

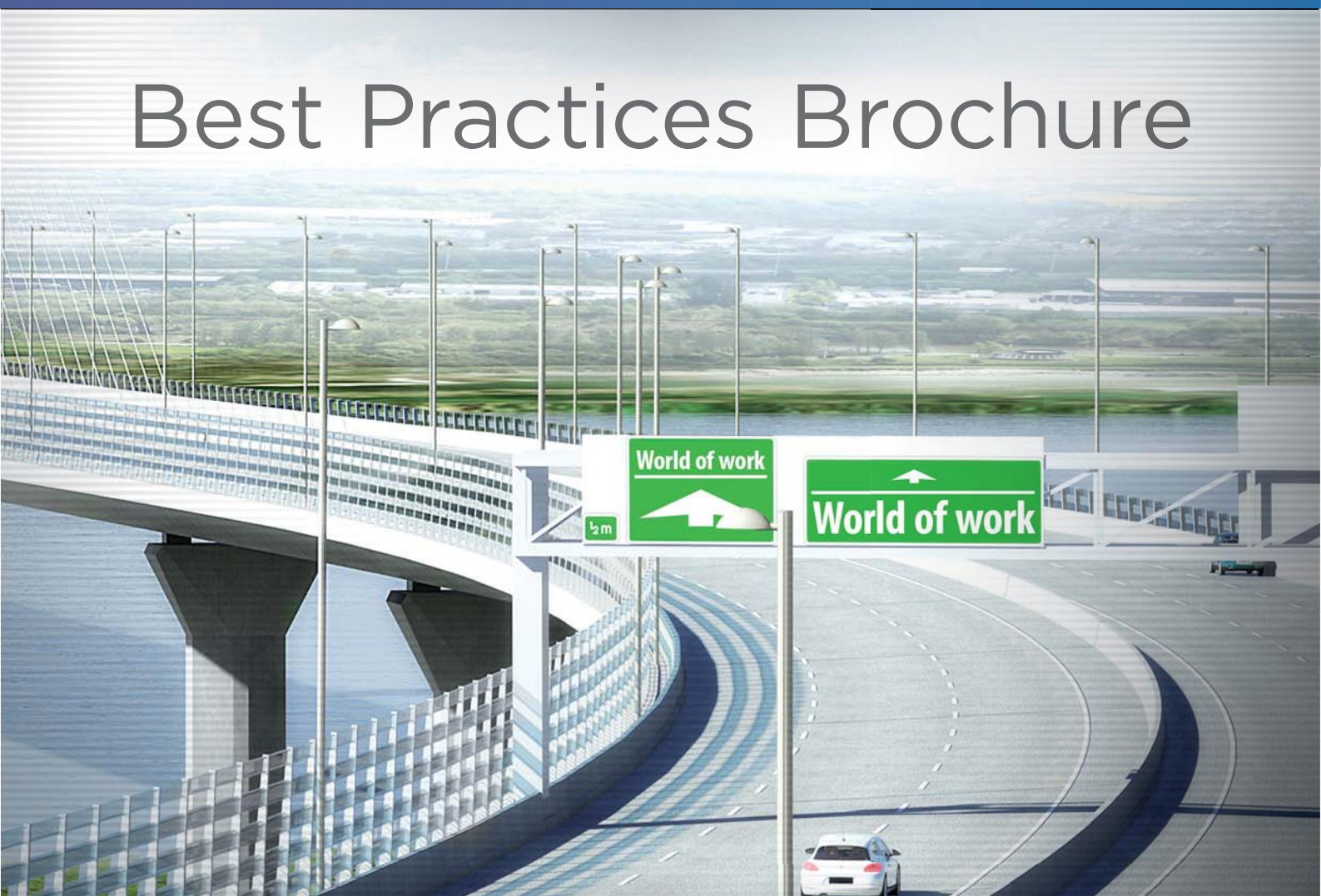


Erasmus+



PROMOTING EMPLOYMENT THROUGH VET

Best Practices Brochure



Austria

United Kingdom

Hungary

Cyprus

Spain

Finland



PROMOTING EMPLOYMENT THROUGH VET

Brochure of Best Practices

2016



The Brochure has been made within the frames of the Erasmus+ Strategic Partnerships project entitled 'Promoting Employment through VET – VET to JOB'

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I. Introduction

The project entitled 'Promoting Employment through VET – VET to JOB' has been made within the frames of the European Commission's ERASMUS+ programme by a consortium led by the Government Office for Békés County.

The general aim of the project was to search – through European cooperation – for appropriate solutions to enhance the employment and social integration of people either without any qualifications or with qualifications not demanded by the labour-market, and so help prevent them becoming unemployed. The basics of the partnership came from the fact that the integration of people either with no or outdated qualification into the labour-market was a problem across partner organisations' countries. At the same time every partner applies good practices for handling the problem, which can be adapted into the partner countries. Therefore learning from each other helps accomplishing the project aims.

In the 2-year project a Finnish vocational training school, a Cypriot and British non-profit counselling and adult education institution, a Spanish training and counselling organisation and a Hungarian and Austrian employment organisation worked together.

To ensure the successful implementation of the project, the partners organised international meetings in every participating country, during which – as well as introducing the organisations themselves – the methods and best practices applied at the partner organisations for improving the employment situation of people with no or outdated qualifications was presented.

The most important results of the common work for the Hungarian, Austrian, British, Cypriot, Finnish and Spanish partnership in implementing the project are summarised and published in the current brochure. 2 best practices of labour-market programmes per country are presented, each of which contribute to raising the learning motivation of job-seekers to acquire new qualifications and/or employment.

II. The Partners



*Gajda Róbert
government
commissioner*

The **Government Office for Békés County** was founded on 1st January 2011 as a legal successor of the county public administration office and as a result of a partial integration of some of the territorial public administration bodies. The government office matches and enhances the regional level implementation of the government tasks according to the rules of law and government decisions. The Government Office for Békés County is composed of a headquarter office led by the government commissioner and 9 district offices. The Department of Employment of the Government Office for Békés County and the employment offices – operating within the district offices – being under its supervision in professional terms play a privileged role in improving the county's labour-market situation, enhancing employment and moderating, preventing unemployment.

As a state organisation they have been working with both employers and job-seekers, providing labour-market services, support enhancing employment and in the operation of labour-market programmes, since 1991.

Their major aim is both to satisfy employer demands for the labour-force to have appropriate qualifications and to see job-seekers employed within the shortest period of time. The department has been implementing different projects, both in national and international cooperation, for several years, which are all aimed at creating a VET system better adapted to economic demands and enhancing employment.



Petra Draxl
director

The Austrian **AMS** is part of the public employment service, its organisation model revolves around the idea that an effective labour market policy requires a joint approach by workers', employers' and government representatives and appropriate consideration of regional disparities and characteristics. The public employment service is a three-tiered organisation comprising federal, *Länder* and regional levels. The social partners' involvement in policy design is substantial and extends across all three levels. The public employment service comprises one Federal Office, nine *Länder* offices and roughly 101 regional offices. The activities of the public employment service are generally geared towards the needs of job-seekers and employers. Their objectives are to reduce unemployment and its duration, to spread the risk of being affected by unemployment by preventing

unemployment from being centred on certain people and groups, and to provide income support as regulated by law (especially whilst people are out of work), as well as to assist employers in their search for suitable workers and in their efforts to help employees adapt to structural change.



Kleanthis Symeonides
president

The Cypriot **Euroculture** is a non-profit cultural and educational association at a National level. Members in Euroculture can be any person interested in relative matters. The Board of Euroculture consists of educated people with degrees in Economics, accountants, IT experts, bankers, lawyers etc. Euroculture participates in European Union funded projects and has relative experience in meetings, seminars, study visits, interviews, questionnaires, training sessions, workshops, publications in Cyprus and overseas. Euroculture also participates in many adult education activities promoting the idea of lifelong learning. It has professional relations with local community officers, elected Mayors and government employees, so it is really easy for them to receive support for any related project. Economic crisis has created a lot of problems everywhere, so education (formal or informal) has a serious role in employment/unemployment matters. Euroculture, with

its creative ideas, supports new initiatives that will affect the Government efforts, in a positive way, to overcome difficulties. Lowly educated people, unskilled people and job seekers do not escape their attention and they work hard to create a new and prosperous Europe. Euroculture wants to have a role in establishing a new Europe and so far is moving in the right direction.



*Caroline Harrison
chief executive*

The **Aspire-igen** group from the UK is the largest careers and training organisation in the Yorkshire region. The group is a not for profit social enterprise with 22 years' experience of supporting young people and adults into training and employment. The focus is to support the social and economic regeneration of our region, promoting investment in education and training that is properly informed by real labour market demand. Every year they offer vocational training to over 2,000 young people, working in partnership with a wide network of education, training, employability and skills providers to ensure all our

learners are ready for work. Find out more at: www.aspire-igen.com



*Matti Isokallio
director*

The Finnish Sataedu, **Satakunta Educational Federation** offers high-quality education for young people, adults and those in working life. They train young people for more than 20 professions, enhance professional competence for adults and offer tailored training events for entrepreneurs and enterprises. **Sataedu** has 3,000 students. Their education, services and regional development duties lie in the hands of 330 competent Sataedu employees. **Sataedu** utilises the multidisciplinary competence and international contacts of the various fields in its internationalisation efforts. Sataedu has an active cooperation network consisting of European educational institutions, which enables mobility, international projects and on-the-job learning abroad. Internationalisation is a target-oriented and visible part of Sataedu's operations.



*Alberto Postigo
director*

IPF is a company located in Southern Spain called IPF International Consulting. They specialise in the management, development and implementation of training plans. Their objectives are to achieve quality and success when delivering important services such as student job training, guidance and aim to improve the labour-market situation in Spain, by finding employment for unemployed people. In addition, they have experience in organising travel practices for visitors, providing orientation to enjoy the charms of Andalucía and obtain work there. They have organised several conferences and seminars to reach their target groups, which is an advantage for the dissemination. Several training companies have expressed their interest and collaborate with us on advertising. Their main goal is to get all young people and adults in Spain who need to enter the labor market, and give them the possibility of doing so.

III. Best Practices Promoting Employment

III.1. Hungary

III.1.1. 'Improving the Employability of Disadvantaged Groups - Decentralised programmes in the regions of convergence' programme

Aim of the programme

Employment and combatting social exclusion and poverty are among the national and international aims of the EU2020 Strategy. In the field of employment reaching a 75% employment rate among people aged 20-64 in Hungary has been defined as an objective. In the case of combatting social exclusion and poverty as an objective it is intended to reduce the number of those living in poverty and social exclusion (or at risk of doing so) in Hungary by at least 450.000 people.

