



Comparative Study

Work Package (2): Comparative Study
Euro-ARCO: Key Competences for Young People NEET Inclusion

[Company Address]

Table of Contents

1. The Lifelong Learning Programme.....	4
2. Partner Organisations.....	6
3. Executive Summary.....	9
4. The Research Programme	12
5. The Comparative Study: Findings and Results.....	14
6. The current context in Italy	28
7. The current context in the UK.....	39
8. The current context in the Netherlands	56
9. The current context in Cyprus	66
10. The current context in Spain.....	78
11. The current context in Portugal.....	91
12. Similar Contexts and Shared Understanding	96
13. Key Issues and Opportunities.....	96
14. The Way Forward.....	98
15. Learner Pilot.....	98
16. Evaluation Methodology and Approach.....	99
Annex 1 Baseline Study Questionnaire	100
Annex 2 3 Quick Questions Discussion Prompts.....	104
Annex 3 Information Sources	105

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More information about the project can be found at: www.euro-arco.org

Disclaimer

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1. The Lifelong Learning Programme



The European Commission's Lifelong Learning Programme¹ enables people at all stages of their lives to take part in stimulating learning experiences, as well as helping to develop the education and training sector across Europe.

The programme funds a range of actions including exchanges, study visits and networking activities. Projects are intended not only for individual students and learners, but also for teachers, trainers and all others involved in education and training.

There are four sub-programmes, which fund projects at different levels of education and training:

- Comenius for schools
- Erasmus for higher education
- Leonardo da Vinci for vocational education and training
- Grundtvig for adult education

Leonardo da Vinci programme

Part of the European Commission's Lifelong Learning Programme, this programme funds many different types of activities of varying scales. These include 'mobility' initiatives enabling people to train in another country, co-operation projects to transfer or develop innovative practices, and networks focusing on topical themes in the sector.

The people able to benefit from the programme range from trainees in initial vocational training, to people who have already graduated, as well as VET professionals and anyone from organisations active in this field.

Leonardo da Vinci enables organisations in the vocational education sector to work with partners from across Europe; exchange best practices, and increases their staff's expertise. It makes vocational education more attractive to young people and, by helping people to gain new skills, knowledge and qualifications; the programme also boosts the overall competitiveness of the European labour market.

¹ http://ec.europa.eu/education/lifelong-learning-programme/index_en.htm

Under this Programme there are several types of projects or actions related to vocational education and training:

- Mobility
- Partnerships
- Multilateral projects

2. Partner Organisations



For over 30 years, Wac Arts has been committed to the notion that the Arts offer a unique and transformative experience for young people, taking them out of their comfort zone and linking them closely to activities that can inform significant changes to and impacts on their life chances. Wac Arts offers high-level professional standards to enable young people with talent to be in a position to apply to conservatories and specialist training in order to further their education. In recent years, Wac Arts has extended the range of its programmes and is a VET Qualifications centre, and has fully developed a practice of arts education which values the general ‘transferable’ or ‘key’ competences young people learn from arts experiences.

Wac Arts is the lead organization for the Euro-Arco ‘Transfer of Innovation’ project.

Questao

Questao is a leading voluntary sector organization founded in 1994 to work specifically with disaffected children and young people, particularly those who have a history of abuse and neglect. The Association runs two sheltered accommodation and provides VET programmes to encourage skills and personal development, and provides a wide range of extra-curricula activities in association with local schools. Questao primarily uses outdoor/adventure and sporting activities as a personal development and social integration tool for young people, and support their social integration and future potential in education and employment.



‘Hope for Children’ UNCRC Policy Centre (HFC) is an independent, non-profit institution, which was founded in Cyprus with the aim to protect and promote the

rights of the child and to support the active participation of youth in the Cypriot society. The work of HFC is implemented through different programmes which mainly engage socially vulnerable groups of children and youth, such as unaccompanied minors, children who have been subject or are at risk of abuse and exploitation (sexual, economic and psychological) etc. These programmes include awareness raising and public sensitization activities and campaigns, charitable events, advisory services, policy making, seminars/workshops and non-formal education activities.



MuLab is a not-for-profit organization working for the promotion, consulting and education within the independent ‘cultural industry’ field. MuLab operates in the areas of a) promotion, management and organization of cultural and artistic events, b) technical consulting and audio and visual services, c) professional training in the framework of the cultural sector. All of MuLab's activities are based on the principles of sustainable cultural and social development. MuLab organizes and delivers professional training courses introducing people to the cultural sector, with particular attention to disadvantaged people, such as those at risk of exclusion, people suffering from social exclusion, and disabled people, with the aim of providing them with an ‘instrument’ for integration within the social and professional world. MuLab courses have been certified with the quality system UNI EN ISO 9001:2000 and have been accredited by the Education and Training Agency within Region Lazio.



Stichting Kunstbedrijf Arnhem provides specialist arts education for children and young people through a wide range of community arts projects in Arnhem. A primary goal is to ensure that low income and disadvantaged young people can take full and active part in society. Project based learning, where the young person is provided highly personalized training in different art forms, supports personal and career development. On completion of personalized programmes, all young people are offered an opportunity to progress onto higher levels of training and/or

education, or to work as a freelance arts practitioner within the creative industries. Young people ‘graduating’ from the programmes are encouraged to participate on the project as role models/mentors for other young people who are marginalized by society (in particular migrants and immigrants).



Rinova is an innovation, employee-owned independent social enterprise specialising in the areas of employment, skills and learning, arts and culture, and social action and enterprise. We support our partners and clients through a range of services, which operate on a stand-alone or integrated basis, including: funding development, partnership and contract management, project implementation, capacity building and training, promotion, dissemination and quality assurance, and research and evaluation.

Rinova is responsible for the delivery of the Comparative Study. Rinova, having played an integral role in the creation of the Toolkit, will take a central role in working with partners on the adaptation of the Toolkit – supporting partners with the preparation and pilot phases.

Metro Lab

Metro Lab is a Cultural Association that has been in existence for 5-years, and is based in Malaga. Metro Lab offers a wide range of community based arts activities including music creation, visual arts and festival related events, and runs a wide range of non-accredited training courses in a range of VET subjects for different age groups, though the main cohort are young unemployed people, and the gypsy and migrant communities. It is focused upon supporting the creative community of the city through citizenship participation and social inclusion. Metro Lab has been attached to the Building The Invisible House since 2008, which is developed and managed by the community; giving space to a variety of projects, from learning to performance, to international research projects.

3. Executive Summary

This Comparative Study is one of the outcomes of the project “ARCO – Key Competences for Young People NEET inclusion” project under the European Commission’s Lifelong Learning Programme, Leonardo da Vinci Transfer of Innovation.

This report presents the findings from research undertaken by the ARCO project partner organisations:

- Wac Arts, UK
- Rinova, UK
- MuLab, Italy
- QUESTAO, Portugal
- Metro Lab, Spain
- Hope for Children, Cyprus
- Stichting Kunstbedrijf Arnhem, Netherlands

The central aim of ARCO is to develop the key competences of young people who are NEET, in particular, those defined as transferable skills, so that they are better able to maximize their potential in terms of social, cultural and economic inclusion. This will be achieved through transnational collaboration centered upon the methodology and approach that has been set out in the **Transferable Skills Toolkit for Trainers**, which has been developed by Rinova in collaboration with Wac Arts, London (UK), which was piloted through the national Learning and Skills Improvement Service (LSIS), Flexibility and Innovation Fund – a formal pilot in the UK, which gave opportunity to test and validate this approach, and produce, in an accessible format a Toolkit; a pedagogical resource for trainers.

The specific objectives are to:

- Transfer and test the Transferable Skills Toolkit in the participating countries; taking into account the adjustments required to the partner organisations’ teaching methods, the training needs of the personnel involved (managers, trainers and support workers), and the skills needs of the young people who are NEET;
- Build the capacity of the participant organisations via the transfer of know-how, stemming from the ARCO approach and the adaptation of the learning materials, to generate effective practices re organizational management, trainers’ peer support, key competences training/content development;
- Embed key competences through transferable skills into initial vocational related content and collaboration with local stakeholders; and
- Identify learning outcomes and results, and disseminate widely at local, national and EU levels and ensure the knowledge is cascaded to other organisations via the participating partner organisations/countries.

By promoting the acquisition of Key Competences, this project squarely addresses priority LEO-TraInno-9. The Toolkit for Trainers specifically explores the similarities and differences between Key Skills, Core Skills and Transferable Skills. Each of these concepts is presently recorded in the Toolkit in relation to the UK skills system.

The ARCO project is set within the current context of rising unemployment levels among young people in Europe aged 16-24 years. Its overall aim is to support and enhance the employability of young people NEET (Not in Education, Employment and Training), particularly those from disadvantaged communities – many of whom have been alienated by ‘traditional’ education and formal approaches to learning.

Increasing levels of youth unemployment in each of the participating countries and across the EU (Eurostat and OCDE, 2011) are leading to concerns of a ‘lost generation’. There are key cohorts of young people who are classified as NEET, and are at risk of becoming long-term NEET, are increasingly at risk of being excluded from the labour market, simply because once NEET they find it more difficult to re-engage with learning or employment. For some groups of young people, being young and NEET is leading to higher incidences of homelessness, anti-social and offending behavior, substance abuse, pregnancy, or multiple and overlapping disadvantages. All partners participating in this project are currently working with this target group of young people.

Our Transfer of Innovation is *Across Sectors* taking into account the sectoral, transversal and geographical perspectives, some of which are explored in this Comparative Study:

SECTORAL: in London, Rome, Arnhem and Malaga, the transfer of the ARCO methodology and approach is taking place within the Arts, Cultural and Creative Industries. In Portugal, there is a focus on engaging young people who are NEET through active outdoor, leisure and sports activities.

TRANSVERSAL: to further enhance the innovation, in Cyprus, Hope for Children, has a particular focus on how cultural expression can encourage mutual understanding and foster conflict resolution.

GEOGRAPHICAL: ARCO is to be adapted through cooperation between six EU Member States, taking into consideration, the striking differences, in terms of the different development stages of their Lifelong Learning Systems, different social and linguistic contexts, and in some cases, different social and educational landscape, for example, where there is a division between Turkish and Greek communities (both of these will be involved). Some of these differences are explored through this Comparative Study.

The central aim of this Comparative Study is to fully understand and compare the different contexts in each of the targeted countries/organisations where the Toolkit is to be transferred. The objectives of our Work Package 2: Baseline Research and Comparative Study, are to:

- Carry out a comparative study of the partner organisations and analyse their sectoral training systems, teaching methods and practices;
- Identify how the partner organisations address key competency issues with the target groups they work with;
- Understand the partners' training ethos and offer, within the context of social and economic exclusion;
- Analyse/Assess the organisations' targeted users/learner profile of needs and requirements;
- Assess the partners' socio-cultural and linguistic context; and
- Identify potential areas of conflict in relation to the transferrable elements.

Rinova developed the Comparative Study brief with agreement from all the partners. It employed the following methods:

- Desk-based research
- Baseline Study Questionnaire
- Partnership liaison, discussion and exchange
- Partner presentations

All partners have contributed to the production of this Comparative Study by carrying out and producing a Baseline Research Analysis, which has been essential in understanding the implications of the transferrable elements in relation to each individual partner organization. It has also helped the partnership to detect potential issues/conflict areas with regards to the adaptation process, and to identify appropriate solutions. Essentially, the Comparative Study will help the partnership develop a Work Plan for the model's adaptation/transformation process, which is the next phase of the project.

The aim of this Comparative Study is to detail and compare the different contexts each of the targeted countries/organization are working, and in doing so establish the baseline research analysis for the work of the project. This has assisted in developing a work plan for the models' adaptation and identifying any potential issues.

The central areas of enquiry were:

1. The social/economic context and the VET systems that the partner organisations are currently working within
2. Their target group profile and needs
3. Their training and learning ethos and offer
4. How the *Transferable Skills Toolkit for Trainers* fits within their current approach to delivery and to specific learners groups.

4. The Research Programme

The partner responsible for the Baseline Research and Comparative Study Work Package (Work Package Number 2) was Rinova Limited, and was responsible for producing a set of recommendations as a result. The appointed Research Manager at Rinova lead the Work Package, liaising with all partners, in terms of the research methodology, which combined the following:

- a) Production of a Study Work Plan, by Rinova.
- b) Desk-based research looking at secondary sources of information.
- c) Data gathering from partners via a Questionnaire Template that was designed by Rinova and included all of the subjects outlined in the baseline research brief. The Questionnaire was agreed by the partnership. All partners completed the Questionnaire with support and guidance from Rinova. A copy of the Baseline Study Questionnaire Template is given in **Annex 1.**
- d) Follow-up calls/emails to corroborate the information so that partners provided a full picture.
- e) Make an analysis and facilitate discussion/debate on the context of each country, between the partners, in order to extract and explore further information, during partnership meetings and specific group work tasks e.g. using the 3 Quick Questions Prompts given in **Annex 2.**

The Comparative Study will constitute the final report, as a project deliverable, in a format suitable for wider dissemination.

The Comparative Study

5. The Comparative Study: Findings and Results

The tables presented on the following pages summarises the key points in relation to the four central areas of enquiry across the partners. It does this in order to be able to offer easy comparative analysis thereby highlighting key areas of similarity and difference in the different partner national contexts.

The central areas of enquiry were:

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Comparative Analysis Table

Partner and Country	1. The social/economic context and the VET system	2. Target Group Profile
<p>Wac Arts, UK & Rinova, UK</p>	<p>18.7% youth unemployment. NEET characteristics: little work experience; often young people who are the most disadvantaged facing multiple barriers to inclusion; despite large scale government targeted programmes little policy level innovation with regards to NEET young people. Evidence of greater disadvantage in the labour market for YP from BME communities and particularly young men. Some evidence for links between worklessness and disengagement / low civil cohesion. Main programmes currently: the Work Programme and Apprenticeships. Key Skills narrowing within current government programmes despite body of research that points to the necessity of investment in these for young people.</p> <p>WAC is well known for its innovative work in engaging with NEET young people through creative performing arts. This is underpinned by a youth work holistic approach that aims to bring about positive changes for young people enabling them to move forward into EET pathways.</p>	<p>Wac Arts works with young people from as young as five through to 30 across a range of different creative programmes. There are pathways for young people to progress within the organization as they develop skills.</p> <p>Wac Arts works with all young people, however many of their young people from disadvantaged backgrounds and BME communities; mostly from low-income, low-level skills families that might have a history of generational worklessness.</p>
<p>MuLab, Italy</p>	<p>Increasing youth unemployment (38.7% now). Italy has more than 2million NEETs; the highest rate in Europe. Youth falling out of education is increasing. Difficulty in finding work has led/forced the youth to live with parents. Really difficult for migrants to get into employment as they don't hold qualifications. The same with youth with disabilities; NEET or very likely to be because are seen inactive for work. NEET group is recognized as the 'subgroup' of young people. The cost of NEETs in Italy is the highest in Europe. Increased awareness in Apprenticeships and plans for reducing school quitting are believed to be the key parts to finding work for young people. MuLab has</p>	<p>MuLab is a cultural association performing promotion, consulting and training in the field of the independent cultural industry. Works mostly with young people who're aged between 18-30 years. They have also worked with children as young as 7 to 16 on different projects. MuLab privileges working with people who are at high risks of drop out coming from disadvantaged families such as migrant and low-income parents.</p>

	become a training body that offers qualifications, which also provides permanent and continuous education.	
QUESTAO, Portugal	38.6% youth unemployment recorded in January 2013 in Portugal. Young people are currently facing difficulties entering the labour market. In Portugal, Education & Training programmes aimed at young people are considered to be the key to Employment because they provide qualifications. These programmes are open to all young people including women, migrants and the disabled (no exclusions). QUESTAO developed a programme for young people who have dropped out of education or which were socially excluded which they ran for 8 years till 2 years ago.	QUESTAO works with youngsters aged between 15 and 18 years, which are mostly socially excluded. These are generally people that come from dysfunctional families, migrant backgrounds or families with low economic resources.
Metro Lab, Spain	53.2% youth unemployment. Second highest in Europe (after Greece). Spain is behind Europe in terms of average percentages as 24.9% young people are early school leavers compared to the average percentage located to be around 15%. A lot of programs in Spain are focused on training to enhance employability of the younger generation. Vocational & Educational training programmes have been introduced throughout the whole country to help younger people get into employment etc. by achieving some qualifications. This is also planned to reduce the percentage of the NEETs and youth unemployment in the country. METROLAB specializes in creative education through performing arts and in working with other organizations providing high levels of training for young people.	Metro Lab works with a very large and diverse age range of people (Adults, youth, the unemployed, immigrants, people at risk of social exclusion etc.). The immigrant populations, along with the elderly and low-income families are the social groups that are most at risk. METROLAB will support those through many activities.
Hope for Children, Cyprus	31.8% youth unemployment. 16% of 15-24 year olds are NEETs. Statistics show that young males are more likely to be early school leavers compared to young females. Migrants and Minorities are more likely to be the ones that will drop out of school first. Education and Training	HFC is a non-governmental organization, which offers guidance and social support as well as updating transferrable skills in addition to formal qualifications to young people. It often works with young NEETs helping/assisting them gain the skills that they may need to secure future employment. The majority of the young people

	<p>services receive a very high priority in Cyprus now. There are a lot of training programmes in Cyprus, which are run by governmental or semi-governmental agencies, aimed at the unemployed to become more competitive in the labour market. Also to reduce the percentage of the unemployed, to upgrade their skills and help fill vacancies etc.</p> <p>HFC utilizes the training programmes for newly employed tertiary education graduates. Non-formal education trainings delivered for developments of skills and to promote youth competence.</p>	<p>that they work with come from a disadvantaged background in terms of social opportunities (i.e. migrants, victims of bullying etc.)</p>
<p>Stichting Kunstbedrijf Arnhem, Netherlands</p>	<p>Youth unemployment 15.3% (129,000). Of all age groups the unemployment of youngsters is highest, followed by the age group 45-65. Statistics show that in Netherlands, someone with no qualifications is less likely to have a better income than someone who holds a qualification. It is believed that Education is the key to success in a labour market. The percentage of unemployed young women has increased especially for those that do not have qualifications. Migrants are generally less successful in school and labour market especially if not western. The Government supports youngsters with disabilities find suitable work. There are teams that focus only on young people who are NEETS and helping them get into employment or apprenticeships. Having some sort of qualification (i.e. 'Start qualification') gained through vocational/educational training or apprenticeships is believed to open the doors into employment. New Arts' main goal is to ensure that disadvantaged young people can take part in our society. They do this through formal and non-formal education. Provides 'star qualification' in order to increase the chances getting the unemployed into employment.</p>	<p>Stichting Kunstbedrijf Arnhem, works with people aged 12-30. Concentrates more on training those who are NEETs, from disadvantaged backgrounds; BME communities and which are socially excluded. The company privileges NEET youngsters but who're involved in criminal activities.</p>

Partner and Country	3. Training and Learning Ethos	4. The WAC/Rinova Key/Transferable Skills Toolkit for Trainers
<p>Wac Arts, UK & Rinova, UK</p>	<p>It is believed that Arts can encourage the NEETs or people with anti-social behaviour to being responsible and a contributing member of the society. WAC aims to provide equality of access to high quality performing arts training for all students regardless of their backgrounds – In fact, concentrates more on those that have learning difficulties. WAC provides a lot of formal and non-formal programmes for young people mainly to train them on performing arts. It has one to one meetings between practitioners, mentoring, observations while working with young people in a non-formal learning setting in order to identify their need for Key/Transferable Skills. Focuses on skills such as communicational, interpersonal, creative thinking etc. All tutors working at WAC has/should have extensive experience of working with young people and are all being trained as assessors and verifiers to support delivery qualifications.</p>	<p>From the toolkit the competencies that best fit are:</p> <ol style="list-style-type: none"> Communication Interpersonal Creative Thinking Learning & Improving. <p>Wac Arts use these all in the creative context. A generic part of Apprenticeship training (what ever the sector) was key skills, which were broken down into 6 subjects:</p> <ul style="list-style-type: none"> • Communication • Application of Number • ICT • Working with Others • Improving Own Learning and Performance • Problem solving <p>It is this area of ‘key skills’ that has the strongest relation to the ERF key competencies. However, these have recently been re-defined more narrowly as ‘functional skills’ and covering only English, Maths and ICT, therefore moving further away from ERF relevance</p>
<p>MuLab, Italy</p>	<p>In Italy, non-formal learning has begun to get greater attention thanks to the Apprenticeships and social & cultural associations. Courses such that do not provide qualifications but help young people with the competences needed at school, during training, at work and in daily life have been introduced. MULAB works with all sorts of people regardless of their needs or their backgrounds, and the training delivered includes both technical / creative and personal skills.</p> <p>The main transversal skills are:</p> <ul style="list-style-type: none"> • diagnosis (situation, tasks, problem itself); • relationships (communicating, 	<p>MuLab has identified as the most important the followings:</p> <ul style="list-style-type: none"> • Communications skills; • Technology skills; • Interpersonal skills (working with others); • Creative Thinking skills. <p>This is because they are useful both within the creative industry and in other professional fields. They also contribute to ERF Key Competences such as Cultural Awareness and Social & civic competences.</p> <p>Yes there is a fit within the Italian qualification system, which has recently been aligned with the ERF 8 KCs for Lifelong Learning.</p>

