

GUIDELINES

ASSISTED

TRAINING SCHEME

Part II:

State of the art -
internships and VET activities for young people with difficulties



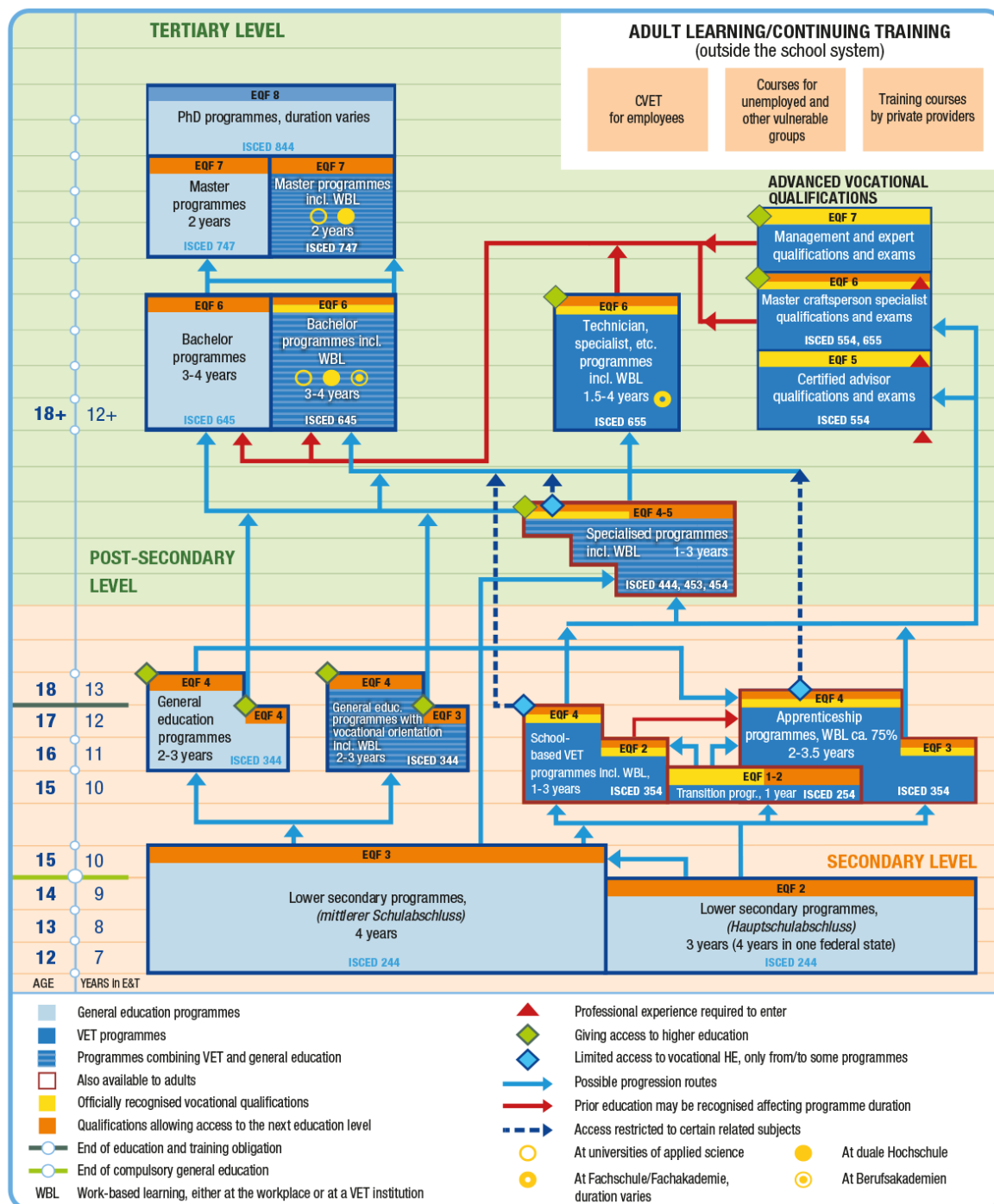
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GERMANY

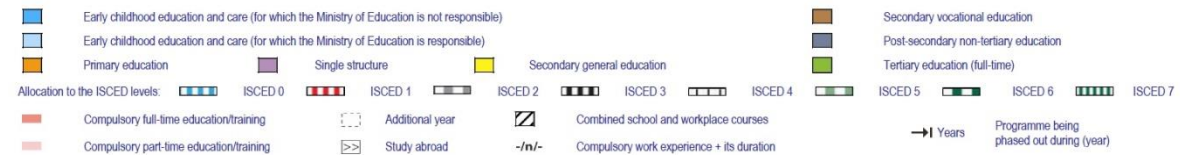
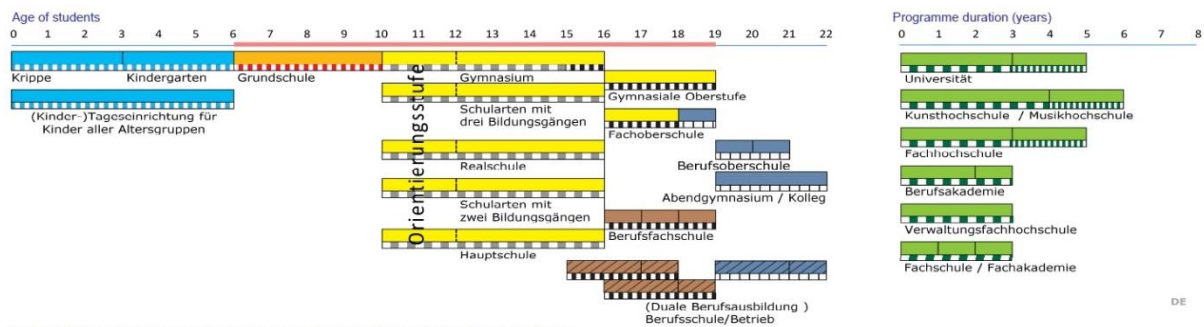
Vocational education and training (VET) in Germany is **based on cooperation between State, companies and social partners**. The Federal Ministry of Education and Research (BMBF) is responsible for general VET policy issues and has a coordinating and steering role for all training occupations in cooperation with the respective ministries.¹



NB: ISCED-P 2011. This is a simplified chart, based on the unified approach used for the spotlights on VET in all EU-28 countries plus Iceland and Norway.
Source: Cedefop and ReferNet Germany, 2019.

¹ https://www.cedefop.europa.eu/files/8116_en.pdf

1| Structure of the German educational system²



2| Main Elements of VET

Types of vocational training in Germany:

- **Vocational training in the dual system:** the most common type of vocational training in Germany.
 - In the training company (70%)
 - In the part-time vocational school (30%)
- **School-based vocational Training:** especially for health-, social and caring professions

VET in Germany comprises the following main features:³

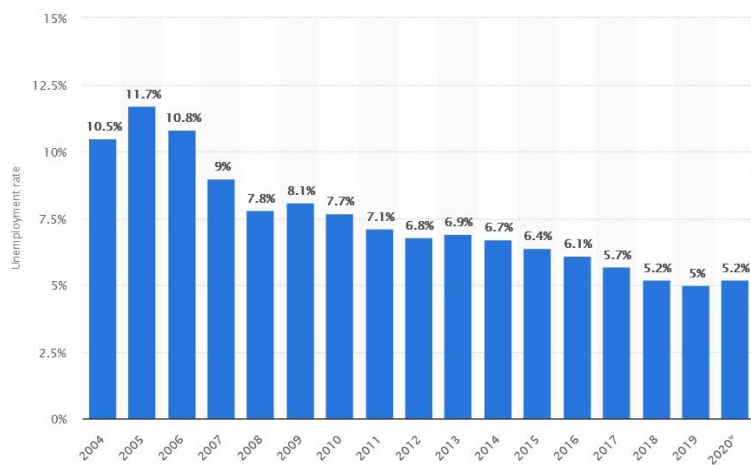
- a **high proportion of people have upper or post-secondary level qualifications** (57.9% in 2017 compared to an EU average of 46.1%), which is mainly due to the popularity of dual VET;
- the **apprenticeship scheme (dual system) at upper secondary level (EQF 4) is the main pillar of VET** and enables efficient school-to-work transition and low youth unemployment;
- **close cooperation between employers, trade unions and the government** in shaping and implementing VET;
- **advanced vocational training at tertiary level (EQF 6-7)**, leading to qualification as master craftsperson, technician and specialist, is a major factor contributing to the attractiveness of the VET pathway.

Distinctive features:

² <https://op.europa.eu/en/publication-detail/-/publication/d7885072-f3ac-11e9-8c1f-01aa75ed71a1/language-en/format-PDF>

³ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/germany>

- Germany's VET is **largely based on the dual system (apprenticeship) leading to high-quality vocational qualifications**. Apprenticeship enables smooth education to work transitions, resulting in low youth unemployment.⁴
- **About one in two secondary school graduates chooses a vocational education programme**; of those, 70% participate in apprenticeship. A growing share has a higher education entrance qualification, which shows the attractiveness of apprenticeship.
- National standards and training regulations (curricula for both in-company and school-based components) assure the success of the dual training programmes. **Companies provide training in accordance with the vocational training regulations, developed by the four stakeholders (Federal and State governments, companies and trade unions)**. Learning at vocational school is based on a framework curriculum aligned with training regulations, drawn up for every recognised training occupation.
- **Regular revisions to training regulations guarantee keeping pace with rapid technological and organisational changes**. After consultation with all parties involved, the competent federal ministry decides whether to proceed. **Cooperation between State and social partners is a core element of VET: social dialogue and shared decisions are the means to ensure that VET reforms are accepted**.



3| Main challenges & Policy responses

The main challenges faced and the policy responses provided by Germany are:⁵

Improving transitions from general education to VET

The number of unfilled training places recently increased again, showing a need for reconciling supply and demand while taking into account significant regional and branch-specific differences. Individual assistance for unsuccessful applicants and guidance for SMEs are provided in case of problems with matching. To prevent training dropouts, senior experts provide individual coaching to apprentices.

Modernising and developing new occupational profiles in view of digitalisation

⁴ <https://www.statista.com/statistics/227005/unemployment-rate-in-germany/>

⁵ https://www.cedefop.europa.eu/files/8116_en.pdf

Digital innovation has an impact on qualification profiles and curricula. The Vocational training 4.0 initiative identifies changing demands in the qualification of skilled workers and how to respond to the challenge of digitalisation.

Increasing the attractiveness of VET

A large multimedia information campaign on apprenticeship was relaunched and early vocational orientation guidance in schools is now widely implemented from grade 7. Online VET portals are addressing specific target groups like young women or university dropouts.

