



Lifelong  
Learning  
Programme



TEMPUS PUBLIC FOUNDATION



# VIALE WAYS

Improving Employment Opportunities  
for Career Starters

2013

HUNGARY

PORTUGAL

GERMANY

UNITED KINGDOM



Government Office for  
Békés County



Labour Centre of the Government  
Office for Békés County



Cooperativa de Ensino de V. N. de Famalicão, C. R. L.



part of aspire-i ltd

# VIABLE WAYS

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Improving Employment Opportunities  
for Career Starters

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HUNGARY • PORTUGAL • GERMANY • UNITED KINGDOM

The Guide has been made within the frames of the Leonardo da Vinci Partnerships project entitled 'Viable Ways for Career Starters to Integrate into the World of Work'

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## Table of contents

Table of contents .....	3
Introduction .....	5
The Partners .....	5
Chapter 1.....	7
1. Hungary .....	7
1.1 Careers Guidance Fair .....	7
1.2 'First Place of Work Guarantee' programme .....	8
2. Portugal.....	11
2.1 Famalicão Vocational Guidance Project .....	11
2.2 Integration Into The Labor Market Programme .....	12
3. Germany .....	14
3.1 The SCHOOLECONOMY network.....	14
3.2 Berufspraktisches Jahr 21 – Practical career year 21.....	15
4. UK.....	18
4.1 Make the Grade.....	18
4.2 Aspire2Work.....	20
5. Groups of project staff at the international meetings .....	24
Chapter 2 .....	25
1. Useful Information For Work Placements Abroad.....	25
1.1 Hungary .....	25
1.2 Portugal .....	25
1.3 Germany .....	26
1.4 UK .....	26
2. Work Abroad Checklist.....	27
Afterword and Further Reading.....	30
Contact.....	30

## Introduction

Studies across Europe have identified a major gap between the skills of career starters and the demand of employers in a number of EU member states. The transition between education and training to employment is a difficult one for many young people, and employers across Europe are finding that there is a severe lack of candidates with the right competences to be immediately effective in the labour market.

Viable Ways for Career Starters to Integrate into the World of Work is a two-year European partnership project, whose aim is to tackle this widespread issue through shared experience and knowledge. Led by the Labour Centre of the Government Office for Békés County in Hungary, an international consortium of Vocational Education and Training (VET), guidance and employment organisations in Hungary, Germany, the UK and Portugal have collaborated to exchange ideas on their regions' existing systems, methods and best practices to enhance employment for young people starting their careers.

The Viable Ways project considers better communication and collaboration between VET providers and labour markets as key to addressing the skills shortage problem. The partners explored activities in each of the participating regions which demonstrate vocational training programmes suited to labour-market demands. A total of four transnational meetings were held (each hosted by one of the project partners), which included study visits to exemplary organisations and presentations of the host country's national context, VET system and current initiatives.

This publication collates and summarises the main findings from all the transnational meetings. Chapter 1 contains two best practices from each partner country – one which prevents and one which tackles unemployment of the target group – as well as theoretical information that can be used as a resource for careers advisers, training providers and other educational institutions. Chapter 2 is dedicated to information and advice on finding work abroad; it is targeted at job seekers, providing a work abroad checklist and a list of useful websites with up-to-date information.

All the partners involved in the Viable Ways project have a vested interest in the shortage of skilled workers in their regions. Whether it's due to an ageing population, high unemployment, young people not choosing to train in growing sectors, or a mismatch in thinking between the education system and industry, each partner organisation is seeking new and creative methods that can be adapted to meet the needs of their own situations.

## The Partners

The Labour Office for Békés County in Hungary is a government organisation responsible for running the county's Employment Office. Its aims are to satisfy the labour-force demand of employers as well as applying measures to prevent and reduce unemployment in the region. Services include a labour-market and employment information service, careers guidance, job mediation, labour-market training, allocating unemployment benefits and implementing national and international projects.

BBQ Berufliche Bildung gGmbH is a non-profit training association with 50 provisions in Baden-Württemberg, south-west Germany which supports students by sustaining strong networks between schools, institutions and employers. BBQ gives young people specific help at the start of their professional careers through work placements, vocational training courses and support with finding permanent employment. BBQ also support adult jobseekers and employees to change careers or re-enter the labour market after a period away from it through the acquisition of professional training, qualifications and retraining.

Careers Europe is a division of Aspire-i, a vocational educational training provider based in Bradford, UK. The organisation offers a free Foundation Learning programme aimed at students aged 16-18 who found learning in a traditional school environment particularly challenging. Aspire-i maintains a strong network of local training providers and supports learners to access their chosen courses by providing them with a good foundation in the basic skills and qualifications they need to succeed.

Escola Profissional Cior is a non-profit vocational college in the region of Vale do Ave, Portugal. It offers both initial vocational training and adult education courses in a range of areas including Electrical installations, Electronics, Renewable Energies and Mechanics. Cior maintains networks with local companies and organisations, aiming to match educational competences to professional needs and ensure successful integration into the labour market. All vocational courses include around 400 hours of practical training, as well as access to further guidance and support.

We all learnt a great deal from working together in this project and the following pages document our learning. We hope you too might benefit from our experiences.

(Viable Ways is a Leonardo da Vinci Partnership Project, a sub-programme of the European Committee's Lifelong Learning Programme)



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## CHAPTER 1

Theoretical information on the best practices identified in the different countries - useful for experts and professionals

### 1. HUNGARY



#### 1.1 CAREERS GUIDANCE FAIR

Best practice preventing career starter unemployment

The Labour Centre for Békés County supports young people and adults to make sound career decisions when faced with many different choices. In 2011, the organisation held its eleventh Careers Guidance Fair in the Békés region entitled 'A hundred ways are ahead of us'. In 2012, the 2-day event was called 'Let the world be with you'.

#### AIMS TO:

- Provide a wide range of informational activities which equip students of all ages, backgrounds and skills with appropriate information on choosing a career, profession or higher education institution
- Give advice to adults planning a career change and help them make the right decision according to the current needs of the labour market
- Publicise and highlight the county's specific skill shortages
- Make the occupations most in demand more attractive to potential employees

#### TARGET GROUP:

- Primary and secondary school students; school leavers; jobseekers who cannot find a job in their profession; girls looking to enter traditionally "male" professions; jobseekers considering a career change; parents; teachers; VET trainers and employers.
- Every year approximately 30 secondary schools, 4-5 universities and colleges, adult educational institutions, other partner institutions (chambers, municipalities, pedagogical institutions, defence authorities, non-profit associations) attend the 2-day event.