The SROP (Social Renewal Operational Programme) 1.1.2 'Improving the Employability of Disadvantaged Groups' – decentralised programmes in the regions of convergence – was realised in accordance with the above aims and objectives by a consortium of the Ministry for National Economy and the county-level government offices of the regions of convergence with the support of the European Social Fund (co-financing) between 01.05.2011 – 31.10.2015.

The concrete programme objective was to help disadvantaged groups return to the primary labour-market with innovative methods and tools. This includes tailored services and support, differing from the traditional methods, which – build on each other – gradually helping jobseekers to develop their competences, to acquire competitive qualifications and improve the individual's life situation by finding the right job. A further aim of the programme was – by applying all its elements – to provide equality of opportunity and contribute to environment protection and improving its status.

For realising the project aims in Békés county, a significant amount of money (8,017 billion HUF) was available.

Target group of the programme

The programme covered the entire group of the disadvantaged people as a target group. Job-seekers and inactive people could both join the programme. The disadvantaged group included people with low levels of education, career starters and youngsters under the age of 25, people over the age of 50, children, people returning from a passive period of receiving benefits for taking care of close relative(s), people receiving social benefit provided by the municipality (state) and people at risk of permanent unemployment.

The programme also improved the life situation of the disadvantaged groups' families in an indirect way by developing their individual life situation and work placement. The programme – beyond helping the disadvantaged group – paid special attention to providing equality of opportunities, family-friendly workplaces, equality between women and men and enhancing the equality of opportunities for the disabled and Roma ethnic minority.

Activities implemented during the programme

Selection of programme participants and its methods:

Selection of project participants was preceded by searching for potential people. When selecting, priority was given to disadvantaged people (e.g. having outdated skills, living in most disadvantageous territories, Roma, lone parents, having no work experience, etc.)

Partners cooperating with the employment office such as civil organisations, municipalities, family care centres, etc. received significant roles in addressing the target group.

In order to improve entry to the programme, an information day about the programme and its successes was held for the members of the potential target group, thus making its objectives known to the public. The mentoring network played a great role in this.

Individual programme of the client:

During the programme an interview was made clients in order to reveal individual's working skills, abilities, motivation, identify factors hindering employment and define problems to be solved within the project. Following that, the planned tailor-made programme elements were defined together with the client. These tools helped the client improve his competence, acquire a competitive qualification based on that and contributed to his later employment.

Elements of the individual programme:

- Services:

Work counselling, career counselling, job-seeking counselling, rehabilitation counselling, psychological counselling, providing labour-market and employment information, mentoring services.



Providing service in a group session

Services were provided both in the form of individual and group sessions for the clients.

During the programme, the different services were selected for the client according to their own demands, features, e.g. in order to help career choice, career modification or preparing for a job interview, etc. A client could receive several different types of services during the programme when accomplishing his individual programme.

- Mentoring help:

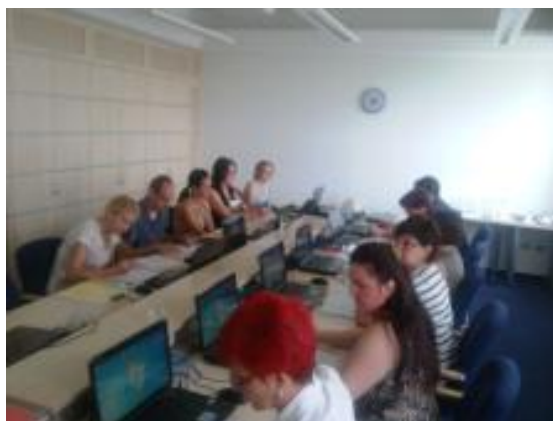
This is the most often, most personal and most effective special form of service through which the client can get continuous individualised help. The client's personal mentor accompanied him while realising his personal programme and also helped him in averting the obstacles of employment, attending in training, job-seeking, work placement, adapting and continuous working procedures.

- Subsidies:

The programme offered 20 different types of subsidies for the clients, which helped them in becoming employed as soon as possible in a tailor-made way.

A training subsidy received great emphasis within the programme. In Békés county, more than 100 training courses were launched with altogether 5528 attendants, offering for them the opportunity of receiving a marketable qualification. During the programme the most popular courses included social care worker, childcare worker, truck driver, fork-lift driver, English and German language, CNC mill operator and ECDL start computer skills. They were initiated based on employer demands.

As part of the training subsidy, the programme financed the costs of the entire completed training course, the related accommodation, board, travel and it also provided wage-supplementary benefit as subsistence in order to keep the clients within the training programme.



Group of attendants receiving training subsidy

Besides the training subsidy, the employers could also have the possibility to claim for different wage allowances for employing the clients involved in the programme. And, in case the client wanted to solve his own employment, the programme could help him to launch a business with a subsidy to help becoming an entrepreneur.

- Events: training and job fairs

The programme's efficiency was highly increased by the great fairs (with a large number of participants), where job-seekers and employers could encounter and participate in employers' forums, receiving useful information related to their work (such as about changes in the rules of law, EURES service, etc.).

Within the fair job-seekers – beyond getting to know the different job opportunities – could attend group and individual services, and even observe and test work in shortage occupations.



Exportable products from Békés county – European Employers’ Day in Békéscsaba



Job- and training fair in Békéscsaba

Results of the programme

The programme put great emphasis on the use of methods applied in handling individual problems. These methods increased the programme’s efficiency and helped participants reach long-term employment.

Approximately 11,000 people were involved in the programme, 5,131 attendees acquired qualifications and the Government Office for Békés County could re-integrate 7,185 programme participants into the primary labour-market by offering support opportunities for them. Beyond that, 75 participants became self-employed with the help of the allowance provided for help towards becoming an entrepreneur. The most regular service used was the mentoring help, which was provided for 6,799 clients.

Following the completion of the client’s individual programme, a survey of efficiency was implemented which included an investigation into whether the client was still employed on the 180th day after his exit from the programme. Among the clients followed-up that way, 4,919 persons were still employed on the 180th day.

As a result of the programme – within the aims set out in the programme – people previously unemployed and without any qualification could acquire marketable qualification and work experience, with which they received a chance in the labour-market. Many of the skilled clients could receive the opportunity to be employed by an employer and get experience in their own profession. Therefore the programme attendees were able to establish an income providing their own and their families’ subsistence. The programme gave the chance for the disadvantaged group to be integrated into the labour-market and reach long-term employment.

III.1.2. Presenting the shortage occupations and businesses working with innovative technologies in the county at the Career Guidance Fair

The Government Office for Békés County has been paying special attention to the fact that youngsters (before making a career choice) and adults forced to make a career change should receive information on the training and employment opportunities, which are built on the economic demands of the region's employers. The traditional and new elements of the Career Guidance Fair – which has more than a decade long history and is held once a year – are serving to reach that aim.



Career Guidance Fair in Békéscsaba

Aim of the programme

It is a special aim that attention will be paid to shortage occupations and to encourage those about to make a career choice to select a qualification that is considered to be a shortage occupation in Békés county. Furthermore, it also looks to persuade youngsters and adults forced to make a career change not to work abroad or in the capital/another part of Hungary but to participate in VET in their own county (Békés county) and select a place of employment, which means a permanent solution in the future as well.

Target group of the programme

7th and 8th graders of primary schools, 3rd and 4th graders of secondary educational institutions, youngsters having any qualification or graduates forced to change occupation, job-seekers not being able to work in their own profession or facing career correction, parents, teachers, professional instructors and employers.

Activities implemented during the programme:

At the event the educational institutions, the ones concerned with career guidance of the county and the most dominant employers of the region are represented as exhibitors. These employers mostly employ people in shortage occupations and make these qualifications attractive for the target group by presenting new, innovative technologies. In 2015 more than 50 employers appeared and showcased their professions at the fair.

A new element of the fair is the so-called ISLAND of INNOVATIVE TECHNOLOGIES, in which businesses and companies from Békés county introduce themselves – especially those which the county can be proud of and can be considered as examples for other businesses with excellent ideas, applying innovative procedures, technologies. Additionally, they offer alternatives for students regarding their future workplace. It is the aim for employers to show youngsters that it is worth getting a job in Békés county and they can offer opportunities for youngsters about to make a career decision that it is possible to acquire internationally acknowledged practical knowledge by using top technologies on a local level. Employers presenting themselves that way demonstrate their innovative procedures, new technologies etc. through different methods, short films, presenting tools and equipment, working processes and their testing options, and so raise students' interest and motivate them to choose the presented profession.



Island of Innovative Technologies at the Career Guidance Fair

Those interested can receive direct information, acquire first-hand experience, get to know the most modern technologies and see that these are competitive both on national and international level. Employers involve interested visitors in testing the activities implemented at the stalls and try to present the certain professions in an interactive way.

It is also possible to have a field visit to the employers represented at the fair, in order to see and get acquainted with the presented professions, shortage occupations, top technologies etc. more thoroughly in their natural circumstances. In 2015 approximately 1,100 attendants visited companies.

The slogan of the fair is 'Shortage occupation – job for sure', with which it is aimed to focus on qualifications, professions demanded currently by the economy and make them popular.

At the moment, in Békés county there are 20 professions that are in shortage and, if students decide to study one of them, they can be provided with a vocational school scholarship according to the government regulation nr. 328/2009 (XII.29.) on the vocational school study scholarship. The Békés County Chamber of Commerce and Industry and the Békés County Directorate of the National Agrarian Economic Chamber – both present at the fair – inform visitors about this opportunity, the practical training places and useful things when making student contracts.

The educational institutions at the fair provide information on the professions taught by them and the further training opportunities. They also allow visitors to test the particular professions in practice – with special regards to the shortage occupations – in order to raise knowledge towards learning the profession and motivation among career starters and those forced to modify their career.



Demonstration of a profession



„Junior Masters” – game

The fair offers fun programme elements for the younger generation, which aim to acquaint them with the shortage occupations. In the implementation of the game called 'Junior Masters' the employers presenting shortage occupations participate by giving different practical tasks for the young ones.

The TOP20 career wheel also aims at making shortage occupations known in a fun form by applying tests related to the certain professions. These fun elements are very popular and provide the opportunity for children to get to know the professions demanded by the labour-market at an early age and so can orientate them towards these sectors. Examining their field of interest is an additional element, which is implemented by counsellors on the spot.

Presenting and demonstrating shortage occupations is done by the employers, using innovative top technologies, and at the educational institutions with a targeted guided tour. The counsellors guide the visitors to the stalls of secondary and higher education institutions and to the employers related to the certain career field in 9 different 'routes' according to their interest.



TOP20 career wheel



Guided tour

Results of the programme

It is very important that career starters and those forced to make a career changes should have appropriate information on the professions that are demanded in the county, particularly give that employers have technologies and knowledge transfer, which are acknowledged even on international terms and so offer further opportunities as well.

The programme in the short run encourages the target group to enter training with ends with qualifications demanded by employers and is adaptable in a flexible way. Indeed a training system built on demands has been operated for several years. Employment in these professions for those finishing the training is ensured, therefore the employer demands will also be satisfied.

