

A. Appendix A

Table A.1. Target group by country

	CZ		FL		IS		LT		NL		SI		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Job-seeker/unemployed	30	23	-	-	26	27	55	55	49	64	64	40	224	23
Early school leaver	101	77	418	100	36	38	29	29	-	-	1	1	585	60
Migrant/refugee/asylum seeker	1	1	-	-	18	19	-	-	3	4	17	11	39	4
Detainee	-	-	-	-	1	1	1	1	20	26	-	-	22	2
Over-50	-	-	-	-	5	5	10	10	4	5	31	19	50	5
Employed (& low educated)	-	-	-	-	9	9	5	5	-	-	47	29	61	6
Total	132	100	418	100	95	100	100	100	76	100	160	100	981	100

Table A.2. Client gender profile by country

	Male		Female		Total	
	N	%	N	%	N	%
CZ	60	45	72	55	132	100
FL	208	50	210	50	418	100
IS	31	33	64	67	95	100
LT	80	80	20	20	100	100
NL	56	74	20	26	76	100
SI	56	35	104	65	160	100
Total	491	50	490	50	981	100

Table A.3. Client age profile by country

	CZ		FL		IS		LT		NL		SI		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18 and under	6	5	69	18	-	-	14	14	-	-	3	2	92	10
19-25	66	50	230	59	20	22	26	26	8	11	16	10	366	38
26-35	24	18	55	14	50	54	25	25	23	30	41	26	218	23
36-55	30	23	38	10	20	22	30	30	36	47	90	56	244	26
56-65	6	5	-	-	3	3	5	5	9	12	9	6	32	3
66 and older	-	-	-	-	-	-	-	-	-	-	1	1	1	-
Total	132	100	392	100	93	100	100	100	76	100	160	100	953	100

Table A.4. Client educational profile by country

	CZ		FL		IS		LT		NL		SI		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Not completed primary education	-	-	18	5	10	11	1	1	5	7	8	5	42	4
Primary education	1	1	14	4	54	57	23	23	17	22	46	29	155	16
Lower secondary education	126	95	337	87	5	5	29	29	24	32	36	23	557	59
General upper secondary education (gymnasium)	4	3	13	3	8	8	30	30	2	3	10	6	67	7
Vocational education (upper secondary level)	1	1	-	-	8	8	12	12	17	22	46	29	84	9
Post-secondary education, non-tertiary	-	-	-	-	1	1	1	1	2	3	3	2	7	1
Tertiary education (bachelors, masters and doctoral degrees)	-	-	4	1	9	9	4	4	9	12	11	7	37	4
Total	132	100	386	100	95	100	100	100	76	100	160	100	949	100

Table A.5. Involvement in education and training at the start of the counselling by country

	CZ		FL		IS		LT		NL		SI		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No	130	98	377	90	42	44	61	61	60	79	89	56	759	77
Yes	2	2	41	10	53	56	39	39	16	21	71	44	222	23
Total	132	100	418	100	95	100	100	100	76	100	160	100	981	100

Table A.6. Working towards a qualification at the start of the counselling by country

	CZ		FL		IS		LT		NL		SI		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No	1	50	18	44	43	81	30	77	5	31	35	50	132	60
Yes	1	50	23	56	10	19	9	23	11	69	35	50	89	40
Total	2	100	41	100	53	100	39	100	16	100	70	100	221	100

Table A.7. Employment status at the start of the counselling by country

	CZ		FL		IS		LT		NL		SI		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Employed full-time	10	8	37	9	7	7	21	21	-	-	57	36	132	14
Employed part-time	-	-	10	3	7	7	8	8	5	7	9	6	39	4
Self-employed	5	4	-	-	2	2	5	5	-	-	2	1	14	1
Unemployed	113	86	194	49	44	46	60	60	48	63	79	49	538	56
Retired	-	-	-	-	-	-	-	-	-	-	3	2	3	-
Inactive (not retired and not actively looking for a job)	4	3	128	32	35	37	3	3	23	30	5	3	198	21
Other	-	-	28	7	-	-	3	3	-	-	5	3	36	4
Total	132	100	397	100	95	100	100	100	76	100	160	100	960	100

Table A.8. Learning objectives by country, multiple choice question

	CZ		FL		IS		LT		NL		SI	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes, I want to achieve a qualification of any sort	17	17	120	52	32	36	18	20	10	17	2	1
Yes, I want to achieve a specific qualification	36	35	107	46	36	40	44	50	30	50	62	44
Yes, I want to improve my skills in general	1	1	46	20	46	52	21	24	16	27	16	11
Yes, I want to improve my skills in a specific area	4	4	49	21	29	33	6	7	12	20	93	65
Yes, I need this training for my current job	-	-	2	1	7	8	6	7	3	5	31	22
Yes, I need this learning to find a job	34	33	131	56	24	27	11	13	27	45	48	34
No, I do not have any specific objectives	15	15	3	1	15	17	6	7	10	17	1	1

Table A.9. Career goals by country

	CZ		FL		IS		LT		NL		SI	
	N	%	N	%	N	%	N	%	N	%	N	%
No, the client does not have any specific job or career area in mind	21	38	57	25	48	51	8	35	21	28	1	5
Yes, the client has a specific job in mind	8	14	60	26	15	16	7	30	9	12	9	41
Yes, the client knows what industry/type of work he/she wants to do	27	48	114	49	31	33	8	35	45	60	12	55
Total	56	100	231	100	94	100	23	100	75	100	22	100