	<p>working group, negotiate);</p> <ul style="list-style-type: none"> • problem solving (improving and developing self-learning, facing and solving problems, developing decisions). <p>The teachers/tutors in Italy are not specifically trained to record the level of the acquired transversal competences however made sure that lessons are held in a dynamic way using many effective strategies to develop key and transversal competences.</p> <p>Teachers at MULAB are all professionals of their fields and must have technical-professional knowledge, the high school diploma.</p> <p>Competences defined through developing training and also through assessing individual learners skills and skill needs.</p> <p>Activities structured to deliver these skills although tutors not specifically trained in this area.</p> <p>“As a matter of fact, training activities are made with didactic units split into training purposes (key and transversal competences) and theoretical-practical competences. Lessons are held in a dynamic way, using many effective didactic methodologies and strategies to develop key and transversal competences, like cooperative learning, role plays, simulation of professional activities in the classroom, stages.”</p>	
<p>QUESTAO, Portugal</p>	<p>Through our work experience developed over the past 12 years, namely throughout the project "Forest School" designed for young people who have left the formal school system, we found that only active methods with motivating activities, of proximity and practical use, enables the active participation of young people in their learning process.</p> <p>They offer: School qualifications, learning support, psychological</p>	<ul style="list-style-type: none"> • Communication Skills • Personal Skills • Information Skills • Organisational Skills • Business Skills • Personal, creative, “learning and improving”, learning how to learn <p>Because those would probably be the ones that would better prepare them to labour market, taking into account their disabilities, characteristics and needs.</p>

	<p>counselling, sports and leisure activities, families counselling (social, psychological, legal, ludic, parental training), articulation with other services and entities, family activities</p> <p>Teachers / tutors equipped by “the work previously done, for their technical and human profile, for the interest shown in the training planned within the project and for the support we internally want to ensure in the development of activities.”</p>	
<p>Metro Lab, Spain</p>	<p>We understand non-formal learning as a key tool in the development of skills that open the doors of the labour market integration, contributing to social inclusion. However Traditionally in Spain, the recognition of education and non-formal learning has found itself in a marginal situation compared to formal education. Non-formal education has been gaining specific weight in Education, due to our current socio-economic context, but there is no uniformity of views on this.</p> <p>To promote social and economic inclusion of people who need it, the main aims and principles that we have adopted, are:</p> <ul style="list-style-type: none"> • Supporting research and citizen participation, especially in traditionally discriminated groups: immigrants, gypsies, women, inhabitants of degraded neighbourhood, elderly people and young precarious workers. • Encourage cooperative work, with special attention to the use of new technologies. • Facilitating the learning and use of new technologies to those groups traditionally more away from them. • Promoting the integration of 	<p>As regards skills or abilities that fit best our work philosophy, we include the following:</p> <ul style="list-style-type: none"> • Technology skills • Creative thinking • Learning to learn • Teamwork. <p>Our organization focuses on non-formal and informal education, within the European Qualifications Framework. Specifically, we use as benchmarks for evaluation and accreditation the competence units of qualifications listed in the National Catalogue of Professional Qualifications. So, the competence unit is subdivided into:</p> <ul style="list-style-type: none"> • Professional achievements • Achievement criteria • The professional context. <p>The first phase in our accreditation system, regardless of previous track procedures is the key skills identification.</p>

	<p>disadvantaged groups through networking.</p> <ul style="list-style-type: none"> • Training all those interested in specific aspects of new technologies: multimedia, audio-visual, graphics, and animation. • Encouraging the use of free software. • Working in the implementation of projects that promote social values and may require the application of new technologies. • Promoting the meeting and exchange of ideas between like-minded groups. <p>The identification of skills and competencies is the initial phase of our projects as well as understand the socio-cultural contexts from which target groups come.</p> <p>The skills they focus on are:</p> <ul style="list-style-type: none"> • Creative thinking • Technological Skills • Self-management • The participation and teamwork • Verbal communication. <p>Our teachers are trained to develop continuously the skills needed to perform effectively teaching, within the educational models we promote.</p>	
<p>Hope for Children, Cyprus</p>	<p>In Cyprus there are no established frameworks, bodies, or guidelines for validating non-formal and informal learning². However, some progress is made towards that direction, for example the support of the European Qualifications Framework (EQF).</p> <p>“Hope For Children” organises non-formal education activities for both children and youngsters, as we believe in the power of non-formal settings to build the capacities of</p>	<p>The 4 most important KCs are:</p> <ul style="list-style-type: none"> • Interpersonal skills • Learning and improving • Communication • Creative thinking. <p>Cypriot educational system is not providing chance for acquiring those skills, therefore we see it as necessary to initiate and incorporate programs that will include above-mentioned skills within both formal and non-formal educational structures.</p> <p>There are training programmes (e.g. targeted at the unemployed) that include ‘horizontal</p>

	<p>young people to improve their chances in employment, interpersonal relationships and self-esteem.</p> <p>They deliver different types of activities and workshops relating to general human rights education training and training on subject-specific issues under the umbrella term of human rights using non-formal methods.</p> <p>Through the trainings and our promotion of non-formal education we emphasise that although it is difficult to certify non-formal education achievements their social recognition is increasing and the role of participation and learning of life skills to prepare for active citizenship is extremely valued.</p> <p>A ground needs assessment according to the target group must initially be carried out with the consultation and participation of the target group involved. During informal interactions with young people through our work and in our work place we identify important gaps when it comes to key/transferable skills exemplified in the ordinary tasks they are called to undertake and in their everyday communication.</p> <p>We focus on team work and team-building, critical thinking, on finding information and appraising it constructively, identifying biases and decision-making based on rational judgements. We set competence-based objectives, so we adjust the trainings conducted according to the specific skill that young people wish to develop or that we want the young people we work with to develop.</p> <p>The tutors/trainers apart from specialised skills according to the training they offer they are equipped with transferable skills themselves in order to mainstream them in the sessions carried out with the target group. Regarding</p>	<p>skills', for e.g. information technology (IT) skills, languages and health and safety issues.</p>
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	teachers who we train to utilise non-formal HRE in their work they have a basic knowledge of communicating key/transferable skills and their reinforced importance with the target group.	
Stichting Kunstbedrijf Arnhem, Netherlands	<p>Non-formal learning is not a topic that is on the national politicians agenda. Government's plan in the Netherlands focuses more on youngsters who are in education and keeping them in formal education. Also, apprenticeships and training beyond formal systems are means that are used by UWV. At New Arts, it is believed that it is important for young people to have commitment and responsibility to gain appreciation + reduce the distance to the labour market. New arts give NEET youngsters the chance to gain skills in a project based learning environment and does this through skilled trainer/role models improving the quality of projects. Key/Transferable skills; Learning and improving skills, communication skills, personal skills, Interpersonal skills. Tutors are trained in the setting of Powered by New Arts. However it is believed that the quality of training programs for Tutors should be improved.</p>	<p>The 4 most important KCs are:</p> <ul style="list-style-type: none"> • Learning and improving skills • Communication skills • Personal skills • Interpersonal skills <p>These are important to the young people, the teachers and trainers and also the organisation in different ways. The fit is that the qualification system used by New Arts College, through the ROC, emphasizes reflecting and evaluating.</p>

The Comparative Analysis – Key Findings

The table below draws on all of the research findings produced by the partners in their individual national contexts, and from these draws out areas of similarity and difference.

Areas of Research Enquiry	Similarities	Differences
<p>1. The social/economic context and the VET system</p>	<ul style="list-style-type: none"> • All partners highlighted issues of high youth unemployment relating to the current economic context. • Some groups of young people face additional disadvantages / barriers to inclusion and positive EET progression (for e.g. BME, migrants, immigrants, early school leavers, learning difficulties, disability, etc.). • Education and training seen as key to addressing youth unemployment. There are various programmes cited including a focus on VET, Apprenticeships, and employability. There seems to be general recognition that while qualifications are important additional employability and key skills are vital, particularly for those young people with lower educational attainments levels and / or facing additional barriers to employment. 	<ul style="list-style-type: none"> • Levels of youth unemployment very variable from 53% in Spain to 15% in the Netherlands.
<p>2. Target Group Profile</p>	<ul style="list-style-type: none"> • All partners work with young people and particularly NEET groups who face multiple 	<ul style="list-style-type: none"> • The age ranges and groups that the partners work with differ with some working with very specific groups (for e.g. Questao works with those aged 15-18

	<p>disadvantages and barriers to inclusion and progression. All of the partners' organisations are NGOs using creative and non-formal approaches to working with their target groups.</p>	<p>years, while Metro Lab works with a diversity of groups).</p>
<p>3. Training and Learning Ethos</p>	<ul style="list-style-type: none"> • That services and resources are open and designed to promote equality of access and encourage those affected by disadvantage • Non formal and informal learning approach is used to attract and engage young people in non mainstream settings • Trainers / tutors from a range of professional backgrounds with numerous skills, but importantly good at engaging with the target group/s • Partners work with learners / participants to both identify skills /competences they have as well as gaps and needs. • Developing skills, particularly key skills is seen as vital 	<ul style="list-style-type: none"> • Using creativity and the arts was central to the work of some of the partners but less so with others • Some partners offered programmes that led to formal accreditations / qualifications
<p>4. The fit with the WAC/Rinova Key/Transferable Skills Toolkit for Trainers</p>	<ul style="list-style-type: none"> • All partners identified ways in which the transferable skills areas had fit or relevance with their work and in their national contexts for VET key skills learning. • The four most cited skills areas of that best fit their work were: <ul style="list-style-type: none"> ○ Communication ○ Interpersonal ○ Creative Thinking ○ Learning and Improving. 	<ul style="list-style-type: none"> • Some partners referred to the ERF Key Competencies as being relevant and recognized whilst other do not (for e.g. in Italy the qualification system has recently been aligned with the ERF) • There was variance in the recognition and promotion of the importance of key skills or competencies in the different partner countries. For example in Cyprus the educational system does not provide opportunities to acquire these types of skills. • Skills areas cited only once or twice were: <ul style="list-style-type: none"> ○ Technology

		<ul style="list-style-type: none">○ Information○ Organisation○ Business○ Team Work○ Personal
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Italy

6. The current context in Italy

Section One: The social/economic context and the VET system that you are currently working within

a. What is the level of youth unemployment (16-25 years?) in your country/locality?

In 2012 the unemployment rate in Italy is 10.7% compared to 8.4% of the previous year. The increase is about both sexes and the whole country but mostly in the south with 17.2%.

The youth unemployment rate (15-24 years old) increases of 6.2 percent, getting to 35.3% with a peak of 49.9% for the young women in Southern Italy. The youth unemployment rate for the women is 41.6% compared to 37.1% for the young men.

In January 2013 temporary raw data describe an even worse situation. In this age span (15-24), people looking for a job are 655.000, 10.9%. The unemployment rate (15-24) is now 38.7%, increasing of 1.6 percent compared to December 2012.

(Source: *Occupati e disoccupati, dati annuali* March 1st 2013; ISTAT, *Occupati e disoccupati, dati mensili*, March 1st 2013).

NEET: The Italian young people between 15 and 29 years of age has a very high rate of NEET, 22.1% (about 2.110.000). It is the highest one in Europe and they are mostly women (57% compare to 43% men), of non-active people (66% compared to 34% of unemployed) and those people living in Southern Italy (58% compared to 42% in Central and Northern Italy).

Between people between 15-24 years of age, the relevance of the NEET has reached 22.7%. In details, the incidence rate of NEET (over all the unemployed 15-29 years) is 11.7% between the younger ones (15-19); 27.4% in 20-24 years old; 27.8% in 25-29 years old (EUROFOUND, 2012).

The number of young people who do not work and do not study increases with the crisis of 2008-2009, hitting the highest level in Southern Italy, 31.9%, doubling the rate of Central and Northern Italy. (Source: ISTAT, *Rapporto annuale*, 2012)

b. What is the situation for school leavers with few or no qualifications?

The highest rate of school quitting compared to the average Italian value (19.2%) is in the south (23%), the lowest one in the Centre (13.5%), while in the north is 17.9%. Men school quitting rate (22%) is about 6 percent higher than the women rate (16.4%) and is higher in the south (25.8%) and lower in the centre (15.9%). The target of "Europe 2020" is not easy to reach, even though in the last years things went better. In Campania, Puglia and Sicily one young people out of four does not end his/her course of studies after middle school, while we have higher performances in Basilicata (12%), which probably will reach the target of 10% before the other Italian Regions. (ISTAT, 2009)

c. Is there any information about the specific situation for young men / women; migrants and minorities; young people with disabilities?

In Italy there is a rate of young people (18-24 years) living with their parents higher of more than 12 percent compared to the European average. This is caused by the difficulty of finding a job. EUROFOUND (2012) discovered that young people living in isolated areas are very likely to increase the chance of becoming NEET of about 1.5 times. Also their family

context is very relevant. Living in a low income family makes easier to become NEET, and having unemployed parents increases this chance up to 17%. The chance of being without a work and a course of studies is easier for those young people whose parents have a low level of education. Similarly young people with a low level of education can become NEET three times easier than those with a high level of education. As a matter of fact 27.8% of the young people with middle school education is a NEET. Anyway, also more educated young people have a great chance of becoming a NEET: 21.1% with secondary school education, 20.5 of the graduates.

Another big problem is the intermediation between the quest and offer of labour: a research by ISFOL (2011) has highlighted the weakness of the formal channel of search. Only 3.4% of the young people found a job through the employment exchange 2.4% through temporary agencies. 30.7% found a job thank to friends or relatives and 17.7% with a self-candidacy.

Young women: Finding a job is more difficult for the women (+5.3%), particularly in the age 25-29 (+13,3%) (EUROFOUND, 2012). The difference of NEET rate among the two sexes is limited between the very young people (15-19yrs old): 11,9% for the boys, 10.5% for the girls. In the range 20 – 24yrs old, the women percentage (26.8%) is higher than the men percentage (23.4%) of about 3 percent. Between young adults (25 – 29yrs old) there is a higher difference among the sexes of about 15 percent, 33.7% for the women, 19% for the men. NEET rate for the women reaches 48.3% in Southern Italy and 23.5% in Northern Italy. Data show a higher percentage of women who study and so their level of education is higher than that of men, but at the end of their course of studies for the women is more difficult to enter the labour market.

Young migrants: For young men and women with an immigration background it is 70% easier to become NEET than their Italian contemporaries. The high NEET rate of foreigners is due mostly to the women rate which reaches 43%. The schooling level of the foreigners is lower: 48.3% of them did not finish middle school and 45.8% has a secondary school diploma or a vocational qualification. The percentage of those who have a degree or a university diploma is only 5.9%. Between young migrants of first and second generation there are sometime problems of social exclusion, deviancy and inability of social integration, mostly in some ethnical minorities.

Young disabled: Young people with any disability are more likely (40% more) to become NEET than the others. Those who say they are inactive because unable to work are about 54,000, 60% men and 40% women. The majority of them live in Southern Italy (56%), 32% live in Northern Italy and 12% live in Central Italy. 45% of them are young adults (25 – 29yrs old), 39% is between 20 and 24 years old and 16% is 15/19yrs old. The education level of the disabled young people is very low, since 78% of them did not complete compulsory education. 18% of them have no educational qualifications, 10% attended only elementary school and 60% completed middle school. 19% of them have secondary school qualification and only 1% of them have a degree.

d. How is this impacting on social cohesion?

The total cost of NEET young people in Italy is Euros 26.631.000.000. The highest in Europe, corresponding to 1.76% of GNP (Eurofound, 2012). The problem of NEET is not only its huge number but it has also a social dimension that cannot be avoided. According to the EUROFOUND report, this group do not trust in the institutions and a large percentage of young people “disenchanted by politics” could put in danger the legitimacy of democratic systems in the societies. On the other hand, 64% of young NEET is less well-disposed to vote in the political elections compared to the EET group (75%). They are less interested in

politics and the percentage of those who are part of political parties is much smaller than that of young EET (respectively 1.6% against 3.9%). Finally, the NEET participation to social life is poor, only 26% of the interviewees said to be part of an organization, against 46% of EET. The EUROFOUND report admits that the NEET group, and mostly the subgroup of the unemployed young people, is more at risk of exclusion from society than other young people.

e. What are the main policies / programmes in your country/area aimed at tackling young unemployment / supporting young people from being NEET into EET (Employment, Education or Training)?

In Italy, the two main actions to oppose unemployment and to limit the NEET problem are the regional measures on preventing and reducing school quitting and the national and regional policies for promoting apprenticeship.

There are three kinds of intervention:

1. activities made on a local level by the employment exchanges;
2. development of an adequate and qualifying training to satisfy the request of the enterprises through a three-year education and training course.
3. implementation on a regional basis of the typology of the apprenticeship contract performing the compulsory schooling.

Other measures of active policy are into the Planning for Employment through the integration between learning and work "Italia 2020", in the Programme for the women inclusion in the labour market and the Planning for the integration of the immigrant people into safety.

Finally, on 11th January 2013, a legislative decree regarding the National System of Certification of Competences has been approved, on a proposal by the Ministry of Labour and Social Policy and of the Ministry of Education.

f. What are the main vocational education and training options for young people who are unemployed?

In Italy educational and vocational training offers refer to different institutional bodies: there is the vocational training, managed by Regions and the educational vocational offer, managed by MIUR (Ministry of Education, University and Scientific Research).

The Regional Vocational Training includes courses financed by ESFR, Regions, Provinces and organized by public educational bodies, private or operating into the national education system, enterprises.

There are courses at every level: post-compulsory schooling, post high school and university diploma, post-lauream. Courses are mostly free and aimed to acquire competences and qualifications required by the labour market or to improve one's professional status. In conformity with the type of courses learners can obtain different certifications.

Training obligations: It is the alternation between training and professional experience, in every productive field, agriculture included. The company has to grant training to work, giving the apprentice a tutor, who should be a kind of link between training to work and external training. It is organized into three typologies of apprenticeship:

1. Apprenticeship to perform the right/duty to education and vocational training for young people from 15 to 18 years of age: obligation to attend not less than 240

- hours per year in courses held out of the company, aimed to acquire linguistic, mathematic, computer competences, vocational guidance and education to become an active citizen.
2. Apprenticeship to become a professional, for young people between 18 and 29 years of age: obligation to attend not less than 120 hours per year in courses held out of the company, aimed to acquire transversal, technical-scientific and operative competencies. For some fields, the training purposes have been defined on a national basis.
 3. Apprenticeship to gain a diploma, a secondary school education qualification or a university educational qualification.

Education and secondary technical training (IFTS): With this kind of training there is the chance of a secondary technical specialization for those who attended the “liceo” and for those who attended courses of vocational education and training. This training is for young people and adults, both employed and unemployed, with or without a secondary school diploma. Those without a secondary school diploma have to pass a test to verify if they have basic knowledge and competences consistent with the course of studies proposed during the selection.

Permanent training: These courses of studies are for adults and young people, with or without an Italian or foreign educational qualification. They are organized by permanent territorial Bodies (CTF), district bodies or dependent from MIUR (Ministry of Education, University and Research), usually located in a school. These are some of the services offered:

- Welcoming, individual guidance;
- Courses to gain educational qualifications of primary or secondary school;
- Short cultural or pre-professional courses with a certificate of attendance;
- Primary functional schooling
- Learning of language and languages
- Recovery and development of instrumental, cultural and relationship competences to take part actively in social life;
- Coming back to education and training for individuals at the margins of the society.

Training at a distance: It is the on-line training allowing continuous access to courses, at any time and from anywhere. It uses interactive and multimedia tools and allows to attend customized, measurable and certified courses of study. Training courses at a distance have different modes of evaluation of the acquired competences, on-line tutors and self-evaluating tests.

g. Have there been any changes in recent years in what are considered to be the essential skills they need to improve their life chances?

