



CEDEFOP

European Centre
for the Development
of Vocational Training



Education and Culture DG
Lifelong Learning Programme

Empowering vulnerable adults to tackle labour-market challenges

Workshop 1: Helping adult migrants and ethnic minorities to enter and/or stay in the labour market

Workshop 2: Supporting adult low-skilled and older workers (+55) to find a job and/or stay in employment

Cedefop Synthesis Seminar, Thessaloniki, 6-7 June 2012

Empowering vulnerable adults to tackle labour-market challenges

Background note to the synthesis seminar

Cedefop is organising this synthesis seminar to discuss issues related to the successful integration of vulnerable adult learners (aged 25 to 64) into the labour market. The results of the seminar will be included in a publication to be prepared by Cedefop in 2012.

The main objective of the seminar is to discuss policies and practices and to explore solutions to the challenges that vulnerable adult learners (migrants and ethnic minorities, low-skilled and older people) face in gaining access to the labour market.

The aim of this note is to present some key aspects of the European policy and strategy context, in which labour market integration of vulnerable adult learners is currently discussed. This paper also presents in outline two parallel workshops that will explore examples of successful practice in EU Member States in the following areas:

- 1) helping adult migrants and ethnic minorities to enter and/or stay in the labour market;
- 2) supporting adult low-skilled and older workers (+55) to find a job and/or stay in employment.

The examples are selected from study visits organised in the academic years 2010/11 and 2011/12.

The event will bring together 40 organisers and participants of study visits, representatives of initiatives identified during visits as examples of good practice, experts on the themes and representatives of the study visits national agencies. Participants have relevant experience and substantial expertise in areas contributing to the labour-market integration of at risk groups at the local, regional, national and European levels.

Empowering vulnerable adults to tackle labour-market challenges: European policy developments

One of the most significant challenges for Europe in the coming years is to combat the global economic crisis through measures to reduce unemployment and increase productivity, economic growth and social inclusion in the Member States.

Long-term unemployment (periods of 12 months or longer) ⁽¹⁾ is increasing throughout the European Union and carries the risk of extended exclusion from the labour market and society.

The European Union's ambitious goal of achieving an employment rate of 75 % for all people between 20-64 years old ⁽²⁾ by 2020 can be reached by adopting measures to stimulate job creation and encourage vulnerable groups to participate in the labour market.

⁽¹⁾ Eurostat: In 2008 the long-term unemployment accounted for 2.6 % of the active population and 37.0 % of all unemployment. In 2011, long-term unemployment accounted for 4.1 % of the active population and 42.9 % of all unemployment. Date of extraction: 19 April 2012.

⁽²⁾ European Commission (2010). *Europe 2020: a European strategy for smart, sustainable and inclusive growth*. Available from Internet: http://ec.europa.eu/eu2020/index_en.htm

Further efforts are also needed to reach the EU target for adult participation in lifelong learning, which is 15 % by 2020. The challenges of increasing adult participation in learning by ensuring that all groups have equal access to and participate in adult learning are addressed at EU level, and the importance of adult learning is emphasised in several policy documents.

For example, the Council Resolution on a renewed European Agenda for Adult Learning ⁽³⁾ defines the following priority areas for the period 2012-14:

- increasing the supply of and encouraging individuals' engagement in adult learning as a means of strengthening social inclusion and active participation in the community and society, and improving access to adult learning for migrants, Roma and disadvantaged groups, as well as learning provision for refugees and asylum-seekers;
- enhancing learning opportunities for older adults in the context of active ageing, including volunteering and the promotion of innovative forms of intergenerational learning and initiatives to exploit the knowledge, skills and competence of older people for the benefit of society as a whole.

Ensuring access to adult learning can create opportunities for social integration and for improving the basic skills and employability of the low-skilled, migrants and older workers ⁽⁴⁾. The Member States should strengthen their national policies to enable the low-skilled, unemployed adults and, where appropriate, citizens with a migrant background to gain a qualification, take their skills a step further ('one step up') ⁽⁵⁾ and speed up processes of assessment and recognition of non-formal and informal learning for disadvantaged groups ⁽⁶⁾.

The acquisition of basic skills, upskilling, reskilling and further development of key competences (communication, social and civic, digital or learning-to-learn competences) are the essential prerequisites for access to employment and active participation in society ⁽⁷⁾.

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⁽³⁾ Council of the European Union (2011). *Draft Council Resolution on a renewed European agenda for adult learning*. EDUC 268. SOC 981. Brussels, 17 November 2011. Available from Internet: <http://register.consilium.europa.eu/pdf/en/11/st16/st16743.en11.pdf>

⁽⁴⁾ Council of the European Union (2010). *Council conclusions of 11 May 2010 on the social dimension of education and training*. Official Journal of the European Union, C 135, p. 2-7. Available from Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:135:0002:0007:EN:PDF>

⁵ Council of the European Union (2010). *Council conclusions of 11 May 2010 on the social dimension of education and training*. Official Journal of the European Union, C 135, p. 2-7. Available from Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:135:0002:0007:EN:PDF>

⁶ Official Journal of the European Communities (2008). *Council conclusions of 22 May 2008 on adult learning* (2008/C 140/09). Available from Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:140:0010:0013:EN:PDF>

⁷ Council of the European Union (2008). *Council conclusions of 22 May 2008 on adult learning*. Official Journal of the European Union, 2008/C 140/09. Available from Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:140:0010:0013:EN:PDF>

For further reading:

Cedefop (2010). *Working and ageing. Emerging theories and empirical perspectives*. Luxembourg: Publications Office of the European Union. Available from Internet: http://www.cedefop.europa.eu/EN/Files/3053_en.pdf

Cedefop (2011a). *At greater risk: migrants and minorities face wider skills mismatch*. Article available from Internet: <http://www.cedefop.europa.eu/EN/articles/18736.aspx>

Cedefop (2011b). *Employment-related mobility and migration, and vocational education and training*. Luxembourg: Publications Office of the European Union. Available from Internet: http://www.cedefop.europa.eu/EN/Files/6109_en.pdf

Cedefop (2011c). *Labour-market polarisation and elementary occupations in Europe. Blip or long-term trend?* Luxembourg: Publications Office of the European Union. Available from Internet: http://www.cedefop.europa.eu/EN/Files/5509_en.pdf

Cedefop (2011d). *Migrants, minorities, mismatch? Skill mismatch among migrants and ethnic minorities in Europe*. Luxembourg: Publications Office of the European Union. Available from Internet: http://www.cedefop.europa.eu/EN/Files/5516_en.pdf

Cedefop (2011e). *Migrants and minorities more likely to face skills mismatch on EU labour market*. Press release available from Internet: http://www.cedefop.europa.eu/EN/Files/20110907_Press_release_Migrants-and-minorities-more-likely-to-face-skills-mismatch.pdf

Cedefop (2011f). *Working and ageing. Guidance and counselling for mature learners*. Luxembourg: Office for Official Publications of the European Communities. Available from Internet: http://www.cedefop.europa.eu/EN/Files/3062_en.pdf

European Commission (2010). *Handbook on integration for policy-makers and practitioners. Third edition*. Luxembourg: Publications Office of the European Union. Available from Internet: http://ec.europa.eu/ewsi/UDRW/images/items/docl_12892_168517401.pdf

European Commission (2011). Commission staff working document. *Progress towards the common European objectives in education and training. Indicators and benchmarks – 2010/2011*. Brussels: Publications Office. Available from Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc/report10/report_en.pdf

European Commission; Eurostat (2011). *Migrants in Europe. A statistical portrait of the first and second generation*. Luxembourg: Publications Office of the European Union. Available from Internet: http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-31-10-539/EN/KS-31-10-539-EN.PDF

European Parliament (2011). *The integration of migrants and its effects on the labour market*. Brussels: European Parliament. Available from Internet: <http://www.europarl.europa.eu/committees/en/studiesdownload.html?languageDocument=EN&file=42435>

Eurydice (2011). *Adults in formal education. Policies and practice in Europe*. Brussels: Eurydice. Available from Internet: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/128EN.pdf

Empowering vulnerable adults to tackle labour-market challenges

Workshop 1:

Helping adult migrants and ethnic minorities to enter and/or stay in the labour market



Workshop 1: Helping adult migrants and ethnic minorities to enter and/or stay in the labour market

Building an inclusive society by integrating migrants is essential for maximising the economic and social benefits of immigration, for individuals as well as societies.

Cedefop's latest skill demand and supply forecast for the European Union for 2010-20 shows that migration influences the size and skill composition of the workforce in Member States and has important implications for skill demand and supply (⁸).

Across Europe migrants and ethnic minorities tend to have lower employment rates than host country nationals. In 2010, when the overall employment rate in the European Union was 64.1 % the European Union, the employment rate of non-EU citizens was only 55.2 % (⁹). Non-EU citizens are more likely to be unemployed because of inactivity and job mismatch, which are sometimes associated with perceived discrimination and negative views on migration (¹⁰). Moreover, there is misuse of the skills and qualifications of highly qualified migrants without a job and a large number of highly qualified migrants work in jobs for which they are overqualified.

Migrants should have the opportunity to learn the language of the receiving country, to have access to employment, health and care systems, as well as to have the economic capacity to support themselves (¹¹). They should be better equipped with the skills required in the labour market and receive better support to overcome barriers, such as discrimination, unrecognised skills and qualifications, inadequate information, advice and guidance, low confidence or lack of basic skills. Some migrants need special assistance in finding jobs, for example, training and assistance in building up networks and possibly temporary employment to gain experience.

One of the most vulnerable ethnic minorities is the Roma. This group tends to face a range of disadvantages in gaining access to education, employment, housing and healthcare (¹²). Countries with Roma populations are designing, developing and delivering social policies and measures that improve their access to education and training and contribute to their successful integration into society and the labour market.

⁸ Cedefop (2012). *Europe's skill challenge. Lagging skill demand increases risks of skill mismatch*. Briefing note. March 2012. Available from Internet: http://www.cedefop.europa.eu/EN/Files/9068_en.pdf

⁹ Eurostat, Labour Force Survey. Date of extraction: 19 April 2012

¹⁰ Cedefop (2011). *Migrants, minorities, mismatch? Skill mismatch among migrants and ethnic minorities in Europe*. Luxembourg: Publications Office of the European Union. Available from Internet: http://www.cedefop.europa.eu/EN/Files/5516_en.pdf

¹¹ European Commission (2011). *Communication on migration*. Communication from the Commission to the European Parliament, the Council, the Economic and Social Committee and the Committee of the regions. Brussels, 4.5.2011 COM(2011) 248 final. Available from Internet:

http://ec.europa.eu/home-affairs/news/intro/docs/1_EN_ACT_part1_v11.pdf

(¹²) European Commission (2009). *Joint report on social protection and social inclusion 2009 – Summary*. Luxembourg: Publications Office of the European Union. Available from Internet:

<http://ec.europa.eu/social/main.jsp?catId=637&langId=en&pubId=332&type=2&furtherPubs=yes>

The study visits findings reveal, for example, that:

Migrants are provided with information about the labour market in the receiving country (Czech Republic) and obligatory and government-funded language courses are provided for newly arriving migrants (the Netherlands) or migrants with a refugee background (Turkey). Central assessment centres (Norway) and career guidance services (Finland, Sweden) are available to help migrants to enter the labour market. In Germany, there are promotional activities to reach migrant communities.

A refugee assessment and guidance unit provides guidance and training for migrants with a refugee background (United Kingdom). Support for migrants with a refugee background is also offered through a federal programme with 43 networks in Germany or through networks for migrants who suffer discrimination in their workplace (Greece).

Migrants are trained as cultural mediators to help their peers gain access to the health care system in Greece. Senior traveller training centres (Ireland) encourage Irish travellers to undertake training courses and gain qualifications. Some people trained in these centres are also employed there. Jobs for members of ethnic minorities (including the Roma community) were created in Slovakia.

Workshop 1:

Helping adult migrants and ethnic minorities to enter and/or stay in the labour market

The following questions will be addressed in the workshop:

- How are migrants and ethnic minorities supported in your country to enable them to exploit their knowledge, skills and competences to the full?
- How do the various stakeholders cooperate to help migrants and ethnic minorities to participate in learning and to enter the labour market (for example, partnerships at regional and local levels between public services, education and training providers and employers, etc.)?
- What issues related to effective use of migrants' and ethnic minorities' skills and competences need to be addressed in the future?
- What have you learned from the workshop presentations? Which messages do you plan to take back to your own organisation?

Workshop 1 - Examples of good practice

- 1) *Municipal enterprise*, Ms Gabriela Gabriela Dováľová, Slovakia
- 2) *Roma vocational training at Folk high school*, Ms Anne-Marie Flood, Sweden
- 3) *Network FLUCHTort Hamburg - Vocational integration for refugees and asylum seekers*, Ms Maren Gag, Germany
- 4) *MigraNet, a regional network for 'Integration through Qualification'*, Ms Anne Güller-Frey, Germany
- 5) *Health workers: education at nursing home*, Ms Bjorg Haugland, Norway
- 6) *Vocational guidance for adults – personalised guidance for learning and working*, Mr Jussi Jarrett, Finland
- 7) *Aspirant education: working with immigrants with a degree wanting to qualify for the Swedish labour market*, Mr Lasse Lindhagen, Sweden
- 8) *Active selection of qualified foreign workers*, Ms Jarmila Materankova, Czech Republic
- 9) *Occupational programme for people at risk of social exclusion*, Mr Antonio Mir Montes, Spain
- 10) *Multitalents go into action*, Mr Eric Nicollet, France
- 11) *Marketing methods to reach migrant communities*, Mr Heinrich A. Rabeling, Germany
- 12) *Building bridges: career guidance, re-qualification and employment support for refugee health professionals*, Ms Azar Sheibani, Great Britain

Municipal enterprise, Slovakia

Gabriela Dováľová, Slovakia

Initiative implemented at local level

What are the objectives and expected outcomes of the action?

The main objective is to increase the employability of Roma marginalized group members, to help the employees under supervision of supervisors to get necessary work habits and to obtain necessary skills for finding a job in the open labour market.

Intentions of municipal enterprise are:

- Creating and maintaining work places for this minority ethnic group,
- Saving municipal finance,
- Priority is not creating profit for profit, but creating profit for creating other work places and for development,
- Preferably providing a service – activity which is needed for citizens, municipality and its development.

For whom?

The target group are Roma community members in municipality called Spišský Hrhov, because the unemployment rate among this community is very high and these people at first need to obtain basic work habits under the supervision and then they can be placed on the open labour market.

Who is involved/carries it out?

Municipal enterprise was created as a specific response of elected representatives to tackle unemployment rate which was very high in the village. This is a enterprise with 100% participation of the municipality. It is self financed, only at the beginning it had a loan from municipality budget, but it was already repaid. The major orders that means around 90% are from the territory of the municipality and only 10% of them are from outside. Mayor serves as a kind of guarantor of the quality of work for subcontracting to private companies.

Employees of the municipality enterprise can attend trainings which are financed by ESF projects and are also trained at the place of work while they are doing actual job, which means on-job trainings are available. The schooling of the employees children is also monitored.

How?

There are some difficulties when employing marginalized groups from the employer's point of view such as: worries about low effectiveness of work, high costs for maintaining the workplace, low mobility, need of complete qualification, worries about work habits or prejudices. Municipal enterprise is helping to tackle these problems mainly by creating and maintaining work places which are sustainable in long term horizon for this minority ethnic group, by cooperating with private sector as subcontractor and by securing training for employees. All this leads last but not least to saving municipal finance and to lowering discrimination in the village. A proof we can state is that the municipality got the price: Village of the year 2007. It was also nominated in the European competition proclaimed by European Commission, in the category 'Responsible entrepreneurship' and it finished among the best five in 2007.

How long has the initiative been implemented?

Municipal enterprise was established in 2000. Based on this model enterprise, there were created at least 12 other municipal companies in Slovakia and nobody has wrong experience with it.

Which results/ impact have been achieved?

The municipal enterprise brings benefits for residents of municipality as well as for particular employees. It helps to remove the prejudices concerning the Roma minority. A good organization of work within the enterprise is essential, so there were created small teams supervised by long-time experienced employees. This creates positive and strong relations among the employees, particular among supervisors and subordinates. These relationships are often transferred also into private life and thus the Roma do certain works together with the members of majority society within mutual civic self-help. Also the positive relationships are created between the majority and the minority in the village. Other important benefits of the enterprise are: increasing the employment of those who are discriminated despite they are able to do quality work, performance of work necessary for the village development and increasing of employability of this marginalized group.

Employment in municipal enterprise for employees brings mainly the following advantages: ensuring finance for normal life, building and developing social contacts, a positive influence on their social status, strengthening their confidence, contribution to their education level and improving skills.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

In general, it was done very little in the field of employment of marginalized groups, despite the unfavourable situation which we can characterise as high unemployment, low qualification, low labour mobility and poor work habits of this marginalized group. Underdeveloped regions in our country also can't provide enough job opportunities which leads to low living conditions of marginalized and is generating problems with the provision of housing, overall solvency with negative impacts to school attendance of their children. Active labour market policy is unable to resolve this situation. Municipalities can not longer pretend that this is not their problem and that only central government can make favourable measures. A municipal enterprise presents a good example of an active approach in solving the unemployment of marginalized groups from the bottom.

