



## **BIG BANG WP3 POSITION STATEMENT**



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## 1. Introduction and Context

This Position Statement is the main outcome of WP3 in the Big Bang project.

Specifically, it summarises the work undertaken in the WP to transfer the materials and models that have been used for Big Bang across the partnership for the initial consultations and testing amongst the partners.

It draws together the feedback from the working groups that were held by each partner to undertake a peer review of the materials and models before moving towards some conclusions and recommendations for the production of the Toolkit and Guide that is to be developed and tested in WP4.

## 2. The Working Groups and the approach to testing and transfer

2. Where appropriate, translate the materials and undertake a peer consultation exercise in each of the partner organisations to review the material and critically comment (according to an agreed template) on their relevance, content, tone and application for the contexts of each of the partners
3. Compile an extended package of methods, tools and materials drawing on the and research emerging from work package 2
3. Integrate the material in to a set of recommendations regarding the design of the next phase (YES+) of all material into a package that will serve the needs of VET professionals for each partner country.

Each partner established a working group to explore how the information drawn from the comparative analysis and the D2A, YES and the theoretical model of the culture clash introduced by Big Bang by APS. The aim was to explore and review, as a peer group, these materials and approaches to enable VET and IAG staff to specifically address the 'culture transition' issues amongst the target group of young people to ensure that they would be better prepared to access initial VET and employment. T

The working groups were to be flexibly constituted in each country, depending on the particular context of each partner and the nature of their networks. It was recognized that relevant stakeholders would include VET professionals, those involved in supporting young people 'at risk', employment support staff, public employment office officials, employers and/or their representative, including those with a specific remit for HR, institutions and organizations working to support the well-being and welfare of unemployed young people, teachers trainers and researchers drawn from educational institutions and other stakeholders.

Working groups were to undertake a workshop, of failing that were to be consulted with in a formal manner, following an introduction into the purpose of the Big Bang

project. Partners and their working groups were given the option to link up virtually (e.g. through Skype) with 15billion or with die Berater in relation to any need to consult further about the D2A and YES materials and their applications.

Each partner was asked to produce the outcome of the peer review and test in a report and/or presentation to partners. These are provided as part of this position statement at appendices 1 – 5.

In addition, following this exercise in each country, partners considered a number of issues at the partnership meeting in Iceland in September 2014. These matters are summarized at appendix 6, and the key outcomes are listed below.

### 3. The Target Groups

Building upon the information supplied in the application form and confirmed through the feedback and discussion, the target group is those professionals and workers who have a stakeholding in the 'EIAG' (Employability Information, Advice and Guidance' function. 'EIAG' is a term that has been used specifically for this project – it is not a term or a job role that is recognized as an occupation, by that title, in any of the partner countries.

The YES project had developed and tested its initial approach with SME HR and Training Managers, and the theoretical model introduced by APS and developed further by the daily educational support service provided by APS to educational institutions, in terms of the cultural differences between school-work culture and street culture. In developing the D2A programme 15billion identified that there was a gap in the knowledge of VET professionals' sensibility for the transition to the culture of work, particularly marginalised groups, so that young people are prepared for the working environment. Transfer activities included support sessions for capturing the methodology for delivering this programme.

The target group for the products and outcomes (e.g. the Toolkit and Guide to be developed in WP4) in Big Bang is not, as such, the young people themselves who experience the culture clash phenomenon, although they are the 'end user beneficiaries, but rather the Toolbox/Guide target groups are Intermediary organisations' staff such as:

1. Those who support marginalised young people into employment and/or those working with community groups in a youth work setting and with who the young people identify themselves
2. Employment advice workers
3. Advice workers
4. Job brokerage workers

The VET professionals need to understand the nature of the cultural clash. The Y2E toolbox /Guide should therefore be targeted at VET professionals who are less experienced in understanding the nature of the cultural clash. The job brokers who work with employers (i.e. HR managers) need to understand the cultural clash. Those

who work with young people, the Y2E toolbox /Guide would help them to understand what the cultural clash is from the perspective from an employer perspective

