

# #Erasmusplus4WBL



## “Development of competences of Education & Training professionals and youth operators / workers supporting WBL experiences”

### Transnational Cooperation Activity

ROME 23 – 25 november 2015

Irene Psifidou (CEDEFOP)

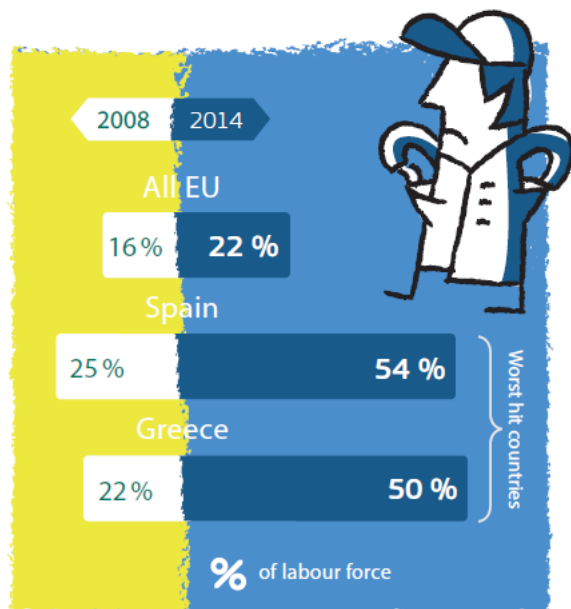
Giuseppe Gualtieri (ANG Erasmus+ National Agency)

# YEI

## Youth Employment Initiative

European Commission proposal to increase advance funding to Member States to one billion euros

Youth unemployment rates across the EU <sup>(1)</sup>



Specific YEI allocation 2014–2020



YEI pre-financing in 2015



# Youth Guarantees

Coverage of the target group: **NEETs**  
(young people not in employment, education or training)

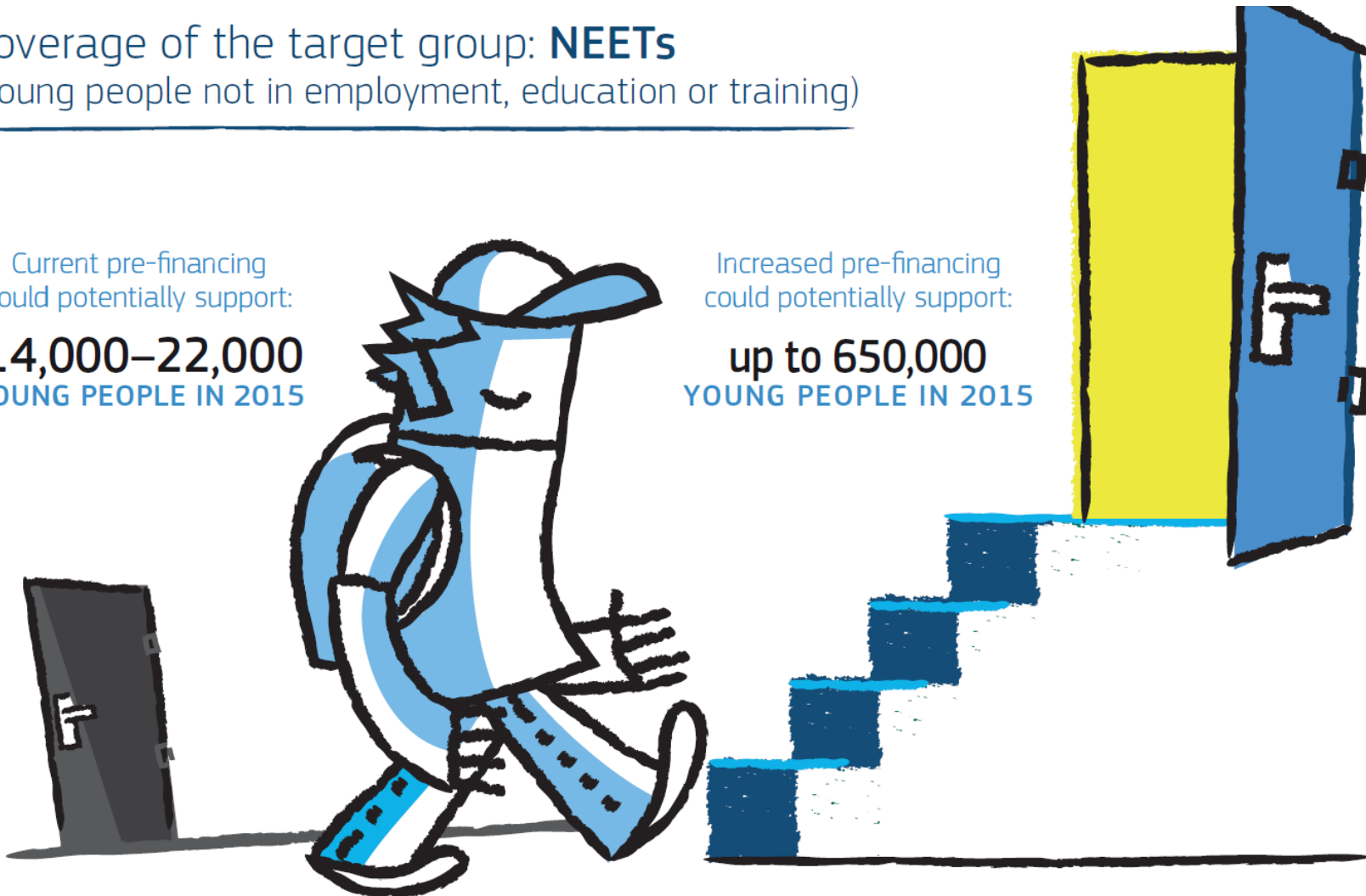
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Current pre-financing  
could potentially support:

**14,000–22,000**  
YOUNG PEOPLE IN 2015

Increased pre-financing  
could potentially support:

**up to 650,000**  
YOUNG PEOPLE IN 2015





# Good for Youth Good for Business

European Alliance for  
**Apprenticeships**



## WHO BENEFITS FROM APPRENTICESHIPS?

Companies	Learners	Society
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# The EUROPEAN PACT & YOUTH