In 2012 ISTAT and ISFOL notified the results of the second sample survey about professions. This survey is part of the events organized to build a permanent national system to monitor the professional needs, financed by the Ministry of Labour and Social Policies. In this survey they discovered the main competencies for about 805 professions. Key competences are:

- Cognitive skill
- Problem solving
- Relationship skill
- Linguistic and mathematical skills
- Skills regarding system analysis and control
- Skills regarding human and material resources management

h. Where does your organisation fit in to the above?

In order to offer a better qualification and acknowledgement of its training activities, MuLab in 2006 adopted the Quality System ISO 9001/2000 and has become a training body recognized by Regione Lazio. As an accredited body, it has courses in the field of permanent and continuous education, together with other associations and training bodies. It has also worked in European research projects for the definition of the transversal competences, theoretical and practical of educators and students of the creative industry professions.

Section Two: Your Target Group Profile

a. What is the age range of the young people you work with?

MuLab is a cultural association performing promotion, consulting and training in the field of the independent cultural industry.

In the field of training, alone or collaborating with other cultural associations and training bodies in the Regions Lazio and Campania, MuLab has delivered all the typologies of courses in the national landscape: private courses, vocational training, permanent training, continuous training. For these reasons, the age range of the people MuLab works with varies according to the different typologies of the courses. The age range of the young people who attended our courses is mostly between 18 and 30 years.

Considering the PON-SE courses, we have worked mainly with young people between 11 and 16 years old and with children 7 to 10 years old.

b. What are the socio-economic and cultural backgrounds of the young people you are working with?

Since MuLab has delivered such a wide range of courses, it is difficult to define univocally the socio-economic backgrounds of our students. Certainly we privilege people at high risk of drop out, coming from:

- poor families
- broken families
- migrant families
- families with only one parent
- families with convict parents
- families with disabled or mentally ill parents

There are also young people who are (or were) convicts or drug addicts; young people who are out of the normal schooling; young people with learning problems (DSA) or disabled; young people who are mentally ill.

c. Describe the barriers to social and economic exclusion that the young people you support face

These are young people coming mostly from the lowest classes, living in families with problems and with a very low schooling.

They have mostly two kinds of difficulty:

- macro-economic factors: the socio-economic context of the place where they live; the difficulty of entering the local labour market; the exclusion from regular schooling;
- individual factors: their families, their gender, and their nationalities.

d. Are there any key/transferable skills gaps that are common among the groups of young people you work with? If so what are the main ones?

The main gaps of our students, between key or transferable competences, are:

- social and civic competences (defending and supporting their rights, interests, responsibilities, limits, needs; good relationships with the others, ability to cooperate, managing and solving conflicts);
- awareness and cultural expression (learn to learn; critical thinking; defining and putting into practice life programmes and personal projects; interacting in a wide context);
- using tools –cognitive, social and physical – in an interactive way: (using language, symbols and texts in an interactive way; using knowledge and information in an interactive way; using new technologies in an interactive way).

Section Three: Your Training and Learning Ethos

a. Is the non-formal learning environment acknowledged as offering learning provision for young people who most need help to improve their life chances?

In Italy there are many chances of training for the young people, having elements of non-formal education

- First of all in the secondary education and vocational training: in the technical-secondary education and training (IFTS); in the integrated processes between education and training during the compulsory schooling; in three levels of apprenticeship; in the processes of permanent training; in apprenticeships and in stages.
- Chances of non-formal learning for the young people are available in the cultural and social fields thanks to voluntary apprenticeship and social and cultural associations.
- Non-formal learning processes have been developed also inside companies and work places.
- Courses supplied by private bodies and not legally acknowledged.

Last March 2nd, 2013 the Legislative Decree n. 13/2013 came into force, about the individuation, validation and certification of the competences acquired in non-formal and informal contexts. The national system of competence certification, whose guidelines are still not published, will be a fundamental link between the policies of education, training, work, competitiveness, active citizenship and welfare according to the trends and growing and developing suggestions of the European Union.

Until now the creation of institutional and dispositive systems for validating non-formal and informal learning has been totally developed only by few Regions (Valle d'Aosta, Piedmont, Lombardy, Emilia Romagna, Tuscany and Umbria), which adopted different approaches for making these systems.

In some cases the validation process has been created according to the education and vocational training processes (IFTS, EDA).

In other cases, regional governments have realized validating systems to acknowledge official credits and qualifications (community service, specific industry fields).

Validating systems have been activated in all the fields of the Regional system of vocational training.

On a national level the *Libretto formativo del cittadino* (training booklet), introduced with Decree n. 276/2003 and come into force with a decree in October 2005, is a fundamental tool to improve the legibility and the spendibility of competences and occupiability of people.

The Libretto Formativo del Cittadino is not a certificate or a qualification but a dossier to collect, sum up and document the different learning experiences of the worker citizens and competences acquired by them: at school, during training, at work, in the daily life. Since 2006 it has been adopted in many Regions with different modalities and pro different beneficiaries: workers losing their jobs, apprentices, immigrants workers, soldiers on leave, volunteers.

b. Describe and give examples of the ethos that you have adopted within your organization, which helps improve the social and economic inclusion of young people.

MuLab in its statute has these fundamental principles:

- Making no distinction for sex, race o religion;
- Preferring collectivism to individualism, socialization and solidarity.
- Working for a multicultural, multiethnic and multiracial society.

These principles are also in the social agreement enclosed into the student handbook and the teacher handbook. They also inspire the choices, the projects and the activities of the association.

c. What kind of activities /training / learning do you offer?

As already stated, MuLab worked with all the typologies of courses in the national landscape: private courses, vocational training, permanent training, and continuous training. MuLab works in the field of the cultural industry, mainly in the music field. It has designed courses related to sound engineering, video, new media, management of cultural events and festivals and transferred Arranging and Music Programming (OCN lev. 2 e lev. 3).

Private courses are not legally acknowledged and the association, at the end of the courses, gives the student all the things as set by the Italian law for an eventual accreditation of the attended training pathway : certificate of attendance, " libretto formativo dello studente" (a sort of portfolio) with programme of the didactic units. Since the private courses were held in collaboration with Collage Art, MuLab released even the UK certification (NOCN), valid in Italy provided for the acknowledgement of educational credits.

For vocational training, permanent training and continuous training, courses have been certified according to the law.

d. How do you identify the need for Key/Transferable Skills requirements of the target groups of young people that you work with?

Working mainly through the grants announcements issued by Regions and Provinces (mainly ESFR), the map of key and transversal competences to be developed has been identified in part through the analysis of the behavior of the individual in work context, as indicated by the government agency ISFOL in the sampling survey about professions. The main transversal skills are about:

- diagnosis (situation, tasks, problem itself);
- relationship (communicating, working group, negotiate);
- problem solving (improving and developing self-learning, facing and solving problems, developing decisions).

Other competences are identified by the analysis of the socio-economic and cultural contexts of the individuals who are the targets of the training actions and the analysis of the territorial professional needs.

The key competencies in these courses, according to the European suggestions about the certification of the competences are shown into the UFC (*Capitalizable Training Units*).

The UFC are standard training units designed by ISFOL, which, for every profession, has shown different kinds of skills, key competencies, technical-professional competences, and transversal competences.

e. Giving descriptions and explanations, what are the Key/Transferable Skills that you focus on, and how do you go about delivering them?

The acknowledgement of the transversal competences is usually made with competence balance, made by labour psychologists or by professionals who take care of the monitoring. ISFOL distinguished two fundamental applications of the Balance of the competences: as an orienting tool and as an evaluating tool. In the first case it is focused to the creation of a training or professional project. In the second one, it determines the competences of the individual in order to acknowledge and certify them, to make them more usable in the training and professional system even through their configuration in educational credits. The main used tools are: interview, self-evaluation with questionnaires, aptitude tests in order to recreate one's personal training and working experiences.

f. Are your teachers/tutors equipped with the appropriate knowledge, skills and competencies to deliver Key /Transferable Skills with the target group?

Due to the structure of the Italian educational system, our tutors are not specifically trained to recognize and record the level of the acquired transversal competences. On the other hand, all the didactic activities are structured to develop these competences.

As a matter of fact, training activities are made with didactic units split into training purposes (key and transversal competences) and theoretical-practical competences. Lessons are held in a dynamic way, using many effective didactic methodologies and strategies to develop key and transversal competences, like cooperative learning, role plays, simulation of professional activities in the classroom, stages.

g. Describe the professional backgrounds of the teachers/tutors who you employ and or work with. How do you recruit them / where are they from?

MuLab recruits teachers according its quality system. Teachers are professionals of the field and they must have, together with the technical-professional knowledge, the high school diploma.

h. Describe how you train your teachers/tutors to ensure they have up to date competencies.

Teachers, when they enter the association, are instructed by the person in charge of training and are then included in the updating and research made by the association . Everyone is subjected to an annual individual evaluation, whose purpose is to identify the strong points and the weak points on which we have to work.

Section Four: The WAC/Rinova Key/Transferable Skills Toolkit for Trainers

a. Using the Toolkit, what are the key competencies you feel best fit with the needs of your young people, your teacher/trainers, and your organisation (choose as many as you like but say which are the 4 most important)?

Considering that all the key competences outlined by the tool kit are important in the definition of a vocational training pathway or in the personal development, it is very difficult to choose. MuLab has identified as the most important the followings:

- Communications skills;
- Technology skills;
- Interpersonal skills (working with others);
- Creative Thinking skills.

b. Why?

We identify these skills just to use the tool kit not only with the creative professions but also in other professional fields. From an analysis of the professional repertoire of ISFOL (see d.), emerges that Communications skills, Interpersonal skills, Creative Thinking skills and Technology skills have an high index of relevance and are the most required in every type of profession (<http://professionioccupazione.isfol.it>). This group of skills is also particularly high in jobs related to the world of the creative industry. In addition, the four skills listed above, develops the social and the civic competences, the awareness, the cultural expression and the interactive use of cognitive, social and personal tools already identified as the main gaps of the young people with whom we work.

c. From what you can see, is there any obvious 'fit' with the Toolkit and your own VET / qualification system, as it is applied to your organisation?

In the present situation the Italian system for lifelong learning does not provide a framework for analogy with the EQF levels as in some countries (i.e. United Kingdom, Ireland). However, the Italian rules of qualification systems includes specific links and progression through the different channels of the training and this allows to place a certain level in

almost all the major qualifications in Italy through matching with Level descriptors included in the EQF.

The placement of a qualification is determined by the value given to three components: knowledge, skills and competencies.

The competencies identified are:

- cognitive skills;
 - problem solving skills;
 - relational skills;
 - numeracy skills;
 - analysis skills;
- management skills.

These groups of skills were derived on the basis of the eight domains of key competences for lifelong learning, recommended by the European Council in December 2006 and adopted by Italy as a learning objective of the public system of education.

All of these descriptors are present within the toolkit designed by WAC and so are perfectly adaptable to the requirements of our qualifications system.

d. What association, organization or governing body is responsible for coordinating the European Qualifications Framework (EQF) in your country?

ISFOL - Italian Institute for the Development of Vocational Training of Workers - is the national body that manages since 2008 the National Coordination Point EQF Italy.

ISFOL is a national research under the supervision of the Ministry of Labour and Social Policy.

ISFOL is also the national agency for the Leonardo da Vinci projects.

UK

7. The current context in the UK

Section One: The social/economic context and the VET system that you are currently working within

a. What is the level of youth unemployment (16-25 years?) in your country/locality?

According to the Centre for Economic & Social Inclusion, the number of workless young people (not employed, full-time education or training) is rising – it is now 1,354,000, which represents 18.7% of the youth population; 386,000 young people are long term unemployed.

In the period November 2012 -January 2013:

- The unemployment rate for those aged 16-24 was 21.2% up 0.9 per-cent compared with the previous quarter but down 1.1 per-cent compared with the previous year.
- 1.62 million 18-24 year olds were economically inactive, 62,000 fewer than in the previous quarter and 96,000 fewer than in the same period in the previous year.
- The claimant count – the number of people claiming Jobseeker’s Allowance (JSA) – for those aged 18-24 was 415,000 in February 2013, down 2,600 on January 2013 and down 65,2000 on February 2012 (seasonally adjusted figures).

Source: House of Commons Library, Standard Note: SN/EP/5871

In London, the youth unemployment rate tends to be on average 22% higher than the national rate level. All 32 London boroughs have seen a rise in the number of young people claiming benefit since 2008 (Centre for Economic and Social Inclusion), and figures show that Newham and Tower Hamlets have the highest rates, followed by Croydon, Enfield, Waltham Forest (highest proportion of NEETs, 10.3%) and Southwark – in Croydon youth unemployment has doubled.

- One in four economically active young adults in London is unemployed, compared to the average of one if ten for all working-age adults.
- Young adult unemployment in Inner London is higher and has risen faster than the rate in Outer London.

It is worthwhile noting that the unemployment figures tell us just part of the story. These figures only count those people who are actively seeking work – some young people are economically inactive because they are in full-time education, don’t want to work, who are working part-time or on temporary contracts.

As youth unemployment has sharply increased there are now fears of a ‘lost generation’ of young people – shut out of the labour market, increasingly disconnected from work and learning, and ‘scarred’ throughout their working lives due to the experience of unemployment when young. The effects of recession have been felt more strongly by certain groups of the population, including young people. In general, where unemployment rates were relatively high before the recession, the problems have become more intensive. For example, employment rates in the most deprived wards and amongst the lowest educated have both fallen sharply through the recession.

Young people usually have more trouble finding a job than do older workers. Generally speaking, they have less work experience, less knowledge about how and where to look for work, and fewer job-search contacts. In addition, young people often lack the skills employers' need. As a result, for many young people the transition from school to work is bumpy and sometimes long. While young people have suffered during the recession, the increase in youth unemployment started before this. Between 2004 and 2006/7, there was a substantial growth in the number of young people unemployed and in the number of young people not in employment, education or training (NEET). This was followed by a second period of sharp growth related to the impact of the recession from 2008 onwards. The causes for the increase from 2004 are unclear; for example, it may be related to a lessening focus on young people in the labour market programmes, but this is not proven.

b. What is the situation for school leavers with few or no qualifications?

The NEET cohort is a diverse group. Young people are NEET for a number of reasons, and young people become NEET at different points. Some leave school with no qualifications and fail to find a foothold in the labour market; others go on to further education and/or training but fail to make the transition into work at this point. A plethora of reports consulted suggested that the lack of work experience and a skills mis-match contribute significantly to young people not being able to make the transition into sustainable employment.

Skills needs have changed in a way that makes it harder for some young people to access the labour market. In particular, far fewer young people now work in the manufacturing sector and more work in the service sector. An important outcome of this shift is a change in the nature of skills that young people need. In particular, soft skills are increasingly important for young people to access and maintain employment, with customer facing skills often required for work in sectors that employ large numbers of young people such as retail, leisure and hospitality.

On leaving education, some 48% of NEETs have no experience of paid work. This lack of substantive work experience represents a significant barrier to work and highlights the real need for sustained support for young people in taking the initial (and hardest) step into employment.

Unemployment is a difficult experience, financially and emotionally, regardless of a person's age. However, it is particularly damaging for young people. Studies has shown that when people are unemployed at a young age:

- They are more likely to be unemployed and welfare dependent later in life, spending extra 2 months per year out of work by their late twenties.
- They are more likely to be aid less in later life, earning £1,800 - £3,300 less per year by their early thirties.
- Their mental and physical health can be negatively affected, both now and in the future. A range of academic studies have found that unemployment increases susceptibility to illness, mental stress, and loss of self-esteem leading to depression.
- They are more likely to get involved in anti-social activity.

According to the 'Youth Unemployment: London and the UK report (nef consulting), research has shown that young people from disadvantaged backgrounds are far more likely to struggle to engage with the labour force. In fact, 81% of young people 16-21 years old who are long-term workless have parents with low qualifications, and 77% live in social rented housing. Additionally, the young NEET group shows an overrepresentation of young

parents, people with health limitations, young people in care and young offenders. In other words, many young people face multiple barriers to joining the work force.

In August 2012, The Trade Union Congress stated that the level of young people not in employment, education, or training (NEET) is at its highest since 1994. As well as the economic crisis and public sector cuts, lack of qualifications and lack of experience is said to be the main cause.

According to the Nesta Report ‘Making it Work: Tackling Worklessness Through Innovation (2012),

Suggests that in broad terms, approaches to reducing worklessness to date have focused on:

- Increasing the aggregate demand for labour.
- Increasing or improving the supply of labour.
- Improving the efficiency of the labour market, particularly through better matching of demand and supply.

Whilst the labour market programmes, such as the Work Programme, have used innovative ways of commissioning and contracting, the aims of these programmes, and the content of delivery, are similar to what has been seen in the past. No evidence has yet been published on the extent to which innovation is taking place within the Work Programme. It is clear that we are still in the early stage of the innovation process and are a long way from achieving systemic change. The report goes on to say that Innovation thrives in some parts of the labour market. For example, when it comes to job matching at the high-end of the labour market, leadership executive search agencies operate to match highly-skilled and highly-paid jobs with candidates, and a range of well-paid intermediaries operate. Individuals pay to invest in their own skills, as shown by the growth of coaching and other intensive individualised career services. These types of intermediary are highly response to shifts in demand. However, there is market failure at the low end of the labour market, as the incentives for successful innovation are weak. Employers are less willing, or able, to invest in matching services that connect individuals with jobs and in skill development as staff are, or are seen as more easily replaceable.

c. Is there any information about the specific situation for young men / women; migrants and minorities; young people with disabilities?

According to a report produced by the Trade Union Congress: ‘Youth Unemployment and Ethnicity’, sets out a clear argument for the fact that disadvantage in the labour market for young people from black, Asian and minority ethnic communities, increases sharply and the unemployment proportion rates are higher. In particular, data suggests that young men fare worse than young women across (although not between) ethnic groups.

2012		16+	Difference between 16+ and youth rate
Unemployment Rate	White	8%	12%
	Indian + Pakistani + Bangladeshi	13%	16%
	Black/African/Caribbean/Black British	18%	27%
Proportion	White	5%	8%
	Indian + Pakistani + Bangladeshi	8%	7%

	Black/African/Caribbean/Black British	12%	9%
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2012		Male	Female	All
Unemployment Rate	White	24%	17%	20%
	Indian + Pakistani + Bangladeshi	30%	28%	29%
	Black/African/Caribbean/Black British	50%	40%	45%
Proportion	White	16%	10%	13%
	Indian + Pakistani + Bangladeshi	16%	13%	15%
	Black/African/Caribbean/Black British	26%	17%	21%
Worklessness	White	16%	17%	17%
	Indian + Pakistani + Bangladeshi	13%	17%	15%
	Black/African/Caribbean/Black British	22%	19%	21%

Recent Government policy has tried to address the issue of moving large numbers of those who might formerly have been ‘economically inactive’ (e.g. older people, lone parents and those with health problems/disabilities) into more active labour market programmes in an attempt to move them into work. However, this is a difficult challenge, given the long periods of worklessness experienced by many in these groups. For instance, the Pathways to Work programme for disabled people has had little impact in moving participants into work. These groups also present a challenge in relation to sustained work: previous research has found that that disabled individuals are three times more likely than non-disabled people to exit from work, while lone parents are twice as likely as others to leave employment. Overall, it is clear that different groups of the population face different challenges in moving into work.

d. How is this impacting on social cohesion?

Unemployment carries significant social costs. People who are unable to find work must frequently rely on benefits for income. Moreover, the sense of failure, boredom and rejection that being unemployed can generate has real social consequences. Studies have repeatedly linked unemployment to rising crime and suicide rates and the deterioration of health.

Numerous research reports cite how jobs influence who we are and our relations with others. In some societies, jobs are a fundamental source of self-respect and social identity. Jobs connect people with others and the workplace can be a place to encounter new ideas and information and to interact with people of different social and educational backgrounds, religions and cultures. Having or not having a job may affect key elements of social cohesion³.

Empirical evidence of a connection between jobs and social cohesion is limited by data constraints, the complexity of measuring social interactions, and the multiple factors that can contribute to social cohesion. However, findings from reports cite that lack of access to jobs is associated with lower levels of trust and civic engagement. It has already been said

³ Social Cohesion: “All that which brings people together”: forging associations between people and building on a close-knit community.

that unemployment can lead to mental and physical illness, including depression, increase in mistrust in others, and lead people to drop out of community life.

The latest research from The Work Foundation, an independent think tank, indicates it is not age, per se, that is the problem – young people tend to be better at IT and at picking up foreign languages. So, it would seem that unemployment and lack of prospects comes down to one critical factor – lack of experience. “Young people”, the report, “find themselves in a classic ‘catch twenty two’ situation: they cannot get a job without work experience, and the cannot get work experience without a job.”

