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APPLICATION OF APPRENTICESHIP IN THE VOCATIONAL INTEGRATION OF THE SOCIALLY DISADVANTAGED YOUTH

LLP Leonardo da Vinci project

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CASE STUDY OF GOOD PRACTICE OF VOCATIONAL INTEGRATION OF DISADVANTAGED YOUTH IN SPAIN

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1. Case analysis of concrete measures and instruments of vocational integration of socially disadvantaged youth.

Suggested types of instruments for cases:

- Propaedeutic curricula helping to integrate socially disadvantaged youth in the initial VET.
- Apprenticeship courses or work placements for practical training.
- Complex instruments comprising adaptation of curricula, implementation of apprenticeship or other forms of workplace based training, assessment of informal and non-formal learning etc.

Questions of case study:

1.1. *Characteristics of the target group of instrument: type of social disadvantage, problems of vocational integration and their reasons.*

<p>APRENDIZ PROJECT http://ec.europa.eu/ewsi/en/practice/details.cfm?ID_ITEMS=9314</p>	<p>NORTE JOVEN http://www.nortejuven.org</p>
<p>Type of Social disadvantage Young people between the age of 16 and 20 who have either arrived in Spain in different ways and with different social profiles and Spanish citizens with different social backgrounds.</p> <ul style="list-style-type: none"> • These are young people who live in a highly not structured family environment, without paternal or maternal control. They come from backgrounds which are integrated with the black economy through activities which are highly marginal (selective collection of glass, paper, cardboard and plastic, etc.) and they are immersed in subcultures of the outcasts and start pre-criminal activities. In the case of underage immigrants, they opt for the alternative of leaving their country by irregular means and put their own physical integrity in danger. (in the lower part of trailers, boats and dug out canoes etc...) • In other cases they are under age people who come from numerous families who are very poor who are put under state protection for being abandoned or at risk until they come of age. • We also find young who come from violent backgrounds and/or destructured families, who are put under the protection of the state until they come of age. <p>In the case of underage immigrants who arrive in Spain with the intention of working, finding themselves at an age where education is compulsory (according to the LOGSE the period of compulsory education is until 16 years of age, coinciding with the minimum age to start work) They perceive themselves as “adults” given that they played an important role in their families., and they receive treatment of “underage” people. They have a migratory economic objective, and the host country has a clear preventive and training objective., as there is no coincidence between the interests of both parties, the under-aged do not adapt to the lives of the centres and many of them end up escaping and looking for a personal opportunity which suits their needs and so they begin to work, despite the fact they are under the age stipulated by the law and they have not finished their academic training. This means that they end up doing jobs which are danger is the predominant characteristic and in order to survive they begin “illegal” economic activities, delinquency, drug traffic, and in some cases prostitution.</p> <p>Main Characteristics Drop outs from Formal Education Young migrants and uncompaingned migrants</p> <p>Problems of Vocational Integration</p> <ul style="list-style-type: none"> • Lack of social skills • Behavior problems derived from psychological imbalances and previous traumas • Low qualifications and/or studies levels • Lack of knowledge of Spanish (young migrants) • Scarce training an working qualifications 	<p>Young people coming from dysfunctional families with financial and social difficulties, who have left the educational system and do not have basic training.</p>

<ul style="list-style-type: none"> • Lack of information of the work market and the mechanisms required in order to gain access to training and the search for employment • Uprooted from the family and also on an educational, social and geographical level • Lack or scarcity of normal work experience • Lack of self-sufficiency and motivation • Lack of work habits required by the work market • Unemployment situation • Distorted vision of the working world and the social environment • Negative self-perception, reduction of aspirations and projects <ul style="list-style-type: none"> • Passiveness, weakness in defending their rights etc. 	
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1.2. *The goal of the instrument. What is the main goal of this instrument? Is it a separate and autonomous instrument or a part of wider policy measures with wider goals?*

