

# GUIDELINES

# ASSISTED

# TRAINING SCHEME

## Part I:

Partner organisations' activities to support the development of VET



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# PROJECT PARTNERS

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## ORGANISATION'S WORK



European network of organizations in EU member states or programme countries working with and for young people who face disadvantages or discrimination.



A private non-profit organization in the region of Attica as an accredited vocational training centre.



School and center for professional training.



Grass roots Community Interest Company from Liverpool.



A non-profit apolitical organization founded by a group of teachers, Roma activists and Roma students from Caras-Severin county, in the south-west of Romania.



**Piteå kommun**

Piteå municipality situated in the north of Sweden.



A union of organizations at the federal and state levels.

# GERMANY

## Bundesarbeitsgemeinschaft Kath. Jugendsozialarbeit (BAG KJS) e.V.



The Federal Working Committee for Catholic Youth Social Work (Bundesarbeitsgemeinschaft Katholische Jugendsozialarbeit (BAG KJS) e.V.) is a **union of organisations at the federal and state levels**. The BAGKJS **representing several hundred of catholic organisations, which are active in the field of youth and social work all over Germany**. As committed Christians, we support and counsel young people, especially the ones with fewer opportunities and those with individual problems. We assist them in developing both their personality and their talents and skills. In addition to a well-founded professional supervision, encouraging inter-personal skills is very important to us, so that young people can grow up to become a complete person – with a back bone and distinctive features.

The BAG KJS will choose member organisations respectively experts in the field of VAT who will participate in the project. **One of the participating member organisations is the Caritas Region Ludwigsburg-Waiblingen-Enz (herein after called Caritas) and will actively take part in the applied project.**

## CARITAS Ludwigsburg-Waiblingen-Enz



### Structural data:

- Approx. 220 full-time employees
- Approx. 35 employees of internships, voluntary social year, federal voluntary service.
- Approx. 50 freelancers.
- About 3.000 volunteers

- 6 Caritas centres, approx. 40 locations (Ludwigsburg district, Rems-Murr district, part of Enz district)
- Approx. 30.000 people were reached in 2018

### Task:

- It is an advocate and partner of disadvantaged people.
- It creates solidarity.
- It provides services in social work.

### Service for young people:

- who have no contact with the help system
- who still find it difficult to structure their day
- those who have not yet finished high school
- who have no training place
- who need support in finding an education
- who require socio-pedagogical support and tutoring during
- their training

**BRO - Bridge and Orientation"** in Ludwigsburg is for those young people who cannot be reached by other means. The job centre bears the costs. BRO lives from networking with institutions, schools, addiction help, street work, etc. The young people are advised and can stay in our central contact point, take a shower, do laundry, eat something, etc. The social workers develop perspectives together with the young people.

### Activation assistance:

- The activation assistance for 15 young people up to the age of 25 is to start training preparation, training and work. They learn a daily structuring, Social workers support in case of problems (for example addiction, debts, health problems, law.)They receive instruction in the subjects German, Mathematics and practical life training, as well as in the occupational fields of wood, metal, paint and housekeeping. In addition, interest-oriented projects in the fields of media, sports and music are offered.
- **MOVE - Motivation, orientation, placement, integration** – for young people: Also an activating service half a day. They receive instruction in the subjects German, Mathematics and practical life training, as well as in the occupational fields of wood and metal. Refugees receive vocational orientation here. What prospects are there on

the German labour market, intensive individual counselling, German lessons, vocational support, group offers, acquaintance with German traditions, cultural institutions, associations, internships to give an insight into working life.

- **BaE:** Vocational training: Caritas concludes a training contract with young people and the practical training takes place in accepted training companies.
- **Franz-König-School:** Young people over the age of 16 can obtain a school leaving certificate here. Vocational orientation and internships are an important part of this.

#### Assisted training:

- In a phase 1 from March to August young people are supported to get a training place. They write applications, have job interviews and receive lessons to prepare them for the vocational school.
- During their training they receive tutoring and advice and guidance until they successfully complete their training after 2 or 3 Years.

#### Tutoring assistance:

Young people in training receive tutoring and socio-pedagogical support here. We offer the same in a particularly intensive version for refugees.

#### Goals:

In general, our goals are always

- the development of social skills,
- career orientation,
- career guidance,
- internships to consolidate professional ideas
- to prove one's abilities in practice.
- Support with letters of application,
- practice of job interviews,
- guidance through the training.

