



# Research and Common Framework

## Intellectual Output 1

Drafted by BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH

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## 0. INTRODUCTION



## 0 INTRODUCTION

"EFT - Experience for Training" is a strategic partnership project in the field of VET which aims to promote the Belgian model of "EFT Enterprises de Formation par le Travail" and to find a model that can be adapted to the project partners' national contexts. The project is co-funded by the Erasmus+ Programme of the European Union and is being implemented by a consortium of six partners from Austria, Belgium, Italy, Portugal, Turkey and the United Kingdom, from November 2015 to October 2017.

This first intellectual output of the project – "Research and Common Framework" – aims to draft a common framework of work-based learning (WBL), taking into consideration the similar aspects found in practices from across the different countries.

For this purpose initial desk research on the current developments in European WBL was performed, based on the analysis of the most recent documents on WBL produced by the European Commission (EC) and by the European Centre for the Development of Vocational Training (Cedefop). The main findings are summarised in the first chapter of this paper, as it presents the various different forms of WBL and gives an overview of developments in EU member states. The chapter also presents guidelines for WBL (and apprenticeships), dividing current practices into initial vocational education and training (IVET) and continuing vocational education and training (CVET).

The second chapter is dedicated to partner countries' best practices (BPs). Information was provided by all partners, and the first part of this chapter provides a detailed analysis of common key-indicators, in order to offer an overview and comparison of the BPs.

The third chapter is dedicated to the common model of WBL (EFT Model). The EFT Model takes into consideration the commonalities which emerged through the collection of best practices. It can be adapted to different national contexts by first comparing the model with what already exists in each country and then working on the skills of the coaches and trainers who work with trainees on a day-to-day basis.



The final chapter draws a number of conclusions and recommendations which will feed into the further actions and development of upcoming project outputs.



# **1. CURRENT EUROPEAN APPROACHES TO WORK-BASED LEARNING**





## 1 CURRENT EUROPEAN APPROACHES TO WORK-BASED LEARNING

In a recent study on WBL in CVET, Cedefop (2015, 7) defined WBL as follows:

- ✓ Intended and structured non-formal learning
- ✓ Being of direct relevance to the current or future tasks of the learner
- ✓ Taking place in a work-based context, that means either in the workplace, in settings simulating the workplace or outside the workplace, but with specific learning tasks that must be directly applied in the workplace and reflected upon afterwards (train, apply, reflect)

In general WBL is “a key aspect of VET” (EC 2015, 1) and apprenticeships are the flagship of WBL. In the objectives for Education and Training 2020, Rethinking Education, and the Bruges Communiqué, as well as the Riga conclusions of June 2015, a call to governments, social partners and VET providers was issued “to promote work-based learning in all its forms, with special attention to apprenticeships” (ibid). By definition “apprenticeships formally combine and alternate company-based training with school-based education, and lead to a nationally recognised qualification upon successful completion. Most often, there is a contractual relationship between the employer and the apprentice, with the apprentice being paid for his/her work” (ibid). It should be noted that VET refers here to IVET specifically.

In CVET WBL is “less well-known” (Cedefop 2015, 1) since in many cases WBL “is performed without being structured and intentional. Yet, it is an important part of what people learn in the workplace. Therefore, informal learning as such has a meaningful and legitimate place among the different forms of learning” (ibid, 65).

As briefly demonstrated above it quickly becomes clear that a difference exists between reports on WBL in IVET and CVET. This comes from the different issues facing the two educational levels (as well as VET as a whole). Nevertheless WBL is the common approach adopted in both IVET and CVET to address these problems, and so WBL appears in many different contexts and guises across these systems. To better understand the ideas surrounding WBL that follow in this paper, a very basic overview of IVET and CVET is needed. Put simply, IVET takes place in formal education

(regulated and supported by governments)<sup>1</sup> and CVET is mostly non-formal (delivered by individual providers). IVET focuses on young people looking for a (first) job, CVET's main target group are employed adults. IVET's main concern is how to match and adapt the skills taught/curricula to market needs. CVET is more concerned with accountability and the certification of (a wide range of specific) workplace training.

## 1.1 WORK-BASED LEARNING IN INITIAL VOCATIONAL EDUCATION AND TRAINING

The three most common forms of WBL in Europe (in IVET) are apprenticeships, on-the-job-training in companies, and school-based programmes with integrated WBL (EC 2013, 6). The following sets out the benefits for learners, companies, and VET schools of these different approaches.

For apprenticeships the Austrian, German, and Swiss “dual systems” are always referred to as best practices (the Austrian “dual system” is described in detail in the below best practices). In these countries the youth unemployment rate is lower than in countries with less developed WBL systems, and so this data is often used as evidence that VET is more successful than general education in getting individuals into work, especially in the short and medium term (ibid, 8). Around 5% of the labour force in these countries is made up of apprentices (in most EU countries it is below 1%). Similarly, the labour costs associated with apprentices in 2008 were much lower in these countries than in Denmark, Ireland, Finland, or Portugal and equal to those in Norway (data for other countries is not available) (ibid, 5). In Germany certain trades (such as construction) are able to recoup the net costs associated with apprenticeship training by the end of the apprenticeship, whilst in Switzerland (where net costs are lower than in Germany) they are recouped before the end of the apprenticeship by nearly all trades. Meanwhile, in the UK it can take up to a year after the completion of an apprenticeship for companies in the IT, business administration and retail sectors to recoup costs (and can take even longer in other sectors) (ibid, 9). Whilst the exact definitions/terms associated with apprenticeships differ between countries,

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<sup>1</sup> Cedefop (2015) uses the UNESCO (2006)/ISCED (1997) definition of formal education: “Education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous ‘ladder’ of full-time education for children and young people.” Non-formal education refers to “organised and sustained educational activities that do not correspond to formal education”.

what remains the same is that an apprenticeship is always a long-term and full-time form of WBL. It is paid and based on a contract between apprentice and employer (ibid, 5).

On-the-job training covers internships, work placements and traineeships that are incorporated as a compulsory or optional element into VET programmes which lead to formal qualifications. They typically represent around 25-30% (but can be less) of the training programme. Depending on the country and programme followed, they may be a prerequisite for successfully completing a VET course (ibid, 6). Many companies, in particular SMEs, still regard taking on interns/trainees/apprentices as a burden, as the administration involved in appointing trainers, cooperating with VET schools etc. is time consuming and costly. Yet taking part in training programmes also creates benefits for businesses, particularly as it provides a steady supply of staff trained to meet the company's specific needs. Furthermore having visible training taking place on-site can increase interest in training among other employees; this creates a "training culture" in the company, as well as in the sector as a whole (EC 2015, 2).

WBL is integrated into school-based programmes in the form of on-site labs, workshops, kitchens, restaurants, junior/practice firms, simulations or real business/industry project assignments. These can either be part of the school's existing infrastructure or separate commercial initiatives established by the school in order to facilitate the creation of certain facilities (such as an onsite commercial restaurant staffed by students). The aim is to create "real life" work environments, establish contacts and/or cooperation with real companies or clients, and develop entrepreneurship skills. Teachers design learning activities in cooperation with companies. This should be led by the students' need to develop the necessary skills to work in multidisciplinary teams. It should focus on learning work processes, as well as understanding the innovation and creation processes (EC 2013, 6). There should be a synergy between curriculum design, career guidance and mentoring. Such collaboration with the business sector results in better value for money, as costs/resources/technology are shared with employers (ibid, 9). It also allows teachers and students access to the latest workplace developments and technologies. This is particularly pertinent for training in industrial sectors, as the investment required to purchase the equipment needed etc. is likely to be too high for many VET schools. Thus, cooperating with businesses makes it more cost-effective for them to train students. However, it should be noted that for

some industries, especially those dominated by SMEs, the opposite may be true, as the VET school acts as the regional hub which offers up-to-date technology that companies can access.

Furthermore, employer engagement demonstrates to the learner (and their parents - who often play an important role in young people's career choices) that the VET programme has value on the labour market. This in turn positively affects the image of VET (ibid, 10).

Although many countries in Europe combine these three general models of WBL, the terminology and definitions used varies across countries. Therefore, clear comparisons and statistical data on WBL are hard to find. In general, IVET is mainly school-based, with apprenticeship programmes often coexisting alongside school-based systems. Nevertheless Table 1 shows the recent developments in WBL within VET in those countries where comparable data is available.

Table 1: Share (2010) and changes therein (2006-2010) of students in IVET attending WBL programmes

Current tendency	Share of WBL	
	Low	High
<b>Increasing</b>	IE,FI,LU,FR,NO,NL	AT,HU,DE,CH
<b>Decreasing</b>	BE,ES,PL	SK,CZ,IS,DK

Source: EC 2013, 7

In January 2014 the Education and Training 2020 Working Group on Vocational Education and Training (WG on VET) was formed. This is made up of representatives from EU Member States, EFTA countries, and Candidate Countries, as well as EU Social Partners and VET Provider organisations, Cedefop and the European Training Foundation (ETF). The group is chaired by the European Commission. In 2015 it published 23 guiding principles for high-performance apprenticeships and WBL. These were driven by four "policy challenges that are important to address in promotion of apprenticeships and other forms of WBL" (EC 2015, 1). The 23 guiding principles are:

1. A clear and consistent legal framework enabling apprenticeship partners to act effectively and guaranteeing mutual rights and responsibilities
2. A structured, continuous dialogue between all apprenticeship partners including a transparent way of coordination and decision-making
3. Strengthening the role of social partners by capacity building, assuming ownership and taking on responsibility for implementation
4. Systematic cooperation between VET schools or training centres and companies
5. Sharing costs and benefits to the mutual advantage of companies, VET providers and learners
6. Support for companies, in particular SMEs, offering apprenticeships
7. Supporting measures that make apprenticeships more attractive and accessible to SMEs
8. Finding the right balance between the specific skill needs of training companies and the general need to improve the employability of apprentices
9. Focusing on companies having no experience with apprenticeships
10. Supporting companies providing apprenticeships for disadvantaged learners
11. Motivating and supporting companies to assign qualified trainers and tutors
12. Attractiveness of apprenticeships and improved career guidance.
13. Promoting the permeability between VET and other educational and career pathways
14. Improving the image of VET and apprenticeships by promoting excellence
15. Career guidance to empower young people to make well-founded choices
16. Enhancing the attractiveness of apprenticeships by raising the quality of VET teachers
17. Promoting the attractiveness of VET and apprenticeships through a broad range of awareness-raising activities
18. Quality assurance in work-based learning

19. Providing a clear framework for quality assurance of apprenticeship at system, provider and company level ensuring systematic feedback
20. Ensuring the content of VET programmes is responsive to changing skill needs in companies and society
21. Fostering mutual trust and respect through regular cooperation between the apprenticeship partners
22. Ensuring fair, valid, and authentic assessment of learning outcomes
23. Supporting the continuous professional development of in-company trainers and improving their working conditions

Two years previously a different, bottom-up approach had been used to identify similar guidelines in a key Commission publication. This document “was the Commission's contribution to the mandate of the Bruges Communiqué to analyse successful WBL models” and was “intended as a tool for policymakers and practitioners working on modernising and reforming VET systems” (EC 2013, 33). It identified “what works” in WBL in IVET “from practical examples from Member States”. These successes were then grouped into “three main concepts” and included aspects such as (ibid, 11-19):

1. Integrate WBL within the education and training system
2. Provide a clear regulatory framework for WBL
3. Closely involve social partners
4. Provide incentives for employers to engage in WBL
5. Address the WBL needs of SMEs
6. Provide targeted support for at-risk groups to engage in WBL
7. Define standards which cover a broad range of knowledge, skills and competences
8. Offer diverse WBL opportunities
9. Clearly define WBL learning outcomes and objectives
10. Prepare and support learners for WBL

### **11.** Encourage networks of VET schools with local businesses

Aspects 1-6 were grouped as relating to Governance, as they provide “the basis for a successful system” and “require effective collaboration and strong commitment by a wide diversity of stakeholders, together with a clear definition of their roles and responsibilities” (ibid, 33). Factors 7-10 relate to Quality, in particular in terms of both the qualification gained and the learning process. This “should be of high quality to exploit the full potential of WBL and ensure it is recognised as a valuable learning pathway, transferable across borders” (ibid). The last factor related to the concept of Partnerships as “Effective partnerships between VET schools/ institutions and companies are fundamental to successful WBL” (ibid).

The respective national contexts, in particular in terms of regulation and legislation, are of crucial importance for WBL in IVET. As the first of the above 23 guidelines states, apprenticeships (more than any other form of education and training) are often subject to different laws (education, labour, etc.) and regulations (e.g. collective agreements). Equally there are often several levels of governance (e.g. national, regional). A recurrent issue in the need for clarification is the status of apprentices (whether they are classed as students or employees). Linked to this are questions of holiday entitlement, regulation of working hours, work safety, parental leave, health insurance etc. This is often not just a technical issue, but also a political concern, as different stakeholders (e.g. labour or education ministries) may have different perspectives on apprenticeships. Given that apprenticeships are usually part of a broader VET system, some countries have concentrated their reform efforts on repositioning WBL (including apprenticeships) within the broader VET context. This has included passing a single VET act. In addition to this high-level governance structure, a consistent legal framework for VET must also include clear provisions for the individual apprentices. This includes making sure they receive a meaningful contract that includes a clear task description and working conditions (EC 2015, 7).

The research into CVET revealed instances where national legislation, regulations and financial mechanisms prioritise other forms of learning, and so hinder the use of WBL (in CVET). However, it is unclear as to whether this is intentional or an inadvertent consequence of other policy actions. Equally, when policies and funding mechanisms for CVET do exist, there is a lack of awareness about them which demonstrates that improved promotion is needed (Cedefop 2015, 63).

Awareness-raising activities in both IVET and CVET are a priority. This is because “VET including apprenticeships currently do not have the same standing as general education or academic education and are often regarded as second-rate education and training in many countries”. Therefore, “improving the attractiveness of VET including apprenticeships also requires influencing the mind-set of young people and their parents who may have outdated ideas about VET” (EC 2015, 3).

## 1.2 WORK-BASED LEARNING IN CONTINUING VOCATIONAL EDUCATION AND TRAINING

In companies and training providers the following three terms are often used to describe training linked to WBL. However, there is a need to distinguish these from actual WBL (Cedefop 2015, 15-16):

- ✓ Learning by doing (or experiential learning) is the general process in which individuals construct their knowledge, skills and competences through experimenting, reflecting, drawing conclusions, applying and adjusting these in light of reality. The concept of learning by doing is broader than that of WBL (so WBL in CVET can be represented as the CVET form of experiential learning)
- ✓ On-the-job training/learning (or workplace learning or learning while working) can be defined as training given in the normal work situation and hence, in principle, cannot take place outside the premises of the enterprise. In contrast WBL can take place outside of the work-place/work-station, for example in simulated environments or through the train-apply-reflect method. As such, the two are distinct concepts



- ✓ Work-relevant training/learning is used to emphasise the need for the skills taught to be as relevant as possible to the labour market. There is however no guarantee that the training will be work-based (and so relevant for the current and/or future tasks of the employee), or that it will take place at the work-station/in a simulated work environment/through the method of train-apply-reflect

WBL can be performed on-the-job or off-the-job. The decision on location should be linked to the profession in question as there are workplaces (and whole sectors) that require “low workplace support” and others with “high workplace support” (COBE 2006, 7). When low support is required/offered WBL can be simulated in off-the-job scenarios. However, in high support industries on-the-job training (with mentoring and a clear learning workbook) should be applied (ibid). Yet practice shows that the decision on location may not be so pragmatic or arbitrary. It may also result from choices in terms of pedagogy and instructional strategy. “Combining on- and off-the-job locations for WBL can be a way to make the off-the-job sequence prepare the on-the-job one: learners first receive basic theoretical and practical training on the off-the-job site and then, when ready, are placed in on-the-job positions where they will use what they have learnt. Programmes for the reintegration of low-qualified unemployed adults into the labour market illustrate these patterns” (Cedefop 2015, 49). The location is also to some extent sector specific. For example, health and educational professions need more observation (i.e. mentoring) (COBE 2006, 8). Therefore on-the-job learning is required. However in comparison the nature of the shipping sector means that “the on-board employees can be physically placed anywhere in the world at any given point in time” and trained with e-learning off-the-job (ibid). In general the sectors more likely to use WBL are production and service-focussed businesses (ibid, 29).

As touched upon above, “VET including apprenticeships plays an important role regarding the social inclusion of disadvantaged young people who are often not in employment, education or training” (EC 2015, 2). However this also implies extra costs for the companies providing such apprenticeships. As mentioned above, many companies, in particular SMEs, still regard taking on apprentices as a financial burden. (ibid, 3). In addition good-quality apprenticeships require a large level of investment. This can be difficult for small companies, especially as there is no guaranteed return on their investment as an apprentice can choose to subsequently move to another employer (ibid, 18).

WBL (in CVET) is offered through various different types of providers. This includes formal and non-formal education institutions, commercial operations (whose focus is on the service provided rather than the training), in-house training at work,, other employment organisations (such as chambers of commerce and trade unions), non-profit organisations and freelance trainers (often through private lessons) (Cedefop 2015, 24).

Across the EU the trend is for employers to acts as the major providers of non-formal education and training (including WBL, on-the-job training etc.). However, there is a considerable variation between member states on the exact nature of this. Through an analysis of 6 EU countries the following differences can be identified:

- In Bulgaria, 71.8% of non-formal education and training is provided by employers, whereas in Germany it is only 28.2%
- Germany has a fairly high share of non-formal education and training being delivered in formal education institutions (16.8%)
- France is characterised by a fairly high share of non-formal training and education institutions (23.4%) or non-profit associations (14.3%) delivering non-formal education and training
- In Sweden it is commercial institutions (where education and training is not the main activity) where this non-formal education and training takes place (25.1%) (ibid, 26)

Therefore formal education and training institutions are far from the main providers of non-formal education and training. An explanation for this could be that formal educational institutions tend to focus on training that leads to nationally recognised qualifications. Yet, at least in some countries, a large part of WBL falls outside of this category. This might explain why WBL is usually provided away from formal educational institutions, by in-house trainers, commercial institutions etc. (ibid, 27).

Consequently, a large amount of WBL in CVET takes place outside of the formal VET system and does not lead to a full qualification (with some courses offering a basic certificate of completion). As a result the introduction of opportunities to validate WBL outcomes so that they can count towards a recognised qualification could open learning pathways and encourage further learning. A WBL friendly environment (in CVET) would include such opportunities for the validation of knowledge, skills and competences acquired through non-formal and informal training as this is of paramount importance for the wider validation of WBL (ibid, 63).



## **2. BEST PRACTICES IN WORK-BASED LEARNING**



## 2 BEST PRACTICES IN WORK-BASED LEARNING

In this chapter a set of best practices (BPs) on WBL from EFT's participating countries – Austria, Belgium, Italy, Portugal, Turkey and the United Kingdom - is presented. The selected BPs vary considerably in their characteristics, whilst they also all come from very different national contexts – particularly in terms of the development and implementation of education and training (within both the VET field generally and WBL specifically).

This chapter begins with an overview where seven key-indicators are used to analyse the selected BPs. These key-indicators were selected as they are considered the most valuable for the development of the “EFT common WBL model” (EFT model). They include:

- ✓ Products/Services
- ✓ Financial resources
- ✓ Human resources
- ✓ Target group
- ✓ Successes
- ✓ Weaknesses
- ✓ Transferable actions

The second part of this chapter presents in detail all of the 18 BPs prepared by the partnership.

### 2.1 INDICATORS AND MATRIX ANALYSIS

The following tables analyse the BPs indicator by indicator. Each matrix analysis assesses one key indicator. The full BPs are then presented in section 2b, listed in alphabetical order (first by the country of origin and then by title). Abbreviations/acronyms have been used to aid clarity in discussions.

Table 2: Products/services

BP	PRODUCTS/SERVICES
<b>AT1 DualSys</b>	<ul style="list-style-type: none"> <li>- Transition from education into the labour market: 20% school, 80% company</li> <li>- Apprentices directly involved in production/services</li> <li>- Products/services sold on the market</li> </ul>
<b>AT2 CMedia</b>	<ul style="list-style-type: none"> <li>- TV programme training offered: programme- and TV production; internships; TV appearance and interview training</li> <li>- Renting facilities and equipment</li> <li>- Shows offered to other broadcasters</li> </ul>
<b>AT3 PSchool</b>	Workshops in gastronomy, wood and metal crafts, IT/office support, business and sales, graphics/design, creativity, textile, tourism, (bicycle) mechanics, video/media, gardening
<b>BE1 EVTsOle</b>	<p>3 work teams, different scopes:</p> <ul style="list-style-type: none"> <li>- Team 1: short term, temporary contracts (logging, felling and tree surgery, planting lawns and creating green spaces, and small scale landscaping jobs)</li> <li>- Team 2: annual contracts (garden maintenance, lawn mowing, maintenance of flower beds, pruning, and annual planting)</li> <li>- Team 3: bids and tenders for public procurement contracts</li> </ul>
<b>BE2 Store</b>	<ul style="list-style-type: none"> <li>- Structured training: theoretical knowledge, practical lessons and exercises, entry into jobs through work experience placements</li> <li>- “Training shop”: real-life work environment for trainees - sales techniques, practice in a professional environment, responsibility for their own training</li> </ul>
<b>BE3 Art60</b>	<ul style="list-style-type: none"> <li>- Social and professional integration within the hospitality sector</li> <li>- Competences and skills needed to work as a commis waiter/chef</li> <li>- Trainees responsible for preparing the meals and serving them to clients, supervision of trainers</li> <li>- Three main activities according to the needs of the trainees: a brasserie with 110 covers, a restaurant with 200 covers, and a catering service which can cater for up to 500 covers</li> </ul>
<b>IT1 CPW</b>	<ul style="list-style-type: none"> <li>a) Commercial productive workshops: <ul style="list-style-type: none"> <li>– Assembly and packaging of mechanical-electrical products, lamps, siphons</li> <li>– Packaging of soaps and bath products</li> </ul> </li> <li>b) Non-commercial expressive and creative workshops (for older beneficiaries): ceramics, theatre, therapy through movement/dance, carpentry, soaps, cooking</li> <li>c) Professional training centre: <ul style="list-style-type: none"> <li>– Consolidation and development of skills and personal and professional potential (school, vocational training, employment)</li> <li>– Helps facilitate inclusion in the labour market</li> </ul> </li> </ul>
<b>IT2 SanVita</b>	<ul style="list-style-type: none"> <li>- Social value and the quality of the products/services guaranteed by close monitoring</li> <li>- Products and services are available for the whole community and can be sold both to private and public entities</li> <li>- Media channels (Facebook, blog), participation in seminars and active promotion of initiatives</li> </ul>