Integrating migrants and refugees into education and training

Integration of Refugees into the labour market and VET system is a priority: enabling German language learning, validating formal and non-formal skills, providing vocational orientation and access to VET, apprenticeships and employment. Existing programmes addressing disadvantaged groups (such as migrants) extended their focus to include refugees and new programmes were initiated specifically for this group.

4| Incentives for learners

Germany offers several incentives to learners, some of them are⁶:

Apprentice remuneration:

The training company shall pay apprentices an appropriate allowance. The amount and payment procedure are specified in the training contract.

Basic vocational training grant:

Financial support is offered during IVET and prevocational training organised by the federal employment agency to help apprentices overcome the economic difficulties that can stand in the way of appropriate vocational qualification.

Support during training:

This support is targeted at all young people who need help to start and complete vocational training. Enrolment is voluntary. Mentors help apprentices to improve German language and other academic skills through special classes during at least three hours a week.

Pre-VET measures:

Prepare young people who need extra support for vocational training or, if they cannot yet start training for inherent personal reasons, to enter employment in the

⁶ <https://www.cedefop.europa.eu/en/printpdf/tools/vet-in-europe/systems/germany>

mainstream labour market. Pre-VET measures give participants opportunities to assess their skills and abilities as part of the process of choosing a possible occupation, e.g. through internships.

Introductory training for young people:

The primary goal of introductory training is to give young people (although there is no actual age limit) with limited prospects of being placed in training an opportunity to acquire modular qualifications towards a recognised occupation. Introductory training also offers companies providing training an opportunity to get to know young people, not just in a brief job application interview, but to observe their skills and abilities over a period of six to twelve months in daily work processes.

Special measures for integrating refugees into IVET:

Young refugees with residence status who participate in dual VET are entitled to financial support after 15 months' stay. Support is in the form of training loans, pre-vocational training measures, and the so-called assisted training scheme.

5| Apprenticeship

Dual VET (used as a synonym for apprenticeships in Germany) is still very attractive. Particularly owing to how **it links learning and work**, as well as schools and companies, the system appears to be a successful model for structuring the transition from school to working life. A final exam, conducted by the chambers, completes the apprenticeship. **Upon passing the final examination, apprentices receive a chamber certificate to document that training has been successfully completed. This certification of qualification is fully recognised and highly trusted among employers.**



An apprenticeship in the dual system normally lasts three years. On average, young people take up VET at the age of 19.7. Compulsory education must have been completed before starting VET.

Apprentices attend a vocational school for one or two days per week, where they are mainly taught theoretical and practical knowledge related to their occupation; they take classes on general subjects such

as economics, social studies and foreign languages. A framework curriculum is drawn up for every recognised training occupation in accordance with the training regulations. **The primary aim of training is to enable young people to acquire comprehensive vocational competence. After finishing the apprenticeship, they should be able to fulfil their duties as employees efficiently, effectively, innovatively, autonomously and in cooperation with others.**

6| What about those “outside” of the system?

Special forms of vocational training for young people with particular need for assistance:

- **Assisted training:** Assistance for youths during their company-based training as well as assistance for the training company. It is a relatively new instrument introduced in 2016. It works in a similar way to "pre-vocational training measures" (before training) and "training-related aids" (during training).
- **Extra-company vocational training for disadvantaged youths** who are not able to complete a company-based training. Support is provided by trainers, teachers, social workers. Vocational training in external facilities (BaE) is a relatively old and established instrument, offered in two versions:
 - Cooperative: the young person is employed for training in a company and receives the necessary funding from an external sponsor
 - Integrative: the young person is employed for training by an external company and receives the necessary support and remedial training in addition to vocational training. The young person does internships in a company during this training.
- **Assistance provided during vocational education and training:** Youths in company-based training receive learning support and guidance by a social worker;
- **Special extra-company vocational training courses** for youths with physical or learning disabilities. Courses for vocational rehabilitation are offered in vocational training centres and other rehabilitation facilities for young people who need special support "due to the type and severity of a disability or to ensure participation in working life". In addition to training, these institutions also offer vocational preparation courses.

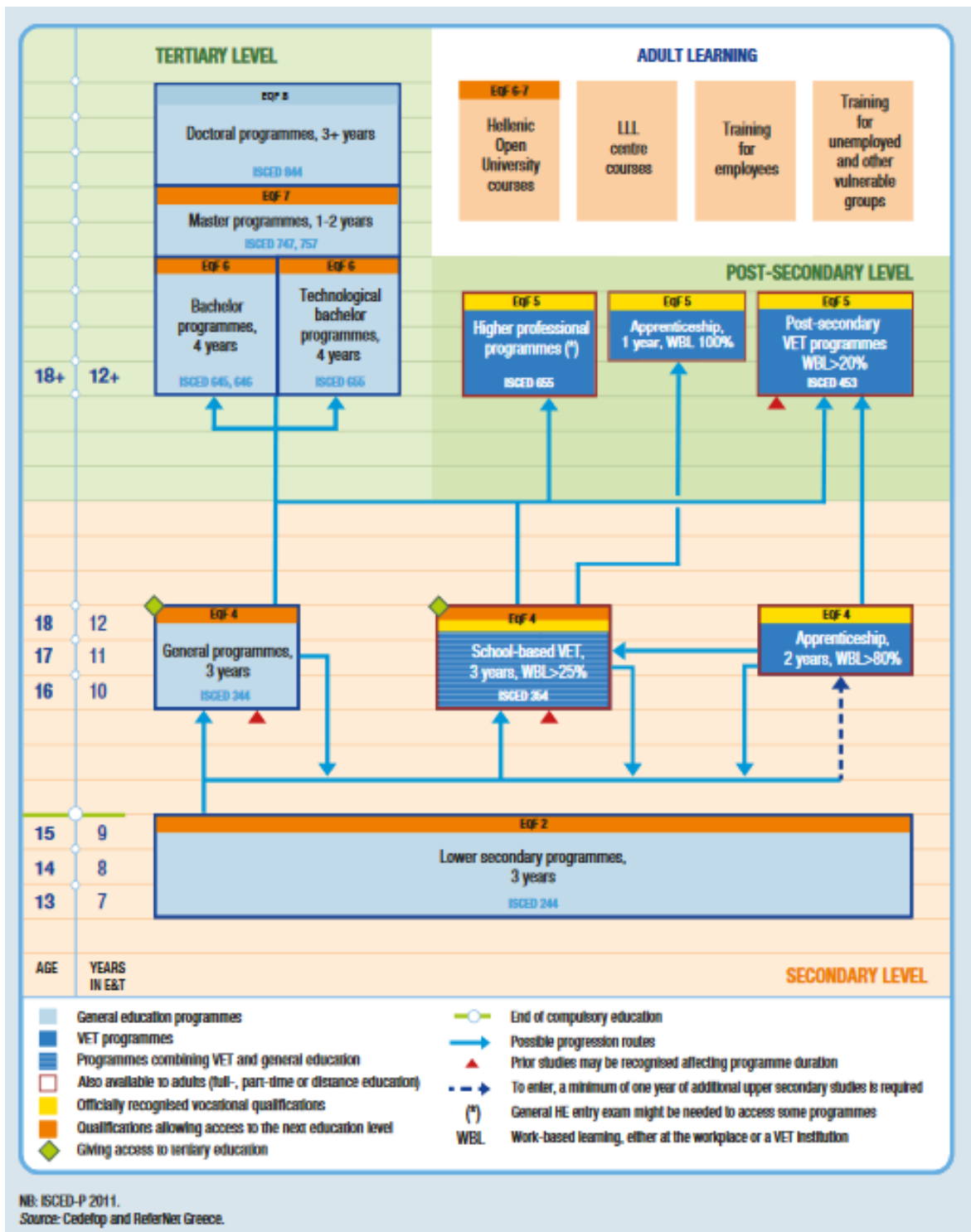
Further assistance for young people on their way from training to work:

- **Entry qualification:** six to twelve-month long-term internship in a company with financial support from the Employment Agency.
- **Preparatory professional education:** take up to ten months and also include internships. Aims at a future start of the vocational training or a professional activity.

GREECE

Vocational education and training (VET) in Greece is **strongly State-regulated** and, until recently, mostly offered through a school-based approach. Overall responsibility is with the Ministry of Education, Research and Religious Affairs, in cooperation with the Ministry of Labour, Social Security and Social Solidarity.⁷

⁷ https://www.cedefop.europa.eu/files/8124_en.pdf



1| Structure of the Greek educational system⁸

⁸ <https://op.europa.eu/en/publication-detail/-/publication/d7885072-f3ac-11e9-8c1f-01aa75ed71a1/language-en/format-PDF>

- **ageing population:** the Hellenic Statistical Authority, ELSTAT, estimates that working age population will be 54.9% of the total population in 2050 against 65.5% in 2016;
- **increased brain drain** (highly qualified and mostly young people)

4| Incentives for learners

To **counteract these challenges** the education ministry has undertaken the following key initiatives:¹⁰

- **implementation of a coherent national strategic framework for upgrading VET and apprenticeships** (NSF, April 2016). This aims at: promoting and enhancing the social role of VET; upgrading and expanding apprenticeships; strengthening links between VET and the labour market; increasing VET quality; and promoting VET attractiveness;
- reform from 2016 has established a **Epaggelmatiko Lykeio school (EPAL)** programme structure to **reduce early overspecialisation by focusing more on key competences in the first year of the programme**; this aids permeability between general and vocational education and allows for better allocation of the teaching staff;
- reform from 2016 has established **a new pathway, a one-year apprenticeship programme at post-secondary level** to offer upper secondary VET graduates the chance to acquire labour-market-relevant skills and to support labour market entry.
- **introduction of the skills diagnosis mechanism** to reduce skills mismatch between VET and the labour market through updating VET curricula (EIEAD, National Labour and Human Resources Institute).

5| Apprenticeship

Apprenticeship has existed in Greece as a distinct vocational education and training (VET) option for learners at upper secondary level since the 1950s, in the form of the EPAS (vocational (upper secondary) training schools) apprenticeship scheme, largely offered through OAED (National Manpower Employment Organisation), the national public employment service. **Since 2013, echoing renewed attention in EU policies on the topic, apprenticeship has been a priority in the VET policy developments in Greece.**

Activities to reform VET and apprenticeship in the country was particularly intensive between 2013 and 2016; it included the launch of a series of secondary laws, decisions and circulars particularly affecting the structure and governance of the apprenticeship system as well as the operational aspects of the system. The 2016 national strategic framework for upgrading VET including apprenticeships (hereafter referred to as 2016 VET strategy) includes the gradual introduction of new apprenticeship schemes next to the existing one offered by OAED.