Where?

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Roma vocational training at Folk high school

Anne-Marie Flood, Sweden

Initiative implemented at regional and local level

What are the objectives and expected outcomes of the action?

The Folk high schools are small, liberal, often residential adult schools (folkhögskolor) and are in charge of certain upper secondary school-level training programmes, for example healthcare professions, agriculture and forestry training among others. Furthermore Folk high schools can also conduct supplementary education (kompletterande utbildning) and post-secondary training (påbyggnadsutbildning) as well. The aim of the initiative is to train Roma youth into a profession so that they will get an employment or internship or otherwise getting closer to the labour market. Some examples of courses held at this school are: child and youth leader, treatment assistant, teachers assistant, child caretaker, health and care.

For whom?

Roma youth/adults – from age of 18 up to all ages starting a course.

Who is involved/carries it out?

The initiative is held by the Swedish Folk high school of Sundbyberg. They have several years of experience in working with the Roma group and contributes not only to the teaching but also supports employment at the beginning of the internship.

How?

- Tailor made courses to the ethnic group – and the individuals
- The courses are tailor made for the Roma needs. The mix of competence level of students is very varied so a lot of individual support is provided to get all the students in leverage of competence.
- Cultural experience
- The school has a lot of experience in Roma culture and roma special requests so there are a lot of consideration when it comes to how the lessons are conducted in order to get all the pupils to contribute. For instance some classes are gender separated and some discussions are age separated in order to get everyone engaged and involved.
- Roma intermediators
- The school has employed young Roma adults in order to act as an intermediary between students –school/teachers – and potential employers. They also act as an intermediary to the family of the student. The intermediary has a very great importance in creating trust between Roma and others.
- Short and practical courses
- The courses are short (most often one year) and very practical so that they will quickly lead to a job qualification for the youth. We have noticed that the pressure to 'get ready' is so high from the group that the drop-out rate is accelerating if the courses are longer.
- Networking with the families
- The school teachers and the intermediates take a great role in connecting to the families of the students as well. This is also a very important fact for building up trust

and sustainable attendance at school. This is not only necessary for young students but the husband or wife of a student often needs to get the understanding of the school life in order to support the family member in continuing his/her studies.

- Reference group from the ethnical group
- Furthermore there are reference groups made from the ethnical group in order to create even more trust between the group and the school. The school tries to get important spokesmen for the ethnical group to be part of the reference group. This way if such spokesman gives his/hers blessings this will make the life of the student much easier in relation to the others outside of the school. Also the communication mean for many Roma is the spoken message. Therefore, they also act as information intermediates to-from school to the Roma group or students.

How long has the initiative been implemented?

The tailor-made Roma courses have been conducted now for 21 years.

Which results/ impact have been achieved?

The courses have between 60-80% employment rate!!! The course for Health and care has an approximate employment rate of 80% and the others around 60% in employment.

Why your initiative is to be seen as good practice and how could it be transferred to other contexts?

The model with intermediates and specially adjusted conditions and tailor-made training is very adaptable anywhere and for all kinds of disadvantaged groups

Additional information

The Folk High School has got support from the ESF Technical support in project development (by myself) during 2 years in order to get this initiative into an ESF funded project. This project is now undertaken – but only after a long run of adjustments of the rules in order to get it correctly co-financed by the authorities. The rules are not adjusted to target groups like this with special needs as the Roma group so therefore the present project is not as big as it is intended to be.

Where?

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Network FLUCHTort Hamburg Vocational integration for refugees and asylum seekers

Maren Gag, Germany

Initiative implemented at national and local level

What are the objectives and expected outcomes of the action?

The goal is to support refugees and those with 'tolerated' status by counselling, coaching, training and public relations work, enabling them to realise their opportunities for integration in training and employment

For whom?

Asylum seekers and refugees with 'tolerated' status. This status does not give them a right to residence; it is only a time-limited suspension of the deportation of a person who cannot leave the country voluntarily.

Who is involved/carries it out?

FLUCHTort Hamburg is working in cooperation with eight sub-projects, many strategic partners are also providing support to this project: Hamburg ministries, the job agency, business companies and chambers.

How?

The targeted counselling, coaching, language teaching and mediation in training programmes inside and outside of the network, and participation in internships in companies, are important ways of re-establishing employability. Mediation of places for training and employment is successful because the various projects within the network take individual account of the problems, wishes and needs of the participants, and provide support during training and after they start working. Project staff is also available for consultation by employers.

The success of training programmes depends very much on whether the vocational education institutions succeed in taking the whole life context of the refugees into consideration. There is a close relationship between the life situation of the refugees and their opportunities of applying for training and acquiring skills. They need support not only to improve their legal status, but also financial help, and there should be also intensive social support programmes, with improved housing conditions and optimal medical care, to enable them to complete their training successfully.

How long has the initiative been implemented?

A major development process was launched by EQUAL, a European Community initiative – for the first time in Germany for school and vocational support for refugees, asylum seekers and persons with 'tolerated' status. That made it possible to set up models to try labour market policy experiments in Hamburg from 2002 to 2007, for the benefit of a very disadvantaged group. In 2008, the Federal Ministry of Labour and Social Affairs introduced the ESF Federal Programme for labour market support for these persons to consolidate the existing forms of cooperation. FLUCHTort Hamburg is one of 28 networks which cooperate in a national thematic network, funded now until 2014.

Which results/ impact have been achieved?

After the EQUAL period (2007) about 2000 participants who have been in counselling programmes, about 1250 persons have been participated in qualification and training measures. 350 persons have completed practical training. 250 business enterprises have been gained as partners.

After the two year programme period (2009): more than 1000 adolescent and adult refugees received counselling; more than 100 young refugees had training places arranged for them mainly in the dual system; more than 100 were placed in jobs in Hamburg companies; more than 100 were recruited to training programmes within the network.

Why your initiative is to be seen as good practice example and how can it be transferred to other contexts.

There is a **network** of refugee organisations, educational providers and school establishments on the one hand and business companies, the jobs agency and the public authorities on the other hand; they are successfully implementing an integrated action approach which is based on the life situation of refugees. This networking and cooperation within a system is building bridges, giving access to the target group, and facilitating routes to training and qualification. The implementation of GI EQUAL successfully tested models, and proved them in more than 100 sub-projects, showing that placement in training and jobs is possible, and that people with unsecured rights of residence can successfully contribute their wide range of potentials to the German employment market. Asylum seekers and refugees have knowledge, skills and experience which need to be recognised and promoted as resources. The models were successful because they developed systematic concepts of vocational training based on the life situations of the participants, and stabilised the life situations of the clients by appropriate interventions. The programme outcomes disproved widespread prejudices that refugees are unsuitable for training due to lack of basic education, language problems, traumatic experience, mental instability, insufficient motivation and lack of stamina.

Additional information

The future action plan of the City of Hamburg – launched in February 2012 – sets out a clear change in direction in its integration policy. It defines itself as ‘the Global city of Hamburg’, underlining enhancement of the intercultural processes of opening up in administration, and emphasising the diversity, shared values and solidarity of its people. It highlights a ‘We-Concept’ (rather than a ‘Them-and-Us-Concept’) to work for an improved welcoming culture towards immigrants. Participation of refugees with perspectives of right to stay is likewise defined as a cross-sectional task. This policy of the City of Hamburg is exemplary for the whole of Germany. This is an example for a successful mainstreaming process. The guidelines for this concept have been the subject of public discussion in Hamburg since March 2012 launched by the Hamburg Ministry of Labour, Social Affairs, Family and Integration.

Where?

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MigraNet, a regional network for 'Integration through Qualification', Germany

Anne Güller-Frey, Germany

Initiative implemented at national, regional and local level

What are the objectives and expected outcomes of the action?

Aiming to improve the labour market situation for adult migrants, the Federal Ministry of Labour and Social Affairs (BMAS) has been promoting the nationwide network 'Integration through qualification' (IQ) since 2005. Recently, IQ developed and tested instruments, recommended procedures and concepts for counselling and vocational qualification. In the IQ program, 16 regional networks cooperate with other local actors to transfer instruments, procedures and concepts for the labour market integration of migrants.

MigraNet takes an active part in the national network IQ and is one of the regional networks. Migrants are confronted with the problem of having their vocational qualifications acquired abroad acknowledged in Germany.

MigraNet provides structural support to the necessary processes related to the 'Professional Qualifications Assessment Act' (Berufsqualifikationsfeststellungsgesetz – BQFG). The new law, which was put into force on 1 April 2012 will establish a nationally standardized system of assessing foreign professional qualifications in a way which can be easily understood by applicants as well as by employers and representatives of businesses.

For whom?

It is addressed to migrants, organisations, institutions, chambers and associations, Federal Employment Office and counselling institutions as well as other institutions.

Labour market integration occurs at local level. Therefore relevant labour market actors build up networks. The 'Regional networks' (e.g. MigraNet) act as service providers and offer training courses and advice in order to qualify the relevant actors for the specific needs of migrants.

With the implementation of the 'Assessment and recognition of foreign professional qualifications act' the task of the 'Regional networks' is also to help prepare widespread structures for providing initial information and guidance to advise the target groups. Support is provided to these actors to transfer the new Recognition act and to provide migrants with better opportunities to succeed on the labour market.

Who is involved/carries it out?

The IQ program is closely integrated into the aims and measures of the 'National action plan on integration' of Germany.

At national level:

- Networking: A multi-professional network is involved. Members of the network are the following: chambers, service providers, employment agencies, social partners, NGO's etc. with the aim to meet the skills needs in Germany.
- Partnership agreements between the regional networks: working results achieved by the network are made available to the ministries, the Federal employment service and the general public.

External evaluation: The external evaluation team is devising a monitoring system for recording results and provides support at all levels in the network.

How?

16 regional networks: They build up nationwide structures and measures for the necessary guidance and accompany the procedure for the recognition of foreign qualifications - additional to existing models and structures. Existing instruments and methods of the last promotional period will be disseminated nationwide.

5 competence centres provide professional advice and support to the regional networks. They gather practical experience and scientific expertise into the same sphere of activity.

The main action fields

The IQ network transfers instruments and strategies for the following action fields:

Recognition of foreign qualifications;
Occupational German language;
Diversity Management;
Business start-up;
Qualification and training.

How long has the initiative been implemented?

Since 2005

New promotional phase: 1.01.2011 – 31.12.2014

Promoted by the Federal Ministry of Labour and Social Affairs and the Federal Ministry of Education and Research.

Which results/ impact have been achieved?

Completed actions:

- The IQ network developed, tested and transferred instruments and strategies like:
 - 1) New courses, advice and guidance approaches, e.g. the fair 'Job-Kontakt' for the vocational orientation and job placement;
 - 2) Instruments for competence and skills assessment aiming to find out and record individual abilities, skills and potentials;
 - 3) Cooperation models with job centres: 'Info-Day Migration' or 'Zwickauer Impuls'.
- Conceptual advice for the development and transfer of programmes like the ESF-BAMF (Federal Office for Migration and Refugees), programme for 'Occupational German' and the programme for the business start-up of the 'Kreditanstalt für Wiederaufbau' credit institution for the reconstruction (KfW).
- Placement of expert themes through studies and expertise e.g. 'Recognition of foreign qualifications' (e.g. study 'Brain waste')

Ongoing actions:

- 1) Nationwide dissemination of existing instruments and methods of the last promotional period.
- 2) Networking and the identification of gaps related to missing measures for a successful integration into the labour market.
- 3) Counselling and assistance on recognition of foreign qualifications.
- 4) Accompaniment to the procedure of recognition (Provision of structural support to the necessary processes related to the 'Professional Assessment Qualifications Act').
- 5) Management of knowledge and exchange: Scientific expertise and practical experience in the main action fields – see above point 6. –Provision of professional advice to decision-makers in politics, business and administration.

- 6) Development of concepts for further qualification and adaptation qualification courses. These are special measures as a bridge to the German labour market. Further qualification: Qualification measures preparing for the external examination (Externenprüfung according BBiG Berufsbildungsgesetz § 37 Vocation training law)

Adaptation qualification: Special measures to complete the recognition process. Generally there is a lack of specific advanced vocational training for migrants – so called ‘bridging programmes’ which establish German standards and equip affected people with job related German. Till now these measures are not designated in the SGB (German social law); therefore there is no financing/funding by the German employment agencies.

- 7) Development and realization of advice – and qualification concepts for regional labour market actors (intercultural training for the staff of the employment agencies, qualify relevant staff to develop concepts for ‘occupational German’, qualify relevant staff giving advice for a better integration into the labour market).
- 8) Provision of professional advice and support to regional networks.

All actions are considered to remove barriers to entry and progress in the labour market including overcoming discrimination in the workplace.

Why your initiative is to be seen as good practice and how could it be transferred to other contexts?

The initiative appears to be a transferable approach to other contexts or target groups. It provides the following aspects:

- 1) A variety of actors: the network IQ combines a multitude of actors and organisations to improve the labour market access for migrants, e.g. chambers of handicrafts, chamber of industry and commerce, communities, NGO’s, migrants organisations, etc.
- 2) Close cooperation with organisations that have to do with migrants in their daily work and therefore are familiar with the practice, e.g. employment agencies, job centres, chambers of handicrafts, advice centres, etc.

Additional information

Great challenges are the following:

- to provide the necessary information concerning the BQFG to all relevant actors to guarantee the transfer of the law;
- to involve employers;
- to clarify who is overtaking the costs for further qualification measures.

Where?

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Transnational coordinator

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Health workers: education at nursing home

Bjorg Haugland, Norway

Initiative implemented at regional and local level

What are the objectives and expected outcomes of the action?

Oslo Adult Education Centre was established in 2002 in Oslo, Norway. The Centre follows the procedures laid down by the Royal Norwegian Ministry of Education and Research, and is school administered by the City of Oslo. Oslo VO Sinsen was established as a result of a new law giving adults over 25 years who had not started or completed upper secondary education, a legal right to free education. All education at Oslo VO Sinsen leads to formal and official exams and diplomas. About 1.500 students are preparing for university and college taking subjects and exams needed for acceptance, or they take all kinds of vocational education. Oslo VO Sinsen also works active with the new national standards of accreditation, evaluation and validation of formal, informal and non-formal competences. The aim of this work is to reduce and adjust the need for education of adults with different backgrounds and give credit for former experiences. Oslo is growing fast and has immigrants from all over the world.

Many marginalized adults with poor school background and also problems of understanding the Norwegian language are prepared to work within the social and health sector, as assistant nurses/health workers. We have over the years tried out different educational models to succeed with these students. They are often in need of both theoretical and practical education.

The goal is to help these adults to finish and pass the exams as quick as possible so that they can be independent economically and earn their own living.

For whom?

Adults over 25 years that have not finished the upper secondary school. If necessary we give adults a second or even a third chance, and if capacity, younger adults might be accepted in the program

Who is involved/carries it out?

Teachers at Oslo VO Sinsen teach the students for two days a week in the theoretical subjects as follows: Norwegian, English, mathematics, social studies and natural sciences.

The school inspector follows up the signed agreement between Oslo VO Sinsen and the special Nursing home in Oslo where the students are three days a week.

Oslo VO Sinsen has two nursing teachers that follow the students on work site, and there is a strong combination of practically-oriented teaching where the programme subjects are integrated in real life practice at the nursing home. Practice and theory go very much hand in hand within this model and students can easily get relevant theory at any time.

Professionals working at the nursing home follow up and give advices to students.

In addition, the two nursing teachers might invite unskilled workers at the nursing home to have some lectures that they are in need of.

There is a very close relation between school and work, and it is a win-win situation for both parts.

How?

The students participate in all activities with the old patients living at the nursing home and follow ordinary staff and working hours. Sometimes they might be in need of 'time-out', and they are gathered in a group room to share experiences and also to get better theoretical understanding of illnesses, symptoms etc.

How long has the initiative been implemented?

We have been cooperated with this nursing home since 2010.

Which results/ impact have been achieved?

The adult learners are in the middle of their work life with two teachers around them and additional staff which cooperates to help them succeed in their education. The students are aware of the importance of meeting at work and working with school matters because they are better integrated in the team and others depend on them. They have also better progress due to very strict follow-up and effective learning processes. Students performing well might also be validated very early in the process and get their official grades and diploma after a short period of time.

Some students get possibility to have a part-time or full-time work at the nursing home and they get good references when they apply for work.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

It could be transferred to other context. However, it is difficult to find partners that can include and supervise a big group of 15-20 students and have appropriate rooms for the group.

We had a quite similar group in building and construction at a work site in Oslo in cooperation with the labour market.

Where?

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Contact person

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Principal

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Vocational guidance for adults Personalised guidance for learning and working

Jussi Jarrett, Finland

Initiative implemented at regional level

What are the objectives and expected outcomes of the action?

- Supporting the integration of immigrants into the Finnish society and work life: supporting employment to increase productivity, economic growth and social inclusion.
- Supporting adult participation in learning ensuring that all groups have equal opportunities: language competences, knowledge of society basics and culture fundamentals, employment opportunities in order to enhance economic capacity to support themselves.
- Supporting the transition from immigrant integration training to vocational training.