## Targets & Next Steps



**10,000**

QUALITY BUSINESS-EDUCATION  
PARTNERSHIPS



**100,000**

NEW GOOD QUALITY  
APPRENTICESHIPS, TRAINEESHIPS  
OR ENTRY-LEVEL JOBS



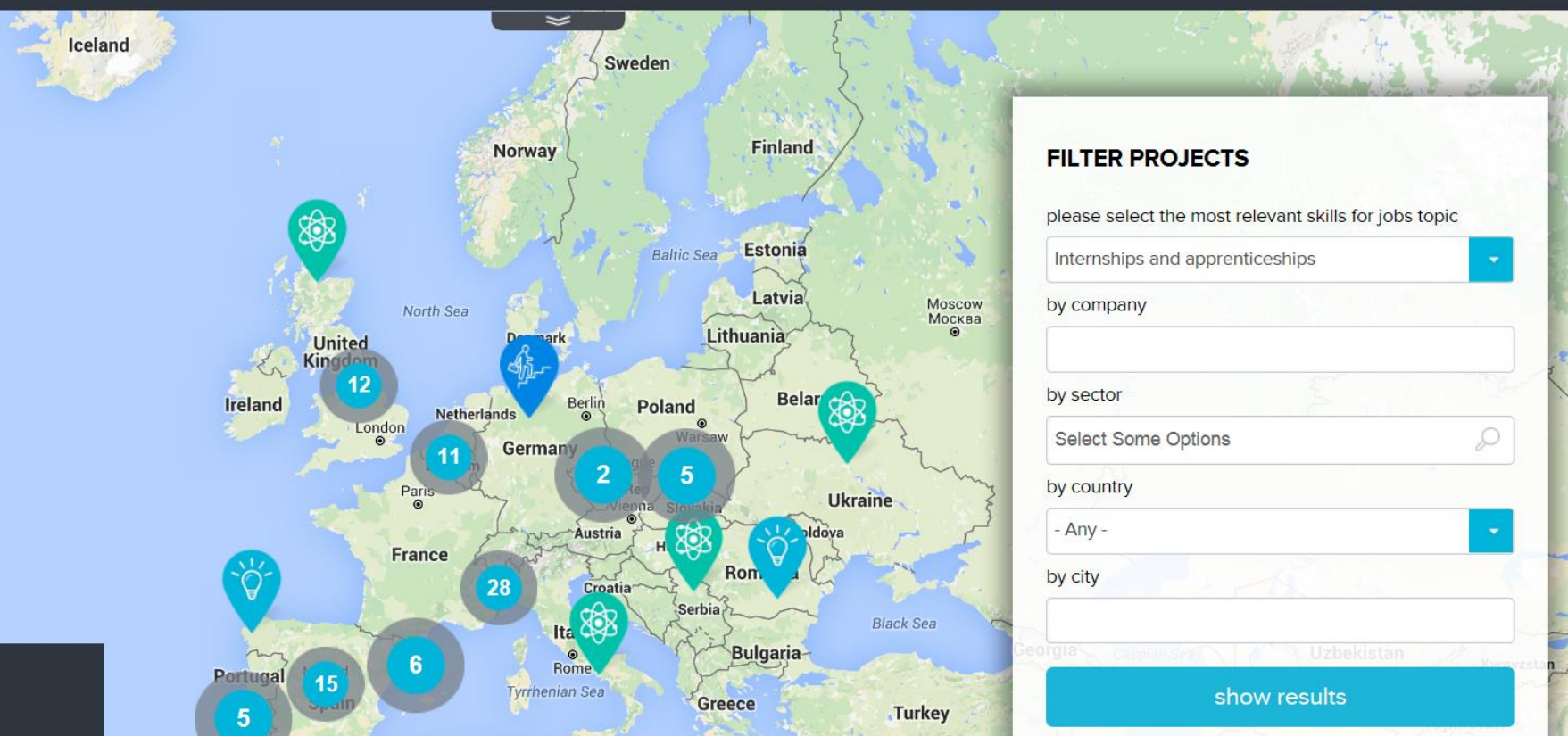
**28** NATIONAL  
ACTION  
PLANS



**1<sup>ST</sup>** EUROPEAN  
ENTERPRISE-EDUCATION  
SUMMIT IN LATE 2017



59%



# A platform to share the best practice



EURES

The European Job Mobility Portal

European Commission > EURES > EURES



Opportunities

Discussions

Organisations

Groups

Find  
partners

Blog

Go to  
EURES

Sign in or  
Register

Search by keywords...

All categories

All countries



Find **apprenticeships**  
and other **opportunities**  
to improve your  
**employability**

Get started  
NOW



Promote your **youth**  
**opportunities** and build  
**partnerships** with other  
organisations

Get started as  
an **ORGANISATION**





**CEDEFOP**  
European Centre  
for the Development  
of Vocational Training



**European Economic and Social Committee**



## Work organisation and workplace learning: creating a win-win environment

*Seminar organised jointly by Cedefop, Eurofound and the  
European Economic and Social Committee (EEESC)*

