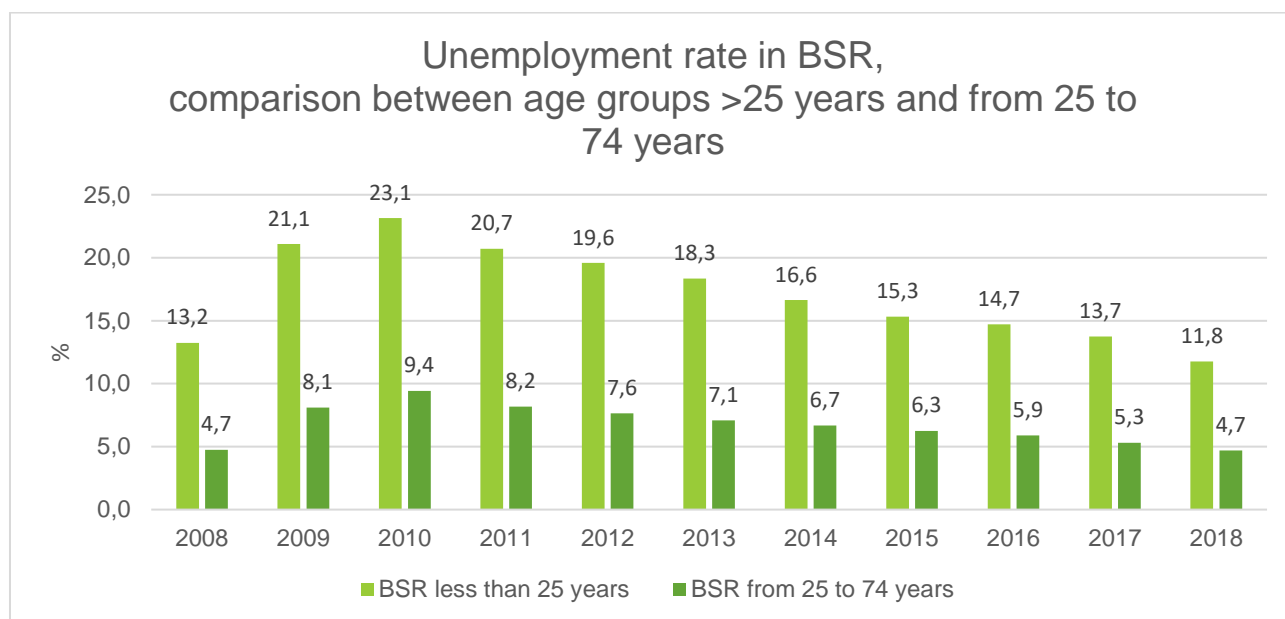
²⁶ In the case Germany is not considered as a whole in the BSR, but parts in North. Otherwise, regions in southern Germany are at the top: Mittelfranken (1.8%), Oberpfalz und Tübingen (1.9%).

²⁷ The **youth unemployment rate** is the unemployment rate of people aged 15 to 24. In contrast, the **youth unemployment ratio** is the percentage of unemployed young people compared to the total population of that age group (not only the active, but also the inactive such as students).

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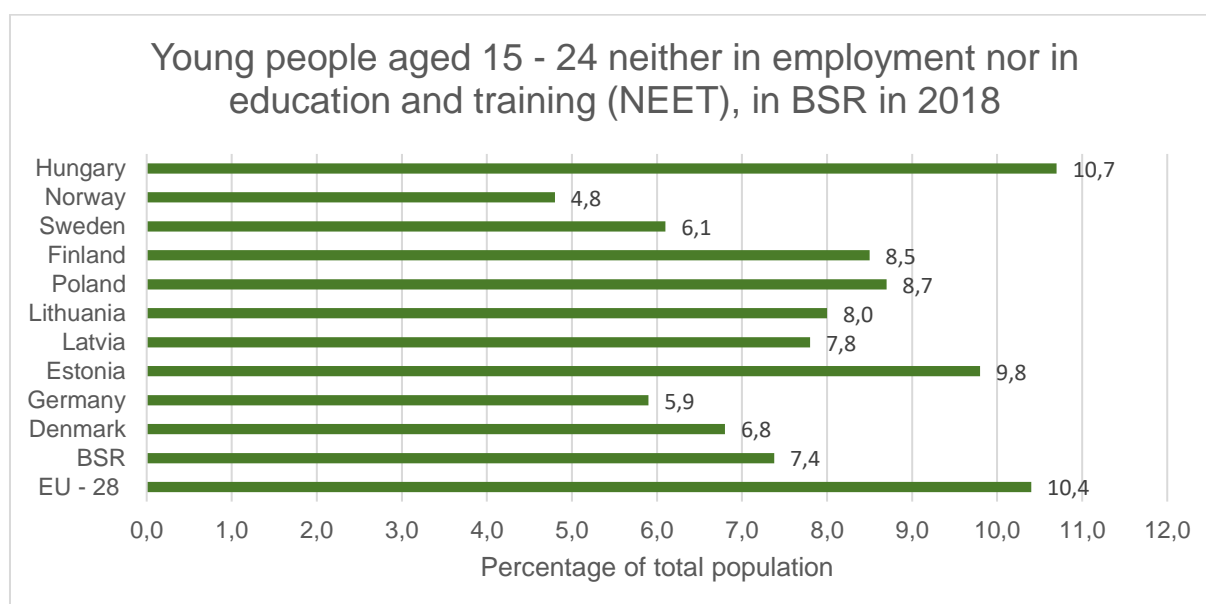
In total numbers, 677 thousand young people (aged 15-24 years) are unemployed in 2018 in the BSR (excl. Hungary).

By direct comparison, it can be seen that youth unemployment in the Baltic Sea region has been double or almost even three times higher than the of 25-74-year-old (see figure below). The development of the youth unemployment rate is subject to the macroeconomic developments of a country, such as the rate of 25-74-year old, but the young people are more strongly affected by the economic fluctuations; face specific challenges in the transition from school to work; need to overcome structural changes like unsatisfactory outcomes in education and training, segmentation of labour markets affecting young people, and at times the low capacity of public employment services to provide tailored services to young people, particularly to the most vulnerable.



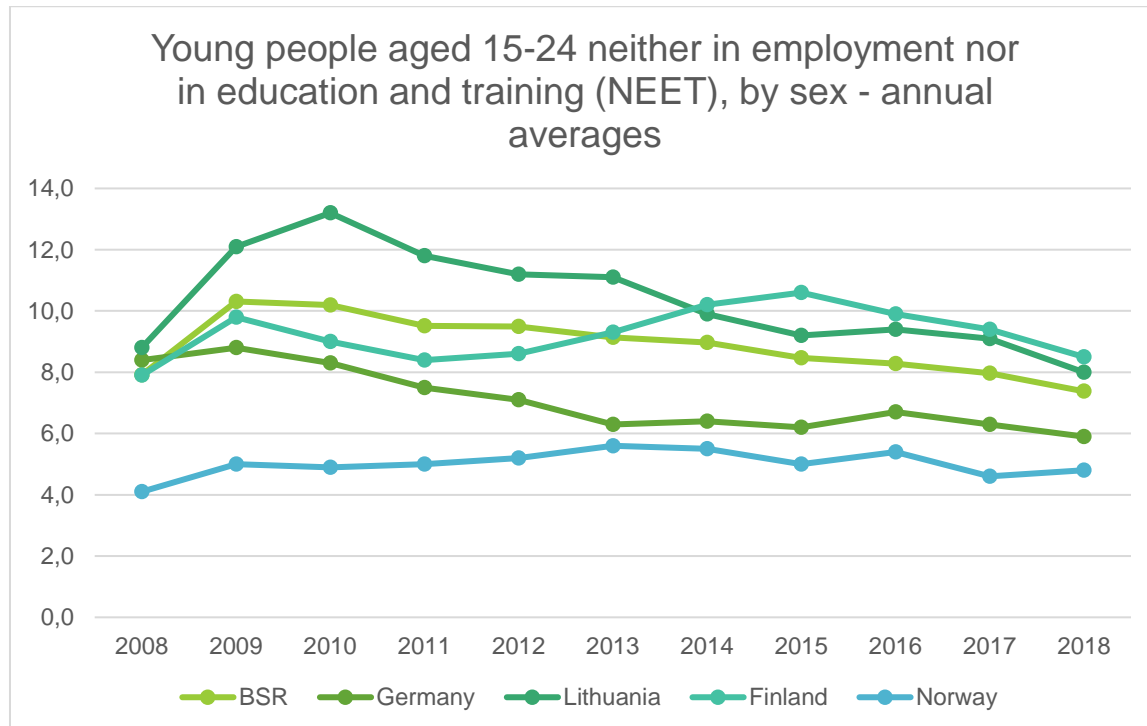
* calculated: percentage of active population

In 2018, 7.4% % of 15 to 24-year olds were neither in employment nor in education (NEET) in the Baltic Sea region, exposing themselves to the risk of labour market exclusion and dependence on social security.



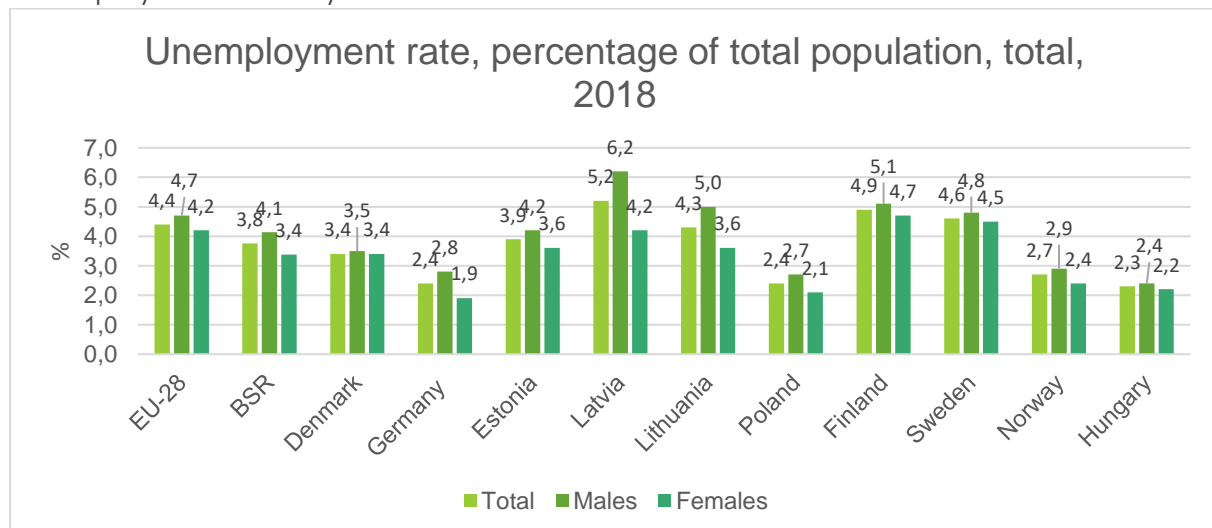
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It is interesting to note that the proportion of young people who belong to NEET has changed over the last 10 years in the individual countries without making comparatively large leaps, i.e. if, then by a few percentage points e.g. during the economic crisis, then settled back to a level that can still be observed.



* for better visibility, NEET indicators presented by selected countries; for all countries: online data code [lfsi_neet_a], Eurostat

Unemployment Rate by Gender



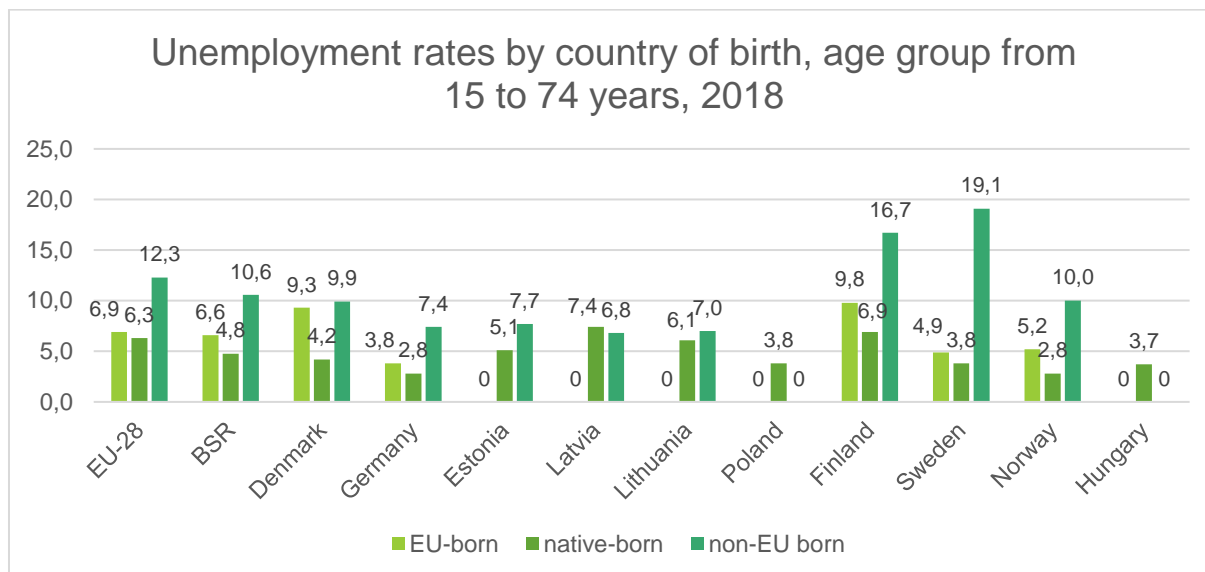
Unemployment Rate by Country of Origin

Unfortunately, not all countries have complete data sets on unemployment rate of population born abroad – in other EU country or third country, therefore the value 0 is considered "no data available" as it is in Hungary, Poland and for EU-born population in Estonia, Latvia and Lithuania.

An analysis for the individual EU Member States confirms that unemployment rates were generally lower for native-born rather than foreign-born populations. The highest rate between these three population groups are observed under non-EU born, except for Latvia, where the native-born unemployment rates were 0.6% higher.

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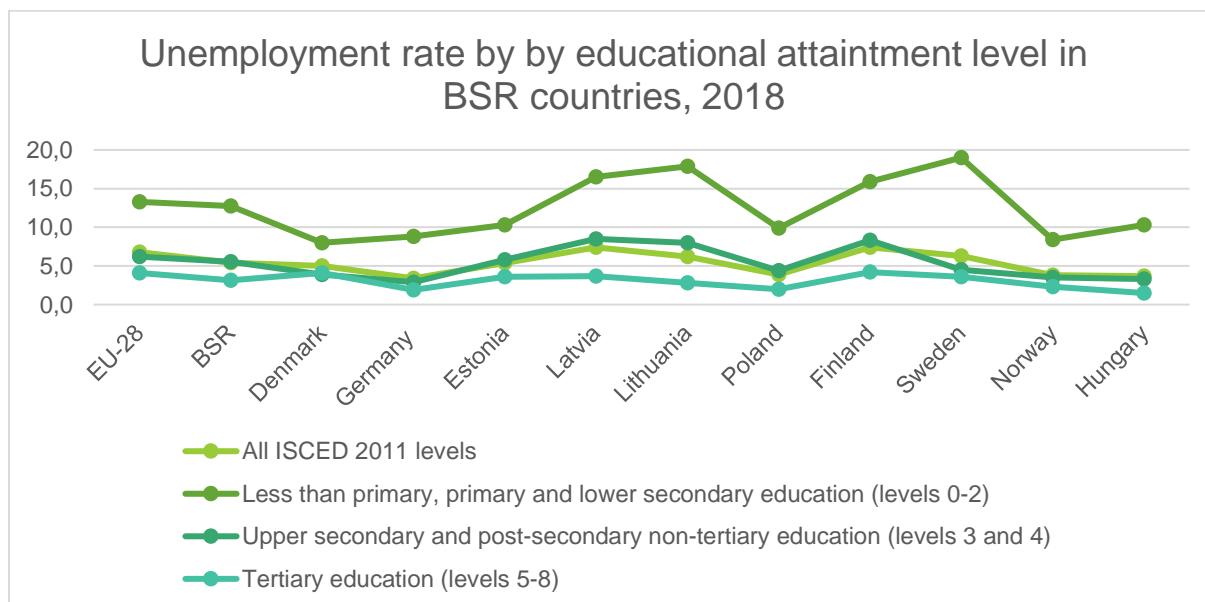
The average percentage of non-EU born is 6 percentage points higher than the one of native-born and 5.4% higher than of EU-born.



*EU-born = other than the reporting country

Unemployment Rate by Educational Level

A reflection of the employment rate by educational attainment level can be seen in the unemployment rate. Accordingly, the unemployment rate is highest for people with “less than primary, primary and lower secondary education (levels 0-2) and the lowest having tertiary education degree (levels 5-8).



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As can be seen from the analysis above, the BSR will have to deal with major structural challenges in the near future. In order to safeguard sustainable growth and good living conditions, growth will have to be generated by innovation as an aging society and labour mobility will make it increasingly difficult to retain talent and the necessary work force. Therefore, a focus should be put onto Workplace Innovations that

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will make it possible for companies, especially SMEs, to increase productivity in spite of a lack of human resources.

Workplace Innovations are defined by Totterdill (2013)²⁸ as “designate new and combined interventions in work organisation, human resource management, labour relations and supportive technologies. It is important to recognise both process and outcomes. The term workplace innovation describes the participatory and inclusive nature of innovations that embed workplace practices grounded in continuing reflection, learning and improvements in the way in which organisations manage their employees, organise work and deploy technologies. It champions workplace cultures and processes in which productive reflection is a part of everyday working life. It builds bridges between the strategic knowledge of the leadership, the professional and tacit knowledge of frontline employees and the organisational design knowledge of experts. It seeks to engage all stakeholders in dialogue in which the force of the better argument prevails. It works towards ‘win-win’ outcomes in which a creative convergence (rather than a trade-off) is forged between enhanced organisational performance and enhanced quality of working life.”

The following four examples from the Baltic Sea region illustrate the main features of this definition:

1. **TYKY – maintaining the work ability and concept of work ability management** – is a Best Practice from the category “process of productive reflection as part of everyday working life”. This Workplace Innovation was launched by the Social Insurance Institution of Finland (KELA) with the goal to improve working environment, health and safety of employees thereby decreasing the risk for accidents and early retirements. After careful study of the status quo which indicated increasing numbers of early retirement and sick leaves because of musculoskeletal and connective tissue diseases or mental problems, goals were defined, and corresponding activities were planned and implemented. The activities may include individual rehabilitation, group rehabilitation, leisure activities, work ability theme days, motivation campaigns, campaigns against harassment, improving the safety and ergonomics in the workplaces, rethinking the tasks and content of each job etc. Often, insurance companies might pay part of the costs of immaterial activities, but not of implementing new equipment or other costs directly connected to company’s business activities.
2. **Corpworking for SMEs** – is a Best Practice representing the category “interaction between stakeholders within and outside the organisation”. Here, SMEs rent desks at coworking spaces for their employees. This benefits employees because they have to spend less time commuting to work and have the possibility to interact and network with people for other field which fosters creativity and “outside the box”-thinking. For employers it is an easy solution since co-working spaces are more flexible in their renting conditions than renting entire offices, they are already equipped and usually include community areas etc.
3. **Fastems: The Way We Rock** – has been classified as a Best Practice in the group “process which builds bridges between the strategic knowledge of the leadership, the professional and tacit knowledge of frontline employees and organisational design knowledge of experts”. In this Workplace Innovation a working group of ten employees was given the task to find the root causes behind the problems the company was facing, i.e. profit-making ability, values, core processes and performance were all lagging. This transformation programme was named New Fastems Journey and required the input of every employee. It was all about leadership, the main business processes, responsibilities, indicators, organisational structure and above all, organisational culture. When the processes are functional and effective and people feel satisfied in their work, the organisation tends to succeed.

²⁸ Totterdill P. (2013), *Workplace Innovation: The Fifth Element*, EUWIN, Nottingham [online]
<http://portal.ukwon.eu/the-fifth-element-new> (accessed 13 August 2015).

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4. **Nonmonetary motivations to ensure employees satisfaction with workplace** – is a Best Practice from the category “process towards win-win outcomes for the organisation and employees”. These motivational measures are for example the freedom to choose the tools for work, paid training, flexible working hours, birthday gifts from the company, paid gym memberships, free lunches, a sauna and swimming pool at the office, inspiring guest lecturers, informal team building activities such as Christmas parties, sports teams, boat trips etc., or a day off on your birthday. These measures aim to increase employees’ motivation, satisfaction, productivity, loyalty, innovativeness and appreciation.

While large companies have the time and resources to develop elaborate strategies to make the most of their staff by improving their work life, small companies lack these resources. However, especially these companies could benefit to a great extent from Workplace Innovations. Therefore, the Knowledge Alliance for Human Resources carried out a survey of business support institutions and SMEs of the Baltic Sea region to assess the status quo. The survey showed that economic chambers attach great importance to HR issues, they offer training, coaching and consulting measures as well as development projects. Furthermore, specific services for personnel development exist but not for HR policy in general. The survey results suggest that support organisations overestimate the importance of modern topics, such as digitalisation, and underestimate the importance of recruiting and training.

Using these insights, the Knowledge Alliance aims to support SMEs in better Human Resource Management. To offer targeted measures, the SMEs were supposed to be grouped into categories. However, the analysis of economic structures in the Baltic Sea region as well as the identification of conditions and qualification needs showed that SMEs in various sectors differ only marginally in terms of Workplace Innovation and their conditions for implementation. If anything, differences can be detected between different business sizes. Therefore, instead of using a prototype-based “search-model”, the Knowledge Alliance developed an SME-specific “finding-model”. With this instrument, SMEs can easily analyse the status quo of their company and quickly find out which type of Workplace Innovation is particularly important for the respective company. Based on the particularly relevant types of Workplace Innovations found this way, the individual SMEs can then use the corresponding best practices and support measures of the project (or also additional best practices) for realisations in their company.

Nevertheless, there are some aspects that can be taken into account when addressing the issue of Workplace Innovations and Human Resource Management for SMEs. As stated above, much depends on the size of the company. A micro enterprise with 4 employees has different needs than a medium-sized business with a staff of 200 people. Work processes in a 150-people firm are organised differently than in a company with 20 people. This has an effect on the type of Workplace Innovation that is needed to improve a business. However, in the BSR, much like the rest of the EU, the majority of businesses are micro enterprises. While the total share is 88,8%, it goes up to almost 96% of all businesses in Poland, and even the lowest share (in Germany) is still 82%. Hence, in the individual consultation or training case it is important to take the size of the business into account. However, the diversity of businesses within the size-groups is too high to make general claims about which Workplace Innovations would work.

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	Large (251+)	Medium (50 – 250)	Small (10 – 50)	Mirco (1 – 9)	Total
DK	652 (0,3%)	3.714 (1,7%)	20.079 (9,1%)	194.104 (88,8%)	218.549
GER	11.762 (0,5%)	60.505 (2,5%)	373.276 (15,1%)	2.022.140 (81,9%)	2.467.686
EE	169 (0,2%)	1.047 (1,5%)	5.449 (7,7%)	63.952 (90,5%)	70.617
LV	198 (0,2%)	1.432 (1,2%)	7.454 (6,5%)	106.392 (92,1%)	115.477
LT	345 (0,2%)	2.234 (1,2%)	11.448 (5,9%)	178.530 (92,7%)	192.557
HU	878 (0,2%)	4.451 (0,8%)	27.172 (4,9%)	518.649 (94,1%)	551.173
PL	3.315 (0,2%)	15.273 (0,9%)	56.105 (3,3%)	1.620.219 (95,6%)	1.694.912
FI	589 (0,3%)	2.827 (1,2%)	16.662 (7,3%)	208.538 (91,2%)	228.616
SE	1.025 (0,1%)	5.489 (0,8%)	31.833 (4,5%)	664.688 (94,5%)	703.035
NO	590 (0,2%)	3.085 (1,0%)	22.055 (7,4%)	270.693 (91,3%)	296.423
Total	19.523 (0,3%)	100.057 (1,5%)	571.533 (8,7%)	5.847.905 (88,8%)	6.539.045

Source: Eurostat

Other aspect that has to be considered when finding the right Workplace Innovation, is the prevalent business or company culture of the region. This is important because it “reflects a complex interaction of values that characterise attitudes and behaviors, as is reflected by the members” (Cîmpeanu, M.-A. & Pîrju, I. S., 2010, p.291)²⁹. Hence, work processes, leadership style etc. may vary to a great extent depending on the business culture, therefore having a great impact on which kind of Workplace Innovation works. While the overall European business culture can already be clearly distinguished from other cultures, e.g. the Asian or American model, there are also difference between the European regions.

Lessem and Neubauer (1993)³⁰ distinguish between the Nordic, Southern, Western, and Eastern management systems. The countries of the BSR being part of the Nordic and Eastern systems, where the Nordic countries are characterised by thinking, a very bureaucratic culture, object-oriented knowledge, strategic planning, managerial control, long-term forecasts and a change-oriented management. The Eastern countries, south of the Baltic Sea, on the other hand are characterised by intuition, an industrial culture, bent work ethic, appreciation of art, work discipline, long-term perspective and a management acting as architect.

Yochanan Altman (1992)³¹ has a similar geographic distinction, dividing between traditionally capitalist countries (GER), Southern countries, Scandinavia (DK, SE, NO, FI) and former Communist countries (LV, LT, EE, PL, HU). The traditionally capitalist countries, with a strong sense of national identity, display a value system that is based on entrepreneurial spirit, the ability to innovate, and freedom of action. Scandinavia’s business culture is marked by a well-developed social care sectors and characterised by a wide range of opportunities, access to resources, and acceptance of responsibility. Furthermore, it is associated with security. Lastly, the former communist countries are shaped by two values systems: one imposed by the communist regime which is characterised by respect for hierarchy, a merger of work and individual life, money does not have much of a value and an attitude where the function is more important than the person. These characteristics still have an influence on the now prevailing second values system which is more specific to the individual countries.

Size and culture are two aspects determining what kind of Workplace Innovation is more likely to be needed in certain businesses. Another way to address the issue is, to investigate working conditions as

²⁹ Cîmpeanu, Mariana-Aida & Pîrju, Ionel Sergiu (2010). The specificity of the Organizational Culture in European Management. *European Integration – Realities and Perspectives*, 290-295.

³⁰ Lessem, Ronnie & Neubauer, Franz-Friedrich (1993). *European Management Systems: Towards Unity Out of Cultural Diversity*. McGraw-Hill.

³¹ Altman, Yochanan (1992). Towards a cultural typology of European work values and work organisation. *Innovation: The European Journal of Social Science Research*, 5, 35-44.

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well as labour shortages to get an idea of the geographical and occupational areas in which consultations by business support institutions might be especially helpful.

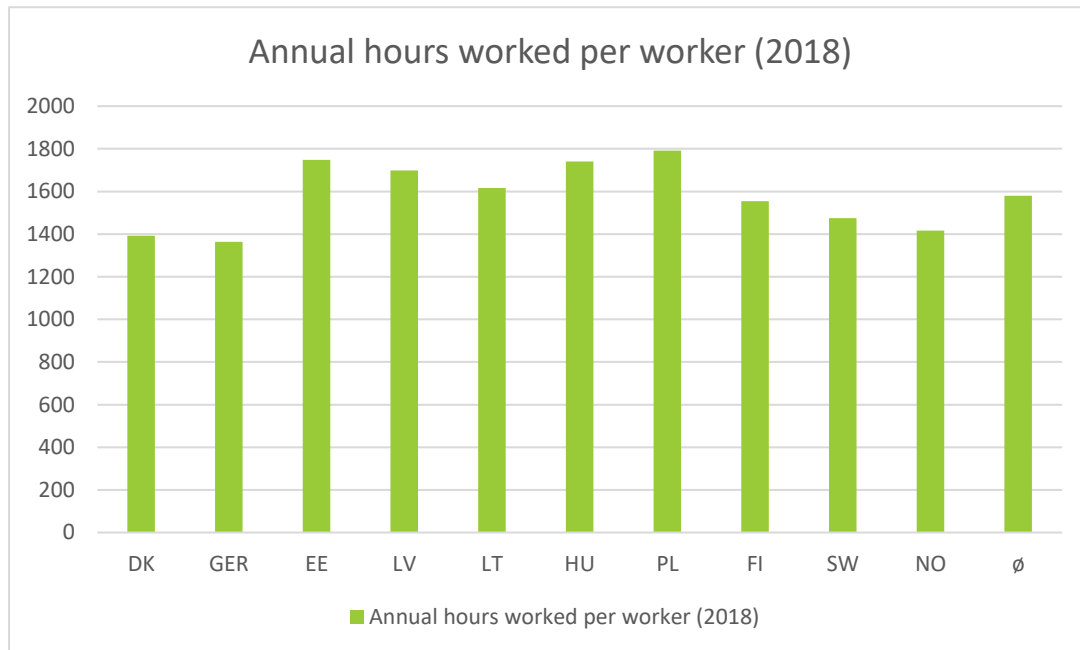
The three sectors in the EU with the highest vacancy bottlenecks are manufacturing, construction as well as health and social care. This is also reflected in the main bottleneck occupations listed by European employment services in 2017, i.e. plumbers and pipe fitters, general medical practitioners as well as welders and flame cutters as the top two and three occupations with labour shortages. In these areas, there is a lack of qualified employees, making it even more important to create an environment that fosters innovation, efficiency, motivation, and loyalty. While these numbers are not specifically for the Baltic Sea region, they can still be used by business support institution to get an idea of the areas in which there is a profound need of supporting businesses in optimising their work processes to increase motivation and innovation as well as attracting and retaining much needed personnel.

Occupation	Number of PES reporting occupation as shortage	Occupation	Number of PES reporting occupation as shortage
Cooks	16	Systems analyst	10
Plumbers and pipe fitters	13	Cleaners and helpers in offices, hotels etc.	10
Generalist medical practitioners	13	Bricklayers and related workers	9
Welders and flame cutters	12	Building and related electricians	9
Heavy truck and lorry drivers	11	Butchers, fishmongers and related food	9
Metal workers, machine tool setting and operators	11	Motor vehicle mechanics and repairers	9
Nursing professionals	11	Nursing associate professionals	9
Software developers	11	Sheet-metal workers	9
Agriculture and industrial machinery repairers	10	Shop sales assistants	9
Commercial sales representatives	10	Waiters	9
Specialist medical practitioners	10		

Source: McGrath, John & Behan, Jasmina (2018). A comparison of shortage and surplus occupations based on the data from the European Public Employment Services and Labour Force Surveys – Labour shortages and surpluses 2017. ICON-INSTITUT Public Sector GmbH.

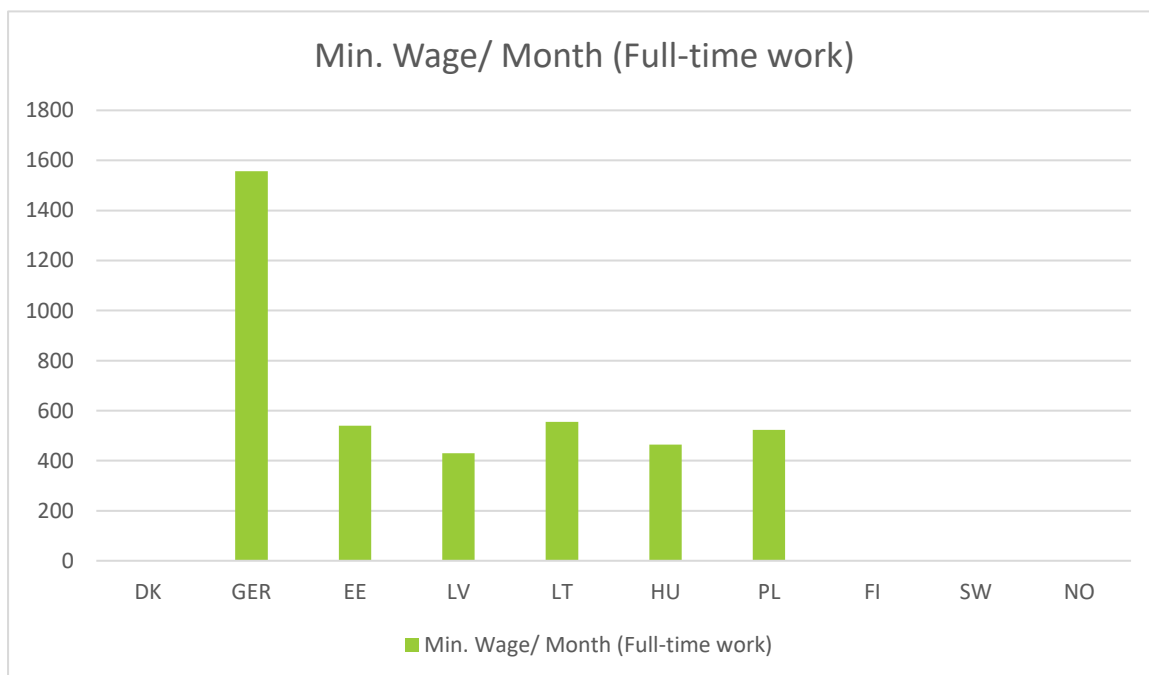
Lastly, the overall working conditions are also an interesting starting point. First of all, there are legal framework conditions that determine among other things annual leave regulations, working hours and dismissal protection. While the normal work week in all BSR countries consists of five working days per week, usually consisting of 40 working hours (8 hours per day), annual hours worked are generally much higher.

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Source: OECD

As has been seen in earlier chapters of this report, the wage level in the Nordic BSR countries is much higher than in the countries South of the Baltic Sea. Nevertheless, it is only in those countries that no regulation on minimum wage exists.



Source: The European Job and Mobility Portal

The minimum annual leave in all Eastern countries, including Germany, is 20 days, whereas employees in the four Nordic countries receive 25 days. However, it is important to note that the practiced amount of annual leave days can go much higher, depending on the country. In Finland, for example, it is common to have a holiday bonus of 13 – 18 extra days. In Germany there is an average of 30 days of paid vacation even though the legal minimum is only 20 days. In Poland the number of paid vacation days goes up to 26

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days after 10 years of employment and in Hungary, the days increase as well according to age and the number of children one has to care for. Public holidays range from 9, in Sweden, to 14, in Lithuania.

Especially in comparison to other parts of the world, the maternity and paternity leave regulations in Europe are rather good. Nevertheless, there are still differences between the BSR countries.

Country	Maternity Leave	Paternity Leave	Parental Leave
DK	4 weeks before delivery + 14 weeks afterwards	2 weeks during 14 weeks of maternity leave	Each parent of up to 32 weeks after maternity leave
GER³²	6 weeks before delivery (not mandatory) + 8 – 12 weeks after delivery	-	Full- or part-time for both parents until child is 3 years old
EE	10 – 4 weeks before delivery + 20 – 22 weeks afterwards	10 days from 8 weeks before delivery until delivery	Unpaid for either parent until child is 3 years old
LV	10 - 8 weeks before delivery + 16 weeks after delivery	10 days after delivery (no later than 2 months afterwards)	18 weeks for each parent until child is 8 years old
LT	10 weeks before delivery + 8 weeks afterwards	30 uninterrupted days after delivery (no later than 3 months afterwards)	Parents entitled until child is 3 years old
HU	24 weeks (2 must be taken)	-	Either parent is entitled to unpaid leave until the child is 3 years old
PL	20 – 37 (in case of more than one child) weeks	2 weeks until child is 2 years old	32 – 34 weeks after maternity leave + childcare leave of up to 36 months until child is 6 years old
FI	15 weeks	54 days of which 1-18 days can be used together with maternity leave	22,5 weeks after maternity leave
SW	8,5 weeks before delivery	10 days around the date of delivery	Both parents are entitled to full-time leave until child is 18 months old
NO³³	19 weeks	19 weeks	Both parents are entitled to 30 – 40 weeks

Sources: The European Job and Mobility Portal

If the employee wants to terminate the work contract the usual period of notice is one month. In some countries, it can be less; for example, 14 days for a contract of under 5 years in Finland, 5 – 20 days depending on the reason for termination in Lithuania or 14 days – 6 months depending on the duration of the contract in Poland. If employers terminate the contract it can be immediate if the termination is due to a wrongful action of the employee. Otherwise it depends on the duration of the contract and can be from 14 days to 7 months. In countries with strong unionism, employees are encouraged to always reach

³² <https://www.bmfsfj.de/bmfsfj/service/gesetze/mutterschutzgesetz/73762>

³³ https://www.norge.no/en/life_situation/having-child

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out to their union in case they are laid off. In Hungary, the employer even has to justify his/her decision to the union. However, what applies for all countries, is a very short period of notification (between 3 and 15 days) for both sides during the probation period.

Different forms of employee representation, such as trade unions or worker's councils, exist in all BSR countries. Their tasks include for example to bargain collective agreements and organise strikes in case of labour disputes. Unions are especially strong in the Nordic countries.

In addition to legal framework conditions, the actual working conditions are also an important factor to look at to understand in which areas Workplace Innovations could be applied. The European Foundation for the Improvement of Living and Working Conditions is a tripartite EU agency providing knowledge to assist in the development of better social, employment and work-related policies. Among other things, the agency collects data on job quality through the European Working Conditions Survey. In the sixth wave of the survey in 2015, nearly 44 000 workers from the EU28, Norway, Switzerland, Albania, the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey were interviewed face-to-face. Job quality is defined by Eurofound in 8 categories with various items covered in the interviews. The eight categories are: (1) physical environment, (2) work intensity, (3) working time quality, (4) social environment, (5) skills and discretion, (6) prospects, (7) job & company context, (8) working life perspectives. The main finding of the survey is that "overall, [...], structural inequalities and differences in terms of gender, employment status and occupation are still significant. In the last 10 years, there has been limited progress in some aspect of job quality."³⁴. The full survey can be found [here](https://www.eurofound.europa.eu/surveys/european-working-conditions-surveys/sixth-european-working-conditions-survey-2015). Below is a selection of items for the BSR.

What is interesting to see in these results, is that the typical divide between the Western and Eastern BSR countries encountered in so many of the economic and structural indicators does not seem to appear in the case of working conditions, or at least not to the same extent.

³⁴ <https://www.eurofound.europa.eu/surveys/european-working-conditions-surveys/sixth-european-working-conditions-survey-2015>

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		Always, most of the time	Sometimes	Rarely, never
Do you have enough time to get the job done?				
	DK	67%	20%	14%
	GER	70%	18%	12%
	EE	84%	10%	6%
	LV	82%	11%	8%
	LT	84%	11%	5%
	HU	78%	12%	9%
	PL	73%	18%	8%
	FI	74%	16%	10%
	SE	68%	19%	13%
	NO	77%	17%	6%
Does your job require that you hide your feelings?				
	DK	18%	28%	55%
	GER	28%	23%	49%
	EE	32%	24%	43%
	LV	35%	25%	41%
	LT	31%	29%	40%
	HU	42%	20%	39%
	PL	26%	22%	52%
	FI	26%	35%	39%
	SE	25%	34%	42%
	NO	18%	31%	51%
Do your colleagues help and support you?				
	DK	84%	12%	4%
	GER	67%	18%	14%
	EE	76%	15%	8%
	LV	68%	17%	15%
	LT	80%	15%	5%
	HU	80%	10%	10%
	PL	54%	27%	19%
	FI	83%	12%	4%
	SE	71%	22%	7%
	NO	88%	8%	4%
Does your manager help and support you?				
	DK	70%	20%	10%
	GER	47%	25%	28%
	EE	59%	22%	19%
	LV	61%	22%	17%
	LT	71%	22%	7%
	HU	76%	14%	10%
	PL	47%	31%	22%
	FI	71%	18%	11%
	SE	52%	32%	16%
	NO	75%	17%	8%

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		Always, most of the time	Sometimes	Rarely, never
Are you treated fairly at your workplace?				
	DK	90%	7%	2%
	GER	91%	7%	3%
	EE	87%	8%	5%
	LV	83%	9%	8%
	LT	75%	19%	6%
	HU	83%	9%	7%
	PL	72%	18%	10%
	FI	93%	6%	2%
	SE	87%	9%	3%
	NO	94%	5%	1%
You are able to apply your own ideas in your work.				
	DK	69%	23%	8%
	GER	40%	26%	33%
	EE	51%	25%	25%
	LV	53%	22%	25%
	LT	41%	28%	31%
	HU	55%	21%	24%
	PL	42%	26%	32%
	FI	73%	20%	7%
	SE	66%	23%	9%
	NO	64%	25%	10%
Are you involved in improving the work organization or work processes of the department or organization?				
	DK	57%	24%	19%
	GER	37%	22%	41%
	EE	55%	20%	25%
	LV	35%	18%	47%
	LT	35%	22%	43%
	HU	47%	18%	35%
	PL	39%	23%	38%
	FI	51%	22%	27%
	SE	45%	30%	25%
	NO	56%	31%	13%
Can you influence decisions that are important for your work?				
	DK	57%	28%	16%
	GER	43%	27%	30%
	EE	51%	27%	22%
	LV	44%	25%	31%
	LT	43%	28%	29%
	HU	45%	22%	33%
	PL	46%	27%	27%
	FI	64%	24%	12%
	SE	53%	30%	17%
	NO	55%	34%	12%

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		Always, most of the time	Sometimes	Rarely, never
Does your job give you a feeling of work well done?				
	DK	89%	9%	2%
	GER	87%	9%	4%
	EE	85%	11%	4%
	LV	76%	16%	7%
	LT	69%	23%	8%
	HU	74%	16%	10%
	PL	73%	19%	8%
	FI	75%	20%	5%
	SE	81%	16%	3%
	NO	88%	10%	2%
Do you feel you are doing useful work?				
	DK	93%	5%	2%
	GER	87%	9%	4%
	EE	87%	9%	4%
	LV	84%	11%	5%
	LT	82%	14%	4%
	HU	85%	8%	6%
	PL	75%	17%	7%
	FI	89%	9%	2%
	SE	83%	13%	4%
	NO	94%	5%	1%
How often in the last 12 months have you worried about your work when you were not working?				
	DK	12%	40%	48%
	GER	5%	16%	80%
	EE	13%	30%	57%
	LV	12%	23%	65%
	LT	9%	30%	62%
	HU	12%	16%	72%
	PL	9%	27%	64%
	FI	18%	36%	46%
	SE	13%	34%	53%
	NO	7%	42%	51%
How often in the last 12 months have you felt too tired after work to do some of the household jobs which need to be done?				
	DK	17%	44%	39%
	GER	13%	34%	53%
	EE	22%	38%	40%
	LV	18%	37%	45%
	LT	13%	44%	43%
	HU	13%	26%	60%
	PL	18%	39%	43%
	FI	17%	43%	40%
	SE	21%	46%	33%
	NO	9%	47%	44%

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		Always, most of the time	Sometimes	Rarely, never
How often in the last 12 months have you found that your job prevented you from giving the time you wanted to your family?				
	DK	7%	31%	62%
	GER	7%	22%	71%
	EE	8%	23%	69%
	LV	13%	65%	22%
	LT	4%	28%	68%
	HU	15%	21%	64%
	PL	11%	29%	60%
	FI	13%	30%	57%
	SE	12%	31%	57%
	NO	6%	33%	61%

		Yes	No
In the last month, has it happened that you had less than 11 hours between two working days?			
	DK	28%	72%
	GER	17%	83%
	EE	17%	83%
	LV	14%	86%
	LT	18%	82%
	HU	15%	85%
	PL	18%	82%
	FI	28%	72%
	SE	28%	72%
	NO	33%	67%
Subject to adverse social behaviour?			
	DK	25%	75%
	GER	16%	84%
	EE	22%	78%
	LV	18%	82%
	LT	16%	84%
	HU	9%	91%
	PL	11%	89%
	FI	20%	80%
	SE	21%	79%
	NO	19%	81%

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		Yes	No
Have you been subjected to discrimination at work in the last 12 months?			
	DK	5%	95%
	GER	6%	94%
	EE	10%	90%
	LV	7%	93%
	LT	4%	96%
	HU	5%	95%
	PL	3%	97%
	FI	9%	91%
	SE	11%	89%
	NO	7%	93%
Does your work involve learning new things?			
	DK	89%	11%
	GER	66%	34%
	EE	82%	18%
	LV	55%	45%
	LT	58%	42%
	HU	54%	46%
	PL	63%	37%
	FI	90%	10%
	SE	91%	9%
	NO	89%	11%
Have you received paid or on-the-job training in the last 12 months?			
	DK	43,5%	56,5%
	GER	39,5%	60,5%
	EE	49,0%	51,0%
	LV	30,5%	69,5%
	LT	33,5%	66,5%
	HU	22,5%	77,5%
	PL	34,0%	66,0%
	FI	54,5%	45,5%
	SE	46,0%	54,0%
	NO	51,5%	48,5%
Do you think your health and safety is at risk because of your work?			
	DK	20%	80%
	GER	18%	82%
	EE	33%	67%
	LV	34%	66%
	LT	28%	72%
	HU	19%	81%
	PL	21%	79%
	FI	25%	75%
	SE	47%	53%
	NO	15%	85%

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		Yes	No	
Does your organization have a health and safety delegate or committee?				
	DK	80%	20%	
	GER	55%	45%	
	EE	54%	46%	
	LV	51%	49%	
	LT	34%	66%	
	HU	39%	61%	
	PL	54%	46%	
	FI	81%	19%	
	SE	79%	21%	
	NO	88%	12%	
Does your organization have a regular meeting in which employees can express their views about what is happening in the organization?				
	DK	72%	28%	
	GER	58%	42%	
	EE	59%	41%	
	LV	58%	42%	
	LT	51%	49%	
	HU	26%	74%	
	PL	36%	64%	
	FI	65%	35%	
	SE	78%	22%	
	NO	73%	27%	
Does your job affect your health?		+	-	
	DK	21%	26%	53%
	GER	5%	19%	76%
	EE	19%	35%	47%
	LV	9%	41%	50%
	LT	4%	37%	58%
	HU	6%	20%	74%
	PL	9%	27%	63%
	FI	23%	25%	52%
	SE	28%	29%	43%
	NO	31%	21%	48%
Do you think you will be able to do your current or similar job until you are 60 years old?				
	DK	81%	19%	
	GER	83%	17%	
	EE	78%	22%	
	LV	69%	31%	
	LT	76%	24%	
	HU	70%	30%	
	PL	60%	40%	
	FI	73%	27%	
	SE	80%	20%	
	NO	73%	27%	

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		Mean
Management quality index		
	DK	73
	GER	70
	EE	68
	LV	68
	LT	71
	HU	74
	PL	71
	FI	74
	SE	71
	NO	81
Level of fairness, cooperation and trust		
	DK	77
	GER	78
	EE	76
	LV	76
	LT	73
	HU	74
	PL	71
	FI	77
	SE	73
	NO	83
Level of engagement		
	DK	73
	GER	68
	EE	67
	LV	68
	LT	69
	HU	65
	PL	63
	FI	69
	SE	69
	NO	72

Is it difficult take an hour or two off to take care of personal or family matters during working hours?		Difficult	Easy
	DK	24%	76%
	GER	46%	54%
	EE	30%	70%
	LV	28%	72%
	LT	34%	66%
	HU	47%	53%
	PL	35%	65%
	FI	20%	80%
	SE	21%	79%
	NO	18%	82%

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How well informed are you about health and safety risks related to your job?		(Very) well informed	Not very or at all informed	
	DK	90%	10%	
	GER	92%	8%	
	EE	94%	6%	
	LV	93%	7%	
	LT	96%	4%	
	HU	92%	8%	
	PL	94%	6%	
	FI	89%	11%	
	SE	87%	13%	
	NO	91%	9%	
Does your job involve being in situation that are emotionally disturbing for you?		(Almost) all of the time	¼ - ¾ of the time	(Almost) never
	DK	4%	20%	77%
	GER	3%	29%	68%
	EE	4%	28%	68%
	LV	6%	35%	69%
	LT	6%	50%	44%
	HU	4%	23%	73%
	PL	7%	31%	62%
	FI	4%	32%	64%
	SE	4%	24%	72%
	NO	2%	21%	77%
Considering all my efforts and achievements I feel I get paid appropriately.		Agree	Neither agree, nor disagree	Disagree
	DK	67%	11%	22%
	GER	57%	21%	23%
	EE	48%	22%	30%
	LV	45%	17%	38%
	LT	42%	21%	37%
	HU	44%	29%	27%
	PL	51%	23%	25%
	FI	62%	7%	32%
	SE	60%	12%	28%
	NO	73%	7%	19%
I receive the recognition I deserve for my work.				
	DK	76%	13%	11%
	GER	66%	21%	14%
	EE	64%	22%	14%
	LV	59%	21%	19%
	LT	55%	28%	17%
	HU	56%	27%	17%
	PL	56%	24%	20%
	FI	78%	11%	12%
	SE	67%	20%	13%
	NO	81%	10%	9%

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How many days were you absent from work for health reasons in the last 12 months?		More than 15	1-15	none	
	DK	8%	55%	37%	
	GER	10%	47%	42%	
	EE	12%	28%	60%	
	LV	9%	23%	68%	
	LT	44%	30%	59%	
	HU	3%	26%	71%	
	PL	9%	31%	59%	
	FI	11%	54%	35%	
	SE	7%	52%	40%	
	NO	13%	45%	42%	
Level of team autonomy		Team with full autonomy	Team with some autonomy	Team with no autonomy	No team-work
	DK	20%	35%	12%	33%
	GER	8%	27%	18%	47%
	EE	14%	30%	22%	34%
	LV	11%	17%	20%	51%
	LT	16%	18%	29%	36%
	HU	6%	19%	17%	58%
	PL	9%	20%	21%	50%
	FI	23%	27%	12%	38%
	SE	27%	27%	15%	31%
	NO	25%	28%	15%	31%
How satisfied are you with working condition of your main paid job?		Very satisfied	Satisfied	Not very satisfied	Not at all satisfied
	DK	47%	44%	8%	1%
	GER	30%	59%	10%	1%
	EE	16%	74%	8%	2%
	LV	16%	66%	16%	2%
	LT	19%	64%	16%	1%
	HU	18%	68%	11%	3%
	PL	21%	66%	11%	2%
	FI	28%	64%	8%	0%
	SE	26%	59%	13%	2%
	NO	44%	50%	5%	1%

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How often have you worked in your free time to meet work demands?		Daily	Several times a week	Several times a month	Less often	Never	
	DK	2%	10%	17%	26%	45%	
	GER	1%	4%	10%	18%	67%	
	EE	2%	5%	13%	36%	44%	
	LV	1%	5%	13%	27%	53%	
	LT	1%	6%	15%	23%	55%	
	HU	3%	6%	12%	25%	54%	
	PL	2%	5%	13%	27%	54%	
	FI	3%	6%	14%	29%	48%	
	SE	2%	7%	16%	26%	48%	
	NO	2%	7%	18%	32%	42%	
Number of determinants of work pace?		0	1	2	3	4	5
	DK	13%	28%	28%	21%	8%	2%
	GER	13%	34%	26%	19%	6%	2%
	EE	14%	26%	29%	29%	9%	4%
	LV	18%	30%	26%	15%	9%	3%
	LT	10%	28%	29%	20%	9%	5%
	HU	13%	21%	29%	22%	10%	4%
	PL	20%	29%	22%	15%	9%	5%
	FI	14%	29%	29%	18%	7%	2%
	SE	12%	29%	32%	17%	8%	1%
	NO	9%	25%	30%	21%	13%	3%

Educational Markets

Introduction EU2020 Strategy

While the responsibility for education and training systems lies with the Member States, the role of the European Union is to support and supplement their action and capacity. The EU supports Member states through policy cooperation within the ET 2020 framework and individual funding actions (e. g. Erasmus+ programme and the European Structural and Investment Funds).

The European Strategy 2020 for Education and Training (ET 2020) pursues the following four common EU objectives:

- Make lifelong learning and mobility a reality;
- Improve the quality and efficiency of education and training;
- Promote equity, social cohesion, and active citizenship;
- Enhance creativity and innovation, including entrepreneurship, at all levels of education and training³⁵.

Moreover, the ET 2020 also supports the achievement of the following benchmarks at European level by 2020:

³⁵ European Commission, Education and Training, European Policy Cooperation (ET 2020 framework), https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en (May 2019)

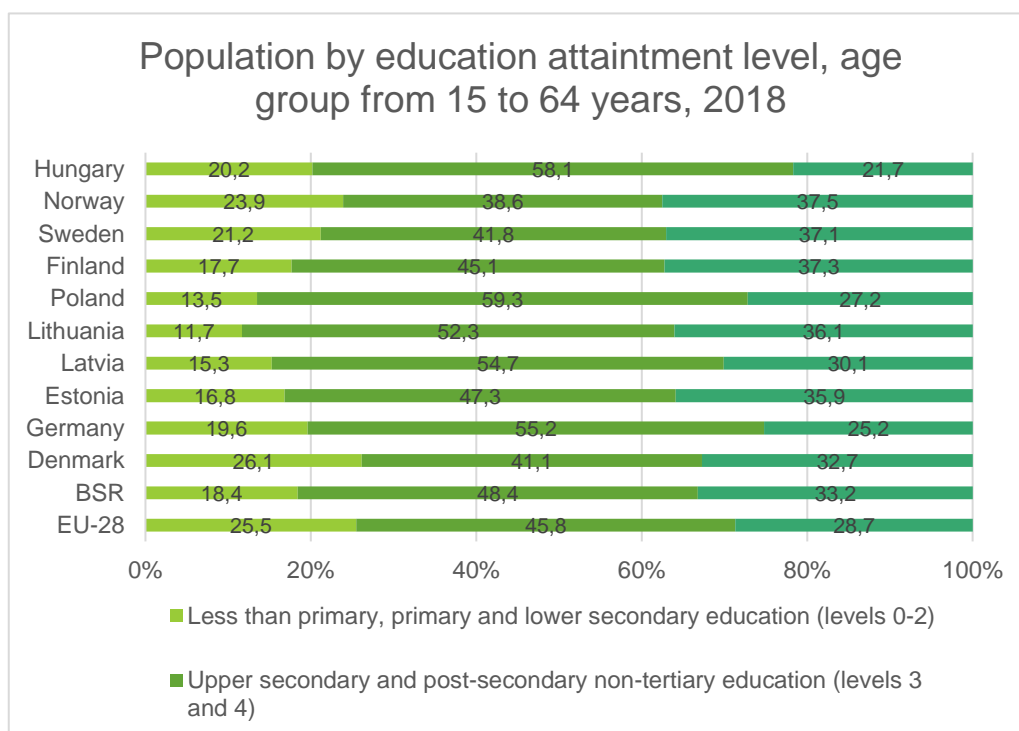
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- At least 95% of children should participate in early childhood education;
- fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science;
- the rate of early leavers from education and training aged 18-24 should be below 10%;
- at least 40% of people aged 30-34 should have completed some form of higher education;
- at least 15% of adults should participate in learning;
- at least 20% of higher education graduates and 6% of 18-34-year-olds with an initial vocational qualification should have spent some time studying or training abroad;
- the share of employed graduates (aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago) should be at least 82%³⁶.

The ET 2020 strategy has encouraged action in individual EU countries by making national plans and country specific recommendations, which, after only a few years, are already reflected not only in figures set as benchmarks, but also in more efficient education that is accessible to all, of better quality, anchored in work-based learning, adapted to labour market needs and permanently changing environment of knowledge based societies. The “old” educational systems have been reorganised. Many restructurings have been carried out, which can be described as reforms of the education systems: establishment of competence centres, introduction of work-based learning in vocational education and training, efforts to make education systems permeable, new forms of learning by incorporating digital technologies and promoting intense mobility of teaching staff and young people in education and training.

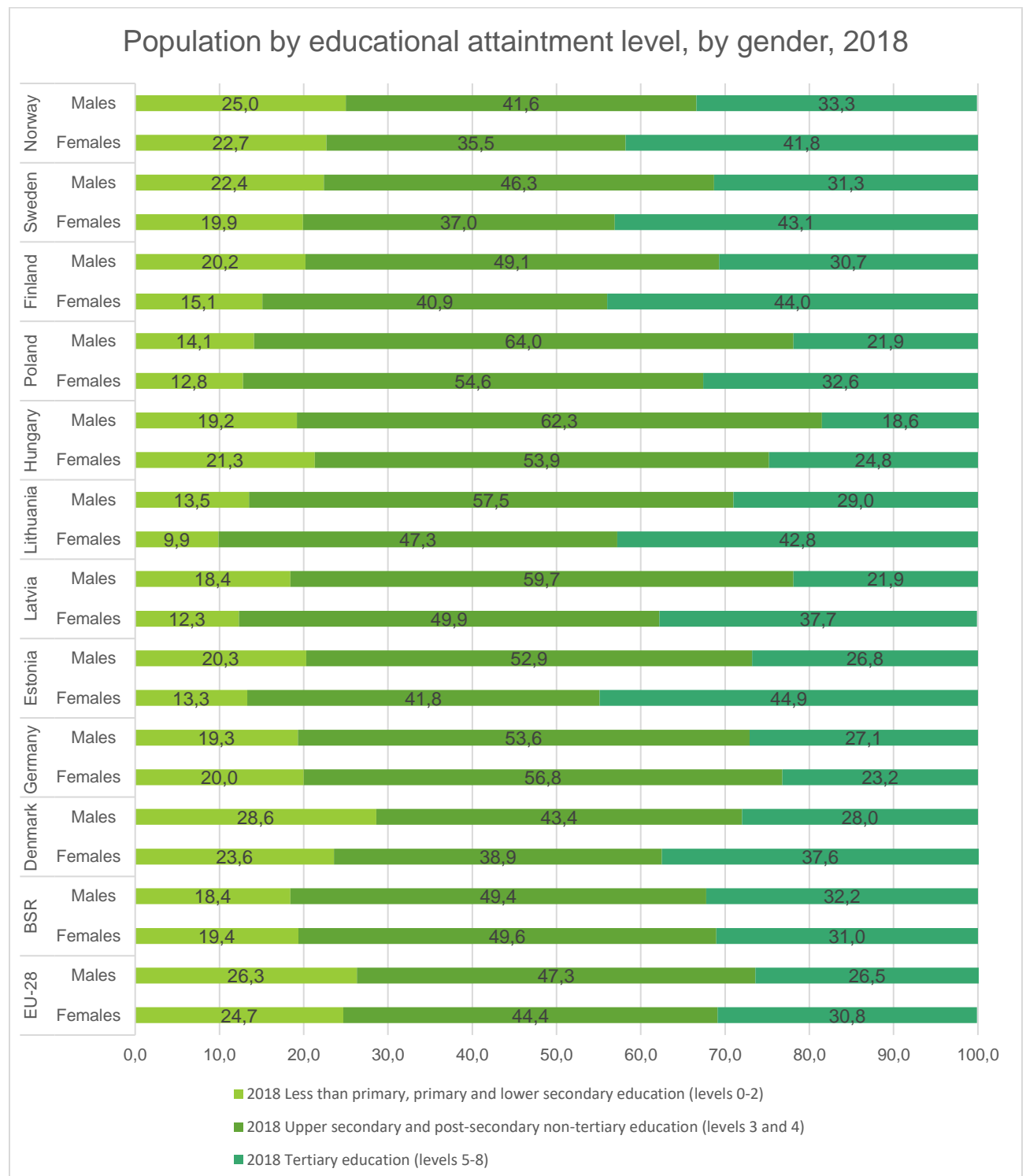
Educational Level of Population in Countries

“Tomorrow belongs to those who can hear it coming”, said David Bowie forty years ago. Jobs, labour markets and economies are rapidly changing - globalisation, technology and a growing services sector are both causes and symptoms. Ageing populations and dwindling youth cohorts, on the one hand, and labour



³⁶ European Commission, Education and Training, European Policy Cooperation (ET 2020 framework), https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en (May 2019)

migration, on the other, are affecting workforce composition. And that's not to mention the lingering impact of the financial crisis³⁷. What about the educational landscape in the BSR countries today?



³⁷ CEDEFOP, briefing note – what future for vocational education and training in Europe?