For whom?

Immigrants from various countries, male and female adults.

Who is involved/carries it out?

The Finnish metropolitan area learning services providers i.e. vocational adult education centres (all in all 13 operators) form a network of Guidance and counselling services. Each operator has a Career centre branded service which is operated with a commonly defined service process. The career centre professionals have the knowledge of each operator's service offering thus enabling good service quality for immigrants with different learning histories and competence/skill levels. Amiedu coordinates the operational process of the guidance and counselling network and also operates as a coordinator and facilitator for the network service model development.

How?

Amiedu has the development and coordination role for the Guidance and counselling network operation and development. Amiedu and few other vocational adult education centres provide language and integration training services to immigrants. All 13 operators provide guidance and counselling services and vocational adult education training services. The Ministry of Employment and the Economy provides funding for the language and integration services and the Ministry of Education and Culture provides funding for vocational training. Companies and institutions with a need for skilled workers provide practical work related learning opportunities within the vocational training program phase.

How long has the initiative been implemented?

The Guidance and counselling initiative was established under the European Union Social Fund project funding as a common service centre in 2007. The present network model was established in 2011 and is funded by the participation of each network member both as a facility and resource support and as a coordination funding.

Which results/ impact have been achieved?

Completed: the development of the service model and the operation of the network.

On-going: the immigration training, the vocational training, employment.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

The principle of individual learning paths supported by personal guidance and counselling services enables focused and motivated learning opportunities with prior learning taken into account in the planning phases for each process. The transition from immigrant integration training to vocational training is enabled.

Where?

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Contact person

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Aspirant education: working with immigrants with a degree wanting to qualify for the Swedish labour market

Lasse Lindhagen, Sweden

Initiative implemented at local level

What are the objectives and expected outcomes of the action?

Aspirantutbildningen (Aspirant education): education for employment candidates is a supplementary education programme at Malmö University for immigrant graduates. It has been designed to enhance their employability and career prospects in the Swedish labour market. The programme consists of three parts: career planning, academic courses and work placement. The study plan is highly individualised and takes advantage of each student's previous experience and future career plans in order to create a sustainable professional mobility on the Swedish labour market. Parts of the curriculum are developed and taught in collaboration with employers in the local labour market.

At the university the student gets access to a network of professional study and career guidance counsellors with updated information about the labour market for different groups of graduates. Students also get in touch with academic staff with the expertise to assess what impact retraining and taking new courses would have on your chances to compete for jobs on your new labour market.

Aspirantutbildningen strives to impact the employability of each student with an individual study plan. This is done by letting the results of the career planning course influence the academic content of the programme and, perhaps, more importantly the work placement.

For whom?

The target group for the programme are students with a degree from a foreign country and who meets the requirements of studying at a Swedish university. The students apply to the programme at the regular time for applying to higher education in Sweden.

It is important to keep in mind that these are adult students. A lot of our students are 35-45 years old and have a good career behind them in their home country.

Who is involved/carries it out?

The programme is run like any other programme at Malmö University. The teachers of the career-planning course also coordinate the individual study plan as well as the work placement of each student. All contacts with the local labour market and employers are taken on an individual basis. We would never have been able to succeed with the programme without the support from local employers but the support has always been individual and we rarely use the same work placement more than once.

How?

A unique feature of the Aspirantutbildning is the flexibility in devising the curriculum, and that its content is influenced by close ties to the labour market. Another factor that contributes to the dynamic nature of the programme is the support provided throughout the student's time at the university. Working with continuous guidance during the entire study period has been identified as a factor of success for lifelong learning. The challenge lies in working with the guidance of students in collaboration with the labour market, an ambition that we have made into a pedagogical model for the entire programme.

In the second part of the programme the student chooses from the range of academic courses offered at the university. The selection should be based on certain criteria, which should be identified in dialogue between the student and partners from the labour market. The question 'What should I study' is answered by the student after discussing

job responsibilities and qualification demands with representatives from specific fields of interest.

As the final part of the programme, students are required to complete a 10-20 week-long work placement. Here the students put their knowledge to practical use, and leveraged by their newly theoretically acquired skills, continue their learning in the work place. The work placement is set up by the tutors at the programme, according to the needs and wishes of the student. The process of matching each student to the specific requirements of employers is a method, which we argue, is central to finding the right placement for each individual. This process often forces the student to explore her professional mobility since the first choice of placement sometimes can't take an intern and we have to keep on searching until we find one that can.

The fact that the students take responsibility for the design of their own study plan means that they turn into lifelong learners. Within the programme we teach them to make well-informed choices regarding their continuing education and career and believe they continue to do so even after the end of the programme.

How long has the initiative been implemented?

The programme has been running since November 2002.

Which results/ impact have been achieved?

Since November 2002 we have admitted 259 students to the programme. Approximately half of the students decided to quit the programme for different reasons. Some decided to go for another education and perhaps a new degree and others decided that this way of studying is too hard and perhaps hard to juggle with family life. Some realise that they no longer can or want to work within their profession in Sweden after having spoken to employers and learn what is required to be competitive. They might choose a different career path outside the Aspirantutbildning. All in all it is hard to come back to University as an adult in a new country and a new academic context. This is why so many students drop out.

Out of the remaining students 119 got employed at qualified jobs either after having completed the programme or before.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

The combination of career counselling, employer contacts, academic courses based on individual needs and employability and an individually matched work placement makes this a good practice example. Perhaps more so because we are able to combine these critical components within a higher education institution.

The innovative aspect of the programme would possibly be that a Higher education institution works so closely with the labour market to let information from employers influence the study plan of the students. All higher education is free of charge in Sweden and this makes this an interesting alternative for immigrant academics. Maybe the situation would be different if they were to pay fees?

<p>Where? Malmö University Centre for Widening Participation Citadellsvägen 7 20506 Malmö Sweden Tel. +46 406657353 www.mah.se/aspirant</p>	<p>Contact person Lasse Lindhagen Teacher/Internship Coordinator Lasse.lindhagen@mah.se</p>
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Active selection of qualified foreign workers

Jarmila Materankova, Czech Republic

Initiative implemented at national level

What are the objectives and expected outcomes of the action?

Project objectives were to bring qualified foreign workers to the Czech Republic and, at the same time, to help Czech employers in finding qualified workers for the long-term unfilled vacant opportunities which attracted neither Czech nor EU workers. These foreigners and their family members could gain the permanent residency in the Czech Republic within a considerably shorter period than normally required. The project created conditions for foreign workers and their families to be integrated successfully and quickly in the Czech Republic without having to give up their culture, customs and/or native language.

For whom?

Qualified foreign workers coming from 50 target countries. Also foreign graduates of the Czech Universities and secondary schools, regardless of their country of origin, could apply.

Who is involved/carries it out?

Ministry of Labour and Social Affairs (responsible, coordinating body), Employment Offices, Ministry of the Interior (granting permanent residence permits), Foreign and Border Police Service, Ministry of Foreign Affairs (checking the authenticity of the presented documents), Czech Diplomatic Missions, IOM Prague (responsible for information campaign both in the Czech Republic and in abroad, first contact with applicants), social partners, non-governmental organisations.

How?

Two information campaigns were carried out, aiming both to motivate qualified foreign workers in the target countries, and to inform the Czech public about the project objectives.

To make it easier for foreign workers to find a job in the Czech Republic there were websites offering long-term unfilled qualified vacancies.

The participants were provided with a high-level assistance in the eventuality of job loss: 60 days protection period to find a job under certain specific conditions (also with the help of public employment services) without losing their visas.

How long has the initiative been implemented?

Period 2003 – 2010

Accepting new applications was terminated as of 31 December 2010, while current participants are being provided with the services of MoLSA further on.

Which results/ impact have been achieved?

About 2 thousand foreigner workers entered the project, along with 2 thousand family members, mainly from Russia, Belarus, Bulgaria, India, Moldova, Kazakhstan, Serbia, FYROM. About 1 thousand foreigners gained residency here by now. These numbers are far below the estimated ones, unfortunately.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

The objective of the project is to use easily controllable, simple and cheap tools for the transition, from the passive reaction to the existing migration, to the active management of this segment of the economically motivated migration.

Additional information

The applicant had to have a work permit for a vacancy with a certain defined degree of qualification – due to this sine qua non condition the number of applicants was restricted heavily.

Where?

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Occupational programme for people at risk of social exclusion

Antonio Mir Montes, Spain

Initiative implemented at regional level

What are the objectives and expected outcomes of the action?

Our objective is to prepare immigrants and other people in risk of social exclusion to be competitive to get a job in the real environment of companies in our region.

Our expected outcomes are to get the same percentage of job placements as nationals, and for both nationals and immigrants the highest rate of employment in our region.

For whom?

Our target is people at risk of social exclusion. Of course immigrants are our biggest group, from: South America (Ecuador, Colombia and Bolivia), North Africa (Morocco and Algeria), South Africa (Nigeria, Togo, Mali, Senegal and Ghana), and Eastern Europe (Romania, Bulgaria, Lithuania, etc.).

Who is involved/carries it out?

The main actors in the program are:

1. **Job placement responsible in the school** has a key role in the programme. On one hand, he/she is in contact with companies, knowing their needs and interviewing our students trying to match needs and offers. On the other hand he/she is in contact with social institutions that send us students.
2. **The responsible of human resources in the companies** meets with the school's job placement responsible to inform about the needs of the company.
3. **Social workers of the social institutions.** We have 10 agreements with social institutions in Valencia which deal with disadvantaged people (immigrants, homeless, convicts, young drug addicts, etc.). They are our contact person and through their help these institutions send us students after a selection process.
4. **The school's head of studies** is responsible for preparing the skills' programme and should know the needs of the companies and the availability of our teachers for attending the courses. He/she is responsible for the programmes and schedule.
5. **Financial support** was offered for three years by Valencia regional government but due to the economic crisis they have stopped their sponsorship. Nowadays we receive support from a bank (its social branch).

How?

This question is mainly answered in the previous one.

Many times we support people with no job offer by knowing the trends of the companies and their tendency to offer a job place through our school. The training courses are related to maintenance specialities and last from 60 to 800 hours.

How long has the initiative been implemented?

This programme started in 2006 and it is still running, but with less force because of the economic crisis.

Which results / impact have been achieved?

Undoubtedly the success of the programme depends on the prestige of our institution as a good vocational school. In fact, many companies come to us instead of going to the official agencies when they need to hire someone. This is because they can find directly skilled and adequate people to the jobs they need. As a matter of fact, recently our school has been recognized as a job placement agency. The circumstance of being immigrant is not taken in consideration when talking about skilled workers (except the case of ideological or racist reasons which are really exceptions).

At the beginning of the programme in 2006 and until 2009 we obtained a high percentage of work placements (close to 70%) but at the present time the rate is 15-20%. Although it is a low rate, this is one of the highest in our region.

Why your initiative is to be seen as good practice and could it be transferred to other contexts?

Because companies are the same in the entire world: they speak always in the tune of 'making money', and with this programme they can obtain a good worker 'made to measure'. Immigrants are not perceived as disadvantaged people for the workplace if they are well skilled.

Additional information

For making this programme reality, the institution should be able to adapt the academic programmes to the specific needs of the company. For responding to this demand teachers have to be properly prepared. So it is necessary an investment of time and money for developing the teachers' skills by motivating them to become apprentices in companies, if necessary.

Where?

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Multitalents go into action

Eric Nicollet, France

Initiative implemented at regional level

What are the objectives and expected outcomes of the action?

This training plan aims at starting a qualification process intended for people who can't get it, supported by local companies.

A social strengthened guidance will be implemented to give access to these more secure training paths. It aims at avoiding breaks and absenteeism.

For whom?

Young people and adults, men and women job seekers, from various cultural backgrounds (but mainly people from Gypsy communities), with a 1st or 2nd level of qualification, underachieving students with social and vocational integration problem, people without key skills allowing employment.

Who is involved/carries it out?

A pluri-disciplinary partnership is necessary.

National further education schools (implementing workshops aiming at developing skills) and non-profit organizations, supporting social and professional Gypsies projects (social guidance workshops) used to work in synergy.

Moreover, a successful action rests on a work run with the partner companies which become involved in welcoming people to whom these projects are addressed.

How?

- Creating an operating partnership with companies from various vocational fields.
- Supporting trainees to become well integrated in the company and offering them strong social and vocational guidance.
- Developing qualifications and making a more secure access to social and vocational paths through:
 - developing skills and project workshops;
 - teaching methods based on vocational real-life situations similar with the ones they will face during their training placement;
 - a workshop strengthening the historical cross culture memory; these tasks will be done by a pluridisciplinary team composed of social guidance professionals and documentary film directors;
 - working-out a common project ending with a special event explaining and enhancing the results of the 'Path workshop';
 - a new accreditation for work experience provision.

How long has the initiative been implemented?

This project will take place during the calendar year 2012.

Which results/ impact have been achieved?

Evaluating the results is impossible at this time. We want to support 30 people, helping them to get into a guidance project, allowing them to get a qualified job; 80% trainees

must get the necessary requirements to be employed and 90% will get a job or a training leading to a qualification.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

What makes the difference comparing with a traditional training is that the process is the opposite. We start with developing skills in a real life vocational situation to strengthen experience, instead of starting with knowledge to get skills.

Where?

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Contact person for this initiative in your institution

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Conseillère en formation continue

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Marketing methods to reach migrant communities

Heinrich A. Rabeling, Germany

Initiative implemented at regional and local level

What are the objectives and expected outcomes of the action?

Germany is facing since 2010 a shortage of skilled labour force. Besides the strong economic growth there is a demographical impact of less young people entering the labour market.

Migrants (which are people with at least one parent born outside Germany) are a strong part of the German population, especially in the large cities. The unemployment has a high rate in the case of migrants.

Migrants are hard to reach by traditional marketing methods. This initiative therefore focuses on developing marketing methods custom tailored to the migrants' communities. After establishing mutual trust, the target groups will be approached with adapted training offers and the opportunity of integration into the labour market.

Location of the initiative is the city state of Hamburg, with an overall migrant population of about 30 %, and even 50 % of the youths under 18.

For whom?

Main target group are adult migrants, who are unemployed or informally working. Also newly arrived migrants, but basic knowledge of German is desired.

Not yet fully integrated migrants are typically organised in communities, reflecting their home countries, their religious or social orientation. So this initiative approaches in the first place the communities, their opinion leaders and other people of importance within. Only afterwards the focus will broaden on the whole community.

Who is involved/carries it out?

Background: The Elbcampus is a training centre mainly for blue collar training. It started at the end of 2009 a project on migrant qualification funded by the national government. Main players were the labour authorities, national and local, and the potential employers of migrants.

Training content: Interviews, profiling, language- and technical-training are standards at the Elbcampus. Contents, mostly between three and six months training, are mutually agreed upon by the future employers, the labour authorities and the Elbcampus.

Marketing: The Elbcampus' challenge was (and still is) to find migrants, who are interested in starting a career in a variety of blue collar jobs. A project-team was set up with five people of various national backgrounds, especially from Turkey and Russia. The team therefore had an in-depth understanding of the most important target communities.

Stakeholders: Marketing targets are migrants' organisations, religious communities, sports communities, the consulates of the home countries. Important are the training centres for the basic language courses and all gathering points of migrants, like ethnic shops, hairdressers, tailors.

How?

Typically in marketing there is a mix of methods: Direct approach of leaders' opinion and indirect approach of the individual. We started with the leaders' opinion.

Step 1: Reaching the opinion of leaders:

Personal visits to the chairmen of migrant associations, to local religious leaders, to the consulates. Personal contacts to the migrant press, newspapers, radio, TV, including regular (weekly) supply of news on the project and about success stories.

Step 2: Reaching the individual:

- a) Support by ethnic-marketing-agencies. Developing of ethnic-specific materials (most important!), print and internet. Regular press conferences with success stories and testimonials.
- b) Personal appearance and distributing materials at ethnic events, like the Muslim Friday prayer, the orthodox or the African Sunday service, after the football game of Galataseraï Wilhelmsburg (part of Hamburg), etc.
- c) Entering the open field with special events in shopping centres or on market places. Annual job fare for migrants. Hands-on orientation weeks in the workshops of the Elbcampus and speed dating with employers.

All activities amount to one desired effect: The migrant people start to talk themselves about the Elbcampus as a place of job opportunities.

How long has the initiative been implemented?

First started in 2006, this initiative in 2009, further expansion in 2012.

Which results/ impact have been achieved?

The migrant communities, the press (migrant and German), the political leaders of the city state and the labour authorities are strongly favouring the initiative.

The government of Hamburg appreciates the contribution to the labour market, which is suffering from a shortage of skilled labour. Therefore, by political support based on the initial success two further projects could be started in May 2012.

The employers are further cooperating. The initiative is a solution to their recruiting challenges.

The political parties are unanimously supporting the initiative due to the benefits to their important target group migrants.