**Thursday 19 November 2015, 2.30–5.30 p.m.  
EEESC, Brussels – Room JDE 62**



**CEDEFOP**

European Centre for the Development  
of Vocational Training



EN



**CEDEFOP**

European Centre for the Development  
of Vocational Training



**THEMATIC  
COUNTRY REVIEWS**



**THEMATIC  
COUNTRY REVIEWS**



**CEDEFOP**

European Centre for the Development  
of Vocational Training

## Engaging SMEs in apprenticeships

2nd European  
apprenticeship  
conference

**9 and 10  
November  
2015**  
Thessaloniki  
Greece



## APPRENTICESHIP REVIEW LITHUANIA

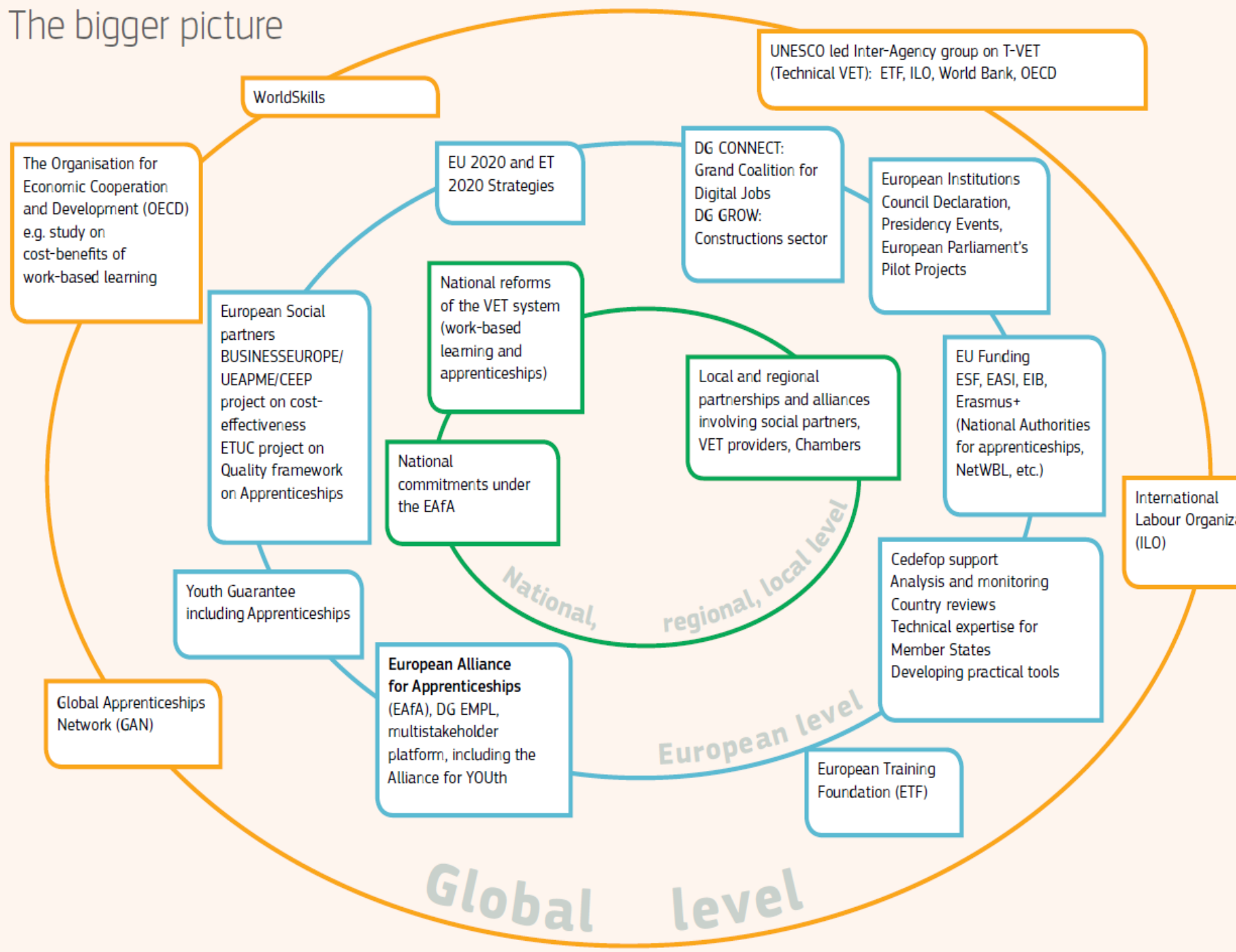
Signposting the apprenticeship path  
in Lithuania

