

Documentation

International Expert Seminar "transitions"

October 14, 2014 Bonn/Germany



Table of contents

3
12
12
16
16
21
22
22
26
26
32
32
34
34
39

European perspective on transitions to training and employment

Keynote speech by Anna Ludwinek, Eurofound



- Established in 1975
- First EU Agency
 (DG Employment & Social Affairs)
- Tripartite Board (Govs, employers, trade unions)



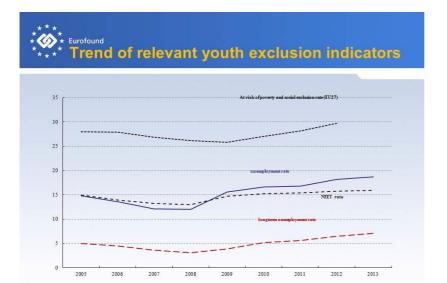
'To provide information, advice and expertise – on living and working conditions and industrial relations in Europe – for key actors in the field of EU social policy on the basis of comparative information, research and analysis'

03/11/2014

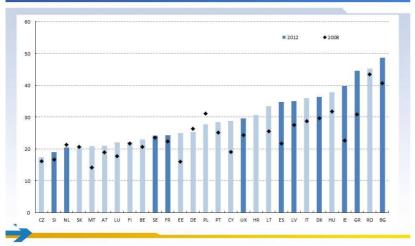


Youth in Europe today

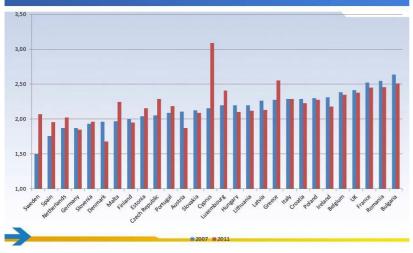
- The impact of the recession and its aftermath on young people has attracted significant attention in recent years
- · The focus has so far mainly been on labour market inclusion
- Situation of young people has worsened beyond the labour market and has more broadly affected their social inclusion
- Youth are the group most at risk of poverty and social exclusion Invisibility/Lack of comparable data on specific subgroups
- Some indicators available on health, housing, education, participation (besides employment, NEET and AROPE)

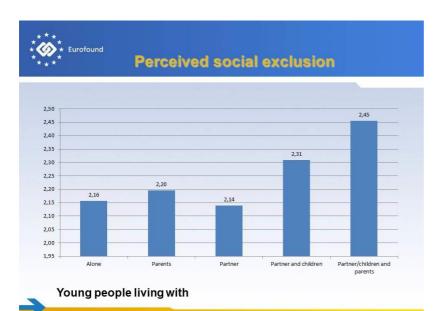














Diversity

- One in four is at risk of poverty and social exclusion
- · One in five is unemployed
- One in six is NEET
- One in eight is an early school leaver
- One in twelve lives in a severely deprived housing situation
- One in twelve perceives their health as bad or very bad
- Significant country variations in terms of unemployment, risk of poverty and NEETs rates



EU policy context

Europe 2020 flagship initiatives:

- ▶ Youth on the move ... to facilitate the entry of young people to the labour market
- Employment guidelines support for young people, particularly for those not in employment, education or training (NEET), in cooperation with the social partners, including early intervention when young people exit employment (Guideline 8)
- European platform against poverty social innovation for most vulnerable (disabled)

Social Investment Package (2013)

- Investment in human capital starts at very early age
- Early-school living as an entry point to address broader social exclusion
- Negative impact for health and well-being of long-term unemployment



EU Youth Strategy, 2010-2018

Create more and equal opportunities for all young people — in education and the labour market

Promote active citizenship,
social inclusion
and solidarity of all young
people – support for youth
work 'to promote civic
participation, volunteering,
personal development'





EU Policy context

Council resolution - EU Work Plan for Youth 2014-2015 - May, 2014

- youth work, non-formal/informal learning; cross-sectoral cooperation on youth; access to rights, autonomy, active citizenship
 - Study on youth work quality system
 - Cross-sectoral youth policy-making at national level interim report on best practices and recommendations
 - Flash Eurobarometer 375: EU Youth: participation in democratic life + Council conclusions



The day of finishing education should be an exciting day in a young person's life.

It is now a day that comes with great insecurity about the future, as entering the labour market is a challenge for youth throughout Europe and finding a job may be lengthy.

They might start his/ her employment career with an **internship** or by taking on **part-time** or **temporary employment** contracts interrupted by spells of unemployment or further education and training, moving frequently in and out of the labour force.

This makes current **youth transitions** diverse, **complicated** and very **different** from those **experienced** by their **parent** and grandparent generation.

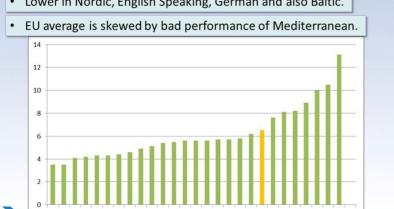


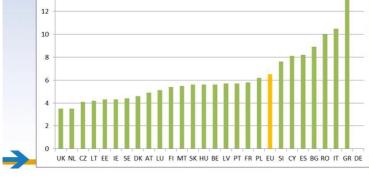
School-To-Work transitions patterns in EU among Member States are investigated using the following indicators:

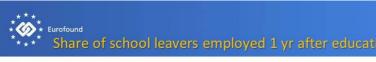
- Average age finishing education
- · Share of student combining education and work
- · Average time starting the first job after education
- · Share of school leavers employed 1 yr after education
- · Type of job one yr after graduation?