¹⁰ https://www.cedefop.europa.eu/files/8124_en.pdf

As a result of these developments, the apprenticeship system in Greece includes:

- **the EPAS scheme offered at upper secondary level**, leading to qualifications at level 4 of the national and European qualification frameworks (NQF and EQF) after two years of alternating learning at school and the workplace;
- the **EPAL (vocational education schools) scheme offered at post-secondary level**, leading to qualifications at NQF/EQF level 5 after one year of alternating learning at school and the workplace;
- the **apprenticeship scheme of the vocational training institutes (IEK)** that will be offered at post-secondary level, leading to qualifications at NQF/EQF level 5 after four semesters of learning at VET institutes and one semester at the workplace (for those IEK opting for apprenticeships instead of other forms of practical training that were the common practice so far).

All three schemes will coexist for a five-year period before the overall system is assessed (2020- 21) and further decisions are made on its future structure. Alongside these, school-based VET programmes are offered at upper secondary level (EPAL lyceum, qualifications at NQF/EQF level 4).

The policy developments come at a time when the Greek economy has experienced significant changes during the economic crisis. Conditions in the Greek labour market have continuously worsened since 2008, as the deeper-than-anticipated recession negatively affected employment rates across all age groups, regions and almost all sectors. There were around one million job losses from 2008 to early 2014 and high unemployment rates far exceeding 25%. Small and medium-sized enterprises (SMEs) in Greece were hit hard by the crisis and have still not recovered. These developments pose a great challenge to the envisaged apprenticeship system, both for enrolment goals in all schemes (broadly set, but pointing towards doubling figures of 2015-16), and in terms of future labour market transitions of apprentices to regular employment. In July 2015, the Ministry of Education, Research and Religious Affairs (hereafter Ministry of Education), the Ministry of Labour, Social Insurance and Social Solidarity (hereafter Ministry of Labour) and Cedefop launched the Thematic country review (TCR) on apprenticeships in Greece. The main objective of the TCR was to take stock of accumulated experience and the 2013-16 policy developments, and to identify what needs to be considered in further developing and operationalising the new apprenticeship system in terms of solutions and policy recommendations.



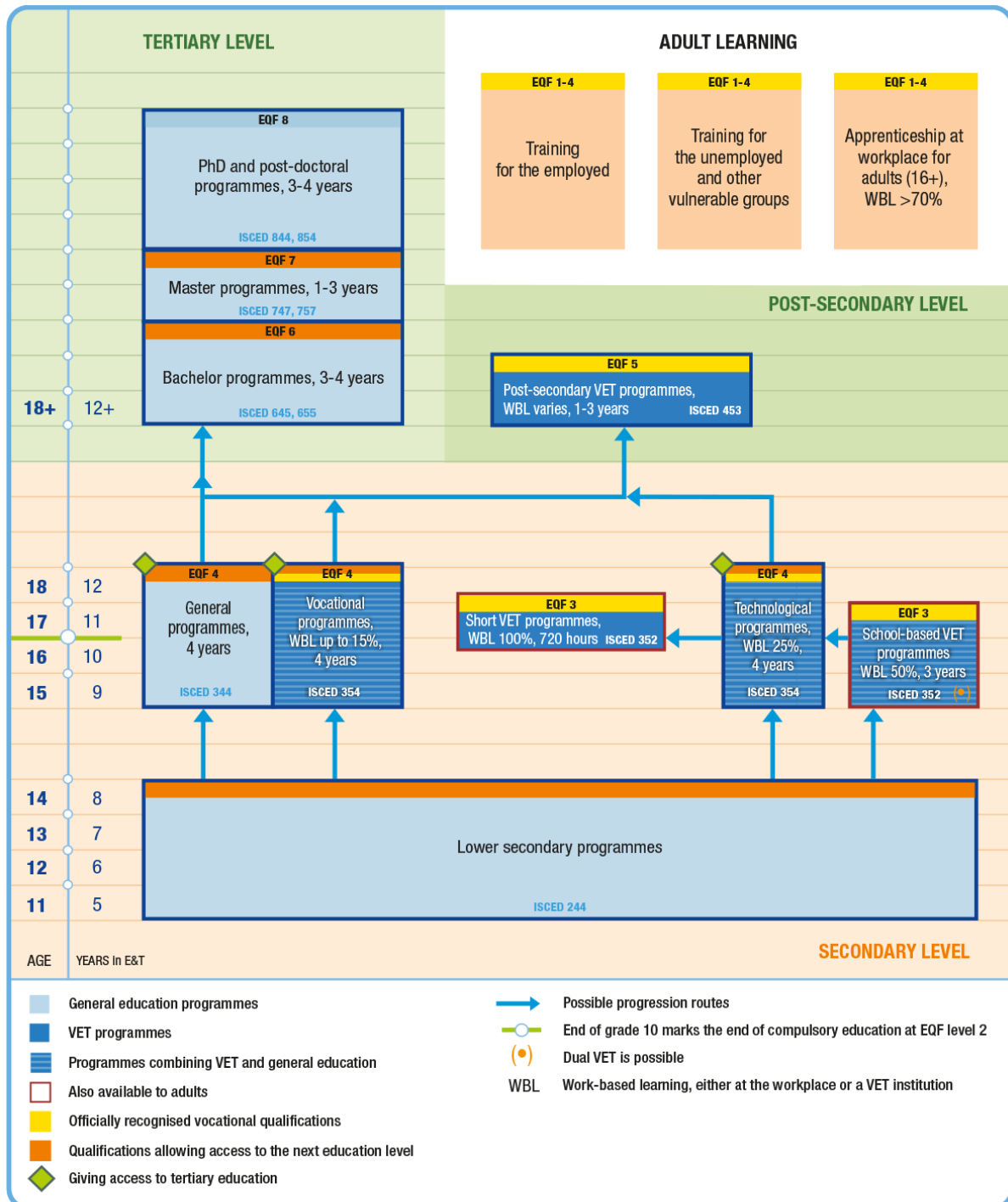
6| What about those “outside” of the system?

Unfortunately, in Greece, there is no special care for people who are out of the system. However, what happens is that **those who have completed the 1st grade of high school (lyceum) have the opportunity to enrol in EPAS (vocational (upper secondary) training schools) apprenticeship scheme**, largely offered through OAED (National Manpower Employment Organisation), the national public employment service.

The studies there last 2 years and the person can choose a specialization and receive a certificate at the end in order to be able to work in the specific field. **There are many vocations from which the individual can choose to attend the one that in their opinion suits them better taking into consideration their interests**, skills and competences, such as General Nursing Assistants, Pharmacy Assistants, Graphic Arts - Electronic Print Design, Hairdressing Art, Building Works, Cooking Art and many others.

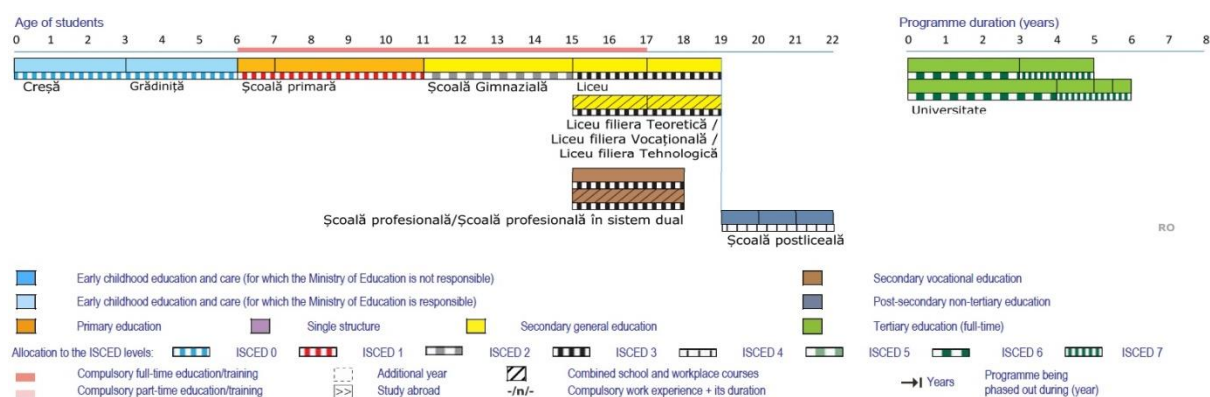
ROMANIA

During the past decade, Romania has developed a system for validating non-formally or informally acquired skills and competences. In line with guidelines adopted by the National Authority for Qualifications, procedural arrangements have been put in place to create a network of providers acting as validation/assessment centres. These centres are active in more than half of the counties.



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Romania, 2019.

1| Structure of the Romanian educational system¹¹



2| Main Elements of VET

The VET education in Romania is **provided mainly by the state**. There is a component of adult education which can be private and the entities who offer this opportunity to people need to get the accreditation for each of the trainings offered. The Government of Romania added the problem of vocational and technical education as one of their priority in their working agenda.

The state offers an **online platform** (<http://www.alegetidrumul.ro/>).

State vocational education, regulated by the methodology approved by OMENCȘ no. 5033 / 29.08.2017 (hereinafter referred to as **vocational education**), has the following **objectives**:

- **training the professional skills of the students**, specific to a professional qualification of level 3 of the National Qualifications Framework corresponding to the reference level 3 of the European Qualifications Framework;
- **development and diversification of the key competences** necessary for the purpose of socio-professional integration and progress in the future career;
- **facilitating the socio-professional integration of the graduates** of the vocational education in accordance with the professional aspirations and the needs of the labour market;
- the **involvement of employers** in ensuring the skilled labour force, according to their own needs;
- **developing the motivation of the young people** for work and the interest for learning, through an integrated approach of the theoretical and practical training in a qualification required by the labour market, with the possibility of continuing the studies, according to the professional interests and the individual development potential.