Table A.10. Client satisfaction survey responses by country

		CZ		FL		IS		LT		NL		SI	
		N	%	N	%	N	%	N	%	N	%	N	%
Are the next steps clearer after the counselling session? *	Yes	79	59	205	87	70	76	70	70	55	73	148	90
	No	3	2	3	1	2	2	2	2	5	7	1	1
	Somewhat	51	38	28	12	20	22	28	28	15	20	16	10
Did the basic skills test helped you to identify your training needs?	Yes	-	-	-	-	-	-	-	-	38	51	-	-
	No	-	-	-	-	-	-	-	-	19	25	-	-
	Somewhat	-	-	-	-	-	-	-	-	18	24	-	-
Did the counselling help you to plan what you want to do next? *	Yes	84	63	210	91	61	66	70	70	-	-	143	87
	No	4	3	1	-	3	3	6	6	-	-	2	1
	Somewhat	46	34	20	9	28	30	24	24	-	-	19	12
Do you now know which local organisations can help you with your training needs?	Yes	-	-	-	-	-	-	-	-	63	84	-	-
	No	-	-	-	-	-	-	-	-	6	8	-	-
	Somewhat	-	-	-	-	-	-	-	-	6	8	-	-
Are you more motivated after the counselling session?	Yes	108	82	-	-	70	76	84	84	-	-	144	87
	No	9	7	-	-	4	4	4	4	-	-	2	1
	Somewhat	14	11	-	-	18	20	12	12	-	-	20	12
Are you more aware now of your options?	Yes	-	-	-	-	-	-	-	-	-	-	144	87
	No	-	-	-	-	-	-	-	-	-	-	2	1
	Somewhat	-	-	-	-	-	-	-	-	-	-	20	12
Do you think you will follow up on the advice given by the counsellor? *	Yes	83	68	222	100	79	86	78	78	46	61	-	-
	No	5	4	-	-	1	1	2	2	9	12	-	-
	Somewhat	34	28	-	-	12	13	20	20	20	27	-	-
Are you motivated to start a course after the counselling session?	Yes	-	-	201	86	-	-	-	-	-	-	-	-
	No	-	-	3	1	-	-	-	-	-	-	-	-
	Somewhat	-	-	30	13	-	-	-	-	-	-	-	-
Are you more aware now of your education and training options? *	Yes	92	70	179	76	79	85	60	64	-	-	-	-
	No	7	5	8	3	1	1	2	2	-	-	-	-
	Somewhat	33	25	47	20	13	14	32	34	-	-	-	-
Are you more aware now of your job options?	Yes	73	54	-	-	-	-	58	60	-	-	-	-
	No	5	4	-	-	-	-	6	6	-	-	-	-
	Somewhat	57	42	-	-	-	-	32	33	-	-	-	-

*statistically significant at 0.05

Table A.11. Completion of planned guidance sessions

	CZ		FL		IS		LT		SI		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
No	3	3	12	3	31	33	4	4	3	2	53	6
Yes	104	87	-	-	39	42	54	54	152	96	349	39
There was no specific number of sessions planned	13	11	406	97	23	25	42	42	4	3	488	55
Total	120	100	418	100	93	100	100	100	159	100	890	100

Table A.12. Outcomes by country, multiple choice question

	CZ		FL		IS		LT		SI		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
No progress	-	-	9	6	10	13	-	-	3	2	22	5
Improved confidence	2	33	56	37	36	48	25	50	71	46	190	43
Improved job-specific skills	-	-	48	32	9	12	2	4	29	19	88	20
Gained information about training/education opportunities	6	100	134	88	55	73	40	80	129	83	364	83
Gained information about employment opportunities	-	-	36	24	44	59	16	32	14	9	110	25
Entered education/training	2	33	86	57	18	24	11	22	94	61	211	48
Entered employment	-	-	18	12	11	15	-	-	3	2	32	7
Improved employment	-	-	1	1	13	17	-	-	3	2	17	4

Table A.13. Focus of counselling sessions by country

	CZ		FL		IS		LT		NL		SI		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Jobs	60	51	-	-	164	45	21	21	34	45	17	5	296	16
Learning	102	87	913	100	222	60	76	76	39	52	230	70	1582	83
VPL	4	3	-	-	54	15	1	1	1	1	89	27	149	8
Other	13	11	-	-	302	82	7	7	36	48	13	3	371	20
Total	117	100	913	100	368	100	100	100	75	100	330	100	1903	100

B. Appendix B.

Table B.1. Employment status by highest educational level at the start of the counselling sessions*

	Not completed primary education		Primary education		Lower secondary education		General upper secondary education (gymnasium)		Vocational education (upper secondary level)		Post-secondary education, non-tertiary		Tertiary education (bachelors, masters and doctoral degrees)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Employed full-time	4	10	32	21	66	12	11	16	12	14	2	29	3	8
Employed part-time	3	7	12	8	15	3	2	3	4	5	-	-	3	8
Self-employed	-	-	6	4	6	1	1	1	1	1	-	-	-	-
Unemployed	21	50	62	40	314	58	45	67	57	68	3	43	27	73
Retired	1	2	-	-	-	-	-	-	1	1	1	14	-	-
Inactive (not retired and not actively looking for a job)	13	31	40	26	117	21	6	9	6	7	1	14	4	11
Other	-	-	2	1	28	5	2	3	3	4	-	-	-	-
Total	42	100	154	100	546	100	67	100	84	100	7	100	37	100

*More than 20% of cells in this table have expected cell counts less than 5. Chi-square results are invalid.

