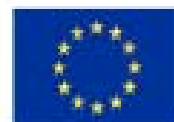




CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

Preparing young people for a successful integration into the labour market: a challenge for Europe

Workshop I: Supporting flexible
learning pathways

Workshop II: Empowering young
people for education-to-
work transitions

Workshop III: Young people's
pathways to
entrepreneurial thinking

WORKSHOP BOOKLET

Synthesis seminar

Thessaloniki, 28 February - 1 March 2011



Supporting flexible learning pathways

Discussion points

Agenda

Synthesis report

Examples of good practice

Workshop I

Supporting flexible learning pathways

Education and training pathways are a set of related education or training programmes provided by schools, training centres, higher education institutions or VET providers that facilitate individuals' progression within or between activity sectors⁽¹⁾.

Flexible learning pathways aim to provide people with opportunities to access the education and/or training necessary for learning, training or employment related activity, as well as personal development, in a way that is different from more formal arrangements. For instance, community-based settings can be used as an alternative to more traditional classroom-based learning, which encourages people who have had a negative experience of compulsory education to acquire skills and competences in another setting.

The recent Cedefop policy report⁽²⁾ shows that in many countries learners have the opportunity to choose between a wider variety of upper-secondary VET options that make it easier to move between different types of learning at the same level and to progress to higher level studies. To cater for different learner needs, programmes with higher shares of practical training, modularised existing programmes or partial qualifications have been initiated in many countries.

Validation of non-formal and informal learning, including skills acquired at the work place helps young people to identify their competences and to get them recognised, as well as move easier between education and employment. Individualised, tailored approaches, accompanied by professional guidance are key elements of successful validation measures.

The following issues will be addressed in the workshop:

- What options do young people who can not learn in traditional classroom have to acquire competences needed for lifelong learning and employment?
- Which pathways are provided in your country to young people to prevent them from dropping out of learning or training and meeting their individual needs?
- What is done in your country to reach and encourage young people who are outside of learning, training or employment to become involved in learning or training? What support is provided to them to overcome the barriers to participating learning, training and employment?
- What have you learned from the workshop's presentations? Which messages do you plan to bring back to your organisation?

⁽¹⁾ Cedefop. *Terminology of European education and training policy. A selection of 100 key terms*. Luxembourg: Office for Official Publications of the European Communities, 2008.

⁽²⁾ Cedefop. *A bridge to the future European policy for vocational education and training 2002-10*. Luxembourg: Publications Office of the European Union, 2010.

<http://www.cedefop.europa.eu/EN/publications/17297.aspx>

AGENDA

Moderators:

Ms Irina Jemeljanova, Cedefop

Ms Katerina Tsinari, Cedefop

Reporters:

Mr Bo-göran Dahlberg, Sweden

Mr Patrick Masera, France

28 February 2011

14.30 - 15.00	Introduction to workshop: Ms Irina Jemeljanova, Cedefop
	Overview of the topic: Ms Isabelle Le Mouillour, Cedefop

15.00 - 15.30	Discussion
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15.30 - 16.00	Ice- breaking exercise
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16.00 - 16.30	Coffee break
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Session I: Providing young people with attractive learning options

16.30 -16.40	Re-engaging young people in education using vocational training, Ms Linda McPhee, United Kingdom
16.40 - 16.50	Open education institutions: support for young people, Mr Aynur Uzer, Turkey
16.50 - 17.00	Accelerated initial training scheme, Mr Andreas Stylianou, Cyprus
17.00 - 17.10	One-year top up option for VET students, Mr Ray Vassallo, Malta

17.10 - 17.30	Discussion
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1 March 2011

Session II: Reaching young people who dropped-out

9.40 - 9.50	Youth program in the City of Malmö, Mr Kristian Frennessen, Sweden
9.50 - 10.00	The second chance school of Marseilles, Ms Shahla Lassus, France

10.00 - 10.20	Discussion
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Session III: Creating personalised pathways towards individual learning goals

10.20 - 10.30	Education maintenance allowance system, Mr Tony Talburt, United Kingdom
10.30 - 10.40	Preparatory instruction and guidance for VET studies, Ms Mia Kärkkäinen, Finland
10.40 - 10.50	Individual Educational Plan (IEP), Ms Karina Meinecke, Denmark
10.50 - 11.10	Discussion
11.10 - 11.40	Coffee break

Session IV: Validating skills and competences

11.40 - 11.50	New opportunities initiative. The RVCC process: recognition, validation and certification of skills and competences, Ms Fatima Martins, Portugal
11.50 - 12.00	Accreditation of prior learning, Mr Erik Kaemingk, the Netherlands
12.00 - 13.00	Discussion

FLEXIBLE LEARNING PATHWAYS

Synthesis report on 2009/10 study visits

Overview of the topic on the European agenda

Education and training pathways are a set of related education or training programmes provided by schools, training centres, higher education institutions or VET providers that facilitate individuals' progression within or between activity sectors⁽³⁾.

Flexible learning pathways can be viewed from at least two perspectives:

1. access and progression:

- **formal entry requirements:** qualifications, specific educational attainment; specific skills or work experience as a prerequisite to be admitted to a programme;
- **validation of learning:** confirmation that the knowledge, skills and/or competences a person has acquired outside formal education, e.g. at work, meets predefined criteria; this means the person's learning outcomes have been assessed by an organisation which has been officially authorised to do so;
- **formal recognition of learning outcomes:** the person receives a certificate, diploma or title, i.e. these knowledge, skills and/or competences are given official status; the person might receive a statement of equivalence and/or an award of credits; the value of people's knowledge, skills and/or competences may be acknowledged by employers, for instance (socially recognised)⁽⁴⁾.

2. modes of delivery in terms of:

- **time:** this may include the time a course starts and finishes, the time and deadlines for submitting coursework or completing assignments as part of the course, or time in terms of flexibility in the pace of learning;
- **content:** the content may be flexible in relation to the topics of the course, the orientation of the course (for instance whether is it a course based on theory or practice), or assessment standards and completion requirements;
- **instructional approach and resources:** there may be flexibility in the ways in which the course is experienced, the language used in the course, the types and sources of learning resources, and the assignments required for the course;
- **delivery and logistics:** which may apply to flexibility in the location of learning, or flexibility in the times of learning events (Collis and Moonen)⁽⁵⁾.

Flexible approaches to learning are not necessarily tied to classroom-based or formally accredited learning. Learning can be tailored to the needs of the individual learner. This is particularly beneficial for learners who require additional support. People most likely to benefit from flexible learning approaches are the low-qualified and those who do not participate in training or learning activity. They include: early school leavers, young people from disadvantaged backgrounds, adults with low levels of qualifications, or a lack of accredited prior learning, people from ethnic minority communities, people with a learning difficulty and/or disability, and legal migrants. A pre-condition is that information about existing learning options to acquire knowledge, skills or competences needed for employment and personal fulfilment and available support should be easily accessible to all potential learners.

⁽³⁾ Cedefop. *Terminology of European education and training policy. A selection of 100 key terms*. Luxembourg: Office for Official Publications of the European Communities, 2008.

⁽⁴⁾ idem.

⁽⁵⁾ Collis, B. and Moonen, J., *Flexible Learning in a Digital World: Experiences and Expectations*, Kogan Page, 2001, p. 10.

Each of these groups face different barriers to learning and participating in the labour market, such as a lack of qualifications, lack of information about learning opportunities, low self-esteem or low levels of confidence, language issues, financial difficulties in paying for course fees or buying materials required, lack of time due to employment commitments, or care responsibilities such as childcare. Tailored flexible learning can help to address some of these by meeting the individual needs of the learner.

The European Commission recognises the importance of flexible approaches to learning, and has produced a number of strategic documents detailing how flexible learning approaches, tailored to the needs of the individual, can help to support those people who are excluded or at risk of exclusion from learning and training, and employment activities. Flexible learning features strongly in the ‘ET 2020’ Strategic framework for European cooperation in education and training ⁽⁶⁾.

The Council Conclusions on the Social Dimension of Education and Training ⁽⁷⁾ describe how increasing participation in continuing vocational education and training is a fundamental part of an inclusive approach for any VET system. This is especially the case for disadvantaged groups, where tailored learning approaches and support, such as individual guidance and counselling, recognising different forms of prior learning and providing alternate programmes of work place learning, can be effective ways to support people. The Conclusions go on to explain how education and training systems that have flexible learning approaches and that keep opportunities open as long as possible, avoiding ‘dead ends’ for learners, help to overcome disadvantage. Key activities for individuals include support, especially with regard to raising aspirations and identifying appropriate learning opportunities, validation of prior learning and acquired skills, diversifying of admission requirements for learning and training courses, as well as making learning environments more attractive and of higher quality.

Flexibility within learning and training systems is not only important to encourage participation within groups that have low levels of participation, but also to facilitate movement between different sectors, or to move between distinct areas of more traditionally categorised pathways of academic and vocational focused learning and training. Similarly, the 2010 joint progress report of the Council and the Commission on the implementation of the ‘Education & Training 2010 work programme’ ⁽⁸⁾ reaffirms the importance of flexible approaches to learning. This focuses in particular on lifelong learning strategies adopted by the majority of countries, which are effective instruments in ‘supporting flexible learning pathways between different parts of education and training systems’. The overarching Strategic Framework for European Cooperation in Education and Training (‘ET 2020’) ⁽⁹⁾ stresses the importance of flexible learning pathways in ‘making lifelong learning and mobility a reality’. More specifically, key aspects of flexible learning approaches include: ‘better transitions between the various education and training sectors, greater openness towards non-formal and informal learning, and increased transparency and recognition of learning outcomes’. Support for the transition between sectors can be provided through a range of instruments, within an overarching policy framework encouraging lifelong learning. More specific activities include establishing partnerships between the world of enterprise and different levels and sectors of education, as well as concerted efforts to encourage adult learners through high-quality guidance and counselling,

⁽⁶⁾ http://ec.europa.eu/education/lifelong-learning-policy/doc1120_en.htm

⁽⁷⁾ The Council of the European Union, *The Social Dimension of Education and Training* (2010/C 135/02), 11 May 2010.

⁽⁸⁾ The Council of the European Union, *Key Competencies for a Changing World*, 2010 joint progress report of the Council and the Commission on the implementation of the ‘Education & Training 2010 work programme’, February 2010.

⁽⁹⁾ The Council of the European Union, *A Strategic Framework for European Cooperation in Education and Training (ET 2020)*, Council Conclusions 2009/C 119/02, May 2009.

flexible curricula to meet a range of learning needs, and the use of new teaching and learning technologies such as distance learning or interactive IT-based learning.

With regard to supporting specific groups through flexible learning, one good example is young people. The *'Youth on the Move'*⁽¹⁰⁾ initiative details plans to support young people to overcome the challenges they face, including *'developing more flexible learning pathways to allow people to move between different educational levels and attract non-traditional learners'*. The numbers of young people who leave school early and thereby increase the risk of becoming unemployed or inactive, and living in poverty, are a cause for concern. In 2009, 14.4 % of 18 to 24 years old in the EU had less than upper secondary education and were not in further education and training⁽¹¹⁾. The EU target is to reduce early school-leaving to less than 10 %. Against the backdrop of lifelong learning, activities aimed at preventing drop-out from education and training and encouraging young people to participate are central to Youth on the Move and to a recent communication of the European Commission *'Tackling early school leaving: a key contribution to the Europe 2020 Agenda'*⁽¹²⁾. The accompanying proposal for a Council Recommendation contains guidelines to help Member States develop comprehensive and evidence-based policies to reduce early school leaving. Examples of these include: improving the quality of guidance and vocational orientation services for young people; supporting the acquisition of key competences for the knowledge economy; increasing the quality and status of vocational education pathways; ensuring that pathways and permeability between VET and higher education are facilitated, including through the development of national qualifications frameworks; and maintaining close partnerships with the business sector. Enabling young people to acquire workplace experience at an early stage is also important in their vocational development, and supports their progress into further training and ultimately into the labour market. This can be supported by ensuring that traineeship and apprenticeship programmes operate effectively, providing experience that is recognised and accredited.

Key findings

The European-level policy context of lifelong learning includes many examples of practical development and delivery approaches for flexible learning, particularly to support individuals to overcome barriers and to encourage them to participate in learning and training activities by tailoring learning to meet their individual needs.

At its most general, flexible learning aims to provide people with opportunities to access the education and/or training necessary for learning-, training- or employment-related activity, as well as personal development, in a way that is different from more formal arrangements. For instance, community-based settings can be used as an alternative to more traditional classroom-based learning, which encourages people who have had a negative experience of compulsory education. The study visits under the theme of flexible approaches to learning identified good practice in developing and delivering flexible learning. The practices can be categorised according to two main areas of activity:

- 1. measures to help young people with difficulties to acquire competences at different times and places by making it easier for them to move between different types of learning.** Young people should be offered a range of learning

⁽¹⁰⁾ European Commission, *Youth on the Move: An initiative to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union*, COM(2010) 477, 2010.

⁽¹¹⁾ Eurostat, 2009.

⁽¹²⁾ European Commission, *Tackling early school leaving: a key contribution to the Europe 2020 Agenda*, COM(2011) 18 final, Brussels, 31.1.2011.
http://ec.europa.eu/education/news/news2768_en.htm

and employment pathways that can be tailored to specific circumstances and learning needs. In Northern Ireland there are clear progression routes offered at all levels for professional and technical training from secondary school through to adult and higher education. In Belgium, although young people specialise early, which enables them to gain very high skill levels by the age of 18, when they enter employment, flexible pathways enable them to transfer at any time during the first four years of their study programme, i.e. between the ages of 12 and 16 ⁽¹³⁾. Accelerated training is offered to students in Cyprus who wish to change occupation ⁽¹⁴⁾ and some countries make it possible to continue on to university education after completing a vocational course ⁽¹⁵⁾.

2. **measures which aim to prevent learners from dropping out of learning, training or work-based learning activity** by identifying those at risk of dropping out and meeting their individual needs by providing the right information, support and learning approach to enable them to continue in their learning activity. The drop-out rate has been highlighted as a concern by participants from Turkey, Greece and Germany, who all reported severe difficulties in dealing with drop-outs from the education system ⁽¹⁶⁾. Participants also expressed concerns that many young people need specialist support in order to stay in education or training that is not readily available to them. The group suggested that national governments need to accept that more resources are needed to ensure this specialist support can be provided and they should respond accordingly ⁽¹⁷⁾. As well as discouraging learners from dropping out of learning or training, this includes activity to make sure that learners are able to access the right learning and continue to progress, sustaining their involvement in learning. Effective lifelong learning is dependent on people being able to access learning that is appropriate in terms of level, content, delivery arrangements, and their having clear, accessible progression routes following each learning activity. Offering a flexible curriculum that enables learners to design part of their educational programme is an effective way to keep them in learning. The Curricula structure project in Slovenia ⁽¹⁸⁾ does just this, with a modular programme design that offers 20 % open curricula for students to decide on their own priorities and preferences for learning;
3. **measures to encourage young people who are outside of learning, training, or employment activity to become involved in learning or training.** Identifying and reaching people who are not participating is a priority for many countries, and is especially challenging. Helping people to overcome the many different kinds of barriers that prevent them from participating requires a specifically tailored programme of individual support. Many of the examples explored through the visits use flexible learning and tailored support for individuals to support them into learning activity, through innovative delivery arrangements such as a community-based location and/or flexible timing of learning delivery, or different types of learning curricula and using a credit-based accreditation approach, moving away from the formal, traditional idea of a qualification framework.
4. **measures to support young people to overcome the barriers that prevent them from participating in learning**, for example, by offering them tailored programmes of support, and accreditation of prior learning and competences, providing information, advice and guidance for career development.

⁽¹³⁾ Visit No 187: Low-skilled groups and socio-economic participation, Belgium.

⁽¹⁴⁾ Visit No 190: Regional co-operation of IVET and CVET and the labour market, .

⁽¹⁵⁾ Visit No 191: (Trans) national professional training and placement, Portugal.

⁽¹⁶⁾ Visit No 193: Comparing initiatives with heads of training and vocational centres, Italy.

⁽¹⁷⁾ Visit No 187: Low-skilled groups and socio-economic participation, Belgium.

⁽¹⁸⁾ Visit No 222: The dual vocational system in Germany, Germany.

Common approaches

The visits identified numerous examples of good practice. Broadly, the approaches cluster around the following activities:

- **increasing the attractiveness of vocational education and training (VET):** There are several examples of projects designed to increase the attractiveness of VET, for example, the secondary school project Industry Links in Poland ⁽¹⁹⁾, which works with former pupils of the school who now work in industry. They are invited to make presentations to the students and contribute to the school's vocational training activity. For many students this 'brings to life' the prospects afforded by vocational training. Another example is the VET Training for Unemployed in Turkey ⁽²⁰⁾, which provides incentives for unemployed people to attend the vocational training, as they are paid daily expenses for transportation and lunch and after six months on the programme they receive a certificate for their learning activity. Also, the Northern Regional College in the UK ⁽²¹⁾ runs a programme working in partnership with international companies such as Michelin and Toyota that provides the college with state of the art training equipment. The college provides their apprentices with bespoke training to meet their needs, and students are able to train using the latest equipment;
- **reaching people who have dropped out of education and/or training:** The Open Education Institutions in Turkey ⁽²²⁾ target adults and young people who have dropped out of education. Approximately 1 million people a year take advantage of the support of the project in order to complete their primary or secondary education, and in many cases continue on to higher education or achieve certification for the professional skills they have developed. In Northern Ireland, the Steps to Work project ⁽²³⁾ assists people who are unemployed or economically inactive to find or sustain employment. A major incentive for participants is that, on top of their usual benefits, they also receive a weekly payment for attending the programme. In Hungary, the Dobbanto (Springboard) programme aims to re-engage young people who have left education ⁽²⁴⁾ while the Youth Programme of the City of Malmö aims at finding and mapping young drop-outs between 16 and 20 years of age ⁽²⁵⁾;
- **validating skills and competences:** embedding validation of key skills within learning activities and supporting learners to recognise their competences is central to enabling individuals to progress. A number of countries have elaborated procedures for the validation of competences for all citizens, and some have introduced awareness-raising campaigns to encourage people to take up these opportunities ⁽²⁶⁾. In the Netherlands, the system of APL/RPL (accreditation/recognition of prior learning) has become embedded in the educational system, and the programme APL Quality Code provides a formal structure for defining quality principles for the APL process ⁽²⁷⁾. Flexible approaches such as enabling learners to use an electronic format for their APL evidence, have been demonstrated to benefit learners in terms of personal

⁽¹⁹⁾ Visit No 223: European dimension of vocational education and training.

⁽²⁰⁾ Visit No 199: Challenges and opportunities for training in the workplace, Spain.

⁽²¹⁾ Visit No 213: Internationalisation and global competences, Denmark.

⁽²²⁾ Visit No 239: Strengthening recognition of knowledge and skills throughout Lifelong Learning.

⁽²³⁾ Visit No 201: Supporting workplace training in the manufacturing sector.

⁽²⁴⁾ Visit No 129: Innovative training systems for disadvantaged groups, France.

⁽²⁵⁾ Visit No 242: Guidance in the bordering region of Oresund, Denmark.

⁽²⁶⁾ Visit No 195: Faciliter l'intégration professionnelle des apprentis, France.

⁽²⁷⁾ Visit No 276: Cross-border mobility in education and vocational training and visit number 238: Accreditation of Prior Learning in the Netherlands.

motivation, and flexible approaches such as this particularly support disadvantaged learners;

- ***promoting and supporting career development skills:*** projects designed to equip individuals with the skills to take control of and further develop their own careers range from one-to-one mentoring to promoting career advancement. For example, the Southside local employment services and mentoring project in Ireland⁽²⁸⁾ supports long-term unemployed people and disadvantaged groups by providing a one-stop support service including job-search skills, to mentoring into employment and career advancement and signposting to enable people to develop further;
- ***changes to the structure of programmes and modes of delivery:*** A number of possible solutions to the lack of motivation among young people centred around changes to the structure of educational programmes or the ways in which they are delivered. For example, possible responses to the lack of motivation among young people to complete their upper secondary education could be smaller classes, more support and a more ‘learning by doing’ based curriculum. Modular teaching and assessment was also put forward as an effective solution and the part-time vocational training offered for students aged 16-18 in Belgium was seen as a good way of keeping students engaged when they are at risk of dropping out⁽²⁹⁾. For students wishing to change occupation or learning pathway, accelerated training is used in Cyprus and was suggested as a possible solution, although it cannot be implemented unless there are enough training staff to do. An example of project work and problem-based learning can be found in Portugal, where the Professional School of Aveiro works together with a university to ensure that problem-based learning is a part of the training at school, while students work on projects set by the company when they are on placements⁽³⁰⁾.

The concept of ‘accomplishment learning’ is suggested⁽³¹⁾, whereby young people use their skills to accomplish a tangible outcome for example in a project cited from The Netherlands, which enabled young people to build a real boat for use by disabled people. In a similar vein the participation of students in the maintenance and development of the *De Varens Brugge* school in Belgium is felt to give the learners self-confidence and self-esteem⁽³²⁾.

A good practice example from Norway⁽³³⁾ found that a delivery which focuses on the student has helped to reduce the drop-out rate from 15 % to around 4 %. The method in place, where teachers assess their students’ learning styles, then tailor their teaching methods to these, was felt by study visit participants to be an exciting new approach.

The MOET project⁽³⁴⁾ in The Netherlands supports 16 to 23 year olds through tailor made programmes and is characterised by ‘short lines of communication’ between teachers, students, school and support organisations. Many partners are involved and all are in close contact to ensure a consistent support programme, which has proved to be particularly effective;

- ***setting clear goals:*** The importance of setting clear goals was recognised in a number of the study visit group reports. Suggestions made in this area⁽³⁵⁾ were to establish training contracts outlining specific aims, objectives and

⁽²⁸⁾ Visit No 200: Skills development of adults in the labour market.

⁽²⁹⁾ Visit No 187: Low-skilled groups and socio-economic participation, Belgium.

⁽³⁰⁾ Visit No 191: (Trans) national professional training and placement, Portugal.

⁽³¹⁾ Visit No 190: Regional cooperation of IVET and CVET and the labour market, the Netherlands.

⁽³²⁾ Visit No 187: Low-skilled groups and socio-economic participation, Belgium.

⁽³³⁾ Visit No 192: Collaboration between schools and enterprises to enhance well-founded choices of education and vocation, Norway.

⁽³⁴⁾ Visit No 107: Prevention of early school leaving, the Netherlands.

⁽³⁵⁾ Visit No 197: Jobstarter - Funding programme for more training places, Germany.

learning outcomes, or training regulations outlining learning outcomes to be achieved by the trainee in a particular occupation. Participants recommended that, as in Germany, all work experience should be linked to the student's syllabus and that each student's work experience should be jointly planned by companies and the vocational educational organisation where the student is studying. In Denmark, the Youth Guidance Centres (UU) offer guidance and counselling for young people aged 13 to 25 and provide an Individual Education Plan (IEP) to each young person to facilitate their transition from compulsory school to youth education⁽³⁶⁾. The MOET project⁽³⁷⁾ in The Netherlands supports 16 to 23 year olds through tailor-made programmes and is characterised by 'short lines of communication' between teachers, students, school and support organisations. Many partners are involved and all are in close contact to ensure a consistent support programme, which has proved to be particularly effective. The 14 to 19 Learning Pathways programme in Wales⁽³⁸⁾ provides pupils with access to vocational pathways at the age of 14 and then again at the age of 16. This is supported by provision of a learning coach to advise students, as well as collaborative working and joint timetabling with other schools, further education colleges and work-based learning providers. This programme supports pupils who wish to pursue vocational learning, and motivates them by enabling them to move towards this whilst they are still in compulsory education.