<b>IT3 Restau</b>	<p>Commercial aspect: Le Torri is a real restaurant</p> <p>For students :</p> <ul style="list-style-type: none"> <li>- Work-based training internships during the 2 years training path in the CEFAL vocational centre</li> <li>- Theoretical classes and practice (internship and applying theory) in the training restaurant</li> <li>- Briefing/evaluation after working hours</li> <li>- Volunteering at evening events</li> </ul> <p>For unemployed adults:</p> <ul style="list-style-type: none"> <li>- Evening courses and practice in the restaurant</li> </ul> <p>For disabled students:</p> <ul style="list-style-type: none"> <li>- Work-based training under special conditions</li> </ul>
<b>PT1 Academ</b>	<ul style="list-style-type: none"> <li>- Internships with work-based training</li> <li>- In-house development of new products for different RTP media platforms</li> </ul>
<b>PT2 Empreg</b>	<ul style="list-style-type: none"> <li>- Training (CV, entrepreneurship, etc.)</li> <li>- Social events (interviews, networking events etc.)</li> </ul>
<b>PT3 PtVET</b>	<ul style="list-style-type: none"> <li>- Work-based learning (FPCT): apprentices are directly involved in the company's production</li> </ul>
<b>TR1 EREIVET</b>	<ul style="list-style-type: none"> <li>- Website and brochures</li> <li>- Seminars and vocational training</li> <li>- Certification</li> </ul>
<b>TR2 DIVER</b>	<ul style="list-style-type: none"> <li>- Brochures and information on websites</li> <li>- Seminars, vocational training, in-service training in vocational schools/centres</li> </ul>
<b>TR3 Women</b>	<p>Training programmes, seminars and consultations:</p> <ul style="list-style-type: none"> <li>- Needs assessment for business idea development</li> <li>- Marketing</li> <li>- Legal basis of the workplace</li> <li>- Finance</li> </ul>
<b>UK1 Printwo</b>	<p>Service/production by students under the supervision of professionals:</p> <ul style="list-style-type: none"> <li>- The Food Academy restaurant (fine dining)</li> <li>- Inkwell hair and beauty salon (top of the range treatments at a discounted price)</li> </ul>
<b>UK2 Jericho</b>	<ul style="list-style-type: none"> <li>- Real work experience in social enterprises</li> <li>- Tailored packages for personal development</li> <li>- Operating commercially in retail, printing, graphic design, administration, driving, landscaping, catering, recycling, construction and commercial cleaning</li> </ul>
<b>UK3 FCafé</b>	<ul style="list-style-type: none"> <li>- Competitive prices</li> <li>- Need to act commercially in order to compete with similar, for-profit cafes</li> </ul>

Table 3: Financial resources

BP	FINANCIAL RESOURCES
<b>AT1 DualSys</b>	<ul style="list-style-type: none"> <li>- Training in companies financed by companies themselves</li> <li>- Apprentices get paid a “salary”</li> <li>- Companies can apply for funding</li> <li>- Companies do not have to pay apprentices’ health insurance in the first two years and accident insurance for the whole duration of the training course</li> <li>- Free training at vocational schools (financed by the region and the state)</li> <li>- Numerous state co-funding opportunities and support services for apprentices, trainers and companies</li> </ul>
<b>AT2 CMedia</b>	<ul style="list-style-type: none"> <li>- Financed by the city of Vienna and the state</li> <li>- EU co-funds individual projects</li> </ul>
<b>AT3 PSchool</b>	Mainly publically financed by regions, national employment agency (AMS) and European Structural Fund (ESF)
<b>BE1 EVTsola</b>	<ul style="list-style-type: none"> <li>- Financing subsidised by the Walloon region</li> <li>- Cash for general expenses</li> <li>- Employment benefit</li> </ul>
<b>BE2 Store</b>	Financed by region
<b>BE3 Art60</b>	<ul style="list-style-type: none"> <li>- Financing subsidised by the Walloon region</li> <li>- Cash for general expenses</li> <li>- Employment benefit</li> </ul>
<b>IT1 CPW</b>	Financed by: <ul style="list-style-type: none"> <li>- Beneficiaries/workers (who pay costs of stay and meals)</li> <li>- 20% of income from production</li> </ul>
<b>IT2 SanVita</b>	Financed by: <ul style="list-style-type: none"> <li>- Local public services</li> <li>- Donations, sponsorships, lectures/seminars etc.</li> <li>- Beneficiaries/workers are paid by the state</li> </ul>
<b>IT3 Restau</b>	<ul style="list-style-type: none"> <li>- Financed by own services (catering, training, room rental)</li> <li>- Training for adults financed by the region (from ESF)</li> </ul>
<b>PT1 Academ</b>	- Publically financed
<b>PT2 Empreg</b>	Financed by <ul style="list-style-type: none"> <li>- Cidadania Ativa Programme 2013-2016</li> <li>- Financial Mechanism of the European Economic Area (EEA Grants)</li> </ul>
<b>PT3 PtVET</b>	Financed by <ul style="list-style-type: none"> <li>- Ministry of Education</li> <li>- IEFP (Portuguese Institute of Employment and Vocational Training under Ministry of Labour and Social Insurance)</li> <li>- Tuition fees (after compulsory education)</li> </ul>
<b>TR1 EREIVET</b>	450.000€ from EU

<b>TR2 DIVER</b>	<ul style="list-style-type: none"> <li>- 890.000€ from IPA projects</li> <li>- Nearly 80.000€ from local sources</li> </ul>
<b>TR3 Women</b>	<ul style="list-style-type: none"> <li>- 1.040.000€ from EC/EU</li> <li>- 266.400€ from the state</li> <li>- Turkish organisations are beneficiaries, but not contractors</li> </ul>
<b>UK1 Printwo</b>	<ul style="list-style-type: none"> <li>- National sources of funding: Skills Funding Agency, Education Funding Agency</li> <li>- European Social Fund</li> <li>- Students over the age of 18: course fees can be as much as £6,750 a year</li> <li>- Income from the commercial services</li> </ul>
<b>UK2 Jericho</b>	<ul style="list-style-type: none"> <li>- 90% of its income comes through social enterprise trading activities</li> <li>- Social investment through the government's Social Investment Tax Relief scheme</li> <li>- Gifts from individuals, churches and grant making organisations.</li> <li>- Volunteers in order to reduce costs: HR/PR, accountants, architects, legal profession</li> </ul>
<b>UK3 FCafé</b>	<ul style="list-style-type: none"> <li>- Funding from the government</li> <li>- All profit from the café is reinvested</li> </ul>

Table 4: Human resources

<b>BP</b>	<b>HUMAN RESOURCES</b>
<b>AT1 DualSys</b>	<ul style="list-style-type: none"> <li>- Depending on company size: training by owners/general managers or other employees in small companies; professional trainers in big companies</li> <li>- All trainers must pass a "trainer exam" or a 40-hours "trainer course" or have an equivalent education background and certificates</li> </ul>
<b>AT2 CMedia</b>	<ul style="list-style-type: none"> <li>- Fully employed core team: management/coordination and finances/accounting</li> <li>- Trainers: production and programme staff</li> <li>- Volunteers: show/series production</li> </ul>
<b>AT3 PSchool</b>	<ul style="list-style-type: none"> <li>- Employees have professional certificates</li> <li>- At least one is educated in social pedagogics (or a social worker)</li> <li>- Subcontractors for teaching core competences (German, maths, foreign languages)</li> </ul>
<b>BE1 EVTsole</b>	<ul style="list-style-type: none"> <li>- 1 Director</li> <li>- 9 trainers and assistants</li> <li>- 1 social worker</li> <li>- 3 administrative employees</li> </ul>
<b>BE2 Store</b>	<ul style="list-style-type: none"> <li>- 1 Director</li> <li>- 1 coordinator</li> <li>- 6 trainers</li> <li>- 1 social worker</li> </ul>
<b>BE3 Art60</b>	<ul style="list-style-type: none"> <li>- 1 Director.</li> <li>- 1 administrative employee</li> <li>- 2 coordinators</li> <li>- 6 trainers</li> </ul>



<b>IT1 CPW</b>	<ul style="list-style-type: none"> <li>- Tutors skilled in communication, human relations and team work</li> <li>- Social workers with a background in psychology, educational and administrative sciences, recently all have a degree in educational sciences</li> <li>- Staff training in professional courses and by working</li> </ul>
<b>IT2 SanVita</b>	<ul style="list-style-type: none"> <li>- Psychologists/responsible staff members plan, support and monitor work experience process</li> <li>- Social workers assess beneficiaries and monitor their work experience</li> <li>- Permanent trainers accompany beneficiaries</li> <li>- Specialists from technical professions transfer their specific skills</li> <li>- Social workers help beneficiaries with job orientation and consult them on work-legislation issues</li> </ul>
<b>IT3 Restau</b>	<ul style="list-style-type: none"> <li>- Restaurant and dining room manager</li> <li>- Kitchen chef acts also as the chief trainer</li> <li>- Training is supported by VET centre</li> <li>- Collaboration with professional restaurant</li> </ul>
<b>PT1 Academ</b>	Trainers from production, technical, and creative management areas
<b>PT2 Empreg</b>	<ul style="list-style-type: none"> <li>- 1 coordinator</li> <li>- 1 project manager</li> <li>- trainers (including external staff) that develop non-formal and informal education</li> </ul>
<b>PT3 PtVET</b>	<ul style="list-style-type: none"> <li>- Professionals (called “tutors”) with corresponding technical and pedagogical skills.</li> <li>- Staff member monitors the training</li> </ul>
<b>TR1 EREIVET</b>	Qualified experts and skilled project managers from an international partnership
<b>TR2 DIVER</b>	Trainers and expert staff
<b>TR3 Women</b>	Trainers and expert staff
<b>UK1 Printwo</b>	<ul style="list-style-type: none"> <li>- Highly qualified professionals in their field (hospitality and hairdressing and beauty)</li> <li>- Tutors from the college</li> </ul>
<b>UK2 Jericho</b>	<ul style="list-style-type: none"> <li>- 65 employees</li> <li>- 50 apprentices</li> </ul>
<b>UK3 FCafé</b>	Experienced staff from the catering and hospitality sector

Table 5: Target groups

BP	TARGET GROUPS
<b>AT1 DualSys</b>	All Austrian learners who have completed compulsory secondary school
<b>AT2 CMedia</b>	<ul style="list-style-type: none"> <li>- Migrants</li> <li>- Young people interested in TV production</li> <li>- Producers without their own facilities</li> </ul>
<b>AT3 PSchool</b>	Young people under the age of 25 who: <ul style="list-style-type: none"> <li>- Have not completed a youth education course</li> <li>- Do not have the necessary qualifications to start such a course</li> <li>- Dropped out of a youth education programme.</li> </ul>
<b>BE1 EVTsOle</b>	Unemployed adults (18+): <ul style="list-style-type: none"> <li>- Low qualified</li> <li>- Have been registered as unemployed for at least 2 years</li> </ul>
<b>BE2 Store</b>	Unemployed adults (18+): <ul style="list-style-type: none"> <li>- Low qualified</li> <li>- Have been registered as unemployed for at least 2 years</li> </ul>
<b>BE3 Art60</b>	Unemployed adults (18+) receiving social security from CPAS (Centres Publics d'Action Sociale): <ul style="list-style-type: none"> <li>- Low qualified</li> <li>- Have been registered as unemployed for at least 2 years</li> </ul>
<b>IT1 CPW</b>	<ul style="list-style-type: none"> <li>- People with learning difficulties</li> <li>- People suffering from social issues</li> </ul>
<b>IT2 SanVita</b>	Marginalised/disabled adults: <ul style="list-style-type: none"> <li>- Employed by the Cooperative</li> <li>- Unemployed</li> </ul>
<b>IT3 Restau</b>	<ul style="list-style-type: none"> <li>- Young people eligible for secondary education/VET (14-19 years old)</li> <li>- Marginalised adults or those with disabilities</li> </ul>
<b>PT1 Academ</b>	Young people aged 18-30: <ul style="list-style-type: none"> <li>- Looking for a job</li> <li>- Have completed either secondary or tertiary education</li> <li>- Want a professional career in media</li> </ul>
<b>PT2 Empreg</b>	Young people under 30: <ul style="list-style-type: none"> <li>- No higher education degree</li> <li>- Unemployed</li> <li>- Dropped out of school</li> </ul>
<b>PT3 PtVET</b>	Open to everyone (depending on the VET programme)
<b>TR1 EREIVET</b>	<ul style="list-style-type: none"> <li>- Vocational schools in the participating regions</li> <li>- Teachers</li> <li>- Students</li> </ul>
<b>TR2 DIVER</b>	<ul style="list-style-type: none"> <li>- Unemployed</li> <li>- All Turkish students</li> </ul>

<b>TR3 Women</b>	Women within Turkey looking for education/training opportunities
<b>UK1 Printwo</b>	Any student enrolled on a vocational catering and hospitality course at the college.
<b>UK2 Jericho</b>	People with barriers to employment, training or social inclusion.
<b>UK3 FCafé</b>	<ul style="list-style-type: none"> <li>- People recovering from substance misuse</li> <li>- Other people facing barriers to employment</li> </ul>

Table 6: SUCCESSES

BP	SUCCESSES
<b>AT1 DualSys</b>	<ul style="list-style-type: none"> <li>- Apprentices may be employed as fully qualified skilled workers straight after completion of apprenticeship training</li> <li>- Companies pay less tax and get funded for training apprentices</li> <li>- The modified, modular structure of training enables content to easily updated</li> <li>- Option of obtaining a certificate (Matura) that enables enrolment to tertiary education</li> </ul>
<b>AT2 CMedia</b>	<ul style="list-style-type: none"> <li>- All productions are guaranteed to be broadcast which raises the motivation of producers/trainees</li> <li>- Few barriers to access</li> <li>- Up-to-date facilities and equipment</li> </ul>
<b>AT3 PSchool</b>	<ul style="list-style-type: none"> <li>- More extensive training programme than short-term approaches such as professional orientation or job-seeking workshops</li> <li>- More easily accessed than long-term programmes such as vocational programmes/schools etc.</li> <li>- Targets marginalised groups, achieving very positive results in terms of reintegrating these groups back into the labour market</li> <li>- Integrates groups that are traditionally sceptical of schools back into the educational system</li> <li>- Very successful when it comes to reintegration of migrant youth</li> </ul>
<b>BE1 EVTsOle</b>	<ul style="list-style-type: none"> <li>- Long term collaboration with education providers</li> <li>- A good trainer/trainee ratio</li> <li>- Trainers have practical industry experience and bring this to their teaching</li> <li>- Recognised for its good reputation, know-how, and varied clientele</li> </ul>
<b>BE2 Store</b>	<ul style="list-style-type: none"> <li>- The training centre is well established and experienced</li> <li>- Good variety of partners</li> <li>- The training is very practical, and so is both accessible and motivating for low-skilled adults</li> <li>- Combination of work experience and the training shop enables trainees to understand the realities and demands of 'real' work</li> <li>- Trainees take on real responsibilities, becoming actively involved in their own learning.</li> </ul>

<b>BE3 Art60</b>	<ul style="list-style-type: none"> <li>- Backing from the training centre and staff working within the EFT framework</li> <li>- Good collaboration with the CPAS</li> <li>- Development of social and professional skills</li> <li>- Centre staff provide trainees with practical advice</li> <li>- The structure is very professional and leads to good results</li> </ul>
<b>IT1 CPW</b>	<ul style="list-style-type: none"> <li>- The structure, divided into two workshops (commercial and non-commercial) allows various work to be split according to ability/need</li> </ul>
<b>IT2 SanVita</b>	<ul style="list-style-type: none"> <li>- Work experience for the unemployed</li> <li>- Enhances the skills of employed people</li> <li>- Offers trainees support from the cooperative's staff for at least 6 months after the end of the programme</li> </ul>
<b>IT3 Restau</b>	<ul style="list-style-type: none"> <li>- Learning by doing</li> <li>- Recognition and support from local organisation (public institutions contract the restaurant for catering)</li> <li>- Welcomes foreign students through Erasmus+ mobility programme</li> <li>- Students experience the whole cycle of the restaurant</li> <li>- Services delivered to clients are evaluated by tutors, creating healthy competition between students</li> <li>- Collaboration with Felsinea Ristorazione</li> </ul>
<b>PT1 Academ</b>	<ul style="list-style-type: none"> <li>- Trainees working on own ideas/projects with support from skilled professionals from the creative and technical departments</li> <li>- Adds value for RTP's employees as they act as trainers</li> <li>- Develops innovative products which boost RTP's image, showing it to be cutting-edge</li> </ul>
<b>PT2 Empreg</b>	The project provides young adults with practical tools to facilitate their access to the labour market, while also promoting equal opportunities and social inclusion.
<b>PT3 PtVET</b>	<ul style="list-style-type: none"> <li>- Apprentices develop skills that will help them to access to the labour market</li> <li>- Trainees are able to enrol at university, creating a fluid education system</li> <li>- Continuous evaluation of trainee progress is provided by regular meetings between schools and employers within the WBL model</li> <li>- This is a strong commitment to quality assurance</li> </ul>
<b>TR1 EREIVET</b>	Students can find a suitable country to carry out an internship in easily through the growing network.
<b>TR2 DIVER</b>	New concepts and perspectives are developed through learning about different working methods.
<b>TR3 Women</b>	The consultancy and training offered (as well as financing opportunities) enable women to become entrepreneurs.
<b>UK1 Printwo</b>	<ul style="list-style-type: none"> <li>- Benefits from the excellent reputation of its courses and programmes</li> <li>- Easy access to employers, top class staff to run the restaurant and pastoral support available through the careers and welfare office</li> <li>- The combination of work experience and accredited courses providing formal qualifications</li> </ul>
<b>UK2 Jericho</b>	Treating all clients with respect and fairness regardless of their background.

<b>UK3 FCafé</b>	<ul style="list-style-type: none"> <li>– Combines commercial approach and high quality food with social enterprise values</li> <li>– Offers vital work experience for people marginalised by the labour market</li> <li>– Gives trainees and volunteers new purpose to help them continue their recovery</li> <li>– Has helped to drive regeneration in an area of the city which was full of empty shops etc. only a few years ago</li> </ul>
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Table 7: Weaknesses

BP	WEAKNESSES
<b>AT1 DualSys</b>	<ul style="list-style-type: none"> <li>– The job profiles and training programmes are linked to educational policy and do not correspond fully to the needs and demands of the (labour) market.</li> <li>– There is an imbalance between demand and apprenticeships offered</li> <li>– The dual system has to fight an increasing numbers of young people wanting to go to university</li> <li>– Due to the administrative workload needed to qualify as a training company, companies' interest in the dual system is waning</li> </ul>
<b>AT2 CMedia</b>	Public financing is needed to keep Okto running
<b>AT3 PSchool</b>	<ul style="list-style-type: none"> <li>– Learners at production schools do not get paid for their work</li> <li>– High drop-out rate</li> </ul>
<b>BE1 EVTsola</b>	<ul style="list-style-type: none"> <li>– Financial situation is unstable</li> <li>– There can be problems coordinating the three different teams</li> <li>– The sector is very competitive for employees and has a big black market</li> </ul>
<b>BE2 Store</b>	<ul style="list-style-type: none"> <li>– The shop is currently too focused on learning aspects and suffers from a lack of marketing capacity</li> <li>– The financial aspects of the business still need to be developed further</li> <li>– Open around lunchtime and in line with other breaks during the day, the shop's clientele is mainly made up of staff and the trainees themselves</li> <li>– Its primary focus is not to make a huge profit. Turnover is small (at around 200 euros a month)</li> </ul>
<b>BE3 Art60</b>	<ul style="list-style-type: none"> <li>– CPAS's workers have no capacity to ensure training follows the guidelines</li> <li>– The sector's long working hours are a significant barrier to long term integration</li> </ul>
<b>IT1 CPW</b>	<ul style="list-style-type: none"> <li>– Large reliance on money from sales</li> <li>– Lack of technical skills in workshop staff</li> <li>– Some of the trainees have issues which inhibit entry to the labour market</li> </ul>
<b>IT2 SanVita</b>	<ul style="list-style-type: none"> <li>– Lack of collaboration with similar organisations</li> <li>– Lack of staff training on human resources management, or regional/Italian/European legislation</li> </ul>
<b>IT3 Restau</b>	<ul style="list-style-type: none"> <li>– The restaurant is located out of the city centre</li> <li>– No profit generated yet</li> <li>– The students cannot work in the evening, so the restaurant is not open</li> <li>– There is no clear legislation which governs the training enterprise</li> </ul>
<b>PT1 Academ</b>	<ul style="list-style-type: none"> <li>– Relies on public funding</li> <li>– The broadcast of trainees' programmes depends on audience share</li> </ul>
<b>PT2 Empreg</b>	<ul style="list-style-type: none"> <li>– Difficult to measure impact</li> <li>– Mismatch between length of training sessions and amount of information to cover</li> </ul>
<b>PT3 PtVET</b>	<ul style="list-style-type: none"> <li>– VET curriculum needs to be better suited to the labour market's needs and schools and training centres need improved infrastructure (especially equipment)</li> <li>– Low awareness of the benefits of VET</li> </ul>

<b>TR1 EREIVET</b>	The students do not have sufficient foreign language skills
<b>TR2 DIVER</b>	Difficulties in terms of red tape, applying for legal permissions etc.
<b>TR3 Women</b>	Trainees struggle to find childcare
<b>UK1 Printwo</b>	Risk of financial cuts
<b>UK2 Jericho</b>	The very nature of the clients' issues may preclude them from attending apprenticeships regularly and/or dropping out
<b>UK3 FCafé</b>	<ul style="list-style-type: none"> <li>– Growing competition from similar cafes</li> <li>– The standard of service relies on the skills and knowledge of the trainees and volunteers</li> </ul>

Table 8: Transferable actions

<b>BP</b>	<b>TRANSFERABLE ACTIONS</b>
<b>AT1 DualSys</b>	<ul style="list-style-type: none"> <li>– Network approach at local, regional and national levels</li> <li>– Work-based training offered in wide range of sectors</li> <li>– Certification/qualification system</li> </ul>
<b>AT2 CMedia</b>	An attractive idea motivates many people to work for free
<b>AT3 PSchool</b>	<ul style="list-style-type: none"> <li>– Production workshops that are based on customer/market demands and so products can be sold easily</li> <li>– Targets marginalised groups who are often at a distance from education by offering them coaching, production-based learning etc. which motivates them to reintegrate into society</li> </ul>
<b>BE1 EVTsole</b>	– The organisational, educational and partnership models
<b>BE2 Store</b>	Same as above BE1
<b>BE3 Art60</b>	Same as above BE1
<b>IT1 CPW</b>	<ul style="list-style-type: none"> <li>– Good networking and collaborative working approach</li> <li>– Diverse range of services</li> <li>– Internal tools for monitoring and evaluating skills</li> </ul>
<b>IT2 SanVita</b>	<ul style="list-style-type: none"> <li>– Work experience method</li> <li>– The training tools and strategies constantly build on trainees' past experience and encourage continuous reflection</li> <li>– Pastoral support is offered during and after the training</li> </ul>
<b>IT3 Restau</b>	Because of the complex training offered few other centres are willing to replicate the model

<b>PT1 Academ</b>	<ul style="list-style-type: none"> <li>– Practical training for young people with mentoring support from media professionals</li> <li>– A strong work-based learning approach</li> <li>– Strong marketing around each year's recruitment of trainees</li> </ul>
<b>PT2 Empreg</b>	<ul style="list-style-type: none"> <li>– Programmes are named in a fun way to attract people</li> <li>– Diversity of topic covered</li> </ul>
<b>PT3 PtVET</b>	<ul style="list-style-type: none"> <li>– The diversity of the levels of training and qualifications offered, with different requirements and objectives according to every trainee's need and background</li> <li>– VET programmes are aligned with the National Catalogue of Qualifications</li> <li>– Continuous monitoring is followed by an evaluation phase</li> <li>– Strong local network that supports the work-based learning model</li> </ul>
<b>TR1 EREIVET</b>	Processes are in place to easily measure project impact
<b>TR2 DIVER</b>	<ul style="list-style-type: none"> <li>– The online twinning mechanism</li> </ul>
<b>TR3 Women</b>	<ul style="list-style-type: none"> <li>– Training and consultancy on entrepreneurship and business</li> <li>– Financial support</li> </ul>
<b>UK1 Printwo</b>	<ul style="list-style-type: none"> <li>– Strong engagement with employers</li> <li>– Wider pastoral support</li> <li>– Embedded in accredited courses that lead to a formal qualification</li> </ul>
<b>UK2 Jericho</b>	Good example of a social enterprise which provides a safe learning environment for its clients while operating as commercial enterprise.
<b>UK3 FCafé</b>	<ul style="list-style-type: none"> <li>– Offers a service which competes with similar commercial cafes without having to trade on the fact it is a social enterprise</li> <li>– Provides development within the same organisation for people recovering from addiction which means they are more likely to progress from rehabilitation to re-entering the labour market</li> </ul>

## 2.2 SELECTED BEST PRACTICES

The BPs presented here were selected by project partners based on four criteria applicable to all best practices in the social and educational fields. These are defined by UNESCO's Management of Social Transformations (MOST) Programme as<sup>2</sup>:

1. Best practices are innovative – they develop new or creative solutions
2. Best practices make a difference/are effective - demonstrate a positive and tangible impact

<sup>2</sup> Source: [www.unesco.org/most](http://www.unesco.org/most)



3. Best practices have a sustainable effect – due to their social, economic and environmental requirements, they can be maintained over time and produce lasting effects
4. Best practices have the potential for replication - they serve as a model for developing policies, initiatives and performances elsewhere

The BPs below are listed in alphabetical order - first by the country of origin and then by title.