Table B.2. Employment status by residency status at the start of the counselling sessions*

	National/citizen		EU national		Non-EU national with residence permit		Asylum seeker		Refugee		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Employed full-time	116	15	5	13	5	14	-	-	4	9	-	-
Employed part-time	35	4	1	3	2	6	-	-	-	-	-	-
Self-employed	14	2	-	-	-	-	-	-	-	-	-	-
Unemployed	429	55	18	45	20	57	15	60	34	77	4	80
Retired	3	-	-	-	-	-	-	-	-	-	-	-
Inactive (not retired and not actively looking for a job)	154	20	16	40	3	9	9	36	6	14	1	20
Other	30	4	-	-	5	14	1	4	-	-	-	-
Total	781	100	40	100	35	100	25	100	44	100	5	100

*More than 20% of cells in this table have expected cell counts less than 5. Chi-square results are invalid.

Table B.3. Educational level by residency status*

	National/citizen		EU national		Non-EU national with residence permit		Asylum seeker		Refugee		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Not completed primary education	18	2	4	10	5	14	3	15	9	21	-	-
Primary education	139	18	4	10	7	20	1	5	2	5	1	20
Lower secondary education	477	61	17	44	3	9	15	75	22	52	-	-
General upper secondary education (gymnasium)	49	6	4	10	5	14	1	5	7	17	-	-
Vocational education (upper secondary level)	69	9	1	3	10	29	-	-	1	2	3	60
Post-secondary education, non-tertiary	6	1	-	-	1	3	-	-	-	-	-	-
Tertiary education (bachelors, masters and doctoral degrees)	21	3	9	23	4	11	-	-	1	2	1	20
Total	779	100	39	100	35	100	20	100	42	100	5	100

*More than 20% of cells in this table have expected cell counts less than 5. Chi-square results are invalid.

Table B.4. Barriers to learning by gender

	Male		Female	
	N	%	N	%
Insufficient basic skills (e.g. cannot read or write, poor reading and/or writing skills)	37	9	33	8
Low country's main language proficiency	53	13	55	14
Lack of prerequisites (entrance requirements)	20	5	31	8
I was too busy at work	61	15	45	11
I was too busy taking care of my family	35	8	111	28
Cost of education or training was too expensive/I could not afford it	96	23	130	33
Lack of information about courses	25	6	19	5
No suitable courses available	17	4	10	3
Courses offered at an inconvenient time/place	19	5	22	6
Negative prior experience with schooling	73	18	54	14
Learning disabilities (e.g. ADHD, dyslexia)	38	9	33	8
Age	24	6	14	4
Health problems (incl. mental and physical health)	73	18	79	20
Lack of confidence	63	15	86	22
Lack of motivation	112	27	90	23
Lack of support from family	47	11	68	17
Lack of support from employer	13	3	6	2
Lack of transport or mobility	37	9	32	8
Cultural or religious obstacles	4	1	6	2
Criminal record in the past	10	2	-	-
Other personal reasons	53	13	53	13
Other	8	2	12	3

Table B.5. Barriers to learning by employment status

	Employed full-time		Employed part-time		Self-employed		Unemployed		Retired		Inactive (not retired and not actively looking for a job)		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Insufficient basic skills (e.g. cannot read or write, poor reading and/or writing skills)	5	4	1	3	-	-	34	8	1	33	27	16	2
Low country's main language proficiency	4	4	7	21	-	-	54	12	-	-	40	24	2	7
Lack of prerequisites (entrance requirements)	4	4	1	3	1	7	22	5	1	33	21	13	1	4
I was too busy at work	39	34	4	12	3	21	45	10	1	33	13	8	1	4
I was too busy taking care of my family	26	23	10	30	6	43	83	18	1	33	19	12	1	4
Cost of education or training was too expensive/I could not afford it	30	26	6	18	6	43	138	30	1	33	36	22	8	30
Lack of information about courses	7	6	3	9	1	7	24	5	-	-	9	5	-	-
No suitable courses available	2	2	1	3	-	-	18	4	-	-	6	4	-	-
Courses offered at an inconvenient time/place	5	4	2	6	1	7	21	5	-	-	11	7	1	4
Negative prior experience with schooling	15	13	3	9	2	14	60	13	-	-	41	25	5	19
Learning disabilities (e.g. ADHD, dyslexia)	5	4	6	18	1	7	25	6	-	-	30	18	4	15
Age	3	3	4	12	1	7	26	6	-	-	4	2	-	-
Health problems (incl. mental and physical health)	13	11	6	18	1	7	83	18	-	-	32	20	16	59
Lack of confidence	17	15	7	21	3	21	88	19	-	-	31	19	2	7
Lack of motivation	29	25	8	24	1	7	124	27	1	33	35	21	3	11
Lack of support from family	9	8	5	15	1	7	87	19	-	-	13	8	-	-
Lack of support from employer	3	3	-	-	-	-	16	4	-	-	-	-	-	-
Lack of transport or mobility	2	2	3	9	1	7	47	10	-	-	14	9	2	7
Cultural or religious obstacles	-	-	-	-	-	-	6	1	-	-	4	2	-	-
Criminal record in the past	1	1	-	-	-	-	7	2	-	-	2	1	-	-
Other personal reasons	14	12	7	21	5	36	59	13	-	-	18	11	3	11
Other	1	1	-	-	-	-	10	2	-	-	9	5	-	-

