



## *FINAL STUDY*

### *'Close Connection'*

*- Labour-market Cooperation for the VET  
System Reacting to Economic Demands in a  
Flexible Way*



**The professional material prepared by the international partnership led by the Government Office of Békés County within the Erasmus+ project titled 'Close Connection' – Labour-market Cooperation for the VET System Reacting to Economic Demands in a Flexible Way nr. 2014-1-HU01-KA102-000278**

**June 2016**

This project has been funded with support from the European Commission.  
The content of this study does not reflect the official opinion of the European Union.

## Table of Contents

RECOMMENDATORY .....	4
1. Introducing the Project Titled 'Close Connection' – Labour-market Cooperation for the VET System Reacting to Economic Demands in a Flexible way .....	5
1.1. The Antecedent and Background of the Project.....	5
1.2. The Aim of the Project and its Target Group .....	7
1.3. The International Partnership Implementing the Project.....	9
1.4. The implementation of the project .....	16
1.5. Good examples, best practices .....	18
1.5.1. Best practices applied in Scotland.....	19
1.5.2. Best practices applied in Spain.....	33
1.5.3. Best practices applied in Germany .....	40
1.5.4. Best practices applied in Italy.....	46
2. The County Model of the Labour-market Cooperation Developed within the Framework of the Project.....	51
2.1. The Process of Creating the Model .....	52
2.1.1. The Experiences Gained During Study Visits Regarding the Labour-market Cooperation .....	52
2.1.2. Developing the Model in the Frame of a Workshop .....	56
2.2. The Labour-market and VET Coordinating Forum.....	58
2.3. The vision of the Békés county labour-market cooperation model.....	65
Closing remarks.....	72



*„When we dream alone it is only a dream, but when many dream together it is the beginning of a new reality.”*

*(Friedensreich Hundertwasser)*

## **RECOMMENDATORY**

***Dear Reader,***

The project titled 'Close Connection – Labour-market Cooperation for the VET System Reacting to Economic Demands in a Flexible way' was implemented by the partnership led by the Government Office of Békés County within the framework of the European Commission's Erasmus+ programme.

Within the project we aimed to establish a partnership connecting the actors of training and employment in accordance with the employment strategy of the employment service, under which it is possible to operate a VET system – reacting to economic demands in a flexible way – through which information concerning employer needs and labour-force demand of economic development initiatives are provided and workforce with proper qualifications and competences meeting the demands of businesses are ensured on time.

The Final Study, prepared by the international partnership, has two major parts. Within the first part the reader gets familiar with the implementation of the project and acquired best practices applied in partner countries related to the studied field, while in the second part we introduce the project's final output – the model of Békés county's labour-market cooperation system created by utilising foreign best practices.

With the operation of the model increasing Békés county's employment level and ensuring human resources for economic growth is achieved.

We recommend this Final Study for organisations and professionals involved in career orientation, VET and employment.

Ágnes dr. Nagy  
Head of Department

## **1. Introducing the Project Titled 'Close Connection' – Labour-market Cooperation for the VET System Reacting to Economic Demands in a Flexible way**

The project titled 'Close Connection – Labour-market Cooperation for the VET System Reacting to Economic Demands in a Flexible way' was implemented with the collaboration of the Government Office of Békés County – with the cooperation of its departments responsible for employment and education –, the Chamber of Commerce and Industry of Békés County, the AFLA KISOSZ Advocacy and Adult Education Association and the Scottish, German, Spanish and Italian host organisations.

Within the chapter we introduce briefly the project ideas, the background and antecedents of the implementation of the project, project aims, and people involved in the implementation, target groups affected by the results of the project and the international partnership consisting of seven members.

Following this we introduce one by one each foreign partner country's best practices that are applied within the cooperation of actors of VET and labour-market, to enhance employment, prevent and tackle unemployment, and finally we propose ways to utilise experiences gained by professionals implementing the project during study visits.

### **1.1. The Antecedent and Background of the Project**

The labour-market situation of Békés county can be characterised by lower activity and employment rates and a higher unemployment rate compared to the country's average indicators. In 2014 – in the year of submitting the project proposal – the rate of employed people in the European Union was 64.2%, in Hungary 57.2%, and in Békés county it was 54% considering the 15-64 age group of the active population.

The reason behind the below average employment rate of Békés county - compared to EU and Hungarian rates - is the low employment of target groups being disadvantaged from a labour-market perspective – primarily low-skilled persons, young people, older workers, women with small children.

The unemployment rate of people belonging to the 15-24 age group on a European level was twice compared to the unemployment rate of the total population. In Hungary, this difference was 2.5 times higher.

In Békés county the number of career starter job-seekers in February 2014 was 3000, which was the 14% of registered people. Preventing the members of the target group from becoming unemployed is one of the key objectives of the employment service.

Problem is that there are significant differences in the structure of labour-force demand and supply, unemployment and workforce shortage are present at the same time. There are skills shortages of which we are unable to meet employers' demands. The obstacle preventing employment is not just the scarcity of jobs, but also that job-seekers' qualifications and work culture do not meet employers' need and they don't have the necessary key competences.

As a further problem it occurred that

- information about expected needs of employers and labour-force demand of economic development initiatives are not available on time.
- the information system of career orientation service is not sufficiently developed, the implementing regulations containing the exact details of counselling task based on legal grounds have not been published yet. Despite introducing a scholarship system in recent years in VET schools, enrolment to acquire shortage qualification is still demanding, and involving job-seekers to take part in this training is an extremely challenging and time-consuming task.
- in terms of avoiding unemployment it is of great importance also to hold workplace trainings, however we find that despite employers' demand for on-the-job trainings, evening and distance learning forms of adult education and the roles and presence of new forms of learning is immensely low.
- there is lack of regional and sectoral cooperation networks connecting the actors of VET and employment, which can operate VET system reacting swiftly to economic demands.

In order to improve the economic situation of Békés county the cooperation of all involved organisations – labour-market actors operating in the county, VET organisations, local authorities, the employment service, employers and organisations interested in enhancing employment – emerged as a key demand.

## **1.2. The Aim of the Project and its Target Group**

In order to address the identified problems we set a goal – in line with the county's employment strategy – to make the organisational cooperation of local and regional authorities, chambers, VET institutions, employers, non-governmental and other organisations stronger and closer.

Specifically, our goal has been to prepare leaders and professionals of organisations involved in VET and enhancing employment to be able to successfully foster the development of labour-market cooperation networks reacting swiftly to sectoral labour-market demands, partnerships connecting the actors of training and employment, within which the following is accessible:

- ensuring that high-tech key sectors, organisations – important for the county from an economic viewpoint – receive appropriate number and quality of skilled labour force on time, with skills and competences corresponding with their needs, in order to increase economic competitiveness;
- providing information on expected employer needs and labour force demand of economic development initiatives;
- operating the system of career guidance and counselling taking into account labour-market needs;
- developing the formal and non-formal VET structure satisfying regional and sectoral labour-market needs;
- making skills shortages more attractive, increasing the prestige of manual labour professions, promoting a change in attitude concerning this field.

To meet the objectives outlined above the Erasmus+ programme provided a good opportunity, in which funding can be requested to acquire international experiences, to learn about new methods and innovative solutions applied within the employment policy and VET on an international level.

Recognising the opportunity that the Erasmus+ programme provides funds to learn about international best practices, we prepared a strategy regarding international cooperation as an important part of the county's employment strategy, which serves to achieve employment aims through mobility projects.

Erasmus+ mobility programmes provide a good opportunity to enable staff members and experts involved in career guidance, VET, adult education, employment to learn from each other within the framework of an international perspective, exchange experiences and search for new and innovative solutions to common problems in an international collaboration.

As part of the proposal period we applied for a grant in a consortium together with organisations involved in VET and employment, since we can achieve our employment policy goals, including objectives set out above, in a consortium, working together with relevant organisations. The introduction of international and national partners can be found in point I.3.

The direct target group of the project is consisted of leaders and professionals – working within the three organisations forming the consortia – involved in VET, enhancing employment, dealing with formal and non-formal VET and the training, employment, career and training counselling of job-seekers.

Learning about foreign best practices emerged as further training needs for professionals of the consortia. All parties interested in – with the cooperation of organisations involved in VET and employment – the successful operation of those labour-market cooperation networks, which can react swiftly to regional and sectoral labour-market needs, properly mediate labour-market information, and in which employer needs are taken into account better by the VET system, the more effective career guidance enables individuals to choose the most suitable career satisfying economic and own needs.



### 1.3. The International Partnership Implementing the Project

#### *Head of Consortium- Government Office of Békés County*



*Róbert Gajda*  
*government commissioner*

As the top authority of territorial state administration, the 19 government offices on county level and the one government office in the capital were established in Hungary on 1st January 2011 as the legal successor of the public administration bodies on county and capital level through the partial integration of the majority of the territorial state administration bodies.

The government office harmonises and enhances the implementation of government tasks on territorial level – according to rules of law and government decisions. It practices state administration authority legal power, within the frames of which it administers procedures on primary and secondary levels. The Government Office of Békés County consists of 12 organizational units and 9 district offices lead by the government commissioner. The number of employees in the Government Office is 1342 at present.

The Department of Employment in the Government Office of Békés County and the divisions under its professional management- which operate within the district offices- play a key role in improving the labour-market situation of the county, promoting employment and preventing and mitigating of unemployment. As a public body, it provides free of charge services, employment programmes since 1991, and aims to meet the needs of both employers and job-seekers by law year by year at a high standard. Information is gathered and given of the labour-market situation of the county, the system of supports and services is maintained, a part of which is the provision of occupational information, job counselling, career guidance, counselling in job-seeking and supports given to increase employment. Job-seekers can receive numerous services and supports tailored to their specific needs, whereas employers are assisted with services and supports according to business requirements. As the most extensive job mediation network, it carries out duties related to supports and services to promote employment.

The aim of the Department of Employment is to support employers in satisfying their labour-force demands by skilled workers with appropriate training, and unemployed people to get jobs as soon as possible and enable them to match the needs of that of the employers. The

Department has been implementing projects for many years on a national level as well as in international collaborations, utilising and integrating the skills and experiences gained from them into the operation of the organization. Main partners (chambers, employers, training institutions) are regularly involved in these projects, with which close working relationships and cooperation in everyday activities have been established. It is committed to improve the work efficiency and the network connections of such organizations, as this result in a more efficient information flow about the labour-market and a faster fulfilment of work-force demand.



*The building of The Government Office of Békés County*

### ***Chamber of Commerce and Industry of Békés County***



*Tamás Hódsági  
president*

The chambers of commerce have a decisive role in carrying out the tasks of economic development and organization. With the national and comprehensive entrepreneurial network, these chambers provide excellent support for the decision-makers in economic policy. The members of the Chamber of Commerce and Industry of Békés County are those businesses that have registered headquarters or branch offices in Békés County and undertook voluntary membership in the chamber.

The chamber actively participates in organizing, supervising, giving professional practical training, examinations and master's level education on county level. One of the increasingly growing numbers of classical services they provide is professional counselling in legal, commerce technology, quality control and industrial property rights related matters. The above mentioned tasks are carried out by 18 professionals. Their aim is to facilitate regional development to empower local entrepreneurs in European integration. The chamber constantly monitors the anticipated needs of that of the employers, initiatives for economic development and participates in operating career guidance systems that acknowledge labour-market demands. Throughout their work attention is paid to the

formation of a work-based,-formal and non-formal- vocational structure, that is able to meet regional and departmental labour-market demands. The Government Office has successfully implemented joint projects in cooperation with the chamber in recent periods. The Chamber of Commerce and Industry is a very important link in the system of cooperation within the labour-market.



*The building of the Chamber of Commerce and Industry of  
Békés County*

### ***ALFA KISOSZ Advocacy and Adult Education Association***



*Zoltán Czibula  
director*

ALFA KISOSZ Advocacy and Adult Education Association is a labour organization of employers, which has been- since established in 1991- functioning as an association. Considering its predecessors in title, the organization has a proud history of over a hundred years. It aims to protect the economic and professional interests of affiliated private and joint entrepreneurs by carrying out its tasks, and to contribute to satisfying the needs of micro- and small businesses by non-formal adult education and labour mediation. Besides offering national and local advocacy advice, they are at the disposal of their members and of would-be entrepreneurs by providing business related guidance, accounting and labour market services. Due to its extensive business relationship and the ongoing high quality training held within the organization, chances of graduates to find employment are very good with a rate of employment being more than 60%. It has been organizing trainings in trade and hospitality for several years. Trainings are held throughout the country, but concentrated on Békés and Csongrád county and Budapest. Approximately 1,500 people enrol in their trainings listed in the National Training Register yearly. It is a licensed adult education institution, with a national scope of authority in case of 24 vocational qualifications, having own exam

organizational rights, and it also functions as ECDL exam centre. It has a modern methodological background, with suitable technical equipments of international standards suitable for Internet-based distance learning.

The number of full-time staff in the organization is 20. There are over 50 professionals hired in the field of adult education either on an agency or business contract bases.