Challenges and solutions

Common challenges faced by participating countries and the solutions developed to meet these challenges were:

- **using flexible learning approaches in supporting those who have few or no formal qualifications:** in this example, flexible learning approaches are used to support students within educational institutions providing VET who have not fully succeeded in basic education. Ammattistarti⁽³⁹⁾ is a Finnish guidance-led programme which prepares students for vocational qualifications and also allows them to pursue academic learning activity. The study programme is tailored to each individual and includes work experience, classroom learning and private study. In Ireland, in the Community Outreach Centre⁽⁴⁰⁾ (which also relates to the previous point about reaching those people in the community), the Dublin City University (DCU) delivers basic adult education to people in the local community, alongside a 'taste of the University' course to encourage them to consider higher education as an option and to support them to progress towards this;
- **retention of young people:** preventing early drop-out from courses, developing and validating basic and life skills of learners, Portugal's Recognition, validation and certification of competences (RVCC) programme, works with young people identified as at risk of leaving school early with no qualifications, and provides individual support and guidance to encourage them to stay in education, and works with them to identify alternative pathways to certification. The project in Finland 'How to prevent drop outs and exclusion'⁽⁴¹⁾ actively targets young people aged between 15 and 20 and

⁽³⁶⁾ Visit No 242: Guidance in the bordering region of Oresund, Denmark.

⁽³⁷⁾ Visit No 107: Prevention of early school leaving, the Netherlands.

⁽³⁸⁾ Visit No 222: The dual vocational training system in Germany - shared responsibility of company and vocational school, Germany.

⁽³⁹⁾ Visit No 102: Innovative personalised learning at the secondary vocational level for young and adults, Finland.

⁽⁴⁰⁾ Visit No 250: Flexible adult education for regional growth and development.

⁽⁴¹⁾ Visit No 107: Prevention of early school-leaving, Holland.

aims to decrease the number of interruptions throughout vocational studies, offering a more consistent programme of study. The UK project 'Re-engaging young people in education using vocational training' developed complementary courses for 14-16 year olds at risk of dropping out of school ⁽⁴²⁾;

- ***reaching those people who are outside of learning, training or employment to become involved in learning or training:*** reaching people who have dropped out of education or training activity, especially young people who have left school early, can be difficult. One effective solution is outreach work within local communities. For example, the Second Chance School of Marseilles ⁽⁴³⁾ is a site developed within one of the most deprived areas of Marseilles. The school targets young people aged between 18 and 25 who have become disengaged from education, and aims to re-engage young people who have previously had a negative experience of education. Local people are also encouraged to use the facilities within the school. Therefore the intervention provides activities at community level. The Second Chance School model is now being replicated across the EU, one example being the Second Chance School of Tripoli in Greece ⁽⁴⁴⁾. The Dobbanto (*Springboard*) programme in Hungary ⁽⁴⁵⁾, focuses on providing vocational training for young people who have left school early, and also for students of school age with learning difficulties. The project works to re-engage young people who have left education. The quality of the facilities provided by the project was seen as a key strength, with a focus on participants developing both their social and vocational skills. In Estonia, the INNOVE project ⁽⁴⁶⁾ communicates with students who have dropped out and offers them encouragement and support to return to school;
- ***identifying and addressing the barriers which prevent people from participating in learning:*** the range and nature of barriers that prevent people from learning is considerable. They can include financial (cost of course fees or materials), care responsibilities, lack of the qualifications to meet entry requirements, language issues, personal issues such as homelessness or drugs or alcohol dependency. Flexible learning approaches can support people to overcome the barriers they face, and move towards achieving their potential most effectively through providing tailored learning opportunities. For example, the Human Resource Development Authority (HRDA) in Cyprus coordinates the project 'Training schemes to support skills development of adults in the labour market' ⁽⁴⁷⁾. This delivers tailored schemes to meet the needs of target groups, with emphasis on disadvantaged groups. The approach is an integrated one, with partner organisations providing counselling which helps to overcome barriers related to lack of information and guidance, infrastructure development, training and awarding VET qualifications, which helps to address barriers related to low qualifications of individuals and lack of accreditation of skills and competences. In the UK, the Education Maintenance Allowance (EMA) ⁽⁴⁸⁾ provides financial assistance for young people who live in a household with an income below a specified threshold. The EMA offers an incentive for young people aged between 16 and 19 to further continue with their studies. Also in the UK, Learner accounts/Skills accounts are offered to young people to help them take charge of their education and employment opportunities ⁽⁴⁹⁾;

⁽⁴²⁾ Visit No 198: Workplace Learning, .

⁽⁴³⁾ Visit No 129: Innovative training systems for disadvantaged groups, France.

⁽⁴⁴⁾ Visit No 193: Comparing initiatives with heads of training and vocational centres, Italy.

⁽⁴⁵⁾ Visit No 129: Innovative training systems for disadvantaged groups, France.

⁽⁴⁶⁾ Visit No 107: Prevention of early school leaving, the Netherlands.

⁽⁴⁷⁾ Visit No 200: Supporting skills development of Adults in the labour market, Ireland.

⁽⁴⁸⁾ Visit No 107: Prevention of early school-leaving, the Netherlands

⁽⁴⁹⁾ Visit No 190: Regional co-operation of IVET and CVET and the labour market, the Netherlands.

- **funding:** there are significant resource implications associated with flexible learning approaches, especially with regard to tailored approaches for supporting people. Individually focused support and guidance is effective but costly. The resources allocated to those bodies delivering support can sometimes restrict the delivery of tailored support. For example, resources may dictate the ratio of support staff to the number of individual learners supported. Financing for adult education differs between countries⁽⁵⁰⁾. Finland and Spain both have a systematic approach which places guidance counsellors in each secondary school, and they work as part of the school team. In some countries, tuition fees are not applicable at specific levels of learning, grants or loans are used by some to fund learning, and the funding infrastructure can differ between local authorities. For example, in Sweden, the adult and further education system is diverse, with the system in the Gothenburg Region differing from the rest of Sweden;
- **'crossing the boundaries' between academic and vocational learning routes:** relating to the issue around perceptions of vocational and academic routes, some flexible learning approaches have directly tackled this by developing channels between academic and vocational learning to enable students to move freely. For example, in Malta there is a one-year top-up option for VET students⁽⁵¹⁾ whereby students who have taken the VET route are able, after two years, to transfer to the University of Malta to do a one year 'top-up' course and obtain a degree certificate. Moreover, the Finnish education system allows students to choose either a vocational or an academic pathway, but there are bridges between them and the system has been made more flexible to enable students to follow elements of both⁽⁵²⁾.

Conclusions

The flexible learning approaches highlighted in this report focus on preventing drop-out, sustaining people's involvement in learning, and if people do drop out, communicating with them and supporting and encouraging them to become involved in learning once again. There are a number of ways in which flexible learning approaches can help, thanks to the tailored approach to providing support for individuals, and helping to address the barriers they face which prevent them from learning.

The initiatives reviewed during the study visits have underlined the ways in which policies⁽⁵³⁾ are implemented in individual countries to provide flexible learning opportunities, for example accreditation of prior learning or competences, community outreach to engage with people and encourage them to participate, or tailored advice and counselling for career development to enable individuals to identify the right progression pathway for them. However, certain challenges to further developing flexible learning and building on successes achieved so far remain, such as funding constraints, ensuring that partnership working arrangements are effective, and the need for existing education systems to adapt in order to provide more flexible learning opportunities.

⁽⁵⁰⁾ Visit No 250: Flexible adult education for regional growth and development, Sweden.

⁽⁵¹⁾ Visit No 227: A catalyst for employability and social inclusion, Malta, ITS.

⁽⁵²⁾ Visit No 102: Innovative personalised learning at the secondary vocational level for young and adults, Finland.

⁽⁵³⁾ If you are interested in a more comprehensive overview of policies and initiatives that countries have introduced to make VET more flexible, you might want to consult Cedefop's policy report 'A bridge to the future. European policy for vocational education and training 2002-10'. Luxembourg: Publications Office of the European Union, 2010 at

<http://www.cedefop.europa.eu/EN/publications/17297.aspx>

You may consult related national policy reports by Cedefop's ReferNet available on:

<http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx>

ANNEX

LIST OF VISITS CITED IN THE TEXT

Visit Number	Visit Title	Country
102	Innovative personalised learning at the secondary vocational level for young and adults	Finland
107	Prevention of early school-leaving	Netherlands
129	Innovative training systems for disadvantaged groups	France
187	Low-skilled groups and socio-economic participation	Belgium (Flanders)
190	Regional cooperation of IVET and CVET and the labour market	Netherlands
191	(Trans) national professional training and placement	Portugal
192	Collaboration between schools and enterprises to enhance well-founded choices of education and vocation	Norway
193	Comparing initiatives with heads of training and vocational centres	Italy
195	Faciliter l'intégration professionnelle des apprentis	France
197	Jobstarter - Funding programme for more training places	Germany
198	Workplace Learning	Netherlands
199	Challenges and opportunities for training in the workplace	Spain
200	Skills development of adults in the labour market	Ireland
201	Supporting workplace training in the manufacturing sector	Northern Ireland, UK
204	Preparing for the labour market - information, advice and guidance	UK
213	Internationalisation and global competencies	Denmark
220	Links between vocational education and lifelong learning	Turkey
222	The dual vocational training system in Germany - shared responsibility of company and vocational school	Germany
223	European dimension of vocational education and training	Poland
227	A catalyst for employability and social inclusion	Malta
238	Accreditation of prior learning in The Netherlands	Netherlands
239	Strengthening recognition of knowledge and skills throughout lifelong learning	Portugal
242	Guidance in the bordering region of Oresund	Denmark
250	Flexible adult education for regional growth and development	Sweden
276	Cross border mobility in education and vocational training	Netherlands

EXAMPLES OF GOOD PRACTICE:

Providing young people with attractive learning options

1. Re-engaging young people in education using vocational training, **Ms Linda McPhee, UK**
2. Open education institutions: support for young people, **Mr Aynur Uzer, Turkey**
3. Accelerated initial training scheme, **Mr Andreas Stylianou, Cyprus**
4. One-year top up option for VET students, **Mr Ray Vassallo, Malta**
5. 14-19 Learning pathways, **Mr Richard Parsons, UK (Wales)**

Reaching young people who dropped-out

6. Youth program in the City of Malmö, **Mr Kristian Frennessen, Sweden**
7. The second chance school of Marseilles, **Ms Shahla Lassus, France**
8. Dobbanto (Springboard) programme: how to re-engage young people who left education, **Ms Mari Bognar, Hungary**

Creating personalised pathways towards individual learning goals

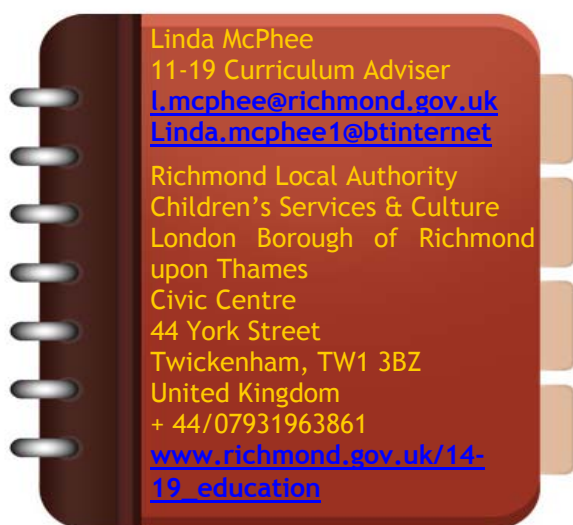
9. Education maintenance allowance system, **Mr Tony Talburt, UK**
10. Preparatory instruction and guidance for VET studies, **Ms Mia Kärkkäinen, Finland**
11. Individual Educational Plan (IEP), **Ms Karina Meinecke, Denmark**
12. Learning strategies, **Mr Rolf Jarl Sjøen, Norway**
13. Learner Accounts/ Skills Accounts, **Ms Sue Ormiston, UK**

Validating skills and competences

14. New opportunities initiative. The RVCC process: recognition, validation and certification of skills and competences, **Ms Fatima Martins, Portugal**
15. Accreditation of prior learning, **Mr Erik Kaemingk, the Netherlands**

Providing young people with attractive learning options

Re-engaging young people in education using vocational training



'Learner voice' had identified a need for practical courses for 14-16 year olds, which would help individuals develop their personal skills. The local Curriculum Development Group agreed to develop the important role of Further Education colleges in offering complementary courses for 14-16 year olds at risk of dropping out of school.

The aim was to develop a purpose built hair and beauty facility which could offer learners qualifications leading to further general and vocational opportunities at post 16. This involved:

- ✦ Building on the already strong working relationships between 8 secondary schools (with learners aged 11-16), two special schools and other centres such as the local travellers' site, to develop a common timetable day.
- ✦ Providing Initial financial support through local grants and European Social funding.
- ✦ Developing a flexible programme which could lead to a qualification, with a mixture of year 10 and 11 students. Some had statements; some had emotional and behavioural difficulties and low levels of self-esteem and motivation.
- ✦ Planning an appropriate carousel of activities, starting with a tutorial and with most students continuing in the salon with a teacher led session. The remainder of the students working in the key skills and computer room in groups of three or four on portfolio based tasks. A Youth Support Worker to offer personalised support for learners.
- ✦ Visits to other specialist colleges to provide information on progression opportunities.
- ✦ Employer support through local hairdressing salons and product manufacturers.
- ✦ Setting up quality assurance processes in line with those established for all local shared provision courses.

The impact has been far reaching for many young people in the following ways:

- ✦ A well established successful course; 40 young people are attending the hairdressing and beauty course this year.
- ✦ Increased attendance figures (reached 80% previously as low as 20%) and this has proved to be sustainable.
- ✦ 100% achievement - Skills for Working Life level 1 - 100% success rate.
- ✦ Raised awareness of the importance of literacy skills.
- ✦ Improved cross-curricular skills and improved motivation in other subject areas back in school.
- ✦ Improved self-esteem and motivation.
- ✦ A new post 16 course is now established and 9 students have progressed on to this next level. which also builds in supporting courses in English, numeracy and IT.
- ✦ Enabled some to progress to apprenticeships in local hairdressing salons.
- ✦ The course is however, only attracting girls, this will be addressed in future planning.

This is a highly successful course as one head teacher stated it's "exactly the model we'd like for all our shared provision, we're all clamouring to send our students there". We have now provided a mock up aircraft cabin area within the college where a raft of aviation qualifications linked to the travel and tourism industry are offered. This is capturing the imagination of potential students and also providing an ideal setting for the development of communication, customer service, and problem solving and teamwork skills.

Open Education Institutions: Support for young people



The rationale of the Open High School Initiative had been an ongoing exploration to develop a type of education for those who are out of the conventional school system. Between the 60's and the 80's, different approaches and applications took place before open education institutions were established. Open Education Institutions were housed within the Film, Radio and Television Education Centre (called General Directorate of Educational Technologies since 1998) in Ankara. In 1992 Open High School, in 1995 Open Vocational High School, in 1998 Open Primary School were established. The main target for all these schools is to give equal opportunity and chance to those who for one reason or another didn't have the circumstances to go to school in the past. Another target is to improve general education level within Turkey.

The purpose of the Open High School initiative is to provide education for those who could not complete their education after their compulsory education but had not continued or had dropped out of secondary education. This initiative also serves to prepare the students for higher education institutions. The reasons for establishing the Open Primary School is to provide education to the students who could not complete their compulsory education and to those who are older than the appropriate age for compulsory education.

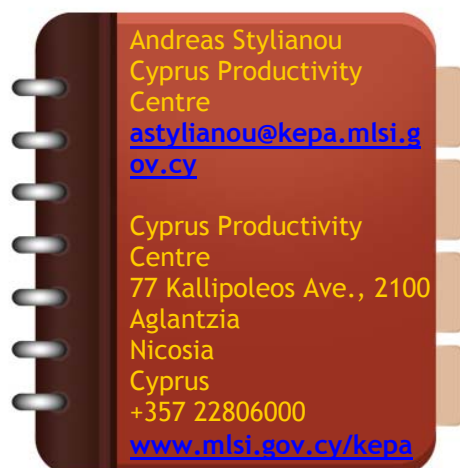
Open education initiative is applied at national, regional and local levels to keep it relevant to everyone in the country. Open High School has been accepting registrations since 1992. Open Vocational High School and Open Primary School were established in 1995 and 1998 respectively. The target groups spread all over Turkey and include every student who dropped out the primary/secondary school or those who have not started in the first place.

Primarily, the institutions started appearing on broadcast media for introduction and promotion to the public. Following, 548 Training Centres for Citizens started working as information and material centres in 81 cities. TV and radio programmes have been prepared, broadcast and duplicated since 1992. The materials that have been duplicated are also available to the students. Lately, E-books became available for all three of the curricula. Researches are encouraged by the Ministry of National Education to learn the effects of the programmes.

Open Vocational High School had been operating as an educational program of Open High School between 1995 and 2006. In 2006 it became an independent four-year school and the vocational courses of the program were realized face to face and in as a hands - on practice. Since 1995, 455.848 students graduated from Open High School. As they are distance education students, graduates have the same rights as the graduates of formal education system. The students who enrolled in the Open High School are 48% girls and 52% boys. The number of students in both open high school and open primary school is around 300.000 at any year. For open vocational high school this average figure is around 100.000.

Additionally, the Open Primary School has the distance education programs at and students enrolled from Western Europe (through Cologne), Middle East (through Mecca) and Libya (through Tripoli). Cologne, Mecca and Tripoli are the contact offices where the students apply for enrolment and instructional materials.

Accelerated Initial Training Scheme



The Accelerated Initial Training Scheme is one of the initial training schemes financed by the Human Resource Development Authority (HRDA) - a semi governmental organisation - and appeals mostly to upper secondary education graduates. It is a multi-company initial training scheme that aims to train mainly new entrants into the labour market, unemployed school-leavers, and persons who wish to change their occupations through re-training. The scheme aims also to meet the needs in professions where there are significant labour shortages. The training programmes are organized in cooperation with the Cyprus Productivity Centre (CPC) - a department of the Ministry of Labour and Social Insurance- the Higher Hotel Institute of Cyprus and other institutions.

The duration of this type of training programmes at the CPC is at least 400 hours. The programmes include theoretical and workshop sessions at the CPC, and practical training in the industry for another eight weeks. After the end of the practical training the trainees can be employed by the enterprises where they were placed for the practical training, or seek employment elsewhere. The training programmes operate at national level and take place at the three CPC workshops in Nicosia, Limassol and Larnaca.

During 2010, accelerated initial training programmes were implemented at the CPC in the following professions: construction workers, plumbers, welders, electricians, refrigerator technicians and mobile phone technicians. The HRDA covers all costs for the institutional training, including the training allowance given to the participants. Enterprises employing these trainees receive subsidies for the duration of the practical training depending on the size of the enterprise and the salary of the trainees. The participants who successfully complete the programme are granted a Training Certificate, which specifies the subject of specialization, the duration and the content of the training, and certifies that the person who possesses the certificate has successfully completed the requirements of the training. In 2009, 316 persons participated in accelerated initial training programmes, organised by the Cyprus Productivity Centre.

One-year top up option for VET students



The one-year top-up option for Institute of Tourism Studies (ITS) VET students refers to students following the four-year course leading to a Higher Diploma in Hospitality and Tourism Management. ITS students successfully completing this programme become eligible for admission to the final year of the B.A.(Hons.) Tourism Degree at the University of Malta. Students normally join the Diploma course at ITS when they are at least 17 years old, graduate and then proceed to the Bachelors course for the one-year top up.

This initiative was originally conceived in response to (a) demands from the industry for more qualified and specialised personnel from middle management upwards; (b) requests from tourism students to enhance their career paths through the acquisition of an undergraduate degree in addition to the Higher Diploma proffered by the Institute. This agreement was an innovation for Malta and was the first ever of its kind.

Tourism is a leading contributor to the Maltese economy, averaging 25% of the Gross National Product. Tourism's share of total employment is over 8%, compared to the average 1% in the 27 EU members. However the number of workers in the sector in possession of advanced qualifications is negligible; 71% of the workforce have low qualifications and 25% medium ones.

The Institute of Tourism Studies was established with the help of the World Tourism Organisation in 1987 with the main task of supplying the burgeoning tourism industry with professional personnel able to guarantee an excellent standard of products and services within the Tourism and Hospitality Industry.

As early as 1993, the need for a supplement to the vocational and academic programmes offered at the Institute was already being felt. Discussions with universities, both local and overseas commenced and the first group of ITS students joined the University of Malta in 1995. In this initial stage a major stumbling block was the University authorities' difficulty in accepting students who had not achieved full matriculation (2 "A" levels) prior to their enrollment at ITS. Moreover, there was also pressure on the University's part to condition relevant programmes offered by the Institute towards a more traditional path, such as a shift from Hospitality Studies to Hotel Administration. There were also requests to stream ITS students to exclusive diets tailored for matriculated and non-matriculated students.

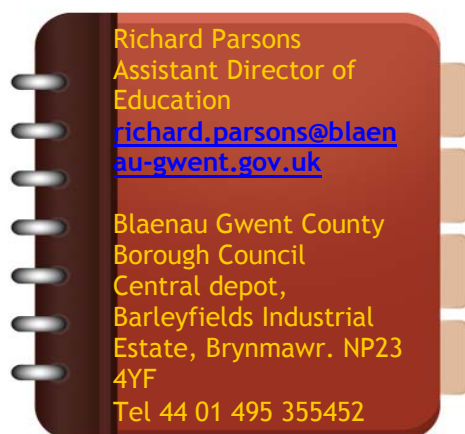
These problems were ultimately resolved and the number of ITS students graduating with a degree saw a steady average annual increase. Eventually the programme run by the University of Malta specifically for ITS students was also offered to other students desiring to follow an academic pathway rather than a VET one. Over the years the Hospitality and Tourism Management Course at ITS, whilst retaining its original VET character, also assimilated content normally taught in exclusively academic programmes of study, especially in response to prospective top-up users to better orient themselves to more formal academic situations. This has served the purpose of generating innovative systems and techniques that attempt to bridge the gap between VET and academic pathways better preparing those students who desire to opt for the top-up to degree level.

It should be noted here that this course is proving of particular attraction to overseas students. Following a recent study carried out by the National Commission for Higher Education, the Institute is studying the possibility of: (a) extending the top-up course

through electives based on forecasted growth areas in the tourism sector e.g. Integrated Relational Tourism, Heritage and Cultural Tourism; (b) the actual conferment of degrees, up to EQF Level 7, by the ITS itself, and/or in conjunction with other institutions.

It is also interesting to note that employers generally give preference to Tourism Degree graduates who have followed the one-year top-up course and who therefore have experienced the hands-on VET pathway provided by ITS.

14-19 Learning Pathways (Welsh Assembly Government)



The key objective of the Learning and Skills (Wales) Measure 2009 is to improve outcomes and attainment for 14-19 learners in Wales. These are at a low level as a result of the extreme deprivation and economic disadvantage to be found in many parts of Wales, following on from the closure of all Welsh coal-mines in the 1980s, and the subsequent disappearance of most of the heavy industries e.g. my local authority in the South Wales valleys, Blaenau Gwent, is placed 379th out of 379 local authorities listed in the UK Competitiveness Index. This Measure provides a statutory basis for the implementation of the 14-19 Learning Pathways.

This initiative is the flagship of the Welsh Assembly Government, and is now statutory for all learners and learning providers between the ages of 14 and 19 (N.B. compulsory education in Wales is until the age of 16, and the Learning Pathways is therefore also aimed at retaining as many young people as possible within the education system, by providing more choice and flexibility).

The initiative was launched in November 2005, with the first Action Plan published in April 2006. The Measure which made the requirements statutory was delivered in 2009, being introduced in a transitional roll out to each year group, commencing with Year 10 (age 14) in September 2009 and completing with Year 13 (age 18) in September, 2012.

The 14-19 Learning Pathways programme is statutory for all institutions delivering learning programmes for young people aged 14-19 (N.B. compulsory education in Wales is until the age of 16).

