



# SECOND CHANCE

State of the Art in the participating countries

***The document summarizes the situation and policies about NEETs and Second Chance qualification opportunity for youngster and young adults in the participating countries***

**SWITZERLAND**

Considering the regional situation, even if only 1,5% of the Swiss youngsters leave the school after having completed the compulsory education, “early school leavers”, abandoning the VET system without a secondary II degree, represent about 10% of the whole population belonging to the younger age groups (actually the figure for 25-34 years old overcome 12%). Not qualified workers are about 18% of the whole Swiss workforce (and of the workforce at the regional level).

The percentage of dropouts remained stable along the last decades, although many attempts made for coping with similar phenomena.

However Swiss approach to qualification, for sure a benchmark if we look to the dual system for gaining an IVET qualification and if we consider career developments based on higher PET streams, provide a certain number of obstacles to atypical learner and particularly to early school leavers trying to recover their qualification.

Despite openings and good purposes embedded in the new Federal law for VET (VPET Act, 2004), aiming at facilitating permeability of VET/PET streams and the upgrading of qualifications, the lack of an initial qualification still remains a reality in Switzerland, as well as in the other partner countries. It represents a clear factor of long-term marginalization. Leaving the school without a certificate, many youngsters try to find a

job, but they are forced to be flexible, and to accept very often short-term work experiences, low wages, and no opportunity of developing a professional career. The law entered in force in 2004 established a very important principle, such as the individual right of the people of valuing any form of previous learning, but the implementation of this principle is really difficult, above all thinking about the condition of drop out young adults. The Swiss Guidelines for validating prior learning outcomes has been tested and they are now implemented in a growing number of professional sectors.

In addition, since 2004 the Federal Act for Vocational Training (VPETA) stated that each professional regulation should include an initial level of certifications (based on a 2 years, less exigent training) in order to allow also lower qualified youngsters achieve at least a certification. These measures have been integrated by the so-called “case management” policy, aiming at ensuring a specific integrated support to youngsters at risk of exclusion in their school career.

These young adults, and older workers not having a qualification, have the opportunity of claiming a qualification according to the art. 32 of the Federal Act on VPETA, but they must have at least 5 years of work experience, and they have to pass a complex procedure, based on an exam or a validation process.

In addition the art.33 (preparatory courses and exams) of VPETA federal act offer the possibility, under certain condition, to validate informal learning outcomes in a certain number of professions, but different studies demonstrated how paradoxically the opportunities created by the art. 33 (before 2004 art. 41) have been exploited more by people having a relatively good

educational background than by not qualified Second Chance workers, originally dropout from school.

The new Federal law on Continuous Vocational Training – which will enter in force in 2017 – also focuses on specific needs of disadvantaged groups of the workforce, aiming at promoting measures for the recovery of basic skills and establishing the principle of transferability of learning outcomes achieved in non-formal settings to formal qualification pathways. However barriers and obstacles still hamper the implementation of good principles promoted by the legislation and by professional regulations. Animation efforts made in order to promote adult qualification pathways (art. 32 and 33 of the VPETA), particularly in Ticino, resulted in a growing number of candidates (about 200 candidates per year in all the professions, and 20/30 persons per year, just considering the retail sector), but it's a matter of fact that procedure enabling validation of learning outcomes are quite difficult to be implemented. Particularly evident – in our opinion – the lack of a system enabling the integration (permeability) between different learning routes (formal, non-formal and informal), and the social / institutional recognition of learning achievements corresponding to a part of a qualification (what normally occurs when competence are acquired by work experience), if not in the framework of a pathway leading to a whole qualification. Experiences based on contractual agreements (such as the one established since the '90 in the construction sector) clearly demonstrate that the availability of a system for recognizing single learning achievements represents a powerful means for motivating low qualified workers enter training pathways. On the other hand only setting up a good integration

between learning spaces and modalities, including workplace and experiential learning, norms enabling validation of learning outcomes in the framework of adults qualification pathways could be currently implemented, offering complementary learning opportunities to the people who need them.

*Annexes:*

*CH01 Swiss National Benchmark Report*

*CH02 Swiss VET system: facts and Figures*

*CH03 Early school leavers in Switzerland*

*CH04 OECD key fact on Swiss education system*

**Annexes:**  
*(click to open)*

**CH01**

**CH02**

**CH03**

**CH04**

## GERMANY

The German vocational training policy is focused at a further strengthening of the so-called dual, company based vocational training.