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/9133> (May 2019)

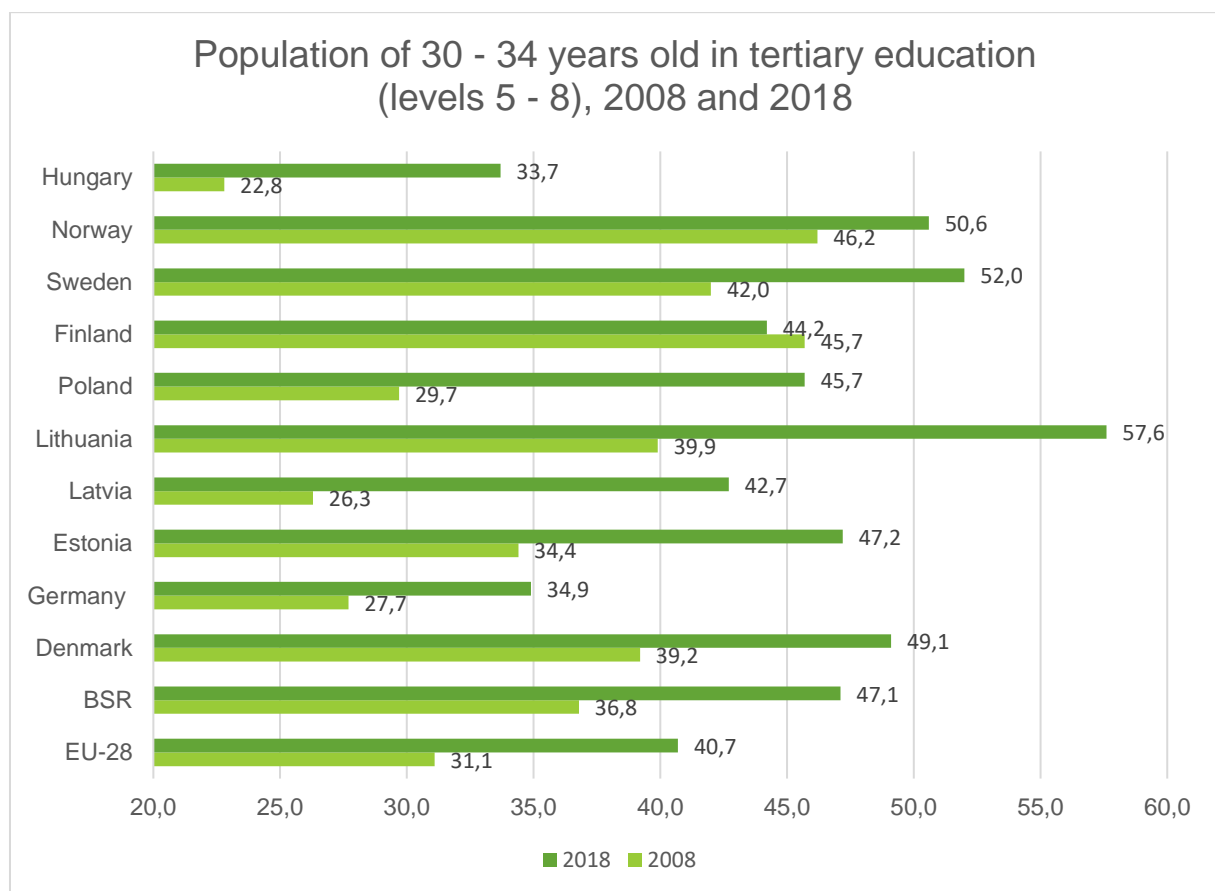
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As mentioned above, one of the targets identified in ET 2020 was that "at least 40% of 30-34-year olds have completed tertiary education". The following graph shows the situation as to the extent to which this target has been achieved in the BSR countries shortly before the 2020 deadline.

In the European Union and the Baltic Sea region, the overall participation of 30-34-year olds in tertiary education has increased significantly over the last 10 years. If in 2008 only three countries in the Baltic Sea region - Norway, Sweden and Finland - had exceeded the 40% threshold, then in 2018 only Germany (and Hungary) were below it and had not yet met this ET 2020 target.

The highest participation in tertiary education (57.6%) reaches Lithuania in 2018, followed by Sweden with 52% and Norway with one in two tertiary education graduates.

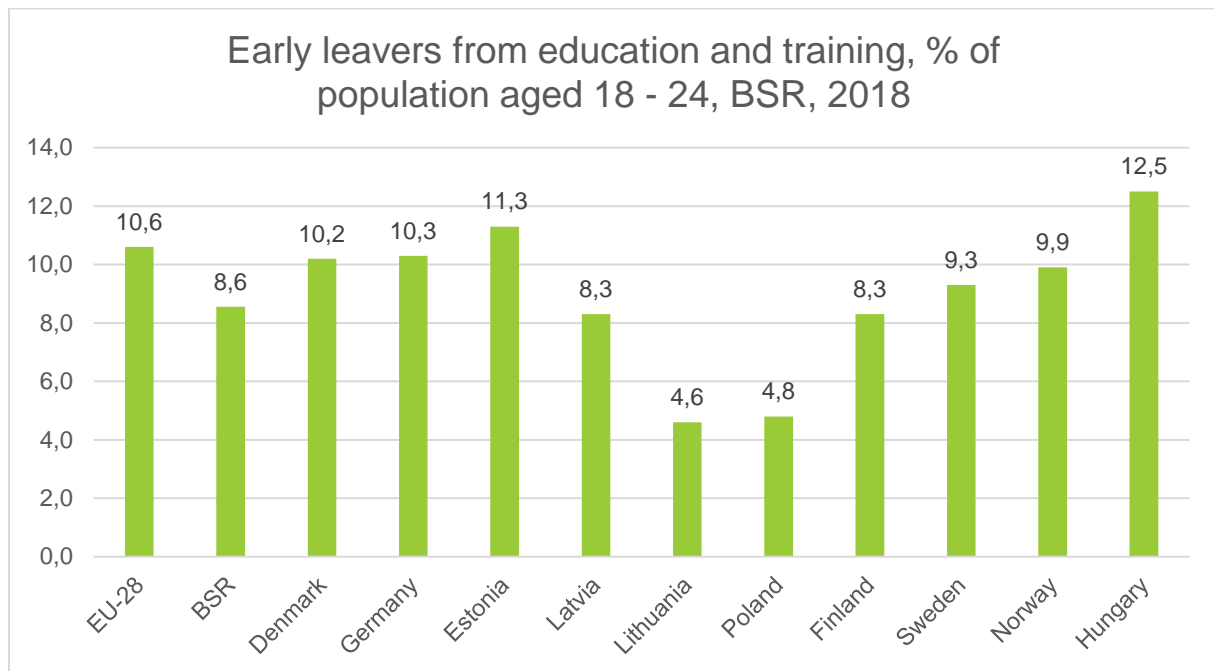
By comparison, the lowest rates were in Hungary (33.7%) and Germany (34.9%), although in Germany this could be due to the strong participation of young people in dual vocational education and training.



Early Leavers from Education and Training

In general, low educational attainment — at most lower secondary education — influences other socioeconomic factors. The most important of these are employment, unemployment and the risk of poverty or social exclusion. Fortunately, the statistical data show a positive trend: early leaving from education and training has been falling continuously in the EU since 2002, for both men and women. Additionally, this development represents steady progress towards the Europe 2020 targets of 10% (see the graph below).

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In 2018, the ration of early leavers ranged from 4.6% in Lithuania and 12.5% in Hungary. Accordingly, the lowest early leaver rates in the Baltic Sea region are in Lithuania (4.6%) and Poland (4.8%). In all other EU countries, this figure is significant, almost twice as high.

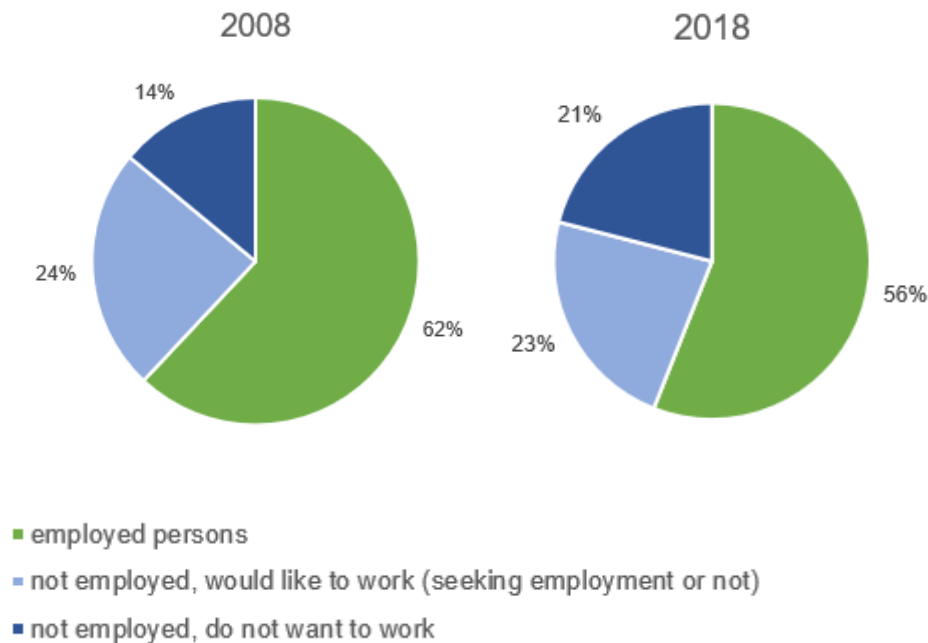
Overall, in 6 of the 9 BSR countries, less than 10% of population aged 18 - 24 leave education and training, which was set as the target to be achieved by 2020. Only in Estonia, Germany and Denmark (and Hungary), the early leavers rate is higher than the 10% threshold. While in the EU-28 average this threshold needs to be still achieved, the BSR countries in average has it already done.

As described at the beginning of this part, early leavers from education and face particularly severe problems in the labour market. As figure shows below, 44% of the early leavers, were either unemployed or inactive in 2018 (54% in EU-28). The situation for early leavers has worsened over time:

Between 2008 and 2018, the share of 18 to 24-year-old early leavers who were not employed but who wanted to work has decreased imperceptibly (by 1%), but the share has grown significantly of those young people who were not employed and do not want to work. Proportional to the last size, the proportion of employed persons had fallen after the one decade.

Early leavers from education and training, by labour status, Baltic Sea region (excl. Hungary), 2008 and 2018

(% of the early leavers aged 18–24)



Adult Learning³⁸

Adult learning is crucial for maintaining good health, remaining active in the community and being fully included in all aspects of society, as well as improving and developing skills, adapting to technical developments, advancing a career or returning to the labour market.

The Education and Training 2020 (ET 2020) framework includes the benchmark to increase the share of adults participating in learning to 15 %. Adult learning is the key subject of the Council Resolution³⁹ on a renewed European agenda for adult learning and the ET 2020 framework. It also plays a crucial role in the Europe 2020 flagship initiative "New Skills Agenda for Europe". The recently adopted Recommendation Upskilling Pathways: new opportunities for adults, aims to improve adult learning provision in order specifically to address the needs of low-skilled, low-qualified adults.

In addition to tertiary educational attainment, adult participation in learning is also crucial for providing Europe with a highly qualified labour force. Adult education and training cover the longest time span in the process of learning throughout a person's life. However, the share of adults participating in learning does not seem to be increasing fast enough to meet the ET 2020 benchmark at EU level, however the average participation in the countries of the BSR has already reached the 15%, even exceeded 16.4%. However, adult participation in learning varies widely across the BSR countries and the high average adult participation at BSR level has been achieved mainly thanks to the Nordic countries - Denmark, Sweden,

³⁸ According to the Eurostat glossary **adult learning** means the participation of adults in lifelong learning. Adult learning usually refers to learning activities after the end of [initial education](#) and is a vital component of the EU's lifelong learning policy.

The main indicator to measure adult learning is the participation rate in education and training, which covers participation in formal and non-formal education and training. The target population of Eurostat's adult learning statistics is the population aged 25-64.

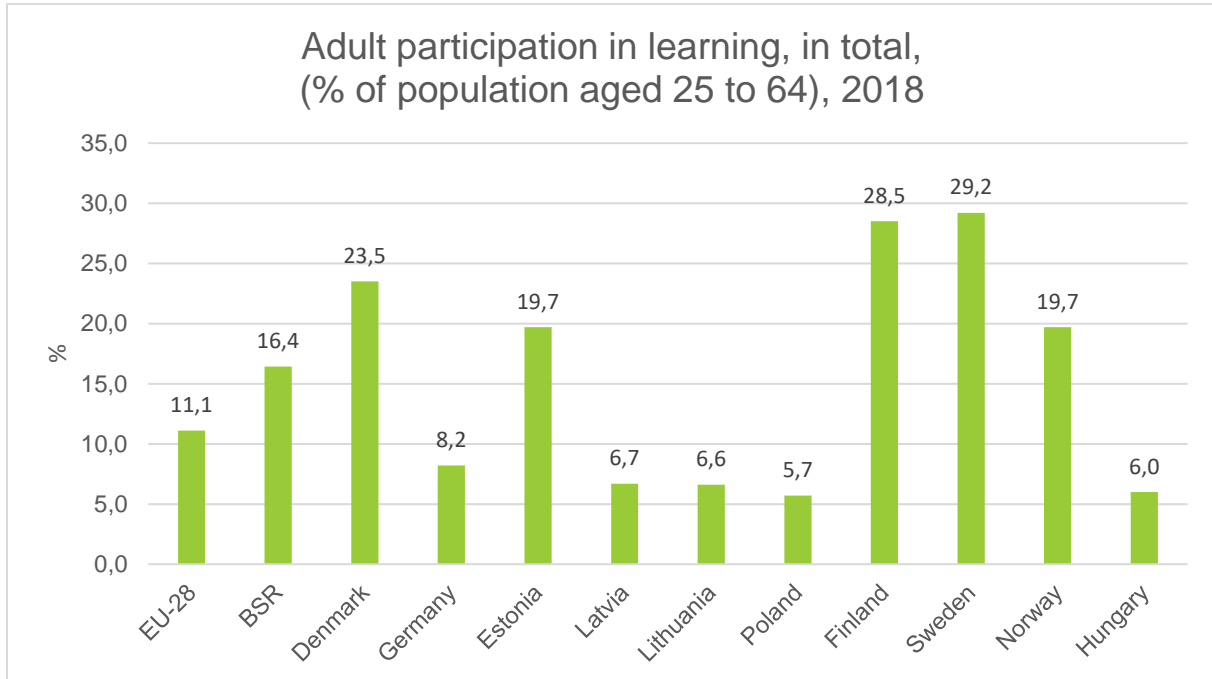
³⁹ Council Resolution on a renewed European agenda for adult learning (2011/C 372/01), Official Journal of the European Union, 20 December 2011:

<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0001:0006:EN:PDF> (May 2019)

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Norway and Finland - where adult participation in learning is disproportionately high compared to other countries, from 19.7% in Norway to 29.2% in Sweden.

Another outlier are the Baltic States, where Estonia has an above-average participation rate of 19.2% in the BSR compared to its neighbouring countries Latvia and Lithuania.

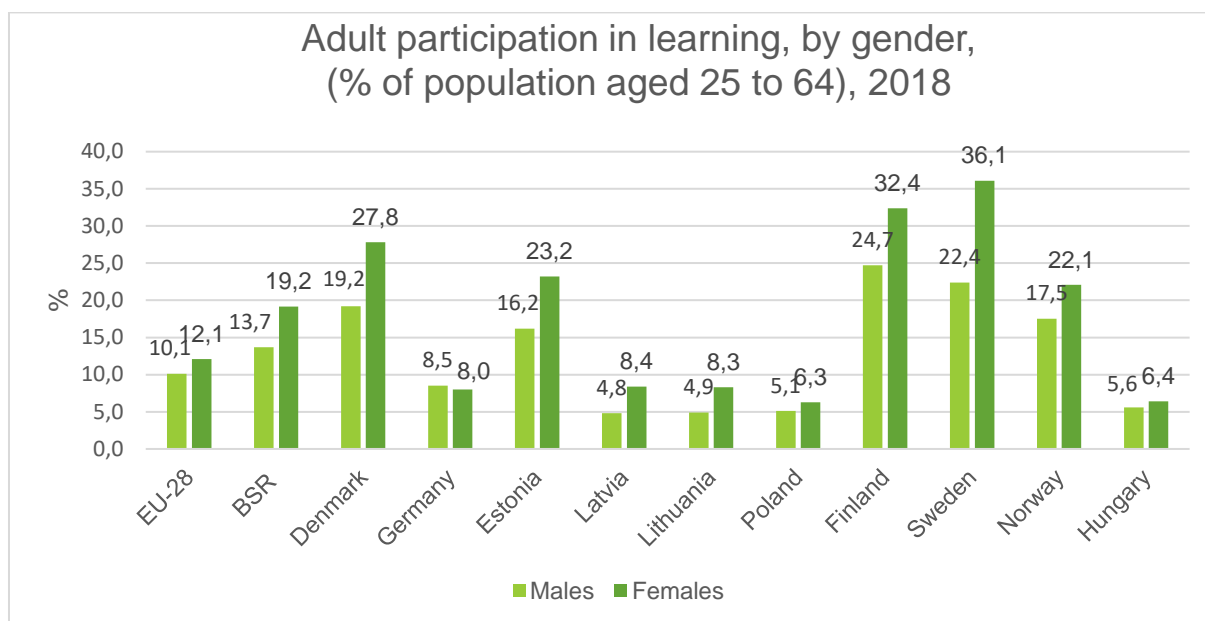


When looking more closely at the development of the adult participation rate in learning, it has not developed continuously and stably over the last 10 years in the individual countries, but shows jumps, declines and increases. So, in 2018 in several countries, the participation rate is lower than in 2017, e.g. Denmark, Germany, Latvia, Sweden, Norway and Hungary. Nevertheless, most countries experienced growing adult participation rates in education and training in last decade.

Women are more likely to participate in adult learning than men and this trend is stable over time. In 2018, the share of adult women engaged in learning was 2 percentage points higher than that of men (12.1 % compared with 10.1 %) in EU-28 and 5.5 percentage points higher than that of men in BSR countries.

Germany is the only country among the countries of the Baltic Sea region (and Hungary) where adult male participation in learning was higher than that of women in 2018.

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Eurostat makes available, even if it is scarce information, the distribution of non-formal education and training activities by provider. Data are available for 2007, 2011 and 2016. In the table below the most current information is presented and the highest rates in the respective category in each country highlighted which shows a rather homogeneous picture in the Baltic Sea region - in most countries the employer is the most frequent provider of non-formal education, and training activities, except for Lithuania and Poland, where “non-formal education and training institutions” provide education and training in the majority of cases. Chambers of commerce show low engagement in providing education, except for Lithuania where chambers of commerce provide 15.2% and thus show the highest rate in all BSR countries. Overall, there is a high variety in forms and providers in adult education.

	Formal education and training	Non-formal education and training institutions	Commercial institutions where education and training is not the main activity (e.g. equipment)	Non-commercial institutions where education and training is not the main activity (e.g. not the main activity)	Employer	Employers' organisations, chambers of commerce	Trade unions	Non-profit associations (e.g. cultural society, political party)	Other training providers
EU-28	7,6	17,7	9,4	3,4	35,4	4,2	1,1	6,7	6,3
BSR	12,0	19,6	10,2	1,9	31,2	4,5	2,1	4,6	5,7
Denmark	17,6	15,5	8,6	2,9	32,0	2,0	4,2	3,3	11,1
Germany	3,3	14,3	13,6	0,9	39,7	8,4	1,7	5,4	1,1

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Estonia	11,7	24,4	6,1	2,7	31,9	:	7,4	10,4	2,9
Latvia	6,1	22,9	11,8	3,4	34,7	3,6	:	1,5	2,4
Lithuania	20,1	24,3	8,2	3,0	12,6	15,2	:	1,7	3,7
Poland	8,6	48,7	8,0	1,1	23,2	1,4	:	2,0	3,6
Finland	23,1	9,1	3,1	1,4	39,2	1,1	3,1	12,3	5,4
Sweden	9,8	5,1	22,1	1,6	32,9	3,3	:	2,0	11,2
Norway	7,7	12,2	10,3	:	34,7	5,4	2,6	2,4	9,7
Hungary	4,1	13,0	3,8	1,8	57,9	7,7	:	3,3	1,0

Vocational Education and Training in the Baltic Sea Region⁴⁰

Participation of Young People in Vocational Education and Training

Within lower secondary education (ISCED level 2), vocational programmes are relatively rare: in 2016 they accounted for 3.3 % of the total number of pupils at this level in the EU-28 (including 2015 data for the United Kingdom) and in BSR this share even less – 1.9%. A somewhat higher proportion of male pupils (3.7 % in EU-28, 2.3% in BSR) followed vocational programmes within lower secondary education, as the corresponding share among female pupils was 2.9 % in EU-28 and 2.9% in BSR.

Estonia is the only country in the Baltic Sea region where females are more involved at this level of education than males.

In 12 Member States there were no vocational programmes at the lower secondary level as well as non-member countries like Norway, Iceland, Liechtenstein, Switzerland, Montenegro, North Macedonia, Serbia or Turkey.

Share of students in vocational education programmes, 2016									
%									
	Lower secondary			Upper secondary			Post-secondary non-tertiary		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
EU-28	3.3	3.7	2.9	49.3	54.0	44.5	91.5	90.7	92.1
BSR	1.9	2.3	1.5	44.5	50.3	34.4	96.5	95.5	97.5
Denmark	-	-	-	40.6	45.2	36.1	-	-	-
Germany	3.7	4.5	2.9	46.3	53.5	37.7	91.5	88.8	93.5
Estonia	2.1	2.1	2.2	38.7	47.0	30.2	100.0	100.0	100.0
Latvia	0.6	0.7	0.4	38.1	44.0	31.8	100.0	100.0	100.0
Lithuania	2.2	3.2	1.2	27.2	33.3	20.4	100.0	100.0	100.0
Hungary	0.9	1.0	0.7	21.4	26.1	16.5	100.0	100.0	100.0
Poland	-	-	-	51.1	60.0	41.3	100.0	100.0	100.0

⁴⁰ ⁴⁰ cf. Eurostat statistics explained, with additions to the numbers for BSR and modification of table by the author

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Finland	-	-	-	71.3	74.2	68.7	100.0	100.0	100.0
Sweden	-	-	-	36.6	37.6	35.8	80.9	74.8	86.4
Norway	-	-	-	50.4	58.2	41.7	100.0	100.0	100.0

In 2016, close to half (49.3 %) of all upper secondary (ISCED level 3) school pupils in the EU-28 followed vocational programmes, with the share for males (54.0 %) clearly higher than that recorded for females (44.5 %). The same picture can be seen in the countries of the BSR, just the share of participation of pupils was lower at this education level than in the EU-28 as a whole – 44.5% total, 50.3% males and 34.4% females.

In 3 BSR countries more than half of all upper secondary pupils were studying vocational programmes. Very strong share at this level presents Finland – 71.3% of all pupils at his education level, followed by Poland – 51.1% and Norway – 50.4%. In Hungary just over one fifth out of all participates at this education level, showing up the lowest rate in the whole BSR.

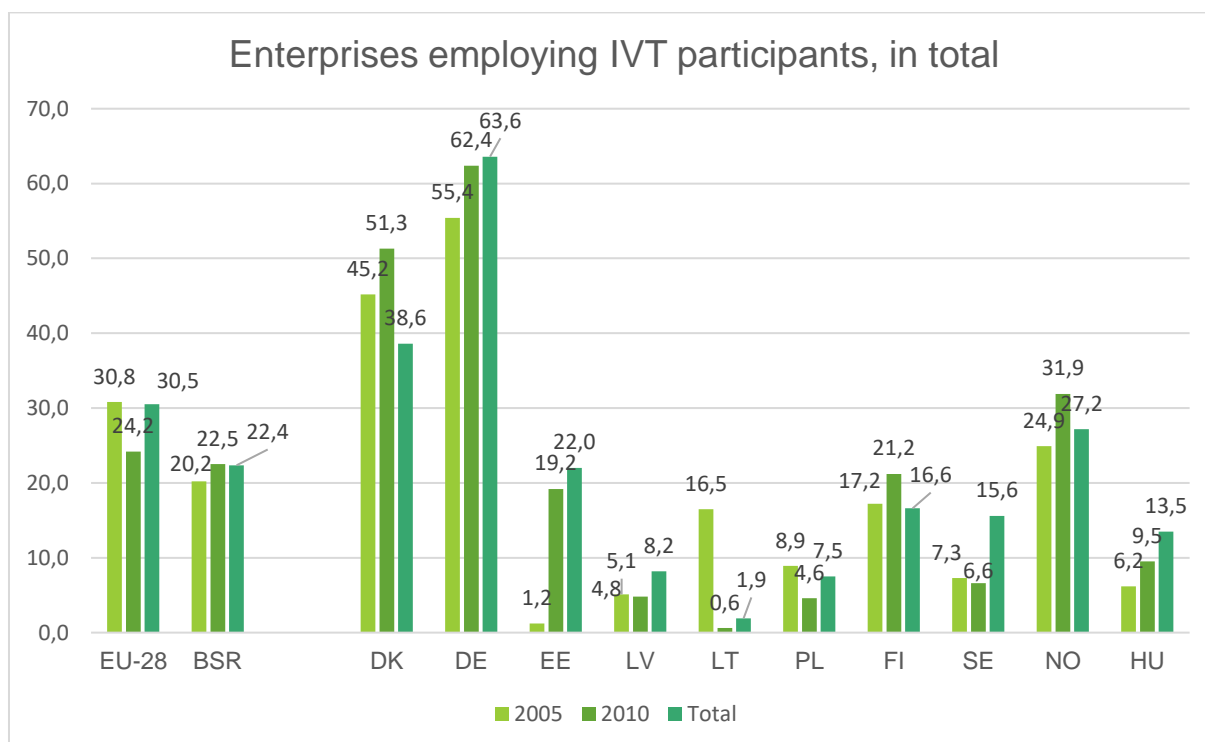
Within post-secondary non-tertiary education (ISCED level 4), the vast majority of pupils followed vocational programmes, an average of 91.5 % across the EU-28 and an average of 96.5% in BSR in 2016. Unlike the two secondary education levels, the share (92.1 % in EU-28, 97.5% in BSR) of females following vocational post-secondary non-tertiary programmes was somewhat higher than that for males (90.7 % in EU-28, 96.5% in BSR). In a majority of the EU Member States (17 of the 23 with post-secondary non-tertiary education) all of the pupils at this educational level were enrolled in vocational programmes. Czechia was one of only two Member States where less than half of the total number of pupils within post-secondary non-tertiary education were following vocational programmes (12.7 %), the other was Malta where all students at this level of education were enrolled in general rather than vocational education programmes. Note there were no post-secondary non-tertiary education students in 2016 in Denmark, Croatia, the Netherlands, Slovenia or the United Kingdom and therefore none following vocational programmes.

Initial Vocational Training (IVT) in Enterprises

The latest statistics to these figures are from 2015. As these show in 2015, almost 1/3 (30.5%) of all enterprises in the EU-28's business economy with 10 or more persons employed provided IVT, although the proportion varied greatly between EU Member states⁴¹.

In the countries of the Baltic Sea region was at least one of five enterprises (22.4%) that engages for young people in IVT.

⁴¹ Eurostat statistics explained, Vocational Education and Training statistics: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Vocational_education_and_training_statistics#Initial_vocational_training_in_enterprises (May 2019)

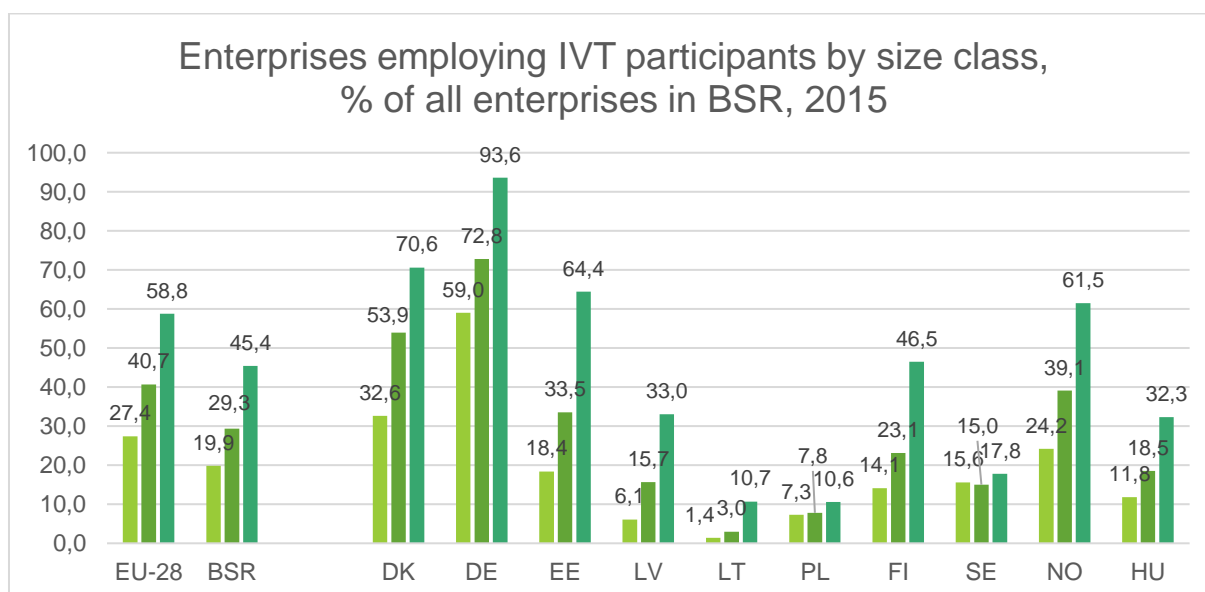


In the countries of the Baltic Sea region, however, a great deal of dynamism can be observed in this respect, so for example: in Estonia in 2005 – 1.2% of all enterprises employed IVT participants and 5 years later it was already – 19.2% and in 2015 – 22.0%.

In Lithuania, this trend has taken a completely different direction as in Estonia, with 16.5% of companies engaged in initial training in 2005, only 0.6% five years later, and a slight increase in 2015 - although at 1.9% they are still only a few companies involved in IVT.

Companies from Germany have the highest rates in the Baltic Sea region employing IVT participants – 63.6%.

The next graph shows the involvement of companies in training depending on the size class. Accordingly, throughout the whole BSR the companies “250 persons employed or more” make up the largest proportion of all companies involved in initial training.

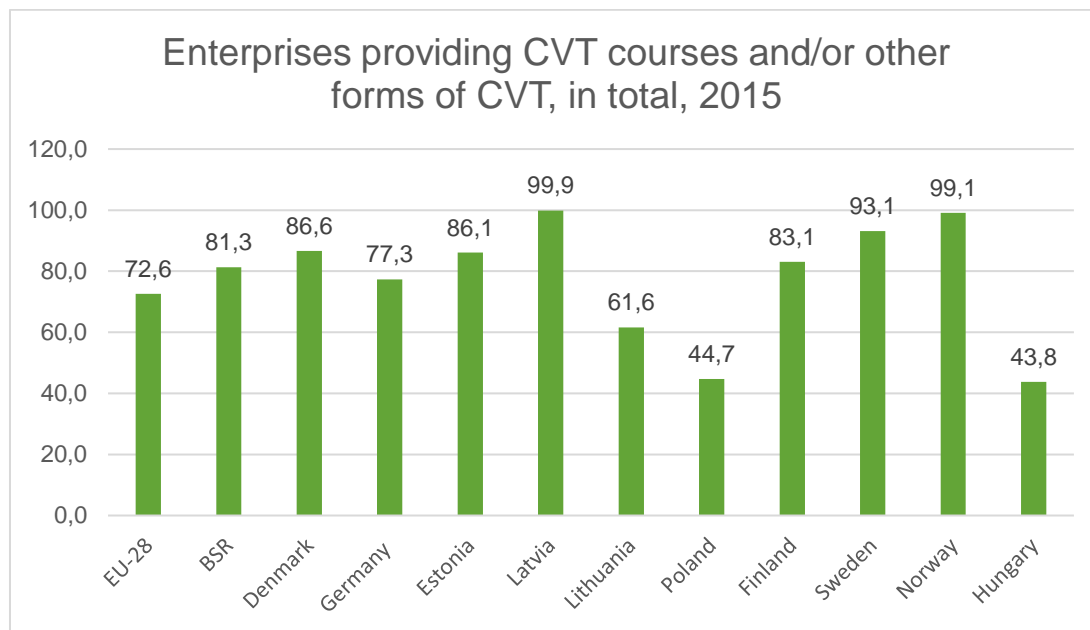


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A different picture becomes apparent when it comes to offering and carrying out continuing vocational training.

Continuing Vocational Training (CVT) in Enterprises⁴²

In 2015 in BSR 81.3% of all enterprises (in EU-28 72.6%) provided CVT to their staff. Among the BR countries, the share of enterprises that provided such training in 2015 ranged from 44.7% in Poland (incl. Hungary it would be Hungary with 43.8%) to 99.9% in Latvia (guided on-the-job training).



For the vast majority of EU Members States, the highest proportion of enterprises providing CVT courses was recorded in information and communication services and financial and insurance activities. In Denmark, Latvia and Lithuania the highest proportion was recorded for other services, which includes real estate activities, professional, scientific, technical, administrative and support service activities, arts, entertainment and recreation as well as other service activities. Latvia also recorded 100% of construction enterprises providing CVT⁴³.

Education Systems in the Baltic Sea Region Countries

The First, education systems are described in the individual countries as a whole, from early childhood, pre-kindergarten education to tertiary education inclusive. Vocational and education training (VET) systems will be described in detail. Also, here the focus lies on nine Baltic Sea region countries and Hungary.

⁴² This information refers to education or training activities which are financed, at least in part, by enterprises; part financing could include, for example, the use of work time for the training activity; CVT can be provided either through dedicated courses or other forms of CVT, such as guided on-the-job training. In general, enterprises finance CVT in order to develop the competences and skills of the people they employ, hoping that this may contribute towards increasing competitiveness. A large majority of CVT is non-formal education or training, in other words, it is provided outside the formal education system (Eurostat Statistics explained)

For more data and information on CVT provided by enterprises see Eurostat:

<https://ec.europa.eu/eurostat/web/education-and-training/data/database>

⁴³ Eurostat statistics explained, Vocational Education and Training statistics: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Vocational_education_and_training_statistics#Initial_vocational_training_in_enterprises (May 2019)

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The information on education systems is based on relevant literature, such as CEDEFOP, European Commission/EACEA/Eurydice or publications of the relevant ministries in the respective countries.

The country specific general information about the education systems in the tables have the online source: Eurodyce, National Educational Systems: https://eacea.ec.europa.eu/national-policies/eurydice/national-description_de (May 2019).

An overview on the national VET systems delivers: Cedefop (2019), *Spotlight on VET – 2018 compilation: vocational education and training systems in Europe*. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/009> (May 2019)

The schematic diagrams on education systems are provided by European Commission/EACEA/Eurydice, 2018. *The Structure of the European Education Systems 2018/19: Schematic Diagrams*. Eurydice Facts and Figures. Luxembourg: Publications Office of the European Union.

	<h1>Denmark⁴⁴</h1>
<h2>Structure of the Danish Education System</h2> <p>Denmark 2018/19</p> <p>Source: Eurydice 2018/19</p>	
<p>The Danish education system consists of the following stages</p> <ul style="list-style-type: none"> • Primary and lower secondary education (grundskole) • Upper secondary education (ungdomsuddannelser) • Higher education (videregående uddannelser) <p>The education system for adult and continuing education is targeted adults at the age of 18 years and above and makes it possible for people to engage in continuous education and acquire new skills. The level of the educational programmes in this parallel educational system corresponds to the level in the ordinary education system. Examples of educational programmes are general adult education (AVU), adult vocational training (AMU) and diploma programmes.</p>	
<p>Primary and lower school education</p>	<p>Primary education consists of integrated primary and lower secondary education. The educational institutions at which primary and lower secondary education takes place is called primary and lower secondary schools (in Danish: Folkeskole). Primary education is compulsory between the age of six and 16 and consists of one pre-school year (grade 0) and nine school years (grades 1-9). It is possible to prolong the compulsory education with a tenth grade, but that remains optional.</p>
<p>Following the primary and lower secondary education, students are free to choose the educational path they wish. In brief, the choice is between academically oriented general upper secondary education programmes and secondary vocational education programmes.</p>	

⁴⁴ Source for flags images for each country: www.pixabay.com, international website for sharing photos, illustrations, vector graphics, and film footage under a proprietary license.

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General upper secondary education	<p>General upper secondary education programmes take place at several institutions whereas some institutions offer various types of programmes:</p> <p>The three-year upper secondary school leaving examination (STX) takes place at upper secondary schools (in Danish: gymnasium)</p> <p>The three-year higher commercial examination (HHX) takes place at commercial upper secondary schools, also known as business colleges (in Danish: handelsgymnasium)</p> <p>The three year higher technical examination (HTX) takes place at technical upper secondary schools, also known as technical colleges (in Danish: teknisk gymnasium)</p> <p>The two-year higher preparatory examination (HF) usually takes place at upper secondary schools (in Danish: gymnasium), but the programme is also offered at adult education centres (VUC Centres).</p> <p>The duration of the three first-mentioned programmes is three years. Students usually start at the age of 16 and graduate at the age of 19. However, this depends on several factors, including whether the student in question has taken the tenth grade. The duration of the last-mentioned, HF, is two years, and the age of the students vary greatly.</p> <p>Secondary vocational education programmes vary in duration depending on the programme in question. More specifically, the duration varies from 1½ to 5½ years, the most typical being 3½ to 4 years. The programmes are offered at vocational/ technical schools (in Danish: erhvervsskole). The age of students when starting and graduating varies greatly.</p>
Secondary vocational education	
<p>Following the general upper secondary education programmes and secondary vocational education programmes, there is a great variety in the students' educational opportunities. In general, general upper secondary education qualifies for further studies at the level of higher education, while secondary vocational education qualifies for the labour market.</p>	
Higher education	<p>Higher education takes place at different educational institutions:</p> <p>Short-cycle programmes are offered at business academies (in Danish: erhvervsakademi)</p> <p>Medium-cycle programmes are offered at university colleges (in Danish: professionshøjskole)</p> <p>Long-cycle programmes are offered at universities (in Danish: universitet)</p>

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VET in Denmark

Vocational education and training (VET) plays a key role in the Danish strategy for lifelong learning, alongside meeting the challenges of globalisation and technological change. An inclusive and flexible initial VET system helps ensure that all young people have the opportunity to acquire competences to aid smooth transition to the labour market. Adult education and continuing training respond to structural and technological changes in the labour market and provide the workforce with new and updated skills.

Danish education and training feature a mainstream system providing qualifications at all levels, from compulsory schooling to doctoral degrees, and a parallel adult education and continuing vocational training (CVT) system. Adult education and CVT are designed to meet the needs of adult learners, for example through part-time courses. The two systems offer equivalent qualifications at various levels, enabling horizontal permeability. VET jurisdiction is with the Ministry of Education, which maintains close dialogue with social partners to respond to labour market needs. Initial VET is organised into four broad entry routes; care, health and pedagogy; office, trade and business services; food, agriculture and experiences' (an umbrella term for tourism and recreation); and technology, construction and transportation. Programmes are organised according to the dual principle, alternating between periods of college based and work-based learning (apprenticeship training) in enterprises. A typical initial VET programme (EUD) lasts three-and-a-half years with a 2:1 split between workplace and college-based training, although there is considerable variation among programmes. Individual study plans are compiled for all students. VET colleges and social partners share the responsibility for developing curricula to ensure responsiveness to local labour market needs. Qualifications at this level provide access to relevant fields in academy profession (KVU) programmes and professional bachelor programmes at tertiary level.

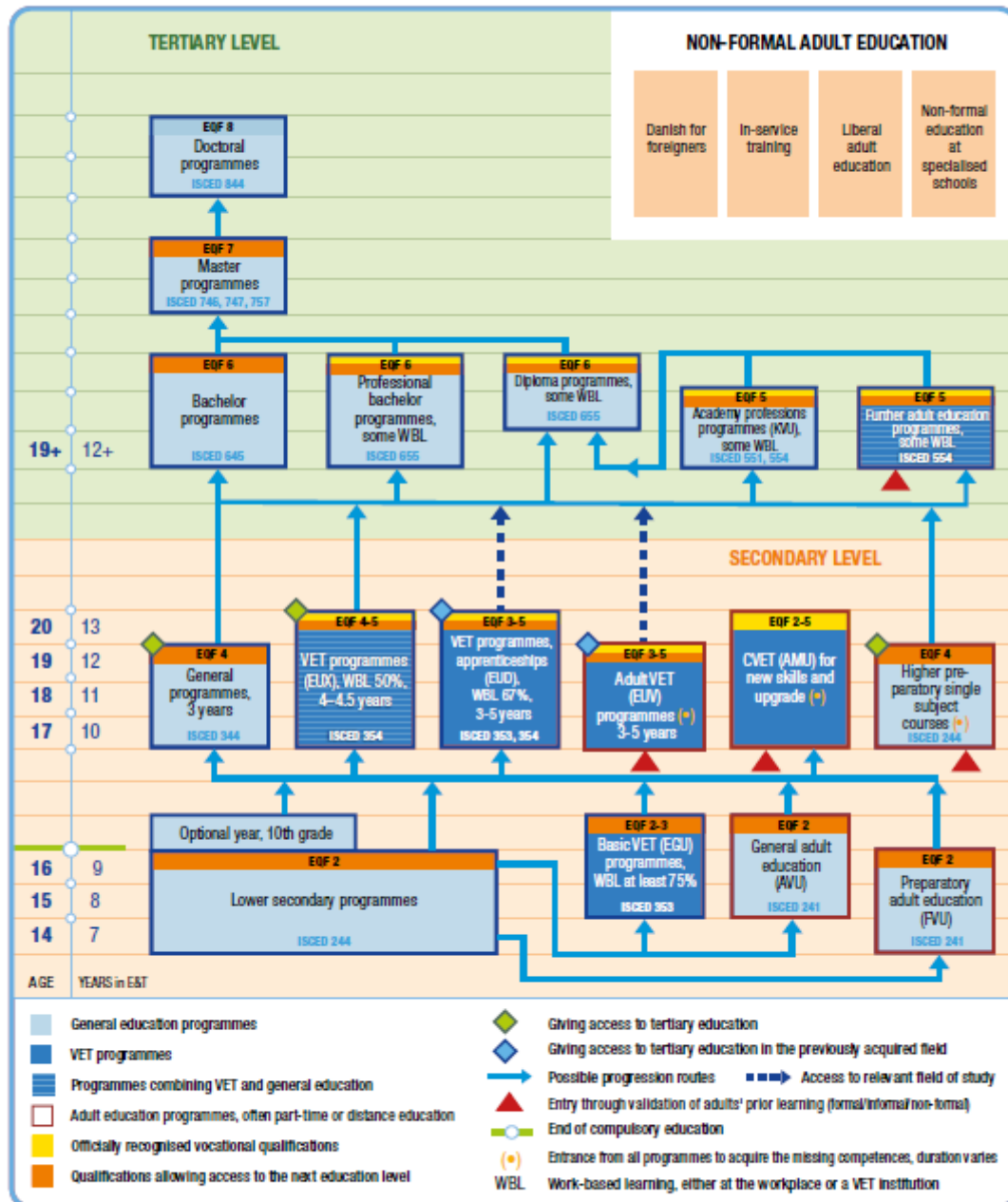
Alternative routes to VET qualifications include:

- combined vocational and general upper secondary education (EUX, an academic preparation programme), a relatively new pathway, which lasts around four years. It enables highly motivated students to obtain access to higher education along with a vocational qualification;
- 'new apprenticeship' (1) (*Ny Mesterlære*) programmes, where the entire training takes place at a company instead of partly at a VET college. Students with a practical approach to learning benefit from these programmes;
- combined post-compulsory education for people aged 15 to 24 who do not possess the necessary vocational, personal or social skills to complete a VET programme;
- basic VET (EGU) for lower secondary graduates, with a practical approach to learning. The programme caters to the young unemployed, lasts three to four years, and includes at least 75% of work-based learning (WBL).

Adult Learning


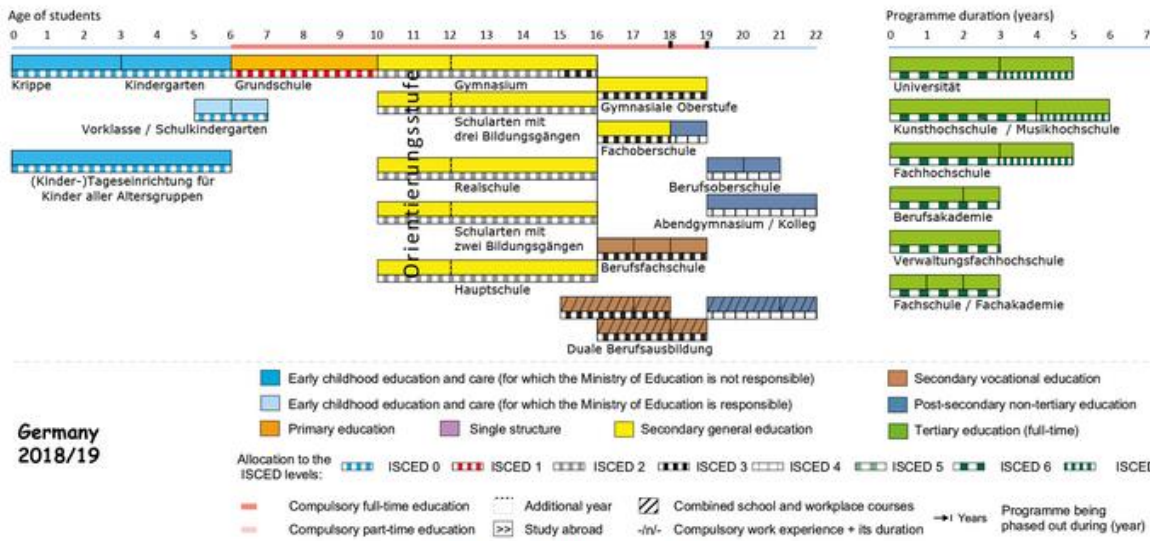
VET for adults aged 25 or older (EUV) has been established as a specific track to offer the lowskilled an attractive and goal-oriented path to become a skilled worker.

Adults with at least two years of work experience can receive VET education without the basic programme and without internship. Adult vocational training (*arbejdsmarkedsuddannelser*, AMU) provides participants with skills and competences relevant to the labour market and is primarily geared to specific sectors and jobs. The programmes help learners either deepen their existing knowledge in a particular field or develop new knowledge in related fields. AMU programmes (around 3 000) last one week on average and are created, adapted or discontinued in response to labour market needs. At tertiary level, further VET and adult education programmes lead to EQF level 5 qualifications.



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Denmark.

	<h1>Germany</h1>
<h2>Structure of the National Education System</h2>  <p>Germany 2018/19</p> <p>Source: Eurydice 2018/19</p>	
<p>In the Federal Republic of Germany responsibility for the education system is divided between the Federation and the Länder. The scope of the Federal Government's responsibilities in the field of education is defined in the Basic Law (<i>Grundgesetz</i>). Unless the Basic Law awards legislative powers to the Federation, the Länder have the right to legislate. Within the education system, this applies to the school sector, the higher education sector, adult education and continuing education. Administration of the education system in these areas is almost exclusively a matter for the Länder.</p> <p>Early childhood education and care is not part of the state-organised school system in Germany but almost exclusively assigned to the child and youth welfare sector.</p> <p>Compulsory Education</p> <p>As a rule, general compulsory schooling begins for all children in the Federal Republic of Germany in the year in which they reach the age of six and involves nine years of full-time schooling. Those young people who do not attend a full-time general education school or vocational school at upper secondary level once they have completed their period of compulsory general schooling must still attend part-time schooling (compulsory <i>Berufsschule</i> attendance – <i>Berufsschulpflicht</i>). This usually lasts three years.</p>	
<p>Early Childhood Education and Care</p>	<p>Early childhood education is provided by institutions catering for children until the age of six at which they usually start school. Children of school age who have not yet attained a sufficient level of development to attend a school have a further option in some Länder, namely <i>Schulkindergärten</i> and <i>Vorklassen</i>. These institutions are</p>

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	either assigned to the early childhood or the primary sector according to the particular Land.
Primary Education	As a rule, in the year in which children reach the age of six, they are obliged to attend primary school. All pupils in Germany enter the <i>Grundschule</i> which in almost all Länder covers grades 1 to 4 (in Berlin and Brandenburg grades 1 to 6).
Secondary education	<p>Following the primary school stage, secondary education in the Länder is characterised by division into the various educational paths with their respective leaving certificates and qualifications for which different school types are responsible. Once pupils have completed compulsory schooling they move into upper secondary education. The range of courses on offer includes full-time general education and vocational schools, as well as vocational training within the <i>duales System</i> (dual system).</p> <p>At school types offering one course of education all teaching is channelled to a specific qualification. These have traditionally been the <i>Hauptschule</i>, <i>Realschule</i> and <i>Gymnasium</i>. <i>Schularten mit mehreren Bildungsgängen</i> (schools offering more than one type of course of education) bring two or three courses of education under one umbrella. In most of the Länder they have meanwhile led to the abolition of the <i>Hauptschule</i> and <i>Realschule</i>.</p> <p>For pupils with <i>sonderpädagogischer Förderbedarf</i> (special educational needs), additionally various types of <i>sonderpädagogische Bildungseinrichtungen</i> (special schools), have been set up within the organisational framework of general and vocational education.</p> <p>Once pupils have completed compulsory schooling – generally when they reach the age of 15 – they move into upper secondary education. The type of school entered depends on the qualifications and entitlements obtained at the end of lower secondary education. The range of courses on offer includes full-time general education and vocational schools, as well as vocational education and training within the <i>duales System</i> (dual system).</p>
Tertiary Education	<p>The tertiary sector encompasses institutions of higher education (universities, <i>Fachhochschulen</i>, colleges of art and music) and other establishments that offer study courses qualifying for entry into a profession to students who have completed the upper secondary level and obtained a higher education entrance qualification.</p> <p>Additionally, there are a number of special higher education institutions which only admit certain groups,</p>

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	<p>e.g. higher education institutions of the Federal Armed Forces and <i>Verwaltungsfachhochschulen</i>, and are not considered below.</p> <p>Those with a higher education entrance qualification may also choose to enter a <i>Berufsakademie</i> offered by some Länder as an alternative to higher education. At state or state recognised <i>Studienakademien</i> (study institutions) and in companies students receive academic but, at the same time, practical career training.</p> <p>The <i>Fachschulen</i> and the <i>Fachakademien</i> in Bayern are institutions of continuing vocational education that, as a rule, call for the completion of relevant vocational education and training in a <i>anerkannter Ausbildungsberuf</i> (recognised occupation requiring formal training) and relevant employment. The qualification level achieved here is comparable to the first level of the tertiary sector in accordance with the International Standard Classification of Education ISCED.</p>
Adult Education and Lifelong Learning	<p>The activities of the state in the field of continuing education are, for the most part, restricted to laying down principles and to issuing regulations relating to organisation and financing. Such principles and regulations are enshrined in the legislation of the Federal Government and the Länder. State regulations are aimed at establishing general conditions for the optimum development of the contribution of continuing education to lifelong learning.</p> <p>As part of lifelong learning, continuing education is assuming greater importance and is increasingly becoming a field of education. In response to the vast range of demands made on continuing education, a differentiated structure has been developed. Continuing education is offered by municipal institutions, in particular <i>Volkshochschulen</i>, as well as by private institutions, church institutions, the trade unions, the various chambers of industry and commerce, political parties and associations, companies and public authorities, family education centres, academies, <i>Fachschulen</i>, institutions of higher education and distance learning institutions. Radio and television companies also provide continuing education programmes.</p> <p>It is usually possible to acquire school-leaving qualifications later in life at evening classes (<i>Abendhauptschulen, Abendrealschulen, Abendgymnasien</i>) and in what is called <i>Kollegs</i>.</p>

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VET in Germany

Vocational education and training (VET) in Germany is based on cooperation between the State, companies and social partners. The Federal Ministry of Education and Research (BMBF) is responsible for general VET policy issues and has a coordinating and steering role for all training occupations in cooperation with the respective ministries. The BMBF also works closely with the Federal Institute for Vocational Education and Training (BIBB),

which conducts research and advises the Federal Government and VET providers. The *Länder* (federal states) are responsible for school-based parts of VET and have VET committees with employer and employee representatives.

The apprenticeship programme (dual system) at upper secondary level (EQF level 4) is the main pillar of VET and also attracts upper secondary graduates: more than one in four apprentices had achieved a higher education entrance qualification before enrolling in apprenticeship. Programmes usually last three years and combine two learning venues, companies and vocational schools (workbased learning share approximately 75%). There are no basic access requirements for participating in the dual VET programme, but an apprenticeship contract must be concluded between learner and company. Enterprises bear the costs of company-based training and pay learners a wage. Those successfully completing training are qualified to be employed as skilled workers. Progression is possible through various VET programmes offered at post-secondary and tertiary level.

Parallel to the apprenticeships are schoolbased VET programmes at upper secondary level (EQF level 2 to 4), which differ in terms of access, length, types and levels of qualification they lead to.

These include:

- programmes at full-time vocational schools (*Berufsfachschule*, duration one to three years depending on the type and level of qualification), leading, for example, to a qualification as nurse or childcare worker. The minimum entrance requirement is the lower secondary general school certificate (*Hauptschulabschluss*);
- general upper secondary programmes with a vocational component, which usually lead to the general higher education entrance qualification (*Berufliches Gymnasium/Fachgymnasium*, duration two to three years). Entrance requirement is the intermediate level certificate (*mittlerer Schulabschluss*).

Young people with social disadvantages, learning difficulties or handicap, or insufficient German language skills (migrants) have the possibility to qualify further through different transition programmes: the pre-vocational training (secondary school leaving certificate can be acquired) or basic vocational training year.

At post-secondary level, specialised programmes (*Berufsoberschulen* and *Fachoberschulen*) build on the intermediate school leaving certificate (*mittlerer Schulabschluss*) or initial VET and impart deeper occupational knowledge. They last one to three years and lead to entrance qualifications for universities of applied sciences

or universities.

At tertiary level, vocationally qualified applicants can access advanced vocational training (AVT) leading to qualifications at EQF level 6, including master craftsperson, technician, and specialist (*Meister, Techniker, Fachwirt*). AVT confers the right to exercise a trade independently, to hire and train apprentices and to enrol in subject related bachelor programmes. It also facilitates the acquisition of middle management qualifications in companies. AVT is a major factor contributing to the attractiveness of the VET pathway. Courses to prepare for these AVT qualifications are offered by chambers or schools (*Fachoberschulen*,

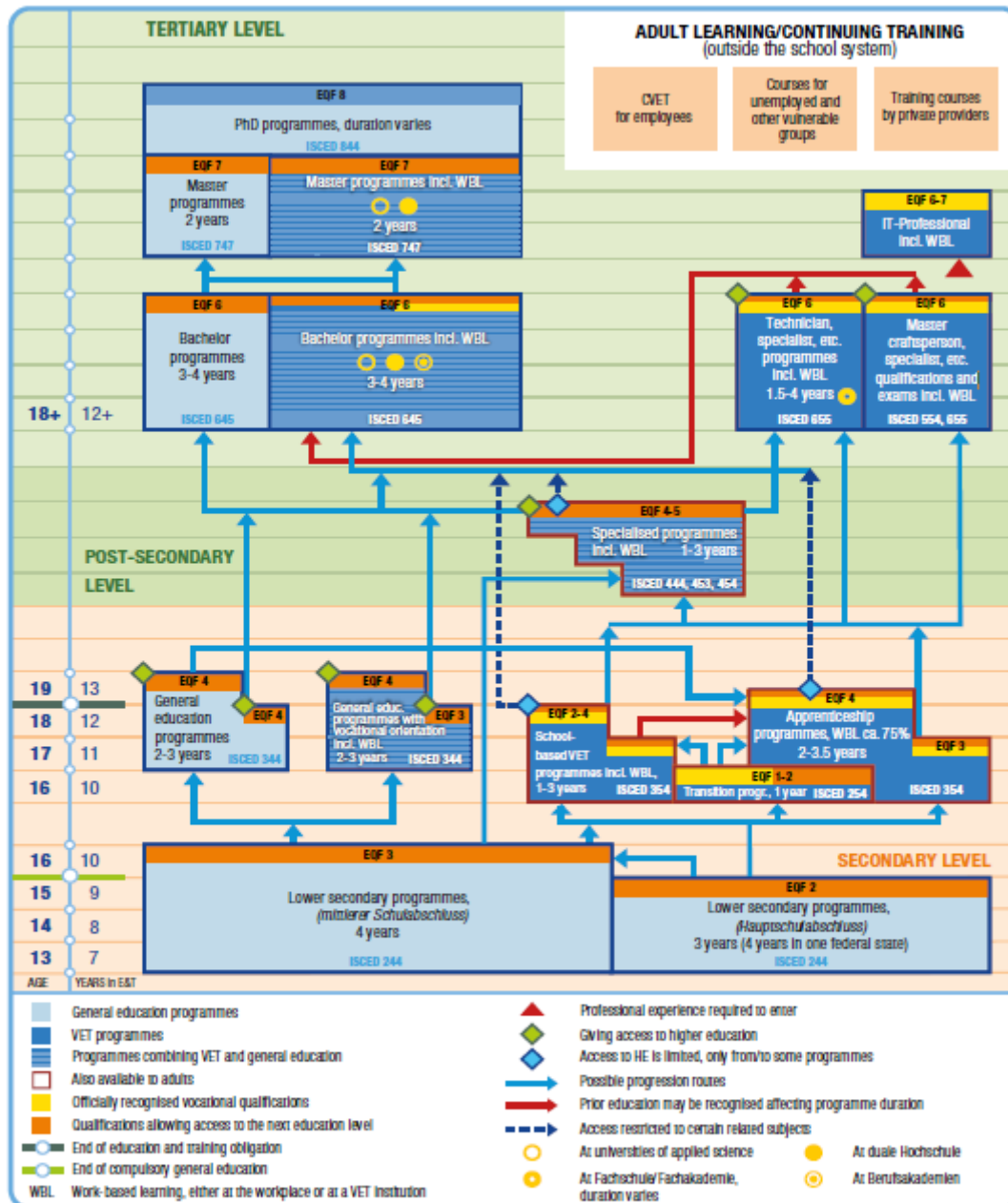
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master craftsperson schools). Access to the respective assessment generally requires several years of practice in the related occupation.

Practice-oriented learning is also an important element of higher education (EQF levels 6 to 7). Dual study programmes provide a blend of vocational and academic training, offered by universities of applied sciences bachelor programmes) and other higher education institutions (*Berufsakademien, duale Hochschule*). Some of them lead to double qualifications (vocational qualification and bachelor or master's degree). Enterprises bear the costs of company-based training and pay learners a wage based on a contract.

Continuing training is playing an increasingly important role in improving employability. It is characterised by a wide variety of training providers and a low degree of State regulation.

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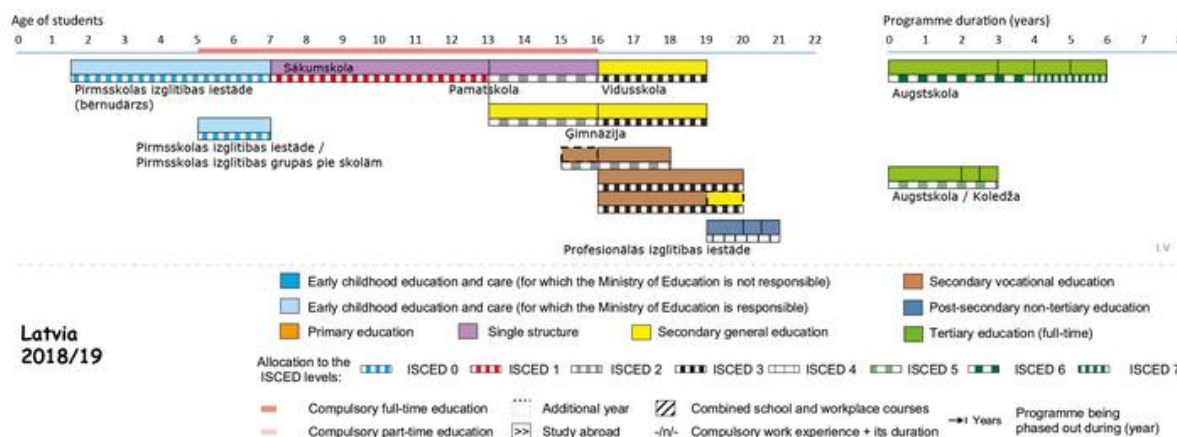


NB: ISCED-P 2011. This is a simplified chart, based on the unified approach used for the spotlights on VET in all EU-28 countries plus Iceland and Norway.