The Measure creates a right for learners to elect to follow a course of study from a local area curriculum. Each local curriculum contains a wide range of options of study, both academic and vocational in nature. The local curriculum at both key stage 4 and post-16 will consist of a minimum of 30 choices, of which at least 5 must be vocational. At post-16 one of the vocational choices must fall within the maths, science and technology learning domain.

The aspiration is that by offering a wider choice of courses it will help ensure that learners have an improved opportunity to pursue the courses that are best suited to their individual interests, learning styles, skills and abilities i.e. their own Learning Pathway. This will contribute to better learner engagement and improved learner outcomes.

The Measure also promotes co-operation between learning settings. It places a duty on local authorities and governing bodies of both maintained secondary schools and further education institutions to seek to enter into cooperation arrangements where this would maximise the availability of local curriculum courses. Cooperation arrangements are defined as including formal collaboration arrangements. Welsh Assembly Government Ministers can direct local authorities and governing bodies to enter into cooperation arrangements.

As a result, all schools in Wales met their minimum statutory requirements for pupils aged 14-16 by September 2010. Furthermore, 89% of schools (15%, 2008) are already meeting or exceeding the full 2012 requirement. This has been achieved through effective local collaboration between learning providers.

There has been a significant increase in vocational courses being offered to pupils at Key Stage 4, in 2008 there were less than 700, this has increased to over 2,000 in 2010. This has been largely achieved through collaboration and the sharing of existing vocational provision.

Targeted 14-19 funding has also secured an increase in the development and provision of Welsh-medium vocational courses. In 2010, all but one Welsh-medium school met the full 2012 vocational course offer requirement of five courses.

Finally, there has been a great emphasis on support for learners. One of the key elements of learning support is learning coaching. To support the provision of learning coaching the Welsh Assembly Government developed a national training programme, which to date has provided training to over 1,500 individuals involved in delivering the learning coach function to young people.

Youth program in the City of Malmö



Vägledningscentrum is a career guidance centre in the city of Malmö which provides guidance on education to its citizen. In mid 2010 a youth initiative was started in order to address some shortcomings in the municipalities' follow-up of youngsters aged 16-20.

The main reason for starting the program was the unknown activities and status of some youngsters aged 16-20. The follow-up of young people up to the age of 20 is regulated by Swedish law. The City of Malmö is unique in its application of the law in the sense that it has recently concentrated significant funds in order to improve the rate of contact with this age group.

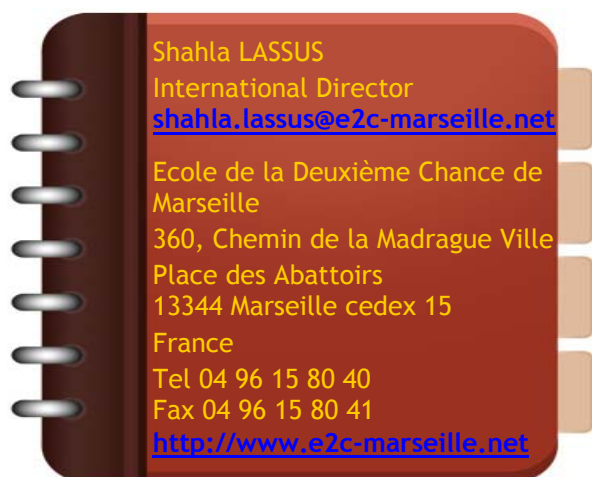
The initiative funded by the municipality led initially to the recruitment of four new employees, all young people with a broad academic grounding.

The target group was, and still is, the "outsiders" without a complete gymnasium/upper secondary education. The program is of an integrative nature considering that Malmö has a large group of immigrants. About 40% of the population aged 16- 20 have parents born in another country. The largest groups are from Arabic countries, Iran, Somalia and former Yugoslavia.

The first phase of the initiative was to map and find the drop-outs from school. A letter was sent to their latest addresses, followed by phone calls, SMS and knocking on doors, during 2010 approximately 1200 young people were contacted. The project sought, and still seeks, to inform and guide those recently found youngsters toward an activity that would better equip them to meet the requirements of the labour market.

Many met our counsellors and were presented with courses from the flexible adult education or other activities. The reaction from parents and relatives was uniformly positive. The results achieved in a short time have given the project new life and a second year of financing from the City of Malmö.

The Second Chance School of Marseilles (E2C)



The "Second Chance School" is a project conceived and proposed in 1995 by the European Commission. The E2C was officially opened in late 1997. It was the first school of its type established in Europe. Since its creation, dozens of similar structures have been established in other European countries. In France, where every year approximately 150,000 young people leave the traditional system without any qualifications, the E2C Marseilles has actively participated in the creation and development of the network of French schools which includes 24 schools in 60 sites and serving nearly 7,700 young people.

Since its inception, the E2C Marseilles is supported by all Local Authorities in its region. In recent years, it is also supported by the state and directly by the businesses through the apprenticeship tax. Its mission is to ensure professional and social insertion through the education of young adults between 18 to 25 years who have left the school system for at least a year without a diploma or any qualification.

Since its inception, the school has received more than 3900 young people. During 2010, it has formed more than 600 young trainees. In the alternation course, proposed by the School, each trainee receives an individualized and enhanced guidance in professional, educational and social aspects:

- The program of the E2C is **built with businesses** (more than 2000 businesses and/or groups of companies are partners of the School): the operation managers of the E2C's business division work directly with businesses in order to guide trainees during the process of building a career plan.
- The teaching action of the School is focused on **upgrading the basic skills level**: reading, writing, counting, reasoning, knowledge of computers. As part of a course in alternation, the pedagogy is completely individualized and adapted to the actual level of each trainee when they enter the school.
- In partnership with associations of the territory, the action of E2C also incorporates all the **peripheral problems faced by its trainees** (housing, legal, financial, family, etc.). According to each problem, each trainee is directed towards qualified specialized structures (family planning, social workers, CAF, etc.).

The success rate of the E2C is around 60% from 1998 to late 2009. This success is made up of:

- nearly one in three cases obtain employment contracts (if they last more than three months) with more permanent contracts than fixed term contracts;
- 9% of cases obtain work in alternation contracts (apprenticeship or professional contracts)
- in nearly 30% of cases, an entry or a recovery training leading to a qualification or a diploma, corresponding to the professional project built on the E2C.

At the conclusion of the course, the rate of employment access is over 66%. Launched in late 2005, a first follow-up survey of former trainees showed that these positive results were stable over time.

Dobbanto (Springboard) programme: how to re-engage young people who left education



„Dobbantó” is a currently running project with the aim of making **15 applying schools throughout Hungary** able to support **young people (15 to 24)**, being at risk of social exclusion because of **leaving mainstream education too early**, and/or having learning disabilities/difficulties. With the help of this programme early school-leavers are given a second chance through **one extra school year** during which they are prepared for being able to **re-enter education or the labour market** and be successful in either of the settings. The background for the necessity of the project can be identified with the fact of the rising number of students with learning difficulties and behaviour disorders the majority of whom go to vocational schools and a large number of them drop out (cca. 30 percent). According to the 126.§ of the Act on Public Education, the catch up of concerned young people is to be solved by providing personalised education in preparatory 9th-year classes of assigned vocational schools. However, vocational schools are not prepared for the task of handling „difficult” students. The Public Foundation for the Equal Opportunities of Persons with Disabilities was assigned to handle this problem by starting a project to work out a programme which has been **running since January 2008 and will finish in December 2011**.

Based on the experience of similar programmes worldwide and taking the imaginary description of supposed to-be students into account, the main goal was defined in terms of motivating them to stay at school first and also empowering them to make plans for their own future and to make commitments. The goal of this single year can not primarily be to supply the missing knowledge, but to keep young people inside the school, to raise their enthusiasm in participating the sessions actively, and to make them trust him-/herself in being successful.

To achieve this goal the programme first **has broken all elements of traditional learning environment** what previously led youngsters to school failure or early school leaving and ensured a totally new one providing different physical environment, curriculum, instruction - so a new learning paradigm. The programme also developed a **delicate system of supporting teachers and school leadership** to be prepared and able cope with these changes:

- support for teacher-teams provided by change facilitators to learn new pedagogical approaches and to change classroom management,
- individual support for school leaders provided by business coaches called coaches in the programme for being able to change on institutional level,
- different opportunities for networking and learning from each other.

Statistical results about the effectiveness of the first school year of Dobbantó programme shows that compared to the starting number of individuals of the beginning of September 2009, this number increased about 20% by June 2010. Only the leaving of 5 students can be considered as a classic drop out. This is only 2.6% of the starting number. Nearly 90% of those who completed the Dobbantó programme continued studies in September 2010 and other 7% started work until the beginning of September.

Education Maintenance Allowance System



The Education Maintenance Allowance (EMA) was started in 1999 specifically to help encourage young people aged 16-18 remain in full time education and training after leaving school at age 16. In particular, it targets young people from lower socio-economic backgrounds. The EMA is a weekly allowance given to students who meet the main criteria in which the responsible adult(s) they live with earn less than £30,000. Young people who qualify receive an allowance of up to £30.00 a week to help towards the cost of their education programme, stationery, equipment, travel or books etc. In short, the more money the parents earn, the less EMA payments the students receive. The EMA System is designed to help prevent students aged 16-19 from dropping out of their education courses due to adverse financial situations.

The rationale behind this initiative is to help reduce the number of young people leaving school and entering the labour market with lower level skills. The UK Government claimed that too many young people were either leaving school at 16 with inadequate Basic Skills or were not fully equipped for the newly developing or changing work force where higher level skills were needed. This is a national programme widely used throughout the UK. Some half a million young people benefit each year from the EMA allowances. As a result of the Government's budget cuts, however, this programme is being considered for a replacement in the coming weeks and months.

Students who are studying at school or college, ideally on a full time course for a period of at least a term (10-12 weeks) and whose achievements and attendance is very good, would be able to receive payments into their bank accounts. Each college or school would have systems where EMA students sign in or register each day they attend classes so attendance and punctuality can be checked and verified by the education provider.

According to a number of research / reports commissioned by the Department for Education, especially during the period 2000-2004, there have been two main findings which demonstrate that the programme has achieved success. Firstly, there has been a small increase of about 5% in the number of students participating in full time education; this was especially true for young men. The research seems to indicate that without these weekly payments, some students would not have continued with their education beyond their 16 birthday. Secondly, the EMA system enabled more young people from poorer socio-economic backgrounds to benefit from full time education through continuing their education than would have otherwise been the case. 70% of the students who receive EMA awards, got the maximum amount of £30.00 a week. Some every poor students have been able to make use of the EMA payments to help them through their studies.

Preparatory instruction and guidance for VET studies



The Jyväskylä Educational Consortium is one of the largest institutions of vocational education providers in Finland. We provide general education as well as vocational education and training for altogether 8 000 young people and 13 000 adult students every year. Jyväskylä College is part of Jyväskylä Educational Consortium.

Jyväskylä vocational college provides education in the following areas: welfare and culture, business and services, technology, logistics and forestry.

Jyväskylä College facilitates the transition from comprehensive school to upper secondary education for students who are in danger of educational exclusion. The programme named Preparatory instruction and guidance for VET started in August 2006. Since then, 350 students have completed this programme from which 80% have continued their studies in vocational education.

The aim of the programme is to prevent educational and social exclusion and it is addressed to:

- pupils leaving comprehensive school without a clear idea of their choice of career;
- young people with insufficient competences to enter in a vocational course caused by a negative history in the comprehensive school, lack of family support or social difficulties;
- those about to drop out of a vocational course or upper secondary school (high school) caused by noticing the wrong choice or insufficient learning skills.

Training is not meant for students with special educational needs as they have already a flexible path for entering VET. Nor for immigrants who are directed to preparatory training for them.

Applying for the training is non-stop and all applicants are interviewed. The interview is also a guidance situation looking forward to preparing a personal study plan or supporting the applicant to enter in the available study places.

Priority is given to applicants without a study place or clear ideas about their future or education and to people with lack of interest. It is also given priority to those who have a will to obtain a study place including motivation and voluntariness or to those with social reasons for participating in this training, for example, social difficulties, lack of support from their families.

The core curriculum of the instruction and guidance training for vocational education includes:

- individual tuition 20 - 40 credits (study weeks);
- vocational studies and/or working life training comprising a minimum of 50 % of the student's studies;
- opportunity for students to flexibly enter into an ordinary vocational course leading to a basic vocational qualification if/ when the transition is appropriate to the student's perspective.

The studies include:

- getting familiar with vocations and vocational training;
- working life periods;
- command of learning skills and daily life management skills;
- vocational studies and on-the-job learning;
- improving basic knowledge at the starting level.

Thoughts about guidance and teaching:

- Interaction is the basis of everything.
- Presence must be wanted, genuine, and persistent.
- Students are still searching for the idea of learning. It is in the state of self-doubt and in between the battle of self-reliance.
- Caring and support are keys to a successful interaction and guidance.

Individual Educational Plan



The Danish Government has a declared goal that by 2015, 95 % of all young people should complete a youth education programme.

In Denmark we have 45 Youth Guidance Centres (UU) with responsibility for guidance related to the transition from compulsory school to youth education. UU provide counselling for young people of the age 13 to 25.

The main target groups of counselling are: pupils in form 8 to 10 and young people up to the age of 25 with no youth education. Besides that all young people under the age of 25 can get counselling by contacting the local Youth Guidance Centre.

In Copenhagen the guidance counsellors covers a number of schools (up to three according to size) where they provide counselling for pupils in compulsory education. The counselling consists of classroom activities, group counselling and individual counselling. It is the counsellor who decides which kind of counselling each pupil needs.

The counsellor uses the classroom activities to give information about the educational system, and activities where the pupils can reflect on who they are and what interests them. We also have a local group of young role models, who visits the schools and talk to the pupils about making decisions. All pupils attend different activities throughout school. They visit our education fair, attend courses provided by different providers of youth educations and attend vocational training. These activities are coordinated by UU Copenhagen.

Those pupils, who need it, will have individual counselling with the guidance counsellor.

The guidance counsellor includes the parents in the work. They have information meetings and attend individual parents meetings in form 9. A good relation to the parents is important to help and guide the young people.

In form 9 the pupils fill in an individual education plan. The plan consists of information about their educational plans, their reflections on themselves and their abilities in school. If they need help getting through an education it is also written in the plan. The parents and the guidance counsellor can make comments in the plan as well. The plan follows the young person and if there is a change, the plan is updated. It is the guidance counsellor's job to make sure all pupils make an individual education plan.

If the pupil applies for an education it has to go through the guidance counsellor if they are still in school. The counsellor has to decide whether the pupil is able to graduate the education, graduate with help or are not able to graduate. The guidance counsellor offers help if that is necessary.

In Copenhagen we have decided that it is the same counsellor that follows the young people after they leave compulsory education. With help from a database the counsellor gets information about those young people who is not in a satisfactory situation compared to education or activities leading to education. Because the counsellor and the young person know each other, it is in many cases easier to get in touch with the young people and help them. Besides that a lot of the young people often contact their counsellor if they have questions or need help. We see that as a positive indicator of a good relationship between the counsellor and the young people.

We have seen an increase in the percentage of young people graduating a youth education.

Learning strategies



The school is traditionally adjusted to a kind of students who can sit still and concentrated when the teacher is teaching. These students learn on an auditory and visual way. Most teachers themselves learned in this way, and functioned well at school. The students who do not function well at school - or who school does not work well for - are students who learn in more practical ways - they are more tactile and kinetic in their behaviour. These students often make noise and disturb the teaching. What is wrong - the school - or the students?

The Norwegian laws say that all students are to be given an education adjusted to their learning style, and that they are to be given differentiated teaching. Which teacher can adjust their teaching and differentiate for 15 (in vocational schools) or 30 students (in college)? It seems to be mission impossible. The solution I can see for this challenge is to vary the teaching to a large degree. To use a lot of differentiated learning strategies. The students have to be more active in the learning process - and to use more of their senses. Learning is something that goes on in the head of the individual - it is not the teacher who pushes the knowledge and skills into their head. When we use different learning strategies in our teaching, where the students are more active, more of the students will get teaching adjusted to their preferred learning style. It is easy to learn such strategies - first for the teachers - and then teach the students. In this way we give the students good tools they can use for their education, in their future job, and their private lives when learning new knowledge and skills.

It is important that as many as possible of our youths have the possibility to use their potential for learning - that they experience success at school. I think it will reduce the number of drop outs in our schools - and raise the average level of education in our countries.

The theoretical background for this thinking is constructivist and social constructivist learning theory, which says that learning happens in the individual - and optimal learning happens in interaction with others.

The importance of learning strategies is highlighted in national curricula, and it has priority in Rogaland County and in Karmsund vocational college. At our school we have been working on this the last 3 - 4 years. Some departments have focused strongly on it, and the teachers have adopted it and use learning strategies in their planning and teaching. Implementing learning strategies has been done by arranging short courses to introduce and demonstrate. Next step has been a two days course where we learn about the philosophy behind, and a lot of different learning strategies. We also conduct the strategies - since it is the best way to learn. We do this by working through a theme consisting of 5 to 6 different strategies set together in a lesson plan. For example, one

strategy for background knowledge, 1 to 3 reading strategies, 1 to 3 writing strategies, and 1 strategy for evaluating. Next step is to arrange workshop where teachers individually, in pairs or groups make lessons where they make lesson plan, and use different learning strategies for a chosen theme. When teachers work in team and share with each other we also establish good routines for cooperation.

Teachers report that teaching with systematic use of learning strategies the students concentrate better, they are more active, and lessons seem to go faster. With well planned lessons there is less noise and disturbance - and better learning environment. The main goal with use of flexible learning strategies is that more youths can exploit their potential - and to minimize drop outs in our school.

Learner Accounts/Skills Accounts



Individual Learning Accounts were first introduced by the UK Government in the autumn of 2000. The objective was to provide adult learners with the means and motivation to engage with the education system, to increase learner choice and to bring new providers into the marketplace. Unfortunately they did not guarantee the quality of a course and a small number of unscrupulous providers were able to exploit a poorly designed system. As evidence of widespread fraud came to light, the accounts were hastily suspended in October 2001.

However, the Government remained committed to finding new ways of delivering intermediate skills to raise economic competitiveness in order to promote skills led regeneration in areas with potential for economic growth. Also to provide a progression routes for individuals and address existing skills gaps in the adult population. So, in 2007/8 the UK government introduced a trial of “learner accounts” in two regions. One of these regions was the South East which was chosen as a region with high employment rates and potential for further economic growth.

Between October 2007 and November 2009 the learner accounts were developed to offer the following elements:

2007/2008	2009
course search	skills diagnostic tools
job profiles	learning support search
skills and interest checkers	enrolment guidance
learning records	usability enhancements
skills actions plans	roll out to other regions
learning statements	

In 2010 the accounts were rolled out across the country and the name was changed to Skills Accounts. Most importantly, they were fully integrated with the adult careers services (called Next Step) and can now provide additional online, telephone and face to face support for an individual.

Skills Accounts are now available to all individuals and it is intended that every young person will open a skills account. A skills account helps people to take control of learning and working life. It provides:

- a skills check to identify the skills you have;
- a guide to jobs you are interested in based on your likes and interests;
- job profiles to help you decide which job you want;
- course information to help you choose the right course;
- a place to store info on skills and achievements;
- a place to create and store a CV;
- a skills voucher to show what public funding might be available for your chosen courses.

To date, more than 143,000 accounts have been opened in the South East (the original trial target was 3000).

New opportunities initiative

The RVCC process: recognition, validation and certification of skills and competences



Contemporary societies of global experience are evaluated by values such as qualification, employability, competitiveness, economic and social performance. Supported in knowledge and Information, they consider new ways of looking at the educational processes and develop a new paradigm of Lifelong Learning - Lifelong Learning and Lifewide. The New Opportunities Initiative, governed by the National Training Agency, aims at the improvement and recognition of the adult population, the emancipation of the individual as subject and author of its training. The Vocational Training Centre of the Footwear Industry - CFPIC, is a training institution that is active since 1965 in S. João da Madeira, northern Portugal, which offers various training opportunities and improves local and sectoral levels population's skills. In 2005 began the RVCC processes, according to the National System for the Recognition, Validation and Certification of Competences (RVCC) established in 2001. As a result of their activity: 2004 certified adults and about 900 adults/ year sent to other opportunities: training, school exams, etc.

The RVCC process sees the "non-formal" and "informal" education/ training from a perspective of continuous development from the experiences of people in different contexts and situations, an autobiographical record and autonomous record.

The RVCC is defined by the following stages: registration, diagnosis, recognition of competences, validation and certification and / or training.

The candidate, once registered, has a welcome session and information about the various opportunities to improve his qualifications. Then we develop a diagnosis, a survey of data inherent in their personal pathway (academic, professional and social), that will enable an appropriate choice among several alternatives available to improve their skills through different flexible courses: adult education training or modular training, school exams, RVCC (academic and/or professional). A personal qualification plan is defined, which is a guiding document of the training path of the person. During the process, the adult should develop its reflective portfolio of learning and demonstrate that his acquired skills were validated according to the Key competences in adult education and training reference framework, in order to get the equivalence to the 9th or 12th grade.

Throughout the process, the person will be monitored individually and collectively, in recognition and training sessions. The methodological development of process is based on dialogue, negotiation, mediation, involvement and self-evaluation. The validation

and certification of skills is developed by the team of the Centre for new opportunities and by an external evaluator, who has been certified by the National training agency.

At the end of the process, a personal development plan is defined for continuing training and improving skills in a lifelong learning context.

The New opportunities initiative should be seen as a network to bring together the activities of various institutions such as employment centres, training organisations, new opportunities centre, companies, etc. in order to achieve the objective set and promote a sustainable and effective growth. In the final analysis, this context requires an environment of constant questioning, where systems of values, beliefs and procedures are deployed and the assessment has to be an intrinsic element of the process, as well as, a dimension of support that translates into decisions on a daily basis.

Accreditation of prior learning (APL)



Main characteristics of APL procedure:

- Everyone who starts with an APL procedure agrees on the reasons for doing so. APL is not a standard process but an individualized series of arrangements customised to the goal and use of APL. Custom work is the standard.
- Every APL procedure ends with an APL report (Certificate of Experience). This report states that the individual has documentation of the competences he possesses. This makes APL something independent of the educational provider.
- Accredited APL providers are listed in a directory.
- The competences of the people supervising these procedures and performing the assessments are documented. Only professionals can be supervisors or assessors.

The Certificate of Experience is an important part of the APL procedure. The Dutch quality code for APL dedicates the use of a uniform fixed format. The purpose of this format is that the Certificate of Experience has an independent value to the individual and can result in improvement of the labour market position, exemptions for parts of public or private training programmes or obtaining a diploma accredited by national government or a relevant sector.

The quality code for APL and the uniform format for the Certificate of Experience are a start, but more is needed to make APL more transparent and comparable. The aim is to have the Certificate of Experiences accepted in every educational institution in the Netherlands, without further assessments or testing. This requires trust among the institutions that the APL procedure is of high quality taking into account the same principles, qualification profiles and comparable assessment codes. So a lot of training, development of skills and expertise is necessary to improve reliability of the procedures. In 2011 the APL Knowledge Centre is conducting a action plan on quality.

Any organisation who proves to meet the quality standards can become a APL provider. Several VET and HE institutes, but also independent training and employability providers assigned. All APL providers are evaluated by evaluating organisations; the used standard is the national quality code for APL. This evaluation is demanded every three year and for every standard of the APL provider. The providers with positive evaluation are registered in the National Register for accredited APL procedures. These APL providers are called 'registered providers' and their APL customers receive tax benefits. Providers pay for the evaluation.

APL is an instrument to make the potential of the individual development visible and to improve the human capital management in companies.

APL experiments in companies show that employees who were APL-led are better motivated, the team spirit is better and employees feel themselves valued for their knowledge and experience. From individual perspective, all citizens are encouraged to keep learning and make full use of their potential. National government, branch organisations, companies or re-integration organisations promote to keep competences up to date and have them accredited from time to time to ensure a better work security.