Table 9: Austria - Austrian dual-system

AUSTRIA
<b>TITLE</b>
AUSTRIAN DUAL-SYSTEM
<b>SCOPE/AREA/TOPIC</b>
VET
<b>COUNTRY/CITY</b>
Austria
<b>ORGANISATION</b>
Several VET providers
<b>LEGAL STRUCTURE</b>
Public Service
<b>YEAR OF IMPLEMENTATION</b>
Since 1980s
<b>OBJECTIVES</b>
<p>To support an effective transition from education into the labour market.</p> <p>To develop a more specialised workforce.</p> <p>To promote work-based learning approaches.</p> <p>To promote networking between training providers and the labour market, as well as with local and national authorities and other relevant stakeholders.</p>

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**BRIEF DESCRIPTION**

The “dual vocational training system” is one of the options available to Austrian teenagers after they have completed the first 9 years of compulsory education (which starts at the age of 6).

Dual system means that part (20%) of the training is done in school and the rest (80%) in a company. Around 40% of young people choose this educational path (another 40% attend full-time vocational schools and 20% choose general secondary schools with the aim of going on to study for an academic degree). In Austria around 35,000 companies train approximately 120,000 apprentices. In order to ensure a minimum training standard, the programme followed by the trainees within companies is linked to a common job profile (which defines the skills and knowhow needed to do a particular job). Companies which are not able to provide training which covers all aspects of the job profile (e.g. SMEs) can make use of training networks to fill these gaps. Thus, even small companies can take on trainees.

The training programme can last from two to four years, with most lasting three years. Upon completing the programme around 40% of trainees continue to work for the company where they were placed during their apprenticeship.

The purpose of the formal vocational school element of the programme is to provide trainees with a theoretical grounding in their chosen profession. This should complement the company-based training and deepen their general knowledge.

At the end of the training programme, each trainee can choose to take a final accreditation exam. This tests whether the trainee has developed the practical skills and knowledge necessary for their chosen profession. This exam can also be taken by other people (over 22 years old), even if they have not gone through the dual system.

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## **NATIONAL LEGISLATION/Framework**

Work-based training is regulated by the Ministry of Science, Research and Economic Affairs (in particular through the 'vocational training law' (Berufsausbildungsgesetz/BAG)). Trainees can only be taken on in specified professions (each of which has an accompanying job profile). These are set out in a list of apprenticeship trades (Lehrberufsliste) that in 2014 contained 199 different professions. As well as this, there are an additional 15 apprenticeship trades in the agriculture and forestry sector which fall under their own law (LFBAG). As well as the specific trades, the list also sets out the duration of the training programmes (including any credits which can be given for previously completed vocational training in complementary fields).

Any vocational schools taking part in the dual system are also governed by legislation from the Ministry for Education.

The companies involved in the dual-system must first apply to their regional trade union who will certify that they are able to take on trainees.

A training agreement is signed between the company and the trainee. This contract is similar to a contract of employment and sets out the terms of the training, including provisions for covering social insurance contributions linked to health, accident, retirement and unemployment insurance etc.

Training contracts are covered by legislation pertaining to employing young people. Furthermore, the trainee is entitled to remuneration. This is fixed through collective labour agreements and varies across the different apprenticeship trades.

## **PRODUCTS/SERVICES**

The companies involved are given tax breaks.

Trainees are directly involved in production, with their products (and/or services) being sold on the open market.

## **FINANCIAL RESOURCES**

The companies cover all training costs. This includes the trainees 'salary' which rises every year, reaching on average 80% of a regular employee salary in the final year. These training costs are offset by the tax breaks given to companies. The companies can also apply for funding to cover three salaries in the first training year, two in the second and one in the third and fourth years. They also do not have to pay apprentices' health insurance for the first two years and accident insurance for the whole duration of the programme.

Vocational schools are financed by the region (and the state) and training courses are free.

There are also numerous state co-funding opportunities and support services for trainees, trainers and companies.

## **HUMAN RESOURCES**

The profile of the trainers depends on the company's size. In small companies trainees are trained by either owners/general managers or other employees, whereas big companies may have full-time trainers. All trainers must pass a 'trainer exam' or a 40-hours 'trainer course'. However people with certain educational or professional certificates (e.g. craftsmen) are exempt from taking this extra training. The trainers in vocational schools are permanent employees who normally have at least a bachelor's degree in education.

## TARGET GROUPS

Every young person who has completed the first 9 years of compulsory education. Each year more than 35,000 new trainees enter the dual system. Most of them are aiming for a profession in a trade (43%), business (15%), industry (13%) or tourism (9%). The most popular apprenticeships amongst girls are in finance and office administration, hairdressing, catering (waitress/chef), pharmacy assistance and hospitality (hotel/restaurant), whilst amongst boys they are in metalwork, electronics, vehicle maintenance, construction, finance assistance, carpentry, and catering (chef).

## STAKEHOLDERS

On a national level a Federal Vocational Training Board advises on job profiles. This is then passed on to the government ministries mentioned above (see National legislation/Framework), and to other national stakeholders.

On a regional level the following are involved:

- Information & support offices at regional trade unions which monitor the companies involved in the training contracts and execute final exams
- School auditors
- The regional government provides funding for schools' equipment (100%) and staff (50%)
- Regional officials/courts rule on any appeals
- Regional VET Boards advise local authorities on vocational training

## RESULTS & IMPACT

The training accreditation exam is the highest level of education achieved by around 40% of all employed people in Austria (47% of men, 30% of women). They represent the biggest proportion of people working in trades and similar professions (71%). However a third of Austrians in leading positions in society are also part of this group. 92% of all dual-system trainees find employment in the field they were trained in and the unemployment rate amongst these trainees is significantly below the national average.

## SUCCESES

- One of the major advantages of this system (both for the trainee and the company) is that trainees may be employed as fully qualified skilled workers as soon as they complete their training.
- Companies pay less tax and receive funding for taking on trainees.
- The training system is extremely flexible which means it can be updated to reflect changes in job profiles etc.
- Since 2008 young people who complete the dual system are able to obtain a certificate (Matura) which allows them to enrol in tertiary education. Since its introduction the number of young people using this option has quadrupled, with more than 11,000 trainees doing "Apprenticeship and Matura" in 2013.

## **WEAKNESSES**

Possible weaknesses are:

- There is a mismatch between the job profiles (and dual system training which is driven by these) and the real-life employment needs in companies (which is led by the market). Therefore fewer companies are either capable or willing to offer training which meets the full job profile. As a result more young people are attending full-time schools instead.
- There is an uneven demand for different industries, which means that a smaller number of apprenticeships are oversubscribed, whilst others gain little interest.
- The dual system has to contend with the growing trend for young people to aim to go into tertiary education. The introduction of the “Apprenticeship and Matura” has partially stemmed the falling numbers of trainees in the dual system.
- Fewer companies are registering to take part in the dual system due to the amount of administrative bureaucracy involved.

## **INCLUSIVE EDUCATION ASPECTS**

Same as in all secondary education.

## **TRANSFERABLE ACTIONS**

- Network approach at local, regional and national levels.
- Sector-specific work-based-learning approaches a training system centred on gaining qualifications.

## **ONLINE SOURCES**

- [www.bmbf.gv.at/enfr/school/secon/app.html](http://www.bmbf.gv.at/enfr/school/secon/app.html)
- [www.austrianinformation.org/current-issue-spring-2014/education-in-austria-the-dual-system](http://www.austrianinformation.org/current-issue-spring-2014/education-in-austria-the-dual-system)
- [ec.europa.eu/social/BlobServlet?docId=11197&langId=en](http://ec.europa.eu/social/BlobServlet?docId=11197&langId=en)
- [www.wko.at/Content.Node/Service/Bildung-und-Lehre/Lehre/Lehrlingsausbildung-in-Oesterreich/Die\\_Lehre\\_BMWfJ.html](http://www.wko.at/Content.Node/Service/Bildung-und-Lehre/Lehre/Lehrlingsausbildung-in-Oesterreich/Die_Lehre_BMWfJ.html)

Table 10: Austria – Community media

AUSTRIA
<b>TITLE</b>
<b>COMMUNITY MEDIA</b>
<b>SCOPE/AREA/TOPIC</b>
Social enterprise offering TV production and training
<b>COUNTRY/CITY</b>
Austria/Vienna
<b>ORGANISATION</b>
Okto
<b>LEGAL STRUCTURE</b>
Company (GmbH) - Okto is a privately owned social enterprise
<b>YEAR OF IMPLEMENTATION</b>
Since 2005
<b>OBJECTIVES</b>
<ul style="list-style-type: none"> <li>– To provide television services for (urban) groups that are underrepresented in the mainstream Austrian media landscape</li> <li>– To involve these marginalised groups in the programmes' production</li> <li>– To deliver training in TV production</li> </ul>
<b>BRIEF DESCRIPTION</b>
<p>Okto is a community TV channel meaning that it works both with and for the community (e.g. Turkish migrants make shows for other Turkish migrants). It is the first full-time broadcaster within Austria to broadcast no advertisements.</p> <p>Anybody who has completed the in-company training can produce content for Okto. The programmes are determined by a supervisory board of experts.</p> <p>As well as shows for specific target groups, there are shows that focus on certain topics, such as culture (e.g. film) and current affairs.</p> <p>Okto uses up-to-date technology. This means that they are also able to sell their programmes to other broadcasters, which enables them to buy in shows made by other companies. This allows them to broadcast 24/7, and means that programmes can be made available in easy-to-browse archives (Oktothek).</p>

## NATIONAL LEGISLATION/FRAREWOK

National media law.

## PRODUCTS/SERVICES

Full schedule of TV programmes. Training offered:

- TV production (€25–60 per participant per workshop. Workshops last 2 – 10 hours)
- Internships
- Media training for businesses

Renting facilities (studio, editing room) and equipment (cameras, lights etc.).

Income from other broadcasters either buying shows or renting space.

## FINANCIAL RESOURCES

Okto is funded by both the city of Vienna and national funds available for non-commercial media. Some shows and series also make use of EU funding.

## HUMAN RESOURCES

There is a small full-time core team that takes care of management/coordination and finances/accounting. The production staff also work as trainers. Production is done on voluntary basis.

## TARGET GROUPS

Okto can be viewed on cable TV (which is available to 1.5 million Austrians) and was watched by 200,000 people (in 2015). The main target groups for programmes are (non-German-speaking) migrants and the inhabitants of Vienna who want to be informed and entertained in an alternative, non-biased and non-commercial way. The channels approach means that it is particularly of interest to (media) students. The target groups for the (non-broadcast) products and services offered by Okto include young people interested in TV production, TV producers without access to their own facilities, and fellow (community) broadcasters.

## STAKEHOLDERS

The city of Vienna and the National Board for Communications and Broadcasting are funders. Okto is a member of the Association of Austrian Community Broadcasters. Regional and local organisations who work with people from within the channel's target groups (especially migrants or media students) are also key stakeholders as they often want to shape what is broadcast.

## RESULTS & IMPACT

314 different shows have been produced by or broadcast on Okto since 2005. The studio space at Okto is particularly popular with media students and independent producers/journalists (particularly those from migrant communities).

Several of Okto shows have won prizes. These include the Austrian Adult Education TV award, the Alternative Media Award and the Erasmus-EuroMedia-Award. Okto is regarded as a best practice in the field of community media/TV across the world.

## SUCCESSES

- The channel manages to maintain a constantly high level of production which means that the target groups remain interested in engaging with its production and training. The quality of shows is also constantly improving as producers learn by doing.
- The channel's independence guarantees that productions will be broadcast which further enthuSES producers/trainees.
- There are few barriers to access as the inclusive approach gives everyone the chance to participate and makes all participants feel equal.
- The training is delivered by actual producers etc. so is more attractive.
- The facilities and equipment available to rent are modern/in line with current technology.

## WEAKNESSES

Okto relies on public funding from both the city and the state. Broadcasts rely on the cooperation of cable providers which can lead to a conflict of interests (because of "sensitive content").

## INCLUSIVE EDUCATION ASPECTS

The mission of Okto is to promote equity, diversity and equal opportunities.

## TRANSFERABLE ACTIONS

- Many people will work for free if the idea is interesting/exciting enough. The inclusive approach attracts many people to both participate and bring their own ideas.
- Okto offers (affordable) training that empowers people to fully see their ideas through to production.

## ONLINE SOURCES

- [de.wikipedia.org/wiki/Okto](https://de.wikipedia.org/wiki/Okto)
- [okto.tv](https://okto.tv)



Table 11: Austria – Austrian Production Schools System

AUSTRIA	
<b>TITLE</b>	
<b>AUSTRIAN PRODUCTION SCHOOLS SYSTEM</b>	
<b>SCOPE/AREA/TOPIC</b>	
VET/Social integration	
<b>COUNTRY/CITY</b>	
Austria	
<b>ORGANISATION</b>	
Several nationwide. BEST currently has two production schools: the Produktionsschule Golden Goal Wiener Neustadt and the Produktionsschule Golden Goal Bruck/Leitha	
<b>LEGAL STRUCTURE</b>	
Public System	
<b>YEAR OF IMPLEMENTATION</b>	
Operational since 2001. The model has been modified in recent years to become more orientated towards social integration	
<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>- To provide the target group (young people) with key employability skills which help them make the transition into the adult world of work</li> <li>- To reintegrate excluded young people into the education system, increasing their motivation to learn</li> <li>- To promote work/employment as a socially useful (and enjoyable) activity</li> </ul>	

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**BRIEF DESCRIPTION**

Production schools are the bridge between education and employment for those who leave formal education early and/or without any qualifications. These schools are based upon the idea of educating trainees through work and have a direct impact on their local community. They take part in production workshops which teach practical skills whilst incorporating a wider social message (teamwork, responsibility etc.). 'Lessons' follow a strict daily (and weekly) schedule - the production carried out in workshops is driven by either trainee's suggestions or customer demand. This means that trainees can see the value of their work as it meets a need (and can even be sold).

The production school system was first established in Denmark and by 2010 there were more than 100 Danish schools. In addition there were around 30 schools in Germany and 16 in Austria. All of the Austrian schools combine classes focussed on employability skills with internships and lessons in social responsibility.

Trainees can be referred to the production school by either the employment agency or another social institution/project. However the schools cannot rely on referral as the target group is often hard to reach through formal institutions and procedures. Therefore, production schools have to independently market and publicise their courses to boost enrolment. Prior to 2006 there were a total of 180 trainees in Austrian production schools. By 2010 this figure had increased to 1,500 trainees. The average school capacity in Austria in 2010 was 55 learners. The smallest school had capacity for 12 trainees and the largest 300. The majority of schools accepted either 24-26 or 48-52 learners. Programmes usually last between 6 and 12 months, with most schools also offering the option to prolong the course beyond 12 months. Generally there are no formal tests during the course but trainees are awarded certificates of attendance.

In recent years Austria has modified the model which guides the work of production schools. This has been driven by the Ministry for Work, Social Affairs and Consumer Protection and follows "four pillars": coaching, training, learning workshops and sport. There is a production school network called NEBA with 54 schools.

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**NATIONAL LEGISLATION/Framework**

In 2010 all schools were either classed as an association (Verein) or a company (GmbH).

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## FINANCIAL RESOURCES

According to data from 2010, the average investment in Austrian production schools was €540,000/school/year. However this amount varies considerably when schools are compared (from €20,000 to €1,200,000 depending on school size and the workshops offered). This meant that the average yearly budget was about €15,000/trainee. Schools with 50 - 70 trainees, offering a 10-12 month programme, are shown to provide the best value for money.

The production schools are supported by three main public sources of finance:

- The respective region (Bundesland) provides funds to all schools (with the exception of Vienna)
- The national employment agency (AMS) co-funds all schools (with exception of the 4 in Styria). AMS is the sole funder of the school in Vienna
- European Structural Fund (ESF) co-funds 9 schools (all of which were established after 2007)

Schools in Styria are co-funded by the Ministry for Work, Social Affairs and Consumer Protection. The Innsbruck school is funded solely by the city authorities.

## HUMAN RESOURCES

All employees have professional certificates. Most are craftsmen, with at least one employee trained in youth work. Bigger schools also employ social workers. Subcontractors are brought in for specialist subject areas (e.g. German, Maths and Foreign Languages) and for any workshops which demand skills not covered by employees.

## TARGET GROUPS

Young people under the age of 25 who have not completed a recognised training programme due to the fact they do not possess the minimum qualifications needed to enter such courses (usually because they have dropped out of the formal education system). The 2010 data shows that a fifth of trainees attending production schools had not completed primary education. This meant that many of them were unable to (re)acclimatise to a 'classical school' setting. Most trainees are marginalised within society – this might be because of their background (95% of trainees under 19 have some form of migrant background), linked to issues around social deprivation, or due to an insufficient command of German. Some of the schools target specific groups, such as girls under 19 (Tirol), people with mental health issues (Mattighofen), or drug addicts and ex-convicts (Steyr).

## STAKEHOLDERS

As well as their public funders (local, national and EU-authorities), production schools are closely linked to local industry, other providers of support for young people, schools, and any other local projects working on the integration of young people into the labour market.

## RESULTS & IMPACT

According to the 2010 data 30% of trainees registered as unemployed after leaving the production school. Another 30% find employment – 13% in positions co-funded by the employment office and 17% on the open labour market. The other 40% are still considered to be NEET, which can be interpreted as a failure of the production schools. If a longer term view is taken, these figures improve – with the number of former trainees employed rising (especially amongst those who were at the production schools for longer than 6 months).

## SUCCESESSES

- They are mid-term solutions for gaining new qualifications/skills. This means that they are more extensive than short-term options (such as one-off workshops) but also easier to access than long-term solutions (such as vocational training programmes).
- Their specific approach of linking work to both social responsibility and demand works well at reintegrating marginalised groups into the labour market.
- They help groups that are traditionally apathetic to school to return to some form of education.
- The employment rate for young people with migrant backgrounds who have been through this system is no different from that of their peers, something which is very different from the results of other employment projects.
- They focus on young people. Most other projects target the unemployed irrespective of age.

## WEAKNESSES

- Trainees at production schools are not paid for their work (but their living costs are covered by the employment office).
- Many trainees leave the programme before it ends. However the data shows that the chances of employment improve the longer a young person stays in the programme (especially if they stay for more than 6 months).

## INCLUSIVE EDUCATION ASPECTS

Production schools are designed to address the problems of marginalised young people who are not actively involved in the labour market. Some schools take this further, specifically targeting some of the most vulnerable groups (e.g. migrants, women, ex-drug addicts).

## TRANSFERABLE ACTIONS

- Production workshops based on market demands
- Customised services for targeted groups (allows project to focus on the most in need)

## ONLINE SOURCES

- [eng.uvm.dk/Education/Upper-secondary-education/Production-schools](http://eng.uvm.dk/Education/Upper-secondary-education/Production-schools)
- [www.psf.nu](http://www.psf.nu)
- [www.esf.at/esf/wp-content/uploads/Eine-Bestandsaufnahme-der-%C3%B6sterreichischen-Produktionsschulen\\_LR\\_2011.pdf](http://www.esf.at/esf/wp-content/uploads/Eine-Bestandsaufnahme-der-%C3%B6sterreichischen-Produktionsschulen_LR_2011.pdf)
- [www.neba.at/produktionsschule/warum.html](http://www.neba.at/produktionsschule/warum.html)
- [www.koordinationsstelle.at/angebotslandschaft/infoblatter/orientierungheranfuhrungnachreifung.html](http://www.koordinationsstelle.at/angebotslandschaft/infoblatter/orientierungheranfuhrungnachreifung.html)

Table 12: Belgium – EVT Soleilmont

BELGIUM	
<b>TITLE</b>	
<b>EFT SOLEILMONT</b>	
<b>SCOPE/AREA/TOPIC</b>	
Training enterprise in horticulture	
<b>COUNTRY/CITY</b>	
Belgium/Charleroi	
<b>ORGANISATION</b>	
EFT Soleilmont	
<b>LEGAL STRUCTURE</b>	
Not-for-profit organisation, Centre d’Insertion SocioProfessionnel (CISP), Walloon region of Belgium	
<b>YEAR OF IMPLEMENTATION</b>	
1985	
<b>OBJECTIVES</b>	
<p>The overall objective is the social inclusion of people who are at a distance from the labour market and/or who are low-skilled. The teaching methods and approaches aim to develop both social and professional skills. This is done by developing skills that are related to a specific sector of work, whilst also developing critical thinking, social mobility and citizenship. Some specific objectives are:</p> <ul style="list-style-type: none"> <li>- Support each trainee to set and achieve their personal and professional goals</li> <li>- Develop technical competences, knowledge and know-how, becoming semi-skilled in horticulture</li> <li>- Strengthen and develop trainees’ transferable skills</li> </ul>	

## BRIEF DESCRIPTION

EFT Soleilmont is the oldest course run by the organisation AID, having celebrated its 30<sup>th</sup> anniversary in 2015. The centre welcomes those who wish to start a career in horticulture, offering 25 places per year.

Trainees are all low-skilled jobseekers. They have only completed compulsory schooling (up to around aged 15) and have been unemployed for more than 12 months.

Throughout the training course, the trainee stays registered with the social services, and so continues to receive any benefits (whether its unemployment benefits or other financial aid). For the trainee, the training course is free of charge. The training school pays them 1 euro/hour and also reimburses any travel costs.

Trainees learn about landscaping – i.e. creating and maintaining green spaces on real-life sites. They work on areas of private land, owned by companies, government bodies and associations. These clients cover the costs associated with the trainees' work. Once the job is completed the client evaluates the quality of the work and, depending on the outcome, a decision is made about the final cost.

There are five different activities which all semi-qualified horticultural workers must be competent in and so the trainee will receive teaching in:

- Creating a green space
- Maintaining green spaces
- Logging, uprooting and cleaning up trees
- Small scale landscaping jobs (e.g. edging and curbing, paving, small walls, steps, enclosures, building wooden furniture)
- Maintenance of tools and machinery

These learning outcomes are broken down into competences. For example, creating a green space includes:

- Maintenance of the soil, digging and levelling: Manual labouring using specialist levelling equipment (Bob Cat, mini pelles), levelling out the soil according to the required limits, getting rid of any overspill of soil that exceeds the required limits, identifying which machines will be used to carry out the work
- Preparation of the soil ready for planting seeds: Getting the soil ready for any planting (digging, inverting the soil, rototiller, smoothing out etc.), carrying out work in accordance with instructions provided by the trainer
- Planting seeds: Preparing a flower bed, placing seeds in optimal conditions in terms of light, using a watering can to water the plants, using specialist equipment, looking after the lawn, carrying out suitable watering (according to climate, a plant's location, type of ground etc.)
- Planting crops and plants: Preparing the plants according to their particular needs

Seasonal changes are an important factor in the horticulture industry. For example, whilst the best period for planting is winter, pruning is best done during the autumn and spring, and planting a new lawn is best in spring or summer. Any training which is carried out onsite has to work around the timing of the seasons.

One particular feature of this school is its collaboration with educational providers. Trainees have the chance to gain a qualification at the end of the course by sitting an on-the-job evaluation. For those who have not previously obtained any certificates, this is an important achievement.