As a long-term effect, the programme contributes to improving the skills match between labour market and workforce in the county and to reducing unemployment. With its practical aspect focussed on changing attitudes, it also reduces the out-migration of the active population and contributes to the economic growth of the county and the country .

III.2. Austria

III.2.1. Supra-company training programme under the “training guarantee”

Aim of the programme

The aim of the best practice project “Supra-company training programme” is to support young people in their professional vocational and educational training and help them to pass their apprenticeships successfully. All young people who are not able to find suitable company-based training slots are offered, at least temporarily, additional training places.

Up to the age of 18, young people have their vocational training guaranteed (as from the 2008/2009 training year). The training is provided under training schemes offered by companies or under supra-company training schemes. The Supra-company training programme was part of the government's wider social safety net for young people, developed to ensure that school leavers up to the age of 18 were able to enter into an apprenticeship if they wished. The supra-company training programme aims to enable the transition of young people into a company-based traineeship as quickly as possible.

The programme was complemented by the Future for Action Programme for those aged 19-24, which offered different training and funding programmes to strengthen their position on the labour market. It was also backed by the Apprentice Coaching programme, which supported apprentices to complete their courses.

All formed part of the overall Austrian Training and Education Strategy, which placed greater emphasis on keeping young people in formal training and education systems.

Target group of the programme

The target group are all apprenticeship-seekers who are registered unemployed at the Public Employment Service Austria. They have to have completed compulsory schooling. They have to be unable to find suitable company-based training slots despite enhanced placement efforts. The target group is also young people who have dropped out of an apprenticeship. The young people have to be under 18. If the youngsters are socially disadvantaged, slow learners, or have dropped out of education (NEETS), the allowed age can be increased to 24.

Activities implemented during the programme

This labour market policy tool has been modified under the 2008 Youth Employment Package (Jugendbeschäftigungspaket). The total number of training places in supra-company training schemes made available to young people under the training guarantee is 11,700 for the 2012/2013 training year. As a complement to the prioritised company-based apprenticeship scheme, the supra-company training programme is a recognised and equally valued programme providing apprenticeship certificates. For this purpose the Vocational Training Act (BAG) has introduced uniform training courses (preceded by vocational guidance modules and accompanied by special coaching where needed) which teach the skills and knowledge needed in the apprenticed trade in question. The previously differing remuneration (by type of training programme) has been raised to a common level. "Integrated vocational training" has also been provided under this programme since 2003, enabling participants to acquire partial skills or extend their period of training. The funds to be spent on this programme in the 2012/2013 training year amount to roughly €175 million. Financial support to supra-company training programmes is provided from PES resources.

Supra-company training is training subsidised by the Austrian government for school leavers up to the age of 18 within an Überbetriebliche Ausbildung (ÜBA, or a 'supra-company training centre'). It targets those who fail to secure an apprenticeship placement in a company. Wherever possible, emphasis is placed on moving young people from ÜBA into a company-based traineeship. This type of training is available in around 180 recognised occupations. Training occurs in one of two ways:

- ÜBA 1: Supracompany apprenticeship training is carried out by an educational institution. This involves theoretical training in a vocational school; (optional) practical training in educational bodies or companies; and a training contract during the entire apprenticeship.
- ÜBA 2: training occurs on the basis of cooperation between an educational institution and a private company. This involves theoretical training in a vocational school, practical training in a company only and a training contract between the educational body and the apprentice (which normally lasts around a year and is shorter than the apprenticeship).

The goal of both forms of training is to transfer the individual to an apprenticeship in a company. Although the government offered these places from 1998, they were significantly expanded in 2008, partly to match the new 'Training Guarantee'.

Results of the programme

The young people get professional vocational education. The young people get on the one hand theoretical education and on the other hand practical education in the field of the chosen profession. Additionally, the young people get detailed information on the Austrian labour market, they can take web based work orientation tests and are supported by an ongoing information and guidance scheme. The young people are supported through socio-pedagogical intervention, which helps to stabilise them (financial, personal problems, motivation, soft skills,...). Furthermore the participants get ongoing assistance in school subjects (maths, reading, writing, speaking, etc). Whilst attending a Supra-company training programme, attending the vocational school is compulsory for all participants. The participants have the possibility to take part in internships and to get in contact with potential employers. The young people also receive job application training. At the end of this active labour market measure – providing the participant passes all the exams - she/he gets as diploma for completing a vocational education course that corresponds to the diploma acquired at a company-based apprenticeship.

The number of young people entering apprenticeships in supra-company training rose between 2002 and 2010, but subsequently showed some signs of decline. Albeit not as high as labour market integration rates following in-company training, these rates were nonetheless high at around 60%. This form of training required more public funding than other youth integration measures. Around 10,000 young people benefited from a supratraining company training in 2012, with around €175 million dedicated to the provision of places by the public employment services. After 2010, there was a slight decline in the numbers doing this form of training (11,438 in 2010 and 10,463 in 2011). More generally, in 2012, public programmes assisted around 96,000 young adults into work and an additional 46,000 into targeted training schemes.



Participants of a Supra-company training programme at the training institute BFI in Vienna

II.2.2. New Skills Tourism

Aim of the programme

The participants successfully complete 210 lessons. In these lessons the participants refresh and update of all the important competences and skills which are necessary to comply with the modern tourism sector e.g new or modified methods and tools, IT applications and working methods. The training of interdisciplinary competences and skills and the training of social skills and requirements (gender equality, diversity, et cetera) is also an integral part of the courses of “New skills tourism”.

The courses support the acquisition of new competences (knowledge, skills, and attitudes) with a view to improving the personal development and employability of the unemployed within the labour market. Furthermore “New skills tourism” improves participants’ competences in English language and computer skills. It reinforces synergies between formal education, vocational training, and employment and enables a successful re-integration into labour market.

Target group of the programme

The target group are job-seekers in the field of tourism with several years' vocational training and/or work experience, who are willing to adapt to changes in the labour market. Special attention is given to job-seekers aged 45 years+.

Activities implemented during the programme

The total duration of New Skills tourism is nine weeks per group. Every group involves up to fifteen participants. From Monday to Friday the participants have seven hours of lessons a day. The participants have a total amount of 35 hours a week. Furthermore each participant has up to five lessons of socio-pedagogical intervention during the course. In total the participants have 315 lessons in vocational training. These 315 lessons are composed of

- 5 lessons of socio-pedagogical intervention
- 210 lessons at the training centre
- 100 hours of practical training on the job

On the first day of the course “New skills tourism” potential participants check in at the training centre. At first they get general information about the course, the target group, the aim and the frame conditions (training lessons, total duration, etc). As a next step each potential participant has a lesson in a one-on-one setting. This lesson is used to check all the personal details of the potential participant. Does the person have children to look after? Is the person really interested in the course “New skills tourism”? Is the person part of the target group? etc. At the end of the day those potential participants who were matched are invited to start the course the next day, the others are send back to the Public Employment Service Vienna (AMS Wien) to find another solution.

The next four days are used to define existing skills and competences, to identify possible need for adjustments, to thoroughly evaluate candidates, to do individual tests and to prepare career plans.

After this section the qualification part begins. The participants are in groups of up to fifteen people. In the practical lessons the groups are coached by two trainers, in theoretical lessons they are coached by one trainer. The group settings allow them to build up and adjust skills and competences in all fields of tourism. The participants have individual and group work, they get theoretical input, they learn by doing, by auto learning, they learn how to do presentations, field trips, planning and organising events. A big emphasis is put on the demands of the labour market and on improving social skills in a group setting. The participants have a lot of different modules: e.g. efficient working, English, IT Basics, German, soft skills, How to write a CV, How to apply for a job correctly, tourism company, conflict management, communication, management of an organisation, special groups of guests, team work, new media, new communication, different languages in tourism and e-tourism and social media.

The participants can choose between two divisions, one which has a focus on IT skills and one which has a focus on English skills:

- English: improving language skills, emphasis on tourism. Possibility to take BULATS exam, training in group settings and individual coaching.
- ECDL: working on computer skills, preparing for official testing, training in group settings and individual coaching.

This section lasts for six weeks. In this time the participants do also have the possibility to have social counselling.

One main goal of this project is to overcome age gaps as the target groups are persons older than 45.

The project as a whole and the six weeks of qualification have a main focus on competence orientated learning. Every participant writes a „diary of competences newly acquired“ during the course.

After the section of six weeks of qualifications, an internship of two weeks follows. The internship takes place within the last weeks of training. It gives the participants the possibility to test the newly acquired skills, gives the participants the opportunity to build up connections in the labour market, helps the participants to gain self-confidence and motivation and it is very often the first step back into working life.

At the end of the course outplacement takes place. The participants get support in drawing up application documents (cover letter, motivation letter, CV, etc). The participants get preparation for job-interviews, the participants get support in analysing the demands on the job-market, to find job offers, how to establish connections into labour market, how to find the best way from an internship to job-offer and hopefully how successful re-integration into labour market works.

Financial support to New Skills Tourism is provided from PES resources.

Results of the programme

The participants get an update of their skills in the vocational field of tourism. In the course they also learn certain soft skills and have an internship. At the end of the course the participants are job ready to find a new job in tourism, they also get a certificate which shows all the skills acquired.





Participants of the 'New Skills Tourism' programme at the training institute ZIB training in Vienna

III.3. Cyprus

III.3.1. Preventing university graduates from becoming long-term unemployed

The Human Resources National Authority (HRNA) has been paying special attention for the facilitation of university graduates to find a suitable job, by using a system of on the job training. This scheme has already shown tangible results as 50% of those participating continue to work in the companies that are involved.

Aim of the programme

- The decrease of unemployment amongst youths
- Providing vital on-the-job training to the young and improve their potential to get a better job in the future
- Provide experience to university graduates who cannot get a job due to lack of experience
- Provide a source of income to the young by being useful instead of offering just an unemployment benefit
- Retrain youths in industries that have more potential for employment
- Enable companies to recruit the best candidates, improving the overall service and product quality in the country.

Target group of the programme

University graduates in any kind of subject that have not been able to get a job the last 3 years and those below 30 years old, registered at the unemployment office registrar. The candidates must complete an application form and the same has to be done by the interested companies.

Activities implemented during the programme

The HRNA announces the criteria of those that are allowed to participate in the scheme, both for companies and university graduates. Each candidate completes an application form and an interview is conducted. There is a long list of candidates as there are currently not enough job placements.

The candidates who have spent the longest time without a job have a priority and get more points in the selection process. The National slogan is called “**a job for everyone**”.

The on-the-job training methodology provides a comprehensive picture about the company’s systems, methods and procedures where the candidate is suppose to get his training. Trade unions and company associations are also informed about the scheme and particular criteria. These employees’ salary of €500 is paid by the Government, which is also a good incentive for the companies that participate.