## PRENTICESHIP REVIEW MALTA

In pursuit of quality and relevance:  
revitalising apprenticeship

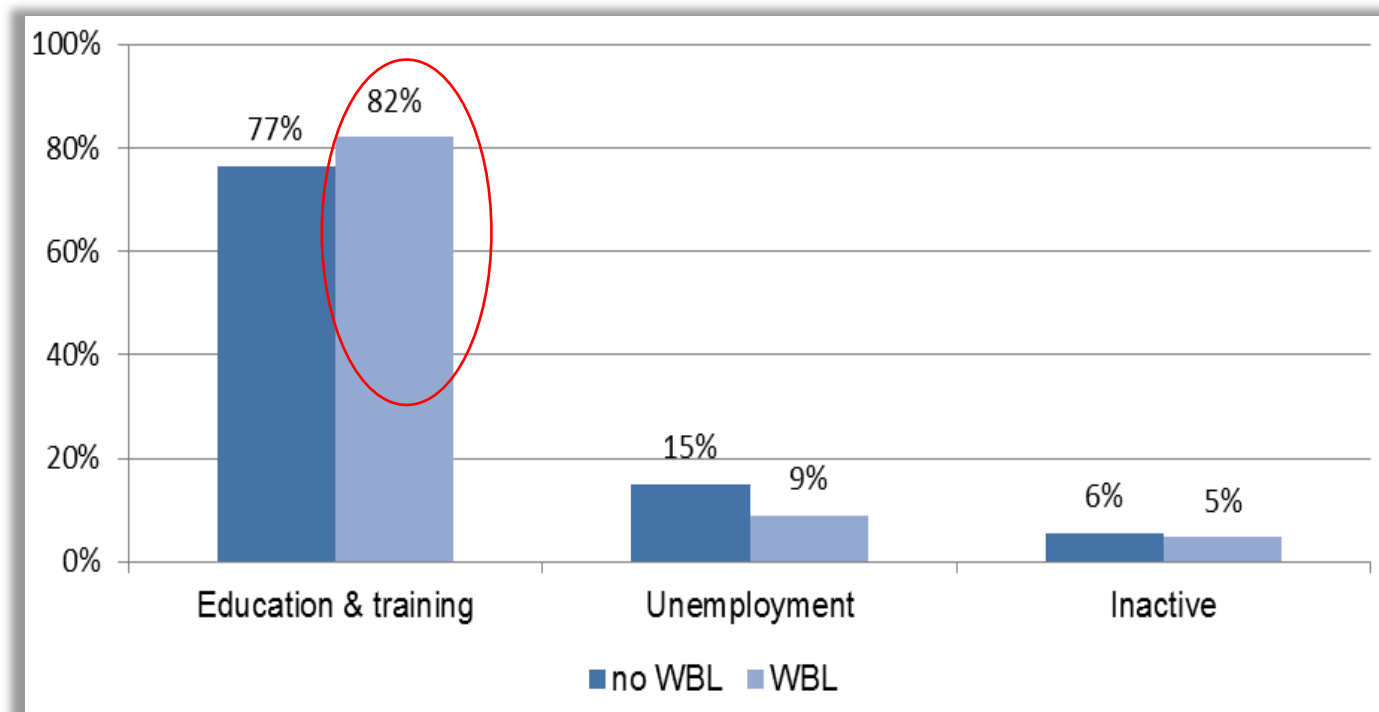


# The bigger picture



# WBL aiding smoother integration into the labour market

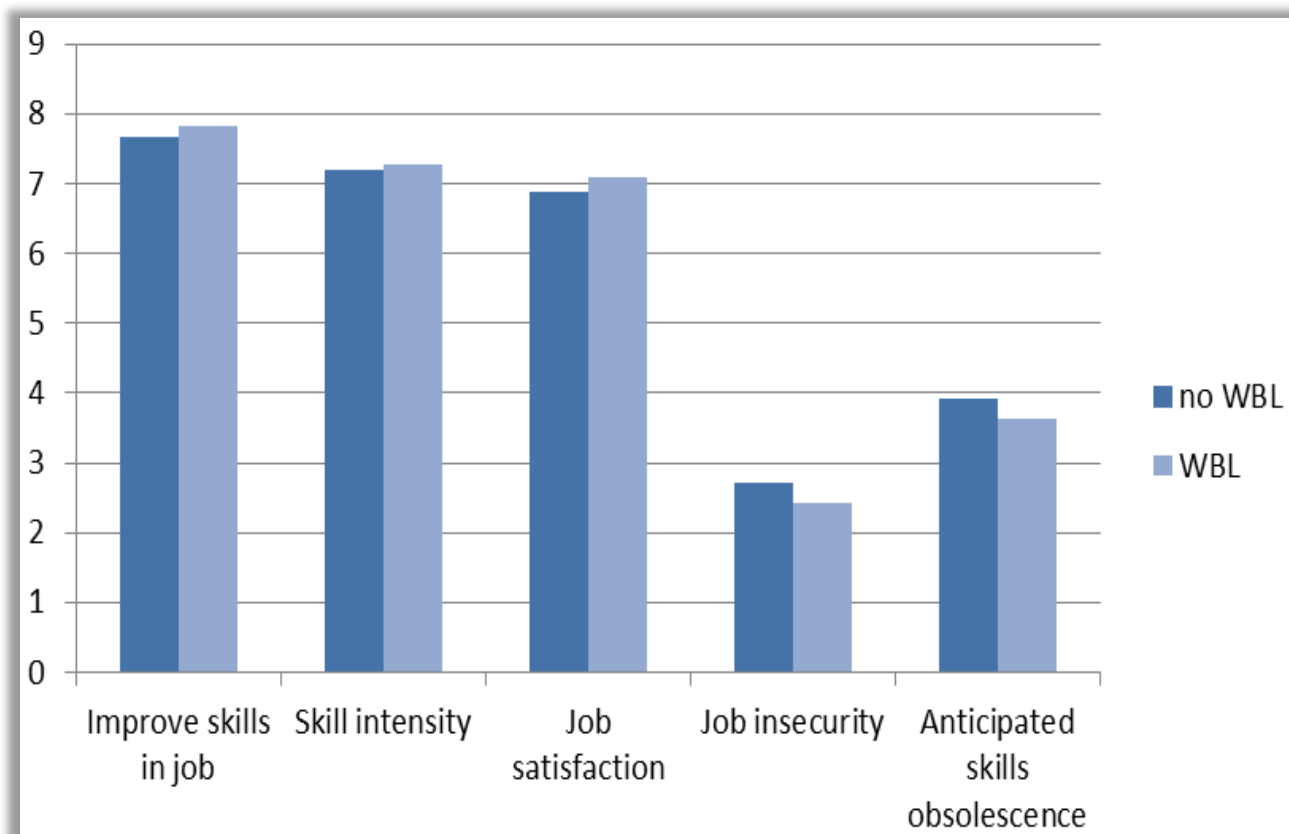
**Transitions to first job by WBL and past labour market status, 2014, EU-28**



Source: Cedefop ESJ survey

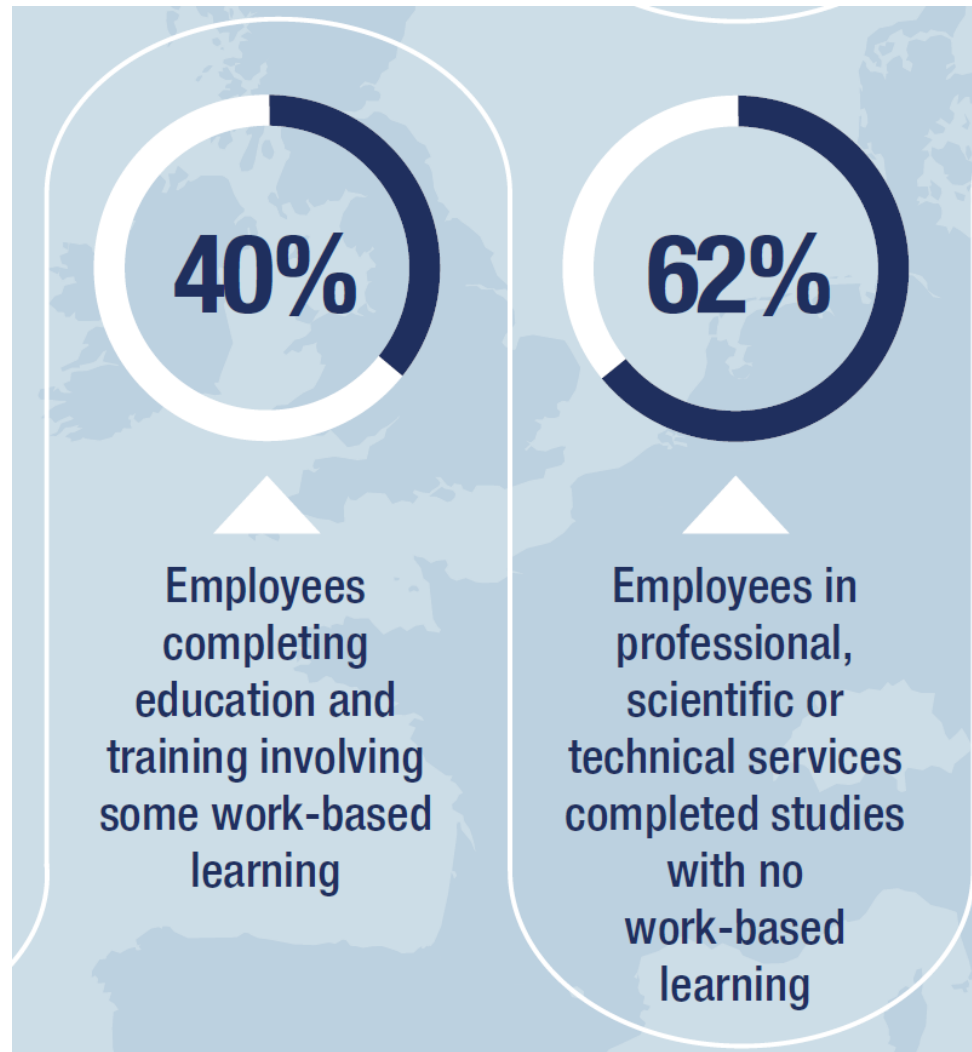
# WBL increases job satisfaction and job security