This also applies to young people with learning difficulties and/ or in socially disadvantaged situations, that are - for individual reasons – not able to begin a dual vocational training, to continue or to finalise it successfully without an according support. While this group until recently was mainly trained and prepared for company integration by external training facilities, such as ABU gGmbH, these young people as well should be trained now from the very beginning of their vocational training under operational enterprise conditions.

In support of the company based training of these young people the new instrument „Assisted Training” was established earlier this year (§130, SGBIII). Under this “assisted training” model a VET provider (3d party) supports both, the young person and „his” enterprise in taking up and handling the training process. The age limit is 25 years. The instrument is very new and still lacking practical experience.

An even stronger focus on dual training from the very beginning is relieving the so-called “transitional system from school - VET”. This is also supported by active measures at schools directed at preventing early school leaving (dropout) and at an early career orientation (skills assessment, career guidance / coaching, pupils internships, etc.) with the aim to take up immediately after school graduation a vocational training in accordance with individual needs and requirements.

As a further instrument Training Modules are available now for 22 professions. They are recognised at the Federal level and

applied homogeniously all over Germany. This is the result of five years’ successful testing (including by the EPRO project) of training modules for both vocational pre-training (transition phase) and initial vocational training. The testing confirmed that identification and recognised certification of professional competences for completed training modules raises the training quality at all levels. From the very beginning it provides clear incentives and feedbacks for acquisition of competences and has motivating effects. It enables disadvantaged youth to finalise successfully an entire initial vocational training (3 years), also in case of interruption of training, e.g. by maternity. Implementation of training modules will be further pushed forward.

In Germany the proportion of young adults without a vocational qualification remains high in the age group 25-34 (one-sixth). Their professional qualification is a strong sociopolitical and educational task. Because of their age and living circumstances they are usually not targeting two / three-year dual training anymore. For this group modularised further training is an alternative pathway to a vocational qualification degree. Consideration of existing work experience, knowledge and skills shortens training duration to the minimum necessary. This instrument continues to gain importance and specific support programmes are available for it.

*Annexes:*

*DE01 German National Benchmark Report*

*DE02 Spotlight on VET in Germany*

*DE03 Early leaving from VET in Germany*

*DE04 VET in the retail sector in Germany*

**Annexes:**  
*(click to open)*



## ITALY

In Italy relationship between youth unemployment (<25 years) and the lack of a qualification (early school leaving, NEETs, etc.) show an unemployment rate that is generally higher compared to the correspondent EU27 values for the 15-24 age group at all educational attainment levels.

The reasons may include the inconsistency of resources of investment required for innovation activities, research and development, due to the small size of Italian manufacturing units and the low quality and credibility of the school system, with weak connections with the labour Market.

The decision to leave one's studies, is often indicator of social hardship concentrated in less developed areas, but it appears even in most prosperous regions, where high labour demand exerts a strong attraction on young people, dissuading them from completing their studies.

Although the phenomenon is steadily decreasing in Italy, it is still a long way from the European targets: in 2012 the percentage of young people who gave up their studies early was 17.6 percent, 20.5 percent among men and 14.5 percent among women.

With a rate of 39.1% in 2012, foreign-born people have a remarkable effect on the overall national rate. The analysis of sub-indicators shows that the family educational background is particularly unfavourable.

While there is not yet evidence of a comprehensive strategy against early school leaving, the Cohesion Action Plan has a strong focus on education in Southern regions, where the problem is more severe.

The main measure in this area establishes a National System for the Evaluation of school institutions. Each school will prepare a

plan for improvement in cooperation with local stakeholders. School quality and outcomes strongly depend on the role of teachers. However, at present the teaching profession in Italy follows a single career pathway with salary progression based on seniority only, limited prospects in terms of professional development, no comprehensive assessment of performance and, compared with other countries, low salary levels relative to other workers with tertiary education. Hence government policy is working in reforming teachers' professional and career development.

To facilitate transition to work, , in line with the labour market reform, the government adopted on January 2013 a legislative decree establishing the national system for the certification of skills, including the identification and recognition of non-formal and informal learning.