• Lower in Nordic, English Speaking, German and also Baltic.

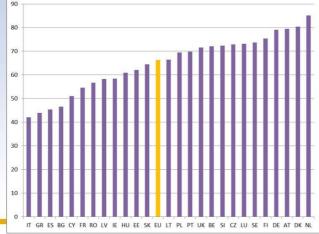






Nordic and German speaking have higher rate

Very low are the rates in Mediterranea n countries.

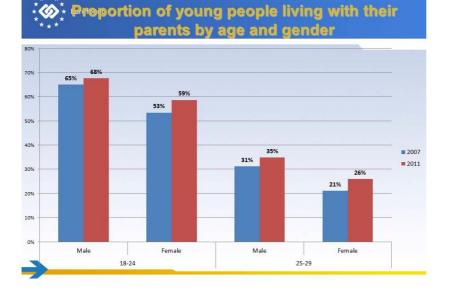




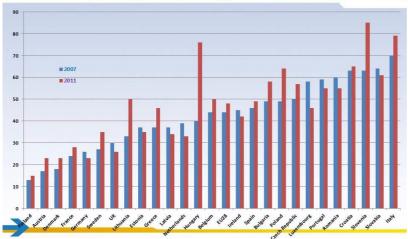
Labour market transitions are a key part of the more general transition to adulthood of youth which is constituted by a series of events which bring the young person to the full integration.

- · Leaving Parental Home
- · Living with partner
- Having a child
- School to work



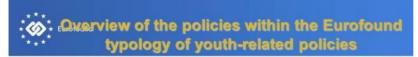


Proportion of young people living with their parents by country, 2007 and 2011



**** Eurofound review of existing policies

- Objective: to present the overview and the review of policies and good practices that promote school to work transition in 7 selected Member States - (four cases per country).
- Focus young people (for the purpose of this research from school leaving age up to age 30)
 - general young population;
 - Disadvantaged groups that face specific barriers
- Countries covered: EE, FR, DE, IT, RO, SE, UK



- · Facilitation of school to work transitions
- · Skills development
- Supporting first work experience
- Improving access to first job



**** Drawbacks of policies and good practices

Displacement, deadweight and substitution effect – Internship SE, Contract de professionalisation (FR), Ausbildungbonus (DE), Contract Unique d'Insertion (FR)

Multiplicity, duplication and overlapping of youth-related programmes and delivery – challenge observed in all countries

 $\textbf{Lack of or limited involvement of all relevant stakeholders} - \textit{Student programme (RO)}, \ Contract \ de \ professionalisation (FR)$

Cumbersome administrative procedures, Ausbildungbonus (DE), Giovanisi (II), lack of clarity in Romanian cases

Quality concerns FIXO (II), Work experience (UK)

• Potential for abuse/exploitation of participants, Convention de Stages (FR), applicable to most internship programmes if not managed carefully

Insufficient personalised support to young people, $\it CUI\text{-}CIE$ (FR)

• Effectively reaching and engaging disadvantaged youth, Giovanisi (IT), RO programme for people at risk of social exclusion

Uneven and patchy monitoring and evaluation data – SE, FR, UK have the strongest monitoring tools, in other countries situation very patchy



- The crisis hit all young people: the well educated are now at higher risk of being unemployed
- •The size of the problem and the consequences of exclusion from employment call for new policy action. However, the diversity of youth has to be addressed with distinct forms of policy interventions.
- Coordinated actions needed between governments, social partners and NGOs at the local and national levels
- But low job creation and insufficient implementation of active measures.

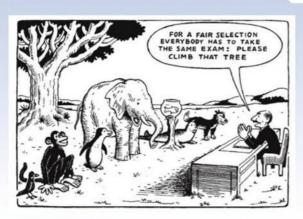


Social inclusion of young people

Process which ensures that those at risk of social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. EC, Joint report on social inclusion, 2004











Thank you

alu@eurofound.europa.eu

Workshop:

Coordination and cooperation at local level

(Youth) Workshop Activities in Finland

Input by Mari Ahonen-Walker, National Workshop Association



Finland

- Area: 338,424 km2, the fifth-largest country in Western Europe
- Greatest length from north to south: 1,160 km, Greatest width from east to west: 540 km
- Capital: Helsinki (Capital area 1.25M)

Finland in Figures - People

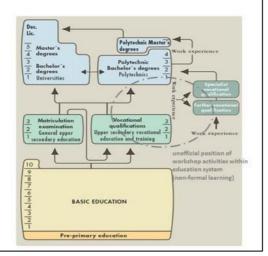
- Population: 5.4 million
- Life expectancy: Men 76 years, women 944 123 young people (16-29), 83 years
- Official languages:
 - Finnish (91%) and Swedish (5.4%).
 - Sámi is the mother tongue of about 1,700 people, members of the indigenous Sámi people of northern Lapland
- Other languages 245 000 people (4,5%) 65 031 (6,4%) 15-29 other
 - Russian 59 000
 - Estonian 33 000
 - Somali 14 000 - English 13 000
 - Arabic 11 200

