



# *The European Social Fund:*

## *Giving*

### *Young People*

#### *a Better Start in Life*

December 2011

## TABLE OF CONTENTS

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INTRODUCTION .....	4
The Contribution of the European Social Fund .....	5
1. Focusing on the Itinerary of the Young Person.....	8
1.1. Career Guidance.....	8
1.2. Transition and Work Experience.....	12
1.3. The Individualised Approach .....	18
2. Focusing on Specific Groups of Young People .....	28
2.1. Early School Leavers, not in Employment, Education or Training .....	28
2.2. Young People with Disabilities .....	28
2.3. Migrants experiencing Discrimination.....	29
2.4. Roma Integration .....	31
2.5. Other socially disadvantaged Young People at Risk .....	32
2.6. Measures to prevent Early School Leaving .....	33
2.7. Outreach Strategies .....	33
2.8. Proactive and preventive Guidance for vulnerable Young People .....	35
2.9. Comprehensive Strategies .....	40
3. Post-Graduates and Young Researchers .....	42
3.1. Key Competences for the Knowledge and Economy Society .....	42
3.2. Traineeships, Work Experience and other Forms of Practice .....	44
3.3. Equal Access to Higher Education.....	47
3.4. Enhancing the Potential of Human Resources in R&D .....	50
4. Promoting Entrepreneurship .....	55
4.1. Fostering Entrepreneurial Mindsets .....	55
4.2. Information and Training on Entrepreneurship .....	58
4.3. Business Support.....	60
4.4. Start-up Finance .....	62

5. Improving education and training systems.....	65
5.1. Implementing Reforms.....	65
5.2. Content of Reforms.....	69
5.3. Networking among all Partners.....	80
6. Exploiting the Benefits of Transnationality .....	87
6.1. Sharing Experience.....	87
6.2. Promoting Mobility.....	91
7. In Conclusion .....	94
Annexes.....	95
Annex 1 - Overview of the Replies to the Questionnaire .....	95
Annex 2 – Physical Implementation: Number of Young People by Operational Programme and by Measures .....	100
Annex 3 – Financial Allocation by Operational Programme and by Measures .....	107
Annex 4 – Financial Implementation by Operational Programme and by Measures.....	117

## INTRODUCTION

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Europe's future prosperity depends on its young people. Particularly as they represent a fifth of the EU population, their skills and abilities will be decisive in achieving the Europe 2020 goal of smart, sustainable and inclusive growth. However, they are one of the most vulnerable generations of young people since the 1980s.

In terms of their employment, many young Europeans find themselves in difficult or precarious situations and the financial and economic crisis has had a strong impact on their lives. The youth unemployment rate in the EU-27 was more than double the overall unemployment rate in 2010. At 20.9 %, more than one out of every five young people in the labour force was not employed, but was looking and available for a job. Educational qualifications are still the best insurance against unemployment, which clearly increases the lower the level of education attained.

At the same time, more than one third of all young people in the EU between the age of 18 and 24 are not in education, employment or training (NEETs). One fifth of children do not have basic standards of literacy and numeracy. And while the percentage of early school leavers has continuously decreased over the last decade, it was still at about 15 % at the end of 2008.

In addition, one out of five children up to age of 17 lives in families at risk of poverty, many of them in families with young parents.

These figures, all taken from statistics compiled by Eurostat<sup>1</sup> and from the first EU Youth Report<sup>2</sup> published in 2009, outline the major challenges young Europeans are facing. However, the European Council and the European Commission realised that this situation called for coordinated action at EU level, to improve the quality of education and training so that young people would be better equipped for the labour market. This was why the Youth on the Move<sup>3</sup> Flagship Initiative was launched in September, as an integral part of the EU 2020 strategy.<sup>4</sup> Youth on the Move aims to:

- Help young people to acquire the knowledge, skills and experience that they need to gain their first job; and

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<sup>1</sup> <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

<sup>2</sup> [http://ec.europa.eu/youth/index\\_en.htm](http://ec.europa.eu/youth/index_en.htm)

<sup>3</sup> <http://ec.europa.eu/youthonthemove/>

<sup>4</sup> [http://ec.europa.eu/europe2020/index\\_en.htm](http://ec.europa.eu/europe2020/index_en.htm)

- Encourage countries to learn from each other about which policies work, and which do not.

Youth on the Move **brings together new and existing measures at EU level and in the Member States** to create a more effective package of support for young people. Although existing EU programmes in education and training overwhelmingly target young people, this is the first single EU-level strategy embracing both education and employment.

#### THE CONTRIBUTION OF THE EUROPEAN SOCIAL FUND

The two lead DGs for the Youth on the Move initiative are DG Education and Culture and DG Employment, Social Affairs and Inclusion. Thus, in the light of what Youth on the Move is attempting to achieve, DG Employment, Social Affairs and Inclusion decided to investigate more closely the contribution that the European Social Fund (ESF) is making to the realisation of the objectives of Youth on the Move. This report is based on 67 reports received from ESF national or regional Management Authorities (MAs) that have negotiated Operational Programmes (OPs) with the European Commission for the implementation of the ESF in their geographical areas, during the 2007 – 2013 Programming Period. The following chapters describe in some detail the innovations and successful approaches that are being championed by these ESF MAs but the information below provides a very brief overview of how the ESF is responding to the main goals of Youth on the Move.

### The Goals of Youth on the Move The ESF Response

Youth on the Move attempts to **stop young people dropping out of school early**. Although EU Member States have primary responsibility for policy choices and funding decisions in education and training, the EU plays an important supporting role. The EU has, for instance, raised awareness of the impact of early school leaving on the European economy and proposed common targets to address the problem. It helps Member States to identify appropriate responses, drawing on the experience of their partners.

The ESF shares this concern and is pioneering prevention measures that place a greater emphasis on the identification of young people who are most at risk, on the involvement of their families and on the provision of continuous support. Other strategies involve contacting young people who have dropped out and providing them with a low threshold, re-entry point back into education. Careers guidance provision also receives considerable support and this helps both pupils and parents to understand the relevance of what happens in the classroom.

Youth on the Move contributes to meeting **the EU target for 40% of young people to complete higher education or its equivalent**. It encourages higher education institutions to improve their quality through greater openness and cooperation with their counterparts elsewhere in the world. It also provides more transparent information on the performance of individual institutions through a new multi-dimensional international university ranking system.

Youth on the Move supports **the modernisation of vocational education and training (VET)**. Vocational education and training is chosen by an average of around 50% of all students in upper secondary education. The sector needs to be modernised to increase its attractiveness and quality and also make it more relevant to the existing needs of the labour market. Current projections suggest that around 50% of jobs in the EU, in 2020, will depend on medium-level qualifications of the type provided by vocational education and training.

Youth on the Move provides **more opportunities for mobility**. This is because the availability of highly qualified individuals with experience of living in different Member States is vital for smart and sustainable growth. At a more general level, job mobility also helps make labour markets in Europe more adaptable and creates more job

ESF support has enabled some Member States to undertake root and branch reforms of their higher and other educational systems. These can include modularisation, improving the use and quality of distance learning, modernising teaching methods, offering tuition in foreign languages and up-skilling teaching staff. There is also an emphasis on improving the practical and work-related skills of students. All of these developments make higher education more attractive to young people.

The ESF has also supported vocational training systems in improving the quality of their provision and of their staff. Similarly, apprenticeship systems have also been modernised. Major new approaches, including entrepreneurship, have been introduced to ensure that vocational training is both appealing and accessible to disadvantaged groups such as migrants, the Roma and people with disabilities. ESF projects also focus on making training more responsive to the needs of business, industry and the labour market by developing effective partnerships with the world of work.

Transnationality is one of the operational principles of the ESF and mobility for students and researchers is a very well-developed aspect of the provision. It can be used to study in a new, and possibly more advanced, institution, to gain language skills or to undertake a traineeship with a potential European employer. However, during the 2007 –

opportunities and better matching of young people with jobs. Also, according to independent studies, more than 40% of the employers attach importance to the experience gained from study and work abroad. Many young people also undertake traineeships, traineeships or work experience abroad with similar benefits for their job prospects.

Youth on the move will address **youth employment in practice**. Putting policies and measures in place to tackle youth unemployment is first and foremost a national responsibility, but all Member States face common challenges. To improve the situation of young people, policies are needed that cover the steps, which young people have to make in the transition from education to work, and that provide support to those who have difficulties in making these steps. Youth on the Move will focus policies in a strategic manner to help young people to get their first jobs and then to progress in their careers. The Commission will work closely with Member States to identify policy actions and measures that can inspire the shaping of better-tuned policies.

2013 period there has been a growing recognition of the benefits that transnationality offers to young trainees. More transnational traineeships, study visits, and short courses have been organised through which trainees have enhanced their self-confidence and vocational and personal skills and gained new perspectives on their domestic labour markets.

This report is an initial step in identifying some of the measures and approaches that are being developed within the ESF, which provide effective support to young people in acquiring relevant education and training and in finding employment and an active role in society.

The report will be disseminated through the normal channels used by DG Employment, Social Affairs and Inclusion. However, to stimulate a debate and exchange between Member States and regions on the measures and the potential policy messages that the report contains, it will be shared with the members of the ESF Committee and with members of the various Ad-Hoc or Working Groups that the ESF Committee established.

More detailed descriptions of these approaches are contained in the remaining pages and the following Table of Content should help you to identify aspects that might be of particular interest to you. Also the three annexes summarise information on the reports and case studies that were submitted by ESF MAs, the number of participants that were involved in the measures and the finance that was allocated to these measures.

**So please read on!!**

## 1. FOCUSING ON THE ITINERARY OF THE YOUNG PERSON

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### 1.1. CAREER GUIDANCE

Education and labour market policies, reforms and trends influence the development of individual careers and the acquisition of higher or more relevant skills. Such changes imply a myriad of individual decisions that have to be taken by young people, who often need support in their career planning to manage the transitions from education to the labour market successfully. Thus, policies and strategies for guidance and career counselling have become a political priority in Europe.

Improvements are made at the system level, as part of wider reforms especially in the new Member States (please also see Section 4 - Improving education and training systems). However, even when information services have been developed, they are not always equally available to all people. Complex education and training systems, and the opportunities they provide in formal as well as informal settings, are not very transparent to many individuals.

Thus, in the Czech Republic an important component in the general improvement of the system of consultancy and guidance is devoted to awareness-raising and information dissemination activities. These activities are aimed at pupils and parents and focus on rationalising the selection of a future educational path. Timing is a crucial factor, and in Germany **early career choice** is promoted by **BRAFO**, through a very comprehensive approach that includes work placements.

#### **Berufswahl Richtig Angehen Frühzeitig Orientieren (BRAFO), Sachsen Anhalt, Germany**

BRAFO enables students in the 7th and 8th class and of comprehensive secondary schools in Saxony-Anhalt to benefit from individual days on career options within the school curriculum. This educational measure is supported by the European Social Fund.

BRAFO is divided into two main modules. Module 1 includes the analysis of the students' interests, preferences and strengths and Module 2 provides opportunities to sample several professional fields. The preparation phase in Module 1 is primarily focused on the choice of occupations. Through interviews with teachers and parents and observations of social workers during classes, strengths and weaknesses profiles



### **Berufswahl Richtig Angehen Frühzeitig Orientieren (BRAFO), Sachsen Anhalt, Germany**

of the students are created. Then in a second step, interests are explored in the four professional fields of (1) services and logistics, (2) administration and social services, (3) commercial and technical and (4) construction trades and green jobs. During four days of practice, this exploration is performed in each of the professional fields. In the final step social workers lead individual evaluation discussions with the students, teachers and parents, to coordinate the outcomes in the context of career choice.

In Module 2, appropriate placements are initially examined with the assistance of a social worker. After completing a placement agreement, which is a five-day traineeship of 6 hours per day, there is an individual evaluation with each student, as well as further discussions with parents and teachers. At the end of the project, participants receive a certificate that includes recommendations for further career guidance.

Some programmes focus on **specific sectors or skills**, such as the Spanish Pais Vasco project that focuses on awareness raising and promotion of entrepreneurial culture, or the special 'Ideenexpo' event in Niedersachsen, Germany, that reinforces vocational guidance for technical and scientific professions and had received 283.000 visitors in 2009.

An example of the promotion of **equal opportunities at the stage of careers guidance** is provided by Rheinland-Pfalz, where mentor models are encouraged. These models are intended to break down existing gender stereotypes in the career orientations of many young people. The 'Ada Lovelace mentor model' has been giving girls and young women an experience of technical and scientific jobs over a number of years. The next example is a reverse approach that attempts to interest boys in occupations that tend to be seen as 'women's work.'