## NATIONAL LEGISLATION/Framework

EFT Soleilmont is a non-profit organization recognized by the Walloon region as a "CISP" (i.e. Centre for Socio-Professional Integration). Three pieces of legislation (decrees and orders) govern the CISP.

The general objectives are "The centre's mission is to promote, through an integrated approach, the socio-professional integration of the trainee referred to in Articles 5 and 6. This includes the acquisition of the knowledge, skills and behaviours necessary for either direct or indirect entry into the labour market, social emancipation, and personal development. The principles of non-discrimination, promotion of equal opportunities in employment and training, and data protection should also be respected".

- Target groups; adults (over 18) - those who have low levels of educational achievement (i.e. they do not have the secondary school diploma/French BAC) or have been unemployed for at least 2 years.
- Funding; approximately 12 euros/hour
- Regulations for course structure and content; trainee to trainer ratios, work placements, the maximum duration of the training programme (18 months), course content and assessments to be tailored to individuals, a work-based learning approach, content must reflect the professional standards of the sector.
- General terms and conditions; trainees are paid 1 euro/hour + travel expenses, insurance, childcare costs etc., partnership with the Walloon Employment Office, all training must fully comply with labour law, health and safety regulations etc.

## PRODUCTS/SERVICES

Activities are based around three work teams and a trainer. These teams have different specialisations:

- One team manages short term, temporary contracts. According to the season this team carries out tasks such as logging, felling and tree surgery, planting lawns and creating green spaces, and small scale landscaping jobs.
- Another team manages annual contracts. This team is responsible for all the contracts linked to garden maintenance. This includes all the lawn mowing, maintenance of flower beds, pruning, and annual planting.
- Finally, the third team develops bids and tenders for public procurement contracts.

Each week the teams come together so that trainees can gain an overall understanding of the range of tasks they should be able to carry out by the end of their training.

## FINANCIAL RESOURCES

EFT is subsidised by the Walloon region (up to a maximum of 12 Euros per hour per trainee). This subsidy is paid monthly in two parts – one in cash for general expenses and the other through employment benefits (through reductions in social security contributions and funds dedicated solely to the payment of wages).

In 2014, Soleilmont received €363,090 in grants. The second major source of financing for the EFT is the money made through the sale of services. In 2014 turnover amounted to €479,774.20. These figures clearly show the important role selling on the open market plays in running the training centre, and so there is a critical link between learning and production in this type of training.

## HUMAN RESOURCES

- Production and training team: 4 full time trainers; 3 training assistants (0.8 part time); 2 production assistants (full time).
- Social support team: social worker (part time 0.5).
- Administration: accountant (part time 0.5); secretary (full time); administrative assistant (full time).
- Management: director (full time).

## TARGET GROUPS

- Adults (over 18 years old)
- Unemployed (registered as jobseekers)
- Those who have low levels of educational achievement (i.e. they do not have the secondary school diploma/French BAC) or have been unemployed for at least 2 years.

The backgrounds of these target groups mean that they need intensive support, which is provided by social services.

## STAKEHOLDERS

- CPAS Charleroi - Centres Publics d'Action Sociale- for "Public Service for Social Action"
- FOREM (Walloon public employment office)
- CISP training centres in Charleroi
- AID network (32 CISP in the Walloon and the Brussels region)
- Regional office of Charleoi
- CSC union (Labour Union)
- CIEP/MOC (Christian workers' movement)
- Promotion sociale (vocational qualification for adults): Aumoniers du Travail
- The green jobs skills centre

## RESULTS & IMPACT

Every year around 25 people finish their training at the EFT.

From the 2014 intake, 7 trainees have found long term employment (around 28% of trainees). Half of all trainees took the final exam, and half of those succeeded in gaining a qualification.

## SUCSESSES

- Long term collaboration with education providers
- A high number of trainers that support the trainees
- Trainers who are experienced in the horticulture industry and are able to combine this knowledge with teaching skills
- A professional structure
- Recognised for its good reputation and knowhow, attracting a large and varied clientele



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**WEAKNESSES**

- Given the number of people involved, the practice must generate a substantial turnover in order to keep running
- There can be problems coordinating the three different teams (production, education, social)
- The nature of the training needs large investment (e.g. in vehicles, materials, etc.)
- As a sector there is a lot of work but few jobs (a lot of black market work) so finding employment is difficult

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**INCLUSIVE EDUCATION ASPECTS**

The service is specifically aimed at people with low levels of education or who have suffered from personal issues. Soleilmont provides opportunities for these people to develop their skills (both socially and professionally), with the overall objective being social and professional integration. For many years the centre has been trying to recruit more women. However the job requires a lot of manual labour.

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**TRANSFERABLE ACTIONS**

- The legal framework surrounding the practice is particular to Belgium - the majority of European countries have similar laws with certain parallels, but are not exactly the same.
- In terms of transfer to other contexts, the organisational, educational and partnership models are the most adaptable and transferable aspects of the practice.

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**ONLINE SOURCES**

- [www.aid-com.be](http://www.aid-com.be)
- [www.aid-soleilmont.be](http://www.aid-soleilmont.be)
- [www.interfedebel.be](http://www.interfedebel.be)

Table 13: Belgium - SHOP OFFERING RETAIL TRAINING

BELGIUM
<b>TITLE</b>
SHOP OFFERING RETAIL TRAINING
<b>SCOPE/AREA/TOPIC</b>
Retail training school
<b>COUNTRY/CITY</b>
Belgium/La Louvière
<b>ORGANISATION</b>
AID Hainaut centre OISP “Avenir au féminin”
<b>LEGAL STRUCTURE</b>
Not-for-profit organisation, Centre d’Insertion SocioProfessionnel (CISP), Walloon region of Belgium
<b>YEAR OF IMPLEMENTATION</b>
1991
<b>OBJECTIVES</b>
<p>The training school offers a second chance to young people in the region who have been marginalised through unemployment by helping them to become active citizens once more. The main aim is to guide and support the trainees to :</p> <ul style="list-style-type: none"> <li>- Develop their ability to learn, helping them to behave professionally and gain basic skills that can lead to further training (either towards a qualification or eventually into a job)</li> <li>- Set their professional goals and an action plan (including a training plan)</li> <li>- Carry out a skills assessment</li> <li>- Become responsible for their own professional goals and position in society</li> <li>- Develop social independence</li> </ul>

## BRIEF DESCRIPTION

This training course is based on equal opportunities initiatives for women. The Hainaut centre works towards combatting injustice, particularly discrimination affecting women who have been socially excluded. The willingness of trainees to want to improve their lives is paramount. It is only with this that trainees can achieve social inclusion and reintegrate into the labour market. The centre offers training in retail. The training targets low-skilled workers and combines classroom learning, practical exercises and work experience.

The course lasts ten months, with the overall learning process including several stages :

- The first stage (lasting 3 weeks) is all about laying a crucial foundation for what follows. For example, creating a good group dynamic, as well as developing good communication and highlighting the need for self-awareness.
- The second stage (around 18 weeks) consists of general training modules and gets the trainees up to speed on the theory behind merchandising and sales.
- The third stage (around 11 weeks) focusses on learning the practical skills of customer service, sales and merchandising.
- A work experience placement lasting 5 weeks gives the trainee a chance to put all their training into practice. This is chosen by the trainee and is usually a shop in the region.
- The course finishes with a module on social and professional reintegration (i.e. job searching, further training, legal and administrative information etc.).
- Regular evaluation is carried out during the whole training process.

Following the course trainees have the opportunity to undertake further training in another retail store. This is open to both trainees and external clients, and allows trainees to try out various aspects of retail.

Throughout the training course, the trainee stays registered with the social services, and so continues to receive any benefits (whether its unemployment benefits or other financial aid). For the trainee, the training course is free of charge. The training centre pays them 1 euro/hour and also reimburses any travel costs.

## NATIONAL LEGISLATION/Framework

AID Hainaut Centre is a non-profit organisation recognised by the Walloon region as a "CISP" (i.e. Centre for Socio-Professional Integration). Three pieces of legislation (decrees and orders) govern the CISP.

The general objectives are "The centre's mission is to promote, through an integrated approach, the socio-professional integration of the trainee referred to in Articles 5 and 6. This includes the acquisition of the knowledge, skills and behaviours necessary for either direct or indirect entry into the labour market, social emancipation, and personal development. The principles of non-discrimination, promotion of equal opportunities in employment and training, and data protection should also be respected".

- Target group: adults (over 18), those who have low levels of educational achievement (i.e. they do not have the secondary school diploma/French BAC) or have been unemployed for at least 2 years
- Funding: approximately 12 euros/hour
- Regulations for course structure and content: trainee to trainer ratios, work placements, the maximum duration of the training programme (18 months), course content and assessments to be tailored to individuals, a work-based learning approach, content must reflect the professional standards of the sector
- General terms and conditions: trainees are paid 1 euro/hour + travel expenses, insurance, childcare costs etc., partnership with the Walloon Employment Office, all training must fully comply with labour law, health and safety regulations etc.

## PRODUCTS/SERVICES

- The training offered is very structured. Aside from theoretical teaching, great importance is placed on practical lessons and exercises, and immersion into jobs through work experience placements. The placements cover around 20% of the overall training.
- The centre has set up its own shop ("training shop") in the same premises as the training courses, so that trainees can benefit from a real-life work environment. It aims to put trainees' learning into practice in a professional environment and ensure trainees take responsibility for their own learning.

## FINANCIAL RESOURCES

EFT is subsidised by the Walloon region (up to a maximum of 12 euros per hour per trainee). This subsidy is paid in two parts – one in cash for general expenses and the other in the form of employment benefit. The FOREM (public employment and training service) covers all the trainees' expenses, including:

- A 'wage' of 1 euro/hour
- Travel expenses
- Childcare costs

## HUMAN RESOURCES

- 1 Director (0.5 part time)
- 1 Project Coordinator (full time)
- 1 trainer (full time)
- 1 social worker (0.5 part time)
- 5 independent trainers (full time)

## TARGET GROUPS

- Adults (over 18 years old)
- Unemployed (registered as jobseekers)
- Those who have low levels of educational achievement (i.e. they do not have the secondary school diploma/French BAC) or have been unemployed for at least 2 years

## STAKEHOLDERS

- CPAS La Louvière - Centres Publics d'Action Sociale- for "Public Service for Social Action"
- FOREM (Walloon public employment office)
- CISP training centres in La Louvière and Mons
- AID network (network of 32 CISP in the Wallonia and the Brussels region)
- Regional office of Mons and La Louvière
- CSC union (Labour Union)
- CIEP/MOC (Christian workers' movement)
- Oxfam shops

## RESULTS & IMPACT

There were 62 trainees in 2015. Of these:

- 22 are now pursuing further education
- 10 found a job
- 2 are taking part in further skills training

## SUCCESES

- The training centre is well established and experienced
- Good variety of partners
- The training is very practical. This makes it both accessible and motivating for low-skilled adults
- The link to the professional world through work experience and the training shop enables trainees to understand the realities and demands of professional life
- Trainees take on real responsibilities. This method ensures trainees are actively involved in their own learning
- An indirect benefit of the shop is that it is a friendly meeting place where everyone gathers - not only from within the training centre but from the wider community as well. This is still being developed further

## WEAKNESSES

- The shop is currently too focused on elements linked to the course and suffers from a lack of marketing capacity. The financial aspects of the business still need to be developed further
- To provide a decent level of financial income (and therefore offer an even more realistic work environment), the shop has a long way to go. It can't yet be considered as a true work-based learning model
- Open at lunchtime (and during other teaching breaks during the day), the shop's clientele is mainly made up of staff and the trainees themselves. However some clients do come from the wider community. Although the shop has everything that a traditional shop would have, its primary focus is not to make a huge profit. Turnover is quite small at around 200 Euros a month

## INCLUSIVE EDUCATION ASPECTS

The remit of this service is specifically aimed at people with low levels of education or who have suffered from personal issues. The Hainaut Centre provides real opportunities for these people to develop their skills for themselves (both socially and professionally). The aims and methods of this practice are therefore centred on and adapted towards these goals, with the overall objective being social and professional inclusion. To help achieve these goals, the centre has three different initiatives:

- Psychological and social support: a permanently manned office where trainees can get help with different kinds of problems (administrative, economic, personal) - through both individual and group sessions
- Staff and trainee consultations: monthly meetings attended by both trainees and trainers at the institution. Trainees can participate in an open discussion on a range of topics - from their training to everyday management - and bring to light any issues. This helps them learn how to be an active citizen
- Citizenship seminars: This "Citizenship" module is structured around a code of ethics and helps trainees to learn how to live a healthy and fulfilled life.

Furthermore jobs in retail are accessible to low qualified people and, in particular, to women.

## TRANSFERABLE ACTIONS

- The legal framework surrounding the practice is particular to Belgium - the majority of European countries have similar laws with certain parallels, but are not exactly the same.
- In terms of transfer to other contexts, the organisational, educational and partnership models are the most adaptable and transferable aspects of the practice.

## ONLINE SOURCES

- [www.aid-com.be](http://www.aid-com.be)
- [www.aidoispvente.be](http://www.aidoispvente.be)
- [www.interfede.be](http://www.interfede.be)

Table 14: Belgium – Support for workers under article 60

BELGIUM	
<b>TITLE</b>	
SUPPORT FOR WORKERS UNDER ARTICLE 60	
<b>SCOPE/AREA/TOPIC</b>	
Work based learning organisation for commis waiters and commis chefs	
<b>COUNTRY/CITY</b>	
Belgium/Namur	
<b>ORGANISATION</b>	
Peron de l'Illon EFT (Entreprise de Formation par le Travail)	
<b>LEGAL STRUCTURE</b>	
Not-for-profit organisation, Centre d'Insertion SocioProfessionnel (CISP), approval of the Ministry of Employment and Training, Walloon region of Belgium	
<b>YEAR OF IMPLEMENTATION</b>	
1995	
<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>- Developing the trainees' technical competence and knowledge in becoming commis chefs and commis waiters</li> <li>- Supporting each trainee in setting and achieving their personal and professional goals</li> <li>- Strengthening the trainees' competences and transferable skills</li> <li>- Supporting trainees' integration into a professional working environment, helping them to develop socially, professionally and as a citizen</li> </ul>	

## BRIEF DESCRIPTION

The overall aim of the practice is to help long term unemployed adults get into jobs as chefs and waiters. The training programme is designed so that the trainees immerse themselves in real life working conditions, such as the training/teaching brasserie in Namur (120 covers) and the restaurant in Bouge (180 covers).

EFT 'Le Perron' takes on 60 trainees each year. They also take on 8 to 10 people who come under 'Article 60'. Article 60 refers to a particular category of worker who must fulfil certain employment conditions to receive benefits from the Belgian state. As a best practice the most interesting point is how this EFT model responds to the needs of those under the Article 60 framework.

The majority of EFT trainees are considered 'in training' and so do not have an employment contract. However those under Article 60 are seen as workers, which means that they have an employment contract. For them EFT Le Perron offers more than just work experience, it is a system of social rehabilitation and educational training.

Through both individual and group training, each trainee develops skills relevant to the hospitality sector, as well as transferable skills which they can take into the work place.

Each individual receives an action plan which they follow throughout the course. This allows them to take responsibility for their own training, set goals and decide what route their career should take.

Workers (under Article 60) must have the necessary level of skills expected of a commis chef or a commis waiter.

Each EFT trainee takes on a practical role, equating to 80% of their time. Whatever their designated role (could be cold food, hot food or waiter) they'll work directly under the leadership of their trainer. During the rest of the working time (20%) the EFT trainers pass on additional professional know how and skills to trainees.

Those that have chosen this programme put their skills to use within a not-for-profit organisation, eventually getting up to a level of chef de partie, or even second chef. They then have a very good chance of finding work at the end of their Article 60 contract.



## NATIONAL LEGISLATION/Framework

Perron de l'Ilon is a non-profit organisation recognised by the Walloon region as a "CISP" (i.e. Centre for Socio-Professional Integration). Three pieces of legislation (decrees and orders) govern the CISP.

The general objectives are "The centre's mission is to promote, through an integrated approach, the socio-professional integration of the trainee referred to in Articles 5 and 6. This includes the acquisition of the knowledge, skills and behaviours necessary for either direct or indirect entry into the labour market, social emancipation, and personal development. The principles of non-discrimination, promotion of equal opportunities in employment and training, and data protection should also be respected".

- Target group: adults (over 18), those who have low levels of educational achievement (i.e. they do not have the secondary school diploma/French BAC) or have been unemployed for at least 2 years
- Funding: approximately 12 euros/hour
- Regulations for course structure and content: trainee to trainer ratios, work placements, the maximum duration of the training programme (18 months), course content and assessments to be tailored to individuals, a work-based learning approach, content must reflect the professional standards of the sector
- General terms and conditions: trainees are paid 1 euro/hour + travel expenses, insurance, childcare costs etc., partnership with the Walloon Employment Office, all training must fully comply with labour law, health and safety regulations etc.

## PRODUCTS/SERVICES

Le Perron has been helping those who want to achieve social and professional integration within the hospitality sector for more than 25 years. Initially the programme offered trainees an introduction to catering in small restaurants. However it has now developed into a programme which allows trainees to gain the competences and skills needed to work as a commis waiter or a commis chef.

In order to offer trainees an experience which is as close as possible to a real job in the sector, Le Perron combines three main activities:

- A brasserie at Namur with 120 covers - offering a basic menu, a fine dining menu and a menu of the day (soup, main course, dessert)
- A community restaurant in Bouge with 180 covers - offering a menu of the day (soup, main course, dessert), a hot and cold buffet, different set menus and dining for groups
- A catering service for the region which can cater for up to 500 covers. Different options are available, including wedding menus, business lunches, hot and cold buffets, as well as evening receptions. In a short space of time this service has developed into a 'sustainable caterer' with the aim of teaching the trainees about local produce

These three hospitality activities ensure Le Perron continually develops the competences of each trainee and offers a programme that is right for them. Trainees are entirely responsible for preparing the meals and serving them to clients, working under the supervision of trainers from the hospitality sector.

## FINANCIAL RESOURCES

EFT is subsidised by the Walloon region (up to a maximum of 12 Euros/hour/trainee). This subsidy is paid monthly in two parts – one in cash for general expenses and the other through employment benefits (in the form of reductions in social security contributions and funds dedicated solely to the payment of wages). In 2014, total grants amounted to €535,362 for Le Perron. The second highest source of income is turnover (sales of meals in the restaurants or provision of waiter services). This figure was €503,710 in 2014. For all Article 60 workers, their wages are paid by CPAS.

## HUMAN RESOURCES

- 1 director
- 1 finance/admin person
- 1 teaching/training coordinator/social assistant
- 1 placement/traineeship assistant/post course trainer
- 1 hospitality coordinator
- 3 chef trainers
- 2 waiter trainers

## TARGET GROUPS

- Adults over 18
- Unemployed (registered as jobseekers)
- Those who have low levels of educational achievement (i.e. they do not have the secondary school diploma/French BAC) or have been unemployed for at least 2 years
- Any workers coming under the Article 60 remit (must be receiving social security from a CPAS)

Workers who fall under the Article 60 are those in receipt of benefits from CPAS - Centres Publics d'Action Sociale- for "Public Service for Social Action". In Belgium, most jobseekers receive unemployment benefit. However if for some reason they do not qualify for this, or they have lost the right to obtain unemployment benefit, then they can apply for social security from CPAS (which is controlled by each respective Belgian municipality). It is those who have lost the right to obtain unemployment benefit that Article 60 covers as they receive an employment contract (covered by CPAS) from a third party employer. At the end of the contract (which is for 12 to 18 months) the worker can re-apply for unemployment benefit and actively seek employment.

## STAKEHOLDERS

- CPAS Namur - Centres Publics d'Action Sociale- for "Public Service for Social Action"
- FOREM (Walloon employment office)
- CISP training centres in Namur
- AID network (32 CISP in the Walloon and the Brussels region)
- Namur regional office
- CSC union (Labour Union)
- CIEP/MOC (Christian workers' movement)
- Réseau circuits courts (project promoting the products from local cattle. breeding/farming/agriculture)

## RESULTS & IMPACT

Around 10 people each year take part in the opportunity offered by Le Perron. During this period these trainees still receive the social security they are entitled to, as well as personalised support in finding a job. EFT estimates that around 60% of trainees move into 'real' employment following the experience.

## SUCSESSES

EFT benefits from:

- Backing from the training school and staff working within the EFT framework
- Good collaboration with the CPAS, ensuring communication and follow up with social security welfare officers

A methodological approach which allows those on the project to set their goals:

- Development of social and professional skills
- Training due to Article 60
- Advice (from the professional trainers)

The structure is very professional and leads to good experience in the hospitality sector.

## WEAKNESSES

- Apart from the salary payments to CPAS trainees, there is no specific financial help for this project from the state. It's up to the EFT to make enough revenue to cover costs and ensure an effective organisational structure.
- EFT staff has extra responsibilities in regards to Article 60 workers. Although there is good collaboration with the CPAS, welfare CPAS's workers are overstretched and have no capacity to ensure training follows the guidelines set out for this particular group. These extra tasks therefore fall on EFT staff.
- The working hours in the hospitality sector present a significant barrier to long term integration. Despite being reasonably flexible, these working hours can have a huge impact on social and family life. The EFT works through some of the issues but they are nonetheless challenges that have to be continually overcome.

## INCLUSIVE EDUCATION ASPECTS

- This service is specifically targeted at people with low levels of education or those who have experienced personal issues. Le Perron provides real opportunities for these people to develop their skills (both socially and professionally) and so become well integrated into society. The hospitality sector offers jobs which are open to those with low level qualifications (including migrants). Equally these roles are not gender specific and so men and women are equally employable in this sector.
- Le Perron offers a holistic programme, run alongside partnerships with organisations such as social services, employment services and post Article 60 training. Therefore trainees improve both their professional and transferable skills, becoming more integrated into society.

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#### **TRANSFERABLE ACTIONS**

- The legal framework surrounding the practice is particular to Belgium - the majority of European countries have similar laws with certain parallels, but are not exactly the same.
- The organisational, educational and partnership models are the most adaptable and transferable aspects of the practice.

#### **ONLINE SOURCES**

- [www.aid-com.be](http://www.aid-com.be)
- [www.centrelilon.be/leperron](http://www.centrelilon.be/leperron)
- [www.interfede.be](http://www.interfede.be)

Table 15: Italy – Centre for protected work

ITALY	
<b>TITLE</b>	
<b>CENTRE FOR PROTECTED WORK</b>	
<b>SCOPE/AREA/TOPIC</b>	
Day centre for disadvantaged groups	
<b>COUNTRY/CITY</b>	
Italy, Bologna	
<b>ORGANISATION</b>	
OPIMM – Opera dell’Immacolata Onlus	
<b>LEGAL STRUCTURE</b>	
Non-profit organisation	
<b>YEAR OF IMPLEMENTATION</b>	
1967	
<b>OBJECTIVES</b>	
OPIMM promotes vocational training and work placements for socially disadvantaged people in: <ul style="list-style-type: none"> <li>- Developing handicraft skills</li> <li>- Developing autonomy in the workplace</li> <li>- Understanding one’s role in society and the need to work</li> <li>- Recognising transferable skills and improving self-confidence</li> <li>- Improving social independence</li> </ul>	

## BRIEF DESCRIPTION

OPIMM was set up in 1967 by a priest called Don Saverio Aquilano. It initially worked with people with mental health issues, but over the years OPIMM has realigned its training to include other groups (people with AIDS, psychological problems, marginalised by society etc.).