The intensity of the support varies from one service to another. Offers 1-3 are vocational preparation measures. Offers 4-6 are in-service.

In the vocational preparation measures, the initial aim is to get used to a daily structure, to arrive on time, to keep appointments, to clarify personal obstacles.

In parallel, lessons are offered on German, lessons on topics relevant to everyday life, projects that interest young people such as media projects, videos, etc., workshop lessons, working with wood.

Social skills are developed: daily cooking and eating together, common arrangements, teamwork.

Vocational orientation, visiting training fairs, vocational information centres, dealing with different professions, possibility of internships, support with applications.

Lessons are offered on German, lessons on topics relevant to everyday life, projects that interest young people such as media projects, videos, etc., workshop lessons, working with wood.

In the case of vocational training in external facilities, we conclude training contracts with young people and cooperate with recognised training companies. In small learning groups, the young people receive extra tuition and socio-pedagogical support.

Assisted training and assistance during training are located one level higher. Here the young people are in regular training. But they also receive tutoring and socio-pedagogical support. Here the intensity varies. In abH they come 1 time per week, in abH for refugees and AsA2 times.

## YES FORUM



Founded in 2002, the YES Forum is a **European NGO of 39 organisations in 19 EU member states or programme countries working with and for young people**. Our network members are working with young people every day in many fields, ranging from running open youth centres to offering training, qualification and support for school drop outs and NEETs. Collectively, the network reaches over 650.000 youths across Europe.

As network of organisations we act to improve the life chances of vulnerable young people by:

- Promoting their personal and professional development in society;
- Supporting their active citizenship initiatives; and
- Promoting inclusive youth and employment policy at local, regional and national levels across Europe.

In fostering transnational activities, we are a European forum for sharing good practice in youth and social work, and for giving voice to young people's ideas.

YES Forum strongly encourages the involvement of its members in transnational project cooperation which engages both young people and practitioners. Hence we:

- Organise transnational learning activities with and for vulnerable young people;
- Develop and promote innovative approaches in youth and social work with trainings, seminars and conferences;
- Contribute to policy on youth and social affairs by transferring experience from concrete practice and young people's input.

Through the work of our members, YES Forum develops non-formal learning, and volunteering opportunities specifically for young people without a conventional classroom experience or unsure about their personal goals. Our work empowers young people with disadvantaged social background to develop skills, qualifications and experience needed for employment and in adult life.



# GREECE

## INSTITOUTO EKPAIDEFTIKOU KAI EPAGGELMATIKOU PROSANATOLISMOU (IEKEP)



Since its beginning in 1995, IEKEP has been involved in a wide range of projects, programs and research in the fields of vocational guidance, adult education and social inclusion.

### Goal:

- to combat social exclusion of vulnerable groups through education and skills upgrading.

It is because of this goal that among others we have led and participated in a number of EU and national funded projects targeted to the acquisition and development of skills that can lead to employability, such as two rounds of national projects for unemployed to learn ICT (in 2012 and 2013).

IEKEP has implemented **projects targeted only to people with low or no educational background in an attempt to help these groups break the cycle of unemployment and social exclusion**. Understanding the needs of people who have either low or no skills or have informal skills outside of the formal education system – in this case, it might be people with no skills or skills that are not recognized - IEKEP has conducted projects like:

- the **Leonardo da Vinci “Community Based Guidance Assistance”** (2000-2001): that aimed at the informal skills of youngsters at risk of social exclusion.
- the LdV project **“ONCE Against Abandon, Opening to New Countries Experiences”** (2007-2008): created a compilation of the pilot techniques that exist in numerous EU countries to help young school dropouts and using these generated a Guide of Good Practices to help people who are outside formal education.

The educational and training activities of IEKEP have been tested on-the-move:

- EQUAL project **“Epi Troxon”** (2005-2007): that provided services for vocational guidance and training to people with no skills and outside of the formal education via a moving team that was providing on the spot services in different locations.

IEKEP provides training services for all categories of VET students, but also specific courses dedicated to social vulnerable groups such as NEETs, unemployed youngsters, migrants, women - victims of violence and young offenders.

IEKEP implements training/ counselling methodologies, aiming to support SVGs to gain assertiveness, increase their functionality and self-sufficiency. These new methods and tools have mostly to do with soft skills, professional orientation and integration.