Source: Cedefop and ReferNet Germany.

Latvia

Structure of the national education system



Source: Eurydice 2018/19

Main aim of education policy in Latvia is **qualitative and inclusive education for personal development, human welfare and sustainable development of the country**. Among the EU countries Latvia follows Estonia and Finland in rather equitable distributions of low achievers across socio-economic groups.

Public investment in pre-primary education (for children 3 years and older) as a percentage of gross domestic product is one of the highest among European countries, and public expenditure on education in total in recent years has increased. Having low teachers' salaries - compared to international standards - the government has started in 2016 to implement teachers' salaries reform with the aim to rise teachers' salaries to internationally (regionally) competitive levels.

Comprehensive reforms are initiated in general and vocational education, too. In general education a new competence-based education content will be fully introduced in 2019-2023. As a result of modernization of vocational education and training proportion of upper-secondary students in general education and VET should reach 50/50% in 2020. It was 60/40% in 2016 respectively. In 2017, share of population aged 30–34 with tertiary education attainment in Latvia was above the EU average, but adults' participation in lifelong learning is below the EU average.

Early childhood education

Latvia provides a legal entitlement to **early childhood education** and care (ECEC, pirmsskolas izglītība) for all children from 1.5 years of age. Municipalities are obliged to ensure that children whose residence is declared in the administrative territory of the municipality are able to access ECEC the institution (pirmsskolas izglītības iestāde) closes to their home. ECEC for five- and six-year-old children is compulsory.

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Primary and lower secondary education	Primary and lower secondary education is organised as a single structure system (pamatizglītība or basic education), beginning at the age of 7 and consisting of nine years of compulsory schooling. Basic education ends after grade 9 with final examinations in student's first language, the Latvian language for students in ethnic minority programmes, mathematics, history of Latvia and a foreign language, leading to the award of a certificate which is needed to entry into upper-secondary education.
Upper secondary education	<p>Upper secondary education (vidējā izglītība) begins at the age of 16 and ends at the age of 19 and is provided in general and vocational pathways by vidusskola, ģimnāzija and profesionālās izglītības iestāde. Although upper-secondary education is not compulsory, the proportion of population with completed upper secondary education is still high and above the OECD average.</p> <p>Various vocational upper-secondary education programmes take between two to four years to complete and led to different qualification levels. Most of vocational programmes start at upper-secondary level and only a few schools offer lower-secondary vocational education.</p>
Higher education	Higher education is provided by rather autonomous public and private higher education institutions (augstskola): these are universities (universitāte), offering both academic and professional tertiary programmes; other augstskola, akadēmija or koledža offer professional tertiary programmes. The degree structure follows the three-cycle structure: bachelor's, master's and doctoral level studies.
There is a spectrum of formal and non-formal education programmes and courses for the adult learners. Within formal education system, adult education extends over general education provided in pamatskola and vidusskola, vocational and further-vocational training offered by profesionālās izglītības iestāde, and higher education in augstskola. There are also various non-formal adult education opportunities provided by public and private education institutions and organizations. Informal learning acquired through working and personal life can be validated as professional competences acquired outside formal education.	

VET in Latvia

Vocational education and training (VET) in Latvia is offered at three (4) levels: integrated primary and lower secondary (called 'basic' nationally); upper secondary (secondary); and tertiary (professional higher) education. It includes practical training (50% to 65% of curricula) at schools and enterprises. In 2015, an apprenticeship scheme (called 'workbased learning' nationally) was introduced with alternating study

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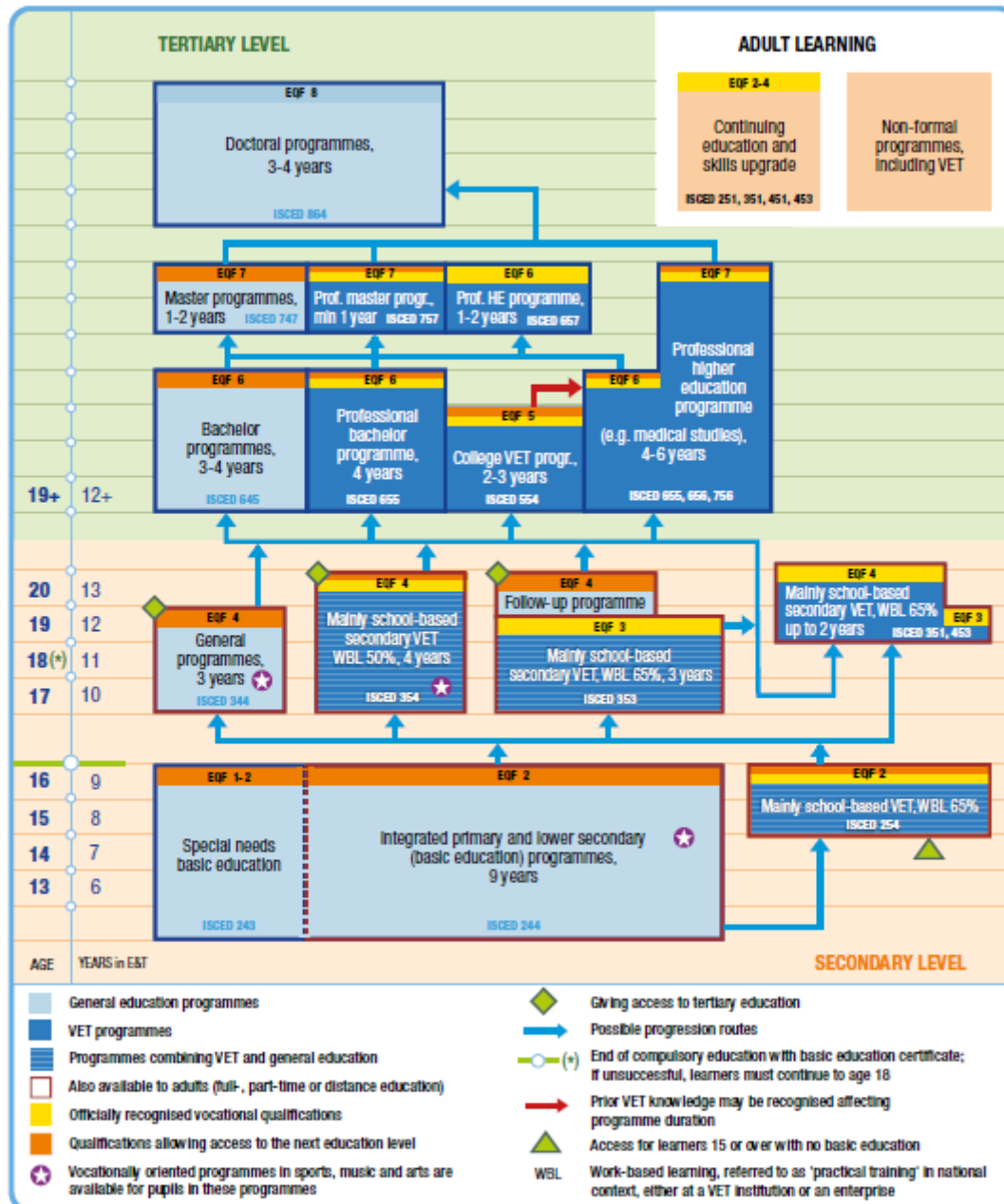
periods at school and in an enterprise. To acquire a VET qualification at EQF levels 2 to 4, learners take a State qualification exam at the end of the programme.

Basic VET programmes (one to three years, ISCED 254) lead to qualifications at EQF level 2 and involve around 1% of the VET population (2017/18 data). Learners must be at least 15 years old to enrol. Those without completed basic education are admitted to three-year programmes (ISCED 254) that include a compulsory basic general education course.

At upper secondary level, VET enrolls 40% of learners in:


- three-year programmes (ISCED 353) leading to a qualification at EQF level 3 and involving 4% of VET learners. To enrol in higher education graduates should attend an additional one-year bridging programme;
- four-year programmes (ISCED 354) leading to a secondary VET qualification at EQF level 4 and involving 73% of VET learners. Graduates take four State exams in general subjects; if successful, they are also awarded a certificate of general secondary education giving access to higher education;
- one- to two-year programmes (ISCED 351 and 453) leading to a qualification at EQF levels 3 and 4. These programmes are designed for 17 to 29-year-old with or without completed upper secondary education. They involve 21% of VET learners and focus on vocational skills, so they are shorter. Professional higher education programmes are provided at two levels:
 - first-level college programmes (two to three years; ISCED 554, EQF 5) targeted mainly at the labour market, though graduates can continue their studies in second-level professional higher education;
 - second-level higher education programmes (two to six years) (ISCED 655, 656, 657, 756 and 757, EQF 6 and 7) leading to a professional qualification and either professional bachelor or master's degree or a professional higher education diploma.

Formal continuing VET (CVET) programmes enable adults with education/work experience to obtain a State-recognised professional qualification in 480 to 1 280 hours, depending on the field of study. Shorter professional development programmes (at least 160 hours) enable learners to acquire or upgrade their professional knowledge and skills regardless of their age, education and professional background but do not lead to a qualification. Craftsmanship exists on a small scale, separate from the rest of the education system. The Ministry of Education and Science is the main body responsible for the VET legal framework, governance, funding and content. Social dialogue and strategic cooperation are arranged through the national Tripartite Sub-Council for Cooperation in Vocational Education and Employment, founded in 2000 by the State, employer and employee representatives. Since 2011, 12 sectoral expert councils have ensured that vocational education provision is in line with labour market needs; they participate in developing sectoral qualifications frameworks, occupational standards, qualifications requirements, education and training programmes and quality assessment procedures. Since 2015, collegial advisory bodies, including representatives from employers, local governments and the supervising ministry – conventions – have been established at each VET school contributing to strategic development and cooperation with the labour market.



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Latvia.

<div>  <div>Estonia</div> </div>	
<h2>Structure of the National Education System</h2> <p>Estonia 2018/19</p> <p>Allocation to the ISCED levels:</p> <ul style="list-style-type: none"> ISCED 0: Early childhood education and care (for which the Ministry of Education is not responsible) ISCED 1: Early childhood education and care (for which the Ministry of Education is responsible) ISCED 2: Primary education ISCED 3: Single structure ISCED 4: Secondary general education ISCED 5: Secondary vocational education ISCED 6: Post-secondary non-tertiary education ISCED 7: Tertiary education (full-time) ISCED 8: Tertiary education (full-time) <p>Legend:</p> <ul style="list-style-type: none"> Compulsory full-time education Compulsory part-time education Additional year Study abroad Combined school and workplace courses -n/-: Compulsory work experience + its duration Years Programme being phased out during (year) <p>Source: Eurydice 2018/19</p>	
Preschool education	<p>Preschool education (ISCED level 0) is generally acquired in childcare institutions (<i>koolieelne lasteasutus</i>). Local governments are obliged to provide all children aged from 1.5 to 7 years permanently residing in their catchment area with the opportunity to attend a preschool childcare institution if the parents so wish. In addition, there is also a system of childcare services (<i>lapsehoiuteenus</i>) catering mainly for the youngest children. These services can be either centre- or home-based.</p>
Basic education	<p>Basic education (ISCED levels 1 and 2) is the minimum compulsory general education, which is acquired in the basic school (<i>põhikool</i>) and which gives the right to continue studies at upper secondary education level. Basic school includes grades 1–9. Successful completion of the curriculum and passing final examinations is the condition for acquiring basic education.</p>

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<p>Secondary education</p>	<p>Secondary education (ISCED level 3) is based on basic education and is divided into general secondary education, which is acquired in upper-secondary schools (<i>gümnaasium</i>), and vocational upper-secondary education, which is acquired in vocational schools (<i>kutseõppeasutus</i>). The length of general upper-secondary education is 3 years (grades 10–12). To graduate from upper-secondary school, students must pass state examinations, a school examination and a student investigation paper or practical work.</p> <p>The volume of vocational education curricula is calculated in VET credit points (EKAP). One credit point corresponds to 26 hours of work used by a student for studying. The yearly study volume is 60 credit points. The study volume of vocational secondary education (ISCED 3) is 180 credit points. Successful completion of the curriculum, taking necessary tests and passing all required assessments, practical training and the final examination is the condition for graduating from a vocational school. Acquisition of upper secondary education gives the right to continue studies at higher education level.</p> <p>Vocational education may be acquired also after graduation from upper secondary school. The study volume of VET after secondary education (post-secondary non-tertiary education, ISCED 4) is 120–150 credit points. Also, people with unfinished basic education can enter VET studies, the study volume is 15–120 credit points (ISCED 2).</p>
<p>Higher education</p>	<p>Higher education (ISCED levels 6, 7 and 8) may be acquired as professional higher education (in a vocational school (<i>kutseõppeasutus</i>), institution of professional higher education (<i>rakenduskõrgkool</i>), educational institution belonging to the structure of university (<i>ülikool</i>)) or academic higher education (<i>ülikool</i>). The general structure of academic study has three levels or cycles. The first level is bachelor's study and the second level is Master's study. The third and the highest level is Doctoral study. All persons with upper secondary education or foreign qualifications equal thereto have an equal right to compete to be admitted to the above-mentioned educational institutions.</p> <p>The volume of higher education curricula is calculated in credit points of European Credit Point Transfer System (ECTS). One credit point corresponds to 26 hours of work used by a student for studying. The yearly study volume is 60 credit points. The standard volume of bachelor's study as well as of professional higher education study is 180–240 ECTS. The standard period of master's study is 60–120 ECTS. The standard period of bachelor's and Master's study combined must be at least 300 ECTS in total. The standard period of Doctoral study is 180–240 ECTS.</p>

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	In the course of studies, educational institutions may take account of a person's previous study results and professional experiences (APEL). Through APEL, a curriculum can be completed in full, except for the final examination or final paper.
Adult education is divided into formal education and continuing education. Formal education acquired within the adult education system allows adults to acquire general lower and upper secondary education at adult upper secondary schools. Schools implement individual curricula when needed. In addition to formal education, VET and higher education institutions provide continuing education and retraining courses.	

VET in Estonia

Vocational education and training (VET) in Estonia is under the jurisdiction of the Ministry of Education and Research and is crucial to ensuring a flexible and skilled workforce, capable of adapting to changes in the labour market. Professional standards in the eight-level Estonian qualifications framework are all outcomes-based and are the basis for VET curricula. Social partners are involved in VET policy development and implementation, helping respond to labour market needs. They participate in national professional councils and are involved in drafting VET-related legislation, including curricula. At school level, their representatives belong to VET institution advisory bodies.

Recognition of prior learning and work experience has improved accessibility to VET for learners from diverse education and professional backgrounds. The VET infrastructure has recently been upgraded.

VET institutions offer both initial and continuing programmes. Initial VET is offered at the second, third, fourth and fifth levels of the Estonian qualifications' framework (and the European qualifications framework, EQF). Learners can choose between full-time studies (autonomous learning is less than one half of the study volume) and those where the emphasis is on self-study and contact hours are fewer (referred to as 'non-stationary' studies in the national context). Full-time studies are available as school-based tracks, with up to 70% work-based learning, and as apprenticeship. Financial assistance is available for VET learners to guarantee equal access to education regardless of their socioeconomic circumstances.

There are no minimum admission requirements at second and third levels, but learners must be at least 17 years old to enrol. Curricula are designed to meet labour market needs in elementary occupations. Entry to fourth level studies usually requires completed basic education but there are exceptions for those over 22 without basic education. Programmes at this level give learners the skills needed to perform more complicated jobs.

It is possible to follow vocational programmes at ISCED levels 351 and 354, the latter referred to as upper secondary vocational education. The qualification achieved in vocational secondary education gives graduates access to higher education, provided they meet entry requirements. This may require learners to pass State examinations that are compulsory for general upper secondary education graduates: an optional additional year of general education is available for vocational secondary education graduates (ISCED 354) to help prepare. Upper secondary education gives access to EQF level 5 initial VET programmes (ISCED 454).

These post-secondary programmes prepare learners for technical and associate professional occupations and further studies.

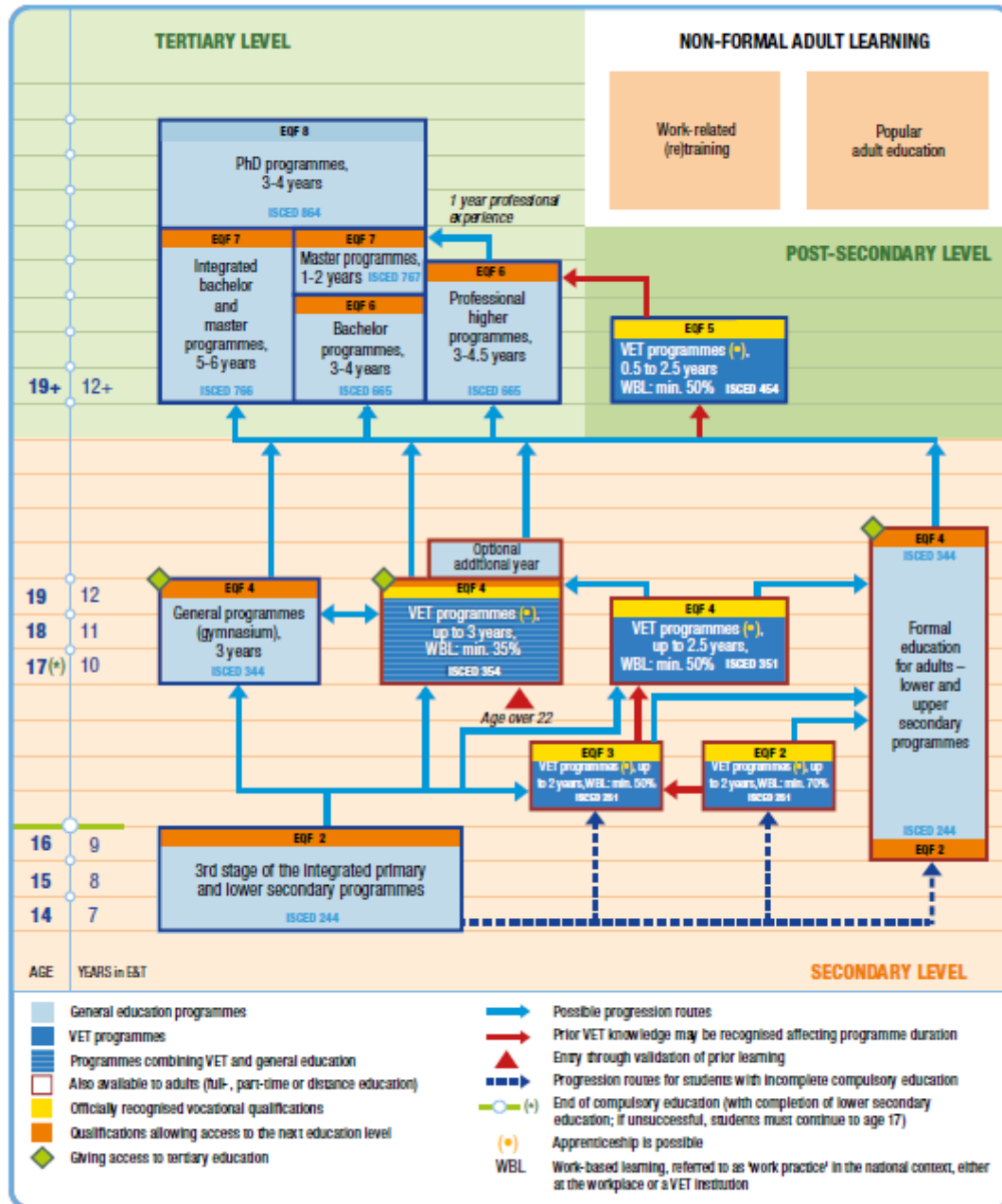
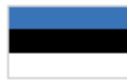
Continuing VET is offered at EQF levels 4 and 5. To enrol, learners need a VET qualification or relevant competences in addition to completed upper secondary education.

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Tertiary VET does not feature in Estonian legislation, though tertiary education may also comprise professional qualifications. These are accessible to all graduates of both general and vocational secondary education, as well as graduates of post-secondary VET.


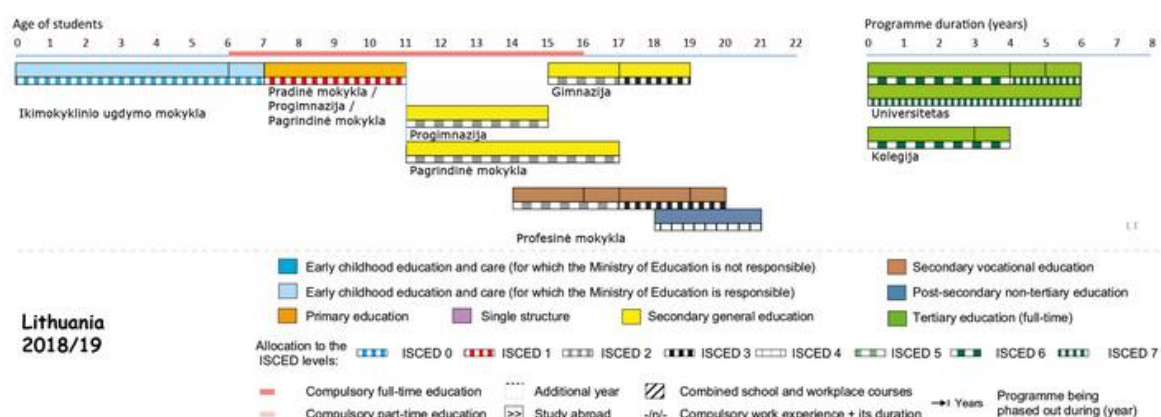
Non-formal continuing VET is part of adult learning regulated by the Adult Education Act. Its forms, duration and content vary. Learners or employers usually cover the costs, though ESF-financed adult courses are free for learners. Participation in these is approximately 50% higher. Training can be provided by VET institutions appointed via public procurement.

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NB: ISCED-P 2011.

Source: Cedefop and ReferNet Estonia.

<div>  <h1>Lithuania</h1> </div>	
<h2>Structure of the national education system</h2>  <p>Lithuania 2018/19</p> <p>Source: Eurydice 2018/19</p>	
<p>Lithuania's education system is decentralized, or at least more decentralized than centralized. National institutions, municipalities and educational institutions all share responsibility for the quality of the education provided. Education policy is formed at the national level by the Seimas (Parliament), adopting laws and declarations on policy changes. The Government <i>in corpore</i> and the Ministry of Education and Science (and other related ministries) also formulate and implement education policy and adopt and implement legal acts other than laws and declarations.</p> <p>The main laws and legal acts, such as the Law on Education or the Description of the Primary, Lower Secondary and Upper Secondary Curriculum are adopted at the national level. The municipalities set and implement their own strategic education plans that are in accordance with the national documents. The municipalities are responsible for ensuring formal education up until the age of 16, organizing non-formal education, transportation to educational institutions and other aspects. The school organizes the education process – for example, teachers are able to adapt the core curriculum to individual children's needs. Formal education is typically provided by public entities. However, private sector education providers are recognised and regulated by national legal acts.</p> <p>Education is a priority of the state and is publicly funded at all levels. Education is free at all stages, with one exception – higher education.</p>	
Early childhood education and care	<p>Early childhood education and care is composed of pre-school (ikimokyklinis ugdymas) and pre-primary (priešmokyklinis ugdymas) education and is attributed to the type of non-formal education. Pre-school education is not compulsory. At the request of the parents, the child can be educated according to the pre-school curriculum. Pre-school education is provided for children from birth to pre-primary education. In order to help the child to prepare for the successful</p>

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	completion of the primary education curriculum, pre-primary education groups are set up. Attendance is compulsory for pre-primary education when a child turns 6 years of age in the calendar year. Pre-school and pre-primary education can be offered at pre-primary classes in ECEC settings, general education schools or provided by licensed freelance teachers or other education providers in accordance with the legal acts. Pre-school and pre-primary educational institutions fall under the authority of local governments.
Primary and basic education	Children must start attending primary schools when they turn 7 years of age during the calendar year. Primary and lower secondary education is free of charge in public educational institutions. Primary education lasts for 4 years, providing children with the fundamentals of learning, literature and social and cultural skills. It is delivered by primary schools (pradinė mokykla, an institution that provides education for grades 1 to 4), progymnasium schools (progimnazija, a general education institution that provides education for grades 1 to 8) or school-multifunctional centres (daugiavfunkcis centras, an institution that provides early childhood education and care, education from grades 1 to 12, and other formal and non-formal education, cultural and social services). Children usually enter lower secondary education when they are 10 to 11 years of age. Lower secondary education lasts for 6 years and is also compulsory by law. It is delivered by pro-gymnasiums (progimnazija, see above), lower secondary education schools (pagrindinė mokykla, a lower secondary education school and general education institution providing education for grades 5 to 10), gymnasiums (gimnazija, a general education institution that provides education for grades 9 to 12), school-multifunctional centres and vocational schools (profesinė mokykla). Education is compulsory until 16 years of age and by that time the learner will have usually finished the course of lower secondary education (10 grades).
Upper-secondary and post-secondary level	The two-year upper-secondary curriculum is implemented by gymnasiums, secondary, vocational and other (e.g., The International Baccalaureate) schools for students typically aged from 17 to 19.
Higher education	Higher education comprises two types of institutions: universities (universitetas) and colleges (kolegija). Learners can begin their higher education after gaining an upper secondary general education. The degree structure follows a three-cycle structure: Bachelor's, Master's and Doctoral-level studies. The first cycle of studies (Bachelor's) usually lasts 4 academic years, the second cycle (Master's) 2 years and the third cycle (Doctoral) 4 years.

VET in Lithuania

The Ministry of Education and Science is the main body responsible for shaping and implementing vocational education and training (VET) policy. The Ministry of Economy participates in human resources development and VET policy. Following the new VET Law, in force since February 2018, the Research and Higher Education Monitoring and Analysis Centre (MOSTA) ensures the monitoring framework for VET

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and higher education, research and innovation. It plans human resources and forecasts new qualification requirements in line with national policies and the needs of the economy.

Vocational education and training in Lithuania is offered from lower secondary to post-secondary education (ISCED levels 2 to 4). To acquire a VET qualification, learners take a specified exam, after which a VET diploma is awarded. VET-oriented programmes in higher education lead to a professional bachelor's degree (ISCED 655); they are provided by colleges, a type of higher education institution.

Lower secondary level VET programmes (two to three years, ISCED 252 and 254) lead to qualifications at EQF level 2. They are open to learners over 14 and training is mandatory until age 16. Those without completed lower secondary education can study VET along with general education.

At upper secondary level:

- two- to three-year programmes (ISCED 352) lead to a VET qualification at EQF level 3 and prepare students for entering working life;
- three-year programmes (ISCED 354) lead to a VET qualification at EQF level 4 and a matura diploma giving access to higher education and post-secondary ISCED 454 programmes. To receive a matura diploma a learner must take at least two matura exams. Graduates who apply to higher education ISCED 645 and ISCED 655 programmes in the same field of studies are awarded additional entrance points.

Post-secondary level VET programmes (one to two years, ISCED 454) lead to a VET qualification at EQF level 4 in specific fields. Implementation of EQF level 5 programmes is under discussion.

Formal continuing VET (CVET) is for learners who want to improve an existing qualification, acquire a new one or gain a competence needed to do jobs specified in regulations. CVET is designed for people with different education attainment levels, from primary to post-secondary; in some cases, a vocational qualification or work experience is a prerequisite. CVET programmes last no longer than one year and lead to qualifications at EQF levels 2 to 4, recognised by the State.

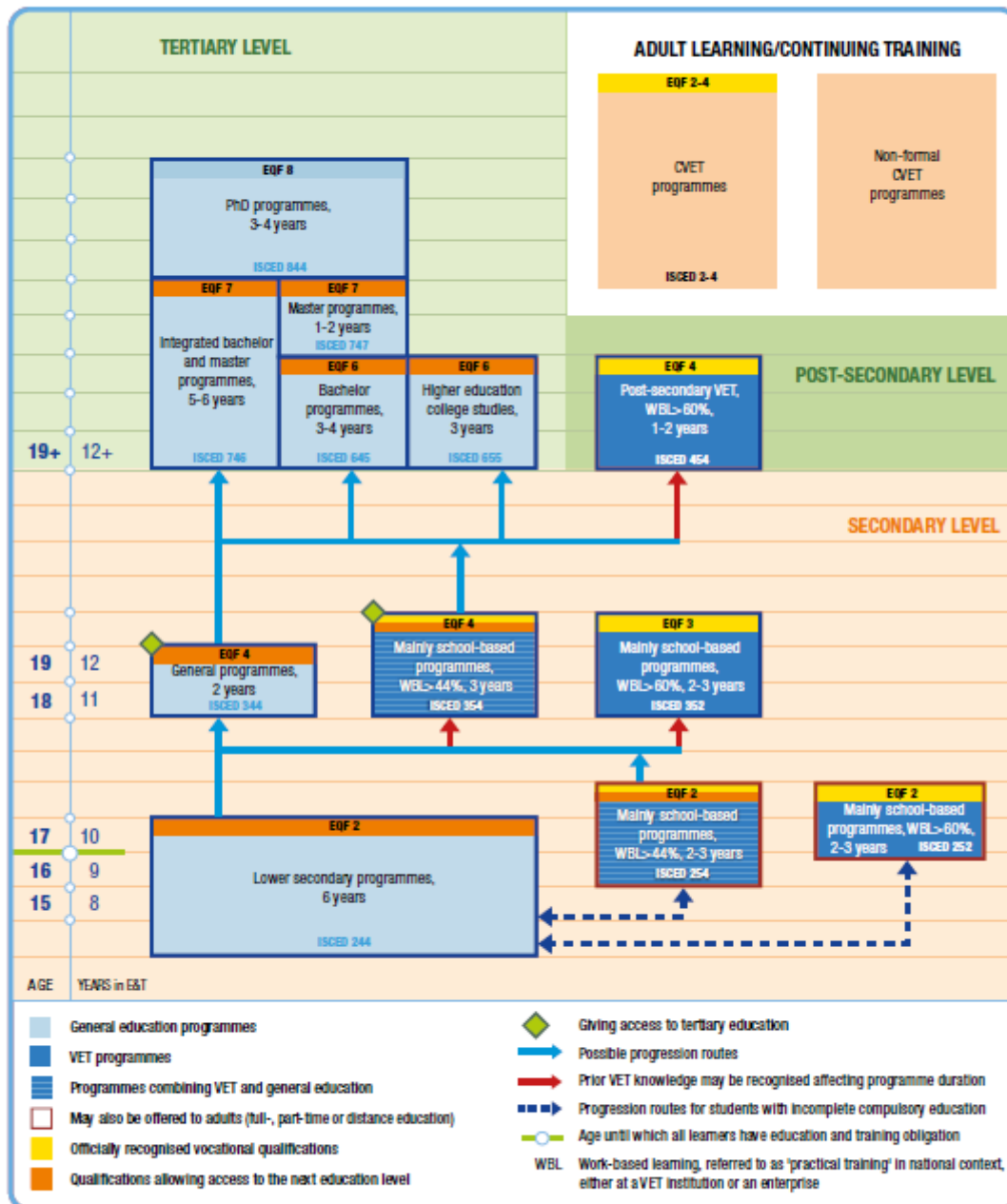
Non-formal CVET for the self-employed and employee training are organised in various settings. Some companies have their own training units and qualifications frameworks or apply internationally recognised sectoral qualifications and programmes.

Although VET in Lithuania is school-based, work-based learning (WBL), in workshops at school and at a workplace, is a significant part. In IVET, WBL takes place in school settings, with 8 to 15 weeks preferably spent in a company. To improve the quality of WBL in a school environment, 42 sectoral practical training centres have been established. In CVET, WBL corresponds from 60% to 80% of the programme, half of it preferably taking place in companies. Progressing implementation of apprenticeship is a national priority and policy initiatives are in process.

Qualification exams are detached from the training process and are carried out by accredited institutions. Social partners, enterprises and employers' associations may apply for accreditation.

Social partners participate in developing new qualifications, standards and VET programmes: the 2018 VET law boosted the role of sectoral professional committees in shaping VET qualifications and planning future apprentice intake.

Reforming VET management, financing schemes and quality assurance mechanisms are part of policy priorities and developments in progress to raise the prestige of VET and its attractiveness to VET stakeholders.

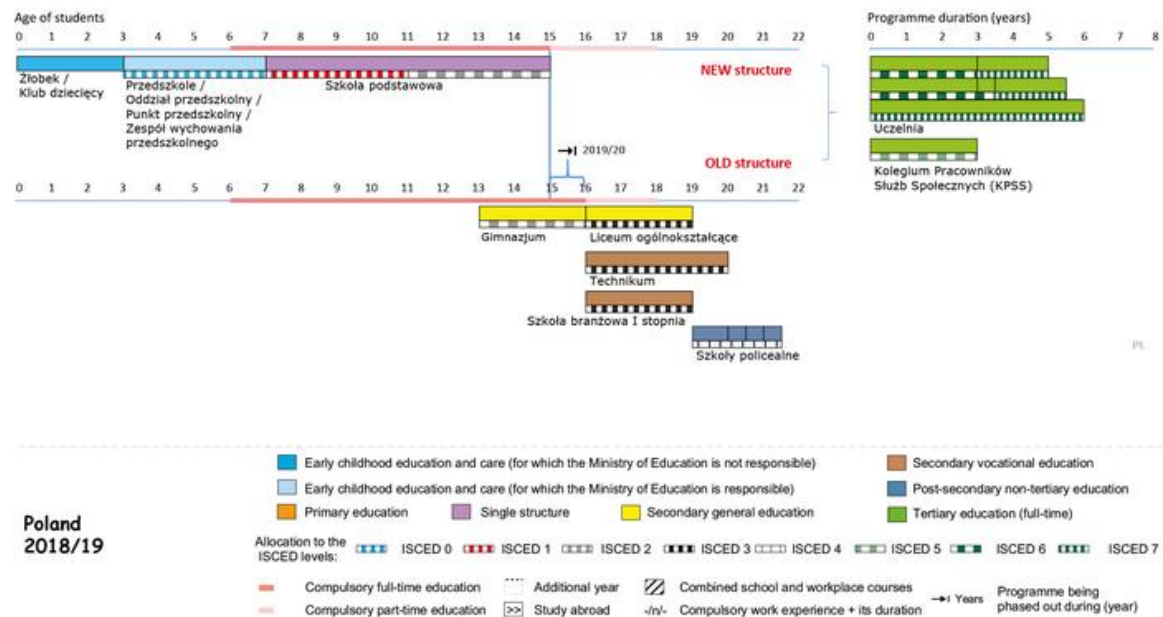


NB: ISCED-P 2011.

Source: Cedefop and ReferNet Lithuania.

Poland

Structure of the National Education System



Source: Eurydice 2018/19

Structural reform in 2017

Educational reform in Poland is being implemented since the beginning of 2017. Its main goal is to offer students a solid background of general education required for further personal development and the needs of contemporary labour market.

The key elements of the reform are as follows:

- change in the school structure: introduction of a long, 8-year primary school, 4-year general and 5-year technical upper-secondary school
- an obligation for 6-year olds to attend one year of pre-primary education in order to acquire basic skills before they start school at 7; (this education, as it is the case for the school education, is financed from the general subvention from the State budget)
- provision of textbooks free of charge
- strengthening secondary education - both general and vocational -through the extension of secondary programmes by one year (see point 1)
- introduction of 3-year sectoral vocational learning (to obtain a professional qualification) with a possibility to continue education for further 2 years at the second stage of sectoral vocational school in order to upgrade qualifications and to prepare for the matriculation exam
- promotion of dual vocational training in cooperation with the business sector
- extending the participation of employers in co-financing of vocational education through the establishment of the Fund for Vocational Education Development.

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The reform will be implemented between 1 September 2017 and the school year 2022/23. On the 1 September 2017 pupils graduating from year 6 of the primary school become pupils of grade 7. At the same time *gimnazja* (lower secondary schools) will be gradually phased out. In the school year 2018/19 *gimnazja* will cease to operate as the last cohort of pupils will graduate.

The new structure includes:

- 8-year primary school
- 4-year general upper secondary school
- 5-year technical upper secondary school
- Stage I 3-year sectoral vocational school
- 3-year special school preparing for employment
- Stage II 2-year sectoral vocational school
- Post-secondary school

The restructuring takes place on the basis of an act of 14 December 2016 “Law on School Education” and an act “Legislation introducing the Act – Law on School Education”.

Stage I sectoral vocational school has been introduced since September 2017, and introduction of Stage II sectoral vocational school is scheduled for the school year 2020/21.

In the following text we refer to two different structures of the school education system (old and new which was initiated in September 2017).

Compulsory education

In the old structure full-time compulsory education lasts for 10 years and comprises the last year of pre-school education, 6 years of primary school education and 3 years of lower secondary school education. Starting 2017 a new structure of school education is being implemented in which full-time compulsory education will last for 9 years (the last year of pre-school education and 8 years of primary school education).

In the Polish educational system full-time compulsory education and part-time compulsory education are defined:

- Full-time compulsory education (obligation to attend primary and lower secondary school- old structure, and primary school – new structure) applies to pupils aged 7-16 years (7-15 in the new structure)
- Part-time compulsory education (obligation to be in education) concerns pupils aged 16-18 (15-18 in the new structure) and it may take place either in school settings (a student attends upper secondary school) or in non-school settings (e.g. a student follows vocational training offered by employers).

Early school education and care	<p>Institutions for children aged 0-3 years:</p> <ul style="list-style-type: none"> - crèche (<i>żłobek</i>) - kids club (<i>klub dziecięcy</i>). <p>Attending a crèche is not obligatory, crèches are not a part of education system as they are supervised by the Ministry of Family, Labour and Social Policy.</p> <p>Institutions for children aged 3-6 years:</p> <ul style="list-style-type: none"> - pre-school (<i>przedszkole</i>)
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	<ul style="list-style-type: none"> - pre-school class in a primary school (<i>oddział przedszkolny w szkole podstawowej</i>) - pre-school unit (<i>zespół wychowania przedszkolnego</i>) - pre-school centre (<i>punkt przedszkolny</i>). <p>Pre-schools are optional for 3, 4 and 5-year- old children and obligatory for 6-year-olds. Every 3-, 4- and 5-year old has an entitlement to a place in a pre-primary setting.</p> <p>As of the school year 2016/17 compulsory education in grade one of primary school starts at the age of 7. Parents of 6-year olds have a choice - they can enroll their children in the first grade of primary school or keep them in a pre-school institution.</p>
Primary education	<p>Old structure</p> <p>6-year primary school (<i>szkoła podstawowa</i>) was compulsory for all pupils who are usually aged 6/7-13.</p> <p>It included two stages:</p> <p>grades 1-3 (early school education)</p> <p>grades 4-6 where teaching is done by subject.</p> <p>A compulsory external exam at the end of grade 6 of primary education is cancelled due to the introduction of the new structure.</p> <p>New structure (single structure education ISCED 1+ISCED 2)</p> <p>8-year primary school (single structure education) is compulsory for all pupils who are usually aged 6/7-15.</p> <p>It includes two stages:</p> <p>grades 1-3 (early school education)</p> <p>grades 4-8 where teaching is done by subject.</p> <p>At the end of grade 8 of primary school pupils will take a compulsory external exam and its results will influence admission to secondary schools.</p>
Lower and upper secondary education	<p>Old structure</p> <p>Lower secondary school</p> <p>3-year <i>gimnazjum</i> for students aged 13-16 is another stage of compulsory education. At the end of lower secondary school pupils take a compulsory external exam and its results influence admission to upper secondary schools.</p> <p>Starting in 2017 the 3-year <i>gimnazjum</i> (lower secondary school) is being phased out. Pupils graduating from the 6th grade of primary school become pupils of grade 7 in a new 8-year primary school.</p> <p>Upper secondary school</p>

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	<p>Although this stage of education is not compulsory (or in fact compulsory part time up to the age of 18) a vast majority of students continues education in upper secondary schools.</p> <p>In the old structure there are three types of upper secondary schools:</p> <ul style="list-style-type: none"> - 3-year general upper secondary school (<i>liceum ogólnokształcące</i>) - 4-year technical upper secondary school (<i>technikum</i>) - 3-year basic vocational school (<i>zasadnicza szkoła zawodowa</i>) (already replaced by stage I 3-year sectoral vocational school (<i>szkoła branżowa I stopnia</i>)). <p>Pupils attend upper secondary schools at the age of 16-19 (16-20 years in case of the technical upper secondary school).</p> <p>New structure</p> <p>New structure is being introduced gradually starting in 2019/20 to be completed in 2023/24.</p> <p>The level of lower secondary school (ISCED 2) will be included in a single structure called an 8-year primary school.</p> <p>The new reformed structure of upper secondary education (ISCED 3) envisages the following types of schools:</p> <ul style="list-style-type: none"> - 4-year general secondary school (<i>liceum ogólnokształcące</i>) - 5-year technical secondary school (<i>technikum</i>) - stage I 3-year sectoral vocational school (<i>szkoła branżowa I stopnia</i>) - stage II 2-year sectoral vocational school (<i>szkoła branżowa II stopnia</i>). <p>Examinations</p> <p>Students of vocational schools - sectoral vocational schools and technical upper secondary schools - may take exams confirming vocational qualifications in a given occupation during the course of study or upon completion of school to receive a diploma confirming their vocational qualifications.</p> <p>Graduates of general upper secondary schools and technical upper secondary schools may take the external upper secondary school leaving examination (<i>egzamin maturalny</i>) to obtain the <i>Matura</i> certificate, which gives access to higher education.</p>
Post-secondary education	<p>Post-secondary education is considered to be a part of secondary education. Post-secondary schools (<i>szkoła policealna</i>) are intended for graduates of general upper secondary schools who wish to obtain a diploma confirming vocational qualifications.</p> <p>The schools offer courses lasting from 1 to 2.5 years. The students of post-secondary schools and students of sectoral vocational schools and</p>

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	<p>technical upper secondary schools take vocational exams of the same type.</p> <p>Post-secondary schools will continue their functioning within the new structure of school education.</p>
Higher education	<p>There are two types of Higher Education Institutions:</p> <p>university-type (<i>uczelnia akademicka</i>)</p> <p>non-university-type (<i>uczelnia zawodowa</i>).</p> <p>They both offer first- and second-cycle programmes as well as long-cycle master's degree programmes while only university-type HEIs can offer third-cycle programmes (doctoral studies) and are authorized to award doctoral degrees.</p> <p>Studies are organized in the form of full-time (<i>studia stacjonarne</i>) or part-time (<i>studia niestacjonarne</i>) programmes.</p> <p>First-cycle programmes lead to two types of degrees:</p> <ul style="list-style-type: none"> - <i>licencjat</i> (equivalent of bachelor's degree) - 3-4-year programmes - <i>inżynier</i> (equivalent of bachelor's degree) - 3.5-4-year programmes. <p>Holders of the bachelor's degree can enter second-cycle programmes, which take 1.5-2 years depending on the area of study.</p> <p>Only several fields of study offer long-cycle master's degree programmes that last for 4-6 years. First-cycle, second-cycle and long-cycle master's programmes end with a diploma examination and students who have passed it are granted a relevant degree.</p> <p>The Master's degree (<i>magister</i> or its equivalent) entitles its holder to practice a given profession and provides access to third-cycle studies. They are organised in HEIs or research and development institutions other than HEIs and last for 3-4 years.</p> <p>Colleges of social work</p> <p>These institutions operate in the framework of school education system (not the higher education system) offering education at tertiary level (short-cycle higher education).</p>
Adult education	<p>Adult education is open to adults who wish to complete school education on primary and secondary level or acquire new vocational qualifications and skills for professional or personal reasons.</p> <p>It is organised, in school and non-school settings, by:</p> <ul style="list-style-type: none"> - continuing education institutions - practical training institutions, - in-service training centres - HEIs as non-degree postgraduate programmes.

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	Training is offered also to the unemployed and to certain categories of people searching for a job.
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VET in Poland

Vocational education and training (VET) has three governance levels: national (ministries), regional (school superintendents, mainly in pedagogical supervision) and county (governing schools). The Ministry of National Education is in charge of VET policy at secondary level, supported by other ministries responsible for particular occupations. The Ministry of Science and Higher education is responsible for higher VET. Social partners advise policymakers on necessary changes in VET.

Since September 2017 the Polish education system has been undergoing substantial restructuring, which will be finalised in the 2022/23 school year. Key elements of the reform include: restructuring the current six- year primary education into eight years, divided into two four year programmes (basic and lower secondary level); phasing out the lower secondary school (gimnazjum), and extending the general upper secondary school (four instead of three years) and the technical upper secondary school (five instead of four); and introducing a two-level 'sectoral vocational school'.

VET is provided at upper secondary and postsecondary levels that are mainly school based. Upper secondary programmes combine general and vocational education. Learners can acquire vocational qualifications in the following:

- three-year sectoral programmes (szkoły branżowe I stopnia, ISCED 353). Graduates can enrol in general education programmes bridging VET and higher education. For graduates of these programmes, the reform foresees introduction of new two-year programmes that will give access to tertiary education from 2020/21;
- five-year upper secondary technical programmes (technika, ISCED 354). Graduates can also acquire an upper secondary school leaving certificate (matura) giving access to tertiary education;
- three-year special job training programmes (szkoły specjalne przysposabiające do pracy, ISCED 243) for learners with special education needs (SEN), leading to a certificate of job training;
- work preparation in classes, available for SEN learners already at lower secondary level in primary schools at age 15 and above (oddziały przysposabiające do pracy, ISCED 243).

At post-secondary non-tertiary level, vocational qualifications can be acquired in one- to two-and-a-half-year school-based programmes (szkoły policealne, ISCED 453). These programmes are strictly vocational and do not include general education. Basic or upper secondary education is required to enrol.

Work-based learning (WBL) is compulsory for all VET- oriented programmes. WBL takes place in school workshops, at continuing education centres, practical training centres, as contract-based practical training organised by an employer and as in-company training from 4 to 12 weeks, depending on the occupation. The last of these is compulsory for upper secondary technical and post-secondary VET programmes.

Adult learning and CVET

Adult learning and continuing VET is available in continuing education centres, practical training centres, further training and professional development centres, and initial VET schools. These offer:

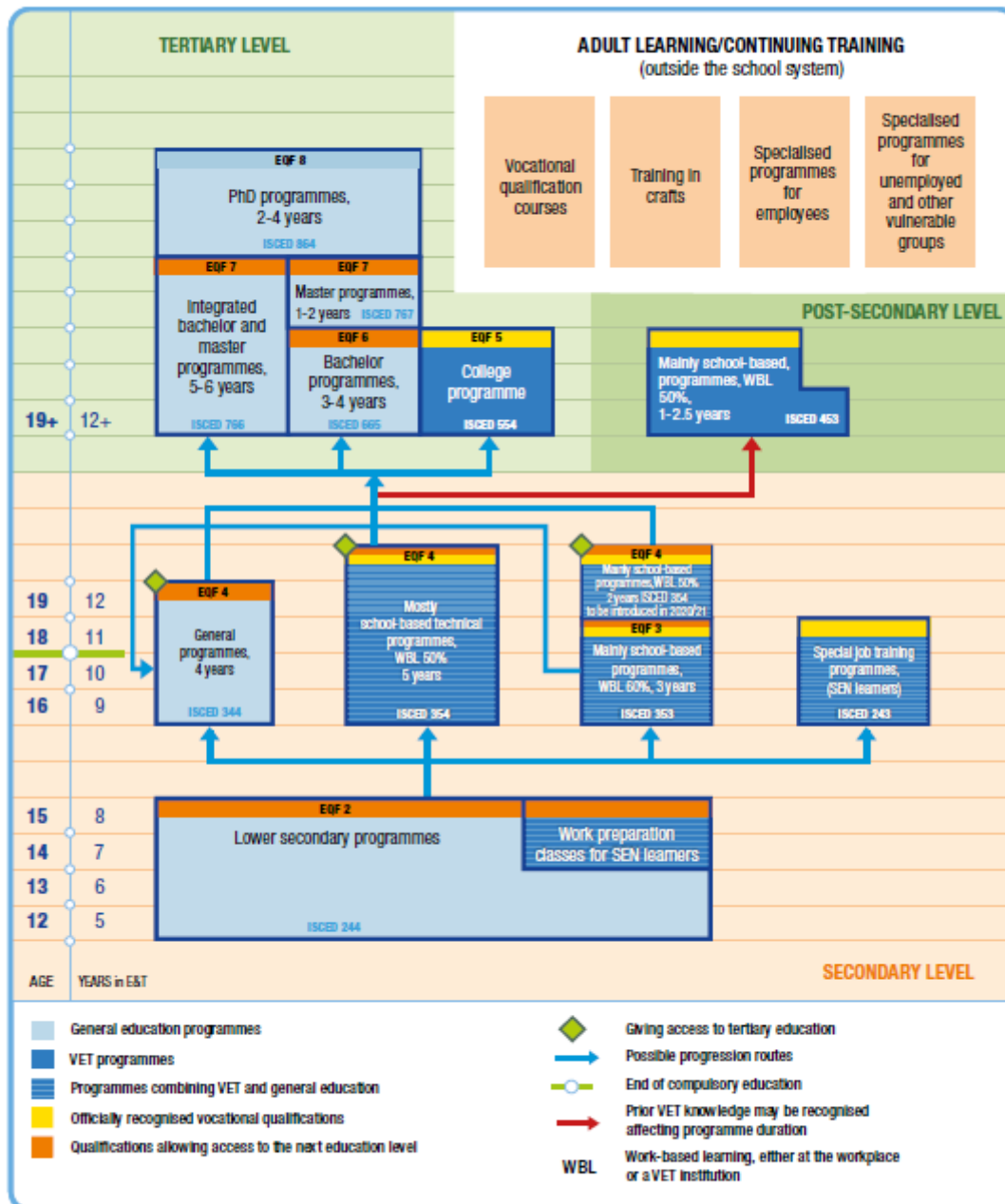
- vocational qualification courses based on curricula for a qualification in a given occupation; learners can take the State vocational examination and attain a vocational qualification certificate;
- vocational skills courses based on the core VET curriculum, including learning outcomes for a qualification or common learning outcomes for all occupations;
- minimum 30-hour general skills courses based on the general education curriculum;

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- courses for juvenile employees in the crafts sector.

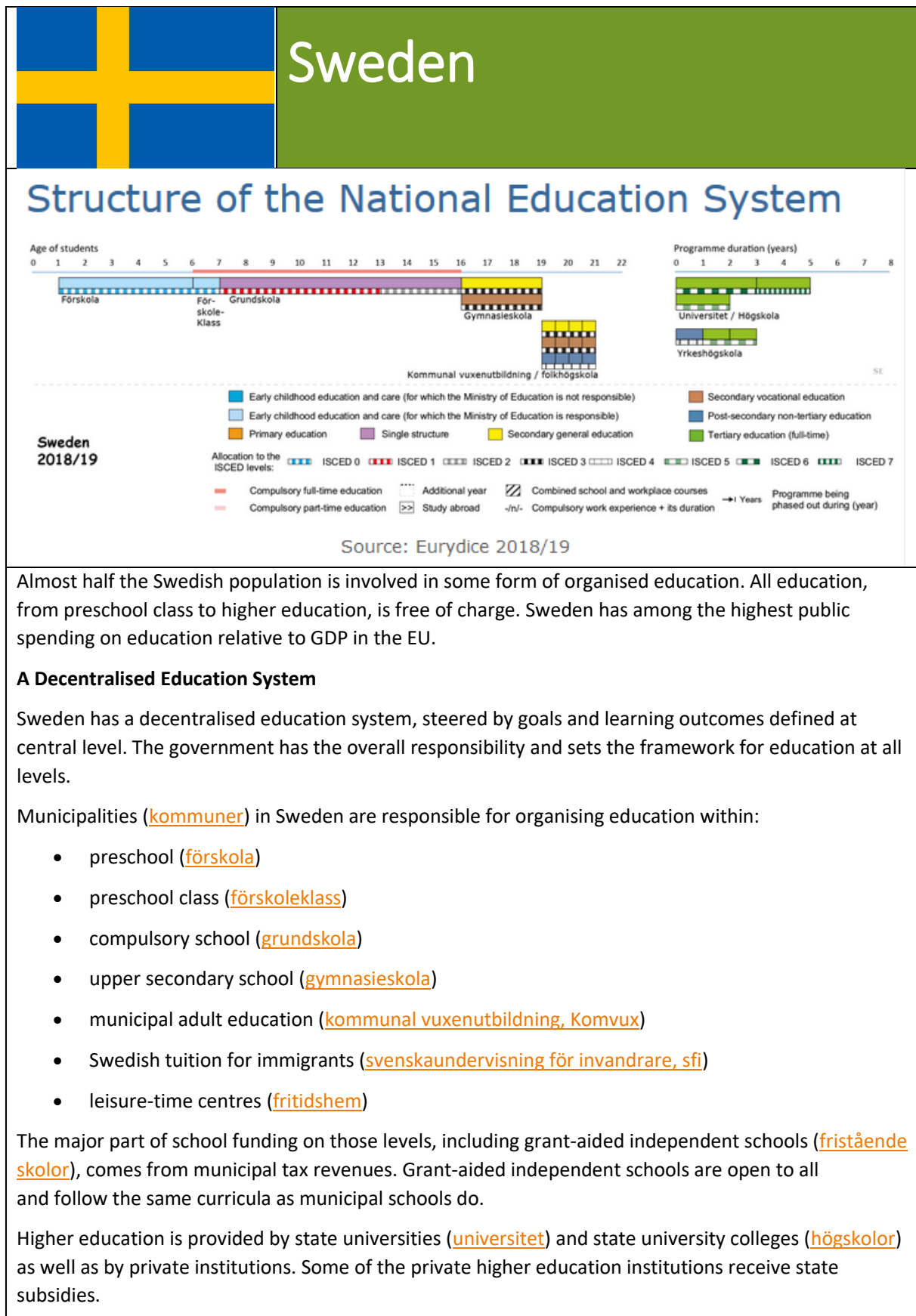
Adults, including the unemployed, may also undertake vocational training through courses provided by training companies and other non-formal education institutions. Since 2016, qualifications based on the curricula of such courses can be included in the national qualifications' framework.

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NB: ISCED-P 2011.

Source: Cedefop and ReferNet Poland.



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<p>Higher vocational education (yrkeshögskola) is provided by state universities, state university colleges, municipalities, county councils and independent education providers. Every year, the Swedish National Agency for Higher Vocational Education (Myndigheten för yrkeshögskolan) calls for applications from education providers who want their education programmes to be part of the Swedish higher vocational education. Approved applications are valid for 2-5 education rounds, after which the provider has to hand in a new application.</p> <p>Focus on Lifelong Learning</p> <p>An overall aim of the education system in Sweden is to strengthen the students' foundations for lifelong learning. This is for example expressed through the curricula for compulsory and upper secondary school.</p> <p>Sweden has a comprehensive system of adult education consisting of municipal and liberal adult education (folkbildning). Higher education and higher vocational education are free of charge and Swedish citizens are entitled to post-secondary student aid (studiemedel) until the year they turn 56. The study support system is equal for all and principally granted</p>	
Preschool class and compulsory school	<p>The preschool class (förskoleklass) is since 2018 compulsory for all children from the year that they turn six. The Compulsory school (grundskola) then begins at the age of seven and ends at the age of 16. Preschool (förskola) is heavily subsidised and available from about the age of one. More than 90 percent of the children attend preschool.</p>
Upper secondary school	<p>Upper secondary school (gymnasieskola) consists of 18 national programmes and five introductory programmes (introduktionsprogram) for students who are not eligible for a national programme. Among the national programmes, there are 12 vocational programmes (yrkesprogram) and six higher education preparatory programmes (högskoleförberedande program). Students usually start upper secondary school at the age of 16 and complete their upper secondary studies at the age of 19.</p> <p>Students that have not completed upper secondary school are able to attend municipal adult education (kommunal vuxenutbildning, Komvux) or folk high schools (folkhögskola). Students that have completed upper secondary school are, depending on their choice of upper secondary national programme and courses within the framework of individual options, also able to apply for universities (universitet), university colleges (högskola) and/or higher vocational education (yrkeshögskola).</p>
Higher education	<p>Mainly as a result of the Bologna process, higher education in Sweden follows a three-cycle structure. First and second cycle education is referred to as undergraduate education and the third cycle as postgraduate education.</p>

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VET in Sweden

Swedish vocational education and training (VET) starts after compulsory education and includes programmes at upper secondary, post-secondary and tertiary levels.

To enrol in upper secondary VET programmes, learners need a sufficient number of passing grades in a lower secondary programme. Alternatively, they can follow individualised introductory programmes, giving access to upper secondary programmes or to the labour market. Depending on the programme type and the students' performance, they last from one to three years.

Upper secondary VET programmes are three-year programmes leading to an upper secondary vocational diploma at EQF level 4. Each programme can be followed through two pathways: school-based and apprenticeship. Both pathways incorporate mandatory training at the workplace; in school-based programmes the overall share of work-based learning is at least 15% and in apprenticeship the minimum is 50%. Upper secondary schools are run by municipalities, county councils, the State and private training providers.

An upper secondary diploma and sufficiently high grades in particular modules (such as Swedish, English and mathematics) are required to access higher vocational education. All learners in VET programmes are entitled to study those modules or can do so at a later stage for free in municipal adult education.

At post-secondary and tertiary VET levels, one or two-year higher VET programmes are offered, leading to a diploma or advanced diploma in higher vocational education at EQF levels 5 and 6. They combine school-based learning with training at the workplace. To obtain an advanced diploma in higher vocational education, at least a quarter of the programme must be carried out as workplace training. The training providers are chosen by the

Swedish Agency for Higher Vocational Education (MYH) and can be municipalities, private providers, counties or universities.

Adult education has a long tradition in Sweden. Participation in lifelong learning was above 30% in 2017, making it the highest in the European Union (Eurostat), and it is provided in many forms. Municipalities offer formal adult education where learners can also acquire an upper secondary vocational diploma. Individual modularised pathways for adults, set up according to the specific required needs, are the most common way to gain a qualification in a new field or study the courses required to access higher vocational or higher general education. At a non-formal level, folk high schools and private training providers offer various courses for adults. Several active labour market policy programmes (ALMP) for the unemployed are also vocationally oriented or feature different forms of work placement. Courses and programmes are financed through fees or by companies and organisations, with public grants also provided.

Since 2016, non-formal and private sector qualifications and certificates can be referenced to the Swedish national qualifications framework (SeQF).