### **Social Boys Hamburg, Germany**

The Social Boys Hamburg project is an impressive demonstration of motivating and arousing the enthusiasm of young people for new professions. The scheme is led by the Arbeiter-Samariter-Bund ASB, which is the Workers' Samaritan Federation, and the Agentur Männerwege GbR. It aims to "*interest more boys in occupations that have, until now, been viewed as being suitable for women rather than men, such as education and nursing.*" Voluntary service is being used to raise awareness of these

### Social Boys Hamburg, Germany

professions and make them more attractive. It involves around 150 male students aged 13 to 16 and for half a school year, they spend two to three hours a week helping in day nurseries or assisting the sick or elderly in residential care homes. The students are trained in their work by ASB quality managers, supervised by specialists from the institutions in which they work and supported by mentors. According to the ASB, the project's objectives are *"to expand the spectrum of career choices for young men, reinforce their social skills and boost their self-esteem by teaching them to take increasing responsibility within the areas for which they volunteer."* Because of its emphasis on gender equality in social occupations, the project can help to reduce skills shortages in this sector. The project also made a presentation at the 18th European Social Services Conference held in Barcelona during 2010.

[www.soziale-jungs-hamburg.de](http://www.soziale-jungs-hamburg.de)

In France, there is a well-established network of Missions Locales that demonstrates the use of **the holistic approach** in the early guidance phase. These are centres devoted to the needs of young people, which have members of staff who are skilled and experienced in dealing with all the problems that young people aged 16 to 25 might encounter during their social and vocational integration. These include issues that not only relate to education, training and employment but **also to living, accommodation and health**. The Missions Locales and other similar centres are putting all their experience to good use in ESF projects by providing "accompagnement" or on-going and continuing support to young people during their "projets de vie" or integration pathways.

An innovative programme in Germany supports the development of micro projects, one of them being a very interesting example of a new and comprehensive approach to **guidance and coaching** for young people.

### Local Empowerment (Stärken vor Ort): Mobile Job Coaching for Young People, Germany

The STÄRKEN vor Ort programme is part of the 'JUGEND STÄRKEN' or Empower our Youth initiative set up by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth. This micro project focuses on assisting young people in their

### Local Empowerment (Stärken vor Ort): Mobile Job Coaching for Young People, Germany

school to work transition. Many young people in the Karlsruhe-Mühlburg development area are inadequately prepared for the education system and the labour market. Their lack of clear ideas about jobs, difficulties in writing applications and low qualifications are preventing these young people from mastering the challenges they encounter in their school to work transition. The goal of the '**mobile job coaching for young people**' micro project is to provide support to young people in their transition from school to a first job. The main aspects of the project include the discovery of personal talents and strengths, the development of, and training in, key competences, the identification of a suitable vocational or educational path, the preparation of job applications and the handling of job interviews.

The young people receive individual one-to-one coaching to identify strengths and weaknesses as well as aptitudes and points of interest. The results are then collated and vocational areas are researched that match the skills and interests that are identified. The result is a well-defined strategic orientation that gives the clients a clear focus on the application process. The job search is supported and adapted to the technical and organisational needs of the pupils. A convincing and authentic application dossier is prepared and designed. In addition, participants receive training on what to do before, during and after the job interview. Any personal difficulties are discussed as well as ways of dealing with letters of rejection. The project also offers follow-up support in the first weeks of training programmes. The entire coaching process is based on a one-to-one approach, as the individual client's personal path cannot be worked out in the context of a group. The coaching is offered on a mobile basis, usually in the familiar surroundings of the participants' homes. If there are reasons that make this impossible, the informal environment of Mühlburg Children's and Youth Club can be used for the job coaching, ensuring that clients who are in difficult living conditions can participate in the project. This club is also the primary contact point for the young people on the project.

[www.karlsruhe.de/fb4/einrichtungen/staerken\\_vor\\_ort.de](http://www.karlsruhe.de/fb4/einrichtungen/staerken_vor_ort.de)

[www.staerken-vor-ort.de/](http://www.staerken-vor-ort.de/)

The previous example highlights a current tendency to individualise guidance and coaching, and to deliver them in informal settings (please also see Section 2 - Focusing on specific Groups of Young People - Guidance).

## 1.2. Transition AND WORK EXPERIENCE

Early workplace experience is essential for young people if they are to develop the skills and competences required at work. As the Youth on the Move communication indicates, learning in the workplace through 'apprenticeship-type training' is an effective method of integrating young people into the labour market. This European Union Flagship Initiative has set the specific target that by the end of 2012 at least 5 million young people in Europe should be able to enrol in apprenticeship training. Currently, the figure is estimated to be 4.2 million<sup>5</sup>.

Thus, through the ESF, the Commission is promoting apprenticeship-type vocational training and high quality traineeships that build bridges to the labour market.

ESF programmes, schemes and projects encouraging work experience tend to be targeted at specific groups, ranging from disadvantaged and/or poorly qualified young people to university students and post-graduates (please also see Section 2 for more details and projects about these categories).

### 1.2.1. Apprenticeship

The definitions and scope of apprenticeships or linked Vocational Education and Training (VET) systems vary from country to country. However, normally:

- It involves initial vocational training;
- Is a scheme in which training takes place at the workplace, as well as in school; and
- The enterprise is involved and plays an active role in the development of the training programme but this is not necessarily through a contractual link.<sup>6</sup>

France, Germany and Italy are the countries the most involved, where the provision of apprenticeships is a regional responsibility.

Developing apprenticeship to promote the sustainable professional integration of young people is an important challenge for France. The **qualitative development and modernisation of apprenticeships** has been on the agenda since 2005 in order to overcome the negative image of this specific form of training. ESF support is centred on quality issues, including improved access for young women and the

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<sup>5</sup> Report from the Working Group on Mobility for Apprentices, February 2010 - European Commission

<sup>6</sup> Definition proposed by the Work Group on Mobility of Apprentices.

collective involvement of local stakeholders to improve the link between apprenticeships and the region's economic needs.

### Communication and Promotion of Apprenticeship, Picardie, France

An important programme of communication and the promotion of apprenticeships, targeting the public and especially young people, was launched by the Regional Council to fight against the existing bad image of apprenticeships in France. The Regional Council provides financial support and individual mentoring through the 'développeurs d'apprentissage,' who help young people in their search for an apprenticeship.

<http://www.cr-picardie.fr>

The traditional German dual system also came under pressure in recent years because enterprises were not willing to offer a sufficient number of apprenticeships. Thus, the ESF is now used to tackling this problem, through reinforcing contacts with businesses and lowering their costs through subsidies or the economies of scale offered by joint training. The priorities established in Sachsen Anhalt reflect this concern about **the lack of placements** that is partially due to funding problems. The regional plan promotes industry-wide training for apprentices for companies in the skilled trades sector and offers joint training with the costs being shared between companies and training providers. The Land of Bremen also supports the creation and protection of apprenticeship training positions specifically for young people with special needs.

In addition, various German projects support this approach. The 'Modellprojekte betriebliche Ausbildung' or job training pilot projects have been developed in the region of Niedersachsen to improve the apprenticeship market. The recruitment of additional canvassers for apprenticeship training positions, based in the Chambers of Commerce and Industry, and Trade, deliver advice and practical support to motivate many enterprises in Lower Saxony to create additional apprenticeship training positions. In addition, assistance is given to attracting additional businesses through apprenticeship networks, which generate extra apprenticeships in partnership with small and medium-sized enterprises. In addition, subsidies for the creation of additional vocational apprenticeship positions are available through the project.

## Apprenticeship in Sight, Berlin, Germany

Located in Berlin, this project supports **disadvantaged young people with a migrant background** by providing vocational guidance, language and skills that **improve their chances of gaining an apprenticeship**. The project develops a wide range of competences and skills including: preparation for an apprenticeship in retail trade or business communications; social skills for trade; conflict management; till and cash box use; PC driving licence; German and English language; mathematics; personal profiling; job applications training; preparation for employment tests; and, of course, periods of work experience in enterprises.

The tailored target group approach as well as its labour market orientation are the keys to the success of the project.

[www.ausbildung-in-sicht.de](http://www.ausbildung-in-sicht.de)

### 1.2.2. Traineeships and Work Experience

An employer usually gets his first impression of a young person from an interview, the advice of an intermediary service or an employment office. However, whilst the first impression is important, a work-placement period can provide a more realistic picture of the abilities of a potential employee. It can also dispel anxieties about the sick leave records of disabled people. Such periods are very useful as a 'getting to know you phase' for both the employer and the future employee. In particular, the employer has the chance to assess if the candidate fits the job and if they can work in the team. If the candidate has performed well during the placement, negotiations for a permanent contract, an appropriate salary and adapted working hours can start from a solid base.

The importance of such periods of work experience or traineeships has been recognised in ESF OPs to the extent that some financial contribution is often made towards this experience or the signing of work contracts:

- Greece has an apprenticeship programme that is implemented in 54 schools and combines training with subsidised traineeships;
- The Italian Operational Programme 'Governance and System Actions' supports an apprenticeship project through the initiation and strengthening of regional systems for apprenticeship in the context of the welfare reform;
- In Slovakia a contribution is made to employers who employ disadvantaged job seekers for at least nine months;

- Cyprus has a Company Incentive Scheme that provides grants for the employment of the unemployed;
- Galicia has four different types of programmes to encourage the recruitment of young people;
- Asturias provides subventions to companies for traineeships and temporary and permanent contracts for unemployed people under 30;
- The Bulgarian OP intends to increase the competitiveness of young people by providing opportunities for traineeships, focusing on quality professional training in real working conditions for pupils and students, without any reference to incentives.

There is also a range of projects that offer traineeships or work experience such as those outlined below, and a special case is often made for apprenticeships as being a particular type of work placement.

### 1.2.3. Other Types of Work Experience

Even if work experience is generally recognised as an opportunity for young people to improve their labour market integration, there is still the problem of a lack of placements. The response from various ESF programmes and projects is to **demonstrate the benefits of work experience to the businesses.**

Some German Länder tackle the issue of quality training and accompanying measures within the framework of company-based vocational training. This is the case in Saarland, but here there are also support activities for difficult-to-place young people and low achievers in non-company vocational training programmes.

The Land of Schleswig Holstein develops inter-company vocational training in trade professions using **training place developers** in the areas of industrial, retail, trade and liberal occupations. They focus on enterprises that have never offered, or no longer offer training places, and explain the benefits of in-house training in one-to-one meetings or over the phone. This personal approach has made a noticeable increase in the number of training opportunities, including those for disadvantaged young people. In addition, continued direct support is needed for enterprises that train disadvantaged young people and so SMEs receive a subsidy for creating additional training places. This programme ensures basic training in a particular occupational field and integrates technical innovations specific to that trade into the more specialist training. The enterprises secure skilled personnel through the inter-company vocational training in trade professions and thus keep up to speed with technical developments.

As the following example shows, **traineeships can also be a solution for sectors facing serious staffing problems.**

### **Promotion of the Employment of First-time Job Seekers in Social Welfare - Trainees Project, Slovenia**

The number of social work graduates with the skills required for work in social welfare is increasing but employment opportunities are limited. The 'Trainees' scheme encourages social welfare organisations to employ trainees for, at least, the duration of traineeship, thus providing better employment opportunities for social work graduates and indirectly helping public institutes and NGOs to attract properly skilled staff. Its indirect effects include improvements in the quality of services and additional assistance for people experiencing social hardship and problems of material deprivation and social exclusion.

The scheme is implemented by the Social Chamber of Slovenia and expects to ensure the employment of up to 500 first-time job seekers for a maximum period of 12 months. This will also help them to strengthen their competences, knowledge and skills. In 2010, there were 134 people involved in the scheme working in social centres, societies, day-care, work centres and public institutes.

<http://www.soczborsl.si/3Dejavnosti/34Pripravnistvo.html>

The approach developed at the level of enterprises to the promotion of **traineeships can also be applied to regions as a whole**. In Valencia, IVEX offers a complete programme of traineeships for young people between 20 and 30 years of age, which is expected to affect the internationalisation process of the region's companies. The main objective is to provide young people with theoretical and practical training and professional specialisation in the internationalisation field to help them access the professional market.

The Lazio Region has created the 'Clear Work' Global Grant to encourage businesses to recruit and train disadvantaged workers. The project offers a recruitment bonus to employers who recruit such individuals either directly or following a traineeship. In the latter case, a 'support income' is provided for the duration of the internship to those unemployed people who are not in receipt of social security benefits. The region wants to intervene promptly to achieve its two main objectives of promoting and stimulating employment and training, and making the skills of those most in need available on the labour market. 'Clear Work' is an instrument for active inclusion and a preventive policy related to emergence of undeclared work.