From 2016 until 2018, IEKEP provided more than 1.000hours of trainings and capacity building through UNHCR funding for professionals and beneficiaries of the Relocation Scheme that aims at the relocation of asylum seekers and refugees from Greece to other EU member states.

**IEKEP has over 20 years of expertise in Vocational Guidance** (more than 600 vocational training programmes/over 200.000 hours of vocational training/over 12.000 trainees).

Our main activities in order to support that development of VET include:

- Training services for professionals of various specializations as well as unemployed, covering a wide range of sectors such as constructions, environment, ICT, tourism, culture, basic skills etc.
- Research activities, mostly on vocational guidance, in cooperation with Public Organizations, European Organizations, Universities etc,
- Planning, implementation and coordination of numerous national and European projects in cooperation with other national and European organizations
- Development of educational material and ICT-based tools.

Through our involvement in various national and European projects, **IEKEP has been equipped with important tools that can help people who are outside of employment to search for their existing skills but also learn a vocation.** We provide vocation training, non formal education as well as vocational counselling and orientation to people with low or no educational background in an attempt to help these groups break the cycle of unemployment and social exclusion.

# ROMANIA

## ASOCIATIA NEVO PARUDIMOS



Nevo Parudimos Association is a non-profit apolitical organization founded by a group of teachers, Roma activists and Roma students from Caras-Severin County, in the south-west of Romania in 2008.

### Aim:

- To decrease the economic, social, educational and cultural differences in the society.

### Objectives of the Nevo Parudimos association are:

- To develop activities which promote democracy;
- To promote tolerance, diversity and equal chances in the society;
- To create community development programs to fight against prejudices towards Roma people;
- To increase the organizational capacity of Roma people;
- To help Roma communities to develop their own competences and abilities to solve problems;
- To develop professional, social, cultural, economic activities and civic commitment.

### Nevo Parudimos association has a big expertise in the following fields:

- **Education:** promoting education in the rural areas, poor communities and in Roma communities, work with the parents, training for teachers and development of afterschool activities for the kids in order to increase the interest of the kids for the school. In this field, we are working very close to schools, with school mediators and teachers but also with the parents of those kids. We have developed a website which promotes education and gives information for the youngsters about scholarships and educational programs of the institutions, Universities and NGO's – [www.aceslaeducatie.ro](http://www.aceslaeducatie.ro). Also in the project "Second chance a new chance" we have developed two manuals with best practices for teachers that develop activities after school, summer kindergarten, second chance education, extra scholastic activities. [www.a2sansa.ro](http://www.a2sansa.ro) . In this field since 3 years we are running a day centre were the kids from a ghetto community from Resita (Mociur) are making homework's for school and having each day a meal.

- **Youth work with Roma youth and inclusion:** starting from 2010 we have implemented until now 4 youth in action projects “Roma Youth European Youth”, “Roma Youth European Youth 2”, “Roma Youth European Youth 3 - Evaluation” and “Roma youth – European Youth 4”, projects in which together with our international partners (18 partners) we developed a guide “9 steps in working with Roma youngsters” which offer information’s and present different working methods to be used during the work with Roma youngsters in different projects. Also during all our youth projects until now we have built two play grounds for the kids from the Roma neighbourhood, we offered the possibility to take part to youth exchanges for 428 youngsters in the last two years majority of them coming from a disadvantage background and Roma youngsters and 36 youth workers and volunteers took part to international trainings from our partners.
- **Voluntary work** (local and EVS) in the past years, we have developed more projects which promotes volunteering. The most important ones are “For a kid smile - rehabilitation of the child section of the municipal Hospital from Caransebes” nominated as finalist to Erste Stiftung Social Inclusion Projects Award; Rehabilitation of the child section of the County hospital from Resita were two projects that promoted social inclusion of the Roma people using as a method the voluntary work. Another important project that promoted voluntary work and inclusion is “Volunteering for all” project which was founded by the youth in action program and which has as result founding a youth voluntary NGO called Volunteering for all. As a sending organization, in the past 4 years we sent over 15 volunteers in different European countries. We also started hosting volunteers coming with the French Civic Service – in the past 4 years we host 5 volunteers from France.
- **Fight against discrimination exclusion and marginalization:** our NGO since the funding had as aim to reduce the barriers between people. Until now we have implemented more projects in which we promote participation to education to youth work to community life of the Roma communities empowering, training and sharing with them experience about how to do that. Also we were part of the Wall free Europe campaign – a campaign which fight for the removal of walls and raising awareness of increasing anti-gypsyism and racist sentiments in Europe, especially the ones surrounding the Roma communities.
- **Refugee and migrants:** starting October 2016, Nevo Parudimos is partner in 2 KA2, Understanding Europe and Network of refugees, projects which aim to offer a better welcoming of the migrants in Romania, all participating countries and in Europe, by creating curricula especially for them to understand the country and the continent they came and how to live here, in the same time they learn the language of the country they are living. On the other hand, through this projects we are tackling the issues concerning the situation of migrants and refugees in our countries, identifying and sharing best practice examples of inclusion and integration at European level. The outputs and more information can be found on the official websites of the projects: <https://www.understandingeurope.eu/> and <https://networkingrefugees.wordpress.com/>