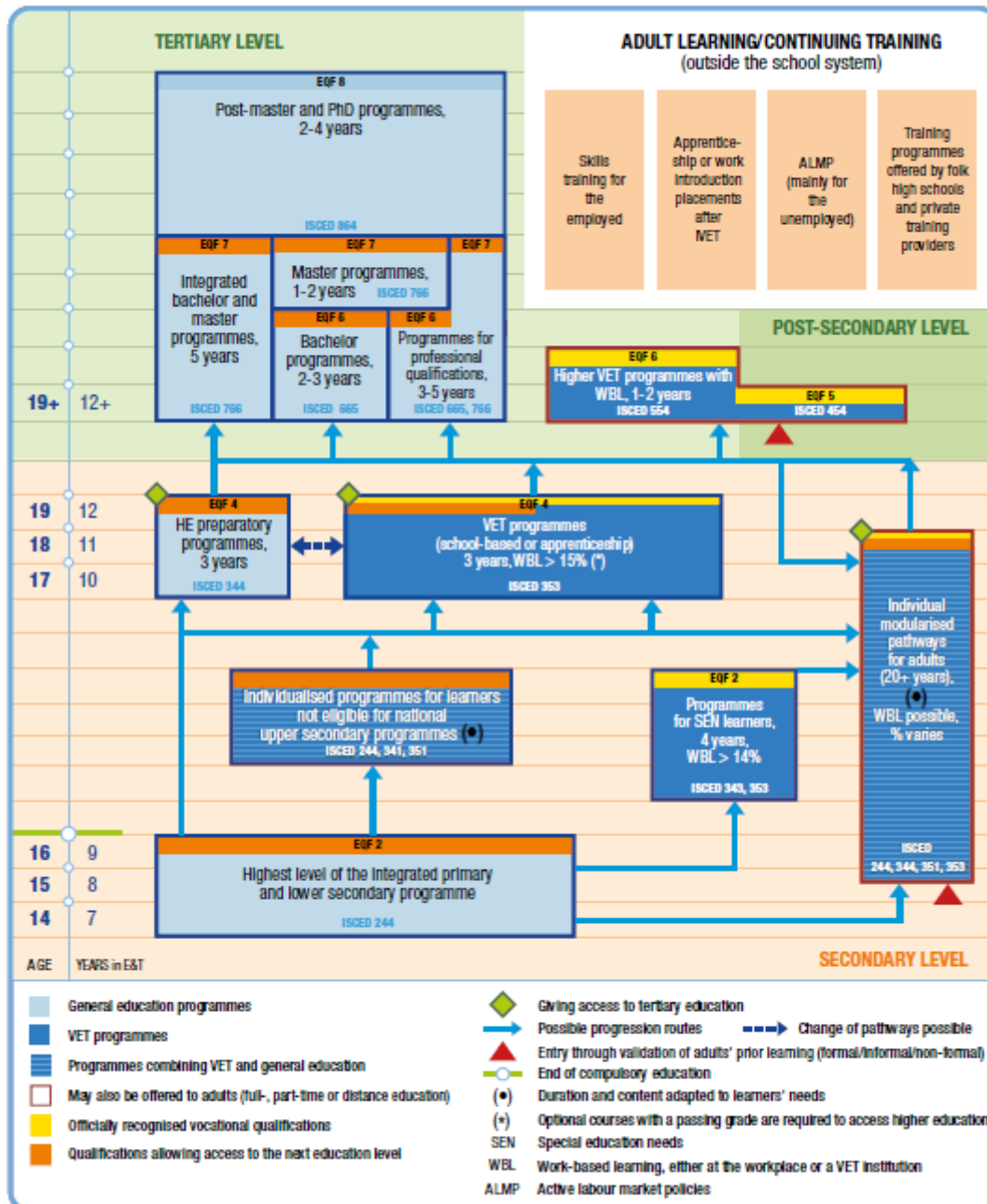
Governance

The Swedish government has overall responsibility for the education system and sets the policy framework at all education levels. Goals and learning outcomes are defined centrally but with decentralised implementation. The Ministry of Education and Research is responsible for most education fields, including upper secondary schools, adult education, and higher VET. Steering documents regulating upper secondary school and municipal adult education are drawn up by the government and by the Swedish National Agency for Education (*Skolverket*). There is a national programme council for each vocational programme; these advise and support *Skolverket* regarding adaptation, development and

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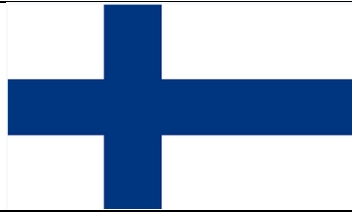
modernisation of vocational education. Social partners, industry representatives and sometimes also public authorities are members of these councils.

The MYH is in charge of higher VET, approving training providers who then cooperate with the world of work to develop and deliver programmes. The government needs to give their final approval to the introduction of any new higher VET programme.



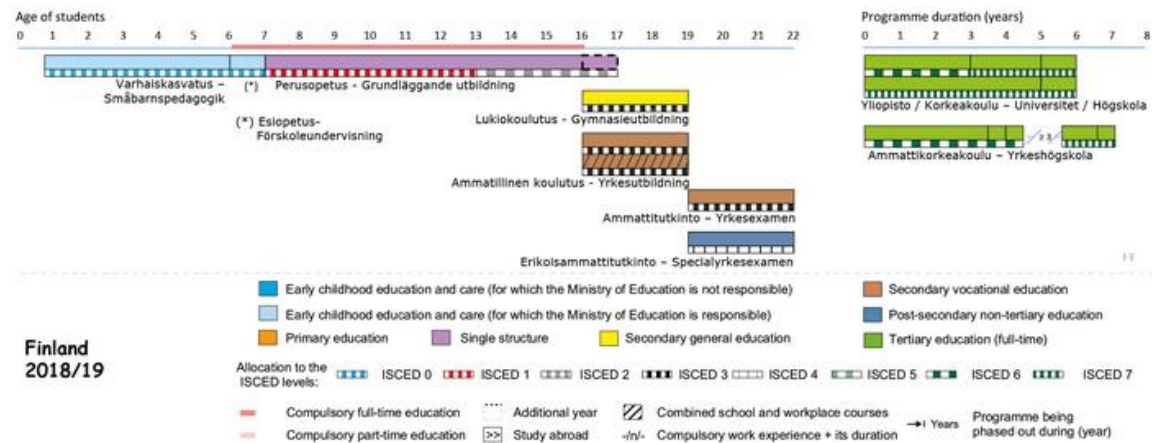
NB: ISCED-P 2011.

Source: Cedefop and ReferNet Sweden.



Finland

Structure of the National Education System



Source: Eurydice 2018/19

Equity in education

A key feature of the national education culture is to ensure equal opportunities for all. Individual support measures are in place to guarantee that every pupil and student can reach their full potential. Differences between schools are small and the quality of teaching is high all around the country. The education system does not have any dead ends which would affect an individual's learning career.

In Finland, education is publicly funded. Only two per cent of pupils in compulsory education attend schools that have a private provider. Also, these schools are publicly funded.

Education from pre-primary to higher education, is free. School meals and learning are provided free and access in remote and sparsely populated areas is ensured through free school transport.

The education system is based on trust and responsibility

In Finland the provision of education is steered through regulations, information and funding. Local autonomy is high. Most of the funding comes from local budgets and the government transfers are not earmarked.

One of the regulations, the national core curriculum leaves room for local variations and therefore individual schools and teachers have a lot of freedom in designing their own curricula and instruction.

Also, Finnish higher education institutions enjoy extensive autonomy. They have independent regarding their finances and administration. Institutions are autonomous regarding their teaching and research.

There is very little external control, such as school or textbook inspections. The first national examination takes place at the end of general upper secondary education. The most important quality assurance mechanism is the self-evaluation carried out by the education providers themselves.

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Nationally sample-based assessments are carried out according to an assessment plan. HE institutions are also expected to follow the quality of their operations and teaching.

Life-long learning in focus

Life-long learning is ensured by making it possible for learners to take up studies at any stage of their lives. Education for adults is provided at all levels of education. Also, informal and non-formal education is recognised. In vocational education, for example, competence-based qualifications offer a way to demonstrate prior learning.

Adult learning is very popular. Different institutions arrange a great variety of courses and programmes for adults at all levels of formal education, and the provision of liberal adult education is extensive. Adult education includes self-motivated education, staff training and labour market training. It may lead to qualifications or be related to general self-development.

In 2017 over 27 per cent of Finnish adults participated in adult education compared to an EU average of 11 per cent. Most of this is non-formal education.

Early childhood education and care (varhaiskasvatus)	Participation in early childhood education and care is a universal right for all children under school age, that is, aged 0-6 years. It is mainly organised in day-care institutions and so-called family day-care. There are moderate fees for families.
Pre-primary education (esiopetus)	Compulsory pre-primary education starts one year before basic education at the age of six. Municipalities have to provide pre-primary education of a minimum of 700 hours per year. Generally, this is organised so that the children have half a day of pre-primary education activities and the rest of the day is early childhood education and care. Pre-primary education is entirely free for the families.
Basic education (perusopetus)	Compulsory schooling begins at the age of 7 and lasts for 9 years. It is provided in a single structure system called basic education. It includes grades 1-9. Education is free for pupils as well as learning materials, daily school meal, health and welfare services and transport from home to school if the way to school is long or dangerous.
Upper secondary education (toisen asteen koulutus) <ul style="list-style-type: none"> • general upper secondary education (lukiokoulutus) • vocational upper secondary education (ammattillinen koulutus) 	Upper secondary education is provided by general and vocational upper secondary institutions. The general age to participate in upper secondary studies is from 16 to 19 years. In vocational upper secondary education in particular many students are older.
Higher education (korkeakoulutus) <ul style="list-style-type: none"> • university (yliopisto) 	Higher education is provided by universities and universities of applied sciences. The first are more academically oriented and the latter more professionally

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<ul style="list-style-type: none"> university of applied sciences (ammattikorkeakoulu) 	oriented institutions. ISCED 8 level qualifications, such as doctorates can only be granted by universities.
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VET in Finland

The Ministry of Education and Culture (MoEC) is responsible for strategic and normative steering of vocational education and training (VET) and leads national development. National VET objectives, the qualifications structure and core subjects are determined by the government.

Authorisations to provide VET are granted by the MoEC. They cover VET fields, qualifications, number of students, language of instruction, locations, special educational tasks and other issues. VET providers may also be assigned tasks to organise labour policy education.

A VET provider may be a local authority, municipal training consortium, foundation or other registered association or State-owned company. They organise training in their areas, matching provision with local labour market needs. They decide independently on issues such as type of education and training provided, and ways of completing studies, within the limits of their authorisation from MoEC.

More than 40% of students who completed basic education start initial VET (IVET) immediately after; most of these obtain their VET Qualifications at vocational institutions. Vocational qualifications are available for both young students and adults.

There are 52 vocational qualifications (EQF 4) and nearly 110 further vocational qualifications (EQF 4) and specialist vocational qualifications (EQF 5) in different fields. The most popular fields are technology, communications and transport, and social services, health and sports.

Half of the students are female, though the proportion varies greatly from field to field.

Admission to IVET programmes is based on a lower secondary education (basic) certificate; for CVET it is on a case-by-case basis, taking work experience into consideration. An initial vocational qualification requires 180 competence points (cp). Nominal duration is three years depending on the individual personal competence development plan. In addition to vocational units, vocational qualifications include 35 cp of common units (of the 180) such as

communication and language skills, mathematics, citizenship and skills needed in working life. Further vocational qualifications require 120, 150 or 180 cp and specialist vocational qualifications 160, 180 or 210 cp, consisting mainly of vocational units. All include work-based learning.

All qualifications can be obtained in apprenticeship training which also includes courses at vocational institutions. The share of work-based learning is 70% to 80%. Most apprentices are adults.

All VET programmes ensure eligibility for higher education studies.

National qualification requirements ensure standardised vocational competence; they are the basis for evaluating learning outcomes. The Finnish National Agency for Education (EDUFI) develops them in broad cooperation with stakeholders (employers' organisations, trade

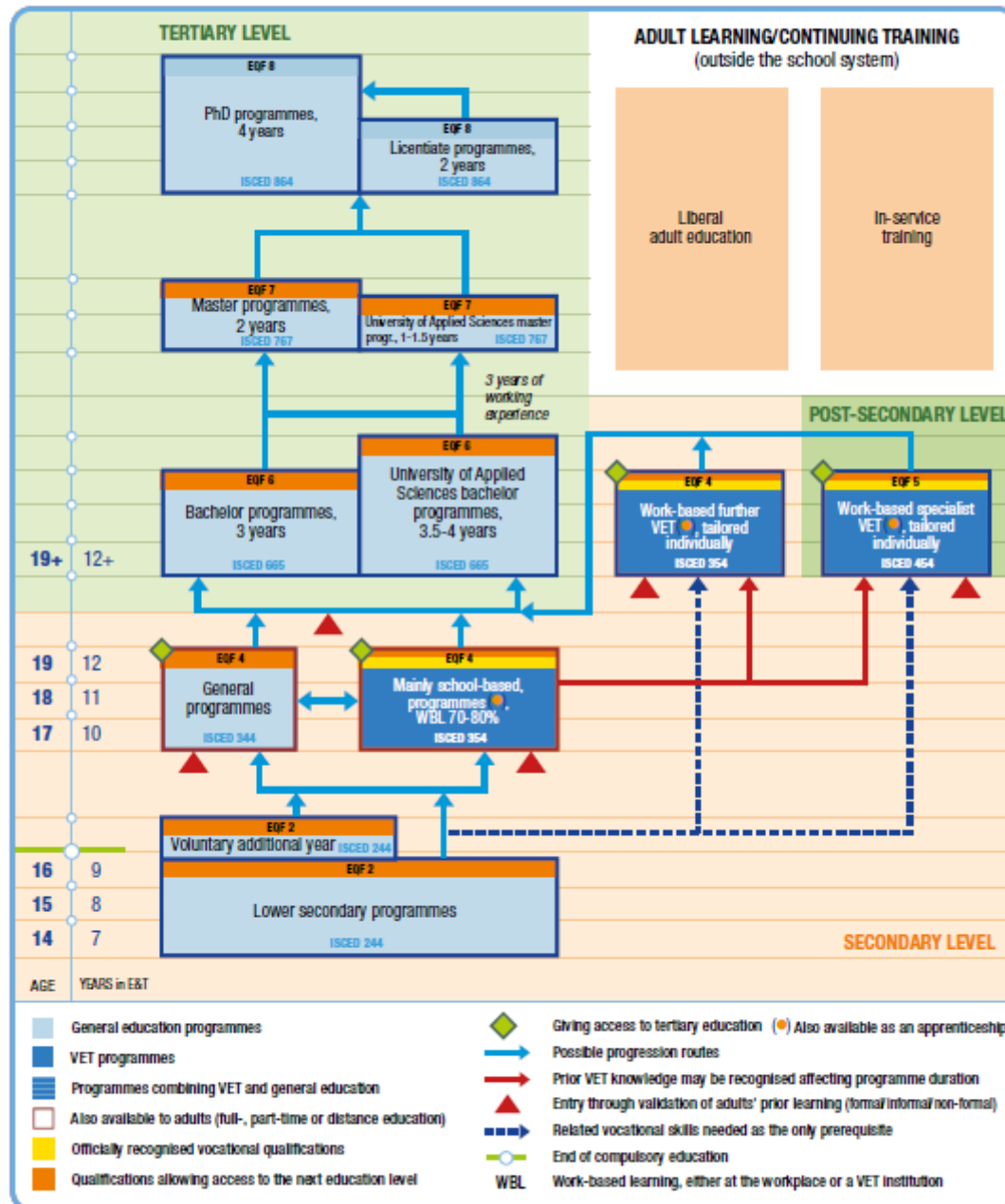
unions, the Trade Union of Education, and student unions). Representatives from enterprises contribute to development of national Qualification requirements; they also organise and plan training at workplaces and competence tests, as well as assessing the tests.

Flexibility and personalisation have become means to respond to changing labour market requirements and individual student needs. Modularisation allows for a degree of personalisation of qualifications; for example, students can choose modules from other vocational qualifications (including both further and specialist vocational qualifications) or universities of applied sciences degrees.

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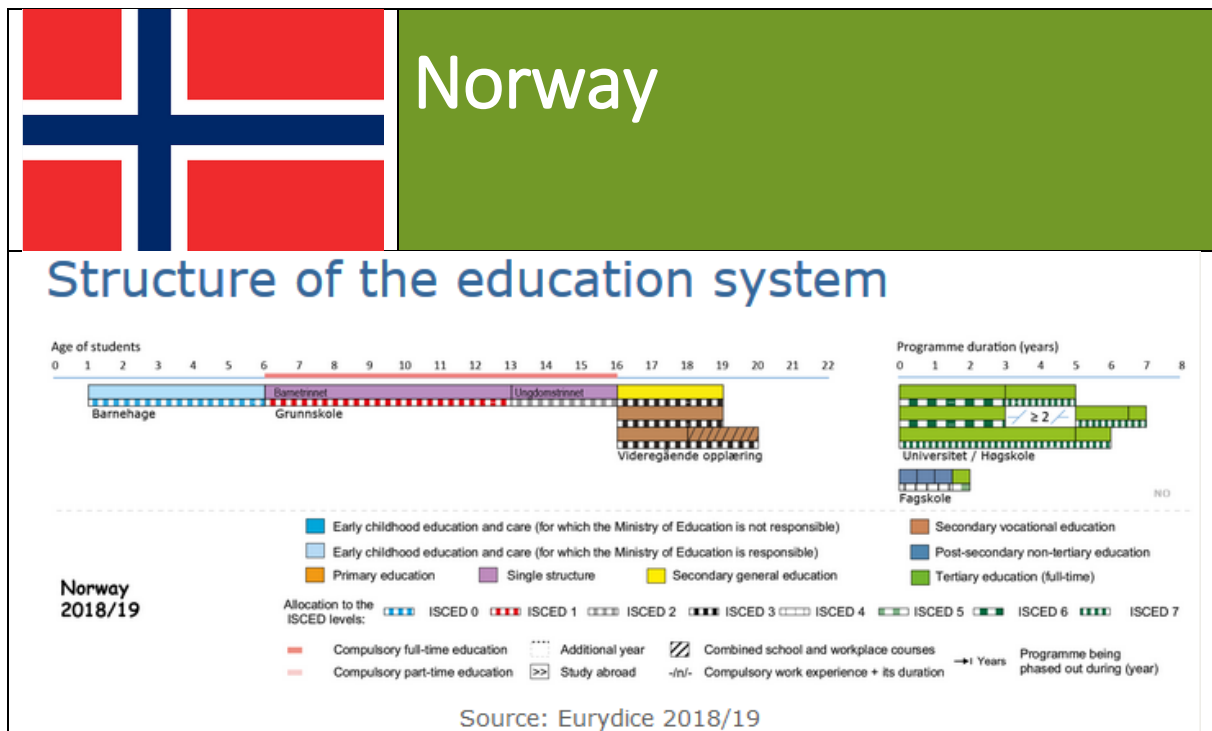
The VET system was reformed as of 2018, with the following focus:

- students may apply for studies at any time of the year;
- VET for young people and adults is in the same framework and regulated by a single act on VET;
- there is a single competence-based method of completing qualifications;
- each student's prior learning is accredited and a personal competence development plan drafted. This defines the skills still to be acquired for obtaining the qualification;
- VET providers are encouraged to organise more learning at workplaces;
- one coherent funding system is applied for IVET, CVET, apprenticeship training and labour market training leading to qualification.



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Finland.



The Norwegian school system is inclusive; there is to be room for all and it is free of charge. Everyone is to be given the same opportunities to develop their abilities. Children and young people have an equal right to education, regardless of where they live, their gender, social or cultural background or any special needs.

Most children attend kindergarten

Parents in Norway are entitled to 11 months parental leave with full salary, of 10 weeks are reserved exclusively for the father.

Children are entitled to a place in a kindergarten from the age of one. About 50 percent of kindergartens are private, but government funded. Fees paid by parents are moderate and are regulated by the government. Fees are the same for public and private institutions. Kindergartens in Norway take a holistic approach to the education and care of children under school age. Norwegian kindergartens are intended to promote well-being and enjoyment through play and learning, and to foster children's natural creativity, sense of wonder and natural curiosity. Kindergartens shall also prepare children for school. Access to kindergartens of high quality brings about important benefits for children, families and society as a whole.

Inclusive education system

Primary and lower secondary school are mandatory for all children aged 6–16, whereas upper secondary school is a statutory right. Primary and lower secondary education is founded on the principle of a unified school that provides equal and adapted education for all students. There is a common national curriculum for primary and secondary education, but within this framework the municipal and county authorities, schools and teachers can influence the implementation of education and training.

The culture and traditions of the Sami community are part of the common Norwegian and Nordic culture which both the national and the Sami curriculum require that all pupils are acquainted with. In areas defined as Sami districts, teaching is given according to the Sami curriculum. The Sami Curriculum

shall ensure that Sami pupils receive high quality teaching based on their own cultural background and the Sami language.

There are very few special schools. Also, grade repetition is not practised.

The school day is short for the younger children, and municipalities are obliged to offer day-care facilities for children in the lower grades. All municipalities are required to have a Culture school. These schools offer courses and training for children and youth in music, dance, theatre etc.

Culture schools often cooperate with day-care facilities for school children and offer courses for the children attending the day care centres. Parents have to pay a fee for participation in after school day-care and in culture school activities. Fees are set by the Municipality.

Statutory right, but not duty to attend Upper Secondary Education

Young people who have completed primary and lower secondary education, or the equivalent, are entitled to three – four years' of upper secondary education or training. There are no age limit for entering Upper Secondary Education, but normal starting age is 16. Adults have a right to Upper Secondary Education if they have not already attended Upper Secondary. In upper secondary school the pupils can choose from three academic education programmes or nine vocational education programmes. General Upper Secondary last three years, while vocational programmes normally last four years.

Most vocational programmes consist of two years in school, followed by two years of apprenticeship. Social partners in Norway have a certain influence on the development of the content and organisation of vocational training. Vocational education and training can also provide access to higher education after a one-year bridging course.

The folk high schools are liberal education schools outside the formal education system. Folk high schools do not have a curriculum or examinations. Folk high schools offer both short and long courses, maximum 10 months. The schools are free of charge and mostly recruit young people from the age of 19.

Few private schools

Norway has relatively few private schools. Almost all private schools are approved by the government and are grant-aided. The main rule is that a private school must constitute a religious or pedagogical alternative or follow an internationally recognised curriculum in order to be approved. Government aided private schools can only charge limited fees and are not allowed to select children according to performance or other subjective criteria.

Higher education free of charge

In higher education (ISCED levels 6 to 8), the degree structure is in line with the Bologna Process, with 3-year Bachelor, 2-year Master and 3-year PhD as the main model. The post-secondary vocational colleges at ISCED levels 4 and 5 provide a variety of courses of half-a-year to two years duration.

Norway is a small country in terms of population but covers a large area. That is why there is a relatively high number of higher education institutions. With the exception of some private university colleges, all higher education institutions are state-run. By law, state-run universities and university colleges may not charge tuition fees for ordinary degree courses or professional training courses. This legislation is a key to ensuring that all citizens have the same right and opportunity to take part in higher education. To further support the principle of equal opportunities, all Norwegian students are entitled to financial support (grants and loans) to cover their living costs through the State Educational

Loan Fund. To qualify for support from the State Educational Loan Fund you must usually be a Norwegian citizen. Foreign citizens can, on certain conditions, receive support for education in Norway.

Lifelong learning

Lifelong learning is an important principle of Norwegian education policy. Basic skills training and validation of prior learning play a significant part in our adult education policies.

Immigrants with legal permission to live in Norway have a right and a duty to take courses in Norwegian language and social studies for immigrants.

Compulsory education (Grunnskolen) is divided into two main stages: **Primary School** (barnetrinnet) and **lower secondary school** (ungdomstrinnet).

Upper secondary education (videregående opplæring) is not mandatory, but young people who have completed primary and lower secondary education, or the equivalent, have a right to three years' upper secondary education and training.

Vocational education and training usually consist of two years in school and one-year in-service training. In-service training at a training establishment is usually combined with productive work, so that an apprenticeship takes two years in all. General studies last three years and lead to general university admissions certification. It is possible for pupils who have finished their vocational education to take a supplementary one-year programme to obtain general university admissions certification.

Higher education mainly has a degree structure in line with the Bologna Process. Post-secondary schools (fagskoler) cover a variety of courses of duration up to two years. Degrees from post-secondary schools at ISCED level 4 and 5 (fagskoler) are normally not accepted as part of higher education degrees.

VET in Norway

The Ministry of Education and Research has overall responsibility for education and training at all levels. In upper secondary VET, both curricula and the VET system structure are laid down in national regulations, and providers are required to comply with them. There is cooperation on upper secondary and tertiary VET, both formal and informal, between education and training authorities and the social partners. The social partner representatives hold the majority of seats in all advisory bodies in the decision-making system for upper secondary VET. This enables technological and labour market changes to be continuously communicated to decision-makers; the overall aim is to provide relevant VET skills.

The regional county authorities are responsible for general education and VET provision, distributing VET financing provided by the State budget and ensuring apprenticeship placement and supervision.

All young people completing compulsory schooling have a statutory right to three years of upper secondary education. Half of them choose between eight VET programmes.

Upper secondary VET is conducted both in schools and in public and private enterprises.

The county authorities must approve training establishments. The standard two-plus-two model normally includes two years in school, where students also participate in practical training in workshops and enterprises, followed by two years of formalised apprenticeship (training and productive work) in enterprises. The first year of training consists of an

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introduction to the vocational area. During the second year, VET students choose specialisations and courses are more trade- specific but core subjects are also included. Some crafts follow varying models with three years in school or one year in school followed by three years of formalised apprenticeship.

Upper secondary VET is completed with a practical-theoretical trade or journeyman's examination (*Fag- eller svenneprove*) leading to an EQF level 4 qualification: a trade certificate (*Fagbrev*) for industrial and service trades or a journeyman's certificate (*Svennebrev*) for traditional crafts. The eight programme areas offer about 190 different

certificates.

There are many possible routes to higher education via upper secondary VET.

With a trade or journeyman's certificate, the options are:

- via a one-year bridging course in core subjects (*pabyggingsar*);
- direct admission to certain specially designed bachelor programmes (*Y-veien*).

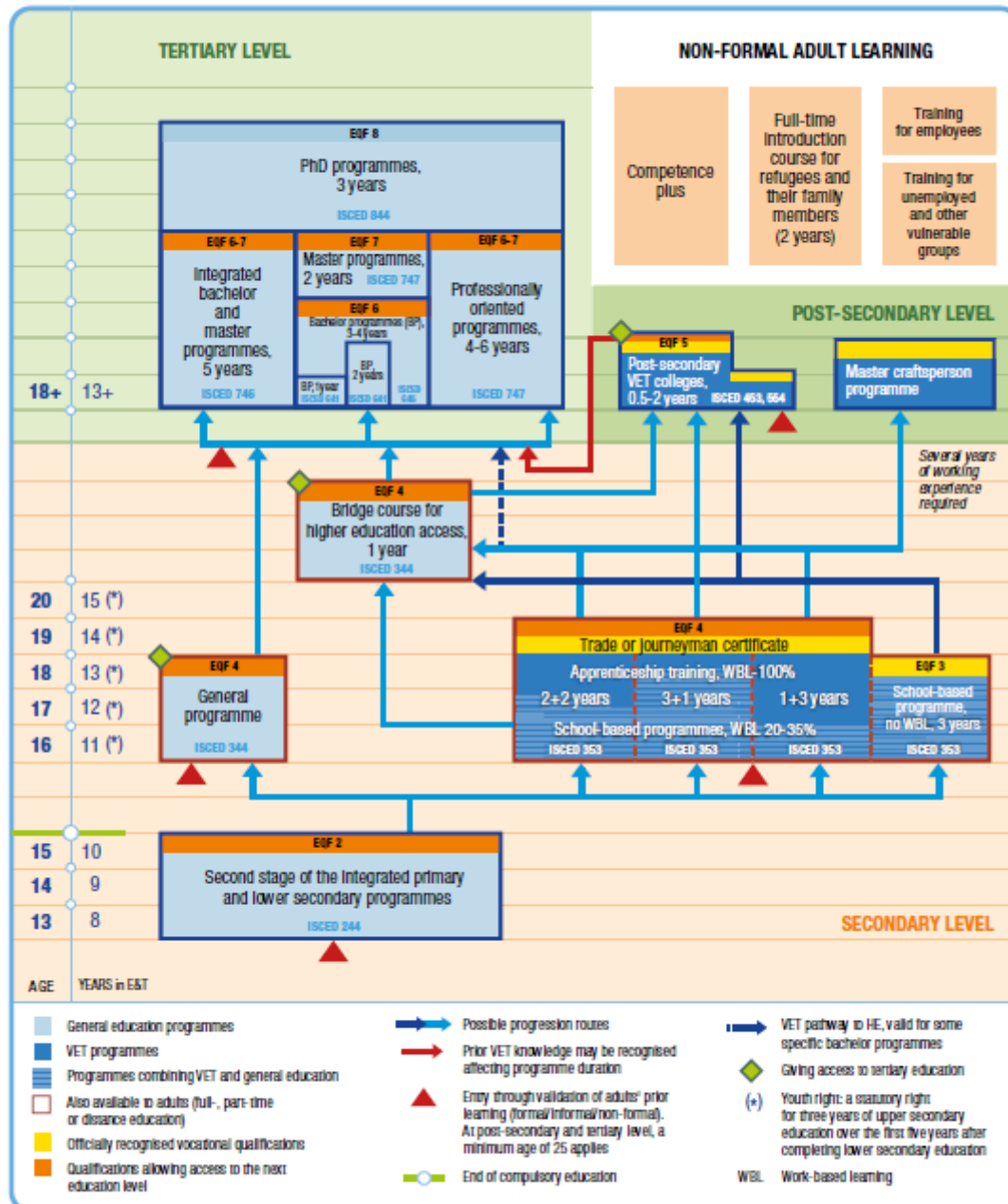
Options without a trade or journeyman's certificate are:

- five years' experience gained in work and/or education and passing a course in core subjects (for those aged 23 or older);
- recognition of relevant formal, informal and nonformal learning for people aged 25 or older who do not meet general entrance requirements;
- completing the bridge course in core subjects after completing the first two years of a VET programme;
- successfully completed two years in vocational college.

Legal rights shape adult VET and contribute to making vocational skills visible. People over 25 are entitled to upper secondary education or training adapted to their needs and life situation. Adults also have a right to have prior learning assessed towards national curricula, which may result in exemption from parts of training. The experience-based trade certification scheme enables adults to sit a trade or journeyman's examination on proof of sufficient relevant practice. The candidate must demonstrate comprehensive experience in the trade or craft, normally over a minimum of five years.

Master craftsperson programmes are for holders of a relevant trade or journeyman's certificate with several years' work experience. The programmes are provided by vocational colleges (*Fagskoler*), both private and public, and combine general business management, marketing and vocational theory. VET colleges also offer a range of vocational programmes (EQF level 5) for students with upper secondary education.

The comprehensive higher education system has no formal or other distinction between vocational and non-vocational education; they are equal for higher education admission.

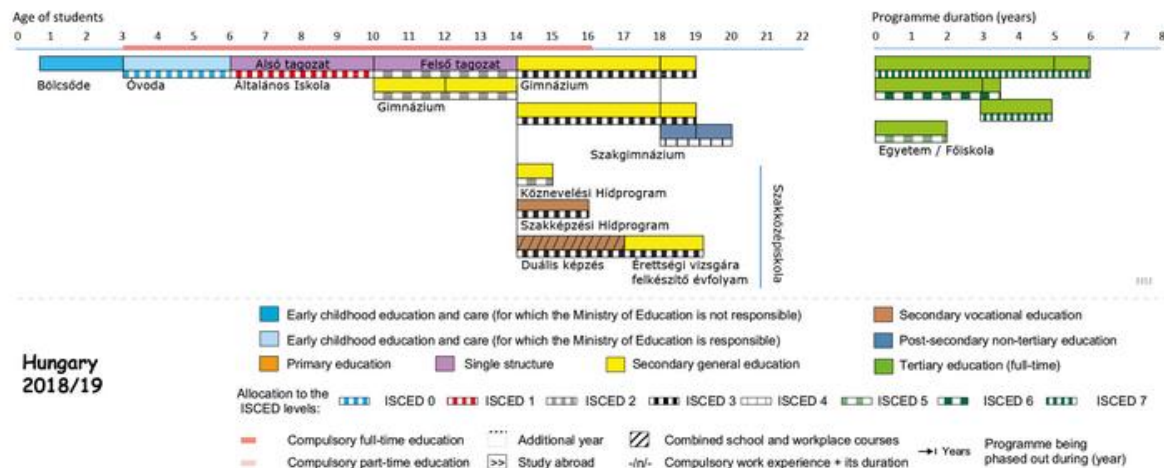


NB: ISCED-P 2011.

Source: Cedefop and ReferNet Norway.

Hungary

Structure of the National Education System



Source: Eurydice 2018/19

In Hungary, schools and kindergartens are established and maintained by the state, local governments, minority local governments, legal entities (foundations, churches, etc.) as well as natural persons. About 90 per cent of children attend public sector institutions.

Overall responsibility lies with the **Ministry of Human Capacities**, which is in charge of education, culture, social affairs, health care, youth and sport. However, school-based VET and adult training is within the competence of the **Ministry for National Economy**.

The maintenance of the education system became more centralized. In January 2013, the state took over the maintenance of public education institutions (with the exception of kindergartens) from the local authorities. The Government established Klebelsberg Institution Maintenance Centre for the maintenance of these institutions. Local governments get contribution from the central budget to finance kindergarten education, they are responsible for the organisation of ECEC on their settlement. Minority governments are allowed to establish schools and teach in their own languages.

Dual vocational education and ESL

The Vocational Training Act (adopted in 2011) introduced the 3-year vocational training system with reinforced dual elements, which provides practical training (in addition to theoretical classes) already from the first grade of vocational school. First it was applicable for students who entered vocational school (grade 9) in September 2013.

The early school leaving target rate for 2020 in the EU is 10 %. Hungary undertook this target rate by 2020. In 2016 the Hungarian early school leaving rate was 12,4 %.

Participation in education is mandatory between the ages of 3 and 16. 10 years plus 3-year kindergarten education are compulsory. However, studies are financed until the age of 18.

- ISCED 0: 3 years

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<ul style="list-style-type: none"> • ISCED 1: 4 years • ISCED 2: 4 years • ISCED 3: 2 years 	
Creche nad Kindergarten	Creche (bölcsöde) is a welfare institution catering for children aged 20 weeks to 3 years and providing professional day care and development. Kindergarten (óvoda) education and care is offered for children aged 3-6 and is compulsory from age 3.
Primary and lower secondary education	Primary and lower secondary education (ISCED 1, 2) is organised as a single-structure system in 8-grade basic schools (általános iskola) (typically for pupils aged 6-14, covering grades 1-8). Upper secondary education (ISCED 3, typically for pupils aged 14-18, usually covering grades 9-12) is provided by general secondary schools (gimnázium), vocational secondary schools (szakgimnázium) or vocational schools (szakközépiskola) or vocational school for special education (szakiskola). However, general secondary schools are also allowed to offer longer programmes starting earlier (from Grade 5 or 7).
	General secondary schools provide general education and prepare for the secondary school leaving examination, which is the prerequisite for admission to higher education. Secondary vocational schools provide general and pre-vocational education, prepare for the secondary school leaving examination and offer vocational post-secondary non-tertiary programmes (ISCED 4 C). Vocational schools provide general, pre-vocational and vocational education and may also provide remedial lower secondary general education for those who have not accomplished basic school. Students can continue their studies to get upper secondary general school examination certificate after finishing their vocational programme.
Higher education	Higher education programmes (ISCED 5A, 5B, 6) are offered by public or private universities (egyetem) and colleges (főiskola) (non-university higher education institutions). In accordance with the three-cycle Bologna degree structure, there are bachelor's degree programmes lasting 6-8 semesters (ISCED 5A, 180-240 ECTS credits), which can be followed by Master degree programmes (ISCED 5A, 60-120 ECTS credits) for another 2-4 semesters. The third cycle provides doctoral studies (ISCED 6). Nevertheless, there are also undivided long programmes (10-12 semesters, 300-360 ECTS credits, ISCED 5A) in some disciplines, e.g. medicine or law.
Adult education and training	Adult education and training include part-time general education programmes at all ISCED levels, vocational education, as well as a wide range of non-formal courses provided by the public and private sector.

VET in Hungary

The education system has undergone substantial transformation in recent decades; governance of schools has been centralised (2013) and VET schools have been integrated into a network of 44 vocational centres

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(2015). The centres coordinate education and training activities of the schools and help them offer training better aligned with labour market needs.

IVET and adult training are led by the Ministry for Innovation and Technology, which is responsible for qualifications standards in the national qualifications register (NQR) and, together with the Ministry of Human Capacities, for framework curricula. The National Office of VET and Adult Learning, supervised by the Ministry for Innovation and Technology, ensures coordination and implementation of national VET and adult learning policies.

The Chamber of Commerce and Industry has an important role in VET in policy advice, qualifications development, accreditation and supervision of practice providers, and apprenticeship contracts. Social partners shape VET policy through participation in advisory bodies. A total of 18 sectoral skills councils came into operation in July 2018.

VET for young people

Learners may enter VET at age 14. VET is offered at upper secondary, post-secondary and tertiary levels and includes work-based learning in different forms:

- four-year programmes (five in bilingual courses) (*szakgimnázium*) combining vocational and general education. Learners acquire an upper secondary school leaving certificate (ISCED 344) giving access to higher education and a basic vocational (ISCED 353) NQR qualification (such as waiter). This is a possibility for learners as an option which aims to strengthen individual training paths. Learners can continue with one additional VET year at post-secondary level to acquire a higher-level VET qualification (ISCED level 454) (such as chemist technician);
- three-year practice-oriented VET programmes (*szakközépiskola*) leading to ISCED 353 qualification (such as electrician). These include an increased share of practical training. Learners can enrol in two-year follow-up programmes to obtain the upper secondary school leaving certificate, allowing progression to higher education;
- one- or two-year post-secondary VET programmes leading to a technician qualification (ISCED 454) (such as chemist technician);
- two- or four- year VET programmes (*szakiskola*) for SEN learners, leading to a full or partial NQR qualification (ISCED 243, 253, 353) (such as pastry maker, carpenter);
- VET bridging programmes for learners who have completed at least two, but not all four years of lower secondary education, leading to a partial vocational qualification listed in the NQR at ISCED 352, 353 (such as pipeline fitter) and giving access to upper secondary VET programmes.

Higher education VET is provided by higher education institutions. Programmes require an upper secondary school leaving certificate and award ISCED 554 vocational qualifications (such as network information technology engineer assistant).

Graduates can transfer credits to a bachelor (BA/BSc) programme in the same field.

Practical training can also be delivered as dual VET (apprenticeship training contract) and/or through a cooperation agreement between the company and the VET institution. In higher

education, dual VET is possible in five study fields (technical, informatics, economic sciences, natural sciences and agriculture). In 2017, almost one in four VET students concluded an apprenticeship contract, most of which (69%) were enrolled in three-year upper-secondary VET programmes. There are scholarship schemes in programmes for deficit occupations.

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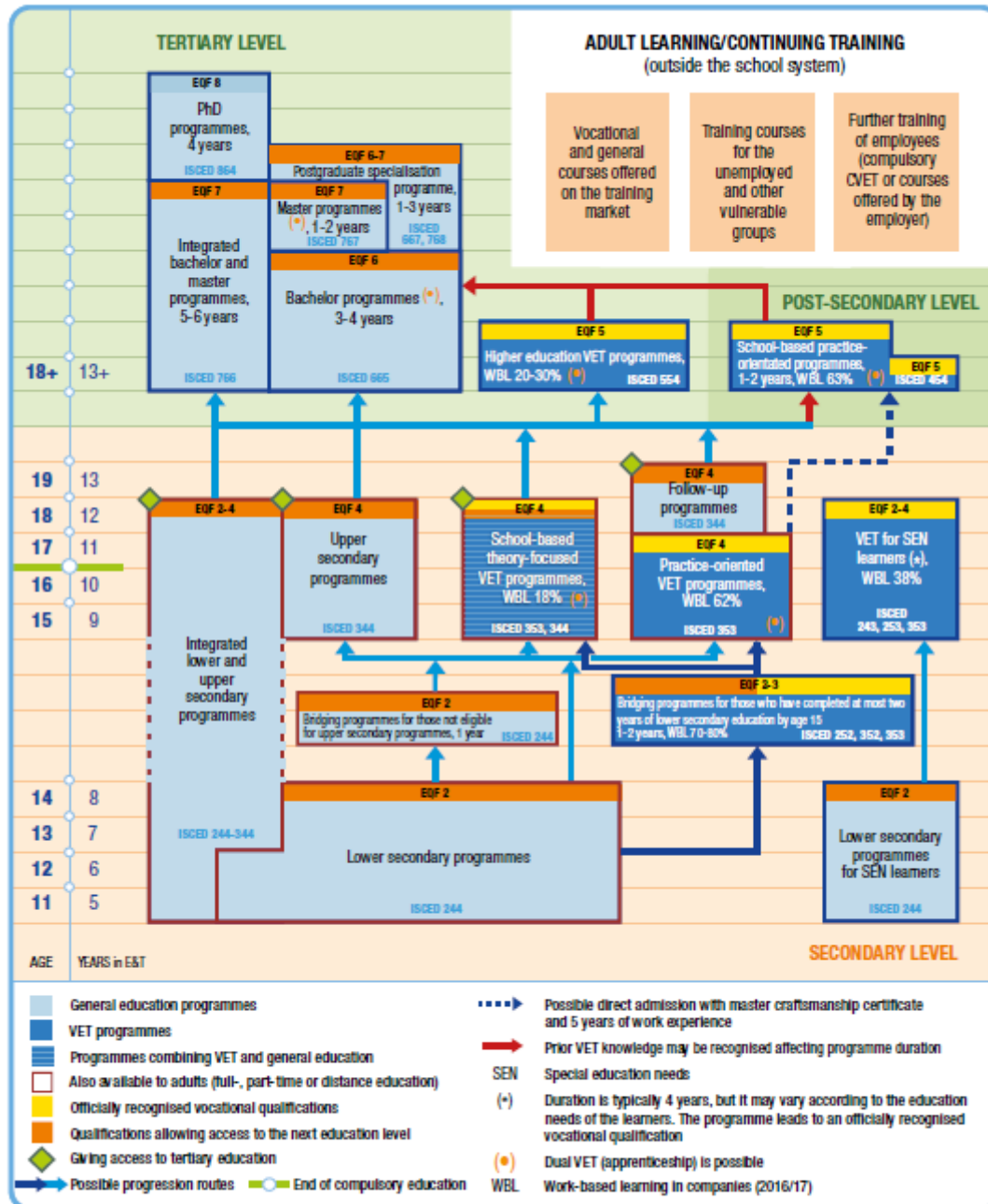
VET for adults

VET programmes are open to adults in full-, part time or distance learning. Adult training by providers outside the school system includes courses preparing for master craftsperson exams (run by economic chambers); mandatory further training programmes for a given occupation; courses for the unemployed and other vulnerable groups; training programmes leading to NQR qualifications or registered (SZPK) by the chamber.

The State provides financial support for training vulnerable groups and SMEs. Financial incentives (tax deductions) for companies offering in-company training are in place.

The prerequisite for enrolling in adult training is that a contract be signed between the VET provider and the learner; for NQR qualification programmes the content of the programme must be formally approved by the State.

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NB: ISCED-P 2011.

Source: Cedefop and ReferNet Hungary.

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Synopsis of Education Systems⁴⁵

The different cultures, educational systems and achievements of the various States of the Baltic Sea Region provide an excellent basis for learning from one another and with one another. The major concern is to promote this, to identify points for further development in the educational policy and develop proposals regarding the specific development and quality of education in the Baltic Sea Region. The focus of the considerations lies in the areas of the general and vocational education; university education is subsidiary and included particularly as regards the transitions and regulatory requirements.

General education

Kindergartens exist in all the countries of the Baltic Sea Region – with significant differences in the levels of care. They are open for children from 3 to 6 or 7 years of age (depending on the starting age), attendance is voluntary.

Conclusions: Learning begins at a very early age; kindergartens should be understood not as mere storage sites, but as early learning and development while playing.

Preschools exist in almost all countries, mostly they are meant for children of the last year before starting school. An exception is Estonia in which 3-7-year-olds attend preschools. In principle, the preschool attendance is voluntary. A compulsory preschool attendance exists in Latvia (for 5-6-year-olds) and in Poland in the form of the so-called zero classes, which are attended by 6-year olds who learn the basic skills in reading, writing and arithmetic.

Conclusions: A mandatory 1-year pre-school (from 5 years) is desirable.

The compulsory education in the Baltic States is between 9 and 10 years. It begins with the enrolment (6- or 7-year-olds). Only in Denmark there is no compulsory school attendance but the compulsory education. This allows for the attendance of the so-called free schools.

In Scandinavian countries there is an explicit guarantee of a further education after compulsory schooling. This law applies in Sweden in terms of a further 3-year education (until 18 years of age); an extension till 20 years of age is planned. In Germany and in Russia compulsory (school or vocational school) attendance applies until 18 years of age.

Conclusions: As regards the compulsory school attendance, the general educational law provides for the age of up to 18 years.

The middle school education (primary or secondary school) is in all countries between 9 and 10 years.

There are significant differences in the distribution of school time. In the Scandinavian States of Denmark, Finland, Norway and Sweden there is 9-year basic education that is uniform and without

⁴⁵ Hanse-Parlament, Baltic Sea Academy (July 2011), Agenda 2020: Educational Policy Strategies and Objectives for the Baltic Sea Region, <http://www.bsr-quick.eu/resources/Education+Baltic+Sea+Region.pdf> (May 2019)

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distinctions for all children. Only in Sweden there are slight differentiations concerning the last 3 years.

In other countries within the 9- or 10-year basic education there is a clearer distinction between primary, secondary and middle school. The primary school in Poland encompasses 6 years. In Germany, Lithuania, Russia and Belarus, the primary school attendance is much shorter with a period of 4 years. In these countries primary school is followed by middle school education in many various forms. In Germany there is a choice between high school, junior school, secondary school and grammar school. In Poland the 6-year primary school is followed by a 3-year middle school. In Russia and Belarus, it is followed by 5-year and 6-year middle school, which despite the formal separation of basic and intermediate levels, is mostly located in one school.

The biggest difference between the school systems are the integrated and selective approaches. In the integrated school system, all 9- to 10-year students undergo school education (mostly referred to as basic education). In selective school systems, division of students takes place after the primary school. The former type of school can be found mainly in the Scandinavian countries, the latter is particularly pronounced in Germany.

Conclusions: The selective system is expected to be better targeted and specific strengths will be supported, though actually the promotion of individual strengths may only be a small-scale experience. In some countries there is an impression that all people should learn by means of the same methods. It results in strong uniformity. In selective education systems everything is strongly divided and marginalised. However, the targeted elite promotion and sustainable support of weaker students is rather limited. Nowadays, in particular Baltic States up to 20 per cent of school graduates are incapable of undergoing vocational training. They are excluded and have no chance for their whole life. However, each person has at least one strong point which can give them a good chance if it is supported within the framework of education and encouraged in the economy, can be put in the right place.

Individual support will be primarily determined by an appropriate education and appear in principle in all schools (with and without selection). Small and medium-sized enterprises demand from general education no narrow economic focus, no general vocational orientation, but the preparation for life in general. The graduates must have mastered the basic cultural techniques such as reading, writing and arithmetic well and they must have personal-social skills such as readiness to learn, openness, cooperation and motivation. But these skills and characteristics are needed not only in the economy but also they are generally required for mastering life. The acquisition of personal-social skills and learning from one another in integrated school systems is generally possible.

The secondary stage encompasses 2-3 years in all the Baltic States. In many countries there is a choice between general and vocational secondary schools, for example in Denmark, Germany, Poland and Finland. In Sweden the elements of vocational training are provided in all types of high schools to a varying extent. In the Baltic States, Russia and Belarus there are only general education schools, in which, however, an occupation-based focus of education is possible.

In the Baltic Sea countries, the secondary stage, high school is completed with the diploma entitling to a university degree; in different countries also complementary or additional entrance exams for studies are needed.

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***Conclusions:** The various forms of pedagogy and content taught are much more important than the different school structures. Educational systems are often excessively intellectualised and become too heavy. In many areas, they only support certain unilateral ability and threaten to become a special institution which fails to educate young people in a holistic and supportive way. The general character of vocational education has to be compared to the one-sided ideal of education. Even in the general educational the intellectual, musical and manual skills are taught to the same extent. The introduction of technology education, learning in the practical action and a holistic education is essential. Education must include all the senses. If this prerequisite is not met, there can be no real learning.*

For the students and for their future career, it is advantageous when vocational elements are taught in secondary schools. In this way, interest in choosing a career can be increased also in the case of high school graduates and the learning of a profession also becomes attractive. A polytechnic focus in general education is the best approach to encourage all the young people and the people of all abilities.

Vocational education

The training duration is between 2 and 4 years. In almost all the Baltic Sea States training takes place at full-time schools. Practical elements are acquired by means of vocational practice, project works and training workshops. An exception is the dual training in Germany (about 60 per cent of vocational training courses are conducted in this way). In this case the apprentice training contract needs to be made with one or more companies; the theory can be obtained in an external state vocational school. In Denmark and Norway, there is a mixed form and the basic training is conducted at a vocational school, and then main training takes place in enterprises. If in Germany, Denmark and Norway not enough training places are available, also here vocational training is conducted at schools with integrated practice internships. In Poland, apart from the school education, also a dual course is possible; it was introduced; however, few students actually take it into account.

Sweden, at least 15 per cent of the training must be acquired in companies; an increase of this share to 20 per cent is being discussed.

***Conclusions:** A significant expansion of the practical training periods in companies, a further improvement of the theoretical teaching, and better coordination between practical and theoretical training seem to improve the quality and increase the attractiveness of training which is particularly important.*

Majority of the countries have no entry requirements for vocational training. Some states, however, differ in this respect: In Estonia a high school diploma is needed to pursue vocational education. In Finland job-related requirements concerning the acquired qualifications are set for each profession at different levels.

***Conclusions:** The introduction of uniform access conditions in the Baltic Sea Region which would be profession-specific should be examined.*

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In some countries, courses are offered at different levels (e.g. in Latvia and Lithuania). The lowest level is open to young people without qualifications, with duration of 1 - 2 years and provides simple professional qualifications. The middle level encompasses 2 - 3 years and provides practical and theoretical qualifications. The upper level provides advanced skills for stronger students (e.g. for high-school graduates). In Denmark and Sweden there is a guarantee that each person can obtain vocational education regardless of their previous education.

Conclusions: In particular, the crafts are destined to train young people with learning difficulties. They are willing and committed to this social problem. But craft businesses may not be the sole specialist for the training and integration of weaker students. Crafts need also the best students to a large and still increasing extent. The creation of differentiated training courses with different entry requirements and different levels of training in an open, transparent system is a priority for targeted development of professional training.

The educational systems of Russia and Belarus are in the course of a transition process. With the collapse of the Soviet Union, the previously existing structures and the close co-operation with the large companies is falling apart. Outdated curricula and equipment contribute to the loss of prestige and the level of vocational education. Russia has shown great interest in the dual system and works on the reform of the professional training, together with German partners. However, social partnerships are created gradually. In Belarus, vocational training takes place in public schools on a full-time basis.

Conclusions: As part of the Russian and Belarusian reform process, an intensive learning from the experiences of other the Baltic Sea States is possible and appropriate. The provision of information, exchange of experiences, development of partnerships and other support is suitable in a way that is also within the interest of the other the Baltic States. The cooperation in education also promotes sustainable economic cooperation.

In most countries of the Baltic Sea vocational training with a recognised qualification examination on the basis of state examination regulations will be terminated. The entitlement to pursue technically oriented courses of study is connected with it especially in Denmark, Latvia and pronounced in particular in Finland. In Sweden such a university entitlement is valid for employees being at least 25 years old and having 5 years of professional experience. In exceptional cases (e.g. Estonia) vocational training is completed with a certificate of completion which is not a formal qualification.

Conclusions: In all the Baltic countries, vocational training should be completed with formal degree examinations, which are based on comparable standards and mutual recognition. The right of ruling the vocational education as well as all intermediate and final examinations should be transferred as sovereign tasks to the chambers in all Baltic Sea states. Due to its closeness to the enterprises the economic self-administration can perform these tasks in a more proper and cost-efficient way. An appreciation of the professional education with strong gender equality in higher general qualifications and a higher permeability is needed between vocational education and studies.

In the majority of the Baltic countries, training has lost much of its attractiveness; too low levels, poor quality and limited practical skills and experience are the subject of complaints. For example, in

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Poland only around 11 per cent of school graduated decided to pursue vocational training. In some countries (e.g. in Germany and the Scandinavian countries), efforts are intense in order to improve the situation. In Sweden the vocational schools are located exclusively on the upper secondary level. In addition to the appreciation, the vocational training and quality improvement of the theoretical instruction in particular, expansion and optimisation of practical training is pursued.

Conclusions: A major problem in all the Baltic States is the declining popularity of vocational education. For young people it is desirable to go to high school and pursue university education. Demographic trends exacerbate this problem. Craft businesses are especially affected in this case. Young people prefer a course of study or training in other sectors in the so-called "white collar" occupations. Any increase in the attractiveness and quality improvement of professional education are the overriding tasks for the promotion of crafts and SMEs within the Baltic Sea Region.

There are much differentiated systems within the framework of vocational training. In Germany, vocational training is not regulated predominantly by the state. The organisation of training and acceptance tests are principal task of the economic self-government (chambers). In most States there are public or private systems with vocationally oriented higher educational institutions like vocational schools, technical schools, technical universities and colleges, which offer higher professional qualifications and include more or less smooth transitions to universities and colleges.

Conclusions: Vocational training should in the first place be the responsibility of the business and economic authorities and it should be regulated by the state in a very limited way. Very important, however, are the quality improvements, greater transparency, smooth transition to general education and study, as well as mutual recognition of qualifications based on comparable standards. The work of the EU on the creation of a European education system within the Baltic Sea Region with the European Qualifications Framework (EQF) and Credit System (ECVET) could be a good basis for the creation of innovative, non-bureaucratic systems with high quality.

In most of the Baltic Sea States within the framework of the pronounced harmonisation of European educational systems, the introduction of Bachelor and Master Degrees is already at an advanced stage. The Bachelor can be obtained only 3-4 years of studies; on the basis of it, a 1-2-year scientific study takes place, which is completed with a Master's degree. In addition to this, promotion is also possible.

In a number of countries already the completed high-school education is an entitlement to enrol for studies at a university or college. In some States (e.g. Denmark, Germany, Finland, Latvia and Sweden) the system is more permeable; it focuses on the universities and colleges, as well as individuals with specific professional training or further education or vocational qualifications with several years of professional experience.

In Finland, Russia and Belarus the universities conduct entrance examinations. In the case of failing these exams, there is, however, still the possibility to study in Russia and Belarus but it is necessary to pay a tuition fee.

In some countries it is possible to apply to a non-scientific university or academy after graduating a vocational school. However, these are not university or college studies with recognised academic qualifications, but training courses which are situated between vocational training and studies.

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Conclusions: *In connection with the far-reaching reforms under the Bologna process and the widespread introduction of the Bachelor and Master's degrees, Bachelor courses should be much more practice-oriented and offered as a dual system.*

The vocational further education with high permeability and flexible transitions for the study will gain an increasing importance and needs to be established as a separate training area. Also, here the Baltic Sea Region can perform the pioneering role with its innovative and business-related concepts.

Outlook

The current educational system is in a number of countries strongly focused on direct recoverability. It lacks many individual grants and elite education as well as a comprehensive training for all mental, manual and social skills. The education system and also the economy run the risk that the systems will lay off their children and more and more people will not be able to meet the requirements due to the uniformity or leaving existing skills unused and eventually often outsourced. Similarly, the learning skills of stronger learners within the framework of the pronounced elite education experience need to be promoted. In principle, the man should not necessarily adapt to the existing systems. The systems have again become more suitable for a human and understand that every person is a unique human being, and as such deserve promotion and appreciation.

The education sector is often discussed primarily within the framework of structural reforms. Certainly, new educational structures are necessary, but used alone they can bring very little results. But the creation of new structures cannot bring lasting improvement if not preceded by far-reaching cultural reforms. For further development of the cultures almost inevitably, new structures need to be developed.

Early childhood education

The educational policy must focus much more on the children under six years old. Learning begins at a very early age and it is primarily the central role in the family. All family members, especially the grandparents, should be intensively integrated in a way that adults learn together with the children, e.g. languages. The number of families are growing which are not able ensure appropriate learning at this age at home. The deficiencies at home are forwarded to schools which can barely cope with or compensate these issues. Finally, within the framework of vocational education, enterprises become a repair workshop for families and schools and are less and less ready to meet the changing requirements and increasing cost pressure.

Families need to be strengthened with all the power in all policy areas.

This includes the rediscovery of extended families and the strengthening of the three-generation-families. The development of recent years has resulted in nuclear families. In the three-generation family the grandparents take over the educational responsibilities and relieve the parents particularly on weekdays. In addition, the development of family-like structures and forms of cooperation among not related persons should be supported. The widespread introduction of full-time care ensures that both parents can continue with their career. This will have a positive impact on the declining birth rate, since childlessness is often the choice between family and professional life and in the case of two earners also the financial base is secured. Among Scandinavian countries this model is implemented largely in Denmark and it is possible for all children older than one year to attend day care centers.

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At kindergartens and schools as a platform for exchange of experiences among each other as well as educators and for further development should be created in the form of a parents- and family-school.

A sufficient number of nurseries and kindergartens are required which do not perceive themselves as mere storage sites, but as early learning and development while playing. Carefree play of the children decides on the future. Playing is for children a serious process which provides pleasure. Also, learning - regardless of the age - should bring joy and make children hungry and not full, has to open instead of closing, awaken curiosity, and provide impulse for continuation, so that all the former students finally find out in their life that there were things of which their teachers had no idea.

The ability of learning by playing needs to be used more actively. Early access to foreign languages is ensured through the introduction of bilingual kindergartens. This simplifies learning further languages and is significant for future close cooperation in the Baltic Sea Region. The highest priority should also embrace the early promotion of languages especially among children whose mother tongue is different, so that language barriers are broken down before the school admission.

An obligatory one-year preschool with smooth transitions into the school system according the linguistic abilities and the standard reached by each individual should be introduced. It would ensure that children from disadvantaged families are supported in early learning and social behavior. Further, it leads to the situation in which children having different mother tongue can master the language of the country before going to school.

The best and best-paid teachers, small group sizes and most attention will be required by the very young and not the older age groups.

School education

Schools should not be an isolated place of learning that is not intensively involved in the social, economic and social environment. The school must be strongly interwoven in decentralized structures, to be a central point of daily life for everyone, sponsorships with companies that include master craftsmen and trainers from the enterprises in the teaching course.

Individual schools and individual teachers in those schools must have a high degree of independence and personal responsibility. On the basis of the total budget, the schools can decide on their own to a considerable extent on the use of their resources. The teaching staff may not be chosen and imposed by superior institutions. The schools also decide on the recruitment and dismissal of teachers. Temporary employment contracts for teachers might be appropriate and gives rise to being aimed at a more intensive exchange between activities at school and in the economy. A performance-based remuneration should be granted.

Teachers are entrusted with the most important thing that a society can have, namely children. Teachers need support, respect and appreciation, and they earn trust. They have the freedom and responsibility to promote children's development and enforcement of their development.

A new pedagogical approach is necessary that requires new qualifications for teachers. Education is a development and qualification task and includes the responsibility of education. Teachers are exemplary trainers who train pupils but also at the same time learn from them. Transferred knowledge become quickly obsolete. This and the continuing development of pedagogics demand for an intensive further education of teachers.

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A holistic education that is created individually and encourages each student according to his personal abilities and talents is required. This requires in particular the need to have distinct diagnostic competence of teachers in order to find out the individual strengths of students and what individual performance objectives can be pursued. These pedagogical elements need to be encompassed with teacher training in a strengthened form and lead to further education. In order to appeal to all senses of students, it is also vital to supply teachers with artistic and manual skills. Every teacher should demonstrate the professional training he or she obtains, which has the form of a dual degree in no way leading to longer training and academic studies.

The school should not give increasingly specialized knowledge, in the case of which growing material abundance requires more feedback. It is important to learn how to learn, how to promote individual strengths and thus strengthen self-confidence. Schools must prepare young people for life, not to a specific occupation. Polytechnic orientations should enable learning through the productive activity, entrepreneurship, independence and promote students' personal responsibility.