YOUTHS

- 17,5 % of the population
- Households with children have on average 2,4 children, first child at 28,3 years of age
- mothertongue than Finnish or Swedish
- People of foreign origin: youths 26,5 %

Finland in figures - Education

- Basic education: aged 7-16, 91% contunue directly on further education (45/55)
- A couple of hundred youth/year will not finish comprehensive school
- Further education: 70% finish their vocational training, and 82% upper secondary education



Youth Guarantee

- 120 000 under 29yrs without further education
- Unemployed youth: 2014/08: 43 850
- 40 000 NEETs
 - 300M €/year (subsidies)
- 2008: 4000 youths (16–34) retired due to unability for work
 - Depression or other mental issues
 - lost careers 6 600M€ (4 700 M€ mental illnesses)
 - costs of care 2 500M€

- Youth Guarantee objectives:
 - to support young people in gain in a place in education and employment,
 - to prevent prolonged youth unemployment,
 - to identify factors contributing to the risk of social exclusion and
 - to offer support at an early stage, in order to prevent social exclusion and marginalisation of young people.

A brief history of the workshop activities in Finland

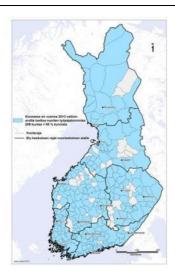
- Local youth workshop activities were launched in Finland in the 1980s.
- Nationwide activities started in the 1990s, TPY was established in 1997 to develop them.
- In the 2000s, the workshop activities have become more professional.
 - the methods used have been improved,
 - the quality and impact of the activities have been enhanced,
 - cooperation between the workshops and their stakeholders has been made closer and more extensive,
 - enabling the activities to respond to the needs of an increasingly diverse group of young people and adults as well.

Targeted groups

- Targeted at young people, especially NEETs
- Includes also other young people and adults
 - without vocational or professional qualifications or work experience,
 - career-changers,
 - job-seekers with disabilities or a diminished ability to work,
 - people recovering from substance abuse or mental health problems,
 - long-term unemployed,

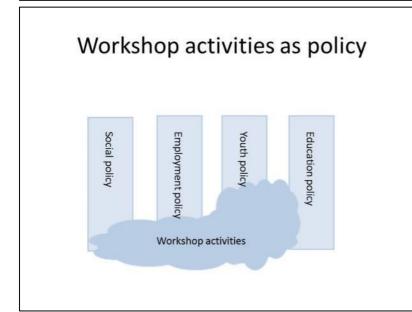
 - people unable to work full time, and immigrants who need assistance in entering the Finnish labour market.
- Youth Workshop or workshops

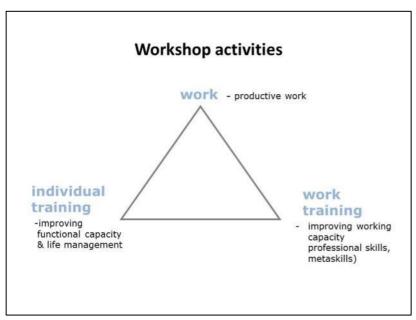
 - a local multi-disciplinary organisation
 training and support for non-diagnosed needs
 - many workshops perform wide range of rehabilitative practices for different client groups.

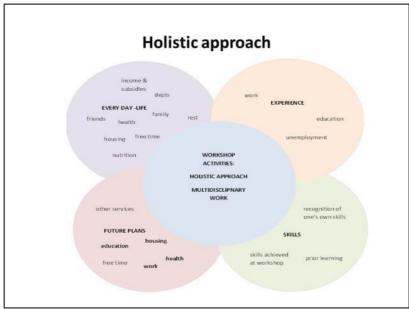


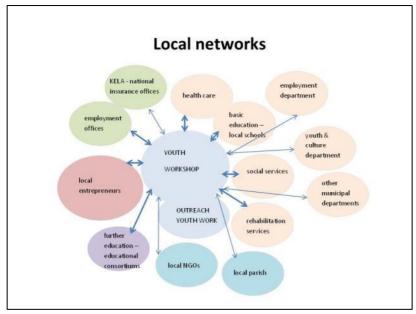
Youth Workshops in Finland

- About 200 youth workshop organisations
- Coverage about 88% of the municipalities
- Participants come to workshops through a variety of routes, there are 17 recognized routes.
- Every year, a total of 22,000 people benefit from the different coaching and training services of workshops.
- 14,000 of trainees are under 29 years of age.



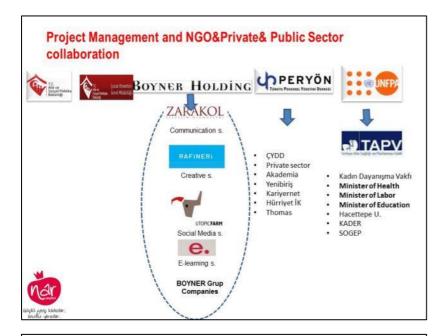






Nar Taneleri (Turkey)

Input by Aysun Sayin, Boyner Holding & Gül Erdost, United Nations Population Fund



Our Project at a glance

2009-2013

- Empowerment of Young Women women aged 18-24 who have been brought up in orphanages
- ✓ Raising Social Awareness
- ✓ Social Inclusion

Through the course of our project, **469 volunteers** actively took part in over 40 activities and contributed 3,050 volunteering hours in social inclusion and career counselling of 162 young women.