Very often, **work experience is one component of a wider comprehensive package** for the vocational integration of young people (please also see Section 1.3 - Individualised approaches and outreach strategies). This is the case in Ireland with the joint training/work placement programme described below.

### **Innovative Workplace Youth Intervention, Dublin, Ireland**

In June 2010, six trainees from North Inner City Dublin were presented with certificates in a ceremony in the Capita/Eircom building on Marlborough Street, Dublin. This marked their achievements and successes in completing the **joint training/work placement programme** set up to give young people the opportunity and experience of working within a large corporate environment with a view to aiding their progression to future full-time employment.

Born from the relationship between Capita/Eircom and from the (LYCS) Lourdes Community Training Centre, this is a unique initiative that has now grown to include a number of the City Centre Community Training Centres. The programme is fully backed and funded by FAS, the Irish Training Authority. It aims to provide development, training and future career direction to trainees who lack the necessary vocational or academic qualifications.

The young people attending are statistically part of the 18% of young people in Ireland who have left secondary level education before taking the Leaving Certificate. This lack of education and training, coupled with the economic climate, makes it hard for them to progress into employment. Thus, the initiative offers them the opportunity to access training, work experience and education within a real company that would not traditionally be open to them. It allows them to attain certification, and facilitates their progress into future employment. Some of the previous participants have successfully secured jobs as a direct result of their experience on the course.

**Voluntary activities** are also considered as work experience and an additional starting point for promoting lifelong learning, under different conditions. In Sachsen Anhalt, support is provided for the voluntary activities of young people in areas of environmental and social relevance. Both voluntary activities for young people seek to make a long-term effective contribution towards sustainable growth by helping in the development of technical skills for training and vocational activities.

### 1.3. THE INDIVIDUALISED APPROACH

Social inequality and poverty, economic development and the labour market situation, and gender and ethnic segregation are the main structural factors that interact with individual factors to affect the social integration of young people. These intricate patterns of risk need to be addressed in an holistic, flexible and fully integrated approach that covers social as well as labour market needs. Combined with more individualised and tailored implementation, such schemes can offer smoother pathways to work for young people faced with multiple, inter-related problems.

#### 1.3.1. Advocacy and Awareness Raising

Awareness raising and information activities are very important in helping disadvantaged young people and their families and communities, to understand the importance of pursuing studies and training, **especially as many have failed in, or have been failed by, the existing education and training systems.**

Germany, in particular, cites many initiatives to facilitate the integration of migrant youth. Berlin has carried out a campaign entitled 'Berlin Needs You' to persuade young people of migrant origin to consider a career in the public services/administrations in Berlin. Among the actions taken under the campaign, established professionals of migrant origin were recruited to visit schools to give information to migrant students and to act as role models. Migrant students were also given the opportunity to do work placements to gain experience of working in public services.

One of the most comprehensive and successful campaigns was launched in Spain.

#### **Awareness-raising Campaign "When I grow up I want to be...", Spain**

"When I grow up I want to be..." is an awareness-raising campaign targeting the Spanish Roma community. Its purpose is to make Roma youth and their families, as well as the educational community, aware of the importance of pursuing studies. The project intends to prevent early school leaving, as the majority of young Spanish Roma drop out of school before completing compulsory secondary education. It focused the first stage of the project on Roma youth. A van, which is transformed into an itinerant photographic studio, has travelled through many Spanish cities parking in the heart of the Roma neighbourhoods and taking pictures of Roma children. The boys and girls chose their job among twenty different drawings. Then, in the photographic studio of the van, a photomontage is made with the image of the profession and the face of the child. The result is printed and one copy is given to the family. The photos reflect the Roma children's dreams for the future and what

### **Awareness-raising Campaign “When I grow up I want to be...”, Spain**

they want to be when they grow up.

The main aim has been to ‘come into’ Roma homes with the awareness-raising message of “*Whatever your dream may be, finish Secondary School!*”

The campaign launched nationally at the end of September 2010 and has gained significant support from key stakeholders, including the Spanish government and regional administrations, as well as strong media interest.

Before the van reaches each Spanish region, the campaign has been launched at public events at the state level and in the different targeted regions. More than 3.900 people attended the presentations of the campaign during 2010.

The campaign includes high-quality publicity spots along with graphics, merchandising articles, posters, leaflets and videos. A web-blog keeps everyone up to date with the route of the bus-workshop while it unveils the dreams of Roma children.

[www.gitanos.org/demayorquieroser](http://www.gitanos.org/demayorquieroser)

#### **1.3.2. Developing Motivation and Confidence**

Empowerment and ownership are at the core of the integration pathways approach. The pathway involves the development of both the capacity and opportunity to play a full role in society and in economic activity and to become more empowered. Participants must build up their confidence, acquire new knowledge and skills and exercise choice – all within the context of the staged learning along the pathway. Ownership relies on the ability of those professionals who are supporting young people to listen to their aspirations and to understand their cultural values. Thus, stimulating motivation and building confidence are integral and important aspects of the overall integration approach and that is demonstrated by many responses that feature activities relating to the two objectives. Some of these responses are detailed below:

- The first step in the Czech Republic’s EFEKT - Through Efficient Qualification to the Labour Market scheme is a motivational course. This aims to inform young people about labour market opportunities, to help them understand their own situations and then to formulate their needs and targets for career development and ways in which these targets might be achieved;

- Again motivation is the initial stage in the project 'jeunes diplômés' which operates in the French Department of Loiret. The project supports young qualified students under 30, with a migrant background, or foreigners who have obtained a French diploma. The first step in this training action aims to eliminate all the negative conceptions that these young people have about themselves and the labour market. The objectives are to challenge their ideas about discrimination, to create a group dynamic and to work on self-esteem;
- The Lithuanian measures to develop civil and national education encourage participation in public life as an opportunity to promote self-confidence and a greater sense of responsibility;
- The KomPaRe project in the Skellefteå municipality of Sweden aims, in different ways, to increase young women's and men's opportunities to take responsibility for their own development. The project's key success factors as identified by external evaluators were the individual's own responsibility, their sense of belonging and their empowerment;
- During the EQUAL Community Initiative, the ESF Authority in Northern Ireland led a Mainstreaming Platform on Empowerment and so it is not surprising that this aspect is reflected in projects that have been selected for the current programming period. The 'Include Youth (Give and Take Scheme)' aims to improve the employability and increase the self-esteem and self-confidence of vulnerable young people who are unable to access mainstream training. It offers personal development on both a group and individual basis to enable the young people to access a flexible menu of support including one-to-one mentoring support, advice and guidance, job search, vocational training and job placement. A central objective of the Prince's Trust Team Programme is the development of the basic skills, self-esteem and motivation of disadvantaged young people so that they are equipped to take advantage of the opportunities that are available to them in training and/or employment and to take responsibility for their own development.

One case study was submitted that centres on the **twin pillars of motivation and confidence**, primarily because these are so important for young people in the project's target groups.

### **Transition to Employment Initiative, Caerphilly County, UK**

This project caters for young people with Special Education Needs (SEN) or Autism Spectrum Disorders for whom there are no appropriate employment opportunities. The project seeks to motivate these young people, and others in their lives, to

### Transition to Employment Initiative, Caerphilly County, UK

prepare for the future by working with them to raise their aspirations, increase their participation in learning, volunteering and employment opportunities and therefore take steps towards more active adult lives.

The project model is based on '**Promoting Independence**,' a unique project that has been identified with demonstrating 'best practice' by a number of organisations working in the field of severe and complex needs, learning disability and ASD. The project model takes an holistic view that has person-centred planning and peer mentor support at its core and is based on the following 'Five Pathways' in the transition to adulthood:

- Life-long Learning;
- Relationships;
- Leisure Opportunities;
- Employment;
- Independent Living.

The project assists young people to become as independent as possible and to gain a degree of paid employment. It also aims to change the perception and employment practices of employers therefore enabling more people with disabilities to gain paid employment and be less dependent on welfare benefits.

#### 1.3.3. Diversifying and tailoring the Offer

Corresponding to the **move from a subject-oriented approach to a competence driven one**, improved and increased access to education and training is being pursued in ESF projects **through diversification that includes the expansion of extra-curricular activities**.

Bulgaria is targeting a more extensive coverage of children and young people, establishing **better conditions for their creative expression and developing their potential for successful advancement**. The objective in Poland is to introduce in 60% of the primary, secondary and upper-secondary schools, development projects including the modern management system, and extra-curricular and out-of-school activities. The majority of these schools are in rural areas, as this is a meaningful attempt to reduce the disparities in access to, and quality of, education, which exist between rural and urban areas. It should also make education more

attractive, more accessible, and increase students' motivation and willingness to remain in the system.

In addition to improving the attractiveness of the content of courses, the Italian region of Campania offers financial incentives to encourage the participation of young people in training, **through vouchers and scholarships**.

The special **needs of gifted children** are rarely mentioned but Lithuania intends to respond to the educational needs of this specific target group and to improve of the quality of training that is offered.

Previous work in ESF funded projects has shown that young people and, especially disadvantaged young people, often need a specially tailored offer if they are to be attracted into and remain on the road to employment. These integration pathways include a series of stages, which are given different emphases depending on needs and opportunities. Participants receive guidance through a structured menu of opportunities for information, counselling, pre-training, vocational training, assistance in career planning and job search, work placements and help with activities. For example, skills development is a core element of all integration pathways and can include opportunities for basic skills training, vocational training and training to work in different sectors.

A total of 24 OPs that promote access to employment are supporting the introduction of such an approach, or at least making relevant changes to the existing provision so that it becomes better tailored to the needs and situations of young people and the project below is an excellent example of the integration pathway approach in action.

### **The Juwel Project, Rhein-Lahn, Germany**

The main objective of Juwel is to reduce the number of long-term unemployed young people. These young people are helped to develop a perspective that enables them to live permanently without government assistance. Therefore, the project offers **a wide range of assistance covering vocational as well as social aspects**. All the young unemployed below the age of 25 who live in the administrative district of Rhein-Lahn are taking part in it, so that nobody 'gets lost.' It is crucial that the young people are supported in their social and vocational integration until they can take up employment or vocational training and not only while they are taking part in a qualification measure of limited duration.

After passing a modularised initial phase, the young people, who generally do not have any vocational qualifications, can benefit from a wide range of work and

### The Juwel Project, Rhein-Lahn, Germany

qualification measures, offered either in-house, or in cooperation with local enterprises. Due to the intensive cooperation between all of the local welfare and educational institutions, an individualised, holistic approach can be provided that takes account of their different needs and situations. This well-coordinated support system helps to ensure that different institutions are not working with the same young people and trying to solve the same problems. This approach is both effective as well as being efficient because individually-tailored help and guidance systems can be installed quickly. In addition, a network of all the stakeholders, who are dedicated to the vocational and social integration of young people, has been built up and this offers a sustainable support structure for the target group.

With Juwel it is **possible to reach 100% of the target group** and support them with a wide range of occupational, educational and other programmes such as those in the field of youth welfare or drug abuse.

There are also a number of ESF projects and OPs that are introducing learning techniques that **capitalise on the previous experience of young trainees**, attempt to overcome attention-span difficulties and take account of family responsibilities, limited income or mobility and cultural background. Computer literacy is now almost an essential prerequisite for employment and many projects have included an introduction to computers as part of the offer of basic skill development. This necessitates public services, employers and organisations in the integration chain working together in a structured partnership process to build these pathways.

Despite the fact that employment pathways have been on EU and national policy agendas for a number of years, **renewed approaches** are emerging and some Member States are testing **innovative models**.

One of the best examples of innovation is provided by Austria. It has an OP objective to increase the labour market opportunities of the socially disadvantaged including members of minorities such as Roma, migrants and recognised asylum seekers. Social participation in a work-oriented society demands a minimum of integration into the labour market and the OP indicates that for these groups this necessitates:

- A reinforcement of self-confidence, promotion of individual strengths, increased motivation and endurance, as well as personal stabilisation;
- A career orientation;
- Key qualifications and interpersonal skills;

- Improvement in qualifications; and
- Integration into the regular labour market to obtain a secure income.

Only innovative model projects are funded within this context – either measures which had not previously existed or projects that will further develop and adapt such models.

In 2008, Catalonia also launched a call for Innovative Projects. These programmes aim to support the vocational and social integration of young people at risk of exclusion or in a vulnerable situation. They are provided by ordinary companies or integration companies that are in the Register of Integration Companies in Catalonia and that work to develop personalised, integration pathways.