*Building of ALFA KISOSZ*

### ***Fife College, United Kingdom, Scotland, Dunfermline***



*Hugh Logan  
principal and chief executive*

Fife College in Scotland is one of the decisive vocational training schools in the United Kingdom. The organization was established in 2013 by the fusion of several vocational training schools, which provides over a thousand high quality general and vocational trainings for their 22, 000 students in modern and suitably equipped institutions in their regional campuses as well as local training centres. With the help of their high quality education, Fife College's main objective is to train professionals suitable for local and national employer demands. Levels of education provided: pre-vocational, vocational, secondary, graduate and post-graduate training. As a result of cooperation with local schools, businesses and council, a curriculum was designed that helps enrol tertiary education and satisfies regional labour-market demands. Thanks to its trainings Fife College finds active participation important in employer forums. Healthcare, engineering, renewable energy and creative industries are paid special attention to. Above these, the organization partakes in several projects to council-

sponsored aid career-starters and long-term unemployed. The institution also offers career guidance services to help with job interviews, composing CVs as well as finding employment.



*The building of Fife College*

### ***Europroyectos Leonardo da Vinci S.L., Spain, Granada***



*Héctor Bernal Trujillo  
director*

Europroyectos Leonardo da Vinci S.L. was established in 1995 and has been open for students and professionals to gain vocational trainings for over 20 years in offices located in Martos, Cordoba and Granada.

Throughout the years, thanks to its comprehensive activities the Andalusian organization has made professional cooperations with several organizations in industries substantial for the economy. Their students and professionals

are placed within companies with high standards, where they are taught by adequate expertise throughout the training. Furthermore, the goal of Europroyectos Leonardo da Vinci S.L. is to widen its professional network in order to offer trainings in the widest range of sectors and activities. It is of big importance to provide guest groups with tailor-made programmes to satisfy their individual needs, to promptly identify targets, to harmonise the needs of training according to the professional background of that of the participants, and to validate and assess gained competences and results achieved in specific fields of training. Director Héctor Bernal Trujillo is responsible for organizing, supervising and monitoring projects and documents and for coordinating staff.

European Project Coordinators are associates of key importance, whose job is to keep contact with partners, gather information and requirements prior to group arrivals and to prepare documents and certifications. Tasks also include pedagogic supervision, mentoring, problem-solving, cultural event organization and Spanish trainings executions. The foreign language



skill of the experienced staff facilitates cooperation with foreign partners and provides the transferring of professional knowledge of adequate quality.



*The building of Europroyectos Leonardo da Vinci S.L.*

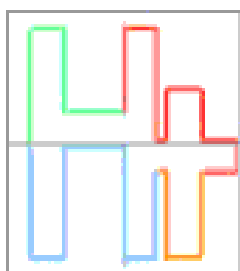
***HochVier – Gesellschaft für politische und interkulturelle Bildung e.V. S.L., Germany, Potsdam***



*Dr. Michael Jahn  
chief executive*

HochVier e. V. was established in 2004 and is such a non-profit adult education institution that organizes courses, workshops and trainings for job-seekers and immigrants in close partnership with professionals in the labour-market and the help of experienced and competent career advisors and trainers. The organization also offers the organization of study trips of various themes as part of its activities. It is due to the work they carry out that excellent relationships have been maintained with job centres, career advising and counselling services, chambers, councils, several training schools on regional, national and European level as well. Great experience was gained by participating in the Grundtvig, Mobility and Partnerships Program and thanks to the Leonardo da Vinci VETPRO - Exchange of professionals in vocational education and training Project they play a significant role in training professionals on European level. Tutors, teacher and trainers from the European Union are constantly visiting and with the help of their wide partner network all round professional study trips are organized. As managing director of the establishment, Dr. Michael Jahn supervises the team responsible for implementing projects and actively partakes in welcoming professionals. They have extensive knowledge about

German adult education, system cooperations with the labour-market and a strong relationship and collaboration with local and regional labour organizations, career advising and counselling services, chambers, councils and various training institutions. The HochVier team plans the professional programmes of study trips according to the visiting fellow training professionals needs and colleagues help not only with organizational tasks, but also in interpreting.



*The building of  
HochVier*

### ***Euroform RFS, Italy, Cosenza-Rende***



*Giampiero Costantini  
president*

Euroform RFS is an Italian institution recognised by the state that offers vocational training and professional counselling and has been welcoming professionals from Europe in the field of labour safety, international trade, business data processing and marketing, project management and administration, environmental management, sustainable tourism, import and export since its establishment in 1996.

The organization finds it important to align training with labour-market needs, therefore it is in constant connection with representatives of various industries in order to better identify the workforce demands of that of the economy. To achieve this, representational analysis and comparisons are carried out within various European training institutions; additionally it also investigates and compares innovative methodologies in education and training. The organization finds it important to offer guidance and counselling, to assess and summarize learning results, and to support informal and non-formal education. Euroform RFS has developed several tools to transparently evaluate and summarize student learning results gained in the mobility period.

Participating in projects to improve vocational training has given Euroform staff a lot of experience in everyday project management, analysis between cultures, product testing, dissemination and utilization.



*The building of Euroform RFS*

#### **1.4. The implementation of the project**

The project was implemented between 01.06.2014 – 31.05.2016. The grant amount was 62.650 €.

The leaders and professionals employed by the organisations concerned in VET and raising the level of employment studied the following 4 topics in the frames of 4 mobilities to create the very complex, multi-actor labour-market, VET cooperation system set in the project as a major aim:

- Providing and transferring information regarding expected labour-market demands and the labour-force needs of the economic development initiatives that are necessary for planning;
- Operating a career orientation and career counselling system considering labour-market demands as well, making shortage occupations popular and increasing the prestige of physical occupations;
- Providing the number of attendants necessary for the VET being in accordance with economic demands, methods of involving, maintaining students into trainings, placement of graduates and giving feedback on how satisfied the employers are with the graduates' level of knowledge;
- Checking the implementation and quality of formal and informal VET and trainings supported by the labour office, giving feedback on the experiences, quality development.



The mobilities were directed to those countries where there are existing great experiences, good practices and exemplary models in the particular professional field.

The attendants participated in a goal-oriented, intensive, 16-hour professional, cultural and specific language preparation course prior to each professional study visit.

The professional study visits with 14 participants each were implemented in the following places and during the following periods:

- Dunfermline,  
Scotland: 9-15  
November 2014  
  
Receiving  
organisation: Fife  
College



- Granada, Spain: 17-24 May  
2015  
  
Host organisation:  
Europrojectos Leonardo da  
Vinci S.L.



- Potsdam, Germany: 30<sup>th</sup> August 2015 –  
5<sup>th</sup> September 2015  
  
Host organisation: HochVier –  
Gesellschaft für politische und  
interkulturelle Bildung e.V. S.L.,



- Cosenza, Tropea, Italy: 11-17 October 2015  
  
Host organisation: Euroform RFS.



Following the professional study visits, the attendants created a written report based on the guidelines approved by the consortium, which included the acquired experiences and the way in which the organisations can build them into the operation of their everyday practice, furthermore a recommendation on what role the organisation represented should have in the labour-market cooperation to be created and what tasks it should have.

Based on the reports prepared by the study visit attendants, 1 summarising study/country was created following each meeting and – by using the international good practices – the model for the Békés county labour-market cooperation system was also developed by the consortium. The draft of the final study has been created including the experiences gained during the mobility visit and the recommendation on how the VET system capable of reacting economic demands in a flexible way can be established by building the experiences into the national practice. The draft version has been translated into English, forwarded to the partners and finalised considering their feedback.

The results are being spread as widely as possible, the closing conference of the project is held on 13<sup>th</sup> May 2016 as part of the dissemination activity, to which organisations working in the field of VET and employment and representatives of the media are invited. The final study will be sent to all government offices and employment departments in Hungary, the Ministry for National Economy, the National Office for Vocational and Adult Education, the partner institutions of the consortium and the adult education institutions operating in the county, and it will be uploaded onto the <http://bekes.munka.hu>, [www.bmkik.hu](http://www.bmkik.hu) and the [www.alfakepzo.hu](http://www.alfakepzo.hu) websites.

The consortium partners will spread the results in an extended spectrum using their network of connections originating from their basic profile even following the project closure among the individuals and organisations concerned in VET and employment. The project closure from professional and financial aspects is to be done until 31<sup>st</sup> May 2016.

### **1.5. Good examples, best practices**

During the 4 professional study visits implemented within the current project 14 professional experts were observing and studying what kind of cooperation systems were existing, what methods, best practices, approaches among the particular hosting country's organisations concerned with VET and employment were applied in the professional fields to be studied.

The professionals' reports participating in the visits contain in details what kind of cooperation systems are existing, what methods, best practices, approaches among the

particular hosting country's organisations concerned with VET and employment are applied in the professional fields to be studied.

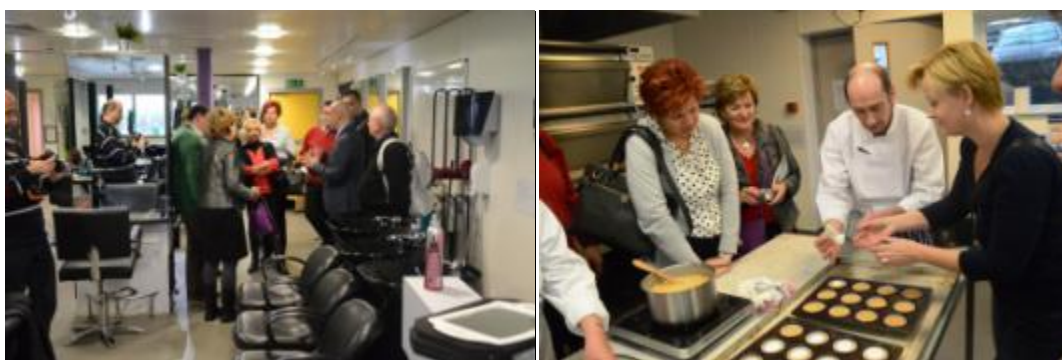
The frames of the current final study are not sufficient to present the entire list of information, experiences and good practices acquired during the study visits, only the most important ones can be highlighted, which are summarised below:

### **1.5.1. Best practices applied in Scotland**

Fife College (VET institution) was established on 1<sup>st</sup> August 2013 as a result of a merging process of two former institutions, Adam Smith College and Carnegie College. The purpose of VET institutions' integration was – besides increasing cost effectiveness – that rapid reaction to labour-market needs required the increase of the institutions' cooperation tasks, marketing and curriculum development activities, project management and international activities and the cooperation with the higher education institutions. Such broadening of tasks can be realised professionally and effectively only in an integrated organisation. However, at member schools the daily work is implemented by the coordination work of member school leaders.



*The group of professionals in front of Fife College*



*A visit to one of the member schools of Fife College*

The VET school provides more than 1.000 high-quality general and vocational training courses for 22.000 students in its modern, highly-equipped buildings. Due to the high

expertise of its instructors and the large amount of training courses, it provides the appropriate labour-force for both the local and national industrial branches.

As a result of the cooperation with the local municipality they managed to develop training plans and curricula by involving local schools and companies, which help the process of entering higher education and satisfy labour-market needs emerging in the region.

Each and every instructor and leader has the necessary VET experience, who put great emphasis on strengthening the relationship with employers both on local and national levels, being highly important for the school. The school is involved in several projects funded by the municipality, which target supporting career starters and the permanent unemployed. The school employs counsellors as well, who help students in questions related to job interviews, how to write CVs and in becoming employed in order to reach that students could be ready for work following their studies and be appropriate for employer demands.

In Fife College many different types of training are available for the various target groups simultaneously – from the 2-week long career orientation training, through VET courses registered in the national system to off-site trainings of higher education institutions. Joining and entering these training courses, handling access to opportunities following graduation are important roles of the school. Since one of the institution's tasks is to train the unemployed and make them employed therefore it is required to closely cooperate with the employment offices/job centres.

A Fife Megyei Stratégiai Partnerség egy olyan fórum, amely a munkaerő-piac szereplőit összefogja, erősíti. A legfontosabb feladata a képzésben és foglalkoztatásban érdekelttek közötti koordináció és kommunikáció lehetőségének biztosítása.

The Fife County Strategic Partnership is a forum, which holds and strengthens labour-market actors. Its most important task is to provide coordination and cooperation among parties interested in training and employment.