#### ACTIVITIES:

Great emphasis is placed on identifying skills shortages, providing practical information about work placements and advertising the exhibiting employers' current job vacancies. Participants are provided with comprehensive information on:

- exhibitors/employers offering practical training
- the conditions of formal and informal training
- scholarships (legal regulations and requirements)
- gaps in the county's labour market, presented by chamber of commerce

The institutions present practical skills to visitors in an interactive way; demonstrations include confectionary, building, tiling, welding, woodwork machines, driving instructor simulator etc. and workshops allow guests to then try out the techniques for themselves.

Visitors can also have a **guided tour** from a qualified careers guidance counsellor – each tour is centred on one of nine specific areas of interest (technical, legal, agricultural, financial etc), and stands from the same industry/field are paired together to form 'Professions Islands'. The guides accompany groups around the fair to discover schools, companies and 'professions islands' related





to their chosen area. This service has proven very popular with around 1000 students joining the guided tours per year.

Another target group identified is young people in socially disadvantaged situations. A guided tour related to their specific needs introduces specialised vocational schools and companies for this specific group.

In the **Browser** section visitors can explore different careers resources, such as guidebooks, employment handbooks and over 400 informational DVDs on different occupations. Visitors can do an online careers assessment test, which helps to identify the most suitable career choices according to their skills, interests and personality.

The **National Careers Information Portal** helps young people and adults make career choices and changes by providing them with immediate, easily accessible information on the labour market and careers guidance.

The **Library Alive** service acts as a library for professionals who are already masters of their trade and lends literature to be used for discussions.

Each year the event organises an art competition for primary school students who design posters to be displayed and judged by a panel. The works present the youngsters' ideas on future careers and professions, and the dilemma of choosing a career is often illustrated by the young artists using various artistic techniques - pencil drawings, water colours, crayon drawings and sketches.

The event also provides entertainment and colourful, attractive shows are performed on a stage by amateur performing arts groups and students from the county's schools. Institutions perform their daily school life, as well as other music and dance pieces.

#### IMPACTS:

As a result of the programme, visitors acquire extensive and comprehensive information regarding their future career options. Long term this should ultimately lead to young people choosing a profession that suits their skills, interests and abilities, as well as those needed by the economy.

Making the right career choice prevents individuals from becoming unemployed in the long term.

The programme contributes to creating an attitude towards career choice that corresponds to the current career trends; people no longer have one job for a lifetime. Peoples' careers are now an on-going journey in which it is necessary to adapt to the changing demands of the labour market.

#### 1.2 'FIRST PLACE OF WORK GUARANTEE' PROGRAMME

Best practice tackling career starter employment

The First Place of Work Guarantee programme is linked to the Hungarian Government's 'Action Plan for Workplace Preservation' initiative. It supports a work experience phase as part of a transition into permanent employment.

#### AIMS TO:

- Set up a system whereby employers are motivated to offer work experience to young people
- Contribute to long term employment (current target: 30% of people on the programme to be in employment 6 months after programme ends)
- Transfer the experience and professional knowledge of senior employees to younger generations. This will in turn ensure that an ageing population will be replaced by an appropriately skilled workforce.

#### TARGET GROUP:

- Young people under the age of 25 registered as job-seekers at the labour office. Any young person who fits this description is eligible for this programme regardless of previous qualifications, those with little or no qualifications are offered highly specialised support.

#### ACTIVITIES:

Once registered at the labour office, young job-seekers can immediately subscribe onto the programme, and the employer can claim a wage subsidy support.

##### • **Labour-market service: holistic approach**

The Labour Office ensures that the programme is successfully implemented into a range of different careers services on offer to young people. Great effort is made to respond to individual demands, based on the level of support needed. Additional services might include providing labour-market/employment information and job mediation in order to find the right work experience placement for the individual.

##### • **Wage-subsidy support: motivating employers**

Wage-subsidy support can be claimed by the employer for job-seeker under the age of 25 (full- or part-time - minimum 4 hours per day)

Funding can be claimed for a maximum of 6 months and covers 100% of the employee's salary, social security contribution and other taxes.

For full-time employees the maximum funding is 150% of the national minimum wage, for part-time employees the appropriate proportion of it can be considered. It means that there is a maximum top limit for the amount/employer providing the wage of employees from this type of programme. The limit that can be applied for full-time employees is 150% of the national minimum wage a maximum and for part-time employees the amount is counted in the appropriate proportion (of course reduced).

Upon completion of the 6 month wage-subsidy allowance, the employer is obliged to extend the employees contract by a further three months. From 2013 the Action Plan for Workplace Preservation will provide tax allowances for this period, reducing employers' charges from 28.5% to 14%.

The amount of partial allowance for employees under the age of 25 having a maximum of 180 days of employment is 28.5% of the gross amount of the wage in the first 2 years, subsequently the employer needs to pay charges of 14% related to the wage until the person reaches the age of 25. It means that in every case of employment an employer needs to pay allowances for the state budget (social security allowance, different taxes and employer contributions) that is 28.5% of the wage in general. The support (covering all the expenses of the employer in 100%) is provided for a maximum of 6 months + 3 months in this programme. In case the employee is employed longer term, this ratio must be paid in the first 2 years of employment, however there is a further reduction in it (from 28.5% to 14%), meaning that the employer only has to pay a reduced amount until the career starter worker reaches the age of 25.

##### • **Reimbursement of travel costs**

As well as wage subsidy support, job-seekers who travel over a certain distance to work can be reimbursed for their travel costs. This allowance applies to the same period as wage-subsidy support (first 6-9 months) and covers 86% of a monthly travel pass valid for public

transportation (bus or train) between the place of residence and the place of work. In special circumstances, the remaining 14% can be reimbursed, however group transfers and car transportation is not eligible for reimbursement.

#### IMPACTS:

As a result of the programme the youngsters involved do not start the first phase of their active ages as unemployed but immediately become employed with support, and the likelihood of gaining long-term employment is increased by acquiring work experience and by slowly reducing the monetary allowances to be paid the employer following the termination of the programme.

As a result of this system including supports built on one another, at least 30% of career starters under the age of 25 are generally still employed on the 180th day following the end of the programme (because there is a monitoring feedback surveying and checking further employment on that day that is a compulsory element of the programme).

As a result of the programme in the long run the labour-market situation of career starters will significantly improve by the support of acquiring their first place of work, youth unemployment will reduce and employment will increase.