OPIMM's Centre for Protected Work (CPW) is a day centre for disadvantaged people and produces goods to order. Trainees start at 8.30am every day, working for 7 hours on a Monday, Tuesday and Wednesday and for 6 hours on a Thursday and Friday. They have 1.5 hour lunch break, with part of this time used to deliver training in health etc. Trainers support them by teaching them about nutrition, good group behaviours etc. Each trainee has a personalised work plan (which includes 2-3 different tasks according to their abilities). During the work:

- Trainees are divided into "production" or "integrative" laboratories – the integrative labs last for one or two half days a week, the productive ones are carried out for 5 days
- The professional trainer decides who is ready to start working on something new and the working groups
- For special orders, the trainers decide what additional training is needed to complete the work (for difficult orders those with the most relevant skills are selected for additional training)
- Trainees are constantly monitored, even if they are able to carry out tasks independently
- Trainers and other staff provide trainees with full support (based on their previous work)
- Interpersonal skills are an essential element of all activities

In addition to the CPW, OPIMM has other similar projects - one working with migrants and the other linked to vocational training.

## NATIONAL LEGISLATION/Framework

OPIMM is a legal private entity recognised by the regional and national laws of the private sector.

## PRODUCTS/SERVICES

Commercial production workshops:

- Assembly and packing of mechanical-electrical products, lamps etc.
- Packing soaps and bath products

Non-commercial creative workshops (for older beneficiaries): ceramics, theatre, therapy through movement/dance, carpentry, cooking etc.

Professional training centre:

- Allows trainees to develop personal and professional skills (to be applied in school, vocational training, employment)
- Promotes inclusivity and helps trainees enter the labour market

## FINANCIAL RESOURCES

Each trainee is referred to the OPIMM by the social services that pay for the full costs of their training. Any income from production is distributed between the trainees and OPIMM – 80% going to the beneficiaries, 20% to OPIMM (who reinvests this money in materials, machines etc.).

## **HUMAN RESOURCES**

Trainers and other staff mainly have backgrounds in psychology, educational sciences, office work etc. and all have a degree in educational sciences.

Courses are offered to staff (in topics such as pedagogy). However most professional development is done through working with the disadvantaged people on the course.

## **TARGET GROUPS**

People with mental health issues.

## **STAKEHOLDERS**

The CPW has cooperated with a network of companies for more than 20 years who place orders. There is now 1 staff member whose sole responsibility is to track orders and find new business.

## **RESULTS & IMPACT**

The CPW takes on 120 trainees/year. Initially it only operated as a day centre for production but it now acts as a community centre for disabled people, offering training, theatre workshops, music workshops etc.

## **SUCCESES**

There is a significant number of users and CPW is always able to accommodate a variety of large orders from companies. By running both commercial and non-commercial workshops, activities can be tailored to capacity and demand. Before the recent economic crisis CPW was involved in around 350 work placements/year.

## **WEAKNESSES**

Trainers often do not have enough technical skills.

Each trainee is different and trainers are not always able to adapt to individual needs. It can also be hard to find external placements – this has only become harder due to the wider economic situation over the last decade.

## **INCLUSIVE EDUCATION ASPECTS**

As well as working with marginalised groups with mental health issues, the CPW works with migrants. This includes providing practical support, translated information, assisting with the integration of newcomers etc.

## **TRANSFERABLE ACTIONS**

- Positive approach to networking with other local companies
- Wide range of services offered
- A comprehensive set of internal tools have been developed for monitoring trainees and evaluating their skills

## **ONLINE SOURCES**

[www.opimm.it](http://www.opimm.it)

Table 16: Italy – Social cooperative San Vitale

ITALY	
<b>TITLE</b>	
SOCIAL COOPERATIVE SAN VITALE	
<b>SCOPE/AREA/TOPIC</b>	
Work experience and reintegration into the labour market	
<b>COUNTRY/CITY</b>	
Italy/Ravenna	
<b>ORGANISATION</b>	
San Vitale Social Cooperative	
<b>LEGAL STRUCTURE</b>	
Social Cooperative type B	
<b>YEAR OF IMPLEMENTATION</b>	
2005	
<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>- To recruit and train disadvantaged and disabled people in order to help them to enter the labour market</li> <li>- To offer on-the-job training and support</li> </ul>	



## BRIEF DESCRIPTION

At least 30% of the San Vitale Social Cooperative's employees are classed as either disabled or disadvantaged. Many of these are following professional work placements with the ultimate aim of helping them to re-enter the labour market outside of the cooperative.

The most common way of finding employment with San Vitale is through a referral from the public job placement service, the compulsory public job placement service for disabled people, or other cooperatives. Candidates can also directly apply.

Another entry route into work at San Vitale is through work-based training at a regional health and social service centre. These trainees are mainly referred from either the mental health centres in Ravenna/Lugo and Asp or local public health services in Ravenna, Cervia and Russi.

The admission requirements, training content etc. are developed through collaboration with the public services mentioned above.

The duration of training is unique for every trainee. If the trainee meets the job requirements, and there is a need at the cooperative, they are formally employed. San Vitale also works in collaboration with other local training organisations to provide opportunities and internships outside of the cooperative.

For trainees employed by the cooperative:

- There is a period of job shadowing with expert staff and constant monitoring/contact with their departmental manager; they can also contact HR to discuss any problems or difficulties.
- The objective is to gradually help these trainees make the most of their evident abilities, in order to understand the employment opportunities available to them outside of the cooperative.

For those employed trainees who have specific needs (mental health issues etc.) individual and/or group support is available (for free). This is provided by the cooperative's psychologists.

Trainees following a training path linked to the health and social services are given a personalised programme (in terms of duration, schedule, objectives etc.). This is developed by the cooperative's staff.

The programme duration is variable (normally from 3 months up to a maximum of 2 years - but this can be extended).

Training is carried out alongside a work placement (with trainees alternating between practical work and training sessions). Trainees are placed in a number of different sectors – from horticulture to second-hand book sales.

## NATIONAL LEGISLATION/Framework

Trainees with an employment contract: Law 381 from 1991 regulating the creation of the social cooperatives of B type – work-based learning with a work placement. This law allows disadvantaged people to be provided with employment contracts according to the National Collective Work Contract of Social Cooperatives.

## PRODUCTS/SERVICES

The social value and the quality of the products/services offered is maintained through close supervision. The products and services are available to all and can be sold to both private and public entities. The programmes make use of media channels to promote their work (Facebook, blog), as well as more traditional methods (such as seminars) to make sure they engage with people from across the region .

## FINANCIAL RESOURCES

The cooperative receives a contribution from the local health and social services to cover part of the costs associated with the trainees they refer. Normally 80% of this contribution goes towards a nominal payment to trainees (to help them see value in their work), with the remaining money being used to cover staff costs (the number of staff involved depends on the severity of the trainees issues).

Those trainees with an employment contract receive a salary in line with the National Collective Work Contract.

## HUMAN RESOURCES

- Psychologists/person responsible for the work placement – take an active role in the planning of the work placement, offering support during its initial phase and are involved in monitoring its progress.
- Social workers from the health and social services who initially refer the trainees – take an active role in deciding who should take part in the programme. They also monitor the progress of work placements and are in constant communication with the cooperative's specialist staff.
- Trainers lead training sessions.
- Skilled cooperative employees pass on knowledge to trainees and monitor the progress of their work placement.
- Employment engagement workers help trainees plan for life outside the cooperative. They have specialist knowledge of the local labour market etc.

## TARGET GROUPS

Disadvantaged/disabled adults from the local region.

## STAKEHOLDERS

Locally, San Vitale cooperates with:

- Companies that hire disabled people and/or provide financial assistance to San Vitale
- Health and social services
- Employment and recruitment agencies
- Projects for disabled people

The cooperative collaborates with other similar cooperatives and with the wider EVT network of social cooperatives (which helps with dissemination of activities etc.). The cooperative is also part of the Fare Comunità Consortium which brings together vocational training schools, other local services, and local cooperatives. The Fare Comunità Consortium represents the San Vitale cooperative at local and regional level.

## RESULTS & IMPACT

Trainees referred by the health and social services:

- If trainees prove their abilities (and there is a business need) they are hired by the cooperative at the end of the programme. They continue to benefit from the support at the cooperative (both individual and group). They are also supported to take part in work outside of the cooperative. This helps them to understand the employment opportunities which exist elsewhere.

Trainees with an employment contract:

- In accordance with the Collective National Work Contract trainees will transfer from a fixed term contract to permanent employment once they have proven their skills.
- The cooperative's staff encourage them to explore employment opportunities outside of the cooperative.

In some cases the people referred are not yet ready to take part in a work placement. In this case they are sent back to the referring health and social services. However links with the cooperative are maintained and so they can return to take part in a work placement in the future.

## SUCCESSSES

- Work placements for the unemployed.
- Improves employability skills.
- Trainees who show they have developed key skills are supported for 6 months by cooperative staff after they leave.

## WEAKNESSES

- Better collaboration needed with the employment services and other work and training organisations in order to improve the opportunities available to trainees
- Improved finances to enable investment in a wider range of training
- A reduction in legal barriers (e.g. in formally recognising the skills trainees develop)
- Improved collaboration with similar projects could result in new opportunities
- The continual professional development of staff could be improved to increase staff knowledge (in terms of HR issues, legal issues etc.)

## INCLUSIVE EDUCATION ASPECTS

The cooperative offers an inclusive programme, particularly for disabled people.

## TRANSFERABLE ACTIONS

- The close collaboration between trainers, local public services and the cooperative in developing the work placement
- The tools and the strategies developed through work with this target group
- Recognition of the importance of mental wellbeing and support to achieve this – even after the training is completed

## ONLINE SOURCES

[www.consortzioagape.ra.it](http://www.consortzioagape.ra.it)

Table 17: Italy – Training restaurant

ITALY
<b>TITLE</b>
<b>TRAINING RESTAURANT</b>
<b>SCOPE/AREA/TOPIC</b>
VET in the field of catering
<b>COUNTRY/CITY</b>
Italy/Bologna
<b>ORGANISATION</b>
Ristorante Formativo Le Torri
<b>LEGAL STRUCTURE</b>
Training enterprise (part of CEFAL - a private VET school)
<b>YEAR OF IMPLEMENTATION</b>
2000 (became a training enterprise in 2010)
<b>OBJECTIVES</b>
<ul style="list-style-type: none"> <li>- To promote vocational training through work experience</li> <li>- To run a catering school that champions Bolognese cuisine and regional produce</li> <li>- To provide an alternative for both young people in search of a job (including the disadvantaged), and catering businesses looking for qualified staff</li> </ul>

## BRIEF DESCRIPTION

Le Torri was the first training restaurant to open in Italy and is one of the main activities carried out by the CEFAL VET school. It opened in 2000, initially as an enterprise helping people transition to the labour market. In the beginning, the training courses lasted a maximum of two years.

In the last 3 years, the restaurant has been amalgamated into the vocational training path followed by CEFAL's catering trainees, to produce an innovative learning approach.

The training restaurant offers a personalised experience for trainees in a range of real working environments linked to the catering sector (waiting tables, restaurant management, kitchen work etc.) Trainees are classed as students whilst at the restaurant, rather than being seen as workers, and gain on-the-job skills supported by the training team. The restaurant can accommodate 100 paying covers and the kitchen has space for 15 people (a mix of professional chefs and trainees)

In 2015, 80 trainees worked in the restaurant's kitchen, dining area or bar. In the Emilia-Romagna region vocational training lasts for 2 years (with 2,000 study hours/year) - 35% of the course is dedicated to practical work experience:

- 10% of the time is spent in the training restaurant which is open Monday to Friday, 12pm-2pm. During this time the class is divided into two, with half working in the kitchen with one trainer whilst the other half work in the dining room with another trainer
- Each year the trainees also carry out an internship in an external business – either a restaurant, a bar or a bakery. These are chosen according to each trainee's interests and skills

The Methodology:

- A combination of theoretical classes (where possible based on food) and practical time spent in the restaurant
- During service customers are made aware of the how the training restaurant works and so can offer their own feedback to trainees on the service they receive. After service finishes trainees are briefed on any issues which arose during opening hours

## NATIONAL LEGISLATION/Framework

The Legislative Decree n.124/2004, art. 9, offers the legal framework which sets out the ability for regional education and vocational training institutions to offer work-based learning.

The Interministerial Decree n. 44/2001, art. 38, under the section "General instructions regarding the financial-administrative management of educational institutions", asserts that "educational institutions which offer training and education services are allowed to carry out activities for third parties".

As Italy's regions have a high level of administrative autonomy, a specific national law in regards to training enterprises does not exist. Instead, at a regional level, some regions have introduced a work-based learning approach into their strategic planning/curriculum for the training of young people.

## PRODUCTS/SERVICES

Commercial aspects:

- Le Torri is a functional, moderately priced restaurant. It also rents its facilities for events (there are 3 meeting rooms, the largest having a capacity of 60)

For students:

- 2 year training course with work-based training opportunities
- Full training evaluation and briefings provided by trainers
- Volunteering opportunities (paid in lieu with vouchers) at evening events (only for adult trainees)

For unemployed adults:

- Evening courses which involve work experience in the restaurant during events

For disabled students:

- Assisted and tailored work-based training

## FINANCIAL RESOURCES

The restaurant is financially separate from the VET school and makes use of income generated by food/drink sales, events etc. to pay for part of the trainers salaries. It also pays for the travel costs of any staff that travel from Felsinea Ristorazione (due to a collaboration agreement) – this includes the professional trainers in the kitchen and dining room. The courses for unemployed adults (which take place mainly in the afternoon) are financed by the Emilia-Romagna region through ESF funds for employment.

## HUMAN RESOURCES

The Vice-Principle of the VET school has coordination responsibility for the restaurant.

In addition to providing practical training, the trainer with responsibility for the dining area is also responsible for dealing with customers, reservations, and events management.

There is also one professional chef who acts as the kitchen trainer.

The collaboration agreement with Felsinea Ristorazione provides support to the restaurant in the following ways:

- Specialists to oversee management (e.g. costing, dealing with suppliers etc.).
- The two trainers (in the kitchen and dining area).

However these staff report to the VET management, not Felsinea Ristorazione. Whilst they have very good professional experience, the VET school staff have to support these trainers when it comes to the pedagogical aspects of training.

Basic restaurant cleaning is done by the trainees, with the more comprehensive cleaning subcontracted to the IT2 cooperative.

## TARGET GROUPS

- Students (aged 14-19) who are still in compulsory education or vocational training
- Disadvantaged adults or those with disabilities

## STAKEHOLDERS

- Specialist knowledge and support from Felsinea Ristorazione, a large local catering business
- Contracts with local business and public organisations for catering/to make use of rooms for events. For example a local medical centre uses the restaurant for training during the weekends and in return restaurant staff and students can get a discount on medical services one weekend/month
- The restaurant regularly takes part in exchanges (funded by initiatives such as Erasmus+ and IPA Adriatico funding) which involves trainees from other European countries coming to learn about Italian cuisine/to gain practical work experience (recent projects include PARADISO, Key Q and Esmovia)

## RESULTS & IMPACT

Customers have gradually become more aware and sensitive towards the needs of trainees. The restaurant has built up a loyal customer base and good relationship with other restaurants in the area (who understand the specific nature of the training restaurant) .

## SUCCESES

- 'Learning by doing' allows trainees to develop a passion for their future careers early on
- Despite the recent economic climate, 70% of trainees who complete the course find employment (although not always in catering). The students who come to CEFAL are usually from disadvantaged backgrounds, and so have few positive role models. Therefore completing the course and gaining a qualification is important as it means they have stuck at the training for 2 years and are now ready for work
- The restaurant's work is well regarded even though there is no formal legislation on working in a training enterprise
- Involvement in transnational projects means that the restaurant receives foreign exchange students
- The unique combination of working in the kitchen and dining area found in this programme means that trainees experience the whole range of work undertaken in a restaurant
- Trainers are constantly evaluating the quality of trainees work and this creates healthy competition amongst the trainees
- The collaboration with Felsinea Ristorazione provides the restaurant with access to a range of highly skilled professionals – both in terms of technical consultancy and training. The restaurant receives regular feedback from Felsinea (including having monitoring meetings every 2 months)
- Local businesses use the restaurant for outside catering

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**WEAKNESSES**

- The restaurant is not centrally located so cannot be used by people with a short lunch break. It is also in a former industrial area so people only come at night for organised events
- There is no material profit yet and so CEFAL continues to invest in this project
- The trainees who complete the course sometimes struggle to find/keep a job due to personal difficulties
- The training restaurant requires a large commitment from staff (in terms of time and effort), as well as concrete and human investment
- As there is no clear or specific legislation on training enterprises the restaurant operates in a grey area in terms of employment standards etc. (although it has passed all necessary checks)

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**INCLUSIVE EDUCATION ASPECTS**

The restaurant takes on trainees from a broad range of backgrounds (disadvantaged trainees, migrant trainees, disabled trainees etc.). Therefore customers are exposed to a diverse range of people, whilst the trainees know they are judged on their work and not their appearance. The IT2 social cooperative which is subcontracted to clean the building also employs disadvantaged people.

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**TRANSFERABLE ACTIONS**

The large amount of investment (both financial and human) needed to establish a training restaurant means that few other businesses have been willing to replicate the model.

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**ONLINE SOURCES**

[www.cefal.it/2012/le-torri-ristorante-formativo/?lang=it](http://www.cefal.it/2012/le-torri-ristorante-formativo/?lang=it)



Table 18: Portugal – Academia RTP (“RTP Academy”)

PORTUGAL	
<b>TITLE</b>	
ACADEMIA RTP (“RTP ACADEMY”)	
<b>SCOPE/AREA/TOPIC</b>	
Media/TV production and training	
<b>COUNTRY/CITY</b>	
Portugal/Lisbon	
<b>ORGANISATION</b>	
RTP (Portuguese Public TV and Radio Broadcaster)	
<b>LEGAL STRUCTURE</b>	
State owned corporation	
<b>YEAR OF IMPLEMENTATION</b>	
2011	
<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>- To deliver training on TV production and related areas</li> <li>- To identify future talent which RTP can collaborate with</li> <li>- To provide more innovative television programmes, attracting a different viewing public, particularly the young</li> </ul>	

## BRIEF DESCRIPTION

“Academia RTP” is an internship programme created by RTP, which involves a training and media production platform where young people (aged between 18 and 30) have the opportunity to develop new ideas, innovative projects, and content for all media platforms (namely, TV, radio and internet) in a professional training environment.

The application process involves the submission of a project proposal (this can be presented individually or in group and for television, radio, web or cross platform).

During the internship, the successful trainees are supported by experts to execute their project, sharing the knowledge and experience they have gained daily, in order to make sure they successfully deliver content that stands out for its creativity and innovation. Throughout the internship leading professionals from across the audio-visual industry deliver a range of workshops on production, creative writing, script-writing etc.

The internships lasts for nine months, split into two modules:

- The 1st module (lasting 3 months) is the "Education/Execution Module": After 2 weeks training, trainees work on their projects. They are given intensive coaching, in order to develop certain aspects, such as finances, synopsis or storyboard.
- The 2nd module (lasting 6 months) is called the "Project Module": At the end of the 1st Module trainees are assessed according to their individual performance and project development. The Project module aims to integrate the trainees into RTP teams and/or allow them to execute their projects. The level of monitoring decreases and the trainees get more autonomy. Upon completion of the 2<sup>nd</sup> Module, trainees will be evaluated and certified by the Academia RTP.

It is a paid internship for young people aged between 18 and 30. Participants must have completed secondary education and have a qualification at level 3, 4 or 5 (of the National Qualifications Framework), or a higher education qualification at level 6, 7 or 8 (of the National Qualifications Framework). They must also be looking for their first job or a new job.

## NATIONAL LEGISLATION/Framework

National media law

## PRODUCTS/SERVICES

Internships offer an important work-based training model that supports the in-house development of new and innovative products for different RTP media platforms. TV shows and other products produced by Academia RTP trainees are broadcasted on RTP platforms.

From the 3 intakes who have so far completed the internship 139 projects have been broadcast, namely:

- 57 projects from the first intake (2011).
- 52 projects from the second intake (2012).
- 30 projects from the third intake (2015).

The internships are advertised across all RTP platforms; namely TV (RTP1, RTP2, RTP3, RTP Memória, RTP Internacional, RTP Africa, RTP Açores, RTP Madeira), Radio (Antena 1, Antena 2, Antena 3, RDP África, RDP Internacional, RDP Açores, RDP Madeira Antena1, RDP Madeira Antena3, Antena1 Lusitânia, Antena1 Vida, Antena1 Fado, Antena2 Ópera, 80 Anos Rádio Pública Web) and online.

## **FINANCIAL RESOURCES**

RTP is a state owned corporation of the public broadcasting service. Academia RTP internships are regulated by the Internship Professional Program of IEPF - Employment and Professional Training Institute.

## **HUMAN RESOURCES**

The team counts on experts from different production, technical and creative management areas to deliver workshops etc.

## **TARGET GROUPS**

It is a paid internship for young people aged between 18 and 30. Participants must have completed secondary education and have a qualification at level 3, 4 or 5 (of the National Qualifications Framework), or a higher education qualification at level 6, 7 or 8 (of the National Qualifications Framework). They must also be, looking for their first job or a new job. Applicants aged between 18 and 25 only have to provide evidence of their academic achievements and qualifications. However applicants aged between 26 and 30 must also demonstrate professional experience within the media industries in order to justify the application.

## **STAKEHOLDERS**

RTP is a public broadcasting service. Academia RTP is managed by RTP's Innovation Centre.

## **RESULTS & IMPACT**

3 intakes have already completed the internship. There are around 50 participants in each intake.

## **SUCSESSES**

- The innovative work-based learning approach enables young people to develop new media content (supported by mentors) that is ready for broadcast.
- It also allows for the knowledge of the digital generation to be integrated into diverse platforms (TV, radio and internet) through innovative projects.
- The internships encourage new creative voices to develop new media content which makes use of new models of production and encourages entrepreneurship and innovation.
- The project attracts the support of leading professionals and trainers whose professional experience is recognised at a national and international level and so the quality of training/outputs is high.

## **WEAKNESSES**

- Academia RTP relies on public funding
- The broadcast of Academia RTP programmes is dependent on audience share

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**INCLUSIVE EDUCATION ASPECTS**

Academia RTP promotes equal opportunities through its open application process. There is no specific priority towards promoting equality within the internships but trainees may focus on this in their projects. For example, the “O teu debate” (Your debate) project is an informative debate on political, economic, cultural and social issues which directly affect young people, with a panel of young commentators (aged 20-30).

**TRANSFERABLE ACTIONS**

- An innovative practical training programme capable of attracting young people to the media industries
- A strong work-based learning approach with the support of media industry experts that allows trainees to develop and test their ideas on live platforms
- The internship is advertised widely every year, with a strong media campaign, which means that it may attract different groups than those who traditionally enter media jobs

**ONLINE SOURCES**

- [www.rtp.pt/academia/index.php](http://www.rtp.pt/academia/index.php)
- [www.facebook.com/academiartp](https://www.facebook.com/academiartp)
- [www.rtp.pt/homepage](http://www.rtp.pt/homepage)

Table 19: Portugal – Maior empregabilidade (“More employability” programme)

PORTUGAL	
<b>TITLE</b>	
<b>MAIOR EMPREGABILIDADE (“MORE EMPLOYABILITY” PROGRAMME)</b>	
<b>SCOPE/AREA/TOPIC</b>	
Social enterprise/social reintegration	
<b>COUNTRY/CITY</b>	
Portugal/Lisbon	
<b>ORGANISATION</b>	
IPAV – Instituto Padre António Vieira	
<b>LEGAL STRUCTURE</b>	
IPAV is a non-profit association, which is recognised as a private social welfare institution (IPSS) and a Non-Governmental Development Organization (NGDO). Its objective is to facilitate reflection, education and action in the promotion of human dignity, social solidarity, sustainability, development, diversity and dialogue between cultures.	
<b>YEAR OF IMPLEMENTATION</b>	
2014	
<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>- Promote capacity building for employability (with priority given to vulnerable young people), including the development of soft skills and the acquisition of the skills required for the labour market</li> <li>- Foster entrepreneurship and job creation (with priority given to vulnerable young people), including the training and monitoring of new entrepreneurs</li> <li>- Contribute to the social inclusion of vulnerable children and young people</li> </ul>	

## BRIEF DESCRIPTION

The project provides young adults with tools that facilitate their access to the labour market, while promoting equal opportunities and social inclusion. A key element of this is improving the ability to work in multicultural contexts and reinforcing skills such as tolerance, creativity, open-mindedness and resilience. The initiative aims to strengthen soft skills, digital literacy, teach young people how to write a résumé adjusted to the labour market, encourage young people to be more active and instil a proactive and caring attitude towards job-seeking.