¹¹ <https://op.europa.eu/en/publication-detail/-/publication/d7885072-f3ac-11e9-8c1f-01aa75ed71a1/language-en/format-PDF>

The professional education is addressed to the graduates of the eighth class, has a **duration of at least 3 years** and has a significant weight of the practical training carried out at the economic operator:

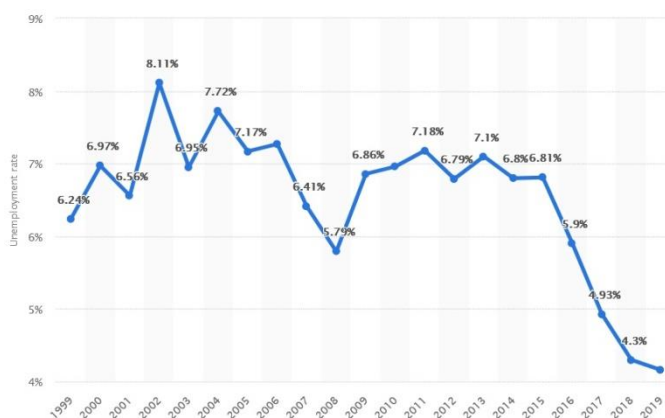
- In the first year, the practical training carried out in the school workshops and at the economic operator represents about 20% of the total time allocated to the program;
- in the second year approximately 60% of the time is allocated to practical training;
- In the third year, approximately 72% of the time is devoted to practical training.

During the three years, internships are organized combining practice with a total duration of 2/4 weeks, 5 weeks in the first year, 9 weeks in the second year and 10 weeks in the third year.

3| Main challenges & Policy responses

Some challenges are:

- **few investments** to support the institutional development of education and training ;
- **unequal access to education and training** and high rate of early leaving; this particularly affects children in rural areas, from poor communities, and Roma. The 2015-20 Strategy to reduce early school leaving was developed to address these challenges, and a mechanism will be established for early warning and intervention that will help detect young learners at risk of leaving school.
- reduce **youth unemployment**¹² by fostering skills acquisition and securing smooth and sustainable transitions from education and training to the labour market.
- the **skilled labour force** coming out of high schools has been **declining** in recent years. Causes: **problems in the design and implementation of the VET system** for the last two decades in Romania: the high level of inadequacy of VET to the demands of the labour market, the aging of the equipment and the practice bases, etc. A second cause of negative trends in the labour market is the **migration of skilled workers to other developed European countries**, where they receive a better salary.



¹² <https://www.statista.com/statistics/373188/unemployment-rate-in-romania/>

4| Incentives for learners

Professional scholarship for three-year professional programmes

The professional scholarship is a national social protection programme that offers approximately EUR 43 (RON 200) per month for all three-year professional programme learners. This scholarship can be combined with grants provided by training companies.

Dual VET allowance

In addition to a professional scholarship, dual VET learners receive at least approximately EUR 43 (RON 200) per month in allowances from the company where they undergo training. Companies also pay for work equipment for learners.

Euro 200 scholarship

The Euro 200 scholarship is a national programme that supports VET and other learners who otherwise cannot afford to buy a personal computer and develop their digital skills. The programme has been in place since 2004 under Law No 269/2004, granting financial aid based on social criteria. In 2018, the government spent more than EUR 2.6 million on this measure.

Local public transport

All formal education learners, including VET, receive a 50% discount for local public transportation (bus, subway and train) up to age 26. Local authorities may also partly reimburse the cost of a monthly pass for learners with special education needs, orphans or those from a children's home/orphanage

5| Apprenticeship

Since 2017/18, a **dual form of 'professional' VET** has also been available. In this, **the municipality (local authority) engages in the partnership agreement alongside the standard contract concluded in regular school-based VET programmes** between school, employer and learner (or legal representative).

Companies are also obliged to pay dual VET learners a monthly allowance that is not less than that provided by the government. Other features are equal to work-based learning in school-based programmes. The share of learners in dual VET was 1.5% of the total VET population enrolled at upper secondary level in the school year 2017/18.

6| What about those "outside" of the system?

The students from the vocational education benefit from **financial support** granted from the state budget through the national program of social protection "The professional scholarship", through which, each student receives the amount of 200 lei (around 45 euros) from the state, under the conditions established by the Government Decision no. 951/2017 regarding the way

of subsidizing by the state the costs for the students attending the education professional, including dual.

Students enrolled in vocational education **can benefit from free meals and accommodation in school canteens and boarding schools**. The expenses for the accommodation and their meal can be covered from local budgets or from county councils, through their own decisions. (Law of national education, art. 12).

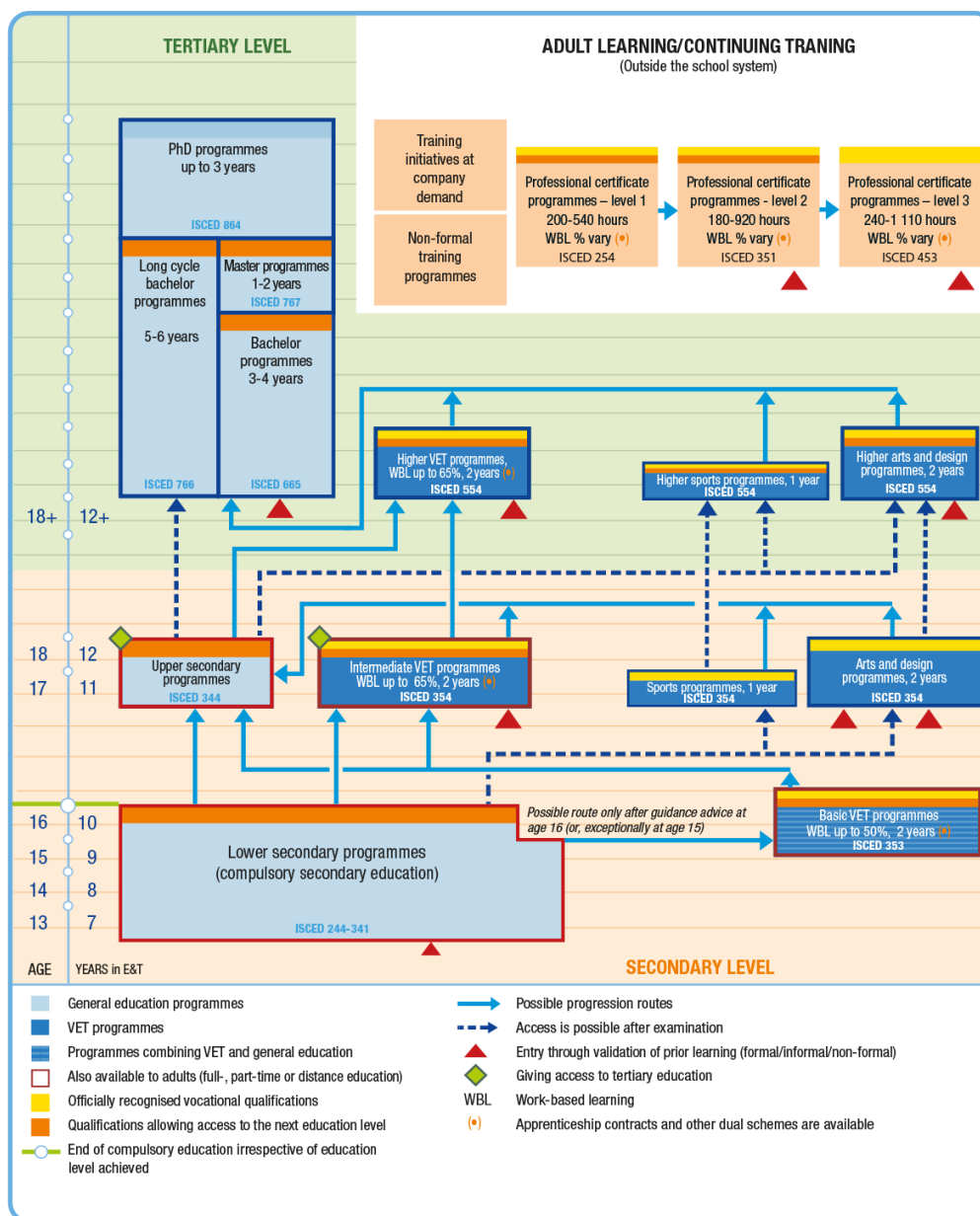
Depending on the performance or other criteria established by the economic operators, the **students can receive other forms of support from the economic operators**, these being established by the individual contracts of practical training at the beginning of schooling.

The **economic operators** are also having **some benefits** so in this way they are more willing to involve themselves:

- There are deductible expenses for the organization and development of vocational and technical education
- Non-taxable income - the following incomes are not taxable: scholarships, prizes and other rights in the form of accommodation, meals, transport, work / protection equipment and the like received by students during vocational and technical education, according to the legal regulations in the field of national education;
- The economic operators can be actively involved in the vocational training of the students, and upon graduation, they can select for employment the best of these, benefiting from a skilled workforce.

SPAIN

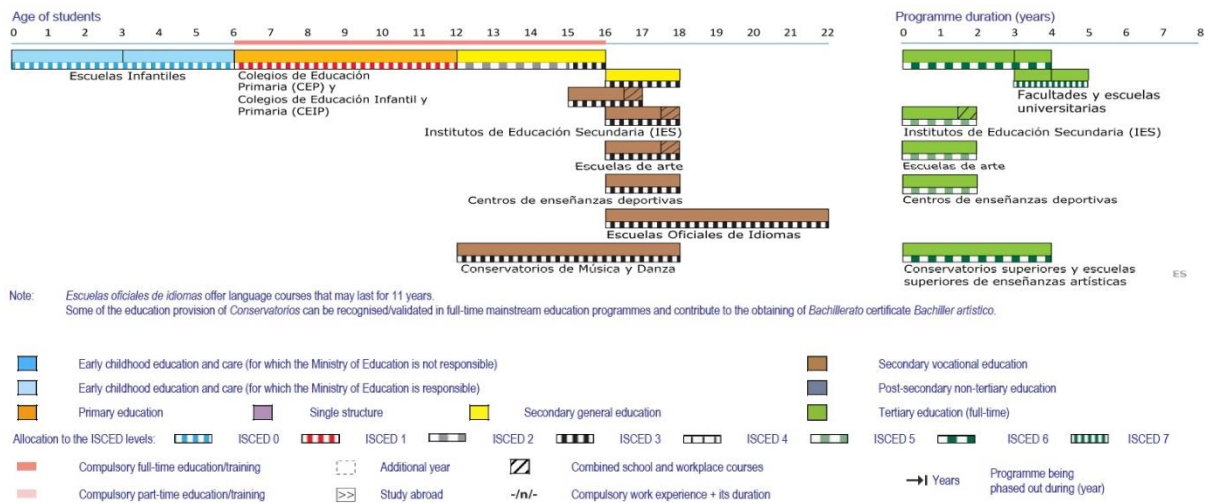
The Spanish constitution provides the right to education and retraining, which public authorities have to promote. **Initial vocational education and training (VET) is the responsibility of education authorities**; continuous training is the responsibility of employment authorities. The national system for qualifications and vocational training is the umbrella for VET programmes, leading to formal qualifications awarded by either the education or employment authorities: they share the same consultation bodies but the governance and objectives of their VET qualifications and programmes differ.¹³



NB: ISCED-P 2011. The Spanish education system is not referenced to EQF levels.
Source: Cedefop and ReferNet Spain.