Each year, this scheme draws the attention to the companies that need employees to do specific jobs. These companies undertake some risks by employing non-qualified people but they do not bare any costs. The students do not have the chance to select the company they will work for and neither do the companies have the chance to select their employee, with the selection being performed by HRNA to ensure fairness.



Great emphasis is placed on employers having workers employed in shortage occupations, the conditions of practical trainings, as well as providing information on job vacancies appearing at the exhibitor employer.

The main aim in future schemes is to introduce and transform the typical professions offered by county and those in need in the economy, in order to make them attractive and to motivate younger people to enter the scheme. In order to achieve this, the professions needed by the economy are presented frequently by radio stations before implementing the scheme. Services are very important to the Cyprus economy and therefore office jobs attract most of the people. The education system in Cyprus (universities, colleges etc) is at a very high level and therefore the quality of the provided services is of the highest quality.



Year by year HRNA offers to the public and to trade unions the schemes and using exhibitions they provide detailed information on all aspects. Shortage occupations are always in demand, providing more chances in the selection procedure. About 2000 graduates took part in the scheme last year, on a national level, coming to the aid of a large amount of unemployed people, in relation to the Cyprus population, also proving the successful promotion of the scheme. The unemployment rate among young people is extremely high in Cyprus and the Government in association with European institutions have shown great support to the HRNA schemes.



Each year, the Cyprus government investigates the needs and the trends among unemployed people in an effort to implement the most effective scheme, so this particular scheme is not available every year. Statistics show that this particular form of on-the-job-training also leads to job satisfaction as the training before the recruitment enables both employer and employee to understand if there is grounds for successful cooperation and avoids unsuccessful job recruitments.

Educational material is available to candidates to get to know better the company they are going to work for. The recruiting company also has the chance to know the profile of the candidate, a few days before the recruitment. From the day of the recruitment, the candidate is under evaluation every week. The company has to complete a spreadsheet and write down the particular activities performed by the candidate during the training period.



Officers from HRNA visit the company often to review the candidate's training surroundings, in order to improve the working environment of the candidate. The target is for the trainees to acquire the best learning and experience as possible. The working experience is crucial and adds value to the candidate's C.V. A strong C.V. is a ticket for the future in a difficult working environment where everybody is looking for a good job. The candidates are encouraged to present as many queries as possible in an effort to learn as many trade secrets as possible concerning their duties.



Board of Directors at HRNA

unemployment rates. The unemployment rate among young people in Cyprus reached 35% and action had to be taken.

HRNA issues a syllabus on each scheme available, which can be collected by interested parties. Officers are available on a daily basis to solve possible issues or answer any questions that may exist.

Using mass media HRNA promotes every single scheme and announces calls for candidates to complete their applications. The whole recruitment/selection procedure lasts 3 months as the applications submitted are many. Interviews and personal communication are also performed and are also a good source of experience for the candidates.

The submitted applications present the total picture of the candidate and useful conclusions are extracted. The dilemma of choosing a career is always an issue because the right decisions define the final result and image of the candidate.

Results of the programme

As a result of the programme, those who utilise the information before submitting an application for entering the HRNA scheme acquire wide and comprehensive information regarding the details of the scheme, conditions, criteria, priorities, targets, future prospects etc. The well-established application procedure enables both employers and employees to fulfil better their needs. The money offered of €500 per month is not substantial but the experiences the candidates acquire is a fortune, which can be used to improve their C.V. as well.

The main target of the scheme is to reduce and prevent unemployment and in that sense is fully successful because 50% of those candidates participating stay permanently in the companies they have worked for.

The duration of the employment is 6 months, which is enough time for conclusions to be drawn about the capability of the candidate to perform the job. The scheme is needed by the economy and contributes to the prevention of long term unemployed amongst young people.

The programme has a positive long-term impact for the economy as a whole, as the correct matching of employers and employees, contributes to the improvement of the employment rate and the decrease of unemployment rate in the long run.

Additionally, the programme contributes to creating a positive attitude towards the on-the-job training philosophy, as opposed to the traditional concepts, improving the understanding of its mission as a procedure and supplementary activity accompanying an employee's entire working life.

III.3.2. 'Apprenticeship system' programme

The Ministry of Education implemented with success the so-called "Apprenticeship system/ APPRE". Students aged 14-18 that stop their formal education have the chance to enter the APPRE system. By entering the APPRE system these students have the chance to get involved in technical and vocational training and at the same time follow classroom lessons.

Aim of the programme

Through the implementation of the APPRE system, the Ministry of Education in association with the Cyprus Productivity Centre, aim to offer alternative training to students aged 14-18, in order to provide them with the skills required for employment after finishing the programme. The unemployment rate among young people in Cyprus is very high and by

offering the alternative education system (APPRE), the government aims to prevent young people from becoming unemployed. The benefit of this system is the fact that it is connected with specific professions crucial for the Cyprus economy (e.g technicians, plumbers etc). Another benefit of this system is that it provides the chance for students to do their research before choosing a career, profession or school, in order to help them make the right career decision in conjunction with the actual needs of the labour market.

Target group of the programme

Students aged 14-18 that decide to interrupt their formal education and younger people that did not get a diploma from a higher school but at a later stage decide to enter the APPRE system hoping it will provide them the tools and better chances to find a job.

Activities implemented during the programme

The system provides a comprehensive picture about formal and informal vocational training, the possibilities and conditions of practical vocational training, and the labour market needs of the Cyprus economic system. This is achieved by involving the Cyprus Productivity Centre, Inspectors, apprenticeship officers and employers' unions and providing practical training. 3 times per week the students do practical training and 2 times per week they do classroom lessons.

The duration of the programme is 2 years and at the end the participants get a diploma recognised by the Cyprus government, by the trade unions and by the employers' unions. Examination of the selected technical subjects enables them to make sure that emphasis is placed on shortage occupations. The practical training is written into a syllabus and all students must study well before entering the APPRE system.

The main aim is to make the typical professions of the country and those needed by the economy attractive and to motivate young people to choose the appropriate ones.

The list of subjects offered include builders, cabinetmakers, furniture makers, car mechanics and electricians, plumbers, welders, home appliance technicians and so on, all of which are professions needed in the economy.



Vocational training in shortage occupations

About 300 students every year have the opportunity to enter the APPRE system and employers understand that students that complete the programme have the skills and knowledge to work for them.

Each year, around 10 technical schools all over Cyprus are ready to implement the APPRE system. They have the buildings and equipment to facilitate the student's practical training needs.



Participants at the APPRE programme

The main target of the APPRE system is to provide a high level of practical training according to the modern concepts and methods of production. Additionally, it aims to increase the numbers of semi-professional workers in industry.

Every year, there is an exhibition where technical schools demonstrate the practical skills in an interactive way and visitors can try out the techniques of certain professions. For instance they can try professions such as confectionary, winery, building, tiling, welding, using woodwork machines, driving instructor simulator, and farmer works etc.

APPRE system officers visit Europe annually to study the various challenges and innovations in practical training. They take photos and videos in order to demonstrate them to students and other government officials in an effort for improve the whole system.

High attention is paid to facilitate the correct career decision of young people in disadvantaged situations. Taking into consideration their special needs, they approach companies willing to employ these people.

By using clever questionnaires, the participating teachers try to further develop the APPRE system for the benefit of the students, trying to identify needs, get to know the careers which suit students the most and receive reinforcement concerning their decisions.

The Ministry of Education helps young people take the right decisions before entering the system, by explaining the advantages/disadvantages of each. Career guidance and labour market information are also very crucial for the correct decisions.

Students selecting the APPRE system can also use Erasmus+ programmes to visit other European countries and exchange good practices. There is a selection process beginning with the submission of an application by the technical school and if it meets the quality conditions then they get approved. Cyprus is a small island, so exchanging experiences with European partners is a must to be able to build a competitive economy.

Every year more and more students express their interest about the APPRE system because they believe it gives them a strong potential of finding a job in the future.

Results of the programme

As a result of the APPRE system, those participating get very good practical training 3 times per week, so it's very easy for them to start working in a similar profession having related experiences.

The APPRE system is very well established and it is under evaluation for many years and it has proven that it helps students, employers, decision makers to match the needs of the Cyprus economy.

Skills and abilities are being acquired so that after the 2-year programme students are ready to undertake any related job, reducing the high unemployment rate of the Cypriot economy.

The prevention of unemployment is crucial for the Cypriot economy so EU programmes are at the centre of APPRE officers' work because they add great value to programmes like the APPRE system.

The APPRE system contributes to an effective needs investigation and in cooperation with the Ministry of Employment APPRE officials research the possibility of giving more incentives to students and to industries to join it.

Career choice is a major issue for every family in Cyprus, especially for young people and APPRE helps youths take the right decision.

Ministry of Education officials visit Europe every year to identify key factors that could be used in developing the APPRE system in a more efficient and effective way, not only for innovation purposes, but also for the better communication of educational material using the internet and video conferencing facilities.

III.4. United Kingdom

III.4.1. Head Start, Leeds City Region

Aim of the programme

Youth unemployment is a major challenge facing the Leeds City Region, however in recent years the city's economy has been starting to grow again and generate jobs from a diverse range of sectors, including entry level jobs in retail, hospitality, logistics, manufacturing, finance and business services.

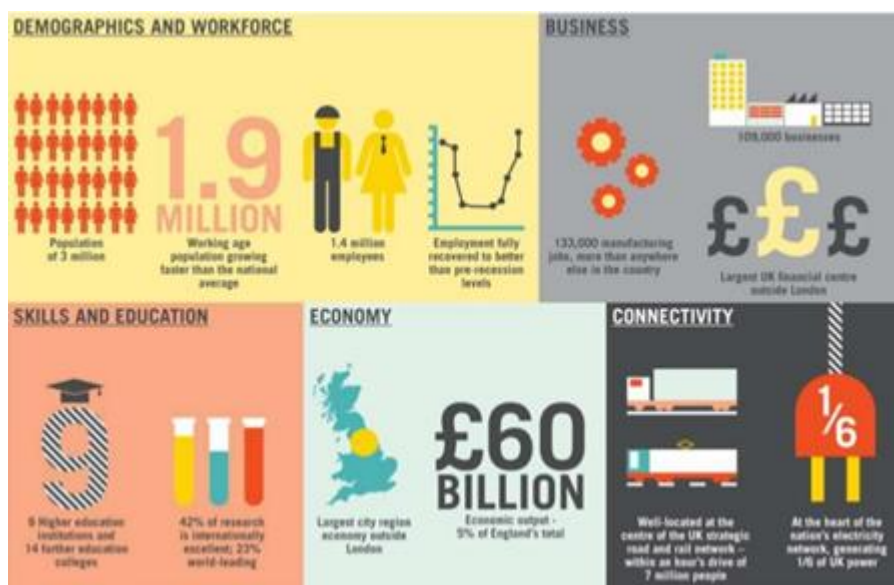


The Leeds City Region ambition is to reduce youth unemployment to the point of becoming 'NEET-free'. To help achieve its goal, Leeds City Council was awarded £1.2 million from central government to fund Head Start as a local programme. The aim is to offer unemployed people, aged 18-24 years and furthest from the labour market, the chance of a 'head start' into work through a supported work experience placement.