It is said that migrants without social ties many be excluded from job opportunities that would allow them to succeed in their new environments. In extreme cases, if people, particularly young people, lack jobs and hope for the future, they may turn to violent or criminal activity to compensate for the absence of self-esteem and sense of belonging that a job might other wise provide. Similarly, jobs offering limited opportunities for future growth or lacking access to a ‘voice’ can lead to alienation and frustration.

e. What are the main policies / programmes in your country/area aimed at tackling young unemployment / supporting young people from being NEET into EET (Employment, Education or Training)?

Government has become the primary purchaser of intermediary services in an attempt to make the low end of the labour market operate more effectively and to tackle worklessness. However, innovation led by government can be constrained by a tendency to design large programmes centrally, which are then rolled out and not always adapted to local context and ideas. The Government’s Work Programme has been designed with the intention of stimulating innovation. On 12 May 2012, the Government announced a package of measures to help address youth unemployment. These include a new ‘Innovation Fund’ of up to £30 million over three years from 2012 to support social investment projects. These projects will support disadvantaged young people and those at risk of disadvantage. The Innovation Fund is being commissioned in two rounds. The first is focused on 14-24 year olds and the second, focus on those aged 14-15 years to reduce prospects of them becoming long-term NEET.

Alongside the Work Programme, a new and innovative system of benefits and tax credits ‘Universal Credit’ is to be launched in 2013. In addition, City Deals led by the Cabinet Office are enabling the trialling of a number of different models that could contribute to reducing worklessness in local areas. These include:

- Earn Back: in Manchester – a new payment by result model that incentivises them to invest in the growth in return for a share of the national tax take.
- Local skills funding model: in Sheffield City Region – gives a proportion of the skills budget to the city to control and invest in skills local businesses need.
- City Apprenticeship Hubs: in a number of areas – to boost apprenticeships by supporting SMES to take on apprentices.
- Low carbon pioneering cities: to enable investment in green infrastructure and technology to generate low carbon jobs.

In the UK, making a distinction between the ‘business world’ and ‘VET institutes’ is not as straightforward as it sounds. This is because much of the vocational training available

may be run in conjunction with both the business world and ‘VET institutes’ (for example Colleges), such as in the case of Apprenticeships. These two categories also ignore Third Sector organisations that offer training.

The Confederation of British Industry (CBI) produced a report in 2010 ‘Fulfilling Potential: The business role in education’ . This stressed that any government reform of education must enable young people to develop and achieve:

- A strong base of literacy, numeracy and IT skills
- The broad set of employability skills (team working, problem-solving, communication, business and customer awareness, self-management) necessary for all jobs.
- Qualifications that are recognised, understood and valued by business.

Apprenticeships are particularly favoured by the current government and have been undergoing a huge expansion in number and sectoral reach. They are now available in more than 190 roles across a wide range of industry sectors. They take between 1 and 4 years to complete and are available at 3 levels. Importantly they involve training in a sector whilst in an Apprenticeship post.

The Wolf Report on Vocational Education: The Secretary of State for Education commissioned an independent review⁴ of vocational education (14-19). The review was tasked to consider how vocational education for 14-19 year-olds could be improved in order to promote successful progression into the labour market and into higher-level education and training routes. The report provides practical recommendations intended to inform future policy direction, taking into account current financial constraints.

Key recommendations in the report include:

- incentivising young people to take the most valuable vocational qualifications pre-16, while removing incentives to take large numbers of vocational qualifications to the detriment of core academic study.
- Introducing principles to guide study programmes for young people on vocational routes post-16 to ensure they are gaining skills which will lead to progression into a variety of jobs for further learning, in particular, to ensure that those who have not secured a good pass in English and mathematics GCSE continue to study those subjects.
- evaluating the delivery structure and content of apprenticeships to ensure they deliver the right skills for the workplace.
- making sure the regulatory framework moves quickly away from accrediting individual qualifications to regulating awarding organisations.
- removing the requirement that all qualifications offered to 14 to 19 year-olds fit within the Qualifications and Credit Frameworks, which has had a detrimental effect on their appropriateness and has left gaps in the market.
- enabling FE lecturers and professionals to teach in schools, ensuring young people are being taught by those best suited.

f. What are the main vocational education and training options for young people who are unemployed?

⁴The Wolf Report, Professor Alison Wolf, Kings College, London, March 2011

- **The Work Programme, Department of Work and Pensions**
 - A major new payment-for-results welfare-to-work programme that launched throughout Great Britain in June 2011.
 - Delivered by a range of private, public and voluntary sector organisations, which are supporting people who are at risk of becoming long-term unemployed to find work.
 - Provides support for people who are long-term unemployed or are at risk of becoming so.

- **The Youth Offer**
 - For young people between the ages of 13-19 years (or up to 25 with learning difficulties).
 - Provides access to recreational, cultural, sporting and learning experiences and opportunities.
 - Opportunities to make a positive contribution to the community through volunteering.
 - Information, advice and guidance to support young people to make informed choices about any aspect of their life.
 - Opportunities to influence and shape services and get involved in decision-making.

- **Apprenticeships**
 - A real job with training – ‘earn while you learn’.
 - Available to those not in full time education.
 - Wide-ranging vocational work/study opportunities ranging from engineering to financial advice, veterinary nursing to accountancy.
 - There are over 190 different apprenticeship frameworks available.

- **Traineeships Programme**
 - Will be in place by September 2013
 - Will provide young people aged 16-24 a tailor-made package of support that will give them the confidence, skills and experience to compete in the labour market with more experienced adults.
 - A traineeship will be a crucial stepping-stone into Apprenticeships, for those young people who currently lack the necessary skills.
 - Is focussed on work preparation training – e.g. CV writing, interview preparation, job searching, interpersonal skills; high quality work experience – giving young people real-life work placement to enhance their skills and confidence; English and match – for young people who have not achieved a GCSE grade C or equivalent or better.

- **European Social Fund (ESF) Objective 3**
 - To improve employment opportunities, and help young people improve their potential by giving them better skills and better job prospects.

g. Have there been any changes in recent years in what are considered to be the essential skills they need to improve their life chances?

The need to develop generic and transferrable skills, and concerns about the skills of new entrants to the labour market have fuelled a number of initiatives. To address key issues,

there have been developments in the education system to improve the Key Skills of young people, and highlighting their importance for future employment. The six Key Skills are:

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving Own Learning and Performance
- Problem Solving

According to a BBC report (09.05.11), too many young people are leaving school without adequate basic skills, a survey of business leaders suggest- based on an annual study of 566 employers for the Confederation of British Industry. The organisation's annual education and skills survey also suggests that many employers (44%) have had to invest in remedial training for school and college leavers. Companies also said that young people lacked important employability skills:

- Some 69% complained about inadequate business and customer awareness and 55% highlighted poor self-management.

"Companies do not expect schools and colleges to produce 'job-ready' young people, but having a solid foundation in basic skills such as literacy and numeracy is fundamental for work."

Numerous reports cite that schools and colleges should give more attention to their students' ability to use numbers and language effectively, to solve problems, to manage themselves, to work together and to understand whatever business they are in, employers must be more prepared than before to play an active part. Developing employability skills is not easy and it is said that "experiential action-learning" (translated as picking up skills), rather than simply gathering knowledge, and showing how this benefits people in work; work experience; and opportunities to reflect on work experience that has been done using feedback from employers and co-workers.

"Our members consistently say that new recruits do not have the skills they to enter the world of work," (Richard Lambert, director-general of the employers' body, the CBI. "Firms are having to spend time and money they can ill afford teaching new starters basic 'work etiquette'.")

"Direct contact with a real workplace makes the end goal of the training – a rewarding career – a more believable reality." (UKCES)

"We need to support people to develop skills in the broadest sense: enabling and equipping them to deploy to best effect their talent, knowledge, resourcefulness and creativity." (Further Education: Raising Skills, Improving Life Chances)

The Fabian Life Chances Commission identified the following dimensions of life chances:

- Health and well-being
- Education
- Autonomy
- Social relationships and networks
- And the safety and quality of local environments

h. Where does your organisation fit in to the above?

Wac Arts is known for providing a platform for those who want to excel, but lack support, and maximises and uses creatively the inspiring facilities at its facilities in the old Hampstead Town Hall in Camden, to create a dynamic shared community space to work with young people to broaden their skills base and widen their participation.

Innovative teaching and learning practice is at the heart of WAC Arts, which has evolved over the years by adopting a 'youth work' approach, and embedding this approach in a creative, performing arts non-formal learning environment.

Stephen Clift, research director at the Sidney De Haan Research Centre for Arts and Health, highlights that many of the skills performing arts develop are applicable in everyday life – “You can't put on a concert, perform a play or carry out a dance routine without learning something about teamwork, respect, dedication and concentration. These skills are very often the very things disadvantaged or disillusioned young people often lack.” Research from the Arts Council, goes on to say ‘The Arts can address (young people's) potential. They challenge young people's sense of themselves, their limits, and provide a new environment to explore their identity, skills and abilities, and to build resilience.’

WAC has a good track record in delivering programmes for NEET young people, including STELLAR, which brought together partners already successfully delivering innovative provision for young people. The project helped over 800 young people move into positive pathways towards sustainable employability and develop links to employers. Beneficiaries were young people aged between 14-19, who were NEET, particularly young parents, those from Black and minority ethnic communities, those with poor educational attainment, disabilities and/or learning difficulties, and those from areas of multiple disadvantage.

Section Two: Your Target Group Profile

a. What is the age range of the young people you work with?

WAC Arts engages with children and young people from as young as five through to 30.

- WAC Wonder Web: is a social networking project targeted to young people over the age of twelve, who have learning disabilities, and uses multi-media to engage and develop skills.
- Wonder WAC: is a performing arts and media programme for children and young people between the ages of 11-17 who have learning disabilities.
- Aiming High: is a project for those 8-18 and offers a range of off-site school holiday activities.
- Senior WAC: provides training in the performing arts and new media for young people between the ages of 14-25.
- Junior WAC: takes place on a Saturday and gives access to drama, dance and digital arts for children and young people aged 5-14.
- WAC Nites: is an evening programme for 11-25 year olds offering a range of arts and media classes as stimulating leisure activities.
- ARCO: the ARCO department offers a variety of daytime social inclusion projects for 14-22 year olds through three programmes i.e. ARCP Plus, ARCO Junior and ARCO Xtra. Each one is designed to offer its students an alternative to mainstream education.

b. What are the socio-economic and cultural backgrounds of the young people you are working with?

Based in London, WAC Arts works with children and young people from a broad range of religious, ethnic and cultural backgrounds and are mostly from low-income, low-level skills families that might have a history of generational worklessness. A number of children and young people accessing WAC Arts activities are from Black (African and Caribbean, and white working class).

- ARCO Plus works with those who are 16-22 who have left school with no qualifications or very poor qualifications and aims to re-engage them in learning and qualification attainment.
- ARCO Junior provides alternative education with 14-16 year olds who are failing in school and are at risk of permanent exclusion.
- ARCO Xtra provides enrichment activities for under-achieving young people in schools, pupil referral units and other youth settings.

c. Describe the barriers to social and economic exclusion that the young people you support face

- Poverty and multiple disadvantage linked to living in poverty
- Poor educational attainment and therefore low-level skills and competencies
- Engagement in anti-social and criminal behaviour
- Limited opportunity in education, training and employment due to the above

d. Are there any key/transferrable skills gaps that are common among the groups of young people you work with? If so what are the main ones?

- Communication Skills
- Personal Management Skills
- Work Related Life and Employability Skills
- Language; English, Maths
- Vocational Skills and 'Job-readiness' Skills

Section Three: Your Training and Learning Ethos

a. Is the non-formal learning environment acknowledged as offering learning provision for young people who most need help to improve their life chances?

The arts have long been used to help young people who are NEET and to rehabilitate offenders or improve the life chances of those at risk of getting involved in crime. There is plenty of anecdotal evidence to support the transformative power of the arts. The arts can accompany and encourage people on a personal journey from being NEET, and offender, or on the verge on anti-social behaviour, to being a responsible, contributing member of society. The non-formal arts environment offers practical, professional and often innovative ways for people to develop in ways they had perhaps not expected, or even in ways that had thought were impossible. By doing this, the arts have the power to change individuals and to

show them a new future. They accomplish this by engaging people, helping them to develop new skills and responsibility and helping them to improve relationships.

Arts interventions can engage with people whom are difficult to reach through traditional, often classroom based, interventions. The arts provides those engaged with accessible ways to achieve concrete goals, often for the very first time, and can contribute to the following,

- **New Skills:** a new/different way to learn key social and life skills.
- **Responsibility:** encouraging those involved to take on responsibility for themselves and others. Putting together a performance or an event takes hard work and dedication.
- **Positive Relationships:** helping those engaged to explore and reveal sensitive issues in a 'safe' environment and explore situations from more than one perspective.

b. Describe and give examples of the ethos that you have adopted within your organization, which helps improve the social and economic inclusion of young people.

WAC Arts is a registered charity in the UK and has a priority to ensure that low income and disadvantaged young people can take part in the performing arts at all levels. As a result, WAC has a fully developed a practice of arts education which values the key, transferable skills that young people learn from arts experiences. WAC continues to give those young people who are marginalised by society priority access to all of their current programmes. This philosophy underpins everything WAC does within the lifelong learning provision. WAC aims to provide equality of access to high quality performing arts training for each and every student, and the team collectively work hard to be inclusive and to offer dedicated training for young people with learning difficulties that meet their special needs.

c. What kind of activities /training / learning do you offer?

- **WAC Wonder Web:** is a social networking project targeted to young people over the age of twelve, who have learning disabilities, and uses multi-media to engage and develop skills.
- **Wonder WAC:** is a performing arts and media programme for children and young people between the ages of 11-17 who have learning disabilities.
- **Aiming High:** is a project for those 8-18 and offers a range of off-site school holiday activities.
- **Senior WAC:** provides training in the performing arts and new media for young people between the ages of 14-25.
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- **WAC Nites:** is an evening programme for 11-25 year olds offering a range of arts and media classes as stimulating leisure activities.
- **ARCO:** the ARCO department offers a variety of daytime social inclusion projects for 14-22 year olds through three programmes i.e. ARCP Plus, ARCO Junior and ARCO Xtra. Each one is designed to offer its students an alternative to mainstream education.
- **Professional Diploma in Musical Theatre:** offering a range of traditional, classical and contemporary training that includes African, Asian, South American, Eastern and European performance techniques to ensure maximum employability in the TV and Film Industries.

d. How do you identify the need for Key/Transferable Skills requirements of the target groups of young people that you work with?

- One to one meetings between practitioners
- Tutor/Trainer observations whilst working with young people in a non-formal learning setting
- Undertaking 'skills audits' with the young person
- Individual mentoring with practitioners

e. Giving descriptions and explanations, what are the Key/Transferable Skills that you focus on, and how do you go about delivering them?

- Communication Skills
- Interpersonal Skills
- Creative Thinking
- Learning and Improving
- Organisational
- Personal
- Information

f. Are your teachers/tutors equipped with the appropriate knowledge, skills and competencies to deliver Key /Transferable Skills with the target group?

WAC Arts have a national and international reputation for innovative ways of teaching and learning. This has evolved so that they are now in a number of strategic research projects and partnerships and aim to influence the development of the education system both in this country (the UK) and across Europe.

All tutors come to Wac Arts with extensive experience of working with the groups of young people that we work with, and this is demonstrated through CV, applications and through interviews. All the tutors are professionally and educationally qualified to teach the subject area that they are required to teach/train in.

Because of the client group that we work with, we focus on working with tutors/trainers are supported in developing effective team building skills, working with others skills, and establishing group contracts so that there is a common foundation from which to work from.

g. Describe the professional backgrounds of the teachers/tutors who you employ and or work with. How do you recruit them / where are they from?

- Most are those who deliver their own art form: script writers, engineers, video producers, dancers, etc. Very few are trained teachers, this is why we have developed a set of competency modules to enable them to develop and demonstrate their teaching competencies.
- We have established networks of organisations where tutors/trainers are drawn from, which enables them to demonstrate their versatility and competency, but also boosts our reputation in terms of provision.

- All tutors are working in the creative and cultural industries / in the arts so come with added value to enrich each project – bringing new ideas and thinking into the organisation.
- h. Describe how you train your teachers/tutors to ensure they have up to date competencies.**
- A number of tutors/trainers are now being trained as assessors and verifiers to support delivery of qualifications. Also, formal qualifications are being achieved, for example, the Preparing to Teach in the Lifelong Learning Sector.
 - Complementary training includes Health and Safety, Dealing with Challenging Behaviour, Working with Young People Leaving Care, Sexual Health, Child Protection and Safeguarding.
 - Tutor/Staff meetings feature lifelong learning and continuous professional development discussions, as does line management and supervisory meetings – ensuring that all tutors/trainers are able to effectively carry out their role.

Section Four: The WAC/Rinova Key/Transferable Skills Toolkit for Trainers

- a. Using the Toolkit, what are the key competencies you feel best fit with the needs of your young people, your teacher/trainers, and your organisation (choose as many as you like but say which are the 4 most important)?**

a) Communication - To be able to communicate your feelings and wishes confidently is a skill that can open doors. This is integral for relationships, job interviews, auditions, negotiating housing, benefits, law and order, etc. Communication whether verbal, text or through body language are important to working with different people.

b) Interpersonal - To be able to trust people, work as a part of a team, to negotiate & take criticism are skills that are integral to learning and developing skills. Ability to empathize with others. So you can understand what (young people's) needs are and what they are experiencing.

c) Creative Thinking - Especially coming from Arts backgrounds, creative thinking requires you to 'think out of the box'. 'think on your feet' respond in a creative manner to situations. Ability to think and act independently and use (their) own initiative.

d) Learning & Improving - To enjoy learning & develop skills to self-critique. Continual Professional Development. Understanding the necessity to fail and identify reasons to move on. Being able to identify and apply criteria to measure success and improvement

- b. Why?**

We use the above within the creative context. We define creativity as the process of having original ideas that have value. Creative work in any field often passes through typical phases. Sometimes what you end up with is not what you had in mind when you started. It's a dynamic process that often involves making new connections, crossing disciplines and using metaphors and analogies.

Creativity is about fresh thinking. It doesn't have to be new to the whole of humanity – though that's always a bonus – but certainly to the person whose work it is. Creativity also involves making critical judgments about whether what you're working on is any good, whether it's a theorem, a design or a poem.

There are various myths about creativity. One is that only special people are creative; another is that creativity is just about the arts; a third is that it's all to do with uninhibited "self-expression". None of these is true. On the contrary, everyone has creative capacities; creativity is possible in whatever you do, and it can require great discipline and many different skills

c. From what you can see, is there any obvious 'fit' with the Toolkit and your own VET / qualification system, as it is applied to your organisation?

A generic part of Apprenticeship training (what ever the sector) was key skills, which were broken down into 6 subjects:

- Communication
- Application of Number
- ICT
- Working with Others
- Improving Own Learning and Performance
- Problem solving

It is this area of 'key skills' that has the strongest relation to the ERF key competencies. However, these have recently been re-defined more narrowly as 'functional skills' and covering only English, Maths and ICT, therefore moving further away from ERF relevance. Functional skills are seen to be a key element to the curriculum and qualifications reforms in England. They are intended to be the practical skills that allow people to use English, mathematics, and information and communication technology (ICT) in real life situations.

d. What association, organization or governing body is responsible for coordinating the European Qualifications Framework (EQF) in your country?

A useful starting point for the research was to explore the wider context relating to VET systems in the UK and if possible to identify any governmental actions or progress made regarding ERF at national level. Further research would then illustrate how the national position filters down and impacts on VET or not, as the case may be. It is important to note that there has been considerable change in the UK VET system in recent years and these changes are on going.

The European Qualification Framework

The UK European Co-ordination Group for VET provides the forum at UK level to coordinate the implementation work on the European Qualifications Framework (EQF). The UK is represented on the European Commission Advisory Group which co-ordinates the implementation of the EQF at the European Level and is composed of representatives of member states, European social partners and other stakeholders as appropriate.

Most countries are already developing national qualifications frameworks (NQFs), which will be linked to the EQF. This is a relatively recent development – currently, only the UK, Ireland, France and Malta have NQFs.

The Office of Qualifications and Examinations Regulation (Ofqual) is a non-ministerial government department that regulates qualifications, exams and tests in England and vocational qualifications in Northern Ireland. However, vocational qualifications (NVQs) are regulated through their relevant Sector Skills Councils.⁵

Transferable Skills have been subject to a variety of definitions and seemingly interchangeable terms. The lack of standardisation of the term has resulted in the use of alternative labels such as ‘core skills’, ‘personal skills’, ‘generic skills’, ‘functional skills’ and ‘key skills’ equally to refer to the notion of non-subject-specific skills.