The Y2E toolbox /Guide would help the target groups to understand what skills they need to have in order to help young people bridge the gap i.e. the cultural gap into employment. Both employers and young people need to understand that the gap exist, how street culture manifest itself and why it's the disconnect between young people and employers

The most important part is that the Y2E toolbox /Guide will help the target groups to understand what skills they require to reduce the “cultural clash” between employers and young people

Clearly, the Y2E toolbox /Guide will help VET professionals to develop innovative ways in which to demonstrate the positive aspects of “youth street culture” to employers

#### **4. Recommendations for the Big Bang Toolkit and Guide editorial framework**

An early outcome of the process was that partners agreed that any new models or materials developed following the transfer and testing of the existing materials should not be called ‘YES+’. This had been a working name in the application. Partners agreed that any aggregated or new materials, or any guides aimed at using the materials should be branded under the name ‘Y2E’ to stand for ‘Youth to Employment’.

The partners have also agreed the following conclusions and recommendations for the editorial framework and approach to the production of the Y2E Toolkit and Guide:

- a. The Y2E Toolkit should have in mind the need to be a ‘toolbox’, with a ‘users guide’ that both builds on existing content, but should also be able to navigate the target groups around what already exists.
- b. It should therefore be a collection of resources and should have targeted materials with the following content:
  - 1) A “How to use guide/navigator” – this may be a Train the trainers guide (instruction manual for trainers)
  - 2) Some original material/modules from YES, D2A and Ilias’ theoretical framework. The original material would be common for all the partners with an in-country introduction, taking into account the partner country’s own needs
  - 3) In particular, an explanation of the Theoretical Framework in ‘every day’ language and illustrations for the EIAG target group would be particularly useful – and it remains this issue of the culture clash that distinguishes Big Bang from general employability information and material for young people.
  - 4) Existing materials/articles/resources available
  - 5) Case studies,
  - 6) Scenarios or building blocks
  - 7) Video and audio materials

- 8) Online interviews/online Training modules, (including webinars i.e. live training modules if this is practical – or is this only for live delivery?). For example people discussing the same issues in different languages. The perspective would be localized though the topic/issue would be similar.
  - 9) It could consider Sector based information (LMI), resources allowing
- c. The Toolbox could be like a talking guide or written information in a brochure style
  - d. The end product should be aimed at “self-directed learning” and therefore the focus of the materials (content) must be intended for the individual (those listed above as the target groups)
  - e. Translation considerations need to be taken into account. However, there is a limited budget line allocated to this

## 5. Recommendations for the Transfer and Testing in WP4

- a. Partners noted that in the application form, the ‘train the trainers’ programme and the ‘test’ are in fact the same thing.
- b. The second test, as with the first, will take place in partners’ contexts, where partners have different relationships and stakeholding – e.g. with EIAG staff, employers, youth workers or intermediary organisations. The testing would be flexible to reflect this. For example APS does not employ EIAG staff, so it would be easier for them to test with the stakeholders that they work with. On the other hand 15b work with all of the stakeholders and is likely to involve them all. In general, the more that this range of stakeholders can be included by all partners, the better.
- c. Those who take part in the train the training programme/test should be able to talk confidently about the BB programme providing the “core/key messages”. This is going to be essential for dissemination purposes. They could ultimately become ambassadors or champions for embedding and mainstreaming the programme beyond the project’s life.
- d. In terms of the testing phase the partners need to bear in mind (think creatively) what works best with the different groups in their countries (written information, check-list, digital interactive materials).
- e. It was recognized that the above constitutes the overall ‘editorial framework’ and that it may take some time to work up a full Toolkit and Guide. Therefore the next test may not be a complete Toolkit and Guide but rather an approach to one supported by a range of existing materials and other, illustrative, new materials and guides. 15billion will outline this approach further and follow up with staff.

Ian Porter, 15billion  
Richard Parkes and Fabricio Chavarro, Rinova  
On Behalf of the Big Bang Partnership



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