¹³ <https://www.cedefop.europa.eu/en/publications-and-resources/publications/8104>

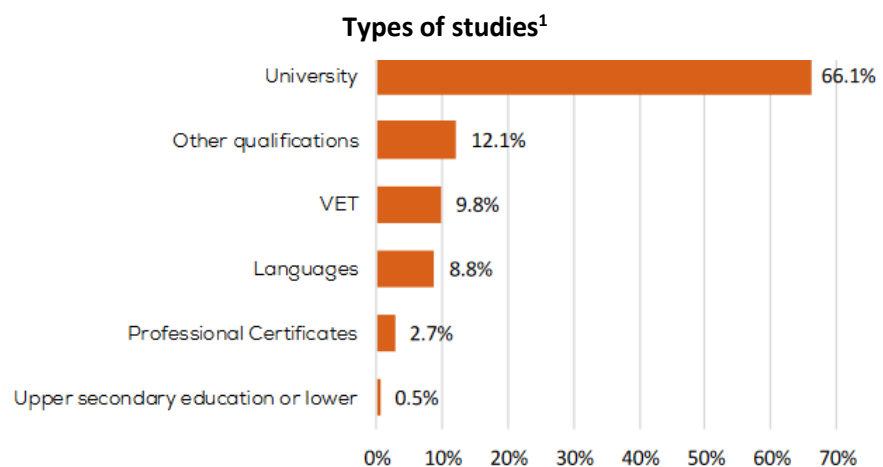
1| Structure of the Spanish educational system¹⁴



2| Main Elements of VET

Main features of the VET system include:¹⁵

- in the last ten years **participation in VET increased by more than 70%**;
- in the same period, early leaving from education and training has considerably decreased but is still below the national target;
- in VET programmes managed by the education authorities, **males are the majority of learners: 71.1% in basic VET, 56.9% in intermediate VET and 52.4% in higher VET programmes**;
- **50% of VET learners are found in three professional branches:** health, administration and management; information and communications technology; and sociocultural and community services;
- the number of apprenticeships/dual VET learners is slowly increasing but is still a minority option compared to school-based programmes.



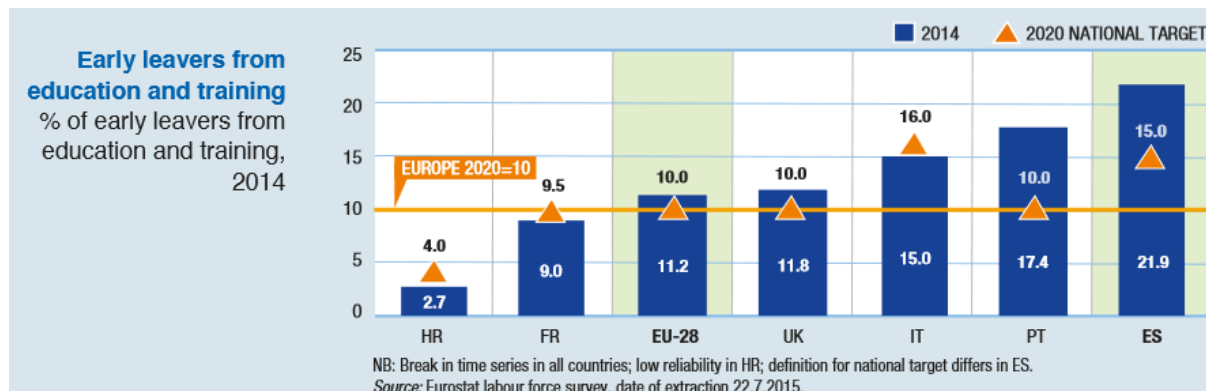
¹⁴ <https://op.europa.eu/en/publication-detail/-/publication/d7885072-f3ac-11e9-8c1f-01aa75ed71a1/language-en/format-PDF>

¹⁵ <https://www.cedefop.europa.eu/en/printpdf/tools/vet-in-europe/systems/spain>

3| Main challenges & Policy responses

In response to the **significant increase in youth unemployment** in recent years, current **VET policy focuses on**:¹⁶

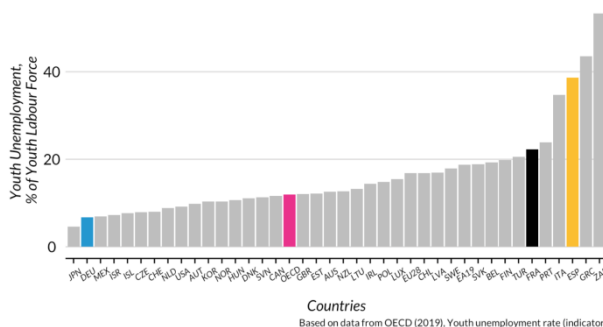
- reducing early leaving from education and training;¹⁷



- improving citizens' qualification levels and employability;
- implementing the dual principle (apprenticeship-type training);
- implementing e-learning and appropriate assessment criteria and quality assurance;
- evaluating the VET system to improve its quality and efficiency;
- improving VET attractiveness, engaging companies in VET and maintaining its labour market relevance;
- aligning VET qualifications with labour market needs and skills forecasts and with sectoral needs;
- developing a comprehensive national qualifications framework and improving implementation of other European tools and principles to promote labour and training mobility and support lifelong learning.

Figure 2: Spain's Youth Unemployment 2017

Spain's youth unemployment of 38.7% is undoubtedly a serious challenge. Among OECD countries, only Greece and South Africa have higher levels of youth unemployment.



4| Incentives for learners

The introduction of a dual system in education authority **VET offers young people at risk an insight into the labour market**. Based on first preliminary data - available from training

¹⁶ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/spain>

¹⁷ https://www.cedefop.europa.eu/files/8104_en.pdf

centres or regional authorities – the employment rate of dual VET learners is usually higher than in traditional school based VET.

Training and apprenticeship contracts are offered in IVET and CVET. **They target mostly unemployed people who lack formal qualifications and have seen positive results since the 2012 labour reform.** Hired apprentices benefit from a 100% reduction in social security contributions, total social protection, unemployment benefit and training (training for at least 25% of working hours in the first year and 15% in the second and third year). The training may lead to a full qualification (professional certificate) or partial certification of a set of competence units towards a professional certificate or a VET diploma.

5| Apprenticeship

Since 2016, **apprenticeships must be linked to a VET programme leading to an official qualification**, issued by the education authorities (VET diplomas) or the employment authorities (professional certificates, *Certificados de Profesionalidad*, CdPs). Training not leading to qualifications/certificates has since been discontinued, unless it is complementary to the qualification programme undertaken by the apprentice.

Apprenticeship contract (*contrato para la formación y el aprendizaje*) **can be signed by 16 to 25 year-olds** (or up to 30 until youth unemployment decreases) **with low-level qualifications**, for one to three years. **There is no age limit for people with disabilities or who experience social exclusion.**

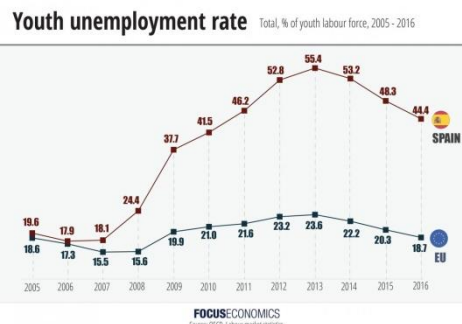
Unemployed people with no formal qualifications hired through a training and apprenticeship contract benefit from a 100% reduction in social security contributions, total social protection and unemployment benefit.

6| What about those “outside” of the system?

In the last 10 years, concern has increased in Spain due to the large number of minors who did not have a high school diploma. A significant number of these minors are registered in **Basic Vocational Training (FPB) programs**. These programs are two years long.

In general, they are adolescents with very little motivation for studies, with a very low academic level and who do not receive a professional intervention tailored to their needs, which causes a very high percentage of school failure, leading to absenteeism or abandonment of the system formally regulated without obtaining the compulsory school graduate.

For this reason, it is also considered necessary to offer a space to accompany interested adolescents and help them to obtain the graduate within the regulated system or to prepare for the EQF 4 training, facilitating access to the labour market in the future.



Broadly speaking, the **Basic Vocational Training** addresses the following **profiles**:

- Minors with ages between 15 and 18 years. In exceptional situations, they can join, with the corresponding authorization from the Government, from the age of 14.
- Minors with a lack of motivation regarding their academic and work future.
- Minors with a lack of adequate internalization of norms and limits.
- Minors often from dysfunctional families.
- Children often with leisure and unhealthy habits (cannabis, tobacco, alcohol ...)
- Minors without a high school diploma (E.S.O)
- Minors often in situations of social conflict (violate norms, conduct antisocial)

The students of Basic Vocational Training are usually referred by Social Services, regulated secondary education centres. Or minors or their families may request inscription in the registry.

The **broad objective of these Basic Vocational Training** programs is to **offer youngsters** who are in the process of obtaining the school graduate (studying Basic FP) **a space where they receive support and accompaniment to improve their academic, personal and social skills** aimed at achieving school success.

Thus, **the specific objectives** of this program are:

- Reduce risk factors for this type of student such as: expulsions, their stay on the street, the lack of schooling that this entails, learning deficits, possible pre-criminal behaviours to which their situation can lead and absenteeism.
- Reinforce curricular aspects that promote the basic competences necessary for their adequate school and social integration and to achieve the graduation.
- Develop the acquisition of tools with which to adequately manage their frustration in the academic and social field.
- Learn conflict resolution techniques and social skills, as well as the internalization of values such as respect and tolerance, and thus carry them out in your day to day. Develop social skills that favour positive and functional behaviours at social, family and personal levels.

The **function of the educators** who work with these young people is the **design and execution of the tasks** of academic support, **preparation of exams and continuity of the agenda** of the different subjects that are worked to obtain the title of secondary education (minimum qualification that a young person can achieve in Spain) and **inform about courses, modules and complementary training** that young people can take at the end of Basic Vocational Training.

This program offers young people individualized attention to work with the adolescent, internalizing the norms, limits, social skills and values necessary for a correct coexistence in society.

In addition, for those young people over 16 years of age who, for different reasons, have not obtained any degree, there are **Employment Training Programs** financed by the Government and taught by Vocational Training centres.