- **Nevo Parudimos Youth Centre:** opened since November 2018, the youth centre is coordinated together with EVS volunteers, having as main goal the development of social, cultural and artistic activities with and for the disadvantaged youth in Resita Municipality ( a city with 80.000 inhabitants). The youth centre offer the opportunity to self-development to the young people one hand, on another hand it creates a safe space for EVS volunteers to learn and practice non – formal education

# SPAIN

## CENTRO SAN VIATOR



Centro San Viator has four different departments dealing with VET and all of them work in the development of inclusive VET in different and complementary ways:

- Ciclos formativos (EQF3, 4 & 5): Regular VET for students who got, at least, their secondary compulsory education degree who are aged 16 and over
- Basic VET (EQF1 & 2): Students who become 16 on their first year and do not have their secondary compulsory education diploma. Many of them are early school leavers.
- FPBA: Students who become 16 on their first year and have a mental disability or mental illness.
- Complementary students: Students who are 13-15 and should be in secondary compulsory education but who, by different reasons, cannot and the Educational Department send them to our school for a special (VET) programme to help them to go back to the system
- Training for employment: here we have different “lines”.
  - Youngsters aged 16-20 who don't have their secondary compulsory education diploma. We train them in VET but also in “general” subjects so they can get their diploma.
  - Students over 20 with a mental disability or mental illness and no compulsory education diploma. We use the “Professional Certificates” to accredit them.
  - LLL: workers or unemployed people who need to train or retrain

Centro San Viator is continually looking for innovative methodologies for inclusion, specially related to VET and work with the public bodies to pilot new initiatives that, when successful, can be implemented afterwards by other VET providers.

# SWEDEN

## PITEÅ KOMMUN



Piteå kommun

### Structure and administrations

There are 8 different administrations to effect decisions taken by the special committees, the Executive Municipal Council and the Municipal Council.

Each department has a specific area of responsibility. 4 000 officials are employed by the municipality of Piteå to carry out the different tasks. This structure is standard in all of the Swedish municipalities.

- The municipal executive office
- The property and service office
- Cultural affairs & recreations
- Community planning
- The social services office
- The rescue services
- The education office

### Community planning

A large and varied administration that holds **departments** such as:

- **Community development:** responsible for community development and sustainability.
- **Competence support:** responsible for adult education and labour issues.
- **Refugee coordination:** responsible for coordination of refugee and integration issues.
- **Physical planning:** responsible for the planning of the physical environment, building permits and energy issues, environment, health, land and traffic matters.
- **Technology and streets**

### The Units of **competence support**:

- **Adult education unit:** For example vocational education, Sfi (Swedish for immigrants) and studies at high school level, for students without university qualification.

- **Labour market unit:** Close co-operation with The Swedish Public Employment Service and the Social service. Tools: Government-subsidized jobs, labour market training, projects by the European Social Fund etc.

#### The unemployed youth in Piteå:

- The unemployment among young people aged 16-29 is still higher than among other groups, not to mention among the young migrants without a high school diploma;
- With the demographic trend with more and more elderly and fewer people entering the labour market, it is extra important that everyone who can, also have an opportunity to work;
- This trend is particularly evident in the North of Sweden, because of the urbanization;
- Young people aged 15-29 in this context are an unused resource. The consequence of losing this group will ultimately lead to even larger socio-economic gaps.