✓ Public&Private&NGO partnership

2013-2015

Sustainability Effort

- Capacity building
- Collaboration among public intstiutions
- · Create a network in local level



Young women aged 18-24 and raised in orphanages have been subjected to social and economic exclusion. We desire that:

- · Their participation in the labourmarket be supported
 - Personal Development Support
 - Development of job-seeking skills
 - Introducing openings in the private sector
- Contribution be made to the solution of issues caused by sexual discrimination
 - Informing them on Women's rights
 - Women's health and sexuality education
- · Guidance on Education and Employment be provided
 - Strong and successful women mentors





Why this target Grup

These young women face problems stemming from reasons for coming to the orphanages such as poverty, family break-ups, negligence and exploitation as well as the fact that they were raised in orphanage care;

Education and Employment Problems

- Their education and personal development doesn't meet the demands of the labour market
- They have little knowledge of the labour market
- Their **job-seeking skills** are lacking
- Their work environment adaptation and problem-solving skills are weak

Exposure to violence and openness to exploitation

- They get married at an early age
- They have children at an early age
- They suffer from domestic violence
- They are likely to be exploited

Social Acknowledgement

- They are subject to multiple discriminations for being young women and having grown up in orphanages
- They are socially excluded
- They feel inadequate and lacking

Activities: Training

The training that we developed in accordance with what the group required

Personal Development

- Knowing yourself, expressing yourself
- Motivation
- Negative emotion and stress management
- Communication
- Appearance and body language

The development of job-seeking skills

- CV preparation
- Applied interview techniques
- Choosing an occupation and career-planning

mpowerment

- Social Gender
- Women's Rights
- Battling violence towards women
- Women's Health
- Body Perception





Mentoring System: In order for them to effectuate the training they had received, following the training, every Aril received one year of mentoring support.

Aims of the Mentoring System;

- To provide job-seeking support so that young women that have been excluded from the labour market because of lack of motivation or unwillingness, can become gainfully employed.
- To provide education and career consulting to women that want to continue in their education and also provide guidance in the transition from school life to work life



How does the mentoring System work;

- The young women we work with on this project, take part in the mentoring mechanism for 1 year in order to increase their personal development and job-seeking skills.
- Every young woman makes her own self-development plan with the aid of her mentor and is supported for one year to realize this plan.
- These young women meet up with their mentors once a month and speak to them on the phone once a week.
- The women determine their priorities in life and apply the necessary career development plan in order to achieve these priorities.

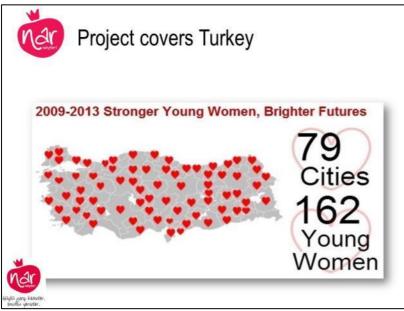


Management of the Mentoring Mechanism;

- The management of the mentoring process was conducted by volunteer.
- Mentors and young women were matched according to their areas of interest and personalities. The THOMAS personality test was used during these match ups.
- Provinces were grouped according to their distance from one another and the volunteer mentors in these provinces formed their own teams. Each team elected a team leader and communication with the mentor coordination team was thus established.



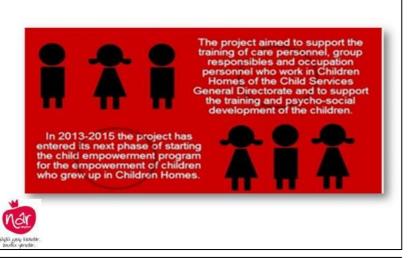








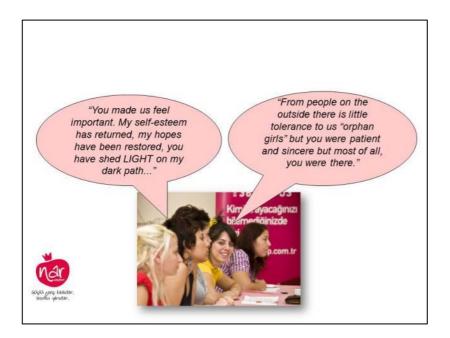
2013-15 Trasferring the system to the State



2013-15

- Need Analaysis with managers, care personals, social workers, teachers who are working at orphanages.
- Training on; mentoring, sexuel education, children and youth pychyo and social development...
- · Supervizyon support
- Volunteer Training
- · Group Mentoring Training
- Monitoring Mechhanizm: For Children, Volunteers, Care personal
- Build up cooperation with universities, local government, NGO's, other state department





Results of the workshop

How must cooperation be designed and implemented in order to respond to the needs of young people?

- Planning with all stakeholders, including trade unions, employers, young people etc.
- global approach
- one-stop-shop approach is needed

What are the key factors when implementing cooperation with businesses/the economic sector, so that the young people may benefit the most of it?