Table B.6. Barriers to learning by highest educational qualification

	Not completed primary education		Primary education		Lower secondary education		General upper secondary education (gymnasium)		Vocational education (upper secondary level)		Post-secondary education, non-tertiary		Tertiary education (bachelors, masters and doctoral degrees)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Insufficient basic skills (e.g. cannot read or write, poor reading and/or writing skills)	11	33	14	10	33	7	4	7	3	4	1	17	1
Low country's main language proficiency	13	39	22	15	32	7	5	9	8	10	2	33	12	43
Lack of prerequisites (entrance requirements)	7	21	15	10	20	4	1	2	4	5	-	-	-	-
I was too busy at work	4	12	27	18	43	10	12	21	17	22	1	17	2	7
I was too busy taking care of my family	10	30	36	24	69	16	12	21	10	13	1	17	8	29
Cost of education or training was too expensive/I could not afford it	11	33	36	24	129	29	9	16	24	31	2	33	8	29
Lack of information about courses	3	9	12	8	13	3	7	12	6	8	-	-	3	11
No suitable courses available	2	6	5	3	8	2	5	9	4	5	-	-	2	7
Courses offered at an inconvenient time/place	3	9	10	7	20	4	4	7	2	3	-	-	2	7
Negative prior experience with schooling	3	9	32	22	76	17	5	9	8	10	-	-	2	7
Learning disabilities (e.g. ADHD, dyslexia)	5	15	25	17	32	7	2	4	6	8	-	-	1	4
Age	-	-	11	7	13	3	2	4	8	10	-	-	4	14
Health problems (incl. mental and physical health)	12	36	26	18	96	22	2	4	14	18	-	-	1	4
Lack of confidence	8	24	42	29	71	16	4	7	16	21	1	17	5	18
Lack of motivation	6	18	42	29	125	28	12	21	13	17	-	-	2	7
Lack of support from family	7	21	21	14	69	16	4	7	8	10	1	17	2	7
Lack of support from employer	2	6	3	2	6	1	2	4	5	6	-	-	1	4
Lack of transport or mobility	5	15	13	9	35	8	4	7	7	9	-	-	3	11
Cultural or religious obstacles	2	6	1	1	4	1	1	2	-	-	-	-	1	4
Criminal record in the past	1	3	2	1	7	2	-	-	-	-	-	-	-	-
Other personal reasons	4	12	27	18	55	12	11	19	8	10	1	17	-	-
Other	-	-	13	9	-	-	3	5	3	4	-	-	1	4

Table B.7. Barriers to learning by target group

	Job-seeker/unemployed		Early school leaver		Migrant/refugee/asylum seeker		Detainee		Over-50		Employed (& low educated)	
	N	%	N	%	N	%	N	%	N	%	N	%
Insufficient basic skills (e.g. cannot read or write, poor reading and/or writing skills)	6	3	46	10	6	18	9	45	3	7	-	-
Low country's main language proficiency	15	7	49	11	24	71	16	80	-	-	4	7
Lack of prerequisites (entrance requirements)	16	7	26	6	3	9	4	20	2	5	-	-
I was too busy at work	37	17	34	8	6	18	3	15	12	27	14	24
I was too busy taking care of my family	48	22	57	13	10	29	2	10	13	30	16	27
Cost of education or training was too expensive/I could not afford it	61	28	122	28	8	24	2	10	14	32	19	32
Lack of information about courses	16	7	12	3	4	12	3	15	4	9	5	8
No suitable courses available	13	6	7	2	3	9	2	10	-	-	2	3
Courses offered at an inconvenient time/place	10	5	20	5	4	12	3	15	1	2	3	5
Negative prior experience with schooling	24	11	84	19	5	15	2	10	3	7	9	15
Learning disabilities (e.g. ADHD, dyslexia)	16	7	42	10	1	3	4	20	2	5	6	10
Age	23	11	4	1	2	6	1	5	7	16	1	2
Health problems (incl. mental and physical health)	39	18	89	20	2	6	3	15	5	11	14	24
Lack of confidence	47	22	76	17	6	18	-	-	7	16	13	22
Lack of motivation	49	23	116	26	7	21	-	-	6	14	24	41
Lack of support from family	29	13	70	16	4	12	2	10	3	7	7	12
Lack of support from employer	12	6	2	-	1	3	-	-	3	7	1	2
Lack of transport or mobility	23	11	38	9	3	9	1	5	2	5	2	3
Cultural or religious obstacles	3	1	6	1	1	3	-	-	-	-	-	-
Criminal record in the past	6	3	2	-	-	-	2	10	-	-	-	-
Other personal reasons	36	17	54	12	2	6	2	10	8	18	4	7
Other	7	3	10	2	1	3	-	-	2	5	-	-