## 2. PORTUGAL



### 2.1 FAMALICAO VOCATIONAL GUIDANCE PROJECT

The Municipal Vocational Guidance Project is an initiative developed and implemented by the municipality of Vila Nova de Famalicao. It connects the Town Hall, VET institutions, Secondary Schools and the Local Area Network for Education and Training to investigate the best methods for providing careers guidance in vocational subjects.

#### AIMS:

- The main aim of the project is to develop careers guidance for vocational subjects and ultimately help youngsters aged 15 to 19 years to make informed decisions about their professional careers.
- Various educational organisations and institutions in the municipality have set up a multi-agency working group; this group meets to plan and discuss a common system for guidance in vocational education which meets the needs of students finishing secondary school.

#### TARGET GROUP:

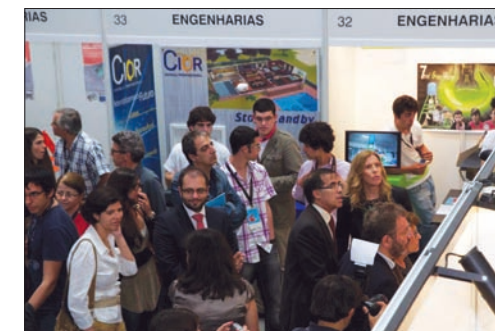
- The project involves school counsellors, tutors, directors of school boards, and local educational representatives, all of whom share a common goal.
- Direct beneficiaries are students from local comprehensive schools and young people with secondary school qualifications who have not yet subscribed onto a VET course.

#### ACTIVITIES:

The project provides training for careers advisers on how to give guidance to students interested in vocational courses. Group sessions focus on what is available locally and advisers visit different VET institutions to gain a better understanding of what the different courses involve.

The “Training Offers Exhibition” is for secondary school students about to go on to employment or higher education. It showcases the different vocational courses on offer and provides appropriate information directly from trainers.

**Jobs Fairs** for students on vocational education courses are also part of the programme, they promote communication and contact between students and experts in their specific professional field. Each school has the opportunity to present their classrooms, workshops and services the visitors, and can discuss aspects such as choices, conditions of scholarships etc.







Resources have been produced to make this information more widely accessible amongst teachers, students, parents and many more. A video resource presents the VET courses, school premises and testimonies from current students. The careers guidance services of the Town Hall has also published a "Municipal Vocational Intervention Guide" - a document with comprehensive information about all vocational courses and institutions in the area. This can be used by careers advisers or students themselves.

#### IMPACTS:

As a result of the programme, students and careers advisers acquire an increased awareness of the VET courses available to them and their specific requirements. This idea is reflected by a high number of students choosing vocational courses – approximately 60% of secondary school students in the region currently enroll onto vocational courses.

The project expects that this will have a long term impact of an increased number of young people choosing the right vocational course, finding a career suited to them and becoming successful professionals. The feedback from the project evaluation at the end of the first year shows very positive and encouraging results.

#### 2.2 INTEGRATION INTO THE LABOR MARKET PROGRAMME

The UNIVA – Insertion Unit in Active Life- was established by the school counselling office (CIOR) and runs annually during the third term of the school year. The programme assists final year VET students in finding employment and successfully entering the labour market.

#### AIMS:

The main aim of this program is to support students to find a job after they have completed a training course. It allows for a more effective transition and integration into the labour market by developing the social and personal competences of students, skills which are indispensable during the application process.

#### TARGET GROUP:

The target group of this program is graduates from vocational courses provided by CIOR.

#### ACTIVITIES:

The program is implemented during the 2nd and 3rd terms of the school year (from January to June) and is carried out in groups. Each group consists of students from the same class/course who already know each other, have common professional goals, and share the same anxieties about finding work.

If students require further support or advice about their career or higher education options, individual sessions are arranged with a private tutor.

#### The programme consists of the following activities:

- Identifying individual career goals. Most of Cior's graduates seek employment in their area of training; however there may be others who wish to explore different areas
- Discussion in small groups about the most common problems jobseekers face and how to overcome them
- Preparing a personal list of contacts and identifying areas to research
- Writing a European curriculum
- Preparing cover letters, responding to job adverts etc.
- Interview techniques – the do's and don'ts, role plays etc.
- Application techniques for internships. Placements can mean a gateway to the world of work and bring significant benefits for young people and employers.
- Discussion about available resources for self-employment and entrepreneurship.

#### IMPACT:

At the end of the program a report is written for each student, it includes data on each student, such as name, address e-mail etc. The data is then stored in a database to allow for easy follow-up of their employment situation.

Six months after the end of the course, the school contacts the student and gathers information about their employment situation. This allows CIOR to track, monitor and analyse the employability rates of their courses.

This database also allows Cior to act as an important intermediary between local companies and job seekers, using their network of contacts to actively support recruitment of their graduates. Whether they are unemployed or looking for their next career steps, former students can be contacted with details of upcoming opportunities.

This intern programme developed at CIOR has had a very positive impact in preparing young people for the labour market. Young people still get in touch with the school vocational and guidance service even years after having completed their training.





### 3. GERMANY

#### 3.1 THE SCHOOLECONOMY NETWORK

(preventing career starter unemployment)

The SCHOOLECONOMY partnership network was established almost 60 years ago as a platform for cooperative and equal col-

laboration between schools and industry in Germany. It is a national network, coordinated in Berlin and supported by regional and federal steering groups. Federal state working groups operate in every state in Germany, focusing on specific issues as well as sustaining local networks. In Baden-Württemberg over 40 local networks and 10 clearing agencies support local activities, BBQ Berufliche Bildung gGmbH is one example of the organisations working within this network.



#### Aims:

Within the last years, the job market in Germany has changed dramatically. In the field of vocational training many new jobs have appeared and new tasks have been developed in previous roles, for example a car mechanic - in the past this was considered a manual job for people who liked to build and repair, today the profession involves new skills such as electronics and sensor technics. Students need comprehensive information about vocational subjects and what is actually involved in certain careers in order to make important decisions about the future.

The aim of SCHOOLS & ECONOMY is to provide information on vocational careers guidance that is required by every school. The network carries out different projects, all of which have a particular focus, but one primary aim to increase better cooperation between all stakeholders.

It is vital that the partnership is based on a common will to help each other and a mutual understanding must be established between the



educational institutions and businesses in order for the programme to be successful.