#### 1.3.4. Individualised Support Services and Informal Settings

The complex and multidimensional barriers faced by very disadvantaged young people can only be overcome through an holistic approach and continuing, person-centred support. Many interesting measures and good practices have been developed by Member States and regions that have made imaginative use of ESF resources:

- The Berlin Operational Programme planned "*migrant's culturally-sensitive advisory services.*" The resulting projects deal with guidance and motivational problems and also those that impinge on the social and cultural environment including families, communities and schools. Efforts are also made to improve the infrastructure for the training of young migrants, by establishing more appropriate interfaces between the various institutional areas, through the development of quality criteria, providing multiplier advice, and creating a service database. In addition, vocationally-related basic training is provided for young migrants, with a high proportion of this being focused on language teaching and career guidance;
- The Spanish OP in Castilla La Mancha provides **Labour Mediators**, who provide tutoring and mentoring to groups from socially disadvantaged backgrounds, including young people, to promote their social and labour market integration.
- Through its three-year strategic partnership between three Scottish Fairbridge teams based in Glasgow, Dundee and Edinburgh the 'Bridging the Gap' project delivers personalised support to 1 830 of Scotland's most challenged and vulnerable young people to help them overcome barriers to achieving their potential.

Three other projects from Germany, Spain and Wales have developed innovative approaches to delivering coaching, tutoring and mentoring, as well as providing peer support.



### Jobfux, Rheinland-Pfalz, Germany

The purpose of 'Jobfux' is to improve the transition from education to work for deprived, young pupils by establishing some additional kind of long-term coaching. The coaching is given by special social-workers, who network between the school system, the youth welfare service and the training-system. The scheme is implemented by around 35 projects each year in all parts of Rhineland-Palatinate.

Settled near those schools, but intentionally not integrated in the organisational procedures of school system, Jobfux tries to ensure an early start to continuous and individualised coaching for individual pupils on their way to a job or to vocational training.

It is one of the first, but most effective and successful, approaches to enhancing or complementing the careers guidance that is offered to disadvantaged pupils before they leave school. The scheme is well-recognised by teachers, schools and labour administrations, as well as enterprises.

[www.esf.rlp.de](http://www.esf.rlp.de)

#### 1.3.5. Counselling and Training in Informal Settings

For more marginalised young people, counselling can be more effective when the setting is less formal than in a school or public office. The learning environment is very important if the disadvantaged groups are to achieve success. This includes the physical environment, especially for young people with disabilities, but also the overall ambiance that does not feel threatening and is motivating and encouraging. Creating such an environment can include adapting teaching methods, developing new staff competences and using ICT and e-learning applications. Developing suitably supportive learning environments is the key to motivating disadvantaged young people.

In that respect, the Czech Republic's OP for Prague intends to improve **organisational forms of tuition and teaching methods** to support equal access to education, including the creation of individual school framework programmes, the use of ICT and e-learning applications and the development of teachers' competences.

**Innovative concepts for vocational training** are also being offered by the OP for Berlin in the measure that targets people with disabilities and drug addicts. These include new teaching and learning methods which can be applied using flexible timing. In addition, one objective of the measure is to provide training for personnel who will

improve the integration of people with disabilities into the labour market and employment, such as qualified sign language interpreters. The development and testing of **new forms** of learning also happens in Spain. A training plan for the 'teaching-learning process' on interaction that promotes behavioural changes in students with difficulties has been drafted by the HADA Project. Also, Galicia has prepared new training modalities for the acquisition of basic skills and relevant qualifications that have led to the introduction of modular training courses.

**Interesting alternative structures and more informal learning environments** have been developed by projects in the UK, Slovenia, Sweden and Germany.

### **Hot House, Cornwall and the Isles of Scilly, UK**

Launched in September 2008, Hot House is part of the ESF Convergence-funded ACE Project. ACE targets young people between the ages of 14 and 19 who are either NEET (Not in Employment, Education or Training) or at risk of dropping out of their current programme of learning.

Hot House activities are delivered in **an informal environment**. Young people are able to step outside the normal educational surroundings and engage in a series of lively, motivational and potentially life-changing activities addressing ambition, leadership and management skills, innovation, creative thinking, self-motivation, self-organisation, decision-making and communication skills.

The Learning Partnership has been awarded the contract for the Best Start for Young People for Convergence Phase 2 for work with NEET and at-risk young people. Through this programme the work under Hot House will be extended and developed.

<http://www.cornwall-learning-partnership.org/>

### **The Job College, Värmland, Dalarna, Sörmland, Östergötland, Örebro län and Västmanland, Sweden**

Job College provides individual and group counselling. At the core of its work is a recognition that that all people have resources to build on, and that individual needs are the starting point. In counselling, the young participants learn to set objectives, and to map the route to reach these set objectives. The message is that it is okay to try different things and even to fail – since it is all a learning experience and what

### **The Job College, Värmland, Dalarna, Sörmland, Östergötland, Örebro län and Västmanland, Sweden**

you learn from your mistakes is more important than not trying and not failing sometimes.

As the project is run by Communicare, a youth organisation, the counsellors are young and all under the age of 30, and thus, peer learning is an essential success factor.

How they are received and the project's non-institutional environment are both important factors for the young people. They appreciate that the settings, as well as the personnel, are informal and inclusive. The work often builds on motivating, and sometimes re-motivating and empowering, the participants by building on their resources, not their previous failures.

The value of this approach is shown in the figures, as 73% of the Job College 'students' go on to work or further education, compared with a national average of only 50% for the same age group.

Counselling is not a one-off event - **there is a need for continuing assistance along the road to employment.**

## 2. FOCUSING ON SPECIFIC GROUPS OF YOUNG PEOPLE

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### 2.1. EARLY SCHOOL LEAVERS, NOT IN EMPLOYMENT, EDUCATION OR TRAINING

Too many young people leave school early, increasing their risk of becoming unemployed or inactive, living in poverty and increasing the overall burden of financial and social costs. Currently, 14.4% of 18-24 year olds in the EU have less than an upper secondary education and are not in further education and training. The EU benchmark is to reduce early school-leaving to 10%. Europe also has to do better on literacy, as 24.1% of 15-year olds are poor performers in reading literacy and this share has increased over recent years.<sup>7</sup>

Specific target groups are generally identified as being at risk but this broad categorisation hides heterogeneous youth populations, depending on the types of difficulties that place them in danger of social and vocational exclusion. However, the main target groups of those ESF measures that tackling early school-leaving are detailed below.

### 2.2. YOUNG PEOPLE WITH DISABILITIES

The ESF regulation places a special emphasis on people with disabilities. The twelve Operational Programmes drafted by Austria, Estonia, Berlin, Poland, Murcia, Valencia, Castilla la Mancha, Latvia, Trento, Piemonte, Scotland and the Netherlands explicitly mention this specific target group in the list of categories of disadvantaged people. They benefit from a dedicated measure in Austria on 'Increasing labour market opportunities for people with disabilities, including young disabled persons.' However, the Netherlands focuses on pupils in secondary education, who have disabilities.

The various ESF-funded projects illustrate the multiple natures of the problems that have to be addressed by young people with physical and mental disabilities. Solving these problems can require large investments of time and effort on the part of a number of stakeholders. However, if projects are successful, the long-term return on these investments will be high in terms of savings on future welfare benefits.

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<sup>7</sup> Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Youth on the Move, 15.9.2010, COM(2010) 477 final

## Utsikten, Sweden

Through inter-agency collaboration, this project aims to help young adults, who have special needs related to mental health or to a disability, get back into education or work. Most of these young people have not completed secondary education, have a history of mental illness and social exclusion and are of Swedish descent. Many suffer from psycho-social stress, due to their unemployment, financial difficulties, health issues, problems with relationships and substance abuse.

They are in need of a structured and planned environment and so Utsikten is a co-managed project between several actors that need to coordinate their activities to motivate and empower the participants. The participants undergo a transition from being multiple benefactors of various strands of the welfare system to students or a part of the work force, although they often still require additional support in this process. The project claims that the returns on investment are good and that the results show that its actions are both efficient and effective.

<http://www.esf.se/sv/Projektbank/Behallare-for-projekt/Ovre-Norrland/Utsikten/>

An interesting project entitled 'Paths to support students with disabilities or students with special learning needs in entering school and training courses' operates in the Italian Region of Trento. It refers to a legal obligation in provincial law to assure the "*integration and inclusion in school of students with special needs*" and aims to support the full exercise of their right to education and training through providing innovative additional support.

### 2.3. MIGRANTS EXPERIENCING DISCRIMINATION

The ESF regulation also indicates that combating all forms of discrimination in the labour market is one of its priorities. Young people with a migrant background or representing an ethnic minority often encounter difficulties in becoming integrated into the existing education and training systems. The responses from many Member States refer to specific actions, often cited as examples of good practice that target young people of a "*migrant background*." However, their origins vary from one country to another. For example, in Germany the focus is on Turkey and states of the former Soviet Union but the largest foreign-born communities in the UK, in order of size, are those from India, Poland, Pakistan and the Republic of Ireland.

In Bulgaria, the ESF supports the inclusion and integration of children and pupils from ethnic minorities into the educational system. It focuses on the preparation of young migrants for apprenticeships in Berlin, and on the creation and protection of apprenticeship training positions for young people with special needs in Bremen. Increasing accessibility and equal opportunities in the educational system is an important priority in Slovenia, where programmes for the successful integration of vulnerable groups such as Roma, pupils with special needs and migrants have been developed. Through the Spanish OP 'Fight against discrimination,' specific vocational training projects dedicated to the Roma community have been established by the Fundación Secretariado Gitano. One of the most positive actions is taken by the Lazio region that is concentrating on recognising and strengthening immigrants' competences and qualifications, so as to improve their chances of making a significant contribution to the labour market.

In many of the ESF projects that have been presented as good practices young migrants are either the main target group or one of the disadvantaged targets that they serve. Such projects underline the necessity of awareness raising and cooperation with the families or confirm the efficiency of individualised support and the provision of real work environments and peer support/role models. These will be described in more detail in the section dedicated to strategies to combat early school leaving.

**"Azubi statt ungelernt - mehr türkische Jugendliche ausbilden",  
Baden Württemberg, Germany**

The project 'Rather than unskilled trainees - train more young Turkish,' in Baden-Württemberg, aims to bring more Turkish young people into education. Visits to Turkish parents were organised in order to raise their awareness about the importance of vocational training, as well as to inform them about the vocational education system and the range of occupations available. The professional mediators' objectives are to build trust and cooperation with the families and to establish individual work plans to support young people in their integration into education. Turkish young people represent the greatest potential amongst migrants for ensuring future skilled workers for the economy. Through awareness-raising and information about the vocational training system, the aim is to ensure that the number of young people from a Turkish background in vocational training increases, and that the share of unplaced job applicants will be reduced through these training courses.

In Italy, a Youth Network on anti-discrimination has been created, to identify and analyse good practices in measures. Unlike the majority of projects, two good practices focus on students. Social and work discrimination for students with a migrant background is being tackled by the 'Self-made-Students' project in Hessen. Redressing their negative opinions and low self-esteem, as well as 'post-training' individual monitoring is a goal of the 'Young Graduates' project in Orléans.

#### 2.4. ROMA INTEGRATION

The widespread discrimination faced by Roma community across the EU, led the European Commission to exert pressure on the Member States to take measures to facilitate their integration. *"Roma inclusion has acquired political relevance on the European agenda in recent years. With 10 to 12 million individuals, the Roma community makes up Europe's biggest ethnic minority. Thanks to the efforts of civil society organisations, several Member States, EU institutions and international organisations, awareness of the social, economic and political costs of Roma exclusion has increased significantly, and ever more coordinated efforts are being made to improve the socio-economic conditions of the Roma. Structural Funds in particular have become a key financial and policy instrument to target Roma needs."*<sup>8</sup>

In many countries, the ESF has been used to combat the discrimination that this community faces. The most comprehensive action taken under the ESF is through the Spanish OP the 'Fight against Discrimination' where the ACCEDER programme was specifically designed to combat discrimination against the Roma community.

#### The Fight against Discrimination – ACCEDER Programme, Spain

The programme prioritised the following actions to realise its objective:

- Providing information to the Roma community, including youth people, on access to the labour market;
- Training to improve the employability of the Roma;
- Developing specific actions targeting Roma women to facilitate their access.

The actions of the programme have been **sustainable because public administration departments at state, regional and local level have contributed to its funding**. This has also helped to mainstream Roma policies into public policies and an information system 'the Monitoring Centre on Roma

<sup>8</sup> EU Roma Position Paper as concerns future Regulations of the Structural Funds (2014-2020), December 2010, EU Roma Network, pp 4

## The Fight against Discrimination – ACCEDER Programme, Spain

Community Labour Insertion' was created to monitor progress.