Table B.8. Barriers to learning by age

	18 and under		19-25		26-35		36-55		56-65	
	N	%	N	%	N	%	N	%	N	%
Insufficient basic skills (e.g. cannot read or write, poor reading and/or writing skills)	6	8	34	12	15	8	11	5	2	7
Low country's main language proficiency	13	18	35	12	33	18	19	9	3	11
Lack of prerequisites (entrance requirements)	5	7	14	5	15	8	13	6	3	11
I was too busy at work	-	-	22	8	26	14	53	24	4	14
I was too busy taking care of my family	4	5	28	10	47	26	56	25	9	32
Cost of education or training was too expensive/I could not afford it	9	12	84	29	56	31	61	28	10	36
Lack of information about courses	-	-	3	1	21	11	17	8	3	11
No suitable courses available	1	1	8	3	13	7	5	2	-	-
Courses offered at an inconvenient time/place	2	3	13	4	13	7	12	5	1	4
Negative prior experience with schooling	30	41	45	15	28	15	20	9	2	7
Learning disabilities (e.g. ADHD, dyslexia)	11	15	27	9	20	11	11	5	1	4
Age	1	1	4	1	6	3	19	9	8	29
Health problems (incl. mental and physical health)	11	15	55	19	33	18	45	20	7	25
Lack of confidence	7	9	55	19	42	23	35	16	7	25
Lack of motivation	21	28	83	28	49	27	47	21	-	-
Lack of support from family	5	7	50	17	27	15	25	11	3	11
Lack of support from employer	-	-	2	1	6	3	9	4	2	7
Lack of transport or mobility	6	8	22	8	27	15	9	4	4	14
Cultural or religious obstacles	1	1	2	1	4	2	3	1	-	-
Criminal record in the past	-	-	5	2	1	1	4	2	-	-
Other personal reasons	9	12	33	11	24	13	33	15	7	25
Other	-	-	2	1	11	6	6	3	1	4

Table B.9. Learning objectives by gender

	Male		Female	
	N	%	N	%
I want to achieve a qualification of any sort	95	27	104	29
I want to achieve a specific qualification	158	45	157	43
I want to improve my skills in general	72	20	74	20
I want to improve my skills in a specific area	85	24	108	30
I need this training for my current job	22	6	27	7
I need this learning to find a job	126	36	149	41
No, I do not have any specific objectives	27	8	23	6

Table B.10. Learning objectives by age

	18 and under		19-25		26-35		36-55		56-65		66 and older	
	N	%	N	%	N	%	N	%	N	%	N	%
I want to achieve a qualification of any sort	21	38	88	35	48	26	36	18	1	5	-	-
I want to achieve a specific qualification	31	55	113	46	89	48	75	38	4	19	-	-
I want to improve my skills in general	14	25	45	18	43	23	38	19	4	19	-	-
I want to improve my skills in a specific area	14	25	43	17	60	33	63	32	12	57	-	-
I need this training for my current job	-	-	6	2	16	9	26	13	-	-	-	-
I need this learning to find a job	16	29	108	44	72	39	73	37	5	24	-	-
No, I do not have any specific objectives	5	9	15	6	12	7	15	8	3	14	-	-

Table B.11. Learning objectives by target group

	Job-seeker/ unemployed		Early school leaver		Migrant/ refugee/asylum seeker		Detainee		Over-50		Employed (& low educated)	
	N	%	N	%	N	%	N	%	N	%	N	%
I want to achieve a qualification of any sort	28	16	151	39	6	17	5	25	3	7	6	10
I want to achieve a specific qualification	87	51	158	41	20	56	8	40	13	30	29	48
I want to improve my skills in general	36	21	74	19	11	31	5	25	9	21	11	18
I want to improve my skills in a specific area	60	35	62	16	15	42	2	10	21	49	33	55
I need this training for my current job	9	5	6	2	5	14	1	5	5	12	23	38
I need this learning to find a job	62	36	180	47	14	39	3	15	9	21	7	12
No, I do not have any specific objectives	14	8	25	6	-	-	5	25	5	12	1	2

Table B.12. Learning objectives by highest educational qualification

	Not completed primary education		Primary education		Lower secondary education		General upper secondary education (gymnasium)		Vocational education (upper secondary level)		Post-secondary education, non-tertiary		Tertiary education (bachelors, masters and doctoral degrees)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
I want to achieve a qualification of any sort	9	25	27	20	127	33	17	33	10	14	1	17	2	8
I want to achieve a specific qualification	15	42	58	43	165	43	27	52	26	37	3	50	16	62
I want to improve my skills in general	9	25	41	30	64	17	9	17	14	20	2	33	3	12
I want to improve my skills in a specific area	10	28	44	32	75	20	14	27	33	47	2	33	14	54
I need this training for my current job	4	11	12	9	18	5	1	2	9	13	2	33	3	12
I need this learning to find a job	15	42	39	29	161	42	16	31	27	39	3	50	13	50
No, I do not have any specific objectives	5	14	13	10	23	6	1	2	6	9	1	17	1	4

Table B.13. Career goals by gender

	No, the client does not have any specific job or career area in mind		Yes, the client has a specific job in mind		Yes, the client knows what industry/type of work he/she wants to do	
	N	%	N	%	N	%
Male	80	33	45	19	117	48
Female	76	29	63	24	120	46