**Mean labour market outcomes and work-based learning status, 2014, EU-28**



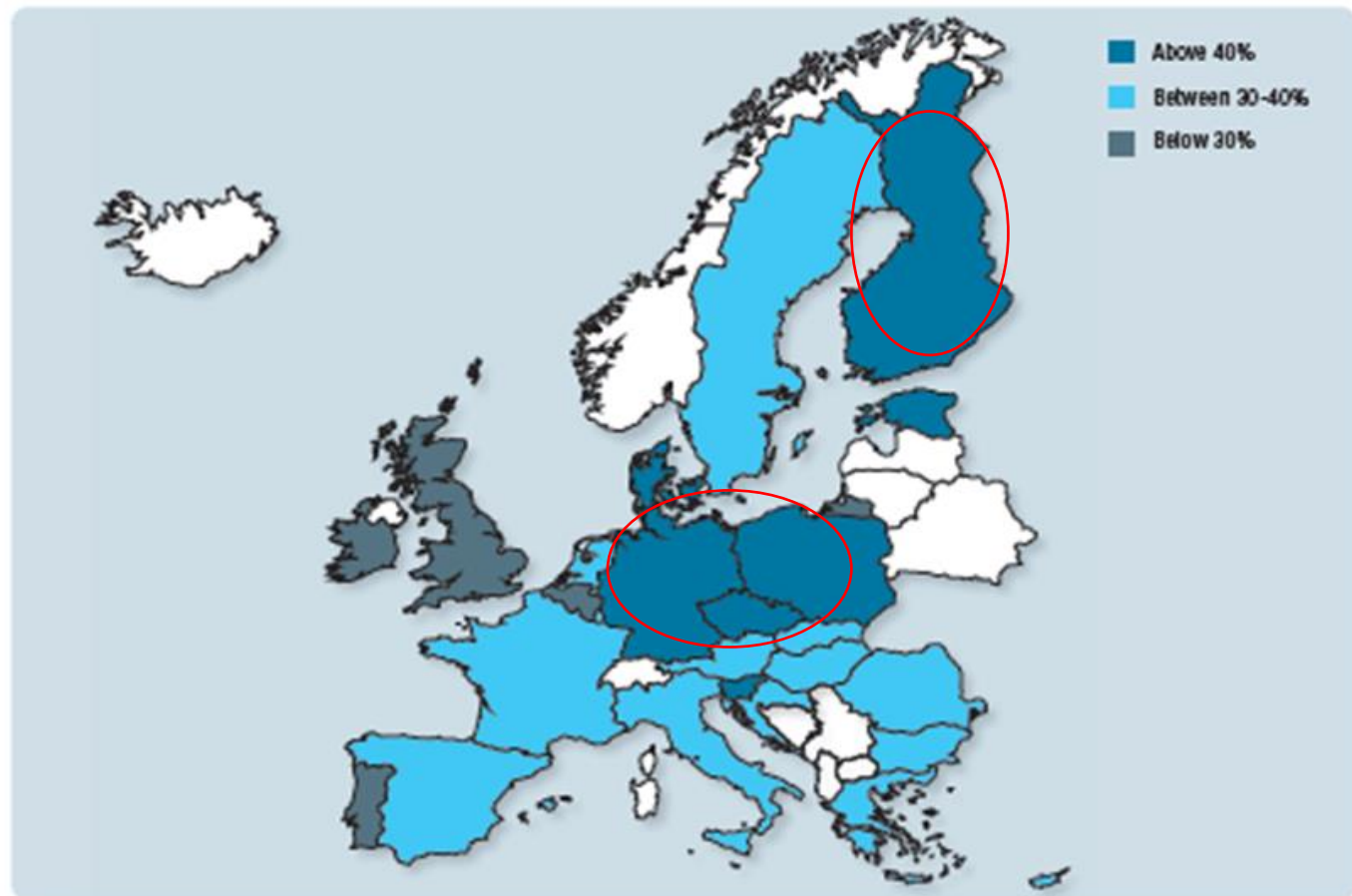
Source: Cedefop ESJ survey

# Despite the benefits, WBL is not used enough



# Stark differences in WBL use between the EU-28

Proportion of adult workers who completed study involving some workplace learning, 2014, EU28