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<p>The initiative is made up of integrated activities to improve job prospects for young people who have difficulty finding a job and helps them find better conditions in the work market, by improving their capacities and diminishing their personal and social obstacles. It also offers the possibility of resuming formal education pathway. It encourages their self-sufficiency and gives them the necessary resources for social integration. On the one hand the programme tries to act as a catalyst in a continuous and sustained collaboration between the administration, companies and organisations who support young people at risk of being outcasts in Cantabria</p> <p>The program is at the same time <i>a separate and autonomous instrument integrated in a wider policy measure which is funded by the Government of Spain.</i></p> <p>The wider policy: PCPI (Programa de Cualificación Profesional Inicial) which is a IVET program that offers formal education that can be run by any VET center regardless this center is a formal education center or a Continuous Education Center. This IVET program is part of the formal educational system and is funded by Ministry of Education.</p> <p><i>Separate and autonomous instrument:</i> FLM built in an additional part to the IVET program developing collaboration with NGO's and Formal VET centers and implementing additional adapted training and services for program participants. The Non Profit making Organisations are responsible for groups who are willing to learn and find a job in the labor market and carry out jobs services with integration and management with the Administration. Formal VET centers have drop outs which need additional professional education that might enhance their labor possibilities. The Foundation provides technical training and works as an intermediary with companies and the companies take on these people to do in company training and offer them training contracts, which in most cases end up with permanent employment. With this programme as well as contributing to the worrying shortage of qualified workers in the metal sector, it offers a professional opening not only to the large number of migrants – particularly young people between the age of 16 and 20 who arrive in Cantabria, but also to the local groups who are at a low risk of exclusion, who also participate on the programme.</p>	<p>To promote the socio-occupational integration of disadvantaged groups through cultural and professional training.</p> <p>This is an independent and autonomous Program carried out by a non-profit organization. Nonetheless, the program goes in line with current politics of the European Union, Spanish Ministry of Health and Social Policies, and the Community of Madrid, as we see in the following examples:</p> <ul style="list-style-type: none"> • The European Union established the year 2010 as the European Year for Combatting Poverty and Social Exclusion, with the objective of promoting social inclusion policies in Europe. The Spanish Presidency promoted initiatives for the most vulnerable groups, such as elderly persons, people living in poverty, people with disabilities and Roma people. • The Ministry of Health and Social Policies allocated 103 million euros to the autonomous communities for social programs. Moreover, it approved 30 million euros to strengthen policies for social inclusion through NGOs. • At the local level, the Community of Madrid developed the City of Madrid Plan for Social Inclusion 2010-2012. <p>Specific Objectives of the Program</p> <ul style="list-style-type: none"> • To offer personal, material and technical resources for the beneficiaries' learning of the job • To promote access to the diverse sociocultural and working environment • To promote personal and social development • To prevent risk behaviours, racism, addictions, gender violence and infectious diseases • To sensitize the society at large

1.1. The main activities of application of instrument:

- Main stages (steps) of application;

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<p>FLM as training center has to apply annually to Ministry of Education Call to receive the concession to run one or more IVET programs. Once the grant is received FLM communicates to all NGO's and formal educational centers its annual APRENDIZ program is open and they send possible candidates. Candidates are interviewed and selected by FLM.</p>	<p>Norte Joven has a comprehensive intervention approach that encompasses the following aspects:</p> <ul style="list-style-type: none"> • <u>Qualification in professional workshops</u>, approved by the <i>Regional Employment Service</i> of the Community of Madrid, where people acquire the knowledge and skills of a particular job. • <u>Cultural training</u>, providing the basic training to get the qualification for the Obligatory Secondary Education (ESO is the Spanish acronym). The centres are authorized by the <i>Secretariat of Education (Consejería de Educación)</i> as Adult Education Centres. • <u>Personal and social development</u> integrates training to acquire the necessary behaviours and skills for the adult autonomous life, as basis to exercise social and work responsibility.

