

STEPbeyond

Documentation of **Good Practice**



STEPbeyond - Welcome

With this booklet we would like you to share in our project, which ends in summer 2014. For two years we have worked intensively on the topic of transition between school and training, sharing our experiences and looking at this topic from several points of view.

For years now, one of Europe's top educational policies has been to significantly reduce the number of school drop-outs. In all partner countries many stakeholders from schools, companies and other educational organisations have devoted themselves to the question of how the transition between school and work can be made in a more purposeful and appropriate way, both in terms of quantity and quality. One target group of these primary considerations are often young people with few job prospects.

The aim is to create a mandatory path of further career development for these young people. This could for example accompany a training placement which allows the possibility of a vocational qualification and with it a (reasonable) chance of social participation. For people from immigrant backgrounds this is also a key aspect for successful social integration.

In the LEONARDO partnership STEPbeyond we took approaches and examples of good practice as a basis for developing a common idea of how support can aid vocational orientation. In this booklet you will find 10 different examples of good practices from the five participating countries in this project: Germany, Netherlands, Austria, United Kingdom and Turkey. These examples are developing new types of support suited to integrating young people; often with less advanced educational and social skills.

We have gained a huge amount over the last two years. We owe particular thanks to all teachers, trainers and trainees, entrepreneurs and experts from public administration and many more people of the different regional networks who dedicated their time and energy to the project.



Marco Schroeder, project coordinator (Zukunftsbaue GmbH)

STEPbeyond - The Aims

This project looked at schools, VET schools, companies and young people. These three form a triangle in which each interacts with one another. In the past two years the main focus of STEPbeyond lied on:



The partners took approaches and examples of good practice as a basis for developing a common idea of how support can aid vocational orientation, and in particular how the transition between school and training can be achieved for young people with few job prospects.

STEPbeyond - The Partners

Germany

► Zukunftsbau

Associated partner: OSZ Wirtschaft- und Sozialversicherung (VET school)

► Röntgen-Schule (secondary school)

Associated partners: Alte Feuerwache (LBO), Deutsche Bahn AG

Netherlands

► Municipality s'Hertogenbosch

► Koning Willem I College (VET school)

► Hervion College (secondary school)

► Philips Electronics Nederland B.V.

Austria

► Steirische Volkswirtschaftliche Gesellschaft

► NMS Lebring-St.Margarethen (secondary school)

► Isovolta AG

United Kingdom

► City College Plymouth (VET school)

Turkey

► TRIADA Consultancy



STEPbeyond - The Summary

Kick-off meeting in Berlin, Germany (December 2012)

The kick-off took place in Berlin. Only the weather was cold and snowy but the atmosphere between all partners was warm and hearty from the very beginning. That meeting emphasised on knowing each other and got a common idea about the main objectives of the project as well as of the aims and intentions of all partner organisations.

We used the whole first day for that intense and fruitful discussion. Exhausted but perfectly satisfied about the common idea of the project work plan the second meeting day offered several project visits to give an overview on different projects and approaches in Berlin.

All partner had the chance to look behind the scenes at a VET school, the project LBO (local career guidance centre), Deutsche Bahn (vocational preparation programme) and Zukunftsbau (assisted vocational training).

Project meeting in 's-Hertogenbosch, Netherlands (February 2013)

The second meeting took place in the city of 's-Hertogenbosch. At arrival, the partners were warmly welcomed by their Dutch hosts and many of those who were not present at the kick-off meeting in Berlin were very happy to meet their partners face to face. The icy temperature in the Dutch city could not stop the enthusiasm of the partners for the program.

It started with a presentation on the cooperation between companies, schools and the local government in 's-Hertogenbosch. The presentation was the starting point for many interesting talks and discussions and many partners were impressed by the high involvement and the important role the municipality is playing in the cooperation between schools and companies. The program of the meeting included the visit of two plants: the Heineken Brewery and the Philips Healthcare centre.

The visit to Philips impressed the partners the most of the activities which took place during entire meeting. The company offers a training and consequently full employment for young people with few job prospects as well as for people with special needs and they remodel the workplaces so that people can bring their strengths into the job, e.g. people with autism.

Project meeting in Graz, Austria (June 2013)

The meeting in Graz started off during a bright Austrian morning. The first destination of the partners was the NMS Lebring-St. Margaret School. Here the partners were divided into three groups. Each group rotated to engage with one of the following topics: baking and cooking, job finding, and development of technical skills. Students from the school held presentations on the topics and the partners could engage in discussions with them and the teachers.

The partners were amazed by the stunning presentation skills and self-confidence the youngsters showed during their presentations on their career orientation and work placements which they held in different languages. After lunch, the partners visited Isovolta, an international manufacturing company specialised in electrical insulating materials. Here the partners were introduced to the Austrian apprenticeship system and especially the Turkish partners saw the great potential of adopting and implementing this system in their local community.

In groups, the partners could interact with the young people who are doing an apprenticeship at Isovolta and they noticed the high spirit and motivation of the apprentices. This speaks for the good general conditions and effectiveness of the system. The partners also really liked the approach of the General Manager of Isovolta who stated: "Teachers need to develop their own knowledge, they have to work one month in companies to update their knowledge so that they can use it in the schools to guide students"!

On the second day, full of expectations, the partners went to visit the Siemens Transportation system plant. Their expectations were definitely met. Siemens has also a very well developed apprenticeship system. Its selection process for apprentices is very person-oriented; apprentices are not chosen depending on their certificates or diplomas, but on their personal motivation and engagement they show during an initial two weeks trial period.

The attention the company put on offering job opportunities in the engineering field for girls/women was also stunning. In the afternoon, the STVG presented its various projects in the career counselling field.