The mediation of a broad base of knowledge should be prioritized. A specialization can be taught at secondary schools, studies and during vocational training. The decisive factor is a good mastery of basic cultural techniques: languages, writing, arithmetic, and reading. In addition to the intellectual skills also artistic and manual skills need to be supported. The language is not only the native language, learning at least two foreign languages should be compulsory. They should not teach as an "isolated" subject but rather as language teaching, such as mathematics instruction in English. In addition to the English language, a language from the Baltic Sea Region should be learnt. Enhanced establishment of bilingual schools, especially in border areas, allows attending school in the neighboring country. Along with an expansion of the student exchange between the Baltic Sea Region states, the regional identity will be strengthened, and it will provide the basis for close future cooperation.

General educational school system needs to promote particular personal-social skills. For this purpose, specific subjects are hardly required, because education and learning develop these skills and qualities naturally. Students, who learn in the class together and from each other experience different strengths and weaknesses, develop tolerance, respect and cooperation skills. Individually applied education with specific learning objectives and steps also promotes self-confidence, trust in each other as well as a sense of achievement and motivation. Independent learning in practical action and the required separation in different groups of people promote independence, communication skills, placing in the overall context and mediation of meaning. Through project and group work, students can practice problem solving in a team and are trained in the autonomous learning. Besides the academic achievements by the end of basic education, social behavior will be evaluated.

School/training shall be mandatory until 18 years of age. Following the basic education, all young people shall attend a secondary school or participate in a professional training. School education should not exclude anyone. The high proportion school leavers with no qualifications must be reduced without necessarily reducing level of individual remedial education. The Baltic Sea-wide uniform quality and minimum standards concerning the description of what should be mastered in which class; skills are developed and tested by independent and impartial institutions. This test results should not be used as an evidence for the student or the exclusion criteria, but they should give teachers guidance about where they stand with their students, while encouraging competition between schools as well as the need to focus on the best and schools learning from one another.

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School structures play a secondary role, also in a structured educational system good results can be achieved with the highest permeability. Long learning together is not a prerequisite for good school education, but it facilitates, however, the mediation of personal-social skills of stronger learners and promotes sustainable integration. The success in most of the Baltic Sea Region states suggests rather pursuing the mutual learning as long as possible.

All-day schools should be the norm. This could be done in different models, for example, after the regular lessons from 12.30 pm till 2.00 pm leisure time with common meal and leisure activities and from 2.00 p till 4.00 pm homework supervision and leisure activities, which could have the character of a game, crafts, sports, music or culture and would help to discover personal interests of children, their talents and abilities.

Parents and teenagers can freely choose a certain type of school, a certain professional training or a specific field of study. Children should not be robbed of their childhood. Parents must avoid determining the day's schedule of their children. Children need enough freedom for self-organization, personal discovery of the world, their own individual adventures and gaining experiences. It may not lead to a situation in which children and young people due to a false ambitions or misjudgments in the forms of education and courses of study are pressed to do something every day that is unwelcome and unloved by them. Such young people will continuously collect only negative experiences and failures, lose trust and it would be very difficult for them to entry the professional life.

With all respect for freedom to choose skills, also individual strengths, potential and progress in learning the crossings into further education have a decisive influence. In any case, the choice requires very intensive advice from parents and young people. The overall opening and permeability of the educational system is needed so that everyone can reach their personal potential in accordance with each degree in several ways. Detours will then lead to the optimal way according the individual possibilities and not to losing time. In this way detours increase the knowledge of the area.

For the crossings into a further training course the following conditions should be applied:

Transition from Kindergarten/preschool to the elementary school: Test on command of the native language and the individual level of development.

Transition from the elementary school to secondary school: Individual schools should determine a level of entrance requirement which needs to be achieved in the elementary school (or in the middle school) as a minimum. The respective minimum levels can be set individually by different schools.

Transition from the school to vocational education: For each profession different levels of achievement and eligibility criteria should be specified, which with the help of competence assessment method and potential analysis would be the basis for the career guidance of students.

Admission to university education: Each admission to university education (whether on the basis of the high school diploma or other rights) should necessarily be dependent on mandatory entrance examination. The level of requirements in the test should be determined by each college/university individually.

Vocational training

Within the framework of school education, it is still necessary to inform students comprehensively concerning the possibilities of vocational training, particular professions, requirements and future

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opportunities. Close contact with companies and institutions of economic self-management, presentations of companies, masters and trainers facilitate the information and identification process. Recurring internships and experience in entrepreneurial skills should be mandatory for all students.

The guidance requires significant intensification. This should be addressed not only in formal entry requirements and conditions such as school degree and grades. More important is the development of job-specific competency profiles, which are then compared with the carefully identified individual skills of each young person. Also a careful consultation and preparation for vocational training must achieve a significant reduction of too high ratios of exchanges and dropouts in professional training.

Different levels of performance and eligibility criteria should be set for the whole Baltic Sea Region as a basis for individual competence assessment and analysis of potential and then approved to be transparent. These criteria help trainers and trainees, and the companies to get employees who are ready for the performance of the task and develop a sense of achievement in the case of young people who can be thus motivated for further work. The high number of dropouts and the risk of dead-end jobs will be significantly reduced. Vocational training must adequately take into account individual skills and capabilities and require extensive differentiation. Through the introduction of different levels, young people from different educational backgrounds, with different competences and learning progress can have an opportunity to obtain education which matches their specific skills:

Level 1: Specific vocational training for learners with learning difficulties for a period of 2 years, enabling focused and practical learning, will be completed with an independent recognized qualification.

Level 2: Middle-level vocational training with theory and practice parts for a period of 3 years and a recognized qualification as a skilled worker or journeyman.

Level 3: Advanced vocational training courses for the study of skills with a duration of 3 - 3,5 years, which provide additional qualifications or training preferable in the initial training and which will be completed with recognized degrees above the present trade or journeyman's examination.

With such a differentiated system of professional training, high permeability is needed. Each graduate at a lower level needs to have an unlimited possibility to reach a higher level, according to their progress in learning and actual achievements; taking into account already completed parts of the training. And vice versa, there should be an exchange of courses of a higher level to a lower level courses taking into account the already covered training periods.

In an open and transparent system gradual learning according to individual skills and potential is realized in every respect. Depending on the learning achievements and developments, each individual can achieve in principle the completion of education and training, although in different ways.

Also in vocational training every young person deserves a second chance. This requires specific actions of preparation and support which need to be developed and implemented in close co-operation with enterprises, inter-company training workshops and vocational schools.

Vocational training should preferably ensue in the dual system which combines practical training in the enterprises with accompanying theoretical courses in vocational schools and ends with a recognized vocational education degree. For school-based vocational training, practical learning

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activities under field conditions and corporate learning times should include at least 50% of the total training time. The mediation of theory should be possible alongside the practical training. In the case of larger theoretical issues which require related presentation, longer teaching blocks can be chosen to provide theoretical training to a certain extent.

The teaching of the theory (vocational schools) and practice (companies) requires close coordination and integration of both. Vocational schools also in this case have to prove that they have a very high degree of responsibility and flexibility and the content as well as the presentation forms (block or day classes, block lengths, project work, etc.) should be designed in a way specific for a given profession and in cooperation with enterprises. Vocational schools should be supported with financing from public funds of the economic self-government; in doing so, intensive contacts to enterprises will be made resulting in cost-reduction and concurrent increase of quality. If a sponsorship of vocational schools by economic self-administration is not feasible, enterprises or their representatives of the economic self-governance have at least to be involved in an instrumental way in the design and implementation of the tasks of vocational schools.

Vocational education must qualify for the future requirements of labor force. The superiority of the dual system is based – among others – on the fact that large parts of the education take place in the enterprises. Thus, there is a permanent orientation towards the actual and future economic challenges. Accordingly, school-based vocational training requires intensive contacts with enterprises. The teachers in vocational schools must cooperate intensively with the industry and should do internships in enterprises on a regular basis as well as realise intensive further education.

An internship abroad already during the studies needs to be further supported. In addition to the general broadening of international experience, gathered intercultural competence is strengthened, contacts are made, and work methods and practices are learned abroad. Parts of the training acquired abroad, and the periods of learning must be fully recognised for the vocational training in their home country.

The vocational qualifications of all the three levels must be proven in national examinations. On this basis, the system of professional training and the examinations will be transferred in the entire Baltic Sea area, just as a sovereign function of the chambers as responsible institution for vocational education. The acquired qualifications require mutual recognition in the Baltic Sea Region states.

For this purpose, the development of the European Qualifications Framework (EQF) and a European system of credit points is conducted. These approaches are based on transparency and mutual trust. The focus is on the qualifications of skills of stronger learners and learning outcomes. When implementation it is particularly important to provide non-bureaucratic systems, which would document acquired skills and competencies by certificates of the international recognition and equality, encourage continuous learning, facilitate education and activities abroad and to motivate as well as facilitate the enterprises which are liable for their personnel decisions, provide information and transparency. The chambers in the Baltic Sea Region can - on a solid basis of trust - perform the implementation of non-bureaucratic systems and a full introduction of a pioneering role and so reach innovation projections.

Not only the formal learning and knowledge, but also informal learning and skills of stronger learners acquired during training are crucial for a high level of qualification. They should therefore be documented in certificates, as well as assessments of enterprises and self-assessments. The Euro-Pass constitutes an orientational basis, which encompasses personal skills, competencies and

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recognized qualifications; it can be completed on the basis of the demand and should receive intensive support from the partners from the Baltic Sea Region.

The measures outlined above can also serve to enhance and increase attractiveness of the vocational education. In order to achieve these objectives complete outstanding permeability between vocational and higher education with recognition of competencies acquired earlier is needed. A Vocational degree including professional activity of 2 - 3 years should entitle to higher university education in all the Baltic Sea Region states.

Furthermore, all measures of quality improvement and assurance taken in the professional training and comprehensive information and image campaigns need to be conducted. In this context, it is also necessary to highlight and clarify the immense nature of general education and vocational training, which demonstrates that particularly within vocational education new elite of responsibility, is created and an elite promotion of achievement of all sorts of educational attainments and professional activities needs to be implemented.

Young people and their parents must be aware that facing the large and increasing proportion of university graduates professionals and managers who have completed vocational training as the most limited factor and therefore in comparison to many academic degrees they have the best future prospects. However, vocational training may not lead to dead ends, but must be justified in an open and totally transparent system of continuous further education and university qualifications.

Vocational further education and studies

Vocational training does not require government regulation and should be primarily the responsibility of the industry and its local administration. Employers and employees need to recognize much greater extent of the high and growing importance of training and heavily invest in it. In this context, new models of burden sharing should be developed, in which for example the enterprises bear the cost of the training and the employees can have their leisure time.

However, in general vocational training requires intensive professional development and in particular some improvements. This includes various approaches, for example:

- Systematic development of certified training modules that can be combined and lead to accredited training qualifications.
- Creation of training professions and professional development of horizontal career paths.
- Establishment of equality of educational pathways and degrees of vocational, general and university education.
- Full permeability and enhanced links between vocational education, further training and general education, and in particular university education. Vocational training needs to be taken into account in relevant disciplines of study.
- Promotion of international exchange, implementation of professional activities and training abroad, while making the greatest possible transparency of the acquired skills.
- International recognition or equivalence of further education qualifications in the context of non-bureaucratic systems.

According to the regulation in Germany, the chambers in all Baltic Sea Region countries should maintain the authority of sovereign functions. The chambers should be able to issue official examination regulations with recognized degrees of further education programs (so called Chamber

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examination). Solely the chambers should be responsible for the examinations in further education programs.

The Qualification for Master Craftsmen has proved to be very successful. This qualification secures the theoretical and practical knowledge and skills of junior employees and managers. The Qualification for Master Craftsmen is essential for small and medium sized enterprises; it must be intensified and coherently provided in the entire Baltic Sea area. The Qualification for Master Craftsmen must entitle to start academic studies. The obtained qualification during the Master Craftsmen must be considered comprehensively for the study courses. It seems to be appropriate that achievements in the Qualification for Master Craftsmen will also be evaluated with Credit Points, which can then be considered for the study program. This creation of permeability will sustainably increase the attractiveness of vocational education in general and that of the Qualification for Master Craftsmen in particular. Any opening of the education systems with various educational carriers will satisfy individual affinities and abilities. Furthermore, it provides an opportunity for enterprises to meet the increased demand for skilled workers. It corresponds to the dire necessity that employees from outside the profession can work in craft-based industries and small- and medium sized enterprises.

Bachelor courses should be much more practice-oriented and offered as a dual system. So, studying at the university would be linked to vocational training or practical work in enterprises. Vocational training is completed with a separate degree and in a certain scope would lead also to credit points which are required for passing the Bachelor examination. Dual study programs could be combined with the Qualification for Master Craftsmen. The achieved credit points must be taken into account completely for the Bachelor exam.

Within the framework of dual courses of studies, each student should be obliged to complete a part of their studies or vocational training abroad. Hereby, the focus should be laid on vocational training or employment in a foreign enterprise, since this at the same time allows making contacts between enterprises.

Colleges and universities need to cooperate in teaching and research much more closely with small and medium-sized enterprises. Dual degree programs can significantly contribute to meet the high and growing demand of young entrepreneurs, managers and of professionals in the future who have both practical and sound theoretical training. This training partnership between enterprises as well as colleges and universities is also an ideal starting point to knowledge sharing, technology transfer and implementation of practice-related research and development work.

Educational and regional economic policy

Further decrease in transport and communication costs increases the mobility of production factors. Enterprises migrate to locations with high potential of professionals and workers, to locations with attractive educational opportunities and diverse labor market.

The local competition for (highly) skilled workers and capital is as a result more intense.

Education programs are a key competitive factor. Education policy, therefore, enhances to a large extent the overall location, regional and spatial planning policy.

Education promotes innovation and competitiveness and includes the main support task for small and medium enterprises. Education policy must be organised and have the highest priority over other types of policies. Understood in this way Baltic-wide concerted education policy must

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- increase the competitiveness of the entire Baltic Sea Region.
- promote and develop human capital and the existing advantages and strengths.
- specifically develop individual sub-regions, and optimally support the competition between locations within the Baltic Sea Region in order to support the best educational opportunities and qualified professionals.
- together with the overall attractiveness and competitiveness of the Baltic Sea Region compared with other regions, increase migration of workers and enterprises.
- be enshrined in the EU Baltic Sea strategy and have priority.

Politics, economy and society of the Baltic Sea Region must address their outstanding position of education policy and it is necessary to recognize that the investment in human capital is the safest and brings the best profits.

The German system of dual vocational education, which leads to a comparatively low youth unemployment, integrates enterprises in the task of ensuring the influx of junior staff, as well as combines the requirements of the labor market with the enterprises in a much better way, can provide large contributions to the achievement of objectives with a lasting impact.

The introduction of dual systems of vocational education is the most innovative in the countries with school-based vocational education. This is connected with far-reaching reforms and extensive changes, which constitute a major challenge to these countries. The involved countries are in principle interested to implement dual vocational training; however, they are afraid of great expenses and risks connected with the conversion.

It is also impossible to simply transfer the existing dual systems (e.g. from Germany). It is rather necessary to consider the regional conditions, political conditions, cultural differences, experience, etc., as well as lead to appropriate changes and adjustments, and implement customized solutions which comply with the basic principles of dual vocational education.

In some countries, up to 15 – 20% of school graduates cannot start their professional education, since they lack general education knowledge and/or there are problems in social behavior. This also includes a significant proportion of young people who cannot start their vocational education immediately despite the acquired training maturity. These young people wait in long queues or receive no vocational training, and as a result are prone to face unemployment.

Up to 30% of young people, who complete vocational education, break it up; only about a half of them begin a new vocational education course. A substantial proportion of dropouts fail in theoretical parts of education. The central reasons for this are that the academic knowledge for the selected profession is not sufficient; the career choice made does not correspond with the actual tendencies or competences due to the absence of relevant information and experience or problems or personal and social behaviors.

The vocational education has lost much of its attractiveness. Especially in the new countries of the EU (e.g. Poland, Lithuania, Latvia, and Estonia) with primarily school-based vocational education, the training participation is low, dropped to an alarmingly low level, and is perceived as a dead end by many young people. In a few countries (e.g. in Lithuania) only one- or two-year programs are carried out in the school-based vocational education, which open a faster entry to the labor market with a higher earning potential, however, they do not qualify in a sufficient way and increase the unemployment of young people on an ongoing basis. Only short internships take place in enterprises, so that work-based learning is conducted to a very limited extent. The consequence is the

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unemployment of 15 – 24-year olds at the level of 28 – 30% in Lithuania, Latvia, and Poland.

Insufficient professional qualification leads to long-term unemployment which amounts to e.g. 20% in Poland, 28% in Latvia, and 40% in Lithuania for persons with only primary and lower secondary education.

At the same time, companies complain about the lack of skills of graduates. School-based vocational education can consider the conditions of the labor market and the qualification requirements of enterprises only to a very limited extent, since there are few aligning mechanisms between the number of training places and the development of the demand of workplaces. In the case of school-based education, there is little contact between schools and enterprises, so that the qualification requirements of enterprises can be included in the training only inadequately. The Students learn the everyday business life only in a very limited way, are not sufficiently involved as interns in the company's operations, and the increasingly important personal and social competences can be taught in the classroom only to a limited extent. After a survey conducted in enterprises by the Baltic Sea Academy in Lithuania, 70% of SMEs require additional skilled employees who are very difficult to acquire. 96% of SMEs require a better practical training, and 74% a better theoretical training.

Because of the demographic change, the number of school leavers in all Baltic States has dropped significantly, with the exception of Sweden. By 2030, the number of the working population aged 15 – 44 will decrease by 25%. Already today there is a shortage of skilled workers in most countries, which will have an even stronger effect in the future and will strikingly limit the developments. Simultaneously, we can observe shockingly high youth unemployment, in particular due to the lack/shortage of vocational qualification.

SMEs threaten to be a loser in the competition for qualified young employees. Due to a lack of qualified staff, innovations in SMEs are much smaller than they actually should and could be. The shortage of young entrepreneurs, managers, and professionals, as well as significant skill gaps is the factors which limit the growth of SMEs the most. The increase in the qualifications with the simultaneous elimination of the shortage of skilled workers is the most important promotional task and the central key to sustainable strengthening of innovations, competitiveness, and growth of SMEs in the Baltic Sea Region.

Given this, it is of crucial importance to

- a) prioritize the integration of young people and reduction of youth unemployment as well as
- b) the provision of qualified employees to SMEs and a significant reduction of the shortage of entrepreneurs and of skilled workers.

In dual vocational training, about 70 – 75 % of the total training time is spent in the company. This inevitably means that in the case of a transition from school-based into dual vocational education, personnel and spatial capacities are released. The fear of losing a job is a large inhibiting factor for appropriate reforms. It is necessary to develop new areas of activity for vocational schools; continuing education for example is offered, for which there is a large demand in the majority of Baltic States and so far, the supply has been very limited. Vocational schools must therefore be developed into regional education and innovation centers that are jointly supported by chambers, vocational schools and universities and all tasks from the transition of the general in vocational education, vocational education and training up to dual bachelor's degree programs.

AuZ – PP 11 – Alexander Frevel

Identification of SME Conditions and Qualification Needs and Creating SME Prototypes for Human Resources

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1. Tasks

➤ Identification of SME conditions and qualification needs (WP 3, A2)

Analysis of SME conditions and identification of qualification needs in the fields of Human Resource Policy and Workplace Innovations through complementary and in-depth analyses of studies, projects, etc., written surveys and technical discussions.

➤ Creating SME prototypes for HR (WP 3, A3)

Definition and description of SME prototypes with comparable conditions to Workplace Innovations.

The results of this work will be deepened by an analysis of country-specific aspects (WP 4). This will identify the qualification needs and requirements for the further training of owners and employees of SMEs and whether/what country-specific qualification bottlenecks (skill shortages) can be identified.

2. Work Steps and Structure of the Report

- 1) The analysis of SME conditions and qualification needs was carried out as a first work step with an internet research and literature analysis for the two subject areas
 - a) Human Resource Policy (HR-Policy) and Organisational Development (OD) and
 - b) Workplace Innovation.→ See chapter 3, 4, and 5
- 2) Parallel to this, surveys were conducted on the status quo and desired HR-Policies for Workplace Innovations for different target groups and with varied question direction and depth of the elevation.
→ See chapter 6
- 3) As a quintessence of the analyses, an approach for the development of SME prototypes was developed which is oriented towards the needs of the companies.
→ See chapter 7
- 4) On this basis of results and conclusions, first theses and preliminary essences are formulated.
→ See chapter 8

3. What are the Differences between Human Resource Policy (HR) and Organisational Development (OD)?¹

Both functions deal with people. Yet, there are theoretically some more differences than similarities between HR and OD. In practice, there should be a closer connection between both aspects, because HR-policy is realised in the structural and operational organisation of a company.

What is “Human Resource Policy”?

Historically, Human Resource Policy (HR) professionals were primarily concerned with the efficient management of the employment process (from recruitment to termination). HR also focused on helping the organisation comply with governmental regulations and in mitigating employment-related risks. Thus, HR found itself acting in a support role to the other business units. Consequently, HR’s culture was mostly transactional and utilitarian in nature. And, HR was and is very process-and-compliance-oriented in its thinking.

What is “Organisational Development”?

Organisational development (OD), on the other hand, was created as a way of applying behavioural science to help organisations improve individuals and systems. OD’s goal is to help people function better within an organisational context. At its heart, OD is supposed to represent purposeful and meaningful change for the better. An OD practitioner uses two primary tools in his or her work:

1. Assessments
2. Interventions

Organisational Development is a field of research, theory, and practice dedicated to expanding the knowledge and effectiveness of people to accomplish more successful organisational change and performance.

- OD is a process of continuous diagnosis, action planning, implementation and evaluation, with the goal of transferring knowledge and skills to organisations to improve their capacity for solving problems and managing future change.
- OD emerged out of human relations studies from the 1930s where psychologists realized that organisational structures and processes influence worker behaviour and motivation.
- Lewin's work in the 1940s and 1950s also helped show that feedback was a valuable tool in addressing social processes.

¹ Source: <https://www.decision-wise.com/difference-between-human-resources-and-organization-development/>

- More recently, work on OD has expanded to focus on aligning organisations with their rapidly changing and complex environments through organisational learning, knowledge management and transformation of organisational norms and values.

Key Concepts of Organisational Development Theory

- Organisational Climate – defined as the mood or unique "personality" of an organisation.
 - Attitudes and beliefs about organisational practices create organisational climate and influence members' collective behaviour.
 - Climate features and characteristics may be associated with employee satisfaction, stress, service quality and outcomes and successful implementation of new programs. Climate features and characteristics include:
 - Leadership, openness of communication, participative management, role clarity, and conflict resolution, leader support and leader control.

- Organisational Culture – deeply seated norms, values and behaviours that members share.

The five basic elements of culture in organisations include:

- Assumptions
- Values
- Behavioural norms
- Behavioural patterns
- Artifacts

The subjective features (assumptions, values and norms) reflect members' unconscious thoughts and interpretations of their organisations.

The subjective features shape the behaviours and artifacts take on within organisations.

- Organisational Strategies – a common OD approach used to help organisations negotiate change, i.e. action research, consists of four steps.
 - Diagnosis
 - Helps organisation identify problems that may interfere with its effectiveness and assess the underlying causes
 - Usually done by OD enlisting the help of an outside specialist to help identify problems by examining its mission, goals, policies, structures and technologies; climate and culture; environmental factors; desired outcomes and readiness to take action.
 - Usually done through key informant interviews or formal surveys of all members.
 - Action planning
 - Strategic interventions for addressing diagnosed problems are developed.

- The organisation is engaged in an action planning process to assess the feasibility of implementing different change strategies that lead to action.
- Intervention
 - Change steps are specified and sequenced, progress monitored, and stakeholder commitment is cultivated.
- Evaluation
 - Assess the planned change efforts by tracking the organisation's progress in implementing the change and by documenting its impact on the organisation.

OD has more in common with leadership and management theory than it does with HR's risk-managing legacy. Here is a partial list of the different roles that were frequently handled by HR and OD in the past.

Organisational Development sought to:

- Improve organisational effectiveness while adhering to the organisation's culture and values
- Maximize employees' potential and help them amplify their contributions in furtherance of the organisation's success
- Assess what is happening within an organisation and then conduct an intervention to try and create positive change
- Align human behaviour with the organisation's strategy, structures, processes, business objectives, and so on
- Help promote the organisation's values throughout the workplace

Human Resources are concerned with:

- Managing the hiring, retention, and performance processes
- Mitigating employment-related risks
- Ensuring legal compliance
- Confirming there is "enough" equity and diversity
- Enforcing policies and procedures
- Reducing labour costs
- Promoting workplace health and safety

Although not comprehensive, this list should give one a pretty good feel for the basic historical differences that existed between these two functions.

Over the past several years, management experts have started advocating for a shift towards "strategic HR" – a focus on making HR a business partner that provides business solutions and strategies, not just compliance services. This advice has taken root in many companies, and the focus on creating a strategic HR department is now quite common. In

fact, we see most companies talking about strategic HR as opposed to supporting an internal OD department.

Blurred Lines between Human Resources and Organisational Development

HR professionals were always receptive to the contributions OD was making. With the “new mandate” that strategic advice has offered, it was natural that HR professionals would turn to OD as source of inspiration and solutions. Then, rather than having to rely on a few believing executives to advance OD’s cause, OD found itself being supported by thousands of HR professionals who started carrying the OD torch.

The upshot of this history is that a blurring of the lines has taken place between OD and HR. Now that the lines are blurred, the real question is what should the OD community do about it? Should we go back to a world with more rigid boundaries?

HR professionals have already shown they are ready to merge the two functions. But, is that necessarily the right answer? On one hand, the OD community could fight to keep its “turf.” Or, alternatively, OD practitioners could focus on teaching, promoting, and developing OD principles, which are then made available to all type of business professionals. In other words, instead of fighting to keep OD as a separate business function practiced by a select few, OD practitioners could fight to keep OD as a distinct and recognizable business discipline that is used by many.

In my view, the concept of strategic HR is here to stay, and I applaud that fact. Our goal should be to improve the people-side of business, regardless of who is helping to advance that cause. So, in my opinion, a battle over whether businesses should maintain inelastic boundaries between HR and OD is somewhat futile. Rather than trying to segregate things by who does what, the better course is to make sure that practitioners understand and appreciate when they are applying OD to solve a problem and what problems require an OD solution as opposed to an HR solution.

The Employee Experience: Attract, Retain, and Engage

Organisation development has the power to dramatically improve companies and the well-being of their employees. For that reason alone, OD deserves real attention by business leaders. But, there is also a strong business case that supports OD. In today’s modern service economy, the ability to win is dependent more on how an organisation’s talent performs than on historical factors such as market share, access to raw materials, or logistical prowess. In the 21st century, winning organisations will be those that build an effective employee experience that helps them attract, retain, and engage the right talent.

4. Human Resource Policy as a Critical Function²

Most companies succeed because of “the right people with the right competences at the right workplace” – which makes human resources management a critical function in all organisations. In addition to hiring the right kinds of people, HR executives train and coach employees to grow in their careers, and help them feel engaged and motivated. They also ensure that pay and benefits packages are competitive and affordable, and that policies and procedures comply with all applicable laws.

A human resources coordinator is responsible for handling hiring and employment services for a company, including recruiting and interviewing. He may also deal with payroll and benefits for employees. Depending upon the size of the organisation for which he works, an HR coordinator may be a one-man department, oversee staff as a manager, or report directly to senior management.

A human resources executive is typically required to have at least a bachelor's degree. The Society for Human Resource Management, or SHRM, recommends a liberal arts undergraduate degree or a degree that includes business, math, economics and behavioural and social sciences. Many employers prefer an advanced degree such as an MBA with a concentration in HR, or a master's degree with a concentration in organisational behaviour, organisational development, organisational psychology or human resources management.

Relevant work experience is the most important qualification. This typically includes eight to ten years of HR experience, either as a generalist in a senior role overseeing a division or large organisational unit, or as a specialist in a leadership role such as a director of compensation and benefits. Broad knowledge about all areas of human resources is also desirable. This includes selection and recruiting, training, leadership development and organisational design. Other areas of experience may involve employee relations, labour negotiation, health, safety and security, broad-based and executive compensation, benefits and international remuneration.

The focus of an HR executive and the issues that arise vary by industry. A large retailer with many part-time and seasonal employees, for example, differs from a manufacturing company with labour unions. A health care organisation with contract physicians will confront different issues than a university with tenured professors or a professional organisation with partners, such as a public accounting firm. Many employers prefer experience in the same or a similar industry to ensure the HR executive is familiar with the unique employment arrangements and challenges of their industry.

² <https://work.chron.com/requirements-position-hr-executive-15430.html>

5. Workplace innovation³

The way we organise and manage our workplaces is vital to the future of our economy and our ability to compete in this fast-changing world.

Workplace Innovation is about creating organisations in which all employees use and develop their knowledge, skills, experience and creativity to the full. Growing evidence shows that workplace innovation practices which empower employees to make day-to-day-decisions, challenge established practices, contribute ideas, and be heard at the most senior levels, lead to better business results, as well as enhanced workforce health and engagement.

Leadership is about the ability to engage, motivate, inspire and coach others to welcome responsibility; to contribute their thoughts and ideas and achieve outcomes that they never thought possible. Such leaders create an environment where everyone feels valued, where everyone works together to build a culture of trust, respect and transparency enabling continuous growth, success and an enhanced quality of working life.

Source: Institute of Leadership & Management (ILM); Workplace Innovation Limited

<http://www.goodworkplaces.net/LWIP-What-is-Workplace-Innovation>

Workplace innovation can mean many things such as a change in business structure, Human Resources management, relationships with clients and suppliers, or in the work environment itself. It improves motivation and working conditions for employees, which leads to increased work ability, labour productivity, innovation capability, market resilience, and overall business competitiveness. All enterprises, no matter their size, can benefit from workplace innovation.

Workplace innovation

- improves performance and working lives, and encourages the creativity of employees through positive organisational changes
- combines leadership with hands-on, practical knowledge of frontline employees
- engages all stakeholders in the process of change.

³ This chapter doesn't correspond to the opinions of the author Alexander Frevel all times, however this could be a good way for a common understanding.

Eight ideas for jumpstarting innovation within a department or company

(see: European Workplace Innovation Network – EUWIN)

(1) Make innovation the new normal.

Business as usual keeps you in the game, while fostering a culture of creativity can put you ahead of the competition. In big and small ways, let workers know how much you value their ideas. Make innovation one of your company values. Talk it up during staff get-togethers and all-company meetings. Hold regular ideation sessions.

(2) Bring people together.

While it's possible for innovation to occur in a vacuum, more often than not it requires collaboration. Don't be afraid to promote socializing. One trend in workplace design is to create hubs where workers can hang out and hash out ideas. Think cozy corners or intimate conference rooms equipped with whiteboards, AV equipment, comfortable chairs and plenty of coffee.

(3) Simplify approval processes.

Some bureaucracy is a necessary check and balance, but too much red tape can smother innovation. Reduce the steps it takes to go from budding idea to implementation. You could assign one manager to shepherd the process to fruition, or create a fast track for especially promising proposals. The goal is to first allow good ideas to rise quickly to the top and then create clear pathways to implement them.

(4) Cut down on the workload.

Innovation can't take root if employees are weighed down by their daily tasks and the need to put in long hours. People are at their most creative when they're busy but not overwhelmed. Make sure your company or department is adequately staffed so workers have the mental space and energy to be inventive.

(5) Be available.

Are you and other managers frequently holed up in your corner offices? If so, it's time to be more visible and interact with your team. For your staff to be truly innovative, they need your cooperation, counsel and participation. Make sure you're accessible and approachable. Take it a step further and offer words of encouragement. Let them know you're available and happy to have them bounce ideas off of you.

(6) Cross pollinate.

The more variety and points-of-view your employees encounter, the more innovative they are likely to become. You can introduce workers to new concepts and ways of thinking with job rotation and ensuring teams incorporate people from different backgrounds and generations. Maximize diversity, and you maximize innovation.

(7) Reward innovation.

When you celebrate people who show creativity, other employees take notice and are encouraged to repeat or emulate their behavior. It's important to publicly recognize

people on your team who demonstrate innovation and help make the company more competitive.

(8) Introduce new blood.

Even the best team needs an occasional outsider to bring in fresh perspectives. One way to do this is to hire new employees whose background differs from that of your existing staff.

Creativity is like a muscle: If you exercise it regularly, it becomes stronger. So remove the barriers and start boosting innovation in your workplace.

6. Organisational Development and Change Processes⁴

The field of organisational development is more necessary than ever before.

Change is necessary, but change is hard. Therefore, organisations often need help identifying what changes are necessary and then doing the difficult work of successfully implementing the changes.

What is organisational development?

The concept of organisational development emerged from the field of human relations in the 1930s and was introduced by Kurt Lewin who studied group dynamics. However, it was not until the 1950s that the idea became popular. It was in the 1950s when Richard Beckhard coined the term “organisation development.” Hence, Beckhard defined organisation development as “an effort (1) planned, (2) organisation-wide, and (3) managed from the top, to (4) increase organisation effectiveness and health through (5) planned interventions in the organisation’s “processes”, using behavioural-science knowledge.”

While this is the most often cited definition, the field itself has changed over time. Donald L. Anderson defines the meaning of organisational development as “the process of increasing organisational effectiveness and facilitating personal and organisational change through the use of interventions driven by social and behavioural science knowledge.” Combining multiple disciplines and fields of study, organisational development is essentially designed to make organisations better (more effective, productive, and enjoyable).

With the constant evolution of the business world, emphasizing organisational development is essential to keeping companies moving in the right direction at the right pace.

Today, organisational development involves everything from assessing the organisation’s culture and values and interviewing the employees to helping implement strategies to make recommended changes sustainable long-term. When corporations, businesses, schools, or government agencies are struggling, organisational development consultants are hired to help the organisations improve.

What is human resources organisational development?

Organisational development and human resources are often lumped together. This is because both fields deal with people being satisfied within their workplace. Additionally, many of those in HR have been tasked with what is typically considered OD job requirements. However, the two fields are unique and separate.

Human resources are primarily focused on supporting the management team from recruitment to termination. Human resources also deal heavily with regulations and risk

⁴ <https://business.noodle.com/organizational-development-careers>

concerns. Those in HR spend time reviewing manuals and making sure the management team and employees are following the required steps and responsibilities.

Whereas, organisational development is more focused on assessments and interventions. As Decision Wise claims organisational development is best defined as “a way of applying behavioural science to help organisations improve individuals and systems. OD’s goal is to help people function better within an organisational context.”

What is the primary function of organisational development?

Organisational development is “a process of continuous diagnosis, action planning, implementation, and evaluation, with the goal of transferring knowledge and skills to organisations to improve their capacity for solving problems and managing future change.”

The primary the primary function of organisational development is to help organisations effectively affect change. ...

Organisational Development Consultant

Rather than working with a specific organisation long-term, an organisational development consultant is called upon to help a struggling company or business by offering organisational development theories and practices.

7. Results from the Survey “SME Conditions & Qualification Needs”

In spring 2019 the survey “SME Conditions & Qualification Needs” was done by PP 11 (AZ – Arbeit und Zukunft e.V., Hamburg). The Questionnaire is attached as → annex 1.

The surveys were conducted on the status quo and desired HR-Policies for Workplace Innovations for different target groups and with varied question direction and differently depth of the elevation. In total three questionnaires were used:

- ① Questionnaire for **all members of Hanseatic Parliament and Baltic Sea Academy** (chambers, institutions related to SMEs and universities):
What do you see as being the key challenges for HR-policy in companies?
How do you support companies in HR?
- ② Questionnaire for **companies**
The survey should be supported by chambers, organisations and universities. Visiting the companies enables deeper contacts and thus tends to be helpful in initiating counselling and training services.
The contents are
 - a) structural data [needed for the construction/development of prototypes]
 - b) key challenges for HR-policy
 - c) range and depth of systematic approaches for <subject ...> ... and internal responsibilities.
- ③ Questionnaire/checklist for an **in-depth analysis** of **companies** provides a broader approach on different aspects of HR-Policy, especially work ability, and company’s organisation of working conditions.
This checklist could a basic instrument to start consulting projects. It is also suitable for self-analyses by companies.

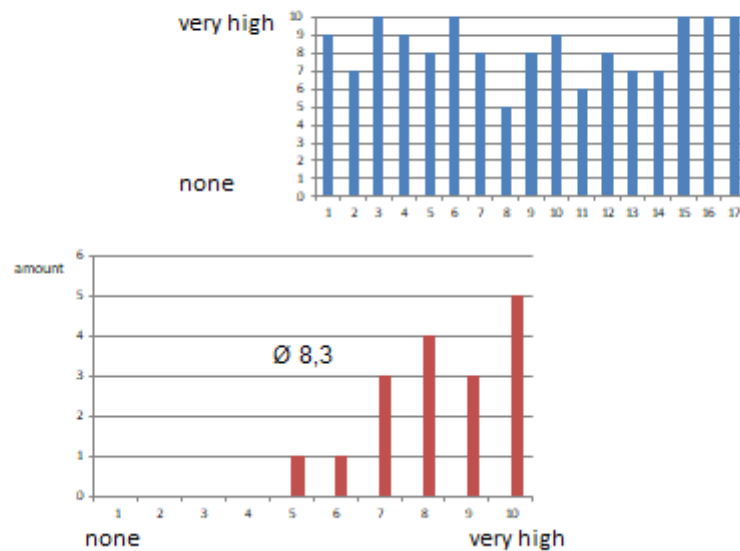
The results have been presented on the 2nd Workshop, May 2019 in Hamburg. Some results and condensed essentials are summarized as follows.

Questionnaire 1 asked institutions (chambers, organisations, and universities): What do you see as being the most important key challenges for HR-policy in companies? How do you support companies in HR?

- A total of 17 organisations from 9 countries (plus 1 not stated) replied.
- On a scale of zero (none) to 10 (very high), the assessment of the relevance of Human Resource Policy topics is very high in the organisations with an average value of 8.3 (spread from 5 to 10)



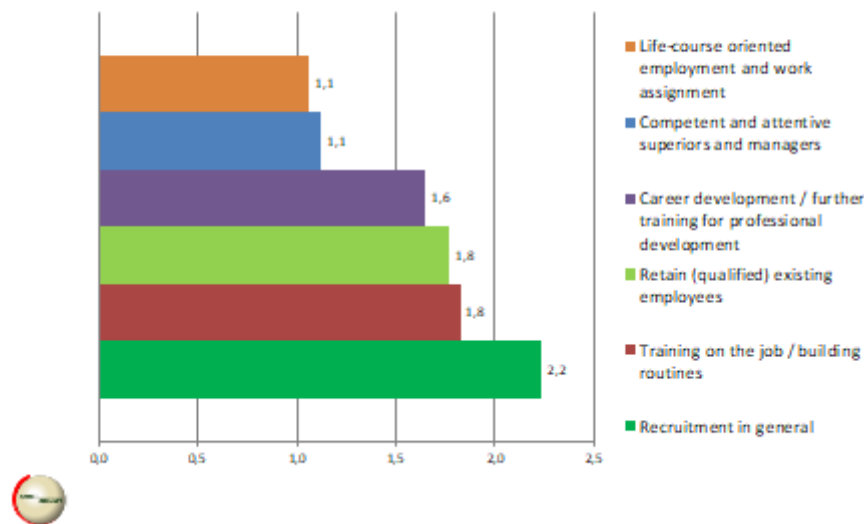
What significance does the Human Resource Policy theme have in your organization?



- In the assessment of these organisations the estimate of Company's five (5) most important key challenges in HR-policy are:
 - Recruitment in general
 - Training on the job / building routines
 - Retain (qualified) existing employees
 - Career development / further training for professional development
 - Competent and attentive superiors and managers
 - Life-course oriented employment and work assignment
 - (Systematic) Knowledge Management



Company's 5 most important key challenges in HR-policy – in the assessment of external organizations



- Usually, specific services for personnel development are offered. Fundamental or basic offers to supporting HR-policy in general are not identified. The offered support for companies is spread widely ...:
 - Capacity building through international cooperation/projects
 - Annual training
 - To members: One-to-one advice
 - Information, training, consulting
 - Assisting international relations
 - Information and consulting, support in searching for candidates, training
 - Coaching and Workshops
 - Vocational training for company employees, qualification exams, legal and tax advice
 - Legal consultancy, pedagogical courses, vocational courses
 - Individual Personal-Coaching, Craft-specific regional specialist for labour exchange exclusively for members of the chamber, network maintenance with national players such as EURES
 - Educational and experience exchange trainings and seminars for the companies
 - Information and training
 - Thematic training oriented towards the needs of companies or their employees
 - Training, Information, Consulting, Advice
 - Social guaranties, training, good interrelations among colleagues, good working conditions

-
- Education, information, further development courses, consulting, development projects (including supervising of bachelor / masters theses), support for work ability, assessments of work satisfaction etc.
 - ... But the content of offered services does not meet the Human Resource oriented topics accurately. Some examples:
 - Further development of apprentice education and training, including improved economic support from the Government
 - Expansion of professional knowledge, digitalization, technological innovation. Finding suitable professionals for this.
 - Dual students should remain in the company as far as possible, be broadly and deeply supported by the company in terms of their specialist knowledge.
 - Digitization, further qualification, competence development
 - Qualification examinations, vocational training
 - Work experience
 - Labour law, employee retention and acquisition, increasing the attractiveness of workplaces in craft companies
 - Conformity with the qualification criteria
 - Professional development and further training
 - Competence, Up-to-date, Targeted to user
 - Confidentiality, work with clients, specific knowledge
 - Social guaranties
 - Knowledge, work ability, R&D

Two comments bring it aptly to the point:

Today, hundreds of thousands of small businesses face daily labor force shortages, skills shortages and bureaucratic regulations, which are made especially for large companies. Small businesses do not have the staff to work on their solutions, therefore, the importance of targeted services in this area is much greater. The organisations representing them do not receive adequate support for this, there are no such projects either in Brussels or at national level.

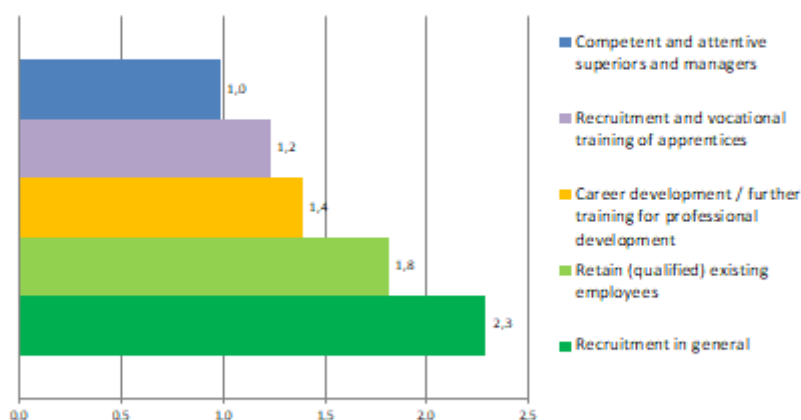
Flat hierarchies promote motivation and the spirit of innovation in companies; classic company hierarchies function less and less; are less and less productive and less innovative; the company boss at the same level with his employees as team player and yet the ultimate responsible person is increasingly a model for the future in personnel policy.

Questionnaire 2 asked companies: What do you see as being the most important key challenges for HR-policy in your company? Do you have a systematic approach for ... (several topics of HR)?

- A total of 69 companies from four countries (Finland, Germany, Latvia, Poland plus 2 not stated) replied.
Usual aspects (variables) like branch, number of employees, annual turnover ... do not discriminate satisfactorily.
- About 40% have a personnel management,
20% have a personnel development,
and 17% name the existence of organisational development.
- In the assessment of these organisations the estimate of Company's five (5) most important key challenges in HR-policy are:
 - Recruitment in general
 - Retain (qualified) existing employees
 - Career development / further training for professional development
 - Recruitment and vocational training of apprentices
 - Competent and attentive superiors and managers

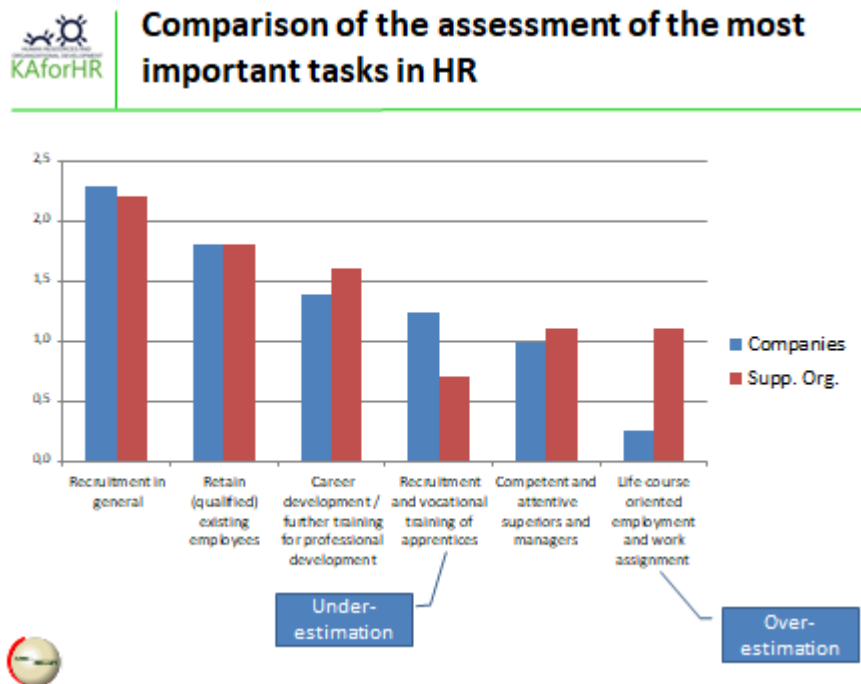


Company's 5 most important key challenges in HR-policy



- Compared with the assessments from the organisations there is no complete agreement in the topics and in the weighting.

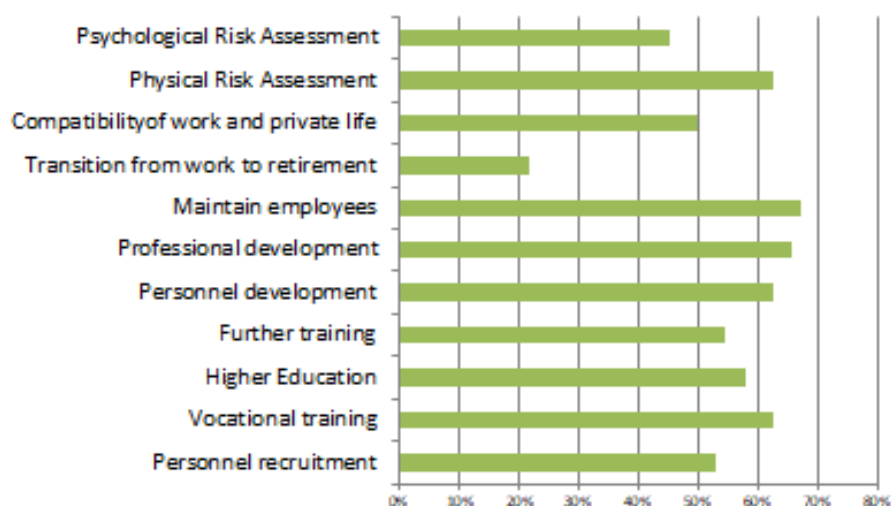
The "classical" topics like recruitment and retaining personnel predominate among companies, whereas supporting organisations (chambers, associations and universities) overestimate the importance of newer topics like Life-course oriented employment.



- The questions about the existence of various partial aspects of systematic HR-Policy are answered positively by more than half of the companies in almost all cases.



YES, we have a systematic approach for ...



8. Creating SME Prototypes

According to the EU definition, around 99% of all companies are small and medium-sized enterprises (SMEs), offering a wide and colourful diversity. In the project application, it was considered necessary to develop prototypes with comparable conditions for the realisation of Workplace Innovations and supportive HR-policy to support these SMEs. The underlying objective was to use a “search-model” to enable individual SMEs to (quickly) identify a suitable type for them and thus determine which Workplace Innovations and HR-Policy approach are particularly important and beneficial for them, later on being able to implement these.

The analysis of the economic structures in the Baltic Sea region as well as the identification of the conditions and qualification needs showed, however, that SMEs in the various sectors or areas of activity differ only marginally in terms of HR-policy and Workplace Innovation and their realisation conditions.

- In every company, "mandatory tasks" are generally valid, essentially independent of the branch and the size of the enterprise. All statutory tasks for safe work-place design must be fulfilled.
- In every company, the basic requirements for personnel policy are to be fulfilled, i.e. hiring people, creating the right fit between work requirements and work ability, health, qualification capacities (coping possibilities), training and further training and giving the employees opportunities for personal development.

If anything, there are clearer differences between smaller and larger enterprises, especially due to the existence of specialised employees in thus fields of action. Owner-managed small enterprises have the same need for suitable working conditions as larger enterprises. As the number of employees increases, so does the amount of work involved in standardisation, administrative regulations and differentiated management using specialised staff, e.g. for systematic personnel development, for planning and implementing further training, for planning work processes, etc. But planning, preparing, designing well, involving people in the development of the company is what every company does – more or less.

So – what are the differences between the companies with regard to the design of working conditions and personnel policy?

In our opinion, there are no suitable (discriminatory) criteria for a typological differentiation of companies in these fields of action. A serious difference can only be found in the financial and the human resources to transfer good ideas into target-oriented innovations. But: not every idea has to be expensive and innovations are realised when the benefits outweigh the costs.

In this respect, it is helpful to have some aspects of "good" HR policy and "good" Workplace Innovations as inspiration.

What is "good" HR policy?

Ideally speaking, a personnel policy is "good" if the employees' ability to work (see "Model/Concept of Work Ability") and productivity can be maintained at a sufficiently high level throughout the entire period of the employment phase, i.e. if they can enter the profession well, if there are favourable development opportunities and if they can retire healthily.

What is "good" work design?

A job that is oriented at the same time to the needs of the company and the possibilities of the people should fulfil the principles of humane work design.

- Work should be feasible and should not be harmful. Accident prevention and ergonomic workplace equipment are required.
- Work should be bearable in the long term and should not impair health.
- Work should be reasonable. Social norms and values of groups must be observed as well as changing needs in different phases of life in order to maintain mental and psychological well-being.
- Work should promote personality and contribute to satisfaction. This happens when the work is comprehensible, manageable and meaningful ("Sense of Coherence"⁵ according to Antonovsky⁶) and thus creates a task orientation and a motivation arising from the task and the requirements themselves. The concept of work psychology is based on the fact that people also realise themselves in their work activity and that well-designed work is a means of developing personality. For this reason, the humane design of work also includes consideration of gender, age, culture and life situations.

⁵ Applied to the workplace meaningfulness is considered to be related to the feeling of participation and motivation and to a perceived meaning of the work. The meaningfulness component has also been linked with Job control and with task significance. Job control implies that employees have more authority to make decisions concerning their work and the working process. Task significance involves "the experience of congruence between personal values and work activities, which is accompanied by strong feelings of identification with the attitudes, values or goals of the working tasks and feelings of motivation and involvement". The manageability component is considered to be linked to job control as well as to access to resources. It has also been considered to be linked with social skills and trust. Social relations relate also to the meaningfulness component.

The comprehensibility component may be influenced by consistent feedback at work, for example concerning the performance appraisal.

⁶ Antonovsky, A. Unraveling The Mystery of Health - How People Manage Stress and Stay Well, San Francisco: Jossey-Bass Publishers, 1987

Based on these principles, there can be no prototypical categorisation of criteria for a differentiation of SMEs.

The participatory form of a self-determined description chosen here is not intended to prescribe, but to provide indications of possibilities. The companies should have the opportunity to reflect on their current status and to develop goals for their desired development.

Instructions for small and medium-sized enterprises for HR-policy and the realisation of Workplace Innovations

Accordingly, human resource-specific prototypes for SMEs cannot be created and cannot provide actual facilitation for the implementation work of individual SMEs.

Nonetheless, to provide the individual SMEs with effective support for the implementation of Workplace Innovations and ideas for supportive HR-Policy, an SME-specific "**finding-model**" was developed instead of a prototype-based "search-model". With this instrument, SMEs can easily analyse the status quo of their company and quickly find out which type of Workplace Innovation and HR-policy activities are particularly important for the respective company. Based on the particularly relevant Workplace Innovations found in this way, the individual SMEs can then use the corresponding best practices and support measures of the project (or also additional best practices) for realisations in their company.

The self-analysis tool for SMEs to find the relevant Workplace and HR-Policy Innovation areas of their enterprise consists of three analysis charts which the SMEs can use in paper form or online. The results may be used by the company itself or as basic information for consulting processes. The instrument is also available for free on the "Information & Cooperation Workplace Innovations" promotion platform developed in the project.

The tool is also very well suited for consultants to make an initial assessment together with an SME. The self-analysis tool has proven to be very useful during trials by the companies involved in the project as well as by consultants from project partners when working with other SMEs.

Self-analysis of existing – and desired – HR-Policies for Workplace Innovations

An increasing number of organisations are becoming aware of the challenges and concrete effects of demographic change, especially regarding the need for creating innovations in age- and gender-adjusted workplaces and in life-course oriented human resource development.

The questionnaire (see annex 1) contains a Quick-Check which allows an initial self-assessment of the human resource policy in a company, looking at essential structural characteristics such as age, gender, competence, health, corporate culture etc.

The analysis will give a clearer picture of the status quo and company's needs regarding human resource policy.

Participants answer a couple of statements regarding the most important organisational structural data and processes to help shaping the HR policy in their organisation.

There may be a need for action in those aspects which have been answered in low-value ranges (<5). It may be necessary to look more closely at the issues involved to determine what can be done concretely, for example by carrying out an in-depth analysis of the age and qualification structure, or a comprehensive risk assessment.

Individual solutions for single persons are helpful for the person concerned, but often do not help to install collective solutions. It makes sense to develop a pro-active strategy for coping with the consequences of demographic change, changes in the labour market, dynamic market developments and technological innovations. That requires clearance in goals and actions, for example, for ageing-appropriate working life and promoting work ability of the employees. The measures should be coordinated with each other. Regular monitoring of successes helps to optimise in continuous improvement processes.

→ See annex 1: Questionnaires "Analysis of existing – and desired – HR-Policies for Workplace Innovations", part 3: In-depth analysis of companies / Quick-Check

8. Preliminary Essentials / Theses

Subject to the - warmly welcome - additions and references from the project partners and further in-depth analyses, the following initial summary conclusions can be formulated:

- There are noticeable differences between the companies which are more dependent on the size of the enterprises than on the branch or the location. This applies to both the HR-Policy and Workplace Innovation topics dealt with here.
For example the variations range from
 - + "Of course do we manufacture with CAD-CAM supported 3-D printers and some customers send us the CAD drawings directly."
 - "I don't know how to use those frightening digital technology like electronic mail."
 - + "We take care that competences are retained when employees leave the company (knowledge management). This is fully implemented and evaluated in our company."
 - "We have never thought about taking into account the changes in the physical, mental and social competences of our ageing employees and we don't have a concept to offer appropriate activities and career paths."

- In all Baltic Sea bordering countries we have a similar demographic development. The fact that we are ageing on average in statistical terms is important for pension policy on the one hand, but on the other hand it is connected with the fact that the trend towards longer working lives is on the increase - and with it the need to make working conditions age-appropriate and to promote the work ability of employees.

In the longer term, the demographic "de-juvenation" is the most serious problem because

- a) social immigration is not universally accepted and
- b) the fight for qualified junior staff will increase in companies.

This can lead to the loss of jobs as a result of the forced abandonment of companies; but it can also lead to companies being called upon to make working conditions more attractive. Then it will be decided whether the quality of work or the level of salary will be improved, i.e. whether small companies or larger companies will win.

- Skill shortages are – more or less – not country specific.
All companies are equally affected by the need to design working conditions in such a way that as many people as possible can be employed and that they have a beneficial career path in order to be able to retire as healthily as possible.
Although there will be great differences in the ability to cope with the challenges, which are particularly socially connected with the availability of suitable qualification offers and operationally connected with the capital resources. SMEs must compensate for their disadvantages of scale with imagination, flexibility and speed of adaptation.

-
- Coping with the consequences of demographic change can only be achieved by investing in people (skills), in good working conditions and in the demand- as well as in benefit-oriented application of new (digital) technology.

At least three subject areas are therefore suitable:

- Recruiting, retaining and promoting employees (professional life course)
- Digitisation to relieve from heavy and/or difficult work and to increase productivity
- *And in general:* creative innovation processes for beneficial workplaces and supportive HR-Policies.

Annex 1: Questionnaire “Analysis of existing – and desired – HR-Policies for Workplace Innovations”

PP 11 (Arbeit und Zukunft e.V.), Alexander Frevel

Analyse der vorhandenen – und erwünschten – Personalpolitik (Human Resource (HR-) Policy) zur Arbeits(platz)innovation

Hamburg, Februar 2019

Vorbemerkungen

Um die wesentlichen angestrebten Ergebnisse des Projekts

- Aufbau der Wissens-Allianz Personalressourcen und Organisationsentwicklung (Knowledge Alliance “Human Resources and Organisational Development”)
- und Aufbau des Kompetenzzentrums “Personalpolitik für/in kleinen und mittleren Unternehmen (KMU)” (Center of Competence “HR for SME”)

mit den operativen Aufgaben

- Entwicklung und Erprobung einer Qualifizierung von Dozentinnen und Dozenten sowie Beratern/Beraterinnen (train the trainer) zur Förderung von Kompetenzen im Handlungsbereich Personalpolitik und Organisationsentwicklung (Arbeitspakete AP 2.3, 2.4)
- Identifizierung von entsprechenden Bedingungen und Qualifikationsbedarfen in KMU (AP 3.2), länderspezifischen Aspekten von Qualifikationsmängeln und Fachkräftebedarfen (AP 4.1), und Qualifikationsprofile für ein neues duales Studienprogramm (AP 5.2)
- Strukturierung von KMU-Typologien für das Personalwesen (AP 3.3)
- Unterstützung der konzeptionellen Entwicklung für drei Trainingsprogramme (AP 4) (Beschäftigte und Co-Unternehmer, Digitalisierung und Arbeitskräftepotentiale, Innovationsprozesse – AP 4.2, 4.3, 4.4)
- Unterstützung bei der Entwicklung von Modulen für einen dualen Bachelor-Studiengang “Business Administration for SMEs”/“Management 4.0” (AP 5)

in zielführender Weise erreichen zu können,

ist eine gehaltvolle Analyse der Ausgangssituation und der betrieblichen Bedarfe erforderlich, insbesondere bezüglich der Qualifikationsbedarfe in Personalpolitik und menschengerechter Arbeitsgestaltung.

Beigefügt erhalten Sie **drei Erhebungsbögen**, die mit allen Projektpartnern abgestimmt wurden:

- ① Fragebogen für **alle Mitglieder des Hanse-Parlaments und der Baltic Sea Academy**:
Was sind die wesentlichen Herausforderungen für Personalpolitik in Betrieben?
Wie unterstützen Sie Betriebe diesbezüglich?
- ② Fragebogen für **Unternehmen**
Die Erhebung sollte von Kammern, Organisationen oder Universitäten unterstützt werden. Der Besuch von Unternehmen ermöglicht vertiefende Kontakte und könnte hilfreich sein, Qualifizierungs- und/oder Beratungsleistungen anzubieten.
Die Inhalte sind:
 - a) Strukturdaten [die u.a. für die Konstruktion einer KMU-Typologie benötigt werden]
 - b) zentrale Herausforderungen der Personalpolitik
 - c) Reichweite und Tiefe systematischer Ansätze für das Thema ... und die internen Verantwortlichen dafür.

- ③ Der Fragebogen (Checkliste) für eine vertiefte Analyse betrieblicher Stärken oder Schwächen offenbart einen breiten Ansatz verschiedener Aspekte von Arbeitsfähigkeit und Arbeitsorganisation/Arbeitsbedingungen.
Er sollte/könnte beim Ausfüllen von Projektpartnern oder Beratungspersonen unterstützt werden.
Er ist auch für eine Selbsteinschätzung von Betrieben geeignet.