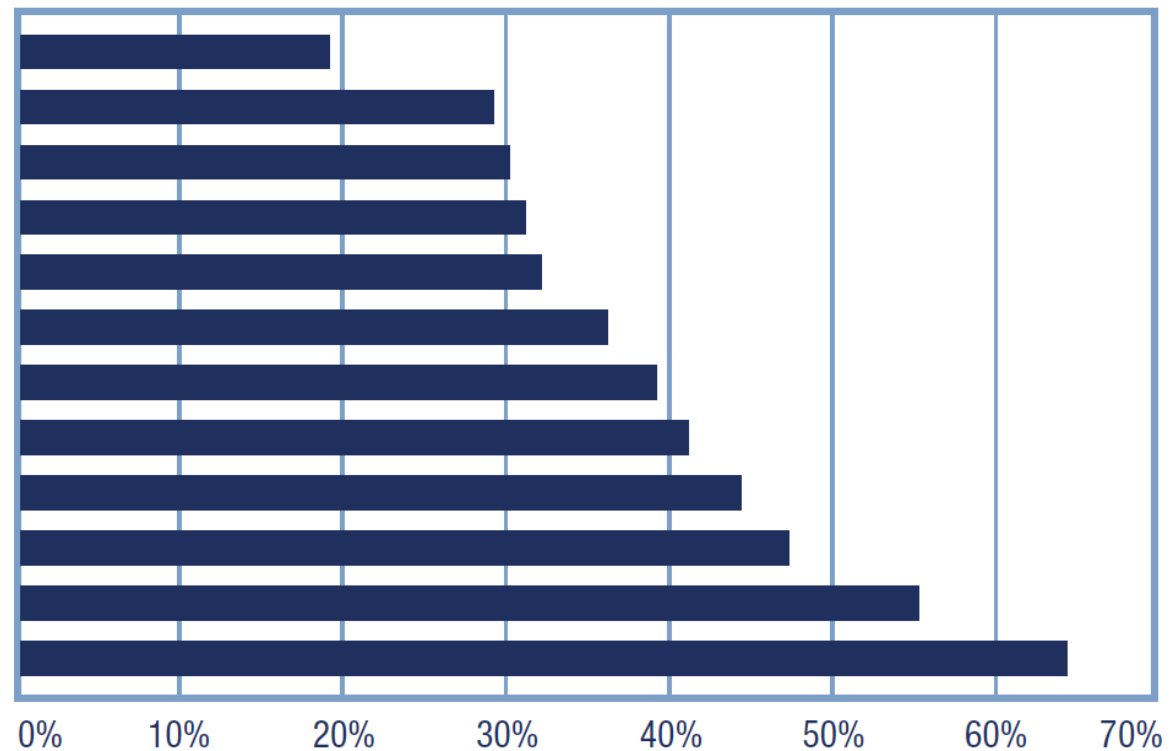


Source: Cedefop ESJ survey



# More chances for WBL have VET graduates than HE graduates

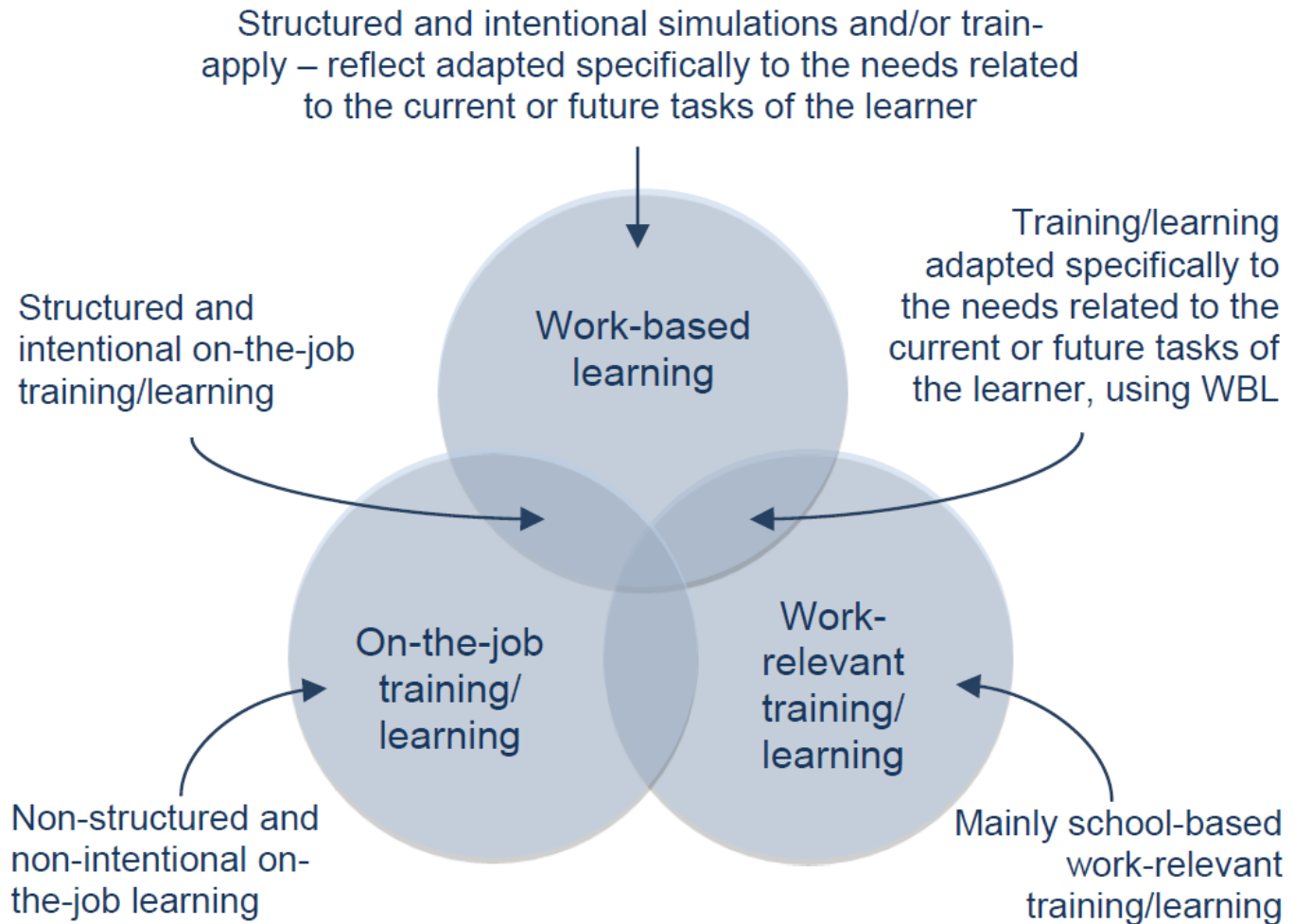
Humanities, languages and arts  
Other social sciences  
Economics, business, law and finance  
Maths and stats  
Natural sciences  
Engineering sciences  
Computing sciences  
Agriculture and veterinary sciences  
Teacher training and education science  
Other fields  
Security, transport or personal services  
Medicine and health-related



