Reinsertion into education and training pathways for labour market insertion

Technical workshop

Italian Presidency Conference: Youth Guarantee - First results
14-15 October 2014, Rome

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Policy context and challenges

- **EU youth unemployment rate** at 21.6% (8/2014)

- **Special target groups**: Early school leavers (ESL) and young people who are neither in employment nor in education or training (NEETs)
  - The average share of ESLs: 12.0% (2013)
  - 7.5 million young people NEETs (2013)

- Young people dropping out prematurely are in many Member States at greater risk of unemployment:
  - Early leavers are a high-risk group – 55.5% of them are not employed and within this group about 70% want to work.
  - Resignation is an increasing concern – 12.6% of inactive youth wanted to work but were not searching for a job (3rd quarter 2012)
EU policy responses

- **EU 2020 headline target on early school leavers**: Reduction of the share of early school leavers to 10% (17.6% in 2010, currently 12%): substantial progress, but additional efforts in some MS necessary to reach the target; Monitoring through European Semester and Country Specific Recommendations

- **Bruges Communique** – vision for modernisation of VET system

- **European Agenda for Adult Learning**

- Youth Employment Initiative and Youth Guarantee

- European Alliance for Apprenticeships
Modernisation of VET systems

- improving flexibility and transparency in the transition between different levels and types of education
- Moving towards skills, competences and learning outcomes responding to labour market needs
- Extending and strengthening work based learning
- Inclusiveness and good quality provision for both youth and adults
Benefits of strong VET systems

- **Labour market relevance** (e.g. through the involvement labour market relevant authorities, social partners and VET providers)

- Facilitated *transition from education to work*

- Potential to attract, retain and reintegrate in E&T and on the LM

- Providing *soft skills* and keeping people up to date with *fast-changing requirements* of occupations

- Improve **labour market prospects** and mitigate the risk of social marginalisation for people that return to E&T

2 types of measures...
Prevention

- Early warning systems and units (e.g. monitoring, tracking)
- One-to-one support (e.g. individual coaching programmes)
- Complex interventions by multi-professional teams (e.g. availability of professional counselling and support services within VET schools)
- Short-term time out measures
- Strong guidance and orientation services
- Transition programmes (e.g. offering a period of time to try out different courses, visit companies or workshops etc)
- Financial incentives (e.g. through performance-based funding linked to qualification completion and dropout rates, performance-based bonuses for companies, grants to students)
- Specific expertise and resources for VET providers
- Training of teachers and in-company trainers to deal with early leaving from VET
Compensation measures (Reintegration)

- Second chance programmes
- Targeted outreach measures
- Reinsertion via WBL and dual vocational training...
- VET preparatory programmes and study guarantees (e.g. pre-apprenticeship programmes within youth guarantee schemes)
- Programmes for specific target groups
- Language support
- Adult learning programmes
How to make reinsertion a success?

(1) Partnership based approaches
(2) Early intervention and activation
(3) Tailoring training provisions
(4) Skills and learning/teaching methods
(5) Quality of VET pathways
(6) Recognition of skills and qualifications responding to labour market needs
(7) Support measures
(1) Partnership based approaches

- Ensuring greater cooperation and coordination at policy level

- Developing holistic approaches to address all barriers faced by young people (social, education, employment, family policies and support services have to work together)

- Developing partnership approaches, e.g.
  - Involving social partners, chambers, VET providers, youth organisations
  - Work at regional/local level
  - Do not forget role of civil society organisations and youth work
  - Bridging the gap between companies and VET providers, schools and employment services
  - Innovative partnerships between formal and non-formal learning providers to develop educational approaches attractive for different groups of learners
(2) **Early intervention and activation**

Reaching out to young people through **additional targeted outreach activities, e.g.**
- youth events, media campaigns, use of social media
- tracking or "catch up" services
- Utilising better the potential role of **youth organisations** and **youth centres** (ex. European research project YOUnex has analysed six social networks for unemployed people in Geneva, Cologne, Kielce, Lyon, Turin and Karlstad: inclusive organisations can foster on citizens' participation and service-oriented organisations on young increasing young people's skills and employability
- establishing **special focal points** or **Youth agencies** (e.g. Youth Employment Centres in LT; Navigators Centers in SE)
(3) Tailoring training provisions