► Summary continued on next page

STEPbeyond - The Summary

Project meeting in Antalya, Turkey (December 2013)

A really mind-opening meeting was the one in Antalya because here the partners could witness how similar problems, such as barriers to accessing employment, are addressed in a different cultural context and within a different system of vocational education. On the first day, the partners visited an industrial area of the city of Antalya. It was a strategy of the municipality to locate the Technical and Industrial Vocational High School in the centre of this industry zone.

This guarantees a high cooperation and interconnection level between the vocational education institution and the companies, enabling a very practice-oriented education, thanks to apprenticeships in the nearby located companies. On the second day, the partners visited, among other institutions, the Expert Institute Antalya Olgunlasma Enstitüsü. It is an education centre which focuses on a combination of teaching, counselling, family intervention and student-centred learning. Here students are trained in old Turkish crafts, preparing them for the world of work and at the same time keeping Turkish traditions alive.

It was also a great experience for the partners to see the wonderful jewellery and textile produced by the Expert institute. The partners were also impressed by the processes in place to help tackle the problem of early school leaving; this is a pressing problem in Turkey where around 50% of girls are forced to leave school early.

The aim of the process is to bring the early school leaver rate down to 10% by 2020. In general, the partners also reported the inspiring atmosphere of the meeting, as one partner recalls: "It was fantastic to witness, first hand, the passion and pride of the Turkish staff and students. I felt a strong sense of positive social and economic transition throughout the projects that we visited, with a real emphasis on improving equal opportunities.

Final conference in Plymouth, UK (May 2014)

Too soon it was time for the final meeting. The participants met in Mai in the city of Plymouth, where they were warmly welcomed by the English partners. After an early Monday morning coffee, the participants went to visit their first destination, the City College of Plymouth. The partners were not only amazed by the size of the school (16000 students), but also by the modern, well-equipped workspaces and the breadth of the education opportunities and vocation trainings which the institution offers.

On the second day, the partners visited what most of them described as the highlight of the meeting, the Picquet Barracks. In 2009, the City College took over these 18th century buildings which were used as a Marine Skills training centre. In this location, the college is now offering high quality training and is bringing together key players such as Babcock Marine, Maritime Training Plymouth, the University of Plymouth and the companies that make up the marine industry in Plymouth.

The participants were impressed by the motivation of the students and the teachers. Most of all, they were touched by the students who talked about their experience with the Prince's Trust project. One Turkish participant recalls "the boy who after his presentation embraced his tutors, that was so moving!" In general the participants stated that this project was a great opportunity to discuss the general fields of job finding in other European countries and also to see how other schools and institutions use the cooperation with companies to create better circumstances for young people. In Plymouth, the partners were able to see the British efforts and ways of dealing with this issue.

The project left also other deeper impressions on the participants, as one partner recalls "It was a great experience to see that education and guiding can be only successful when you have teachers who are interested in their students, in their life before college and also in what happens after they finish their educational journey".

This summary, based on the visit reports of the project partners, was summarised and edited by Marco Schroeder and Lia Fichtner (Zukunftsbaue).





Project: Philips Employment Scheme, the Netherlands

Austria

Name of Project: Job Orientation

City/Country: Lebring-St. Margarethen, Austria

Description:

Neue Mittelschule / Hauptschule Lebring-St. Margarethen is a rural Secondary school in the southern part of Styria not far from Slovenia. The school was founded in 1972, in the new school building classes started in 1977.

Teaching in teams and self evaluation labelled the way to the future of the "Hauptschule" and now of the "Neue Mittelschule" (since 3 years). Our school is a place for learning, development as well as a for living.

Subjects are combined in learning fields; pupils also practise Free-work. Comprehensive education, vocational training, social learning, democracy, informatics, sports, music and arts guarantee best preparation for further school- and vocational career. All classes participated in different projects concerning real life.

IBOBB has been playing an essential role in our school in Lebring- St. Margarethen, Austria for many years so far.

What is the project about?

IBOBB (= Information/information, Beratung/guidance Orientierung/orientation für Beruf und Bildung/for jobs and education). Since introduction of this subject it has faced an upward revaluation throughout the years.

The kids of the 3rd form (aged 12 and 13) step into their first project week (out of 3) concerning job orientation. This week relates to jobs in the technical, creative and engineering fields.

We try to do it with a closer view to jobs which are given by excursions, by experts coming to school to show their profession and job and by practical work in order to find out special skills.

There are two more project concerning the commercial/ economic/financial field (planned for June 2014) and the social/ human field (planned for the next school year/4th form).



Who has benefitted from the project?

Those projects take place since many years and our students get an idea what they can do after compulsory school has finished.

Those who are able to often pass a higher education, go to University, other students start an apprenticeship in a company at the age of 15.

“Roto Frank was great. Next to our tour through the whole plant we could see the real job life in a big firm. We were allowed to try special tools and also could use it within special prepared tasks.”

Nadine K. and Armin S.,
students

“It was a great deal to visit the information centre for jobs in Leibnitz. There we could find out more about future jobs and we also could go in for a personal test of interest which was a good help for finding a job which really suits.”

Verena N., student

To which of the three STEPbeyond levels fits this good practice most?

Information - guidance - orientation for jobs and education.

We are convinced that this project deals into all three STEPbeyond levels. Social skills are trained as well as our kids get the idea which competences are needed today. The cooperation between schools and companies and also other partners like BIZ Leibnitz give young learners an extraordinary chance to find out that experiences within the labour market are only possible this way.



Please visit <http://www.hs-lebring.at/IE/main.htm> for more information

Austria

Name of Project: Career Catching Counselling (BerufsFindungsBegleitung)

City/Country: Several cities all over Styria, Austria

Description:

Education and economy is the key theme of the Styrian Association for Education and Economics. Seminars for pupils, apprentices, students and adults are also part of our services, such as regional, national and European projects at the interfaces and contact points between education and economy.