The 'Head Start' placements last up to eight weeks and include accredited training, a package of 'wraparound' support for the individual and the employer, and a guaranteed job interview. Employers who take part in the scheme are supported through an employer fee and the opportunity of drawing on a wage incentive after six months of sustained

employment. Each young person is also entitled to a travel card of up to £80 and cover extra expenses such as training, uniforms or DBS checks.

In a tough labour market (which averages four jobseekers to every vacancy) Head Start aims to offer at least 2000 young people extra support as they reach 6 months on unemployment benefits and a flexible, more supported work experience programme designed to address their complex issues.



Leeds City Region in numbers

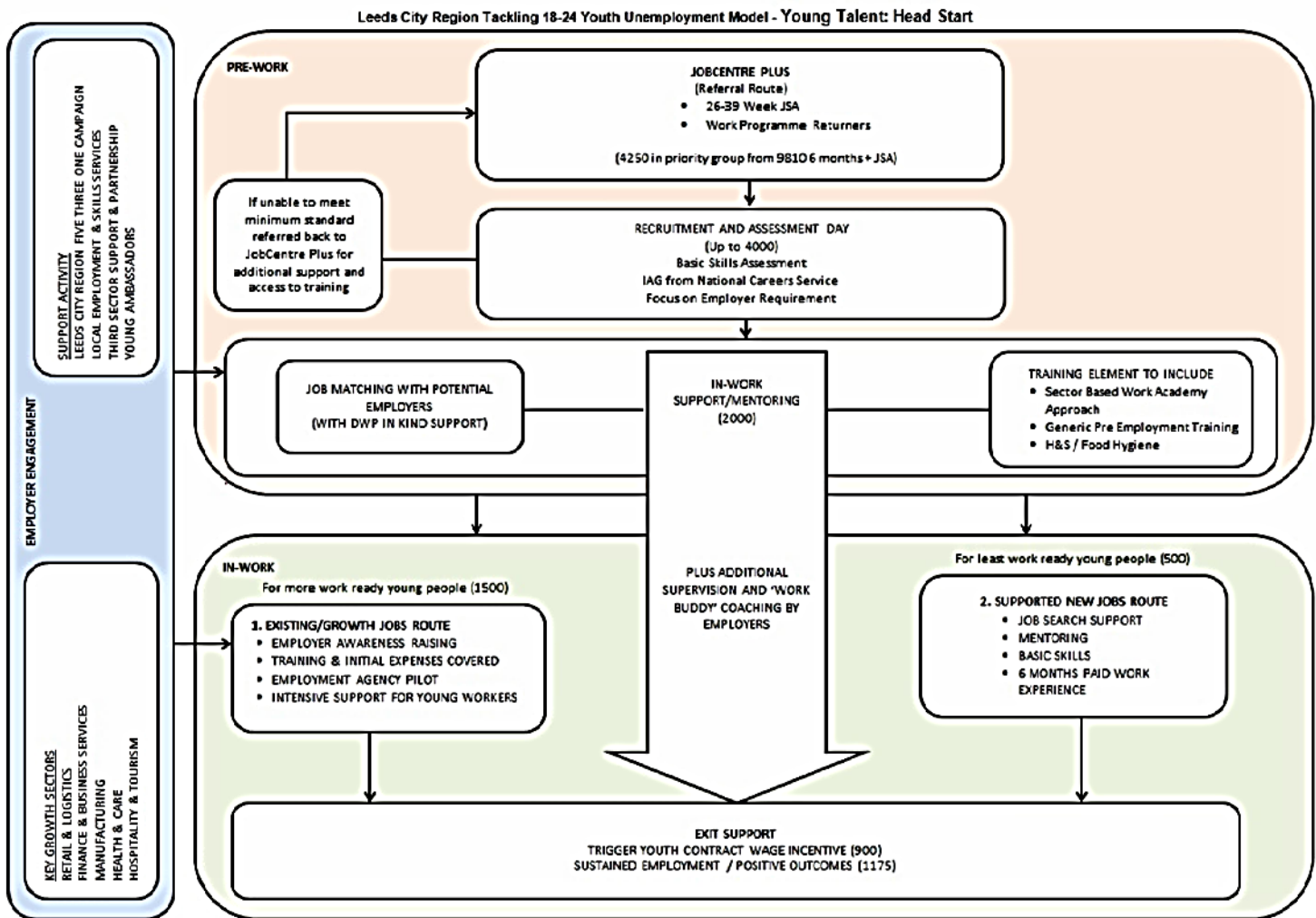
Target group of the programme

The Head Start work placement scheme is run in partnership between aspire-igen, Leeds City College and Leeds City Council and matches unemployed 18-24 year olds with a suitable businesses in the city.

Many Head Start participants lack work experience, have weak CVs and are still a risky choice for employers who have access to more experienced older workers, economic migrants and many better qualified recent graduates. This route is therefore designed to offset some of these risks and put in place a structured support framework to enable the person to be effectively matched, recruited, tried out and given the chance to prove themselves capable.

Referrals to the programme are received through the Jobcentre+ (UK government-funded employment agency and social security office that can be found in most cities) who also work in partnership with the Local Authority business engagement teams to engage more employers in the priority sectors with growth prospects. Leeds City Council Employment and Skills provide a direct link with employers with active live job vacancies. Working together they fit young people with job opportunities with long term successful outcomes.

In order to keep up to date stakeholders hold regular partnership meetings and Head Start issues an E-newsletter every 6-8 weeks, providing information to all partners and networks. It includes success stories, best practices and upcoming events.



Activities implemented during the programme

The Programme (aspire-igen)

Recruitment

Participants are referred by the Jobcentre to the programme provider, aspire-igen. They are invited to an 'Assessment Day' and aspire-igen will discuss the best course of action for each individual with the other programme partners. Every participant is allocated a Key Worker who carries out an induction and helps them to sign consent forms. The Key worker must ensure a strong relationship is developed as they will be a single point of contact throughout the programme, engaging through telephone calls, emails, individual support sessions and group work sessions.



6 Week Training and Placement Programme

Week 1: College course to complete entry level 3 OCN Employability qualification

Week 2: Back 2 Life - a week of group work activities and support to build confidence, self esteem and self awareness. It includes Dress For Success and Get Smart (a free clothing scheme for professional attire, so that they can attend interviews feeling comfortable and confident), a mock interview and a treasure hunt.

Weeks 3-6: A work placement sourced and pre-visited by Employment Leeds. Whilst in work they benefit from mentoring or 'buddy' support provided by the employer. In addition they benefit from group work sessions and individual support to develop confidence and skills. Every Friday they attend the job shop where they use their new skills to apply for jobs that they could start after the placement. These jobs have to be sustainable and a right fit for both the employer and the trainee.

After the programme

For a further 8 weeks after the programme Key Workers encourage the participants to apply for jobs. Head Start has a Facebook page and Twitter account and actively post job opportunities on there. For those who gain employment the Tracking Team continue to maintain contact for 6 months after starting their job. For those who leave the programme still seeking employment Key Workers can refer them to a more specialised support programme, or invite them to attend extra group work sessions once a week, developing communication skills, building awareness of self and own skills and job searching.

The Employer Engagement (Employment Leeds)

Whilst aspire-igen is working intensively with the participants, partners such as Employment Leeds and Jobcentre+ are working to find a suitable solution for employers to get involved and encourage them take on a young jobseeker, including:

- Apprenticeships/Traineeships
- Youth Contract Wage Incentive of £2275
- Dedicated help to recruit and select the right young people for the employer's needs
- 'Sector Work Academy' employability training geared to the industry requirements
- Intensive 'In Work Support' to resolve any early problems settling into work
- A travel pass for the young person
- A contribution of up to £725 towards the employer's supervision/coaching costs
- Up to £500 towards essential training which cannot be funded from other sources

The other innovative feature of this best practice is the appointment of two 18-24 year olds from the programme who act as ambassadors, speaking directly to employers (and young people) and exemplifying the positive traits and qualities which employers can expect to find.

Results of the programme

Through a high investment in wraparound support for both participants and employers, success rates of Head Start are much greater than traditionally achieved in this field. Head Start has had a positive impact on hundreds of 18-24 year olds over the last 2 years, as explained below by the partnership:

Rebecca Cumberworth from Employment Leeds said:

“Without doubt, Head Start improves young people’s chances of securing paid employment. When recruiting, employers look for candidates with recent, relevant work experience and good references and that is exactly what young people get from participating in Head Start. The fact that hundreds of young people have progressed from Head Start into employment proves that it works. For the more vulnerable young people who need extra support to access employment, the Key Worker that is provided by the team at Aspire Igen is absolutely invaluable in helping young people to sustain their placements, and to believe that they are capable of work and there is a job out there for them.”

Susan Ryder and Graham Stocks from Job Centre Plus said:

“Head Start has proved to be a valuable programme for disadvantaged young people in Leeds. Around 250 18-24 year olds identified by Jobcentre Plus Work Coaches have found work after joining the programme. The programme has also been useful for the trainees’ personal development, helping to improve their confidence and employability skills. It has produced some great results as demonstrated by the young Head Start ambassadors who have gone from strength to strength after successfully completing their placements”

For more information contact international@aspire-igen.com

III.4.2. The Works Post-16 Programme

Aim of the programme

Although young people in England can leave compulsory education at 16, changes to government policy (introduced in 2015) now mean that there are restrictions to what these young people can choose to do between the ages of 16 and 18. The three options available to them are:



- Remaining in full-time education (at a school, further education college etc.)
- Taking part in an apprenticeship
- Finding employment which involves working for at least 20 hours per week

These changes were brought in to address the number of NEET young people in England. Many NEET young people left school at 16 (or dropped out before this) so are at a high risk of becoming long-term unemployed due to the lower levels of formal qualifications they have attained. However, the new policy encourages those who do not enjoy the academic approach to education found in schools (and so leave at 16) to continue with some form of education or training in another setting. This means that they are able to develop skills and experience more suited to the labour market and so are less likely to become long-term unemployed.

The post-16 educational programme at the Works feeds into this change in policy by offering a training programme in a unique setting far detached from a traditional school environment. Housed in an old factory on the edge of Leeds city centre, at its heart the Works is an indoor skatepark and climbing centre, with its training programme exploiting these facilities to offer a vocational course geared towards the Sport and Leisure industry.

To deliver its training, the Works collaborates with a local training and careers company, Aspire-igen, and in particular their aspire2work programme. Aspire2work's main focus is engaging with young people who have either dropped out of school, or finished compulsory



Young participants of the programme

education with few formal qualifications. The programme looks to upskill these young people by encouraging them to take part in industry-specific training programmes.