- Thorough initial assessment of learner's need
- Individual training plans with clear goals, progression and continuous monitoring
- Individualised support throughout the programme
- Ensuring that learners are equipped with key competences (certain "readiness" before going into real work placements)
- Learner support to deal with practical obstacles (e.g. financial difficulties, childcare, develop confidence by using mentors and systematic guidance throughout the programme)
- Close cooperation with employers on work-based learning...
(3) Tailoring training provisions

...Underlying principles and values:

- The target group is not a homogeneous group
- Focus on those young people with particularly at risk of becoming or staying as NEET
- Reflect on the principle of mutual obligation ("carrots and sticks" approach)
- Consider a whole-person approach
- Individual action plan
- Respect the value of participation and ownership
(4) Skills and learning/teaching methods

- Strengthening **key competences** in I-VET curricula (with special attention to the acquisition of basic skills, foreign languages, ICT skills and entrepreneurship)
- **Innovative use of ICT** (MOOCs, ICT based simulations, Open Educational Resources, concept of ‘flipped classroom, etc)
- Innovative teaching and training of teachers and (in-company) trainers (updating and upgrading)
- Intensive efforts in the field of **guidance** (in both prevention and correction)
- Promotion of **work-based learning** as a way to develop high quality labour market relevant vocational skills and hence increase the employability of young people
(5) Quality of VET pathways

- **Quality assurance** is a prerequisite in order to value VET pathways established in school systems or in other contexts, as being equal to those of general education, in terms of skills development, basic knowledge and access to higher education.

- **EQAVET** (national quality assurance framework by 2015) and a set of 10 **quality indicators**

- Improving **flexibility** in the transition between different levels and types of education reducing the existing number of 'dead ends' and facilitating transition to the LM.

- **Permeability** and development of higher VET to respond to emerging skills shortages.
Recognition of skills and qualifications responding to labour market needs

- **Recognition and validation of prior non-formal and informal learning** experiences, link to NQF

- Learning outcomes

- **Comparability and transparency** of the skills and competences acquired by young people (e.g. Europass; credit systems ECTS, ECVET)
(7) Supportive measures enabling labour market integration

- **Relevance** of the training provision to the labour market (employability prospects, involvement of employers)

- Addressing the issue of **skills mismatches** and supporting research on skills forecasting to define curricula, occupational profiles, qualifications – link to ESCO, SSA,

- Build local networks bringing together public services, VET providers and local business actors

- Improving **monitoring and evaluation** of learning outcomes, policies and programmes
Wide variety of return to work programmes at Member States level

- Programmes to develop basic skills leading to a recognised qualification
- Programmes focused on rapid labour market re-entry
- Programmes specifically focused on transversal or key competences
- Programmes devised to cater specific target groups (e.g. disabilities)
EU funding and networking

- **Structural funds**: European Social Fund (ESF) but also ERDF, EAFRD
- **European Programme for Social Change and Innovation** promoting access to finance micro- and social entrepreneurs
- **Mobility programmes** (e.g. Erasmus+; Erasmus for Entrepreneurs)
- **Youth in Action Programme**
- **EURES** and **Your first Eures Job**
- **Mutual Learning Programme** (MLP)
- **European Parliament preparatory action** on Youth Guarantees (YG)
- **European Network of Employment Services** monitoring the YG
Links to CEDEFOP studies:

- Navigating difficult waters: learning for career and labour market transitions (2014)
- Policy handbook: Access to and participation in continuous vocational education and training (CVET) in Europe (2014)
- Return to work Work-based learning and the reintegration of unemployed adults into the labour market (2013)
- From education to working life (2012)

Links to Commission documents/websites:

- New skills and jobs in Europe: Pathways towards full employment (2012)
- Youth Guarantee
- Vocational education and training
Questions for discussion as suggested by the Italian Presidency:

1. What type of **preventive and remedial ad hoc policies** should be conceived to target early school leavers or NEETs and be supported by ESF and YEI?

2. What actions might be effective to improve the **quality of VET pathways** and what are the lessons learnt with regard to future investment in VET?

3. In which way can the **recognition of skills** and the **acquisition of diplomas/qualifications** relevant for labour market needs help improving the employability of young people? Where could the ESF provide support?