We cooperate closely with institutions of the economy, with schools and ministries, with various associations, NGO's and public bodies.

The general aim is to contribute to strengthen quality and performance of education in Styria and Austria, in Europe, in order to support individuals as well as economic, social and societal developments in the future.

What is the project about?

In Austria compulsory education starts at the age of six and lasts nine years. But the youngsters have to make the decision concerning their further education at the age of 14, because lower level ends at this age (8th grade). They can chose the way of vocational education and training (age 14 to 17/18/19) or continue their education at upper secondary level schools (age 14 to 18/19) which includes secondary academic and a differentiated system of secondary technical and vocational schools and colleges. 80 % of young people in the age of 15 attend the vocational education and training system and 20 % the academic education.

The main aim in this project is to plan, implement and organize different career guidance and counselling activities on the transition point between school and the world of work to connect all relevant stakeholders in this process: youngsters – companies – parents- schools – network partners.

All activities focus on the individual needs of the young people. In this project, which has been implemented in 1999, the youngsters are motivated and activated to offensively think about their chances on time at an early stage. They get guidance and orientation and are encouraged to handle their own future confidently and to cope with decisions and uncertainties.

The Career Catching Counsellors work preventively with young people who are attending school two years before they have to make their decisions. They support young people in the situation of transition from school to the world of work by building relationships between youngsters and the world of work. With all their activities they facilitate the vocational orientation at schools. They expand access to career guidance services and minimize regional, social and mental barriers.

Furthermore they strengthen the cooperation between schools, employers, stakeholders, etc. which is necessary for a successful transition processes from initial education to working life. With their work they help reducing school failing and early school leaving.

In the last two year the main emphasis in the project was to enhance a successful integration of young people in their new work environment. This phase is called inplacement. The project team developed a range of measures to support this phase. All practical and useful measures are concerted to the needs of apprentices, employers and parents and are collected in a handbook.

For each target group there are special activities offered to reach their specific needs.

Dialogue with youngsters

- ▶ Counselling, guidance and support for all youngsters on the 7th, 8th and 9th grade (at the age of 13 to 15)
- ▶ Giving detailed information regarding jobs and the world of work for individuals and groups
- ▶ Counselling, guidance and support for a successful transition processes from initial education to working life

Dialogue with parents

- ▶ Giving information and discussing all questions regarding jobs and the world of work

Dialogue with schools

- ▶ Giving professional support in all career guidance and counselling activities in school

Dialogue with companies

- ▶ Giving support in presenting the company and their career opportunities at school
- ▶ Giving support in developing and implementing of interesting ways for early work experience
- ▶ Giving support in developing and enhancing all procedures in companies they have to deal with in the first year of apprenticeship (inplacement)

Who has benefitted from the project?

Marc

Marc had no idea about his career path. In one of our activities – the Technology Safari – Marc got to know different possibilities in the industry and learned what he would have to do in the different professions. In the practical exercises during the Technology Safari he was very talented. Because of his skills, patience and accuracy, the apprentice trainers were immediately inspired by Marc. During the next year of school (8th grade) Marc kept on this way and gained work experience in one of the local industrial companies. The enthusiasm for the technology holds up by Marc. And also the apprentice trainers were enthusiastic about his work.

“In this project I learned a lot about professions I did not know until now.”

“I liked the project because I got a lot of information but also I could practice a lot. And that was fun.”

To which of the three STEPbeyond levels fits this good practice most?

This project fits to social skills/trainability and also to cooperation schools & companies. As mentioned before there are different activities for the different target groups.

All individual activities with youngsters (guidance and counselling) focus on the strengths, possibilities and the trainability.

All the other activities focus on to strengthen the cooperation and the interaction between schools and companies.

Please visit www.berufsorientierung.at for more information

In his last year of school – in the prevocational school – he also gained work experience in other professions. But in the end Marc decided to become a mechanical engineer and found an apprenticeship position in one of the local industrial companies he got to know in the Technology Safari.

Sandra

Sandra was a student in a secondary school at the 8th grade when she got the possibility to visit a regional company. Until then, she did not know what it means to work in a technical profession.

In school, Sandra took part in our event “Ready for job” where we deal with different contents, information and tips regarding the transition point between school and the world of work. As a part or rather a highlight, some recruiters and managers of regional companies were invited. They presented their companies and professions and told them about their needs and expectations in future apprentices. Sandra was very impressed and asked one of the managers for some practical training days to get a better impression about the profession and her own abilities. After that and another further work experience in this company Sandra was convinced in her decision for her further professional life. After finishing compulsory school she started an apprenticeship as a car mechanic in a big regional company. And so far, both, she and her manager are very satisfied with her decision.

“In this project we appreciate the possibility to interact with the young people. So we get in contact with them directly.”

“The activities in the project give us the opportunity to increase our publicity and to get in contact with possible apprentices.”

Germany

Name of Project: Local career Guidance Center (LBO)

City/Country: Berlin, Germany

Description:

The LBO is part of the non-profit-organisation Alte Feuerwache e.V. In the Alte Feuerwache e.V. we have different sections. Some of them are based on public funding, some are self-financed. Shared objectives in all sections are approaches and aims focusing on diversity, social space orientation and empowerment.

The different sections of our organization are:

- ▶ A Youth education institution for extra-curricular youth education (with focus on political youth education)
- ▶ A Youth centre for Youth work and cultural youth work
- ▶ Section focussing on child and youth welfare
- ▶ a seminar house with restaurant, seminar rooms etc.
- ▶ and the LBO

What is the project about?