- Analysis of the motivation of employers to get involved in activities; this may also help to expand an existing network
- empower the private sector as partner of the public sector
- give employers the floor to make their support/sponsorship visible
- involvement of the private sector could be temporarily
- create a platform for the volunteers of the company/the involved employers
- capacity building of the social organisations for changing the point of view on the private sector
- mentoring programmes
 - o transparency is very important regarding the motivation of the mentors
 - analysis of the needs of the target group
 - designed and implemented responding to the needs of the individuals (young people)
 - o good training and supervision for mentors
- at the same time structural changes are needed
- enable real working experience for the young people
- involve youth when planning activities

Workshop:

Multiprofessional approaches

Transition system in Japan - Overview

Input by Satoko Kogure, Ministry for Education, National Institute for Educational

Policy Research

Summary

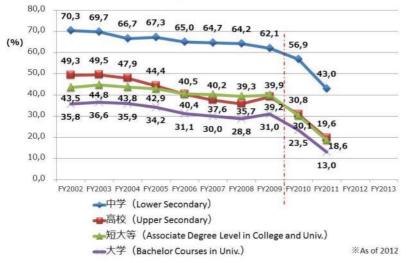
• Immediate transition(1991) 間断なき移行(苅谷)

Science and Technology

- Institutional linkage among schools and companies 学校と企業の間の「制度的連結
- Who encounters difficulties when searching for employment?
 誰が就職難に直面するのか?
 - People not able to get on the right track for creating systematic links 制度的連結が作り出す「道」に乗れなかった者
 - People one strayed from the track, having difficulties to find their way back into the system
 - 一度道からはみ出してしまい、戻ってこられなかった者

Job placement rates, 1994-2013 100,0 (%) 98,0 96,0 94,0 92.0 90.0 91.0 88.0 86,0 86,386,7 84.0 82.0 80,0 →高校(High school) ◆大学 (College and Univeristy) Source: Survey on Job placement, by Ministry of Education, Culture, Sports,

The Turnover rates in 3 yrs, by education level, 2002-2011



Source: Survey on job-turnover by New Graduates, by Ministry of Health, Labour and Welfare; http://www.mhlw.go.jp/topics/2010/01/tp0127-2/24.html (in Japanese)

Unemployment and re-employment: Figures for young people out of work and job seekers

			being unemployed	Of which Seeking a job	Taking up immediately	Taking up but not immediately	Not sure
		N	866,600	678,300	533,800	117,300	23,700
	HS	%		78%	79%	17%	3%
Total		Ν	290,400	235,200	191,900	37,400	5,700
	Univ.	%		81%	82%	16%	2%
		N	57,400	48,700	40,700	7,100	900
	HS	%		85%	84%	15%	2%
15-24 yrs		N	17,300	15,900	13,900	1,500	500
	Univ.	%		92%	87%	9%	3%
		N	163,800	137,500	111,700	21,300	4,000
25-34	HS	%		84%	81%	15%	3%
25-34 yrs		N	91,300	77,600	66,900	8,800	1,900
	Univ.	%		85%	86%	11%	2%

Source: Employment Status Survey in 2012, by Ministry of Health, Labour and Welfare

Unemployment rates, 1994-2013



Source: Labour Force Survey (yearly average result), by Statistics Bureau, Ministry of Internal Affairs and Communications

New priority policies of the Visions for Children and Young People: toward a society supporting the growth of children and young people and inclusive of every single person Ideas behind the establishment of the Visions for Children and Young People Philosophy Respecting the best interest of children and Respecting children and young people not as an 'object' of voung people development but as an important 'subject' constituting the society Children and young people are partners living Supporting the growth of children and young people in a local network together with adults centering around them 3 Supporting children and young people in Supporting both 'all' children and young people and those 'facing establishing self-identity and becoming difficulties' proactive members of society Supporting children and young people in growing up to live better in Implementing comprehensive support the 'future' as well as supporting them in living their lives 'now' according to the situation of each individual Ensuring that adults recognize the importance of their roles in actively child at multiple levels in the whole of society promoting the building of a better society. ⑤ Reviewing the state of adult society O Securing basic academic skills, etc.; ensuring the O Promoting education regarding society building quality of senior high school education and social participation (citizenship education) young O Ensuring the opportunity for children and young people to express their opinions facing difficultie O Support for children and young people with Local support for children and young people who disabilities have difficulties in living a smooth social life Actions against child poverty issues Prevention of drug abuse O Prevention of offenses against and protection of O Enhancement of education for foreign children, etc. children and young people Improvement O Supporting the activities, etc., by the 'New Public O Creation of 'open schools' Commons' to support children and young people of the environment to Dissemination of ombudspersons and enable society- Reviewing the state of adult society other counseling systems wide support System for promotion O Check and evaluation system

Support Organization for youth employment

Public Employment Security Office (Hello Work)
 公共職業安定所

o For all age group 分色年龄,组图 わ

対象年齢:制限なし

One-stop job placement service center for young people (Job Café)
 若年者のためのワンストップサービスセンター(ジョブカフェ)

○ For 15-34 yrs old 対象年齢:15~34歳

Regional Youth Support Station Projects
 地域若者サポートステーション

92 stations in FY2009 → 160 in FY2013

○ For 15-39 yrs old 対象年齢:15~39歳

Regional Youth Support Station 地域若者サポートステーション

Support station consulting and support activities

サポステ相談支援事業

- Career development, counseling for vocational independency
- Various employment support programs (as f. ex. work experience)
- Various information seminars, linkage to other youth support organizations