Economic education is also at the heart of the programme. In German schools this is introduced within the core STEM subjects (science, technical education & mathematics) to help youngsters discover new interests and talents. The cooperation schemes between schools and businesses aim to develop this notion of economic awareness.

SCHOOL & ECONOMY can be applied in any European country, however building such a network takes time. The dual vocational training system in Germany is traditionally built on a close cooperation between the school system and the economy - the first steps of the system were taken in 1953 in Hildesheim. The expansion of the network is still in progress and its aims and objectives are constantly evolving.

#### TARGET GROUP:

The main focus of this network is to raise the profiles of schools and enterprises. At the centre of the target group are the main stakeholders - teachers and trainers in companies. The beneficiaries are young job seekers and their parents.

#### ACTIVITIES:

SCHOOL & ECONOMY is a sustainable network with up-to-date, innovative actions and events.

Projects include building partnerships between schools and businesses, as well as partnerships between modern secondary schools and technical colleges where intensive work with parents is a key to providing all-round support. All three stand together as partners to urge youngsters to think about how to secure the steps to success.

One very important aspect of the programme is the regular visit to the youngsters' house - people from the network and school are guests in the students own environment and so the individual finds it easier to be open and honest about their situation.

In 2009, local working groups organised a total of 4,139 events, 44% of which were company tours and visits. At least 11 events per day are undertaken by regional working groups in Germany and at least 5 articles per day are published in the local or regional press.

#### IMPACTS:

There have been 22,161 contacts between schools, companies, nurseries and other institutions on a stakeholder level. Not to mention the daily consultations to support young job seekers and pupils with their parents and future employer within the network. Local and regional projects were reported in press publications 1,873 times.

Career starters coming from abroad can benefit from SCHOOL & ECONOMY if they attend classes in a German school, e. g. within a Comenius project.

#### 3.2 BERUFSPRAKTISCHES JAHR 21 - PRACTICAL CAREER YEAR 21

(Tackling career starters' unemployment)

Berufspraktisches Jahr 21 is a project co-funded by the Ministry of Employment, Social Security, Family, Women and Senior Baden-Württemberg, the European Social Fund (ESF), the Employers Federation Südwestmetall, the German Employment Agencies and Job centres. BBQ Berufliche Bildung gGmbH has





been running this programme in their organisation for 28 years and it is now offered in 31 cities all over Baden-Württemberg.

#### Aims:

Berufspraktisches Jahr 21 (BPJ 21) believes that individual coaching and career planning is as important as practical work placements in accessing the labour market.

The project aims to support young people in finding and preparing for an apprenticeship or a foundation learning course in a company. There are the three phases of the project whereby the young person will develop an initial insight into career opportunities and work culture.

#### Target group:

The project is targeted at young people between 18 and 25 years old. In particular cases young adults older than 25 years can participate in BPJ 21.

All young participants in the project have had problems in the transition between school and working life or in finding an apprenticeship. Therefore they need special support or assistance in starting a career.



#### Activities:

Berufspraktisches Jahr is a fulltime training course and attendance of 40 hours a week is compulsory. The course is divided into three phases:

First phase: During the first phase the project aims to identify individuals' existing professional skills and areas to improve. Learners have individual interview training, work on their academic performance and identify obstacles which have previously prevented them from succeeding. On-site-training is given through target-group-oriented seminars, where participants learn how to communicate personal concerns. All participants benefit from individual coaching and/or counselling.

At the Viable Ways project meeting in Freiburg, learners presented their activities to the partners in English. The educational objective of this was to improve self-esteem and communication skills.

During the first phase most participants take their first steps to making contact with a partner company. At the same time they gather information about the regional job market, apprenticeship opportunities and job profiles. This phase places great importance on matching the needs of the job market to individual interests of the young person wherever possible.

Young participants of BPJ 21 bake and serve a Black Forest Cake for the foreign guests. Educational objective: Self-organisation, project and event management.



#### Second phase – Projects and Teamwork

In the second training phase theoretical skills are put into practice. There are many opportunities to bring in existing competences or acquire new skills in a wide range of projects, e. g. video projects, woodwork, conflict management, nature education projects, adventure-based training.

It is very important for the learners to undertake different roles within group activities and use what they have already learnt. Self-reflection and self-motivation is encouraged through exchanging experiences, feedback and roles within a team.



#### Third phase: Consolidation and Achievement: Apprenticeship

In the last phase participants go through the "Einstiegsqualifizierungspraktikum" – a foundation learning work placement which students attend four days a week. The fifth day is dedicated to working on students' academic performance and learning for the apprenticeship. If necessary, a meeting is held with the boss or tutor responsible for the apprentice within the company to talk through any problems, challenges or weaknesses.

All participants have the opportunity to work towards different qualifications throughout the year. Students who found school to be challenging are particularly encouraged to retake their exams and achieve better grades. Certificates are presented to learners in a final ceremony attended by the cooperating partner organisations. This final ceremony is organised, planned and moderated by the BPJ 21 learners.





#### 4. UK



##### 4.1 MAKE THE GRADE

(preventing career starter unemployment)

In the UK, schools and businesses have a fundamental interest in collaborating in order to better prepare young people for the opportunities and challenges in the working world. However, it has been notoriously difficult to form and manage partnerships between schools and businesses due to time pressures on both sides.

The Make the Grade programme was first launched in Leeds schools in 2011 as a solution for building and managing effective relationships between businesses and schools. It is an initiative developed by the Ahead Partnership and is described as being "the most innovative education business partner model on the market".

##### AIMS:

The Make the Grade programme aims to encourage pupils' aspirations through the creation of long-term collaborations between schools and businesses. This is achieved through identifying partner schools and businesses, sourcing finance and devising programmes of practical business activities that meet specific school needs.



Engagement with businesses in Careers Guidance and Education is becoming more and more valued in the UK for the following reasons:

- Businesses are generating the employment opportunities in a rapidly-changing global economy
- Businesses can help provide careers education
- Businesses can help motivate pupils towards achievement and provide purpose
- Businesses can help train the attitudes & skills in young people that will maximise their future success
- Today's pupils are the workforce of tomorrow

Aspire-I has incorporated the Make the Grade Programme into their "Shine" Careers Education package and the programme is starting to receive national recognition as it offers a practical solution to problems identified by the UK government.