At the gatherings organised by the apparatus of only a several members the representatives of all the interested organisations are present. Even civil organisations, NGOs, economic actors dominant in the region, interest representative organisations and



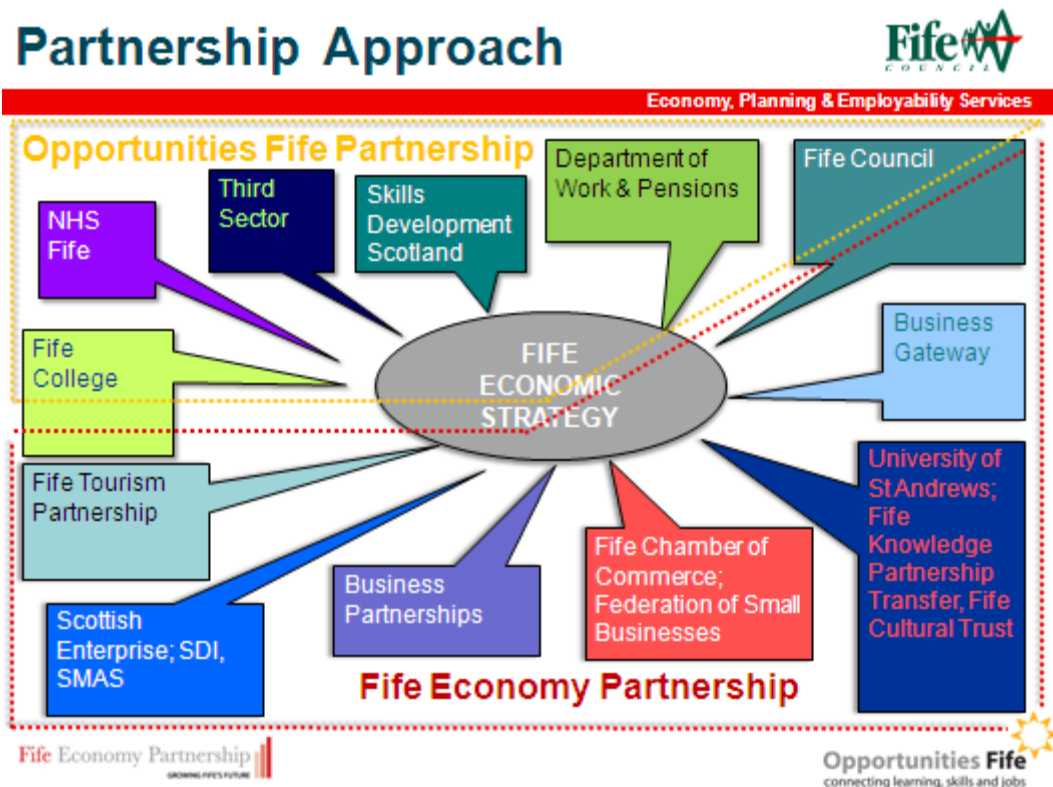
*Presentation being held in Fife College*

representatives of civil organisations in case they can contribute to the employability, employment and training of the particular target group.

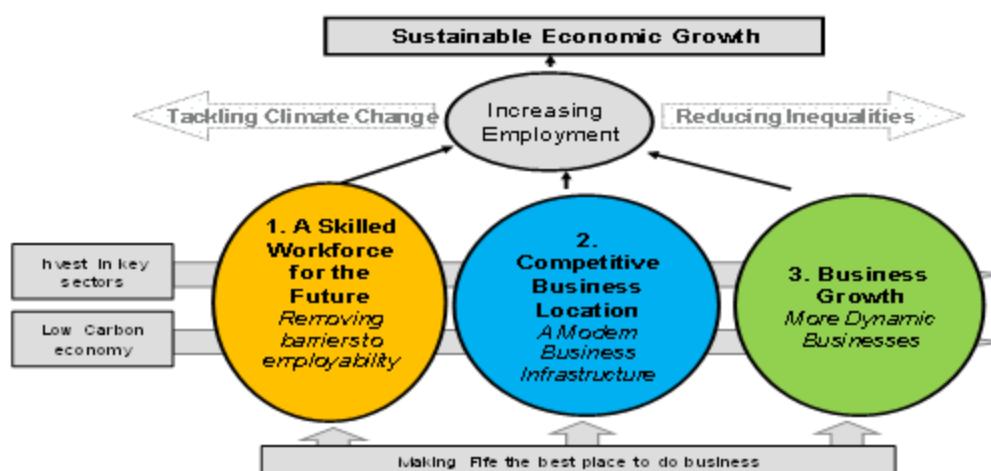
In the working groups of the forum, it is focused on improving the labour-market situation of the following three different target groups:

- disadvantageous groups,
- youngsters aged between 16 and 24
- people over the age of 25

Their activities: they define development priorities, transfer local county features to the state, from national and EU resources support projects enhancing the realisation of aims, participate in campaigns related to the aims.



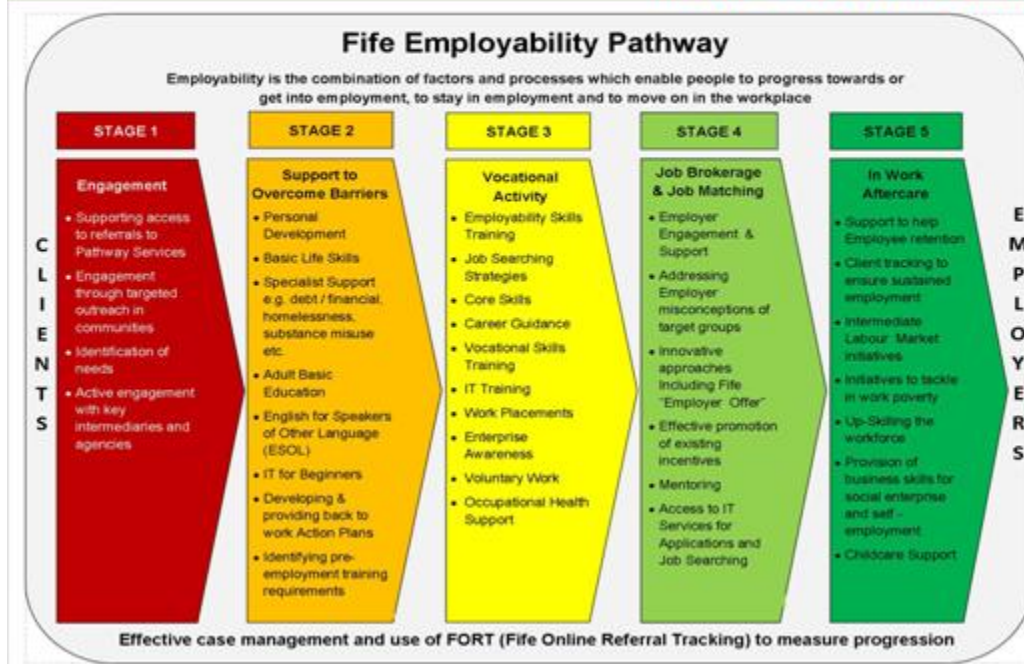




Good examples for the different supported programmes could also be seen such as promoting the employment of women in technical occupations, popularising modern apprenticeship programmes, supporting the employment of the homeless, helping ex-prisoners' re-integration.

From a county-level fund established and financed from Scottish state funds and EU resources, in the Opportunities Fife Partnership programme every initiative helping the employment of target groups with different ages and in different situations is supported. Allocating the resources is implemented by the representatives of organisations being interested in employment matters. They help in finding solutions and encouraging their implementation. The Opportunities Fife Partnership developed a so-called Employability pathway, which helps the population and employers of Fife in facing obstacles and challenges. Employability means factors and processes, which allow people to become employed, keep their workplaces and reach advancement.

The Fife Employability Pathway presents the way from the very beginning to sustainable employment, which can be seen below. Clients can enter at any phase of the pathway and the services are adapted to satisfy individual needs in a flexible way.



The purpose and major points of the Employability Pathway:

- Stage 1: Partnership – creating the active cooperation of organisations helping/enhancing training
- Stage 2: Support for fighting difficulties (e.g.: teaching essential knowledge necessary for everyday life, special support for people being in extremely disadvantageous situations – such as having financial debts, alcohol- and drug addicts, etc.)
- Stage 3: Professional activities (career guidance, job-seeking techniques, IT training, apprenticeship opportunities, voluntary work).
- Stage 4: Work placement (supporting employer roles, mentoring, handling false prejudices of employers towards target groups of disadvantageous situations)
- Stage 5: Follow-up in work (support provided in keeping the employee, further training of labour-force)

Sports programmes are also built in trainings and VET, thus emphasising the importance of healthy life. They pay special attention to shortage occupations, motivate students into that direction, e.g. by providing students choosing a shortage occupation with more allowances and wage.

The pathway is created in a way that implementing partners act only in stages they possess relevant related knowledge, which results that clients entering the pathway receive the most appropriate support in the most appropriate time.

At Stage 2 various things are required simultaneously to solve the problems for people having mental diseases or disabilities since the problems of these people supposedly increase by the number of people finishing the work programme. Amendments must be executed with special care because a significant proportion of allowances provided by Stage 2 can be found in other sources of Fife Council, NHS, etc. as well.

IT competence development services offered for individuals are highly important partly because they strengthen their general employability, partly because it is essential for on-line job-seeking and applications.

Supports provided for individuals when entering employment and in permanent employment are generally fields that require further investments. The most cost-effective way for that can be based on a commitment coming from the employers found at Stage 4 since relationship between the involved employees and clients is previously created in the entering phase.

For the population of the most indigent and underdeveloped areas, it is necessary to create a revised service through which the service provider should visit the clients and not the clients should visit the service provider. For cost-effective working, the community organisations' potential system of relations and local features should be utilised to a maximum extent.

During 2013 the Opportunities Fife Partnership reconsidered its Employability Pathway in order to be up-to-date in terms of national practice and innovation, and it was formed in a way to be able to utilise local and national financial resources in the most efficient way. As a result, the partners put greater emphasis on the positive outputs and performance management of the pathway. By providing services related to the special employability activities, which address the least developed areas and relevant target groups.

The partnership takes care that all the financial resources invested into the employability activities should complement the Scottish employability interventions.

The obstacles considered to be hindering employment (including digital skills, basic literacy and numerical skills) have been ceased therefore many of the long-term unemployed have become employed. The number of people participating in employment activities has increased and 20% of the successful employment was from the least developed areas.



Through providing services the exploitation of the method of voluntary work – as a path leading to employment – has been maximised.

Features of the system:

- Holistic: it recognises the fact that all problems of the individual should be handled as part of an integrated process
- Flexible: it understands that the method of reaching stability and maintenance for some individuals is not a linear process
- Person-oriented: it gives guidelines and employability support according to the initial state-of-the-art then is modified continuously according to individual needs through their pathway
- Case management/team-work: it cooperates with individuals, officers responsible for housing, service providers, teachers/instructors, training and employment agencies in order to fight difficulties, divide supports and define the development pathways reasonably.

In one of the member schools of Fife College, Stenton Campus, a new government programme covering the entire Scotland, the so-called ‘Young Workforce’ programme was presented, which is one of the pilot programmes aimed at developing Scottish VET, improving counselling service, supporting employment and career guidance.

Innovative elements of the programme: developing new curricula in order to increase the popularity of occupations requiring scientific, technological and mathematical knowledge and encourage people to choose them or facilitating transition between education and the world of work by increasing the ratio of practical training.

For them – just like in Hungary -, the greatest challenge is to harmonise students’ needs with employer demands that is students should study things the economy needs as well as they like what they learn. They use the power of persuasion for youngsters to encourage them to choose and study professions ‘demanded’ by employers.

In another element of the programme, if the youngster no longer wants to study after the compulsory age of education (16) then he is offered a so-called ‘modern apprenticeship’. It means that the youngster is placed at a company where it is possible to try the profession then he is ‘tempted’ back to school. Therefore he has much greater chance to study what he likes thus finishes and graduates in the particular profession and later on works in it. It is important that in the method the employee and employer develops the skills and key abilities together

that are indispensable for later employment. During the work relation, the employer contributes to developing the employee's key competences in order to reach that the company could employ a well-trained, 'tested' person in full time. A great advantage of this practice therefore is that a labour-force is offered to the company, of whom they receive an overall picture in the preceding years – thus minimising the risk to employ an 'inappropriate' person in a particular position. Further education does not require more expenses than in case of a full-time student can be mentioned as a further advantage of the modern apprenticeship.

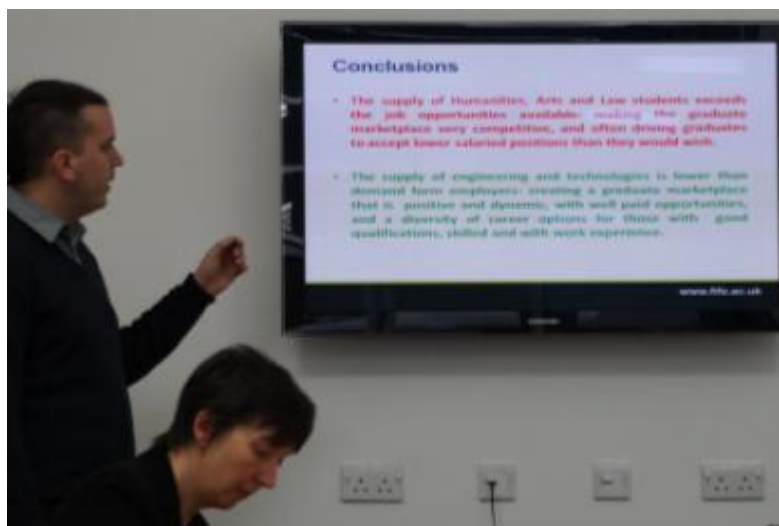
The Workforce Modelling table gives information about the labour-force demand of the region.