The Elbcampus has reached about 2.500 migrants with about 500 profilings and over 200 participants in training on various levels.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

The initiative proves that there is an opportunity to raise migrant participation in training and employment by using adapted marketing tools. You just have to go to them, speak to them, understand them and develop communication methods, which suit them (and not necessarily the non-migrants). As this is a way of thinking in migrant terms, it can be transferred to any similar environment.

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Building bridges: career guidance, re-qualification and employment support for refugee health professionals

Azar Sheibani, Great Britain

Initiative implemented at regional level

What are the objectives and expected outcomes of the action?

This initiative aims to take a coordinated and integrated approach to the delivery of services to support refugee health professionals (RHP) back into employment.

The main purpose of this initiative is to provide specialist guidance and employment support to promote RHP progression towards and entrance into employment in the health sector at levels commensurate with their qualifications, skills and experience.

The Refugee Health Professionals programme at RAGU comprises three interconnected programmes:

- 1) IAG provision,
- 2) Work placement and
- 3) The BB beneficiary fund.

Clients eligible to access the programme are qualified and experienced in a wide range of registered health professions. Expected outcomes:

- to offer advice, guidance and training to 300 refugee health professionals;
- to offer work placement to 45 refugee health professionals;
- to achieve job outcome for 60 refugee health professionals.

For whom?

The target group for this initiative are 'Refugee Health Professionals'. These are doctors, pharmacists, dentists, nurses, midwives, laboratory technicians and other related professionals who are in the UK as refugees. They need to pass through a rigorous re-qualification process in order to return to clinical practice in the UK. They are professionals whose expertise, skills and experience are needed in the UK. The employment of refugee health professionals has many benefits for NHS organisations including workforce supply, meeting equality and diversity requirements and corporate social responsibility. NHS London is aware of this pool of skills and has supported the initiative financially.

Who is involved/carries it out?

Building Bridges is the name of this initiative. Our organisation is one of the partners involved in this partnership which has other important stakeholders:

The National Health Service in London is the commissioner.

The Refugee Council - which is the main national organisation in the UK supporting refugees - is the lead agency as well as a delivery organisation.

We also have direct and active links with a wide range of employers employing health professionals as well as professional training providers and professional bodies including General Medical Council, General Dental Council, Nursing and Midwifery Council, General Pharmaceutical Council, Health Professionals Council and more.

How?

- Provision of advice and guidance;
- Provision of specialist training;
- Provision of professional healthcare training;
- Provision of empowerment seminars;
- Professional registration with relevant healthcare bodies;
- NHS - Bursaries for specialist training and registration exams;
- Development and delivery of structured work placement programme;
- Employment support for RHPs to enter paid and voluntary Health related work (pre-registration);
- Cross-cultural competences training;
- Networking skills training;
- Transferability of skills and employability skills re-orientation;

How long has the initiative been implemented?

The initiative has been running since 2009.

Which results/ impact have been achieved?

In the last 3 years:

- we have seen 255 health professionals: doctors, dentists, nurses, midwives, pharmacists etc.;
- 85 of all our clients have entered into paid work;
- 56 have got into professional training;
- 65% of our clients are refugee doctors.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

This initiative is built on 15 years of lobbying and advocacy work with health professional bodies and employers and is a response to meeting the needs of the NHS, diversity of patient-base in UK, and of refugees themselves:

- 1) refugee health professionals who need to re-qualify and practise in their own fields and integrate in the labour market successfully;
- 2) business case for getting highly skilled health professionals into the NHS;
- 3) patients whose cultural background and language barriers offer a challenge to National Health Service and having a health professional representing those communities could respond successfully to this challenge.

This initiative is commissioned by NHS London and has already been successfully transferred to other fields and target groups in the UK: teachers, engineers and finance professionals

Additional information

A case study

Dr BB from XXXX had taken the IELTS exam twice and had been unable to score 7 in each paper. He was increasingly desperate and felt depressed.

Dr BB met a RAGU career adviser to assess all his career needs in June 2011. Following the guidance interview he was referred to an IELTS class which he started. He was also referred to the RAGU NHS Futures programme. These are 4 interlinked workshops designed to empower and motivate clients and help build skills and confidence. Clients tell us they find it very helpful. From this programme Dr BB decided to apply for a RAGU work placement. He also worked with a RAGU adviser over several appointments and came to RAGU employability workshops to prepare a great CV, learn networking and interview techniques and other skills. All these skills contributed to Dr BB successfully entering the RAGU work placement in December 2011.

Dr BB started the work placement in a GP surgery as a Healthcare Assistant. He was given a lot of responsibility, carrying out new patient health checks, phlebotomy, note summarising, sitting in with GPs, attending GP meetings. He enjoyed his work, his confidence grew, he learnt about NHS processes, team working in the UK and his language skills developed significantly.

After 3 months of work placement he re-took the IELTS exam and finally passed in March 2012. The same week his work placement finished. The GP supervisor was so impressed by Dr BB's team working, clinical knowledge and communication with patients, that they offered him a paid part-time post.

Dr BB is now working part-time as a Healthcare Assistant and studying for PLAB. GPs at the surgery have said he is welcome to discuss clinical scenarios to help him through the PLAB exams.

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Empowering vulnerable adults to tackle labour-market challenges

Workshop 2:

Supporting adult low-skilled and older workers (+55) to find a job and/or stay in employment



Workshop 2: Supporting adult low-skilled and older workers (+55) to find a job and/or stay in employment

Low-skilled

Today, in Europe some 72.7 million 25-64 year olds have either low qualifications or no qualifications at all ⁽¹³⁾. The unemployment rate amongst the low-skilled increased from 11.6 % in 2008 to an average of 16.6 % in the first half of 2011 due to sectoral transition towards higher technology and changes associated with the impact of the economic crisis.

Cedefop's latest skill demand and supply forecast for the European Union for 2010-20 indicates that the share of people with high-level qualifications will rise to more than one third of the workforce, and people with medium-level qualifications will continue to account for about one half of the workforce ⁽¹⁴⁾. Even those occupations that used to require mostly low-level skills are increasingly requiring medium- or even high-level qualifications. This means that people with low-level (or no) formal qualifications will find it more difficult to find a job in the future.

The Member States are developing and implementing measures to encourage education and training institutions and employers to collaborate, particularly in the training of low-skilled adults. They are also developing procedures for the recognition and validation of non-formal and informal learning, supported as appropriate by national qualifications frameworks (NQFs) ⁽¹⁵⁾. Many countries devote considerable attention to the role of NQFs in supporting the validation of non-formal and informal learning ⁽¹⁶⁾.

The study visits findings highlight, for example, that:

Participation in second-chance learning opportunities is a key means for low-skilled adults to raise their education and qualification level and improve their prospects on the labour market (Greece, Ireland, the Netherlands and the United Kingdom). The regional adult education centres provide support for adults who have not completed compulsory secondary education (Spain).

Vocational training courses help to develop the literacy skills of disadvantaged learners (Belgium) and basic skills needed for life and work (Slovenia). Vocational training and re-training possibilities are offered in occupational rehabilitation centres for disadvantaged adults (Germany).

The competences centres offer training for low-skilled adults and opportunities for them to have their learning assessed and validated (Belgium). Standardised methods of recognition/validation of prior learning are used in Denmark.

Unemployed/low-skilled women are helped through career guidance and vocational training to re-enter the labour market in Poland and Turkey.

⁽¹³⁾ Eurostat. Data of 2011 for EU27. Date of extraction: 19 April 2012.

⁽¹⁴⁾ Cedefop (2012). Europe's skill challenge. Lagging skill demand increases risks of skill mismatch. Briefing note. March 2012. Available from Internet: http://www.cedefop.europa.eu/EN/Files/9068_en.pdf

⁽¹⁵⁾ Bruges Communiqué (2010). *The Bruges Communiqué on enhanced European cooperation in vocational education and training for the period 2011-2020*. Available from Internet:

http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf

⁽¹⁶⁾ Cedefop (2012). *Development of national qualifications frameworks in Europe*. October 2011. Luxembourg:

Publications Office of the European Union. Available from Internet: http://www.cedefop.europa.eu/EN/Files/6112_en.pdf

Older workers (55+)

Addressing the skill needs of older workers through more and better education and training, promoting active ageing, creating more inclusive labour markets as well as tackling labour market segmentation and segregation are fundamental challenges for our societies.

Currently the employment rate for older workers (55-64 years old) in the European Union is 50 %⁽¹⁷⁾. The key policy goal is to create an overall environment that encourages older workers to stay in employment rather than leave the labour market early due to low levels of up-skilling, low demand from employers, lack of support for jobseekers, etc. Upskilling and increasing lifelong learning opportunities⁽¹⁸⁾ are crucial for older workers and special attention should be given to those in mid-career⁽¹⁹⁾.

The European Year of active ageing and solidarity between generations (2012)⁽²⁰⁾ aims to support Member States' action to promote active ageing and empower older people to stay in good physical and mental health and contribute more actively to the labour market and to their communities.

During study visits participants learned:

Special programmes are implemented for older workers in remote areas (Austria) and delivered to older unemployed and employees by the federal government (Germany). Older workers are encouraged to take part in employment promotion activities (the Netherlands). They have the opportunity to validate and certify their prior learning (*validation des acquis de l'expérience*) and improve their employment prospects in France. Workers 45+ receive support in Italy in the form of information, career guidance and training opportunities. Older manual workers with limited qualifications or no qualifications at all are trained on the job in the Netherlands.

⁽¹⁷⁾ Eurostat (2011). Employment rates of older workers by gender. Available from Internet: <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tsiem020>

⁽¹⁸⁾ The participation of this group in lifelong learning is very low. According to the Labour Force Survey: 5.3% for this group in 2010.

⁽¹⁹⁾ Commission of the European Communities (2006). Communication on adult learning. *It's never too late to learn*. Brussels, 23.10.2006. COM(2006) 614 final. Available from Internet:

http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf

⁽²⁰⁾ <http://ec.europa.eu/social/ey2012.jsp?langId=en&catId=970>

Workshop 2:

Supporting adult low-skilled and older workers (+55) to find a job and/or stay in employment

The following questions will be addressed in the workshop:

- How are the low-skilled and older workers helped in your country to exploit their potential to the full?
- How do the various stakeholders cooperate to help low-skilled and older workers to participate in learning and enter the labour market (for example, partnerships between public services at the regional and local levels, education and training providers and employers, etc.)?
- What issues related to supporting low-skilled and older workers in finding a job and keeping them in employment need to be addressed in the future?
- What have you learned from the workshop's presentations and discussions? Which messages do you plan to take back to your own organisation?

Workshop 2 - Examples of good practice

- 1) *Reha-KomIn - Sustainable integration of people with disabilities into the job market*, Ms Hilke Buer, Germany
- 2) *Fair-play for older workers*, Ms Joke Dekker, The Netherlands
- 3) *WerkWijzer*, Ms Joke Dekker, The Netherlands
- 4) *Job focus in the VDAB competence centres*, Mr Carlo De Smedt, Belgium
- 5) *Supporting older job-seekers through learning*, Ms Evridiki Exarchopoulou, Greece
- 6) *Integration of senior Europeans through fostering family traditions*, Ms Elena Foscolo, Spain
- 7) *Recognition and validation of prior learning in retail*, Mr Björn Garðarsson, Iceland
- 8) *EQUAL Ireland - The ESCape project*, Mr Eddie Higgins, Ireland
- 9) *Raising awareness of women on the labour market*, Ms Beata Kubina-Glenz, Poland
- 10) *Over 45 vocational training courses*, Ms Sylvia Liuti, Italy
- 11) *Inter-profesional mentorship networking*, Mr Thierry Mathias, France
- 12) *Prometeo 3, a network of information points to support atypical workers*, Ms Gabriella Pusztai, Italy
- 13) *French measures for older workers in company including VAE*, Ms Dominique Saiget, France
- 14) *Recognition of prior learning as part of acts on active employment approaches*, Ms Carla Toender Jessing, Denmark
- 15) *Vocational Qualification Programme (VQP)*, Mr Frank Visser, The Netherlands
- 16) *Ballymun Job Centre (BJC)*, Ms Nuala Whelan, Ireland
- 17) *Perspective 50plus – Regional partnerships for the older unemployed (50+)*, Ms Lina Zink, Germany

Reha-KomIn

Sustainable integration of people with disabilities into the job market

Hilke Buer, Germany

Initiative implemented at national, regional and local level

What are the objectives and expected outcomes of the action?

The primary aim is to help disabled people and those threatened by disability to participate in working life and thus in society as a whole. People who are no longer able to work in their original profession or who are in danger of losing their job due to an impending disability receive vocational training and, if necessary, special assistance, e. g. medical or psychological support.

For whom?

Our target groups include people with various physical and psychological disabilities. We offer special services for young adults and adolescents with disabilities, for women in specific living situations (e. g. single mothers) and for elderly people with disabilities. At present, there are approximately 800 trainees, more male than female, aged between 20 and 55.

Who is involved/carries it out?

In Germany, there is an association of 28 vocational training centres (Berufsförderungswerke) like ours in Frankfurt. With a total of approximately 15.000 places in all of Germany, they act as advice and orientation centres, offering a wide range of specialist services such as information, diagnosis, training and help in finding a job. In each of these institutions, teams of specialists from various fields offer vocational trainings as well as pedagogical-didactical, medical, psychological and social assistance. The services of the Berufsförderungswerke are funded by different institutions and organizations as e. g. the Employment Agency and the German Pension Insurance.

How?

Our portfolio ranges from full 24-month trainings in 18 different professions with diplomas from the Chamber of Commerce and Industry, various shorter trainings in approximately 10 different professions, initial vocational training for young adults to in-company health management, individual case management and testing of vocational abilities.

The process of integration usually starts with an assessment of the vocational abilities and a recommendation for a new profession which is then followed by the necessary various training modules. The whole process is constantly supervised and controlled by the integration manager and, if necessary, adjusted so that the trainee's profile matches the demands of the job market.

How long has the initiative been implemented?

The system of vocational rehabilitation and integration has successfully existed in Germany since the early 1970s. Based on an initiative from the German government a new model of vocational rehabilitation and integration of people with disabilities was developed in 2006/2007. Starting from this, a work group developed **Reha-KomIn** to adjust system of vocational rehabilitation to current changes in the social and economic parameters and the constantly changing job market.

Which results/ impact have been achieved?

We systematically interview our former students after 6, 12 and 24 months after their training as a part of our after-care services. This has shown that we have achieved stable results over the years. Approximately 70 % of our trainees are successfully re-integrated into the labour market in their new professions.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

By offering vocational training and supporting services to disabled people and those threatened by disability, the Berufsförderungswerke (vocational training centres) fulfil an important social task on a nationwide level: to promote every person's right of self-determination and participation in life in society on an equal basis as laid down in the German social security statutes.

Additional information

There are three basic pillars of Reha-KomIn: the individualised training in internal and external training companies, the individually tailored support system (individual demands are revealed by a profiling instrument) and the integration management that controls the whole process.

Where?

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Fair play for older workers: board game combined with toolkit

Joke Dekker, the Netherlands

Initiative implemented at European and national level. The organisational level is local.

What are the objectives and expected outcomes of the action?

Fair Play for Older Workers was an international project with the aim to get and retain more older workers in employment and to help organisations with the development of age-oriented (human resources) policy.

The desired results were that organisations implemented concrete measures that give older workers a fair position on their internal labour market.

For whom?

Fair Play for older workers is a comprehensive programme, which focuses on organisations in several European countries. In the Netherlands the project is carried out in the government, health and education sector.

In the Dutch situation a board game, combined with a toolkit, has been developed to stimulate awareness and discussion on age-related practice and policy. Target group are groups of employers and employees, hr- and employer representatives and managers in different settings in organisations and at national level.

Who is involved/carries it out?

Stakeholders in the Netherlands were:

- A + O fonds Rijk, the labour market foundation for the government, the principal participant in the international project. A + O fonds Rijk is owned by representatives of the Dutch Ministries (employers) and representatives of the unions of civil servants (employees).
- Stichting Arbeidsmarkt Ziekenhuizen (StAZ), the Labour Market Foundation for the health sector, the principal participant in the international project. StAZ is owned by representatives of the Dutch hospitals (employers) and representatives of the unions of workers in the hospitals (employees).
- Sectorbestuur Onderwijsarbeidsmarkt (SBO), until 2011 a centre of expertise of the employers and employees in the field of educational staff.
- VanDoorneHuiskes, the party that carried out the project for A + O fonds Rijk, StAZ and SBO.
- Ministries, hospitals and schools as participants in the project (target group).
- CAOP, the largest knowledge and service centre with regards to the labour market and labour relations in the public domain in the Netherlands, supports A+O fonds Rijk, StAZ and SBO (formerly).

How?

The board game fair play for older workers consisted of an integrated approach, which has taken shape in a game with a toolkit. The game – for human resources representatives, managers and employees in organisations – stimulates awareness of age-related questions and acquaints the players with tools that can help them to develop and practice an age-related policy in their organisations and careers.

The game is introduced in organisations with the 'train the trainer' method.

The main elements of the toolkit were:

- age-audit (instrument to get information of the employees of different ages in the organisation);
- age driver (instrument for employers to get insight in their strengths and weaknesses, opportunities and threats for age-related policy);

- business case;
- cases/ practices;.
- dilemma cards;
- knowledge map / literature;
- ingredients for an action plan.