They are young people who often start a Basic Vocational Training that does not respond to their tastes or interests, so their motivation disappears and they leave, limiting their subsequent access to the labour market. (It can be said that "neither" study, "nor" work),

This situation causes them to spend a lot of time on the street and dedicate their time to unhealthy leisure activities, such as the consumption of cannabis, alcohol ... etc.

Employment Training Programs are aimed at:

- Young people aged between 16 and 30 years.
- Young people with a lack of motivation regarding their academic and work future.
- Young people with leisure and unhealthy habits (cannabis, tobacco, alcohol ...)
- Young people without a high school diploma and without a job, but interested in obtaining it

This program has as specific **objectives**:

- **Reduce risk factors** for this type of population such as: their stay on the street, learning deficits and possible pre-criminal behaviours to which their situation may derive.
- Strengthen curricular aspects that promote the technical skills necessary for their proper socio-labour insertion.
- Encourage job search.

The **methodology** of this program is based on **carrying out orientation and support** tasks during the training process, helping young people to acquire the corresponding skills and avoiding absenteeism. In addition, work is being done to find a job and a curriculum vita is being carried out, and it is also intended to provide young people with the necessary tools to facilitate and resolve day-to-day conflicts.

Lastly, in Spain there are **programs to improve employability aimed at young people with special difficulties in finding employment**, either because they are socially excluded or because of their personal characteristics (disability, etc.).

These training programs have the following objectives:

- Generate opportunities for success and second opportunities through training for employment in areas that facilitate access to the labour market for young people without experience.

- Achieve higher levels of autonomy, understanding as such the ability to direct his/her own personal process, emancipation, generation of expectations of progress, definition improvement projects, seek personal independence and equality within the society in which we live.

Fostering and reinforcing their autonomy (not only an economic issue but also one of empowerment, which is, of maturity, personality and self-esteem):

- Encourage their involvement, drive decision-making, accept that they are wrong, respond to their mistakes, help them take responsibility for their behaviour, and discover how their behaviour affects other people.
- Training for life, which allows social integration, access to opportunities for active incorporation into society.
- Integral development of the person, who can advance in different areas in a balanced way.
- Reinforce their self-esteem, since it empowers the young person and gives him strength and motivation to advance in his itinerary.
- Motivate for continuing training and updating of professional skills.
- Professional training.
- Provide successful experiences.

These principles are present in the work approach from the design of the itinerary, although, given the profile of the users and the experience and specialization of the resource, an intervention line is maintained that prepares, promotes and facilitates social and labour market insertion, valuing it as a source of personal growth and social insertion for its preventive power and its effectiveness in the development of social values and in the promotion of personal responsibility and maturity.

It is necessary to highlight **the enormous potential of the young people** with whom we work, who, despite having socialized in a context that is often not conducive to the development of their employability and personal competence and faced with numerous barriers, nevertheless, show great determination and enthusiasm to work and lead an absolutely normalized and integrated life.

It is therefore a matter **of promoting the person as well as in the workplace**, in all spheres of his life, since, as has been said on more than one occasion, employability depends on many factors not directly related to work.

The general objective of the different measures proposed is the orientation and social and labour market insertion of young people between 18 and 30 years of age through the development of the knowledge, skills and aptitudes necessary to successfully face labour market and social inclusion.

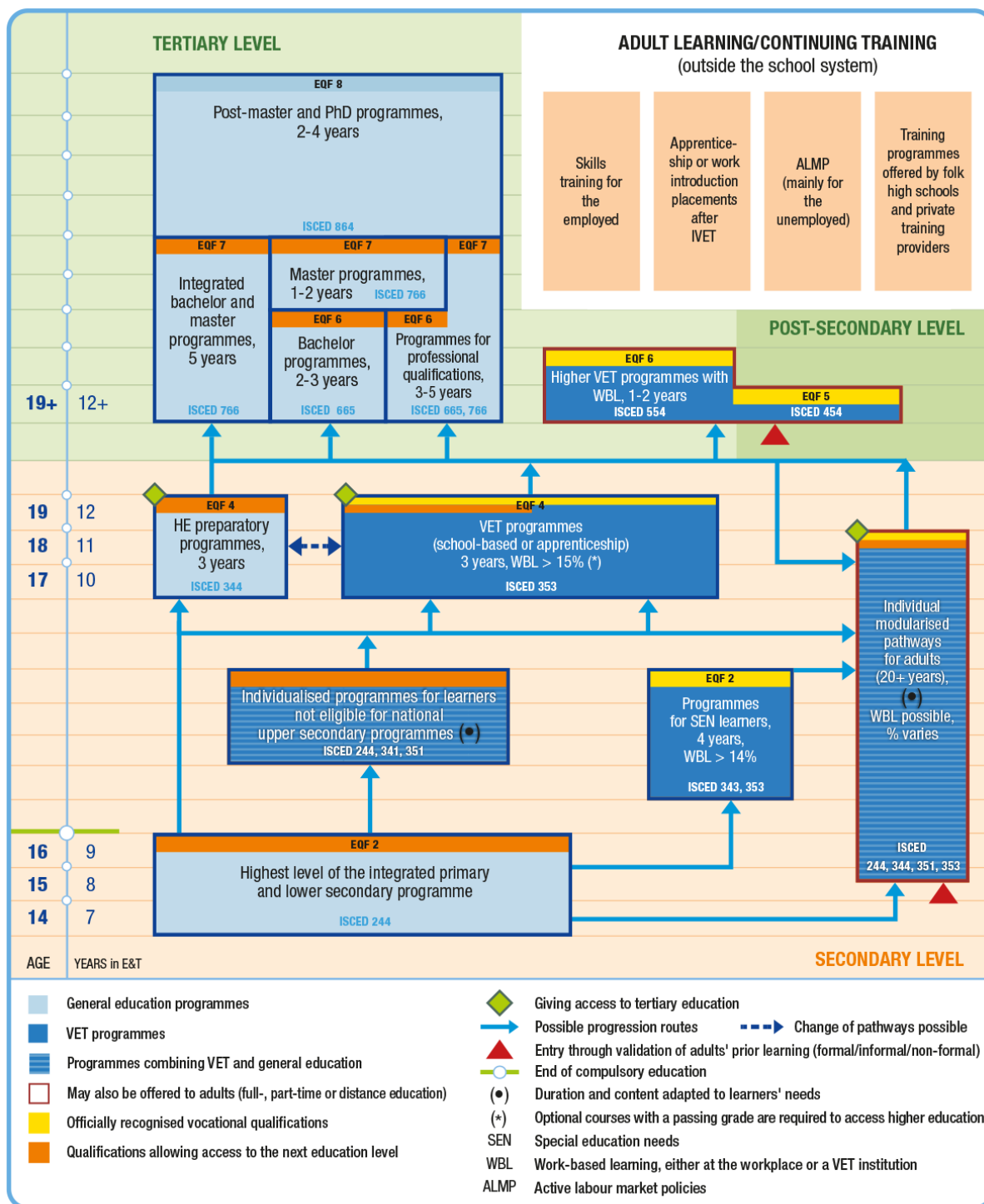
The **proposed methodology** is articulated around three successive phases:

- In a first phase, the young person acquires **general pre-employment skills and competences** through:
 - Social orientation and insertion workshops: Job interview preparation, preparation of a curriculum, types of contracts, etc.
 - Basic social skills workshops: communication skills, active listening, assertiveness, conflict resolution, etc.
 - Training in key competences: Non-formal education that equips young people with the necessary competencies to successfully take the training in technical competences corresponding to the Professional Certificates.
- In the second phase they are given **specific training in technical skills**, focused on the specific position to be held in the company. At the same time, an individual and group orientation is carried out throughout the training process in order to avoid absenteeism and to ensure that the training actions fulfil the role for which they were designed: improving the employability of the group.
- The third phase focuses on **the development of internships** in companies with a maximum duration of 3 months and on support, supervision and follow-up actions.
 - During this phase, the orientation, follow-up and intermediation process during job placement becomes fundamental to the program, which is decisive in order to maximize the possibilities of job placement for young people.

When youth employment is achieved through a regular employment contract, the centre will carry out follow-up and supervision actions to help young people.

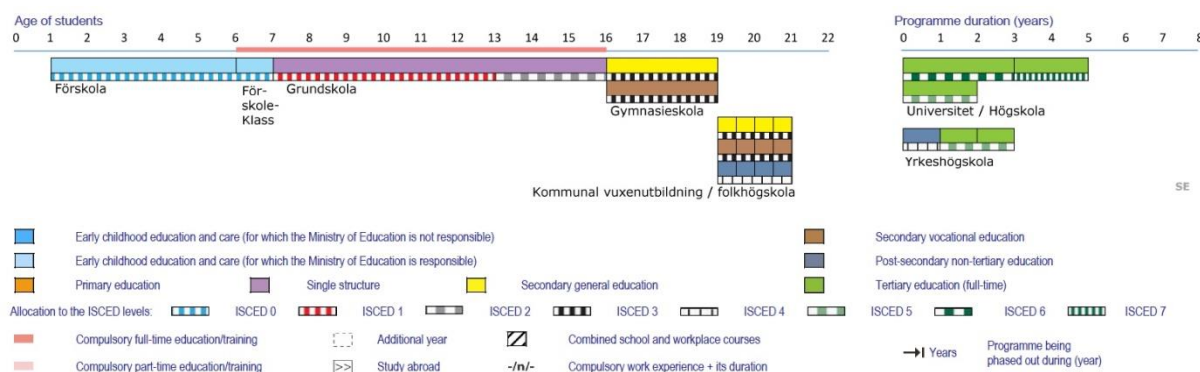
SWEDEN

To strengthen cooperation between education and the world of work, Swedish national programme councils include social partners for each of the national vocational programmes in upper secondary schools. The councils are a permanent platform for dialogue on quality, content and organisation of VET between national agencies and stakeholders.



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Sweden, 2019.

1| Structure of the Swedish educational system¹⁸



2| Main Elements of VET

VET in Sweden comprises the following main features:¹⁹

- a highly decentralised system in which education providers are fully responsible for the provision of VET programmes;
- the high number of recently arrived migrants caused the introduction many new VET study paths, allowing for partial qualifications;
- participation in lifelong learning was above 30% in 2017, making it the highest in the European Union (Eurostat). It is provided in many forms and learners can also acquire an upper secondary vocational diploma

Distinctive features:

Modularised structure of upper secondary education

Modularised programmes allow learners in upper secondary school to transfer one or more courses to another programme, for example when changing study route. Municipal adult education at upper secondary level provides the same courses as secondary school, with a few exceptions, allowing learners to build on their earlier studies and, for example, gain higher education access.