➔ **Bitte senden Sie keine Papierversion. Die (online) Dateneingabe soll bitte von den Unternehmen selbst oder den Partnern im Projekt KAforHR vorgenommen werden.**

Alle Daten werden ausschließlich für Erhebungen im Rahmen des Projekts verwendet und an keine Dritten weitergegeben. Die Anonymität von Personen und Betrieben/Organisationen wird garantiert. Die Vorschriften zum Datenschutz werden eingehalten.

Bitte erledigen Sie die Erhebung/Datenerfassung mit den zielgruppengemäßen Fragebögen bis spätestens 15. April 2019.

Beschlossene Vereinbarungen:

- Fragebogen ① sollte von allen Partnerorganisationen des Hanse-Parlaments und der Baltic Sea Akademie sowie assoziierten Organisationen ausgefüllt werden; Zielgröße: 30 Rückmeldungen.
- Fragebogen ②: Jeder Partner von KAforHR liefert ca. 30 ausgefüllte Bögen; andere HP-Partnerorganisationen sind herzlich eingeladen zur Mitwirkung – je mehr Daten wir erhalten, desto aussagekräftiger werden die Ergebnisse sein..
- Fragebogen ③ sollte in Zusammenarbeit mit der örtlichen Organisation von den direkt beteiligten drei Unternehmen ausgefüllt werden.
Hier gilt dasselbe wie vorher genannt: weitere Partnerorganisationen sind herzlich zur Beteiligung eingeladen.
- Und, wenn Sie mögen: Kommentare zur Einsatzfähigkeit, zur Anwendung und zum Nutzen der Fragebögen sind herzlich willkommen.

Für Antworten, Kommentare oder Nachfragen kontaktieren Sie bitte

Alexander Frevel

Arbeit und Zukunft e.V.

Behringstrasse 28 a (Haus 1)

D-22765 Hamburg / Deutschland

Mail: frevel@arbeitundzukunft.de

Phone: +49 172 422 4223

① → Fragebogen für alle Mitglieder des Hanse-Parlaments und der Baltic Sea Academy plus damit verbundenen Einrichtungen

Name und Adresse der Organisation

.....

.....

Webadresse

(für mögliche Nachfragen) – freiwillige Angaben

Name der ausfüllenden Person

Mailadresse und/oder Tel. Nr.

1. Welche Bedeutung haben personalpolitische Themen in Ihrer **eigenen Organisation**?
→ Bitte kreuzen Sie eine Ziffer von Null (keine/irrelevant) bis zehn (absolut wichtig) an.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

2. Was sind Ihrer Ansicht nach die **fünf wichtigsten Themen** für die Personalpolitik in Unternehmen? Bitte priorisieren Sie die Themen nach Wichtigkeit *mit Ziffern von 1 (wichtigstes Thema) bis 5.*

	Rang
Gewinnung von Beschäftigten (Rekrutierung) generell	
Gewinnung und Ausbildung von Auszubildenden	
Qualifizierung bei der Arbeit / Aufbau von Routine	
Eingliederung, Mentoring und organisatorische Einbindung von neuen Beschäftigten	
Berufliche Karrieren, Weiterbildung zur beruflichen Entwicklung	
(qualifiziertes) Personal im Betrieb halten	
(Systematisches) Wissensmanagement	
Alter(n)sgerechter Personaleinsatz	
Alter(n)sgerechte Arbeits(platz)gestaltung	
Lebensphasenorientierte Beschäftigung und Arbeitsaufgaben	

Maßnahmen zur Unterstützung der Lebensbalance (Vereinbarkeit)	
Kompetente und achtsame Vorgesetzte und Manager	
Übergang in die Rente	
Arbeits- und Gesundheitsschutz, Gesundheitsmanagement	
Extraleistungen, Sondervergütungen oder Gratifikationen	
Generationenkonflikte	
Jahresgespräche zu Leistung und Entwicklung; Anerkennende Dialoge zwischen Vorgesetzten und Mitarbeitern	
Arbeitgeber-Markenbildung („Branding“)	
Anderes, und zwar:	

3. Welche Art von Unterstützung (Information, Qualifizierung, Beratung, ...) in Themenbereich Personalpolitik bietet Ihre Organisation Betrieben an?

4. Was sind dabei die wichtigsten Themen in Ihren Angeboten?

5. Haben Sie weitere Hinweise zum Thema Personalpolitik?

② → Fragebogen für Betriebe

Diese Erhebung sollte/könnte von Kammern, Organisationen oder Universitäten unterstützt werden (aufsuchende Analyse).

Für mögliche Nachfragen – freiwillige Angaben

Name und Adresse der Organisation

.....

.....

Webadresse

Name der ausfüllenden Person

Mailadresse und/oder Tel. Nr.

1. Strukturdaten (Bitte ausfüllen oder ankreuzen)

Land	
Ort	
Branche	
Überwiegend tätig ... (Anteile in %)	
lokal	%
regional	%
national	%
international	%
Kundenstruktur (Anteile in %)	
Privatkunden (Einzelhaushalte)	%
Gewerbliche Kunden	%
Dienstleistungen (tertiärer Sektor)	
Öffentliche Auftraggeber	%
Andere, und zwar:	%
Umsatz pro Jahr	
< 200.000 Euro	<input type="checkbox"/>
< 500.000 Euro	<input type="checkbox"/>
< 1.000.000 Euro	<input type="checkbox"/>
≥ 1.000.000 Euro	<input type="checkbox"/>
Anzahl der Beschäftigten (letztes Geschäftsjahr)	
davon: Qualifiziertes Personal (Berufsabschluss)	
Angelernte	
Ingenieure, Techniker	
Angestellte (Verwaltung, Büro)	
Vorgesetzte/Manager	
Forschung und Entwicklung	
Andere (Beruf)	
Weitere Bemerkungen	

Haben Sie eine Personalabteilung?	
• Personalmanagement	Ja <input type="checkbox"/>
• Personalentwicklung	Ja <input type="checkbox"/>
• Organisationsentwicklung	Ja <input type="checkbox"/>
Gibt es einen Betriebsrat oder eine andere Form betrieblicher Interessenvertretung der Beschäftigten?	Ja <input type="checkbox"/>
Wenn ja: Welche Art von Interessenvertretung haben Sie?	

2. Was sind Ihrer Ansicht nach die **fünf wichtigsten Themen** für die Personalpolitik in ihrem Unternehmen? Bitte priorisieren Sie die Themen nach Wichtigkeit *mit Ziffern von 1 (wichtigstes Thema) bis 5.*

	Rang
Gewinnung von Beschäftigten (Rekrutierung) generell	
Gewinnung und Ausbildung von Auszubildenden	
Qualifizierung bei der Arbeit / Aufbau von Routine	
Eingliederung, Mentoring und organisatorische Einbindung von neuen Beschäftigten	
Berufliche Karrieren, Weiterbildung zur beruflichen Entwicklung	
(qualifiziertes) Personal im Betrieb halten	
(Systematisches) Wissensmanagement	
Alter(n)sgerechter Personaleinsatz	
Alter(n)sgerechte Arbeits(platz)gestaltung	
Lebensphasenorientierte Beschäftigung und Arbeitsaufgaben	
Maßnahmen zur Unterstützung der Lebensbalance (Vereinbarkeit)	
Kompetente und achtsame Vorgesetzte und Manager	
Übergang in die Rente	
Arbeits- und Gesundheitsschutz, Gesundheitsmanagement	
Extraleistungen, Sondervergütungen oder Gratifikationen	
Generationenkonflikte	
Jahresgespräche zu Leistung und Entwicklung; Anerkennende Dialoge zwischen Vorgesetzten und Mitarbeitern	
Arbeitgeber-Markenbildung („Branding“)	
Anderes, und zwar:	

3. Haben Sie einen systematischen Ansatz für ... | ... und wer ist dafür verantwortlich ...?

	Ja	Inhaber	Geschäfts- führung	Personal- management	Qualifizierte Angestellte, und zwar (Funktion):	Niemand / weiß nicht	Das benötigen wir nicht
Personalbeschaffung							
Berufliche Ausbildung							
Weiterbildung							
(Aufstiegs-) Fortbildung							
Personalentwicklung							
Berufliche Entwicklung							
Erhaltung des vorhan- denen Personals							
Übergang von der Arbeit in die Rente							
Vereinbarkeit Arbeit und Privates							
Physische Gefährdungs- beurteilung							
Psychische Gefährdungs- beurteilung							

③ Vertiefte Analyse in Betrieben / Quick-Check

Diese Erhebung sollte/könnte von Kammern, Organisationen oder Universitäten unterstützt werden (aufsuchende Analyse).

Sie kann später auch genutzt werden für Analysen zur Vorbereitung spezifischer Beratung und/oder Qualifizierung (beratende Qualifizierung, qualifizierende Beratung).

Ein Einsatz als Selbstanalyse-Instrument von Unternehmen ist ebenfalls möglich.

Eine wachsende Zahl von Organisation spürt die Herausforderungen und konkreten Folgen des demografischen Wandels, insbesondere bezüglich erforderlicher Innovationen bei der Gestaltung alters-/alterns- und geschlechtergerechter Arbeitsbedingungen und in Bezug auf eine Lebensphasen-orientierte Personalpolitik.

Dieser Analysebogen enthält einen **Quick-Check**, der eine erste Einschätzung zum Stand der Personalpolitik im Betrieb unter Beachtung von zentralen Strukturmerkmalen wie Alter, Geschlecht, Kompetenz, Gesundheit, Unternehmenskultur etc. ermöglicht.

Die Erhebung wird hier verwandt, um eine Einschätzung zur aktuellen Situation und zu den Bedarfen von Betrieben im Aufgabenbereich Personalpolitik zu erhalten.

Bitte bearbeiten Sie alles vollständig. Im Quick-Check schätzen Sie die Aussagen realistisch zum Stand Ihrer aktuellen Beschäftigung mit den Aufgaben und Strukturen im Betrieb ein. Sie können die Aufgaben der Personalpolitik klar erfassen. Es mögen sich neue Aufgaben insbesondere in den Themen stellen, die von Ihnen im roten oder orangen Bereich beantwortet wurden. Um herauszufinden, welche konkreten Maßnahmen ergriffen werden können, sind gegebenenfalls vertiefende Erkundungen durchzuführen, zum Beispiel eine Altersstrukturanalyse, eine Einschätzung der künftigen Qualifikationsbedarfe oder eine aussagefähige Gefährdungsbeurteilung.

Individuelle Lösungen für einzelne Personen helfen individuell, führen aber nicht unbedingt zur Realisierung kollektiver Verbesserungen. Es ist zielführend, eine pro-aktive Strategie zu haben, um die Folgen des demografischen Wandels, der Veränderungen des Arbeitsmarktes, der dynamischen Marktentwicklung und der technischen Innovationen bewältigen zu können. Das erfordert die Klärung von Zielen und Aufgaben, zum Beispiel die Gestaltung altersngerechter Arbeitsanforderungen oder die Förderung der Arbeitsfähigkeit von Beschäftigten. Die Maßnahmen sollten aufeinander abgestimmt sein. Eine regelmäßige Einschätzung der Wirkungen unterstützt kontinuierliche Verbesserungen.

Für mögliche Nachfragen – freiwillige Angaben

Name und Adresse der Organisation

.....

.....

Webadresse

Name der ausfüllenden Person

Mailadresse und/oder Tel. Nr.

1. Strukturdaten (Bitte ausfüllen oder ankreuzen)

Land	
Ort	
Branche	
Überwiegend tätig ... (Anteile in %)	
lokal	%
regional	%
national	%
international	%
Kundenstruktur (Anteile in %)	
Privatkunden (Einzelhaushalte)	%
Gewerbliche Kunden	%
Dienstleistungen (tertiärer Sektor)	
Öffentliche Auftraggeber	%
Andere, und zwar:	%
Umsatz pro Jahr	
< 200.000 Euro	<input type="checkbox"/>
< 500.000 Euro	<input type="checkbox"/>
< 1.000.000 Euro	<input type="checkbox"/>
≥ 1.000.000 Euro	<input type="checkbox"/>
Anzahl der Beschäftigten (letztes Geschäftsjahr)	
davon: Qualifiziertes Personal (Berufsabschluss)	
Angelernte	
Ingenieure, Techniker	
Angestellte (Verwaltung, Büro)	
Vorgesetzte/Manager	
Forschung und Entwicklung	
Andere (Beruf)	
Weitere Bemerkungen	

Haben Sie eine Personalabteilung?	
• Personalmanagement	Ja <input type="checkbox"/>
• Personalentwicklung	Ja <input type="checkbox"/>
• Organisationsentwicklung	Ja <input type="checkbox"/>
Gibt es einen Betriebsrat oder eine andere Form betrieblicher Interessenvertretung der Beschäftigten?	Ja <input type="checkbox"/>
Wenn ja: Welche Art von Interessenvertretung haben Sie?	

2. Was sind Ihrer Ansicht nach die **fünf wichtigsten Themen** für die Personalpolitik in ihrem Unternehmen? Bitte priorisieren Sie die Themen nach Wichtigkeit *mit Ziffern von 1 (wichtigstes Thema) bis 5.*

	Rang
Gewinnung von Beschäftigten (Rekrutierung) generell	
Gewinnung und Ausbildung von Auszubildenden	
Qualifizierung bei der Arbeit / Aufbau von Routine	
Eingliederung, Mentoring und organisatorische Einbindung von neuen Beschäftigten	
Berufliche Karrieren, Weiterbildung zur beruflichen Entwicklung	
(qualifiziertes) Personal im Betrieb halten	
(Systematisches) Wissensmanagement	
Alter(n)sgerechter Personaleinsatz	
Alter(n)sgerechte Arbeits(platz)gestaltung	
Lebensphasenorientierte Beschäftigung und Arbeitsaufgaben	
Maßnahmen zur Unterstützung der Lebensbalance (Vereinbarkeit)	
Kompetente und achtsame Vorgesetzte und Manager	
Übergang in die Rente	
Arbeits- und Gesundheitsschutz, Gesundheitsmanagement	
Extraleistungen, Sondervergütungen oder Gratifikationen	
Generationenkonflikte	
Jahresgespräche zu Leistung und Entwicklung; Anerkennende Dialoge zwischen Vorgesetzten und Mitarbeitern	
Arbeitgeber-Markenbildung („Branding“)	
Anderes, und zwar:	

3. Haben Sie einen systematischen Ansatz für ... | ... und wer ist dafür verantwortlich ...?

	Ja	Inhaber	Geschäfts- führung	Personal- management	Qualifizierte Angestellte, und zwar (Funktion):	Niemand / weiß nicht	Das benötigen wir nicht
Personalbeschaffung							
Berufliche Ausbildung							
Weiterbildung							
(Aufstiegs-) Fortbildung							
Personalentwicklung							
Berufliche Entwicklung							
Erhaltung des vorhan- denen Personals							
Übergang von der Arbeit in die Rente							
Vereinbarkeit Arbeit und Privates							
Physische Gefährdungs- beurteilung							
Psychische Gefährdungs- beurteilung							

Quick-Check

<u>Themen</u>	0 – das Thema berührt uns nicht / ... ist irrelevant	1 – Wir haben noch nie darüber nachgedacht 2 – Wir haben uns mal damit beschäftigt	3 – Wir haben begonnen nachzudenken 4 – Wir beschäftigen uns aktiver damit	5 – Wir haben die Planung begonnen 6 – Wir haben ein Konzept	7 – Wir haben die Umsetzung begonnen 8 – Das ist teilweise realisiert	9 – Das ist vollständig realisiert 10 – ... & und in den Wirkungen beurteilt					
Personalrekrutierung und -entwicklung											
Wir kennen die Strukturdaten der Beschäftigten unserer Organisation nach Alter, Geschlecht und Qualifikation.	0	1	2	3	4	5	6	7	8	9	10
Wir berücksichtigen die Alters- und Geschlechterzusammensetzung bei unseren personalpolitischen Entscheidungen.	0	1	2	3	4	5	6	7	8	9	10
Wir beachten die besonderen Stärken der verschiedenen Geschlechter und Altersgruppen in unserer Einstellungs- und Personalentwicklungs-politik.	0	1	2	3	4	5	6	7	8	9	10
Wir fördern die Vereinbarkeit von Beruf und Familie/ Privatleben und haben Konzepte zur Beachtung besonderer Bedarfe in verschiedenen Lebensphasen.	0	1	2	3	4	5	6	7	8	9	10
Wir versuchen Fach- und Führungskräfte (durch entsprechende Anreize) an unsere Organisation zu binden.	0	1	2	3	4	5	6	7	8	9	10
Wir beachten die Veränderungen von körperlichen, geistigen und sozialen Kompetenzen bei älter werdenden Beschäftigten und haben eine Konzeption für altersngerechte Tätigkeiten und Berufsverläufe.	0	1	2	3	4	5	6	7	8	9	10
Wir haben keine Probleme, Nachwuchskräfte zur Ausbildung sowie erfahrene Fachkräfte für unser Haus zu gewinnen.	0	1	2	3	4	5	6	7	8	9	10
Wir haben ein gutes Image in der Region und werden als attraktiver Arbeitgeber wahrgenommen.	0	1	2	3	4	5	6	7	8	9	10
Wir haben keine Entgeltunterschiede zwischen den Geschlechtern bei gleicher Tätigkeit.	0	1	2	3	4	5	6	7	8	9	10

<u>Themen</u>	0 – das Thema berührt uns nicht / ... ist irrelevant	1 – Wir haben noch nie darüber nachgedacht 2 – Wir haben uns mal damit beschäftigt	3 – Wir haben begonnen nachzudenken 4 – Wir beschäftigen uns aktiver damit	5 – Wir haben die Planung begonnen 6 – Wir haben ein Konzept	7 – Wir haben die Umsetzung begonnen 8 – Das ist teilweise realisiert	9 – Das ist vollständig realisiert 10 – ... & und in den Wirkungen beurteilt					
Arbeitsorganisation und Arbeitsgestaltung											
Wir setzen unsere Beschäftigten entsprechend ihren Fähigkeiten und ihrer Gesundheit ein.	0	1	2	3	4	5	6	7	8	9	10
Die Tätigkeiten und Arbeitsabläufe sind so gestaltet, dass sie auch von älteren Beschäftigten bis zur Regelaltersgrenze ausgeübt werden können.	0	1	2	3	4	5	6	7	8	9	10
Wir beziehen unsere Beschäftigten in die Gestaltung ihres Arbeitsplatzes und der Arbeitsabläufe mit ein, z. B. durch Förderung von Verbesserungsvorschlägen.	0	1	2	3	4	5	6	7	8	9	10
Wir versuchen die Arbeitszeit unserer Beschäftigte flexibel zu gestalten (Teilzeit, Arbeitszeitkonten etc.) und unterschiedliche Lebenssituationen (Erziehungs- /Pflegezeiten o. ä.) zu berücksichtigen.	0	1	2	3	4	5	6	7	8	9	10
Qualifizierung und Kompetenz / Berufliche Entwicklung											
Wir kennen die Stärken und Schwächen unserer Beschäftigten und versuchen, alle durch entsprechende Qualifizierung kontinuierlich auf dem aktuellen Wissensstand zu halten.	0	1	2	3	4	5	6	7	8	9	10
In unserer Organisation bieten wir Beschäftigten aller Altersgruppen eine berufliche Perspektive.	0	1	2	3	4	5	6	7	8	9	10
Wir bieten allen Beschäftigten unabhängig vom Alter, Geschlecht und Status an, ihre Kompetenzen zu erweitern, z. B. durch Seminare oder innerbetriebliche Lernsituationen.	0	1	2	3	4	5	6	7	8	9	10
Wir unterstützen neue Beschäftigte beim Einstieg durch eine organisierte Willkommenskultur.	0	1	2	3	4	5	6	7	8	9	10

Themen	0 – das Thema berührt uns nicht / ... ist irrelevant	1 – Wir haben noch nie darüber nachgedacht 2 – Wir haben uns mal damit beschäftigt	3 – Wir haben begonnen nachzudenken 4 – Wir beschäftigen uns aktiver damit	5 – Wir haben die Planung begonnen 6 – Wir haben ein Konzept	7 – Wir haben die Umsetzung begonnen 8 – Das ist teilweise realisiert	9 – Das ist vollständig realisiert 10 – ... & und in den Wirkungen beurteilt					
Der Wiedereinstieg in die Arbeit nach einer längeren Auszeit (Krankheit, Familie, Pflege o.ä.) wird an den Bedürfnissen und Möglichkeiten der Person orientiert.	0	1	2	3	4	5	6	7	8	9	10
Wir achten darauf, dass Weiterbildungsmaßnahmen inhaltlich, methodisch und didaktisch auf die unterschiedlichen Lernbedürfnisse und Fähigkeiten der Beschäftigten abgestimmt sind.	0	1	2	3	4	5	6	7	8	9	10
Wir stellen sicher, dass in unserer Organisation bei Veränderungen in den Tätigkeiten und vor dem Ausscheiden von Beschäftigten die Kompetenzen erhalten bleiben.	0	1	2	3	4	5	6	7	8	9	10
Führung und Organisationskultur											
Wir fördern ein Betriebsklima, das auf die Wertschätzung der verschiedenen Beschäftigtengruppen (Ältere und Jüngere, Frauen und Männer, ...) ausgerichtet ist.	0	1	2	3	4	5	6	7	8	9	10
In unserer Organisation werden alle Beschäftigten von den Vorgesetzten gerecht behandelt.	0	1	2	3	4	5	6	7	8	9	10
Wir haben eine offene Kommunikations- und partizipative Kooperationskultur.	0	1	2	3	4	5	6	7	8	9	10
Die Beschäftigten werden als unsere wichtigsten innerbetrieblichen Berater für Arbeit und Innovation wahrgenommen.	0	1	2	3	4	5	6	7	8	9	10
Wir führen regelmäßige Entwicklungsgespräche mit allen Beschäftigten.	0	1	2	3	4	5	6	7	8	9	10
Wir haben ein Generationen- und Diversity-Management-Konzept und sensibilisieren unsere Vorgesetzten diesbezüglich.	0	1	2	3	4	5	6	7	8	9	10
Unsere Vorgesetzten fördern den Dialog zwischen älteren und jüngeren, weiblichen und männlichen Beschäftigten und diversen Nationalitäten.	0	1	2	3	4	5	6	7	8	9	10

Themen	0 – das Thema berührt uns nicht / ... ist irrelevant	1 – Wir haben noch nie darüber nachgedacht 2 – Wir haben uns mal damit beschäftigt	3 – Wir haben begonnen nachzudenken 4 – Wir beschäftigen uns aktiver damit	5 – Wir haben die Planung begonnen 6 – Wir haben ein Konzept	7 – Wir haben die Umsetzung begonnen 8 – Das ist teilweise realisiert	9 – Das ist vollständig realisiert 10 – ... & und in den Wirkungen beurteilt					
Gesundheitsförderung und Arbeitsschutz											
In unserer Organisation treten im Branchenvergleich keine gehäuften gesundheitlichen Probleme oder Unfallschwerpunkte auf.	0	1	2	3	4	5	6	7	8	9	10
In unserer Organisation haben wir eine alters- und geschlechter-sensible Gefährdungsbeurteilung. Gegenstand ist auch, ob Tätigkeiten oder Teiltätigkeiten mit zunehmendem Alter oder aufgrund der Dauer von Belastungen gesundheitskritisch sind.	0	1	2	3	4	5	6	7	8	9	10
Wir überprüfen regelmäßig die physischen, psychischen, mentalen und sozialen Belastungen (Anforderungen) sowie die individuellen und organisatorischen Beanspruchungen und Ressourcen (Bewältigungsmöglichkeiten) der Arbeit.	0	1	2	3	4	5	6	7	8	9	10
Wir bieten unseren Beschäftigten Unterstützung zur Erhaltung und Förderung ihrer Gesundheit, Arbeitsfähigkeit und ihres Wohlbefindens.	0	1	2	3	4	5	6	7	8	9	10
Wir haben ein funktionierendes Betriebliches Gesundheitsmanagement.	0	1	2	3	4	5	6	7	8	9	10
Das Betriebliche Eingliederungsmanagement nach Krankheit (BEM) ist geregelt und Beschäftigte mit Kapazitätseinschränkungen erhalten nach Möglichkeit einen angepassten Zuschnitt von Tätigkeiten und Arbeitsanforderungen.	0	1	2	3	4	5	6	7	8	9	10



Baltic Sea wide analysis of Workplace Innovation Best Practices

Country implementation conditions

Marzena Grzesiak

Magdalena Olczyk

Anita Richert-Kaźmierska

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1. Workplace innovation – theoretical aspects

1.1. Definitions

The organization of workplaces plays a vital role in a company's ability to compete and innovate. Workplace Innovation researchers start from the idea that "people are our most valuable assets" (Alagaraja 2013, p. 136). But what is a workplace innovation (WI)? In short it can be described as those workplace practices and cultures which enable employees at all levels to use their knowledge, competences and creativity to the full (Totterdill, 2013). It builds organizations in which people come to work to do two things: to undertake their functional tasks in the most effective way possible and to improve the business.

Whereas policy makers stress the importance of empirical evidence of workplace innovation (WI) and the positive effects it may have, a unitary theory of WI is missing. Because of the lack of theory on WI, the evidence is scattered, and practitioners are missing hands-on advice regarding WI implementation.

Workplace innovation (WI) in economic literature is characterized as a broad concept that overlaps with other forms of innovation, in particular organizational and process innovation. It comprises a wide range of different practices assigned to areas such as human resource management or organizational development. Elaborating a consistent concept and definition of WI is therefore challenging. Below the most frequently used definitions of workplace innovations are described.

Table 1. Most popular definition of workplace innovations

Ramstad (2009)	"Renewals in the structures, processes or boundaries of a work organization that achieve savings in the use of labour or capital resources, or an improved ability to respond to customer needs [...] examples of reforms can be self-managing teams, flatter hierarchies, outsourcing, diversified personnel skills and management systems" (p.2)
Pot (2011)	"Innovation is defined as the implementation of new and combined interventions in the fields of work organization, human resource management and supportive technologies. Workplace innovation is considered to be complementary to technological innovation. Some people use the broader concept of non-technological innovation, in which also dynamic management, new marketing practices and external collaboration are included." (p. 404 – 415)
Pot, Dhondt, and Oeij (2012)	"Workplace innovations are strategically induced and participatory adopted changes in an organization's practice of managing, organizing and deploying human and non-human resources that lead to simultaneously improved organizational performance and improved quality of working life." (p. 262).
Høyrup et al. (2012)	Define "employee-driven innovation" as "generation and implementation of new ideas, products and processes originating from interaction of employees not assigned to this task" (p.8).
European Agency for Safety and Health at Work (2012)	"A renewal in work organization and labour relations leading to improved performance by the organization by which we mean enhanced productivity, economic growth, the capacity to innovate and better use and develop human talents through improvements in the quality of working life, safe and healthy working conditions, enhanced job satisfaction, worker participation, social dialogue and sustainable employment" Netherland Centre for Social Innovation, 2009, p. 1). "Workplace innovation includes aspects of management and leadership,

	flexible organization, working smarter, continuous development of skills and competencies, networking between organizations and the modernization of labour relations and human resource management.” (p.4)
Dortmund Brussels position paper on WI (2012)	“Workplace Innovation is defined as a social process which shapes work organization and working life, combining their human, organizational and technological dimensions. Examples include participative job design, self-organised teams, continuous improvement, high involvement innovation and employee involvement in corporate decision making. Such interventions are highly participatory, integrating the knowledge, experience and creativity of management and employees at all levels of the organization in a process of cocreation and co-design. This simultaneously results in improved organizational performance and enhanced quality of working life. It is important to see Workplace Innovation not as an end state but as a dynamic, reflexive process in which all stakeholders are continually engaged in reflecting on, learning about and transforming work processes and employment practices in response to both internal and external drivers.” (p.2)
Eurofound (2012)	“High performance work practices or innovations in work organization are defined as deliberate changes that can affect how employees undertake their job and/or their broader experience of work and refer to any element of people management” (p.11). High performance work practices such as profit-sharing, autonomous team working and the take-up of flexible working opportunities by at least one-fifth of the workforce are associated with lower employee absence levels and fewer problems with staff motivations (p.51)
European Workplace Innovation Network (Totterdill, 2013)	Workplace innovations “designate new and combined interventions in work organization, human resource management, labour relations and supportive technologies. It is important to recognize both process and outcomes. The term workplace innovation describes the participatory and inclusive nature of innovations that embed workplace practices grounded in continuing reflection, learning and improvements in the way in which organizations manage their employees, organize work and deploy technologies. It champions workplace cultures and processes in which productive reflection is a part of everyday working life. It builds bridges between the strategic knowledge of the leadership, the professional and tacit knowledge of frontline employees and the organizational design knowledge of experts. It seeks to engage all stakeholders in dialogue in which the force of the better argument prevails. It works towards ‘win-win’ outcomes in which a creative convergence (rather than a trade-off) is forged between enhanced organizational performance and enhanced quality of working life”
European Commission (2014)	<p>“Those innovations aim at improving staff motivation and working conditions, thereby enhancing labour productivity, organizational performance, innovation capability, reactivity to market changes and consequently business competitiveness. Workplace innovation can be found in all types of organization, be they large corporates, SMEs or even public administrations. In practice they are often combined with technological, process or marketing innovations as they allow companies to tap further into staff creativity, to boost their innovation capacities and to find new solutions swiftly. From a longer term perspective, the transformation of workplaces is needed to accommodate an ageing workforce by retaining their skills in the labour market while maintaining and increasing their productivity levels. On the other hand, advanced workplaces are indispensable for European industries to attract, engage and retain young talents. Workplace innovation:</p> <ul style="list-style-type: none"> • improves performance and working lives through positive organizational change involving inclusive dialogue and by releasing the creativity of employees; • coalesces the strategic knowledge of the leadership with the hands-on, practical but often unrecognized knowledge of frontline employees; • seeks to engage all stakeholders in the process of change, leading to “win-win” outcomes in which a creative convergence (rather than a trade-off) is forged between enhanced organizational performance and enhanced quality of working life.”

<p>Totterdill and Exton (2014)</p>	<p>Workplace Innovation is an integral set of participative mechanisms for interventions* relating structural (e.g., organizational design) and cultural aspects (e.g., leadership, coordination and organizational behavior) of the organization and its people with the objective to simultaneously improve the conditions for the performance (i.e., productivity, innovation, quality) and quality of working life (i.e., wellbeing at work, competence development, employee engagement). *‘interventions’ are synonymous to employee engagement in decision-making processes</p>
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Source: European Commission (2014).

Based on the analysis of Table 1, we observe an evolution of the WI definition within the field in that (1) WI should benefit both organizations and people (as a goal); and (2) WI is simultaneously seen as a process of innovative change and adaptation (as an activity), and (3) WI as a theoretical conceptualization of what is going on in organizations that apply WI-like measures and interventions (as a way of framing and understanding).

Above mentioned definitions differ from each other to a certain content, but all of these definitions of workplace innovations have common elements. They treat WI as:

- a process of productive reflection as part of everyday working life,
- an interaction between stakeholders within and outside the organization,
- a process with built bridges between the strategic knowledge of the leadership, the professional and tacit knowledge of frontline employees and organizational design knowledge of experts,
- a process towards win-win outcomes for the organization and employees.

1.2. Definitions by examples

Whereas these definitions (Table 1) are clear, most of them remain relatively abstract. Many practitioners find it problematic to define workplace innovation. The well-known definitions hardly provide any actionable information. In this contribution, examples of cases describing best WI practices can provide value added to purely theoretical definitions of WI.

To find some examples of workplace innovation to better understand what the WI means, we recommend to use a EUWIN base. In 2013 The European Commission launched the European Workplace Innovation Network (EUWIN). Today this network connected more than 10,000 companies and other stakeholders, sharing know-how and experience. The Knowledge Bank is a rich and abundant source of case studies, films, articles and other learning resources. EUWIN's knowledge bank is hosted by UKWON at <http://portal.ukwon.eu/euwin-knowledgebank-menu-new>.

Workplace innovations could have very different FORMS (it is not a full list of WIs) such as:

- an empowering job design (it consists on reducing employee alienation arising from repetitive and mechanical tasks. It is applied through various techniques such as: job enlargement, job enrichment, job rotation or job simplification),

- self-organized team working (a self-organizing team is one that does not depend on or wait for a manager to assign work. Instead, these teams find their own work and manage the associated responsibilities and timelines),
- open and fluid organizational structures (it is an organization within a management is broken down into component tasks, and those tasks are distributed—almost crowd sourced—among regular workers. Leaders and followers participate, freely sharing ideas, suggestions, criticism, and responsibility for planning and implementation),
- delegated decision-making (an organizational setup in which the authority to make important decisions about organizational resources and to initiate new projects is delegated to workers at all levels in the hierarchy),
- simplified administrative procedures (a simplified structure for administrative procedures is described that makes them easier to write, review, and use. The simplified structure maintains a balance among the fundamental human factors considerations of sound procedures: presenting actions, conditions, and explanations concisely; maintaining consistency of information and format; and ensuring completeness and accuracy of the procedure. With these objectives met, the simplified structure permits procedures that are more clearly defined, more easily automated and more reliable),
- a coaching style of line management (adopting a coaching approach can help line managers meet employee demands for a more supportive, less directive boss. The approach focuses on performance, improvement, change, action, and learning),
- high involvement innovation practices (they are a work, managerial, and organizational practices that support continuous improvement and broad participation of employees and other participants such as customers). Examples: decentralized decision making (organizations allow employees to assume role and responsibilities that enable them to exert a greater influence at work while enjoying greater autonomy), supervisor support and care about their well-being (employees' belief concerning the extent to which supervisors value their contributions), competence development of the organization throughout the working career (competence development refers to an individual's skills and proficiency enhancement), internal and external cooperation (refer to both the quantity and quality of cooperation and information sharing about, for example, the business strategy, outputs, costs, processes profitability, and customer reactions),
- the encouragement of entrepreneurial behavior at all levels (all activities, which enables to cultivate a positive corporate culture, help people do their best work and find the best ideas from all levels of the organization. For examples: to provide casual meeting places like a lounge

or café area that encourage people to come together and meet; to incorporate technology into these spaces so people can easily tap colleagues who may be located elsewhere by phone, video conference or other connection),

- an employee representation in strategic decision-making (for example by expansion of employee involvement programs or worker participation regarding human resource decisions through union representation).

To better illustrate, how we understand workplace innovation, four (arbitrary chosen) examples of WI are presented (Oeij et al. 2017):

- Example 1: Pitney Bowes Credit Corporation

Pitney Bowes wanting to improve communication between their employees in order to increase idea generation. The company decided to completely redesign the interior office space to resemble a calm, small village. The idea was to break down communication barriers. The redesigned office had its own village square and café, which was designed to encourage trust and a feeling of community amongst employees. The relaxed workplace saw the company go from strength to strength, launching successful new products because of the increased collaboration and communication levels.

- Example 2: Manu-Fabric

It is an international company that produces fabrics for different customer groups (retail, hotels, furniture manufacturers etc.). The headquarter of the company is in Denmark and it counts one hundred and forty-five employees there who support the manufacturing process in different European countries.

The company operates from a vision that workplace innovation is “a way to ensure renewal and the ability to offer a service that is so good that customers will chose this company over others” This company has implemented the following WI practices: 1. customer segment teams, 2. autonomous and semiautonomous team work, 3. a flat hierarchy, (structural improvements according to the experts) 4. room for proposals to improve processes, products or services, 5. participative formulating of performance goals and targets, 6. innovation meetings for product development (cultural or mixed improvements, according to the experts).

The customer segment teams are multi-disciplinary teams that serve segments of clients, such as retail or hospitals. Those employees, who have direct or indirect contact with a group of customers, work together in a team. In supporting departments, such as the Order Expedition, employees work in autonomous or semi-autonomous teams. They distribute their work themselves at a daily morning meeting. There are only three hierarchical layers: the board of

managers, middle managers and employees. Every employee can make a proposal directly to the management or colleagues and, if possible, these ideas are directly implemented.

Performance goals and scores are formulated together with the employees, which leads to mutual trust building. The department for product development organizes continuous innovation meetings, where creative thinking is promoted. According to the manager and the employees that were interviewed, these interventions resulted in very positive outcomes. The manager stressed that an innovative culture, knowledge sharing and autonomous, interdisciplinary teams give the company competitive advantage. Employees described working in multi-disciplinary teams as highly motivating and said they feel in control over the incremental innovation process that enables them to bring in their ideas.

- Example 3: Agro-Petfood

The German company Agro-Petfood is part of a holding and produces pet food. A few years ago, the company had to go through a complete upheaval in order to stay competitive. The whole production process was modernized by introducing machines instead of craft-based production. The new production lines required new employee competencies. Employees were educated and trained to take over every task in the manufacturing process. Moreover, some unskilled workers were trained to do production jobs – every employee had the chance to upskill and take over a skilled worker's task. Thus, former unskilled workers were trained in robotics and are now machine operators. At the request of employee representatives and the works council, every employee was given the opportunity to develop and to implement a training and career plan, which led to more qualified employees taking over more demanding jobs. In addition, workers at the production site have leeway to organize their work as long as they meet the production deadlines given by the customers. For example, they can decide themselves to take a break, to have a meeting, or to watch a football championship game as long as they fulfil the production targets. All these measures helped the company stay competitive. Employees like the production flexibility and the chance to improve their skills and competences as well as their new jobs.

- Example 4: Info-news

This company is the publisher of a regional newspaper in the Netherlands with about 300 employees. For more than a decade, the company's existence is being threatened by diminishing earnings from selling subscriptions and advertisements and by the development of new information technologies. In addition, there was a stream of changing international owners and management with different strategies.

By engaging in coalitions supported or initiated by the Works Council and employees, the local management succeeded in implementing WI practices with the aim of mobilizing employee talents and finding new earning models. These practices were: 1. upskilling and redesigning the

jobs of the advertising salespeople into account managers, 2. restructuring the editorial department and redesigning the journalists' jobs, 3. dialogue between employees and CEO regarding ideas for business improvement, 4. Four cross-functional teams that each develop a new idea, 5. cooperation with external partners, such as a university for applied science and a broadcasting company.

The role and the targets of the salespeople have changed completely: instead of selling advertisements by phone, they now have to build a relationship with the clients and to consult them on how to best reach their intended customers. The editorial work used to be organized along regions in the province, producing daily news messages. Given that nowadays this information is more easily distributed by social media, now the value added of a news outlet is to produce more background stories and in-depth studies. Therefore, most of the journalists were placed in the research department and were organized into specific Theme groups (e.g., Health, Sports, Education). This new way of organizing in multifunctional theme groups provides opportunities for journalists to cooperate with account managers in writing targeted articles. Management-employee dialogue resulting in cross-functional teams developing promising ideas are familiar practices in other companies as well. However, what is striking here is the thoughtful way in which they organized this. For instance, team members work full-time in these cross-functional teams for a certain period of time and are thoroughly trained and coached to do the job.

The results for the company seem positive. The newspaper is still on the market and is investing in new earning opportunities. The employees have more challenging jobs, have better career prospects and the feeling of being heard and taken seriously.

1.3. Advantages – why the work innovations are so important?

Evidence shows that workplace innovation leads to significant and sustainable improvements in firm performance. Below some empirical studies, which confirm a positive impact of workplace innovation on productivity, innovation and quality, are presented (Totterdill et al., 2016, p.4-5)

- one of the most significant studies, the Employee Participation and Organisational Change survey of 6000 workplaces in Europe, confirms that direct employee participation can have strong positive impacts on productivity, innovation, quality, turnover, profit, market of firms which implemented semi-autonomous groups, 68% enjoyed reductions in costs, 87% reported reduced throughput times, 98% improved products and services, and 85% increased sales.
- a representative sample of around 400 Finnish manufacturing firms with more than 50 employees found that work innovation practices such as employee involvement and labour management cooperation are positively correlated with firm productivity.

- A research among 650 Dutch SMEs also indicated that companies with workplace innovation initiatives achieve higher productivity and financial results compared with other firms.
- another study based on over 900 Dutch companies of different sizes in different sectors demonstrated that factors including participative and dynamic management practices, flexible organization and smarter working lead to better performance in relation to turnover, profit, market share, innovation, productivity, reaching new clients and reputational capital.
- an extensive Swedish surveys found a very clear link between flexible, empowering forms of work organization and performance: flexible organizations were more productive (+20-60%), showed a much lower rate of personnel turnover (-21%), and a lower rate of absence due to illness (-24%) compared with traditionally organized operational units.
- a review of some 60 American articles shows that the magnitude of the impact on efficiency outcomes is substantial, with performance premiums ranging between 15% and 30% for those investing in workplace innovation.

Workplace innovation also increases employee motivation and well-being, playing a particularly important role in reducing stress, enhancing job satisfaction and mental health, and improving retention (see examples below, Totterdill et al., 2016, p.6):

- an evaluation of 470 workplace projects undertaken in Finland between 1996 and 2005 shows that improvements in quality of working life have a strong association with improvements in economic performance, and indeed may actually enable them. Findings suggest that participation is the main driver of this convergence between economic performance employee well-being.
- likewise a German study examined companies in the production, trade and services service where positive improvements were made in physical workload, sickness absence, ergonomics, work organization, safety, style of leadership, and stress management. Managers in these companies reported improved performance across a range of indicators, resulting both from a decrease in absenteeism and an increase in social and vocational competences.

2. Workplace innovations – Best Practices

In this part we use the best practices approach. Best practices are those practices that have been shown to produce superior results, selected by a systematic process and judged as exemplary, good, or successfully demonstrated. What is a difference between a good and the best practices? The best practice is method that has been proven to work better than other methods over time, but a “good practice” as merely something you might figure out that seems to work, but you really don’t know if it is the best method.

Firms that are serious about improving their performance continually search for better business practices. The fastest and easiest way to improve is to compare and learn from other successful organizations (for example, through using a benchmarking approach). To quote a very frequently used idiom among exponents of the use of best practice, “there’s no point in re-inventing the wheel”. Most firms use or have used best practices at some point, consciously or not. Over the years best practices emerge, and are later surpassed and proved inefficient as the world and the way business is done constantly changes, this is why so many high-performing organizations adopt a culture of continuous improvement.

There are a wide range of best practices in workplace innovations, they vary from the simple to very complex. Regardless of the complexity of your best practices, the aim is to make whatever you are doing work out better, faster and more efficiently with less problems and mistakes. That is why it is always a good idea to be aware of what the best practices are for what you are trying to achieve. It is a framework for success and the minimization of failure.

Below best practices in workplace innovation, chosen by project partners, are presented.

2.1. Types of workplace innovation chosen for the analysis by project partners

Project partners have chosen for the analysis 18th Best Practices of workplace innovations – see Table 2.

Table 2. Best practices of workplace innovations chosen for the analysis

Best Practice (BP)	Country where BP has been implemented and its effectiveness tested	
Electronic workplace orientation (ePerehdytys)	Finland	12
FISE (Person/employee certification)		
Green walls		
Smartum benefits for employees		
Culture of self-leadership		
WELCOME TO COMPANY – guide for newcomers		
Initiative bonus tied to benefits of the initiative		
TYKY – maintaining the work ability and concept of work ability management		

Anonymous recruiting		
BIF sports		
Tampella work community		
Fastems: The Way We Rock		
Champions League 5S	Poland	1
Nonmonetary motivations to ensure employees satisfaction with workplace	Latvia	2
Company culture (work-life balance)		
CSR - Corporate Social Responsibility! Success through responsibility	Germany	3
Vocational training in the company according to individual learning capabilities		
Corpworking for SMEs		
TOTAL		18

Source: own elaboration.

Descriptions of all Best Practices can be found in Appendix of this report. They were prepared by the project partners using the general template and include such elements as: short characteristics of the solution, inputs and results (important for employees and employers/organizations), outcomes and impact. For those interested in finding further information about best practices, data sources (or contact persons) have been given at the end of each description.

Best Practices chosen for the analysis differ from each other due to their specificity, nature, scope, stakeholders commitment, financial costs etc. What connects them are their positive results both – for the employees and organizations. In Table 3 there were presented general impacts of best practices implementation, in Table 4 – detailed results achieved in companies: for employees and the organization.

Table 3. Impact of workplace innovations – results of best practices analysis

Groups of workplace innovations	Best Practice	General impact noted by Project Partners
Process of productive reflection as part of everyday working life	Electronic workplace orientation (ePerehdytys) Green walls Smartum benefits for employees WELCOME TO COMPANY –guide for newcomers TYKY – maintaining the work ability and concept of work ability management Fastems: The Way We Rock Vocational training in the company according to individual learning capabilities Corpworking for SMEs	<ul style="list-style-type: none"> • increase of employees occupational safety, accident rate reduce • increase of workplace friendliness, • increase of employees creativity • employees' better health and wellbeing • increase of employees motivation • competitiveness increase • counteraction of a competency gap • conditions for higher level of employees work-life balance
An interaction between stakeholders within and outside the organization	FISE (Person/employee certification) TYKY – maintaining the work ability and concept of work ability management Tampella work community Fastems: The Way We Rock	<ul style="list-style-type: none"> • development of the industry and its competitiveness strengthening • closer relationships between organization and its business partners and local society • organization's positive image (good reputation) in the environment

	Champions League 5S Corpworking for SMEs	<ul style="list-style-type: none"> • improvement of competitive position
A process with built bridges between the strategic knowledge of the leadership, the professional and tacit knowledge of frontline employees and organizational design knowledge of experts	FISE (Person/employee certification) Culture of self-leadership Fastems: The Way We Rock Champions League 5S CSR - Corporate Social Responsibility! Success through responsibility	<ul style="list-style-type: none"> • reinforce the culture of continuous learning • support for the maintenance of professional skills • effective communication, reducing the number of false messages, rumors • long-term positive impact on improving the quality of process implementation at administrative and production positions • systematic and targeted qualification of owners, managers and employees of SMEs • process of continuous organizational development
A process towards win-win outcomes for the organization and employees	Green walls Smartum benefits for employees Culture of self-leadership Initiative bonus tied to benefits of the initiative TYKY – maintaining the work ability and concept of work ability management Anonymous recruiting BIF sports Fastems: The Way We Rock Nonmonetary motivations to ensure employees satisfaction with workplace Company culture (work-life balance) CSR - Corporate Social Responsibility! Success through responsibility Vocational training in the company according to individual learning capabilities	<ul style="list-style-type: none"> • increase of employees motivation and involvement in everyday tasks • better working environment and employees' physical/mental wellbeing – higher work efficiency • higher employees competences – better results of organization • increase of organization's flexibility – better competitiveness position

Source: own elaboration.

Table 4. Workplace innovations – results for employees and organizations

Best Practice	Results for employees	Results for employers/organization
Electronic workplace orientation (ePerehdytys)	<ul style="list-style-type: none"> • work quality improvement • work safety • equality principles 	<ul style="list-style-type: none"> • image of organization improving workplace safety • increase of efficiency and effectiveness • flexible adaptation to legal and time requirements
FISE (Person/employee certification)	<ul style="list-style-type: none"> • increase of job opportunities • linking professional development with company's responsibility • increase of the profession's esteem 	<ul style="list-style-type: none"> • high qualified employees – better competitive position • preventing occurrence of the competency gap and employees' deficits
Green walls	<ul style="list-style-type: none"> • better (healthier) working environment • less sick leaves 	<ul style="list-style-type: none"> • increase of employees motivation, happiness – that results in an increase of productivity and work involvement • positive organization image
Smartum benefits for employees	<ul style="list-style-type: none"> • better employment conditions • extra (non-financial) benefits from their work 	<ul style="list-style-type: none"> • more sustainable workforce • increase of employees motivation, happiness – that results in an increase of productivity and work involvement

Culture of self-leadership	<ul style="list-style-type: none"> friendly workplace atmosphere efficient communication (low hierarchy and no structural preconditions) high level of employees autonomy 	<ul style="list-style-type: none"> efficient communication satisfied employees employees' involvement
WELCOME TO COMPANY – guide for newcomers	<ul style="list-style-type: none"> effective communication easy entering into professional duties 	<ul style="list-style-type: none"> every employee has the same knowledge concerning the rules, practices and health and safety issues
Initiative bonus tied to benefits of the initiative	<ul style="list-style-type: none"> clear and fair rules for employees rewording 	<ul style="list-style-type: none"> motivated and productive employees organizational culture based of fair and just
TYKY – maintaining the work ability and concept of work ability management	<ul style="list-style-type: none"> satisfied (health and safety) working conditions 	<ul style="list-style-type: none"> decrease of sick leaves and early retirements – costs reduces employees involvement positive organization's image
Anonymous recruiting	<ul style="list-style-type: none"> equal rights for all candidates in the recruitment process competences matter in the recruitment process 	<ul style="list-style-type: none"> no risk of discrimination in the recruitment process recruitment of employees with best competences
BIF sports	<ul style="list-style-type: none"> extra benefits from the work healthy work conditions 	<ul style="list-style-type: none"> healthy and efficient employees positive organization's image
Tampella work community	<ul style="list-style-type: none"> opportunities for skills development/ learning new things modern office facilities new relations – networking 	<ul style="list-style-type: none"> synergies with other organisations working with similar tasks and topics shared infrastructure cost possibility to create common appearance in the public
Fastems: The Way We Rock	<ul style="list-style-type: none"> well-functioning working community stable outlook of the workplace 	<ul style="list-style-type: none"> cost reduction motivated employees efficient communication in the organization better competitive/market position
Champions League 5S	<ul style="list-style-type: none"> improvement of work comfort eliminating unnecessary actions increased work safety improving employee awareness 	<ul style="list-style-type: none"> effective workplace organization improvement of work organization culture improvement of self-discipline of employees increase in work efficiency
Nonmonetary motivations to ensure employees satisfaction with workplace	<ul style="list-style-type: none"> satisfaction with work friendly workplace atmosphere extra benefits from the work 	<ul style="list-style-type: none"> motivated and productive employees smaller staff change and higher loyalty to the company innovative ideas from the employees
Company culture (work-life balance)	<ul style="list-style-type: none"> satisfaction with work friendly workplace atmosphere sense of belonging to the "organization's team" opportunities for skills development/ learning new things a sense of security (mentorship program) 	<ul style="list-style-type: none"> motivated and productive employees smaller staff change and higher loyalty to the company innovative ideas from the employees reducing mistakes made by new (young) employees
CSR - Corporate Social Responsibility! Success through responsibility	<ul style="list-style-type: none"> job security involvement in decision-making processes 	<ul style="list-style-type: none"> increased employees' motivation and enthusiasm for work strengthening innovation and competitiveness
Vocational training in the company according to individual learning	<ul style="list-style-type: none"> systematic learning according to individual abilities and capabilities 	<ul style="list-style-type: none"> recruitment of urgently needed skilled workers

capabilities	<ul style="list-style-type: none"> • integration into work life • access to all advanced further training courses and career opportunities 	<ul style="list-style-type: none"> • company-specific qualifications • increased competitiveness
Corpworking for SMEs	<ul style="list-style-type: none"> • satisfied workplace condition • flexible working conditions • networking 	<ul style="list-style-type: none"> • decrease of costs • organization flexibility

Source: own elaboration.

2.2. Conditions for best practices implementation

Best practices are solutions that allow for obtaining better results than in the case of others. Best practices are behaviour standards and reference points for other entities interested in the implementation of similar activities. Enterprises and public organizations most often use best practices to attain satisfactory market position and ensure competitiveness cheaper and faster, as compared to the circumstances in which they would have to create specific solutions on their own. Searching for best practice which could be a model is usually a task of the concerned entity (enterprise or public organization) and results from a thorough self-assessment and benchmarking process (Bogan, English, 1994).

Transfer of best practices is one of the most difficult processes in the management of organizations. The solutions which proved effective in organization Y cannot be simply copied and implemented in organization X. It must be taken into account that the effect achieved by organization Y is affected by a number of its idiosyncratic circumstances, both dependent and independent of Y. Due to other circumstances and the internal structure of organization X, applying the same solutions and actions as in the case of organization Y may yield quite different results. Caution in the use of best practices results from the situational approach in management. Representatives of this perspective focus on the description and analysis of a variety of both internal and external conditions, the nature and interconnectedness of which justify the application of a given organizational model (Kaczmarek, Sikorski, 1998, p. 24). The basic premise of the situational approach is the relativism of the organizational rules and principles, i.e. assuming that they apply only in relation to certain categories of situations (Stabryła, Trzcieniecki, 1986, p. 183-184).

Among the critical success factors of best practice transfer in enterprises, the professionals distinguish i.a. selecting an appropriate model solution, understanding the determinants of its effective implementation or ensuring favourable conditions for the implementation in the follower organization (see Table 5).

Table 5. Critical conditions of best practices implementation success

Related to the best practice chosen for implementation	<ul style="list-style-type: none"> • common goal of best practice and the implementing enterprise
	<ul style="list-style-type: none"> • appropriate choice, aligned with the implementing enterprise competences

Related to the workforce of the implementing enterprise	• suitable qualifications of the workforce enabling the implementation
	• proper selection of the team responsible for the implementation
Related to the management of the implementing enterprise	• internal communication and promotion of best practice ideas
	• creating an environment conducive to the best practice being implemented and willing to share its expertise
	• providing the infrastructure necessary for the implementation
	• management commitment

Source: (Jarrar, Zairi, 2000).

As reported by the American Productivity and Quality Centre, the main limitations for effective implementation of best practices in follower organizations are:¹

- insufficient involvement of the management in the process of identifying best practices and their implementation,
- incorrect choice of the model solution, being unsuitable for a given problem,
- silo thinking and lack of mutual communication between the different departments of the organization,
- too short a time for learning the given best practice and the conditions for its success, as well as the fast pace of implementation and too high expectations regarding the quick development of positive effects,
- missing or insufficient experience of employees preventing or slowing down the effective implementation of a best practice.

2.3. Conditions of workplace innovation best practices implementation – conclusions from the KA4HR project's best practices analysis

Implementation of best practices is a very specific process requiring a lot of management's attention and commitment. Its results determine different factors: the **internal situation** of the organization and in its **external environment**.

Among internal determinants of successful implementation of workplace innovation's best practices can be pointed: related to employers (organization) and related to employees. As the examples of these related to employers (organization) can be expressed:

- **employer's (manager's) attitudes towards workplace innovation** – openness and readiness for implementation of new solution, knowledge about workplace innovation, ability to cooperate with internal/external partners in workplace innovation implementation,
- **organizational culture** – the more employee-friendly it is, the implementation process will proceed more efficiently and without any critical problems,

¹ http://www.themanagementor.com/kuniverse/kmailers_universe/manu_kmailers/bp_ensurecomp3.htm

- **organizational structure** – flat structures, with short path of decision-making facilitate implementation, increase the flexibility of the organization ,
- **relations between employees and dialog between employees and managers** – democratic management style promotes workplace innovations, involve employees into searching new solutions conducting the workplace conditions improvement; good communication helps to avoid misunderstandings and serves for effective implementation; effectively designed teams accept new solutions smoothly, team members help to each other to learn new solutions (if applicable).

Factors related to employees are as follow:

- **performing innovative behaviour among employees**; attitudes towards new solutions proposed by the management,
- **readiness to get involved in new solutions** (motivation),
- **previous professional experience** and expectations according to the workplace organization,
- **structure of personal needs** and the level of their satisfaction.

External factors determining best practices of workplace innovation implementation results, among others, with:

- **legal conditions** – not all solutions – specially involving flexible working conditions (contracts, working hours) – are allowed in labor law in different countries,
- **competitors** – implementation (or abandoning the implementation) of some solutions is more the result of environmental pressure then identified in the given time organization's need (competitors which use the solution build their competitive position, so others in the sector follow them),
- **clients expectations** – organizations implement some workplace innovations (best practices) to build up positive image (or blurring the negative opinions).

The country where the solution (treated as the best practice) was implemented originally and where it is going to be replayed – is not relevant. Nevertheless, the socio-economic, cultural, legal etc. conditions occurring in those countries – matters.

Best practices of workplace innovation identified by project partners and analyzed in the report can be implemented in other countries. The success will depend on the internal situation of the organization (including employees) and situation in the sector (industry) where organization operates.

2.4 Tool and methods for evaluation and development of workplace innovations

Analyzing the workplace innovation processes, we found the importance of its evaluation and development. Study of workplace innovation showed, that it is necessary to apply rather a set of methods for assessment and development the workplace innovation. One method is usually the basis of the other. In Table 1, we present the list of possible tools/ methods, we can be used for evaluation and development of workplace innovation. The list contains following data: name of the method, keywords and brief description of the method (Ludvík, Peterková (2016))

Table 6. List of the methods for assessment and development of the workplace innovation

Number	Methods name	Brief characteristics of the method
1	2	3
01	Analysis of frequency and frequency levels of innovation flow	Analysis of changing of consecutive innovation
02	Analysis of the force field of innovation	Analysis of the driving and braking forces of the innovation field
03	Analysis of innovation life cycle	The course of innovation of a certain quality in time.
04	ARIZ-85C	Contradiction, the algorithm of creative problem solving, technical evolution laws
05	Balanced Scorecard	System of balanced indicators of business performance. Interconnection of strategy and operational management
06	Benchmarking	Comparisons and benchmarking of business performance
07	Bisociation	Linking previously mentally separate dimensions (perspectives)
08	Brainstorming	Group search for the greatest possible number of ideas (without rating)
09	CREAX	Contradiction, self-experience + using other methods of contradictions
10	Delphi method	Anonymous questioning of experts and the search for a consensus of opinion on the issue
11	DIVA	Contradiction, searching for variations in the properties of a product or process
12	Heuristics	Solving problems for which we do not know the algorithm or more accurate method
13	Value analysis	Functional and value view of the problem
14	Inverse value analysis	How differently and better utilize existing function (property) of the object
15	Method of genetic algorithms	Use of the principle of evolutionary algorithm to solve the problem (finding new innovations)
16	Method Ideo	Active and empathic listening to people (customers)
17	Method for measuring	Objectified indicators for measuring the critical points in

	innovation potential	the enterprise
18	Method PAEI	Analysis of four roles in the lifecycle of enterprise.
19	Method of rules for solving complex innovation	A set of rules for managing complex innovation in the enterprise
20	Six hats method	Parallel thinking in six different roles
21	Method of applying the innovative rules (commandments) in the enterprise	Operationalization of innovative recommendations for managing innovation in the enterprise
22	Monitoring social networking and Internet diaries	Systematization and facilitating work with information from electronic networks
23	Morphological analysis	Creating permutations of the basic elements in the search for new innovations
24	Mind map	Graphical mapping of the human thought process during problem solving
25	Risk of the business innovation project	Elimination of negative factors due to dispersion of effects resulting from innovation
26	Managing the process of creative thinking	Phase of creative thinking
27	Synectics	Systematic exchange of expert opinions to generate new ideas
28	Rating system of innovation indicators by EU	Standardized set of identifiers for evaluating innovative level of the country
29	System Analysis and Synthesis	Method of solving complex problems – systemic skeleton for working with innovation
30	TRIZ	Contradictions, patents and knowledge base, possible methods for solving technical problems
31	WOIS	A comprehensive system of generation and selection of innovative solutions, evolutionary spiral
32	Classification of innovation by innovation orders	Characteristics for incorporation of solved innovation into certain innovation order
33	Elaboration of innovative characteristics in accordance with the Oslo Manual	Innovative interpretation of data – technical and non-technical innovations
34	Value Stream Mapping	Method of visual mapping the value flow in the product manufacturing from its concept to the hands of the customer

Source: Ludvík, Peterková (2016)

Entrepreneurs are also looks (apart from methods) for universal indicators for assessment and development of implemented workplace innovations. The literature currently provides no direct indicators for workplace innovation, but some of universal innovation measures can be adapted for

evaluation and development of workplace innovation. The Bible of most known innovation indicators is the Innovation Union Scoreboard (IUS), which provides a comparative indices of innovation performance. They allow to assess relative strengths and weaknesses of national innovation systems and help countries identify areas they need to address. Below the overview of selected IUS indicators with a potential link to workplace innovation are presented.

Table 7. The overview of selected IUS indicators with a potential link to workplace innovation.