Table B.14. Reasons for seeking guidance by age

	18 and under		19-25		26-35		36-55		56-65		66 and older	
	N	%	N	%	N	%	N	%	N	%	N	%
To explore educational opportunities	50	89	221	84	155	80	156	69	14	47	1	100
To validate existing competences/prior learning	2	4	23	9	29	15	40	18	5	17	-	-
To find links between personal interest and occupational/educational opportunities (Interest assessment)	33	59	115	44	76	39	55	24	6	20	-	-
To get assistance with learning technique/strategies	5	9	20	8	28	14	20	9	4	13	-	-
To find financial resources for learning	2	4	14	5	37	19	22	10	2	7	-	-
To get assistance with job seeking	11	20	50	19	56	29	64	28	19	63	-	-
To get assistance with writing a CV	3	5	10	4	26	13	34	15	4	13	-	-
To get information about different institutions and their roles	32	57	85	32	42	22	23	10	2	7	-	-
Because of personal issues	2	4	13	5	16	8	17	8	4	13	-	-

Table B.15. Reasons for seeking guidance by target group

	Job-seeker/ unemployed		Early school leaver		Migrant/ refugee/asyl um seeker		detainee		over-50		Employed (& low educated)	
	N	%	N	%	N	%	N	%	N	%	N	%
To explore educational opportunities	127	57	356	91	25	66	12	86	27	55	58	95
To validate existing competences/prior learning	43	19	19	5	11	29	-	-	16	33	10	16
To find links between personal interest and occupational/educational opportunities (Interest assessment)	49	22	197	50	15	39	1	7	10	20	16	26
To get assistance with learning technique/strategies	16	7	30	8	8	21	4	29	4	8	16	26
To find financial resources for learning	32	14	26	7	8	21	1	7	4	8	6	10
To get assistance with job seeking	114	51	53	13	15	39	3	21	12	24	5	8
To get assistance with writing a CV	34	15	15	4	13	34	-	-	10	20	6	10
To get information about different institutions and their roles	11	5	160	41	7	18	2	14	5	10	3	5
Because of personal issues	17	8	17	4	7	18	3	21	6	12	3	5

Table B.16. Reasons for seeking guidance by employment status

	Employed full-time		Employed part-time		Self-employed		Unemployed		Retired		Inactive (not retired and not actively looking for a job)		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
To explore educational opportunities	98	87	25	69	13	93	329	72	2	100	106	87	26	87
To validate existing competences/prior learning	14	12	5	14	3	21	63	14	-	-	11	9	3	10
To find links between personal interest and occupational/educational opportunities (Interest assessment)	33	29	15	42	9	64	148	33	1	50	68	56	13	43
To get assistance with learning technique/strategies	14	12	6	17	3	21	32	7	-	-	20	16	3	10
To find financial resources for learning	6	5	5	14	6	43	48	11	-	-	12	10	-	-
To get assistance with job seeking	10	9	11	31	2	14	157	35	-	-	19	16	3	10
To get assistance with writing a CV	5	4	7	19	3	21	51	11	-	-	12	10	-	-
To get information about different institutions and their roles	20	18	9	25	2	14	88	19	-	-	52	43	15	50
Because of personal issues	6	5	7	19	4	29	20	4	-	-	14	11	2	7

Table B.17. Reasons for seeking guidance by highest educational level

	Not completed primary education		Primary education		Lower secondary education		General upper secondary education (gymnasium)		Vocational education (upper secondary level)		Post-secondary education, non-tertiary		Tertiary education (bachelors, masters and doctoral degrees)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
To explore educational opportunities	29	88	116	80	336	82	43	72	52	62	4	67	18	55
To validate existing competences/prior learning	5	15	34	23	19	5	10	17	17	20	1	17	13	39
To find links between personal interest and occupational/educational opportunities (Interest assessment)	19	58	54	37	169	41	16	27	18	21	1	17	6	18
To get assistance with learning technique/strategies	9	27	28	19	20	5	5	8	13	15	-	-	2	6
To find financial resources for learning	6	18	23	16	23	6	12	20	7	8	-	-	6	18
To get assistance with job seeking	6	18	36	25	88	22	23	38	27	32	2	33	19	58
To get assistance with writing a CV	5	15	22	15	22	5	9	15	13	15	1	17	6	18
To get information about different institutions and their roles	13	39	18	12	137	34	7	12	4	5	-	-	3	9
Because of personal issues	4	12	22	15	15	4	4	7	6	7	1	17	1	3

Table B.18. Client satisfaction survey responses, by gender

		Female		Male	
		N	%	N	%
Are the next steps clearer after the counselling session?*	Yes	312	81	304	75
	No	3	1	13	3
	Somewhat	70	18	87	22
Did the basic skills test helped you to identify your training needs?	Yes	12	60	26	47
	No	5	25	14	25
	Somewhat	3	15	15	27
Did the counselling help you to plan what you want to do next?	Yes	285	79	272	78
	No	7	2	9	3
	Somewhat	68	19	68	19
Do you now know which local organisations can help you with your training needs?	Yes	18	90	45	82
	No	2	10	4	7
	Somewhat	-	-	6	11
Are you more motivated after the counselling session?	Yes	205	85	191	81
	No	5	2	13	6
	Somewhat	32	13	31	13
Are you more aware now of your options?	Yes	95	87	49	86
	No	1	1	1	2
	Somewhat	13	12	7	12
Do you think you will follow up on the advice given by the counsellor?	Yes	226	86	270	80
	No	5	2	12	4
	Somewhat	31	12	55	16
Are you motivated to start a course after the counselling session?	Yes	106	87	95	85
	No	3	2	-	-
	Somewhat	13	11	17	15
Are you more aware now of your education and training options?*	Yes	205	80	195	69
	No	7	3	11	4
	Somewhat	45	18	78	27
Are you more aware now of your job options?	Yes	49	60	82	55
	No	2	2	9	6
	Somewhat	31	38	58	39