## Workforce Modelling



Economy, Planning & Employability Services					
	Managerial	Professional	Skilled / Technical	Semi-Skilled	Unskilled
Construction and Civil Engineering	<ul style="list-style-type: none"> <li>Project managers</li> </ul>	<ul style="list-style-type: none"> <li>Office-based professional, technical and IT staff</li> </ul>	<ul style="list-style-type: none"> <li>Skilled tradesmen – painters and decorators</li> <li>Welders</li> </ul>		<ul style="list-style-type: none"> <li>Trainees</li> </ul>
Energy and Engineering / Manufacturing	<ul style="list-style-type: none"> <li>Managers (account; engineering; implementation; manufacturing; production; project; and workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Engineers (electrical, equipment, facilities, industrial, instrumentation, process, product development, production, project, quality)</li> <li>Planners/ schedulers</li> </ul>	<ul style="list-style-type: none"> <li>Team leaders and supervisors</li> <li>Technicians (maintenance; mechanical; quality)</li> </ul>	<ul style="list-style-type: none"> <li>CNC operatives and setters</li> <li>Turners</li> <li>Welders</li> </ul>	
Food and Drink	<ul style="list-style-type: none"> <li>Production managers</li> </ul>	<ul style="list-style-type: none"> <li>Mechanical engineers</li> <li>Electrical engineers</li> </ul>	<ul style="list-style-type: none"> <li>Production team leaders and supervisors</li> <li>Quality control</li> </ul>	<ul style="list-style-type: none"> <li>Machine operatives</li> </ul>	
Health and Care		<ul style="list-style-type: none"> <li>Doctors</li> </ul>	<ul style="list-style-type: none"> <li>Nurses and midwives</li> </ul>		<ul style="list-style-type: none"> <li>Care assistants</li> </ul>
ICT and Technology	<ul style="list-style-type: none"> <li>Project managers</li> </ul>	<ul style="list-style-type: none"> <li>Software developers</li> <li>Test engineers</li> </ul>			
Tourism and Hospitality	<ul style="list-style-type: none"> <li>Hotel/restaurant managers</li> </ul>		<ul style="list-style-type: none"> <li>Chefs</li> </ul>	<ul style="list-style-type: none"> <li>Green-keepers</li> </ul>	<ul style="list-style-type: none"> <li>Waiting staff</li> <li>Housekeeping</li> </ul>

Similar to a 'traffic light', it demonstrates for youngsters what professions are among the ones to be recommended. Therefore the 'free' professions – that are to be recommended to be studied – are labelled with green colour, in which youngsters can receive more salary and have better chances. Red colour refers to 'not recommended' professions, in which an over-supply can be experienced in the labour-market. Yellow colour refers to professions, occupations that are to be improved.



*Conclusions related to 'free' and 'not recommended' vocational professions*

With this demonstration it is the aim to provide real picture on the demand side of the labour-market thus 'orientating' students towards professions demanded.

In order to provide the professional character of the curriculum development, a leader working in a deputy head-master position organises and manages that activity. Making the curriculum is also done by the involvement of external practical professionals, who consider employer demands as well. The other unique experience is an effort to almost entirely satisfy the students' needs. For instance, an employer has been established with a purpose of taking care of children for parents having small children in order for them to be able to study without any worries.

In the Scottish education frame system 12 levels are differentiated and it is considered to be important that the individual can move within the levels flexibly and the levels are transferable. The St. Brycedale Campus is a training centre, where very well-equipped practical training rooms have been created related to various professions for those who work or spend their practical training at a company but they can also come to practice the profession or can simply keep the profession up-to-date or develop the existing knowledge 1-

2 times/a week. These are practical training places where students can improve their self-management, communication, financial and economic skills simultaneously and in a complex way.

A hairdresser's practical training workshop was also presented where students could have customers from the 'street'. The process starts with making an appointment on the phone and lasts until making the bill, the students thus have the opportunity to acquire knowledge on managing a 'complex business'.



It is the characteristic of the system that the student can make work processes one by one during the study years. First graders can only make hair-washing while graduates can make higher level services requiring vocational qualification for the customers. Since they receive salary for their activities it is not only experiences related to hairdressing that are gained but other, e.g. business management knowledge is acquired as well, which can be benefited from even at the starting up of their own businesses.

At every job centre and other local organisations there are career counsellors working so as they do at Fife College as well as professionals keeping regular contact with local employers. Based on the information gained from the employer they provide information on the knowledge required by the labour-market and the related training needs.

The Scottish Government finances trainings to a great extent from the Employability Fund. Jobcentre Plus offers support and different labour-market, mentoring services for enhancing the employment of job-seekers.

The labour organisation further on helps job-seekers in having e-mail addresses, becoming registered in the general work placement system and using the system effectively. It has a so-called Flexible Support Fund, from which it can finance – if needed – the clothes for job-seekers to be worn at job interviews, the tickets of travelling to the venue of the interview and every single thing needed individually that is necessary for participating in a training and/or becoming employed.

The Skills Development Scotland, career guidance and counselling organisation is a totally independent, voluntarily working agency where every people from different age groups – from youngsters to the elderly pensioners – are dealt with. Employees do not primarily visit them for their supports but because of development and improvement opportunities. This agency effectively operates several WEB surfaces in order to share information important for employees with parents and teachers as well.



*Counselling unit at the Dunfermline campus of Fife College*

Annually, there is an average of 2.200 students who cannot decide in which profession they want to study. These are the ones who participate in the ‘Starter Programme’ during which they are mentored for about 6-7 sessions providing them with appropriate career decision making abilities. Experiences show that by the end of the programme it is usually around 10% of the attendants remaining who still cannot make the right decision. The agency has competence development centre where it is the aim to make people realise what they are capable of. Training courses with various duration (2 – 22 week-long) are held where emphasis is put on acquiring profession-specific abilities – defined together with employers. Similar to the Hungarian system female students are encouraged to be involved in studying ‘male professions’, illustrated by the following pictures as well.



*Enhancing women to be employed in technical professions*

It is considerable that sound career guidance is helped by compiling a brochure of CVs. On the organisation's website young people's video recordings are uploaded who were able to acquire a profession successfully or got a workplace and still work there efficiently. The close labour-market connection among the economic actors could also be helped with the issuing of success stories in the form of video shots enhancing training activity, which can also help encouraging people to choose shortage occupations. Popularising professions demanded by the economy serves the employers' satisfaction with labour-market demands and the increase of their contentment.



*The website operated by Skills Development Scotland at Dunfermline*

Compiling a handbook on how to write a CV could help a lot for job-seekers in making CVs raising the employers' interest, which helps them having different life situations and background (career starter, career changer or people having prior knowledge with great experiences) in selecting and completing the appropriate CV template also including key sentences. In order to raise the employers' interest with the CV and have a personal interview it is not for sure that the same CV can be submitted for the different positions because emphasising other segments and other skills-abilities of the person's background can become important. Among employers, it is becoming more and more often to collect CVs for a first round selection procedure therefore a high-quality CV is very important for a job-seeker when wanting to return to the labour-market.

BRAG is an organisation similar to the enterprise development foundation in Hungary, which is part of the Fife partnership. Besides supporting business development and starting up processes, it also supports entrepreneurial competence development for enterprises, teaching of students with special needs in the form of a 'working school' and employee competence development – thus contributing to the increase of employment.



BRAG gathers all the helping organisations as well, which can provide help in reaching the long-term unemployed, alcohol- and drug addicts, the homeless, people becoming employed with little help or having mental disabilities.

For improving employability the opportunity of voluntary work is also organised. This organisation is available all throughout Scotland, they implement business-like activities as well, the income of which is ploughed back to community activity.

The organisation has a sports unit as well since they consider building sports activities in the trainings very important. They believe that students can acquire the knowledge of trainings faster and in a more effective way by doing some sports therefore employment also becomes easier.

Regarding that 50% of their trainings are composed of some kind of sports activity, while the other 50% is composed of skills and abilities development and the profession itself. During the entire training the personal helping mentor is always available for everybody. Besides the things mentioned above, the foundation organises launching programmes, in which the development of individual employee abilities, skills are especially focused on. It is the aim to make participants capable of becoming employed in the labour-market within the shortest time possible.

In the education institutions of the United Kingdom a tri-level evaluation system operating. At the bottom level there is internal evaluation in the institutions, a self-evaluation system is operated in order to keep and increase professional level. At middle level teachers' work is evaluated at least once in every 3 years on regional level in the form of a counselling session, the visit is closed with a written report in all cases. The top level is the national teacher supervisor system, in the frames of which, among others, public schools are evaluated every four year on a regular basis and it also calls the attention to those professional fields on which it is necessary to raise the level of professional work.



The specialised helping activity targeting people of disadvantageous situation (having disabilities, mental health problems, financial difficulties, etc.) is of exemplary in Scotland, which is implemented by mentors and volunteers.

The hosting partner presented a restaurant, a café, which undertook to manage the practical training of the disabled. Before starting the activity the further training of workers was also organised to be able to deal with students in a more professional way. According to the owner, the staff became more cohesive and tolerant. We got great experiences in the restaurant proving that the appropriate workplace can be found for everybody thanks to helping cooperation and highlighted attention.

The success factors of the Scottish VET system – based on the experiences – can be summarised according to the followings:

- education functions as a service, whose aim is to satisfy the labour-market demands of the successful economy and provide career opportunity for the individual,
- the aim of education is not to gain lexical knowledge but to train successful and effective employees,
- for entrepreneurs the major factor of motivation is not necessarily having benefits in the short run but the high-level quality training of the employee-to-be, which results benefit for both the employer and employee,
- the labour-force capable of employment immediately is a great value,
- attending in practice in a situation similar to real-life is compulsory for everybody –, school workshop prepares students for company practice and complements it.

In the agricultural field only one VET school is operating in Scotland – as several of the institutions have been integrated. It is the characteristic of the institution that besides secondary vocational education it closely cooperates with the agricultural higher education institutions. Besides the off-site and postgraduate higher education courses the institution's task is manage rural development policies, to conduct researches and to provide counselling. The fact that agricultural vocational education is connected to other professional fields related to rural development is an experience to be worth transferring (tourism, fishery, horse breeding, sports, golf, etc.).



### 1.5.2. Best practices applied in Spain

1. Regarding employment matters the primary responsibility of the relevant ministry is to harmonise Spain's active employment policy, establish the national employment strategy, and to enforce the terms set out within the strategy regarding the whole country. In addition the ministry represents the country concerning the employment policy towards the European Union – on the one hand it enforces EU policies on a domestic basis and oversees the use of EU funds, and on the other hand it represents the interests of Spain towards the European Union.

Within the province of Andalusia the primary task of SAE - the regional employment organisation bearing the marks of operative management - is to handle and reduce unemployment and foster the expansion of employment, similarly to the Hungarian Employment Service, which was operating previously as a single entity as well.

For this purpose:

- it carries out labour-force mediation, influences the supply and demand of the labour-market, making it easier for employers and job-seekers to find each other,
- it promotes and coordinates local employment programmes, as well as monitor the Agricultural Development and Employment Programmes,
- it implements and coordinates the European employment strategy in Andalusia, as well as participate in the implementation of programmes and initiatives that fall within the competence of the ministry.

The Employment Service applies modern info communication tools in many areas, through which it provides information needed for job-seeking and its provision for job-seekers 24 hours a day. They set up modern "info points" by which they ensure the



*Modern information points at the Andalusian employment service*

conditions of job-seeking and the tools to access information in villages of disadvantaged regions and far away from the offices of the employment service. In order to mediate services for citizens as simply as possible they simplified procedures at the Andalusian Employment Service by ensuring contact with the employment office through these info points

(zonas TIC). These info points have a uniform image, are dedicated and clearly labelled, but mostly installed in tight spaces and the most common procedures available electronically can be reached easily for anyone.

Each zone has technical staff that informs users about the various options and creates opportunities for customers in order to learn about the use of such devices. Users at this point can obtain – only with the help of an internet connection and a computer – those skills that will allow them to perform certain actions without having to personally visit offices. They can browse among job listings, and they can read about current programmes and events.

The electronic website of the Employment Service has a feature that lets job-seekers to have their own private website after registration. Here everyone who is registered can keep track of their "own case" with a password, that is, the whole process of job-seeking. The user can upload his/her own resume, and can maintain a direct contact with the administrator and with potential employers as well.

The primary objective of the Andalusian Employment Service is to increase the productivity and competitiveness of local businesses with the help of various trainings and support offers. Only organisations accredited by the Ministry of Education can implement trainings.