The LSIS Transferable Skills project explored the notion and practice of fostering transferable skills in learners through creative practice. One tutor commented, “The LSIS toolkit is a good grounding for formalizing the process. It’s about making explicit and conscious the teaching.”

It should be noted that LSIS (Learning and Improvement Skills Service) was formed to accelerate quality improvement, increase participation and raise standards and achievement in the learning and skills sector in England. LSIS works with sector practitioners to develop and deliver programmes, services and resources to help providers improve quality, deliver what their students needs and achieve positive Ofsted⁶ inspections.

Key Findings

Whilst the European Qualifications Framework (EQF) has been successfully furthered and integrated in the UK and has been referenced against the Qualifications Credit Framework (the national credit transfer system), there is still very little information available about the ERF being included into UK learning systems. With little or no information or policy available nationally the few direct references the research found were at a delivery level, where organisations with European links had designed training development programmes with ERF compatibility.

The Leonardo da Vinci Lifelong Learning programme funded CERF: Certification Standard for European Reference Framework Key Competencies is a two-year project, which aims to develop innovative training methodologies and curricula for five of the key competences within the European Reference Framework. More information and resources being produced can be found by using this link: www.cerf.gr

On-line searches of relevant national bodies and organisations most frequently found no reference to either key competences or the ERF. A pertinent example of this is ‘Creative Choices’⁷, the website for Creative & Cultural Skills (Sector Skills Council) to promote careers in the creative and cultural industries.

⁵Sector Skills Councils: are independent, employer-led, UK-wide organisations.

⁶Ofsted is the Office for Standards in Education, Children’s Services and Skills – reporting directly to Parliament, Ofsted is independent and impartial and inspects and regulates services which care for children and young people, and those providing education and skills for learners of all ages.

⁷<http://www.creative-choices.co.uk/>

EURO-Aspire: there are a number of links between this project and the Leonardo da Vinci Lifelong Learning project, EURO-ASPIRE www.euro-aspire.com which has developed an innovative European competency framework for trainers using creative expression in informal and non-formal learning environments, particularly as a continuous professional development framework for practitioners devising and delivering projects that act as a bridge from educational exclusion to inclusion, new learning opportunities and employment.

Our research key findings were therefore:

- There is not yet a systematic approach in the UK to the promotion and adoption of ERF Key Competences.
- In contrast with the integration of the EQF with UK qualifications systems, there are low levels of awareness at national and sectoral levels.
- Most mainstream VET does not cover the majority of the competences.
- The only direct reference to ERF were found at the delivery rather than national level.
- Training in some comparable competencies is available with digital competency and entrepreneurship being currently widely valued and cited.

Despite this there has been a considerable focus on promoting the importance and supply of VET underpinned by a shifting educational emphasis towards vocational skills. Whilst government on one hand narrows its interpretation of generic key competences, more widely there is seen to be recognition of the importance of skills sets that align with the ERF Key Competencies, particularly in relation to skills transferability and individual employability.

Netherlands

8. The current context in the Netherlands

Section One: The social/economic context and the VET system that you are currently working within

In the Netherlands unemployment and school leavers are categorised by the following ages:

Unemployment: 15 - 25 years

School leavers: 16 - 22 years

Unemployment is measured with both taking in account seasonally unemployment (for example in the agricultural sector) and general unemployment. The information provided in this document is about general unemployment. The numbers of unemployment differ depending on the source. I used the source I deem most reliable when possible, which is Centraal Bureau voor de Statistiek (Central Bureau of Statistics).

Qualification: in the Netherlands we use the term “start qualification”, this means a havo-diploma, vwo-diploma or een mbo-diploma at level 2 or higher.

a. What is the level of youth unemployment (16-25 years?) in your country/locality?

Country the Netherlands

15,3% (129.000 people) in January 2013

Comparison: the average youth unemployment in 2010 was 11,7% (100.000 people).

Source: Centraal Bureau voor de Statistiek, Den Haag/Heerlen

City of Arnhem (Age 15-24)

14,9% in 2012 (502 people)

Comparison: the average youth unemployment in 2010 was 584 people.

Source: Statistic Yearbook 2012 - Gemeente Arnhem

Province of Gelderland

Youth: unknown

2012 unemployment all labour force Gelderland: 5,6%

Comparison: 2012 unemployment all labour force Netherlands: 6,6%

Source: Statistic Pocketbook - Provincie Gelderland

b. What is the situation for school leavers with few or no qualifications?

In the Netherlands people who leave school without a qualification are less likely to have an income from a paid job than people who do have a qualification. In 2008/2009 of the school leavers aged 18-20 10,2% didn't have an income from a job, versus 6,3% who did. Of the school leavers aged 20-23 11% didn't have an income from a job, versus 6,2% who did (Source: Centraal Bureau voor de Statistiek, Den Haag/Heerlen).

The Netherlands has a knowledge economy (number 4 in the Knowledge Economic Index - Source: KEI and KI Indexes (KAM 2012) Worldbank) therefore education is key to succeed in the labour market. Because of this there are a number of organisations, policy's and projects to stop youngsters from quitting school and to make the ones who did go back. There are also relatively easy ways to get to a higher level of education when in school.

c. Is there any information about the specific situation for young men / women; migrants and minorities; young people with disabilities?

Young versus old

Of all age groups the unemployment of youngsters is highest, followed by the age group 45-65. The percentage of people aged 15-25 who fell into unemployment in 2011 was 4,1%, versus 2,2% and 1,8% of the age groups 25-45 and 45-65. However, the percentage of the people who go from unemployment to employment is for the youngsters 46,4%, versus 51,7% and 30,3% of the age groups 25-45 and 45-65 (Source: Werkloosheid in 2004-2011: stromen en duren, CBS). This means that even though young people are more likely to lose their job, it is relatively easy for them to get a new job, especially compared to the oldest aged group.

Difference between young men and woman

In 2010 the percentage of unemployment of young men and woman was the same, but in 2012 the percentage of unemployment of young woman was higher, especially when they didn't have a qualification: 17,5% versus 15,3% of young man who didn't have a qualification. However, young woman are more likely to get a qualification (517.000 young women in the Netherlands versus 483.000 men (2011)) and also study at a higher level, which increases the change of graduating. The lower the level of education the more likely a student will quit school without any qualifications. This situation is the same in East-Netherlands (region in which Arnhem is located). (Source: Centraal Bureau voor de Statistiek, Den Haag/Heerlen)

Migrants and minorities

Migrants and minorities are significantly less successful in school and on the labour market, particularly non-western people. In 2011 of people aged 15-25 175.000 non-western youngsters didn't have a qualification versus 77.000 people of western immigrants. In Arnhem (2010) unemployment is highest among non-western immigrants: 15% of non-western immigrants are unemployed compared to 8% of the western minorities and 6% among the Dutch (source: Factsheet Werkloosheid 2010 - Gemeente Arnhem). Non-western youngsters have more difficulties flowing into the labour market and when they do they often have temporary jobs. In their study of discrimination (all ages) Andriessen and his team (2010) found more discrimination among employers against non-Western men than of non-Western women (Source: Op achterstand, Sociaal en Cultureel Planbureau, Den Haag, November 2012)

The ethnic groups with the highest unemployment rate are Moroccans (19,6%) and Antilleans and Arubans (16,3%). People originating from Central and East European countries have the lowest unemployment rate, which is 8,9% (source: Centraal Bureau voor de Statistiek, Den Haag/Heerlen).

Younsters with disabilities

A lot of people with disabilities who are not (able to be) employed receive Wajong-support from the government according to the Work and Employment Support for Handicapped Young Persons Act. This law has been renewed in 2010 to help more young disabled people to find suitable employment. The new Wajong also provides support during education and provides an additional wage. In November 2012 225.700 people received Wajong support, that is more than in 2010 (198.200) (source: Centraal Bureau voor de Statistiek, Den Haag/Heerlen). The number of people who received Wajong support in 2012 in Arnhem is 3.400 (source: Arnhem in cijfers 2012 – Gemeente Arnhem). The level of youngsters with disabilities is in Arnhem relatively high because of a high number of facilities in the area for

people with disabilities, like “Het Dorp” (“The Village”: a neighbourhood especially designed for disabled people.

The conditions to be eligible for Wajong-support are the following among others: age 18-30 and a maximum capacity to work of 25%. The total of people younger than 25 who are not able to work (sometime partially) is 67.310. The biggest group of people who cannot work are people with psychiatric and behavioral disorders (56. 900 people) followed by people who suffer from Diseases of the nervous system, eye and/or ear (4.790) (December 2012) (source: Centraal Bureau voor de Statistiek, Den Haag/Heerlen).

d. How is this impacting on social cohesion?

In the Netherlands social cohesion is primarily a topic when it comes to safety and cohesion in neighbourhoods. NEET youth are often not specified in studies about social cohesion. We notice among the New Arts students a sense of hostility or insecurity towards the formal (education) system. I assume that NEET youngsters are less involved in society and because of that will fall into crime etc. but I can't find data that supports this idea. Of all youngsters that are suspected of committing a crime only 16% are youngsters without qualifications (source: Centraal Bureau voor de Statistiek, Den Haag/Heerlen).

e. What are the main policies / programmes in your country/area aimed at tackling young unemployment / supporting young people from being NEET into EET (Employment, Education or Training)?

Country the Netherlands

In 2009 the government launched a Youth Unemployment Action Plan. This plan has ended, but as far as I know there is no new action plan on national level. However, the government has allocated €50 million extra in 2013 and 2014 in order to combat youth unemployment. One of the actions of the 2009 plan is continued: €25 million goes to the program “School Ex” to allow young people to learn longer in the MBO. Also, €25 million goes to the labor market regions to help young people onto the labor market. Therefore there are more policies and programmes on regional level than national level.

Besides the above there is a law that requires all youth aged 5-18 to be in school until they have a “start qualification”.

City of Arnhem

The city of Arnhem has, like some other city's, a Team Voortijdig School Verlaters VSV, (Team early school leavers or dropouts). This team focuses on young people aged 18-23 years who left education without qualifications or are planning to leave. The team consists of special educators, psychologists and career counselors who help youngsters make choices for the future. Young people get in contact with Team VSV by their school mentor, compulsory education team, the juvenile probation, youth care agencies, mental health centers or social work. Through the project 2getthere (a project of the Arnhem division of Team VSV) young people can sign up themselves because the employees are more approachable. Youngsters who have been through difficult times themselves provide, after being trained, coaching to other youngsters. They do much of the same activities as Team VSV. This is a successful program.

When youngsters receive financial support when they are unemployed (Through UVW) a job coach is appointed to them. The UWV Werkbedrijf (Public Employment Service) sets up a reintegration route, which can include apprenticeships offered to school leavers by social partners. The apprenticeship may eventually result in a job offer.

For youngsters who receive Wajong-support there are different rules, depending on their work capacity.

For youngsters who are interested in and have a talent in the Urban Arts they can get training at New Arts College, a project of Kunstbedrijf Arnhem and ROC Rijn IJssel (ROC: regional education centre). Recently this project turned into a more formal vocational training, but still aims to be more approachable and attractive to youngsters than regular ROC-training.

Vitesse Betrokken (Betrokken means concerned or involved) is a NGO related to the professional Arnhem football team Vitesse. They have different projects to stimulate youngsters to be more active and be responsible for their social environment. A project that trains youngsters who don't have qualifications is the Youth Supervision Team Arnhem. They youngsters are trained to perform security tasks.

The Streets Department is a media production company that works with Neet youth. The youngsters work on their own productions as well as assignments from companies.

f. What are the main vocational education and training options for young people who are unemployed?

These are the ones described above. Another option, which is not just for youngsters, is a training and support from UWV to start your own business. You will keep your financial support for a couple of months while you are trying to set up your own business. Training is available.

Another option is for youngsters to start a training route by own initiative, like volunteering and internships. This is usually not supported by UWV, because they want you to be available for paid work at all times.

g. Have there been any changes in recent years in what are considered to be the essential skills they need to improve their life chances?

Flexibility is essential. Because of the crisis young people have to be able to switch to different tasks within a company or switch between companies. Knowledge of online communities became also very important, because it is becoming a more common way to scout new employees.

h. Where does your organisation fit in to the above?

Our main goal is to ensure that disadvantaged young people can take part in our society. We provide young people with a better future perspective by reintegrating them in our society. We do this by engaging them in formal education (in the creative or social sector) and various community art projects through non-formal education. The participants gain new competences and skills and can get a "start qualification" which increases their chances of getting a job. We work closely with city officials to help them give substance to their policy. We also work with team VSV and UWV. For example, if a NEET-youngster is being approached and coached by a youth coach of 2gether, the coach sets up an interview with New Arts College, after which the youngster can become a student and is enrolled in VET.

Section Two: Your Target Group Profile

a. What is the age range of the young people you work with?

New Arts work with people aged 12-30 (New Arts Experience: 12-18, New Arts Projects 12-30, New Arts College 16-30)

b. What are the socio-economic and cultural backgrounds of the young people you are working with?

The youngsters live in neighbourhoods where there is more poverty; people who graduated at lower education-level, unemployment and violence than in other parts of the city. Often the youngsters are unemployed and most of the NAC and New Arts Projects youngsters were / are not in education. Many of the youngsters use soft drugs and some of them use hard drugs. A small number have been involved in criminal activities.

The target group of NAX is youngsters who are in school, but go to school in deprived neighbourhoods.

There is a lot of difference in ethnic backgrounds; there is not one group that is more present. Groups presented are among others: Dutch, Surinam, Moroccan and Caribbean.

c. Describe the barriers to social and economic exclusion that the young people you support face

Overall, the focus is on the social exclusion by the following: lack of social participation and insufficient normative integration (no respect for common values and norms in society) (source: Sociale uitsluiting in Nederland en Europa, G. Jehoel-Gijsbers, C. Vrooman).

- Lack of social participation: usually the youngsters we work with participate socially in society. They have friends and through their art they meet other people.
- Insufficient normative integration: this is a bigger problem for the youngsters. The barrier they face is lack of understanding of the importance of basic skills when interacting with other people, specially towards authorities.

Economic exclusion by the following: a lack of basic necessities and material goods (material deprivation) and inadequate access to social fundamental rights ((semi) public services and facilities) (source: Sociale uitsluiting in Nederland en Europa, G. Jehoel-Gijsbers, C. Vrooman).

- lack of basic necessities and material goods: the lack of material goods is usually not a problem, because the youngsters are willing to get loans to pay for mobile phones, cars etc. The dept they are in causes problems like stress, fear and the inability to finance things they also need.
- Inadequate access to social fundamental rights: everybody of the people we work with have access to public services and facilities, because of the large number of bodies providing this. However, these bodies are not always easy to approach for youngsters or the youngsters do not know who to turn to.

d. Are there any key/transferable skills gaps that are common among the groups of young people you work with? If so what are the main ones?

The gaps in their transferable skills are:

- Communication: written communication (poor spelling due to low education levels) and awareness of non-verbal communication
- Numeracy: many of the youngsters studied at a low level, and because of that have little knowledge of numeracy, let alone analysing skills.
- Interpersonal: handle complaints and feedback
- Personal: time management, introspecting
- Information: collecting information and making files
- Organisational: planning, ability to priorities
- Business: even though the youngsters don't have a lot of experience in this, they are interested learning these skills.
- Learning and improving: evaluate own work

Section Three: Your Training and Learning Ethos

a. Is the non-formal learning environment acknowledged as offering learning provision for young people who most need help to improve their life chances?

In our city non-formal learning is acknowledged by some city-officials. They support programs like New Arts and 2getthere, which they show by attending meetings and they used to provide financial support. However, due to cuts at the city, support declined.

Non-formal learning is not a topic that is on the national politicians agenda. The government's program "School Ex" focusses on youngsters who are in education and make them learn longer in a formal setting. They do provide financial means to regions which create their own programs. Also, apprenticeships and training beyond formal systems are means that are used by UWV.

b. Describe and give examples of the ethos that you have adopted within your organization, which helps improve the social and economic inclusion of young people.

The ethos we have adopted in our organisation is that the priorities in life are important to your own life. How is your commitment, what are your standards and values, how is your attitude, your responsibility. By giving them responsibilities during projects a young person learns that showing up on time, keep appointments and take responsibility to work properly, it is important to be seen as fully-fledged. As a result of this he/she will get appreciation, can encourage others as a role model and climb ever higher on the ladder and increase his chances to reduce the distance to the labor market

c. What kind of activities /training / learning do you offer?

New Arts College offers an urban arts route in a formal education system, which is at ROC Rijn IJssel. The students study and go for a qualification as a Leisure and hospitality assistant, level 2. New Arts College offers these students also Project based learning and Training for role models / trainers, see below.

New Arts Projects gives youngsters the chance to gain skills in a Project based learning environment. They work in groups and have specific and independent tasks within a project,

like organising the music equipment at a music festival. Reflecting and teamwork are important subjects. The groups consists of NAC-students as well as other youngsters, who are NEET or EET and volunteering.

New Arts Experience provides training for role models / trainers trough the Powered by New Arts project. Powered by New Arts has started providing training to improve the quality of the lessons and projects: the New Arts Skool for Skills. Right now there is an application for a new series of trainings is pending at the Youth in Action Fund.

NAX also offers workshops to gain and improve creative skills, like rapping, dj-ing, dancing etc. to youngsters at secondary school.

d. How do you identify the need for Key/Transferable Skills requirements of the target groups of young people that you work with?

We have forms that the youngsters use to evaluate activities and their actions during these activities, that way we can identify needs. However, at the start of a project this isn't a big issue and more can be done to identify requirements. At attending the Projects create a portfolio and by the ARCO-method.

e. Giving descriptions and explanations, what are the Key/Transferable Skills that you focus on, and how do you go about delivering them?

- Learning and improving skills
- Communication skills
- Personal skills
- Interpersonal skills

We start with the training of 2 coaches; they will attend to the train the trainers workshops in London and Malaga. These 2 coaches will train our trainers in Holland so they can pass their experience to them. After that the trainers will use the methodology, as described in the toolkit, in projects with Neet youngsters in the Talenhouse.

f. Are your teachers/tutors equipped with the appropriate knowledge, skills and competencies to deliver Key /Transferable Skills with the target group?

Most trainers aren't aware of the skills they possess. The lack of awareness is a bigger issue than the lack of competencies. It can be hard for trainers, who are self-educated, to reflect and to learn in a more formal setting.

g. Describe the professional backgrounds of the teachers/tutors who you employ and or work with. How do you recruit them / where are they from?

The teachers are self-educated and do not have official teaching or artist certificates. They are talented in their art and know how to engage youngsters. However, they aren't formally trained to do this. The highest level of education they did for a few years or completed is MBO.

Recruiting is done through our network of social partners and role models. A couple of trainers used to be NAC-students and developed into trainers. Some trainers heard about New Arts and wanted to be a part of it so they requested an interview.

h. Describe how you train your teachers/tutors to ensure they have up to date competencies.

We train teachers/ tutors in the setting of Powered by New Arts. However not all people attended the trainings provided through New Arts Skool for Skills, because they didn't feel connected to it. Also, we found that in each city the training needs vary widely and we should not offer a general training to such a heterogeneous group. Training on the spot is the best method. The organization should improve the quality and quantity of the programs offered to trainers. The trainers themselves should also invest more in their skills, they don't due to lack of understanding the necessity of training and because of lack of money.

Section Four: The WAC/Rinova Key/Transferable Skills Toolkit for Trainers

Action: Write up to two A4 pages using the prompts below.

a. Using the Toolkit, what are the key competencies you feel best fit with the needs of your young people, your teacher/trainers, and your organisation (choose as many as you like but say which are the 4 most important)?

- Learning and improving skills
- Communication skills
- Personal skills
- Interpersonal skills

b. Why?

Young people

1. Interpersonal: handle complaints and feedback, because the youngsters we work with experience difficulties with authorities and also take feedback from peers personally. However, these skills are necessary to establish a good work-relationships within a team and to grow as an individual.
2. Personal: time management, because most youngsters do not get to appointments on time and send deliverables in time. In our culture being this is considered rude and can decline your chances of getting ahead in your (school) career.
3. Personal: introspecting, because the youngsters are not used to reflect on their own actions, but it is essential in any learning process.
4. Learning and Improving: evaluate own work, same reason as number 3.
5. Organisational: planning, because working structurally is more efficient.
6. Business: business awareness and business and enterprise skills, because during the crises having an entrepreneurial mind-set became more important.