The LBO offers career orientation for young people at the threshold between school and the working world and is active in transition management. In our activity we combine pedagogical, management and organisational competencies. Our main aim is it to support adolescents in their individual career choice process, in order to guarantee a viable and successful transition into the working world.

Since 2004, the LBO is successfully working on the approach to build up a sustainable and well-coordinated system of early career orientation and transition management directly in the schools. This happens through close cooperation with the schools. One of the success factors of our work is to integrate the capabilities and the resources of each school into the system and to create a network among important partners.

The schools which are part of the cooperation benefit from the ongoing cooperation with the LBO. At this schools has been developed a sustainable and vibrant career orientation system. Extremely successful was also the development of appropriate and needs-fitting offers for every group of actors involved in the career orientation service (pupils, parents, businesses, disseminators, schools).

With the service offered by the LBO, students have more capabilities and are better prepared to start off in the working world. At the end of the school years, every participant has put together during the years an individual portfolio, where the development of the career orientation is documented.

Businesses have the possibilities to choose among more skilled and socially competent candidates who apply for an internship or training. Adolescents are supported in the preparation for the transition into the working world and they are accompanied through the passage. The close collaboration with relevant career orientation actors, as the job center, guarantees a precise, case-related process for the benefit of the adolescent. 90% of our participants leave school with a job perspective which they are able to fulfil successfully.

Another central principle of our work is to integrate our system in the concept defined by the Berlin Senate Department for Education, and also to use the recommended instruments, e.g. the "Berufwahlpass"; a folder which helps young people to define and achieve their job and career wishes.

We have put together all effective instruments, strategies, methods and material which have been tested by the schools and identified as "best practice", into one single publication "Schule+". The information set Schule + (www.alte-feuerwache.de/lbo) is a rich source for all participating stakeholders and it offers career orientation material for every school subject with focus on career orientation.



Who has benefitted from the project?

Merve Durna, 18 years old

Graduated in 2012 from Röntgen Secondary School. After graduating from the Röntgen Secondary School, Merve Durna tried in vain to find an apprenticeship for a vocational training. She, therefore, started the one year course at the vocational school "OSZ Wirtschaft und Sozialversicherung".

Her dream was, however, to take up a vocational training and she therefore applied for the introductory training at the Deutsche Bahn. She first received a negative reply, but after steady additional inquiries, she was accepted and could start the introductory training in January 2013. Unfortunately, she did not receive a permanent employment at the end of her apprenticeship, but she received the offer for a temporary job, which she accepted. She is now hoping to start a vocational training in the retail industry this year.

"I have always believed that I would get a vocational training. You just have to move your butt till you get accepted."

Ogushan Kalayci, 18 years old
Graduated in 2011 from Röntgen Secondary School

"In the first months, I already had stopped believing that I would pass the qualification round for the introductory training at the Deutsche Bahn. But I called them so often and at the end they told me that I was accepted!"

Merve Durna, 18 years old
Graduated in 2012 from Röntgen Secondary School

To which of the three STEPbeyond levels fits this good practice most?

The LBO is equally covering all three STEPbeyond levels.

At the core of the LBO there is the development, implementation and testing of a transition system, which is based on early job orientation and can count on a close cooperation with companies and other relevant institutions present on the labor market. Thanks to consecutive practice-oriented modules the pupils are able to take decisions regarding job choice independently and self-confidently, and if necessary they are supported during the transition into the working world. A portfolio documents the individual competences of every participant.

Through the close relationship to schools, many organisational, coordinating and management structures and processes are developed with the collaboration of the respective school and later implemented in these institutions. Also companies play an important role in this structure. This is visible through different long lasting cooperation between schools and companies and their contribution to the dual learning system. "Schools" and "companies" are adapted to the necessities of the partners and through the mediation by LBO the best suitable partnerships come into existence.

Please visit <http://www.alte-feuerwache.de/lbo> for more information

Germany

Name of Project: Assisted vocational training (Assistierte betriebliche Ausbildung)

City/Country: Berlin, Germany

Description:

Zukunftsbau (Berlin) is a youth work facilitator and accredited apprenticeship company established in 1986 committed to the holistic and vocational training of disadvantaged young people and the long-term unemployed with the aim of integration into the job market.

Zukunftsbau offers counselling services, vocational training in the 'dual system', vocational guidance and modular qualification programmes with integrated social welfare support. All Zukunftsbau services lay the foundations for holistic and life-long learning to enable participants not just to achieve vocational qualifications but also to become responsible members of society. Zukunftsbau as a non-profit-making limited company.

What is the project about?

The "Assistierte betriebliche Ausbildung" (short AbA) aimed at young people that finished school, dropped out of school or/and are unemployed in need of further vocational training in companies. In addition to this the target group has several placement constraints such as poor performance in school or considerable lack of social skills. The project aimed in the first step to prepare these young people for vocational training, meanwhile finding appropriate placements in companies in the second step, and not least assisting the vocational training. The preparation phase of the training in companies consisted of several testing methods designed to give a good overview of basic and social skills, as well as a special training build on these results. In a second step, the matching phase, companies in search of vocational trainees were contacted recommending these applicants. The project was especially designed to open up companies to the diversity of young people consisting of migration background, reduced learning capacities and several other restraints. In addition to this the companies were given assistance in dealing with the target groups special needs throughout the vocational training. The assistance provided for example social care, tutoring and troubleshooting concerning the relationship between instructor and trainee.

The preparation of the vocational training helped the young target group to master the transition between school and working life.

The personal approach in the matching process helped the companies to get more information about the applicant (as it is provided in school reports) and therefore made it easier to give a chance to someone with learning difficulties

The assistance of the vocational training helped both sides the companies and the trainees to deal with problems and therefore reduced the drop-out rate.

In general considering the threat of shortage of skilled labour especially for short and medium sized companies, the project helped to open up new target groups as well as providing a professional perspective for youngsters with difficult backgrounds.