National government has implemented a tax scheme to support the financing of an APL procedure if it is provided by an accredited APL provider. In collective labour agreements, paragraphs on personal development sometimes include APL as one of the possible instruments to be used and refunded. Some sectoral training and development funds have started promotion campaigns for APL offering subsidies for APL procedures. Average price for an APL procedure is 1000 - 1500 Euro.

A lot of effort is made in many ways to develop the APL infrastructure in the Netherlands. But which parties are involved and how is the infrastructure built?

In the Dutch APL implementation strategy, management and practice come together. At management level educational institutions and other APL providers are encouraged to implement APL institution-wide. They signed agreements with government to realise a certain number of APL procedures within one or two years and to guarantee a minimum quality standard of these procedures.

The accessibility and promotion of APL were underdeveloped, therefore regional one-stop-offices (Life Long Learning Centres) are set up since 2008 to actively promote Life Long Learning activities (as APL). It is a big step forwards that all local partners in education and labour market are working more and more together and attune their procedures. The aim is that any individual and employer can enter these local one-stop-offices to be guided in their development process. Companies are offered tailor-made solutions for their questions relating to human resources and all regional partners take their share to realise it. Several branches and enterprises also set up their own Centre for Life Long Learning.

In 2011 Government is withdrawing national funding for stimulating Life Long Learning. APL providers and regional centres for Life Long Learning are no longer subsidised. Time will learn if the existing infrastructure is severe enough to survive without funding from national government.



Empowering young people for education-to-work transitions

Discussion points

Agenda

Synthesis report

Examples of good practice

Workshop II

Empowering young people for education-to-work transitions

The Council of the European Union in its recent communication *An Agenda for new skills and jobs: A European contribution towards full employment* (2010) emphasises the need to ensure that young people, graduating from secondary and tertiary education, possess the skills and competences needed to make a rapid and successful transition to employment. By 2011, a new benchmark on education for employability will be proposed in order to stimulate a new focus on preparing young people for the transition to the labour market⁽⁵⁴⁾.

The duration of education-to-work transition in 19 out of 27 EU countries is in general very long (63 months in average) and varies greatly by country, ranging from 28 months in the Netherlands to 103 months in Romania⁽⁵⁵⁾. Young people should get better information about ways of getting a job or opportunities to combine workplace experience with education and develop their career management skills in schools and specialised centres of lifelong guidance.

Work-based learning can support learners, who would otherwise leave prematurely, to continue their education and training and to keep their skills updated. Work experience supported by guidance and counselling allows young people to identify what they are really interested in, get a real insight of the world of work and can enhance their employability.

Employers should be motivated to cooperate with schools to provide apprenticeship and traineeship opportunities for young people, especially for those disengaged from education, training or society, to familiarise themselves with the world of work and allow them to start over and gain valuable working experience.

Examples of preventive and remedial guidance measures and initiatives applied across Europe to aid school completion and education-to-work transitions of young people who risk dropping out of mainstream education and training are presented in a recent Cedefop report⁽⁵⁶⁾.

The following issues will be addressed in the workshop:

- What are the current state of play and future prospects of apprenticeship training and work-based learning in your country? How are employers motivated to cooperate with schools to provide apprenticeship and traineeship opportunities for young people?
- How are transitions from education and training to work facilitated in your country? Are integrated guidance services provided, as well as the development of young people's employability skills and key competences supported in your country? In what way?
- Is there any monitoring of the transition of graduates to the labour market or to further education and training? Is it a national monitoring system? How is the cooperation ensured between education and training institutions and guidance and counselling services to support the transition of VET graduates to work or further learning?
- What have you learned from the workshop's presentations? Which messages do you plan to bring back to your organisation?

⁽⁵⁴⁾ European Commission. *An Agenda for new skills and jobs: A European contribution towards full employment*. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. COM(2010) 682 final, Strasbourg, 23.11.2010.

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0682:FIN:EN:PDF>

⁽⁵⁵⁾ Youth: Young in occupations and unemployment: thinking of their better integration in the labour market (EU-wide final report 2008): <http://ec.europa.eu/social/main.jsp?langId=fi&catId=89&newsId=448&furtherNews=yes>

⁽⁵⁶⁾ Cedefop. Guiding at-risk youth through learning to work: Lessons from across Europe. Luxembourg: Publications Office of the European Union, 2010. <http://www.cedefop.europa.eu/EN/publications/15534.aspx>

AGENDA

Moderators:

Mr Mika Launikari, Cedefop

Ms Angela Musca, Cedefop

Reporters:

Mr Lawrence Mizzi, Malta

Mr Anba Ali, United Kingdom

28 February 2011

14.30 - 15.00	Introduction to workshop: Ms Angela Musca, Cedefop
	Overview of the topic: Mr Mika Launikari, Cedefop
15.00 - 15.30	Discussion
15.30 - 16.00	Ice-breaking exercise
16.00 - 16.30	Coffee break

Session I: Lifelong guidance for learning to work transitions

16.30 - 16.40	Orientation: a holistic approach to student guidance in school, Ms Teresa Bejines Galvez, Spain
16.40 - 16.50	Supporting students in their transition between basic and secondary level education, Mr. Juhani Pirttiniemi, Finland
16.50 - 17.00	Discussion
17.00 - 17.10	Guidance for young people on parallel pathways (GYPPP), Ms Maja Klancic, Slovenia
17.10 - 17.20	Online career and vocational information programme, Mr Friederike Soezen, Austria
17.20 - 17.30	Discussion

1 March 2011

Session II: Transitional pathways between education, training and work

9.40 - 9.50	Youth - a vocational programme to encourage young disadvantaged people back in learning and working, Ms Susan Dunn, UK
9.50 - 10.00	‘Alternanza Scuola Lavoro’: transition from school to work, Ms Rosanna Papapietro, Italy
10.00 - 10.25	Discussion
10.25 - 10.35	JOBSTARTER: A funding programme for more traineeships, Ms Katharina Kanschat, Germany
10.35 - 10.45	How to recruit more trainees in the construction sector? - a mentorship project with a building project manager and winner of a reality TV, Ms Julie Collard, Belgium
10.45 - 11.10	Discussion
11.10 - 11.40	Coffee break
11.40 - 11.50	Part-time vocational education, Mr Jos Loridan, Belgium
11.50 - 12.00	Bahcesehir University - The centre for the development of vocational and technical education (METGEM), Mr Volkan Ata, Turkey
12.00 - 13.00	Discussion

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Synthesis report on study visits 2009/10

Overview of the topic on the European agenda

There are 100 million young people in the EU, representing one fifth of the total population (Eurostat, 2009, 15-30 age group). Today, when it comes to accessing the labour market, they face a number of challenges that older people do not, such as lack of work experience and, for some, low levels of qualifications.

In today's knowledge and innovation economy, low levels of education and training do not provide a good starting point for young people who need to meet the demands of the labour market. If we consider the total of newly created jobs and jobs that become vacant as people leave the labour market (e.g. retire), out of the job openings that are expected to arise by 2020, 32 million will require high qualifications, 36.5 million will require medium-level qualifications and 6.7 million will require low qualifications⁽⁵⁷⁾. The 2011 Cedefop's skills forecast update for sectors and occupations suggests that the demands for skills, as measured by formal qualifications, will increase, yet many young Europeans leave school without an upper secondary level qualification. To ensure the best match of skills, individuals need a combination of transversal core skills and the specific skills needed for a job⁽⁵⁸⁾ (European Commission, 2010a). However, studies such as the Leitch Review of Skills⁽⁵⁹⁾ (2006) in the UK shows that employers feel that job applicants are not only lacking in basic skills such as literacy and numeracy but also in key 'soft' skills, such as team-working and customer-handling skills. Cedefop's skills supply and demand forecast 2020 suggests that many younger people chose to stay in education and training in the context of actual uncertainty about job prospects and they need to be better supported and informed about the future labour market needs⁽⁶⁰⁾.

Youth unemployment is worryingly high at around 20% on average, ranging from 8.7% to more than 40%⁽⁶¹⁾. More than 25% of Europe's population are at risk of poverty, with peak rates of more than 40%. In total, around 80 million people live below the poverty line. Low educational attainment is seen as a main cause. But still too many young people leave school with less than upper secondary education and do not follow any further training.

The transition from education to employment - i.e. the period between leaving education and entering the labour market⁽⁶²⁾ - is particularly challenging for young people and it often takes two years, or even longer, for them to find their first job after finishing education. In 19 out of 27 EU countries the duration of education-to-work transitions is long (63 months on average), but it varies greatly by country, ranging from 28 months in the Netherlands to 103 months in Romania⁽⁶³⁾. This slow transition to the labour market can have a lasting, or 'scarring' effect on the career development and income of the individual over his or her lifetime. Career guidance is

⁽⁵⁷⁾ Source: Cedefop country workbooks 2011.

⁽⁵⁸⁾ European Commission (Expert Group on New Skills for New Jobs), *New Skills for New Jobs: Action Now*. <http://ec.europa.eu/social/main.jsp?catId=568&langId=en&eventId=232&furtherEvents=yes>

⁽⁵⁹⁾ *Prosperity for all in the global economy - world class skills*. Internet: <http://www.official-documents.gov.uk/document/other/0118404792/0118404792.pdf>

⁽⁶⁰⁾ Cedefop, 2010, *Skills Supply and Demand in Europe, Medium-term forecast up to 2020*. http://www.cedefop.europa.eu/EN/Files/3052_en.pdf

⁽⁶¹⁾ At the time of writing the report, 2010 data were available only for 23 Member States.

⁽⁶²⁾ Cedefop defines the transition from school or training to work as "the move from education or training to employment, covering the period between leaving education and entering the labour market". See internet: <http://www.cedefop.europa.eu/EN/publications/13125.aspx>

⁽⁶³⁾ *Youth: Young in occupations and unemployment: thinking of their better integration in the labour market* (EU-wide final report 2008): <http://ec.europa.eu/social/main.jsp?langId=fi&catId=89&newsId=448&furtherNews=yes>

an important 'ingredient' in any policy that seeks to speed up the education-to-work transition, particularly for at-risk groups ⁽⁶⁴⁾.

Even after young people have obtained their first job, they often maintain poor links with the labour market as they are more likely to hold temporary contracts, followed by spells of unemployment. These young people who do not successfully manage their transition to the world of work are at high risk of falling into poverty and social exclusion.

At European level, there is strong recognition of the need to support young people to access the world of work. Strategies relating to both education and employment set targets and promote measures to support young people. The Europe 2020 Strategy for instance includes a flagship initiative, 'Youth on the Move', which will launch a youth employment framework outlining policies aimed at reducing youth unemployment rates. The Strategy sets out a target to reduce the school drop-out rate to less than 10 % (which is the same as the target set in the EU's Strategic Framework for Education and Training) and for at least 40 % of the younger generation to have a tertiary degree. The Council Conclusions 'New Skills for New Jobs: the way forward' (2010) ⁽⁶⁵⁾ also emphasise the need to develop links between education and training and the labour market, to improve the transition from education to work and to reduce the number of young people who are not in employment, education or training (NEET). For instance, partnerships between relevant stakeholders - e.g. the social partners, companies, education and training providers, public and private employment services, public authorities at various levels, research organisations and civil society - could be formed to anticipate skill needs more effectively, promote new learning initiatives, and improve the transfer and use of new and existing knowledge on future skills needs between the stakeholders.

Key findings

This report aims to provide an overview of the key messages emerging from the study visit reports (See the list in the Annex) and in particular to identify some examples of good practice related to supporting the transition of young people from education and training to the labour market.

It is, however, important to note that findings, messages and examples presented in this paper are solely based on the experience shared in the framework of the study visits. Several countries have a long tradition in or are (re)introducing programmes that combine 'classroom' and workplace learning or involve social partners in decision-making, delivery and assessment of education and training, for instance. Cedefop's electronic data base on VET and its reports on European VET policies⁽⁶⁶⁾ inform on the state-of-play and developments on the issues raised here across the EU: on apprenticeships and other forms of alternate learning, stakeholder cooperation, incentives to invest in training, measures to improve guidance and counselling, initiatives to anticipate skill needs and to make learning more relevant to labour market needs. Information on related initiatives within general education are available from Eurydice's database⁽⁶⁷⁾.

Study visit participants felt that the image of vocational training/apprenticeships needs to be improved, so that it has parity of esteem with academic options and is seen by young people as a viable and valued learning pathway. Another key ingredient

⁽⁶⁴⁾ Cedefop (2010), *Guiding at-risk youth through learning to work, Lessons from across Europe*.
http://www.cedefop.europa.eu/EN/Files/5503_en.pdf

⁽⁶⁵⁾ Council of the European Union. *Council conclusions on 'New Skills for New Jobs: the way forward'*. 3019th Employment, Social policy, Health and Consumer affairs Council meeting, Brussels, 7 June 2010.
http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lssa/114962.pdf application/pdf (.pdf) Downloadable document (EN)

⁽⁶⁶⁾ <http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>

⁽⁶⁷⁾ http://eacea.ec.europa.eu/education/eurydice/index_en.php

in policies that aim to support education-to-work transitions is work-based learning. The provision of information, advice and career guidance, in order to ensure that young people are able to make informed choices and decisions is also crucial. It is clear that collaboration among the various stakeholders - including employers and the social partners - is important to ensure that the provision of education and training is responsive to the needs of employers.

The most prominent findings from these study visits can be clustered as follows:

Improving the image of vocational studies

A number of the study visit groups felt that vocational education and training is often seen as a 'second-choice' (e.g. SV 187) and as a result, not enough young people opt for this route (SV 191). This is not the case in all countries, but for those where the dual training pathway is seen as a last resort, the challenge is to create a new image for this training route, as a 'pathway of excellence' and part of a lifelong learning pathway (SV 195). By improving the image of vocational training, it should also be possible to encourage more teachers to be trained to work in this sector (SV 191).

Information, advice and career guidance

It is recognised across all the visits, that the quality of the information and guidance provided to learners and potential learners, is instrumental to their success. The term 'career guidance' refers to *'services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services'* ⁽⁶⁸⁾. High-quality career guidance and counselling services play a key role in supporting individual lifelong learning, career management and the achievement of personal goals. The provision of information, advice and guidance is key to the process of facilitating young people's transitions from education/training to employment. It seems from some of the study visit reports however that there is more work to be done to improve the quality of career guidance provision in some countries (e.g. SV 187, SV 190). For instance, the report of study visit 187, which focused on low-skilled groups and their socio-economic participation, highlighted that, to be able to ensure the quality of guidance service delivery and development, guidance counsellors must have the appropriate competences for giving advice to and motivating their clients. Participants in this study visit all agreed that higher qualifications specifically for guidance counsellors are required, as well as greater recognition of the importance of their role. In line with the point identified above about collaboration, participants in study visit 195 suggested that education and training providers need to develop multi-professional networks to be able to provide quality guidance to young people. The study visit focusing on information, advice and guidance (SV 204) identified a common priority for activity, in supporting marginalised groups or groups at risk of exclusion, such as unemployed people, people who have been made redundant and are trying to re-enter the labour market, people who have a learning difficulty and/or disability, young people who have dropped out of education or training.

⁽⁶⁸⁾ Organisation for Economic Cooperation and Development (OECD) and the European Commission, *Career Guidance A Handbook for Policy Makers*. Internet: <http://www.oecd.org/dataoecd/53/53/34060761.pdf>

Stakeholder collaboration and a clear/ balanced allocation of responsibilities

A number of the study visit group reports identified the need for all stakeholders involved to develop a shared vision of the skills a young person needs to enhance his or her employability and to collaborate in enabling young people to achieve these skills. Participants in study visit 185, which focused on the role of counselling and training for employability, suggested that it is the role of both central and local government to take the lead in establishing a vision and direction through dialogue with partners. Several group reports suggested that local organisations should work closely with schools and employers, and in particular that vocational schools should collaborate with companies (SV 187 and SV 197 for example), although in some instances it was acknowledged that this already takes place. The social partners were also felt to have a key role to play in providing training and guidance to young people and employees (SV 185) and in supporting lifelong learning (SV 196). Public-private partnership arrangements for apprenticeships were also suggested as a means of improving the quality of training, both to ensure that the competences that young people acquire are linked to the labour market and also in the provision of technical material (SV 195).

Learning provision responsive to employers' needs

To ensure that young people can make a successful transition from education or training to employment, it is vital that they are equipped with the skills and competences required by employers. Thus, participants in the study visits stressed the importance of understanding what skills, including basic and transversal skills, are required on the labour market (SV 185). Placements are also considered to be important (SV 185) and social dialogue was suggested as a way of ensuring that vocational education and training meets the needs of the labour market (SV 185). In Turkey, the UMEM project (SV 199) aims at strengthening the technological infrastructure of a number of 111 secondary-level technical and vocational schools by providing them with machinery, tools and equipment and at providing in-service training to the teachers at these schools responding to technological changes and to the demands of the labour market.

Common approaches

A number of the common approaches identified from the study visit reports can be directly aligned with the key findings listed above. For example, participants gave examples of their collaboration or joint investment models and of the delivery of employer-responsive provision. Other common approaches identified related to the need for flexible learning pathways and alternative models of learning or achieving qualifications, such as validation of competences (see the synthesis paper on Flexible learning approaches for further details on these issues). Broadly, the approaches described in the study visit reports can be clustered around the following priorities:

Collaboration between stakeholders/Joint investment models

Study visit participants gave examples from their countries of collaboration between stakeholders and/or joint investment models, i.e. bringing together financial contributions from different stakeholders such as government, education and training institutions and the private sector. For example, participants in study visit 190, which focused on Regional cooperation of IVET and CVET and the labour market, all said that there was some form of joint investment model in place in their countries (Netherlands, Malta, Italy, Turkey and the UK), although these models were based on different approaches. An example of such an approach, which was felt to be transferable to other countries, was a joint investment partnership between a college and the private sector to fill skills shortages and to arrange apprenticeships and work placements. In Kent, a pioneering vocational programme for young people 14-16 has supported collaboration between schools and colleges in the area and has significantly reduced the number of NEETs (SV 190). Public-private finance models for

apprenticeships were also felt by participants in study visit 195 to facilitate the integration of the apprentice into the world of work.

An example highlighted as being potentially transferable to other countries, and a means of easing government funding difficulties, was Northern Ireland's approach to capital funding of colleges by private finance (SV 193).

Participants in study visit 197 learned that there is a central organisation in Germany where agencies, providers, chambers of commerce and schools work together.

This example from the Netherlands showed the importance of taking a pro-active approach to working with private sector actors:

*Roc de Leigraaf, which offers work experience in the real workplace, via joint ventures between the institution and the private sector, takes a pro-active approach in working with private-sector partners and in involving a network of partners such as the local government and local businesses to set up **commercial activities that add value to the college activity and are commercially viable, thus alleviating the need for reliance on government funding.** This is of interest to all of those working in further education institutions and to those working for local, regional or national government policy organisations (SV 190).*

Employer-responsive provision

It seems there is an awareness of the need to anticipate future skills needs and to ensure that current delivery meets these needs but that across Europe countries are at different stages of development and have different approaches to this issue (SV 190). In Denmark for example, both initial and ongoing vocational training are said to be linked to the world of work through influence from the social partners (SV 196).

Participants in study visit 185 referred to the importance of ensuring that both vocational and academic learning providers understand that learners need to develop transversal competences in vocational and academic training because it is one of the most important demands of companies, not only for graduates but also for professionals. It is clear that 'employability' is not simply about vocational skills, but also about basic skills such as literacy and numeracy, as well 'soft' skills and competences such as inter-personal communication and team-working.

The importance of setting clear goals was also highlighted in the group reports, for example through the use of training contracts between the company and trainee, which outline the goals of the learner within the specified training period (SV 197).

Common challenges and solutions identified

Common challenges faced by participating countries were identified through the review of the synthesis reports. These include:

Lack of funds to invest in training. The recession has not only led to a lack of public funds but also to a lack of employer funds to invest in training (SV 190). It has had a negative impact on vocational training in particular, since it has led to a lack of opportunity for young people to practise their skills in the world of work through work placements/experience apprenticeships (SV 190, SV 191). Furthermore, many companies are reducing their workforce or do not have sufficient staff, so there is no capacity for mentors to spend time managing and training those students who do have placements (SV 191). The Jobstarter programme (SV 197) is a funding programme aiming to increase the number of training places available for young people.

Lack of opportunities for combined school and workplace training. Vocational/dual training and apprenticeship schemes were clearly recognised by study visit participants as an important means of ensuring learning provision meets the needs of employers, and therefore of enhancing the employability of the young people who take up these training options. For example, in Poland (SV 220) disadvantaged and unemployed adults

are offered training alternated between theoretical courses and practice at the workplace in order to enable them to return to the labour market sooner. Vocational training was also suggested in one study visit report (SV 190) as having the potential to 'pick up' young people who have become disaffected - i.e. lacking in motivation to participate - with formal education and training (as opposed to non-formal or informal learning, or work), to encourage them back into employment in sectors where there are vacancies. In Germany, the dual system is well developed (SV 191) and is a combination of in-company training and vocational school. The training is mainly provided in the workplace (3 to 4 days per week) and supported by teaching in part-time vocational school (1 to 2 days per week). There is an apprenticeship contract between the company and the trainee and the company pays a training allowance to the apprentice. Yet some countries have still not developed in full a system of dual, or alternance, training (i.e. combining periods in an educational institution or training centre and in the workplace), which enables the young person to participate in training both at a learning provider and with an enterprise. The status of an apprenticeship differs from one country to another and the remuneration of young apprentices (i.e. paid or unpaid) varies (in the UK for instance, it is not compulsory for the employer to train and pay for the trainee whilst studying and working (SV 197). It seems that the development of such a system is a matter of political will (SV 195). It was also highlighted that there is room for improvement in terms of the quality of placements, for instance in the case of small companies which do not have the capacity, i.e. enough staff, or do not take the time to support their students (SV 191).

Engaging employers

The difficulties associated with engaging employers and encouraging them to upskill and qualify their staff were also highlighted as a challenge faced by learning providers. Participants in study visit 184, for example, observed that there are not enough opportunities for work-based learning, yet employers' want to recruit people who are 'work-ready' and experienced (SV 184). It was also noted that it can be difficult to engage employers in a dialogue to identify their needs (SV 185).

The solutions identified in relation to these challenges can be clustered as follows:

Apprenticeships and opportunities for learning based in the workplace or related to the world of work. The value of providing learning opportunities which are intrinsically linked to the world of work was recognised in the study visit reports. For instance, it was suggested that the dual system in Germany is the reason for the country's lower unemployment rates (SV 197). Other proposed solutions to enable young people to participate in work-oriented learning included: simulation in colleges to facilitate working-life familiarisation (e.g. motor mechanics practicing on staff cars, SV 191); more guidance/vocational taster courses at early secondary school level (SV 187); and for businesses and universities to work together (SV 185). In order to raise the quality of placements, it was suggested that more financial investment is required in school-based training and school workshops (SV 191).

A number of good practice examples can be put forward in relation to this heading:

- 1) the Haugalandet school in Norway has an interactive, online database⁽⁶⁹⁾ to arrange work experience, school and course orientation placements, which schools, students and coordinators have access to and can use to modify and view their chosen programmes (SV 192);
- 2) the aforementioned Roc de Leigraaf in the Netherlands offers work experience in the real workplace, via joint ventures between the institution and the private sector (SV 190);

⁽⁶⁹⁾ <http://www.skoleogarbeidsliv.com/>

3) in France, there is a compulsory one-week placement for all students in lower secondary education, to support the preparation for their profession (SV 191);

4) also in France, apprentices in the construction sector undertake their training in close cooperation with local companies, while the VET schools place great emphasis on accompanying the apprentices in finding their first job after their training (SV 195);

5) in Italy, the 'Alternanza Scuola Lavoro' project also focuses on the transition from school to work (SV 54);

6) in Belgium, **CEFORA, the vocational training center of CPNAE**, has promoted training programmes in **construction industry sector in a number of ways, including a pilot project of mentorship with the winner of a reality TV show 'The Block'** - the restoration of a house in a competitive contest voted on by the public. The school is also currently negotiating with Standard Liege football club to act as a sponsor in order to help improve the image of construction careers, by drawing an analogy with the need for footballers to train (SV 193).