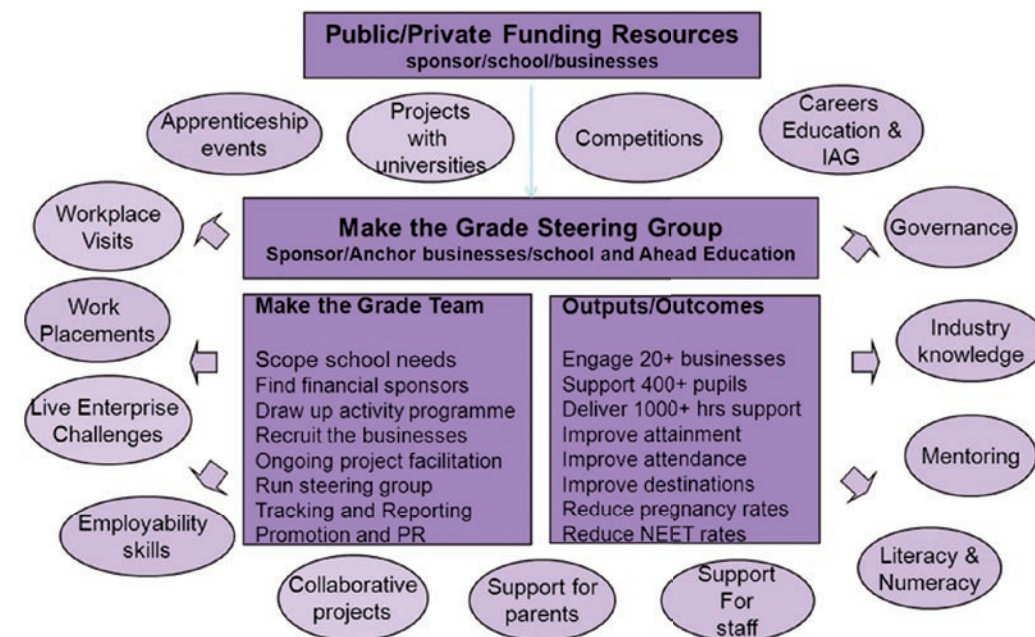
##### TARGET GROUP:

The Make the Grade programme already operates in seven secondary schools and academies in Leeds, and further schools are set to join the programme in January 2013. A wide range of commercial organisations have signed up, including major players in the retail, construction, financial, legal and service sectors, and business support is growing rapidly. A second Leeds phase and wider national roll-out will take place from September 2012.

The programme is open to students at both primary and secondary level, and is adjusted according to their needs. It can also specifically identify the groups and cohorts of young people at whom it wishes to target the activities.

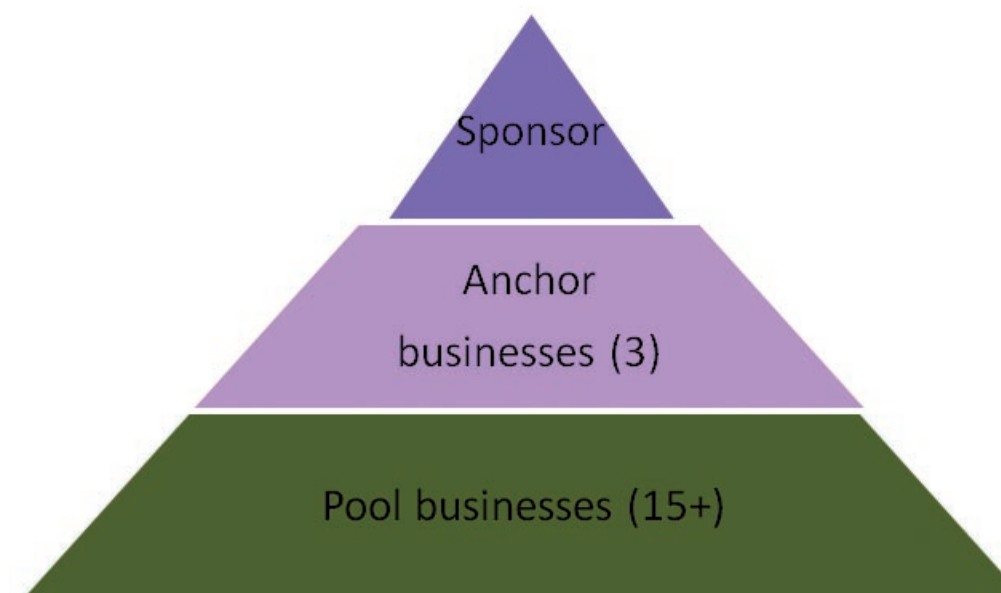
##### ACTIVITIES AND FINANCING:

Activities such as interview skills, careers events, workplace visits and placements are managed and delivered by the Ahead Partnership, who also offers a termly steering group for school and businesses, tracking and monitoring all the outcomes. The model of concrete activities and funding is illustrated below:



##### Model of the Make the Grade programme for High Schools

Each partnership is supported by a corporate sponsor and a number of anchor businesses. Together with the school, they support the partnership financially. A wider group of employers, including smaller businesses, the public sector and local community organisations, are drawn in to support the sponsoring businesses (pool businesses) in delivering the activities listed in the purple circles e.g. Mentoring. In this way, the resources of the local community are pooled to provide the greatest breadth and effect.



### Financing and Cooperation model

Partnerships are structured around a three year initial fixed term, with full business recruitment, planning and facilitation provided by the Ahead Partnership.

### Impact:

As a recent initiative it is too early to analyse any results of the Make The Grade programme. The Ahead Partnership ensures that each activity is tracked so that outcomes can be measured and feedback can be given to all stakeholders over time. The partnership will assess delivery against the long-term aims and objectives of the programme, which are:

- to improve attainment
- build effective, practical partnerships with the private sector
- raise aspirations
- develop the future employability and entrepreneurial skills of young people

### RECOMMENDATIONS:

Former deputy PM Lord Heseltine publicly credited the programme, citing it as an 'excellent school and business partnership'. In a much-heralded report to the Prime Minister on ways to stabilise the economy, encourage growth and maximise the performance of the UK, he stated that 'business engagement should be incorporated far deeper into the school curriculum in order to develop young people's understanding of business, increase their employability, and further their understanding of career and future training options and where they might lead.' He concluded that Ahead Partnership is 'already facilitating this sort of engagement between schools and employers'



Stephanie Burras, CEO of Ahead Partnership, said: "I am very proud that, in his report, Lord Heseltine chose to feature Make the Grade. The programme is gathering real momentum and we are facilitating more and more sustainable partnerships between schools and businesses. The aim is clear – to help students raise their aspirations and learn of more opportunities that are open to them in the world of work. This is one of the key recommendations of Lord Heseltine's report."