Who has benefitted from the project?

Philip H, 23 years old

Phillip dropped out of school in the year 2007 without any degree. Until he entered the project in spring 2013 he skipped from being unemployed to small poorly paid jobs. His mother had massive problems with alcohol abuse, and left him and his younger brother (18) alone in the flat. Sometimes without any money for the families livelihood. His father left the family at an early stage. His school grades were very poor also considering the fact that he hardly ever really went to school. His unexcused absences were also documented in the official school report. The testing in the preparation phase showed that Phillip's performance in mathematics are far better than what was to be seen in the report.

Another testing revealed that his manual skills were outstanding. In addition to this he has a very pleasant and polite appearance. A company dealing with vehicle and car body repair was contacted and with the given information. Phillip was recommended for an internship to prove his skills. After this internship the company was convinced to give this young man a chance. He started in September 2013 with his vocational training. In one of the last visits he told us that he has been awarded in school, he likes the work and that the instructor is very content with his performance.

With the training and the assistance (as well as in social care) his life circumstances improved noticeably. Phillip appears more secure of himself and more confident.

"I never thought that I would be given a chance for vocational training with my school report and all these unexcused absences!"

Murat D. (Trainee)

"Disadvantaged unemployed young people on the one hand – SMEs which are desperately seeking for skilled workers on the other hand! Not only mind but bind that gap is the main idea of the AbA!"

Sabine Steinert (Project coordinator)

To which of the three STEPbeyond levels fits this good practice most?

Within the Aba project social and manual skills were tested and trained in the preparation phase. One testing tool HAMETII was presented to the project partners in Berlin. It provides a very good example on how manual skills can be tested in a valid method leaving aside subjective observation. In general the AbA project can be located in the field of social skills and trainability as well as competence assessment because these aspects were trained in the preparation of vocational training.

Please visit www.k-aba.de for more information



Netherlands

Name of Project: Philips Employment Scheme

City/Country: Eindhoven, the Netherlands

Description:

Royal Philips of the Netherlands is a diversified technology company, focused on improving people's lives through meaningful innovation in the areas of Healthcare, Consumer Lifestyle and Lighting. Headquartered in the Netherlands, Philips posted 2013 sales of EUR 24 billion and employs approximately 114,000 employees with sales and services in more than 100 countries.

The company is a leader in cardiac care, acute care and home healthcare, energy efficient lighting solutions and new lighting applications, as well as male shaving and grooming and oral healthcare.

What is the project about?

The Philips Employment Scheme (WGP) is just one of several initiatives that demonstrate how serious Philips is about socially responsible entrepreneurship. Yearly Philips offers roughly 175 long-term unemployed persons the opportunity to gain work experience and training within the company during a period of one or two years. A work experience place is an additional workplace to gain work experience that is relevant for the local and regional labour market. These are jobs for persons over and above the official complement, as they must not displace existing employees.

WGP is a proven concept for fostering personal development in people at some distance from the labour market, thereby increasing their chances of finding permanent employment. WGP participants are presented with a range of opportunities to work on sustained self-improvement. The result: a win-win-win situation most importantly for the people seeking to move closer to the labour market, but also for society as a whole and for Philips.

Since its launch in 1983, almost 12,500 job seekers have participated in the Philips Employment Scheme.



Philips Employment Scheme

Who has benefitted from the project?

One of the central principles of the scheme is to offer equal opportunities to all social groups. WGP therefore targets people at some distance from the labour market from all sections of society. Each year certain target groups are singled out for special attention. To qualify for participation, a person must have been looking for work for at least six months.

This rule does not apply to those who are partially unfit for work or to young people with no basic qualifications. For them, how long they have been out of work is not relevant.

Below are some of the groups that the Philips Employment Scheme targets:

- ▶ The long-term unemployed
- ▶ Immigrants
- ▶ Those who are partially unfit for work
- ▶ Young people with no basic qualifications/ drop outs
- ▶ Women returning to work
- ▶ Highly educated people with a weak position on the labour market.

All participants sign a familiarization agreement with Philips for the duration of one year. Philips pays the statutory minimum wage as well as a 13th month payment. Participants do not get a job guarantee, but the quality of the market conformed approach proved during years that roughly more than 70 percent is successful in finding a job with sufficient perspective on the labour market. Last Year 69% of the participants find paid employment.

"A springboard to a better job"

"I'm secretly hoping for a permanent contract"

"Employment Scheme opens new horizons"

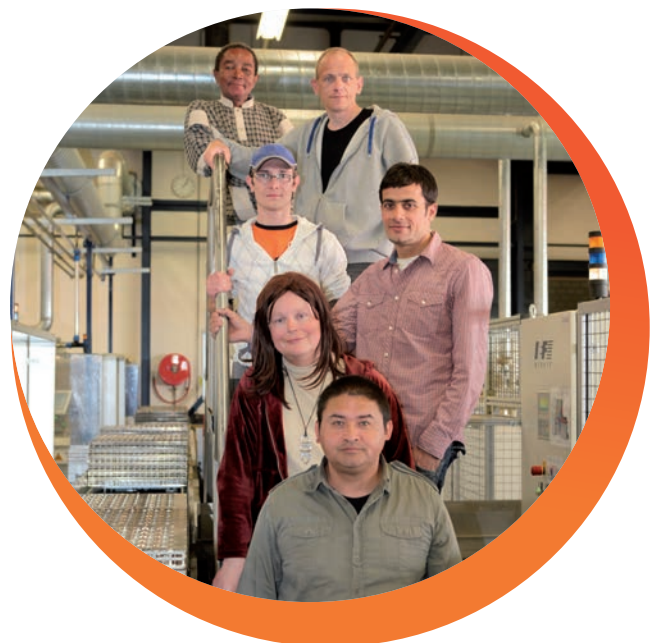
"Doing nothing all day is not for me"

To which of the three STEPbeyond levels fits this good practice most?