- Responsible actors and institutions;

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<p>Local Ministry of Education Branch, Fundación Laboral del Metal, local NGO's and local formal education centers.</p>	<p>Asociación Cultural Norte Joven — community-based organization (CBO)</p> <p>Comité Hábitat Español — association among public and private sectors and citizens</p> <p>Housing Ministry (Ministerio de Vivienda).</p> <p>Network of Organizations and Entities Providing Assistance to Drug-Dependent Persons Unión de Asociaciones y Entidades de Atención al Drogodependiente (UNAD) — non-governmental organization (NGO)</p> <p>Table of Dialogue and Coexistence - Mesa de diálogo y convivencia de Fuencarral-El Pardo — community-based organization (CBO)</p> <p>Fundación Roviralta — foundation</p> <p>Red Incorpora Madrid — semi-official</p>

- Applied methods, approaches and techniques.

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<p>As part of the official policy of the program, students receive a formal Education curricula determined by Ministry of Education and a IVET professional Vocational Training in the industry area (Welding, Maintenance, Machine operator etc. As part of the autonomous instrument FLM implements transversal training activities oriented to develop social, behavioral and labor skills. NGO's provide training in Spanish language (when necessary) and all life/legal/survival support</p>	<ul style="list-style-type: none"> • Personalized attention • Professional work qualification through an applied and inductive methodology • Enhancing cultural level (and the conferment of the Obligatory Secondary Education validation) through motivation strategies in the classroom (success experiences, promotion of self-improvement,

students might need.	<p>cooperation and teamwork, etc.)</p> <ul style="list-style-type: none"> • Promoting positive and proactive attitude toward employment • Supporting the integration process to the labour market through actual practice, employment workshops and job bank • Raising awareness of the society at large through voluntary work and cooperation with businesses
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- *Linkage of the measures and instruments to the credits and credit instruments such as ECVET or national credit systems. Is assessment of learning outcomes in these measures based on credits? Are these measures linked to ECVET or national credit systems to ensure permeability with the initial VET pathways?*

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<p>PCPI is a special instrument part of the formal educational system in Spain that allows people that not concluded the secondary studies successfully to do so acquiring a secondary level diploma. After conclude the IVET provided by this instrument, students are able to either go back to formal education pathways and continue their studies at formal VET and/or bachillerate levels or can go directly to the labor marked in the professional learned at PCPI (for instance). As part of the formal education system it is currently related to EQF as EQF level 2 (NQF Level 1). By the fact of being a formal instrument it is eligible to be part of any ECVET scheme that could be developed. Even so at the moment there is no ECVET initiative over PCPI students. The ECVET initiatives available use to involve higher grades of VET which come right after PCPI as Intermediate Vocational Diploma and High Vocational Diploma.</p>	<p>Conferral of the Obligatory Secondary Education (ESO in Spanish)</p> <ul style="list-style-type: none"> • As part of the comprehensive approach of the intervention and the cultural training, the program provides basic education to obtain the qualification for the Obligatory Secondary Education (ESO). The Education Secretariat authorizes the centres as Centres for Adults Education. <p>Initial Professional Qualification Programs (PCPI in Spanish)</p> <p>Likewise, as part of the same comprehensive approach, the qualification in professional workshops, approved by the <i>Regional Employment Service</i> of the Community of Madrid with the proper authorization, enables the delivery of the Initial Professional Qualification Programs at the centres. For our student body is important to count on the official certificate of their occupational training and the pertinent certificates of professionalism.</p>

1.2. *Preconditions for the implementation and usage of the instrument:*

- *Demand of financial resources and funding mechanism. What financial resources are needed and how they are supplied and distributed?*