Image: Stephanie Burras, Ahead Partnership's CEO discussing Make the Grade with careers experts David Andrews OBE and Vince Barrett

### 4.2 ASPIRE2WORK

(Tackling career starter unemployment)

The aspire2work programme is run by Aspire-i in Bradford and involves a network of VET providers in the surrounding area. It is designed to help 16–18 year olds get vocational training and work experience so that they can integrate into the labour market.



### Aims:

Aspire-i is linked with the local Connexions Service (National Information Advice and Guidance Service for young people) sharing access to a Client Information/Management system (CCIS). One of the main values of the aspire2work programme is that learners receive a fully supportive service in order to maintain a steady number of recruits and a low dropout rate.

The system ensures that the most up to date information is shared on each young person and advisors collaborate with other key agencies such as Leaving Care teams, Youth Offending Teams and Jobcentre Plus.

### TARGET GROUP:

The Aspire2Work programme aims to help 16–18 year olds who found learning in a traditional school environment particularly challenging.

### ACTIVITIES:

Aspire2Work is a process of activities which aim to engage and maintain learners. A team of Engagement Advisors (EAs) firstly conduct outreach work in youth and community centres to engage with young people on their 'terms and turf' (on their level and in places where they like to spend their time). Engagement Advisors are vital to offering the level of support needed throughout the process to motivate young learners and achieve the expected results.

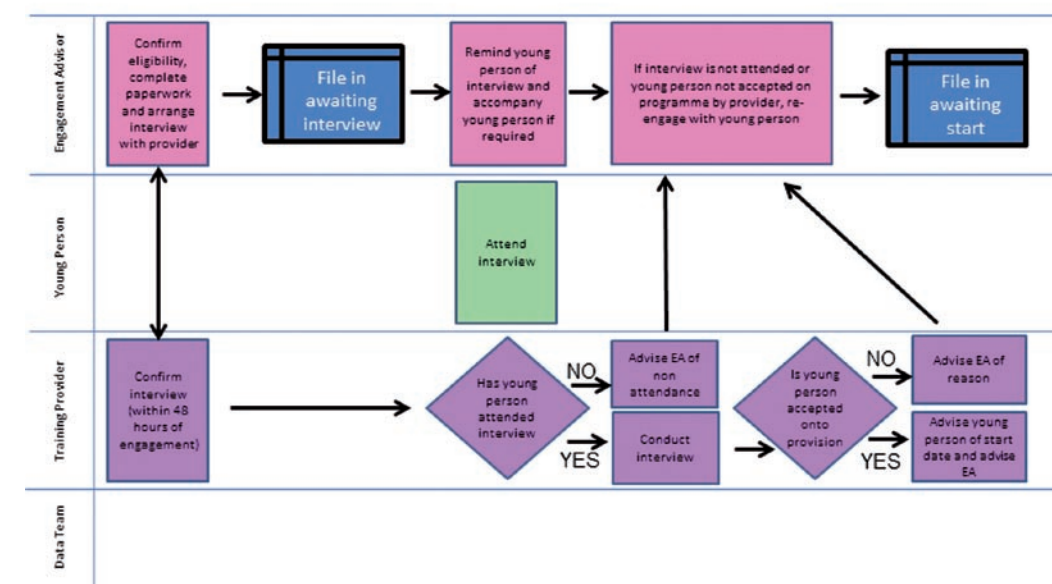
Following a set safeguarding regulations, the EAs will approach young people to invite them to an Aspire-I open day or event and they will each establish an important network of outreach contacts in their district, for example CAMHS (Child & Adolescent Mental Health Service), YOT (Youth Offending Team) etc.

Once the initial outreach has been done, they offer the young person taster visits based on initial discussion, assessment and Information, Advice and Guidance (IAG) to give young people experience of the provision. The EA then refers the young person to any one of a range of Training Organisations who deliver short non-accredited or accredited courses (up to 12 weeks) to re-engage them in learning. If necessary, the EA will personally accompany the young person to an appropriate training provider, and an Individual Learning Plan (ILP) will be developed.

Once agreed, this is shared with the Provider and reviewed regularly. The EA is responsible for making sure the Provider is aware of any issues, such as a history of drugs, alcohol, crime etc. and remains in touch with the young person throughout their course, visiting them fortnightly and meeting to review their ILP. They will also receive an up-to-date attendance list from the Provider and can conduct a home visit if attendance is poor.

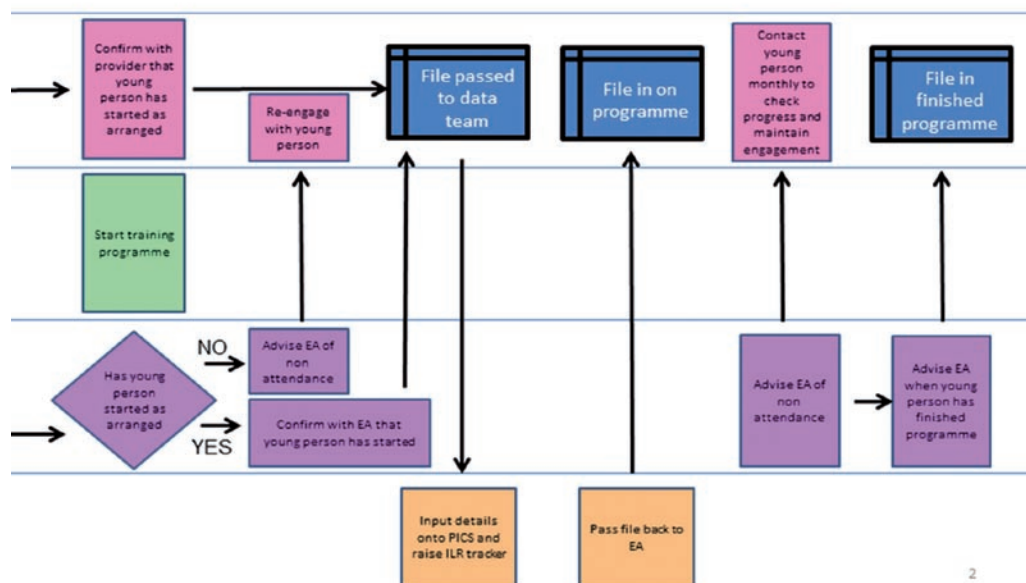
Towards the end of the programme the Engagement Advisor and young person meet to agree on the next stepping-stone and move towards further learning, this could be to the aspire2work course (a pre Level 2 course for young people with lower attainment levels, Further Education in College, an Apprenticeship or work).