Validation in adult education

Validation is possible in all municipal adult education courses at upper secondary level. A learner who has validation for part of a course does not have to attend classes in that part of the course. Even within higher vocational education, knowledge, skills and competences acquired through training, job experience or otherwise may be validated and recognised for part of a programme. Education providers are responsible for the process.

National programme councils with strong social partner involvement

¹⁸ <https://op.europa.eu/en/publication-detail/-/publication/d7885072-f3ac-11e9-8c1f-01aa75ed71a1/language-en/format-PDF>

¹⁹ <https://www.cedefop.europa.eu/en/printpdf/tools/vet-in-europe/systems/sweden>

To strengthen cooperation between education and the world of work, national programme councils include social partners for each of the national vocational programmes in upper secondary schools. The councils are a permanent platform for dialogue on quality, content and organisation of VET between national agencies and stakeholders.

3| Main challenges & Policy responses

Sweden must strengthen efforts to ease the transition from education to the labour market

It is important to provide support for those furthest from the labour market. The government has focused on strengthening the link between education and the world of work, within both upper secondary and tertiary VET. An apprenticeship centre has been established to promote and increase provision of apprenticeships. The government has also adopted regulations on a professional introductory period of employment, including vocational training and the possibility of having an apprenticeship contract when in upper secondary school. Education contracts, agreements between young people, the employment services and the home municipality were introduced in 2015; these encourage unemployed young people aged 20 to 24 to start or return to studies to acquire an upper secondary qualification. Studies within the contract can be combined with work or practical work experience.

Investments for quicker introduction of newly arrived immigrants

Many newly arrived immigrants have training and experience in occupations in which there is a shortage of trained and experienced labour in Sweden. To reduce the time from arrival to first job entry, the government has started consultations with the social partners, the Swedish public employment service and other relevant government agencies on measures for creating 'fast tracks' into the labour market. The initiatives may include, for example, Swedish language training specific to the vocational field, quicker validation of skills and competences, assessment of foreign qualifications, and supplementary training.

4| Incentives for learners

Incentive for VET learners:

- Individuals with different backgrounds and in different life situations are given the possibility to study, thanks to a system of study allowances and student aid. **Students have the right to different forms of financial support for both upper secondary and tertiary studies.** Also, employees have the right to take leave of absence to attend education.
- **Swedish study support gives everyone the opportunity to study, irrespective of their financial background.** The form and the size of the support vary depending on age and

life situation and also on the scope and level of studies. The education programmes entitled to support are determined by the Swedish Government through the Study Support Ordinance. Special investments in higher levels of grant are used as an incentive for further studies.

- **The support is part of education policy and aims to increase social justice.** It grants equal access to education for both men and women, and levels out differences between individuals and groups in the population.
- Studiestöd is the umbrella term for all study aid in the Swedish education system which includes grants and loans for different age groups.
- For the past few years, employer and employee organisations in several sectors have signed work introduction agreements (yrkesintroduktionsanställningar). These aim at facilitating young (age15-24) people's transition from school to working life and safeguarding the long-term skills supply for companies. Most of these agreements are based on the principle that **young people lacking professional experience are offered coaching and training during part of their working time.**

5| Apprenticeship

Apprenticeship is, next to school based education, a possible pathway to studying a vocational programme at upper secondary school, **aiming to prepare learners for the labour market.** Upper secondary apprenticeship education can start in the first, second or the third year.

From the moment apprenticeship education starts, half of it should consist of work-based learning (WBL). **An education contract or learning agreement is obligatory for every apprentice;** this should specify the content and scope of the WBL. The apprentice, the education organiser and the workplace should sign the contract and a contact person and/or a trainer/supervisor should be appointed. **The school is responsible for the establishment of an education contract or learning agreement.** In both pathways, the same syllabuses are applicable and successful completion leads to avocational diploma.

6| What about those “outside” of the system?

Every municipality in Sweden are (bound by Swedish law) supporting young people between 16 – 20, who decided to leave their high school studies. In 2018, the number of young persons (15 – 24 years) not in education, employment or training (NEET) reached 6,1%. The law is called the municipal activity responsibility and aims to decrease NEET. This requires a close co-operation between the municipal labour departments and the Swedish high schools. The structure is, however organized in different forms, depending on each municipality.

The general structure in Piteå municipality could be described as following:

If a high school student decides to leave his/her studies, contact is made with counsellors at the labour market department. The department offers support for youngster (and adults) with:

- Finding places for vocational training.
- Introduction weeks with information about health, labour market and more.
- Finding employments (with or without economic support from the Swedish Public Employment Service).
- Try-on-studies with the purpose of returning to studies (perhaps by choosing another school).
- Study counselling.
- Support in making and establishing contact with the Social service and different authorities.
- Support in increasing the network of a NEET.

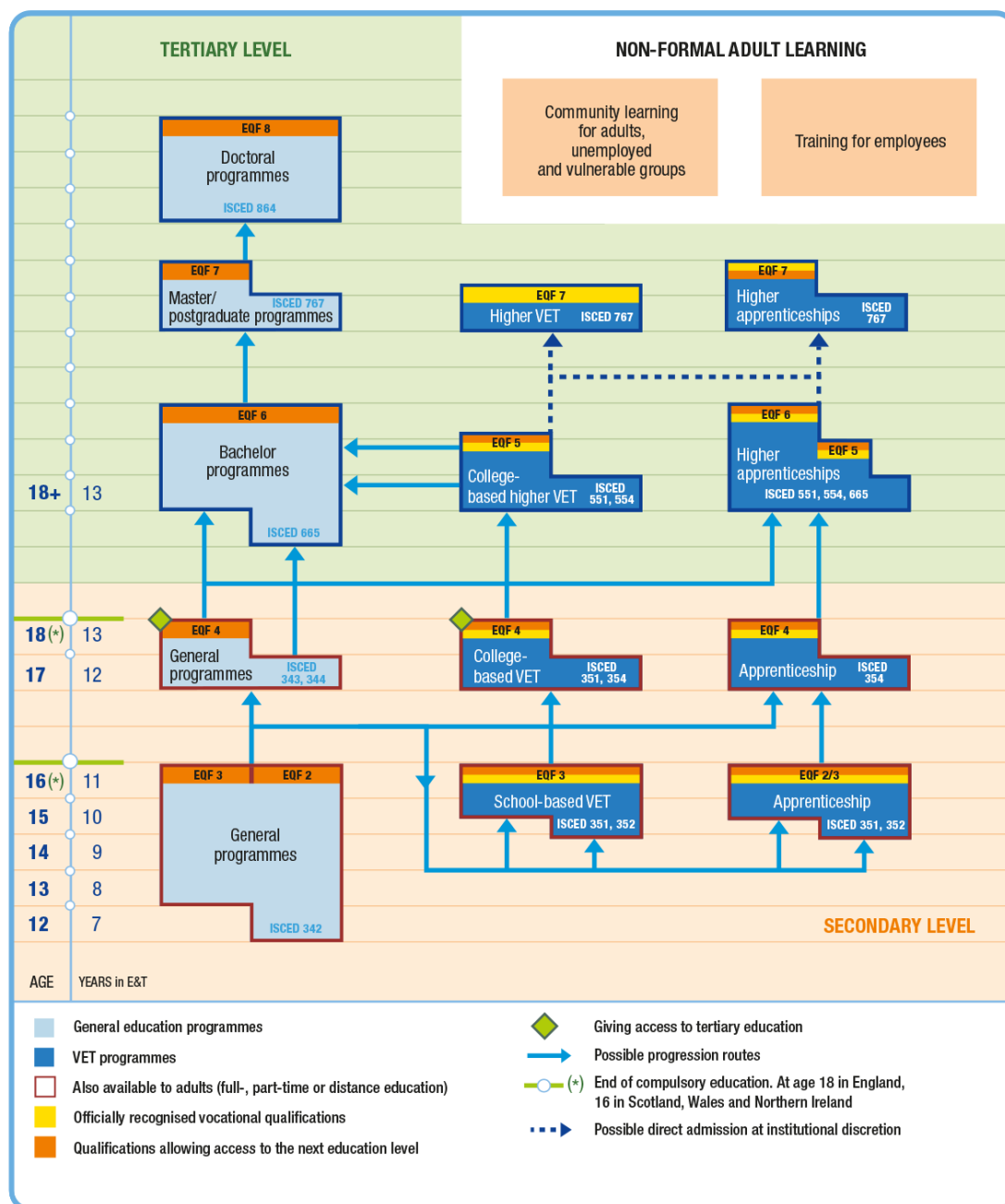
In order to offer this support, **the labour department holds a large number of different functions, such as labour counsellors, work coaches, language supporters** etc. These functions also need to work close to the high schools, the adult education, the social service and the Swedish Public Employment Service. One of our current challenges is how to intensify and improve this way of working, when the numbers of NEET are increasing, both among youngsters born in- and outside of Sweden.

Pitea has a long tradition of taking part in projects such as Erasmus and ESF. This has been our way to develop and establish successful methods in the work with NEET. We are currently participating in a project funded by ESF (Motivate and activate) along with three other municipalities in our region. The project is a further development of the municipal activity responsibility and is helping us to put even more time and effort for those of the NEET that requires most of our support.

Part from the support mentioned above, we're also offering one on one- or group counselling, activities in different spectra, close ties to the social service and the health care, etc. Our aim is obviously to implement this support in our own department and we're linking this with other successful projects (Learning recruitment (ESF). One example of this is the need to educate mentors, work groups and bosses at different workplaces. Educated workplaces and a tight network around each NEET could be one way to decrease the stigma among NEET.