This programme has been recognised as an example of good practice by the United Nations, by the Dubai International Award and by the European Council on Employment, Social Policy, Health and Consumer Affairs in June 2004.<sup>9</sup> The programme is also regarded as being **innovative because it takes a multiregional approach, or an integrated territorial approach**, to tackling discrimination in access to the labour market. The implementers of this programme argue that it is transferable, especially, as a model for the EU Member States in Eastern and Central Europe.

The Czech Republic's project 'Study, man, or you'll get beaten up!' works to prevent early school leaving by socio-economically disadvantaged students, who are mainly Roma.

### 2.5. OTHER SOCIALLY DISADVANTAGED YOUNG PEOPLE AT RISK

Apart from these very specific and well defined categories, many other young people face a high risk of exclusion from the educational and vocational training systems, and therefore from the labour market. Within the EU's Social Inclusion Process, disadvantaged youth became a key priority in 2003 and the European Youth Pact, adopted in 2005, introduced a cross-cutting perspective on youth-specific aspects, with one of the aims being to "*renew employment pathways for young people.*"

In the ESF Operational Programmes, socially disadvantaged people at risk of social exclusion, including young people, receive specific ESF support through dedicated priorities and measures. These OPs listing specific categories such as asylum seekers in Austria, young people with alcohol and drug addictions in Estonia, Murcia and Lazio, prisoners and ex-prisoners in Berlin, Murcia and Hamburg, victims of domestic violence in Valencia, and young people in or out of education or at social risk in Catalunya. A wide range of projects has been designed and implemented to improve their chances of integrating into the labour market and society as a whole, including lifting them out of situations of poverty.

With the support of the ESF, Member States have developed comprehensive strategies including prevention, intervention and compensation measures, the latter being aimed

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<sup>9</sup> The Multiregional Operational Programme, Fight Against Discrimination 'ACCEDER', 31 March 2006, page 4



at re-engaging with those who have dropped out of education. These measures target most of the specific groups of young people described above.

## 2.6. MEASURES TO PREVENT EARLY SCHOOL LEAVING

Prevention policies aim to provide a solid early foundation for children that will help them to realise their potential and to integrate easily into schools. They can include a wide range of measures such as providing high quality early childhood education such as in Bulgaria where measures are dedicated to pre-school children and primary school pupils and also provide specific support for children at risk because of their learning difficulties. Measures for older children and young people seem to place greater emphases on the identification of those at risk, on the involvement of their families and on the provision of continuous support even beyond the training or work placement.

**Awareness raising activities** were implemented in Spain by the Instituto de la Mujer or Women's Institute through a programme promoting gender equality and preventing sexual violence between girls and boys, which can often cause early school leaving.

## 2.7. OUTREACH STRATEGIES

One of the main difficulties is to identify and reach those young people, who are **not** in **employment, education or training**, and are often called NEETs in the UK.

The identification of pupils and students who may be vulnerable because of poor career choices or who may leave the education system prematurely, is a vital first step, which has been tackled by the Czech Republic's OP 'Education for Competitiveness' that is also developing a systematic careers guidance service in schools.

Outreach strategies contribute to improving access for all, as underlined in Germany's Federal OP that is developing new ways of reaching persistent truants, and supporting them in completing school successfully. Counselling centres are being established in Saarland to work together with mainstream schools and vocational schools, as well as with social welfare case managers. The aim is to motivate young people to seek a vocational training place on their own, whilst at the same time giving them the necessary support.

### **Jugendscout, Rheinland-Pfalz, Germany**

This scheme employs **social workers to act as 'streetworkers'** supporting the

### Jugendscout, Rheinland-Pfalz, Germany

young unemployed, who do not have any contact with the employment office or social services. With this support, these young people find a way back into institutional support and finally, into the labour-market. After making contact with the young people, the social workers try to develop a social and vocational perspective for the lives that is negotiated with each individual. Because the realisation of this perspective would be too challenging for most of the young if they were acting on their own, it is crucial that the social workers care for them and support them, when they make contact with the social services, the employment office or other agencies. Through the holistic approach of the scheme, the 'Jugendscout' has become a pillar of support for these young people and is often the only one they have.

[www.esf.rlp.de/fileadmin/esf/Dokumente/a\\_rahmenbedingungen\\_jugendscout\\_2009.pdf](http://www.esf.rlp.de/fileadmin/esf/Dokumente/a_rahmenbedingungen_jugendscout_2009.pdf)

### Ungdomslots, Ålands Landskapsregering, Finland

The project aims to prevent long-term unemployment, marginalisation and social exclusion amongst young people. An important role of the project is supporting young people in pursuing their education. The target group is young people who are, or are likely to be, inactive and mainly have not completed any education beyond primary school.

The strategies and methods used include the **early identification of students with difficulties in cooperating with primary schools**, as this can increase weak students' chances of studying, and reduce the chance of making the wrong choice of education. The monitoring of student admissions also improves the efficiency of the outreach strategy.

To reach young people and offer them guidance and support, cooperation with schools and social services is crucial. At the moment, 75 of the 93 participants in the project have received help in finding employment, an traineeship or an education.

The term "Ungdomslots" is now a familiar concept in the Åland society. Schools and the Employment Service now know that they can advise young people to join the project and the project has received a lot of positive publicity both on Åland and in the other Nordic countries.

## 2.8. PROACTIVE AND PREVENTIVE GUIDANCE FOR VULNERABLE YOUNG PEOPLE

Specific concerns for vulnerable young people led to a strengthening of guidance and orientation that was outlined in Germany's Federal level OP. This proposes the development of counselling adapted to the specific needs of particularly disadvantaged youngsters and young adults. In Hamburg, actions have been developed to combat school dropout by supporting the pupils' abilities to make vocational choices on the threshold of the transition from school to training or work. **A smooth transition from school to work reduces the risk of unemployment in the long term** and boosts human capital in companies and thus, Estonia supports the preparation and implementation of transition plans for pupils with special educational needs.

**Networking with parents and other actors outside school enables holistic solutions** to be devised and strong individual support to be provided. Estonia prioritised the development of the 'social coping' skills of students as well as the provision of safe and motivating networking for young people with learning and behavioural difficulties. The influence of the personal environment and social contacts has been confirmed by the choice of the Fundacio Secretario Gitano to involve parents in their activities and also by the following project from the Czech Republic.

### 'Clovek v tisni' or People in Need, Prague, Czech Republic

Many children in Prague are born into socio-economically disadvantaged situations. Families often cannot support their children in obtaining an educational qualification or degree and often parents' wishes or views are the biggest obstacles. This can be applied in many cases to the Roma minority. Clovek v tisni, a well-known NGO, has come up with **a strategy that uses volunteers**, who are university students to take care of individual young Roma high school pupils. The volunteers help with their homework, communicate with their teachers and mediate between their school and families, all with the aim of helping these students to stay in school.

The NGO also prepares workshops, where the children can get information about things that are considered to make common sense outside their ghettos such as how to apply for a job or the danger of borrowing money from sources other than banks or recognised financial institutions. This individual approach works as the majority of the pupils that are supported during their studies do not leave their schools.

<http://www.clovekvtsni.cz>

The Garda Youth Diversion Projects (GYDP) in Ireland also aim **through both intervention and prevention**, to divert young people from becoming involved in

crime and to provide suitable activities to facilitate personal development and encourage civic responsibility. They also work towards improving the long-term employability prospects of their participants. The objective is to enhance the employability of participants by providing them with key skills in the areas of IT and personal development.

### **'The Train of Hope – a Chance for Everyone,' Timisoara, Romania**

Psycho-social, educational and material services are provided inside 'The Train of Hope Centre' to **prevent school dropout and increase the chances of social and school integration** for students at risk of early school leaving.

The main project activities are focused on specific training courses for teachers who work with the students at risk or those who have already left school. After the in-service training on topics like 'Ways to motivate students at risk of early school leaving' or 'School – community relationships,' the project proposed a programme to the target groups that included steps like:

- Establishing a individual intervention plan based on a psychological evaluation;
- Material support such as the provision of subventions and meals;
- using an intervention programme in the Train of Hope Centre during the project, by involving the target group in extracurricular educational activities such as support and assistance with homework, a virtual trip around French regions, geographical curiosities, electro techniques for fun, web pages, English as you like, military techniques in history, education for health, sports media, 1000 personalities who changed the world's destiny, the Romanian language as you like, and finally, popular dances;
- Individual or group counselling for the students and their parents.

Monitoring the target groups' progress has indicated that currently, 216 people are participating in the project. These are 90 pupils at risk of early school leaving, 100 parents or tutors at the heart of the project, as well as the 26 members of staff involved in the development of the prevention programme.

The following innovative project develops, identifies and implements best practices in relation to the retention of migrant youth in Danish vocational training.

### Fastholdelseskaravanen or the Retaining Caravan, Denmark

"Fastholdelseskaravanen" is an innovative development project that aims to reach the government target of 85% and 95% of the youth cohort completing a post-secondary study programme between 2010 and 2015. The project is a response to statistics that show that the **dropout rate for young migrants is about twice as high as that of ethnic Danish pupils** and also that the population of bilingual young people will double during the project's lifetime. The project aims to develop new models and methods to enhance the retention of the target group in vocational training and also to reflect the needs of businesses for skilled workers. The project is based on the experience that has already been gained in this problem area. Establishing a 'Fastholdelseskaravane' is the principal element of the project. In cooperation with selected educational institutions, the caravan contributes by developing the skills of trainers, to develop and disseminate best practice, to disseminate knowledge and, not least, to sustain an anchorage with a focus on the students.

[www.eustrukturfonde.dk](http://www.eustrukturfonde.dk) and <http://www.brugforalleunge.dk>

Some countries implement **compensation policies** for those young people who have already dropped out of education and training. These policies enable such young people to get a second chance in a learning environment which addresses their specific needs and helps them to re-gain their confidence in learning. Various routes back into education and training have been tried and tested.

**The promotion of second chance learning**, developed in Romania, for example, is one such project (please see Section 4 - Implementing Reforms). All the strategies combine different types of support and promote holistic approaches, like the preventive strategies and, generally speaking, the 'pathway approaches.'

Many of the projects presented as good practices have a local dimension like the 'Catalunya Agreement with Caixa Catalunya Foundation,' which includes guidance, pre-employment training and social and labour placements for young people who have failed at school. The local approach enables geographical targeting on disadvantaged areas often characterised by a high concentration of young people with problems.

Youthreach, for example, is the Irish national response to the needs of unqualified early school leavers. It provides two years of **integrated education, training and work experience** for young people aged 15-20 who have left school early without qualifications or vocational training. Youthreach is delivered by Vocational Educational

Committees in a network of Community Training Centres that are out-of-school settings, distributed throughout the country and generally in disadvantaged areas. Centres are locally managed, and the programmes reflect the particular social, economic and cultural environment in which they operate.

Due to their experience of school failure, **motivation and confidence building are even more essential for school dropouts** than for any other young person. For the same reasons, unconventional ways of learning and settings seem to be the rule. Among the many Italian regions trying to reduce early school leaving, the Piedmont Region organises pathways and projects of initial training that use these approaches, as does the project 'Opt In' from England.

### **Pathways and Projects of Initial Vocational Training, Piedmont, Italy**

The first experiment was conducted in 2003 with European Regional Development Fund support, which was then supplemented by ESF resources directed to projects involving teenagers who had had bad experiences. These initiatives provided them with a regional qualification in areas consistent with the professional competences required by local businesses. These projects are **implemented using unconventional modes and timings**, and a full range of different activities exist. In order to accommodate the many different needs of this population, the region intends to preserve the diversity of supply.

The provision of training developed after almost a decade of experimentation has been enabled by integrating the ESF resources to prepare a model of intervention for teenagers and their families that is not reflected on the national scene.

The region considers that this intervention has contributed significantly to reducing the school dropout rate, while laying the foundations to provide the enterprises from Piemonte with young people who have skills aligned to their business needs.

### **Opt-In, Sussex Downs College, England**

This project aims to engage with those young people aged between 14 and 19 years of age who, because of their more intricate needs, have not yet reached their full potential. This project sought to address the gap in provision for young people who were finding it challenging to engage and participate in existing support and development programmes. Opt-In was one of the forefront referral opportunities for

## Opt-In, Sussex Downs College, England

agencies working with young people especially those hardest to reach and as such was key in responding to the East Sussex County Council local authority targets for NEETs (Not in Education, Employment, or Training)

The Opt-In programme had **a learner-centred approach**, working with some of the most vulnerable and disaffected young people and aimed to reduce the NEET population in the region of East Sussex with bases in Eastbourne, Hastings and Brighton.