(% adult employees with WBL)

**EXCEPTION**

# WB learning extends across all areas of education, training and employment...



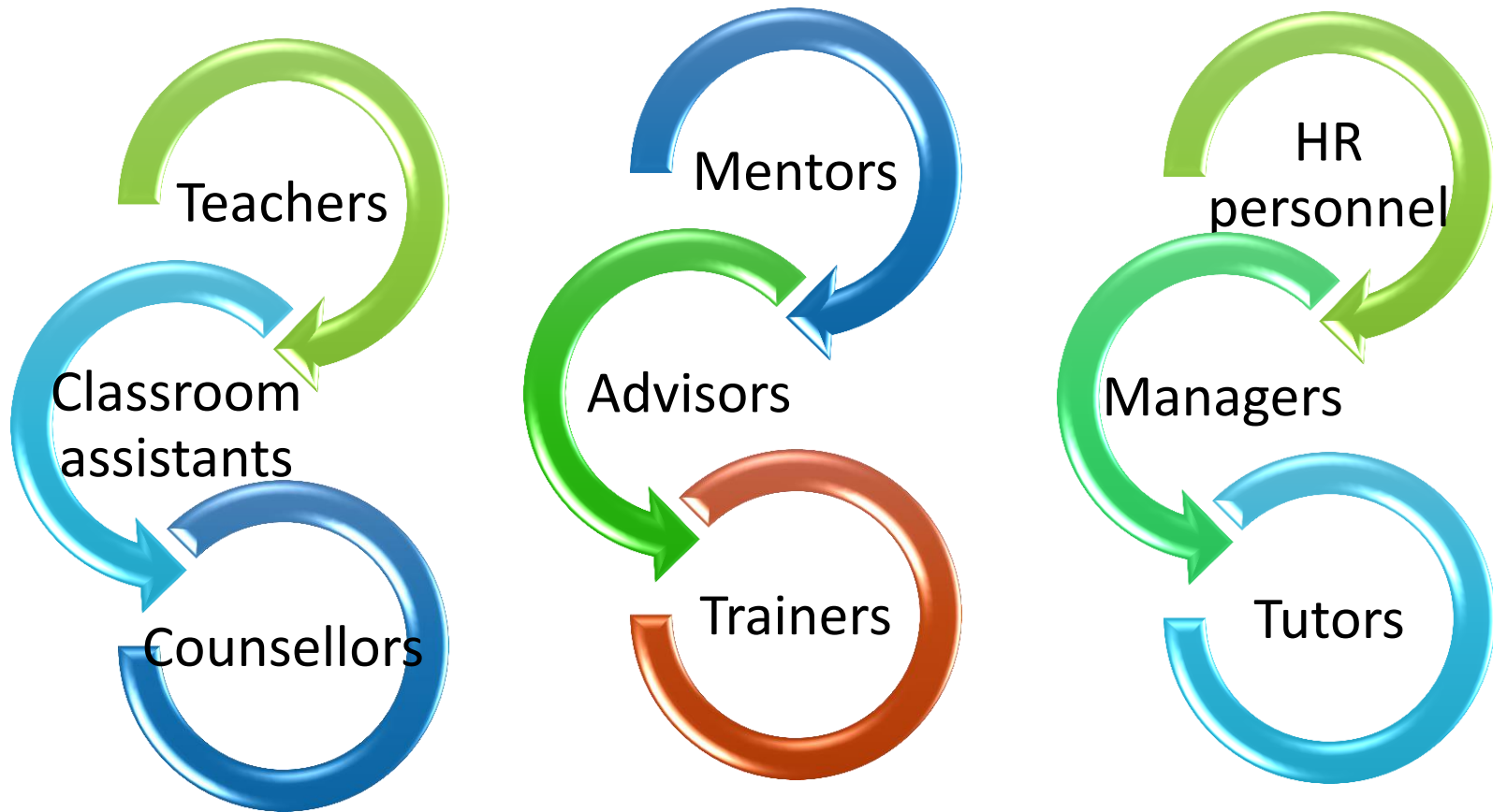
# Different types of work-based learning in HE

MODEL	TYPICAL ATTRIBUTES
Work-based studies degree	Content negotiated with learner (which may have some employer input)
Degree with reflective assignments and thesis based on work projects	Content designed with contribution of employer and learner
1st year in HEI and subsequent years (2-3) in work	Work based content negotiated with employer and individual
“Sandwich” year, work-placement, practicum, work experience, project-based, internship within programme of study	Content designed with employer and temporary work with employer (fixed and variable duration)
In-work training/education*	Short courses influenced by employer/professional standards
Enterprise/business start-up**	Full time students formulate a business plan and may go on to create and register a company
Change management partnerships*	Content largely negotiated with employer

\*Not usually accredited

\*\* Does not usually include working in partnership with an employer and consequently not viewed as WBLIC

# WBL involves a wide variety of actors



# Diverse profiles and competences for WBL personnel

## the example of *work place tutor*

Country	Qualification comparable to the workplace tutor	Qualification level
DE	pedagogue for IVET and CVET (Aus- und Weiterbildungspädagoge)	EQF level 6
RO	coach or in-company trainer (usually HR managers)	EQF levels 6,7,8
ES	in-company instructor/trainer workplace/practical work experience tutor	EQF level 5
FI	workplace instructors/trainers	EQF level 5 or Polytechnic degree on EQF level 6
PT	tutors	EQF level 5