Mobility programmes/Support for mobility

Cross-border mobility for learning is at the core of the European Commission's Youth on the Move flagship initiative, which aims to increase young Europeans' chances of finding a job by enhancing student and trainee mobility and improving the quality and attractiveness of education and training in Europe. Mobility was only touched upon in two group reports - firstly it was stressed that language training is essential to facilitate learning mobility (SV191) and secondly mobility was recognised as an essential way of enabling learners to develop transversal competences (SV 195). It was suggested by study visit group 195 that mobility could become a compulsory part of training courses.

Importance of career guidance

A number of solutions proposed in the study visit reports related to the provision of guidance to young people. The group report of study visit 187, for example, suggests that a more focused approach at age 14 for those who show an interest and aptitude seems an achievable goal for all countries but that this would have to be underpinned by competent, impartial advice and guidance. It was also suggested (SV 197) that more projects should be funded in this area by the European funding programmes (i.e. ESF).

Some examples of practice in this area were highlighted:

- o Focus West, in Scotland, works with students and helps them to decide what kind of studies are appropriate for them (SV 196);
- o the Polytechnische Schule Weiz is a vocational guidance and preparation school in Austria which provides personal coaching, guidance and consultation to pupils in the ninth grade (SV 197);
- o the 'Orientation' project in Spain (SV 102) provides a good example of this, as every lower and upper secondary school has a school counsellor. School counsellors work as part of the teaching faculty to provide guidance to students on their learning choices, and the help students to identify their next steps and to use their potential;
- o the Southside local employment services project in Ireland (SV 200) provides mentoring and support for long-term unemployed young people;
- o the Guidance for young people on parallel pathways (GYPPP) project was developed in Slovenia to help the increasing number of disadvantaged young people to continue education or join the labour market (SV 107);
- o the BIC project in Austria (SV 231) uses online resources to offer national and international information on careers and professions to young people;

- o the National development initiative of guidance counselling (2003-2010), in Finland (SV 107), has developed action models for the transition point between basic education and secondary education.

Conclusions

Compared with older people, young people face a number of challenges in both getting and keeping a job, in. This is recognised not only at policy level but also by practitioners 'on the ground', as evidenced by the group reports from the study visits relating to this theme. To ensure that the supply of skills meets the needs of employers, it is also important to ensure that education and training provision is responsive to employers and that vocational training pathways are given equal value as academic options. A lot of work is taking place at the national, regional and local levels - as shown in the study visit reports - to engage employers, introduce more learner-centred provision, and ensure adequate guidance and counselling services, and it is clear that countries can learn from each other in this area. In the context of an economic downturn, which has exacerbated a number of the problems faced by young people as regards employability, it is clear that innovative solutions will be required alongside the transfer of tried-and-tested models of good practice.

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ANNEX

LIST OF VISITS CITED IN THE TEXT

Visit Number	Visit Title	Country
54	Simulated training company to develop new entrepreneurship competences	Italy
102	Innovative personalised learning at the secondary vocational level for young and adults	Finland
107	Prevention of early school-leaving	Netherlands
184	Cultural heritage and media: a key to employability	Italy
185	Counselling, training and job: integration between systems for a better employability	Italy
187	Low-skilled groups and socio-economic participation	Belgium (NL)
190	Regional cooperation of IVET and CVET and the labour market	Netherlands
191	(Trans) national professional training and placement	Portugal
192	Collaboration between schools and enterprises to enhance well-founded choices of education and vocation	Norway
193	Comparing initiatives with heads of training and vocational centres	Italy
194	Allgemeine und berufliche Bildung für Beschäftigungsfähigkeit	Hungary
195	Faciliter l'intégration professionnelle des apprentis	France
196	Creating flexibility in access to and progression through lifelong learning	United Kingdom
197	Jobstarter - Funding programme for more training places	Germany
199	Challenges and opportunities for training in the workplace	Spain
200	Supporting skills development of adults in the labour market	Ireland
204	Preparing for the labour market - information, advice and guidance	United Kingdom
220	Links between vocational education and lifelong learning	Turkey
222	The dual vocational training system in Germany - Shared responsibility of company and vocational school	Germany
231	Die Rolle der Sozialpartner in der Berufsbildung	Austria

EXAMPLES OF GOOD PRACTICE:

Lifelong guidance for learning to work transitions

1. Orientation: a holistic approach to student guidance in school,
Ms Teresa Bejines Galvez, Spain
2. Supporting students in their transition between basic and secondary level education, **Mr. Juhani Pirttiniemi, Finland**
3. Guidance for young people on parallel pathways (GYPPP),
Ms Maja Klancic, Slovenia
4. Online career and vocational information program,
Mr Friederike Soezen, Austria

Transitional pathways between education, training and work

5. Youth - a vocational programme to encourage young disadvantaged people back in learning and working, **Ms Susan Dunn, UK**
6. 'Alternanza Scuola Lavoro': transition from school to work,
Ms Rosanna Papapietro, Italy
7. JOBSTARTER: A funding programme for more traineeships,
Ms Katharina Kanschä, Germany
8. How to recruit more trainees in the construction sector? - a mentorship project with a building project manager and winner of a reality TV,
Ms Julie Collard, Belgium
9. 'Les maisons familiales et rurales': fostering professional integration of young apprentices, **Mr Xavier Cosnard, France**
10. Dual system of initial vocational education and training in Germany,
Mr Thomas Waxweiler, Germany
11. Specialised vocational centres for employment (UMEM) Project,
Ms Zehra Adıyaman, Turkey
12. Part-time vocational education, **Mr Jos Loridan, Belgium**
13. Vocational preparation of young people in craft,
Mr Andrzej Stępnikowski, Poland
14. Bahcesehir University - The centre for the development of vocational and technical education (METGEM),
Mr Volkan Ata, Turkey

Orientation: a holistic approach to student guidance in school



First of all, I would like to place the initiative: “Orientation: a holistic approach to student guidance in school” in the context of guidance understood as a whole process which involves different professionals working in the field of lifelong learning.

Guidance, counseling or orientation takes place in the secondary education in three fields:

- improving the education of students with special needs;
- supporting the tutors so they will aid the learner throughout the learning process;
- guidance to facilitate transition to further education and into the labour market.

Now I will focus on the topic of workshop II: Transition from education and training to the world of work.

The purpose of the initiative was to support transition of young people to further education and to the world of work and to prevent drop outs in our schools by facilitating the cooperation between: local enterprises, local employment services and guidance and counseling provided in our schools, improving the knowledge of young people about:

- upper secondary education;
- vocational education and training;
- local enterprises.

This initiative is taking place in the province of Seville in Andalusia, in the south of Spain and it is been implemented for 4 years. It tries to increase professional qualification of our young people helping them in the transition from compulsory education to further education or to the labour market.

The target group of the initiative includes the following categories:

- students who finish compulsory education;
- students who are on risk of dropping out from compulsory education;
- students about to finish upper secondary and vocational education and training.

The main activities implemented to achieve the objectives include:

- workshops with the students and their families on further education and the labour market;
- visiting local enterprises;
- visiting local VET schools.

As a result, our students are better informed about how to find a job, the skills needed, the risks of dropping out from school, further education, local employment opportunities. They are now better prepared for the transition to the labour market, to continue their studies in upper secondary education or VET.

Supporting students in their transition between basic and secondary level education



Guidance and counselling action models for the transition between basic and secondary level education

The development of guidance and counselling in Finland is linked to the national challenge of implementing an education guarantee which ensures that all basic education graduates are provided with a proper choice of education. At this moment approximately 5 % of the 15 year olds do not continue with further studies after basic education. The same amount of students interrupts their secondary level education at a very early stage. This is why guidance and counselling for transition require more attention.

Action models prior to transition

A transition in education is not an isolated event or a single decision on an individual education path but rather a process during which a young person is able to clarify gradually his or her educational or occupational orientation and aspirations. Career guidance plays a prominent role in this process along with other teaching and guidance measures within basic education. The education choices are based on individual's long term learning experiences and individual assumptions of one's strengths and interests. In school, there should be a collective understanding among teachers and guidance counsellors of how this affects pupils' choices.

Development of contents of work experience periods during basic education

The action models of work experience have included regional co-operation with vocational institutions and local enterprises. This development has resulted in thematic periods of work experience that combine educational and professional fields.

Certain educational experimental models have been developed to support transition guidance of special needs students. This education experiment requires co-operational practices between basic education and secondary stage education institutes; even before a transition there is period when a student is able to learn more about the institution and the study programme that he or she is interested in. Thus the student is able to get first hand knowledge of the institution and at the same time the student's appropriateness for the institution can be evaluated.

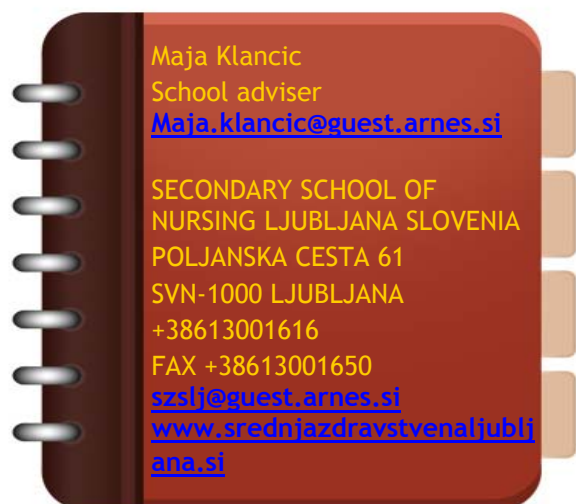
Secondary level education students as advisors and consultants

Very often students' choices and decisions are affected by informal knowledge and experiences. This is why students are often best equipped to inform each other about the every day student life. Tutors and students of other institutions can thus act as prominent sources of silent knowledge that affect educational choices.

Summary of transition action models

The results of the national education guarantee are visible in regional action models. A young student receives many forms of support during transition when he or she enters an education leading to qualification. The national society guarantee has also produced regional action models and actions and helped in co-ordinating regional resources more efficiently.

Guidance for young people on parallel pathways (GYPPP)



Guidance for young people on parallel pathways was developed at the beginning of 2005 to help the increasing number of young people who drop out of school and have no other alternative either in the form of further education or joining the labour market. The main purpose is to prevent social exclusion of young people by offering them support. They are involved in the counselling process for as long as it is required for them to be ready to enter the labour market, further education or training, rehabilitation or other ways of institutionalised help, in case it is needed.

The primary target group of this initiative are young people between the age of 15 to 27 who left their primary or secondary education without a certificate, or young people who were temporarily registered with the National Employment Agency, but later on were cancelled from the register for various reasons. The secondary target group is young people who are formally still students, but no longer attend classes.

The Ministry of Education and Sport of the Republic of Slovenia is the responsible body for the GYPPP. It finances the activity, together with the Institute of the Republic of Slovenia for Vocational Education and Training. The counsellors involved in this programme work in the centres for career counselling all over Slovenia.

The main method used in the GYPPP is total counselling, which consists of individual informing and counselling. This method is different from the classic counselling methods, because it takes into consideration the individual's life situation and his/her personal goals. Total counselling is performed by young, qualified counsellors who have - in addition to a university diploma from the field of pedagogic, social work or psychology - attended an additional training of 120 hours.

Counsellors help young people with planning their life goals, achieving and evaluating them. A counsellor has many roles; she/he is a listener, negotiator, mediator, motivator, supporter, informer and much more.

The counsellor establishes the contact with a young person by telephone or through a written invitation. The first meeting is usually held in an informal environment, such as youngster's home, public park, café, etc. The process begins by getting to know the youngster's life situation. The provision is offered in the form either of a short term guidance provision (from one to five hours) or of a long term guidance provision of up to 40 hours per individual, which can also be completed by group sessions. The process does not end with the re-integration of a person into the school system or labour market, but it continues for at least six months after that.

From 1 January 2005 to 30 June 2006, 2219 youngsters took part in the initiative in six different regions across Slovenia. The most common were the short term guidance sessions, which usually lasted from one to five sessions, which provided support to 1948 young people. 262 young people however took part in the long term process. 132 were successfully integrated: they stayed in education and training (68), labour market (53) or other forms of provision organised for young people (11) half a year after the guidance process has finished.

BIC “Berufsinformationscomputer” Online career and vocational information programme



The Austrian Federal Economic chamber has initiated a bundle of initiatives in order to facilitate vocational or educational decisions and to create entrepreneurial spirit. Among these initiatives are the Entrepreneur's Skills Certificate, Skills Austria, Bildungscluster and the BIC programme (online career and vocational information programme). The main purpose of the BIC is to collect and facilitate access to national and international information on careers and professions. In the late 80s IT supported tools in career and vocational guidance and information were the order of the day and they are still state of the art.

The BIC stores information about more than 1 500 occupations plus more detailed information on various special focuses like Austria's education system, apprenticeship system, how to apply for a job, holiday jobs as well as many related useful addresses and link tips. The BIC is available in German, English, Turkish, as well as in Serbian, Croatian and Arabic.

Career and vocational guidance is of central importance for all students. Although labour markets are only slowly recovering, European countries are facing a severe skilled worker shortage in the near future. An increased utilization of existing aptitudes and talents through successful educational/career decisions will be most important on all educational levels. A person who is aware of his/her aptitudes and interests will have better chances in finding adequate educational and job possibilities.

The BIC was first developed in 1987. The first online release was implemented in 1998.

Target groups of the initiative are students starting from age 14 who have to make their first decisions concerning their future career. Students have to decide between attending the apprenticeship system or middle or higher professional or general schools. A further target group consists of all people regardless of age who need support and information regarding their careers or educational decisions.

Career and vocational guidance and information is a hot topic for students as well as for their parents, teachers, counsellors and for job seekers. Easily accessible and elaborate information is of crucial importance for all who are affected. The BIC can either serve as a direct source of information or as background material for counselling or in class. Apart from offering information the BIC offers a number of activities to the users. One important example is the Interest profile. This helps clients to discover their interests and inclinations in about 10 minutes and become familiar with related occupational groups and occupations. The interest profile is followed by tips for career choice, tips for applications and a collection of materials. The core programme contains career information plus information on

education and training paths, occupational groups and fields of activity. A link service and special themes are topping things off.

In 2008, 238.549 Austrian users browsed the BIC online tool. Austria has a total population of 8.363.040 inhabitants; 93.283 are 14 years old. When asked about dream jobs, users still tend to follow gender stereotypes. Female users prefer fields like health care/nursing, tourism, education/social services, clerical sector, animals and plants, beauty treatment/personal care. Male users tend to machine/vehicle construction, building/construction industry, sports, clerical sector, electrical engineering/mechanics and information technology/informatics. The BIC contributed to reducing gender stereotypes by systematically using the male and female expression of each profession throughout the programme. See IBW Mitteilungen 4/2006 by Wolfgang Bliem.

Youth - a vocational programme to encourage young disadvantaged people



To provide a diverse choice of vocational learning options

Over the past 4 years the 14-24 Innovation team have funded and established over 25 Vocational Skills Centre's across Kent. These centers provide high quality vocational/applied learning programmes, support the implementation of a range of qualifications and apprenticeship placements by providing industry standard training facilities and equipment. To date this has enabled over 8,500 14-16 year olds to undertake a vocational course 1 day per week over 2 years leading to a wide range of vocational qualifications, realistic progression routes and employment.

The development of the vocational programme has supported collaboration between schools and colleges and has significantly reduced the number of young people not in education or training (NEET) at the age of 16. This innovative approach to curriculum delivery has put Kent Local Authority at the forefront of 14 to 19 developments nationally. Sustaining the quality of the provision in terms of curriculum development is a priority for the team. This has been achieved by the continuing development of 10 specialist subject networks which link employers and training providers to curriculum design and delivery. This ensures programmes are linked to employers' needs and the economic needs of the County

What more are we going to do?

The 14-24 Innovation team is continuing to expand these vocational facilities to complete the programme across the county to ensure equality of access for all learners. Skills centre's completed or under construction are Maidstone Skills Centre, Dover Construction Skills Centre, Dover Maritime Centre and a retail outlet and training facility at Swan Valley School which is sponsored by Giant Bicycles, and a vocational centre embedded within Oakwood House the county councils conference centre.

The 14-24 Innovation team has researched into the most effective operational structure for these centres. There seems to be a consensus that these centres should be grouped together to form a network of high quality providers across the county. Therefore all the centres will be run either by a school or college directly and these centres will form part of a County network. Maintaining the quality of vocational provision is a significant ongoing activity for the 14-24 Innovation team. A structured training programme which involves employers in the delivery, through subject specialist networks to ensure the curriculum is relevant to meet industry needs is a priority.

It is important that the vocational skills centres across Kent continue to provide innovative approaches to delivery of vocational and applied learning programmes including level 3 and apprenticeship courses for all learners which foster collaboration between schools and colleges. These new programmes will be critical to ensuring all learners stay in learning till the age of 18.

We have established a vocational curriculums brains trust which comprises of our top performing vocational managers to continue developing innovative training courses in Kent. The focus of this group will increasingly be to develop new and exciting post 16 vocational courses particularly short courses and part time opportunities to support the raising of the participation age. The group will also focus on progression routes and foundation learning, which are the key priority development areas for the vocational curriculum.

The team is now identifying new methods of delivering vocational programmes in the workplace through new private and public sector partnerships, including establishing social enterprise companies. The first of these social enterprise skills companies is currently under development.

“Alternanza Scuola Lavoro”: transition from school to work



The *Alternanza Scuola Lavoro* provides methodology and innovative instruments to create a link between school and work. The Ufficio Scolastico Regionale per la Basilicata has been experimenting for two years, the activity of inviting the secondary schools of the region to present “projects” which enable students to carry out their learning through practical activities in local companies. As a matter of fact, one of the most important aims of the *Alternanza Scuola Lavoro* initiatives is to promote ‘creativity, competitiveness, employability and growth of an entrepreneurial spirit’. In accordance with these objectives, the Ufficio Scolastico Regionale has been giving financial support to 40 schools involved in this project which carry out the following activities:

Work experience lessons: the aim is to give students more opportunities to acquire skills and knowledge to be applied in the field of employment.

Simulated training company: it provides methodology and innovative instruments to create a link between school and work. Students carry out their learning through the simulation of a virtual company, with the support of local companies, as well as institutions and organisations responsible for entrepreneurship. It allows students to be creative at all ages and inspires success through real business experience. Students of high school are allowed to start a business within the school and compete with other schools.

Stage: a stage activity combines the education and the work processes. It involves class activities and practical working experience. This implies the sharing of training responsibilities between school and company. Students are exposed to the world of employers and business by placing them for short periods of time into companies to learn some of the skills required).

Training: it refers to a working experience over a certain period of time. It aims at acquiring specific skills and job experience in order to enhance practical knowledge in the field of work.

These different activities between work and school give the students and the teachers the possibility to face the problems connected with the working environment. This project implies a stimulating and different teaching device which bridges the gap between education and the labour market. It also allows the school system to spread a corporate culture and related skills into school work, thus preparing the students for the entrepreneurial world. The Ufficio Scolastico Regionale per la Basilicata is convinced that it is paramount for students to develop quality and attractiveness of vocational education and training and to promote recognition of non-formal and informal learning. It is therefore important that business be conducted in a laboratory where students are closer to the process of creation and management of an enterprise, learning by thinking and doing. The motto to share with all the people involved in this innovative teaching method is ‘I do and I think, so I understand and remember’, thus reflecting the theoretical and practical interaction of the activities.

JOBSTARTER: a funding programme for more traineeships



The Federal Ministry of Education and Research is supporting the development of a training structure through its JOBSTARTER programme. This programme is already supplying funding for 300 innovative projects in vocational training. All these projects are helping to create additional traineeships in the regions and are offering various measures to support companies which either have no previous experience with training, for example companies in the sector of high technology. Projects are making an important contribution to structural development, for example by establishing cross-border training cooperation or launching collaborative training schemes. An additional focus is on projects which test new opportunities under the Vocational Training Act (BBiG).

JOBSTARTER is making an important contribution to supporting the activities of the National Pact for Career Training and Skilled Manpower Development in Germany. By 2013, the BMBF will have provided the programme with funding worth approximately 125 million Euros, including funds from the European Social Fund. JOBSTARTER is being implemented by the programme office at the Federal Institute for Vocational Education and Training (BIBB). In addition, four regional offices in Hamburg, Nurnberg, Berlin and Dusseldorf are providing information at local level on the conditions for funding and are stimulating cooperation between regional projects and stakeholders.

JOBSTARTER provides funding for projects which help to create additional in-company traineeships as well as to recruit suitable trainees. Improved cooperation between local stakeholders will strengthen regional responsibility for vocational education and training and at the same time contribute to structural development. Further detailed information on the programme and its implementation can be found on www.jobstarter.de.

Projects are selected via annual calls for proposals. These are based on the respective current funding regulations. They stipulate the conditions for funding and lay down thematic priorities. The projects are implemented inter alia by chambers of trade and industry, local and regional institutions, education providers and companies.



How to recruit more trainees in the construction sector: a mentorship project with a building project manager and winner of a reality TV



Cefora is the vocational training center of CPNAE (auxiliary national joint committee for white-collar workers, the largest joint committee in Belgium). The service package offered by Cefora consists of the following activities:

- short training courses for white-collar workers;
- training courses for job-seekers - specific actions to groups at risk (young people, low skilled, immigrants, long-term unemployed, elder);
- professional training courses;
- outplacement.

Cefora organises free training programs for job-seekers in many different sectors (building sector, ICT, commercial and administrative sectors, etc). Programs are practice-based and include 3 to 6-month theoretical courses and 4 to 6-week unpaid internships.

In 2010, there was a downturn in recruitment for job-seekers training programmes. Cefora has developed many specific communication actions to improve recruitment of jobseekers and especially young people in training programmes.

❖ A regional pilot project of mentorship with “Sanchez” building project manager and winner of reality TV “De Block”

In Belgium the construction industry sector has a “bad image” (hard and dirty work) especially among young people. Cooperating with a well-known personality seemed a good solution to improve the image of construction: “Sanchez” (mentorship). Sanchez (building project manager) won “De Block”- reality TV show: restoration of a house in a competitive contest voted on by public.

February 2010: launching of a pilot project to attract people to training as “building project Manager” in Leuven (Flanders, Belgium).

- Contract with Sanchez for the mentorship: Cefora has the right to use Sanchez’s notoriety during its recruitment campaign for the “Building project manager” project and other ones related to the construction sector.
- February 2010: making of a short video with Sanchez which promotes, explains the construction industry and describes the job of a building project manager.
- 3 moments of contact with Sanchez and the trainees: just after the selection of the trainees (March 2010), during the training, for the delivery of the final certificate of achievement (November 2010).
- Participation in a press conference.

Very high participation rate at the information session on 09 March 2010: 37 participants for the screening interview and 14 participants selected.

Feedback from trainees: with the film and the job's description of "building project manager" it's easier to identify what we are really interested in.

❖ **Other current actions to job-seekers and young people at Cefora**

Mentorship: in November 2010 Cefora launched a new national sponsorship action with a well-known football player.

Website: new interactive [Website](#) for job-seekers: Jobber TV, Facebook page, trainee's interviews, good practices to apply for a job.

Specific training programs for young people: Job coaching, partnerships with youth groups, dual apprenticeship schemes.

"Les maisons familiales et rurales": fostering professional integration of young apprentices



This initiative was launched with the aim of helping young students find their first real job.

In France, the rate of unemployment among young people aged 16 to 25 years old is around 24%, while the average duration of job search is more than 4 months.