IPAV and its partners seek to involve a national network of higher education and professional institutions in its work (with particular focus on training and guidance to young people, including those not in schools). This is achieved through six different actions that have engaged with thousands of young people. The programme makes use of seminars, training activities (with both students and trainers), self-help groups, peer training, teaching materials, and bridging actions between business and educational institutions. Examples of the activities developed include:

- Vitamins for Employment: One day seminars for college and VET school trainees and alumni dedicated to the topic of transferable/soft skills
- Job Parties: Workshops within education institutions which include presentations from former students. This has been created to share experiences and to guide young people towards the labour market
- Europass CV Junior: One day seminars with a practical component, where trainees and alumni reflect on their personal strengths and learn how to write a CV, in order to increase their opportunities for employability
- Company Open Days: Businesses open their doors to trainees, so that they can find out about the jobs offered and take part in 'real-life' work
- Co-working towards Employment: A practical, collaborative approach to finding work which is supported by technical education institutions
- Promoting Entrepreneurship: a blended learning approach for young people, with a focus on soft skills (promoting entrepreneurship, innovation, creativity and other skills relevant to business plan development). The "Junior Entrepreneur" is a MOOC (Massive Open Online Course) on entrepreneurship for either young people at VET and secondary schools or young people who are not working or studying

## NATIONAL LEGISLATION/Framework

Decree-law nr. 172-A/2014 (14 November 2014) regulates private social welfare institutions (IPSS).

## PRODUCTS/SERVICES

See bulleted "actions" in the brief description section. All of these "products" are free of charge for trainees.

## FINANCIAL RESOURCES

„Maior Empregabilidade“ (More Employability) is supported by the Cidadania Ativa programme, an instrument that supports Non-Governmental Organizations (NGOs). This was in operation between 2013 and 2016 and was funded by the Financial Mechanism of the European Economic Area (EEA Grants). This particular project received €109,348.

## **HUMAN RESOURCES**

The project has a coordinator, a project manager and trainers (including external staff) who develop non-formal education (mainly dealing with aspects of social responsibilities and human resources).

## **TARGET GROUPS**

Mainly young people (unemployed youth, young people not in school and at-risk youth) under the age of 30, without a higher education degree.

## **STAKEHOLDERS**

Project partners: Politecnic Schools Network (Conselho Coordenador dos Institutos Superiores Politécnicos), National Network of VET Schools (Associação Nacional de Escolas Profissionais) and press (Forum Estudante - Press Forum, Comunicação Social SA).

## **RESULTS & IMPACT**

220 trainers are involved in the project and 11,320 trainees are supported by the project's different activities.

An evaluation process is being developed (external and internal evaluation).

## **SUCSESSES**

- Several group activities based on non-formal education have been developed, that help trainees achieve results
- The project provides young adults with practical tools that help them to access the labour market, while promoting equal opportunities and social inclusion

## **WEAKNESSES**

- Results are difficult to measure as it is hard to ascertain if trainees use the soft-skills and other tools they have learned
- There is not always enough time to deliver all the information in sessions

## **INCLUSIVE EDUCATION ASPECTS**

The project provides young adults with tools to help them access the labour market, while promoting equal opportunities and social inclusion.

## **TRANSFERABLE ACTIONS**

- The programme encourages young people to be active and instils in them a proactive and caring attitude towards job-seeking
- Young people are more attracted to activities with 'fun' names (e.g.: "Vitamins for Employment" and "Job Parties")
- The six activities are very diverse so can provide important tools that strengthen young people's soft skills, digital literacy, and other skills adjusted to the labour market



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**ONLINE SOURCES**

- [www.maiorempregabilidade.pt](http://www.maiorempregabilidade.pt)
- [www.ipav.pt/index.php/en](http://www.ipav.pt/index.php/en)
- [www.gulbenkian.pt/inst/en/Activities/ProgrammesAndProjects/CidadaniaAtivaProgramme](http://www.gulbenkian.pt/inst/en/Activities/ProgrammesAndProjects/CidadaniaAtivaProgramme)



Table 20: Portugal – Portuguese VET programmes

PORTUGAL
<b>TITLE</b>
<b>PORTUGUESE VET PROGRAMMES</b>
<b>SCOPE/AREA/TOPIC</b>
VET
<b>COUNTRY/CITY</b>
Portugal
<b>ORGANISATION</b>
VET provision provided through public and private education institutions, the Employment and Professional Training Institute's vocational training centres (IEFP) and other accredited training organisations.
<b>LEGAL STRUCTURE</b>
Public Service
<b>YEAR OF IMPLEMENTATION</b>
1986
<b>OBJECTIVES</b>
<p>Work-based learning (FPCT - Practical Training in Work Context) is fully integrated into all aspects of the National Qualifications System. Trainees carry out key tasks from their chosen career within a professional context. This approach provides trainees with new skills, as well as consolidating those skills which have been acquired during training. The aim of this is to help trainees (re)integrate into the labour market as it:</p> <ul style="list-style-type: none"> <li>- Brings them into contact with modern technology and techniques that are not always available during training</li> <li>- Allows them to gain the experience and skills needed for particular professional qualifications</li> <li>- Exposes them to a real work environment</li> <li>- Encourages them to develop work habits, an entrepreneurial spirit and a sense of responsibility</li> <li>- Promotes teamwork and shows them how to interact with the various different people work will bring them into contact with</li> <li>- Introduces them to how a functioning business is structured</li> </ul>

## BRIEF DESCRIPTION

Since 2004 Portugal has been focussing more on VET by extending VET into public schools and creating different training courses. A level of transferability is maintained between regular education and VET programmes. Depending on which course is being followed, work-based learning is implemented in the following way:

- the percentage of time spent training at the workplace varies between 25% and 75% and can be a mixture of classroom training and work-based learning
- Worked-based training can be delivered by public and private education institutions, the Employment and Professional Training Institute's Vocational Training Centres and other accredited training organisations

An example of one of these courses is the CENFIM - Vocational Training Centre for Metalworking and Production. This work-based programme delivers various VET courses (at many levels) in the metalwork and engineering technology industry, through a combination of classroom and work-based learning. For example, the apprenticeship courses last about 106 weeks and include 43 weeks of work-based learning in a company. The courses are organised into three training periods:

- 1st training period – 34 weeks including a 9 week full-time placement in a company
- 2nd training period – 36 weeks including a 15 week full-time placement
- 3rd training period – 36 weeks including a 19 week full-time placement

To ensure its sustainability, each period of work-based training involves three stages:

- Preparation before the trainee starts the work-based activities
- Monitoring and support during the period of work-based learning
- Follow up and evaluation

On average, CENFIM works with 600-700 companies on work-based learning programmes and approximately 2,000 trainees complete an apprenticeship each year.

## NATIONAL LEGISLATION/Framework

The reintroduction of vocational education in Portugal (which was discontinued in 1974) was the result of the Basic Law on Education (created in 1986 and amended in 1997, 2005 and 2009). This created a subsystem of private vocational schools, rooted in civil society, but financed and supervised by the State.

Portugal is now strongly focussed on strengthening the basic skills of the Portuguese population, with a particular emphasis on secondary level schooling for adults (with the completion of 12 years of compulsory education now seen as a minimum level of achievement). There is also a drive towards the dual certification of EFA (Education and Training for Adults) courses and modular training courses. This is being achieved through an expansion and diversification of qualifying vocational training provisions, and an increase in the number of certified training centres. Other notable national legislation includes:

- The Decree-Law nr. 102/1984 (29 march 1984) and decree-law 205/1996 (25 October 1996)
- The Decree-Law nr. 139/2012 (5 July 2012) focussed on the curriculum framework review
- The Decree-Law nr. 396/2007 (31 December 2007) that establishes the legal framework for the National Qualifications System

## PRODUCTS/SERVICES

During work-based learning, trainees are directly involved in the company's production.

## FINANCIAL RESOURCES

The Ministry of Education funds its central and regional offices, as well as public schools, through provisions set out in the annual Education Budget (spending in 2016 will be 82 million Euros). It also subsidises private education providers in accordance with the Statute of Private and Cooperative Education.

Training centres receive most of their funding through the IEFP (the Portuguese Institute of Employment and Vocational Training), which is governed by the Ministry of Labour and Social Insurance.

Trainees taking further courses after completing compulsory education must pay tuition fees. Many institutions have their VET courses financed by European funding (ESF).

## HUMAN RESOURCES

The trainer profile depends on the course. In those courses where trainees are involved in work-based learning, they are trained and supported by an expert in the field. These trainers are appointed by the company who look for both technical and pedagogical skills as they will be responsible for both during the training period.

Example:

CENFIM has 136 permanent trainers. To cover its full training needs, it also hires external trainers. In 2014, CENFIM hired 563 external trainers. For each course, CENFIM and the employer identify a staff member who will monitor the training and ensure that it follows the training guidelines.

## TARGET GROUPS

Anyone who meets the admission requirements for an individual VET programme.

## STAKEHOLDERS

- VET coordination: Ministry of Education, Ministry of Labour and Social Insurance and National Agency for Qualification and VET (ANQEP) and the Institute of Employment and Vocational Training (IEFP)
- VET providers: Public and private education institutions, the Employment and Professional Training Institute's vocational training centres (IEFP) and other accredited training organisations
- VET partners for work-based learning: local companies and other private and public institutions

Additionally, the Comprehensive Law on the Education System includes a role for social partners within vocational education and training. The partners are involved in developing policies, including their review within advisory and social coordination bodies (Economic and Social Council, the National Vocational Training Council and the National Education Council).

## RESULTS & IMPACT

These activities have an indirect impact on the economy. This is because they increase the efficiency and competitiveness of local companies by developing the technical and personal skills of trainees entering the labour market, and promoting citizenship and employability to young people and adults.

The investment in a wider range of VET courses (more diverse courses, increase in levels/types of qualifications offered and improved geographical coverage) has resulted in a large increase in the number of VET trainees (young people and adults).

## SUCCESESSES

One of the major advantages of this system is that trainees learn/improve skills which will help them (re)enter the labour market.

In the Portuguese dual system a level of transferability is maintained between regular education and VET programmes, enabling trainees to enrol in university.

Throughout the work-based learning process there are regular meetings between the provider and the employers (companies) to monitor the progress of trainees and so provide a level of continuous evaluation.

There is a strong commitment to quality. For instance CENFIM has implement several measures to assure quality:

- Absences and dropouts from the apprenticeship courses are monitored each month. In October 2013, the dropout rate was approximately 6%
- Former trainees complete three questionnaires – the first on the day their course finishes and then ones six and twelve months after completion. This information helps to monitor the effectiveness of CENFIM's training provision
- Six months after they complete their course, trainees and their employers are asked whether they are using the skills acquired during training at work. This information helps to monitor the effectiveness of CENFIM's training and areas for improvement are identified
- Every two years, CENFIM undertakes an employer survey to identify the training needs in the metal and engineering technology sector

## WEAKNESSES

- There is a need for a more suitable VET curriculum to meet the needs of the labour market
- Trainees need to be further educated on the advantages of VET in comparison with other options within the educational system
- Companies need to be made more aware of VET's advantages so that they are prepared to pay trainees a salary
- Schools and training centres need better materials and equipment
- There needs to be a change in perception in regards to the value of VET programmes (in comparison to more traditional general education)

## INCLUSIVE EDUCATION ASPECTS

The legal framework does not set out any boundaries in terms of gender, race, disabilities etc. The only points considered when identifying suitable candidates are age and qualifications.

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**TRANSFERABLE ACTIONS**

- The diverse levels of training and qualifications offered, with different requirements and objectives, according to every trainee's profile (see description)
- As the VET programmes follow the reference framework set out in the National Catalogue of Qualifications (CNQ – “Catálogo Nacional de Qualificações”), qualifications can be easily compared
- Training is continuously monitored (with one staff member responsible for this). There is also an evaluation phase for both the trainee (by writing a report and presenting their thoughts to other trainees) and the training coordinator (who provides a report on visits to the employer)
- The existence of a strong local network that supports the work-based learning model

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**ONLINE SOURCES**

- [www.dge.mec.pt](http://www.dge.mec.pt)
- [www.iefp.pt](http://www.iefp.pt)
- [www.anqep.gov.pt/default.aspx](http://www.anqep.gov.pt/default.aspx)
- [webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Portugal:Overview](http://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Portugal:Overview)
- [www.drqp.gov.pt/servicosonline/consulteprofissoescertificaveisonline/Formulrios/Guia de orientacoes FPCT R1.pdf](http://www.drqp.gov.pt/servicosonline/consulteprofissoescertificaveisonline/Formulrios/Guia_de_orientacoes_FPCT_R1.pdf)
- [www.cenfim.pt/default\\_v2\\_en.asp#topo](http://www.cenfim.pt/default_v2_en.asp#topo)
- [www.cnedu.pt/pt/noticias/cne/1039-lei-de-bases-do-sistema-educativo](http://www.cnedu.pt/pt/noticias/cne/1039-lei-de-bases-do-sistema-educativo)

Table 21: Turkey – Ereivet

TURKEY	
<b>TITLE</b>	
<b>EREIVET</b>	
<b>SCOPE/AREA/TOPIC</b>	
<b>VET</b>	
<b>COUNTRY/CITY</b>	
Turkey/Tekirdag	
<b>ORGANISATION</b>	
Tekirdag Provincial Directorate of National Education, Turkey	
<b>LEGAL STRUCTURE</b>	
EU project	
<b>YEAR OF IMPLEMENTATION</b>	
2012	
<b>OBJECTIVES</b>	
<p>The network looks to develop material for vocational schools in order to support them to effectively work with transnational partners in terms of sharing information, offering guidance and collaborating on projects. The working groups have developed manuals which explain how to set out successful learning outcomes, something which helps to meet the expectations around transparency and mutual recognition found within VET.</p>	

## BRIEF DESCRIPTION

A central part of the EU's 2020 strategy in regards to vocational training is to facilitate an increase in cooperation between different VET partners so as to improve the mobility of trainees, the recognition of vocational degrees and the transparency of vocational education and training. In this project 15 partners from 12 countries are working together to develop a common strategy on how to enhance learning mobility in VET. In particular the focus is on both the quantity and quality of such mobility, as this is considered to be the best way of measuring the internationalisation of VET. One important objective is to bring tools such as Europass and the European Credit system for Vocational Education and Training (ECVET) (which were developed as a direct result of the Copenhagen process), into the classroom. Another area of concern is the European Qualifications Framework (EQF) and how this impacts on corresponding national qualification frameworks (especially the shift towards a learning outcome approach for describing qualifications). Taking part in an international exchange (i.e. spending time in another country in order to learn new skills), presents an important opportunity for trainees (particularly young people) to both improve their employability and grow personally. In order for the project to be a success, it is important that all partners are able to fully implement all aspects of the project. Members of the network include school authorities, vocational school authorities and individual vocational schools. However all have a regional reach. In total the network represents 1,908 VET schools, 49,803 trainers and 829,200 early stage trainees and apprentices. Most of the partners of the network have a wide range of experience with international exchanges.

## NATIONAL LEGISLATION/Framework

Not applicable.

## PRODUCTS/SERVICES

Website, seminars, vocational training courses, promotional material (brochures and leaflets etc.), formal recognition of participation.

## FINANCIAL RESOURCES

€450,000 from EU

## HUMAN RESOURCES

- Regional Government Düsseldorf, Germany
- Académie Aix Marseille, France
- Tekirdag Provincial Directorate of National Education, Turkey
- CFA La Châtaigneraie, France
- Regional Government of Styria, Austria
- Sosu Sjælland, Denmark
- Istituto Tecnico Commerciale Statale "Domenico Romanazzi, Italy
- Regional Government of Andalusia, Spain
- Raisio Public Schools, Finland
- Académie Reims, France
- Kuratorium of Lower Silesia, Poland
- County Council North-Trøndelag, Norway
- Regional authority Jamtland, Sweden

These partners have qualified experts and project managers with good knowledge of working on European projects.

## TARGET GROUPS

The target groups are the trainers and trainees from the vocational schools in the participating regions.

## STAKEHOLDERS

- Directorate of National Education
- Regional school authorities
- Regional school networks/clusters
- Schools

## RESULTS & IMPACT

The project offers a great opportunity for the vocational schools' trainees to take part in an internship which can also be formally recognised. This improves their chances of finding employment after completing the course. Equally there is also a good range of internships on offer.

## SUCCESSSES

As the network grows each year trainees have a greater choice of internship.

## WEAKNESSES

The students do not always have sufficient language skills. This can limit their ability to successfully complete an internship.

## INCLUSIVE EDUCATION ASPECTS

Not defined



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**TRANSFERABLE ACTIONS**

By offering a 12 week internship abroad, trainees' employability is improved as they gain new personal and professional skills.

**ONLINE SOURCES**

- [www.ereivet.net](http://www.ereivet.net)
- [www.adam-europe.eu/adam/project/view.htm?prj=9897#.VuQoE5yLTIU](http://www.adam-europe.eu/adam/project/view.htm?prj=9897#.VuQoE5yLTIU)

Table 22: Turkey – Dissemination and improvement of vocational education on regional level

TURKEY	
<b>TITLE</b>	
DISSEMINATION AND IMPROVEMENT OF VOCATIONAL EDUCATION ON REGIONAL LEVEL	
<b>SCOPE/AREA/TOPIC</b>	
VET/SMEs	
<b>COUNTRY/CITY</b>	
Turkey	
<b>ORGANISATION</b>	
Turkish Chambers of Commerce Union (TOBB)	
<b>LEGAL STRUCTURE</b>	
Public and private services	
<b>YEAR OF IMPLEMENTATION</b>	
2011-2014	
<b>OBJECTIVES</b>	
To train 200,000 unemployed people a year, with at least 90% of them gaining employment in the private sector. To better involve chambers of commerce in their regional economies by allowing them to jointly manage (with public sector partners) training needs analysis and school provisions. This means that the private sector's needs and opinions inform public vocational education.	

## BRIEF DESCRIPTION

At the end of 2011, TOBB co-initiated the project (along with finance from the EU's Instrument for Pre-Accession Assistance (IPA)). The project looked to improve the relationship between Turkish SMEs (both the companies themselves as employers and their employees) and the lifelong learning programmes available in the country, particularly in less developed provinces. In particular, the project wanted to increase the knowledge and skills of SME employers and employees through training courses (both general courses and those themed on a particular vocational area), study visits to see best practices at home and abroad, and by establishing Training Support and Coordination Centres within TOBB and 5 individual chambers of commerce. It also produced regular reports focussed on national and international (especially Europe-wide) developments within vocational education. These reports emphasised the needs and aspirations of the business world.

In a first for a project of this kind, TOBB, along with the Ministry of National Education, the Ministry of Labour and Social Security, the Turkish Employment Agency and the TOBB Economics and Technology University, signed a cooperation protocol on vocational education and training named "Skills 2010". The activities which directly resulted from this protocol involved six different components; (1) labour market needs analysis (based on fieldwork) within 19 pilot provinces (face to face interviews were used instead of online surveys as this allowed for more detailed data to be collected), (2) setting course subjects and preparing the curriculum, (3) training of trainers at vocational schools linked to the project, (4) purchasing up-to-date equipment for 111 schools across Turkey, (5) targeted training for certain unemployed people registered at the Employment Agency (on the courses mentioned above), (6) working within companies to further train (through practical courses) these trainees with the hope this would lead to employment.

TOBB and its chambers of commerce have the most important role throughout all of this. Course management groups have been set up in each of the 81 provinces across Turkey. These are made up of representatives from the chamber (who normally also acts as Chair), as well as from the Ministry of National Education, Ministry of Labour and Social Security and vocational schools. These committees make decisions on which new courses to set up (based on labour market analysis), the selection of the trainees, what new equipment to purchase, and any other local issues regarding the project. The labour market analysis is compiled by chamber of commerce staff in 19 provinces that have been specially trained by the TOBB University of Economics & Technology (TOBB ETU).

During the field work interviews (carried out as part of the labour market analysis) the companies involved are also asked (although not obliged) to commit to employing at least one trainee who they will keep on for at least six months after the successful completion of the traineeship. Due to the fact that the labour market information is only being gathered in 19 provinces, TOBB also has to use other methods to assess the situation in the other provinces across Turkey. An online matching service has been developed by TOBB's IT department. Employers from across Turkey can login and send their requests for staff. These requests are then matched with the registered (and trained) unemployed people in the project database. This means that suitable unemployed people can be referred for employment at these companies.

## **NATIONAL LEGISLATION/Framework**

TOBB is often asked to give its opinion on policy documents, draft legislation etc. prepared by public institutions and international bodies. Examples of such documents include the Lifelong Learning Strategy Document, the agenda of the Vocational Training Committee, the Turkish Employment Agency's information sheets on vocational employment, and draft industry standards for vocational work prepared by various institutions (e.g. trade unions and chambers of commerce).

## **PRODUCTS/SERVICES**

Seminars/ training courses/promotional material for centres, online resources.

## **FINANCIAL RESOURCES**

€890,000 from the IPA and nearly €80,000 from local sources.

## **HUMAN RESOURCES**

The TOBB staff are very knowledgeable and experienced, and so they can pass on this knowledge to staff and trainers in vocational schools and SMEs. Therefore, this mimics the wider EU idea of 'train the trainers'. For example, they pass on knowledge about the ECVET system, Europass, vocational and technical language and the person specifications linked to emerging new jobs to the appropriate vocational bodies and trainers. This is one of the project's biggest achievements.

## **TARGET GROUPS**

Trainees in vocational fields (including unemployed people from any age group or sector), all Turkish students.

## **STAKEHOLDERS** *partnerships, networks or links with other organisations*

Ministry of Education, provincial local authorities and vocational schools.

## **RESULTS & IMPACT**

TOBB is part of the "Vocational Guidance and Counselling Services Cooperation Protocol". This was signed on 26 October 2004 between the Ministry of National Education, Ministry of Labour and Social Security, State Planning Organization, Higher Education Board, Turkish Statistical Institute, TOBB, TESK, TÜRK-İŞ, KOSGEB, National Productivity Centre and TİSK. The protocol aims to standardise the guidance on vocational jobs offered across education and the labour market. This is achieved by maintaining communication between the different actors active in the vocational sector, so as to ensure increased cooperation and collaboration. The goals driving this work are the on-going development of standards as part of the EU accession process, the restructuring of lifelong vocational guidance services in line with lifelong learning principles and increasing efficiency in education and employment.

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**SUCCESESSES**

Through the project the Ministry of Education in Ankara has become more conscious of the importance of cooperation between SMEs, NGOs, vocational schools and public bodies. As well as this, lots of people working within the private sector have been able to improve their skills and knowledge of working standards. Through activities such as the in-house workshops, training courses and seminars, vocational bodies are now aware of new ideas and working methods linked to vocational employment.

**WEAKNESSES**

In developing the network of government offices, vocational schools etc., TOBB encountered barriers in terms of administrative processes and legal requirements.

**INCLUSIVE EDUCATION ASPECTS**

The project focusses on trainees with fewer opportunities.

**TRANSFERABLE ACTIONS**

An online matching system may be developed as part of the EFT project.