Activities to link support station and schools

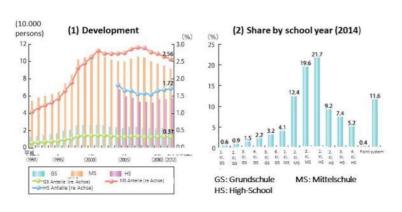
サポステ・学校連携推進事業

 Supporting school dropouts and information sharing about school dropouts between support station and schools

Training program activities focused on unemployed youth 若年無業者等集中訓練プログラム事業

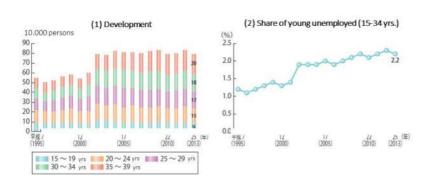
- Gaining general abilities for work place training (OJT training)
- Supporting the achievemnet of general qualifications
- Attaining basic skills for job search

Data: Situation of truants and drop-outs



Source: http://www8.cao.go.jp/youth/whitepaper/h26honpen/b1_03_01.html (in Japanese)

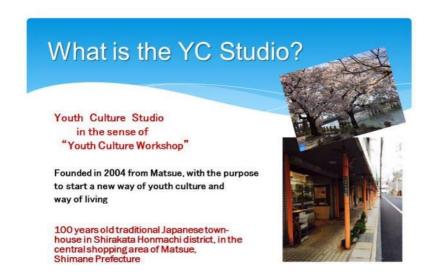
Data: young unemployed

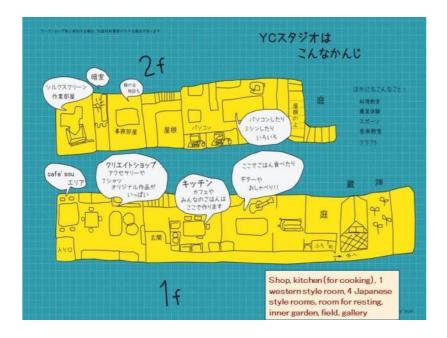


Source: http://www8.cao.go.jp/youth/whitepaper/h26gaiyou/pdf/b1_04_02.pdf (in Japanese)

From a secure place to stay to creating an alternative way of working - specified non-profit corporation Youth Culture Studio

Input by Etsuko Kimura, Director





What is the purpose of the YC Studio?

From accepting the present situation to an alternative way of living!

Support for young people from mid teens to end of 30ies, (mainly) living in Matsue, by

- 1. providing a place for them, where they can stay feeling at ease
- 2. returning their self-esteem and their hopes through workshops, and
- 3. accompanying them until they find their own way of living

What are the various difficulties, the young people face?

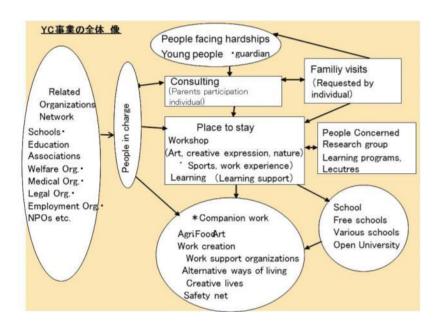
- Truancy, dropping out of high school, (long time) hikikomori (retreat),
- Victims from bullying, problematic behavior,
- Economical difficulties, problems at home,
- Disorders witch can not easily be seen from the outside like mental or gender identity disorders, development disorders (grey-zone disorders).

Situation of young people and issues concerning employment

- Young people facing various difficulties at the same time, are confronted with a very narrow system, and without getting enough support they get isolated and are hurt mentally. Many of them turn to psychiatrists and take psychotropic drugs.
- Before vocational training, the earlier problem of preparation for employment support is bigger.
- In order to heal their hearts and to restore their hopes, securing of places, where they can stay at ease (companions) and of work and income, allowing them the basics of live, are important issues.

Contents of YC Studio activities (multiple support)

- 1. Consulting (individual, meeting with parents)
- 2. Problems at home
- 3. Place to stay
- 4. Various workshops
- 5. Learning programs
- 6. Work experience, companion work situations, work support
- 7. Study groups with persons concerned
- 8. Study groups, lectures
- 9. Lodgment, exchange activities



1. Consulting (individual, parents participation)

- Individual consulting: as needed
- Parents participation:

Monthly, every 4th Sunday, at the YC studio

To exchange information with and mutually learn from parents with the same experiences

Topic: on hikikomori and employment

2. Family visits

As needed by individual's or parents' request

3. Place to stay

- YC Studio office, western style and Japanese style rooms on the ground and first floor
- Monday to Friday 11:00–18:00
- User 10-20 people/d
- Your way of living is OK!
- The way you are is OK!
- A cozy place like in a family
- Tasty food, like-minded companions
- Chatting, games, songs
- Napping, showers, Lodgment for emergencies

4. Various Workshops

- Handy craft, fashion related workshops
- Accessories, silk screens, deying
- Artistic expression activities
- Music, pictures and drawings, dance, performances
- IT workshops
- Sports and nature experiences

5. Learning programs

- Individual instructions, depending on individual request
- **6.** Work experience \rightarrow Companion work situations \rightarrow employment
 - Setting up stalls at flee markets or local festivals
 - Shirakata Summer Festival: shaved ice booth, turban shell barbecue