How long has the initiative been implemented?

Ca. 2004- ca. 2010 and in the hospital sector the game is offered until now.

Which results/ impact have been achieved?

- The game was played by almost all Dutch ministries and by many hospitals and schools. Employers and employees on several levels started dialogues about age and applied insights in their own organisations. Awareness of ageing exists in The Netherlands. Making the bridge to daily practice is rather hard, but necessary.
- Although the game is somewhat dated, game and toolkit are still available and relevant for these target groups.
- CAOP intends to give the game an update – maybe in a digital format - and further develop the game-concept. Keywords are: emphasis on employability and empowerment; focus on all age groups and not only on the older people; from curative to preventive; bridge to daily practice. Following the game CAOP can advise organisations about the development and implementation of an age-related policy.

Why your initiative is to be seen as good practice example and how can it be transferred to other contexts?

The game is an attractive and easy method, which brings people together in a relaxed and reflective setting. The game play is the agenda. The discussion between the players gives the approach a bottom up start for a tailor made approach for their own situation. The game with the corresponding toolbox together are an integrated approach with elements of awareness, policy and practice. Users can use elements of the toolkit to shape their own custom-made policy and practice.

Additional information.

For the game:

- Op weg naar leeftijdsbewust personeelsbeleid (government sector): <http://www.aofondsrijk.nl/43/>
- Care4Age (health sector) http://www.staz.nl/duurzame_inzetbaarheid/care4age.shtml
- Levensfasespel (education sector) <http://www.onderwijsarbeidsmarkt.nl/instrumenten/2007/levensfasespel-op-weg-naar-leeftijdsbewust-personeelsbeleid/>

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Contact person for this initiative in your institution

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Werk Wijzer

Joke Dekker, the Netherlands

Initiative implemented at European, national regional and local level

What are the objectives and expected outcomes of the action?

- 1) promote a correct perception of age and labour by inviting people to check if their images on age and employment are consistent with the reality;
- 2) moving people, by encouraging them not to be limited by images on age, but to resist and overcome prejudices, to believe in themselves, to find passions and qualities (of older employees) and to use the benefits of age; in short: empowerment.

The instrument and the approach can be used at individual, organizational, sectoral/branch, national and international level.

For whom?

A broad group on a national, sectoral, organisational and individual level:

- employers and employees, and their representatives; unemployed;
- older and younger workers;
- citizens.

The *WerkWijzer* can also be applied on an international level.

Which is/are the main target group/s and why. Please describe briefly.

Who is involved/carries it out?

- CAOP, the largest knowledge and service centre with regards to the labour market and labour relations in the public domain in the Netherlands.
- The National DenkTank 2011. The national thinktank wants to help the Dutch society with innovative ideas to advance. Every year twenty young and talented people from diverse disciplines think about a social issue and provide practical solutions. The 2011 national thinktank examined the Dutch industrial relations, i.a. active ageing. One of the solutions was to bring about a change in thinking about the elderly on the labor market.

Stakeholders on a national, sectoral and organisation level are interested in the instrument.

How?

The word '*WerkWijzer*' consists of 'Werk'=Work and 'Wijzer'=indicator + wiser. *WerkWijzer* is a digital quickscan that offers a respondent 12 statements about age and labour. Facts and Fictions are mixed. A question or a statement is good or wrong. Filling in is fixed for 3 minutes and after that the respondent receives immediately a response factsheet with the result and an explanation of the right answer with references to research. Finally is pointed out the respondents' image of age and how the labour influences her/his look on her/his own employment opportunities. Therefore she/he is encouraged not to be limited by imaging on age, but to resist and overcome prejudices and to believe in themselves and act in that direction.

How long has the initiative been implemented?

Only since December 2011 more than 400 people used the *WerkWijzer*. On the e-mail addresses they left we conclude that professionals as well as private persons have completed it. We notice that people inform each other on the *WerkWijzer*.

Which results/ impact have been achieved?

Already completed:

- A workshop to explore a follow up of the *WerkWijzer*: where people the influence of imaging experienced in a dialogue between employer and employee.
- References to the *WerkWijzer* in several publications.
- A reflexion on 400 respondents: published by CAOP and Nationale DenkTank (*in preparation at the moment*).

Still going on:

- Further spreading of the *WerkWijzer* in branches, organisations, at national level, through publications, via social media, from person to person, etc.
- Workshops of imaging and empowerment (NL: 'Kijk eens door een andere bril').
- A course or advice trajectory 'Jobcrafting. Invent your own work again' as an opportunity for organisations and older workers to realise that the work better suits to the needs, wishes, passions and talents of older workers. Result: more pleasure during work and more productivity.
- Making a secondary analysis of the response of the *WerkWijzer*. Which fictions see respondents as facts? Do younger respondents differ from older?
- A kind of supported process in a sector or organisation helping them to screen their sector/organization regarding age related prejudices and develop and implement a policy and practice that promotes that people of all ages flourish.
- Finding international partners for the *WerkWijzer*.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

The *WerkWijzer* is an easy instrument. It costs only a few minutes to fill in. People are eager to know the answers on the statements. It's a simple instrument to empower people to take action themselves: to influence imaging and to behave themselves in an attractive way in their organisation and on the labour market, making use of their passions and talents and of the advantages of their age.

Additional information

The *WerkWijzer* is a direct result of the Cedefop studyvisit 'Older workers in companies and on the labour market' (2011). Participant all over Europe confirmed the importance of imaging and empowerment.

Find the *WerkWijzer*: <http://vragenlijst.caop.nl/werkwijzer/>

Find on www.caop.nl further information:

- *WerkWijzer*
- Workshop 'Kijk eens door een andere bril'
- Factsheet: 'Jobcrafting. Invent your own work again'
- Publication

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Job focus in the VDAB competence centres

Carlo De Smedt, Belgium

Initiative implemented at regional level

What are the objectives and expected outcomes of the action?

Although employment has always been the main objective of all VDAB services, we have focused even more on this issue since 2008. The basic idea is that any guidance or training activity should be a step towards employment. At that time, about 55% of the trainees leaving the VDAB competence centres, immediately found a job. The objective was to improve this result to an employment ratio of 65%. As we are working with quite a lot of trainees who belong to target groups, this 'focus on employment' asked for more specific training and guidance methodologies

For whom?

This initiative is aimed at every trainee in our Competence Centres, but some target groups get more specific attention:

- ethnic minorities
- older persons (+ 50)
- short- (or low-) skilled persons
- persons with a disability

Who is involved/carries it out?

As a public service provider, the VDAB wants to realize a transparent and dynamic labour market in Flanders for job seekers, employees and employers. In fact we cannot do this all by ourselves. Cooperation with all labour market actors e.g. sector organizations, schools, VET suppliers, VOKA (network of Flemish companies), UNIZO (Union of entrepreneurs) is therefore crucial, also for this initiative. All these actors have their own strengths and objectives. The challenge is to bring them together in partnerships in which they can reinforce each other.

How?

Translating the job focus' strategy resulted in a variety of improvement actions. Some examples:

Making our vocational training more competence based:

- more than 100 different professions (linked to the competence profiles);
- modular structure, always combined with an internship in a company;
- visualized by flowcharts (modules with objectives and duration) ;
- published in the training guide on the VDAB website.

Coaching on soft skills that are relevant for the labour market: we realize that nowadays recruitment (and dismissal) is more often based on generic skills than on purely technical competences. Vocational training, on the other hand, is often only focusing on technical skills. We introduced a set of 12 soft skills that are relevant to get a job and keep it. All our trainers and counsellors coach the trainees to improve their soft skills,

such as: perseverance, respecting rules, dealing with stress, working safely, personal appearance and basic ICT skills.

Personal job coaching to facilitate the transition to the labour market: in the workplace, an external (VDAB) coach supports both the new employee (who belongs to a target group) and his employer and colleagues.

Language coaching on the training floor and in the workplace: linguistic guidance and support for both trainees and instructors on the training floor; but also for new employees in the workplace (VDAB language coaches).

Project 'Active 50+' (2006).

Objectives:

- stop the growing number of jobless older persons;
- pursue a change of mentality of all actors (also the employers);
- quantitative: employment ratio of 34%.

Specifically trained coaches offer information and support regarding occupational orientation, training, guidance and job application in the so-called '50+clubs'.

How long has the initiative been implemented?

The 'job focus' strategy was implemented in 2008 and is still an important topic

Which results/ impact have been achieved?

In general, over the last 3 years, there was a clear progress. In 2011, most of the competence centres reached the objective of 65% of trainees entering the labour market. The new target for the upcoming years is 75%.

Why your initiative is to be seen as good practice example on supporting labour market integration of disadvantaged groups?

Starting from the more general objective (employment ratio of 65%) the training and guidance methodology is adapted to the specific needs of the different target groups.

Where?

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Supporting older job-seekers through learning

Exarhopoulou Evridiki, Greece

Initiative implemented at local level

What are the objectives and expected outcomes of the action?

Re-engage older job seekers in education and training through guidance. Remove the barriers and stereotypes between companies and older job seekers and to improve their employability.

For whom?

20 low qualified and unemployed aged over 45 that were unemployed for over 2 years.

Who is involved/carries it out?

The ESF Actions Implementation Authority is supervised by the General Secretary for the Management of European Funds of the Ministry of Labour and Social Affairs. Its main goal is the implementation of the European Social Fund's (ESF) interventions, which are aimed at developing human resources. These interventions are actualised through operational programmes, "Employment and vocational training" was the operational program which funded the initiative. Ekpedeftiki Paremvasi SA, a private vocational training centre, was the leader and co-ordinator of the initiative and provided the necessary training courses. Development Agency Of Thessaloniki S.A. was responsible for the counselling and career guidance of the participants. Private local companies, in the sales department, were the employers.

How?

The main activities of the initiative include the following:

- a) 350 hours of training courses on various issues like time management, sales, basic IT skills, work legislation,
- b) Job interview techniques – specialized career guidance,
- c) Counselling and psychosocial support - Social Skills Development,
- d) Specialized Vocational Guidance: Exploring the capabilities, skills, talents and interests of users and
- e) 150 hours of work practice experience in enterprises.

The basic training course lasted 350 hours in a regular 5 times per week basis during which the learners were taught targeted issues upon the work that they would be addressed during their apprenticeship (mostly clerical duties and sales tasks). They were also introduced to the use of internet and basic informatics and technology skills. The trainees also received counselling and guidance to overcome past issues (depression caused by unemployment, anxiety, low self-esteem etc). Personalised one-to-one support designed to help individuals reflect on their past learning and work experiences and specialized vocational guidance and job interview techniques were also added. Extra care was given in stimulating thought process regarding future learning activities and life-long learning. After that, the participants were settled in the companies in order to complete their work practice. Of course the support of specialists continued in this stage also.

How long has the initiative been implemented?

Overall the initiative lasted for about 8 months during the time period of 2006-2007.

Which results/ impact have been achieved?

All participants completed the program successfully and after 6 months nearly half of them were employed, 3 of them by the companies that they were placed. Most of the participants were willing to engage further training in the future and felt more self confident in seeking employment. The hiring companies expressed, by filling questionnaires, better views of the older and low qualified job seekers and were more positive in hiring one than previously.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

The initiative didn't just focus on the unemployed group but it went a little further. Many weeks before the realization of the vocational training course, EKPA worked closely with the companies that would hire these people in order to improve their working environment by changing the attitude towards older employees. As far as the programmes' design is concerned, the counselling during the apprenticeship was really important, because it took into account the difficulties for a person with one long-standing job absence and not many opportunities to learn, to acquire new competences by herself/ himself and overcome stress and other barriers. As far as the work environment is concerned, the companies' human resources practices and management system also fostered learning: for instance, it was possible for a learner and her or his mentor to work together, even though it may temporarily drive down productivity.

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Integration of senior Europeans through fostering family traditions

Elena Foscolo, Spain

Initiative implemented at regional and local level

What are the objectives and expected outcomes of the action?

We expect the project to have a wide impact on all the participants involved. In addition we believe that there is scope for benefits to the local communities in which our organization is located, as far as the seniors will develop the same project by themselves after few sessions with us. Through dialogic literacy gatherings they will:

- acquire basic literacy, social and language skills;
- maintain good physical and mental health and contribute more actively to the labour market and to their communities;
- upskilling and reskilling the competences of unemployed people and ex-teachers;
- improve their ability to take initiatives and express their feelings;
- discuss and analyse problems of common interest with colleagues from other backgrounds and find solutions.

The following results are expected:

- increasing lifelong learning opportunities;
- promoting a sense of history, tradition and cultural roots;
- promoting mutual understanding between the generations;
- encouraging active cooperation between families and schools in terms of inter-generational school-based and out-of-school activities;
- increasing personal development and mutual respect;
- developing a more effective work to empower unemployed seniors.

For whom?

The group is heterogeneous and intergenerational involving highly qualified volunteers (ex -teachers or directors of schools), people that still represent the workforce of the country, unemployed adults, migrant and ethnic minorities, senior people and children from 10 to 18 years old. This allows us to promote the intergenerational learning and exploit the knowledge, skills and competence of older people for the benefit of society as a whole.

The methodology used in the discussion is based on dialogue. This becomes a generator of learning and the contributions of all participants will enrich the debate.

Literary works discussed are classical and universal therefore they can be adapted for different ages and backgrounds of the participants.

The dialogic literature gatherings methodology is based on dialogic learning therefore participants reflect on the content of a certain literary work.

Who is involved/carries it out?

The dialogic literary gatherings can be developed in different types of organisations including schools, adult education, libraries, parent`s associations, women`s groups, cultural and educational institutions.

We have been collaborating with two important libraries, four schools and one adult education centre.

The cooperation between a public centre, school and a non-governmental organisation is a great example of creating new tools for non-formal education. We coordinated the activities, the school involved the students and the library offered the place for meetings and contacted the senior people.

How?

Storytelling and reading has always been an important tool for maintaining family traditions and integrating senior people into the community. In order to achieve this objective we have started to develop 'dialogic literary gatherings' with senior people in libraries and schools of our city.

The participants are expected to contribute to the successful implementation of the initiative in all the stages:

- in the preparation step: each participant proposes a title of a book he/she would like to read, by motivating and the explaining why. After a vote we finally decide which one is going to be the book of the month;
- in the development of the literary gathering they are active and indispensable as far as is through the group and his ideas that we can develop the project;
- in the evaluation of the gathering (done at the end of each meeting), they express all their feeling and suggestions about the gathering they have had and how they could improve the next one.

How we develop these gatherings?

We meet once a month and discuss a book we read in the previous month. Through these meetings we want to train low-skilled adults, especially those with a disadvantaged background and those without a chance to discover the pleasure of the literature and of sharing emotions, comments and ideas about a book. In fact the literary circles are addressed to adults who have had no formal training and through reading, improve their cultural knowledge.

The training of low-skilled is produced by the same development of the gathering, because while they participate in the gathering they can acquire literacy skills and get new capacities about communication and social field.

During the gathering participants discuss different impressions and feelings caused by reading, share ideas, favorite parts and read some pages to be discussed. In this way the participants:

- acquiring basic literacy skills, those who have never had this experience;
- upskilling and reskilling their competences, those who have been working in this field and can share their experience and knowledge (especially ex-teachers);
- developing further key competences, communication, social, civic and learning to learn competences.

Young participants can learn from the stories of the senior people as they can share knowledge, experience and wisdom acquired throughout their lives.

Through these activities older people are empowered to stay in good physical and mental health and contribute more actively to the labour market and to their communities. By this support through literary gatherings they can find jobs in different libraries and schools because they get the tools to develop further gatherings in other centres and continue with the same experience they have had.

After minimum 5 sessions they have the opportunity to start collaborations in order to find a job or do it in a voluntary way.

For those who have been working in this field, like teachers in schools, this gathering is a great opportunity to share their experience and knowledge and maintain their role in the society, as during the gathering they are the most critique and responsible of its development. They become more aware that they are still indispensable in the society and that they can keep teaching many people, especially low skilled adults.

Procedures for the recognition and validation of non-formal and informal learning are developed as a prerequisite to achieve good training of low-skilled adults.

The project partner`s aim is to prepare specific educational tools to promote mutual understanding between the generations and an understanding of the reality in other European countries.

How long has the initiative been implemented? Please mention the period of time.

This project started in November 2011 with six dialogic literary gatherings taking place and the initiative continuing.

Which results/ impact have been achieved?

After 10 sessions of dialogic literary gathering we shall promote the labour market integration of the unemployed adults because they can develop their own literary gatherings in others public institutions or start collaborating with different schools of the province in order to expand this non-formal education into the formal one. They will be provided with tools needed for these gatherings and a tutor`s (ex-teacher) support. The participants showed a great interested in literature gatherings, and the initiative was successful. So far this action has met almost the original objectives.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

The methodology used in the discussion is based on dialogue. This generates learning, and the contribution of participants enriches the debate.

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Recognition and validation of prior learning in retail

Björn Garðarsson, Iceland

Initiative implemented at national level

What are the objectives and expected outcomes of the action?