The project was delivered in two parts:

- The first part provided activities to tackle social, behavioural, and emotional issues;
- The second part focused on more intensive activity working mainly one-to-one with young people to develop employability and work ready skills to support people in finding work experience and getting into work.

The aim was to have the same delivery model across all three sites in Eastbourne, Hastings and Brighton. This comprised a dedicated base room staffed full-time by tutors/support workers. The base room was available 8.30 to 5 every weekday and an informal breakfast club operated from the room. This encouraged the learners to arrive on time for the day and also ensured that they were fed and prepared to work.

Motivation and confidence indicators were key measures, and as part of the initial assessment all learners were asked to complete a soft outcomes questionnaire which gave a starting point for attendance and timekeeping, attitude to and participation in their own learning, responses to adults in authority, personal presentation and hygiene, motivation, personal confidence and self-esteem.

Simultaneously the tutor completed their assessment of the learner's status and agreed this with the young person. Soft outcomes were measured for every learner from the start of course. The soft outcomes fed into the students' Learning Plans and created the focus for the Personal and Social Development target and often the Skills and Qualifications target. On completion of the course the young person's achievements were recognised by the certificates awarded, which were specific to the individual learner.

<http://www.157group.co.uk/neets>

## 2.9. COMPREHENSIVE STRATEGIES

Comprehensive strategies, **developing both prevention, intervention and compensation** measures, can be found in Baden-Württemberg. These target early school leavers and those prone to leaving school early and young people with no vocational qualifications including, in particular, young people with a migrant background.

In France, the target is to increase to 85% the number of participants entering education after being involved activities, supported by the local youth guidance structures or Missions Locales. These activities aim to overcome low literacy levels, early school leaving and pupils playing truant and to prevent gaps in education, and thus, to increase the re-integration rates of young people into education. They also include innovative local-level actions to avoid early school leaving, such as open schools.

The following project is a very interesting case of a comprehensive approach that addresses all levels.

### **Programme against Early School Leaving, School Failure and Delinquency in Educational Priority Areas (EPA), Cyprus**

The main objective of the project is to strengthen schools that fall into areas designated as Educational Priority Areas (EPA). EPAs are clusters of schools located in disadvantaged, mainly urban, areas where the school population comes from families with low socio-economic and educational levels. Specific criteria for defining an area as an EPA is the high school dropout rate, school failure rate, the number of foreigners / foreign language students, and the existence of increased incidents of violence and delinquency.

The first clusters of schools within Educational Priority Areas (EPAs) were formed in 2003. An evaluation which was conducted that showed that the approach was an appropriate response to the problems of school dropout, illiteracy and the rapid increase in the number of foreign students threatened by social exclusion.

The current project, based on the original concept, aims to provide improved education and enhanced services within the EPAs through an holistic approach. The project's main activities are to form small classes of pupils in order to **focus on the individual needs of these students** and to offer remedial teaching to pupils with learning disabilities. Also offered are creative activities for pupils, educational materials tailored to the needs of EPA schools and additional psycho-social support services for pupils, parents and teachers. Overall, the project aims to provide quality



**Programme against Early School Leaving, School Failure and Delinquency in Educational Priority Areas (EPA), Cyprus**

education, which will equip the pupils with the necessary knowledge and skills, matching the needs of the labour market.

[www.moec.gov.cy](http://www.moec.gov.cy)

### 3. Post-Graduates and Young Researchers

Europe has around 4 000 higher educational institutions, with over 19 million students and 1.5 million members of staff. Some European universities are amongst the best in the world, but, overall, their potential is not being fully realised. The curricula are not always up to date, and not enough young people actually go to university. Based on the Lisbon Strategy and the Bologna process, university training contributes to building a knowledge society, and should be more focused on the world of employment and industry. This will enhance the relevance of university knowledge to the labour market, which will both increase the chances of immediate employment for graduates and make the EU economy more competitive.

#### 3.1. KEY COMPETENCES FOR THE KNOWLEDGE AND ECONOMY SOCIETY

Many Member States have identified gaps between the labour market's needs and the skills offered by their higher educational systems that create poor employment perspectives or even lead to unemployment for young graduates. Key competences for the knowledge economy and society, such as learning to learn, communication in foreign languages, entrepreneurial skills and the ability to fully exploit the potential of ICT, e-learning and numeracy, have become ever more important and are reflected in many ESF OPs and notably those from the new Member States.

Bulgaria, for example, aims to encourage and develop its scientific potential and to finance post-graduate training and education through the development of programmes of grant support to PhD students, post-graduate students and young scientists. Within the OP's framework, academic mobility and access to equipment, databases and libraries will be facilitated. Also, programmes for the additional qualification of young scientists will be developed. Statistics show a mismatch between the labour market needs and the numbers and skills of the graduating students in natural sciences, mathematics, engineering and ICT. The employers are concerned about the shortage of specialists in these areas and about the poor practical abilities of the graduates.

#### **Increased Youth Employment through Permanent Inclusion, Bulgaria**

One of the main reasons for high rate of unemployment among young people is their low level of education, including a lack of knowledge of foreign languages and ICT. This project provides and expands opportunities for **practical training during the education of students** and achieves a better balance between academic study and pragmatism in higher education. The project develops the skills and key competences of students in the new and growing field of career consultancy for the

### **Increased Youth Employment through Permanent Inclusion, Bulgaria**

needs of the labour market. Students, professors at the universities and representatives of business work together and exchange experiences and as a result curricula and programmes on this subject can be amended and improved, as necessary.

The scheme is successful as it increases the competitiveness of young people in applying for jobs by offering ICT and foreign-language training. The scheme has been continued through the next phase of 'Pupils' and students' practices.'

To respond to the demands of the labour market, the Berlin OP develops high-level training measures for students, employees, academics and those threatened by unemployment at universities, to help them obtain employment or to improve their employability. The sectors identified include industry, crafts and trade, skills development in ICT, supported energy and resources technologies and blended learning, including online lessons.

The 'Education for Competitiveness' OP in the Czech Republic also focuses on **innovation in study programmes** to meet the requirements of a knowledge-based economy and the needs of the labour market. This innovation includes modularising courses, improving the quality of the combined and distance learning that are offered, modernising teaching methods, tuition in foreign languages and supporting a spirit of entrepreneurship. Other activities target academic staff and other university employees and involve supporting inter-sectoral mobility, improving ICT literacy, increasing language competences and increasing the professional competences.

The same priority is set out in the Czech Republic's OP for Prague that plans to *"Increase the quality of education and vocational training for people to meet the demands of the labour market."* This involves an effort to anticipate the emerging needs of energy industries, as described in the following case study.

### **Effectiveness and Demonstration – Innovation in Study Programmes for Sustainable Energy Transformations, Prague, Czech Republic**

The purpose of the project is to create innovative study programmes to be taught in the Faculty of Mechanical Engineering at the Czech Technical University in Prague. These include bachelor, master and post-graduate levels. There is a demand for skilled engineers in the field of energy industries. As the industry is heading towards new technologies that need to be more efficient and environmentally friendly,

### Effectiveness and Demonstration – Innovation in Study Programmes for Sustainable Energy Transformations, Prague, Czech Republic

**companies are searching for young employees with experience** in areas such as co-generation, biomass exploitation or the decentralisation of electricity production. Ten courses will be updated and a new one will be introduced. The university's equipment will also be updated to enable students to work 'hands-on' with cutting-edge technology. The project also makes an indirect contribution to more sustainable energy production.

An interesting aspect of the ESF Convergence OP for Wales (UK) in its priority on 'skills for the knowledge economy' is its focus on **the identification of skills needs**. This is intended to improve systems for the identification of skills needs, to help employers identify their skill needs and anticipate potential gaps or shortages, and to help people adapt to changing economic pressures impacting on businesses and organisations. Indicative activities listed in the programme include collaborative action between employers, learning providers and the Sector Skills Councils to raise the supply of individuals with the higher-level skills that are needed in key sectors, as well as improving the research and evidence base for present and future skills needs. Existing training and skills programmes also integrate sustainable development and address current and future environmental challenges, particularly climate change.

In addition to the improving the match between labour demand and the skills on offer, the **grants and scholarships also provide useful incentives** that can help to create a new generation of scientists and engineers for the knowledge-based society. The HRD programme in Estonia provides long-term grants for high-level international lecturers and scientists in prioritised fields and also finances PhD studies. PhD students, who study in areas of particularly high importance for the region's development, benefit from scientific scholarships in Poland. To increase participation rates in higher education, Romania offers support for doctoral candidates and for post-doctoral programmes that should produce an additional 15 000 PhD students by 2015.

### 3.2. TRAINEESHIPS, WORK EXPERIENCE AND OTHER FORMS OF PRACTICE

To reinforce the employability of young graduates, effective partnerships between higher education and businesses are vital. The development of practical training mechanisms for students is also promoted in some Member States.

**University students are getting more opportunities to experience working life**, especially in the new Member States like the Czech Republic which supports

practical training and traineeships for university students with potential future employers. Lithuania also aims to strengthen students' practical skills and entrepreneurship through work practice and traineeships in enterprises, institutions and organisations. Poland intends to adjust education at the tertiary level to the needs of the economy and the labour market. The employability of future graduates will be reinforced through student traineeships and work practices, and cooperation between the university, employers, scientific centres and foreign partners under the OP Priority 'Tertiary education and science'. The Polish programme sets up very precise quantifiable targets such as increasing by 7% the numbers of students participating in traineeship and practices.

The Convergence between Academic Training and Active Life is a very large Romanian project which aims to help 15 000 pupils in their transition from school to active life. An important element of this project is the series of traineeships that are organised to ensure that every student has the opportunity to participate in a work placement that reflects their career interests. The work performance of every student is assessed by instructors and through self-evaluation.

In Bulgaria, the project 'Increase of youth employment through their permanent inclusion on the Bulgarian labour market' is also a good illustration of how **partnership between higher education and businesses is becoming a reality**. Students are placed in active position and learn in a real working environment. The traineeship programmes provides a vocational orientation for students with some trainees strongly reaffirming their desire to work in the field of human resources and career consultancy, whilst others recognise their need for knowledge and skills in areas such as accountancy and a few plan to start their own businesses.

**Programmes for Career Consultants - a Model of Partnership between Students, Employers and Universities to Develop a Competitive Workforce, Sofia, Bulgaria**

The project aims to build and test a sustainable model of partnership between employers, students and universities that can help to prepare a competitive workforce. It is expected to enhance students' motivation for learning and encourage the participation of professors from universities in the practical training of students and the implementation of practice-oriented modules and programmes. The project is a result of the willingness of the teaching team from the Faculty of Pedagogy at Sofia University to find new ways of enhancing the effectiveness of student education through the inclusion of more practical lectures and lecturers. This is intended to **help students understand the expectations that employers**

### **Programmes for Career Consultants - a Model of Partnership between Students, Employers and Universities to Develop a Competitive Workforce, Sofia, Bulgaria**

**have of young professionals** so that they can make the best use of the opportunities for practical, professional development in conjunction with their studies. The project is the result of research in Bulgaria showing that those who are completing their higher education are not sufficiently well-prepared to practice their skills and that their capabilities and attitudes do not reflect business expectations and requirements.

The project increases the companies' capacities for mentoring and coaching and their employees are motivated to work in different ways by interacting with partners from academic circles. Their human resources are also developed, as the trainees take part in the daily work and relieve employees who can then focus on more specific goals and tasks.

Germany and Spain provide incentives for enterprises that enable them to recruit graduates on a temporary basis, thus improving the students' work practice and employability as well as boosting the enterprises' innovation potential. In Wales, traineeships with businesses are being used to improve the retention within the region of graduates and others with higher-level qualifications.

In 2008, a project was launched in the Trento region that aimed to establish "professionalising modules and business laboratories in support of upper school courses." As a result, more than 1 200 participants were given a chance to learn directly in companies, with some of the courses even using an EU language other than Italian. Similarly, two Romanian projects have demonstrated the importance of practical skills through work experience for university students and a careful monitoring of the students integration into the labour market.

### **Student – Practice – Economist, Eftimie Murgu, Romania**

This project aims to develop human capital and increase competitiveness by **linking students' training in economics with labour market demands** through workplace learning programmes. This is in an effort to combine theoretical and practical training. Partnerships are developed between universities and enterprises, in order to improve the transition from school to active life, and to increase the quality of the services offered to the students.

### Student – Practice – Economist, Eftimie Murgu, Romania

A comprehensive set of activities ranges from a campaign to raise awareness about the importance of workplace learning programmes to a final study about the labour market integration of the graduates participating in the project. Other important activities that are supported include building a network of institutions and organisations to organise students' practical training placements, training tutors, analysing the results and impact of the first stage of the work place learning programme and introducing the necessary changes.