*statistically significant at 0.05

Table B.19. Client satisfaction survey responses by age group

		17 and below		18-25		26-35		36-45		46-55		56 and older	
		N	%	N	%	N	%	N	%	N	%	N	%
Are the next steps clearer after the counselling session? *	Yes	3	50	201	69	187	83	115	85	77	84	44	90
	No	-	-	5	2	4	2	4	3	3	3	-	-
	Somewhat	3	50	86	29	35	15	17	13	12	13	5	10
Did the basic skills test helped you to identify your training needs?	Yes	-	-	2	29	9	43	13	65	6	50	8	53
	No	-	-	5	71	6	29	2	10	2	17	4	27
	Somewhat	-	-	-	-	6	29	5	25	4	33	3	20
Did the counselling help you to plan what you want to do next? *	Yes	3	50	219	77	167	83	91	79	63	80	25	74
	No	2	33	4	1	-	-	5	4	3	4	2	6
	Somewhat	1	17	62	22	35	17	19	17	13	16	7	21
Do you now know which local organisations can help you with your training needs?	Yes	-	-	7	100	15	71	18	90	9	75	14	93
	No	-	-	-	-	4	19	-	-	1	8	1	7
	Somewhat	-	-	-	-	2	10	2	10	2	17	-	-
Are you more motivated after the counselling session?	Yes	3	50	106	80	125	86	82	85	67	89	23	70
	No	-	-	8	6	5	3	3	3	1	1	2	6
	Somewhat	3	50	18	14	16	11	12	12	7	9	8	24
Are you more aware now of your options? *	Yes	-	-	10	91	40	87	39	89	46	92	9	69
	No	-	-	-	-	1	2	1	2	-	-	-	-
	Somewhat	2	100	1	9	5	11	4	9	4	8	4	31
Do you think you will follow up on the advice given by the counsellor? *	Yes	1	25	232	87	141	80	71	84	35	85	28	78
	No	-	-	2	1	6	3	4	5	1	2	4	11
	Somewhat	3	75	34	13	30	17	10	12	5	12	4	11
Are you motivated to start a course after the counselling session?	Yes	-	-	125	82	55	93	15	88	5	100	1	100
	No	-	-	2	1	-	-	1	6	-	-	-	-
	Somewhat	-	-	25	16	4	7	1	6	-	-	-	-
Are you more aware now of your education and training options?	Yes	1	25	191	71	124	79	50	71	26	84	18	82
	No	-	-	8	3	6	4	3	4	-	-	1	5
	Somewhat	3	75	70	26	27	17	17	24	5	16	3	14
Are you more aware now of your job options? *	Yes	2	50	41	41	41	72	26	63	12	80	9	64
	No	-	-	7	7	2	4	2	5	-	-	-	-
	Somewhat	2	50	52	52	14	25	13	32	3	20	5	36

*statistically significant at 0.05

Table B.20. Client satisfactions survey responses by focus of the session

		Jobs		Learning (incl. VPL)		BOTH Jobs and learning	
		N	%	N	%	N	%
Are you more motivated after the counselling session?	Yes	35	80	176	85	194	82
	No	3	7	9	4	7	3
	Somewhat	6	14	23	11	35	15
Are you more aware now of your options?	Yes	6	86	110	87	27	87
	No	-	-	1	1	1	3
	Somewhat	1	14	16	13	3	10
Do you think you will follow up on the advice given by the counsellor?	Yes	42	74	180	87	285	83
	No	2	4	4	2	11	3
	Somewhat	13	23	24	12	49	14
Are the next steps clearer after the counselling session? *	Yes	43	67	288	83	294	75
	No	2	3	6	2	8	2
	Somewhat	19	30	51	15	88	23
Did the basic skills test helped you to identify your training needs?	Yes	5	42	5	56	28	52
	No	5	42	2	22	12	22
	Somewhat	2	17	2	22	14	26
Did the counselling help you to plan what you want to do next? *	Yes	35	67	283	86	248	74
	No	2	4	7	2	7	2
	Somewhat	15	29	40	12	82	24
Do you now know which local organisations can help you with your training needs?	Yes	10	83	6	67	47	87
	No	1	8	2	22	3	6
	Somewhat	1	8	1	11	4	7
Are you motivated to start a course after the counselling session?	Yes	5	83	110	87	85	84
	No	-	-	1	1	2	2
	Somewhat	1	17	15	12	14	14
Are you more aware now of your education and training options?	Yes	29	66	159	78	221	73
	No	1	2	5	2	12	4
	Somewhat	14	32	41	20	70	23
Are you more aware now of your job options? *	Yes	27	73	36	65	68	49
	No	-	-	4	7	7	5
	Somewhat	10	27	15	27	64	46

*statistically significant at -.05

Table B.21. Results of the first session by gender *statistically significant at 0.05