As there is a little tradition for formal vocational training in retail in Iceland, many employed in the sector have not received any formal education or training in the subject of the field. The objective of the project is to recognise work related skills and knowledge, document it, and evaluate it against reference of standards adopted from curriculum in retail studies. By doing so, make the knowledge visible; to the individual who often isn't aware of own skills, to present or future employers, and to the formal and non-formal education systems.

For whom?

The target group are retail assistants with little or no formal education. Minimum requirements for participation are 23 years of age and three years work experience within retailing. Majority of participants have been between 35 and 50 years of age, and a high proportion above 50.

Even though no studies have been made yet, it is the opinion of those involved in the RPL process that many of the participants never intended spend their life as shopping assistants. They feel more like they missed the bus and are still waiting for the next to come. But live goes on and they get older as the years go by. Now they want to strengthen their position on the labour market – or try to enter it again. Anyway, what many hope to gain is recognised confirmation of knowledge and skills; that their skills and knowledge are relevant and useful. It also increases personal awareness and self confidence to have a document confirming RPL in retail.

Who is involved/carries it out?

The competence standards used were developed by Educational Council for Trade and Service based on a curriculum in retail studies, in cooperation with Education and Training Service Centre (ETSC), Mimir- LLL centre and other stakeholders. The retail studies curriculum is three semester vocational education and training for low-qualified retail assistants, intended to improve general and personal skills in retailing and written by ETSC.

The RPL process is promoted and managed by lifelong learning centres around Iceland. Others involved are the career counsellors who support and guide the candidate throughout the process, and even afterwards. The evaluators perform the RPL and evaluate the candidate's performance. The evaluators have received special training in the methodology and the evaluation process, plus they have to relevant knowledge of the retail sector, the curriculum and the standards.

How?

The first step in the process is the selection of candidates. The selection process is relevant for two reasons: firstly, the RPL is costly and secondly, it is not fair to build up high expectations among less qualified candidates, even though they fulfil the age and experience criteria. After the screening process the candidate is referred to a career counsellor who supports her/him throughout the process. Second step is preparing the competence map, where the candidates review their formal-, non-formal and informal education and collect evidence supporting the RPL. Third step is self-evaluation against the standards. Fourth step is an interview with evaluators. At the end the candidate will

receive a confirmation of RPL. If s/he fails in any subject s/he will have the chance to try again or attend a course in the subject.

How long has the initiative been implemented?

RPL in retail has been processed since 2010 in three LLL centres in Iceland; one to four groups each year with 10 to 15 candidates each time. The individual can expect the RPL process being 4 to 6 weeks. If the results recommend further training or teaching it adds to the mentioned time.

Why the initiative is to be seen as good practice example and how can it be transferred to other contexts?

The RPL in retail has showed an increase of participants' self-confidence. They are more aware of their valuable knowledge and experience they can use to strengthen their position at the workplace at times of turbulence and uncertainty, use it as a steppingstone to further education or to enter the labour market again.

Additional information

The methodology and process for recognition of competences was developed by the Education and Training Service Centre (ETSC) in Iceland. Its legitimacy was confirmed in the Act on Upper Secondary School in 2008 and the Act on Adult Learning in 2010.

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EQUAL Ireland – The ESCape Project

Eddie Higgins, Ireland

Initiative implemented at national, regional and local level

What are the objectives and expected outcomes of the action?

The objectives were and are: The (1) Cultural and Linguistic Translation of an EQUAL Ireland product – the Essential Skills Certificate (Workplace Community & Education) into Greek, Italian, Polish, Spanish & Turkish; Its (2) Pilot Delivery to 25 participants in each country; (3) exploration of transnational accreditation; (4) Development of future projects to ensure the dissemination of the Essential Skills Certificate (Workplace Community & Education) as an education and training tool/product for those adults, in the EU and beyond, who, for whatever reason, missed out on earlier education and training opportunities and who now find their access to or progression within the labour market inhibited. The outcomes were: Objectives (1) and (2) were completely achieved; Objective 3 was partially achieved and Objective (4) has yet to be achieved with one failure to date.

For whom?

The target group are those adults who, for whatever reason, missed out on earlier education and training opportunities and who now find their access to or progression within the labour market inhibited.

Who is involved/carries it out?

The cooperation between different stakeholders and key players was as crucial as it was excellent and in the final analysis represented a partnership of equals.

The contribution and roles of the partners (using Ireland as an example) were as follows: Social partners: Representing the interests of their members workers and enterprises in the development of academic content; participant support systems, levels; tutoring staff, delivery methodologies etc. Education & training providers: managing the development and delivery of the programme and ensuring the application of academic rigour and quality assurance. Adult learners: Ensuring the relevance of content to everyday life and the suitability of delivery methodologies and support systems. Community representatives: Representing the interests of their communities and social enterprises in the development of academic content; participant support systems, levels; tutoring staff, delivery methodologies etc. This was a multi faceted partnership involving entrepreneurs; union negotiators; adult learners; community activists; educationalists and trainers.

How?

The main activities were translation, delivery, accreditation and future development – sustainability.

These activities were expected to contribute to the development of a new education product/tool for the benefit of those adults, in the EU and beyond, who, for whatever reason, missed out on earlier education and training opportunities and who now find their access to or progression within the labour market inhibited.

How long has the initiative been implemented?

3 years

Which results/ impact have been achieved?

The programmes were **successfully translated and delivered** to 25 participants in each of the countries involved. Accreditation was explored but not finalised on a solid basis transnationally.

EQUAL Ireland is still leading the consortium seek funding for the development of the new product to reach a critical mass so that it can become a tool as valuable as the ECDL.

Why your initiative is to be seen as good practice example on supporting labour market integration of disadvantaged groups?

A product developed in Ireland has met the EU key competences for lifelong learning has been successfully translated and delivered in 5 countries to disadvantaged adult learners and is now ready for further development but this is wholly dependent on the availability of finance. A genuine ECDL like vehicle for essential workplace and community skills transferable across the Union is now available.

Additional information

The original partnership - social partners, academics, community representatives and adult learners - was successfully developed with finance from the EU EQUAL community initiative and would now appear to be being repeated in the new Sectoral Skills Alliances.

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Raising awareness of women on the labour market

Beata Kubina-Glenz, Poland

Initiative implemented at local level

What are the objectives and expected outcomes of the action?

It aims to:

- refresh self-confidence of 20 women;
- prepare them to enter the labour market;
- raise the awareness of unemployed women on the labour market
- support by vocational counselling, social work, individual vocational training, traineeship, grant subsidy for a new company
- achieve a special effect by juxtaposing two groups of women with different experiences and at different moments of life.

For whom?

Target groups were women living in Ruda Śląska, one of the biggest mining city in the southern part of Poland (Silesia Voivodeship), who wanted to change their lives and enter or return on the labour market. There were two groups of women: one of them was above 45 years old and the second one was the group of women who had children until 5 years old. Participants were 20 unemployed women:

- 10 above 45 years old;
- 10 with children under 5 years old.

Who is involved/carries it out?

Powiatowy Urząd Pracy w Rudzie Śląskiej (District Labour Office in Ruda Śląska) is self-government and the labour market organization. District Labour Offices perform an important role to helping people, who can't find their place on the contemporary labour market and because of it they have problems in finding a job adequate to their qualifications.

The main activity is supporting the unemployed to get a new job and new qualifications. We perform tasks related to: promoting employment, easing effect of joblessness, vocational activation, connecting education and training to the labour market and entrepreneurship in the city. The project 'Aware women on the labour market' was implemented in cooperation with companies which organised the courses and employers who

How?

The main idea of the project was to support women to enter the labour market through the following small steps:

- 1) Training to develop interpersonal abilities
Unemployed women were able to learn during the course how to manage their time and stress, how to communicate with employees and employers. An important exercise was connected with liberation of their own potential. Moreover they had the opportunity to get knowledge about flexible forms of employment.
- 2) Workshop *Self-presentation and improving image*
The main goal of this part of the project was to raise awareness of women on their strengths and use them in their professional life.
- 3) Vocational guidance and counselling helped women to choose a good direction of vocational training.

- 4) Individual vocational trainings gave opportunities to improve the skills needed on the labour market.

The first two activities were addressed to all women involved in the project. The following ones were addressed to participants according to their own experience, skills and expectations. For example, some women had traineeships, one started postgraduate studies, others established a firm and a few got a job. It happened with the help of the Labour District Office that financed the initiative.

How long has the initiative been implemented?

The project lasted from April to December 2010.

Which results/ impact have been achieved?

The women involved in the project got new qualifications and improved their knowledge about themselves while becoming more aware about the reality of the labour market. Some of them had traineeship, one woman continued education, others set up their own business and some of them found a job.

Why your initiative is to be seen as good practice example and how can it be transferred to other contexts?

The idea of little steps is very important for the unemployed, especially for the long – term unemployed people with small children. It gives them the opportunity to get accustomed to the new situation and enter the labour market. Moreover, it provides an individual approach adapted to the participants needs and various possibilities to strengthen women's position.

Additional information

The participants were two different groups of women. Connecting them was a very important experience and an opportunity to improve the solidarity between generations. Moreover, the care of participants' children was ensured.

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Over 45 vocational training courses

Sylvia Liuti, Italy

Initiative implemented at regional level

What are the objectives and expected outcomes of the action?

- Improve the basic skills of low-skilled adults or adults at risk of marginalization from the labour market due to their social difficulties and long-term unemployment.
- Increase their competitiveness in the labour market, through specific vocational training courses addressed to occupational professional profiles, e.g. gardener, elderly care assistant, property manager, floor attendants in accommodation facilities.
- Re-motivate adults as active citizens and by improving their self-awareness and self-esteem. When adults are out of the labour market for many years they seem to lose their identity as citizens as well as qualified worker. While they learn new knowledge and competences they also need to strengthen their motivation and their self-esteem, to be able to address the new skills toward the right job opportunities.

For whom?

Over 45 unemployed, women and men, mainly low skilled (without any secondary education).

Who is involved/carries it out?

The main stakeholders are on one hand the regional governmental body and, on the other, local companies and enterprises.

The regional governmental body has decided to invest specifically on this target group to prevent labour and social exclusion and try to keep them active and able to compete for the next decade, as foreseen by the new labour laws.

Private companies and local enterprises represent another relevant stakeholders as they can concretely offer the chance to test the new acquired competences directly at the workplace, during training on the job activities and work experiences. They should be also so open to give adults the opportunity to be employed and re-start their professional career.

Finally, other relevant key actors are the tutors that support the learning process and are well prepared to tackle with social exclusion, low motivation and risk of dropping-out of the target group. They constantly need to be motivated and listened as they have complex backgrounds and life experiences.

How?

The main activities are:

- 1) Initial selection of the candidates, according to their motivation, availability for the whole learning programme, attitudes.
- 2) Preliminary theoretical and practical training for 100 to 150 hours, addressed to specific knowledge and competences, depending to the professional profiles (e.g.: 'Daily diet for elderly people' rather than 'Pruning techniques'). Teachers and trainers are high experienced workers and professionals.

- 3) A six months work experience/stage in the companies and enterprises, supported by an experienced worker and the VET provider tutor.

Contribution to the successful implementation:

- 1) Is very important to select highly motivated adults and, whereas it is possible, with similar cultural backgrounds and education level.
- 2) Priority to didactic methodologies that are focused on practice. Teachers from the labour market and daily involved in the tasks to be taught.
- 3) Re-motivation and practical skills improvement with 'learning by doing' approach (learning experience directly at the workplace).

How long has the initiative been implemented?

We managed four different vocational training courses from 2007 to 2011. Actually the local ESF calls for proposals in Umbria and province of Perugia foresee a priority for access to over 45 adults.

Which results/ impact have been achieved?

All the actions are completed. The employment rates after 12 months to the end of the project are the following:

Gardener 20%

Elderly care assistant 71%

Property manager 71 %

Floor attendants in accommodation facilities 10%

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

It seems to be a good practice for its employment rate and adults learners' satisfaction in terms of training structure: alternation of theory and practice and a large part reserved to work experience.

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Inter-professional mentorship networking

Thierry Mathias, France

Implemented at national, regional and local level

What are the objectives and expected outcomes of the action?

The objectives of the action are:

- to provide or enhance older workers' professional skills like using ICT – networking tools, mentoring, knowledge management, social accompaniment to receive, train and accompany young or disadvantaged workers in the enterprise and supporting their integration in the labour market;
- to give them a leadership role in the civil society to fight against the exclusion of young people as well as in supporting the integration of new employees in the company;
- motivating older workers to stay in employment and preparing them for retirement.

For whom?

Over 55 years old workers with more than 3 years in the same company. Low qualified youngsters and disadvantaged people are second level target group in this action.

Who is involved/carries it out?

Workers 55+ can join the network. Several companies, training centres, NGOs, public social services, mutual health insurances, pension organizations, the municipality, region, and state are involved. Volunteering of old people, once retired, through associations or NGOs is frequent, but still employed is new. The companies had to understand their advantage: motivation of older workers, good integration of new employees, good preparation for retirement. This is to benefit for health insurances, public services etc.

How?

The principle of the action is to be inter-professional, virtual and community-based. The old workers have professional experience in the company and can support the unemployed people looking for a job and with basic skills needs. Their close- local-accompaniment allows customised non-formal training. NGOs and social services can use their network to train and integrate the unemployed people in the labour market. This valuable role in the society and in the company has important implication for older workers' future in the labour market.

How long has the initiative been implemented?

The virtual inter-professional network is still under construction, with Cornerstone's solution, but the involvement of old workers in some companies to mentor youngsters has been developed for 5 years.

Which results/ impact have been achieved?

Mentorship has always given very good results in terms of integration of young people in the labour market: more than 80 percent of them succeed with an 'old' mentor. The action here starts mentorship before the entrance in the company, the accompaniment provides to future employees benchmarks, knowledge and skills to succeed in the

training and to have access in the company. The networking allows personalized course, person- to- person links regardless the career of the future employee. The success of those courses is incomparable. The affective – intergenerational- relation between the old worker and the mentored trainee ensures a faultless course.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts.

This project has been presented during a study visit in our municipality, problems of exclusion were the same in partners' countries. Older workers were the main target group but from this action the disadvantaged people also benefit and the integration in the labour market is promoted.

Additional information

This action is not expensive compared to the benefits in terms of integration in the labour market of both disadvantaged groups: older workers and low-qualified youngsters. They basically benefit from their cooperation.

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Prometeo 3

A network of information points to support atypical workers

Gabriella Pusztai, Italy

Initiative implemented at regional level

What are the objectives and expected outcomes of the action?

The overall objective of the project is to support weaker (less protected) groups of workers and give answers to the increasing precarity of the world of work.

It means a systemic approach on the territory aiming at:

- supporting atypical workers' adaptability and develop their competences;
- making them know their rights, and opportunities.

At the same time the project aims at increasing the monitoring of the atypical work phenomenon at regional level. At a larger context, helping the co-evolution of strategies and development policies, involving all stakeholders will contribute to enhance the socio-economic situation of Tuscan region.

The expected outcomes are the following:

- a network of information points on the Tuscan territory for support atypical workers with training, information, guidance and consultancy services,
- a network which interacts with the job centres,
- an internet portal on the atypical world of work in Tuscany which at the same time assures the link with all regional stakeholders,

implementing a synergic system to helping a huge population group in accessing information, training and services. At the same time this action prevents discrimination and supports social inclusion.

For whom?

- atypical workers – by definition all workers who have a work contract which is NOT a permanent employment contract.
- technically unemployed workers – workers in enterprises which have temporary problems and are asking the Italian state for a financial help to maintain workers with temporary reduced working time but maintaining the salary level.

Who is involved/carries it out?

The activities are carried out by the three regional trade-union confederations (CGIL, CISL, UIL) and their respective training agencies (Smile Toscana; IAL Toscana, Enfap Toscana).

The three trade unions are coordinating and directing the activities of the project.

The training agencies are implementing the project services (information points, trainings, guidance activities).

The local job centres are involved in the identification of atypical / technically unemployed workers, and in the identification of those who need training and guidance.

How?

The project has created a network of 56 information points on the Tuscan territory.

They are dealing with:

- Contacting users. Information, consultancy relatively to the atypical work's conditions (contract types, general labour market information, specific information on rights, social security, pensions). Special attention is given to women's employment (rights to maternity leaves).
- First level career guidance, made singularly for each workers.

- Trainings directly linked to the atypical workers' needs. Trainings are organised for small groups and accordingly to the specific workers' needs.

The network interacts also with the territory's stakeholders.

Simultaneously, a close collaboration with job centres is implemented. They identify the targets, and collaborate in the implementation of trainings and guidance – adding the project's services to their range of services.

A complex website is at workers' disposal, with relevant and updated information regarding atypical work contracts, related rights and opportunities.

At macro-level, the project is collecting systemic data on the phenomena of atypical work and technical unemployment, which will help regional stakeholders in a systemic way to plan interventions/services in the future on Tuscan territory.

How long has the initiative been implemented?

6 years (2008-2013)

Which results/ impact have been achieved?