Sales of produced food

Lunch boxes

(Twice a week)

Sales (made to order), stocking and preparation Same day preparation and arrangement,

delivery

Daily selection

(Monthly, on demand)

Stocking, preparation, sale Including delivery to local elderlies and people living alone



Running of the shop

Direct sales of naturally produced







fertilizers, locally caught sea products

YC Studio Create Shop

Sales of hand made general goods







6 Study groups persons concerned

Study group of persons on the hardships of life

Members of Comunitas Follow

7 Study groups, lectures

Learning from concerned people, dialogue with people having experienced seclusion (Minoru Katsuyama, prominent Hikikomori experiencer)



(8)

Lodgment, exchange activities

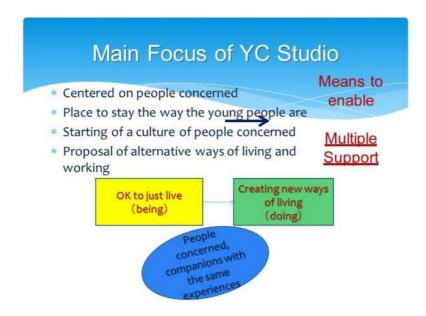
Free Space in Osaka
Lodgment and exchange meeting of the members of the
Comunitas Follow, at the YC Studio



Linkage with other institutes: Special organizations and NPOs on education, welfare, medical, employment, legal, and human rights affairs

Case dependent

- YC Studio→Linked organization (specialized advice, support, work introduction)
- Linked organization→YC Studio (parents participation, place to stay, workshop activities, companion work situations)
- Matsue City Education Board, Matsue City Youth Support Center, Music and Production Studio
- Matsue City Support Center on Education, Matsue City Disorder and Welfare, Life Welfare Department
- Shimane Prefecture Education Agency, Shimane Prefecture Shinji High School (commuting and individual course system)
- Shimane Prefecture, Chamber for Industry and Trade, Employment Planning Department
- Shimane Prefecture, Youth and Family Health and Welfare Department, Local Welfare
- Shimane Prefecture, Mind and Body Counselling Center
- Shimane Prefecture, Personal Support Center
- Shimane Prefecture, Labor Agency, Matsue Workplace Safety Office
- Okasaki Legal Office, Matsue District Protection Group, Shimane Prefecture Clinical Psychotherapist Association
- Child Care Freedas Children's Rights Ombudsmann
- NPO Child Line Shimane, NPO Eco Village Research Centre
- (Matsue NPO Liasion Group)



Pros of support using multiple means

- 1. Place to stay the way they are
 - Self-denial → self-affirmation
 - Wounds inflicted to the mind heal and the thought that it is OK to just live is fostered
- 2. Parent participation, counseling, family visits, persons concerned
 - Sharing same experiences, hardships of live
 - Mutual support by empathy
- 3. Various workshop activities
 - Artificial expressions, producing, agriculture, nature experience
 - More energy by expressing oneself, handy work, work in natural surrounding
- 4. Work experience, companion work situation
 - Gentle way of living by applying emotions and special gifts
 - Team work, communication, reducing the distance to others
 - The joy of receiving compensation for working
- 5. Alternative ways of working, learning, values
 - The power to change society gently

Issues → Resolution methods

- People concerned: Comprehensive view, tend to lack objectivity
 → Linkage to specialized organizations
- 2. Grey-zone disorders (not questioning presence of disorder):
 - ullet Areas difficult to take action. Welfare system cannot be used ullet flexible adoption of the system
 - Excessive prescriptions of medication and psychotropic drugs → directions on reducing drugs
- 3. Place to stay and work in the same location: No rest at the place to stay, dragging down the effect of work \rightarrow Increase staff capable of reading detailed concerns
- 4. Various workshops: Emotions for art and technique for handy craft do not lead to employment \rightarrow Change of industrial structure, apply traditional work skills, learning from Germany

- 5. Companion work does not lead to employment:
 - Not possible to earn a living, building up of business
 - not possible, worries to find funds for operation → Financial support
 - The funds for living expenses of the young people are supplemented by social benefits, continued advice to operators
- 6. Alternative ways of living, learning: are spreading very slowly

 → part time farming, part time X, changes from the regions

Young people in Luxemburg – facts and figures

Input by Nathalie Schirtz, National Youth Service

Statistics on young people

- In global population (2012, 15 29 years)
 - 100 335
 - 19,12 %
- By gender
 - 49 256 young women (9,38 %)
 - 51 079 young men (9,73 %)
- With a different nationality
 - 34 929
 - 43,64 %

Status of young people (15 – 24, 2013)

• Employed: 9 407, 14,7%

• Students: 45 623, 71,1 %

Extra-occupational students: 4 461, 7,0 %

Unemployed: 2 786, 4,3 %

Others: 1 883, 2,9 %

Source: STATEC, LFS

Qualification of the young jobseekers

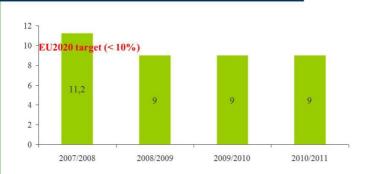
• Upper education: 5 %

• Medium education: 50 %

• Lower education: 42 %

• No precision: 3 %

Permanent early school leavers



Youth Project and the Socio-professional guidance center (COSP) (Luxemburg)