Starting from the 2011/12 academic year, 62 higher vocational institutions (ITS) have been created to provide short-cycle tertiary qualifications (2 years) focused on key sectors of the Italian economy. Although they still involve a limited number of students, the ITS are potentially relevant in promoting the development of the vocational higher education system, consistently with the 2013 Annual Growth Survey priorities on tackling unemployment.

### Annexes:

*IT01 Italian National Benchmark Report*

*IT02 Spotlight on VET in Italy*

*IT03 Early leaving from VET in Italy*

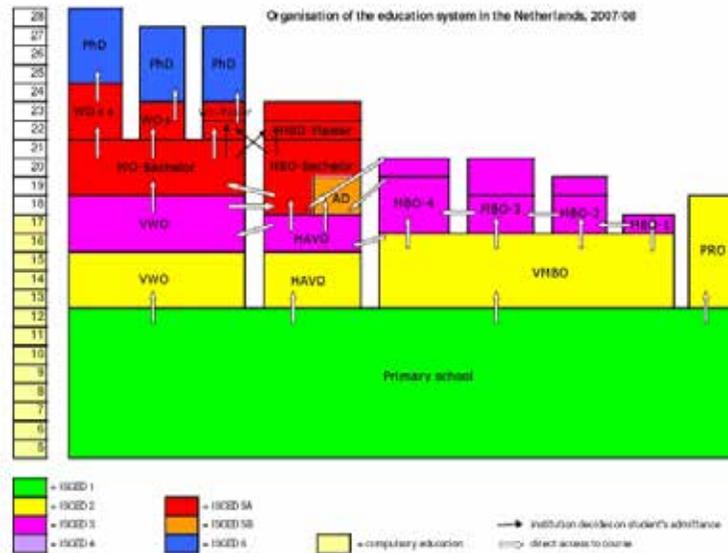
*IT04 VET in the retail sector in Italy*

### Annexes: *(click to open)*



## THE NETHERLANDS

An early-schoolleaver in the Netherlands is someone who leaves school without a startqualification. A startqualification is HAVO or VWO or MBO 2, 3 and 4. (see figure 1)



Since 2002 we saw a decline in the number of schoolleavers from 71.000 in 2011/2002 to a little bit more than 25.000 in 2013/2014.

Since 2002 the focus was merely on secondary vocational education (MBO) and on the guiding from youngsters from VMBO in their transfer to MBO. However, it is not realistic to focus on a further decline of that number.

Till 18 years education is compulsory and a municipal official checks this and is motivating youngsters who might drop-out. Last few years we saw more focus on 18+ and next to the 18-municipal official we now have a RMC-official who actually does

the same thing but for youngsters without start qualification of an higher age. RMC is a regional reporting and coordination point and the community is in the lead. According to new policies RMC will become more important.

We distinguish five groups where RMC should focus on in the future. This includes both the regular dropout target as vulnerable youth. Of the latter group is in part already under the task of RMC ; another part is not yet in the picture .

1. Young people from practical training and secondary special education of 16-23 year : approximately 20,000 (some new , some more attention ) ;
2. Vulnerable youth in vmbo - bb , apprenticeships , vocational training and entry level 2 : ca. 30 000 students ( approach remains the same ) ;
3. Students in MBO levels 3 and 4 : approx 286 000 ( approach remains the same ) ;
4. Young people who have already dropped out : the old dropouts : 100,000 young people ( intensify ). This is the group where 2nd chance method will work

Annexes:

- IT01 Dutch National Benchmark Report
- IT02 Spotlight on VET in the Netherlands
- IT03 Early leaving from VET in the Netherlands
- IT04 VET in the retail sector in the Netherlands

**Annexes:**  
(click to open)



## **POLAND**

Okolo 10% młodych ludzi w wieku 16-19 lat wypada z formalnego systemu nauczania na poziomie gimnazjalnym. Są to w większości absolwenci szkół podstawowych i osoby, które nie ukończyły gimnazjum. Najpowszechniejszym problemem, który prowadzi do zjawiska drop-out (źródło: Raport: Ogólna liczba odpadów szkolnych, 2012), to problemy w nauce i niechęć do nauki. Według badań podłożem tych problemów jest przede wszystkim strach przed porażką. Innym ważnym powodem zjawiska drop-out są kwestie rodzinne, tj. Brak opieki rodziców, bezrobocie i/lub alkoholizm rodziców, bieda, przemoc w rodzinie, etc. Ta grupa młodych ludzi (tzw. Odpowady szkolne) stanowi 20% bezrobotnych w wieku 17-29 w Polsce. Podsumowując: prawie 16% Polaków w wieku 18-29 nie ma pracy a większość z nich nawet jej nie szuka. Pomimo, że nie posiadają kwalifikacji zawodowych, nie chcą powrócić do formalnego kształcenia zawodowego z powodu wcześniejszych złych doświadczeń z nauką w szkole.