Interim results for the period of 15 June 2009 – 31 December 2011:

- 10.700 atypical workers contacted
- 11.315 technically unemployed users contacted
- 1.123 hours of training delivered for atypical workers
- 2.949 hours of trainings delivered for technically unemployed

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

With the crisis and the changes in industrial structure the world of work is deeply changed. In recent years the labour market has become more and more irregular, and more and more workers are working with various atypical working contracts. Often this means fewer rights, less protection, and a non-continuous career path both in contractual and financial terms.

There is a need to enhance their self-management capacities, their proactive behaviour, their knowledge on the labour market, employment opportunities and eventual self-entrepreneurship.

That's what the project is aiming to do with personal contact and services.

It can be transferred to other contexts adapting it to the special local employment situation and needs.

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French measures for older workers in company including VAE

Dominique Saiget, France

Initiative implemented at regional level

What are the objectives and expected outcomes of the action?

Provide a global service which facilitates the engagement of older workers in lifelong learning opportunities. Outcomes: mid career results; preparation for the accreditation of work experience: *validation des acquis de l' experience (VAE)* and adult vocational training.

For whom?

Senior workers and jobseekers who want to move 'one step up' or need to gain a different qualification or widen their skills to secure their job or find a new one

Who is involved/carries it out?

Cooperation between *Pôle emploi*, centres and points of information and advice under the regional council's authority, fund providers.

How?

The mid career diagnostic identifies the professional situation of the worker, specifies his/her expectations and elaborates an action plan with runways of evolution. The VAE process enables one to get all or a part of certification based on his/her professional experience. Preparation to accreditation of work experience: Information – advice – counselling for elaborating the admittance file. Elaborating the documented experience presentation. Guidance options files. Examples of adult vocational training courses: key skills, communication in foreign languages, secretariat and bureautics, sustainable energy, etc.

How long has the initiative been implemented?

Figures for 2011

Which results/ impact have been achieved?

312 persons over 45 have undertaken a VAE process
3 525 trainees (+ 45) of whom 1 318 trainees (+55)

Why your initiative is to be seen as good practice example and how can it be transferred to other contexts?

VAE procedure has many advantages for older workers: recognition and self-esteem feeling; job mastery and confidence gains, increased chances of evolution.

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Recognition of prior learning as part of acts on active employment approaches

Carla Toender Jessing, Denmark

Initiative implemented a national, regional and local level

What are the objectives and expected outcomes of the action?

Background and policies for employment assistance and for counselling the jobless.

The Danish Flexicurity model is a welfare state model with a proactive labour market policy. The term refers to the combination of labour market *flexibility* in a dynamic economy and *security* for workers. The model consists of three elements:

1. Flexible rules for firing staff;
2. Relatively high unemployment benefits, social security;
3. An active labour market policy with rights and obligations for the unemployed.

The flexible rules for firing staff make it possible for Danish companies to adjust the amount of workers to the current production without big economic costs. The relatively high (compared to other European countries) unemployment benefits and social security means that the individual economic risk of the unemployed is reduced. This is a main reason for the unions' support of the model. The purpose of the active labour market policy is on the one hand to upgrade the qualifications of the unemployed to make it possible to regain a position on the labor market, and on the other hand to ensure the availability of the workforce on the labour market.

Denmark's strategy for lifelong learning ⁽²¹⁾

The cornerstone of the flexicurity model is a belief in qualification of the workforce to secure flexibility and mobility. Lifelong learning strategies such as construction of an adult flexible educational system, recurrent education, recognition of prior learning are all strategies that support the flexicurity model and an active labor market policy. In the following section we focus on one part of the lifelong learning strategy, namely **recognition of prior learning**⁽²²⁾.

The aim is to create better opportunities for individuals to have their knowledge, skills and competences assessed and recognized within adult education and continuing training, regardless of where they are acquired. This is meant to promote the participation of adults in adult education and continuing training and to improve their opportunities in the labour market. It was promoted through implementation of legislation on increased recognition of prior learning in adult education and continuing training, from general adult education to diploma level, which was enforced in 2007-2008.

The Danish Ministry of Education launched a number of initiatives to improve the knowledge of prior learning assessment and to promote its use. It includes: a partnership agreement with the social partners regarding the recognition of prior learning (August 2007- 2009) and a national information and networking campaign

²¹ <http://pub.uvm.dk/2007/livslanglaering>

²² The following text is based on a paper on the Danish Qualification Framework written by Benedikte Maul Andersen, Ministry of Education and Kirsten Aagaard, National Knowledge Centre for Validation of Prior Learning.

focusing on prior learning. The network campaign includes: an online skills portfolio (www.minkompetencemappe.dk) that can be used to document skills when seeking prior learning assessments; a handbook of prior learning to be used by adults and continuing education institutions; establishment of a National knowledge centre for validation of prior learning (NVR); establishment of a guidance web portal that provides general information about prior learning (www.ug.dk) and a TV campaign on Danish national TV, conferences, seminars and meetings etc.

A number of policy initiatives have been taken with a focus on lifelong learning and with special attention to the validation of non-formal and informal learning aimed at all citizens (often with a special focus on low-qualified people). An important paper is the Danish strategy for lifelong learning 'Education and lifelong skills upgrading for all' a report compiled for the European Commission in April 2007 (Report to the European Commission, 2007). This report states that the Government's aim is to create better opportunities for individuals to have their knowledge, skills and competences assessed and recognized within the adult education and continuing training sectors, regardless of where and how they are acquired. It promotes adults' participation in adult education and continuing training and it intends to improve opportunities for adults in the labor market⁽²³⁾.

From an active labor market policy to employment policy ⁽²⁴⁾

The active labor market policy has been the dominant policy until 2003–2004, and the flexicurity model has been seen as the main reason for the relatively high employment rates in Denmark until 2008.

With a liberal/conservative government from 2001 there has been some major changes in the labour market policy. It is no longer called a labor market policy but an employment policy. This is not only a change of terms but an actual change of policy: from a welfare policy to a workfare policy, from a human resource policy to a work first policy. The policy tends to view unemployment not as a structural problem but as an individual problem. So the social security and flexibility thinking is gradually turning into a deficiency thinking and social disciplining. The shortest way to employment, the 'work first' strategy, is now the focus point. The competence development of the unemployed and the qualitative aspects of employability and lifelong learning are put aside and replaced by economic incentives and sanctions.

Several reforms and political initiatives have supported this change of focus:

- Actions to increase control of the unemployed;
- Job plans instead of individual career plans;
- Reductions in education and training for unemployed;
- Employment without salary for job testing;
- Increasing standardization of guidance and counselling through a new system of visitation, a so called match system (match groups estimated according to employability);
- Reduced resources for competence development and further education for guidance counsellors;

²³ For an elaborated paper on Validation of non-formal and informal learning in Denmark, see country report <http://www.cedefop.europa.eu/EN/about-cedefop/projects/validation-of-non-formal-and-informal-learning/european-inventory.aspx>

²⁴ This section is mainly based on research and analysis done by Carma, Centre for Labour Market Research at Aalborg University <http://www.epa.aau.dk/forskningsenheder/carma-english/>

- Increased use of 'other actors' – mainly private companies – for guidance and counselling. These 'actors' are paid by the number of successful employments;
- Reduction of the social partners' strategic influence;
- Special rates of unemployment benefits and social security benefits for groups of refugees and immigrants. Integration policy tends to be included in employment policy.

For whom?

For all citizens, but with a special focus on low-qualified.

Target groups: Act 556 of June 2007 involves:

- Adult vocational training (AMU);
- Basic adult education (GVU);
- Short cycle higher education programmes (VVU);
- Diploma programmes;
- General adult education (avu) and higher preparatory exams (HF).

Who is involved/carries it out?

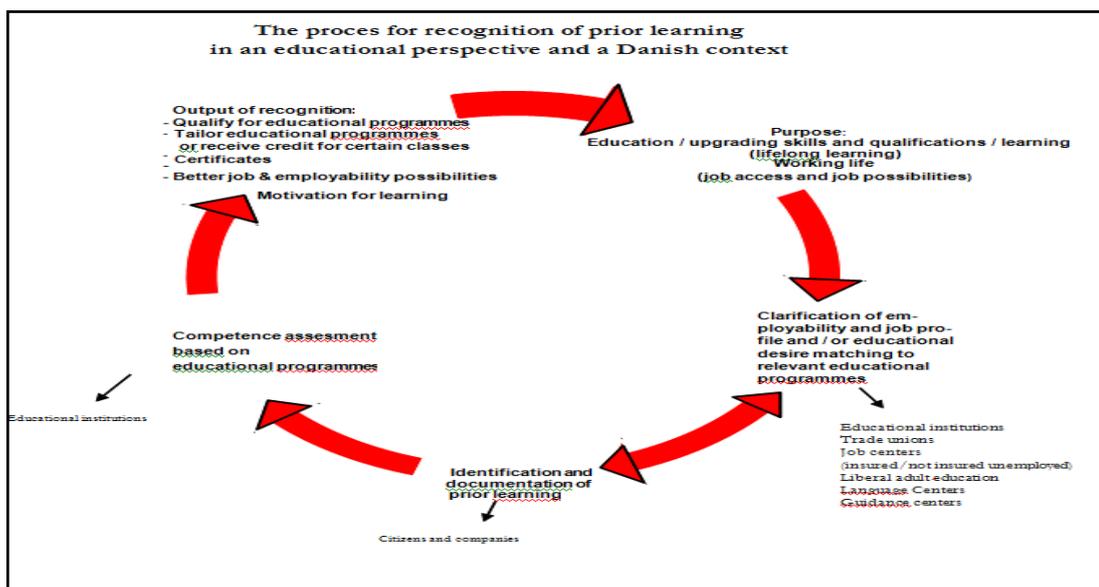
All formal educational and training institutions – by specially appointed staff members.

Danish principles for recognition of prior learning in education

- Each citizen can have his/her real competences validated based on frames and rules within each single educational area.
- Everyone is responsible for contributing to the documentation of his/her real competences.
- A fee can be charged for the validation of competences except for individuals with low levels of educational attainment.
- Validation of competences is always done on the basis of aims and admittance requirements for each single education.
- An individual's competences are validated irrespective of where and how they are achieved but without downgrading the level and quality of the education.
- Methods for validation must secure a reliable validation and thereby secure confidence in the result.
- The result of validation is documented though issuing a certificate

Source: *Review on Recognition of Real Competences to the Danish Parliament, 2004*

How?



How long has the initiative been implemented?

In 2004 a review on Recognition of real competences was launched to the Danish Parliament and legislation for various areas of education has been adopted since then: In June 2007 The Danish Parliament passed the "Act no. 556", which gives every citizen the right to a process of RPL. Prior learning is defined as the overall knowledge, skills and competences irrespective of where and how they have been developed and acquired.

Which results/ impact have been achieved?

National Knowledge Centre for Validation of Prior Learning (NVR, established in 2007) does research and development projects on implementation, dissemination and exploitation of RPL/VPL in Denmark and cooperates with stakeholders nationally and at Nordic and European level.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

As mentioned in part 4 the model for RPL is used for different target groups in different contexts.

Additional information

<http://www.viauc.dk/projekter/NVR/Sider/english.aspx>

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Vocational Qualification Programme (VQP)

Frank Visser, The Netherlands

Initiative implemented at national level

What are the objectives and expected outcomes of the action?

VQP is a joint initiative of Philips Electronics Nederland and the four largest employers' organisations in the Netherlands. Since 2004, the project has been anchored in the Philips Collective Labour Agreement (CAO). An overall aim of the VQP initiative was to train Philips Electronics Nederland staff to enable them to meet the changing skills and knowledge requirements both within the company and also of the external labour market. The aim is to help as many experienced but unqualified production workers as possible to gain a sector recognised diploma.

The project objectives included the following:

- to take a preventive approach to redundancies by working to improve the potential of Philips employees to be deployed elsewhere;
- to enable participants to gain qualifications and/ or access to new labour market opportunities;
- to bring employees up to basic qualification (WEB2/ WEB3) level;
- to take into account employees' non-formal learning achievements gained through their working experience;
- to offer alternatives for those who are not able to acquire a basic level qualification.

VQP aimed to bring low-skilled and/ or low-qualified employees (mainly production and logistics workers) without any formal professional and educational qualifications up to the basic qualification (WEB2 or WEB3) level which is generally accepted in the Netherlands as the minimum requirement to be able to operate effectively in a rapidly changing labour market. However, it was not realistic to expect all participants to achieve WEB2 or WEB3 level even with extra support from preparatory courses and adapted learning programmes and methods. Thus, since 2008 special attention has been given by the company to low-qualified support staff and older employees without any formal professional qualifications who were not yet in training (including secretaries and administrative staff), by in addition offering them new training courses called 'Learning works' workshops, 'Logistics' and 'Assistant operator within production technology'" the latter having been especially designed for assembly workers) and job-oriented training towards relevant modular certificates. Regardless of the learning path selected, they both are based on recognition of on-the-job learning. In recent years, almost 400 employees have participated in the 'Learning works' workshops with around 75% of them later exploring possibilities to enter further training programmes. Since 2009, the VQP has also been focusing on people with low literacy skills.

For whom?

The VQP project is for employees who are skilled in their current trade (twenty years' work experience is no exception) but who are unable to prove it because they have never followed (or never completed) a vocational training course. There are all sorts of reasons why not: personal circumstances, a lack of interest in (or even an aversion to) education or the fact that the 'business necessity' for extra training has simply never arisen. It is also the case that many of those within the target group do not meet the entrance requirements for certain training courses. In the VQP training plan, a determined choice was made for sector-recognised, dual training courses in the

processing, metalwork and logistics industries. At least 60% of the time spent on the above courses is devoted to practical assignments.

VQP aims to bring employees up to basic qualification (WEB2) level. This is generally accepted as the minimum requirement to be able to operate effectively in a rapidly changing labour market.

Who is involved/carries it out?

As noted previously, the VQP was developed as a joint initiative of Philips Electronics Nederland and four trade unions as a response to a planned reorganisation of Philips Electronics business model and operation in the Netherlands. It was first incorporated into a Collective Labour Agreement (CAO) in 2004. But, as described above, the Programme's foundations had actually been laid a long time before that in the other Philips initiatives (i.e., WGB, and „Work-to-Work“), which were also jointly developed between the company and trade unions. Therefore the initiative is deeply rooted in a process of cooperation with stakeholders / interested parties. On the other hand, the success of training projects such as VQP depends heavily on the support of employees, their representing bodies and the company's management. Close cooperation with line managers and the company's management enables this to work in practical terms. Overall, stakeholder involvement makes the outcome of the validation practice and training more relevant to the continually changing labour market and more `trusted and respected among stakeholders including other employers, which is an ultimate goal of the initiative. In addition, local government bodies and the UWV (Dutch benefits agency) are pleased with the outcomes of the programme. The initiative is also supported by the Ministry for Social Affairs and Employment.

How?

Within the Philips Employability Centre, the national project leader of the Vocational Qualification Programme is responsible for implementing the project within the agreed CAO framework. In 2004, local VQP training programmes were set up in each production unit, all under the umbrella of the VQP training scheme at national level. Although the Programme is a nationwide Philips project, its implementation is not identical in every Philips company. The national framework offers sufficient scope for variations in interpretation depending on the local situation, culture, training needs and training infrastructure.

In the VQP training plan, a determined choice was made for sector-recognised, dual training courses (i.e. a combination of theory and practice where at least 60 % of the time is devoted to practical assignments) in the processing, metalwork and logistics industries, the main reasons being that these courses:

- are attuned to the work processes in various Philips companies;
- are quick to respond to changes in the market/ changes in market demand;
- are based on the already proven combination of theory and practical assignments;
- are modular in format, making it possible to continue studying at higher levels on a step-by-step basis;
- offer opportunities for open learning and shortened training schedules;
- lead to the award of diplomas that are widely recognised and highly valued on the labour market.

Concerning the process, prior to the training phase candidates with at least two or three years of work experience are invited to participate in an assessment of prior learning (APL) to find out whether they have already acquired competences which meet the requirements to proceed directly to a formal training course. This assessment produces a reliable overview of the competences the employee has already acquired. How and where they were acquired (at work or otherwise) is not considered relevant.

The outcome of the APL procedure is then used as the basis for an individual tailoring of the teaching programme. If the employees' knowledge, experience and/or skills meet a certain set of requirements, they are awarded an officially recognised certificate or diploma straight away. Should they then decide to undertake further training, they will be granted exemption from those parts of the training for which they have already qualified. This shortens the overall duration of training courses, making them more tailor-made to the actual learner's needs.

2009/2010 saw a significant shift in the age spread of CV participants. Whereas in the early years over half the participants were agreed between 31 and 40, in 2008 the largest group comprised those aged 41 to 50. That trend has continued, and now over 71% of the participants are over 40 years of age! It is also remarkable that the percentage of participants over 50 has continued to grow –from 4% at the start to 19% in 2009/2010! It is understandable that this group was cautious at first. For most people over 50, it is many years since they underwent any form of training, so the prospect of going back to school is more daunting.

Courses in process technology are still the most popular, followed by courses in logistics and industrial electronics. And as a result of the extra attention being paid recently to CV indirect candidates, secretarial and administrative courses have also been appearing.