Input by Vera Weisgerber, Public Employment Service

The Youth Project



The project group

- Initiative launched by the Employment Agency (Adem) with the Ministry of Labour and the Ministry of Education in 2013
- Aiming to help the implementation of a Youth Guarantee in Luxembourg

An innovative project

A qualifying pathway for young job seekers which includes:

- practical and social training in the training centers (COSP)
- a professional initiation experience (EIP) (1 month internship in a company)
- CAE: a subsidized youth contract with ministerial approval (internship, duration: 12 or 18 months)
- a refresher school program in order to have access to an apprenticeship

The target group

- Young job seekers (18-24 years old)
- Low-skilled
- No school degree
- No ongoing training
- No work experience
- No Adem measure yet

The actors

- 2 training centers
- Employment Agency: Youth emloyment department. Mission: vocational guidance and counselling
- Ministry of Education
- Guiding committee (3-4x/year between the members on the operating level: SNJ, ALJ, COSP, ADEM, OP, CNFPC → coordination, solutions for specific situations (ex: SFP& CAE/SVO))
- Management committee (3-4x/year between the managers of the different services
 →organisation (ex:classes) evaluation, statistics, communication, new strategies)

The process

2 months of training (practical and social workshops)

1 month internship in a company (monitoring by COSP)

12/18 months of subsidized contract in a company (monitoring by Youth employment department at Adem)

Possibility of refresher school program in order to have access to an apprenticeship

K 1

Other measures Labour market

Apprenticeship



I mail info@ladem.public.lu

Facts and Figures

Facts	Total
Number of young people invited	1 022
Young people who started the training	370
Young people who completed the training	230
Number of employers involved	184
EIP internships	279
CAE (subsidized youth contracts)	139
Other contracts (CAE pub, CIE, CDD, CDI)	23
Apprenticeships	7
Candidates for refreshing courses	57



E-mail info@adem.public.)

Practical and social training center (COSP)





2, Haerebiergstrooss L-9350 BASTENDORF

30, rue de Diekirch L-7440 LINTGEN



Missions

- Participation in the recruitment workshops
- Individual interviews with the selected young people
- Organisation of the training/workshop sessions
- Looking for internships with the employers
- Monitoring of the young interns

Social workshops

- «My resources and skills»: discovering their personal and professional skills
- «Communication skills»: learning about the rules in communication and conflict management
- «Employment preparation»: how to write an application, how to prepare for a job interview

Practical and professionnel workshops

Skills assessment workshops:

- Hygiene
- Gardening
- Polyvalent
- Painting
- Binding
- Masonry/stonework

Hygiene workshop









mindleten.nets.is

Gardening workshop



Polyvalent workshop





1- milenzeta

Painting workshop





THE WARRENDER

Masonry workshop



Compensation Fee

- · 150 euros/month
 - → 100% attendance rate
- · Free bus tickets





E-mail info@adem.public.

Apprenticeships for adolescents

Apprenticeships for adolescents:

- > An apprenticeship combines both:
 - theoretical and general training in a technical school, and
 - practical training in a commercial, industrial, agricultural or craft business, supervised by an employer

Funding for the training of an apprentice:

- Partial refund of the apprenticeship allowance

DAP and DT: (Vocational training diploma / Technician's diploma)	27% of the apprenticeship allowance
CCP: (certificate of professional competence)	40 % of the apprenticeship allowance

 Employer's share of the social security contributions reimbursed by the National Employment Fund



Apprenticeships for Adults

Conditions of access: The applicant must

- be at least 18 years of age
- have finished the initial school system for at least 12 months
- have been working on the Luxembourg territory for at least 12 months
- A commission decides on the eligibility of an apprenticeship for adults

Results of the workshop

What are the main aspects when designing and implementing a multiprofessional approach (focusing on both professional and social integration) for the benefit of (disadvantaged) young people?

- Conducive conditions for the partnership
 - o Long partnership is of advantage
 - o Motivation of getting into a partnership
 - Direct contacts
 - Mutual trust between partners
- Communication between the partners
 - o "Who is doing what" clear documentation from the beginning
 - o Communication and exchange of information
 - "Speak with each other!"
- Beneficial attitudes for the partnership
 - 'being open' as soft skill
 - Not only thinking multiprofessional but also multidimensional "What am I doing and aiming"
- Aspects for the implementation
 - Work with parents is of importance to reach young people by multiprofessional approaches
 - Multiprofessional team should be changing in the process when working with vouth
 - o Coaches for multiprofessional approaches should support the involved partners

Imprint

"transitions. Successful Transitions to Training and Employment" is a project implemented jointly by Finland, France, Germany and Luxemburg. In Germany the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth commissioned IJAB to implement the project.

 $\hbox{IJAB-International Youth Service of the Federal Republic of Germany Godesberger Allee} \ 142-148$

53175 Bonn

Telefon: +49 (0)228 9506-0 Fax: +49 (0)228 9506-199 E-mail: <u>info@ijab.de</u> Web: <u>www.ijab.de</u>

Contact person: Claudia Mierzowski, mierzowski@ijab.de

December 2014

The International Expert Seminar "transitions" received financial assistance under the Federal Government's Child and Youth Plan.

With financial assistance from