[www.uni-resita.eu/FH-Sites/uem/index.php?id=1492](http://www.uni-resita.eu/FH-Sites/uem/index.php?id=1492)

### 3.3. EQUAL ACCESS TO HIGHER EDUCATION

The objectives of opening up higher education to non-traditional learners and facilitating access for disadvantaged groups have been taken into account by France, Germany and Spain. Appropriate professional and technical support has been provided to achieve these objects including financing, such as access to loans, study graduation grants and childcare grants. The Italian and the French cases work with unemployed graduates, whereas the German example targets beginners.

### Young Graduates, Orléans, France

The project aims to support qualified students under 30 from an ethnic background, or foreigners who have obtained a French diploma. Such students often face difficulties in the labour market as a result of their poor knowledge of the market and the tools and methods that can be used to search for a job. Over three months, the trainees are supported collectively and then individually during the following three months. A definition of a professional project and a job search strategy are produced for each of them together with an analysis of the market and of their social network. The training also includes written and oral communication, as well as job interview simulations. The first step in this training attempts to **eliminate the negative image that these young people have about themselves** in relation to the labour market. The objective is to destroy their preconceptions about discrimination, to create a group dynamic and to work on their self-esteem. Once the training is finished, the coach maintains the monitoring and positive results are achieved, with 80% of the trainees having gained a full-time job or a contract longer than six months.

### SMS Self-made-Students, Kassel, Germany

The project sponsor, the University of Kassel, has students who are different in terms of their national, social, biographical and educational backgrounds. The aims of the project are to improve the integration of disadvantaged students through social and professional support, to increase the number of graduates from disadvantaged groups and to give them those key competences which are necessary to perform high-quality jobs. There is an extensive programme of workshops, consultations, mentoring, networking start-ups and evaluated in-service training. The support specifically targets beginners and students with an immigrant background and is generally very well received, **especially by students who are the first in their families to attend university.**

A clear and well-structured approach, a dedicated project team, a project title that speaks to young adults and good advertising have been identified as success factors.

[www.uni-kassel.de/go/sms](http://www.uni-kassel.de/go/sms)

### Back to the Future, Puglia, Italy

The Apulia Region, through 'Ritorno al Futuro' wants to improve its research through scholarships that help people to undertake university PhD courses. The region supports young unemployed graduates through a measure that **increases their professional and creative values and skills.** The measure offers financial and technical support to increase local graduates' professional growth. Ritorno al Futuro is based on scholarships to attend post-degree masters' courses offered by public and private, foreign and Italian universities. The courses have to last at least 800 hours with 500 hours of classroom lessons and 30% of the total time must be spent on traineeships or project work. Graduates under 32 years of age can ask for scholarships if they are unemployed or employed but earning less than €12 000 year and, of course, they have to live in Apulia. There is also online archive that is available to employers and in which graduates can lodge a copies of their CVs.



Spain supports the access to and progression of **young Roma in post-compulsory level education** within the framework of its national OP on the 'Fight against discrimination' and provides scholarships for post-compulsory and post-graduate courses that train social mediators.

Dropping out of school can also occur at a later stage and therefore Austria favours a preventive approach that provides study grants and childcare grants for the acquisition of vocational qualifications by former students, who are now working. For similar reasons, the Trento Region in Italy has developed a project focusing on upper school students and vocational training centres.

### **Interventions to strengthen Motivation and prevent Educational Unease and School Dropout, Trento, Italy**

The main objective of this project is the development of a collaborative environment, by **improving students' relationships with school and study**, as well as by supporting their motivation and social relationships, in general. The main aims are to:

- Help overcome learning difficulties;
- Support actions that can strengthen learning methods and key skills by re-organising the contents of a course and by using alternative methods such as visual, technological, and audiovisual experiences;
- Prevent students from dropping out of school, which would definitely delay their qualification and engender low self-esteem and a lack of motivation;
- Support initiatives that help foreign students to learn Italian;
- Support initiatives that favour integration, inclusion and an intercultural mentality amongst the young students;
- Help overcome inequalities linked to the personal and/or material situation of the student.

The activities offer a different type of interaction, even though they are supported by traditional lessons. The aim is to offer further opportunities to the students involved and not a duplication of what they have already received and often rejected. Having positive experiences at school is important in building up a responsible attitude to one's individual life and future career.

<http://www.fse.provincia.tn.it>

### 3.4. ENHANCING THE POTENTIAL OF HUMAN RESOURCES IN R&D

The harnessing of Europe's innovation capacity requires knowledge partnerships and stronger links between education, research and innovation or, in other words, the 'knowledge triangle.' To foster innovation, most Member States aim to create a new generation of highly-qualified specialists by enhancing scientific research and by developing joint programmes between universities, scientific organisations and business.

#### 3.4.1. The Quality and Attractiveness of Research

Increasing the number of researchers appears to be a common goal pursued by most countries, but with important quantitative variations in scale.

Some OPs from the Italian regions offer incentives such as PhD scholarships and research fellowships in Friuli and Sardinia, while Lazio and Liguria offer vouchers

Bulgaria supports the **qualitative improvement of scientific developments and working conditions** for young scientists to motivate prospective students to work in the science sphere and to strengthen the intellectual potential of Bulgarian education. This involves creating a better environment for scientific activities and increasing the opportunities for young scientists to improve their qualifications.

The OP in Galicia similarly addresses the organisational aspects of research centres through the training of researchers and technicians and especially women researchers. This training covers the management of science and technology, support for hiring research and management personnel in science and technology and support for the productive organisation of more competitive research groups and **a programme for the integration of researchers into the Galician innovation system.**

In order to **increase the attractiveness of a career as researcher or engineer**, media support is provided in Estonia through TV, radio, films and printed matter. This is given to initiatives that popularise research and provide science news and also to centres, science societies and other associations that bring R&D closer to the public through exhibitions in science centres and museums. Popularisation and communication are also elements in the research and development strategy in the Czech Republic 'Education' OP and in the following example from Lithuania.

#### **Identification and Training of Students – Young Researchers, Lithuania**

This project is the only one promoting the popularisation of science. It has established a website to ensure that information is exchanged between young

## Identification and Training of Students – Young Researchers, Lithuania

researchers, their heads of department and scientists or consultants. A periodic journal entitled 'Young researcher' is also produced, which disseminates educational methods, enables young researchers to publish articles and **popularises science amongst pupils and teachers.**

Visits of scientists are organised to schools to engage pupils and teachers in young researchers' activities, to give young researchers and teachers an opportunity to associate directly with scientists and to increase the attraction of the profession. Also young researchers have also foreign science centres, young researchers' events and Helsinki science museum. A young researchers club has been established with 200 pupils and 60 teachers to motivate pupils and deepen their knowledge of science and technology.

After the end of the project, continuation will be ensured by the beneficiary who will maintain the information and consultancy system for young researchers and their heads of department.

A comprehensive approach to human resources in research and development has been conceived in the Czech Republic's OP for Education, which targets research and development employees and provides them with vocational training and further education in R&D management. **A strong focus is placed on quality teams**, as in the OP for Prague. This OP supports the creation and further development of these quality teams and their preparation for involvement in international R&D networks and projects. Supporting the projects of such innovative research teams is also an objective of the Hungarian OP. Inter-sectoral mobility, especially mobility between research institutions and private and public sectors are also supported. This OP is one of the a few that covers issues such as **translating scientific and research results into practice**, technology transfer and acquiring the knowledge to protect, remunerate and administer the intellectual property of R&D employees.

### 3.4.2. The Knowledge Triangle

Networking and cooperation between universities, businesses and research centres is one of the main priorities for Member States that wish to improve quality and innovation in the field of R&D.

Poland explains very clearly the rationale behind its OP priority 'Regional human resources for the economy.' This states that "*the high innovative activity of*

enterprises and fruitful use of knowledge and scientific research by the industrial sector are presently the key competitiveness factors, both on the national and regional levels.” The scale at which innovations are created and absorbed is unsatisfactory in Poland. The weak involvement of businesses in financing R&D shows that there is a lack of cooperation between industry and R&D and also indicates a structural weakness in the R&D sector in Poland. One of the ways of improving the level of innovation of Polish enterprises and **establishing closer links between science and industry** at regional level is the setting up of a partnership to support innovation and to working a joint strategy.

Further knowledge exchange in the triangle of higher education, knowledge and economy is also prioritised in Slovenia, which has set a target of having an additional 500 young researchers, as well as in Latvia, which is promoting the creation of new scientific groups and cooperation between higher education establishments, research centres and enterprises. In Hamburg, networks and innovation poles for research and development in competence clusters are to be strengthened as is networking between career centres.

### Young Researchers in Industry – Generation 2007, Slovenia

This scheme is intended for young post-graduate students who wish to **acquire useful experience during their PhD studies through research work for the private sector**. The young researchers may also acquire knowledge from post-graduate studies and research work within external research groups, as well as through cooperation with external national and international providers. Through a proper selection of external research groups and other external providers, young researchers may also be granted access to research equipment not available to the company. Practical use of the results of their basic research takes place after the end of the co-funding period.

The main goals to be attained by the implementation of this scheme are to create new jobs in the private sector for researchers, increase the percentage of researchers in Slovenia employed in industry and raise the education level of researchers in the private sector. Strengthening knowledge in the private sector is a precondition for increasing its innovation, added value and productivity. The scheme aims to attract top-quality human resources to areas in which the Slovenian private sector needs new skills for the development of high-tech and innovative products, technologies and services.

The programme successfully links students with the economy and produces

### Young Researchers in Industry – Generation 2007, Slovenia

innovative and successful solutions for the development and expansion of the industry and economy, in general. It also integrates young researchers into industry and that improves their employment options.

<http://www.tia.si/MR07,548,0,1,1.html>

To reinforce the links between the academic and research worlds, Lithuania supports the development of the post-doctoral fellowship system, with a view to involving PhDs in research activities and enabling them to pursue independent research, as well as equipping them for an academic career.

Cooperation and partnership between research centres and enterprises can be achieved through promoting the results of research activities so that they can be transferred into the companies. To face certain weaknesses in this area, some countries like Romania, where 2 500 postdoctoral researchers will be supported until 2015, **include the development of managerial skills modules as part of doctoral and post-doctoral programmes**. This increases the ability of researchers to tackle the innovation needs of enterprises and to translate their research outputs into economic activities that will increase the efficiency and competitiveness of these enterprises. In a similar way, training and consultancy is offered in Poland to university academics or other researchers, who want to spin-off their own companies.

Alongside geographical mobility, support for **inter-sectoral and multi-disciplinary mobility**, and especially **mobility between research institutions and private and public sectors are other ways of strengthening research, development and innovation**. This is advocated by the Czech OP for Education and in OPs for Estonia, Romania, Hungary and for the regions of Latvia, Friuli, Liguria and Emilia Romagna. The higher education programme in Liguria provides funding for masters' degrees in eleven pre-determined areas ranging from tourism to biotechnology. The foundations of its success lie in the 'groupings' that submit the project applications, which always comprise at least one accredited centre, university or faculty department as the project leader, and at least one firm experienced in the issue covered by the project. The Global Grant 'Spinner 2013' in Emilia Romagna is another very good example of how networks in the knowledge triangle can generate positive impacts on economic development, in particular, by supporting activities related to research and innovation in sectors that are strategic for the Region.

### **Global Grant 'Spinner 2013' for the Implementation of Interventions for the Qualification of Human Resources in Research and Technological Innovation, Emilia Romagna, Italy**

Spinner 2013 is a very comprehensive and locally-rooted project with the specific goal of promoting networking between universities, technological research and the world of business. It facilitates the entry into the labour market of people finishing their studies and/or research at university level, or those who are involved in industrial research processes, through their **qualification and the reinforcement of their scientific, technical and managerial skills**. Special attention is also paid to international mobility and equal opportunities and more than 2 900 students have benefitted. Spinner 2013:

- Expands and improves routes for enhancing the skills necessary to establish the relationship between research systems and business processes, to support technology transfer and innovation in existing enterprises, and to create innovative enterprises;
- Strengthens the regional innovation system through the promotion of regional networks for the consolidation of a system of knowledge;
- Increases the employment of newly qualified students in new entrepreneurship, R&D, technology transfer and innovation and organisational management.

The consortium has a regional network of 8 landmarks and 11 branches called Spinner Points, located at universities and research centres in the region. The services offered to beneficiaries usually include assistance with technical implementation, tutoring, fellowships, economic incentives, highly specialised consultancy services, and pathways accompanying the development of skills. Now it also helps people affected by the economic crisis, who have high levels of training and experience, to develop innovation projects in enterprises.