- 1) Operator A 40,6%
- 2) Operator B 29,2%
- 3) First mechanic (Industrial electronics) 7,2%
- 4) Assistant operator (Production technology) (pre-basic, AKA in Dutch) 5,8%
- 5) Warehouse logistics worker 5,6%
- 6) Secretarial/ administrative 3,3%
- 7) Logistics Team Leader 2,9%
- 8) Mechanic (Industrial electronics) 2,5%
- 9) Other 2,9%

By 2010, 75 % of the 3.000 or so direct employees of Philips Electronics Netherlands (this number is lower in comparison to earlier years due to the partial or total disposal of a number of business units since then) had either already undergone training or were currently in training. From this year the company has therefore focused on low-skilled older (40+) employees not yet in training, where increased attention is paid to motivational and behavioural issues during the preparatory phase.

How long has the initiative been implemented?

The CV project has been implemented from February 2004 till December 2011.

Which results/ impact have been achieved?

In the period from the start of VQP in February 2004 to the end of June 2010, 1900 employees gained a national recognized diploma.

VQP fulfilled its expectations in that over 90.8 % of the project's participants belonged to the target group, namely employees without basic qualifications (i.e. formal basic qualification of level WEB-2): with education lower than WEB-1 - 75.1 %, WEB-1 - 15.7 %, WEB-2 - 7.6 %, and higher than WEB-2 - 1.6 %.

Some of the lessons learned to date are described below:

It is important to develop training initiatives in times of economic security, in order to ensure that the employability of employees is embedded within the structure of organisation.

The adopted Combi-approach demonstrated that it was possible to provide permanent employees with vocational training during working hours without disrupting the production process;

It is important to provide 'spaces' for reflection and learning over the course of project implementation – that way projects can be tailored to changing circumstances and needs.

Initiatives that take place within one company can have wider benefits for the local and national economy. Local government bodies and the UWV (Dutch benefits agency) were pleased with the new means of combating long-term unemployment and especially with a good practice example for other companies.

It is sometimes necessary to search for ways of making training relevant to 'difficult' target groups, e.g. those employees who are not going to acquire a vocational diploma without some extra support and effort. This was overcome in the VQP by building up a clear picture of why they have not participated in vocational training up to now and finding ways of motivating them to take that step. It also meant looking for creative training programmes geared towards the target group.

Initiatives should build on what is relevant for the labour market.

The whole organisation has to adapt, as in the case of the VQP, for example some training programmes took place partly during work time and participants were given the time and help they needed to gather information while at work.

Good coaching throughout the entire process is a key for personal success.

Being an organisation that truly believes in its workers and puts considerable effort into improving their qualifications and career prospects pays off in the longer term.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

The VQP project, which has been running since 2004, targets Philips employees who know their trade well but do not have a diploma to prove it. That makes them vulnerable in today's volatile labour market where a job for life is a thing of the past. VQP seeks to provide a solution by providing these people with the opportunity to gain a qualification. Most of them grasp this chance with both hands. Over the years, VQP has evolved into an effective instrument for improving the employability and job security of vulnerable groups.

Our experience has shown that even when times are hard economically, it is possible to offer people effective apprenticeship training. VQP proves that it is possible to train older people or people with lower or without qualifications, so that they are able to gain a national recognized diploma!

Additional information

The Programme is already well-known, respected and trusted at the national level, having gained several awards from the government, but most importantly the achieved results can already speak for themselves and are appreciated both by the participants and other employers. More organisations outside Philips also adopting the VQP approach for providing LLL opportunities to their employees. As a good practice example it is already recognised at the European level with Cedefop organised study visits of EU national experts and practitioners in the field wishing to learn more about certain practical implementation aspects of the programme.

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Ballymun Job Centre (BJC)

Nuala Whelan, Ireland

Initiative implemented at local level

What are the objectives and expected outcomes of the action?

The BJC aims to raise the skills and labour market aspirations of individuals through providing greater labour market choice and the opportunity to improve employability, increase earnings and reduce vulnerability to poverty. The BJC aims to support clients not just into a job but to develop careers leading to more sustainability in the labour market.

For whom?

The BJC provides employment support services to unemployed job seekers, many of whom come from disadvantaged backgrounds and often have multiple barriers to employment. Our clients include long term unemployed, early school leavers, clients recovering from substance & alcohol misuse, clients with a criminal history, low- skilled workers, and those with other specific barriers to employment, education or training.

Who is involved/carries it out?

The BJC currently employs 28 staff delivering a range of services and developing a number of national and European projects. Our staff consists of: career guidance practitioners, work and organisation psychologists, mediators, trainers and various other support staff. As employability is influenced by a number of diverse factors, the BJC has built relationships and works closely with a wide range of public, private, community and local, national and European organisations.

How?

The BJC provides a comprehensive range of services to create pathways to further training, education or employment. This all happens within a quality driven career guidance framework. Our main activities focus on and support this career guidance process which assists clients in identifying their career interests, preferred work style, skills and potential. Mentoring and guidance approaches enable the client develop greater self-awareness, career clarity and self-efficacy. The BJC has developed (through national and EU funding) various guidance tools and methodologies to assist both the client and practitioner in this process. They include:

E-Guide: A quality framework and range of audio-visual web-based tools (Interest explorer, Behavioural profile, Cognitive explorer) specifically for the delivery of career guidance to disadvantaged job seekers.

Inform: an audio visual web-based tool for identifying competences developed in everyday life (informal and non-formal).

Know How: an audio visual web based tool for understanding the key competence - learning to learn (Learning styles, Learning Skills and Barriers to learning).

Manage your career: Competences framework and one day training for career guidance practitioners in enabling career management skills for their clients.

eMerge: Mount Street Trust Employment Initiative, piloting a system where access to labour market interventions is based on an individual's interests and aptitudes using an action research and Social return on investment (SROI) methodology.

Motives: a web based toolkit to evaluate training provided to low skill employees by SMEs using a Social return on investment methodology.

How long has the initiative been implemented?

The BJC started in 1986

Which results/ impact have been achieved?

Clients identify their career goals and develop a career action plan based on their interests, preferred behavioural style and specific aptitudes. They are supported in achieving this through mentioning support, coaching, training and personal/ professional development. In 2011 the total number of clients accessing guidance and employment support services was 2.274 individuals resulting in 253 jobs and 832 education and/or training starts.

Why your initiative is to be seen as good practice and how can it be transferred to other contexts?

The BJC has a strong belief in the need to remain innovative and to try new ideas to address identified issues arising from the day-to-day experience of clients. Over the years the BJC has made determined efforts to ensure the lessons and work of our research/ EU projects improved the delivery of services and the way we work with clients. The BJC also places a high value on maintaining the skills of the guidance staff. From our experience there is a direct relationship between the skill sets of the guidance staff and the quality of the service provided to clients. This model could be transferred to other contexts and target groups.

Additional information

The BJC uses a bottom up/top down approach in the development of best practice and quality service delivery – policy and practice.

Where?

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Perspective 50plus Regional partnerships for the older unemployed (50+)

Lina Zink, Germany

Initiative implemented at national, regional and local level

What are the objectives and expected outcomes of the action?

'Perspective 50plus' (P50plus) is the first federal scheme in the context of SGB II (the second, tax-funded and indigence based system of employment assistance). The core target is the placement of older long-term unemployed into the first labour market. Further aims are the identification of good practice as well as the preparation of its transfer into the regular structures of the SGB II. The Federal Ministry of Labour and Social Affairs (BMAS) steers the programme by objectives (activation/placement of the unemployed) through connecting the supply of budgets to their accomplishment. A further, indirect target of P50plus is to promote the group of older employees in general and to identify and make use of the older's specific potentials.

Additional to these targets, the sub-programme "Impulse 50plus" was set up in 2010 to support older unemployed with multiple obstacles. As in P50plus, the final goal for this sub-programme is the placement into the first labour market, but due to the hindrances of the target group the prior goal is activation and increase of employability of the participants in the project Impulse 50plus.

For whom?

The target groups are: unemployed people aged 50+ (recipients of basic income support in the context of SGB II) as well as employers (especially small- and medium-sized enterprises).

The new sub-programme 'Impulse 50plus' addresses a sub-group of the target group of P50plus unemployed more than two years and multiple placement obstacles like health problems, low-level skills or social isolation.

Who is involved/carries it out?

P50plus was initiated and funded by the BMAS. The coordination and controlling of P50plus is provided by the service enterprise gsub mbH which is specialised on policy-implementation awarded by public contract.

It is implemented on the regional level by 78 regional partnerships since 2011. These partnerships consist of varying numbers of so-called Jobcentres which are the regional public providers of basic income support and employment assistance. The Jobcentres were free to choose, so not all Jobcentres participate, though P50plus is meant to enlarge nationwide. The guidelines for the implementation allowed regional differences. This led to a different extent of inclusion of (private) service providers contracted by the Jobcentres and regional labour market players (e.g. associations or trade unions) in the regional partnerships. Most of them consist of an unique composition of these stakeholders, adjusted on regional needs and possibilities.

How?

The programme P50plus provides the opportunity to develop and test (innovative) strategies and instruments in regard of the prior goal of placement to local actors. Therefore the regional concepts supply a variety of strategies. Most concepts are based on an intensive individual assistance, accompanied by different strategies and instruments that shall address health, mobility, and professional and soft skills. Some regional partnerships also concentrate some strategies on sub-groups (e.g. migrants or women).

The difference between concepts for the wide-range of participants of P50plus and those of "Impulse 50plus" is the starting level. P50plus-participants need to be motivated, but

they are more likely able to adapt to the requirements of the working environment. They have (basic) social and professional skills on which can be built. For participants of Impulse 50plus the support of social skills is more important than the one of professional skills. They often need to learn about their own capabilities and it is more crucial to strengthen their self-confidence and autonomy before support of professional skills or placement into the labour market comes into focus.

Examples for strategies, instruments or methods in the context of P50plus and Impulse 50plus are the following: assessment, profiling, coaching, short term vocational trainings, psychological or medical support, organization of driving communities, mobility training, grants for leasing a car (requires a job-offer), group activities like cooking in groups or sport-activities, and information seminars on health or getting along with a low budget.

How long has the initiative been implemented?

The programme Perspective 50plus started in 2005. The first stage lasted until 2007. From 2008 to 2010 a second stage followed and after that the programme was extended for a third time till 2015.

Which results/ impact have been achieved?

The results of the programme are reported yearly through numbers of the planned and actually achieved activations and placements. For example, 169.771 persons were activated in 2010 in P50plus nationwide and 54.515 participants started a job. In Impulse 50plus 19.046 persons participated and 1.622 of them started a job at the first labour market.

On a national level the Institute for Work, Skills and Training (german abbr.: IAQ) and the Institute for Applied Economic Research (german abbr.: IAW) evaluate the programme P50plus. They will give their final report to the BMAS in 2012, in which they will assess the results and impacts of the programme P50plus in detail.

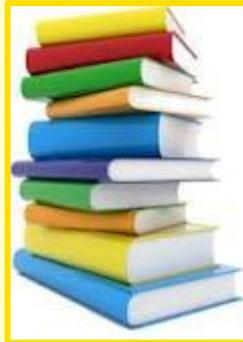
Why your initiative is to be seen as good practice and how canit be transferred to other contexts?

The programme Perspective 50plus with its sub-programme Impulse 50plus has become a self-learning structure. The regional partnerships regularly introduce their successful strategies to others and therefore gain the opportunity to benefit from the experience of other regional partnerships at nationwide, regionally or topic-related meetings. It is an ongoing process of identifying and disseminating good practice. In addition, the regional implementation makes it possible to adjust to the local labour market situation. The achievements of most concepts show that a successful support for (long-term) unemployed doesn't concentrate on one single strategy but on the combination of many different strategies, instruments and methods coordinated by contact persons who offer individual and intensive assistance. The experiences gained with P50plus and Impulse 50plus can be and are transferred in the context of employment assistance: on one hand the Jobcenters locally transfer examples of good practice to other target groups and on the other hand similar structured programmes are implemented nationally for other target groups. Furthermore it is an explicit goal of the programme to prepare for a transfer into regular structures of the SGB II.

<p>Where? Perspektive 50plus Gsub - social business consulting mbH Kronenstraße 6, D - 10117 Berlin Tel. +49 30 28409-411 /Fax: -410 www.perspektive50plus.de Institute for Work, Skills and Training Forsthausweg 2, D - 47057 Duisburg Tel. +49 203379-2686 / Fax: -1809 www.iaq.uni-due.de</p>	<p>Contact person Dieter Simon Project Manager: "Perspective 50plus" (federal programme) dieter.simon@gsub.de Prof. Matthias Knuth Project Manager: Evaluation "Perspective 50plus" matthias.knuth@uni-due.de</p>
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Empowering vulnerable adults to tackle labour-market challenges

Glossary of key terms



Glossary of key terms

prepared by Philippe Tissot, terminologist, Cedefop

Introduction

The working definitions presented in this glossary are not necessarily comprehensive, complete, accurate or up to date; they have been compiled by Cedefop to facilitate the communication among the participants in the seminar.

adult learning

Any learning activity, whether formal or non-formal, general or vocational, undertaken by an individual between 25 and 64.

adult education

General or vocational education provided for adults after initial education and training for professional and/or personal purposes, to:

- provide general education for adults in topics of particular interest to them (e. g. in open universities);
- provide compensatory learning in basic skills which individuals may not have acquired earlier in their initial education or training (such as literacy, numeracy) and thus to;
- give access to qualifications not gained, for various reasons, in the initial education and training system); acquire, improve or update knowledge, skills or competences in a specific field: this is continuing education and training.

Source: Cedefop, 2008.

basic skills

The skills needed to live in contemporary society, e.g. listening, speaking, reading, writing and mathematics.

Source: Cedefop, 2008.

disadvantaged group
see **group at risk**

employability

The combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during career.

Source: Cedefop, 2008, based on Scottish executive, 2007; the institute for employment studies, 2007.

group at risk

In the European policy agenda, a group belonging to one of the following categories:

- poor people;
- one-parent/single income families;
- migrants and minorities, including Roma;
- young people, in particular young women;
- elderly people;
- people with disabilities;
- homeless;
- alcohol and drug abusers;
- early school leavers and lower-skilled;
- long-term unemployed;
- prisoners;
- victims of violence.

Source: Cedefop; European Parliament and Council of the European Union (2008).

ethnic minority

A national or racial group living in a country or area which contains a larger group of people of a different race or nationality.

Comment: there is no universally accepted definition of this term at EU level.

Source: Cambridge Advanced Learner's Dictionary (definition); Cedefop.

low-skilled person

Individuals whose level of educational attainment is lower than a predetermined standard.

Comments:

- standard level below which an individual is considered as low skilled depends for example on the general level of education in a society, or on the level of qualifications within an occupation;
- the actual level of qualification of individuals encompasses non formal learning outcomes acquired through continuing (re)training / upskilling, work experience, or personal development;

- in the European Union, an individual is considered as low skilled when the educational attainment is below the upper secondary educational level defined in ISCED

Source: Cedefop.

migrant

Any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country.

Source: Unesco.

older worker

A worker over the age of 55.

Source: Cedefop.

refugee

Any person who has left her or his country or is unable to return to it owing to a well founded fear of persecution for reasons of race, religion, nationality, membership of particular social group or political opinion.

Source: Human Rights Education Associates.

skill needs

The demand for particular types of knowledge, abilities and competences on the labour market (total demand within a country or within a region, economic sector, etc.).

Comments:

- skills needs analysis (also referred to as identification of skills needs) aims at identifying skills gaps and shortages, anticipate future skills needs, and assess the capacity of the qualification system (education and training provision, funding schemes, etc.) to meet the needs of the economy;
- anticipation of skills needs is the process of identifying future skills required by the economy in a short, medium or longer term);
- skills forecasting estimates the skill demand (jobs) and/or skill supply (labour force) that will be available at short, mid or long term.
- skill needs is close to but not synonym with skill demand, which may refer to
 - a) the skills required to carry out a job properly; or
 - b) the skills required by the economy or by the society as a whole.

Source: Cedefop; Cedefop, 2010.

skill gap

A situation in which the level of skills of the currently employed is less than that required to perform the job adequately or the type of skill does not match the requirements of the job.

Source: Cedefop, 2010.

skill mismatch

A situation of imbalance in which the level or the type of skills available does not corresponds to the needs of the labour market.

Comments:

- c) skills mismatch can be a surplus or lack of knowledge, abilities and competences;
- d) skill mismatch can be analysed at different levels (individual, enterprise, sectoral, economy);
- e) experts distinguish between vertical mismatch (a situation in which the level of education or skills is less or more than the required level of education or skills) and horizontal mismatch (a situation in which the level of education or skills matches job requirements, but the type of education or skills is inappropriate for the current job).

Source: Cedefop, 2010.

skill supply

The skills possessed by the population 15 + who are economically active, i.e. the labour force includes employed and registered unemployed persons.

Source: Cedefop.

upskilling

Short-term targeted training typically provided following initial education or training, and aimed at supplementing, improving or updating knowledge, skills and/or competences acquire during previous training.

Source: Cedefop, 2008.

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