These courses are designed to be different from learning in school by combining theoretical training with hands-on, practical experience. This means that the learners taking part in the aspire2work courses are gaining skills more in line with the demands

of the labour market. Indeed, by the end of the course the aim is for the learners to have developed their skills to a level where they are now ready to enter further education, an apprenticeship or full-time work.

Target group of the programme

The target group for the training programme is young people aged between 16-19 who are not currently in employment, training or education. This means that most learners either dropped out of school or left at 16 having failed to gain many formal qualifications.

The training course at the Works attracts participants through two main channels. The first of which is through the formal engagement activities and promotion carried out by Aspire-igen surrounding the aspire2work programme. The company employs an engagement team, who actively work within the local community (and with other local services) to identify and speak to young people who may be interested in taking part in a course. The second route comes from the skatepark itself. The Works is the only indoor facility of its type in the local area and so young people from across the city regularly come to skate, meet friends etc. This has created a close knit community of young people who become aware of the programme through their visits to the skatepark, and so either apply to take part themselves, or recommend the programme to a friend.

There are no formal entry requirements for the course. Instead interested young people apply directly to Aspire-igen, who then invite them in for a talk with one of their engagement advisors. During this informal meeting, the background, interests and aspirations of the young person are assessed to make sure that they are right for the course. They then meet the course leader before making a final decision on whether to sign up for the training.

Although some of the participants are already familiar with the 'alternative' sports carried out at the Works, a knowledge of skateboarding etc. is not required before enrolling on the course. In fact, the course has proven popular with a wide range of people because it features these less common sports so prominently. For those who already use the skatepark, it allows them to make a hobby into part of their education and career path. At the same time the course offers an alternative path for young people who are interested in the Sport and Leisure industry but are put off by the traditional sports (football, rugby etc.) offered on the majority of other vocational courses. Therefore, the combination of a training programme and skatepark targets a group of NEET young people who are often marginalised by both formal education and more traditional vocational courses.



Skatepark

The backgrounds of many of the participants who come to the works means that they need extra support in order to be able to successfully complete the programme. In particular there are often financial demands which makes travelling to the skatepark everyday difficult. In order to help with this, learners can apply to aspire2work for a bursary to cover travel costs etc.

Activities implemented during the programme

The Works' Sport and Leisure programme lasts for 1 year and looks to provide participants with skills and experience in all aspects of the Sport and Leisure industry. As well as it also looks to improve learners' maths and English skills.

In particular the programme is designed for people looking for a career as a:

- Leisure Centre Assistant
- Sports Development Officer
- Sports Coach
- Personal Trainer

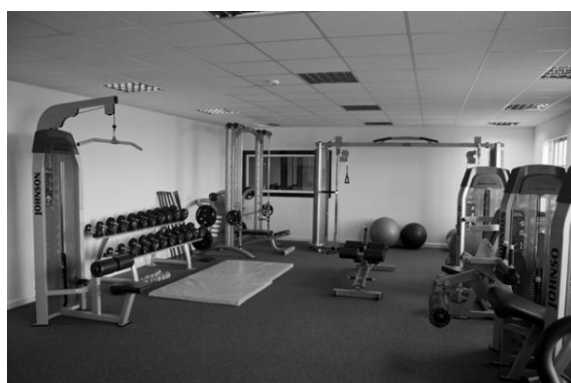
Therefore the course content is tailored to the knowledge and skills expected of entry-level workers in these professions and covers topics such as:

- Health and nutrition
- Planning fitness programmes
- Working in the Leisure sector
- Sports injuries and safeguarding in sport
- Components and function of the human body
- Participating in sport and factors affecting participation

In order to maintain an approach that combines both theoretical and practical learning, lessons make use of different facilities. Whilst a classroom is used for the more theoretical sessions, staff understand that most learners will not be productive in this setting for long. Therefore, short classroom-based sessions are broken up with more practical activities. This includes a daily group session in the Works' on-site gym, as well as daily coaching from one of the centre's staff members in either skateboarding, scootering, BMX or climbing.



Venue of the theoretical training



Gym of the Works programme

Nevertheless learning is always at the forefront of these activities. The trainers and coaches look to incorporate maths challenges or learning points within the gym and sport sessions. As the learners do not associate these sport-based sessions with formal education, they do not always realise they are learning, an approach which is particularly effective with those who have previously not enjoyed school.

Results of the programme

Throughout the year, participants produce a formal learning portfolio which demonstrates the practical skills and knowledge they have learnt. Those that successfully complete the course are able to get either a level 1 or level 2 qualification in Sport and Leisure which can then be used to gain access onto another training course at a higher level, an apprenticeship or permanent employment.

As well as the formal qualification, learners improve their soft skills, such as their self-confidence and personal skills. Whilst most learners struggled at school, for many of them the skatepark represents something that they are good at. As a result, the success they achieve through sport motivates them in their other studies, as they learn that they can do something and achieve results.

The wider aspire2work programme now offers over 25 courses, each tailored to a different labour market sector. So far the programme has supported over 3,000 young people from across the Yorkshire region to gain further skills and experience.

It has a 98% approval rating with students, who enjoy learning practical employability skills in setting more informal than school. Testimonies of past learners include:

"I'm unsure where I would be without the help and support of aspire2work, I would not be where I am now without them."

"Coming into contact with aspire2work was a turning point in my life. I believe that without this opportunity to prove myself I'd probably be in prison."

For more information contact international@aspire-igen.com

III.5. Finland

III.5.1. Well-fare Learning Environment – coaching for students

Aim of the programme

The background of the programme is based on the Finnish law. The student shall always receive appropriate and timely support. The Pupil and Student Welfare Act (1287/2013) that entered into force in August 2014 requires the student's individual situation to be treated in a horizontal manner. If the student or his or her family so wishes, a horizontal group shall be gathered to support the student. The student's consent is always required for the gathering of such a group. The student shall also decide on the composition of the group. It may include representatives of the Student Services and teachers, as well as players from outside the educational institution. The group's activities shall be carefully documented, and each individual case shall result in a confidential student welfare report.

The programme's vision is to model a creative learning and development network, which actively develops education and generates dynamic professional competence and well-being. The operations are based on jointly agreed values, which are customer orientation, enthusiasm and safety. These values guide working in a customer-oriented way and create positive enthusiasm towards developing competence and expertise, as well as towards regional development. The aim of the programme is to take care of the well-being of the students and personnel and to act in a responsible and transparent manner.

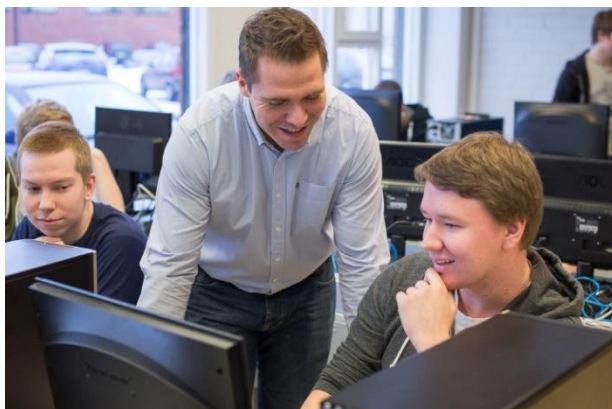
A positive community spirit, enthusiasm and equal opportunities for participation are essential. Promotion of well-being is one aspect of achieving the strategic objectives. Although the word 'well-being' does not very often appear in official documents, it is such a comprehensive concept that it should be linked to operating processes and, in one way or another, to the operations of the whole community.

Target group of the programme

The student is the focus of all operations. Instruction and education shall be provided in an individual and flexible manner, taking the student's needs and situation into consideration. Indirect target groups are primarily teachers and secondly other school staff.

Success is always created in the interaction between the individual and the environment. The programme's model of a prosperous learning environment is built on the values of the education provider and on the communal studying and working culture. The ability to work and function, as well as the key skills of lifelong learning, constitute an essential part of the student's professional competence. The implementation and contents of instruction can be bolstered by ensuring the health and safety of the learning environment.

The community practices always have an impact on the student's experiences of inclusion too. The personnel's well-being and competences create the basis for everything else.



Student is getting individual guidance with a positive approach of teacher

Community (school) complies with the principle of early recognition of the need for support. Good knowledge and recognition of the student provide a good basis for observing needs for counselling and support even when the student him or herself does not recognise his or her need for support. Each member of the community is obliged to intervene in matters that he or she considers worrying.

Activities implemented during the programme

From the perspective of a teacher and a counsellor, intervention always means bringing up the matter with the student and, when necessary, also discussing it with the student's family. The group counsellor acts as a key observer of the student's everyday life. Each student group has a designated group counsellor who supports the learning atmosphere and well-being in his or her group and takes care of student counselling. Cooperation with the student's family is important (particularly in the case of minors). The group counsellor meets the student's family at the beginning of the studies and, when necessary, also during the studies. Regular contact is implemented through the electronic student administration system, and approximately once a year, the student's family members are invited to a meeting with family members of other students.

Activities implemented and tested

- ❖ Training of teachers
- ❖ Regular student counselling (group/individual)
- ❖ Forming a team from individual students
- ❖ Student's personal study plans
- ❖ Observing
- ❖ Early intervention

The individual study plan (ISP) constitutes the basis for good learning and studying. The student is individually supported and guided in the planning of his or her learning. The student's personal contribution and education towards responsibility are important principles of planning. Planning helps to take various learning difficulties and specialities into account and to anticipate challenges to be observed in learning. It is extremely important to recognise the student's strengths that support his or her success.

Satisfaction with the studies and the feeling of belonging in a group are important matters to young people. Teachers have been trained to steer a good atmosphere and group dynamics. Difficulties arising during studies are responded to with the help of remedial teaching and various pedagogic solutions. A wide selection of special needs education tools are available for this purpose. Counselling and support are available for groups and for individuals, provided in a flexible manner at various stages of studies.

The available options are presented to the student and to his or her family before the beginning of the studies and, when necessary, during the group counsellor's regular lessons.

Support and counselling is best to organise in cooperation with student services where the service exists. Student services provides support and counselling services to all those pursuing studies leading to a basic qualification. Proper communication and student counselling aim to prevent problems and to bolster the community spirit. Active cooperation with the various authorities like health care services as well as social welfare and psychological services are also important. All providers of support, their contact information and various forms of support should be presented in those documents available for students.



Teacher is kind of a member of the student team still in his or her own expert role

Results of the programme

Results occur both in operational models and finally in measures of student satisfaction. Horizontality is implemented in the planning, steering and evaluation of the student welfare services. Each unit-related welfare group plans and follows the well-being of the respective community. The student welfare group of each education provider formulates the objectives of the welfare work and evaluates the activities. The student welfare steering group plans and follows the well-being of the students and the activities of the communities. The providers of student welfare services, the municipalities and the parish are represented in the steering group.