Teacher/trainers

1. Learning and Improving: evaluate own work; see reason young people number 3.
2. Personal: time management; see reason young people number 2.
3. Personal: introspecting, see reason young people number 3.
4. Business: business awareness and business and enterprise skills, see reason young people number 6.
5. Organisational: planning, see reason young people number 5.

Organisation

1. Interpersonal: training/ teaching/ mentoring/ coaching, because our organisation has to improve their training facilities, and participating at the ARCO project is a big step forward.

2. Business: business awareness, business and enterprise skills, because of the decline of funds entrepreneurship becomes more important.

c. From what you can see, is there any obvious 'fit' with the Toolkit and your own VET / qualification system, as it is applied to your organisation?

The qualification system used by New Arts College, through the ROC, emphasizes reflecting and evaluating.

d. What association, organization or governing body is responsible for coordinating the European Qualifications Framework (EQF) in your country?

The EQF is matched to a Dutch Qualifications Framework (NLQF). The organization responsible is Nationaal Coördinatiepunt NLQF in Utrecht, www.nlqf.nl

Cyprus

9. The current context in Cyprus

Section One: The social/economic context and the VET system that you are currently working within

a. What is the level of youth unemployment (16-25 years?) in your country/locality?

Unemployment in Cyprus reached 14% of the active population in February 2013, compared to 10, 2% in December 2012, while unemployment among men was 13.9% and women 14.1%, according to Eurostat.

Unemployment among young persons under the age of 25 was 31.8%, based on December 2012 data.

b. What is the situation for school leavers with few or no qualifications?

According to the Eurostat estimates for 2011, 14,6% of young people aged 15–24 years were not in employment, education or training at Cyprus. This percentage is increased to 16% of all young people of this age group fell in the NEET category in 2012.

c. Is there any information about the specific situation for young men / women; migrants and minorities; young people with disabilities?

The data available show that early-school leaving is significantly higher for boys than for girls (on average, the risk for boys is 45% higher). It shows that unemployment rate for male are at 15,1% and for young women 8,1%. Most recent data are form December 2011.

People with a migration background are at greater risk of dropping out from school. In 2011 the ESL rate of young people born abroad was on average double the ESL rate of natives (21.7% compared to 7,1%). Data show very high gaps with ESL rates of young people born abroad being three times higher than those for natives. The risk of early school leaving is closely linked to the lower socio-economic status of migrants and their limited access to sufficient learning support.

d. How is this impacting on social cohesion?

The current financial crisis at Cyprus is leading to a sharp increase in layoffs and a slowdown in hiring, and thus to rising unemployment, underemployment and informal work. Now, nearly two years on, unemployment remains at very high levels, with little sign of an early fall.

Informal employment has increased, and the numbers of working women and men who

cannot earn enough to keep themselves and their families out of poverty have risen. The scars of this distress in labour markets could last for a very long time – in the case of young workers unable to get their first job, a lifetime.

Economic hardship and unemployment in particular also have far-reaching consequences on social cohesion that goes beyond the costs experienced by each individual or their families alone. Research shows that individuals who have experienced a recession in the formative age of 18-25 years tend to believe less in personal effort, perceive stronger inequalities, and have less confidence in public institutions. This finding, which is based on data prior to the current crisis, sheds alarming light on today's situation of high long-term and youth unemployment rates. In fact, due to population aging, the youth cohort at Cyprus today forms the largest share of total population at least for the next 20 years. Considering the effects of recession and unemployment on personal beliefs, this means that the labour market experience of today's youth will have deep adverse impacts on the faith in public institutions of future generations.

e. What are the main policies / programmes in your country/area aimed at tackling young unemployment / supporting young people from being NEET into EET (Employment, Education or Training)?

Education and training receive a very high priority in Cyprus. The Human Resources Development Authority (HRDA) spearheads the system of initial and continuing training and a life-long learning strategy has been articulated. In light of the fact that youth unemployment up to recent economic downturn has, generally, not been very high and, given strong family support systems, measures specifically focused on the young have been modest in scope and extent. A Youth Guarantee to ensure that all young people are in a job, in education or in activation has not been articulated yet in Cyprus. In light of the fact that substantial youth unemployment is relatively recent and particularly intense for tertiary education graduates; public discussion has focused on this particular group. Accordingly, a government programme, run through the HRDA, provides incentives for firms to hire new tertiary education graduates and to provide in-house training and work experience for periods of six or twelve months. The programme also aims to strengthen the management capacity of enterprises by making available to them highly trained individuals. Applications are accepted at any time within four months of hiring a degree holder.

A second programme also running under the auspices of HRDA over the period April 1, 2009 to December 31, 2014, is addressed at new entrants in the labour market and the unemployed. It provides initial training in a number of areas. Some of these areas fall under the purview of the system of professional qualifications and the programme aims to provide the initial training needed for participants to function as qualified professionals. All training costs and social security contributions are covered and an allowance is paid to trainees. This programme is likely to be of particular interest to young individuals who have not opted for general academic training through the school system.

Another scheme co-financed by the ESF and running over the period 2007-2013, provides government grants with the view to fostering youth entrepreneurship.

A number of programmes aimed at the unemployed, some co-financed by the ESF, are also available and young unemployed would also be able to benefit from these. Some programmes, not specifically aimed at the young, have sought to encourage flexible forms of employment.

All these programmes are initiated and run by governmental or semi-governmental agencies. In many cases, these actions are taken following tripartite consultations. The HRDA is itself overseen by a tripartite board.

f. What are the main vocational education and training options for young people who are unemployed?

Training for the unemployed

Over recent years, training provision for the unemployed has become vitally important for combating the effects of the economic crisis. Resources have been redirected to the prevention and reduction of unemployment. The main bodies promoting training provision for the unemployed are the Human Resource Development Authority in cooperation with the Ministry of Labour and Social Insurance, and the Ministry of Education and Culture.

Human Resource Development Authority

The HRDA offers the following training activities:

(a) A scheme to improve employability of the unemployed. It is co-financed by the ESF in the programming period 2007-13. It aims at improving the employability of the unemployed by offering opportunities for participation in training activities and work experience. The programmes are offered free of charge and participants receive an allowance;

(b) Training programmes for upgrading the skills of unemployed persons. They cover important horizontal and job-specific skills, which will help people to return to productive employment. The programmes are offered free of charge to unemployed persons, with priority given to the long-term unemployed. For the duration of these programmes, participants are also entitled to training allowances from the HRDA;

(c) The accelerated initial training scheme is a multi-company initial training scheme operated by the HRDA aimed at remedying significant labour shortages by providing theoretical and practical training in occupations that are currently in demand. The HRDA covers all the costs for the institutional training. In addition, trainees receive a weekly allowance;

(d) The training programmes for newly employed tertiary education graduates aim at strengthening the management capacity of enterprises and organisations through the employment and training of young university and other tertiary education graduates. The HRDA provides subsidies to employers for the delivery of in-house training programmes of six months duration. These programmes are supplemented by participation in other training courses;

(e) Job placements and training for unemployed Cypriots and EU nationals to allow them to fill vacancies and/or replace labour from non-member countries. This scheme provides a subsidy and guidance to employers as incentives to encourage them to employ and provide individualised training for unemployed. As of 1 March 2012, the scheme is directed exclusively at the long-term unemployed.

Ministry of Education and Culture

As part of the afternoon and evening classes at technical schools, the Directorate of Secondary Technical and Vocational Education of the MoEC offers one-year programmes leading to the award of a certificate. One of the objectives of these programmes is to offer continuing education and training to the unemployed to help them to rejoin the labour market, in areas where there is shortage of skilled workers. Therefore, these programmes help to meet the workforce needs of the economy, both in terms of quality and quantity. No

qualifications are required to attend these programmes and the teaching methods used vary, depending on the programme.

Institutions offering non-formal education are mainly the Adult Education Centres and continuing vocation training is offered by: The Cyprus Productivity Centre; The Cyprus Academy of Public Administration (CAPA); afternoon and evening classes at the technical schools; The Apprenticeship Scheme run by the technical schools; The Higher Technical Institute (HTI) and in-company courses funded by the HRDA. HRDA is the Human Resources Development Authority of Cyprus, which aims to upgrade Cyprus' human resources through subsidised training and development in order to enhance their employability potential. It also seeks to formulate the general framework and the policies for the design and implementation of a National Qualifications Framework, expected to be completed by June 2013, which is expected to strengthen VET and a non-formal competence-based system.

g. Have there been any changes in recent years in what are considered to be the essential skills they need to improve their life chances?

The Ministry of Education and Culture (MoEC) and more specifically the Directorate of secondary technical and vocational education (STVE) is responsible for the introduction, with the involvement of the social partners, of new branches and specializations, the design of curricula and the identification of special skills needed. To carry out these tasks, while taking into account the developmental needs of the Cyprus economy and the latest scientific and technological advances, the Directorate of STVE cooperates closely with all major stakeholders such as ministries and the Planning Bureau, the social partners (employers' and employees' organizations), teachers and their associations, the University of Cyprus, the Pedagogical Institute and the HRDA. The findings of the research studies of the HRDA are also taken into account in the design of curricula.

h. Where does your organisation fit in to the above?

Hope For Children is often utilizing the schemes offered by the above-mentioned bodies, such as the training programmes for newly employed tertiary education graduates. Furthermore, through the non-formal education trainings that the organization is delivering to youth and professionals, it contributes to promoting the importance and necessity of the development of skills and competences to youth.

Section Two: Your Target Group Profile

a. What is the age range of the young people you work with?

"Hope For Children" UNCRC Policy Centre, as a non-governmental organisation based on the rights of the child according to the UNCRC principles and EU law works primarily with minors, as defined in national law that is "a person under the age of 18 years old". However, one of the main objectives of our institution is to encourage active youth participation and promote equality not only within groups of minors but also within groups of young adults. We offer guidance and social support to young people above the age of 18 years, according to their needs and to the capacity of the

organisation. We aim to build strong bonds with the children who benefit from our services, bonds which we seek to maintain after they reach adulthood, especially when it concerns children with a disadvantaged background and in a vulnerable social position. In some cases, it is difficult to know the real age of a child/young person who our organisation is working with, in particular regarding unaccompanied migrants who arrive in the territory controlled by the Republic of Cyprus without any documentation. Since the age assessment procedure, which is a responsibility of the Asylum Service, is generally lacking our organisation assumes the person to be a minor in order to receive proper care and support.

Additionally, “Hope For Children” often works with young NEET people as interns/volunteers who wish to contribute to the mission of the organisation while gaining valuable key skills to assist them in securing future employment. Interns/volunteers are mainly graduates and often holders of a postgraduate degree who wish to augment their practical life skills which can be then applied in diverse contexts.

b. What are the socio-economic and cultural backgrounds of the young people you are working with?

The majority of the young people we are working with come from a disadvantaged background in terms of social opportunities in general, which can be interpreted as a lack of access to appropriate education and training as well as favourable employment opportunities. We work broadly with child victims of sexual abuse and violence, victims of bullying, with young people belonging to different minority groups and social strata (racial, ethnic, linguistic, religious, sexual orientation and gender identity, ability etc.), young people from both communities of the island, and also with children who might be deemed ‘privileged’ in relation to others. Usually, in our work with unaccompanied minors the history of the individuals ranges from previously living in an armed conflict zone to instances of trafficking and sexual exploitation.

After Cyprus’ accession in the EU in 2004 and further European integration, the migration flow of EU citizens and third country nationals to Cyprus has been unprecedented resulting in an increasing globalised and multicultural setting. More recently and due to the challenging economic climate surrounding Cyprus’ banking system and the newly imposed fiscal measures, we are becoming aware of more and more cases of young people encountering grave financial constraints as they cannot fulfil their basic needs and receive basic services. The unemployment rates have risen dramatically in the last few years and they are expected to reach an even higher peak within the following months, rendering it arduous and competitive for young people to enter the labour market, which already presents shortages and work-specific saturation. Literacy levels are very high, with a great percentage of young people attaining higher education. However, the cultural trend of favouring general education followed by higher education results in VET attracting a very low

percentage of secondary school pupils and consequently young adults⁸. This is addressed by the National Productivity Strategy for 2007-2013 that seeks to accelerate the productivity growth. Therefore, young people we work with, who generally hold formal qualification skills, may require development of their key competencies. As an organisation we are called to work with a diverse group of young people facing with a multiplicity of issues pertinent to the current context and we shape our work accordingly often on an ad hoc basis.

c. Describe the barriers to social and economic exclusion that the young people you support face

Victims of all forms of abuse/exploitation/violence can be severely traumatised and be socially excluded in the long term, if they do not receive appropriate psycho-social support and rehabilitation. Young people who have experienced bullying and abuse tend to live secluded from society either by choice or as a result of stigmatisation and labelling. Societal norms and prejudices can unjustifiably and unreasonably marginalise young people on the grounds of difference and social status. Unaccompanied minors and migrant young people often feel discriminated against and fall victims of racism and xenophobia which in turn reduces the opportunities for a cohesive social and economic development amongst individuals. This vulnerable group relies on the financial assistance of the State which is not adequate to place such persons on an equal footing with the nationals of the host country. Similarly, the Turkish-Cypriot community faces added obstacles to socio-economic inclusion in contrast with the overall Greek-Cypriot population. This is demonstrated by lower opportunities of education, employment, health care, and other areas, as a consequence of the peculiarity of the political situation in Cyprus. Moreover, the high unemployment rates which rise alarmingly across the island lead to further economic exclusion, to potential disengagement and to the manifestation of psycho-social issues which can affect their integration into society as adults. Economic and social barriers are interdependent as they form integral parts of the same circle of exclusion. Furthermore, young people may not possess the social skills and knowledge needed to interact and be active in society, as well as interpersonal and professional capabilities which will enable their employability and further participation in civil society.

d. Are there any key/transferable skills gaps that are common among the groups of young people you work with? If so what are the main ones?

Young people seem to acquire key skills at a later stage in their lives so early equipment and familiarisation with ones identified as a pressing need should be considered. Since the education system in Cyprus is widely traditional and non-formal learning is lately growing in recognition, cross-cutting skills that could be transferred between disciplines are not as acknowledged as traditionally acquired

⁸ CEDEFOP- European Centre for the Development of Vocational Training, "Spotlight on VET Cyprus"

knowledge. According to the organisation's experience in both working with young people as beneficiaries and with young people as volunteers and interns some key skills like decision-making and undertaking of initiative is lacking, as is with adaptability and flexibility. Another major component in facilitating the acquisition of objectively-assessed skills which is missing is the ability to develop these skills and recognise the need to learn and update these transferrable skills in addition to formal qualifications.

Section Three: Your Training and Learning Ethos

a. Is the non-formal learning environment acknowledged as offering learning provision for young people who most need help to improve their life chances?

In Cyprus there are no established frameworks, bodies, or guidelines for validating non-formal and informal learning⁹. However, some progress is made towards that direction, for example the support of the European Qualifications Framework (EQF). Non-formal learning is gaining credibility and validity also through the work carried out by CSOs. European-funded non-formal learning programmes are becoming more popular amongst Cypriot youth who seek to participate in such environments in order to boost their skills. The value of non-formal methodologies is slowly being acknowledged by the formal education system, under school curricula, which aim to teach life skills. In Cyprus, key competences in general secondary education are specified in national curricula. Digital and civic and social competences are integrated into particular subjects, as a separate subject and cross-curricula while the approach to delivering a sense of initiative and entrepreneurship is cross-curricula¹⁰. However, the curricula are mostly subject-oriented and thus transversal key competences are not given much attention. Moreover, since education emphasises on general programmes and is not competence-based, VET is available through the apprenticeship system, and since September 2012¹¹ at the post-secondary institutes of technical and vocational education and training¹².

“Hope For Children” organises non-formal education activities for both children and youngsters, as we believe in the power of non-formal settings to build the capacities of young people to improve their chances in employment, interpersonal relationships and self-esteem. We offer general human rights education training and training on subject-specific issues under the umbrella term of human rights using

⁹ CEDEFOP- European Centre for the Development of Vocational Training, “European Inventory on Validation of Non-Formal and Informal Learning 2012, Country Report: Cyprus”, p.1

¹⁰ European Commission- Eurydice Report, “Developing Key Competences at School in Europe: Challenges and Opportunities for Policy”, p.24

¹¹ European Commission- Eurypedia,

<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Cyprus:Overview>

¹² CEDEFOP- European Centre for the Development of Vocational Training, “Vocational education and training in Cyprus: Short description”, p.18

non-formal methods, like experiential learning and role-plays found in the CoE toolkits 'Compasito' and 'Compass'. Through the trainings and our promotion of non-formal education we emphasise that although it is difficult to certify non-formal education achievements their social recognition is increasing and the role of participation and learning of life skills to prepare for active citizenship is extremely valued.

b. Describe and give examples of the ethos that you have adopted within your organization, which helps improve the social and economic inclusion of young people.

As an organisation we adopt the absolute values of equal treatment and non-discrimination when dealing with young people and children. We commit ourselves to taking proactive steps towards the formation of more equal policies and attitudes by challenging instances of discrimination and proposing measures for improvement. In our work with (ex)unaccompanied minors we have been notified several times about the differential treatment they have received while in the educational environment, in a public setting, by officials and professionals or when looking for employment. In such instances we communicate the relevant complaint and with our comments and suggestions to the interested persons while informing key bodies like the Commissioner for Children's Rights, the Ministry of Education, the Ministry of Labour and the Social Welfare Services since they can amend existing practices by revisiting policies. At several occasions we contacted the relevant departments for ensuring that an individual in question will secure the economic viability needed to have a fair chance in living and finding decent work. We organise awareness-raising events and activities with the purpose of creating a safe and open space for young people from a variety of backgrounds to attend and be a part. We also offer, according to our capacity at the time, basic needs items.

With regards to young volunteers and interns placed at our organisation our policy is to guarantee that they will gain the skills they wish and expect to gain by the end of their time in the organisation. For this reason, their interests and the competencies development factor are clarified at the outset on behalf of the volunteer/intern so that they will expand their potential for future paid employment and do not fall victims of the so-called 'intern generation'.

c. What kind of activities /training / learning do you offer?

"Hope For Children" has translated the non-formal human rights education toolkit of the Council of Europe 'Compasito' into Greek and is implementing non-formal learning by employing it. 'Compasito' is a tool for teachers, trainers and those who wish to engage in human rights education for children from 6-13 years old. HFC also uses 'Compass' in its work, which is a manual for young people, above 13 years old, following the same principles as 'Compasito'. Both manuals focus on learners, i.e. they have as a starting point the needs, preferences, abilities and desires of the person in the context of each society. Always recognising the value of personal action and change the manual takes into account the social context in which the trainees are. So the activities can be

adapted and configured to achieve optimal results and according to the skills that the target group wishes to acquire. Young people who participate in such activities have the opportunity to develop critical thinking, responsibility and a sense of justice. Issues covered in the book are general human rights, citizenship, democracy, discrimination and xenophobia, **education**, environment, gender equality, migration, **work**, disability, media, peace and violence, poverty, globalisation, social rights and sports. Despite the specificity of issues the pedagogical basis of the toolkit 'Compass' includes the participation of young people in making decisions about what to learn and how to learn it as well as cooperative learning, which involves learning to work together in a respectful manner for the benefit of all members of the group. HFC has delivered a Summer Academy in July 2011 for teenagers entitled "We have rights" to educate them about rights through non-formal education methods. Similarly, in December 2011 a national educational seminar for human rights was aimed at increasing the knowledge and understanding of human rights in collaboration with the Council of Europe. This seminar trained multipliers who would use non-formal methodologies and experiential learning in promoting human rights through their work with young people. In June-July 2012, HFC conducted non-formal education activities in a summer camp for children and teenagers, adapted to their needs as identified by each group's supervisor and a further session in October for young people to develop critical-thinking in relation to discrimination issues.

d. How do you identify the need for Key/Transferable Skills requirements of the target groups of young people that you work with?

A ground needs assessment according to the target group must initially be carried out with the consultation and participation of the target group involved. During informal interactions with young people through our work and in our work place we identify important gaps when it comes to key/transferable skills exemplified in the ordinary tasks they are called to undertake and in their everyday communication. Generally young people will seek assistance in matters concerning their relations with others and their participation in a social group, in problem solving and in addressing conflict.

e. Giving descriptions and explanations, what are the Key/Transferable Skills that you focus on, and how do you go about delivering them?

We usually focus on teamwork and team building through energisers and warm-up activities, which set a fun atmosphere conducive to openness, honesty and exchange of ideas. We focus on critical thinking, on finding information and appraising it constructively, identifying biases and decision-making based on rational judgements. We set competence-based objectives, so we adjust the trainings conducted according to the specific skill that young people wish to develop or that we want the young people we work with to develop.

f. Are your teachers/tutors equipped with the appropriate knowledge, skills and competencies to deliver Key /Transferable Skills with the target group?