When recruiting, companies are not only interested in the level of education but also in the length of time spent in job placement and on holiday jobs, as well as in personal activities other than formal studies.

The initiative to foster professional integration of young people, implemented by the "Maisons Familiales Rurales" is a national initiative with regional applications

This initiative has two levels:

In 1960, the "Maisons Familiales Rurales" developed a specific programme to foster the relations between the company, the family and the school.

In 2003, when we noticed the difficulties for young people to find their first job, we had the idea of helping the student to develop a portfolio during his vocational studies.

This initiative is intended for students aged from 18 to 20 years old, in vocational training, who will be entering the labour market at the end of their training period.

Students are trained in a company, in the context of an apprenticeship contract.

A teacher from the school meets regularly with the apprentice and his mentor, in the company, to assess the professional acquisitions and conduct of the apprentice.

Every apprentice gradually builds his portfolio during the 2 or 3 years of his training. At the end of his training, he presents his portfolio as in situation of job seeking.

The results vary from year to year but 80% of the students do find a job less than 3 months after the end of the training.

Dual system of initial vocational education and training in Germany



The aim of the dual system of initial vocational education and training in Germany is on the one hand to provide workforce which matches the needs of the companies and on the other hand to be a suitable path for young people to enter the labour market and develop their employability. After leaving schools providing general education about 60% of the young people in Germany learn in the dual system. That means that at national level this is the most important pathway for young people into the labour market.

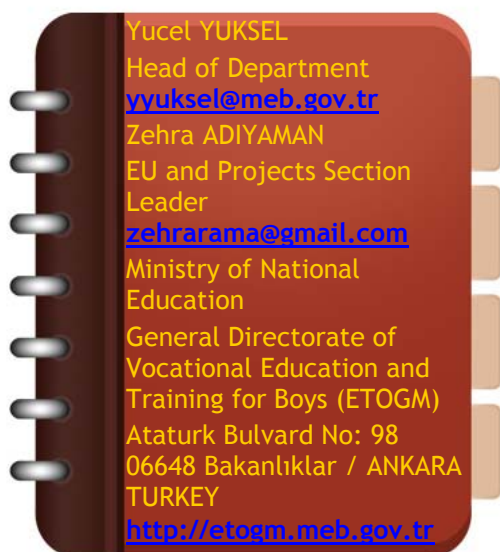
The dual system is a combination of in-company training and vocational school. The training is mainly provided at the workplace (3 to 4 days per week) and supported by teaching in part-time vocational school (1 to 2 days per week). There is an apprenticeship contract between the company and the trainee and the company pays a training allowance to the apprentice. The trainers in the companies need to have passed a trainer aptitude examination which standards are set on a national level. The training in the company is financed by the company itself, the cost of the part-time vocational schools are paid by the federal state government. The training takes between two and a half to three and a half years depending on the occupation. The final examinations are held by boards which consist of employers, employees and teachers.

The training at both learning venues is governed by regulations: The federal government recognises training occupations by ordinance and stipulates binding requirements for training and examinations. On the other hand the federal state governments issue curricula for part-time vocational schools. Currently there are approximately 340 training occupations in the dual system. Very important to the scheme is that the proposals for the creation of new and the updating of existing training occupations are made by the employers and the trade unions. Furthermore they nominate experts to participate in the drafting of training regulations and they negotiate provisions in collective agreements, for example concerning the amounts of allowances paid to trainees.

In the sector of skilled trades there is one important additional support measure to empower the small and micro scale enterprises of the sector to offer training places and train apprentices within the dual system: The trainees from the sector attend inter-company apprentice training. These are additional practical courses (1 to 4 weeks a year) which complete the in-company training according to the standards of the national examination regulations. The courses are held in training centres, which are owned by guilds, trade associations and chambers. The courses have certain curriculums for each trade which again have been proposed by the social partners and stipulated by the government. The inter-company apprentice training is financed by the companies and partly funded by the state.

At present there are about 1.5 million trainees in the dual system. The scheme is said to play an important role for the comparatively low unemployment rate among young people in Germany. Although the dual system is open to leavers of all general school education levels, most of the trainees hold basic or intermediate secondary school leaving certificates when they start their training. On the other hand apprentices with upper secondary school leaving certificates are under represented.

Specialised Vocational Centres for Employment (UMEM) Project



The overall aim of the project “Specialised Vocational Centres for Employment” (UMEM) is to decrease unemployment rate in Turkey.

It involves the following partners:

- Ministry of National Education, General Directorate of Vocational Education and Training for Boys (ETÖGM);
- Ministry of Labour and Social Security, General Directorate of Turkish Employment Institution (İŞKUR);
- Union of Chambers and Commodity Exchanges of Turkey (TOBB);
- TOBB University of Economics and Technology (TOBB ETU).

The duration is of 5 years: 2010 to 2014

The project was developed taking into account the importance of training the qualified workforce as one of the solutions to the unemployment problem in Turkey. Unemployed young people are going to be trained at school and on site to become qualified people in the field (electricity, building, mechatronics, etc.) they choose. This will give them better opportunities to find a job.

The project involves 11 secondary level technical and vocational schools were chosen by the project team.

The project targets unemployed people registered at General Directorate of Turkish Employment Institution (İŞKUR) are going to apply for a training course.

The purpose is to strengthen the technological infrastructure of the 111 project school, by providing them with machineries, tools and equipment, to provide in-service training to the teachers at these schools in line with technological improvements and the demands of the labour market; then, to train the unemployed people registered at İŞKUR in accordance with the demand of the local industry to provide them with employment and thus decrease unemployment.

The following outputs are expected:

- Technological equipment (machinery & tools) of the selected schools in 81 provinces will be updated in line with the demand of the industry.
- Labour market analysis will be done by TOBB University of Economics and Technology (TOBB ETU) within the context of the project and thus the need for qualified workforce will be determined at local levels according to sectors.

- In-service training will be provided in cooperation with the university-sector to 6.084 workshop and laboratory teachers teaching at project schools in line with the market needs.
- Within the context of the project, nearly 10.000 vocational courses ranging from 3 to 6 month training are expected to be opened at project schools in a year and 200.000 unemployed registered at İŞKUR are planned to be provided vocational training.
- When the project will end, nearly 1 million people will have been trained.
- The trainees will be allocated to an enterprise before they start training.
- The trainees will be paid 15 TL / 7,5 Euros daily for transportation, etc. during their training period.
- Insurance premiums of the trainees against accidents and illnesses will be paid by the State during the course period.
- The trainees will make their internship at enterprises as the same hour of their theoretical and practical training.
- 90% of the trainees who succeed the courses within the context of the project will be employed by The Union of Chambers and Commodity Exchanges of Turkey (TOBB).

So far, the main outcomes and results achieved have been the following ones:

- A protocol has been signed by project partners at Ministers level on 23 June, 2010. Kick-off Meeting was held in 20 July. Project meetings with the partners, province directors and the head of selected schools were held.
- Labour market analysis was done in 19 provinces by TOBB University of Economics and Technology (TOBB ETU) (www.beceri10.org.tr).
- In-service training for the teachers was provided in cooperation with university and sector.
- Technological equipment (machinery & tools) of the selected technical and vocational schools in 81 provinces was purchased and installed to the school.
- On-line registration has started. The training is planned to start in February.

Part-time vocational education (learn in school and at work)



The system was originally developed around 1985 when the school age for compulsory education was brought up to 18 years for everybody. The Ministry of Education realised that for some student groups (socially weaker groups, potential drop-outs) that was not an achievable target and an alternative system was developed by combining learning and working.

The system of learning and working is spread in Flanders over 46 centres which cover around 7 000 students. The key factors for success are the following:

- interaction between learning in the centre (1 day general and social education, 1 day technical training, all in relation with the actual workplace) and learning on the job (alternating learning);
- staff visit the students at their workplace and consult the employer;
- learning is tailor-made for every student, the starting point of the training programme is competence based and takes former experiences into account;
- a full-time educational system aiming to develop general and social skills (7 hours per week), job related skills (at school, 8 hours per week);
- learning on the job (minimum 13 hours per week);
- student-welfare is an important topic as most of the students have had negative experiences in the general school system (drop-outs, truancy, suspensions);
- a competence-centred evaluation as a permanent and transparent process;
- cooperation with parents: special intake, informing by phone about cases of truancy, individual meetings with parents and adapting the languages when communicating with them (no use of typical educational vocabulary).

The success rate of this training is quite impressive. For example, 82.5 % of students who have finished school in June 2008 and 96% who have had a regular job while in school, obtained a full-time job after 6 months.

Vocational preparation of young people in craft



The Polish Craft Association and its organisations are very involved in the vocational preparation of about 90.000 juveniles from 16 to 18 years old. In Poland, craft plays an important role in involving school leavers; over 6.000 so called drop-outs are concerned. The legal base here is a Craft Act.

Craft organisations are also important partners of the Ministry of Labour and labour offices in the implementation of a new employment tool called “Vocational preparation of adults” that gives new opportunities to young unemployed people aged 19-25 to learn a profession. This is important in the context of the high unemployment rate of young people.

The purpose of this initiative was to provide unemployed people, those at risk of losing their job and other disadvantaged groups the possibility of going through vocational training in their chosen profession. They can alternate theory classes and practice in the company, just like in the case of Polish juvenile workers (aged 16-18 years old), but for half the duration. The Polish Craft association and the Ministry of Labour and Social Affairs assume that adults - especially jobless - are more motivated to learn and acquire “hard” qualifications than young people. They have more experience in life and of work. Furthermore, they are trained for 12-18 months - twice less than juveniles - and they are prepared for journeyman or labourer exam. So they can get back to the labour market sooner.

The legal base for this is the amendment of the Employability promotion and Labour market Institutions Act (December 2008) and the executive act on Adult’s Vocational Preparation (April 2009), which were a response for numerous calls made by the Polish Craft Association to enable adults vocational preparation in craft professions.

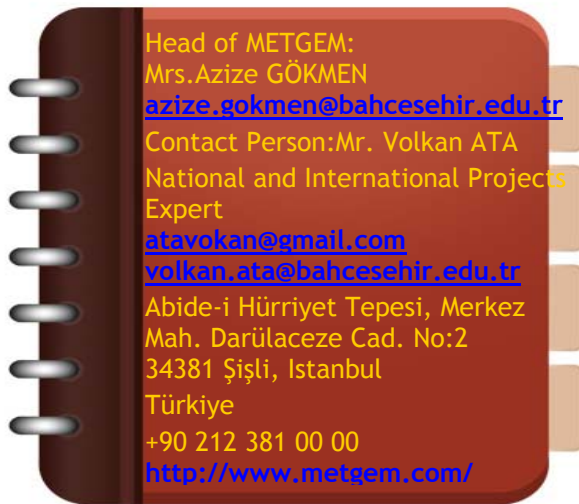
Participants get some money and are reimbursed for their travel costs. They learn in a specific company under the “eye” of a craft-master with pedagogical preparation. Companies are also motivated to assure education quality due to the “bonus” to which they are entitled after their employees pass their journeyman exam. This “Polish” solution assures quality of vocational preparation and guarantees employment for at least the next 12 months.

The target group of this initiative are the following: unemployed, those threatened to lose their job, disabled and senior people 50+, army leavers (from conscription). The specific interest of this initiative is the fact that it is a real example of practical implementation of the flexicurity principle: a mix of lifelong learning, up skilling and meeting labour market needs.

The Polish Craft Association cooperates with the Ministry of Labour to monitor the implementation of this instrument and disseminate information to its craft organisations.

During 2009 - the first year of the implementation of this law - 336 unemployed people started training in the profession they had chosen, despite some difficulties with the financial plans of the regional authorities for this activity. We are expecting progress figures from the Labour Ministry for the year 2010. Money is being used from the Labour Fund (which is created from contributions from Polish entrepreneurs). In 2010 we have noticed some progress within that field, but during the 4th trimester we were shocked to learn about the decrease of funds from Labour Fund for 2011- for both instruments: vocational preparation of juveniles and of adults (about 40%). This new financial plan can influence on the decrease of number of Polish masters/craft companies involved in VET. Negotiations with Ministries of labour and finance are taking place right now. We can't predict future for next years now.

Bahcesehir University - Centre for the development of vocational and technical education METGEM



The Vocational and Technical Education Center (METGEM) of Bahcesehir University is developing a new and unique model for technical education with the help of non-governmental organisations and representatives of the economic sectors at national and international level. METGEM has been active since 2008.

Because of the lack of certified qualifications, one of Turkey's biggest problem in vocational technical education is the lack of qualified staff. The main goal of METGEM is to develop a qualified strategic workforce to meet the sectors' needs and expectations. It aims to develop vocational and technical education policies in collaborations with public foundations, corporations and sectors.

METGEM is located in the same campus as Sisli Vocational High School, which enables METGEM to use its resources effectively. METGEM has strong sectoral relations with the relevant actors in the fields of vocational technical education. It has professional academic staff and is providing services as a counsellor from the Ministry of Education, the Council of Higher Education, the Association of Turkish Industry and Business. METGEM also has an active role through counselling and the sectoral committees it has established.

METGEM is preparing educational curricula in conjunction with the representatives of the sectors and is realising its activities together with the business world by creating advisory committees and sector advisory board in the organisational chart. METGEM brings the business community and the world of education together. By opening the doors between the worlds of education and business, it considerably contributes to developing a better qualified workforce and increase employment across the country.

METGEM applies the developed model and strategies to the Bahcesehir University vocational school students. It targets the following categories:

- people involved in vocational education;
- people who are not trained in vocational education yet but are involved in a certain vocational group and do not have enough information and skills;
- people who are trained in vocational education but who still want to gain new information or want a change in their careers;
- public involved in vocational and technical education and interested in the lifelong learning approach.

In 2010, METGEM launched the “Business in School, School in Business” project:

The second grade students in vocational high school participate in a two-day training each week called “Practical training in the workplace” to learn about the related sectors and prepare for working life.

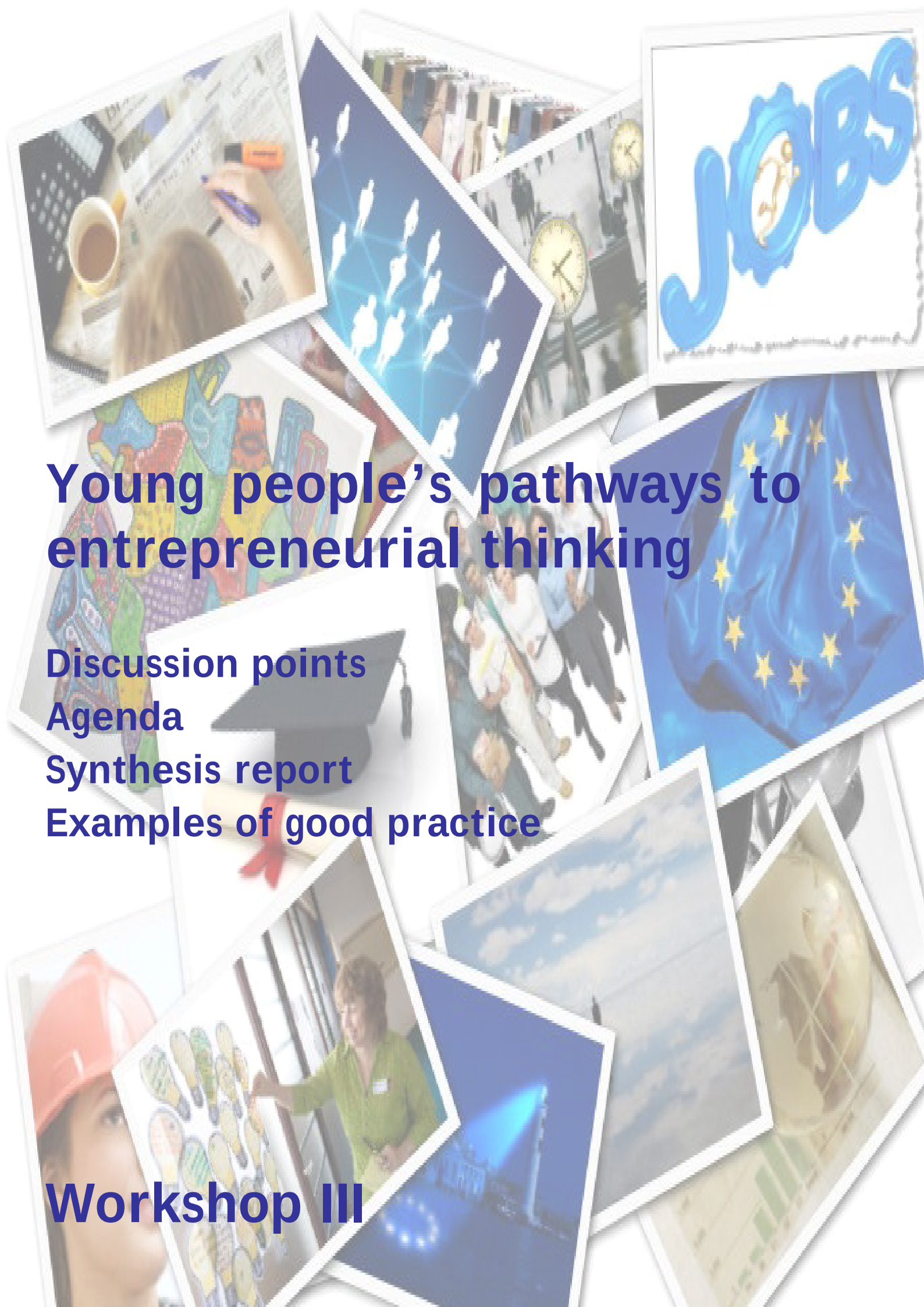
Within this system, students work with their coaches for the practical parts of their curricula in a company, two days per week. They are prepared to work in these companies after their graduation. In other words, thanks to this system, students are employed before they graduate

Students are also provided with theoretical training given by sectoral experts and experienced managers through branded lessons given by the representatives of companies. This enables the companies to select their future employees.

Before METGEM, there were lacks in the following areas: analysis of labour market needs, in-company practice during vocational education, use of initiatives coming from the sectors and the vocational foundations, lacking of consideration of young people’s skills when choosing vocations, building of relations between the worlds of education and employment.

METGEM was dedicated to solve all of these problems and has successfully contributed to improving the situation. METGEM has shared its experience in many regions in Turkey and with all of the organisations concerned with vocational technical education. METGEM is trying to spread all of the positive outcomes.

Furthermore, with its advertising and public relation campaign, it has increased the number of students enrolling in the vocational higher school by 300% in 2010.



Young people's pathways to entrepreneurial thinking

Discussion points

Agenda

Synthesis report

Examples of good practice

Workshop III

Young people's pathways to entrepreneurial thinking

Entrepreneurship is an important area that refers to an individual's ability to turn ideas into action. It is related to creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. Entrepreneurship is one of the eight competences identified as key for lifelong learning and should be promoted through education at all levels and supported through practical measures (for example, one stop-shop for creating an enterprise, getting a loan, etc.).

Entrepreneurship education is seen to have a greater role in today's society where young people can find apart from job for life careers, but different career pathways, e.g. contract employment, freelancing, self-employment, etc.⁽⁷⁰⁾ They should have an easy access to entrepreneurial learning and career guidance support for developing their personal qualities, knowledge, skills and attitudes.

A forthcoming Cedefop study⁽⁷¹⁾ is focusing on how to integrate guidance in entrepreneurship learning in vocational education and training (VET) as well as in higher education (HE) across the EU and EEA countries. Moreover, the study is exploring guidance provision to support career management of entrepreneurs at the initial phase of their business start-up.

The following issues will be addressed in the workshop:

- Which measures to support entrepreneurship are taken in your country, for example by promoting the acquisition of relevant key competences and including them in curricula, enabling practical experiences in enterprises and cooperating with experts from businesses?
- What support is provided to teachers in your country, e.g. traineeships for teachers and trainers in enterprises, cooperation between schools and enterprises in order to improve teachers' knowledge of work practices?
- What role do business and enterprises play in developing young people's entrepreneurial skills and competences?
- What have you learned from the workshop's presentations? Which messages do you plan to bring back to your organisation?

⁽⁷⁰⁾ Cedefop. Guiding at-risk youth through learning to work: Lessons from across Europe. Luxembourg: Publications Office of the European Union, 2010.
<http://www.cedefop.europa.eu/EN/publications/15534.aspx>

⁽⁷¹⁾ Cedefop. Guidance supporting Europe's aspiring entrepreneurs - Policy and practice to harness future potential (forthcoming study).

AGENDA

Moderators:

Mr George Kostakis, Cedefop
Ms Hélène Hamers, Cedefop

Reporters:

Ms Adelina Cardillo, Italy
Mr Cosmin Malureanu, Romania

28 February 2011

14.30 - 15.00	Introduction to workshop : Mr George Kostakis, Cedefop
	Overview of the topic: Ms Maria Hrabinska, Cedefop
15.00 - 15.30	Discussion
15.30 - 16.00	Ice-breaking exercise
16.00 - 16.30	Coffee break

Session I: Enhancing young people's entrepreneurial skills and competences through curricula

16.30 - 16.40	Integrated entrepreneurship curriculum, Mr David Berga, Spain
16.40 - 16.50	Turning Point - Entrepreneurship curriculum education, Mr Jussi Julin, Finland
16.50 - 17.00	Integrated entrepreneurship curriculum in VET: learning about enterprise and entrepreneurship, Mr Teodoro García Fuentes, Spain
17.00 - 17.30	Discussion

1 March 2011

Session II: Enhancing young people's entrepreneurial skills and competences through a better link to the world of enterprise

9.40 - 9.50	Young Enterprise, Mr Trond Vågmo, Norway
9.50 - 10.00	A technology program: students develop entrepreneurial skills in cooperation with local companies, Mr Gerth Jonsson, Sweden
10.00 - 10.25	Discussion
10.25 - 10.35	Young successful entrepreneurs, Ms Ana Ribeiro, Portugal
10.35 - 10.45	Start-up Café, Ms Vera Vanhoucke, Belgium
10.45 - 11.10	Discussion
11.10 - 11.40	Coffee break
11.40 - 11.50	Junior Achievement programme in Sweden, Ms Christel Andersson, Sweden
11.50 - 12.00	EU Network of Female Entrepreneurship Ambassadors, Ms Elisabeth Werter, Greece
12.00 - 13.00	Discussion

DEVELOPING ENTREPRENEURSHIP

Synthesis report on 2009/10 study visits

Overview of the issue on the European agenda

Promoting entrepreneurship education has been one of the policy objectives of the EU and Member States for a considerable amount of time. Not only to encourage people to become entrepreneurs and, thus, help create jobs. Enterprises also need employees with entrepreneurial mindsets to be able to develop new work processes, products and services. People with entrepreneurial mindsets are also likely to adapt to change and manage transitions more easily. Despite a number of initiatives, systematic approaches have, however, remained scarce.

Europe 2020 - the EU's economic strategy for the coming decade - aims to create smart, sustainable and inclusive growth with greater coordination of national and European policy. As in previous strategies, entrepreneurship is acknowledged as a major driver of productivity through its role in supporting knowledge and innovation.

The Communication *'Implementing the Community Lisbon Programme: Fostering entrepreneurial mindsets through education and learning'* (2006) stressed the importance of promoting a more entrepreneurial culture and of crafting a supportive environment for SMEs in order to create a European economy that has the capacity to compete successfully and grow. The Commission communication and the outcomes of a conference in Oslo in October 2006 aimed at integrating entrepreneurship education better into Europe's overall strategy for growth and jobs. They outlined what entrepreneurship education is trying to achieve and how this could be done.

In its broader sense, entrepreneurship education should foster attributes and attitudes like creativity, communication, self-confidence, taking initiative, team spirit, problem solving, taking calculated risk, leadership. Learning by doing, early contact with the world of business and training how to start a business could also encourage young people to consider self-employment as a career option.