W Polsce możemy wyróżnić również specyficzną grupę młodych ludzi: absolwentów zasadniczych szkół zawodowych oraz liceów ogólnokształcących, którzy w kontekście obecnych wymagań rynku pracy powinni kontynuować edukację w sposób formalny lub nieformalny i dostosować swoje kwalifikacje zawodowe do aktualnych potrzeb pracodawców

Ta grupa osób stanowi prawie 18% osób bezrobotnych w wieku 18-29 lat (źródło: GUS 2012, W-wa). Powodem są przede wszystkim kwalifikacje nieadekwatne do wymagań rynku pracy i brak doświadczenia zawodowego. Osoby te tuż po ukończeniu

szkoły tracą motywację, ponieważ bezowocnie poszukują pracy przez długi czas. Jeśli znajdą zatrudnienie, jest to praca dorywcza na stanowisku niewykwalifikowanego pracownika z niskim wynagrodzeniem. Podsumowując: polski formalny system szkolnictwa ogólnokształcącego i zawodowego jest nieefektywny i nie zapewnia młodym ludziom możliwości zdobycia odpowiednich kwalifikacji, które są pożądane na rynku pracy.

W związku z powyższym w procesie kształcenia zawodowego ważne jest integrowanie i korelowanie kształcenia ogólnego i zawodowego, w tym doskonalenie kompetencji kluczowych nabytych w procesie kształcenia ogólnego, z uwzględnieniem niższych etapów edukacyjnych. Odpowiedni poziom wiedzy ogólnej powiązanej z wiedzą zawodową przyczyni się do podniesienia poziomu umiejętności zawodowych absolwentów szkół kształcących w zawodach, a tym samym zapewni im możliwość sprostania wyzwaniom zmieniającego się rynku pracy. W procesie kształcenia zawodowego podejmowane są działania wspomagające rozwój każdego uczącego się, stosownie do jego potrzeb i możliwości, ze szczególnym uwzględnieniem indywidualnych ścieżek edukacji i kariery, możliwości podnoszenia poziomu wykształcenia i kwalifikacji zawodowych oraz zapobiegania przedwczesnemu kończeniu nauki.

Elastycznemu reagowaniu systemu kształcenia zawodowego na potrzeby rynku pracy, jego otwartości na uczenie się przez całe życie oraz mobilności edukacyjnej i zawodowej absolwentów ma służyć wyodrębnienie kwalifikacji w ramach poszczególnych zawodów wpisanych do klasyfikacji zawodów szkolnictwa zawodowego.

W Polsce funkcjonują również programy wsparcia dla osób bezrobotnych, w tym nieposiadających kwalifikacji i przedwcześnie wypadających z systemu edukacji. W/w programy są prowadzone przez:

1. Centrum Doradztwa Edukacyjnego i zawodowego: Doradcy zawodowi oceniają kwalifikacje zarejestrowanych osób bezrobotnych i pomagają im wybrać odpowiednią ścieżkę edukacyjną i zawodową.
2. Polskie Agencje Zatrudnienia
3. Urzędy Pracy (centrum Doradztwa Zawodowego, bony szkoleniowe dla osób bezrobotnych, kursy kwalifikacyjne, praktyki i staże dla dorosłych).

*Annexes:*

*IT01 Polish National Benchmark Report*

*IT02 Spotlight on VET in Poland*

*IT03 Early leaving from VET in Poland*

*IT04 VET in the retail sector in Poland*

**Annexes:**  
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## Coordinator

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## Core partners

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## Associated partners

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## SECOND CHANCE

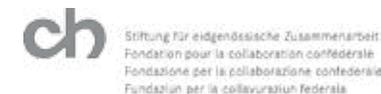
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