1. New doctorate graduates (ISCED 6) per 1000 population aged 25-34	Number of doctorate graduates (ISCED 6) (EUROSTAT)	Population between 25 and 34 years	The indicator is a measure of the supply of new second-stage tertiary graduates in all fields of training. For most countries ISCED 6 captures PhD graduates only, with the exception of Finland, Portugal and Sweden where also non-PhD degrees leading to an award of an advanced research qualification are included.
2. Percentage population aged 30-34 having completed tertiary education	Number of persons in age class with some form of postsecondary education (ISCED 5 and 6) (EUROSTAT)	Population between 30 and 34 years	This is a general indicator of the supply of advanced skills. It is not limited to science and technical fields because the adoption of innovations in many areas, in particular in the service sectors, depends on a wide range of skills.
3. Percentage youth aged 20-24 having attained at least upper secondary education	Number of young people aged 20-24 years having attained at least upper secondary education attainment level, i.e. with an education level ISCED 3a, 3b or 3c long minimum (EUROSTAT)	Population between 20 and 24 years	The indicator measures the qualification level of the population aged 20-24 years in terms of formal educational degrees. It provides a measure for the “supply” of human capital of that age group and for the output of education systems in terms of graduates. Completed upper secondary education is generally considered to be the minimum level required for successful participation in a knowledge-based society and is positively linked with economic growth.
Workplace innovation interpretation: Indicators 1-3 could be understood in terms of a very general assessment for the “readiness for workplace innovation”. This would reflect the assumption that workplace innovation relies on advanced skills and knowledge of employees (individual level enablers). The formal school education is however an unspecific indicator which does not directly focus on the demands of workplace innovation.			
4. Non-R&D innovation expenditures (% of turnover)	Sum of total innovation expenditure for enterprises, in thousand Euros and current prices excluding	Total turnover for all enterprises	This indicator measures non-R&D innovation expenditure as percentage of total turnover. Several of the components of innovation expenditure, such as investment in equipment and machinery and the acquisition of patents and licenses, measure the diffusion of new production technology and ideas.

	intramural and extramural R&D expenditures (CIS)		
5. SMEs introducing product or process innovations (% of SMEs)	Number of SMEs who introduced a new product or a new process to one of their markets (CIS)	Total number of SMEs	Technological innovation, as measured by the introduction of new products (goods or services) and processes, is a key ingredient to innovation in manufacturing activities. Higher shares of technological innovators should reflect a higher level of innovation activities.
6. SMEs introducing marketing or organizational innovations (% of SMEs)	Number of SMEs who introduced a new marketing innovation or organizational innovation to one of their markets (CIS)	Total number of SMEs	The Community Innovation Survey mainly asks firms about their technological innovation. Many firms, in particular in the services sectors, innovate through other non-technological forms of innovation. Examples of these are marketing and organizational innovations. This indicator tries to capture the extent that SMEs innovate through non-technological innovation.
Workplace innovation interpretation: (Indicators 4-6) The investment in work organization or organizational changes for improving innovative activities would be interesting here for measuring at least this aspect. The current indicator however comprises very different expenditures and does not refer explicitly to work organization or organizational change.			
7. Employment in fast-growing enterprises in innovative sectors (% of total employment)	The sum of sectoral results for the employment in fast-growing enterprises by economic sector multiplied by the innovation coefficients of these sectors. Fast-growing enterprises are defined as firms with average annualized growth in employees of more than 10 % a year, over a three-year period, and with 10 or more employees at the beginning of the observation	Total employment in fast-growing enterprises in the business economy (without financial sector)	The indicator shows the degree of innovativeness of successful entrepreneurial activities. It captures the capacity of a country to transform its economy rapidly to take advantage of emerging demand.

	period. (EUROSTAT)		
Workplace innovation interpretation: As this indicator combines employment with innovative sectors there is a possible link to workplace innovation. The innovation coefficient included in indicator 3.1.3 summarizes several aspects of innovativeness, one of them being organization innovation. Therefore, an assessment of workplace innovation could be integrated into the IUS by weighting each of the coefficient's single indicators differently, i.e. emphasizing the indicators on organization innovation.			

Source: European Commission (2014).

Of course, the above lists of methods and indicators that can be used to assess a workplace innovation is not completed/closed, but it could be the signpost for each entrepreneur, which are interested in introduction and then assessment of workplace innovations.

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Appendix 1 – Best Practices descriptions

Electronic workplace orientation – Finland

Title of workplace innovation	Electronic workplace orientation (ePerehdytys)	
Country	Finland	
Inputs	Electronic method for occupational safety related general briefing.	
Process	<p>Electronic orientation (ePerehdytys in Finnish) ensures that anyone will have sufficient basic information for safe working at the construction site and avoiding work related risks and accidents already when coming to the site. This enables focusing on the briefing of site and tasks related issues at the construction site.</p> <p>Orientation can be carried out beforehand on the Internet. Positive result will be valid at all construction sites for 12 months. The result will immediately be displayed in the card of system Valttikortti (Every person working on a construction site is required to carry a personal ID card with a photo and the tax number), so it is easy to prove it at the construction site.</p>	
Results	Important for employers	Important for employee
	<p>Safe working methods improve quality.</p> <p>Similar briefing to all employees in their native language. Language versions available in Finnish, Swedish, English, Estonian, Lithuanian, Latvian, Polish and Russian.</p> <p>Time and place independent orientation.</p> <p>The content is always up to date and complying with legislation.</p> <p>Occupational safety improves, accident rate reduces.</p> <p>Saves time and money in basic orientation/briefing. Employer orders the service for employee.</p> <p>When arriving to the construction site, employees have already passed the basic briefing, and employer can concentrate on the site specific issues.</p> <p>The construction site's customer and the main developer as well as other entities responsible for the construction site's occupational safety may check the electronic register to confirm that the workers working at the construction site have completed basic orientation (ePerehdytys).</p>	<p>Performed on the Internet once a year.</p> <p>Valid at all construction sites for one year. The result will immediately be displayed in the card of system Valttikortti (Every person working on a construction site is required to carry a personal ID card with a photo and the tax number), so it is easy to prove it at the construction site.</p> <p>Similar briefing to all employees in their native language. Language versions available in Finnish, Swedish, English, Estonian, Lithuanian, Latvian, Polish and Russian.</p> <p>Possible to do on computer and all mobile devices where and when ever employee wants. Need only 30 minutes to complete the test.</p> <p>The content is always up to date and complying with legislation.</p>
Outcomes	Occupational safety improves, accident rate reduces. This orientation replaces the general briefing on construction sites. The construction site specific briefing is needed, of course, after this e-orientation.	
Impact	Occupational safety improves and accident rate reduces at construction sites.	
For further information	Short description available in English	

	https://www.rakennusteollisuus.fi/Tietoa-alasta/Tyoturvallisuus/eperehdytys/what-is-it/ , leaflet https://www.rakennusteollisuus.fi/globalassets/rateko/eperehdytys/ep-englanti.pdf In Finnish http://www.rakennusteollisuus.fi/Tietoa-alasta/Tyoturvallisuus/eperehdytys/ , https://kampanja.tilaaavastuu.fi/eperehdytys
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FISE – Finland

Title of workplace innovation	FISE (Person/employee certification)	
Country	Finland	
Inputs	FISE is an extensive and active service for certification of persons. They offer independent certification services for the verification of skills in the construction, HVAC and real estate industries. FISE keeps register of the certified workers and experts.	
Process	<p>FISE verifies certifications of designers and site managers, as well as other experts, based on the law and complementing statutes and instructions. FISE also offers verification of the certification of experts in the construction and real estate industries based on the branch requirements.</p> <p>Key certifications (altogether 80 certification designations) for:</p> <ul style="list-style-type: none"> • Designers • Site managers • Construction project managers • Supervisors <p>Energy performance certification and building investigator experts</p> <p>A verification of certification is applied for using an application form in a specified form specific to each certification. When applying for a verification of certification, the applicant (the employee) will fill in the form and deliver it with the appendices required to the secretariat organization in question. The certification board meetings will process the applications received by the secretariat organizations and make the decisions relating to the certifications. The decisions are based on the qualifications required and on written data gathered during the application process. The decisions are made in compliance with FISE's principles of justice and impartiality. Certifications verified by the certification boards shall become valid on the date of the board's decision and verified certifications will be entered in the FISE certification register within one week of the decision date. A certification is verified for a period of validity of 7 years at a time, after which the certification can be renewed applying a lighter application procedure.</p>	
Results	Important for employers	Important for employee
	<p>The certification is proof of the person's skills and expertise, as well as actively developing it and keeping it up-to-date.</p> <p>The certification is an unbiased and impartial evaluation of a person's skills and expertise that can be utilized in tenders or job seeking.</p> <p>The certification will help operators in offering their services and increase job</p>	<p>The certification is proof of the person's skills and expertise, as well as actively developing it and keeping it up-to-date.</p> <p>The certification is an unbiased and impartial evaluation of a person's skills and expertise that can be utilized in tenders or job seeking.</p> <p>The certification will help operators in offering their services and increase job</p>

	<p>opportunities.</p> <p>The certifications are an indication that the employer is responsible and committed to their personnel's development, and they are a part of an organization's quality management systems.</p> <p>The certifications contribute to the marketing and communication of skills and expertise.</p> <p>The certification improves the quality of construction and increases the esteem of the profession.</p>	<p>opportunities.</p> <p>The certifications are an indication that the employer is responsible and committed to their personnel's development, and they are a part of an organization's quality management systems.</p> <p>The certifications contribute to the marketing and communication of skills and expertise.</p> <p>The certification improves the quality of construction and increases the esteem of the profession.</p>
Outcomes	<p>A verified certification guarantees that an expert's basic and advance education, as well as their work experience fulfil the designation-specific requirements set for them. Certification done according to the ISO standards. Common certification system for the entire industry. Certification shown qualifications for clients and public authorities.</p>	
Impact	<p>The FISE person certification service promotes the improvement of the quality of construction and development of the entire industry. FISE's certification services provide support for the maintenance of professional skills in the entire industry and reinforce the culture of continuous learning in the construction industry.</p>	
For further information	http://fise.fi/en/	

Green walls – Finland

Title of workplace innovation	Green walls	
Country	Finland	
Background	<p>In the end of 1980's, the young people were coming to the business direct from the school, and very often without having the examination, because in many cases it was not required. Within that period Finland had the lack of competent young employees. However, these young urban professionals, yuppies, were not used to grey office milieu without any stimuli. This was a fertile soil for all kind of interior and decoration ideas. One of those was green wall. The first versions of green walls were room dividers with flowers and pot plants, but soon in the new office buildings the whole walls with flowers and indoor plants were found. This first wave of green walls was broken to the cliffs of depression in the beginning of 1990's, but the good effects of the crazy idea were not forgotten: Plants refreshed the air, muffled the sounds, brought a piece of nature to the offices and increased the well-being of the employees.</p>	
Inputs	Purifies air at office spaces: creates healthier, happier, and more inspiring workplaces.	
Process	Green wall naturalizes indoor air, reduces harmful chemicals and optimizes humidity in the office air.	
Results	Important for employers	Important for employee
	<p>Saves money, because personnel's sick leaves caused by poor air quality decreases.</p> <p>Personnel is more productive.</p> <p>Personnel is happier.</p> <p>Inspiring working environments creates positive image for the company.</p>	<p>Better air quality at working place.</p> <p>Less sick leaves.</p> <p>Halters fatigue.</p> <p>Improves cognitive performance.</p>

Outcomes	Working environments are more inspiring and personnel healthier. Creates positive change in everyday life.
Impact	Creates healthier indoor air quality and increases the productivity.
For further information	https://www.naava.io/green-walls https://innogreen.fi/en/services/green-decor/green-walls/

Smartum benefits for employees – Finland

Title of workplace innovation	Smartum benefits for employees	
Country	Finland	
Inputs	Smartum concept for wellbeing at work, i.e. ways of maintaining and promoting work ability. Smartum approach is designed to improve the overall quality of life of employees.	
Process	The main employee benefits are carried out in the form of <ul style="list-style-type: none"> • lunch • exercise • exercise and culture • massage • commute • smoothie 	
Results	Important for employers	Important for employee
	Smartum addresses employees' individual needs. They feel better, and are more committed. Employer gets prosperous employees. Smartum delivers competitive advantage to employer. Helps to create more sustainable workforce. Managing electronic benefits is easy as they are all in one place. Everything happens online: ordering, informing employees, storing value and tracking. Smartum is available to all companies. It is up to the company which type of Smartum they want to offer to their employees.	Employee can freely choose how and where to use the employer's chosen benefit. Value stored on the employee's card or traditional paper vouchers is valid for 12 - 15 months. Card benefits balances can be used with mobile phone, prepaid card or online payment.
Outcomes	Better health and wellbeing ensure that employees are happy and motivated at their work.	
Impact	Offering Smartum benefits increases company's productivity in the long-run.	
For further information	Smartum https://www.smartum.fi/en/ , https://assets.smartum.fi/WEB_TA-materiaalit/Smartum_tuotevihko_EN_WEB.pdf	

Culture of self-leadership – Finland

Title of workplace innovation	Culture of self-leadership
Country	Finland
Inputs	Personnel is committed to the core values of the company, which are: <ul style="list-style-type: none"> • trust and honesty • continuous development • self-guiding

	<ul style="list-style-type: none"> • working together • willingness to serve customers • doing things right and doing right things 	
Process	Personnel makes almost all business decisions together or individually. The minor decisions essential to their work they can make themselves, but significant, overarching decisions need to be discussed together.	
Results	Important for employers	Important for employee
	<p>Trusts in the personnel. Open atmosphere. Staff has freedom to express their thoughts and ideas. Feedback given to all staff members regularly.</p> <p>Accelerated development activities. Result measurement is based on the achieved outcomes.</p> <p>Transparency in all actions.</p> <p>Offers personal and professional development options, educations, ect. to each staff member.</p> <p>Intention is also to develop customer satisfaction.</p> <p>Responsible business.</p> <p>Once per month a development day clears the air.</p> <p>Electronic Slack system for information and knowledge transfer.</p> <p>Project management and collaboration software system in use.</p> <p>5 step recruiting process for new employees gives the best results</p>	<p>Low hierarchy and no structural preconditions, flexible organization. No job titles in use.</p> <p>Mistakes are not judged, instead they are a learning tool.</p> <p>Increased autonomy: staff makes decisions, and are responsible for their own work and results.</p> <p>Mutual dependency. Help is always given, if needed.</p> <p>Personnel can decide their working schedules, work procedures, and concentrate on meaningful and versatile tasks, where they can use their expertise.</p> <p>7-step payroll system. Twice a year personnel can request a new salary level.</p> <p>Once per moth a development day for discussions, ideas, etc.</p> <p>Through the Slack and project management system all information and knowledge is available.</p>
Outcomes	Flexible, responsible organization	
Impact	Good company reputation among the customers and personnel	
For further information	Material is unfortunately only in Finnish on the internet https://vertia.fi/	

WELCOME TO COMPANY – Finland

Title of workplace innovation	WELCOME TO COMPANY –guide for newcomers
Country	Finland
Inputs	Collection of rules, common practices, tacit knowledge and good-to-know information compiled by CFO (Chief financial officer) and CPO (Chief personnel officer). The material is both in printed and in web-based form and is updated continuously when the laws, generally applicable collective agreements or local agreements are changed. Material includes the concept for introducing sessions and other introducing procedures. The welcome to company -guide is modified and personalized depending to the tasks, level and experience of the new person.
Process	When a new person comes to the company, he / she will first be presented to his / her colleagues, and after that, CPO or personnel assistant will have a meeting with the newcomer and his / her superior. During the meeting the paper copy of the guide is given to the newcomer and the most important rules and practices including the contents and use of the guide are explained using the guide as a support. In the paper version of the guide there is an address of the

	electronic version, and it is highlighted that all the newest changes and instructions will be found from this web-based version. It is also emphasized that the closest foreman will continue with the introducing, particularly in all the issues concerning the tasks, including health and safety issues, according to the guidelines presented in the guide. The guide includes also security and data protection instructions as well as the consequences of the violations.	
Results	Important for employers	Important for employee
	Employer can be assured that every employee has the same knowledge concerning the rules, practices and health and safety issues, and that employer via that way has fulfilled the legal requirements concerning the introducing of new employee. Every person knows his duty and rights and is aware of connections between his tasks and others' tasks, which improves the quality and efficacy.	The most important topics like health and safety issues, tasks and duties are not only oral but they can always be checked, and all the instructions are updated and fresh.
Outcomes	Decreasing number of occupational accidents, better efficacy and quality. less arguing concerning the work conditions, agreements and terms of work, better data safety and security.	
Impact	Both the productivity, the result of the company measured in Euros and the work satisfaction were improved. Stress and number of days of absence were decreased.	
For further information	Example of the system based to the model presented above https://www.sgs.fi/en/our-company/careers/developing-our-people/onboarding	

Initiative bonus tied to benefits of the initiative – Finland

Title of workplace innovation	Initiative bonus tied to benefits of the initiative
Country	Finland
Background	In Finland, the companies in common have an initiative bonus system in which the bonus given from implemented initiative is a fixed sum. This has been considered to be unfair and not encouraging employees to present the really productive ideas to the employer. On the other hand, the ideas presented are usually just peanuts, and the costs and benefits of the initiative system are not in balance. Due to this, some companies have developed initiative systems in which the bonus paid to the employee who made the initiative is tied to the benefits of the implemented idea.
Inputs	Initiative, idea or workplace invention that is made and presented by one employee or group of employees and that is connected to their work and tasks.
Process	Before the process starts for first time the company must found an organizational organ to process the initiatives, define rules for the process and set certain principles: How to define the benefits, how to measure benefits, how long is the measurement period, how to define the level of bonus and how to assure the justice and fairness of the system. The process varies from one company to another. In common, the idea is first evaluated by officer responsible for development or by an initiative committee who decides whether the initiative is worth implementing or not. If the idea is seen to be worth implementing, the organ responsible for initiatives sets the goals, measuring points and other attributes needed to evaluate the benefits according to the company's rules. If the conditions of bonus are fulfilled the bonus will be paid according to the rules.

	Important for employers	Important for employee
Results	Resources can be targeted to the profitable ideas instead of processing with the peanuts. Furthermore, if the system is experienced fair and just, it motivates the personnel to present all the productive ideas they have, and via that helps the company to improve its productivity and financial result.	In advance agreed and forecastable rules for processing the initials and ideas and paying the bonus for them. The good ideas will be considered according to the certain process, which makes employee's voice heard e.g. in ideas concerning the workplace health and safety and improves the working environment.
Outcomes	The ideas will be evaluated and processed with standardized method.	
Impact	Productivity, workplace safety, job satisfaction and financial result will be improved	
For further information	https://www.orchideainnovations.com/en/index-eng.html	

TYKY – Finland

Title of workplace innovation	TYKY – maintaining the work ability and concept of work ability management	
Country	Finland	
Background	In Finland, and particularly in past decades, major part of early retirements was caused by either musculoskeletal and connective tissue diseases or mental problems, both caused by hard work and bad working environments. The costs caused by sick leaves and early retirements increased. Finally, the insurance companies and The Social Insurance Institution of Finland (KELA), who were responsible for covering the part of the costs, found out that something must be done. The work to maintain the work ability was started in the end of 1990's and within the past two decades the focus has changed from individuals and their problems to the problems of work life and work society. The concept of work ability management was launched.	
Inputs	Known risks and reasons for health problems as well as known best practices and solutions to tackle the risks, the personnel's age distribution, statistics of occupational accidents and diseases of branch and company, statistics of sick leaves and close to accident –situations of company, statistics of announces of harassment and other indiscreet behavior, existing rules and instructions and opinions of both employer's and employees' concerning the situation in workplace.	
Process	The contemporary situation – where we are now – is surveyed, the targets and goals (both short and long term) are defined, the milestones are set and activities (how to reach the goals) are defined and run. The activities may include individual rehabilitation, group rehabilitation, leisure activities, work ability theme days, motivation campaigns, campaigns against harassment, improving the safety and ergonomics in the work places, rethinking the tasks and content of each job etc. In common, insurance company might pay part of the costs of immaterial activities, but not of implementing new equipment or other costs directly connected to company's business activities (production, storing, selling...). The results of the activities are followed and compared to the goals and, if needed, changes to the long term plans can be made. One of the best practices in work ability management is that the rules of continuous improvement are followed.	
	Important for employers	Important for employee
Results	Decreases the sick leaves and early retirements and costs caused by these. Improves the legal protection of company, directors, managers and	Improves the working environment, health and safety. Decreases the risks for accidents and early retirements. Improves the coping with work.

	foremen by decreasing the risks for accidents and harassment trials.	
Outcomes	More satisfied employees, better financial result, lower staff turnover, decreased sick leaves and retirements.	
Impact	Company and the whole work society is better	
For further information	https://www.ilmarinen.fi/en/my-pension/rehabilitation/ https://www.ilmarinen.fi/en/my-pension/rehabilitation/rehabilitation-pays-off-even-for-the-employer/ https://www.keva.fi/en/pensions/diminished-work-ability/ https://www.elo.fi/employer/work-ability-management-services	

Anonymous recruiting – Finland

Title of workplace innovation	Anonymous recruiting	
Country	Finland	
Background	In Finland, in several researches, it has been found that during the recruiting process, the people with foreign names or with names that have bad reputation, although the person himself does not have anything to do with that, as well as the people over certain age, are almost automatically left out from the second round of the process. They are not called to interviews nor the tests, although they were – according to their papers – among the bests of the applicants. Also contradictory phenomena has been found: Particularly in recruitment process of cities and municipals, the applicants that can be connected to political decision makers or known business families have been called to the interview and tests although they had no required competence. Some of them were also hired. To prohibit this kind of corruption, the city of Helsinki developed an anonymous recruiting process: The job applications are handled during the process without names, age and other personal details. Just after the decision has been made, the name and applicant are connected.	
Inputs	Application and cv, personal details in separate document	
Process	In the job announce there is a clause that tells that the anonymous recruiting process is applied. The applicant sends the application and personal details in separated and connected together with an alias. If the application comes unseparated or via electronic recruiting system, the HR-personnel separates the personal data and application. The application goes via normal recruiting process, and even the interview and tests can be made anonymous, if required. After the decision has been made, the personal data and applicant are connected and the applicant is called to sign the contract.	
Results	Important for employers	Important for employee
	Gets the best competence. The risk for trials (to be charged with discrimination) decreases.	All the applicants are on the same line: Only the competence matters.
Outcomes	Getting the best competence improves the results of organization	
Impact	The equality of people will be emphasized.	
For further information	https://finlandtoday.fi/helsinki-to-begin-anonymous-recruiting/	

BIF sports – Finland

Title of workplace innovation	BIF sports
Country	Finland
Inputs	One hour of working time per employee per week
Process	At the Baltic Institute of Finland (BIF), all employees are allowed to use one hour of working time every week for a sport of their liking. They can go to the gym,

	take a dance lesson, or go hiking in the woods; any physical activity is possible and everybody gets to choose their favourite sport and a suitable time for themselves. The only requirement is that the BIF sports hour is marked in the shared Outlook calendar in advance.	
Results	Important for employers	Important for employee
	Healthy and efficient workers	Possibility to do some exercise
Outcomes	Employees can take care of the work tasks in a more efficient way, when they are in a good physical condition. The freedom of being able to use working time for something seemingly personal shows that the employer cares for his/her employees, which in turn raises loyalty.	
Impact	Less sick days; a good workplace reputation; spreading the good practice to other workplaces	
For further information	Johanna Vannes Senior Specialist The Baltic Institute of Finland http://www.baltic.org/	

Tampella work community – Finland

Title of workplace innovation	Tampella work community	
Country	Finland	
Inputs	Working time of a working group consisting of representatives of each organisation in planning and implementing the moving process; the spirit of doing together and learning from each other	
Process	In 2016, several regional actors moved under one roof in Tampere. The Baltic Institute of Finland, Council of Tampere Region, Business Tampere, Visit Tampere, Tampere City Region and Tampere Regional Solid Waste Management Ltd. now have shared office facilities and infrastructure. To facilitate the 'moving in together' process, there was a specific development project funded by the Finnish Work Environment Fund to help the employees of different organisations to get to know each other and to create ways of sharing information, knowledge and activities within the Tampella community.	
Results	Important for employers	Important for employee
	Synergies with other organisations working with similar tasks and topics; shared infrastructure cost; possibility to create common appearance in the public	Synergies with people working with similar tasks and topics in other organisations; modern office facilities; networks
Outcomes	When organisations dealing with similar kind of topics from slightly different perspective, it is very practical to be in the same office. Natural discourse and exchange of ideas take place all the time, knowledge of the other actors' strengths and interests increases, and hence, there is less overlapping in activities. Providing a modern and functioning office infrastructure is more cost-efficient for a group of organisations rather than everybody organising everything themselves. In other words, money is saved. Planning of joint projects, campaigns and activities is easier and more natural when working physically in the same office.	
Impact	Better results in various fields with combining forces; a joint Tampella identity for the involved organisations; better networks for everybody	
For further information	Johanna Vannes Senior Specialist The Baltic Institute of Finland http://www.baltic.org/	

Fastems: The Way We Rock – Finland

Title of workplace innovation	Fastems: The Way We Rock	
Country	Finland	
Inputs	The working time and effort of ten employees; the support of the board and the input from the whole work community	
Process	After the financial crisis of 2008, Fastems found out that traditional and gradual internal development would not save the company. Instead, they went through a radical process of changing the organisational culture and way of working in the whole company. This transformation programme was named New Fastems Journey and required the input of every employee. It was all about leadership, the main business processes, responsibilities, indicators, organisational structure and above all, organisational culture. A working group of ten employees was given the task you find the root causes behind the problems the company was facing, i.e. profit-making ability, values, core processes and performance were all lagging.	
Results	Important for employers	Important for employee
	Surviving the financial crisis and maintaining the competitive edge of the company	A well-functioning working community; stable outlook of the workplace
Outcomes	When the processes are functional and effective and people feel satisfied in their work, the organisation tends to succeed. In Fastems, they produced a book on the new organisational culture called The Way We Rock. It has been a success in Fastems, but it has also raise interest outside the company. The process has paid off, because the turnover of the automation business is bigger than ever and at the same time, both the reliability of delivery and the profit-making ability have raised to a new level. The transformation programme has also received international recognition.	
Impact	Fastems is probably more attractive in the eyes of the business partners and people looking for a job. It has a good reputation regionally in Tampere, nationally in Finland, and beyond.	
For further information	https://www.fastems.com/ https://www.fastems.com/wp-content/uploads/2018/12/Fastems-Supplier-Code-of-Conduct.pdf	

Implementation of the 5S method – Poland

Title of workplace innovation	Champions League 5S. Implementation of the 5S method (sort, set in order, shine, standardize, sustain) for better working conditions at administrative and production positions.	
Country	POLAND	
Inputs	Cooperation with an external company “LUQAM” supervising the implementation. Employees of the company and supervision of the board’s representative for the quality management system.	
Process	Preparation of documentation “BOOK 5S” and forms, visualization at workplaces, employee training, internal instructions and external audits confirming the effectiveness of implementation.	
Results	Important for employers	Important for employee
	<ul style="list-style-type: none"> Organizing workplaces Improvement of work organization culture Improvement of self-discipline of employees 	<ul style="list-style-type: none"> Improvement of work comfort Eliminating unnecessary actions Increased work safety Improving employee awareness

	<ul style="list-style-type: none"> • Increase in work efficiency 	
Outcomes	The results of the main activities confirmed by an external audit increase each year. The overall intended result is 6 points, the current result is 4,39 points and the goal for 2019 is 5 points.	
Impact	Maintaining the 5S method and increasing the results confirmed by an external audit. Long-term positive impact on improving the quality of process implementation at administrative and production positions.	
For further information	Ciecholewski Wentylacje Sp. Z o.o. Koźmin 30 83-236 Pagódki Tel: 0048 58 5304340 Izabela Jagiełło – Pełnomocnik Zarządu d/s Systemu Zarządzania Jakością e-mail: izabela@wentylacje.pl <i>Uwaga: Wypełnienie ankiety i przesłanie osobom trzecim nie stanowi deklaracji do dalszych zobowiązań lub jakichkolwiek zobowiązań ze strony firmy Ciecholewski Wentylacje Sp. z o.o. na rzecz prowadzonego przez Państwo projektu.</i>	

Nonmonetary motivations to ensure employees satisfaction with workplace – Latvia

Title of workplace innovation	Nonmonetary motivations to ensure employees satisfaction with workplace	
Country	Latvia	
Inputs	Financial resources, human resources	
Process	<ul style="list-style-type: none"> • Freedom to choose tools for work (for example MAC or Windows) • Paid trainings • Flexible working hours (You can start your work from 11:00) • Birthday gift from the company • Paid Gym membership • Free lunch • Sauna and swimming pool in the office • Inspiring guest lectures in the office • Various informal team building activities (Christmass parties, hockey team, boat trips etc) • Day off on birthday 	
Results	Important for employers	Important for employee
	<ul style="list-style-type: none"> • Satisfaction with work • Feeling of appreciation 	<ul style="list-style-type: none"> • Productive employees • Smaller staff change and bigger loyalty to the company • Innovative ideas from the employees
Outcomes	Company believes that they have to take care of their team. Only people who come to work with joy every day will achieve the very best results.	
Impact	Further company growth	
For further information	https://draugiengroup.com/work	

Company culture (work-life balance)– Latvia

Title of workplace innovation	Company culture (work-life balance)
Country	Latvia
Inputs	Financial resources, human resources

Process	<ul style="list-style-type: none"> • Annual team building events • Trainings about new technologies • After work Hours parties • Opportunities for training, in-house coaching • Internal mentoring program encourages knowledge-swapping and peer support to develop new professional and personal skills • Remote working • Meeting space furnished as a bar from the 1960s 	
Results	Important for employers	Important for employee
	<ul style="list-style-type: none"> • Satisfaction with work • Feeling of appreciation 	<ul style="list-style-type: none"> • Productive employees • Smaller staff change and bigger loyalty to the company • Innovative ideas from the employees
Outcomes	<i>"We're known for having a tremendous company culture. Our culture is about the power in the combination of professionalism, openness and collaboration"</i>	
Impact	Further company growth	
For further information	https://wunder.io/about-wunder/wunder-culture https://wunder.io/about-wunder/wunderhugs https://wunder.io/careers	

CSR - Corporate Social Responsibility! Success through responsibility!

Title of workplace innovation	CSR - Corporate Social Responsibility! Success through responsibility!	
Country	Germany	
Inputs	Hands-on training for owners and (prospective) managers of small and medium-sized enterprises (SMEs)	
Process	a) A two-day workshop with owners and managers of SMEs b) 3 to 6 months learning and practicing in the company with simultaneous realization of a specific development project in the company accompanied by coaching c) A two-day workshop with owners and managers of SMEs	
Results	Important for employers	Important for employee
	Qualification of owners and managers of SMEs in responsible leadership Realization of a first concrete project in the company New forms of teamwork in companies with higher personal responsibility and higher productivity By promoting organisation and corporate culture strengthening innovation and competitiveness	Targeted qualification of employees at the workplace Strengthening the personal responsibility of the employees and involvement in decision-making processes Increased motivation and enthusiasm for work job security
Outcomes	Systematic and targeted qualification of owners, managers and employees of SMEs Beginning of a specific process of continuous organizational development Implementation of a first in-house development project while still benefitting from close supervision by a coach	
Impact	See Results und Outcomes	
For further information	Hanse-Parlament can provide the full concept.	

Vocational training in the company according to individual learning capabilities – Germany

Title of workplace innovation	Vocational training in the company according to individual learning capabilities	
Country	Germany	
Inputs	Instead of a standardized training for all, realization of three different training courses	
Process	Lower level: little theory, e.g. building insulation specialist Intermediate level: Standard training Upper level: for strong learners which includes additional qualifications or earlier further trainings Simultaneously, full permeability between the three levels and all advanced further training courses	
Results	Important for employers	Important for employee
	Recruitment of urgently needed skilled workers Company-specific qualification Increased competitiveness	Systematic learning according to individual abilities and capabilities Integration into work life Access to all advanced further training courses and career opportunities
Outcomes	Qualified, motivated next generation of specialists and managers	
Impact	Securing sufficient supply of next generation specialists and managers High level of motivation of employees Increased competitiveness	
For further information		

Corporeworking for SMEs – Germany

Title of workplace innovation	Corporeworking for SMEs	
Country	Germany (but probably happens in other countries as well)	
Inputs	SMEs rent desks at coworking spaces	
Process	Individual employees of SMEs work in a co-working space close to their home instead of commuting long ways to work	
Results	Important for employers	Important for employee
	Co-working spaces are more flexible in their conditions in rent than renting entire offices Desks are equipped with all necessary technology etc. Premises include community areas, cafés etc.	Less time commuting to work Possibility to interact and network with other people from different fields -> fosters creativity As opposed to a “home office” all necessary equipment and working environment present
Outcomes	Employees can focus on work; interaction and exchange	
Impact	better life-work balance; foster creativity and innovation	
For further information	http://workplace-innovation.de/wp-content/uploads/2016/11/Ausgabe-1-Corporeworking.pdf (only in German unfortunately)	

Appendix 2. Workplace Innovation Template

Title of workplace innovation		
Country		
Inputs	The resources provided to implement the main activities	
Process	The main activities carried out	
Results	Important for employers	Important for employee
	The immediate result of the main activities	The immediate result of the main activities
Outcomes	The intended and direct impact of the main activities	
Impact	The intended or unintended and long-term and large-scale impact of the main activities	
For further information	Where we can find more information? (link)/ or description	



Country specificity as a factor of Workplace Innovation Best Practices' (BP) successful implementation

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1. Country specificity – is it a factor of workplace innovation Best Practices' (BP) successful implementation?

As it was stated in the report *“Baltic Sea wide analysis of Workplace Innovation Best Practices. Country implementation conditions”* published in February 2019 under the KA4HR project, there are several factors determining successful implementation of workplace innovation Best Practices'. Among the others, authors distinguished internal situation of the organization (related to employers and employees) and situation in its external environment (legal conditions, competitors, client expectations etc). It was also found that the country where the solution (the best practice) was implemented originally and where it is going to be replayed – in general – is not relevant. Nevertheless, the socio-economic, cultural or legal conditions occurring in those countries can matter.

2. Methodology of the research

To diagnose what country specificities (what conditions) in Baltic Sea Region affect the successful implementation of chosen workplace innovation Best Practices – the survey among project partners was conducted.

The survey questionnaire consisted of six main questions:

Q1. Do you know about companies/institutions in your country implementing quite similar solution? – project partners were asked to find out if in their countries solutions as in analyzed Best Practice are practiced and what factors decides the organizations implement or not implement them.

Q2. From the list of factors chose those, which can influence the implementation of analyzed workplace innovation best practice in organizations in your country – project partners had to choose factors and decide how intensive (positively/negatively) they influence the implementation of solutions as in best practice.

Q3. Are organizations (employers) in your country interested in implementing workplace innovations at all? – that was so called control question. The answer “no” – indicates that regardless of any external conditions, workplace innovations will not be implemented. The answer “I don't know” undermine the credibility of the answers to other questions in the survey.

Q4. What type of workplace innovation could organizations in your country implement? – project partners were asked to choose the type of workplace innovations (from the list) and evaluate the probability of their implementation.

Q5. Do you think, the analyzed workplace innovation best practice could be implemented in your organization? – project partners had to decide if chosen for analysis Best Practice could be implemented in their mother organization and under what conditions.

Q6. If your organization hasn't implemented solutions as presented in BP so far – decide what form of implementation in next year (till the end of 2020) will you recommend to the management – project partners were asked about their recommendation for mother's organization management how successfully implement the solutions as presented in analyzed Best Practice.

There have been chosen four Best Practices for detailed analysis:

- TYKY – maintaining the work ability and concept of work ability management
- Corpworking for SMEs
- Fastems: The Way We Rock
- Nonmonetary motivations to ensure employees satisfaction with workplace.

The selection of BP for detailed analysis has been made from those sent by project partners. One BP from each category identified and characterized in the report *"Baltic Sea wide analysis of Workplace Innovation Best Practices"* (20.02.2019):

- ***TYKY – maintaining the work ability and concept of work ability management*** – is the BP from the category "process of productive reflection as part of everyday working life"
- ***Corpworking for SMEs*** – is the BP representing the category "interaction between stakeholders within and outside the organization"
- ***Fastems: The Way We Rock*** – has been classified as BP in the group "process with built bridges between the strategic knowledge of the leadership, the professional and tacit knowledge of frontline employees and organizational design knowledge of experts"
- ***Nonmonetary motivations to ensure employees satisfaction with workplace*** – is the BP from the category "process towards win-win outcomes for the organization and employees".

The main premise in choosing above BP was their innovation on one hand and relative ease of implementation on the other (relatively low costs, no special formal and legal requirements etc.).

The survey questionnaire (see in attachment), after consultations with project's Lead Partner, was send to all project partners in mid-June 2019. They were given two weeks to fill it and return to Marzena Grzesiak – GUT project manager. Every partner was ask to fill in four questionnaires – one for each Best Practice chosen for the analysis.

There were some delays with returning the survey questionnaires, nevertheless till the end of August seven project partners delivered their analysis:

- PP1 BSA Baltic Sea Academy, Germany
- PP2 SAMK Satakunta University, Finland
- PP5 GUT Gdansk University of Technology, Poland
- PP6 PCH Pomeranian Chamber of Handicrafts for SMEs, Poland

- PP 9 LCCI Latvian Chamber of Commerce and Industry, Latvia
- PP 10 VD Vides Dizains, Latvia
- PP11 AZ Arbeit und Zukunft e.V., Germany.

3. Main remarks from the survey regarding BP1: TYKY – maintaining the work ability and concept of work ability management

3.1. Analysis of the answers

Q1. Do you know about companies/institutions in your country implementing quite similar solution?

Project Partner (PP)	Country	Yes/No
BSA	Germany	Yes
AZ		Yes
SAMK	Finland	Yes
LCCI	Latvia	No
VD		No
GUT	Poland	Yes
PCH		No

As it was declared by PP, work ability management practices are implemented in companies in Finland (the Best Practice originally comes from Finland) and Germany. They are not – in Latvia. Representative of Pomeranian Chamber of Handicrafts for SMEs indicated that he does not know companies implementing such practices, while representative of Gdansk University of Technology – marked “yes”. Deeper analysis of those contradictory answers leads to the conclusion, that in Poland there are some companies practicing work ability management but it's not very popular (well-known). To know such companies you have to deal with the topic.

In Finland, several companies, education institution (including SAMK), banks, insurance companies and cities implement such practices. Especially the metal and heavy engineering industry use TYKY (own gyms, more frequent health inspections, TYKY days etc.). Main reasons are:

- to tackle the biased age structure,
- to ensure transfer tacit knowledge,
- to have healthy employees,
- to guarantee pensioners earning more healthier years.

In Germany individual ministries at federal and state level practice work ability management but there are still no public programmes for funding and implementation. Individual consultancies are working on this approach and advise companies on it. A few, mainly larger, companies have started to implement such practices in their companies, e.g. the Pinneberger Verkehrsbetriebe.

In Latvia and Poland, even if organizations implement such practices, there is no information about it. The main reasons why work ability management practices are not implemented can be as follow: too high costs, lack of awareness about benefits, no knowledge how to do it, no specialist (specially in SMEs) who could design and coordinate the implementation.

Q2. Decide how the factors from the list can influence the implementation of analyzed workplace innovation best practice in organizations in your country.

Factors	BSA	SAMK	GUT	PCH	LCCI	VD	AZ
employers attitude towards this type of workplace innovation in your country	the factor has no influence	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate negative influence (there are possibilities to pass this barrier)	moderate positive influence (it helps to implement the solution)	moderate negative influence (there are possibilities to pass this barrier)	strong positive influence (it decides about successful implementation)
employees attitude towards this type of workplace innovation in your country	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)
organizational culture in SMEs in your country	the factor has no influence	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	the factor has no influence	strong positive influence (it decides about successful implementation)
relations between employees and dialog between employees and managers	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	the factor has no influence	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)
age structure of the workforce	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)
legal conditions (give the examples)	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	the factor has no influence	the factor has no influence	strong positive influence (it decides about successful implementation)
competitiveness environment (give the examples)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	the factor has no influence	the factor has no influence
Other factors (give examples)							

There is very low compliance of the assessment about different factors impact on implementation of analyzed workplace innovation best practice. "Employers attitude" can have either strong positive, moderate positive, moderate negative or no influence on the implementation in the organization practices like TYKY. Discrepancy of ratings was noted also for factors: "competitiveness environment", "legal conditions", "relations between employees and dialog between employees and managers" and "organizational culture in SMEs in your country".

Comparison of answers for Q1 and Q2 suggests – that the most important factor for the success in implementation of practices in work ability management is **employees' attitude** and the **age structure of the workforce**. Demographic changes force on the entrepreneurs new management methods (tools) optimizing the use of diminishing work resources. In Finland entrepreneurs/managers are more aware of consequences of population aging, so they are more willing to implement work ability management practices. There are also available solutions and support provided by consulting companies and universities. In East Europe (countries like Latvia and Poland) consequences of aging population and remedial actions are still underestimated (even if the population age structure is highly is unfavorable). Entrepreneurs/managers in this region do not know and are not convinced to the solutions in the field of work ability management.

Q3. Are organizations (employers) in your country interested in implementing workplace innovations at all?

All project partners confirmed that organizations in their countries are interested in implementing workplace innovation at all.

Q4. What type of workplace innovation implementation are organizations in your country interested in?

Responses were indicated with the use of list where three types of workplace innovations were presented (there was also the possibility to point out own types propositions).

Types of workplace innovation	BSA	SAMK	GUT	PCH	LCCI	VD	AZ
Workplace innovations focused on improvement of everyday working life (e.g. rationalization of work organization, simplification of procedures, coaching as prevailing management style, supervisor's support)	there is the interest but there is no knowledge about possible solutions and methods of implementation	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation
Workplace innovations building up the interactions between stakeholders within and outside the organization (e.g. cooperation with competitors, outsourcing, building close relations with clients)	there is the interest but there is no knowledge about possible solutions and methods of implementation	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation
Workplace innovations focused on employees-employers (managers) cooperation, conducive to increase the employees engagement and optimal usage of their knowledge	there is the interest but there is no knowledge about possible solutions and methods of implementation	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation
Others (please describe) a)..... b).....	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

na – no answer

The analysis shows the interest in workplace innovation implementation in each country project partners represent. Unfortunately only in Finland the workplace innovations are successfully implementing. In other countries **there is neither knowledge about possible solutions and methods of implementation nor potential to successful implementation. The lack of knowledge should be treated as a key barrier to workplace innovation implementation.**

Q5. Do you think, the analyzed workplace innovation best practice could be implemented in your organization?

BSA	Yes, easily	We are a small organisation that is interested to ensure that our employees feel comfortable and stay healthy. We pay attention to this in everyday life, but have not developed any specific instruments etc.
SAMK	We do already practice something like this	SAMK's occupational health services include similar type of service for all employees
GUT	Yes, but that would take some time	We are the big public organization. All changes require a lot of time, legal-procedural changes. There is also the human habits aspect.
PCH	Yes, but that would take some time	Most part of employers , especially older generation, are convinced about their own infallibility and right.
LCCI	Yes, easily	It can be implemented more or less in almost every organization
VD	No	For SMEs like Vides Dizains, implementing this initiative would be too costly and would require additional staff to implement necessary activities. Flexible working hours and possibility to work virtually providing an opportunity to better manage their time and activities could be more suitable option.
AZ	We do already practice something like this	All members of our association are trained in the concept – We live it.

Q6. If your organization hasn't implemented solutions as presented in BP so far – decide what form of implementation in next year (till the end of 2020) will you recommend to the management.

Partners gave their answers on that question as follow:

- BSA: “we should implement BP in our organization – it brings many benefits for our organization, we should include the Best Practice in the array of support measures we offer for SMEs”,
- VD: “flexible working hours and possibility to work virtually providing an opportunity to better manage their time and activities could be more suitable option”.
- PCH: “we should implement BP in our organization – it brings many benefits for our organization, we should include the Best Practice in the array of support measures we offer for SMEs”.
- GUT: “it could be much easier to implement solutions like in analyzed BP if we were more flexible in decision-making”.

3.2. Main conclusions from the survey regarding BP1

Practices focused on work ability management are implemented successfully in Scandinavian countries, mainly because of well-developed intellectual background in this field (eg. Finish Institute of Occupational Health) and cooperation between employers, public institutions and universities. In other European countries there is a lack of knowledge about possible solutions and methods of implementation. Other factors that affect the implementation of this type of workplace innovations in organizations are as follow:

- the employers/managers awareness about demographic change and its consequences for the labor market and organization's development possibilities,
- education about the potential benefits of implementing work ability management practices,
- institutional support (consultation) in designing and coordinating the workplace innovation implementation,
- access to specialists who would carry out the process of implementing organizations,
- financial support for SMEs interested in this type of innovations.

4. Main remarks from the survey regarding BP2: *Corpworking for SMEs*

4.1. Analysis of the answers

Q1. Do you know about companies/institutions in your country implementing quite similar solution?

Project Partner (PP)	Country	Yes/No
BSA	Germany	Yes
AZ ¹		na*
SAMK	Finland	Yes
LCCI	Latvia	Yes
VD		No
GUT	Poland	Yes
PCH		No

* na – no answer

The BP2: *Corpworking for SMEs* originally was proposed by project partner from Germany. The solution focus on organizing the space for co-working, shared by several micro and small companies. This practice is present in all PP countries: Germany, Finland, Latvia and Poland, nevertheless some of PP declared they do not distinguish such solutions in their neighborhood.

As the example from Finland the Crazy Town was pointed. It offers spaces for companies². The companies can utilize several sites in Finland and the site in Shanghai China. Examples of the partners

¹ PP 11 – AZ Arbeit und Zukunft e.V. declared „no experience, expertise and knowledge about BP 2: Corpworking”, so didn't fill the questionnaire regard this BP.

in Crazy Town can be found from the location sites pages under the partners. In Germany the shared business space is dedicated mainly young companies from the IT and advertising industry, e.g. in Munich or the Burda publishing house. In the majority of companies, however, there are still strong concerns regarding this issue. Quite similar situation is in Latvia³ and Poland⁴. The co-working spaces are offered for micro and small companies from creative branches and IT, run by young entrepreneurs.

² <https://www.crazytown.fi/english>

³ <http://www.millriga.com/> <http://www.birojnica.lv/> <https://www.coworkingliepaja.com/>

⁴ <https://workingonboard.pl/> <https://www.conceptspace.pl/> <http://oferujemy.inkubatorstarter.pl/coworking/>

Q2. Decide how the factors from the list can influence the implementation of analyzed workplace innovation best practice in organizations in your country.

Factors	BSA	SAMK	GUT	PCH	LCCI	VD
employers attitude towards this type of workplace innovation in your country	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate negative influence (there are possibilities to pass this barrier)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)
employees attitude towards this type of workplace innovation in your country	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate negative influence (there are possibilities to pass this barrier)	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)
organizational culture in SMEs in your country	strong negative influence (critical barrier of implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate negative influence (there are possibilities to pass this barrier)	moderate positive influence (it helps to implement the solution)	moderate negative influence (there are possibilities to pass this barrier)
relations between employees and dialog between employees and managers	moderate negative influence (there are possibilities to pass this barrier)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate negative influence (there are possibilities to pass this barrier)	moderate negative influence (there are possibilities to pass this barrier)	moderate negative influence (there are possibilities to pass this barrier)
age structure of the workforce	moderate negative influence (there are possibilities to pass this barrier)	moderate positive influence (it helps to implement the solution)	moderate negative influence (there are possibilities to pass this barrier)	moderate negative influence (there are possibilities to pass this barrier)	moderate negative influence (there are possibilities to pass this barrier)	moderate negative influence (there are possibilities to pass this barrier)
legal conditions (give the examples)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate negative influence (there are possibilities to pass this barrier)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)
competitiveness environment (give the examples)	moderate negative influence (there are possibilities to pass this barrier)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate negative influence (there are possibilities to pass this barrier)	moderate negative influence (there are possibilities to pass this barrier)	moderate negative influence (there are possibilities to pass this barrier)
Other factors (give examples)						

There is very low compliance of the assessment about different factors impact on implementation of analyzed workplace innovation best practice. Most similar answers were given by the PP regarding factors like: "Employers attitude", "Employees attitude", "Age structure" and "Legal conditions". "Employers attitude" factor was assessed (by 5 out of 6 PP) as having moderate positive influence. 5 out of 6 PP agreed that "Employees attitude" and "Legal conditions" factors – also have positive impact (moderate or strong). Except of one PP all defined "Age structure of the workforce" as having moderate negative impact.

The innovation consisting in resignation or limitation of own infrastructure, moving part or all the activities into shared business space **is rather typical for young companies – startups, run for young entrepreneurs (employing young employees), from creative industries. The mindset (benefits' awareness) of entrepreneur (employer) and employees is critical for this type of workplace innovation's successful implementation.** Probably that's why most of PP recognize the "age structure of the workforce" as affecting negatively (diversity of age structure).

The legal conditions of shared business spaces functioning are very important too. After all they must secure the companies using them: intellectual property rights, trade secrets etc. Unfortunately **the analysis conducted for this report does not allow assessing the diversity of legal regulations in this respect in BSR countries.**

Q3. Are organizations (employers) in your country interested in implementing workplace innovations at all?

5 out of 6 project partners confirmed that organizations in their countries are interested in implementing workplace innovation at all. PP6 PCH – was not able to answer the question.

Q4. What type of workplace innovation implementation are organizations in your country interested in?

Responses were indicated with the use of list where three types of workplace innovations were presented (there was also the possibility to point out own types propositions).

Types of workplace innovation	BSA	SAMK	GUT	PCH	LCCI	VD
Workplace innovations focused on improvement of everyday working life (e.g. rationalization of work organization, simplification of procedures, coaching as prevailing management style, supervisor's support)	there is the interest; organizations try to implement; there is no enough potential to successful implementation	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation
Workplace innovations building up the interactions between stakeholders within and outside the organization (e.g. cooperation with competitors, outsourcing, building close relations with clients)	there is the interest; organizations try to implement; there is no enough potential to successful implementation	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation
Workplace innovations focused on employees-employers (managers) cooperation, conducive to increase the employees engagement and optimal usage of their knowledge	the workplace innovations are successfully implementing	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation
Others (please describe) a)..... b).....	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

na – no answer

The analysis shows the interest in workplace innovation implementation in each country project partners represent. Unfortunately only in Finland and Germany the workplace innovations as shown in BP2 are successfully implementing. In other countries **there is neither knowledge about possible solutions and methods of implementation nor potential to successful implementation. The lack of knowledge should be treated as a key barrier to workplace innovation implementation.**

Q5. Do you think, the analyzed workplace innovation best practice could be implemented in your organization?

BSA	We do already practice something like this	We try to achieve a high level of compatibility between family and career, have very flexible working hours and also make home office possible. Our goal is that the life goals of our employees match their work tasks at least by 90%.
SAMK	Yes, easily	Some employees live far away from the campuses. Instead of working from their home, they could use rented co-spaces, which are more convenient for meeting stakeholders.
GUT	Yes, but that would take some time	There are several options on working out of office for academics. The special e-learning platform gives the opportunity to work at any place. Mainly we work at our homes, not co-working spaces.
PCH	Yes, but that would take some time	We should implement BP in our organization – it brings many benefits for our organization, we should include the Best Practice in the array of support measures we offer for SMEs.
LCCI	Yes, easily	It already happens.
VD	Yes, but that would take some time	This could be a solution, especially if we would be planning to open branches in other cities of Latvia except Riga. However, if we are located in the capital city, where our office is easily accessible then we would prefer to introduce flexible working hours or a possibility to work more virtually outside the office then rent co-working spaces in different parts of a city closer to employees' homes. Also, we need to meet together at least 2-3 times per week and sometimes even more often. For this reason, having one home office is a more suitable solution for us. This solution is also more cost efficient for us, but it can change in the future.

Q6. If your organization hasn't implemented solutions as presented in BP so far – decide what form of implementation in next year (till the end of 2020) will you recommend to the management.

Only one PP gave the answer on that question:

— VD: "We should keep in mind this BP and use it if it becomes feasible and cost efficient for our company".

4.2. Main conclusions from the survey regarding BP2

Practices of transferring part of the work (workforce) from own location to the shared business spaces is present in all project partners' countries: Germany, Finland, Latvia and Poland. Nevertheless, they are still not very popular. **The main target group of companies to implement the practice are either very small, young companies operating in IT and creative industries (startups) or companies using network structures - outsourcing several specialists** (there is no need of their

presence in company everyday) or **companies realizing complex projects** (temporary usage of such co-working spaces).

It's difficult to find country specificity positively or negatively affecting the process of BP2 implementation. As it was mentioned before, **main factors are: attitudes of entrepreneur (employer) and employees, age structure of workforce, legal conditions and type of organization** (its organization structure and range of activity).

5. Main remarks from the survey regarding BP3: *Fastems: The Way We Rock*

5.1. Analysis of the answers

Q1. Do you know about companies/institutions in your country implementing quite similar solution?

Project Partner (PP)	Country	Yes/No
BSA	Germany	Yes
AZ		na*
SAMK	Finland	Yes
LCCI	Latvia	Yes
VD		No
GUT	Poland	Yes
PCH		No

*na – no answer; the only remark regarding BP3 from PP11 AZ sent for this report is as follow: *“My experience is that employees are the most important in-house experts for themselves (their health, their competence, their attitudes and values) and for their work. In this respect, in change processes I always ask the employees about their wishes (needs) and ideas for Workplace Innovations, both for behavioral and relational prevention and measures. As always: leaders are the most important (driving or obstruction) influencers”* (Alexander Frevel).

The BP3: *Fastems: The Way We Rock* originally was proposed by project partner from Finland. The workplace innovation is focused on building up the well-functioning working community through engagement of the employers (managers), employees and company's stakeholders from its environment. The code of conduct defining company's ethical priorities is also the important component of the innovation.

PP1 BSA noted, that practices like PP3 were implemented in Germany several years ago, nowadays – much less: *„In the 1970s and 1980s, this issue was taken up by a larger number of companies under the heading of 'organisational development', with specialised consultants, experience exchange groups, etc. In the 1990s and after 2000 this approach lost importance, but there are some (too few) very good consultancies. Some large companies (e.g. Otto-Versand) continue to implement the concept systematically. In smaller companies, especially with younger owners/managers, organizational development measures are implemented on a daily basis – without being systematically anchored. It simply belongs to the culture and self-image of many SMEs”*.

PP2 SAMK declared, that in Finland *“similar applications are in use in other companies, education institutions (including SAMK) and organizations, too”*.

PP5 GUT pointed some companies which implement solutions like presented in BP3 (eg. Polish Farmaceutic Group, Aura Technologies sp. z o.o., New Style Group etc). Most of them include and present such activities as elements of CSR system, either – competitiveness strategy. There was even established the e-platform to support companies implementing this activities: <http://raport.csrprofit.com/raport1/kodeks.phtml> Unfortunately, not many companies know about this supporting tool (confront with the answer of PP6 PCH).

In Latvia the knowledge about implementation of such practices is also limited. PP9 LCCI answered in the survey as follow: *“There definitely are companies who implement such solutions in Latvia but the implementation is not public but rather organized within company case by case”*.

The first conclusion after the analysis of BP3 conditions of successful implementation is: there should be more information (promotion) of practices (and companies implementing them) focused on. building up the well-functioning working community trough engagement of the employers (managers), employees and company’s stakeholders from its environment.

Q2. Decide how the factors from the list can influence the implementation of analyzed workplace innovation best practice in organizations in your country.

Factors	BSA	SAMK	GUT	PCH	LCCI	VD
employers attitude towards this type of workplace innovation in your country	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate negative influence (there are possibilities to pass this barrier)	the factor has no influence	moderate positive influence (it helps to implement the solution)
employees attitude towards this type of workplace innovation in your country	the factor has no influence	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)
organizational culture in SMEs in your country	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)
relations between employees and dialog between employees and managers	moderate negative influence (there are possibilities to pass this barrier)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)
age structure of the workforce	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)
legal conditions (give the examples)	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	the factor has no influence	the factor has no influence
competitiveness environment (give the examples)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	the factor has no influence
Other factors (give examples)						

PP2 SAMK and PP5 GUT recognize all the factors from the list as influencing positively (strong or moderate). As influencing negatively there were pointed:

- **relations between employees and dialog between employees and managers** (PP1 BSA – Germany),
- **employers attitude towards this type of workplace innovation in your country** (PP6 PCH – Poland).

As critical for the successful implementation of BP3 can be treated two factors (all PP found them as having strong/moderate positive impact): **organizational culture in SMEs in your country** and **age structure of the workforce**.

Q3. Are organizations (employers) in your country interested in implementing workplace innovations at all?

Only 3 out of 6 project partners confirmed that organizations in their countries are interested in implementing workplace innovation.

Project Partner (PP)	Country	Yes/No
BSA	Germany	Yes
SAMK	Finland	Yes
LCCI	Latvia	na*
VD		I don't know
GUT	Poland	Yes
PCH		I don't know

*na – no answer

Q4. What type of workplace innovation implementation are organizations in your country interested in?

Responses were indicated with the use of list where three types of workplace innovations were presented (there was also the possibility to point out own types propositions).

Types of workplace innovation	BSA	SAMK	GUT	PCH	LCCI	VD
Workplace innovations focused on improvement of everyday working life (e.g. rationalization of work organization, simplification of procedures, coaching as prevailing management style, supervisor's support)	there is the interest; organizations try to implement; there is no enough potential to successful implementation	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation
Workplace innovations building up the interactions between stakeholders within and outside the organization (e.g. cooperation with competitors, outsourcing, building close relations with clients)	there is no interest	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation
Workplace innovations focused on employees-employers (managers) cooperation, conducive to increase the employees engagement and optimal usage of their knowledge	the workplace innovations are successfully implementing	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation
Others (please describe) a)..... b).....	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

na – no answer

In general, the analysis shows the interest in workplace innovation implementation in each country project partners represent. With the success the workplace innovations as shown in BP3 are implemented only in Finland. In Germany – as PP1 BSA stated **“there is no interest” in workplace innovations building up the interactions between stakeholders within and outside the organization (e.g. cooperation with competitors, outsourcing, building close relations with clients)** – that is the sense of BP3. In countries like Latvia and Poland there is no **knowledge about possible solutions and methods of implementation**, either **organizations try to implement but there is no enough potential to successful implementation**.

Q5. Do you think, the analyzed workplace innovation best practice could be implemented in your organization?

BSA	Yes, easily	Already practiced unsystematically as an SME, it should be systematically expanded in the future.
SAMK	We do already practice something like this	SAMK's quality assurance system ISO 9001 Quality Manual contains similar topics. Also our employee onboarding guide tackles the topics.
GUT	Yes, but that would take some time	There have been worked out the standards of employees engagement in decision making process. The cooperation council bringing together employers and regional institutions was constitute. To work out the real engagement the mental change is needed.
PCH	Yes, but that would take some time	It needs mental changes.
LCCI	Yes, but that would take some time	Challenging to change CEOs way of dealing with things.
VD	I don't know	This is quite difficult to understand what exactly was done and how it was done in the Fastems to be able to comment. This is quite possible that something which was done by Fastems could also be implemented in Vides Dizains. However, in this case further investigation and analysis is needed.

Q6. If your organization hasn't implemented solutions as presented in BP so far – decide what form of implementation in next year (till the end of 2020) will you recommend to the management.

All project partners, who so far did not implement practices like BP3 (their organization) agreed, they should implement this BP because it brings many benefits for the organizations.

5.2. Main conclusions from the survey regarding BP3

The essence of workplace innovation presented in BP3 is the „integration management”. All organization's stakeholders (internal – employees and external – clients, suppliers, competitors) are engaged in the process of development potential creation. The added value (like new ideas, new products, reduction of costs etc.) can be accomplished. The BP3 presented and analyzed in the report

originally comes from Finland. As PP2 SAMK declared – it's quite popular approach (a way of SMEs management). In Germany it was common some years ago, but nowadays – even if the benefits are recognized – it's not in use so often. In Latvia and Poland some companies have been making the attempts in implementation. Nevertheless, project partners conclude – **there is a lack of knowledge about possible solutions and methods of implementation**. Another limiting condition is **mental barrier for cooperation** (between organizations - fear of losing competitive advantage, trade secrets) and **individuals engagement** (employees do not feel important/ responsible for companies they work for).