The tutors/trainers apart from specialised skills according to the training they offer they are equipped with transferable skills themselves in order to mainstream them in the sessions carried out with the target group. Regarding teachers who we train to utilise non-formal HRE in their work they have a basic knowledge of communicating key/transferable skills and their reinforced importance with the target group.

g. Describe the professional backgrounds of the teachers/tutors who you employ and or work with. How do you recruit them / where are they from?

The teachers/tutors usually come from the backgrounds of education, psychology, social work and human rights and also have previous experience and interest in working with young people in their professional capacities. They are recruited after an initial review of their competencies according to their background and a personal interview to assess the key skills they possess in order to more effectively convey the message and values of the training. Teachers/educators who act as multipliers are trained in relation to the topic they will in turn seek to apply in further trainings while it is ensured that they come from different geographical regions within Cyprus and represent diverse groups.

h. Describe how you train your teachers/tutors to ensure they have up to date competencies.

Teachers/tutors are trained by individuals who have the expertise on the topic in question and at the same time they receive updates about upcoming trainings and developments in the area so that they can improve and upkeep their initial competencies. It is also explicitly mentioned in trainings that workshops need to be contextually designed according to the needs of the target group at the time and to the pertinent social, cultural, economic, and political environment. Suggestions for follow up activities are provided throughout the training as well as some ideas for the next steps to strengthen their learning.

Section Four: The WAC/Rinova Key/Transferable Skills Toolkit for Trainers

a. Using the Toolkit, what are the key competencies you feel best fit with the needs of your young people, your teacher/trainers, and your organisation (choose as many as you like but say which are the 4 most important)?

- Interpersonal skills
- Learning and improving
- Communication
- Creative thinking

b. Why?

We believe that young people who live at Cyprus need improvement in how to relate well to others (interpersonal skills), to be open to new learning (Learning and improving) and be able to take different roles in different situations. They should be aware of how their words and actions (Communication) affect others. Also to know when it is appropriate to compete and when it is appropriate to co-operate. It is crucial for young people to realize that by working effectively together, they can come up with new approaches, ideas, and ways of thinking (Creative thinking).

Cypriot educational system is not providing chance for acquiring those skills, therefore we see it as necessary to initiate and incorporate programs that will include above-mentioned skills within both formal and non-formal educational structures.

c. From what you can see, is there any obvious 'fit' with the Toolkit and your own VET / qualification system, as it is applied to your organisation?

In partnership with the Public Employment Service, the Cyprus Productivity Centre and the Higher Hotel Institute, HRDA organizes upgrading training programmes for unemployed persons, as from May 2009. These programmes cover important horizontal skills, which will help people to return to productive employment. They are offered free of charge to unemployed persons. Such skills are for example information technology (IT) skills, languages and health and safety issues. In addition, under this scheme, a variety of technical training programmes are offered to unemployed persons, giving them the opportunity to enrich existing skills or be retrained and qualify for jobs which demand these skills (examples are training programmes in the maintenance of hotel electromechanical equipment, specialized welding and specialized cuisine skills). Following above mentioned examples of partnerships develop for fighting unemployment; HFC will initiate communication with HRDA and explore possibilities for cooperation and accreditation of toolkit within existing programs run by HRDA.

d. What association, organization or governing body is responsible for coordinating the European Qualifications Framework (EQF) in your country?

The National Coordination Point (NCP) was established in October 2012, following the Decision of the Council of Ministers 541/2012, comprised of representatives from the Ministry of Education and Culture, the Ministry of Labour and Social Insurance and the Human Resource Development Agency. Four international and one Cypriot expert have been appointed in order to assist the NCP in the development of the referencing report, which will describe the process of referencing the Cyprus qualification levels to the EQF. Furthermore, the level descriptors are being developed in order to make them relevant to the Cypriot education system. The project for the establishment of a NQF in Cyprus is expected to be completed by June 2013.

Spain

10. The current context in Spain

Section One: The social/economic context and the VET system that you are currently working within

a. What is the level of youth unemployment (16-25 years?) in your country/locality?

The situation of youth unemployment in Spain is certainly dramatic. The youth unemployment rate in Spain was 53.2%, the second highest in the EU-27, only behind Greece, which has a youth unemployment reached 55.4%, according to Eurostat data collected by the Economic Research Institute (EEI). In both cases, the rate of youth unemployment is well above the average of the EU-27, which last year stood at 22.8% compared to 15.7% in 2007, before the start of the economic crisis.

In the case of Spain, the crisis has tripled the youth unemployment rate, from 18.2% in 2007 to 53.2% last year, as in Greece, which rose from 22.9% in 2007 to 55.4% last year.

b. What is the situation for school leavers with few or no qualifications?

The early school-leaving rate is in Spain by 24.9 percent, showing a general trend of decline in recent years, given that in 2008 the average was 31.9 percent on Spanish territory. However, Spain is still far from the average percentages in the European Union, located around 15 percent, according to the study by the Federation of Teaching CCOO. In the case of Andalusia, the data is particularly good if you consider that the autonomous region was based on one of the highest rates of dropouts in 2008, to 38.5 percent, which in 2012 experienced a decline up 28.8 points, nearly ten points. However, the numbers placed in the Andalusian region four points above the Spanish average. http://www.feccoo-extremadura.org/comunes/recursos/15660/1596015-Estudio_sobre_el_Abandono_Escolar_Temprano_de_FECCOO.pdf

The principal reasons that cause dropout are:

- Within the class considered low, the environment of young people leaving education has very few educated people and therefore do not have that group.
- Lack of attention and appreciation by some families (unstructured or not) to the work of their children, making youth choose not to continue their education.
- A traditional educational system too, where most of the training is theoretical, and isn't heading for the real world (practice).
- Lack of economic resources.

c. Is there any information about the specific situation for young men / women; migrants and minorities; young people with disabilities?

In terms of employability, studies, reports and research promoted by the State, regional governments, unions and social sphere that reflect the situation in which

these groups are. There are also programs to help in the creation of jobs for them. The problem that we detected is how to access all this information to be truly effective and useful to stakeholders, as there are no adequate dissemination programs.

d. How is this impacting on social cohesion?

- Increasing Social inequalities and beating the underprivileged collectives.
- More and more young people in our country, in the absence of labor expectations, choose to migrate abroad in search of new opportunities in life.
- A job insecurity that leads to insecurity and uncertainty and lack of security in the working conditions of working people, impacting on young people.
- The poverty of Spanish households is being affected badly, with increasingly lower rents.
- Dropouts early, somewhat affecting cultural and intellectual development of our society.

e. What are the main policies / programmes in your country/area aimed at tackling young unemployment / supporting young people from being NEET into EET (Employment, Education or Training)?

Since the outbreak of the financial crisis in Spain and successive Spanish governments introduced policies of budget cuts in public spending, all programs devoted to promoting employment have been cut considerably. These programs can be developed at the state, regional and local level and basically focus on training to enhance employability. For example, the SEPE (Public Employment Service) has promoted:

- **Prepare Program**, which is intended for the retraining of long-term unemployed (over 12 months) and receive financial assistance for six months and training activities and job search during this period.
- **Program Training and employment** for people seeking employment in the use of ICTs.

The Andalusian Employment Service (SAE) has promoted in recent years:

- **Program Orienta Andalucía**. Encourages actions to accompany the placement. Its purpose is to promote the inclusion of persons unemployed through intensive support for job search. Special attention is given to young women and long-term unemployed.
- **Training for Employment (FPE)**. These training activities aimed on the one hand, companies to meet the specific needs of training and retraining with them, and secondly, training plans aimed at both employed and unemployed persons. Within this course, there are specific programs for people with mobility and unemployed youth. Locally, in Málaga (city where usually we develop our activities) also

commented above programs their specific programs to promote self-employment among the unemployed. Consisting of a unit of information and advice for starting up a business.

What are the main vocational education and training options for young people who are unemployed?

- Training Courses for professional specialties.
- Training for Employment (FPE).
- Practical training in companies.
- Educational Workshop and Trade Schools
- Network guidance units for the job search.

f. Have there been any changes in recent years in what are considered to be the essential skills they need to improve their life chances?

Perhaps the most significant change in our education system was imposed by the Organic Law 2/2006, of 3 May, on Education. Current state law governing organic educational lessons in Spain, which identified eight core competencies for the integral development of individuals, which have come to adopt in some areas of non-formal education.

- Communication skills
- Mathematical competence
- Competence in knowledge and interaction with the physical world
- Data processing and digital competence
- Social and civic competence
- Cultural and artistic competence
- Learning to learn
- Personal autonomy

g. Where does your organisation fit in to the above?

An international approach to research in the fields of creative education through the performing arts (music, theater, dance) and new digital technologies for creating, providing solid environments that facilitate learning and the use thereof aimed at unemployed youth (16-24 years), enhancing personal development and access to expert resources. A core consulting help, advice and assistance for the development of projects, working together with other organizations, supporting and developing diverse communities and collective practices. All this through a high-level training, current and specialized staff in the fields of performing arts and new technologies, in addition to a rear support and continued long-term development of their own professional skills and values social.

Section Two: Your Target Group Profile

a. What is the age range of the young people you work with?

The age range of the people we work with is very large and diverse (adults, youth, the unemployed, immigrants, people at risk of social exclusion, etc...).

Our closest experience with young people at risk of social exclusion has been participating in the Mobility project within the European program Leonardo Da Vinci and carried out in February 2012. The ages of the young participants were between 17 and 22 years.

La Casa Invisible Mobility EN
<http://www.youtube.com/watch?v=C2jX1aXf5d8>

b. What are the socio-economic and cultural backgrounds of the young people you are working with?

First, the context of the economic crisis we are living, with the massive destruction of jobs, and the growing need for qualified working people and high rates of early dropouts. Companies require experience to young people and they can hardly get it if they are not given the opportunity to gain employment. Many young people are very difficult, if not impossible, to access practices that facilitate their employment in the future. We develop many of our activities, but not exclusively, in the central district of Málaga, where marginality cores are around slum buildings and slums of social protection. The main demographic characteristics of this area of Malaga are the aging trend and the presence of a large number of immigrants, particularly due to the low prices of substandard housing rentals. The immigrant population, along with the elderly and low-income families, are the social groups most at risk.

c. Describe the barriers to social and economic exclusion that the young people you support face

Derivatives labor market

- Unemployed youths who lack work experience.
- Poor formal education.
- Precarious jobs that preclude, in the vast majority of cases, the power to develop "learning throughout life".

The territory

- Few educational and employment opportunities.

Social environment

- Broken families with low incomes.

Self-concept

- Lack of self-esteem and motivation.
- Professional interests rough.
- Difficulties in planning, management and evaluation of their careers.

d. Are there any key/transferable skills gaps that are common among the groups of young people you work with? If so what are the main ones?

- Difficulties in teamwork.
- Lower overall motivation for the work to be performed, has moments of individual motivations.
- Difficulty in adapting to the requirements of new needs.
- When making decisions, struggle to identify and evaluate different options to choose the most appropriate.
- Although usually young people have great skills in the use of technologies, show gaps for processing, managing and selecting the most appropriate in each case, having an uncritical attitude and selective.
- Problems in the planning of available resources and activities in order to achieve an objective.

Section Three: Your Training and Learning Ethos

a. Is the non-formal learning environment acknowledged as offering learning provision for young people who most need help to improve their life chances?

Clearly a non-formal learning through several activities promoted by associations and volunteering plays a key role in providing young people very useful skills and competencies in their future work. We understand non-formal learning as a key tool in the development of skills that open the doors of the labor market integration, contributing to social inclusion. A tool to slow down early school leaving and a tool to offset the powers that sometimes-formal education cannot provide.

Traditionally in Spain, the recognition of education and non-formal learning has found itself in a marginal situation compared to formal education. Non-formal education has been gaining specific weight in Education, due to our current socio-economic context and specifically the deep crisis in the labor market that we are living. Within the non-formal education, there is no uniformity of views about the requirements of the participants in terms of age and initial training. The legislative regulation in this field is unequal according to the region where the activity takes place. The titles also have an accreditation system that makes them valid in our territory. Moreover, the emerging professional figures don't find an homogeneous legal regulation regarding working conditions.

b. Describe and give examples of the ethos that you have adopted within your organization, which helps improve the social and economic inclusion of young people.

To promote social and economic inclusion of people who need it, the main aims and principles that we have adopted, are:

- Supporting research and citizen participation, especially in traditionally discriminated groups:

immigrants, gypsies, women, inhabitants of degraded neighborhood, elderly people and young precarious workers.

- Encourage cooperative work, with special attention to the use of new technologies.
- Facilitating the learning and use of new technologies to those groups traditionally more away from them.
- Promoting the integration of disadvantaged groups through networking.
- Training all those interested in specific aspects of new technologies: multimedia, audiovisual, graphics, animation.
- Encouraging the use of free software.
- Working in the implementation of projects that promote social values and may require the application of new technologies.
- Promoting the meeting and exchange of ideas between like-minded groups.

c. What kind of activities /training / learning do you offer?

In order to achieve our aims and principles, we develop the following activities:

Development of research and participatory action

Metro Lab association has participated in the European Project "People Participating (PEPA)" developed under the Territorial Cooperation Programme INTERREG IVC. Its aim is to explore the opportunities that can arise from demographic changes taking place in these territories and in that way to find ways to strengthen social cohesion and welfare in Europe.

Conferences and seminars on digital media and its potential as tools of social cooperation.

Notably - the seminar "Instituting the common in the era of dispersion", with Franco Ingrassia, sociologist belonging to Institutional Analysis Laboratory of Rosario (Argentina), in December 2010. Equally important was "Iceland and wikileaks", a meeting celebrated in November 2010. Metro Lab could count on the presence of Smári McCarthy, innovative and Icelandic citizen, co-founder of the Icelandic Digital Freedoms Society (FSFI) and promoter and spokesman IMMI (Icelandic Modern Media initiative) that was approved unanimously by the Icelandic parliament and has placed Iceland as the main global freedom of expression shelter.

Creating a media center, called MEDIALAB.

Space that holds out the prospect of sharing ideas, knowledge and work. Its main areas of work are teaching, research, production or invention. The areas of work on which they work are: Social networks // Free Software // Media Lab // Graphic Design and Publications // Creating communities and public // Radical Community Manager // Experimentation multimedia // online community broadcasters // Care and micropolitics groups // Participatory

Methodologies in Management.

Workshops about Performing Arts, Plastics Arts and languages.

Yoga Workshops / Tango classes / Drawing Workshop with natural models / Contemporary Dance Workshop / Candombe dance and movement Workshops/ Percussion Workshop (African, darbuka, flamenco box) / Verdiales Classes (folklore from Malaga) / Pulsion AV Meetings (audio and visual experimentation) / Classes of English, Arabic, German, Russian and Spanish (language exchange) / Hospital chromatic / Photo Workshop / Performance Workshops

Events production in Performing Arts and Free Culture.

Free Culture Festival / Festival of Improvised Music / Fonda Cabaret / Theater festival

e. How do you identify the need for Key/Transferable Skills requirements of the target groups of young people that you work with?

In order to transfer skills and competences, it's very important for us to know the level of development of the groups we work with. The purpose is to look for potential development levels commensurate with their interpersonal skills. That is, ask ourselves "what do we know? And "what do we want to know?, both individually and collectively. Therefore, the identification of skills and competencies is the initial phase of our projects as well as understand the socio-cultural contexts from which they come. At the collective level we work in meetings or assemblies to allow participants to be heard and learn to listen. The intervention of trainers/teachers will be essential to redirect their ideas, suggesting new questions, making it easier for them to question things...considering everything that may be concerned or interested. At the individual level, we use questionnaires adapted to the particularities of the training project in question.

f. Giving descriptions and explanations, what are the Key/Transferable Skills that you focus on, and how do you go about delivering them?

We emphasize on development and transfer of skills and competencies around areas such as Performing Arts, Music and Technology and social action. All related transversely.

Creative thinking: necessary to assess and plan with different points of view and to generate many ideas. We guide to know perceiving problems and promoting solve them.

Technological Skills: holding workshops in circuit bending, 3d printers, music production software (Ardour, Ableton..) and video editing, audio equipment configurations, live sound, etc.. It will contribute to the development of the provision of evidence (promotional videos, songs, books, etc).

Self-management, including factors such as self-responsibility, collaboration, contribution and volunteer work to find solutions. One way to develop is testing

regularly and making necessary adjustments. We focus on the delegation of tasks and creating different work areas.

The participation and teamwork, developing cooperative projects and sharing skills, knowledge and ideas between related groups.

Verbal communication: ensuring contrasting opinions and acceptance of other points of view. The assemblies or meetings are the places where sharing concerns, pains, achievements. And so you can manage and plan the development of our project.

g. Are your teachers/tutors equipped with the appropriate knowledge, skills and competencies to deliver Key /Transferable Skills with the target group?

Our teachers are trained to develop continuously the skills needed to perform effectively teaching, within the educational models we promote. They have professionalized knowledge from different disciplines, professional skills and experiential knowledge. They are able to update their professional knowledge in specialties and skills that affect their teaching. Therefore, we understand that the quality of education will depend on the ability to recycle and adaptation of trainers or teachers. Another important aspect of our teachers is their commitment and motivation needed to generate good teaching-learning processes.

h. Describe the professional backgrounds of the teachers/tutors who you employ and or work with. How do you recruit them / where are they from?

Trainers/teachers we work with come mainly from the field of performing and visual arts, civic participation and social work (university graduates, professionals, musicians and artists, sociologists). For Metro Lab, promoting seminars, festivals related to the fields of free culture, are a meeting point and capture highly qualified staff with the skills needed to generate valid environments of teaching and learning. The clearest examples are the Free Culture Festival, the Festival of Improvised Music and a Theater Festival.

i. Describe how you train your teachers/tutors to ensure they have up to date competencies.

We focus on teacher training, both theoretically and practically, in areas of new technologies, new trends in training or involving some innovation and priority areas. An education and arts-based training involves continuous interrelationship between production, perception and reflection.

Reflection. Moving away from their own productions and perceptions and try to understand the objectives, methods, difficulties and effects achieved.

Perception. Oriented to make distinctions or discriminations within an art form.

Production. Consisting of the composition or interpretation of creative audiovisual productions.

Training in these three dimensions are always accompanied by the relevant continuous assessment mechanisms. We believe in the need to be continually updated to be able to respond adequately to the demands of teaching practice.

Section Four: The WAC/Rinova Key/Transferable Skills Toolkit for Trainers

- a. Using the Toolkit, what are the key competencies you feel best fit with the needs of your young people, your teacher/trainers, and your organisation (choose as many as you like but say which are the 4 most important)? Why?**

As regards skills or abilities that fit best our work philosophy, we include the following:

Technology skills. The information society requires the use of many tools and instruments, from languages to knowledge to understand and be in the territory we inhabit. Our activities focus on providing skills to seek, obtain, process, communicate information, and to transform it into knowledge. The provision of information is not going to produce knowledge automatically. You need to understand and integrate it in previous cognitive maps of students and teachers. We support solving real problems in an efficient manner using common technological resources available. This implies being autonomous, effective, responsible, critical and reflective persons to select, process and use information and its sources, as well as the different technological tools.

Creative thinking. For us the encouragement of creative thinking going to overcome the barriers that may pose the obvious and traditional, that is, make critical judgments on the established. It requires a continuous search for ideas, words, images, processes, etc.. and means to see things from different perspectives, even opposite. In this way, when we are able to position ourselves to problems and see them from different angles, we can open possible solutions in a creative and original way. We understand that this ability should be present across the board in all skills described in the Toolkit. For example, approaching the use of technology innovatively, as well as the planning and evaluation.

Learning to learn. Since it involves having the ability to start learning and be able to continue learning in an ever more effective and autonomously according to their own goals and needs. On the other hand, this ability requires setting goals achievable short, medium and long term and meet them, raising the learning objectives in a progressive and realistic way. This requires become aware, manage and control their own abilities and knowledge from a sense of personal efficacy. Planning, self-evaluation and the efficient management of a range of resources and techniques will be critical to the efficient development of this skill, both individually and collectively.

Teamwork. We understand it as a harmonious integration of functions and activities performed by different people. It requires that responsibilities are shared. We do not think of as the sum of individual contributions, but rather rely on complementarity, coordination, communication, trust and commitment. Teamwork requires that team planning point to a common goal, and the people in it have clear goals or purposes marked in common.

b. From what you can see, is there any obvious 'fit' with the Toolkit and your own VET / qualification system, as it is applied to your organisation?