Cooperation between schools, local authorities and companies.

The Philips Employment Scheme has entered into contracts with a number of reintegration bureaus and local authorities to help with the recruitment and supervision of candidates. Besides, participants in the training-for-work projects followed a vocational training, offered by the Regional Vocational Institute and participants in an individual work experience placement were also offered plenty of training opportunities.

Please visit www.hrn.philips.com/wgp for more information



Netherlands

Name of Project: Actionplan Learning Jobs

City/Country: 's-Hertogenbosch, Netherlands

Description:

Action plan Learning Jobs is a cooperation between the city of 's-Hertogenbosch ROC Koning Willem 1 College (VET), Bossche Vakschool (VMBO), UWV werkbedrijf (Labour office), Brabants Zeeuwse Werkgeversvereniging (BZW) and the network of ambassadors of companies.

These partners are committed to make this action plan grow by means of man power and other tools. This well organized cooperation creates successes in which youngsters are guided in finding a learning job.

What is the project about?

What does it do

Action plan Learning Jobs focuses on creating jobs with appropriate guidance for youngsters until 23 from the region of 's-Hertogenbosch who are not capable of doing that themselves. This is mainly done in middle and small companies.

This is done by:

- ▶ realize a more efficient acquisition
- ▶ having intake interviews with youngsters
- ▶ maintaining contact with companies

Quantitative aim:

- ▶ Realize 100 extra learning jobs every year

Qualitative aim:

- ▶ Finding the right learning job for youngsters
- ▶ Finding suitable and qualified staff for employers
- ▶ More efficiency in acquiring learning jobs

Added value

The action plan learning jobs is one of the interventions to decrease the number of early school leavers and it is an important contribution to decrease youth unemployment.

What makes it good

A well done problem analysis, cooperation based on added value for all parties involved. Good project management, organization and administration. Clear set targets, procedures, tasks and responsibilities of the different parties. All these make the action plan a success.

The constant monitoring, job coaches, resetting procedures when necessary, driven workers and their involvement have brought 1000 youngsters to learning jobs, and that is up to now.

Captains of Industry support Regional Action plan Learning Jobs

At the start of the project in the city of 's-Hertogenbosch, the initiators looked for the power of the Education, Entrepreneur and City Government triangle. Central Goal is to give youngsters without a valid starter qualification a chance to get an MBO diploma through learning and working. The three partners contribute to their possibilities.

- ▶ The city knows the targeted youngsters through the so-called 'jongerenloket', where they come for their benefits;
- ▶ Schools come across youngsters who quit early for whatever reason in MBO and VMBO education;
- ▶ Entrepreneurs have the possibility to help the newly motivated youngsters back into the job market in a protected way.

To coach and support the youngster successfully there needs to be a good cooperation between the three mentioned earlier. On the one hand Entrepreneurs can stimulate Education and City Government in defining target conditions for subsidized practical education, the best possible connection to the working field.

On the other hand Entrepreneurs are expected to take responsibility when they take on a youngster in their company. Representatives from the business can be the best ambassador thus the best asset of the project. Ambassadors are willing to take on one or more youngsters in their company and make it an example to other employees. They are also willing to promote the project in their network and invite and support project leaders, as well as being the speakers to the other two bodies involved, giving the right 'translation'.

Who has benefitted from the project?

Steven comes to us to ask if we can help him get a learning job as shoe maker. He has had many jobs but is now certain he wants to become a shoe maker. This branch has few learning jobs, and after a while we find him a good position. Steven starts as a student and it appears he is very talented, as he took first place at the European Championships. (see enclosure)

Kevin, 22 years old. Saw our sign and drops in. He has an education in animal care but can't find work. He has had several jobs and is lost, he asks our help. His age is at a disadvantage in this time of crisis. After 6 months we are able to get him a position at Heineken. He is invited for an interview and is hired as junior operator. At the moment he is doing really well, an excellent employee.

"MBO students are people that do, not to sit in class all day. They have to feel the urgency to study. In a practical environment they see how things work and they see how they develop each day."

Director Pieter van der Meulen

"That result they see motivates them enormously! Furthermore, students are guided intensively from school and Action plan Learning jobs, which creates a safety net if problems arise."

Director Pieter van der Meulen

To which of the three STEPbeyond levels fits this good practice most?

This good practice fits cooperation & companies.

The strength of the action plan is in one clear message: small scale cooperation and finding solutions for a concrete problem. Action plan has a clear question, namely learning jobs, and clear specifics, namely for youngsters between the ages of 16 to 23. The go-to guy for the youngsters and the companies is now settled. Success and failure factors register fast and are clear. The partners/ financial supporters of Action plan Learning Jobs and the network of ambassadors of employers choose to cherish the project as an independent project, while waiting what the developments in the region are. Concrete, measurable targets are of great importance to maintain current success. Where possible cooperated work is being done in bordering initiatives.

Action plan Learning Jobs is in regular meetings with representatives of Koning Willem 1 College (BPV-coördinatoren, Studenten Succes Centrum), VMBO-scholen in the region 's-Hertogenbosch (internship coördinatoren), RMC/compulsory education, Traject op Maat (TOM), the UWV (Labour office) and the 'jongerenloket' (Municipality of 's-Hertogenbosch) about youngsters and learning jobs. Action plan Learning Jobs is also a participant of the Entrepreneur association meetings in 's-Hertogenbosch.

All this is what makes Action plan Learning Jobs a success.