**ONLINE SOURCES**

[metek.meb.gov.tr/index.php/en](http://metek.meb.gov.tr/index.php/en)

Table 23: Turkey – Supporting women entrepreneurs

TURKEY	
<b>TITLE</b>	
<b>SUPPORTING WOMEN ENTREPRENEURS</b>	
<b>SCOPE/AREA/TOPIC</b>	
Women/NGOs/vocational trainees	
<b>COUNTRY/CITY</b>	
Turkey/28 cities	
<b>ORGANISATION</b>	
TESK - The Confederation of Turkish Craftsmen and Tradesmen KOSGEB – SME Development Organisation	
<b>LEGAL STRUCTURE</b>	
Public and private services	
<b>YEAR OF IMPLEMENTATION</b>	
2007-2009	
<b>OBJECTIVES</b>	
<p>The overall objective is to promote entrepreneurship, especially amongst Turkish women who are actively involved in setting up and/or running small family businesses. Therefore the project not only supports the Turkish economy, but also develops opportunities for Turkish women, improving their position in society.</p> <p>Specifically, the programme’s objective is to use training and consultancy provisions to both support small family businesses where women play a key role and to encourage women who want to start a business. Training centres have been established which are primarily aimed at women (who make up two thirds of the total student numbers). The aim is to train 4,500 women and offer consultancy services to a further 1,500 women in these centres.</p>	

## BRIEF DESCRIPTION

The initiative has established centres for female entrepreneurs in 24 cities. Through these centres, 1,500 women have been trained in business management and encouraged to establish their own businesses.

Equally staff at the Confederation of Turkish Craftsmen and Tradesmen (TESK) have been upskilled to ensure that training programmes for women are always available. This should also allow for centres to be opened in areas not currently served by the programme.

Training material from the courses will serve as a model for future training programmes for female entrepreneurs. There is also now an increased awareness amongst women of entrepreneurship and how to start a business.

## NATIONAL LEGISLATION/Framework

- Pre-accession economic programmes (PEP)
- Beneficiary: TESK - The Confederation of Turkish Craftsmen and Tradesmen
- 2nd beneficiary : KOSGEB – Small and Medium Enterprises Development Organisation
- Contractor: Instituto Formazione Operatori Aziendali – IFOA

## PRODUCTS/SERVICES

Training programmes and seminars have been developed covering topics such as feasibility studies, business idea development, needs assessment, marketing, understanding the market, developing a product, employment and business law (including how to set up a business legally, potential fines and penalties etc.), supply chain management, costing, finance and credit streams

## FINANCIAL RESOURCES

Total amount = €1,306,400: EU Contribution = €1,040,000, Turkey's Contribution = €266,400

## HUMAN RESOURCES

The experts and trainers employed by both TESK and KOSGEB.

## TARGET GROUPS

Female entrepreneurs.

## STAKEHOLDERS

The Confederation of Turkish Craftsmen and Tradesmen (TESK) has responsibility for the training and consultancy centres in 24 cities.

KOSGEB has responsibility for the business development centres for women (K-İŞGEM) in 4 cities.

## RESULTS & IMPACT

- Increased awareness amongst women on the opportunities available to start a business
- 6,291 women were trained and 2,755 women took part in consultancy sessions across the 25 provinces. This meant 10,684 women entrepreneurs were able to gain formally recognised skills
- 255 of these women ran their own business

## SUCCESES

Previously women struggled to find the social and financial support needed to run a business, even when they had the skills. Through the consultancy programme and training courses they were able to become true entrepreneurs.

## WEAKNESSES

Barriers remain in terms of childcare and family expectations which prevent women from starting a business.

## INCLUSIVE EDUCATION ASPECTS

Not defined

## TRANSFERABLE ACTIONS

Training and consultancy on entrepreneurship.

## ONLINE SOURCES

- [www.tesk.org.tr/tr/proje/yurutulen/kadin.php](http://www.tesk.org.tr/tr/proje/yurutulen/kadin.php)
- [avrupa.info.tr/eu-funding-in-turkey/eu-funded-programmes/programmes-and-projects/project-single-view/article/supporting-women-entrepreneurs.html](http://avrupa.info.tr/eu-funding-in-turkey/eu-funded-programmes/programmes-and-projects/project-single-view/article/supporting-women-entrepreneurs.html)



Table 24: UK – Leeds City College’s Printworks Campus and its commercial services

UNITED KINGDOM	
<b>TITLE</b>	
Leeds City College’s Printworks Campus and its commercial services	
<b>SCOPE/AREA/TOPIC</b>	
Further Education Establishment (with a main focus on specialist vocational courses)	
<b>COUNTRY/CITY</b>	
United Kingdom/Leeds	
<b>ORGANISATION</b>	
Leeds City College	
<b>LEGAL STRUCTURE</b>	
Leeds City College is an independent Further Education (FE) Corporation, established under the Further and Higher Education Act 1992 (the Act).	
<b>YEAR OF IMPLEMENTATION</b>	
Since October 2013	
<b>OBJECTIVES</b>	
The main objective of the campus is to prepare students for the world of work by combining a diverse range of vocational courses with commercial experience. Students develop key employability skills whilst working towards a qualification.	

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**BRIEF DESCRIPTION**

In October 2013 Leeds City College opened its £25 million, state-of-the-art Printworks campus - a Grade II Listed building, and one of the most recognisable industrial landmarks in Leeds providing services that are open to the public.

Courses at the Printworks range from Catering, Hospitality, Bakery and Butchery, to Hairdressing, Beauty Therapy and Motor Mechanics, and are taught at a range of levels, from entry level to apprenticeships. The campus is equipped with learning environments that resemble the real-life situations. For example, The Food Academy Restaurant and Deli provides commercial experience and training for students enrolled on vocational Catering and Hospitality courses at the college, which means that the students graduating from the Printworks Campus are already well-prepared for work before they enter the labour market.

The campus also has a dedicated student advice hub staffed by guidance professionals offering high quality careers and pastoral support, helping students to stay on their course of study and preparing them for the world of work. The student advice hub offers extra help for those facing additional barriers, from financial advice to childcare matters, health and wellbeing.

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**NATIONAL LEGISLATION/Framework**

Colleges in the UK operate within a national framework, which is set by legislation and by Government and its agencies. The regulatory body for assessing how well colleges are operating is called OFSTED, colleges must meet certain OFSTED criteria, which includes developing learner's personal, social and employability skills.

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**PRODUCTS/SERVICES**

The Food Academy restaurant offers fine dining menus to a paying public, prepared by students under the supervision of professionals. A similar approach is found at the Inkwel hair and beauty salon, which offers top of the range facilities and treatments at a discounted price.

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**FINANCIAL RESOURCES**

Leeds City College receives multiple sources of funding, from national (Skills Funding Agency and Education Funding Agency) to European (European Social Fund). Many of the courses on offer in the wider college have to be paid for by students over the age of 18. Further education course fees at the college can be as much as £6,750 a year for full time adult learning.

The commercial services generate some income to cover training resources. However not much profit is made since prices are discounted and learners are likely to use more supplies during the training process (e.g. if a meal has not been cooked correctly they will have to start again with a new set of ingredients).

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**HUMAN RESOURCES**

The commercial services at the Printworks campus are carried out under the guidance and supervision of highly qualified professionals in their field (both hospitality and hairdressing and beauty), as well as tutors from the college. For example the restaurant employs a Head Chef and a Restaurant Manager. This ensures students understand the theoretical knowledge, gain awareness of how workplaces are structured and the different roles within a team, whilst developing employability skills and learning by example.

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**TARGET GROUPS**

Any student enrolled on vocational Catering and Hospitality courses at the college. From entry level young people and adults needing a little more support with their learning, through to Level 4 and apprentices.

**STAKEHOLDERS**

The College has developed many links with leading local businesses. Employer networking events are hosted by teams from Higher Education, Apprenticeships, Management & Professional and Employability at The Food Academy. At the last event 26 industry representatives attended the networking event, providing a valuable opportunity for students to show off their skills and encourage local employers to consider taking apprentices from the college.

**RESULTS & IMPACT**

The success of The Food Academy can be measured on TripAdvisor, it is currently ranked #267 of 1,511 restaurants in Leeds, and commenters have described the eatery as 'a hidden gem'. Since opening, the campus has been praised for the quality and innovative nature of its training provisions. It is a recognised industry-leading training provider in many sectors. For example, the butchery course at the Printworks Campus was awarded the Training Scheme of the Year award at a prestigious industry awards event in 2015.

**SUCCESES**

The practice successfully takes advantage of its position within the wider college structure – it benefits from the excellent reputation of its courses and programmes. It provides easy access to employers, top class staff to run the restaurant and pastoral support available through the careers and welfare office. The combination of work experience and accredited courses providing formal qualifications means students leaving education are highly employable.

**WEAKNESSES**

As with any funded service there is always the risk of cuts. Leeds City College has over 40,000 enrolled students on five main campuses, and so placements in the commercial services may be competitive.

**INCLUSIVE EDUCATION ASPECTS**

The college appoints an equality and diversity manager responsible for ensuring the college meets not only their legal duties set out by the Equality Act 2010 but also the Investors in Diversity Award criteria, which provides an all-encompassing methodology for improving Equality, Diversity and Inclusion (EDI) practices in the workplace.

**TRANSFERABLE ACTIONS**

- Strong engagement with employers
- Wider pastoral support
- Embedded in accredited courses that lead to a formal qualification



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**ONLINE SOURCES**

- [www.leedscitycollege.ac.uk/centres/college-campuses/printworks-campus](http://www.leedscitycollege.ac.uk/centres/college-campuses/printworks-campus)
- [foodacademyleeds.co.uk/our-restaurants](http://foodacademyleeds.co.uk/our-restaurants)
- [www.inkwellsalons.co.uk](http://www.inkwellsalons.co.uk)

Table 25: UK – Jericho foundation

UNITED KINGDOM	
<b>TITLE</b>	
<b>JERICO FOUNDATION (JERICO)</b>	
<b>SCOPE/AREA/TOPIC</b>	
	Social enterprise - working with people who experience barriers to employment, training or social inclusion
<b>COUNTRY/CITY</b>	
	Birmingham, United Kingdom
<b>ORGANISATION</b>	
	Jericho Foundation manages a range of social enterprises
<b>LEGAL STRUCTURE</b>	
	Charity and Company registered in England
<b>YEAR OF IMPLEMENTATION</b>	
	1987
<b>OBJECTIVES</b>	
	To help the aforementioned groups to overcome barriers by providing skills through social enterprise
<b>BRIEF DESCRIPTION</b>	
	The origins of the charity began as the idea of a local pastor in Birmingham who arranged a basic drop in service for local residents to offer support. He had always wanted to set up a training centre in the area to help the local to gain work experience. Therefore in 1993, the Jericho Charity was established and the drop in centre became focussed on helping locals to look for and apply for work. However, it soon became clear that some residents had more complex needs and needed help in other aspects of their lives. The pastor and some colleagues then set about on a major fundraising mission to find a suitable building for the project and in 1998 after 5 years of fundraising, the current Jericho HQ was purchased which was Jericho's first social enterprise. The business operated as a print business and a local corner shop. The business model was 60% paid work experience, 20% personal development and 20% on accredited training.

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**NATIONAL LEGISLATION/Framework**

Policy Paper 2010 to 2015 Government Policy: Social Enterprise. Helping to create growth in the charity sector by increasing the support and skills available and changing current rules and regulations. Charities, social enterprises and voluntary organisations exist to help others, often helping people to improve their lives and communities. A vibrant civil society can also make a big contribution to economic growth and better public services. These organisations are sometimes frustrated by red tape or other problems, or because they don't have the support they need to do their work. We want to make it easier to set up and run a charity, social enterprise or voluntary organisation and for organisations to get the help and support they need to grow and be able to carry out more of their important work.

**PRODUCTS/SERVICES**

Real work experience in social enterprises and tailored packages of personal development. These enterprises provide safe places to learn as well as operating commercially. Placements are in retail, printing, graphic design, administration, driving, landscaping, catering, recycling, construction and commercial cleaning.

**FINANCIAL RESOURCES**

Social Investment Tax Relief – Jericho has transformed its business model from being 90% dependent on government grants and contracts to almost 90% of its income coming through social enterprise trading activities. In 2012 a working capital loan was taken out which is being paid back but Jericho is now looking at replacing this with social investment through the government's Social Investment Tax Relief scheme. This will reduce interest payments which will mean there will be more money available for its social enterprises. The charity also relies on gifts from individuals, churches and grant making organisations. The charity is always looking for volunteers such as those who can offer professional skills – e.g. HR/PR, accountants, architects, legal profession who can offer their services to reduce costs.

**HUMAN RESOURCES**

As at today, Jericho has 65 staff and 50 apprentices who are carrying out supported work placements in Jericho's 8 social businesses.

**TARGET GROUPS**

Those with barriers to employment, training or social inclusion. This could be through long term unemployment, alcohol or drug abuse, homelessness, having a criminal record or mental health issues and also people who have been trafficked.

**STAKEHOLDERS**

Jericho works with a range of corporate and charitable stakeholders, including: LandAid, Barclays Bank plc, Midlands Together CIC, Pecan, Carillion Energy Services, BEST Network, Kingsbridge, APEC, BHIOP, Remploy, Wates, The Bridge, Trident Reach.

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**RESULTS & IMPACT**

There are 3 examples of success stories on the website. The three examples are a person with substance abuse issues, a person who was placed in care at a young age and who spent many years in and out of prison and someone who was bullied at a young age in school. All 3 of these managed to turn their lives around with the help of the Jericho Foundation.

**SUCCESSES**

The Jericho Foundation operates an inclusive education policy and treats all clients with respect and fairness regardless of their background – this has contributed to successful outcomes for many of its trainees. A trainee was suffering from severe stammering, reclusive behaviour and mental health issues. Both of the trainee's parents were drugs users and his father was a serial criminal, so despite doing well in college he had eventually dropped out becoming NEET. After being supported by various other organisations the trainee was offered a place on the Jericho apprenticeship programme. The plan was to accommodate his limited communication skills but make the most of his intelligence. After starting the apprenticeship his confidence grew and his stammer improved by 50%, he came off his medication and has his own flat and is in a new relationship. He passed his NVQ 2 and was brave enough to start speaking out loud a little. After the apprenticeship he secured full time employment and keeps in touch with Jericho.

**WEAKNESSES**

The very nature of the clients' issues may preclude them from attending apprenticeships regularly and/or dropping out.

**INCLUSIVE EDUCATION ASPECTS**

"Seeing the ability not the disability" - Staff operate under the ethos of "respect, love, integrity and excellence" Staff members are expected to act fairly, ethically and openly at all times and believe that all people are of "absolutely equal value irrespective of background, colour, race, religion, gender, sexuality, age, skills, qualifications, attitude, postcode, disability, appearance etc."

**TRANSFERABLE ACTIONS**

- This charity is a good example of social enterprises which provide a safe learning environment for its clients while operating as commercial enterprises
- EFT will build on the best practices of enterprises such as this one
- EFT's remit is to focus on programmes which support more marginalised groups as those examples cited above

**ONLINE SOURCES**

[jericho.org.uk](http://jericho.org.uk)

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Table 26: UK – Forks café

UNITED KINGDOM	
<b>TITLE</b>	
<b>FORKS CAFÉ</b>	
<b>SCOPE/AREA/TOPIC</b>	
Social Enterprise in Catering and Hospitality	
<b>COUNTRY/CITY</b>	
Bradford, UK	
<b>ORGANISATION</b>	
The Bridge Project	
<b>LEGAL STRUCTURE</b>	
Social Enterprise operated by the Bridge Project, a leading local charity	
<b>YEAR OF IMPLEMENTATION</b>	
2014	
<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>- To provide hope and opportunities for people recovering from addictions.</li> <li>- To help the target group gain skills and qualifications which will make them more employable via training and voluntary opportunities.</li> <li>- To provide an inclusive and inspirational space for the local community.</li> </ul>	



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**BRIEF DESCRIPTION**

Forks is the latest initiative set up by the Bridge Project to improve the lives of those recovering from addiction. It is a café which serves sandwiches and light meals. It also has a well-stocked deli which sells local artisan bread and other products. The café is run independently from the other Bridge Project programmes, in its own building and with its own brand identity. Therefore, it is not immediately obvious that it is a social enterprise. Instead it is styled as a commercial café, with a modern interior and high-quality menu.

Nevertheless the café is part of the Bridge Project's wider training work. Set up in 1983, the charity has provided training to recovering addicts since 1997. At Forks people with a history of substance misuse, or those facing other barriers to employment (long-term unemployed, those with a criminal record, people with a history of mental health issues etc.), can apply to take part in the Forks academy, a training programme attached to the cafe. By having to apply, applicants gain experience in the real life employment process. However applicants are also given support during the application process in recognition that some still face barriers (completing forms etc.) which need to be overcome.

If successful, participants then choose whether to work at Forks as a volunteer (to build up work experience) or as a trainee (to gain certified skills). Those who decide to take part in a traineeship can choose to specialise in either food preparation and cooking, hospitality and catering, or customer service. This training is offered in collaboration with Forster Community College, a local vocational training provider.

The hospitality and catering stream is entry level and includes a placement at Forks. The other two streams offer level 1 and level 2 qualifications, as well as a placement at Forks. For the customer service stream this includes training in barista skills.

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**NATIONAL LEGISLATION/Framework**

There is no overarching programme or legislation that supports this sort of social enterprise nationally. Projects are developed by regional organisations, with best practices and approaches shared through industry networks.

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**PRODUCTS/SERVICES**

The food sold at the café is priced competitively. The café was established on a street which is developing into a hub for independent food sellers in Bradford and so needs to act commercially in order to compete with similar, for-profit cafes.

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**FINANCIAL RESOURCES**

All profit from the café is reinvested, either in Forks itself or in other programmes run by the Bridge Project.

The Bridge Project has also received funding for training from the government to help marginalised groups find a way back into the labour market, with Forks acting as a place where people on these programmes can gain practical work experience.

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**HUMAN RESOURCES**

Experienced staff from the catering and hospitality sector oversee the volunteers and trainees.

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**TARGET GROUPS**

The target group for training is:

- People recovering for substance misuse, who have slowly been getting their life back on track via the other programmes (counselling etc.) provided by the Bridge Project.
- Other people facing barriers to employment (e.g. long termed unemployed, those with a criminal record, people with a history of mental health issues).

In addition Forks also targets the wider local community by providing a safe, inspiring environment for customers which will have a positive impact on the surrounding area.

**STAKEHOLDERS**

The main stakeholders are the parent organisation, the Bridge Project, and Forster Community College, who collaborate on providing training.

**RESULTS & IMPACT**

The café has been a great success and has been voted in the top 10 (out of over 550) places to eat in the city. It has helped several people gain the skills they need to re-enter the labour market. It has also been part of a wider regeneration of the local area. This is demonstrated by the fact that North Parade, where Forks is located, was nominated as 'high street of the year' in a national competition.

**SUCSESSES**

- Combines commercial approach and high quality food with social enterprise values
- Does not overtly promote its social enterprise credentials and so customers and staff get the true experience of working in a 'commercial' environment
- Offers vital work experience for people marginalised by the labour market
- Gives trainees and volunteers new purpose to help them continue their recovery
- Has helped to drive regeneration in an area of the city which was full of empty shops etc. only a few years ago

**WEAKNESSES**

- Faces growing competition from similar cafes which are run on a for-profit basis on the same street
- The standard of service relies on the training/attitude of the trainees and volunteers

**INCLUSIVE EDUCATION ASPECTS**

Targets a marginalised group who find re-entering the labour market following recovery difficult.

**TRANSFERABLE ACTIONS**

- Offers a service which competes with similar commercial cafes without having to trade on the fact it is a social enterprise
- Provides development within the same organisation for people recovering from addiction which means they are more likely to progress from rehabilitation to re-entering the labour market



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**ONLINE SOURCES**

- [www.forkscafe.org.uk/index.html#about](http://www.forkscafe.org.uk/index.html#about)
  - [thebridgeproject.org.uk/about-us](http://thebridgeproject.org.uk/about-us)
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### **3. EFT COMMON WORK-BASED LEARNING MODEL**



### 3 EFT COMMON WORK-BASED LEARNING MODEL

WBL programmes are organised programmes that are wholly (or predominantly) based in a work setting (i.e. in a simulated work environment or the workplace itself). They aim to develop knowledge, skills and competences that are – in a broad sense – relevant for the world of work. Learning objectives are achieved through the completion of work tasks. The BPs in the previous chapter showed different ways in which WBL is applied in Austria, Belgium, Italy, Portugal, Turkey and the United Kingdom. This includes:

- ✓ Work placement or work experience schemes (all training and learning is on-the-job)
- ✓ Work-located schemes (all training and learning is located at the workplace but there are distinct on-the-job and off-the-job elements - for example separate modules on key skills, taught off-the-job, but at the workplace)
- ✓ Mixed schemes (a combination of training and learning in a learning institution (e.g. vocational or technical school or college) with WBL (e.g. internship, apprenticeship) in a company)
- ✓ Schemes located entirely in a learning institution (e.g. a vocational or technical school or college) which includes WBL (e.g. in form of simulated practice exercises)

Based on these findings and the overall goals of the EFT project, a framework within the EFT common work-based learning model (EFT Model) has been developed. The framework identifies the following six key features of training:

1. It targets "marginalised groups" for whom traditional training, work placements and standard paths to employment are no longer an effective solution for integration into the labour market. These users may need specialist support to address wider barriers, such as support to build confidence and self-empowerment, or to rebuild social networks and relationships.
2. It uses non-public funds. This is because the economic crisis has led to a decrease in public funding and resources for education and training throughout Europe. Other sources and models of funding are thus fundamental to supporting training programmes, with a particular focus on non-public funds (for example by strategically linking vocational training to industry).

3. Training activity is intrinsically linked to a production activity which generates income (i.e. the EFT sells its products and/or services on the market).
4. It follows European (and broader) developments in WBL.
5. It is an accepted and recognised activity in all partner countries (Austria, Belgium, Italy, Portugal, Turkey and the United Kingdom) and operates in line with legislation and current practices in these countries (information on this was gathered in the BPs).
6. The Belgian BPs should serve as a role model for the wider EFT model (EFT, i.e. *Enterprises de Formation par le Travail*, are organisations which currently operate in Belgium)

### 3.1 CHALLENGES AND LESSONS LEARNED

The main challenges and lessons learned from the research and BPs analysis were:

#### (i)

Most of the selected BPs (13 out of 18) **target groups** that are marginalised. Most of these refer to **unemployed adults** (18+), either low qualified (BE 1-3) or with mental health or social issues (IT 1-3, UK 2 and 3). The next most common target group is **young people** in need of support to help them access further education or the labour market (AT3, PT2, UK1). One BP targets women (TR3), one migrants (AT2) and two target young people and adults who are currently in or looking to enter national IVET or CVET systems (AT1, PT3).

The predominant target group (i.e. marginalised adults) found within the project's findings does not perfectly align with those found in the publications by European institutions summarised in Chapter 1. For example the European approach to adults in CVET is mainly concern with offering WBL to people already in jobs. However, despite this, the basic principles of WBL methods can also be applied to "marginalised adults".

**(ii)**

In terms of **finance**, the EFT Model is unable to be sustained without some form of public funding. The majority of BPs are either fully funded through public finance or rely on these sources for a large proportion of their income. There are however 3 BPs which are exceptions to this.

One BP is **fully self-sustainable**. IT1 is financed by the participants (adults with disabilities) who make use of the facilities and services of the Centre for Protected Work (CPW). Yet, as workers, they also receive back a salary which is generated through selling the products they produce. Workers receive 80% of the money CPW generates in sales, with the remaining 20% reinvested into CPW.

Two BPs are **to a large part self-sustainable**: The Jericho Foundation (UK2) generates 90% of its income as a social enterprise. It makes use of a governmental tax relief scheme and collects donations, as well as in-kind professional services, to become fully independent from public funds. A large proportion of training (up to 80%) in the Austrian dual system (AT1) takes place in companies and so the majority of costs associated with this training fall on industry. However, tax relief and wage contribution schemes (for companies that take on an apprentice) means that the actual cost does not equal 80% of the total dual system costs.