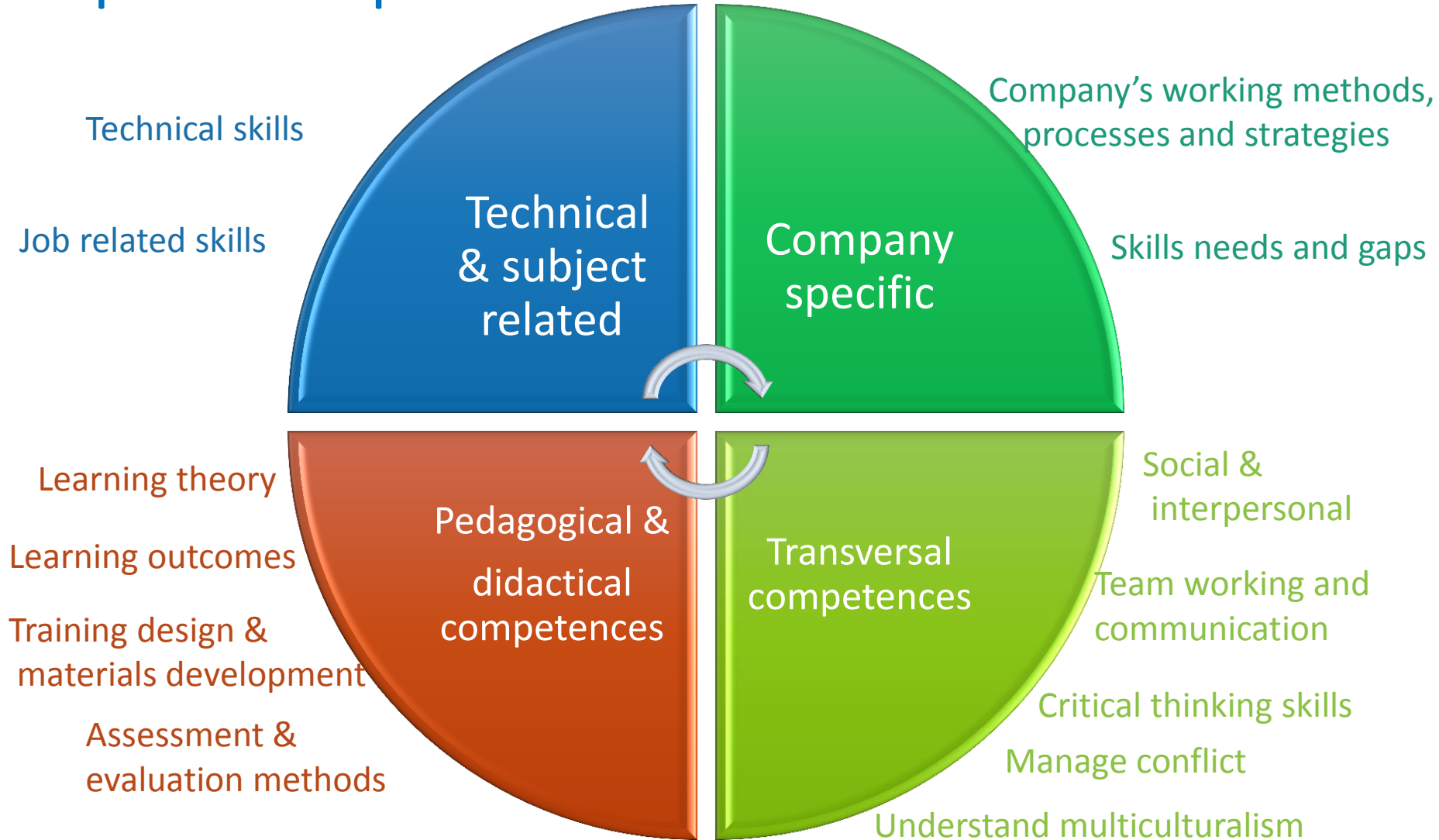


## Diverse activities of WBL personnel

### Example of activities for *in-company trainers*



# Required competences...



# YOUTH WORK

- The European Strategy in the field of Youth identifies and recognises “youth work” as a work practice with young people in order to foster their acquisition of competences and skills.
- Through the use “non formal activities” the “youth worker” helps young people to acquire a range of competences which are also demanded by employers:
  - teamwork and relationship competences
  - openness and tolerance
  - intercultural competences
  - global understanding and understanding diversity
  - communication competences
  - foreign language skills
  - cultural awareness and competences

# “YOUTH WORK”

“Youth Work” is a work practice carried out in youth centres, in youth organisations, in informal groups, in street work, in projects aiming at developing active citizenship, solidarity among youngsters, integration and cooperation.

# WHO IS A YOUTH WORKER

- youth workers work directly with young people within a project in order to “facilitate” their personal, social and educational development;
- youth workers can be volunteers or professionals;
- In Europe, there is not a recognised qualification of youth work. Every country has different legislation and recognition system of non formal education and the status of youth worker;



## Non formal learning

- The very term non-formal learning distinguishes the learning that takes place outside the formal system. One way of defining non-formal learning sees it as a type of learning that takes place at home, at work or in the community. It is organised, but it generally does not lead to a certificate, degree or diploma (Peters 2011, 226). These types of definitions emphasise that non-formal learning does not happen accidentally, and that there is an organised environment where the learning takes place.

- Youth work is not about producing learning results; it is more about providing an environment where different young people are able to engage in groups and are able to communicate and share ideas.
- Voluntary participation is an important principle of youth work. It also means that the activities themselves have to feel meaningful and important for the young people. It is not about disciplinary power; rather, it is about cooperation and working (and even playing) together.

Youth work is usually thought of as a typical form of non-formal learning: the processes and the learning environment are usually organised according to professional principles, learning outcomes are not evaluated using top-down methods and the young people engage in the process on a voluntary basis (Kiilakoski & Kivijärvi 2015). The learning outcomes are not clear. The educational aims of youth work are broad rather than specific; they are grounded in responses to the needs, cultures and interests of young people rather than being pre-set; the emphasis is on the process instead of the learning outcomes (Ord 2014). Youth work can be seen as an alternative to the education that takes place at home and in schools. Because of the open-ended nature of such work, the outcomes are to some extent unpredictable. Youth work is not about producing learning results; it is more about providing an environment where different young people are able to engage in groups and are able to communicate and share ideas.

## The competences of the youth worker

### **Emotional and intercultural competences:**

Empathy

Ability to work in group

Appreciation of the differences and diversity

Ability to cooperate and to listen

Flexibility

Linguistic competences

Mediation

Ability to manage risks and conflicts

Problem solving

Interaction abilities

Thank you for your attention

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