Please visit www.actieplanleerbanen.nl for more information

Turkey

Name of Project: Antalya Olgunlaşma Enstitüsü

City/Country: Antalya, Turkey

Description:

Olgunlaşma (Expertise) Institutes were opened in 1945 and currently operate under the General Directorate of Technical Education for Girls. The institutes have the knowledge and the accumulation of experience to make the traditional Turkish handicrafts alive and be incorporated in the economy.

Antalya Olgunlaşma Institute started its education in 1987 – 1988 and continues with the teaching of handicrafts and creating goods on an organized and extensive level with the awareness of the unique cultural sources in our region and Anatolia.

Our Institution is not only a research centre but also a two-year extensive level vocational education centre which gives the professional education to the people who want to have a profession in the required technological areas.

What is the project about?

Our mission is being a requested institution for the employment of world-class professional staff with a lifelong education mentality.

We aim;

- ▶ to enhance the employment of women with our vocational Women training and creating "Qualified Female Labour "
- ▶ to support the participation of women in the workforce, provide vocational training & necessary knowledge for establishing their own work according to their skills
- ▶ to increase the contribution of women to the national economy
- ▶ to raise the social status of women in society as well as reinforce a strong family structure by educated, strong women

Our Departments:

- ▶ Child Development & Education Department
- ▶ Beauty and Hair Care Services
- ▶ Clothing production technology
- ▶ Graphic & Photography
- ▶ Public Relations & Organization
- ▶ Crafts Technology
- ▶ Jewellery Manufacturing Department
- ▶ Art & Design
- ▶ Food & Beverage



Who has benefitted from the project?

Students or trainees, who have completed at least primary education, have a chance to get a profession or improve their professional vocational knowledge and skills in educational and production fields of the institute.

Child Development & Education Department. Total educational training period is 2 -4 years. One year practical training is scheduled.

At the end of two years of training, successful trainees, get a certificate; if they are graduated from a high school, they get the Vocational High School diploma.

"You never assume how much you will get impressed by the hidden beauties until you start visiting the ateliers and see the amazingly designed products."

Oya Boyacıoğlu (a visitor)

"One day, I ran across Antalya Olgunlasma Institute and I decided to study child development. And my teachers expanded my horizons and taught me how to overcome difficulties. When I look back...I simply thank to that day I met my teacher and decided to be a teacher of Child Development & Education"

Günaç Kasapoğlu (a graduate)

To which of the three STEPbeyond levels fits this good practice most?

Since our objectives are the following;

- ▶ to enhance the employment of women with our vocational Women training and creating " Qualified Female Labour "
- ▶ to support the participation of women in the workforce, provide vocational training & necessary knowledge for establishing their own work according to their skills
- ▶ to increase the contribution of women to the national economy
- ▶ to raise the social status of women in society as well as reinforce a strong family structure by educated, strong women

The following STEPbeyond levels fit us;

- ▶ Learning Job
- ▶ Supporting young people into employment
- ▶ Schemes aimed at minority groups – e.g. females, ethnic minority groups etc.



Please visit <http://goo.gl/z8mVc2> for more information

Turkey

Name of Project: AKE Elevator

City/Country: Antalya, Turkey

Description:

Ake Elevator was founded in 1995. It produces escalators, elevators and systems for disabled people. Ake is successful in the Turkish market and 32 other countries around the world.

What is the project about?

Our business requires specialization. We aim to increase both the interests of youth to the profession of elevator techniques and the professional skills of our employees.

That is why we provide the opportunity to university and VET students to do an internship in our company and we aim to employ them. During the internship period interns evaluate the company and with a view of employing them the company evaluates the interns.

Additionally by opening "elevator courses" in different educational institutes we support the specific education. The first example of this is that we are trying to increase the attention to the elevator profession of almost 10 vocational students per year. For this we have invested in special elevator courses in the Antalya Organised Industry Vocational High School.



Who has benefitted from the project?

Pupils of the elevator class of Antalya Industrial Region Technical and Industrial Vocational High School have the chance to get education directly from professional engineers from the AKE Elevators' factory.

Furthermore AKE has provided the class with elevator components so that they can make their exercises in school. After graduating from school, the pupils of this class have a job guarantee at Ake Elevator.

"By caring out an partnership project with AKE providing our students hands on training, our students are becoming more capable and that makes us happy."

Yusuf Karamanlar, Teacher

"Our efforts to gain youth for our business and occupation will increasingly continue. A society which receives vocational education is more fruitful and productive. We will continue this training cooperation as AKE."

Canan Gürkan, AKE Deputy General Manager

To which of the three STEPbeyond levels fits this good practice most?

To the level 'Competence Assessment - Competence-based transition from school to work (training)' because they connect the world of education with the world of work by directly teaching techniques needed for their workers at the VET school located in the very same industrial zone.

Please visit <http://www.ake.com.tr/index-en.php> for more information



United Kingdom

Name of Project: Step Beyond

City/Country: Plymouth, England

Description:

City College Plymouth is a Further Education college which caters for people from 14 – 60 who are interested in gaining vocational qualifications to enhance their employment prospects or qualifications required to go onto university. It is the largest college in the region.

Training for those on work based learning schemes like apprenticeships with large and SME companies also takes place at the college in recently revamped facilities making them some of the best in the locality.

The college has good relationships with local employers to improve the prospects available for our students.

What is the project about?

The Step Beyond project has enabled members of the Career Team to find out about opportunities in vocational training in different countries in Europe. It has given an insight into the different vocational routes including the setup of formal education establishments like schools and colleges as well as the apprenticeship schemes and those training whilst in employment.

It has enabled us to look at good practice available and share ideas. We have been able to compare the wide range of programmes and equate it to our own educational systems. We were able to promote areas of excellence within our own establishments and demonstrate the usefulness of networking opportunities.