In several other BPs, income generation through **production or providing services** is important but only **provides a small part of the overall income needed for organisations to survive**.

This partial funding through commercial activities is most prevalent in two Belgian and one Italian BPs. In Belgium the Walloon region pays an hourly rate (12 €) to EFT organisations (BE1 and 3) for the training of its low skilled or long-term unemployed adults. This income is then supplemented by either offering long- and short-term gardening services (BE1) or by running a restaurant (BE3). The restaurant also offers work training to socially disadvantaged people who are receiving financial support from regional authorities and so they receive funding for this.

IT3 is a training restaurant that competes on the open market. It organises IVET activities during the day (when young people work in the kitchens/front of house) and in CVET in evening hours

(for unemployed adults – with funding from the European Social Fund). Alongside catering activities it generates income by renting rooms for events.

Similarly AT2 and 3 and UK1 and 3 offer products and services on the market but this part of their income seems far less important in comparison to public funds. UK1 also operates as part of a national higher education system which charges tuition fees.

All Portuguese and Turkish BPs are fully publically funded, PT1 and 3 from national sources, whilst the others (mostly) receive European funding. This can also be interpreted as indicative of the state of development in these two countries national VET systems more generally and is in line with information indicated in Chapter 1.

### (iii)

Linking the EFT Model to a **production activity which generates income and operates on the open market** seems to be the most feasible option for practices to remain as independent of public funds as possible. This is highlighted above. Therefore, we will focus here on the products and services that the BPs offer (with special attention paid to those which are more self-sufficient).

Four of the BPs offer services in **gastronomy**, three of these are restaurants (BE1, IT3 and UK1) offering full catering services and one is café with a deli counter (UK3). When running a food-related business, location is of paramount importance. One BP benefits from its good location in a street with similar businesses as this encourages customers to visit (UK3), whereas another is located in an industrial estate and so struggles for passing trade. As a result it relies on catering contracts with local businesses etc. to stay open (IT3).

Gastronomy is also amongst the most popular sectors in BPs that engage with multiple industries (AT1 and 3, PT3). In addition, two other industries are a key feature of multiple BPs.

One is **horticulture**. BE1 is able to generate a good income in this sector by offering seasonal services (logging, felling and tree surgery, planting lawns and creating green spaces, small scale landscaping jobs) and annual or long-term contracts (lawn mowing, maintenance of flower beds, pruning, annual planting). Horticulture is also a feature of Austrian production schools (AT3).



The other industry is **the media**, with AT2 and PT3 both engaged in activities in this field. However PT3 does not offer any services on the open market, instead producing content for broadcast across the Portuguese National Broadcaster. In comparison AT1 offers media production training and rents equipment and studio/editing space.

Whilst not strictly an industry, it should be noted that most BPs offer some form of personal support, training in soft skills, confidence building etc. However these are done not-for-profit.

#### (iv)

In **Chapter 1** recent trends and discussions surrounding WBL were discussed. Analysis of the BPs shows that 5 are (predominantly) part of **IVET** (AT1 and 3, PT3, TR1, UK1) and 12 are (predominately) part of **CVET** (AT2, BE1-3, IT1 and 2, PT1 and 2, TR2 and 3, UK2 and 3). As already mentioned IT3 uniquely combines IVET and CVET (two different target groups sharing the same facilities at different times).

#### (v)

We have already summarised above some characteristics of the BPs that are **valid across partnership countries**. A final overview of this is included at the end of this chapter when the EFT Model will be presented. Here we look at the highlighted **successes and weaknesses** in the BPs, to develop a more detailed impression of what works (and what does not).

The most common trend within the successes of the BPs is linked to **educational/didactical approaches** (with these found in 12 BPs). The most common approach within this is the focus on practical/real world training within a commercial environment (BE2 and 3, PT2, UK3). Other successes are linked to the training content (skills match with industry (AT1), training conditions (PT1), mid-term programme duration (AT3), broad range of workplace experiences (IT3), development of inventive models (TR2)) or the wider approach to WBL (inclusive target groups (AT2), focus on learning over profit (BE2), WBL set within a college environment (UK1), a transferable approach to education progression between WBL and more 'academic' routes (PT3), providing the socially marginalised with access to people with professional experience (BE3)).

The BPs also identified a number of weaknesses within educational/didactic approaches. In both national VET systems discussed (AT1, PT3) the skills taught/curriculums are too slow to react to industrial changes (AT1, PT3). Equally in Austria there is a mismatch between courses offered and demand, with certain industries being oversubscribed, whilst others struggle to fill places (AT1). Further weaknesses include not enough focus on HR processes, job integration skills, local/European legislation etc. (IT2) and training periods which are too short for the desired skills to be developed (PT2).

The second biggest trend within the successes is linked to **adapting to the needs of the target group and offering support beyond the training course**. This applies to 7 BPs, including all three BPs from the UK which offer either pastoral support through careers guidance (UK1), vital work experience to people marginalised from the labour market (UK3), or individualised holistic support (UK2). This final approach is also found in IT2 which provides holistic support for up to 6 months after the trainee has entered the labour market. The Austrian production schools (AT3) are the most successful BP when it comes to training migrant young people (with some of these schools also focussing on other disadvantaged groups). PT2 promotes equal opportunities and social inclusion, whilst TR3 looks to improve the inclusion of women in the labour market (particularly as female entrepreneurs).

However meeting and adapting to the needs of trainees, particularly through the support offered, is also found within the weaknesses associated with 6 BPs. Two of the drawbacks of AT3 are that trainee workers are not paid and so many leave school before the end of the programme. Working with marginalised target groups (with an array of personal issues) makes finding a job for trainees harder, sometimes impossible (IT1), and sometimes problems resurface, making permanent work/further training impossible (IT3, UK2). In Turkey students do not always have sufficient foreign language skills to complete the programme (TR1) and women find it hard to balance family commitments with the time needed for training (TR3).

The third trend concerns **networks and stakeholders**. All three Belgian, two Italian and two Turkish BPs highlight successes in this regard, whilst the third Italian BP demonstrates a weakness in this area. The positives include long-term relationships with stakeholders (BE1, TR1) (including educational institutions (BE1)). Equally, several BPs work within a varied local networks of

stakeholders (BE2, TR2), whilst others work well with the Public Employment Service, in particular CPAS (Centres Publics d'Action Sociale) (BE3). IT3 builds on local support, as well as its participation in an international exchange programme for students and collaboration with a professional restaurant. Similarly IT1 exploits the flexibility of its approach to engage with a wide range of clients. In comparison IT2 struggles to forge closer collaboration with organisations with similar interests, especially the Public Employment Service.

Another trend relates to the **quality assurance** of training. Positives within this include the certification of acquired skills (AT1), the use of up-to-date equipment (AT2, IT1), a well-developed evaluation system (PT3), the use of continuous evaluation by tutors (IT3), and the development of a professional reputation as a reliable service provider (BE1). In contrast weaknesses identified by the BPs in this area include the fact that it is impossible to monitor the development and use of skills gained through training once trainees start to work (PT2), as well as a variable level of service being delivered to clients, depending on the skill level of individual trainees (UK3).

Further smaller trends can be identified within **organisational management**, where a professional structure and management are valued (BE1 and 2) and there is an effective distribution of production work (IT1). However, once again within this trend there are also weaknesses. In AT1 the high administrative burden inhibits other activities, in BE3 the irregular working hours found in gastronomy are counterproductive to the long-time integration of trainees into labour market and them finding a work/life balance. A similar pressure also affects staff in IT3. There are two practices which successfully offer **community benefits**. BE2 acts as a meeting place for various groups (staff, trainees, former trainees, customers) and UK3 has helped to bring life back to a run-down area of the city. However, this has also led to it facing more competition as other catering businesses opened up (which can be read as a weakness). Location problems have also affected the Italian restaurant (IT3) and were presented above. The last trend concerns **trainers** who are well skilled professionals (AT2, PT1) that, through their diverse background and due to a good student/trainer ratio, manage to execute activities successfully (BE1 and 3). Yet in two BPs they are also missing some of the specific skills needed (BE3, IT1).

The largest trend in terms of the weaknesses is that of **financing** (with 9 BPs highlighting some form of financial weakness). Dependency on public funds (AT2, PT1), risk of cuts (UK1) and

unstable financing that requires income from its own production in a competitive market (BE1 and 3) are some of these problems, as are few opportunities for financing the practice (IT2), no time for marketing as training is the core business (BE2), no profits generated so far (IT3), and the high investment needed for infrastructure and equipment (PT3). The only successful aspect in terms of finance is tax relief for companies that take part in Austrian dual system (AT1).

The last group of weaknesses concern problems around **legislation** as this can prevent the certification of students' skills (IT2), hinder the smooth functioning of a training enterprise/restaurant (IT3), or create more general problems for the BP (TR2). Both national VET systems discussed in the BPs (AT1, PT3) are fighting a **lack of awareness** on the benefits of what they do.

#### (vi)

As the Belgian example has served as the inspiration and starting point for this research, it is interesting to look at their transferable actions. All three Belgian BPs (BE 1-3) state under **transferable actions** that:

- The legal framework surrounding the practice is particular to Belgium - the majority of European countries have similar laws with certain parallels, but are not exactly the same
- In terms of transferring the BP to other contexts, the organisational, educational and partnership models could be transferred the most easily

If we compare “similar laws with certain parallels, but not exactly the same” and “organisational, educational, and partnership models” to our previous trends, then the first point (on similar laws) falls under **legislation**, an area in which no other BP has reported any transferable actions.

“Organisational models” fits into the **organisational management** trend in which 4 other BPs offer transferable actions. This includes an inclusive, open approach (AT2), a highly diverse array of work (IT2), a high level of staff commitment (IT3), and two social enterprises operating as commercial operations; one without having to trade on the fact it is a social enterprise (UK3), whilst the other provides a safe learning environment (UK2).

The Belgian concept of “educational models” fits into the **educational/didactical approach** trend. Interestingly this also comprises the most transferable actions from the other countries’ BPs. These include a diverse array of activities offered (AT1, PT2), workshops (AT2) and production sessions (AT3) which make use of the latest industry developments, a personal approach to each trainee and their career path (IT2), WBL with skilled trainers (PT1), international trainee exchanges (TR1), and training on entrepreneurship (TR3).

“Partnership models” aligns with the **networks and stakeholders** trend. The transferable actions here include a strong local network (AT1, IT1, PT3 and UK1), which also extends regionally and nationally (AT1), and engages with employers (UK1). There is also a twinning system for VET (TR2).

Even though they do not directly refer to elements of the Belgian BPs, two other groupings of transferable actions can be identified from the other countries’ BPs. These refer to **adapting to the target group and support beyond training** and **quality assurance**. Those which address **adaption and support** include custom made training programmes for school drop-outs (AT3), marginal groups (UK2), and youth (PT2). Also mentioned is wider pastoral support extending beyond the training (UK1), support after the training programme ends (particularly in terms of managing and dealing with trainees’ social and health problems) (IT2), and promoting an active and engaged approach to life during the job hunt (PT2). In terms of quality assurance the transferable actions listed include the accreditation and certification of training (AT1, PT3, UK1), internal tools for monitoring and self-evaluation (IT2, PT3), and an integrated approach to recovery (from addiction to re-entering labour market) in order to improve the chances of success (UK3). TR3 sees **financing** as transferable and PT1 the **innovative** approach to opening new opportunities on labour market.

### 3.2 EFT MODEL

Within the context of this project, a hybrid EFT model has been designed. This model brings together the different examples of WBL described in the previous best practices to create a framework which is flexible to different national contexts (in terms of goals, legislation, regulations etc.). By using the model's general guidance on how to achieve an EFT approach to WBL, trainers should be able to develop EFT programmes customised to their own needs.

<b>SCOPE</b>	VET
<b>COUNTRY</b>	Any European country
<b>ORGANISATION</b>	Any VET, Adult Education or other training provider recognised by the national authorities
<b>LEGAL STRUCTURE</b>	The legal structure depends on national legislation and has to be adapted to each country's specific needs. This may include operating as a non-profit-organisation, a public service or a private company.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>– Social Inclusion of low-skilled/unemployed/marginalised adults and/or young people</li> <li>– Entry into the labour market</li> <li>– Development of sector-specific social and professional skills and competences</li> <li>– The empowerment of trainees through the development of autonomy, initiative, sense of responsibility and critical thinking</li> <li>– Development of lifelong learning skills</li> <li>– Development of a personal action plan.</li> </ul>

### **BRIEF DESCRIPTION**

The EFT Model aims to support the development of WBL initiatives to help unemployed people enter the labour market. The training programme should be designed in a way which gives the trainees the opportunity to learn through work in real-life business environments. Through self-directed learning, empowerment and learning-by-doing, the trainees develop the necessary knowledge and skills required by the labour market. In the beginning, each trainee is guided to develop their personal action plan which they follow throughout the rest of the programme. In that way the trainees have to take responsibility in order to achieve their goals and take the next steps.

Depending on the specific sector requirements, an example programme timetable would consist of 80% practical work and 20% theoretical training.

### **NATIONAL LEGISLATION**

The model must be adapted to each national context (in terms of goals, legislation and regulations).

### **PRODUCTS/ SERVICES**

The model can be transferred to any sector. Therefore a WBL methodology can be applied to either a training company or a social enterprise, with both able to operate as safe places to learn and commercial businesses.

### **FINANCIAL RESOURCES**

Depending on the local/regional/national context, there are several options for financing projects. For example:

- Public funding (local/regional/national and/or European Union sources)
- Donations (fundraising, crowdfunding etc.)
- Sale of products on the open market

**HUMAN  
RESOURCES**

The human resources differ from project to project. The following structure should be adapted according to needs:

- Managing team (Director, project coordinator)
- Administration team (finance and administrative staff)
- Social team (social worker, psychologists, counsellor etc.)
- Training team (trainers, teachers, tutors, mentors, etc.)

**TARGET GROUPS**

- Unemployed people (anyone above the legal age to work)
- Low skilled
- Marginalised groups

**STAKEHOLDERS**

The network of stakeholders ideally consists of a mix of public and private partnerships. Meetings, working sessions and thematic working groups are important in order to exchange know-how and best practices, and to reflect on the challenges faced in daily work. These should involve professionals from various stakeholders. A system of cooperation, communication strategy and suitability plan should be formalised as soon as possible.

**SUSTAINABILITY**

- Collaboration with different stakeholders
- Professional structure, profile and experience
- Good reputation
- Attractive and accessible for (potential) trainees
- Paying clientele
- Performance-oriented training
- Commitment to equality and diversity
- Combination of commercial approach and high quality products/services
- Orientated towards the social economy with community involvement



### 3.3 EFT TERMS OF REFERENCE

The following terms of reference were selected from European sources (e.g. CEDEFOP, EC) and should be taken into consideration during the implementation of the EFT Model.

#### Adult education

General or vocational education provided for adults after initial education and training for professional and/or personal purposes, and which aims to: (i) provide general education for adults in topics of particular interest to them (e. g. in open universities); (ii) provide compensatory learning in basic skills which individuals may not have acquired earlier in their initial education or training (such as literacy, numeracy) and thus to; (iii) give access to qualifications not gained, for various reasons, in the initial education and training system; (iv) acquire, improve or update knowledge, skills or competences in a specific field: this is continuing education and training. Comment: adult education is close to, but not synonymous with, continuing education and training.

#### Alternance/alternating training

Education or training which combines periods in an educational institution or training centre with time in the workplace. The alternance scheme can take place on a weekly, monthly or yearly basis. Depending on the country and applicable status, participants may be contractually linked to the employer and/or receive a remuneration. Comment: the German 'dual system' is an example of alternance training.

#### Apprenticeship

Systematic, long-term training alternating periods at the workplace and in an educational institution or training centre. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation. The German 'dual system' is an example of apprenticeship.

### Competence

The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development),/or the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. Comment: competence is not just limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (including technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values.

### Dropout

The withdrawal from an education or training programme before its completion. Comments: (i) this term designates both the process (early school-leaving) and the persons who fail to complete a course (early school-leavers); (ii) besides early school-leavers, dropouts may also include learners who have completed education or training but failed the final examinations.

### Dual system

See alternance training.

### Education or training provider

Any organisation or individual providing education or training services. Comment: education and training providers may be organisations specifically set up for this purpose, or they may be other bodies, such as employers who provide training as part of their business activities. Training providers also include independent individuals who offer services.

### Employability

Combination of factors which enable individuals to progress towards or get into employment, to stay in employment, and to progress during their careers. Comment: employability of individuals depends on: (i) personal attributes (including adequacy of knowledge and skills); (ii) how these personal attributes are presented on the labour market; (iii) environmental and social contexts (incentives and opportunities offered to update and validate their knowledge and skills); and (iv) the economic context.

**Informal learning:**

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. Comments: (i) informal learning outcomes may be validated and certified; (ii) informal learning is also referred to as experiential or incidental/random learning.

**Job placement**

The process of supporting individuals to find jobs which match their skills. Comments: (i) job placement can be carried out by (public or private) employment services or educational institutions; (ii) job placement encompasses activities such as drafting a CV, preparation for interviews, skills guidance and counselling.

**Key skills competences**

Sum of skills (basic and new basic skills) needed to live in contemporary knowledge society. Comment: in its recommendation on key competences for lifelong learning, the European Commission sets out eight key competences: (i) communication in the mother tongue; (ii) communication in foreign languages; (iii) competences in maths, science and technology; (iv) digital competence; (v) learning to learn; (vi) interpersonal, intercultural and social competences, and civic competence; (vii) entrepreneurship; and (viii) cultural expression.

**Learning by doing**

Learning acquired by through the repeated practice of a task, with or without prior instruction, or learning acquired by transforming one's mental assets through confrontation with reality, resulting in new knowledge and skills. Comment: learning by doing is also referred to as experiential learning.

**Lifelong learning**

All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences, and/or qualifications for personal, social and/or professional reasons.

### **Low-skilled person**

Individual whose level of educational attainment is lower than a predetermined standard.

Comments: (i) standard level below which an individual is considered as low-skilled depends, for example, on the general level of education in a society, or on the level of qualifications within an occupation; (ii) actual level of qualification of an individual includes non-formal learning outcomes acquired through continuing (re)training/upskilling, work experience, or personal development; (iii) in the European union, an individual is considered as low skilled when educational attainment is below the upper secondary educational level defined in ISCED.

### **Non-formal learning**

Learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view. Comments: (i) non-formal learning outcomes may be validated and may lead to certification; (ii) non-formal learning is sometimes described as semi structured learning.

### **On-the-job training**

Vocational training given within a normal work situation. It may constitute the whole training programme or be combined with off-the-job training.

### **Programme of education or training**

Inventory of activities, content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills and/or competences), organised in a logical sequence over a specified period of time. Comment: the term programme of education or training refers to the implementation of learning activities whereas curriculum refers to the design, organisation and planning of these activities.

### **Social inclusion**

The integration of individuals – or groups of individuals – into society as citizens or as members of various public social networks. Social inclusion is fundamentally rooted in economic or labour market inclusion.

### **Transferability of learning outcomes**

The degree to which knowledge, skills and competences can be used in a new occupational or educational environment, and/or be validated and certified.

### **Upskilling**

Short-term, targeted training typically provided following initial education or training, and aimed at supplementing, improving or updating knowledge, skills and/or competences acquired during previous training.

### **VET provider**

See education and training provider.

### **Vocational education and training (VET)**

Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

### **Work-based learning (WBL)**

Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VET institution.



## **4. CONCLUSIONS AND RECOMMENDATIONS**



## 4 CONCLUSIONS AND RECOMMENDATIONS

In this research and through the development of a common framework for the EFT Model, we have discussed the current position of European institutions towards WBL and what is happening in certain European countries in the field of WBL. The first part was dominated by discussions and guidelines that stress the importance of governance in WBL. Therefore it is imperative that EU member states' governments produce effective legislation on WBL or VET.

As seen in the analysis of the BPs, legislation can be useful in securing public financing for WBL. However, at the same time (with two exceptions from Italy) legislation remains a secondary concern for most WBL providers. In practice the most important and transferable aspects to any programme are the educational concepts/methodology.

The EFT Model developed in this study combines aspects and ideas of the participating countries' BPs – Austria, Belgium, Italy, Portugal, Turkey and the United Kingdom. The aim of this model is to offer a flexible approach which can be adapted to different national contexts (in terms of goals, legislation and regulations etc.). It contains the key features which can then be customised by trainers to meet their needs. The most crucial aspects of the model are an approach which both prepares participants for the labour market and also reintegrates them into society. The main methods used in the training programme should be “empowerment”, “self-directed learning”, and “learning by doing”, in order to motivate the participants in a practical way. By selling products or services on the open market, the organisations involved should be able to at least partially finance themselves. This helps the financial underpinning of the programme and teaches the participants about how the economy functions in practice. When implementing the EFT model, national legislation and regulations have to be carefully analysed and the sustainability of projects considered.

The following main recommendations for further actions are presented, targeting partners' organisations, educational staff and stakeholders.

### 4.1 DEVELOPMENT OF SKILLS PROFILE

Any training programme based on the EFT model will be confronted with four main challenges:

1. Target group (unemployed, low-skilled and marginalised groups)
2. Different models, methodologies, methods, practices of WBL
3. The current economic crisis affecting some countries creates difficulties in finding funding to ensure the financial sustainability of a EFT programme and/or social enterprise
4. There is a potential the lack of proper legislation

All these challenges, weaknesses and threats require any future EFT team member to possess specific knowledge, skills and competences. This is particularly pertinent for anyone working within the social and training team as these professionals play a crucial role in daily activities of any work-based learning programme. Therefore, the role of social workers, psychologists, counsellors, trainers, teachers, tutors, mentors etc. should be adequately recognised as part of a VET/AE professional structure. These professionals play a key role in achieving quality work-based learning and in turn the EFT's sustainability.

There is a clear understanding of the competence profile and skills needed for EFT professionals. This includes a mix of technical skills, soft skills, communication skills, the ability to anticipate sector-specific needs, make the WBL pathway attractive, deal with challenging behaviour, intercultural skills, negotiation skills, as well as open-mindedness and the ability to make the learners feel welcome. As a result the EFT's skills profile should include the following aspects (non-exhaustive list):

- ✓ The different roles and entry profiles of social and technical teams
- ✓ The matrix of knowledge, skills and competences that are required for each role in WBL, based on EQF and ECVET principles
- ✓ The cooperation between EFT teams which is necessary to support the learning process
- ✓ The central role of these professionals within quality assurance and sustainability
- ✓ Specific training provision for continuous professional development
- ✓ Assessment and recognition of prior learning
- ✓ The communication procedures and codes of conduct between professionals and learners

## 4.2 CONTENTS OF JOINT STAFF TRAINING SESSION

The planned training week in Italy should offer an opportunity to exchange experiences and best practices, build a transnational vision of EFT, boost a transnational, practice-based community,



and enable a discussion on daily challenges and strategies for overcoming them. Possible topics include (non-exhaustive list):

- ✓ Current European and national trends, challenges and opportunities in WBL (taking into account labour market needs, skills mismatch and sector requirements)
- ✓ Study visits to VET and WBL initiatives within Italy
- ✓ The EFT model, its implementation, skills profile, roles, and the training needs of professionals
- ✓ Engaging with target groups (including the main challenges)
- ✓ Innovative approaches, methodologies, and tools

#### 4.3 FINAL GUIDELINES

The guidelines are a key output for all professionals, stakeholders, decision and policy makers, and so should consider lessons learnt. They should also include practical information to aid the implementation and transferability of the EFT model in both participating countries and other European countries. It should offer a comprehensive guide on the necessary steps for implementation, methodological approaches, SWOT analysis, and practical tips and testimonials.



## 5. REFERENCES



## **5 REFERENCES**

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