Students' well-being is a qualitative feature, which is measured with regular satisfaction surveys on a scale of 1 to 5. The target for student satisfaction has been set at 4.0. In recent years, the development has been positive, as demonstrated by the convergence of the grade towards the set target (3.8 in 2014 > 3.9 in 2015).

III.5.2. Work, coaching and support for the management of everyday life – the 'Valtti workshop' - model

Aim of the programme

The background for the workshop model programme lies in a lack of government services in rural and sparsely populated areas. Especially a need for employment services has led to the creation of new models in these regions. It is not just the lack of employment services but also social services are needed for the management of life. The aim of the programme is to offer an alternative to unemployment - activity instead of unemployment.

A result of the programme is a workplace-like operational environment, where people act in accordance with the rules of working life. The workshop offers a learning-by-doing workplace, where the participant bolsters his or her competence, seeks strengths and updates work and working life skills, as well as everyday life management skills. The workshop provides an opportunity for gaining work experience and facilitates entry into working life.

Target group of the programme

The target group of the workshop has not been strictly defined by age or life situation. Clients can be unemployed jobseekers, young people seeking their own field, young people who have no vocational education, have dropped out or are at the risk of dropping out, people who seek work experience, people with impaired ability to work, young people and adults with substance abuse or mental health problems, immigrants, or the long-term unemployed.

The services of the workshop are used by Employment and Economic Development Offices, vocational education institutes, insurance companies and municipal social, mental health and employment authorities. Important partners include local enterprises who the workshop offers subcontracting to, whenever possible. The workshop can also offer a workshop participant for employment by the enterprise. The workshop also offers its services to private persons (e.g. car repair).

Activities implemented during the programme

The workshop serves to support the employment of the unemployed or to guide them towards education. On the other hand, it serves to help them cope with work and education. The activities aim at bolstering the employability and life skills of the participants. After a successful individual coaching process, the client enters into working life. Theoretically, the activities are based on the socio-constructive approach to learning and the humanistic idea of man.

At the workshop, work is a preparatory tool to support the life management of an individual. Work coaching aims to promote the participant's working capacity and workmanship. The content and objectives of coaching are planned, taking into account the participant's interests, skills and abilities.

The requirement level of the work tasks must be sensible. The participant is encouraged to assume responsibility for his or her own development. At the workshop, the participant is also offered individual coaching that supports the participant's management of his or her life and everyday situations.



Low-threshold to get the right counselling services is key issue in difficult life situation

The coaching at the workshops is characterised by a cross-sectoral horizontality and multiprofessionalism. From the perspective of the participants, activities at the workshops take place on neutral ground, on no man's land. The strength of the work methods lies precisely in acting on the interfaces of the system. The aim is to prepare people in a customer-oriented and systematic way, towards a good life and towards open labour and education markets.

Functional methods:

- **Work coaching** – Work coaching is based on learning-by-doing. Work coaching means giving daily support in the learning of work and work skills, cooperation with the other participants and learning regularity, diligence, tidiness and working life skills. Completion of work and learning work tasks that require expertise are essential parts of the workshop activities.
- **Individual coaching** seeks to identify obstacles to and resources for employment. Individual coaching means listening, discussing, preparing and handling the participant's matters and, when necessary, guidance towards support services.
- **Network cooperation** – guidance towards the appropriate, necessary services, visits by public authorities to the workshop
- **Group coaching** – thematic groups, physical, mental, social, cognitive ability to function, nature - physical exercise - health, music, functional groups, communality, capability beliefs, interaction skills, photography
- **Peer group work** – Group members share experiences by doing things together. Group members may discuss active life management and entry into working life and its requirements, and learn practical skills such as computer or job-seeking skills. The group may make excursions to workplaces or educational institutions. Essential features of coaching include communality, interaction, functionality and equality.
- **Financial support** – distribution of food and bread donated by grocery shops to the participants five days a week, also clothes donations to those in need
- **Examples of learning-by-doing workshops** include woodwork, metalwork, office work, dressmaker's shop, kitchen, cleaning, real estate management, media sector, car/bike repair, manual skills shop, Work It product shop, recycling, flea market – shop for second-hand clothes and products, band activities, customer service, subcontracting to enterprises.



Nature offers a pleasant atmosphere for group coaching



Learning-by-doing is a very good way to motivate anybody – clients at their work

- **For cooperation between educational institutions**, the workshop offers an alternative learning environment to traditional school pedagogy and supplements the educational institution's service package in accordance with the provincial framework agreement between educational institutions and workshops. When a young person has problems with his or her vocational studies and is at risk of dropping out, he or she can move into more practical studies at the workshop in accordance with the agreement concluded with the vocational institute and gain specific help to solve his or her everyday life management problems. An individual learning path is prepared for the young person in cooperation with the educational institutions. At the workshop, the participant may complete a full qualification or certain parts thereof. In the case of drop-outs, solutions are sought to help them complete the qualification. The aim is to integrate the opportunity offered by the workshop into the educational institution's support services.
- **Cooperation with enterprises** – Career counselling clarifies employment objectives and cooperates with a comprehensive business network seeking individual employment opportunities and jobs.

Results of the programme

Eighteen professionals from various fields work at the workshop. The personnel includes experts in work coaching, education and rehabilitation as well as the social and health sector, e.g. psychologist, physiotherapist, social advisor and neuropsychiatric coach. Work coaches are experts of various professional fields, many of whom who have experience as entrepreneurs and have completed pedagogic studies of vocational adult trainers. The personnel are motivated and committed and respect the values of the workshop.

As an example of the model Valtti workshop operates as a unit providing preparatory services of social employment. The workshop activities play a distinct role in the regional employment management. The services of the workshop and the strongly linked coaching activities are efficient tools to end unemployment, to enhance the management of everyday life and to attach oneself to the education and labour markets. Finding advanced plans and places for the clients through these activities has proven to be fruitful and thus an efficient and economical alternative to manage cost implications of exclusion. The workshop carries out preventive substance abuse and mental health work.

In 2015, the workshop provided services to 285 persons, 50% of whom had no vocational education and who had been unemployed for a long time. Lack of suitable education is the most common obstacle to employment. A suitable alternative was found for 76% of the workshop participants. Alternatives include work path, learning path, rehabilitation path, and guidance towards other special services (e.g. services for people with substance abuse or mental health problems, health services).

Success of guidance in the years of operation:

2011 (67%) 2012 (68%) 2013 (78%) 2014 (71%) 2015 (76%)

III.6. Spain

III.6.1. Collaboration with Spanish private companies - Posttigo method

Aim of the programme

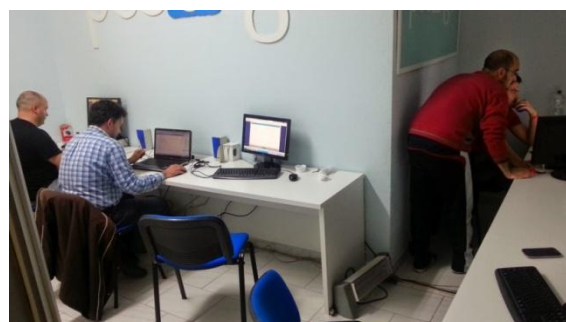
One of the main problems in Spain is the lack of opportunities that companies and the Government give to young people for the future; Spanish companies do not give new opportunities to young people to learn more about their skills, they need more qualifications to work to be a professional after the practice period.



40.1% of Spaniards between 30 and 34 had higher education in 2012, but now, Spain is the country of the European Union (EU) whose youngsters do not continued their studies after the first cycle of secondary education (High School).

IPF knows the difficult situation experienced by the country in the workplace. The project was initiated by IPF with the collaboration of Posttigo company, an online legal advice which today gives the opportunity to work to more than 50 young people (people who are studying and not) in our region.

The goal to end youth unemployment and early school dropouts are the main reasons that IPF started this project. Gradually, it is paying off and they are seeing that many young people are improving. Since IPF funded this project, the number of students has increased due to the need of jobs there is in the region.



Posttigo Centre

In April 2015, they started spreading this new project in high schools and social centres for young people with difficulties for integration (with family problems, family responsibilities, abandonment, economic problems, etc.). There are currently three companies in different areas of the country that are willing to start this project with IPF's collaboration and funding.

Target group of the programme

The service is aimed primarily at young students who have finished their higher education but have not found a job. The project allows them to develop their skills and learn more about the job or seek career guidance.

However IPF has implemented these services more widely as not only young students need this kind of help and collaboration, but now many more people need a boost, improvement and to develop. Therefore, IPF has introduced new groups and new areas of learning with other companies to finance training and the creation of new employment practices to develop this idea.

A few years ago, Posttigo offered services related with law, and so only law students could access this service. With the collaboration and financial help of IPF, Posttigo has grown and now collaborates with 7 different jobs specialties, not only law students.

Presently, in Posttigo they have 20 law students working, who solve legal questions online. 14 people who are community managers (they have not studied before so training courses are prepared for them), 17 people who have to visit different professional lawyers, law firms, government buildings and assessors, two of them are students but the rest are people who want to learn about this profession.



Seminar Málaga Posttigo

IPF has recently started new computer courses that encourage more people (not professional) to become part of the company. Computer skills are one of the courses that are constantly growing within the company as they see it as the future.

These training courses are in turn making it possible for young professors currently working to enter the world of education. This is done in collaboration with a training centre (Posttigo Ponce) in the town of Málaga who are training new teachers.

Activities implemented during the programme

The director of Posttigo, who is a professor at the Law University of Málaga, agreed to the option of practices that would help improve the knowledge of students once they had finished their studies. Posttigo offers free training courses to students over a period of 12-30 weeks. Posttigo and IPF have appeared on several radio channels with national coverage in Spain and they have also featured in newspapers in our region. The University of Málaga helps them to disseminate to new and old students who need these kinds of opportunities. The University of Andalusia is encouraging other professors to do the same to help increase job opportunities.

IPF is now collaborating and funding a new project with Posttigo, to create a mobile application. To create this app they have needed around 39 people who have received a training course about informatics, Web programming (IOs and Android system) and web design.

This is the situation of one of their students: Laila started to study Law but she eventually had to leave university. She is currently one of the lawyers who is working in Posttigo. While she is working with them, she is finishing her studies at the university (**Law University of Málaga**) and next summer she will work in a “Law Firm” located in the city of Marbella.