### FL Engagement Process Flow





## FL Engagement Process Flow



### FINANCING AND COOPERATION

Aspire-i Ltd is a social enterprise company which aims to help individuals, organisations and communities succeed through learning and work. The aspire2work programme is funded by the national EFA (Education Funding Agency) which is part of the DFE (Department for Education). Funding is allocated based on the success of the programme; targets for qualification achievements and number of recruits must be met in order to receive the maximum amount of finance available.

The organisation operates on a not-for-profit basis, so any surplus is put back into the learners and the community via a number of various initiatives.

For example, In the UK, young people in education receive £30 per week if they satisfy council bursary conditions (based on parents' income). If a young person on the aspire2work programme doesn't qualify for this bursary, Aspire-i will pay learners £30 per week to encourage them to stay on the programme.

Surplus money is also invested in the "Enrichment fund", which is a programme open to everyone involved in an aspire2work course at all times of the year. It aims to give learners the opportunity to apply for a unique experience which will allow them to practice skills in a different context. Each activity must be justified as a learning experience and partners send an application for funding from Aspire-i. In 2012 learners applied for activities such as a sailing trip, team building and Flamingo Land.

The Aspire-i "Community Fund" is an initiative which financially supports community organisations, charities and social enterprises that work in the area. Organisations can apply twice yearly



for funding online via the Aspire-i website. This year (2012-2013) a total of £50,000 has been shared out amongst a range of organisations in and around Bradford.

### IMPACT:

Before Aspire-i recruited the Engagement team, drop-out rate was 18% (153 out of 830 in 2009/10). In the year 2010/11 this was reduced to 8% (72 out of 887) and remains at this same level for 2011/12 (85 out of 1009). At its highest, the dropout rate reached 24% and was reduced by only 2-4% each year until Engagement Advisers were brought into force in 2010/2011. During Aspire-i's most recent Ofsted visit (the UK's regulatory body for Education and Skills services); inspectors were particularly impressed with the Engagement Adviser model.

## 5. GROUPS OF PROJECT STAFF AT THE INTERNATIONAL MEETINGS

1<sup>st</sup> international meeting, Hungary



2<sup>nd</sup> international meeting, Portugal



3<sup>rd</sup> international meeting, United Kingdom



4<sup>th</sup> international meeting, Germany



## CHAPTER 2

### 1. USEFUL INFORMATION FOR WORK PLACEMENTS ABROAD

#### 1.1 HUNGARY

Foreign representations of Hungary enlisted on the website of the Ministry of Foreign Affairs:  
<http://www.kormany.hu/hu/kulugyminiszterium/kovetsegek-konzulatusok>

Employment and undertaking jobs in the EU member states:  
[http://www.euvonal.hu/index.php?op=mindennapok\\_munkavallalas](http://www.euvonal.hu/index.php?op=mindennapok_munkavallalas)

Free mobility and movement of EU citizens (e.g. right to search for jobs and residence in the EU member states): <http://ec.europa.eu/social/main.jsp?catId=457&langId=hu>

Professional practice and apprenticeship at the EU institutions:  
[http://euvonal.hu/index.php?op=mindennapok\\_munkavallalas&id=166](http://euvonal.hu/index.php?op=mindennapok_munkavallalas&id=166)

Tempus Public Foundation – Comenius, Grundtvig and Leonardo programmes:  
<http://www.tka.hu/>

Health care, social security:  
<http://euvonal.hu/index.php?op=egeszsegugy>

Family and unemployment allowances within the EU:  
[http://euvonal.hu/index.php?op=mindennapok\\_csaladimunkanelkuli&id=170](http://euvonal.hu/index.php?op=mindennapok_csaladimunkanelkuli&id=170)

Job vacancies at the European institutions:  
[http://www.eurobrussels.com/job\\_search.php](http://www.eurobrussels.com/job_search.php)

Europass (Uniform European CV, diploma, language exam):  
[www.europass.hu](http://www.europass.hu)

National Employment Service, EURES in Hungary:  
[http://www.afsz.hu/engine.aspx?page=allakereseknek\\_munkavall\\_eu\\_egt\\_tagallamokban](http://www.afsz.hu/engine.aspx?page=allakereseknek_munkavall_eu_egt_tagallamokban)

Official portal of EURES:  
<http://ec.europa.eu/eures/>

National Career Guidance Portal:  
<http://www.npk.hu/public/index.php>

#### 1.2 PORTUGAL

National Employment Service in Portugal – information about job vacancies and training offers:  
[www.iefp.pt](http://www.iefp.pt)

European Employment Services network, aimed at facilitating worker mobility across Europe:  
[www.iefp.pt/eures](http://www.iefp.pt/eures)

Living and working in Portugal:  
[www.trabalhar.pt](http://www.trabalhar.pt)

Official portal of EURES:  
[ec.europa.eu](http://ec.europa.eu)

Health care, social security:  
[www.seg-social.pt](http://www.seg-social.pt)

### 1.3 GERMANY

Support for living and working in Germany:  
[www.arbeitsagentur.de/nn\\_572442/Navigation/Dienststellen/besondere-Dst/ZAV/arbeiten-in-deutschland/DE/Startseite-DE-Nav.html](http://www.arbeitsagentur.de/nn_572442/Navigation/Dienststellen/besondere-Dst/ZAV/arbeiten-in-deutschland/DE/Startseite-DE-Nav.html)

The job of my life:  
[www.thejobofmylife.de/de](http://www.thejobofmylife.de/de)

Living and working in Germany:  
[www.fachkraefte-offensive.de/DE/Startseite/start.html](http://www.fachkraefte-offensive.de/DE/Startseite/start.html)

5 Steps to work in Germany / Occupations in demand:  
[www.make-it-in-germany.com/en](http://www.make-it-in-germany.com/en)

Finding work in Baden-Württemberg, Germany:  
[www.bw-career.de](http://www.bw-career.de)

Working across the border: Certificate for transnational apprenticeship training in France, Switzerland and Germany: [www.euregio-zertifikat.de](http://www.euregio-zertifikat.de)

Working without barriers in the trinational region of Lake Constance:  
[www.jobs-ohne-grenzen.org](http://www.jobs-ohne-grenzen.org)

Transnational Project for transnational apprenticeship training and grants for working abroad:  
[www.xchange-info.net](http://www.xchange-info.net)