6. Main remarks from the survey regarding BP4: *Nonmonetary motivations to ensure employees satisfaction with workplace*

6.1. Analysis of the answers

Q1. Do you know about companies/institutions in your country implementing quite similar solution?

Project Partner (PP)	Country	Yes/No
BSA	Germany	Yes
AZ ⁵		na*
SAMK	Finland	Yes
LCCI	Latvia	Yes
VD		Yes
GUT	Poland	Yes
PCH		Yes

* na – no answer the only remark regarding BP4 from PP11 AZ sent for this report is as follow: “Non-monetary bonuses are standard in many companies, especially larger ones. The questioning of employees (appreciative dialogues) strengthens satisfaction if the interests and suggestions for improvement are actually taken seriously and implemented. Genuine appreciation is expressed in serious questions - that is more gratuity than some pecuniary advantages, because the person him-/herself is and feels recognized” (Alexander Frevel).

All project partners answered, they know companies/institutions in your country implementing quite similar solution. PP1 BSA noticed, about “*very strong and continuously increasing importance and prevalence of such solutions in almost all enterprises*”. The same opinion expressed PP2 SAMK: “*almost all companies, education institutions (including SAMK) and organizations offer employees motivation means to their employees*”. Project partners from Latvia PP 9 LCCI and PP10 VD gave the examples of such companies and implementing solutions – like employees' freedom to choose tools for work, flexible working hours. They emphasized that not all practices from the list in BP4 is possible to implement in Latvian companies. Quite similar opinion was presented by partners from

⁵ PP 11 – AZ Arbeit und Zukunft e.V. declared „no experience, expertise and knowledge about BP 2: Corpworking”, so didn't fill the questionnaire regard this BP.

Poland PP5 GUT and PP6 PCH. PP6 PCH expressed the opinion: *“many medium and big companies – will tie employees with the company, investing in the most important capital of company HR. Still not enough used in micro and small companies especially of costs”*. PP5 GUT as the reasons why only “short list” of nonmonetary tools are used to motivate employees pointed: *“employees’ level of wealth - financial motivation is for most of them most important; low managers' knowledge about motivation mechanisms and tools they could use; structure of Polish business sector – most companies are micro (one person company), where systems of motivation are not developed at all”*.

Q2. Decide how the factors from the list can influence the implementation of analyzed workplace innovation best practice in organizations in your country.

Factors	BSA	SAMK	GUT	PCH	LCCI	VD
employers attitude towards this type of workplace innovation in your country	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)
employees attitude towards this type of workplace innovation in your country	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)
organizational culture in SMEs in your country	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)
relations between employees and dialog between employees and managers	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)
age structure of the workforce	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)
legal conditions (give the examples)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	the factor has no influence	the factor has no influence
competitiveness environment (give the examples)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	strong positive influence (it decides about successful implementation)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)	moderate positive influence (it helps to implement the solution)
Other factors (give examples)						

All project partners agreed about strong or moderate positive influence of listed factors on successful implementation of practices presented in BP4. As other, determining the organizations decisions about using such solutions PP they pointed:

- strong shortage of skilled workers,
- comparably high incomes and changing life expectancies,
- high motivation and high productivity among employees caused by those type of tools,
- tax regulations which allow costs to be deducted from taxable income or gains.

Q3. Are organizations (employers) in your country interested in implementing workplace innovations at all?

All project partners confirmed that organizations in their countries are interested in implementing those type of workplace innovation.

Q4. What type of workplace innovation implementation are organizations in your country interested in?

Responses were indicated with the use of list where three types of workplace innovations were presented (there was also the possibility to point out own types propositions).

Types of workplace innovation	BSA	SAMK	GUT	PCH	LCCI	VD
Workplace innovations focused on improvement of everyday working life (e.g. rationalization of work organization, simplification of procedures, coaching as prevailing management style, supervisor's support)	the workplace innovations are successfully implementing	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	the workplace innovations are successfully implementing
Workplace innovations building up the interactions between stakeholders within and outside the organization (e.g. cooperation with competitors, outsourcing, building close relations with clients)	there is the interest but there is no knowledge about possible solutions and methods of implementation	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation
Workplace innovations focused on employees-employers (managers) cooperation, conducive to increase the employees engagement and optimal usage of their knowledge	the workplace innovations are successfully implementing	the workplace innovations are successfully implementing	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	there is the interest but there is no knowledge about possible solutions and methods of implementation	the workplace innovations are successfully implementing
Others (please describe) a)..... b).....	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

na – no answer

In general, the analysis shows the interest in workplace innovation implementation in each country project partners represent. The workplace innovations as shown in BP4 are successfully implemented in Finland, Germany and Latvia (in Germany and Latvia to a limited extent). In Poland they are implemented either (organizations make implementation attempts), but PP5 and PP6 express the opinion that **there is still not enough knowledge about possible solutions and methods of implementation**, as well as **no enough potential to successful implementation**.

Q5. Do you think, the analyzed workplace innovation best practice could be implemented in your organization?

BSA	We do already practice something like this	As an SME we have already partially realized this, but an expansion is still possible and expedient.
SAMK	We do already practice something like this	SAMK offers training courses for their employees. Flexible working hours are in use: you can start your work between 7 am and 9 am and leave between 2 pm and 5 pm (working hours balance checked on a monthly basis; maximum minus and plus hours are in use). From 20 years of employment employee receives a watch. With Smartum (was one of the models we send to you) exercise and culture benefit employees can freely choose how to spend the benefit. SAMK also arranges development days and our employment club organizes several culture and exercise options for all employees. Anniversary gifts and free working day (50 years, 60 years) are also in use. We have also our own gym freely available for our employees.
GUT	Yes, but that would take some time	Some of nonmonetary motivation tools are already used (eg. flexible working hours, courses and trainings, integration trips, access to sports facilities). Because we are the public institution, where much of management aspects are regulated with the legal procedures, not all tools can be implemented.
PCH	Yes, easily	We need well educated people, having fun by working – loving their job but having time for private life. People focused on well done job – not still looking for a new workplace, better atmosphere etc. We should implement BP in our organization – it brings many benefits for our organization, we should include the Best Practice in the array of support measures we offer for SMEs.
LCCI	Yes, but that would take some time	Some of them are used already and some of them are in planning stage, but some of them needs too much of financial resources.
VD	We do already practice something like this	We practice: — freedom to choose tools for work (for example MAC or Windows) — flexible working hours (You can start your work from 11:00) — birthday gift from the company — various informal team building activities (Christmass parties, hockey team, boat trips etc)

Q6. If your organization hasn't implemented solutions as presented in BP so far – decide what form of implementation in next year (till the end of 2020) will you recommend to the management.

All project partners, who so far did not implement practices like BP3 (their organization) agreed, they should implement this BP because it brings many benefits for the organizations.

6.2. Main conclusions from the survey regarding BP4

The essence of workplace innovation presented in BP4 is the new way of thinking about employees motivation – with using nonmonetary tools.

All project partners agreed – this practices are (more or less) implementing in companies in their countries, and employers (organizations) are interested in them.

As the analysis result it can be stated, that **the main condition differing the successful implementation of BP4 is financial situation** – both: employee and organization.

As partners from Latvia expressed – because of costs (for the organization) – only some of those nonmonetary tools can be implemented. Partners from Poland paid the attention on employees' individual financial situation. There are still quite many employees earning “the lowest national wage” – for them the possibility of higher payment is motivating most.

Another condition pointed by the Polish partner was the type of organization. Public institutions cannot implement all the solutions proposed in BP4.

Attachment

THE SURVEY – Country specificity as a factor of Workplace Innovation Best Practices' (BP) successful implementation

One of the tasks in KAforHR it is to diagnose the role of country specificity as a factor of Workplace Innovation Best Practices' successful implementation. There have been chosen four Best Practices for detailed analysis:

- TYKY – maintaining the work ability and concept of work ability management
- Corpworking for SMEs
- Fastems: The Way We Rock
- Nonmonetary motivations to ensure employees satisfaction with workplace.

The selection of BP for detailed analysis has been made from those sent by project partners. One BP from each category identified and characterized in the report "Baltic Sea wide analysis of Workplace Innovation Best Practices" (20.02.2019):

- ***TYKY – maintaining the work ability and concept of work ability management*** – is the BP from the category "process of productive reflection as part of everyday working life"
- ***Corpworking for SMEs*** – is the BP representing the category "interaction between stakeholders within and outside the organization"
- ***Fastems: The Way We Rock*** – has been classified as BP in the group "process with built bridges between the strategic knowledge of the leadership, the professional and tacit knowledge of frontline employees and organizational design knowledge of experts"
- ***Nonmonetary motivations to ensure employees satisfaction with workplace*** – is the BP from the category "process towards win-win outcomes for the organization and employees".

The main premise in choosing above BP was their innovation on one hand and relative ease of implementation on the other (relatively low costs, no special formal and legal requirements etc.).

Please complete the templates below – separately for each Best Practice. The results will help to identify country specific factors influencing successful implementation of chosen workplace innovation best practices and formulate recommendation how to carry out the process of implementation.

To make the process of templates' completing easier, first you can read the BP characteristics. Then please give your opinion about conditions determining its implementation in your country.

Title of workplace innovation	TYKY – maintaining the work ability and concept of work ability management	
Country	Finland	
Background	In Finland, and particularly in past decades, major part of early retirements was caused by either musculoskeletal and connective tissue diseases or mental problems, both caused by hard work and bad working environments. The costs caused by sick leaves and early retirements increased. Finally, the insurance companies and The Social Insurance Institution of Finland (KELA), who were responsible for covering the part of the costs, found out that something must be done. The work to maintain the work ability was started in the end of 1990's and within the past two decades the focus has changed from individuals and their problems to the problems of work life and work society. The concept of work ability management was launched.	
Inputs	Known risks and reasons for health problems as well as known best practices and solutions to tackle the risks, the personnel's age distribution, statistics of occupational accidents and diseases of branch and company, statistics of sick leaves and close to accident –situations of company, statistics of announces of harassment and other indiscreet behavior, existing rules and instructions and opinions of both employer's and employees' concerning the situation in workplace.	
Process	The contemporary situation – where we are now – is surveyed, the targets and goals (both short and long term) are defined, the milestones are set and activities (how to reach the goals) are defined and run. The activities may include individual rehabilitation, group rehabilitation, leisure activities, work ability theme days, motivation campaigns, campaigns against harassment, improving the safety and ergonomics in the work places, rethinking the tasks and content of each job etc. In common, insurance company might pay part of the costs of immaterial activities, but not of implementing new equipment or other costs directly connected to company's business activities (production, storing, selling...). The results of the activities are followed and compared to the goals and, if needed, changes to the long term plans can be made. One of the best practices in work ability management is that the rules of continuous improvement are followed.	
Results	Important for employers	Important for employee
	Decreases the sick leaves and early retirements and costs caused by these. Improves the legal protection of company, directors, managers and foremen by decreasing the risks for accidents and harassment trials.	Improves the working environment, health and safety. Decreases the risks for accidents and early retirements. Improves the coping with work.
Outcomes	More satisfied employees, better financial result, lower staff turnover, decreased sick leaves and retirements.	
Impact	Company and the whole work society is better	
For further information	https://www.ilmarinen.fi/en/my-pension/rehabilitation/ https://www.ilmarinen.fi/en/my-pension/rehabilitation/rehabilitation-pays-off-even-for-the-employer/ https://www.keva.fi/en/pensions/diminished-work-ability/ https://www.elo.fi/employer/work-ability-management-services	

Project Partner/ Contact person	
Country	
Workplace innovation Best Practice	TYKY – maintaining the work ability and concept of work ability management

1. Do you know about companies/institutions in your country implementing quite similar solution? (select the correct answer and put X)

YES		NO	
If you have selected YES – name those companies/institutions <u>in your country</u> . Try to give answer why they decided to implement such a solution.			
If you have selected NO – try to give the answer, why companies/institutions <u>in your country</u> do not implement such solutions.			

2. Below you will find a list of factors. Decide how they can influence the implementation of analyzed workplace innovation best practice in organizations in your country? (in each verse you can put only one X)

Factors	-3	-1	0	+1	+3
	strong negative influence (critical barrier of implementation)	moderate negative influence (there are possibilities to pass this barrier)	the factor has no influence	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)
employers attitude towards this type of workplace innovation in your country					
employees attitude towards this type of workplace innovation in your country					
organizational culture in SMEs in your country					
relations between employees and dialog between employees and managers					
age structure of the workforce					
legal conditions (give the examples) a)..... b).....					
competitiveness environment (give the examples) a)..... b).....					
Other factors (give examples)					

3. Are organizations (employers) in your country interested in implementing workplace innovations at all? (select the correct answer and put X)

YES		I don't know		NO	
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4. What type of workplace innovation implementation are organizations in your country interested in? (in each verse you can put only one X)

	0	1	2	3
Types of workplace innovation	there is no interest	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	the workplace innovations are successfully implementing
Workplace innovations focused on improvement of everyday working life (e.g. rationalization of work organization, simplification of procedures, coaching as prevailing management style, supervisor's support)				
Workplace innovations building up the interactions between stakeholders within and outside the organization (e.g. cooperation with competitors, outsourcing, building close relations with clients)				
Workplace innovations focused on employees-employers (managers) cooperation, conducive to increase the employees engagement and optimal usage of their knowledge				
Others (please describe) a)..... b).....				

5. Do you think, the analyzed workplace innovation best practice could be implemented in your organization? (select the correct answer and put X)

NO	I DON'T KNOW	YES, BUT THAT WOULD TAKE SOME TIME	YES, EASILY	WE DO ALREADY PRACTICE SOMETHING LIKE THIS

JUSTIFY YOUR ANSWER

6. If your organization hasn't implemented solutions as presented in BP so far – decide what form of implementation in next year (till the end of 2020) will you recommend to the management (you can put more than one X)

we should implement BP in our organization – it brings many benefits for our organization	
we should include the Best Practice in the array of support measures we offer for SMEs	
other recommendation (describe)	

Title of workplace innovation	Corpworking for SMEs	
Country	Germany (but probably happens in other countries as well)	
Inputs	SMEs rent desks at coworking spaces	
Process	Individual employees of SMEs work in a co-working space close to their home instead of commuting long ways to work	
Results	Important for employers	Important for employee
	Co-working spaces are more flexible in their conditions in rent than renting entire offices Desks are equipped with all necessary technology etc. Premises include community areas, cafés etc.	Less time commuting to work Possibility to interact and network with other people from different fields -> fosters creativity As opposed to a "home office" all necessary equipment and working environment present
Outcomes	Employees can focus on work; interaction and exchange	
Impact	better life-work balance; foster creativity and innovation	
For further information	http://workplace-innovation.de/wp-content/uploads/2016/11/Ausgabe-1-Corpworking.pdf (only in German unfortunately)	

Project Partner/ Contact person	
Country	
Workplace innovation Best Practice	Corpworking for SMEs

1. Do you know about companies/institutions in your country implementing quite similar solution? (select the correct answer and put X)

YES		NO	
If you have selected YES – name those companies/institutions <u>in your country</u> . Try to give answer why they decided to implement such a solution.			
If you have selected NO – try to give the answer, why companies/institutions <u>in your country</u> do not implement such solutions.			

2. Below you will find a list of factors. Decide how they can influence the implementation of analyzed workplace innovation best practice in organizations in your country? (in each verse you can put only one X)

Factors	-3	-1	0	+1	+3
	strong negative influence (critical barrier of implementation)	moderate negative influence (there are possibilities to pass this barrier)	the factor has no influence	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)
employers attitude towards this type of workplace innovation in your country					
employees attitude towards this type of workplace innovation in your country					
organizational culture in SMEs in your country					
relations between employees and dialog between employees and managers					
age structure of the workforce					
legal conditions (give the examples) a)..... b).....					
competitiveness environment (give the examples) a)..... b).....					
Other factors (give examples)					

3. Are organizations (employers) in your country interested in implementing workplace innovations at all? (select the correct answer and put X)

YES		I don't know		NO	
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4. What type of workplace innovation implementation are organizations in your country interested in? (in each verse you can put only one X)

	0	1	2	3
Types of workplace innovation	there is no interest	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	the workplace innovations are successfully implementing
Workplace innovations focused on improvement of everyday working life (e.g. rationalization of work organization, simplification of procedures, coaching as prevailing management style, supervisor's support)				
Workplace innovations building up the interactions between stakeholders within and outside the organization (e.g. cooperation with competitors, outsourcing, building close relations with clients)				
Workplace innovations focused on employees-employers (managers) cooperation, conducive to increase the employees engagement and optimal usage of their knowledge				
Others (please describe) a)..... b).....				

5. Do you think, the analyzed workplace innovation best practice could be implemented in your organization? (select the correct answer and put X)

NO	I DON'T KNOW	YES, BUT THAT WOULD TAKE SOME TIME	YES, EASILY	WE DO ALREADY PRACTICE SOMETHING LIKE THIS

JUSTIFY YOUR ANSWER

6. If your organization hasn't implemented solutions as presented in BP so far – decide what form of implementation in next year (till the end of 2020) will you recommend to the management (you can put more than one X)

we should implement BP in our organization – it brings many benefits for our organization	
we should include the Best Practice in the array of support measures we offer for SMEs	
other recommendation (describe)	

Title of workplace innovation	Fastems: The Way We Rock	
Country	Finland	
Inputs	The working time and effort of ten employees; the support of the board and the input from the whole work community	
Process	After the financial crisis of 2008, Fastems found out that traditional and gradual internal development would not save the company. Instead, they went through a radical process of changing the organisational culture and way of working in the whole company. This transformation programme was named New Fastems Journey and required the input of every employee. It was all about leadership, the main business processes, responsibilities, indicators, organisational structure and above all, organisational culture. A working group of ten employees was given the task you find the root causes behind the problems the company was facing, i.e. profit-making ability, values, core processes and performance were all lagging.	
Results	Important for employers	Important for employee
	Surviving the financial crisis and maintaining the competitive edge of the company	A well-functioning working community; stable outlook of the workplace
Outcomes	When the processes are functional and effective and people feel satisfied in their work, the organisation tends to succeed. In Fastems, they produced a book on the new organisational culture called The Way We Rock. It has been a success in Fastems, but it has also raise interest outside the company. The process has paid off, because the turnover of the automation business is bigger than ever and at the same time, both the reliability of delivery and the profit-making ability have raised to a new level. The transformation programme has also received international recognition.	
Impact	Fastems is probably more attractive in the eyes of the business partners and people looking for a job. It has a good reputation regionally in Tampere, nationally in Finland, and beyond.	
For further information	https://www.fastems.com/ https://www.fastems.com/wp-content/uploads/2018/12/Fastems-Supplier-Code-of-Conduct.pdf	

Project Partner/ Contact person	
Country	
Workplace innovation Best Practice	Fastems: The Way We Rock

1. Do you know about companies/institutions in your country implementing quite similar solution? (select the correct answer and put X)

YES		NO	
If you have selected YES – name those companies/institutions <u>in your country</u> . Try to give answer why they decided to implement such a solution.			
If you have selected NO – try to give the answer, why companies/institutions <u>in your country</u> do not implement such solutions.			

2. Below you will find a list of factors. Decide how they can influence the implementation of analyzed workplace innovation best practice in organizations in your country? (in each verse you can put only one X)

Factors	-3	-1	0	+1	+3
	strong negative influence (critical barrier of implementation)	moderate negative influence (there are possibilities to pass this barrier)	the factor has no influence	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)
employers attitude towards this type of workplace innovation in your country					
employees attitude towards this type of workplace innovation in your country					
organizational culture in SMEs in your country					
relations between employees and dialog between employees and managers					
age structure of the workforce					
legal conditions (give the examples)					
a).....					
b).....					
competitiveness environment (give the examples)					
a).....					
b).....					
Other factors (give examples)					
.....					
.....					

3. Are organizations (employers) in your country interested in implementing workplace innovations at all? (select the correct answer and put X)

YES		I don't know		NO	
-----	--	--------------	--	----	--

4. What type of workplace innovation implementation are organizations in your country interested in? (in each verse you can put only one X)

	0	1	2	3
Types of workplace innovation	there is no interest	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	the workplace innovations are successfully implementing
Workplace innovations focused on improvement of everyday working life (e.g. rationalization of work organization, simplification of procedures, coaching as prevailing management style, supervisor's support)				
Workplace innovations building up the interactions between stakeholders within and outside the organization (e.g. cooperation with competitors, outsourcing, building close relations with clients)				
Workplace innovations focused on employees-employers (managers) cooperation, conducive to increase the employees engagement and optimal usage of their knowledge				
Others (please describe) a)..... b).....				

5. Do you think, the analyzed workplace innovation best practice could be implemented in your organization? (select the correct answer and put X)

NO	I DON'T KNOW	YES, BUT THAT WOULD TAKE SOME TIME	YES, EASILY	WE DO ALREADY PRACTICE SOMETHING LIKE THIS

JUSTIFY YOUR ANSWER

6. If your organization hasn't implemented solutions as presented in BP so far – decide what form of implementation in next year (till the end of 2020) will you recommend to the management (you can put more than one X)

we should implement BP in our organization – it brings many benefits for our organization	
we should include the Best Practice in the array of support measures we offer for SMEs	
other recommendation (describe)	

Title of workplace innovation	Nonmonetary motivations to ensure employees satisfaction with workplace	
Country	Latvia	
Inputs	Financial resources, human resources	
Process	<ul style="list-style-type: none"> • Freedom to choose tools for work (for example MAC or Windows) • Paid trainings • Flexible working hours (You can start your work from 11:00) • Birthday gift from the company • Paid Gym membership • Free lunch • Sauna and swimming pool in the office • Inspiring guest lectures in the office • Various informal team building activities (Christmass parties, hockey team, boat trips etc) • Day off on birthday 	
Results	Important for employers	Important for employee
	<ul style="list-style-type: none"> • Satisfaction with work • Feeling of appreciation 	<ul style="list-style-type: none"> • Productive employees • Smaller staff change and bigger loyalty to the company • Innovative ideas from the employees
Outcomes	Company believes that they have to take care of their team. Only people who come to work with joy every day will achieve the very best results.	
Impact	Further company growth	
For further information	https://draugiemgroup.com/work	

Project Partner/ Contact person	
Country	
Workplace innovation Best Practice	Nonmonetary motivations to ensure employees satisfaction with workplace

1. Do you know about companies/institutions in your country implementing quite similar solution? (select the correct answer and put X)

YES		NO	
If you have selected YES – name those companies/institutions <u>in your country</u> . Try to give answer why they decided to implement such a solution.			
If you have selected NO – try to give the answer, why companies/institutions <u>in your country</u> do not implement such solutions.			

2. Below you will find a list of factors. Decide how they can influence the implementation of analyzed workplace innovation best practice in organizations in your country? (in each verse you can put only one X)

Factors	-3	-1	0	+1	+3
	strong negative influence (critical barrier of implementation)	moderate negative influence (there are possibilities to pass this barrier)	the factor has no influence	moderate positive influence (it helps to implement the solution)	strong positive influence (it decides about successful implementation)
employers attitude towards this type of workplace innovation in your country					
employees attitude towards this type of workplace innovation in your country					
organizational culture in SMEs in your country					
relations between employees and dialog between employees and managers					
age structure of the workforce					
legal conditions (give the examples) a)..... b).....					
competitiveness environment (give the examples) a)..... b).....					
Other factors (give examples)					

3. Are organizations (employers) in your country interested in implementing workplace innovations at all? (select the correct answer and put X)

YES		I don't know		NO	
-----	--	--------------	--	----	--

4. What type of workplace innovation implementation are organizations in your country interested in? (in each verse you can put only one X)

	0	1	2	3
Types of workplace innovation	there is no interest	there is the interest but there is no knowledge about possible solutions and methods of implementation	there is the interest; organizations try to implement; there is no enough potential to successful implementation	the workplace innovations are successfully implementing
Workplace innovations focused on improvement of everyday working life (e.g. rationalization of work organization, simplification of procedures, coaching as prevailing management style, supervisor's support)				
Workplace innovations building up the interactions between stakeholders within and outside the organization (e.g. cooperation with competitors, outsourcing, building close relations with clients)				
Workplace innovations focused on employees-employers (managers) cooperation, conducive to increase the employees engagement and optimal usage of their knowledge				
Others (please describe) a)..... b).....				

5. Do you think, the analyzed workplace innovation best practice could be implemented in your organization? (select the correct answer and put X)

NO	I DON'T KNOW	YES, BUT THAT WOULD TAKE SOME TIME	YES, EASILY	WE DO ALREADY PRACTICE SOMETHING LIKE THIS

JUSTIFY YOUR ANSWER

6. If your organization hasn't implemented solutions as presented in BP so far – decide what form of implementation in next year (till the end of 2020) will you recommend to the management (you can put more than one X)

we should implement BP in our organization – it brings many benefits for our organization	
we should include the Best Practice in the array of support measures we offer for SMEs	
other recommendation (describe)	



Implementation of Workplace Innovation – Project Partners Experiences

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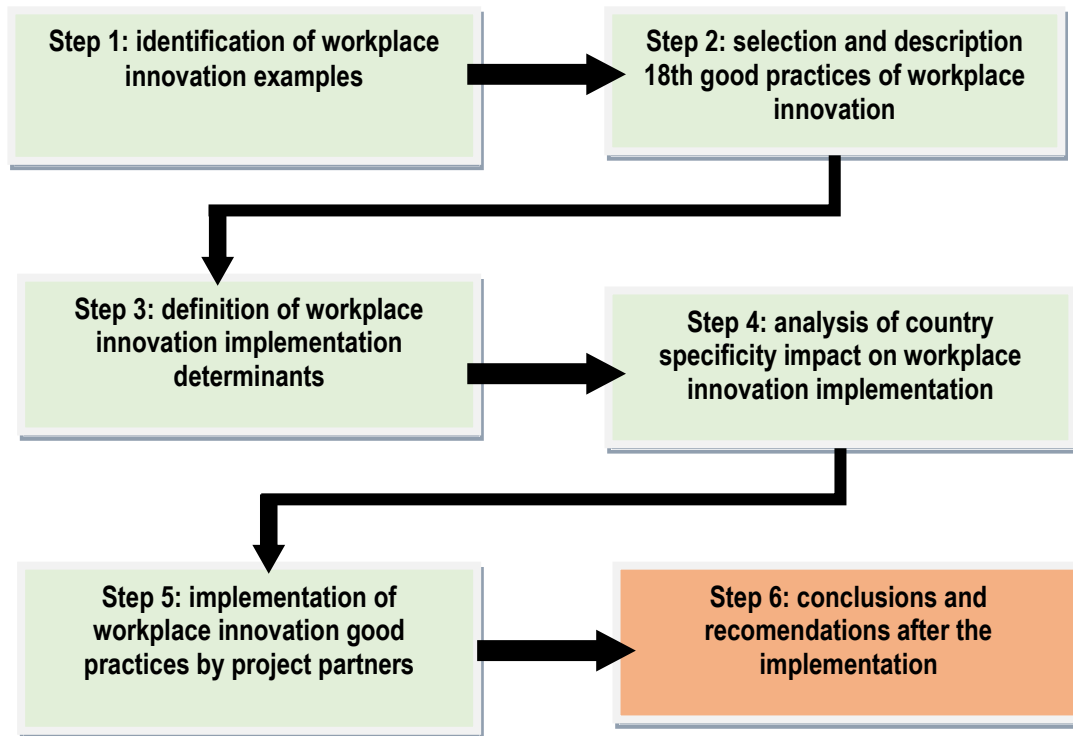
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Introduction

One of the project's part was to identify good practices of workplace innovation and their implementation in chosen organizations. See the steps how the activity was completed – Figure 1.



In 2019, after detailed analysis 18th of workplace innovation good practices had been selected and described – see Table 1.

Table 1. Good practices of workplace innovation selected and described in KAforHR project

Best Practice (BP)	Country where BP has been implemented and its effectiveness tested	
Electronic workplace orientation (ePerehdytys)	Finland	12
FISE (Person/employee certification)		
Green walls		
Smartum benefits for employees		
Culture of self-leadership		
WELCOME TO COMPANY – guide for newcomers		
Initiative bonus tied to benefits of the initiative		
TYKY – maintaining the work ability and concept of work ability management		
Anonymous recruiting		
BIF sports		
Tampella work community		
Fastems: The Way We Rock		
Champions League 5S	Poland	1

Implementation of Workplace Innovation – Project Partners Experiences

Nonmonetary motivations to ensure employees satisfaction with workplace	Latvia	2
Company culture (work-life balance)		
CSR - Corporate Social Responsibility! Success through responsibility	Germany	3
Vocational training in the company according to individual learning capabilities		
Corpworking for SMEs		

Source: Grzesiak M., Olczyk M., Richert-Kaźmierska A., *Baltic Sea wide analysis of Workplace Innovation Best Practices*. KAforHR Report, 2019.

Afterwards, the country specificity as a factor of workplace innovation good practices' successful implementation was analyzed and depicted. There were chosen four good practices for detailed analysis

It was found, that practices focused on work ability management are implemented successfully in Scandinavian countries, mainly because of well-developed intellectual background in this field (eg. Finish Institute of Occupational Health) and cooperation between employers, public institutions and universities. In other European countries there is lack of knowledge about possible solutions and methods of implementation, the support for entrepreneurs is low. Practices of transferring part of the work (workforce) from own location to the shared business spaces are present in all project partners' countries. Nevertheless, they are still not very popular. The main target group of companies to implement the practice are either very small, young companies operating in IT and creative industries (startups) or companies using network structures - outsourcing several specialists (there is no need of their presence in company everyday) or companies realizing complex projects (temporary usage of such co-working spaces). The workplace innovation focused on „integration management” is quite popular approach in Finland (a way of SMEs management), in Germany it was common some years ago, but nowadays – even if the benefits are recognized – it's not in use so often. In Latvia and Poland some companies have been making the attempts in implementation, but there is a lack of knowledge about possible solutions and methods of implementation, mental barriers for cooperation (between organizations - fear of losing competitive advantage, trade secrets) and individuals engagement (employees do not feel important/ responsible for companies they work for). Implementation of practices focused on nonmonetary methods of employees' motivation depends on financial situation – both: employee and organization. As partners from Latvia expressed – because of costs (for the organization) – only some of nonmonetary tools can be implemented. Partners from Poland paid the attention on employees' individual financial situation. There are still quite many employees earning “the lowest national wage” – for them the possibility of higher payment is motivating most. Another condition pointed by the Polish partner was the type of organization. Public institutions cannot implement some of the solutions/tools of nonmonetary motivation.

In the last step in this activity, four project's partners had to implement one from the analyzed workplace innovation good practice and report the result/outputs. Partners' opinions and recommendations has been collected and described in the text below.

CASE 1: Latvian Chamber of Commerce and Industry PP 9

1. Implemented workplace innovation

Workplace innovations focused on improvement of everyday working life (e.g. rationalization of work organization, simplification of procedures, coaching as prevailing management style, supervisor's support)

2. What was the main motivation for choosing this one?

These innovations are common for organizations who are rapidly growing and more serious systematization of work processes is necessary to keep things efficient and organized and in order for organization continue to grow.

3. Do employees and managers have the capability and willingness to engage in workplace innovation implementations?

Some of them yes but some of them are not so willing to engage and are rather resisting change because of feeling threatened and undermined.

4. What effects from implementation did you expect at the time of its introduction?

Resistance from several employees was expected, mostly from those whose work would be most affected by the change as well as the older colleagues who are not so flexible to accept change.

5. Did you estimate the potential benefits connected with the workplace innovation implementation?

— ***Efficient work and balanced workload***

— ***Reaching higher organization goals***

— ***Motivated and less frustrated employees***

— ***Lower employees rotation***

— ***Clear role, responsibilities and duties within organization***

6. Did you identify and evaluate the risk before implementing the workplace innovation?

Yes, the risks were evaluated. For example which employees will be in the risk zone - the most resistant, unmotivated, who can potentially quit organization etc.

7. What results/outputs of workplace innovation's implementations were achieved?

Several internal procedures were optimized and made efficient as well as employees work were evaluated and tasks were redistributed between employees in a more logical way. Results still need to be evaluated because it takes time for them to be visible and measurable.

Implementation of Workplace Innovation – Project Partners Experiences

8. What was the most influenced factor within implementation? (positive/ negative)

Factors	-2 (strongly negative)	-1 (little negative)	0 (neutral)	1 (little positive)	2 (strongly positive)
employers attitude towards this type of workplace innovation in your country				X	
organizational culture in SMEs in your country				X	
relations between employees and dialog between employees and managers		X			
age structure of the workforce		X			
legal conditions (give the examples)			X		

9. What were most important barriers in WP's implementation? (organizational, financial, cultural etc. or others)

Organizations internal culture and employees who shape it was the biggest barrier.

10. How does an implemented workplace innovation reflect, and respond to, external economic, social or environmental challenges? (in your opinion)

Positively because environment is getting more and more dynamic as well as organization is growing so procedures, culture and employees should also be able to adjust to these external tendencies in order to survive and keep growing.

11. After implementation:

— How do you estimate the whole implementation process? (e.g. in the scale: easy- complicated- very difficult)

Rather easy with some challenges.

— Would be the decision the same about choosing the practice to implement?

Yes

— Do you think, implemented solution will be kept in the future?

Yes, but it probably will be adjusted from time to time because of the organizations specific.

Case 2: Vides Dizains Ltd. PP10

1. Implemented workplace innovation

Corpworking for SMEs and Nonmonetary motivations to ensure employees satisfaction with workplace

2. What was the main motivation for choosing this one?

We had to move to a new office and by using co-working spaces we were able to ensure more flexible rent conditions and rent smaller main office. Also, we didn't need to by new office technology as so-working spaces are well equipped. Taking into account that our new office is located outside the center of city our employees can choose to work from co-working space 4 times per week (we pay for it). One day per week they can work from home or from the main office. Employees are satisfied that they can look for a co-working place near their homes and not to spend so much time travelling to/from work.

We already practiced several types of non-monetary innovation in our company, such as: Freedom to choose tools for work (for example MAC or Windows); Flexible working hours (You can start your work from 11:00 and work longer in the evening instead); Birthday gift from the company; Various informal team building activities (Christmas parties, hockey team, boat trips etc.).

Following examples provided by KAforHR we decided to start some additional activities, such as "Brown bag" breakfasts or lunches, or free office lunches twice per month, which we dedicate for discussing particular subjects related to our work activities, such as the KAforHR project and its implementation or aspects related to developments in areas relevant for our work (innovation in energy efficiency, design of golf courses, etc.). Sometimes we also try to invite local or foreign experts from outside to share useful information with us. This is quite important that all our employees participate in these reunions.

3. Do employees and managers have the capability and willingness to engage in workplace innovation implementations?

Yes, in both cases these work place innovations were easy to implement. This could also be related to the fact that we had to move to a new office and restructure our activities. This helped to introduce changes much easier and faster.

4. What effects from implementation did you expect at the time of its introduction?

We expected that this change will help to make our work more efficient and save office costs, which was indeed achieved. Our clients are also satisfied that we are better accessible by cars and provide free parking near our new office. We also wanted to make sure that our employees will stay with us and not decide to look for other jobs closer to their homes.

Implementation of Workplace Innovation – Project Partners Experiences

Team building and communication with each other has become more important taking into account that people are not seeing each other every day (part of employees are in the main office and other part is working from co-working spaces). Therefore, this was important to invent some new non-monetary innovations to make sure that people can communicate and exchange regularly. Both good practices (innovations) appeared to be very useful and very connected.

5. Did you estimate the potential benefits connected with the workplace innovation implementation?

Yes, we have made some calculations related to the rent of our new office and possibilities to use co-working options. Based on this we decided how much money we can spend for co-working spaces. Implementing additional non-monetary motivation measures were very much related to this new situation. These activities also help us to monitor and evaluate work productivity and satisfaction with new working conditions of our employees.

6. Did you identify and evaluate the risk before implementing the workplace innovation?

Yes, of course. The biggest risk in our opinion was that we will not be able to monitor, how employees are spending their working time and if they are as dedicated to their work tasks as if working from the office. We have asked employees to report regularly to our secretary about their daily routines and inform us immediately if there are any changes in their schedules. Also, we have Skype meetings with our employees time by time.

7. What results/outputs of workplace innovation's implementations were achieved?

We achieved more efficient workers and saved office costs, more satisfied clients and employees. Both invented innovations helped to achieve better results as they are very much related.

8. What was the most influenced factor within implementation? (positive/ negative)

Factors	-2 (strongly negative)	-1 (little negative)	0 (neutral)	1 (little positive)	2 (strongly positive)
employers attitude towards this type of workplace innovation in your country					X
employees attitude towards this type of workplace innovation in your country					X
organizational culture in SMEs in your country					X
relations between employees and dialog between employees and managers					X
age structure of the workforce			X		
legal conditions (give the examples)			X		
competitiveness environment (give the examples)					X

9. What were most important barriers in WP's implementation? (organizational, financial, cultural etc. or others)

In both cases implementing innovations required some additional organizational and managerial work in the beginning. As we have started working in new conditions only starting from September, 2019, we don't know what will be the long term impact. Probably, there have also been some cultural difficulties as older employees haven't been keen to choose to work in co-working spaces despite even longer travel to work in a new office. They have stayed in the main office, where they feel more comfortable.

10. How does an implemented workplace innovation reflect, and respond to, external economic, social or environmental challenges? (in your opinion)

We can't judge yet as we have started implementing these innovations only around three months ago.

11. After implementation:

— How do you estimate the whole implementation process? (e.g. in the scale: easy- complicated- very difficult)

Easy

— Would be the decision the same about choosing the practice to implement?

Yes

— Do you think, implemented solution will be kept in the future?

Probably yes, but we have to be flexible in order to thing about new opportunities and innovations to be implemented and/or to replace the old ones.

Case 3: Pomeranian Chamber of Handicrafts for Small and Medium Enterprises PP6

1. Implemented workplace innovation

Workplace innovations focused on nonmonetary motivations to ensure employees satisfaction with workplace. Pomeranian Chamber of Handicrafts for Small and Medium Enterprises has introduced several innovations in its work environment e.g.:

- flexible working hours providing each employee an opportunity to better manage their time and activities and also maintain work-life balance***
- the possibility of coming with child to work in emergency situation***
- adaptation of working conditions to the age diversity***
- enabling employees to work remotely***
- providing employees with additional health tests***

2. What was the main motivation for choosing this one?

The biggest motivation to choose those innovations was the relatively short time needed to implement them, the willingness of employees to implement them and the lack of major financial barriers for their implementation.

3. Do employees and managers have the capability and willingness to engage in workplace innovation implementations?

The employees were very positive about the changes PCH introduced, they were also involved in the selection and implementation of innovations.

4. What effects from implementation did you expect at the time of its introduction?

PCH expected that the introduced innovations would result in greater employees satisfaction with the workplace, greater identification with employer's brand, greater involvement in work and better management of duties.

5. Did you estimate the potential benefits connected with the workplace innovation implementation?

Increased work satisfaction of employees, greater identification of employees with the workplace. The promotional aspect of the Chamber as an organization of SMEs entrepreneurs is that is setting a good example for implementing innovation in the workplace.

6. Did you identify and evaluate the risk before implementing the workplace innovation?

The Chamber carefully analyzed the costs and risks associated with the introduction of innovation, but due to the fact that these innovations had a positive impact on the workplace

and also very well received by employees and management, they are disproportionate to the advantages of introducing innovation.

7. What results/outputs of workplace innovation's implementations were achieved?

Increased work satisfaction of employees, greater identification of employees with the workplace. The promotional aspect of the PCH as an organization of SMEs entrepreneurs is that it is setting a good example for implementing innovation in the workplace.

8. What was the most influenced factor within implementation? (positive/ negative)

Factors	-2 (strongly negative)	-1 (little negative)	0 (neutral)	1 (little positive)	2 (strongly positive)
employers attitude towards this type of workplace innovation in your country			X		
organizational culture in SMEs in your country					X
relations between employees and dialog between employees and managers					X
age structure of the workforce					X
legal conditions (give the examples)					X

9. What were most important barriers in WP's implementation? (organizational, financial, cultural etc. or others)

The biggest barrier was the mental barrier associated with the modification of work organization on both the employees' and management 's side.

10. How does an implemented workplace innovation reflect, and respond to, external economic, social or environmental challenges? (in your opinion)

The implementation of innovations in the environment by the PCH is consistent with trends on the labor market. It is also an element encouraging SME companies associated in the Chamber to introduce innovation as a good practice. These activities are also strengthened by building a positive image of the Pomeranian labor market as attractive and employee-friendly.

11. After implementation:

— How do you estimate the whole implementation process? (e.g. in the scale: easy- complicated- very difficult)

The process was quite easy.

— Would be the decision the same about choosing the practice to implement?

Yes

— Do you think, implemented solution will be kept in the future?

Yes.

Case 4: Baltic Institute of Finland PP3

Implementing new workplace innovations proposed in the project in BIF become very challenging. The reason for this was two-fold:

- firstly, BIF is a small organisation of seven people working with EU funding and development projects, the staff is small and stable, so there are not employees coming in all the time, so the need for orientation activities is close to zero,
- secondly, all the workplace innovations that fit BIF organisation are already in place. BIF has been (and still are) implementing, for instance, Smartum benefits, plants at the office, orientation for new employees, culture of self-leadership, TYKY, nonmonetary motivations, and co-working spaces, for years now already.

To summarise, BIF had found no new workplace innovations for implementing as a part of the project KAforHR.

Final remarks

Three of four project partners decided to implement workplace innovations as a part of KAforHR project (PP6, PP9 and PP10), from the list of good practices prepared previously. One partner (PP3) stated, there was no need/possibility for implementation – organization is too small and already has implemented proposed solutions.

The main motivation for partners implementing new workplace innovations were:

- the need of change that ensure organization grow,
- the current situation, that requires the company to quickly find new solutions in functioning,
- the need of employees reunion,
- the simplicity of innovation implementation (relatively short time and not too expensive solutions).

ENTREPRENEURS DECIDE FOR WORKPLACE INNOVATIONS' IMPLEMENTATION IF THEY RESPONSE RECOGNIZED ORGANIZATIONS' NEEDS AND ARE RELATIVELY EASILY TO IMPLEMENT (THE RESULTS CAN BE EXPECTED IN SHORT PERIOD OF TIME).

The process of workplace innovations' implementation was planned, the risks and potential benefits were calculated – see table below.

PROJECT PARTNER	RISKS DEFINED BEFORE IMPLEMENTATION	EXPECTED BENEFITS
PP6	PP3 has conducted the analysis of implementation risks, but finally did not identify any that could negate the implementation	increased work satisfaction of employees, greater identification of employees with the workplace promotional benefits
PP9	employees in the risk zone - the most resistant, unmotivated, who can potentially quit organization etc.	efficient work and balanced workload reaching higher organization goals motivated and less frustrated employees lower employees rotation clear role, responsibilities and duties within organization
PP10	no possibility to monitor, how employees are spending their working time and if they are as dedicated to their work tasks as if working from the office the need to establish new ways of communication and work-reporting	new ways of monitoring and evaluating work productivity and satisfaction with new working conditions

ENTREPRENEURS DECIDE TO IMPLEMENT WORKPLACE INNOVATIONS AFTER ANALYSIS OF POTENTIAL BENEFITS AND RISKS. THEY NEED ANALYTICAL TOOLS, HELPING THEM WITH DECISIONS' MAKING WHAT INNOVATION AND WHEN TO IMPLEMENT

Partners identified factors that have influenced the implementation process mostly, as well as the barriers. As the greatest barriers they pointed:

- organizations internal culture and employees who shape it,
- cultural difficulties as older employees haven't been keen to choose to work in co-working spaces despite even longer travel to work in a new office,
- mental barrier associated with the modification of work organization on both the employees' and management 's side.

THE SUCCESS OF WORKPLACE INNOVATION IMPLEMENTATION DEPENDS ON PEOPLE AND THEIR ATTITUDE – BOTH: EMPLOYERS AND EMPLOYEES

All project partners agreed, they are satisfied of implementation the chosen practice. Afterwards, they said it was quite easy to implement it, even if some extra work was needed. They declared, it will be continuing/ developing in future.

IT'S IMPORTANT TO START THE CHANGES – WORKPLACE INNOVATIONS IMPLEMENTATION! IT'S NEEDED TO CONVINCE EMPLOYERS TO TAKE RISK AND JUST START.

Arbeit und Zukunft – Project Partner 11 – Alexander Frevel

Report

Creating SME Prototypes for HR-Policy and Workplace Innovations

According to the EU definition, around 99% of all companies are small and medium-sized enterprises (SMEs), offering a wide and colourful diversity. In the project application, it was considered necessary to develop prototypes with comparable conditions for the realisation of Workplace Innovations and supportive HR-policy to support these SMEs. The underlying objective was to use a “search-model” to enable individual SMEs to (quickly) identify a suitable type for them and thus determine which Workplace Innovations and HR-Policy approach are particularly important and beneficial for them, later on being able to implement these.

The analysis of the economic structures in the Baltic Sea region as well as the identification of the conditions and qualification needs showed, however, that SMEs in the various sectors or areas of activity do not differ structurally. Of course, there exist differentiating influencing external factors such as school education and vocational training as well as legal framework conditions (labour and social law), and regional aspects (localisation of the company in urban agglomerations or in rural areas). But these differences occur in every country and influence only marginally in terms of HR-policy and Workplace Innovation and their realisation conditions.

- In every company, "mandatory tasks" are generally valid, essentially independent of the industry and the size of the enterprise. All statutory tasks for safe work-place design must be fulfilled.
- In every company, the basic requirements for personnel policy are to be fulfilled, i.e. hiring people, creating the right fit between work requirements and work ability, health, qualification capacities (coping possibilities), training and further training and giving the employees opportunities for personal development in the work-life-course.

If anything, there are clearer differences between smaller and larger enterprises, especially due to the existence of specialised employees in thus fields of action. Owner-managed small enterprises have the same need for suitable working conditions as larger enterprises. As the number of employees increases, so does the amount of work involved in standardisation,

administrative regulations and differentiated management using specialised staff, e.g. for systematic personnel development, for planning and implementing further training, for planning work processes, etc. But planning, preparing, designing well, involving people in the development of the company is what every company does – more or less.

So – what are the differences between the companies with regard to the design of working conditions and personnel policy?

The biggest variation is based on differences in the way the company is managed. The socio-cultural characteristics (values, attitudes, behaviour) shape the corporate culture. This includes the manner and scope of autonomy of action in work, the degree of participation in work design and change processes, the frequency and quality of product and process innovations, the degree of (authoritarian, functional vs. participatory) leadership vs. management etc.

In our opinion, there are no suitable (discriminatory) criteria for a differentiation of companies in the fields of HR-policy which allow a clear, unambiguous systematic structuring in the sense of a typology. For this, the characteristics are too diverse and occur simultaneously in different graduations.

A serious difference can only be found in the financial opportunities and the human resources to transfer good ideas into target-oriented innovations. But: not every idea has to be expensive and innovations are realised when the benefits outweigh the costs.

On the one hand, the respective national/regional socio-cultural context must be taken into account. On the other hand, a sustainable HR policy requires innovations that are oriented towards ideal-typical criteria of good work design and personnel policy.

In this respect, as an intermediate step it is helpful to have some aspects of "good" HR policy and "good" Workplace Innovations as inspiration.

What is "good" HR policy?

Ideally speaking, a personnel policy is "good" if the employees' ability to work (see "Model/Concept of Work Ability") and productivity can be maintained at a sufficiently high level throughout the entire period of the employment phase, i.e. if they can enter the profession well, if there are favourable development opportunities and if they can retire healthily.

What is "good" work design? – A job that is oriented at the same time to the needs of the company and the possibilities of the people should fulfil the principles of humane work design.

-
- Work should be feasible and not harmful. Accident prevention and ergonomic workplace equipment are required.
 - Work should be bearable in the long term and should not impair health.
 - Work should be reasonable. Social norms and values of groups must be observed as well as changing needs in different phases of life in order to maintain mental and psychological well-being.
 - Work should promote personality and contribute to satisfaction. This happens when the work is comprehensible, manageable and meaningful ("Sense of Coherence"¹ according to Antonovsky²) and thus creates a task orientation and a motivation arising from the task and the requirements themselves. The concept of work psychology is based on the fact that people also realise themselves in their work activity and that well-designed work is a means of developing personality. For this reason, the humane design of work also includes consideration of gender, age, culture and life situations.

Based on these principles, there cannot be a prototypical categorisation of criteria for a differentiation of SMEs. Therefore, a way must be found to cut a path through the thicket of different forms of HR policy and Workplace Innovations and at the same time to provide orientation for desired / required and possible / feasible changes.

Accordingly, human resource-specific prototypes for SMEs cannot be created and cannot provide actual facilitation for the implementation work of individual SMEs.

The participatory form of a self-determined description chosen here is not intended to prescribe, but to provide **indications of possibilities**. The companies should have the opportunity to reflect on their current status and to develop goals for their desired development.

Nonetheless, to provide the individual SMEs with effective support for the implementation of Workplace Innovations and ideas for supportive HR-Policy, an SME-specific "**finding-model**" was developed instead of a prototype-based "search-model". With this instrument,

¹ Applied to the workplace meaningfulness is considered to be related to the feeling of participation and motivation and to a perceived meaning of the work. The meaningfulness component has also been linked with Job control and with task significance. Job control implies that employees have more authority to make decisions concerning their work and the working process. Task significance involves "the experience of congruence between personal values and work activities, which is accompanied by strong feelings of identification with the attitudes, values or goals of the working tasks and feelings of motivation and involvement". The manageability component is considered to be linked to job control as well as to access to resources. It has also been considered to be linked with social skills and trust. Social relations relate also to the meaningfulness component.

The comprehensibility component may be influenced by consistent feedback at work, for example concerning the performance appraisal.

² Antonovsky, A. Unraveling The Mystery of Health - How People Manage Stress and Stay Well, San Francisco: Jossey-Bass Publishers, 1987

SMEs can easily analyse the status quo of their company and quickly find out which type of Workplace Innovation and HR-policy activities are particularly important for the respective company. Based on the particularly relevant Workplace Innovations found in this way, the individual SMEs can then use the corresponding best practices and support measures of the project (or also additional good practices in their countries) for realisations in their company.

The **self-analysis tool** for SMEs to find the relevant Workplace and HR-Policy Innovation areas of their enterprise consists of three analysis charts which the SMEs can use in paper form or online. The results may be used by the company itself or as basic information for consulting processes. The instrument is also available for free on the "Information & Cooperation Workplace Innovations" promotion platform developed in the project.

The tool is also very well suited for consultants to make an initial assessment together with an SME. The self-analysis tool has proven to be very useful during trials by the companies involved in the project as well as by consultants from project partners when working with other SMEs.

Self-analysis “Workplace Innovation” for SMEs

An increasing number of organisations are becoming aware of the challenges and concrete effects of demographic change, especially regarding the need for creating innovations in age- and gender-adjusted workplaces and in life-course oriented human resource development.

This questionnaire contains a Quick-Check which allows an initial self-assessment of the human resource policy in your company, looking at essential structural characteristics such as age, gender, competence, health, corporate culture etc.

The analysis will give you a clearer picture of the status quo and needs of your SME regarding human resource policy.

Please answer the following statements regarding the most important organisational structure and processes to help shape the HR policy in your organisation.

There may be a need for action in those aspects you have answered in low-value ranges (<5). It may be necessary to look more closely at the issues involved to determine what you can do concretely, for example by carrying out an in-depth analysis of the age and qualification structure, or a comprehensive risk assessment.

Individual solutions for single persons are helpful for the person concerned, but often do not help to install collective solutions. It makes sense to develop a pro-active strategy for coping with the consequences of demographic change, changes in the labour market, dynamic market developments and technological innovations. That requires clearance in goals and actions, for example, for ageing-appropriate working life and for promoting workability of the employees. The measures should be coordinated with each other. Regular monitoring of successes helps to optimise in continuous improvement processes.

1. What do you see as being the **five** most important **key challenges for HR-policy** in your **company**? Please prioritize the topics according to their importance with numbers from 1 (most important) to 5.

	range
Recruitment in general	
Recruitment and vocational training of apprentices	
Training on the job / building routines	
Onboarding, mentoring and organisational socialization of newcomers	
Career development / further training for professional development	
Retain (qualified) existing employees	
(Systematic) Knowledge Management	
Personnel deployment appropriate to age/aging	
Job design and work arrangements appropriate to age/aging	
Life-course oriented employment and work assignment	
Measures for supporting life-course balance (fitting of work and private life)	
Competent and attentive superiors and managers	
Transition to retirement	
Health and safety management	
Employee benefits, rewarding models	
Generational conflicts	
Annual performance/development discussions; appreciative dialogues between executives and employees	
Employer branding	
Others, namely:	

2. Do you have a systematic approach for ... | ... and who is responsible for ...?

	Yes	Owner	CEO	HR Management	Qualified specialist (please name the function)	Nobody / don't know	We do not need that
Personnel recruitment							
Vocational training							
Higher Education							
Further training							
Personnel development							
Professional development							
Maintain employees							
Transition from work to retirement							
Compatibility (balance) of work and private life							
Physical Risk Assessment							
Psychological Risk Assessment							

3. In-depth analysis of companies / Quick-Check

An increasing number of organisations are becoming aware of the challenges and concrete effects of the demographic change, especially regarding the need for creating innovations in age- and gender adjusted workplaces and in life-course oriented human resource development.

This questionnaire contains a **Quick-Check** which allows an initial self-assessment of human resource policy in your company, looking at essential structural characteristics such as age, gender, competence, health, corporate culture etc.

The analysis will be used to carry out a study about the current status and needs of SME's regarding HR-policy.

Please answer the following statements regarding the most important organisational structure and processes in order to help shape the HR policy in your organisation.

There may be a need for action in those aspects you have answered in low value ranges (<5). In order to determine what you can do concretely, it may be necessary to look more closely at the issues involved, for example by carrying out an in-depth analysis of the age and qualification structure, or a comprehensive risk assessment.

Individual solutions for single persons are helpful for the person concerned, but often do not help to install collective solutions. It makes sense to develop a pro-active strategy for coping with the consequences of demographic change, changes in the labour market, dynamic market developments and technological innovations. That requires clearance in goals and actions, for example for ageing-appropriate working life and for promoting work ability of the employees. The measures should be coordinated with each other. Regular monitoring of successes helps to optimize in continuous improvement processes.

Quick-Check

Topics	0 – the topic does not touch us / ... is irrelevant	1 – We've never thought about 2 – We haven't really thought about	3 – We are just thinking about 4 – We are dealing with	5 – We are going to plan 6 – We have a concept	7 – We started with it 8 – That is partially implemented	9 – That is fully implemented 10 – ... & evaluated					
Personnel recruitment and development											
We know the relevant structural data of the employees in our organisation according to age, gender and qualification.	0	1	2	3	4	5	6	7	8	9	10
We take age and gender composition into account when making personnel policy decisions.	0	1	2	3	4	5	6	7	8	9	10
We take into account the specific strengths of different sexes and age groups in our recruitment and personnel development policy.	0	1	2	3	4	5	6	7	8	9	10
We promote the compatibility of work and private life and have concepts that respect special needs in different phases of life.	0	1	2	3	4	5	6	7	8	9	10
We try to bind specialists and managers to our organisation with appropriate incentives.	0	1	2	3	4	5	6	7	8	9	10
We take into account the changes in the physical, mental and social competences of our ageing employees and we have a concept to offer appropriate activities and career paths.	0	1	2	3	4	5	6	7	8	9	10
We have no problems attracting junior staff for occupational training and recruiting experienced specialists for our company.	0	1	2	3	4	5	6	7	8	9	10
We have a good reputation in our region and are known as an attractive employer.	0	1	2	3	4	5	6	7	8	9	10
We have no gender pay gap for the same job.	0	1	2	3	4	5	6	7	8	9	10

<u>Topics</u>	0 – the topic does not touch us / ... is irrelevant	1 – We’ve never thought about 2 – We haven’t really thought about	3 – We are just thinking about 4 – We are dealing with	5 – We are going to plan 6 – We have a concept	7 – We started with it 8 – That is partially implemented	9 – That is fully implemented 10 – ... & evaluated					
Work organisation and work design											
We deploy our employees according to their skills and health condition.	0	1	2	3	4	5	6	7	8	9	10
Tasks and work processes are designed in such a way that they can be carried out by older employees up to normal retirement age.	0	1	2	3	4	5	6	7	8	9	10
We involve our employees in the design of work places and work processes, e.g. by promoting suggestions for improvements.	0	1	2	3	4	5	6	7	8	9	10
We try to be flexible with our working hours (part-time, working time accounts) and to respect needs in different life phases and situations (child-raising and care periods or similar).	0	1	2	3	4	5	6	7	8	9	10
Occupational training, competence and professional development											
We know the strengths and weaknesses of our employees and we try to keep all of them up to date through appropriate occupational training.	0	1	2	3	4	5	6	7	8	9	10
We offer employees of all age groups career perspectives.	0	1	2	3	4	5	6	7	8	9	10
We offer all employees, regardless of age, gender or status, the opportunity to extend their skills, e. g. through seminars or internal training on the job.	0	1	2	3	4	5	6	7	8	9	10
We support new employees with an organised welcome culture.	0	1	2	3	4	5	6	7	8	9	10

Topics	0 – the topic does not touch us / ... is irrelevant	1 – We’ve never thought about 2 – We haven’t really thought about	3 – We are just thinking about 4 – We are dealing with	5 – We are going to plan 6 – We have a concept	7 – We started with it 8 – That is partially implemented	9 – That is fully implemented 10 – ... & evaluated					
The return to work after a longer period of absence (illness, family/child care, elderly care) is oriented towards the needs and capabilities of the person.	0	1	2	3	4	5	6	7	8	9	10
We make sure that the content and didactics of further training measures are tailored to the different learning needs and abilities of the employees.	0	1	2	3	4	5	6	7	8	9	10
We make sure that competences are retained when employees leave the company (knowledge management).	0	1	2	3	4	5	6	7	8	9	10
Management, Leadership and Organisational Culture											
We promote a working atmosphere that values the diversity of our employees (older and younger, women and men, ...) and appreciates them as individuals.	0	1	2	3	4	5	6	7	8	9	10
All employees in our organisation are treated fairly by their superiors.	0	1	2	3	4	5	6	7	8	9	10
We have a culture of open minded cooperation and participating collaboration.	0	1	2	3	4	5	6	7	8	9	10
Our employees are seen as our best internal experts for work and innovation.	0	1	2	3	4	5	6	7	8	9	10
We conduct regular development dialogues with the employees.	0	1	2	3	4	5	6	7	8	9	10
We have a generation and diversity management concept and make superiors/management aware of this.	0	1	2	3	4	5	6	7	8	9	10
Our superiors encourage dialogues between different groups like older and younger employees, male, female or diverse sexes, various nationalities etc.	0	1	2	3	4	5	6	7	8	9	10

<u>Topics</u>	0 – the topic does not touch us / ... is irrelevant	1 – We’ve never thought about 2 – We haven’t really thought about	3 – We are just thinking about 4 – We are dealing with	5 – We are going to plan 6 – We have a concept	7 – We started with it 8 – That is partially implemented	9 – That is fully implemented 10 – ... & evaluated					
(Occupational) Health and Safety											
Our company does not have an extraordinary number of health problems or accidents compared with the branch.	0	1	2	3	4	5	6	7	8	9	10
We undertake regular age- and gender sensitive risk assessment. Part of this is also whether task or partial activities are health-critical with increasing age and/or duration of work load.	0	1	2	3	4	5	6	7	8	9	10
We regularly evaluate physical, psychological, mental, and social impacts (work requirements) as well as the individual and organisational demands and resources (coping possibilities) of the work.	0	1	2	3	4	5	6	7	8	9	10
We offer our employees support in maintaining and promoting their health, work ability and well-being (health promoting measures).	0	1	2	3	4	5	6	7	8	9	10
We have a functioning occupational health management system.	0	1	2	3	4	5	6	7	8	9	10
The integration of employees having been ill very often or for a longer period is regulated and people with restricted capacity are offered an adapted layout of activities and work requirements as far as possible.	0	1	2	3	4	5	6	7	8	9	10