Laila’s training course offered by Posttigo has a structure like this:

Week 1 - 3:

- Getting acquainted with group
- Practicing computer and marketing skills
- Contacting lawyers
- Administrative work

Week 4 – 6:

- Providing online consultations
- Attending a court or tribunal
- Attending a class in the university of Málaga
- Visiting law firms
- Individual counselling

Week 7 – 8:

- Updating CV
- Designing letter of application
- Job interviews

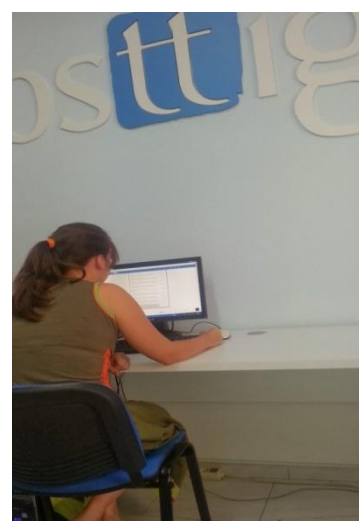
Week 9 - 12:

- Internship at law firms and Posttigo

Results of the programme

Posttigo in collaboration with IPF has been the first to carry out this project, but that is not the only one, because three more companies in Spain have heard of this new form of participation and have contacted them. Their system is growing to improve this situation.

In Málaga this method is productive and they trust that all Spanish regions can use this method, but to be effective, they must continue to work on the project and continue to advertise and submit it to various companies. The needs of young people participating or wishing to participate in the future labour market are the main reasons that IPF works every day.



Posttigo training course

The development of a project of this magnitude and of this nature has already shown that IPF can succeed and continue to grow. Helping all private companies in the country by giving them the opportunity to become aware of what they can give. Currently the youth is our future and they know how important it is to believe in them and help them to further develop their skills and encourage them to work hard.

III.6.2. iPortal – European best practices

Aim of the programme

IPF knows how important it is to learn languages so as to have more opportunities for work. The situation in Spain regarding language is quite sad: only four out of ten Spaniards speak and write a foreign language.

Only four out of ten Spanish speak and write English. Nine out of ten people believe that knowledge of foreign languages is very or quite important today, but less than 19% of those who claim to speak English or French are able to maintain an informal conversation about everyday topics without difficulty.

Only four in ten say they speak and write a foreign language, mainly English (25.2% of all respondents) and French (9.6%).

Spain is the fourth lowest EU country in terms of adults who speak a foreign language, behind Romania, Hungary and Portugal, according to a survey published by Eurostat, the EU statistical office.

46.6% of Spaniards aged 25 to 64 surveyed said they did not know any foreign language, compared to 38% of the EU average.

This creates a problem in accessing the labor market and the need to speak a foreign language is vital to find a job. In our region, tourism is 90 percent of economic activity and the lack of language in Andalusian citizens makes it hard for them to find work in this sector.

IPF has collaborated and funded a new iPortal to improve the pupil's knowledge about different languages. Through this iPortal a young person can have free access to language courses in Bulgarian, German, Spanish, English, etc.

This iPortal is destined to create new jobs for young people whose principal aim is to work as language teachers and broaden their knowledge of languages to find work.

Target group of the programme

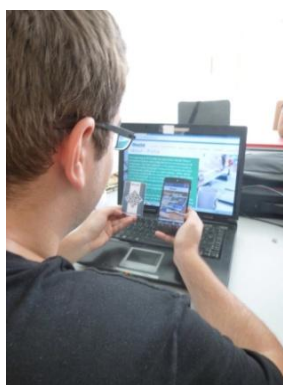
Students that can access this service can be in any social group and may be of any age. One of the main advantages of iPortal is that it's accessible to anyone who needs to learn a language to find a job. They try to work with young staff around the age of 25 years so they can relate more to the users and have better communication. They collaborate with them giving private classes, virtual classes, Skype meetings, training courses, etc. Recently, the number of iPortal users has grown due to the success of the web.

In addition, adults (25-40) who want to access the platform can also do so. To make it easier to access an additional introductory course in computing and the virtual world has been created to make it easier to understand how to use the platform.

Teachers who have found jobs through this service are mostly young people who have studied to be a teacher and need the opportunity because in Spain, youth unemployment is currently a huge issue. It is a good way for them to practice and may be brought into the workplace.

The online courses have also helped us to incorporate our new groups of experienced programmers to develop the web and gradually it can be used by more people, adding more agendas, different languages, more tests and so expand our virtual world.

Currently internet is the easiest way to learn and get more skills; IPF knows how important it is especially among younger people around the world and therefore they thought that this was the best way to promote learning.



iPortal application



Demonstration of iPortal Virtual World

Activities implemented during the programme

The most important thing about it is that it allows students who want to learn a new language to communicate with a private language teacher at any time of day. The attention of the teacher has to be exclusive, as there are young people who don't work so they can dedicate all their time to their pupils. It's the best way to help young people learn a new language and help them find an ideal job.

The town hall in Málaga has collaborated with IPF to promote this system in different schools and training centres. Nowadays, iPortal has more than 300 teachers in five different languages that participate in the project. The Andalusian government knows all aspects of the project and they provide help as they know that this web site contributes to reducing the youth unemployment percent in the community.



iPortal seminar – introducing languages online



IPF has organised various seminars, meetings and conferences to extend the practice throughout the country and broaden the scope of iPortal as a learning platform. In collaboration with the University of Málaga and the City Council and the Junta de Andalucía (the regional government) they have ensured that there has been an effective expansion regionally.

To achieve our goals, IPF knows that the most important thing is to have good teachers to help us to develop these courses. Our project relies mostly on younger teachers over 25 who have completed their studies and who need an opportunity to enter the labour market and gain experience.

In addition iPortal also offers the advantage of having fun while learning through the e-learning platform that has been created; they can access a virtual world called Second Life through the iPortal island. Through this island, students can interact with others from around the world.

In the past few months IPF has introduced a new business training course and has allowed advertisers to promote this project in order to make more people aware of what it's about. It is very important for IPF to have young and motivated people to help iPortal grow. In collaboration with various vocational training centers IPF is taking new learning courses in the field of commercialisation and merchandising to improve international collaboration and create more work in Spain.

The platform is constantly updated in order to develop in line with technology. It is important for IPF that their platform adapts to technological advances so their team is growing fast.

Results of the programme

The best thing about this iPortal is that you can learn a language even if you have no resources to pay for language courses.

But not only is that, with these practices offered by IPF, many unemployed people find work. These job functions allow youngsters who have just finished their studies gain experience in the world of work. iPortal is the best platform for this and for all young workers who want to start in the world of web design and graphic design because the jobs in this sector are increasing with every passing day.

For the organisation of these courses, extensive collaboration is needed, which has favored the creation of effective temporary jobs.

At this time, they are very satisfied with the results that they are seeing many jobs being created in the region (Andalucía) and they are also seeing many people of all ages feel better and more confident to look for new job opportunities.

The morale of workers is important to achieve their goals and have a very promising future. If this happens all the work and funding invested will have been worthwhile.

Afterword

This brochure is too short to present the intense work in full detail what has been done during a 2-year period in this project by the exemplary cooperation of partner organisations working in the area of lifelong learning, vocational training and employment.

For the labour-market integration and re-integration of people with either no or outdated qualifications, we collected the best methods, practices, case studies and programmes from Hungary, Austria, Cyprus, the United Kingdom, Finland and Spain, which provides the most benefit for the reader.

For further informatin you can contact the partner organisations:

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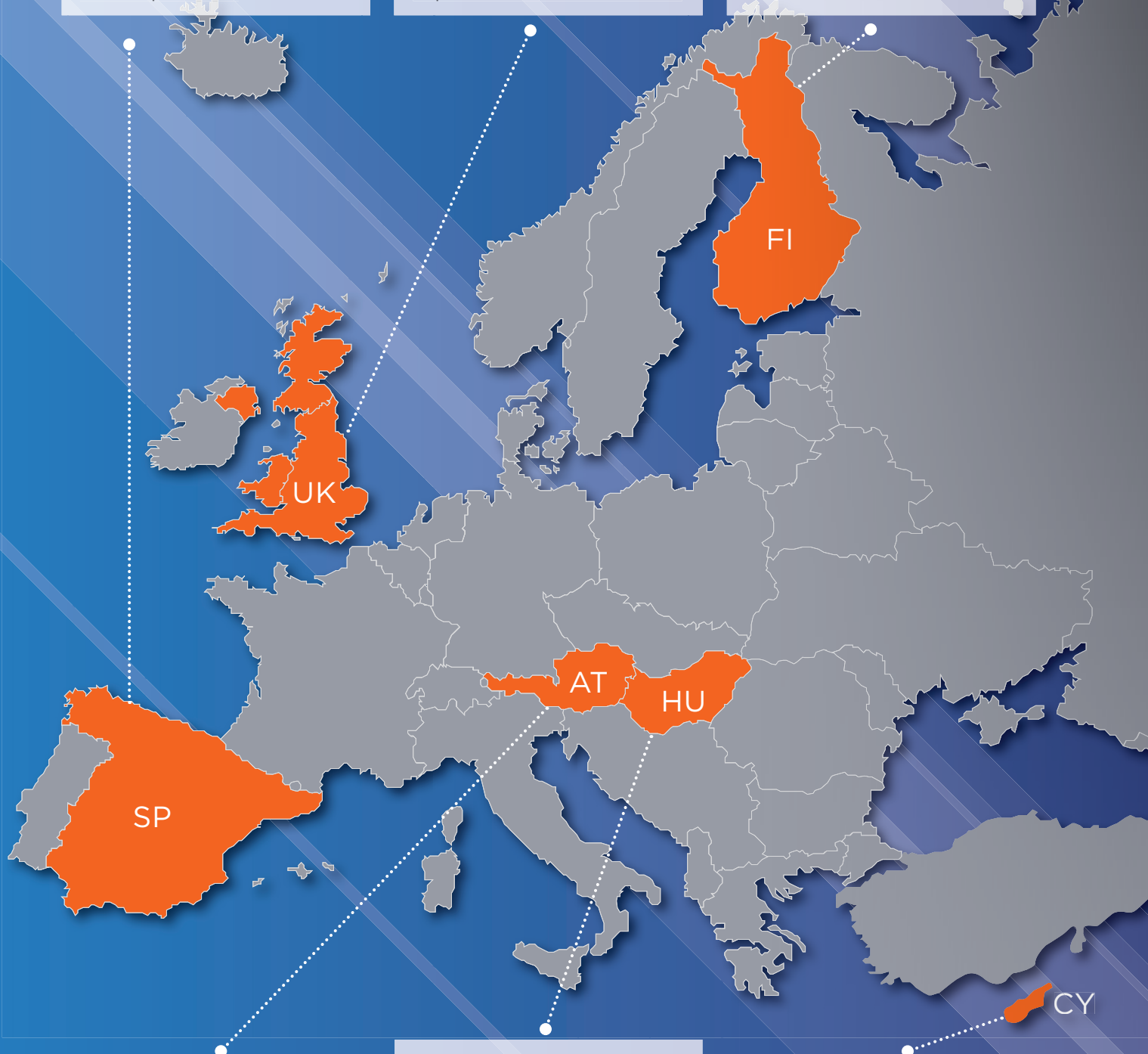
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