The co-ordination between all parties to offer a fully co-ordinated programme of events to encompass all vocational training opportunities in a limited time worked very well and maximised the

time available to meeting the aims of the project. The opportunity to disseminate information between all parties was again a very valuable experience.

The Careers Advisers at City College Plymouth operate an appointment system to have in depth discussions with individuals about the future aspirations and ambitions and look at all the options available to them at that time; they take into consideration each individual's circumstances. The CAs also conduct a number of group work sessions with current students, these include looking at their progression options after completion of their current programme and help with preparation to find work and how to conduct oneself in an interview situation.

The team have links with other college departments to organise local employers to come and talk to students, and voluntary organisations that can offer good work experience situations. They also organise trips and visits for college students, these can be to employers, to find out about real work situations or to Skills Shows or the University conventions.

The work of the Careers team can be split into those who are looking at coming to college, those that are at college and those that have finished a course and left college.

The in-depth support received by the student ensures they are on a suitable pathway to gain success in their future employment and have a career plan to follow.



Careers Guidance at City College Plymouth

Who has benefitted from the project?

The staff members who attended have benefitted by gaining a greater understanding of the problems that each country has with the employment prospects of young people in today's economic climate as well as the opportunities in the location of the towns, countries visited.

We were also able to find out about the range of provision that is open to young people to support them in their career progression and to enhance their future options.

It was a time to reflect on our own practices and evaluate the impact these have on our students, particularly those in the work based learning sector, who traditionally have achieved lower educational standards but respond well to the intensive support programmes available to them.

"It's fantastic to see a student succeed. We point them towards a course that they are interested in and suddenly a year later, they have started a career and have real ambition and aspiration!"

Careers Guidance Counsellor

"The range of provision available is outstanding and offers some amazing opportunities to give everybody the chance of succeeding, to be a small part in their future success is very satisfying and humbling."

To which of the three STEPbeyond levels fits this good practice most?

Competence Assessment – careers guidance and ability to look at an individual's own skills.

Social Skills and Trainability – Ensuring students are on a course that will get them into work – inspiring young people for real life jobs available locally.

Please visit www.cityplym.ac.uk for more information



United Kingdom

Name of Project: Pre-employment programme

City/Country: Plymouth, England

Description:

City College Plymouth's Vision:

To be a College with a national reputation for promoting opportunity, enterprise and employability.

Our Values:

We put our students and our community at the heart of all that we do. We foster excellence, innovation and creativity.

We celebrate diversity and inclusion and the breaking down of barriers to success. We have high expectations of ourselves, our students and our partners

Our Mission:

To be the South West's leading provider of innovative, skills-based vocational education and training by supporting partnerships for growth, raising aspirations and enabling wealth creation.

What is the project about?

WBLD Pre-employment programmes are designed to offer an alternative to formal education appealing to learners who struggle with mainstream education. By giving these learners the chance to engage in a wide range of personal development and vocationally relevant activities, the department aims to:

- ▶ Encourage disengaged learners to re-engage with educational provision.
- ▶ Help vulnerable and underachieving 14 -25 year olds to become work ready to secure economic stability and make a positive contribution.
- ▶ Foster the personal and social development of 14-25 year olds so they are able to have safe, happy and productive lives, safeguarded against social exclusion.

In order to meet these broad aims, WBLD has specific objectives that range across all pre-employment programmes. These are regularly assessed in terms of the impact that they have on young people themselves and the wider community. In particular:

- ▶ Provide an innovative and diverse range of personal development activities and qualifications for learners who are not yet ready for vocational learning.
- ▶ Deliver functional skills training and qualifications to meet the aspirations and vocational needs of young people.
- ▶ Develop robust links with local schools, agencies and training providers to provide innovative and diverse provision for 14 – 24 year olds who are NEET or in danger of becoming NEET,
- ▶ Provide seamless transitions from schools into the programme and eventually into Apprenticeships, Employment or FE courses.
- ▶ Create outstanding pastoral support for young people through rigorous monitoring procedures and excellent links with external agencies and specialist staff training.



Pre-Employment Training

Who has benefitted from the project?

Mary Biddick started on the Prince's Trust Team (PTT) programme in February 2013 as she felt lost, useless and hopeless at home and she did not feel appreciated spending time in rural Cornwall. She felt that she lacked parental support and doubted her own abilities. On the course, despite over an hour commute from her home to college every day, her attendance and punctuality was excellent.

Mary played a major part in the setting up and running of a small canteen to raise money for the Prince's Trust Team's final challenge at St. Budeaux Community Centre. This allowed the team to run a quiz and raffle for the local senior citizens.

Mary was encouraged to apply for an Administration Apprenticeship with City College Plymouth, after taking part in a two-week work placement with the Work-based Learning Department. She made an excellent first impression.

She passed her vocational and diagnostic assessments in literacy and numeracy and was put forward for an apprenticeship position in the reception area of the Pre-employment programmes. Her hard work paid off and she was accepted, initially working 'front of house' and then, in the last few months, was offered a full-time job with the Plymouth Apprenticeship Company.

"When I first joined I was lacking in confidence and found it difficult to talk. Both my work placements and the adventure activities have given me the skills and self belief to start my catering course."

PEP student

"Staff have extensive experience and offer a wide range of personalised activities and support for learners. This is often delivered through the expertise of partner organisations in health / community organisations / LA teams."

Günaç Kasapoğlu (a graduate)

To which of the three STEPbeyond levels fits this good practice most?

Competence Assessment – Supporting young people bridge the gap between training and jobs.

Social Skills and Trainability – training young people in work skills to include entrepreneurial activities and CV writing.

Cooperation between School and Companies – work experience for students, employer talks and apprenticeship opportunities.

Please visit www.cityplym.ac.uk for more information



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Lifelong
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