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<p>APRENDIZ program is 60% funded by Ministry of Education via PCPI program and 40% funded by FLM.</p>	<ul style="list-style-type: none"> • <u>Public Administrations:</u> European Social Fund, Ministries, Community of Madrid, Madrid City Council, Alcobendas City Council. • <u>Private Entities:</u> Fundación Roviralta, Hidalgos de España, Isolux Corsán, Obra social la Caixa, Obra Social Cajamadrid; Parroquia Nuestra Señora de las Nieves. • <u>Other collaborators (funds provision, products, services, employment, counselling, etc.):</u> ABN-AMRO, ADIF, AKI, Aguado Vizcarra, ASESIGA, Caja Castilla-La Mancha, Caja del Mediterráneo, Caja Navarra, CEPESA, Colegio Nuestra Señora del Recuerdo (A.P.A. y C.U.F.J.), Federación CORAJE, Fundación Aguirre Newman, Fundación Barclays, Fundación CREFAT, Fundación Dalma, Fundación Ignacio Larramendi, Fundación Lealtad, Fundación Profesor Uría, Fundación SM, Fundación Summa Humanitate, Fundación Telefónica, Gestoría Montalvo, IBERDROLA, IBM, KPMG, Legalitas, M&D Consultores Asociados S.A., Management Development & Training, MAPFRE Familiar, REFLEX Renting Abierto, Residencias Virgen de la Luz,

UNAD, Universidad Pontificia Comillas, VHRoerden.				
	Socio	2007	2008	2009
	Community of Madrid	42%	40%	40%
	Madrid City Council	10%	10%	12%
	Ministries	10%	10%	9%
	Private Collaborations	38%	40%	39%
	Total budget (in euros)	1.159.753,47	1.259.709,63	1.285.000,00

- Required human resources. What kind of experts and specialists are needed for the application of measure?

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<p>2 IVET formal education teachers: 1 Teacher delivers formal education curricula with general knowledge related to secondary level and another teacher delivers professional specialization (welding for instance).</p>	<p>Human Resources <u>25 professionals</u> (educators, psychologists, trainers, etc.) developing the different activities and coordinating the voluntary work.</p> <p><u>Volunteers</u>: involved and committed persons who are essential for the running of Norte Joven, allowing a personalized attention to our students.</p> <p>The organization counts also with various collegiate bodies:</p> <p><u>Board of Directors</u>, formed exclusively by volunteers who are elected biannually by the Member Assembly. The Boards carries out functions of strategic planning during weekly meetings.</p> <p><u>Executive Commission</u>, comprised by president, vice-president and deputy director. The Commission meets weekly to design the work lines and make concrete management decisions.</p> <p><u>Council Directorate</u> comprised by the deputy director and the pedagogical directors of the centres. The Council meets monthly to unify criteria, adopt technical decisions, make progress and produce strategic proposals.</p>

- Required institutional support – what kind of institutions support and facilitate application of instrument?

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<p>Regional Ministry of Education, VET Centers, Formal educational centers and in the specific case of APRENDIZ program: NGO's.</p>	<p>At the economic level, there is a need to strengthen the actions aimed at establishing alliances with public and private entities. Considering the difficulties to count on necessary resources, in the context of the current crisis, and foreseeing a decrease in income, particularly from private sources.</p> <p>Some of the public entities that offer support include: European Social Fund, Ministries, Community of Madrid, Madrid City Council, Alcobendas City Council.</p>

- Required legal environment – does the application of instrument requires specific support of legal framework and what kind of legislation is needed?

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<p>As PCPI is part of the formal educational System it is fully ruled by national legislation related to education in the country. Diplomas acquired via APRENDIZ program are fully recognized by the educational and economic tissue. In order to obtain a recognized diploma the adaptation to the legal framework is essential.</p>	<p>A document has been developed with the objective of <u>modifying legislation</u> to open <u>possibilities for enrolment in Secondary Education for Adults and young people 16 to 18 years old</u>. Authorization has been requested to provide Initial Professional Qualification Programs at the centres. It is important for our student body to count on the official certificate of their occupational training –students’ access would be dependent on authorization-. This would lead to their accreditation for the companies, as well as to the possibility of undertaking their training at the work centres (unpaid traineeships) with total coverage. The Education Secretariat (Consejería de Educación) authorizes the centres, where basic training is provided to get the Obligatory Secondary Education (ESO in Spanish) qualification, as Adult Education Centres.</p>

- 1.3. What factors influence effectiveness of the instrument in achieving it's goals of vocational integration of socially disadvantaged youth? Eg., flexibility of application according to the different needs of target groups, availability of necessary financial and human resources, institutional support from the different stakeholders, 'ownership' of the instrument by the certain stakeholders implying higher responsibility and involvement, etc.