The Andalusian Employment Service implements several labour-market programmes with the participation of various target groups, the most important of them are programmes promoting the employment of people over the age of 25, and 45 respectively. The "Second Chance" scholarship programme promotes the employment of people leaving school belonging to the 18-24 age group, within the framework of the Talent Call-back Programme the labour-force under the age of 45 coming back to and settling in Andalusia receives housing benefit, is compensated for the costs of returning home and the costs of his/her children's education is financed for one year. A program sikeressége érdekében a hazatérő munkavállalót foglalkoztató cég 40 000 Euro összegű támogatást kap, ezáltal ösztönözve a programban résztvevő személy foglalkoztatását. For the successful programme the company receives 40.000 € financial support for employing the returning job-seeker, thereby encouraging the employment of people participating in the programme.

In addition the employment service provides personalised assistance for job-seekers, during which they perform self-development, build up their professional profile; furthermore customers receive support in professional orientation, career choice, VET and job-seeking.



*The group in front of the employment service's building*

During their group trainings participants pick up job seeking and job interview techniques, in addition, they receive assistance in writing their resume and cover letter.

Employers can apply for wage subsidy to employ job-seekers in Spain as well. Unlike domestic practice, they receive the support in advance and as a lump sum, instead on a monthly basis and afterwards. This method is much more favourable for employers because this lumps-sum benefit received in advance can significantly improve the company's financial situation, and at the same time it can mean significant administrative cost savings. They don't need to apply for the support on a monthly basis and send certificates about employment.

The employment service in Spain - despite the much higher number of people and potential target groups to be involved and the less favourable labour-market – works with a lower number of headcount commitment, accepted relatively higher drop-out rates and a much higher supplementary service provisions, taking into account the special marks of the target group. They pay a lot of attention to strengthen their counselling activity, among others they create personal development training plans, and provide career counselling and guidance services also. These latter will undoubtedly make reintegration more costly and won't show tangible results in all cases, but they could bring results believed to be manifested later (long-term labour-market stay, deeper professional knowledge, etc.), which strengthen the qualities of labour-force in the long-term.

Despite the fact that the absolute and relative levels of unemployment are significantly higher than the average in Hungary, the relatively low rate of training involvements (small groups) and a relatively higher drop-out rate are being tolerated much better by the system. There are no grandiose objectives based on mainly quantitative criteria, they put a serious emphasis on fulfilling qualitative indicators, they focus on quality rather than quantity, accepting the more significant failure indicators of disadvantaged groups, or "minor" results achieved within the group.

2. The IMFE Employment and Adult Education Organisation, an organisation maintained by the local government and working closely with the Andalusian Employment Service, organises employer forums within the district on a monthly basis, where employers from 15-20 various sectors represent themselves. It aims to share the experiences of the last few months, report about the situation, assessing the needs within the district, to explore training needs and assessing the labour-force demand of employers within the district. No decisions and solutions are taken during this forum; however, they provide important information for policy makers.



*Presentation at IMFE Employment and Adult Education Institution*

Within Andalusia the unemployment rate is 36%, but the organisation is situated in one of the worst Granadian districts, where unemployment is nearly 50%, many of them are long-term unemployed people, and it reaches 80% among young people. Therefore it is very important for the organisation to operate a wide partner network, since improving the economic situation of the district and thereby Granada is only possible by joint efforts.

The government of Granada, NGOs and the EU Social Fund provides resources for services and trainings promoting employment. The organisation offers the following services:

- career guidance and vocational trainings building on the capabilities of catering, metal industry, electrical industry, IT, wood industry, textile industry and arts and crafts workshops;
- organising public work for people living in difficult social circumstances, the three-month long community employment mainly covers tasks related to gardening and street cleaning;
- with the support of the Andalusian Employment Service they organise six-month long subsidised employment in culinary, social, horticulture and sanitation areas;
- with the support of the Andalusian Employment Service they carry out five-week long career orientation and work experience-oriented workshops for people dropped out of school, in need of rehabilitation and being unemployed for a long-term - they combine workshops with counselling sessions and coaching;
- the provision of direct social support is also their task by using kitchen and related restaurant services, they provide free lunch for those in need with the help of finances from the government, and they help those who have problems using medical services too;
- supporting the starting-up of businesses is also their task, they provide advisory assistance to fulfil administrative tasks, and they assume bank guarantee in obtaining credit.

**3. Spanish Chambers of Commerce and Industry have a leading role in the Spanish VET system considering the number of training centres and their students.**

The VET activity of chambers is concentrated in four areas:

- professional counselling,
- corporate VET,
- supporting self-employment, promoting the starting-up of businesses, especially for women and young people,
- finding practical training places and creating a stakeholder system within dual VET.

In Spain chambers play an important role in mediating between the corporate sector and potential workers as well. The Vocational Guidance Service of Chambers (Servicio Cameral de Orientación Profesional, SCOP) helps businesses in their recruitment activities as a free employment agency. Since its inception nearly 12 thousand companies made use of SCOP's services, despite offering several services for the supply side of the labour-market also, thus helping in writing resumes, or preparing for a job interview.

The Chamber of Commerce of Granada provides a versatile training and service activity, and just like other chambers, they also spend a large amount of funds on various training and service purposes. Currently about 120 training centres are being operated in Spain with the management of chambers, in which 200.000 students are being trained on a daily basis.

The chamber also operates a business school in Barcelona, in collaboration with the University of Granada. The school offers trainings enhancing the management of businesses, such as: innovation management, HR management, coaching, business assessment and financial management. In addition it implements individual and personalised trainings in line with businesses' needs.

It is noteworthy that chambers recognised the importance of larger companies' foreign trade activities, and therefore they successfully started to implement related trainings. This requires a strong cooperation, as meeting individual, special requirements and the high quality VET has an even more prominent role here.

Chambers are also important factors in setting up contact between labour-market actors and potential employers satisfying their needs, since because of the bad economic situation it is important to select the most suitable labour-force.



*Visiting the chamber of commerce and industry*

Next to this the professionals of



the chamber carry out counselling activities as well, they provide support for investment and other business services, for example: renting offices, holding conferences, organising exhibitions, etc.

4. The aim of the Employment Promotion and VET Centre of the University of Granada is to establish and expand connections between the university and society by the mutual understanding of employment and requirements/needs, and identifying possible links between parties.

Consequently the target group of the university – the internal users – are made up of students, graduates, teachers and researchers who are responsible for the practical training and job mediation of their students. The external users are generally those companies, government agencies, employers and professionals who use the services of the university at a particular time.

They apply two best practices as well. The department called "Placement Agency" operates the installed employment application named "ICARO" that the candidates use on computers placed at agencies. With the help of the application they can upload and update their own resumes, and interact with those employers who have to recruit additional staff. By using the application they can also search for concrete and specific job offerings.

Another important service is the "Career Guidance Service" which aims to facilitate the



*The building of the University of Granada, Employment and VET Centre*

transition between the university and the labour-market for students by providing employment-related information and improve the tools of job-seeking, its resources and their expertise to have better employability. They provide individual orientation (individualised counselling through interviews), team orientation (through employability trainings) and virtual/online mentoring.

### 1.5.3. Best practices applied in Germany

1. The main aim of the Ministry of Social Welfare and Employment is to satisfy employers' labour-force demands with trainings, for which they involve school-based training institutions, the employment agency, training organisations and NGOs in the cooperation.



*Visiting the Ministry of Social Welfare and Employment in Potsdam*

Some projects initiated by the Ministry:

- **Brandenburg Economic Development Board:** It aims to strengthen the economic base within Brandenburg to ensure good conditions, so that companies do not relocate. It help businesses in implementing their development ideas, strengthening their business opportunities, maintaining their business. "Everything under one roof" is the principle, which states that all resources shall be ensured for businesses from one place. It provides personal service for businesses, cooperates with regional offices, so that enterprises can take care of their business locally. It is active in five sectors: skilled workers' sector, industrial sector, innovation and service sectors, energy sector.
- **Regional Office Network to ensure the supply of experts**

Its aim is sensitization to reduce labour migration, monitoring and preventing the drop-out of skilled labour-force, workforce planning for companies, harmonising and coordinating different labour-market actors, collecting information for the development of human resources and publicising them, and related consultation for



*The Skilled Workforce Portal of Brandenburg*



companies. They assess and monitor skilled workforce, collect important labour-market information and operate a labour-market information system in the framework of a website.

- **Brandenburg Further Training Project:** The most important results of the programme collecting, promoting and realising related counselling of further vocational training: the operation of a website introducing the data of 30.000 training opportunities, situational, individualised, free consultation by phone, online, or in

person. It is a major task for the approx. 1000 training partners to provide data regularly and with appropriate quality. This is the only way to ensure that the portal and the counselling service are reliable.

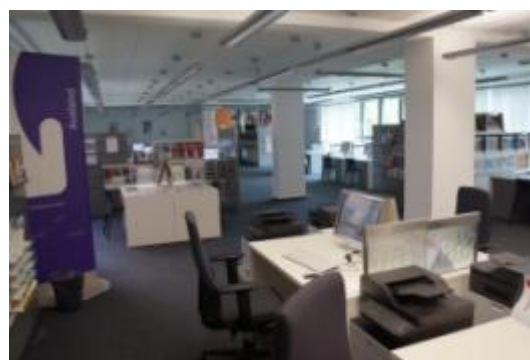


*The portal of the Brandenburg Further Training Project*

- **Maternity Leave Returnees project:** The project aims, besides supporting the development of family-friendly workplaces, to help women returning to work after having children with information materials, counselling (personal and through telephone) and by operating a website. The service centre performs and administrative task as well by managing the registration of pregnant women.
- **Return to Work project:** The aim is to (with training to increase employability skills, helping in solving social and family related problems, supporting employment) include long-term unemployed people into the labour-market.

2. The main task of the employment service is to prevent long-term unemployment and to support job-seekers in acquiring vocational qualifications. The selection of trainers is executed partly with the traditional tender process, but the job-seeker could receive a voucher as well, which can be used with a fixed value to participate in a training initiated by a specific adult education institution.

In Germany career counselling has a much greater role, they realised that introducing professions for children, assessing their needs, and what can be realised should be carried out on time. The employment service has state of the art presentation materials about different professions; professionals hold informative sessions in schools, as well as help those, who contact them. Also the employment service pays a special attention to career orientation, all 7-8th grade students participate in career guidance sessions, but this service is continuously extended to include students with 12 years of age too.



*Visiting the Employment Service of Potsdam*

3. The important part of the visited Adult Education Institution's – the Urania Schulhaus – network system is the cooperation with other VET institutions. In this way they can expand the scope of VET offered during consultation, and they can better serve their clients. The managers of the 8-9 collaborating training institutions regularly meet each other, introduce their training offers, best practices to each other, evaluate the changes of the labour-market, and identify training needs.



*Uranisa Schulhaus Adult Education Centre in Potsdam*

They inform the local employment service by sending the summary, and, if necessary, they involve them in the cooperation.

The Adult Education Institution complements its training activity with various services: career counselling, skill level measurement, creating a training plan, career guidance, facilitating job placement. With these services they can significantly reduce the rate of drop-outs, and improve the effectiveness of training. Grant agreements also encourage trainers, because in case of drop-outs the amount of support also decreases linearly. After completing the training an approx. 20% employment rate is expected, and upon its fulfilment the training institutions receives additional support. If the required employment rate is not met, then the support is reduced.

4. In Germany there is strong emphasis on the harmonisation of professional and practical training. Businesses are important participants of practical training, whose effective activities are supported by several organisations. Businesses are in contact with numerous organisations, such as the Ministry, the Economic Development Board, the regional offices of the employment service, the chamber, as well as training institutions.

Chambers have coordinating and supervisory tasks within VET in relation to practical training institutions, student contracts and internships programmes alike. There are currently 330 apprenticeship programmes available, and there are 151 registered professions.



*Visiting the Chamber of Commerce and Industry in  
Potsdam*

Within the framework of dual training students spend 1-2 days in school and 3-4 days at the company. A training contract is agreed between the individual and the company, which is controlled by the chamber. Trainings are funded by companies that last for 2.5 and 3 years. The exam process is unified in the whole country; students obtain 'equivalent' qualifications. The chambers are responsible for the quality and content of training. They investigate training circumstances at training companies, and they provide training licence for these companies as well.

The chamber launched a programme with the title "To Study, Work and Live in Brandenburg" in order to promote Brandenburg as a province to workers. They created a website for this, which is available on the [www.arbeitsagentur.de](http://www.arbeitsagentur.de) domain. There is also a programme specifically for young people – the "Mobi Pro EU", which offers the possibility to try out a profession for young people arriving from abroad.



