



Executive Summary of the QualiMoVET Main Studies

Date of Release: November 16th 2009



Education and Culture DG

Lifelong Learning Programme

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The **Austrian Study** describes the programmes **BOK/BOKgastro** and **J-u-L-I-A**. Whereas in J-u-L-I-A a migration background is a precondition for participation, the ratio of youths with a migration background in BOK/BOKgastro is 40 to 50% of the participants.

The aim of J-u-L-I-A is to provide the participants with information about occupational opportunities and preconditions. Further goals are that participants gain practical work experience and acquire application techniques up to finally starting an employment relationship or a VET in a company. The participating youths are trained in application techniques and general skills, e.g. social sciences. They are supervised by mentors and take part in one-to-one counselling sessions with psychologically trained staff. The practical experience is gathered in internships.

In BOK/BOKgastro young people who have completed compulsory education (at least nine years of school) are prepared for VET or entering the labour market via internships. Whereas in BOK, the target group is still insecure about what occupation they would like to pursue, in BOKgastro the participants already know that they want to work in the field of gastronomy. The courses usually last for one year, but it is possible to leave the course at any time in case the participants find a place for an apprenticeship/VET or a job. After the preselection and clearing phase, theoretical qualification and practical internship phases alternate. General and specific vocational skills and competencies are promoted and the participants determine a particular professional objective. In addition, the youths receive psychological assistance. During the last two phases, the participants are ideally placed in VET or jobs and finally supervised for one more year. The Austrian Study also shortly describes further programmes for the target group in Austria.

In the **German Study**, three models of good practice regarding quality standards with three very different approaches of educational programmes for socially disadvantaged young people in Germany were examined. All three programmes offer a combination of theoretical learning, individual guidance and especially practical experience under realistic and real market conditions. Furthermore, they have another approach in common: they try to improve permeability and connectivity of the programmes to follow up programmes which should lead in the ideal case to a training qualification in VET. Therefore, all three programmes work with some kind of modules.

The **programme 501/301 and the model project within 501/301** were carried out by BBJ and other stakeholders in Berlin between 1988 and 2006. The programme was primarily an employment programme, where young people had the chance to get a working place for up to three years. While working in the companies they also had to qualify themselves in different courses, some of them even managed to achieve a training qualification in VET.

The programme **EQ- "Chance Plus"** is carried out by the German railway company together with other stakeholders. It is a VET preparation programme that offers practical experience, theoretical classes and individual guidance to its participants. There is a chance to get some of the acquired competences recognised for a future VET qualification.

The **school of production** in Wolgast is run by CJD. The central element of this school is a very practical work orientated approach. It combines learning with employment under real market conditions. Young people get individual guidance by social workers and have the chance to attain a school leaving certificate.

In the **Hungarian Study**, the three programmes described as examples of good practice all were designed for the target group of disadvantaged people. Whereas the programme **"To find a way to get a job"** focuses on young people aged 18 to 35, the **"Bridge to the labour market"** programme was designed to integrate especially people with altered working abilities and providing them with assistance in finding jobs. The **"HHH"** programme aims to promote the social integration and employment of highly disadvantaged people, with special regard to the Roma population and the disabled, but also reaching out to persons held in custody in prisons.

In **"To find a way to get a job"**, the main objectives are the improvement of short- and long-term chances of education and employment by teaching students to read, write and calculate as well as basic knowledge of a profession at a basic level. Participation is not

based on a voluntary decision but on force because the participants receive fewer subsidies if they refuse to take part in the programme. The students are not only taught by the teacher, but also teach themselves in heterogeneous groups of four to five people.

In the “Bridge to the labour market” programme, not only the ability and earning capacity improvement of people with altered working ability are envisaged, but also a decrease in prejudices on the employers’ side. In the preparatory phase, information on the programme is provided for the potential participants and they are motivated to take advantage of the service, and a mapping of employers is conducted, assessing their needs and competences, motivation and level of cooperation. During the second phase, personal development plans are composed, and the different professions involved in the programme (psychologists, occupational health specialists, social workers, labour consultants, mentors) were allocated and assigned their tasks. Short training programmes are organised for the development of key competences, according to the demands of the target group. Contacts with employers are established. The participants are offered psycho-social consultancy during the whole programme. In the third phase, the focus is on placing people into jobs and follow-up. On-site practical trainings at the hosting workplaces are pursued during the training course, the participants are trained in finding a job and after they were placed in a job, continuous contact with the employees is sustained.