UNITED KINGDOM

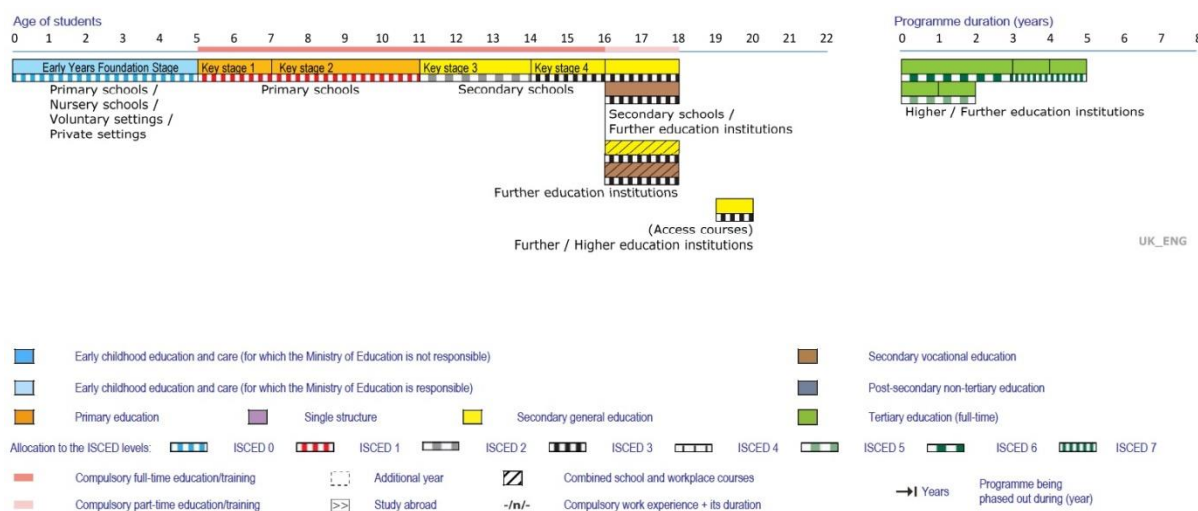
There is a complex institutional framework in the UK VET sector, with the policymaking authority for VET in England being the Department for Education, while the Department of Education and the Department for the Economy are responsible in Northern Ireland, and the Scottish and Welsh governments in Scotland and Wales respectively. The qualifications market in the UK is jointly driven by government policies and private interests. This has led to a large choice of qualifications and awarding organisations.²⁰



NB: ISCED-P 2011. ISCED classification based on the 2018 mapping of UK classifications by the Department for Education.
Source: Cedefop and ReferNet UK, 2019.

²⁰ <https://www.cedefop.europa.eu/en/printpdf/tools/vet-in-europe/systems/united-kingdom>

1| Structure of the British educational system



2| Main Elements of VET

VET in the UK:

- skills development is a major priority of all four countries;
- there is an increased demand for apprenticeships and skills-for-work;
- across the UK there is a high participation rate (66%) in adult and continuing education;
- early leaving from education and training has decreased in the last decade and is slightly above the national target set at 10%

3| Main challenges & Policy responses

Matching qualifications with employer needs and increasing employer engagement with education and training are high priorities in the UK. The government's July 2016 Post-16 skills plan proposes to simplify college-based VET in England by creating clear routes to occupations through qualifications developed with input from employers by 2019. The new regulated qualifications framework introduced in 2015 gives awarding organisations increased freedom and flexibility to develop qualifications that meet specific labour market needs. Qualifications are now expected to be validated and supported directly by employers rather than follow prescriptive rules and structures imposed by government agencies.

4| Incentives for learners

Across the UK, austerity measures have seen many cuts in state funding in recent years. Whilst the pre-16 schools budget has remained largely protected, reductions have occurred in the 16 to 19 and 19+ further education and skills budgets. However, various initiatives to raise numbers and the status of VET are in place in the UK.

5| Apprenticeship

Apprenticeships in the UK are offered as basic training at secondary level to advanced education and training at higher education level. The table below shows at which levels training is available.

RQF / CQFW	England	Wales	Northern Ireland	EQF	Scotland	SCQF
8	Higher Apprenticeships	Higher Apprenticeships	Higher Level Apprenticeships	8	Professional Apprenticeships	12
7	Degree / Higher Apprenticeships	Higher Apprenticeships	Higher Level Apprenticeships	7	Professional / Graduate Apprenticeships	11
6	Degree / Higher Apprenticeships	Higher Apprenticeships	Higher Level Apprenticeships	6	Professional / Graduate Apprenticeships	10
					Technical / Graduate Apprenticeships	9
5	Higher Apprenticeships	Higher Apprenticeships	Higher Level Apprenticeships	5	Technical / Higher Apprenticeships	8
4	Higher Apprenticeships	Higher Apprenticeships	Higher Level Apprenticeships		Modern Apprenticeships	7
3	Advanced Apprenticeships	Apprenticeships	Apprenticeships	4	Modern / Foundation Apprenticeships	6
2	Intermediate Apprenticeships	Foundation Apprenticeships	Apprenticeships / Traineeships	3	Modern Apprenticeships	5
	Traineeships	Traineeships				

6| What about those “outside” of the system?

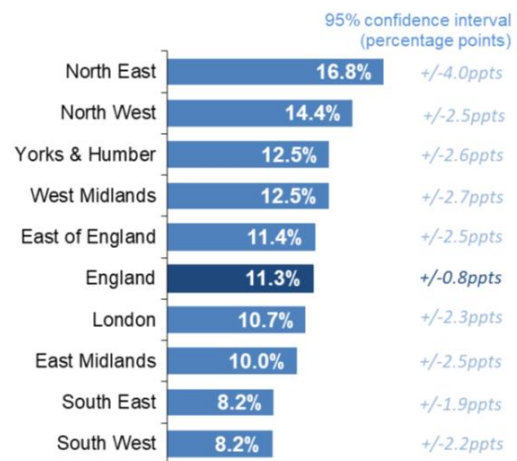
Anybody who is not in any of the forms of education or training listed previously and not in employment is considered to be NEET. Consequently, a person identified as NEET will always be either unemployed or economically inactive.

There were an estimated 763,000 young people (aged 16 to 24 years) in the UK who were not in education, employment or training (NEET) in October to December 2019. This is close to the lowest level in the series, of 758,000, seen in July to September 2018.²¹

²¹ For more in-depth data produced by the office for national statistics (ONS) and released in February 2020, please visit: <https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/youngpeoplenotineducationemploymentortrainingneet/february2020> (Release date 22nd February 2020)

In October to December 2019, an estimated 11.1% of all people (in the UK) aged 16 to 24 years were NEET. These figures vary from region to region, the region where The Inclusion Network is based (North West) was the second highest region in England with 14.4% of 16-24 year olds in the NEET category.²²

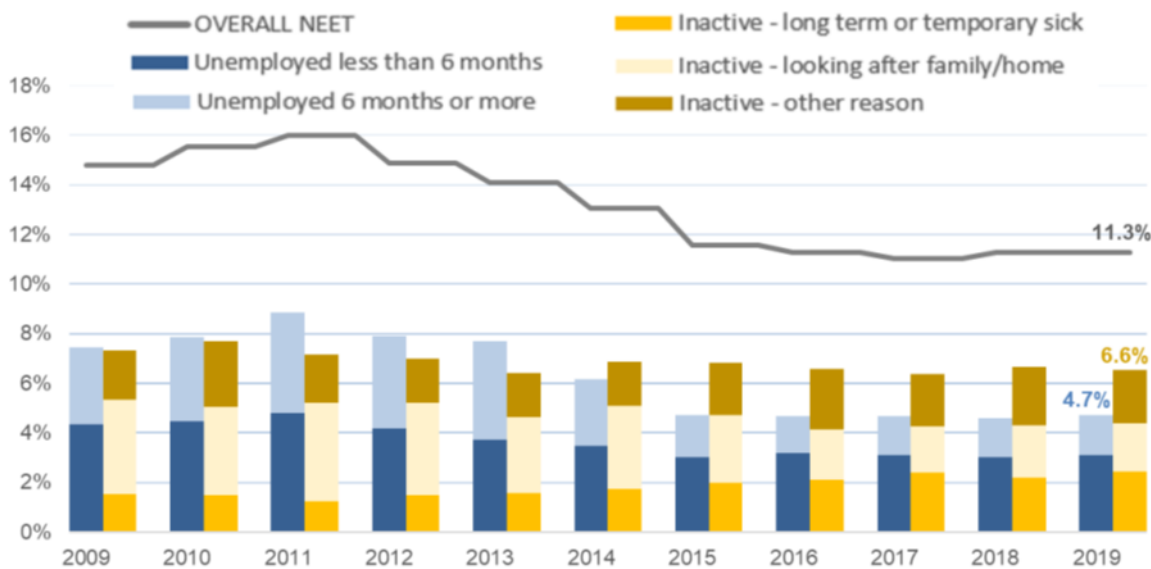
Regional 16-24 NEET rates, England, Oct-Dec 2019



The labour market status of young people NEET has changed over time.

According to the data from the DFE (The department for Education) there are a number of factors which can influence the rates of NEET.

Age 16-24 NEET rate by reason, England, October to December 2009-2019²³



A Research paper conducted by the UK parliament in August 2018 stated 'Studies have shown that time spent NEET can have a detrimental effect on physical and mental health, and increase the likelihood of unemployment, low wages, or low quality of work later on in life.'

The key characteristics of people who are NEET are summarised in the paper show that the following groups are more likely to be NEET;

²² <https://www.gov.uk/government/statistics/neet-statistics-annual-brief-2019>

²³ <https://www.gov.uk/government/statistics/neet-statistics-annual-brief-2019>

- People with a disability
- People who leave school without qualifications
- Ethnicity - People from a Pakistani, Bangladeshi or mixed ethnic group.

Alongside people from the above groups, the paper also stated a number of reasons or risk factors that have or can contribute to people becoming NEET;

- Those with their own child
- Those who have been permanently excluded or suspended from school
- Those who hadn't achieved 5+ A*-C GCSE grades
- Those who are eligible for free school meals
- Being NEET at least once before
- Supervision by Youth Offending Team
- Disclosed substance abuse
- Responsibilities as a carer

The paper also included a study from the DFE who funded a Report on students who are NEET by the Institute of Education which was published in September 2014 and which included a section on risk factors. Their conclusions were that²⁴:

- The most significant educational risk factor was low educational attainment at GCSE. Reasons cited for low GCSE attainment included a lack of motivation, poor health (physical and mental) and having Special Educational Needs.
- A range of personal risk factors were identified including health problems, caring responsibilities and difficult family circumstances (such as being in care or experiencing a breakdown in relationship with parents).
- Structural risk factors were also identified which included difficult labour market conditions, a lack of training and apprenticeship opportunities and welfare support providing a higher income than potential wages.

Some of the policies in place that aim to reduce the number of people who are NEET include²⁵:

- The September Guarantee entitles all 16 and 17 year olds to an offer of a suitable place in education or training, while the participation age was raised to 18 in 2013.
- Various steps have been taken to help young people find sustained employment, such as the expansion of the apprenticeships scheme, reforms to technical education,

²⁴ <https://commonslibrary.parliament.uk/research-briefings/sn06705/>

²⁵ <https://commonslibrary.parliament.uk/research-briefings/sn06705/>

improved careers advice and the removal of Employer National Insurance Contributions to young people.

- The government is funding various schemes that look to improve the education outcomes for disadvantaged young people, and those with learning difficulties or disabilities. Support for unemployed people to find work is provided through job centre plus.

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Disclaimer

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