#### Three different types of VET in Sweden and in Piteå:

- **Work-specific training in public and private sector:** Usually between one to six months, offered to unemployed persons, from **The Swedish Public Employment Service or the municipalities**. Aims to introduce people on the labour market to increase work possibilities. For example, to give someone their first work experience, or to strengthen existing qualifications before being employed. Could be combined in many ways.
- **VET within the Adult education system:** Students work in the job they're studying for and attend classes separately, instead of full-time classroom studies. Increasing popularity but requires a close connection between the Adult education (the municipalities) and the private sector, where the students would work. Common in educations such as: healthcare, childcare, construction, transport etc.
  - **OJT (On the Job Training).** A training period for at least five weeks, where soon-to-be students can practice the job along with a teacher with branch specific knowledge. This tool has increased thanks to immigration and can also be combined with language studies.
- **Language-focused training in public and private sector:** Can be initiated by **The Swedish Public Employment Service or the municipalities**. A very effective way to increase language skills, specifically when combined with language studies. Could be strictly for the purpose of learning Swedish, but also combined with work-specific training.

#### Key factors for successful & sustainable VET:

- **Active co-operation between the municipality and workplaces in the public and private sector:** The importance of matching the workplace with a trainee. Not only



acquisition of workplaces. To interact with, support and encourage workplaces to offer training periods. To help them deal with subsidized employments.

- **Educating mentors, workgroups and managers before the training period:** Training periods can be challenging for workplaces, but we depend on them. The Competence support at Piteå municipality offers education that targets expectations, understanding, how to deal with conflicts based on a social and/or cultural context, or due to the language.
- **Frequent support to the participant – develop tools that matches their capacity:** *Maybe the most difficult part, since every participant is dealing with his/her specific story. Challenges: how to earn their trust, how to offer customized work training based on individual needs.*

**To ensure ongoing project participation:** Piteå municipality (specifically the Competence Support section) has a long tradition of prioritizing project participation (such as Erasmus+ & ESF). This makes room for method development, which is highly required when the target group is finding it more and more difficult to reach the labour market without support.

# UNITED KINGDOM

## THE INCLUSION NETWORK CIC



The Inclusion Network (TIN) are a grass roots Community Interest Company from Liverpool, England, UK. We are based in the heart of the community and were established in January 2013 with the aim of **providing youth and community services**.

Our youth club and associated activities programme began in early 2013, and now accommodates 240+ children and young people across our various projects. Within all of our projects **we work with disadvantaged children, particularly those of a low socio-economic background**. We seek to address health, wellbeing and emotional development issues, gang association and anti-social behaviour.

Currently we deliver youth services 4 evenings per week, youth projects we have delivered include: mentoring programmes, volunteering programmes, anti-bullying/peer mentor project, cultural projects using drama and digital technology. We have also participated in European projects which have included youth exchanges and a political simulation.

**We are widening our services to the local community through our foodbank, allotment sessions, education program and I.C.T. classes.** To accredit the work we do we use the AQA process of certification/accreditation.

Currently we have 3 Directors, 1 part time staff member and 8 sessional workers/volunteers.

We offer AEP (alternative education provision) – partnership with Hillside Secondary School, a local high school. We currently work with 7 young people with varying needs. They range from autistic traits, emotional and behavioural difficulties brought on by ACE's (adverse childhood experiences) and a low level of life skills either adopted by watching and modelling parental negative attitudes/skills or due to limited IQ levels.

All young people are close to being excluded from school due to the issues above, and they will move on to adult life without the skills needed to either obtain, or hold down, regular and consistent employment or further education. It is hoped some of these young people, who are due to leave secondary education soon, will become part of our pilot VET scheme.

We have a partnership with a local organisation called The Big Trust. They offer a similar VET model *i.e.* Life skills programme getting them ready for a work-based placement, with a hope

of employment after this in that same placement. However, when we offer this to young people that we know and have known for a long time, the attendance rate and take up is extremely poor. **We believe that due to certain trust issues within our young people, they would benefit from a VET programme within our own organisation with workers they already know and trust.** It is hoped that if we offer it with a higher level of mentoring and support, they will be more likely to participate, stick with it, complete it, and also move on to positive employment.

Although we currently, mainly use informal education tools to engage children and young people, we are keen to introduce more formal programmes of vocational educational training by;

- offering formal placements within our workplace
- to offer support through mentoring, for young people who we already have a trusting relationship with to take up placements within other organisations
- VET for Adults- It is hoped that upon completion of this 'It Works' pilot programme, we can offer something similar to local adults who have barriers to gaining ETE.

We want to implement vocational education training into our business model and expect to develop and expand our offer with the support of this project and the partners who are already experienced in this field.

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