In the “HHH” programme different courses were offered in three counties, corresponding to the respective labour market needs. The training courses were always combined with different supporting services, e.g. preliminary knowledge assessment, job orientation, personal development and self-awareness courses as well as training in job-finding techniques.

The **Polish Study** describes two modular programmes which qualify the participants to become a **hairdresser** or a **short orders cook**. Both modular programmes have been approved by the minister of Education in 2006. Preconditions for participation are the graduation from a lower secondary school and a lack of health contraindications for the respective programme. For the programme to become a hairdresser, also manual skills are required. In the end of the programme, the Regional Examination Board carries out the vocational exam, assessing the level of knowledge and skills within the frame of the vocation, which are described in the competency standards that are the basis for the vocational exam. The modules are built of units which are isolated according to specific criteria; they contain practical exercises and tasks. During the training programmes, the students are provided with different ways of counselling: A school counsellor and psychologist take care of problems regarding the vocational development, self-learning and the improving of vocational qualifications. An educational-psychological advice bureau and a job counsellor inform about career planning and methods improving the learning efficiency. They also provide further information about the regional, state, European and worldwide developments with regard to the job market and trends regarding employment and the use of skills and talents for future job purposes.

Of the three programmes that were selected as good practice programmes for the **Romanian Study**, two were on-going programmes implemented at the national level (“**Second Chance**” and “**Competences Assessment Centres**”) and the third one (“**ARI-BUS**”) was run from January 2008 to January 2009 on a regional basis in a rural area. Whereas the “Second Chance” programme is targeted at people who never attended school or early school leavers and the participants’ age ranges from 11 to 50 years (or over 50), the “Competences Assessment Centres” have participants of all ages starting from 16 years, with the precondition that they have to be able to be integrated in the labour market. The Centres provide the necessary institutional and procedural framework for the assessment and certification of the target group’s competences acquired in non-formal and informal learning contexts. The “ARI-BUS” was a regional programme, but it has an important multiplication potential. It demonstrated that is possible to bring the learning resources in the rural area and to persuade people from villages to participate in learning programmes for

acquiring new competences. It was targeted at unemployed people and people working in agriculture with a very low income. The participants were young adults aged less than 27 years.

In the “Second Chance” programme, all people are counselled by a specialised person in the beginning, either by the psycho-pedagogue or the mediator. The mediator is a counsellor who usually deals with Roma people and in most cases is a Roma ethnic, specially trained for this work. Depending on an initial assessment, evaluating the level of competences, people are assigned to different modules. Some of the members of the target group are functional illiterate and start with the first module for learning reading and writing. As some of the students work, most of the schools organise evening courses or offer courses for 3 days per week or during the weekends. After every module, the students participate in an assessment/exam. If the students finish the last module, they receive a competences certificate. The vocational competences are assessed by the vocational schools or the vocational training providers, and the competences certificates are provided by the vocational school or the training provider even if the practice is performed within a company.

The “Competences Assessment Centres” issue certificates of competences which are nationally recognised. The recognition of all the competences associated with an occupational standard or only of a part of these competences allows individuals, including socially disadvantaged young people, to valorise prior work experience and improve their situation on the labour market. Although the certificates of competences are not recognised by the education system and do not give the right to continue the education through school, the learning pathway is open within the CVT system, if the access conditions are fulfilled. Whereas most of the centres are private and the assessment of competences is a paid service, centres set up by public employment agencies also exist where access is easier for disadvantaged people.

The ARI-BUS programme is built of three modular programmes designed for the rural population in Dambovită County. Within these three programmes, the participants are taught IT-Skills (Xpert IT), human resource management (HRM) and entrepreneurship competences (EBC*L). All participants had basic skills and were functional literate. The competences acquired in the HRM programme are nationally recognised, the Xpert IT and EBC*L programmes are implemented in different European countries with the same curricula, evaluation and certification system.