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<p>1st – Institutional Support of different stakeholders where the program can address real needs that they might have. The work should be based on stakeholders synergies and complementarity of resources that can be put in place to implement the program.</p> <p>2nd – It is a huge advantage if the professional training delivered can be accredited officially in some way</p> <p>3rd – Flexibility in relation to the beneficiary's profiles that can be addressed and also professional qualification program to be delivered.</p> <p>4rd – Transversal training modules to develop soft skills, labour behavior and psychological strength.</p> <p>The reason of APRENDIZ success derives from the fact that the program tackled real needs in both sectors Economic and Social at the same time, searching from synergies of organizations involved and profiting and making use of their resources and expertise available without overlapping tasks:</p> <ol style="list-style-type: none"> NGO'S are specialists in receiving accommodation, social integration, legal orientation Governments are specialists in legal frameworks, working visas and from their education departments, training financial lines, VET centers are specialists in proper practical training provision as well as contacts with industry needs and job offers Industry are specialists in labor integration and adaptation into the production lines 	<p>We can mention the following efficacy factors in the implementation of the project:</p> <ul style="list-style-type: none"> Methodology based on personalization through the formulation of individualized objectives. Requirements for students are in accordance to their individual potentials. An adapted itinerary is designed with each student according to his or her conditions and time needed for learning. Free activities and open enrolment throughout the year to facilitate on-going incorporation and full coverage of all the posts offered. Separation of the pedagogical activity from the funding for the activities, in order to guarantee full attention to the students. Curricular programs adapted to each group. Continuing updating of programs to adapt the educational project to the diverse profiles of people in situation of exclusion or social risk. Financial sustainability, as a result of the diversification of funding. The project gest support from public and private institutions. See the section on financial resources.

1.4. What factors influence transferability of the instrument or its usage for the policy learning in the field of vocational integration of socially disadvantaged youth?

Eg., strong references and relationships with the different national and international lifelong learning policy measures and instruments (occupational standards, qualifications frameworks, etc.), direct and strong focus on the permeability problems and issues, etc.

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<p>One of the strongest factors is the fact that the instrument is in some way linked to the educational system in the region where it is implemented and can deliver a kind of officially accredited. This is the main point that enable transferability to any territory.</p> <p>Other important aspect is that the VET training allows in its program or parallel to it transversal modules addressed to work student profile holistically (soft skills, behavior, psychological constrains, personal circumstances).</p>	<p>The total and partial transferability of the Norte Joven project to respond to the need for social and work inclusion of young people at risk for social exclusion has been made evident, as it will be shown next.</p> <p>An example of the transferability has been the creation of the Cultural Association Norte Joven Mieres (1995), which was established by a sensitive volunteer who started working in our organization and decided to fund a similar one in his hometown. Young people in Mieres had been severely affected by the mining reform, increasing their risk for asocial behaviour and falling into a life of drugs and crime. Norte Joven helped the creation of the new association in Mieres by providing technical assistance and mentoring throughout the process. Federación Coraje is currently supporting the association.</p> <p>Furthermore, the training materials created for the project have been disseminated free of charge to any public and non-profit institution that find them useful. We use our networks to exchange experiences, ideas and projects with other entities, promoting changes in favour of our target people and groups. Likewise, we transfer our activities and experience to Latin America through the Andrés Bello Agreement.</p>

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