Our organization focuses on non-formal and informal education, within the European Qualifications Framework. Specifically, we use as benchmarks for evaluation and accreditation the competence units of qualifications listed in the National Catalogue of Professional Qualifications (regulated by Law 5/2002 on Qualifications and Vocational Training SNCFP). So, the competence unit is the minimum unit of accreditation and is subdivided into:

- **Professional achievements:** Describe the expected behaviors of the person to be considered competent.
- **Achievement criteria:** They express the acceptable level of professional accomplishment to satisfy meeting productive organizations, and therefore, provide guidance for the key skill assessment.
- **The professional context:** defines the production means, products and results of the work, information used or generated and how many similar elements considered necessary to frame the professional achievement.

The professional areas we work with are:

Audio and Video production / Arts and Crafts / Sociocultural Services to the Community / Information and communication Technologies

Each professional group has 5 skill levels, depending on the degree of knowledge, initiative, independence and responsibility necessary to perform this work activity.

Our teaching and learning processes are focused on levels 1,2 and 3, being their descriptors:

LEVEL 1: Competence in a small set of simple activities within standardized processes. Limited knowledge and skills.

LEVEL 2: Competence in certain activities that can run with autonomy. Capacity to use own tools and techniques. Knowledge of technical and scientific backgrounds of the process activity.

LEVEL 3: Competence in activities requiring technical domain. They can run with autonomy. Responsibility for monitoring technical and specialized works. Understand the technical and scientific foundations of the activities and the process.

The first phase in our accreditation system, regardless of previous track procedures is the key skills identification. For this it conforms the Key Skills Dossier , composed by:

. Professional and formative history: reflects the personal information concerning professional and training activities conducted, and relevant to the benchmark assessment.

. Self-evaluation questionnaire: Principal and secondary professional activities that support professional achievements and performance criteria of the competence unit, and the answers provided by the learners show their degree of autonomy in professional performance. There are tools that are specially designed to be able to find the professional skills that can be accrued from what one knows.

<http://www.todofp.es/acreditacion/ServletEligelt?opcion=1>

Subsequently, it comes the Evaluation phase which it is analyzed the Key Skills Dossier provided and it is planned the most appropriate method for evaluation. Therefore, it is a process of gathering evidences on professional performance, to demonstrate professional competence from a benchmark assessment. The selection of the method and its realization in evaluation activities are performed according to the nature of the competence unit, the characteristics of the person and the evaluation criteria listed in the Evidence Guides): observation in the workplace, simulations, interviews, standardized tests.

http://www.educacion.gob.es/educa/incual/ice_Acreditacion.html

Having received a favorable report by the evaluation commission, it begins to process relevant accreditation.

c. What association, organization or governing body is responsible for coordinating the European Qualifications Framework (EQF) in your country?

Organizational structures and competent institutions of the procedure are:

Central Government

The Educational Central Government has the power to recognize accredited competence units that may be co-validated by modules belonging to the relevant professional qualifications. While on the other hand is Central Government responsible for the recognition of professional certificates associated to competence units. Also, Central Government must establish an interministerial committee composed of the Ministry of Labour and Immigration and the Ministry of Education, responsible for enforcing principles, purposes and functions of the procedure and following-up and evaluation.

Regional Government

In each region there is a structure, established jointly by the education and labor authorities. Their functions are: unique management process, monitoring and evaluation of results, providing information and advice, assessment of applications, and accreditation and registration of the Competence Units. In Andalusia, the competent labor court is the Andalusian Employment Service (SAE).

The General Council for Vocational Training

It's an advisory and consultative institution in monitoring and evaluation of this procedure.

Portugal

11. The current context in Portugal

Section One: The social/economic context and the VET system that you are currently working within

a. What is the level of youth unemployment (16-25 years?) in your country/locality?

Although the vulnerability of the labor market in Portugal affects today the majority of the population (17.6% unemployment rate in January 2013 - 3rd highest unemployment rate in the euro area), among young people, being the generation with the highest education levels, the issue has been receiving greater attention in the public space.

The record rate of unemployment was registered in January 2013, with 38.6% (15- 24 years), when in euro area the average is 24.2%, more than double of the rate for overall population, knowing that young people face particular difficulties either at the entrance or in its maintenance in labor market.

Like in overall numbers concerning the EU, youth unemployment is only surpassed by Greece (59.4%) and Spain (55.5%).

b. What is the situation for school leavers with few or no qualifications?

Although there are some Education and Training Programs(IEFP) specifically aimed at young people, the truth is that the system is seldom suited to demotivated youngsters and almost never to young people with problems of inadequate social behavior. That is because problems are quite complex, social backgrounds are sometimes very dysfunctional and slightly enablers of learning and training processes, because teachers and coaches are not adequately prepared pedagogically to intervene with these students, because methodologies are inappropriate and because some of these programs have a very limited number of students, considering the needs.

'Questão de Equilíbrio' developed during 8 years the project " Escola da Floresta" ("Forest School") for young people who have dropped out regular educational system, with problems of inadequate social behavior, sometimes in trouble with justice and delinquent behavior.

This project, interrupted two years ago due to budget reasons of the Ministry of Education, is intended to work again next academic year, with different formats and with the support of Office of Studies and Projects of the Ministry of Education.

c. Is there any information about the specific situation for young men / women; migrants and minorities; young people with disabilities?

- Not specifically. There are general programs, such as the "2013 Stimulus" program of incentives for hiring unemployed people;

- Information (via IEFPP) of countries seeking migrants (eg Germany 310,000), as well as employment exchanges in Portugal and specialization programs ongoing or starting soon.

d. How is this impacting on social cohesion?

- There is a generalized unease among population and a huge mistrust of politicians and introduced introduced.
- The situation is not more serious because in Portugal there are still relatively strong kinship and neighborhood bonds, and a huge network of solidarity with the most disadvantaged (evident in the operation of the 'Food Bank Against Hunger' whether in collecting goods and in the participation of populations).
- There is awareness about unemployment leaving permanent wounds in young people, facilitating an accommodation to inactivity and opening space to social exclusion.

e. What are the main policies / programmes in your country/area aimed at tackling young unemployment / supporting young people from being NEET into EET (Employment, Education or Training)?

- "Young Initiative" Program
- Education and Training Program - aimed at young people between 15 and 23 years of age, 1st job applicants, at risk of dropping out school or who have already dropped out regular educational system, with 6th grade qualifications (or less), and secondary education (10th grade). Giving qualification of level 1, 2 or 4, associated to school progression and equivalence to 6th, 9th or 12th grades.

f. What are the main vocational education and training options for young people who are unemployed?

g. Have there been any changes in recent years in what are considered to be the essential skills they need to improve their life chances?

h. Where does your organisation fit in to the above?

Section Two: Your Target Group Profile

a) What is the age range of the young people you work with?

As far as ARCO is concerned, Questão de Equilíbrio works with youngsters with ages between 15 and 18 years old.

b) What are the socio-economic and cultural backgrounds of the young people you are working with?

Young people we work with have multi-faceted vulnerabilities in different areas of life, which expose them to the risk of poverty and social exclusion. Some vulnerabilities are related to socioeconomic and family background, migrant background, ethnic origin and disability. The majority comes from dysfunctional families who experience alcohol and drug abuse, normally leading to patterns of negligence and maltreatment. We deal with young people coming from families with low economic resources, often from social housing territories, often second-generation immigrants. They are characterized by not appreciating school, presenting serious problems of integration in formal/regular educational contexts, poor schooling levels and chronic demotivation.

c) Describe the barriers to social and economic exclusion that the young people you support face

- lack of educational / training responses alternatives to the formal/regular learning model;
- inadequate training responses/ programs concerning the identified needs of the labor market and the youngsters competences/skills
- Socially vulnerable districts/ neighborhoods economic difficulties, family backgrounds (generational), single parenting, unemployment or low qualifications, drugs abuse...

d) Are there any key/transferable skills gaps that are common among the groups of young people you work with? If so what are the main ones?

- Poor educational levels (schooling: numeracy)
- Poor communication and information management skills
- Poor motivation
- Weak knowledge of technology usage; organisational abilities and business/work skills

Section Three: Your Training and Learning Ethos

- a. Is the non-formal learning environment acknowledged as offering learning provision for young people who most need help to improve their life chances?**

Yes Through our work experience developed over the past 12 years, namely throughout the project "Forest School" designed for young people who have left the formal school system, we found that only active methods with motivating activities, of proximity and practical use, enables the active participation of young people in their learning process.

- b. Describe and give examples of the ethos that you have adopted within your organization, which helps improve the social and economic inclusion of young people.**

School qualification, learning support, psychological counseling

- c. What kind of activities /training / learning do you offer?**

School qualification, learning support, psychological counseling, sports and leisure activities, families counseling (social, psychological, legal, ludic, parental training), articulation with other services and entities, family activities

- d. How do you identify the need for Key/Transferable Skills requirements of the target groups of young people that you work with?**

Important alternative, innovative (young people do not fit the common/regular system)

- e. Giving descriptions and explanations, what are the Key/Transferable Skills that you focus on, and how do you go about delivering them?**

- f. Are your teachers/tutors equipped with the appropriate knowledge, skills and competencies to deliver Key /Transferable Skills with the target group?**

We think and hope so, for the work previously done, for their technical and human profile, for the interest shown in the training planned within the project and for the support we internally want to ensure in the development of activities.

- g. Describe the professional backgrounds of the teachers/tutors who you employ and or work with. How do you recruit them / where are they from?**

h. Describe how you train your teachers/tutors to ensure they have up to date competencies.

- Introducing the project, activities, group dynamics, role playing, ...

Section Four: The WAC/Rinova Key/Transferable Skills Toolkit for Trainers

a. Using the Toolkit, what are the key competencies you feel best fit with the needs of your young people, your teacher/trainers, and your organisation (choose as many as you like but say which are the 4 most important)?

- Communication Skills
- Personal Skills
- Information Skills
- Organisational Skills
- Business Skills
- Personal, creative, “learning and improving”, learning how to learn

b. Why?

Because those would probably be the ones that would better prepare them to labor market, taking into account their disabilities, characteristics and needs

Group and Individual characteristics, less theoretical components, creativity, better adaptability to each young person

c. From what you can see, is there any obvious ‘fit’ with the Toolkit and your own VET / qualification system, as it is applied to your organisation?

(We don’t understand the question)

d. What association, organization or governing body is responsible for coordinating the European Qualifications Framework (EQF) in your country?

IEFP – Instituto Emprego e Formação Profissional (Employment and Vocational Training Institute): public service created in 1979, overseen by the Ministry of Economy and Employment. Ensures and coordinates a national network of centers, including Job Centres, Employment and Training Centers and Training Center and Vocational Rehabilitation.

12. Similar Contexts and Shared Understanding

Youth unemployment is one of the biggest problems facing the EU and there is no evidence to suggest that the number of young people who are not able to find and secured their first or second job, is getting any better. As of March 2013, 5.690 million young people (under 25) were unemployed in the wider EU area of 27 countries, with 3.599 million in the Eurozone. At the beginning of this year (2013) Spain reported 55.9%, Italy 38.4% and Portugal 38.3% of young people being unemployed.

It is widely reported that the long-term risks of youth unemployed – if they are out of work or education for too long, is creating a so-called lost generation. Their lack of experience might make them unemployable once the economy gets going again. This would not only affect our competitiveness, but also put a group permanently outside our society. It is in all of our interest to ensure that, as many young people as possible remain active.

In 2010 MEPs adopted a resolution calling for a European Youth Guarantee to give every young person who has been out of work for four months the right to a job, an apprenticeship, further training or a job combined with training. They have also called for a substantial part of the 82billion EURO of unspent EU structural funds to be used for projects for young people and for the launch of a European Quality Charter on Traineeship to avoid exploitation and ensure their educational value. The European Commission has now responded by proposing a Youth Employment Initiative, which a budget of 6billion EURO for the period of 2014-2020. The plan includes a youth guarantee but only for under 25s living in regions with a youth unemployment rate of above 25% in 2012.

In EU-wide financial situation and resulting austerity measures have seen massive cuts in funding for education at all levels. For Adult and Community Learning (ACL), which is usually considered as Lifelong Learning, cuts have already been made and more are threatened. Assessment of the effects of austerity measures is not measurable only in terms of cuts in resources and limitation of opportunities for learning, jobs and personal development, but also in terms of loss of morale for both individuals and their communities.

As a result of this situation, many of the organisations that exist to facilitate the lifelong learning of young people and their successful transition into sustainable employment, are finding that they have to rethink their approach to learning and develop, and be more innovative in their approach to employability. Therefore the ARCO project could not come at a better time for the partners involved, and the extensive network of partners that will learn from the effective practice disseminated as part of the project.

13. Key Issues and Opportunities

For the partnership to gain a deeper understanding and appreciation of the context each of the partners are currently working within, the second meeting of the partnership, which took place in Cyprus, provided an ideal opportunity for partners to work together. Using the 3 Quick Questions prompts (see Annex 2); partners summarized the key facts, issues and concerns in their own country/organisation, and then discussed these in small groups. This approach was adopted to ensure a collaborative approach to exploring solutions and opportunities for agreeing the Toolkit modules to be adapted/transferred and to collectively

agree the indicators that would demonstrate that the Toolkit had been successfully adapted and transferred.

Key issues for the transfer to be successful were identified as follows:

- i. Selection of the appropriate trainers - how they are supported and how partners ensure consistency as many trainers will leave when there are breaks in funding and take their knowledge with them - should we look to train project managers/training managers.
- ii. Being realistic about what is being measured - this isn't a project about getting NEETs into work, for example. The focus is on training the trainer. So we felt there needed to be work to agree the model and how we record, demonstrate and define success. For example, the UK has a number of diagnostic and distance travelled measuring tools, which can be shared with partners – with the idea of agreeing to the best tools to be used for Trainers and Learners (those participating in the pilots).
- iii. Length of pilot and obtaining learner numbers as there is not necessarily any learner provision taking place for some partners at a given time or funding to accommodate this training.
 - a. Could it be run in conjunction with another local partner?
 - b. Could mobility be organised to send learners to other countries?
 - c. Could partners send a tutor over to another partner country to deliver the training?
- iv. Defining the Start Point - Not all partners measure the start point of their learners so harder to determine the distance travelled - need Individual Needs Analysis. This needs to be done for Trainers and well as Learners.
 - a. Have to build this into the pilot - need the Individual Needs Analysis (diagnostic tools) and review process into the pilot, Individual Training Plan (to respond to individual needs and set individual goals) and Review – to capture distance travelled and enable continuous review of progress and development needs.
- v. NEET's – in order to transfer the Toolkit to each partner country there is a need for the NEET population to be definition by individual partners, particularly defining the age group.

Key common points included:

- i. Sustainability of tutors and having senior tutors/training managers who can train their own more transient staff.
- ii. Establish common KPI's and progression points - i.e. start points, progress measured, to determine how much distance has actually been travelled. Measurability is key issue for all partners – this will help measure the success of the project.

- iii. Should the question of distance travelled and how to determine whether the training is successful be related to the TRAINER and the LEARNER!

The presentations and discussions resulted in all partners universally concluding and agreeing that the following three modules meet the common needs of all partner organisations, these being:

- **Communication**
- **Creative Thinking**
- **Interpersonal Skills**

It was further agreed, that the two modules to be piloted first are to be Creative Thinking and Interpersonal Skills.

The approach to the adaptation/transfer of the fourth module was considered as an optional choice for partners who could choose the module that best fits their own environment, for example, in the case of METROLAB (Spain) Technological Skills.

14. The Way Forward

Training the Trainers: Who?

- 25 across the whole partnership
- Senior Trainer
- Junior Trainer
- Project or Training Manager from the organisation

What will they need to be successful?

- Support within their organisation
- Commitment of their organisation to adapting the Toolkit and methodologies
- Peer support group – from within the partnership
- Set of learning tools and resources to help deliver the new methodologies, and annex to the toolkit
 - Diagnostic tools
 - Evaluation tools
 - Distance travelled tools
 - Peer to peer observations: using YouTube; Skype – using the Aspire Framework
 - Mentoring

15. Learner Pilot

Who? NEETs ONLY

- Age dependent on the definition within the partner country
- 45 across the whole partners
- Minimum of 30 hours, combining self-directed training, one to one support, mentoring, practical work/placement, direct training.
- Evidence of learning

16. Evaluation Methodology and Approach

Must feature the following:

- Measuring the impact of transferring the Toolkit to the organisation
- Measuring impact and distance travelled of the tutors as learners
- Working with trainers to make sure that they have the appropriate tools to measure distance travelled of learners that they are working with
- Making sure that those responsible for project management and training management are equipped to measure impact on their organisation

ARCO

Key Competencies for Young People NEET Inclusion

**Work Package (2)
Comparative Study**

Partner Questionnaire



If you have any queries please contact Julie Parish at Rinova on j.parish@rinova.co.uk

Section One: The social/economic context and the VET system that you are currently working within

Action: Write up to three A4 pages. Please use the prompts below to prepare your answer:

- e. What is the level of youth unemployment (16-25 years?) in your country/locality?
- f. What is the situation for school leavers with few or no qualifications?
- g. Is there any information about the specific situation for young men / women; migrants and minorities; young people with disabilities?
- h. How is this impacting on social cohesion?
- i. What are the main policies / programmes in your country/area aimed at tackling young unemployment / supporting young people from being NEET into EET (Employment, Education or Training)?
- j. What are the main vocational education and training options for young people who are unemployed?
- k. Have there been any changes in recent years in what are considered to be the essential skills they need to improve their life chances?
- l. Where does your organisation fit in to the above?

Section Two: Your Target Group Profile

Action: Write up to two A4 pages using the prompts below.

- m. What is the age range of the young people you work with?
- n. What are the socio-economic and cultural backgrounds of the young people you are working with?
- o. Describe the barriers to social and economic exclusion that the young people you support face

- p. Are there any key/transferable skills gaps that are common among the groups of young people you work with? If so what are the main ones?

Section Three: Your Training and Learning Ethos

Action: Write up to three A4 pages using the prompts below. Please include examples or provide Case Studies of your own effective practice, and/or examples from organisations that you work with or know of.

- q. Is the non-formal learning environment acknowledged as offering learning provision for young people who most need help to improve their life chances?
- r. Describe and give examples of the ethos that you have adopted within your organization, which helps improve the social and economic inclusion of young people.
- s. What kind of activities /training / learning do you offer?
- t. How do you identify the need for Key/Transferable Skills requirements of the target groups of young people that you work with?
- u. Giving descriptions and explanations, what are the Key/Transferable Skills that you focus on, and how do you go about delivering them?
- v. Are your teachers/tutors equipped with the appropriate knowledge, skills and competencies to deliver Key /Transferable Skills with the target group?
- w. Describe the professional backgrounds of the teachers/tutors who you employ and or work with. How do you recruit them / where are they from?
- x. Describe how you train your teachers/tutors to ensure they have up to date competencies.

Section Four: The WAC/Rinova Key/Transferable Skills Toolkit for Trainers

Action: Write up to two A4 pages using the prompts below.

- y. Using the Toolkit, what are the key competencies you feel best fit with the needs of your young people, your teacher/trainers, and your organisation (choose as many as you like but say which are the 4 most important)?
- z. Why?

- aa. From what you can see, is there any obvious 'fit' with the Toolkit and your own VET / qualification system, as it is applied to your organisation?
- bb. What association, organization or governing body is responsible for coordinating the European Qualifications Framework (EQF) in your country?

Please return this questionnaire to Julie Parish at j.parish@rinova.co.uk by Friday 29th March 2013

The 5-minute challenge

Action: Each partner to deliver a short, sharp talk to partners on the following:

- **3 most striking facts about youth unemployment in your country**
- **3 most important Government policies and/or funded programmes in your country**
- **3 most empowering approaches in use in your practice**

Action: Discussion Groups

- **2-3 groups to discuss the 3 quick questions and other key details emerging from their Baseline Research exercise.**
- **Each group to make a feedback presentation based on the following:**
 - **Common needs, wants and demands established for schools/colleges/learning environments; employers: and young people.**
 - **Common empowering approaches that can inform standard practice in delivering within a non-formal learning environment.**
 - **Key issues to be considered for the transfer to be successful**

Partner presentations can be found on the project www.euro-arco.org

Annex 3 Information Sources

Italy

Sources:

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Mandrone, E., Radicchia D., La ricerca di lavoro: i canali di intermediazione e i Centri per l'impiego, Isfol (2011).
Eurostat, Labour force survey (2011)
Italia Lavoro, Neet: i giovani che non studiano, non frequentano corsi di formazione e non lavorano (2011)

Glossary:

ISTAT is the National Agency for Statistics. For the data we refer to the Annual Report (Rapporto Annuale)

United Kingdom

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Netherlands

Sources:

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