Binational exchange for apprentices and trainers between Norway and Germany:  
[www3.giz.de/portal/ins\\_ausland/pull/gjordet/index.php.de](http://www3.giz.de/portal/ins_ausland/pull/gjordet/index.php.de)

DIHK and ZHW: support for mobility for apprentices:  
[www.mobilitaetscoach.de](http://www.mobilitaetscoach.de)

### 1.4 UK

European Commission's EURES service - job vacancies and traineeships in 31 countries, what you need to know about living, studying and working abroad: <http://ec.europa.eu/eures>

The jobs and skills service provides searches for jobs and voluntary work in the UK. Information is provided by Jobcentre Plus and its partners: <http://jobseekers.direct.gov.uk> or [www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)

The National Careers Service is a publicly funded service which provides information on CV writing, interview tips, job profiles, skills checker, course search and funding:  
<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

The HM Revenue and Customs website provides information about the national minimum wage, child benefits, income tax, national insurance and documents needed before coming to work in the UK:  
[www.hmrc.gov.uk](http://www.hmrc.gov.uk)

PLOTEUS provides information about studying in Europe for students, job seekers, workers, parents, guidance counsellors and teachers. This includes information on exchanges, education systems and living in another country: <http://ec.europa.eu/ploteus/>

To find a Language Course accredited by the British Council:  
<http://learnenglish.britishcouncil.org/en/>

The British Council IAESTE programme (International Association for the Exchange of Students for Technical Experience) has over 60 years experience in arranging international paid, course-related work placements for technical students in over 80 countries: <http://www.britishcouncil.org/iaeste>

European Student Placement and Internship Organisation:  
[www.placement-uk.com](http://www.placement-uk.com)

UK internship provider:  
[www.internuk.com](http://www.internuk.com)

Information on the National Apprenticeship Service in the UK:  
[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

UK Council for International Student Affairs provides information sheets and resources for new arrivals in the UK: [http://www.ukcisa.org.uk/student/information\\_sheets.php](http://www.ukcisa.org.uk/student/information_sheets.php)

European Training Services arranges overseas training for school leavers and graduates:  
<http://www.europeantrainingservices.co.uk>

## 2. WORK ABROAD CHECKLIST

Use this checklist together with your client/student to make sure that they are well prepared when going abroad for work.

### Instructions:

The status should reflect your client's/students level of information or current status to the mentioned topic:



– high level of information; topic addressed/overcome; yes;






– average level of information; topic being solved; need more information;












– low level of information; topic not addressed/overcome; no;


















1. FIND OUT WHAT OPPORTUNITIES THERE ARE AVAILABLE	STATUS		
			
Find out about the labour market situation in other European countries and look for job opportunities that fit your background			
Get information about salaries and about living costs			
Find support services in the destination country that can help you when you arrive			
Get inspired by the experience of others			

2. PREPARATION FOR A WORK PLACEMENT	STATUS		
			
Write a CV and Cover Letter stating your motivation and objectives, translate them if necessary			
Clarify duration, dates and conditions of the work placement			
Get authorisation from your school, college or university – some placements might require an official document (for example in France you will need a “Convention de Stage”)			
Prepare for an interview			

3. FIND OUT MORE ABOUT YOUR EU DESTINATION COUNTRY	STATUS		
Regulations of entry and residence			
Do you know...			
What entry regulations exist in the destination country?			
What residence conditions exist in the destination country? Is official registration compulsory?			
Employment, taxes, finances			
Do you know...			
What is the job market like? What do companies pay for placements?			
What are the income taxes that you will have to pay in the destination country and how to do it?			
What are the local costs of living and accommodation?			
Everyday life			
Look for accommodation or host family			
Look for language courses			

4. MOTIVATION AND RESOURCES	STATUS		
Motivation			
Think about your motivation for moving (e.g. money, developing languages skills, labour market opportunities, weather, new culture, meet new people, etc.) and choose the destination country accordingly!			

Resources			
What resources do you have?			
Do you have sufficient language skills, spoken and written or do you need a language course? Speaking the local language is a huge advantage!			
Do you have enough money to get by, even without earning for a while?			
Do you already know somebody living in the country?			

5. JUST BEFORE YOU GO	STATUS		
Passport and documents			
Are your ID card and/or passport and European driving license valid?			
Do you have official translations of all important documents in the language of the destination country? e.g. birth certificate, marriage certificate, proof of disability.			
Work Permit and Visa – You can enter every country within the EU without a visa; you only need a valid passport and/or ID card.			
In some EU countries you need to register and/or apply for a residence permit for Border Crossing. In most countries, border controls are not allowed to ask for your financial resources or how much cash you have.			
Health			
Get a dental check-up before you go!			
Find out about the Social Security system in the destination country before you go. How do you contribute and what are you entitled to?			
If you take a medicine regularly, you should bring enough for at least 2 months and ask your doctor for the generic name so you will be able to ask for the equivalent in the country, as the brand names of medicines vary.			
If you have a specific medical condition, get your medical file from your doctor and organise a translation of the important parts.			
Be Prepared			
Cancel all your contracts and standing orders (e.g. apartment, phone, electricity, gas, water)			
Check the costs of bank services abroad – does it make sense to change your bank? What about online banking? Your current bank should be able to give you advice			
Arrange for your post to be forwarded or find another way for your post to reach you in the destination country			
Insurance			
Private liability insurance – often will cover the policy holder abroad as well for up to 3 to 5 years			
Health insurance. Get the European health insurance card [EHIC – <a href="http://www.ehic.org.uk/Internet/home.do">www.ehic.org.uk/Internet/home.do</a> ]			
Car insurance. Contact your car insurer and ask for written confirmation of your no claims bonus. This will often be accepted overseas, enabling you to get cheaper insurance after you’ve moved. Cancel your car insurance once you are covered abroad			



## Afterword and Further Reading

For the past two years the partners have carried out extensive research in the field of youth employment and careers guidance, and so it is impossible to review all the results of this project in one short publication.

The selected best practices, methods and programmes are those that we feel benefit the widest range of people – from apprentices and school leavers making their transition into the working world, to younger students exploring future possibilities, careers advisers or industry experts.

We hope that our project has not only captured your imagination and raised some viable solutions for young people in your labour market, but also encouraged the pursuit of opportunities abroad. We expect that upon reading this guide you will be equipped with a set of useful, reliable and practical guidelines which will allow you to maximise the benefits of European mobility.

For further information please contact the partner organisations:

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