	Male		Female	
	N	%	N	%
Being informed about what can study and where	286	61	272	58
Information on formal qualifications*	213	46	245	53
Information about formal education courses*	228	49	258	55
Information about non-formal learning*	55	12	79	17
Information on short time courses*	88	19	119	26
Information on retraining courses	48	10	45	10
Development of a personal action plan	152	33	175	38
Career plan / portfolio	19	4	25	5
Interest inventory	107	23	94	20
Given information on how to overcome barriers	81	17	97	21
Given information on how to find financial resources for taking up a study course	80	17	82	18
Help in preparing the documentation for validation of prior learning (VPL)*	18	4	37	8
Referral to other professionals/specialists	35	7	27	6
Assessment of key competences	23	5	16	3
Assessment of study skills/ study habits	10	2	15	3
Other	13	3	18	4

Table B.22. Results of the first session by age

	18 and under		19-25		26-35		36-55		56-65		66 and older	
	N	%	N	%	N	%	N	%	N	%	N	%
Being informed about what can study and where *	106	73	384	64	132	53	122	47	12	44	-	-
Information on formal qualifications *	87	60	328	54	88	35	82	32	4	15	-	-
Information about formal education courses *	90	62	359	60	111	44	70	27	1	4	1	50
Information about non-formal learning *	9	6	48	8	40	16	49	19	8	30	-	-
Information on short time courses *	9	6	69	11	51	20	96	37	15	56	-	-
Information on retraining courses	4	3	44	7	22	9	25	10	2	7	-	-
Development of a personal action plan *	72	49	268	45	102	41	70	27	8	30	-	-
Career plan / portfolio	7	5	13	2	13	5	12	5	1	4	-	-
Interest inventory	39	27	139	23	40	16	40	16	4	15	1	50
Given information on how to overcome barriers *	54	37	174	29	54	22	41	16	5	19	-	-
Given information on how to find financial resources for taking up a study course *	24	16	141	23	53	21	29	11	2	7	-	-
Help in preparing the documentation for validation of prior learning (VPL) *	1	1	17	3	19	8	26	10	2	7	-	-
Referral to other professionals/specialists	9	6	51	8	23	9	20	8	1	4	-	-
Assessment of key competences	6	4	18	3	6	2	16	6	1	4	-	-
Assessment of study skills/ study habits *	12	8	21	3	3	1	7	3	-	-	-	-
Other *	-	-	7	1	14	6	7	3	3	11	-	-

*statistically significant at .05

Table B.23. Results of the first session by target group

	Job-seeker/unemployed		Early school leaver		Migrant/refugee/asylum seeker		Detainee		Over-50		Employed (& low educated)	
	N	%	N	%	N	%	N	%	N	%	N	%
Being informed about what can study and where *	90	42	603	65	21	54	13	68	23	48	26	43
Information on formal qualifications *	40	19	538	58	9	23	1	5	14	29	10	17
Information about formal education courses *	43	20	571	61	18	46	1	5	2	4	24	40
Information about non-formal learning *	29	13	85	9	10	26	-	-	12	25	24	40
Information on short time courses *	59	27	119	13	9	23	-	-	24	50	35	58
Information on retraining courses	8	4	80	9	5	13	-	-	2	4	2	3
Development of a personal action plan *	74	34	414	44	17	44	1	5	8	17	16	27
Career plan / portfolio *	12	6	25	3	3	8	2	11	1	2	4	7
Interest inventory *	23	11	212	23	11	28	6	32	11	23	5	8
Given information on how to overcome barriers *	36	17	265	28	16	41	4	21	7	15	5	8
Given information on how to find financial resources for taking up a study course *	21	10	229	25	-	-	-	-	2	4	4	7
Help in preparing the documentation for validation of prior learning (VPL) *	24	11	24	3	3	8	-	-	10	21	4	7
Referral to other professionals/specialists	14	6	82	9	2	5	5	26	-	-	3	5
Assessment of key competences *	11	5	29	3	-	-	-	-	5	10	2	3
Assessment of study skills/ study habits	3	1	37	4	1	3	-	-	1	2	1	2
Other	11	5	12	1	4	10	-	-	2	4	2	3

*statistically significant at .05

Table B.24. Ordinal regression results

	Estimate	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Baseline self-efficacy	2.199	.273	.000	1.663	2.735
Number of guidance sessions attended	.371	.159	.019	.060	.682
Age	-.007	.023	.771	-.052	.039
Highest educational level	-.035	.132	.788	-.294	.223
Positive attitude to learning	1.024	.343	.003	.353	1.696
Male	-1.107	.444	.013	-1.977	-.237
Target group: Employed (& low educated) reference category					
Job-seeker/unemployed	1.583	.921	.086	-.222	3.388
Early school leaver	2.393	1.162	.039	.116	4.670
Migrant/refugee	.363	1.067	.734	-1.729	2.455
Detainee	15.652	.000	.	15.652	15.652
Over-50	1.383	1.000	.167	-.578	3.344
Employment status: Other reference category					
Employed full time	4.433	1.277	.001	1.930	6.936
Employed part time	2.407	1.357	.076	-.253	5.068
Self-employed	1.248	1.751	.476	-2.185	4.681
Unemployed	2.010	1.067	.060	-.082	4.102
Retired	1.499	1.878	.425	-2.181	5.179
Inactive	4.978	1.662	.003	1.720	8.237

Link function: Logit.