The measures which were proposed to achieve these aims included: national entrepreneurship strategies which cover all levels and types of education, integrate entrepreneurship better into curricula as a horizontal element (entrepreneurial mindset) and a subject in its own right; assessing entrepreneurial skills and the impact of entrepreneurship education; innovative pedagogies, training teachers and providing incentives for entrepreneurship education⁽⁷²⁾.

The significance of entrepreneurship was further emphasised within the Commission's 2008 *'European Economic Recovery Plan'*, with entrepreneurship noted as offering significant potential in stemming the loss of jobs, helping people return rapidly to the labour market (rather than face long-term unemployment and preparing the economic base to take advantage of the return of growth).

Entrepreneurship is also one of eight transversal key competences for lifelong learning within the Commission's *Education & Training 2010 Work Programme*, helping young people to be more creative and self-confident in whatever they undertake, and therefore necessary for personal fulfilment, social inclusion, active citizenship and employability.

In the context of giving increased focus on entrepreneurship and entrepreneurship education in Europe, a recent Cedefop report examined how guidance supports

⁽⁷²⁾

http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/oslo/plen_th_b_00_weinberger_en.pdf

entrepreneurship learning and contributes to the development of entrepreneurs' career management skills⁽⁷³⁾.

This synthesis report is based on the group reports of the study visits that took place in the 2009/10 academic year on the topic of developing entrepreneurship. It provides an overview of the main findings of nine study visits that took place in Cyprus, Finland, France, Ireland, Italy, Portugal and Sweden, focusing on examples of:

- entrepreneurship education, such as integration of entrepreneurship into curricula, training for teachers and the dissemination of good practice resources and materials, and collaboration with businesses, etc.
- support for young entrepreneurs, such as courses on business awareness, planning and start-up, getting a loan for creating an enterprise, etc.

Although there is no consensus on the basic definitional issues within the broader literature, there is a common understanding of what entrepreneurship education is generally trying to achieve. In the 2007 'Key Competences for Lifelong Learning: European Reference Framework', DG EAC defined the competence 'sense of initiative and entrepreneurship' as an individual's ability to turn ideas into action. Specifically, this includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This helps individuals, not only in their everyday lives at home and in society, but also in the workplace, to be aware of the context of their work and to seize opportunities, and it is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Summary of findings from the group reports

The findings from the discussions that took place during the study visits under the theme of 'developing entrepreneurship' are organised around the following sections:

- **key findings from the study visits**, specifically that there has been movement towards general recognition of the importance of entrepreneurship education across the EU in recent years, but with variable progress in establishing the strategy and cross-sectoral partnership required to maximise the potential benefit;
- **common approaches identified across the participating countries**, in relation to strategic recognition of the value of entrepreneurship in driving socio-economic development with subsequent policy support, with an emphasis on collaboration between schools/colleges and business; and,
- **common challenges**, particularly around defining entrepreneurship, creating synergy across policy areas, and generating cooperation amongst educator and business stakeholder groups - a range of potential solutions are identified across the participating countries, including examples of good practice.

Key findings from the study visits

The most prominent messages from the study visits under the theme of 'developing entrepreneurship' can be summarised as follows:

- the development of the entrepreneurial knowledge, skills and attitudes necessary to turn ideas into action is a priority in each country. There are similar approaches, but each country is at a different stage of implementation and/or has opted to adopt a unique approach to suit their national circumstances;

⁽⁷³⁾ Cedefop. Guidance supporting Europe's aspiring entrepreneurs - Policy and practice to harness future potential (forthcoming study).

- the promotion of entrepreneurship particularly amongst young people is best guided through the creation of a strategy and integrated approach covering all levels of education and business support, taking into account the socio-economic context;
- strategy and policy is most successful where there is constant dialogue between education and business to ensure that both sides are aware of one another's needs and requirements.

Common approaches identified across the participating countries

There is a high degree of commonality across participating countries with similar kinds of approaches used to foster entrepreneurial skills.

- **Recognition of the value of entrepreneurship in driving socio-economic development**

Policies to promote entrepreneurship typically acknowledge (either explicitly or implicitly) the potential to generate significant societal benefit, in terms of economic and social impact. In this way, entrepreneurship programmes often focus on promoting economic inclusion for 'hard to reach' and/or underrepresented groups, driving regeneration and community development in deprived areas, and/or lessening dependency on welfare through linking entrepreneurship to welfare programmes i.e. through upskilling individuals to improve their chances of securing employment with an existing enterprise, or promoting self-employment through new business creation as a viable route out of unemployment.

- **Policy support for entrepreneurship education**

Creativity and innovation are considered to be core components of lifelong learning, with entrepreneurship education now commonly embedded within the national curricula from an early age. Content falls into three key categories:

- ✎ The acquisition of key (or core) skills: these may relate to literacy, numeracy, communications, information and communication technologies (ICT) and problem solving.
- ✎ Programmes designed to develop personal and social skills, such as team working; self-confidence; self-awareness; risk taking; problem solving; creativity; and the desire to innovate.
- ✎ Skills relating to business start-up or financial literacy, such as drafting business plans, marketing, financial management, sales, and human resource management.

Two themes occur across the study visit findings:

Simulation of a business ('learning by doing'): creation of virtual businesses, work on 'real world' problems, and the use of competition (in identifying the most viable ideas, obtaining funding, etc.). Activity often focuses on business planning and the production of services/products i.e. making a profit or loss within a protected but realistic environment.

Change in teaching and learning: integration of entrepreneurship into curriculum, with staff development to drive pedagogic change, i.e. guidance for entrepreneurship learning. Only in some instances have robust indicators been developed to ensure teaching pedagogy is effective and is delivering the required outcomes (i.e. leading to

measurable change in a student's level of self-confidence, ability to develop a business plan or desire to become self-employed).

- **Support for young entrepreneurs**

There are programmes designed to develop entrepreneurial activity to increase the business birth rate, including pre-incubation, incubation, start-up training, mentoring and technical support.

- **Collaboration between schools/colleges and business** refers to the creation of partnerships and networks to bring educators and businesses together to influence one another continuously and persuading businesses to offer facilities, such as work experience placements or staff time to supervise or mentor students doing work placements within companies.

Common challenges, potential solutions and examples of good practice

During study visits, participants visit educational and training institutions, learn about effective policies and practices, share their own experiences on the topic. As a result, some examples of good practice are identified that address the common challenges faced in different countries. These challenges are presented below, together with some good practices identified during the study visits that are worth further exploration and could potentially be adapted and transferred to other countries.

Difficulties in defining entrepreneurship

Policymakers, awarding/accrediting bodies and deliverers appear to use differing objectives and outcome definitions in explaining the entrepreneurship agenda; some focus on the acquisition of 'soft', qualitative outcomes such as attitudinal change or raised aspirations, whilst others focus on 'hard', quantitative outcomes such as the number of new businesses created. Even if a person has the skills and abilities of an entrepreneur, it does not necessarily mean he or she will set up a business or secure employment, although a link exists.

A lack of synergy across policy areas

Entrepreneurship education is evident at all levels of the education system (primary through to tertiary), but with little synergy across policy areas at the different geographic levels within a country and across nations within the EU.

Reliance on short-term project funding

Many entrepreneurship initiatives are funded using short-term project funding, which may not be available in the future (especially in the current financial climate). A key challenge facing policymakers and practitioners is how to mainstream these activities so that they take place on an ongoing basis without the need to apply for project-based funding continually.

Potential solutions:

Clearly defining objectives and identifying expected economic/social/environmental gains through the creation of a vision and strategy (with clearly assigned roles for each organisation) to ensure that policymakers, awarding/accrediting bodies and deliverers all understand the quantitative and qualitative outcomes of entrepreneurship education programmes.

Wherever possible, policymakers should find ways to incorporate entrepreneurial education into mainstream provision, perhaps by embedding it within broader regeneration or development activity i.e. promoting social enterprise in deprived rural areas, or teaching basic business planning skills to people that are unemployed.

Good practice examples:

Skelleftea, Sweden (52): the Swedish notion of ‘entrepreneur’, particularly as taken forward in Skelleftea, has a strong ethical and social foundation. The study visit group was impressed by the coherence and clarity of the analysis, policies and vision at all levels; with a strong emphasis on creativity and entrepreneurship, schools, teachers and young people are all clear about what is important, and the direction in which they should all be heading. The geographic level of intervention was also seen to be significant: large enough for critical mass and provision of a good range of facilities and activities, but small enough for there to be human-scale interaction, feedback and warmth between participants.

MORAINÉ project, France (50): a project that helps participants overcome psychological resistance to becoming an entrepreneur, opens up thinking and encourages people to take charge of their own destiny through a three-step approach (1. look outside the box; 2. be creative; and, 3. use your own skills to develop ideas). The study visit group considered this example to be effective and easily transferable, culturally and economically.

Tameside Enterprise Innovation Labs, the UK (49): one of 13 government sponsored enterprise hubs in the North West of England, Tameside College has embedded the Enterprise Innovation Lab initiative into the general curriculum across all subject areas to introduce staff and students to entrepreneurship.

Transition Year, Ireland (48): a one-year programme designed to ease transition from the junior cycle to the senior cycle. The programme includes the development of the skills of personal enterprise and entrepreneurship, often through student-run mini businesses, with special support for teachers given through modular courses.

The entrepreneurship curriculum project, Finland (201): a curriculum is offered in post-compulsory education that ensures that all vocational students have an element of entrepreneurship and can opt into further opportunities such as setting up mini companies that operate within the college.

Lack of buy-in amongst educators: there has traditionally been a great deal of opposition to entrepreneurship and work-related learning in the mindset of many teachers, and many believe that core curriculum requirements do not leave them sufficient time to get involved in the development of entrepreneurship skills.

Potential solutions:

Clearly defined objectives for entrepreneurship education should be integrated into the curriculum across all levels of education, while it will be important to have allocated time in school timetables for entrepreneurship training.

Entrepreneurship education should be provided to all teachers at the initial teacher training level, so that all new teachers embed entrepreneurship education in their teaching from day one. In-service education must also be provided to teachers already in-post to show them how they can introduce entrepreneurial skills into their teaching and the benefits for young people if teachers manage to do so.

To change mindsets and inspire teachers, entrepreneurship resources should be developed and disseminated, in particular through the promotion of networking to share good practice.

Good practice examples:

Integrated entrepreneurship curriculum, Spain (48): entrepreneurial skills are built into the curriculum at all levels (from primary education to tertiary education) to ensure that the approach adopted by each stakeholder group is consistent and complementary.

'Enterprise Village' (Tameside), the UK (49): an online one-stop shop for students and teachers, providing resources, information, professional development and support for entrepreneurship education at the primary, secondary and tertiary levels of education. Educators can also review resources and materials of other schools, which allows them to build on other good practices.

Network for teaching entrepreneurship (NFTE), Ireland (48): this project provides free courses for at-risk students and those who have left mainstream education to help them explore their creative side. It also provides training for teachers, and financial help and support for students looking to set up a small business.

Research Centre for enterprise learning at Umeå University, Sweden (52): the conjoining of teacher education and enterprise learning/entrepreneurship in a single university department means that teachers are educated within a wider context (beyond pure pedagogy). They are encouraged to teach for a bigger purpose, hence entrepreneurship is reinvigorated and given a grounding in children, young people and their creativity.

Access to appropriate support for newly founded and start-up ventures: for those individuals wanting to progress beyond the development of personal skills towards the establishment of a new business venture, start-up support services are required. The focus has been on 'start up' to date. Follow-up support for newly founded businesses has, in general, being less readily available.

Potential solutions:

Provision of small amounts of funding and support (advice, guidance and mentoring) to encourage those starting out in business, and challenge them to succeed. The impact for this type of support is greatest where there is review and follow-up over the medium term.

Good practice examples:

Tameside Business Family (TBF), the UK (54): arranges for local delivery of government's intensive start-up support assistance through a third party organisation. Once a business is set up, a small grant is given, then the TBF offers ongoing support through advisors and contacts within existing local businesses. TBF are also able to signpost to other assistance or training where necessary.

FAS Kick Start, Ireland (48): provides support for existing businesses through a newly founded network called Kick Start.

Train 2000, the UK (51): delivers business awareness and start-up support across the Liverpool and Manchester regions, working with local government to undertake outreach through schools, colleges and children's centres. This is offered in differing formats for various target groups (i.e. women, young people, graduates, etc.) and includes the creation of support networks and incubator space.

Follow-up support is also provided in Poland for 6-12 months after funding has occurred, and in France 1-3 years after the business is created (48).

Lack of business buy-in: collaborative working requires a considerable investment of time and energy by public and private sector stakeholders, with businesses often taking a short-term view rather than seeing the long-term benefits in terms of the potential to identify talent and new recruits. Educators often therefore find it difficult to find companies that are willing to provide students with work-related learning opportunities. This reluctance has been exacerbated by the current economic situation, which is placing micro enterprises and SMEs under constant threat, which means that they frequently do not have the resources or staff to commit to programmes offering work-placement opportunities to young people.

Potential solutions:

Development of relationships between the education and commercial sectors to ensure that both sides are up to date with the needs and requirements of the other is a process that takes time. It is therefore important to select the right companies that give the student a realistic, yet positive experience, with good role models that generate enthusiasm for a prospective career.

Study visit findings suggest that there is value in public sector partners developing communication strategies to encourage communities to embrace entrepreneurship in all its forms, and demonstrate the benefits of involvement to businesses (in terms of the potential to identify new recruits and understand/influence educational provision). Offering incentives for businesses to get involved might also improve participation rates i.e. tax incentives, subsidised training for staff, etc.

The involvement of business support agencies (chambers of commerce, etc.) in education (filling the skills gap that teachers may lack) and the integration of qualified business advisors and business networks within the process, can ensure a realistic and proactive communication and support structure between the educational establishment and the world of work (51).

Ambassador programmes, (e.g. SPARK Ambassadors Programme, UK) which lead by example and show positive role models, can encourage young people to develop their entrepreneurial ambitions and raise confidence and aspirations (51).

Good practice examples:

Young Enterprise in the UK, Sweden and Norway (49, 52 & 54) encourage students to start a business within the confines of the school. In these cases, teams of students set up real companies using real money, selling products or services to the general public (sometimes working with local businesses who offer mentoring and/or work experience). In addition to setting up a business, in Sweden, students have to pass an exam in entrepreneurship, which consists of the preparation and execution of a business plan.

Simulated training company (Matera), Italy (54): students set up and manage a virtual company over a three-year period, supported by local businesses. External relationships and interfaces are addressed through a Web site that imitates relations that would exist in real life.

Start-Up Cafe in Leuven (Belgium) and Coventry (UK), (54): this initiative bridges the gap between education and work, by providing students with the opportunity to start and run their own small cafe business in their school. The students are baking, taking money, serving, doing advertising and menus, etc., with teachers and partners acting as coaches.

Technikcollege, Sweden (52): an initiative promoting collaboration between schools, local authorities and industry through networking, placements, work-based learning, etc. The study group believed that the focus on partnership and on finding win-wins (rather than very concrete courses) brought significant benefits for schools in terms of better teaching, placements for students, etc. The fact that Technikcollege is a concept rather than a place helps to blur the boundary between school and industry, with collaboration becoming an ongoing process based on dialogue.

P-seminar, Germany (48): student participation in project work as a group is compulsory, lasting 3 semesters (2 lessons per week included in the normal course). Funded by the government but delivered in partnership with companies, it aims at developing soft skills such as teamwork, advanced computer skills, time management, etc.

Conclusions

To sum up, the findings of the study visits highlight that there are many common approaches and common challenges to developing entrepreneurship in the participating countries. In light of the difficulties presented by the current economic climate, entrepreneurship is recognised as a key driver of long-term sustainable economic growth through its potential to increase the business birth rate and grow local indigenous companies that have their roots firmly embedded in the local economy. It is also seen to offer the potential to realise significant returns in terms of economic inclusion through enhanced employability.

Considerable progress has been made to date across the participating countries, with study visit findings highlighting examples of good practice relating to the establishment of a clear strategy and vision to guide policy development in education and training (often with entrepreneurship incorporated into broader strategy aimed at socio-economic development, such as lifelong learning), the inclusion of entrepreneurship at all levels of the curriculum, and the development of networks and partnerships to promote collaboration between the education and the commercial sectors.

Though there is considerable scope for progress in ensuring that all participating countries are implementing good practice and are measuring the success of activity in this area, the findings of the study visits presented above resonate with the latest policy statements at the EU level, which define entrepreneurial skills as one of the eight key competences necessary for personal fulfilment, social inclusion, active citizenship and enhanced employability⁽⁷⁴⁾.

⁽⁷⁴⁾ If you are interested in further information of policies and initiatives that countries have introduced within VET, you might want to consult Cedefop's policy report 'A bridge to the future. European policy for vocational education and training 2002-10'. Luxembourg: Publications Office of the European Union, 2010 at <http://www.cedefop.europa.eu/EN/publications/17297.aspx>

You may consult:

Related national policy reports by Cedefop's ReferNet available on:

<http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx>

European Commission. Directorate-General for Enterprise and Industry. Best procedure project: 'Entrepreneurship in vocational education and training'. Final report of the expert group (2009)

http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/vocational/index_en.htm

ANNEX

LIST OF VISITS CITED IN THE TEXT

Visit number	Visit title	Country
46	Entrepreneurial skills? Yes you have!	Portugal
47	Enterprise learning - entrepreneurship and democratisation at school	Sweden
48	Fostering and teaching entrepreneurial skills	Ireland
49	Entrepreneurship in education	Cyprus
50	Employment and self-employment in depressed rural areas	France
51	Practice firms: preparing students for the global economy	Italy
52	Cultivating innovative minds and brave hearts - fostering tomorrow's entrepreneurs	Sweden
54	Simulated training company to develop new entrepreneurship competences	Italy
102	Innovative personalised learning at the secondary vocational level for young and adults	Finland

EXAMPLES OF GOOD PRACTICE:

Enhancing young people's entrepreneurial skills and competences through curricula

1. Integrated entrepreneurship curriculum, **Mr David Berga, Spain**
2. Turning Point - Entrepreneurship curriculum education,
Mr Jussi Julin, Finland
3. Integrated entrepreneurship curriculum in VET: learning about enterprise and entrepreneurship, **Mr Teodoro García Fuentes, Spain**
4. Promoting entrepreneurial skills, **Ms Ana Ribeiro, Portugal**
5. A network for teaching entrepreneurship (NFTE),
Ms Maria Doherty, Ireland

Enhancing young people's entrepreneurial skills and competences through a better link to the world of enterprise

6. Young Enterprise, **Mr Trond Vågmo, Norway**
7. A technology program: students develop entrepreneurial skills in cooperation with local companies, **Mr Gerth Jonsson, Sweden**
8. Young successful entrepreneurs, **Ms Ana Ribeiro, Portugal**
9. Start-up Café, **Ms Vera Vanhoucke, Belgium**
10. Junior Achievement programme in Sweden,
Ms Christel Andersson, Sweden
11. EU Network of Female Entrepreneurship Ambassadors,
Ms Elisabeth Werter, Greece

Integrated entrepreneurship curriculum



Entrepreneurship is an acknowledged objective in the Spanish education system, explicitly embedded in all national curriculum frameworks by the Education Act of 2006. This act establishes the standards for compulsory secondary education and baccalaureate and states the eight key competences, one of which is the “Autonomy and personal initiative”, understood as the capacity of conceiving, developing and evaluating actions and projects, with creativity, self confidence, responsibility and a critical approach.

Every educational level should include this specific competence or deal with it as a cross curricular content in order to stimulate the entrepreneurial mindsets: developing personal attributes; fostering the entrepreneurial ability to identify and exploit opportunities; training students in the skills they need to set up a business and manage its growth.

As far as compulsory education is concerned, the educational aim is to develop an entrepreneurial spirit and self-confidence, as well as a participative attitude, critical ability, personal initiative and an ability to develop learning techniques which enable students to plan, to take decisions and to take on responsibilities.

The aim on baccalaureate is to consolidate the entrepreneurial spirit throughout the enforcement of attitudes based on creativity, flexibility, initiative, teamwork, self-confidence and critical sense.

The specific regulations on vocational education and training seek to consolidate and reinforce an entrepreneurial spirit in order to carry out professional activities and initiatives, designing business plans focused on a particular economic sector according to the professional profile of students in different vocational courses.

In order to better integrate entrepreneurship programmes and activities into the established curriculum, we teach the following subjects:

- Baccalaureate (pupils 16-18 years old): “Management and Administration basics”. The main objective is to study the management and administration functions and work processes conducted in business organizations as well as to promote students’ progress on autonomy and personal initiative throughout entrepreneurship projects.
- In Vocational Education and Training we teach three formative courses, each one including a subject fully addressed to the acquisition of entrepreneurial, planning and project managing skills, which will undoubtedly improve their employability:
 - ✦ Initial level (pupils 16-21 years old) - Administration Assistant “Entrepreneurial training and employment”.
 - ✦ Intermediate level (pupils 16 years and older) - Administration Management “Enterprise and Entrepreneurship”. Next year, within the framework of the subject “A company in the classroom”, we will try to associate students to real companies through business simulation methodology, reproducing real job situations, such as team working, decision making, problem solving, effective communication and networking.

- ◆ Higher level (pupils 18 years and older) - Administration and Finance “Enterprise project”.

We collaborate with two initiatives from the business development agency of our regional government:

- Entrepreneurial workshops: to generate business ideas, creative techniques, entrepreneurial experiences and financial reports among other contents.
- Students’ business plans contests: “Entrepreneurship in schools”.

This year, together with the local Chamber of Commerce and a rural development group which manages Leader funds, we will organize some informative talks on the use of local cultural and natural resources to implement business projects, a concrete experience of young entrepreneurship and briefings on youth self-employment.

So far, we can not talk about tangible results but the main outcomes we wish to achieve have a dual dimension:

- The sense of initiative and entrepreneurship improve the performance of the students not only as employees but also as intra-entrepreneurs.
- To work with social partners in the task of preserve the image of entrepreneurs as creators of jobs and community development.

Turning Point - Entrepreneurship curriculum education



Entrepreneurship is a one of the areas of emphasis of Jyväskylä College's common section of the curriculum, together with international dimension, sustainable development, technology and information technology. Entrepreneurship education is based on the regional strategy where Jyväskylä College has an important role as the largest provider of vocational education.

A significant factor behind the Turning Point was - and still is - to encourage students to create innovative business ideas and test their profitability in practice. Learning is gained by everyday activities, whereas backgrounds and theories are studied while doing. The learning process is guided by local entrepreneurs and professional teachers who are also encouraged to further development of new methods.

Turning Point was launched in 2004 with four students companies based on the Junior Achievement model. This model emphasises all of the sections of real business operations and the basic factors of entrepreneurship education, such as correct operations, learning within companies, risk management and utilisation, networking and creativity. Since 2004, the progress of Turning Point has been constant. Through different projects we have created an entrepreneurial pathway for the students. Currently, Turning Point is still based on the Junior Achievement model but has also deepened and widened its content in order to offer entrepreneurship education to every student at least for 5 credits (out of the 120) and in order to support students achievements to become real entrepreneurs after graduation. All together, Turning Point offers different courses and programs up to 29 credits.

The popularity of Turning Point is increasing and attitude towards entrepreneurship education is getting better among the students as well as among the teachers. Good example to prove this is the number of students companies. Starting with only four companies (2004) the number of today is 50. The probable key factors behind this positive change in attitudes are the following. First, there is a strong support from the administration which can be seen as economic resources. Second factor is the integration of vocational and entrepreneurship education. Most of the courses and programs of Turning Point are directly integrated to the vocational studies. This prevents the negative assumptions that entrepreneurship education occasionally attends to arise. Therefore entrepreneurship (education) is not considered as a separate but as an easy going yet essential issue within the everyday practises of vocational studies. The third factor is that the content of Turning Point is relevant both to students and teachers. It functions in the real world with real tasks and most of all with real customers.