*The portal created by the chamber of commerce and industry within the framework of the "To Study, Work and Live in Brandenburg" programme*

5. Adult education institutions are in close contact with employers (due to the place of the practical training and job offerings), labour unions and governments, and there is a great emphasis on training-related services: training, career guidance, job placement, career counselling, mentoring. They reached an agreement that is based on mutual assistance. If an organisation is unable to provide the requested service to the customer, then they offer him/her the possibility to switch to a different trainer that buys the rights to provide the service at a charge of an intermediary fee. They work together with Job Centres, and training vouchers provided by them can be used up at the chamber. The training voucher finances the overall training costs, travel expenses incurred and, if necessary, the accommodation costs. Eligibility for a voucher is determined by the Job Centre, they sort customers into appropriate trainings, as well as they assess whether they will be able to perform the training course.
6. In the context of adult education they teach not only professions, or foreign languages, but other non-professional trainings as well. For example trainings about society, politics, history, environment protection and culture, as well as training about various hobbies (photography, knitting, sewing, sports). The method of trainings is also varied.
7. Given that practical training places within the dual training system are mainly small or medium sized enterprises and as executing all phases of training, or introducing the appropriate level of technology is not guaranteed at these enterprises, therefore they establish training places on top of factories across Germany, in order to continuously

expand and deepen modern knowledge and VET. These training places supported by provincial governments can be established by factories, chambers, foundations, associations, etc.



*Practical training place within the chamber of crafts in Götz*

at the training centre of the chamber.

Interns' supplementary training at businesses within the frame of dual training – having a student agreement in practical training - is provided within the organisation of the chamber as well. During the usually 3 year-long VET interns have to spend 8-10 weeks of supplementary training – different for each vocational qualifications –

The financing of the supplementary training is shared equally by the federal government, the province and the employer company. The capabilities of workshops are used in master's programmes, as well as in the further training of workers. These so-called workshops on top of factories can be visited by students only periodically, at fixed intervals, but the supplementary training held there is an important part of the dual system of VET.

8. Within the adult education college network operating as a basic educational institution they try to find solutions in finding and realigning people with writing and reading problems together with employment services and municipalities. They reach parties concerned through the public sector. In the past three years they implemented a training programme dealing with basic skills ("AlphaKommunal").
9. The development and implementation of sensitizing training for the staff of the organisation is focusing on detecting problems with reading and writing. The elimination of the hidden, functional illiteracy is unthinkable without finding people dealing with these problems and involving them in trainings. During the project they establish a partnership network.





*Visiting the adult education college in potsdam*  
workplace.

In addition to the training of people dealing with finding members belonging to the target group they hold conferences, prepare informational materials, organise PR actions on the international day of illiteracy. It is seen as an important task to supplement the development of basic skills (reading and writing) with the development of basic competences regarding the

#### **1.5.4. Best practices applied in Italy**

- I.** In the context of a joint pilot programme between the Calabria Region and the Ministry of Labour, financed with EU funds, local university job centres have been established in



*The building of the University of Calabria*

Rome and Cosenza. The job centre offers special service packages for the university's community. This incorporates: the labour-market preparation of university students (counselling, trainings), student work, job placement, supporting recent graduates in finding jobs, fostering the recruitment activities of

companies, participating in various projects supporting employment. According to the participants of the study visit establishing a similar university job centre would be feasible and necessary in Hungary.



2. In the context of the Youth Guarantee Programme funded by the European Union the Centro per l'Impiego labour organisation does not grant the aid for the employer, in order for career-starters to gain experience, but for the individual – they disburse 400 Euros/person on a monthly basis for six months. With this form of support on the one hand they encourage the young person to find an employer that can teach him/her about the first steps of the profession, on the other hand, the employer is exempt from all administrative and salary related burdens.



*Visiting the Italian labour organisation*

3. With regards to career guidance and career orientation, discovering training needs and learning about employment opportunities it is a top priority to recognise individual capabilities and develop self-awareness. The Talent4 method is a good example of this; with its application it is easier to measure individuals' capabilities, thus supporting their career orientation.



*The poster of the Talent4 programme*

The essence of the method is that discovering the individual's skills and abilities doesn't happen with traditional methods, but by trying to analyse natural features (ability to adapt, strategic skills, conceptual skills) in a playful way, with movies and puzzles. At the end of the evaluation they receive an image about the individual, which helps to identify in which professional sector he/she would be suitable to work.



*The members of the Hungarian delegation at Euroform RFS*

4. The chamber is responsible for company registration, consumer protection, economic development, fund raising, but in education, the chamber only acts as a training organiser. Being a member of the chamber is a prerequisite in becoming an entrepreneur. They regularly organise training courses, workshops, exhibitions and seminars for their members.



*The building of the Chamber of Commerce, Industry and Agriculture in Cosenza*

They introduced the German-style dual training system in VET a few years ago. First students have to acquire the knowledge in the workshop, and then they move to factories operated by the companies. Training places don't receive financial resources after the students, or by students, but students don't receive scholarship also for the practical training spent at these organisations. Among the school and companies a partnership based on cooperation has been established, which is beneficial for both parties.

The number of companies participating in practical training constantly increases, but there are still many tasks concerning this field.

The chamber forms a bridge between schools and the labour-market, they forward the region's labour-market needs to the central administration body, and they consider these at the planning phase.

With the help of the international network of chambers in 2015 a Canadian student exchange programme provided an opportunity for Italian students to learn abroad, in return Canadian students came to Italy. The programme has been very successful.

The chamber works together with the government of the Calabria Region in developing VET policy, in defining the framework of VET regulations, and in establishing the institutional system.

The provincial chamber supports course selection people by organising exhibitions and career fairs. Their new attempt is the organisation of the possibilities for innovative organisations to



*The Research Week programme*

introduce themselves, which they organised within the framework of the Research Week held in Cosenza.

5. In the ITIS A. Monaco Technical High School students can participate in extremely diverse sphere of trainings. The school has more than 30 workshops, but when starting the trainings, they take into account the specialities of the region as well.

They try to carry out practical training within the framework of dual training; the period of practical training is 3 years, for a total of 400 practical hours. The VET school has a mentoring role as well during the whole period of obtaining the vocational qualification, supports the learners and employers, the VET school acts as a bridge and a mediator



*The poster of the ITIS A. Monaco Technical High School*

among them. There are only a few companies in the region of the school, thus they have an immensely difficult task to find a company providing practical training place. Since there are a few large companies only, they involve small and medium-sized companies, or private entrepreneurs. The visited companies are glad for this opportunity and it is important for them to ensure that students learn about new technologies already in the school. The school tries to put together the

curriculum according to the needs of students and companies, thus motivating both parties.

In Italy students perform working internships at external companies too. The period of this internship can last for 20%-50% of the training. The school is responsible for the whole learning process. The school tutor is the one who follows the student's activity during the period of the external internship. According to the features and curriculum requirements of the company ensuring the external internship an individual training plan is created for each student. At the end of the internship the tutor along with the representative of the company commonly evaluates the work of the students and whether training plans are met.

6. At Marconi VET School we learned about that best practice in students' training, which aim is that theory, the theory-demanding practice and workshop practice have a close

relationship with each other. They seek to develop an extensive business relationship in order to organise external internships at the organisation. The cooperation with some major companies is so strong that they undertake to equip the school's workshops.

In exchange the school ensures the further training of the company's own and its partners' employees. This is a further training opportunity for the school's teachers too, because the company's professionals also engage in training. As a good example we were able to visit Toyota's electronic lab and the special robotics classroom.



*Toyota workshop at Marconi VET School*

## **2. The County Model of the Labour-market Cooperation Developed within the Framework of the Project**

The necessity of the 'Close Connection – Labour-market Cooperation for the VET System Reacting to Economic Demands in a Flexible way' project was justified by the professional and sectoral conditions and regional characteristics below:

- The main aim of the institutional system of employment is to satisfy employers' labour-force demand and ensure qualified workforce satisfying these needs;
- The labour-market situation of Békés county is worse than the national average;
- The existing VET system is not aligned flexibly and swiftly enough to the needs of economy;
- There are skills shortages that are demanded by the economy, but the VET system cannot satisfy these needs – these skills shortages are not attractive enough for neither for young people, nor for adults.

In addition to the above the project was initiated based on the problem that regional and sectoral cooperation networks connecting the actors of VET and employment are missing from Békés county, which could operate the VET system reacting swiftly to economic demands, and under which it would be possible to ensure the appropriate number and quality of qualified workforce on time.

During the transnational mobilities carried out throughout the implementation of the project the following key professional areas have been in the center of attention:

- providing labour-market information necessary for planning;
- career guidance system taking into account labour-market needs;
- involving into training, keeping in training and follow-up;
- monitoring the quality of VET, experience feedback, quality improvement.

In respect to professional areas studied during the mobilities it was possible to learn about and explore labour-market cooperation systems between the actors of VET and labour-market operated successfully in host countries, and methods and best practices applied in host countries relevant to the project's theme. Professionals participating in study visits acquired experiences, suggestions and expressed their opinions about these.



## **2.1. The Process of Creating the Model**

The main aim of the 'Close Connection – Labour-market Cooperation for the VET System Reacting to Economic Demands in a Flexible way' project was to formulate a proposal by the end of the implementation period regarding establishing a partnership connecting the actors of training and employment. Such an efficient cooperation – besides the realisation of project aims – has an important role in further improving the region's employment prospects. Therefore we wanted to define the labour-market cooperation with an extensive negotiation and by acquiring all relevant information, which was rested on two key pillars.

One important element was the study visits held at foreign partners and experiences acquired there, while the other one was the experiences gained by professionals during labour-market collaborations earlier.

### **2.1.1. The Experiences Gained During Study Visits Regarding the Labour-market Cooperation**

In order to transfer the experiences of study visits each participants prepared reports based on the criteria defined by the project's management. Based on the individual reports a summary study has been prepared about each study visits, including the examples of labour-market cooperation networks seen abroad, their summarised experiences, and their unique features. Thus after the four mobilities four studies have been prepared summarising the experiences gained.

Based on reports summarising the results of study visits the following important pieces of information and experiences got into the focus of attention, in order to prepare the county model of the labour-market cooperation:

#### ***The Experiences of the Scottish Study Visit and Recommendations:***

- One of the major experiences gained from the study visit is that the cooperation among the actors of VET is mainly carried out on a voluntary basis and not because of legislative constraints. Of course, legal framework is also necessary; however, success is achieved in particular because of the cooperative intention of partners.



- Based on the Scottish example it would be possible to develop the Békés County Partnership with the assistance of the newly formed county VET centres in Hungary, the government office (with its employment department and the department performing educational tasks), the chamber, dominant employers, enterprise development foundation, county government responsible for the county's development strategy and municipal governments. In line with the county's strategy defining the main goals and tasks, and then starting the raising of funds. After this it would be possible to foster the achievement of goals by supporting projects fitting into the strategy.
- The close labour-market cooperation of actors of the economy would be fostered by publicising success stories regarding training activity in the form of videos, which could encourage the selection of shortage qualifications. Promoting vocational qualifications demanded by the economy satisfies employers' labour-force demand and increases their satisfaction.
- Based on the example experienced in Scotland activities fostering the choice of career should be started from a very young age, doing it continuously, built into the curriculum and the education system, for which it would be necessary to significantly expand the current counselling service.
- In Scotland, in order to realise the cooperation between the actors of VET and labour-market, collecting information and preparing projections are carried out by involving a wide range of stakeholders. The Hungarian system is characterised by it as well, but its effectiveness can be enhanced. It would be advisable to strengthen the relationship of labour-market actors, providing a forum to jointly design a development plan, and then discuss the realised short-term labour-market projections built on this with employers and their organisations, employee organisations, training institutions and governments. The task is to establish a broad social partnership and the stronger involvement of civil society in the preparation of the decision.

#### ***The Experiences of the Spanish Study Visit:***

- Examples seen during the Spanish study visit also point out that in order to develop VET and better understand labour-market needs it is extremely important to ensure the flow of information and developing its institutionalised system of rules and scenes.

To this end it is necessary to organise VET forums regularly by involving on the one hand organisations working in the development of VET, and involving on the other hand the demand and supply sides of the labour-market.

- The first step in the development of VET is to ensure the flow of information among involved parties – pointing out that it is regular and certainly not protocollar – and establish the possibility of the reconciliation of interests. Meeting specific needs and adjusting and developing the VET system to needs can be the second step.

### *The Experiences of the German Study Visit*

- It would be recommended to operate the training database seen during the German study visit in Hungary as well, in which up-to-date information would be available about the formal (also including adult education) and non-formal training. The employment service could operate it, because it maintains regular contact not just with public educational institutions, but also with most of the licensed adult education institutions.
- Training institutions and employers operating a network, which would formulate concrete employer training needs, could be a useful practice in Hungary as well. With the help of memorandums about network discussions the employment service could be informed directly about current needs.
- The collaboration of NGOs able to help in employment and training should be encouraged, thus they could plan and implement joint projects. With the help of an umbrella organisation the cooperation with partner organisations (governments, public organisations, chambers, etc.) would be realised in a more organised and regulated way.
- In Germany there is a strong emphasis on counselling and mentoring activities. They try to manage the problems of job-seekers in a complex way, by establishing a strategy to find possible solutions, which in the long-term could be a solution for the individual and his/her family, and also indirectly for the state. In an increasingly globalised world personalised counselling, training and developing the required competences by employers is one of the most important tasks. In the coming years we have to develop these areas with a greater emphasis on them.