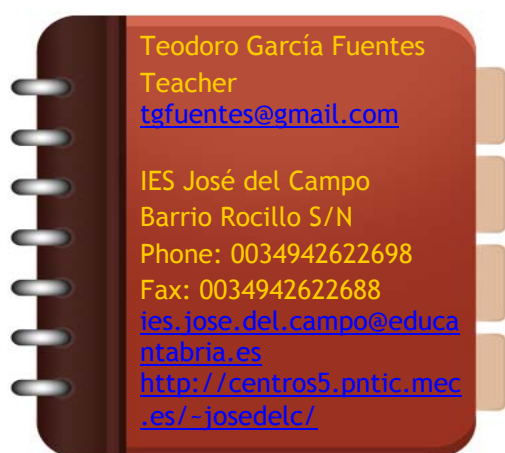
Even though most of the content of Turning Point is related to entrepreneurship, its aim is not only to provide future entrepreneurs but also to provide important competence for the students to meet the demands of the continuously changing world. In other words, Turning

Point aims to make students find the potential already existing in them by supporting the growth of self-confidence.

Without a proper qualitative and quantitative research it is difficult to measure the exact impact of Turning Point within the region of Jyväskylä or Central Finland. However it has changed the state of mind and increased the entrepreneurial attitude among the students and teachers. This can be seen by the rising number of students and teachers involving in our program and we expect this changing attitude to spread out to the region with the graduating students.

At national level, our initiative and its results are recognised and often benchmarked by many visitors and we cooperate with other Finnish and European vocational institutes throughout different projects for the further development of our program.

Integrated entrepreneurship curriculum in VET: learning about enterprise and entrepreneurship



Spain is adapting vocational education and training (VET) to the national qualifications system.

All new curriculum includes a subject called Enterprise and Entrepreneurship.

This training module contains the necessary training to develop entrepreneurial skills, both in a self-employment context and in a paid employment context as for the capacity of taking-up managing responsibilities.

The curriculum also includes teaching guidelines for teachers.

The length of the module in Cantabria is 3 hours a week in the second year of the training cycle (65 hours per year).

The curriculum is developed by the Ministry of Education at national level and by the regional governments - the autonomous communities, 45% - at regional level.

It is being implemented since 2008.

Enterprise and Entrepreneurship subjects will be held in all VET courses starting in 2011/2012.

The initiative is targeted at all students in vocational training courses at both intermediate (16-18 years old) and higher (18-20 years old) grades.

Students will learn how to:

- recognise the skills associated with entrepreneurship;
- identifies the opportunity to create a small business;
- complete the activities for the establishment and implementation of an enterprise;
- carry out administrative and financial management of an SME.

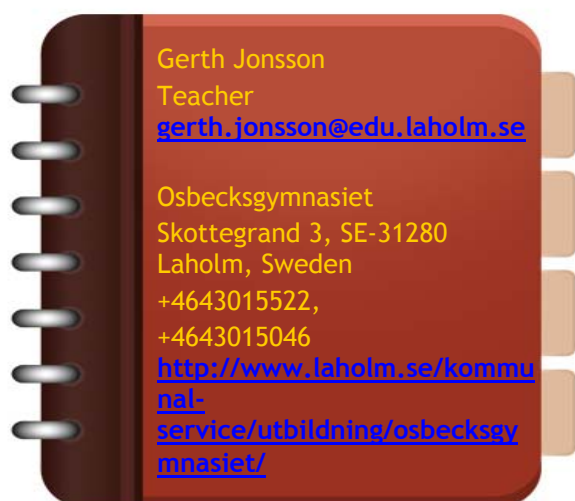
All VET students receive a 400-hour training in a company (on the job training).

Our school - IES José del Campo - has a collaboration agreement with Robert Bosch Spain Factory Treto, by which our students receive training in the company one day a week.

Students are expected to learn:

- how to create and manage a small business,
- how to conduct a feasibility study of products, production planning and marketing.
- how to manage their career, looking at employment opportunities, entrepreneurship and learning.

A technology program: students develop entrepreneurial skills in cooperation with local companies



Osbecksgymnasiet is an upper secondary school located in Laholm, Sweden. It offers a range of 11 programs - from children care-taking to technology - to approximately 500 pupils aged from 16 to 19 years.

There are about 6 000 people living in Laholm and 20 000 people within the surrounding districts. The main activity is agriculture; the industries are mostly small and some medium-sized and range from printing businesses to the manufacturing of stainless steel. The biggest company is DIAB with approximately 200 employees.

The purpose of this initiative is to give the pupils of the technology program in Laholm a better understanding and preparation for working as engineers, while improving the reputation of the school and district.

The students learn by being active instead of passive; they work in and run projects, learn how to cooperate, learn about business codes and mentality, making contacts, networking, getting familiar with the enterprise context and learning how companies are organised.

Together with local companies, four projects of four months each are outlined, with basis in the technology courses, also involving courses in Swedish, English, social science and computer science, amongst others. The projects are assigned to the students who work in groups of two or three connected to the same company for three years.

The students are provided some time within all the courses involved, amounting to a total of approximately 50 hours per project. They must contact the company themselves, set up meetings and visits and present the questions to the company representatives.

It all ends up in a written report and verbal presentation in front of an audience of classmates, teachers and representatives from their own and other companies.

For some time now it has become mandatory, for students in their last year in school, to run their own business within "Company Programme", using the previously earned knowledge and acquiring practical experience. We actively involve enterprises' experts in "Company Programme".

In order to prepare for working life, the classroom is turned into a private room, furnished as an office with individual desks and laptops. Furthermore, the students are encouraged to equip the room in a manner to meet their specific needs, presenting drawings and calculations to convince the school management of the investment.

When we presented this idea to the company representatives, they were very positive: "Just what we need!" A little effort is needed by the company, as their main role is to answer questions and tell about and show their business. In the end they can get some

help from the students in a real case within a project, and they also get to know a potential employee.

The companies involved are so far very satisfied with the students.

The students learn about driving projects, sometimes the hard way, as their first projects are often laid back and too optimistic about time plans, mistakes not repeated when running the second project.

We now have been using this method for two and a half years, and have noticed an increased interest from younger pupils in our program, even from far away.

This way of learning is also being used at Halmstad University for many years. It has become popular and has a good reputation, increasing students' employability.

Promoting Entrepreneurial skills



AEVA - Escola Profissional de Aveiro, a vocational school, was founded in 1992. For the last six years, we have been extremely interested in promoting entrepreneurial skills amongst our pupils (aged 15-22). As there is currently no equivalent offered in the national educational curriculum, it's an innovative approach, which is proving very successful.

In 2007, we actively participated in CRER project (Creation of Enterprises in Rural Area) which was developed with the support and co-financed by the EQUAL Community Initiative. One of its' main results, **CRER methodology - BUSINESS CREATION SUPPORT METHODOLOGY** -, has since then been completely implemented by us.

Although primarily a school, we realised that we also had the necessary conditions at AEVA-EPA for the implementation of CRER methodology, and that we should be promoting an entrepreneurial attitude amongst our students to better prepare them for their future in the workplace.

Therefore, in 2008, we created an office to stimulate and support our budding young entrepreneurs and, by adopting CRER methodology, we aimed to help create new business enterprises for these youngsters and explore innovative ideas. This methodology is divided in three phases:

- information and nurturing (entrepreneurship and business creation);
- maturation and finalization of the business plan by giving support in the preparation and elaboration of business plan;
- test and finalization of business ideas, by giving support to the test of a business idea, without the creation of the enterprise.

We have also been developing additional activities to further promote student's entrepreneurial skills, such as innovative thinking, creativity, problem solving, meeting deadlines, etc. All of the courses offered at AEVA-EPA have an hour allocated in their weekly timetable specifically to develop these skills.

One of the methodologies we use is the "Club Mais" for entrepreneurial education which is an outcome of another project under the Equal Community Programme.

It is a set of activities aiming to promote entrepreneurial skills. It has the following characteristics:

- hands-on experience;
- promoting/ emphasising the benefits of formal, non formal and informal learning;
- developing participants' entrepreneurial skills, using role-plays as an effective tool to simulate real life situations;
- involving pupils, teachers and other staff, psychologists, local entrepreneurs, employers, etc.

In addition, we use a set of activities developed via another Equal project, called INSISTS. This methodology aims to promote self-reflection and self-criticism attitude of students regarding key competences for entrepreneurship. It not only identifies strengths and weaknesses in relation to entrepreneurial competence, but it also seeks to offer improvements and solutions to any problems or difficulties that they may have. The students meet regularly for one hour with a teacher to do a specific activity whose aim is to develop some cross-curricular competences and entrepreneurial spirit such as communication skills, responsibility and organisational skills, initiative and creativity, team work and cooperation. This is achieved through role play methods, group dynamic activities, etc.

Network for Teaching of Entrepreneurship (NFTE) Ireland



Foróige the National Development Youth Organisation in Ireland youth entrepreneurship education programme is the Network for Teaching of Entrepreneurship Programme. NFTE Ireland is affiliated to NFTE International, whose headquarters are located in New York. NFTE was founded by US businessman Steve Mariotti in 1987 to prevent at risk young people from low income communities from 'dropping out' of the education system.

NFTE is now an international organisation bringing its experience to youth worldwide. NFTE is in 11 countries world wide and 20 states in the USA. There are 65,000 young people currently enrolled in the programme throughout the world.

NFTE believes in empowering young people living in low income communities, with core skills in business and enterprise, and in doing so helping unlock a young person's individual talents and potentials. NFTE Ireland delivers an education programme on an all - island basis in both school and out of school settings.

NFTE was established in Ireland in 2004 and the programme is currently being delivered in over five regions in Ireland with 70 teachers and youth workers trained in the programme. The NFTE programme is being implemented in 30 schools and youth services in Dublin, Limerick, Tipperary, Donegal, and Belfast. In the academic year of 2010 - 2011 there are almost 1,000 young people across the island participating in the programme. By May 2011 over 4,500 young people will have participated and graduated from the programme.

The target group for this programme are young people aged 12 to 18, in urban and rural settings who are living in socio-economic disadvantaged areas. During the programme each NFTE participant will receive from NFTE Ireland their own workbook and a text book and also a seed grant to start their business. The NFTE programme is usually run over an academic year starting in September and finishing the following May. The programme covers 12 modules and young people will get an understanding of all aspects of starting and successfully running a business. All of the NFTE Ireland participants in the programme are required to present their business plans in a power point presentation to a panel of appointed judges who are business volunteers and mentors of NFTE Ireland programme. The judges chose one business plan from each class to go through to regional and national final. The winners are announced at our Annual All Island Awards Ceremony held in April each year.

NFTE works in partnership with schools, youth groups, universities, community based organization and business organizations to foster entrepreneurship education and training. The programme outcomes demonstrate that it increases school completion and college attendance, it promotes self belief, it also builds communication and interpersonal skills and develops an interest in business. Our vision is that every young person will find a pathway to prosperity. NFTE is committed to helping young people reach their full potential through educational and entrepreneurial opportunities.

Young Enterprise



Entrepreneurship is a very popular method of learning and teaching in Norway. The method is used at all levels, from primary school to higher education. In schools' national curriculum, entrepreneurship is defined as one of the basic competences. Entrepreneurship is used as a basic method for many subjects. This is very often combined with forming companies of pupils such as the "Young Enterprise" companies, or by organising junior camps or gründer camps. In addition, both Marketing and Entrepreneurship & Business are recognised as national subjects (with 224-hour lessons a year and with national exams) and can be selected by upper secondary education students as national subjects.

The companies within "Young Enterprise" compete at regional and national level. There are different awards and competitions depending on the age of the pupils/students. A large part of the activity is sponsored by local business, local banks and by the national trade organization (NHO). There is also a world-wide cooperation within Young Entrepreneurship/ Junior Achievement through their own web-site.

At *Askim videregående skole*, entrepreneurship is a major field of the educational system and offer. It is an upper secondary school (students 16-18 years old) with 900 students and more than 120 teachers. It has both a theoretical and a vocational department.

In the theoretical department, the school offers both Marketing and Entrepreneurship & Business. Each year some 60 students choose these subjects. The main way of teaching these subjects is by forming a "Young Enterprise". The students form small companies with 3 to 5 students. They come up with an idea, register the company in the national business catalogue and start working with the project. They must find a producer, launch a marketing campaign, create a logo, produce fliers and advertise the company. Finally they set-up a stand and participate in competitions.

In the vocational department, entrepreneurship is also used as a method. The school offers programs like mechanics, car mechanics, plumbers, service & logistics, electrics, health and care, etc. Here as well, entrepreneurship may be used as a basic method. Students can either form companies in the same way as described above, or they form companies which don't sell a product but which sell services to people, e.g. repairing cars, changing tyres, helping people with computers, etc.

Askim videregående skole has a long tradition of winning awards. Every year we get wine an award either for best product, best logo, best stand, best way of introducing the product and so on. Our school has won the national competition twice and has thus participated in the European championship. In addition we have helped other countries with introducing Entrepreneurship training. We have helped Croatia, Serbia, Bosnia-Herzegovina and the Czech Republic to form companies. We have started a project to establish companies in Uganda.

Furthermore, *Askim videregående skole* is the main Norwegian office of Elos (a European school organisation). The leader of Elos-Norway has put entrepreneurship as a European standard for schools which want to be certified as Elos-schools.

Young successful entrepreneurs



In the last few years, the Professional School of Aveiro has developed a large number of national and international projects in the framework of the Lifelong Learning Programme (Comenius, Leonardo da Vinci and Grundtvig projects, including hosting Comenius assistants). We are also responsible for a European information centre Europe Direct (www.europe-direct-aveiro.aeva.eu).

One of the Comenius multilateral projects was the “Young Successful Entrepreneurs” (contract number 07-PRT01-CO06-00399-2).

This project answered a European social need, that of informing, educating and training young people aged from 15 to 22 years old to gain the entrepreneurial skills they would need to facilitate their social and professional integration after finishing school.

Because these young people came from three different European countries and from different socio-economic backgrounds, the only things they had in common and which represented the strongest asset for the project, were their personal hobbies which were considered creative, innovative and potentially profitable. As a result, a toy company was developed by the students, called GENICA, www.epaveiro.edu.pt/genica/

Throughout the duration of the three-year project, the students involved worked in both French and English, learning to turn their personal hobbies into a successful business by analysing the market, developing business and marketing plans, attending training sessions and managing their simulated company’s commercial and financial activities.

During the three-year project, the partners had the chance to exchange experiences and good working practices during project meetings at each institution involved and during international project meetings. The partners also shared pedagogical materials, such as promotional videos of the mock company, developed in technical subjects related to ICT.

The main goal of the project was achieved: the students really learnt how to be entrepreneurs and now have the skills to start a business on their own.

Start-up Café at KHLeuven, Belgium



The concept of Start-up café refers to a virtual and physical space that provides education and support of entrepreneurs. The aim is to encourage entrepreneurship through courses, lectures, informal lunches with entrepreneurs and company visits.

The original concept was invented by Prof. R. Walbaum. He implanted this idea in the Swiss Entrepreneurship market.

Since the start of the first Start-Up Café in Coventry, the concept of ‘Start-Up Café’ has been very successful. For the moment, a lot of Start-Up Cafés are operating all over the world: Denmark, Belgium, The Netherlands, Thailand, South-Africa, England, etc.

Start-upcafé at KHLeuven, Belgium

The kick off of our start-up café took place in February 2008 by Mrs P.Ceysens, Flemisch Minister of Economics.

Our physical café is integrated in the existing cafeteria of the ECHO department at the KHLeuven. It is the place where students can meet entrepreneurs during monthly informal lunches. It also provides an extensive library with information on our partners and entrepreneurial topics.

Our virtual space online provides news items, invitations for entrepreneurial events, links to other Start-up café websites, links to Alumni websites, best practice business plans and other useful information on entrepreneurship in Flanders.

At Leuven, we have chosen to work together with different partners to run our start-up café. Our partners are employer organizations. These partners can give lectures about entrepreneurship for students themselves, or they help us to find good speakers for congresses and courses. They provide actual information and flyers about entrepreneurship and act as a jury for dissertations of our last year students.

We try to create a win-win situation with those partners as they are able to use our accommodation (e.g. aula and catering), they are provided with contact information of last-year students and they can promote their own organization via our start-up café.

Every month, we organize an informal lunch with an entrepreneur who can be an alumni student, someone who is active in our area or who is a very well known entrepreneur in Flanders or Belgium.

We organize network activities and lectures for our alumni students and try to develop a long term relation with our ex-students.

Every year, we organize a congress for all our last-year students with ‘entrepreneurship’ as the central theme. In developing a successful and interesting

congress that provides an excellent learning experience, we work closely together with our partners.

We also organize company visits for small groups of students.

This year, we started with a tryout of 'The Nibs start-up café business plan competition'. The main goal of this competition is to integrate the virtual network of different start-up cafés worldwide and to enhance the international contacts. The competition will be organized together with a select group of four Business Schools. Students have to select a service or product by themselves and create a detailed business plan.

Our primary target group is the following:

- all students of our department, students of other departments of KHLeuven (e.g. Social School, Health & Technology);
- KHLeuven students who follow the course 'initiation to entrepreneurship';
- students of the small business projects, who create and run their own company;
- Alumni students
- Our secondary target group is represented by:
- Young entrepreneurs, pupils of secondary schools, international students of the start-up Café network.

We hope to attract new local partners and to have consultations with our partners on a regular basis. Moreover, we want to extend the network with international partners, to find external means and we hope to participate in European wide projects.

Finally, we want to improve the virtual café by creating a virtual information database, by having video conferences with our partners, etc.

We can conclude that the start-up café is a very successful concept because we encourage entrepreneurial thinking and actions. Start-up café helps us also to stimulate young people to become entrepreneurs and we try to make the gap between education and business (reality) smaller by using this concept.

Hence, this concept helps to promote our department at international level.



Junior Achievement in Sweden



Junior Achievement provides an educational concept for upper secondary schools. The aim is to make the citizens of Sweden more entrepreneurial. Junior Achievement stimulates students' creativity and entrepreneurial spirit and educates for future enterprises. Students start, maintain and end their own businesses with real money. It also gives students valuable knowledge about the importance of entrepreneurship.

Junior Achievement is a non-profit organisation that provides students with an opportunity to run their own company for one school year. It has 24 regional offices throughout Sweden. Each year about 20 000 students aged 16 to 20 run their own company. Since 1980, over 194 000 students have participated in the program. 24% of the former students in the Company Programme aged over 28 have the experience of running their own business. On average, they employ four people which means that these students have contributed to 180 000 jobs.

KF Gymnasiet is an upper secondary school for students aged 16 to 19. It opened in 1994 and at that time it was one of the first "Free Schools" (state funded independent schools) in Sweden. The Swedish Consumer Cooperative, of which KF Gymnasiet is a subsidiary, is currently carrying out an evaluation of its employees' work skills to make sure that they have the relevant education and competence needed for the job at hand. KF Gymnasiet aims to provide the Cooperative with a new generation of future employees. All instruction is carried out in accordance with those guidelines set out in the Swedish National Curriculum. However, the school does have its own unique pedagogical characteristics: project work across the curriculum, work experience at the Coop and entrepreneurial skills learnt through compulsory participation in a nationwide final year project and competition called Junior Achievement in Sweden.

Entrepreneurial skills are an important cornerstone of a student's scholastic development at KF Gymnasiet. From the early years of the school's inception the Junior Achievement in Sweden project and competition has played an important role in teaching the students about entrepreneurship. It is compulsory for all students to take part in the Junior Achievement project in their final year of school. This project contains core subjects in project work methodology and small business skills. Companies can be either product or service-orientated.

The school does not have an alumni organisation but it does provide information on students' scholastic achievements through a website: www.gymnasiekvalitet.se which, in cooperation with the Swedish Statistical Bureau, benchmarks quality control of Swedish upper secondary schools. Statistics on a school's final grade average and the proportion of school leavers who have qualified for tertiary studies can be found on this website. Statistically speaking, students who have studied at KF Gymnasiet have had, in the last 10 years, above-average grades and wages and a low incidence of unemployment.

EU Network of Female Entrepreneurship Ambassadors



The EU network of Female Entrepreneurship Ambassadors was inaugurated in 2009 in Sweden, and at that time 130 ambassadors were selected, from Denmark, France, Germany, Iceland, Ireland, Italy, Norway, Poland, Slovakia and Sweden. These successful businesswomen were asked to lead a campaign to encourage more women to become entrepreneurs and start their own companies. At 8 December 2010 was the starting date of the second phase, following a second call for 120 ambassadors from Albania, Belgium, Croatia, Cyprus, Greece, Hungary, Luxembourg, Malta, Portugal, Romania, Serbia and United Kingdom.

The 250 ambassadors have created a manifest that expresses the network's goals in twelve points. You can read the manifest further in this booklet.

I've been an entrepreneur in Greece for 25 years, not only as a career choice, but also as a board member of different NGO's. As a Female Entrepreneurship Ambassador, I'll serve as role model and highlight the role that women should play in creating jobs and promoting competitiveness. My vision is that for companies to survive in the 21st century they need women at all levels.

One of my tasks is to promote entrepreneurship in schools, universities, community groups and the media, aiming to inspire women and young girls to set up their own businesses. I'm using the business roadmap of the 7 stages of reaching small business success which is specially developed to uncover the hidden values from start-up to a mature company. Women generally choose to start and manage firms in industries such as retail, services and the knowledge economy. As an Ambassador I'll demonstrate, through my own experience, that women can be successful in each and every sector. Telling my own stories, those of my clients and friends will help to raise confidence in setting up and creating successful businesses in all areas.

Furthermore through my NGO St Maria Magdaleni (www.femmes.org), finances are collected to create seed capital for Female Entrepreneurship, Education and Sustainability. The knowhow of this organization which is gathered by the founding partners, advisory body and associated organizations is made available to increase the spinoff of the elected proposals. And finally, young entrepreneurs need business mentoring. The return on investment of time spent with a mentor or coach is of crucial value for the success of a new business according to a research study conducted by McKinsey & Co. Therefore mentoring has become standard practice and a fundamental part of our proceedings.

For more information on the European Network to Promote Women's Entrepreneurship:
http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/women/wes-network/index_en.htm

For more information on the Network of Female Entrepreneurship Ambassadors:

<http://europa.eu/eucalendar/event/id/178058-network-of-female-entrepreneurship-ambassadors/mode/standalone>

The Manifest of the EU network of Female Entrepreneurship Ambassadors

1. We want to promote entrepreneurship as a new lifestyle among European women.
2. We want to foster initiative, courage and entrepreneurial vision among women.
3. We believe that a sense of mission, respect for the environment and a desire for social justice are fundamental motivations in women's business culture.
4. We believe that entrepreneurship enables women to better combine private life and work. Therefore, we deem necessary to develop better services for women entrepreneurs in order to help them balance work and family life.
5. We believe that female entrepreneurship is a lifestyle that has to be promoted and supported by institutions, governments and banks.
6. We think that women who choose to create a business and embrace the challenges of the market should be rewarded and facilitated in accessing credit and public funding.
7. We believe that entrepreneurship gives women a guarantee of a real meritocracy, frequently denied in many sectors of business and politics.
8. We believe that the development of female entrepreneurship will significantly contribute to establishing a more just and equal society founded on a better economy for everyone.
9. We believe it is necessary and also strategic to foster female entrepreneurship in the sectors that were traditionally male oriented such as: research, ICT, audiovisual, new media, cinema, environment and agriculture.
10. We believe that cinema, craft, culture, energy, environment, fashion, innovation, technology, tourism, wine and gourmet food, are strategic fields where it is necessary to invest to guarantee the growth of European economy.
11. We believe that a greater visibility of women entrepreneurs' success stories and best practices could be a driving force behind future generations of entrepreneurs and could contribute to gender mainstreaming and equal opportunities in our society.
12. We will work to create a more intense collaboration with the media and the institutions in order to promote a new female narrative and representation, different from the stereotypical role models proposed until now by the media and advertising in Europe.