This is only possible by the extensive cooperation and collaboration of the actors of labour-market, and by establishing a stronger relationship among actors. Meeting employer needs can be achieved best if the communication between employers and VET institutions accelerate, if the parties can meet each other, and can discuss, clash and match their ideas, suggestions and possible problems.

- Hungary should further enhance the flow of information and tighten the relationship among labour-market actors, employers and their institutions, employee organisations, training institutions and the employment service, in order to achieve that the VET system react to economic demands as flexible as possible.
- The occurring Hungarian labour-market problems are similar in many cases to those in Germany – particularly in the Province of Brandenburg that has been visited (high proportion of long-term unemployed people, aging population, migration, lack of qualifications). They are searching for solution constantly as well, and they put a great emphasis on properly working partnerships. Only by joining forces it is possible to handle long-term unemployment, and the cooperation of partners is needed to ensure with sufficient flexibility the professionally appropriate workforce for employers. The circle of partners is different from employer to employer, but in each case the employment service is one of the key players - we have seen many examples of this during the study visit.

### ***The Experiences of the Italian Study Visit***

- Based on the examples seen in Italy, during the Hungarian implementation the members of the Békés County Partnership, or the labour-market cooperation could be organisations involved in the following activities: the units of the government office dealing with employment and education, county VET centres, NGOs assisting in employment and training, chambers, dominant employers of the region, county government responsible for the county's development strategy, municipal governments, secondary schools, adult education institutions and divisions of employments of district offices.

- To ensure that labour-market information regarding supply and demand is accessible the actors of labour-market and economy have to communicate with each other regularly. The fundamental condition for operating the model to be developed is the provision of up-to-date and continuously updated information, for which the cooperation and coordination of VET organisations is required.
- It is very important to ensure the continuity and sustainability within the cooperation of organisations. Based on experiences we can say that a lot of well thought out and structured systems established within frames of projects ends when the project period is over, with the absence of material and human resources the additional work stops, the 'engine' operating the partnership shuts down. The labour-market cooperation model can also work only with a constantly running 'engine', so a great emphasis should be put on ensuring continuity as well, not just only on developing the partnership.

Among the experiences gained during transnational study visits, in the case of all mobilities one could find the feedback concerning the necessity of relevant organisations' professional cooperation, the importance of dialogue and the need for a swift and meaningful flow of information.

### **2.1.2. Developing the Model in the Frame of a Workshop**

On the 14th of January in 2016 we organised a workshop with the participation of staff members involved in study visits, in order to obtain additional comments and professional recommendations connected to the labour-market cooperation model. We considered it crucially important to successfully implement the workshop, thus we put a great emphasis on preparing for the workshop. For this purpose we organised two small scale preparatory work discussions, during which we determined work methods facilitating the elaboration of the topic the most. Because of the number of involved people we find the group work method to develop the model the best. In order to perform the task we defined a structured system of criteria, for which we collected those questions that guaranteed that all important topics are dealt with, focused and helped keeping the teamwork under control. We discussed it in several rounds and established the final list of questions.

During the workshop the development of the draft of the model of labour-market and employment cooperation was carried out in the planned team work according to the list of questions set out. The groups presented their own answers after formulating their own opinions, discussed the answers to questions by taking into account other groups' views, and then all three groups participating in the work commonly developed their standpoints after reaching an agreement. Tehát az egyéni vélemények ütköztetése végül egy lehetséges együttműködési modell konszenzuson alapuló kialakítását eredményezte.



*The participants of the workshop*

For the workshop methodological issues such as group formation, moderation and how to process incoming responses had to be clarified. This made it necessary to acquire additional knowledge and revive former team leader and moderating skills. In forming the group it was important that group members represent each foreign study visit, thus all groups included participants from all mobilities. The project leader had the role of the moderator, and her activity was complemented by an assistant.



*Team Work in 3 Groups*

The workshop – together with the preparation and the extra energy investment – resulted in added value, which definitely increases the level of the project's successful implementation. The joint work drew closer the professional relationship among participants, sparked interest in further joint programmes and established the commitment of participants for this community. One typical manifestation of this is that naming



*The Combination of Teamworks*

the proposed cooperation model during the workshop also happened with a really active involvement. The model was named Munkaerő-piaci és Szakképzési Koordinációs Fórum – MSZKF (Labour-market and VET Coordinating Forum)

## **2.2. The Labour-market and VET Coordinating Forum**

The 'Close Connection – Labour-market Cooperation for the VET System Reacting to Economic Demands in a Flexible way' project expresses the main goal in its name too: 'cooperation for the VET system reacting to economic demands in a flexible way'. To achieve this, as a result of the project the proposal for the labour-market partnership cooperation model has been developed.

The **strategic aim** of developing the cooperation model: developing and operating partnership connecting the actors of training and employment in order to support the VET system reacting to economic demands in a flexible way.

### **Its operational aims:**

- ensuring workforce with qualifications and competences in line with corporate needs;
- providing information on expected employer needs and labour-force demand of economic development initiatives;
- making skills shortages attractive.

**Formal framework for cooperation:** The 'Labour-market and VET Coordinating Forum' founded in collaboration with the stakeholders and interested organisations



## Types of organisations involved in the collaboration

Regarding the composition of cooperating organisations, during the project work the following expectations formulated regarding organisations entering the collaboration: they have to represent those professional groups that can substantially influence the processes of VET based on economic demands, are dominant actors in decision-making processes, and possess substantive information about the subject.



In order to support the VET system reacting flexibly to economic demands - with the cooperation to be established - the following organisations' participation is justified:

- VET institutions and their maintainers,
- chambers,
- representatives of employers' organisations,
- government office,
- organisations dealing with the economic development of county organisations,
- municipalities,
- non-governmental organisations involved in employment,
- county development and training committee.

## **The Composition of the Labour-market and VET Coordinating Forum**

In addition to the activities fulfilled by organisations within the Board, the concrete identification of organisations with the same profile operating in Békés county has been carried out. The staff size of the forum has been identified also, during which, in addition to the wide range of representation, the staff size affecting the operation had to be taken into account as well. Based on these criteria a maximum of 20 members has been specified in connection with the Board's staff.

It is proposed that the Labour-market and VET Coordinating Forum would be composed of professionals experienced in VET and employment delegated by the organisations below:

<i>Organisation</i>	<i>Number of members delegated</i>
VET centre, maintainers of organisations	3
Church-run and non-state run institutions	1
Institutions run by the Ministry of Labour and Employment	1
Chambers (Chamber of Commerce and Industry (1 person), The Békés County Directorate of the Hungarian Chamber of Agriculture (1 person), as well as the delegates of employers' representative bodies of the county (3 persons))	5
Békés County Development and Training Committee	1
ALFA KISOSZ Advocacy and Training Institution	1
Government Office of Békés County (employment and education fields of expertise)	2
The delegates of non-governmental organisations involved in employment	1
Municipalities – County Government (1 person), City with County Authority (1 person), a person representing all the other municipalities (1 person)	3
The Békés county organisation of the National Association of Entrepreneurs and Employers	1
The organisation representing the National Association of Industrial Corporations (IPOSZ)	1

## **The Legal Framework of Cooperation among Partner Organisations**

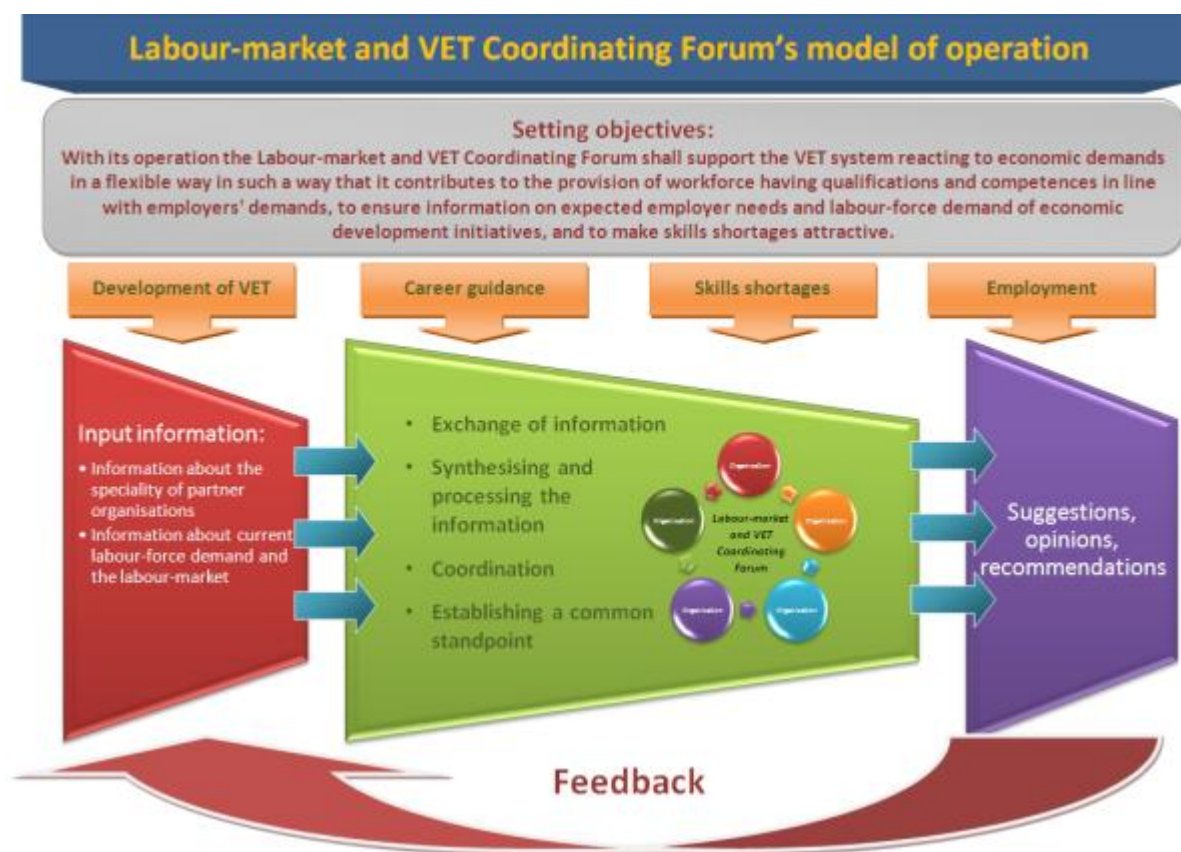
It is necessary to provide a legal framework in order to establish the cooperation model. Its most practical form is a cooperation agreement concluded among participating organisations. In this agreement the framework of cooperation, the tasks and responsibilities and the issues of operating the Forum are going to be specified.

Based on experiences setting up the operation within legal frameworks supports well the quality of work among collaborating organisations in addition to each organisations' level of commitment and expressed will to act. During work the correct, clearly regulated cooperation, working and division of labour creates a clear situation in connection with unforeseen

situations, or potential task-responsibility matters as well. By concluding the agreement it is feasible to reduce the risks as low as possible arising from the operation of the Forum.

### The Working Body of the Forum

During the establishment of the labour-market cooperation model the claim was clearly outlined to set up a working body to deal with 'administrative' issues of the Labour-market and VET Coordinating Forum. This organisation covers activities, for example organising consultative meetings (appointment, agenda, invitations, site preparation and equipping it), documenting events (attendance list, memo), requesting draft material, their systematisation, monitoring, data collection, and any activity, which represents professional work preparatory and final tasks to carry out the cooperation's substantive work.



*The Cooperation Model*

It is expected from the working organisation that it has appropriate capabilities and intent approved by all cooperating partners, and a member of the Forum provides it. When developing the cooperation model the majority of organisations involved in the work were of the opinion that based on its role and work to date the government office should provide this organisation. Under the proposal based on its task determined by the law, the expertise acquired over the past twenty years, its attitude, and outstanding results in terms of innovation

the Department of Employment of the government office should lead the Labour-market and VET Coordinating Forum. To perform tasks to be carried out within the work organisation it is necessary to provide human and financial resources. The forum's work organisation carries out its task under the guidance of the head of the Department of Employment.

### **The Most Important Tasks of the Forum**

The main objective concerning the operation of the Labour-market and VET Coordinating Forum is to support - through its operation - the VET system reacting flexibly to economic demands in a way that it contributes to the provision of workforce having qualifications and competences in line with employers' demands, of information on expected employer needs and labour-force demand of economic development initiatives, and makes skills shortages attractive.

In order to achieve the objectives set out the topics below should become permanent items on the agenda of Forum discussions:

1. Information on current and expected employer needs, about the labour-force demand of economic development initiatives, and the actual labour-market situation.
2. Collecting recommendations on how to develop the VET system reacting flexibly to economic demands.
3. Feedback in relation to previously raised issues and topics.

Additional agenda topics proposed:

- Reviewing, evaluating and forming recommendations connected to the county's labour-market situation.
- Sharing current VET and employment information available for partner organisations.
- Information about individual organisations' activities carried out within their career guidance and counselling systems.
- Disseminating economic development grant opportunities.
- Presenting research results.
- Analysing and learning about demographic tendencies.
- Discussing issues concerning skills-shortages, proposing solutions.

- Discussing matters regarding the cooperation among employers implementing practical training and VET institutions, proposing solutions, in order to develop the dual, work-based practice-oriented VET.
- Discussing current VET and employment issues.



*The Proposed Agenda Items of the Forum*

### **Communicating the Recommendations Formulated During Meeting Sessions**

After the Forum meetings it is necessary to lay down in a memo the content of topics discussed, the resolutions related to those, the proposed measures, and the decisions. The memo is considered as a document belonging to the internal circle of information of the Forum.

The Forum may have a key role in forwarding the recommendations, development ideas and comments about current issues of VET and employment towards decision-makers. To this end the leader of the Forum forwards the summary materials approved by the board to the professional or sectoral decision-makers. Partner organisations participating in the Forum

further strengthen the content of proposals forwarded to decision-makers within the network system of their own sphere of activities/sectors.

In order to share the pieces of information specified by the Forum with a wider professional audience, each partners organisations participating in the cooperation shall share the pieces information among their own professional network system.

In order to share public information and outcomes we recommend that the Forum shall prepare a Newsletter, in which it informs external interested parties about the actual pieces of information considered to be important. The Newsletter could appear on the websites of partner organisations taking part in the cooperation.

In order to provide and receive as wide as possible information for and from the public, it is recommended for the Labour-market and VET Coordinating Forum to create an own website. The rules of communication and press releases on behalf of the Forum shall be regulated.





## **The frequency of meetings**

The Labour-market and VET Coordinating Forum (MSZKF) shall hold a meeting at least quarterly. At the beginning of the Forum it may be appropriate to hold meetings more often, maybe on a monthly basis, but after establishing the cooperation, it should be held on a quarterly basis. Too frequent, or too infrequent occasions both have their own advantages and disadvantages - based on experience a quarterly meeting rate is optimal for the operation of such a committee. In particular or justified cases the Forum may be convened on different dates as well. In the document governing the operation of the Forum it is necessary to examine the rules of regular and particular convocation.

### **2.3. The vision of the Békés county labour-market cooperation model**

The county model of the labour-market cooperation taking into account the experiences of professional study visits proposed to be established kept in mind the development and operation of the VET system reacting flexibly to labour-market demands, and the establishment of partnerships connecting the actors of training and employment. The establishment of the Labour-market and VET Coordinating Forum (MSZKF) carries a number of other possibilities, which would be worthwhile to exploit:

- The **exchange of information between the labour-market and training actors of the county** ensures the social support of methods concerning the solution of vocational and adult education problems, as well as fosters the shared responsibility of participants.
- Regional actors **may be able to harmonise our development plans and aims** building on proven experiences and on professional and human relationships. Human factors play an exceptionally important role in the process of harmonising the aims of the employer, trainer institutions, organisations and the individual and in building a network system. The close cooperation evolving during the operation of the coordinating forum may inspire forces that are able to realise new and innovative projects. Over time the members of the forum – in a consortium – can reach to a point where they can have access to resources, which can contribute to solving the problems raised within the Forum.
- During the regular communication among the members of the coordinating forum there is an opportunity to respond flexibly to a difficult situation, thereby contributing

to sustainability. On the new level of dialogue among labour-market and related actors **the basis of harmonising VET and employer demands** is that training and employing partners speak one language. For a more accurate understanding of employer needs, and to develop training programmes taking into account these the coordinating forum's occasions provide an excellent opportunity. The use of learning outcome-based approach could be broadened (common language, simplification, clarity – thus labour-market actors can better understand training objectives). For this the vocational qualifications and their modules should be defined as outcome-based (learning outcomes: all the knowledge, skills, attitudes and levels of responsibility, which the professional will have after obtaining the qualification).

The coordinating forum can be a facilitator of developing the reporting and examining system measuring and evaluating study results more accurately, and by this it could make the certification of acquired skills and competences more reliable.

- The coordinating forum, in addition to fostering the harmonisation of career guidance, and counselling system taking into account labour-market needs, could encourage in the future the expansion of career orientation to preschool and early school ages as well. Career guidance and work experience-oriented activities, developing basic employee skills and building up training motivation, should be supported as well, in particular in case of people who dropped out of school, are in need of rehabilitation and are long-term unemployed. Activities could be combined with counselling and coaching.
- In the long term the coordinating forum can also contribute to the effectiveness of the cooperation agreement, and of the practical training based on work-based apprenticeship contract. Exploring anomalies occurring within the system of practical training, raising awareness and disseminating best practices it can play an important and gap-filling role.
- By extending the activity of the coordinating forum it can send recommendations and suggestions for research institutions, in order to conduct surveys and researches. To define the forum's activities and its recommendations, a realistic situation analysis is indispensable.
- Over time the coordinating forum could operate on a district level, in order to explore local VET, employment and career guidance demands, and to harmonise tasks.

- Establishing cooperating networks among actors, the bi- and multilateral discussions, consultations could be a basis for strengthening partnerships.
- A specific possibility of operating the coordinating forum is that it expands public employment's role as a bridge towards the open labour-market. Among public employment people the development of general competence plays an important role, it serves as a basis for a successful way of life and further trainings, and it provides the possibility of acquiring experience for long-term unemployed people.
- The coordinating forum can promote the identification of special groups and local problems from an employment perspective, and the involvement of non-governmental organisations in order to search for solutions. NGOs and staff members of local community organisations involved in community employment should be made suitable to collaborate more consciously and more professionally in rehabilitation, career guidance and professional training. The collaboration of NGOs able to support employment and training should be encouraged, so they could plan and implement joint projects. With the help of the umbrella organisation unifying civilians the collaboration with partner organisations (governments, public organisations, chambers, etc.) could be realised and organised in a better way.
- The collaboration for realising strategic thinking and achieving results has to be implemented nationally by all means. The coordinating forum can fill an important role in this concerning VET and employment.
- In case of labour-market services, at training and partner organisations the forum could spur the strengthening of the consultancy activity. Those professionals should be entrusted with this task that are operating a close relationship with partners, can attend further trainings regularly, and would embed the knowledge of career guidance and career counselling concerning how to set up the individual development training plan into organisations. The most important possible services are career guidance, identifying previously acquired skills, creating an individual training plan, career counselling and facilitating job placement. With these services it is possible to significantly reduce the rate of drop-outs from trainings, as well as to improve the effectiveness of training.
- The successful operation of the coordinating forum could lead to the establishment of a non-profit organisation in the county, in order to strengthen the labour-market

cooperation and institutionalise certain areas of the cooperation. The aim is to promote the connection of labour-market actors to implement innovative programmes involving EU funds, offer trainings for businesses, individual workers, job-seekers, trainers and teachers. They could also organise international mobility programmes both as hosts and as receiving organisations. In addition to searching for funds the organisation could connect extensive circles of partners together, e.g. learners, university students, young graduates, labour organisations, chambers of commerce, employers, local and foreign training institutions, etc.

- The coordination could result in collecting the county VET and adult education programmes, their promotion and in a programme implementing related counselling activity. Its part could be an operation of an internet portal, a situational, individualised, free consultation by phone, online or in person. If training partners provide data regularly and in adequate quality, then the portal and the counselling service could ensure lifelong learning in a reliable way.
- The coordinating forum provides an opportunity to help adults facing writing and reading problems. As part of a potential project the detection of writing and reading problems, the development and implementation of sensitisation training for governments' and labour organisations' employees could foster finding people fighting these problems and their guidance into training. The elimination of hidden, functional illiteracy is unimaginable without the development of a partnership network. In addition to the training of people finding persons with these problems, information materials could be made, conferences could be arranged, and PR actions could be organised during the World Illiteracy Day. It is important to supplement the development of basic skills (reading and writing) with the development of basic competences as well.

The necessity of the realisation of the Labour-market and VET Coordinating Forum is reinforced, the participation and activity of partners is increased by the labour-market and VET forecasts, trends and challenges at the same time, which can be handled only by the closer cooperation between sectors. The identifiable trends are as follows:

- The level of development concerning basic skills and preparing for the newly emerging skills requirements increasingly influence economic growth and productivity-improvement. Employers are becoming even more motivated to

formulate their needs, and in cooperating in the planning of formal and non-formal education and VET.

- There is a growing mismatch between skills demanded by employers and the skills acquired individually, as well as during education and training. The rapid technical and technological development, the swift social and economic changes mean that the education system can respond less and less to changes. Training organisations can only follow the rapidly changing expectations, if they have a closer cooperation with labour-market actors (e.g. during VET the employer bears responsibility for practical training, fostering the further training of institutional professional teachers and trainers, and cooperating in planning the training).
- We have to prepare people to jobs and technologies not even existing today. Professions disappear, while new ones appear more rapidly. The redefinition of remaining qualifications is necessary more often as well. The representatives of the world of work shall be even more involved in planning and implementing trainings and in finding new and innovative solutions.
- The economic actor does not pay for what one knows, but for what one can achieve with his/her knowledge. In addition to developed competences in the systems of VET and adult education, the role of competences acquired during informal and non-formal learning grows. In the future the significance of assessing and recognising (validating) prior knowledge is valorised.
- Training institutions shall work together with employers, in order to plan and implement training, which is in line with current and future needs of business activities. The labour-market would require if the world of education/VET could be more flexible (more flexible learning methods, flexible learning paths, designing more flexible VET, recognising informal and non-formal learning).

- Individuals during their lives are forced to change more and more (learning – work, home – abroad, further education – a new qualification, etc.). The efficient and effective VET has to count with transferable competences based on work experience and vocational qualifications. The need for atypical training is growing.
- The perception of the internationalisation of education, the globalisation of the labour-market becomes more extensive. Developing foreign-language and intercultural competences is a growing expectation.
- Demographic problems, due to immigration, make it hard to ensure workers with appropriate qualifications, and it is a growing HR challenge.

Among the barriers impeding the realisation and maintenance of the Labour-market and VET Coordinating Forum the following factors play a crucial role:

- Due to the frequent changes in the legal environment the actors of the coordinating forum and their responsibilities change frequently. The network system and cooperation cannot grow stronger.
- If the employment organisation handling background work (Department of Employment within the Government Office of Békés County) won't have capacity to deal with the tasks, then the operation of the forum is threatened.
- The flexibility of the support system is necessary to address problems with innovative solutions, so they can be put into practice as well, as a result of operating the coordinating forum.
- If entrepreneurs, employers want professionals ready to be employed, if the entrepreneurs' market adaptability is weak, and if they lack modern management knowledge, then they won't exploit the possibilities of establishing the coordinating forum too.
- If training institutions and maintainers only consider the needs of applicants and enrol them in school based on the demand and supply, then trainers' lack of interest could hinder the successful operation of the coordinating forum.
- We consider the issue of funding as the main obstacle. The establishment of the cooperation network and the sustainability of the forum's operation require a source at the employment service.



All in all, we can say that during the implementation of the project titled 'Close Connection' – Labour-market Cooperation for the VET System Reacting to Economic Demands in a Flexible Way the further training of the staff of the Government Office of Békés County and its consortium partners and the workshops duly laid the basis for the establishment of the VET Coordinating Forum. Providing qualified labour-force for organisations in an appropriate quality and quantity suitable for economic demands in due time, providing information on expected employer needs and labour-force demand of economic development initiatives, making skills shortages more attractive and operating the system of career guidance and counselling taking into account labour-market needs can be achieved by establishing the coordinating forum and ensuring its personal and material conditions.

*„Everything is hard for one,  
nothing is impossible for many.”*

*(István Széchenyi)*

## **Closing remarks**

The frame of the Final Study is not sufficient enough to fully illustrate the intense work we carried out with the exemplary cooperation of Scottish, Spanish, German, Italian and Hungarian partner organisations during the two-year long duration of the project. Within the cooperation of actors of VET and labour-market, we introduced those best practices, methods and programmes that are applied successfully in partner countries to increase employment, and prevent and handle unemployment, and the reader can benefit from these the most.

The government wants to spend 60 per cent of EU development funding within the 2014 and 2020 period on economic development, and therefore we put an even greater emphasis to ensure that economic growth is not hindered by the lack of adequately trained professionals meeting the needs of economy, as the effective cooperation between VET and economic actors is becoming increasingly crucial. The establishment of the Labour-market and VET Coordinating Forum outlined as the model carries a number of possibilities in order to create a real partnership among organisations operating in the field of VET and employment to achieve common goals.

The model offers a good basis to establish truly well-functioning employment partnerships within the frame of the Regional Operational Programme in the next period, and to ensure that the flow of information is effective on both county and local levels, and to harmonise initiatives among labour-market actors.

We hope that we were able to arouse the attention and interest of readers concerning the project. We are confident that methods and procedures highlighted in the final study will be applied by more and more parties and they will be our partners in operating the model of the VET system reacting flexibly to economic demands, developed in the context of the project, as soon as possible.

***Békéscsaba, May 2016***

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