<http://www.spinner.it/index.php>

## 4. PROMOTING ENTREPRENEURSHIP

### 4.1. FOSTERING ENTREPRENEURIAL MINDSETS

#### 4.1.1. Entrepreneurship Education

Although the regulations do not prohibit ESF resources from being used to benefit school pupils, in practice it is rare for them to be used in this way. The only major exception to this is Finland.

There is however some use made of the ESF to provide education in entrepreneurship. Activities include not only providing young people with an education in starting a business in schools, but extend to post-school vocational education. They also include training business mentors.

The Hothouse project, led by Cornwall College in England, is part of the ACE project, which targets young people between the ages of 14 and 19 who are either NEET (not in education, employment or training) or at risk of disengaging from their current programme of learning. It **develops an innovative and enterprising culture** by creating a learning environment with a focus on creativity and innovation, social and business enterprise and risk management. A 'can do' attitude is led through a challenge approach to motivate, raise achievement, change attitudes, inspire young people, and develop skills, attitudes and understanding.

#### **National Development Programme 'Driving Change through Entrepreneurial Education and Competence,' Finland<sup>10</sup>**

The Finnish National Board of Education manages one of the country's 23 ESF National Development Programmes, with a €7.6 million budget. 'Driving Change through Entrepreneurial Education and Competence' is an ambitious programme with 85% ESF funding, and fits perfectly into national policy. It contains 7 projects, whose goals are to:

- **Develop teachers' and head teacher's competence in entrepreneurship education;**
- Create regional networks;
- Build learning pathways from primary to higher education;

<sup>10</sup> Information on this programme, which is included in view of its significance, is drawn not from the survey of ESF youth measures but from other published material.

### National Development Programme 'Driving Change through Entrepreneurial Education and Competence,' Finland<sup>10</sup>

- Develop learning environments and teaching resources.

[http://www.rakennerahastot.fi/rakennerahastot/tiedostot/esitteet/TEM\\_National\\_Development\\_Programmes\\_lores.pdf](http://www.rakennerahastot.fi/rakennerahastot/tiedostot/esitteet/TEM_National_Development_Programmes_lores.pdf)

The Brussels region of Belgium encourages schools to promote a spirit of enterprise. In Baden-Württemberg, the ESF has encouraged **sector-specific measures and networks to support entrepreneurial thinking** and acting in schools and in extra-curricular youth work. In Romania, the ESF supports the national strategy to develop human resources, which includes entrepreneurship education.

### Youth Action - Reach, Northern Ireland, UK

This project is a follow-up to a successful EQUAL project, and supports unemployed or inactive young people who are facing multiple barriers to employment in gaining the skills they need to improve their employability and their inclusion in society.

It uses a three-stage training model:

- A process of establishing what their needs are, the barriers they face and identifying ways of reducing them and moving towards employment;
- A progression route for stage 1 participants focused on skills to move into employment;
- Focused programmes designed around needs to develop a range of skills to move into employment.

Two 12-week courses in enterprise are run as part of stage 1 – the **Enterprise/Business Programme** and the Young Women's Enterprise/Business Programme. One course is run at stage 2 – the Young Men's Enterprise/Business Programme.

[www.youthaction.org](http://www.youthaction.org)



### Youth in Education (UIU), Nordjylland, Denmark

In this project managed by Aalborg Technical College, the 10 vocational training schools in Denmark's Nordjylland region are working with local companies to meet the national target that 95% of all young people should complete a post-secondary study programme in 2015.

One of the project's objectives is to make vocational training more attractive to young people who will later become entrepreneurs and/or undertake further training. It is doing this by establishing **special education in entrepreneurship**, innovation and internationalisation, and by setting up networks of business mentors, as well as training mentors.

[www.eustrukturfonde.dk](http://www.eustrukturfonde.dk)

### Virtual Chamber of Commerce of Entrepreneur Students, Romania

The project is part of the Human Resources Development OP and was managed by the Victor Slăvescu Administrative and Services School Cluster, in Ploiești. It started in September 2009 and involved 300 students, with a budget of 225 000 RON.

The project **develops entrepreneurship among students by creating a Virtual Chamber of Commerce of Entrepreneur Students** and carrying out a series of activities. It innovated by complementing curricular activities with extracurricular activities to develop managerial knowledge and skills among students in grades XI and XII, just before they enter the labour market.

As part of creating the Virtual Chamber of Commerce, the project created an IT network support system. It registered 26 training firms and organised two workshops on labour market issues, two mentoring seminars on labour market insertion, three professional development seminars and four extra-curricular training courses.

Its activities comprise:

- Career counselling;
- Professional training using experts from outside the schools in to develop the students' entrepreneurial skills;

### Virtual Chamber of Commerce of Entrepreneur Students, Romania

- Development of support materials to promote the concepts of the training firm and self-employment, the role of youth in implementing the Lisbon Strategy objectives and guidelines on employment in the European Communities;
- A regional campaign to promote the concepts of the training firm and the Virtual Chamber of Commerce. The project plans to hold six dissemination seminars in south Muntenia.

The project is part of the Regional Innovation Strategy of Muntenia Sud, and thus links the education and innovation systems, both of which depend on creativity.

#### 4.1.2. Curriculum Development

The Czech Republic supports innovation in study programmes in accordance with the requirements of a knowledge-based economy and the needs of the labour market. This is done through modularisation, improving the quality of the combined and distance learning that is offered, modernising teaching methods, tuition in foreign languages and **supporting a spirit of entrepreneurship**.

#### 4.1.3. Entrepreneurship Support Systems in Education

The Czech OP contains an action to design and implement **a support system for entrepreneurship**, an entrepreneurial approach and innovative solutions to be used in tertiary education institutions and in the field of research and development. It also supports the introduction and innovation of systems to monitor labour market demands for graduates in a particular field.

### 4.2. INFORMATION AND TRAINING ON ENTREPRENEURSHIP

#### 4.2.1. Information on Entrepreneurship Opportunities

This issue covers informing and advising young jobseekers about entrepreneurship and self-employment opportunities.

### Academy of a Young Business Person (AMB), Socio-Economic Regional Institute Foundation, Białystok, Poland

This project is part of the Human Capital OP, and is targeted at professionally inactive young people under 25 in the Podlaskie region. It has **raised the profile of self-employment through a campaign** of radio and television advertising,

**Academy of a Young Business Person (AMB), Socio-Economic Regional Institute Foundation, Białystok, Poland**

billboards and printed brochures. It then offered 88 young people an integrated pathway including training and start-up support and finance. It helped set up 25 new business in areas such as cars, farm tourism, advertising, IT and special events catering.

[www.bialystokrise.pl](http://www.bialystokrise.pl)

4.2.2. Entrepreneurship Training

Running a successful business is a professional domain in its own right, and successful business people **need to have a command of a wide range of management skills**, both human and technical – and all this on top of the professional skills inherent in the business itself.

**A typical business training course might combine classroom learning with the development of a live business project and include the following topics**

▪ Developing the business idea	▪ Business planning
▪ Auditing skills	▪ Strategy
▪ Marketing	▪ Quality
▪ Innovation	▪ Legal and taxation
▪ Social responsibility	▪ Leadership
▪ Human resource management	▪ Environment
▪ Finance	▪ Valuation

Bulgaria encourages unemployed people to start their own businesses through specialised training and services, and Sweden includes an entrepreneurship element in its Job College project for disadvantaged youth. Wales supports the Prince’s Trust Business Enterprise Programme.

In Spain, the Fundación Segretariado Gitano operates **self-employment pathways for Roma people** and out of 468 participants, 113 jobs have been created. The Escuela de Organización Industrial offers its Emprendedor Universitario or University Entrepreneur course to students in their final year and to recent graduates. It aims to

stimulate an entrepreneurial spirit in the university. In 2009, 250 people took part, and 7% of these were under 25 years old. Also in Spain, the Basque Country, Castilla-La Mancha, Galicia, Melilla, Murcia, Valencia, the DGSI and the INCYDE Foundation deliver **information, training and advice on business start-up**. In Italy, the Veneto Region organises training paths for the unemployed and less educated, in order to fulfil the requirements for the professional integration and enterprise creation in the specific sector of restoration of cultural heritage, while Lazio supports enterprise creation in the sector of ancient crafts.

### 4.3. BUSINESS SUPPORT

Once an entrepreneur has decided on his or her business idea, this has to be worked up into a viable plan for the preparation, launch and initial period of trading. Here, theoretical approaches are less effective than on-demand support from a coach or mentor. This should preferably be someone who shares aspects of the entrepreneur's own background, as well as having personal experience of starting a similar business.

In February 2011, the Italian Region of Lazio adopted a scheme to support work integration and business start-up for workers who are made redundant or threatened with unemployment. It provides for two types of actions within its €12 million budget:

- The first covers investment in three types of business: joint public-private start-ups; takeovers or rescues of existing firms; and spin-offs from an existing business;
- The other scheme, 'Pro.Di.Gio,' offers private enterprises an incentive to employ young consultants under 35 years of age, by contributing a 50% subsidy on fees up to €15 000 incurred over a period of up to 8 months. The maximum daily rate is €150 and the ceiling per company is €45 000.

#### 4.3.1. Support for Business Plans

Estonia does support entrepreneurship development projects for unemployed people and this covers 1 700 people in total but normally young people are not targeted separately. However, it does have one project **targeted specifically at young women with care responsibilities**.

Berlin carries out awareness-raising measures for students in terms of **start-ups at universities**, and offers training and consultancy during the preparation phase, as well as during the implementation of the start-up.

Germany's Gründercoaching Deutschland<sup>11</sup> scheme uses €700 million of ESF resources to finance coaching for business start-ups or takeovers. It uses a voucher system which enables entrepreneurs to choose their own adviser from an online database. Applicants are first vetted by accredited regional partners, which are mostly Chambers of Industry and Commerce or Chambers of Crafts. The entrepreneur then chooses a coach and signs a contract. He or she then has up to a year of subsidised coaching. The maximum eligible cost is €6 000, and this is grant-aided at the rate of 50% in the old Länder, 75% in the new Länder, and up to 90% for people who are unemployed. The maximum allowable daily rate is €800, which effectively means that the grant covers a minimum of six day's consultancy.

As part of a package of measures to improve the employability of disadvantaged young people in South Bohemia, under the 'Human Resource and Employment' OP, the Czech Republic offers **financial consultancy to young people** intending to start their own business. This activity runs alongside training courses designed to stimulate motivation and provide re-qualification.

#### 4.3.2. Coaching during Start-up

Poland offers young people help to start their own businesses under its 'Labour market open to all' programme, while Lithuania aids the loan of highly-qualified personnel seconded from a research organisation or a large enterprise to a SME. In practice no such expert has been under 24 years old.

#### **Academy of a Young Business Person (AMB), Białystok, Poland**

The AMB project was led by the Socio-Economic Regional Institute Foundation based in Białystok. It targeted professionally inactive young people under 25, for whom the main obstacle was the lack of financial resources and the lack of information about the procedures of starting and running businesses.

Some 88 participants, divided into 4 groups, took part in the project and were introduced to the legal basics of launching and running one's own business, economic analysis, book-keeping, marketing and managing investment projects. The training was conducted by specialised research personnel, who were assistants at the Management Department of the Białystok Technical University. Each participant could take advantage of free consultancies on practicalities, business planning and

<sup>11</sup> <http://www.gruender-coaching-deutschland.de>. Information on this programme, which is included in view of its significance, is drawn not from the survey of ESF youth measures but from other published material.

### Academy of a Young Business Person (AMB), Białystok, Poland

running a business during its first months. In total, they used 80 hours of basic consultancy and 50 hours of specialised consultancy from the day of registering their businesses.

Financial resources to support the development of new firms were provided, based on the business plan assessment. The 25 best business ideas were selected and subsidised - 10 received 40 000 PLN, 4 received 20 000 PLN and 11 received 1 126 PLN. This aid was allotted to cover expenses incurred within the first 12 months of firms' operation.

AMB enabled the creation of 25 new companies in business fields such as the car industry, farm tourism, advertising, IT and special events catering.

[www.bialystokrise.pl](http://www.bialystokrise.pl)

#### 4.4. START-UP FINANCE

Approximately half of start-up businesses require access to external capital, over and above that which can be obtained by following the paths of least resistance – the entrepreneur's own savings if any, and then the oft-quoted triad of "*family, friends and fools.*" In some types of business, this capital is required for investment in plant and equipment, such as vehicles and computers, or to renovate premises. In other cases, it is needed to buy stock and cover cash-flow. Attracting equity capital is next-to-impossible for a small start-up. As regards loans, **young entrepreneurs from disadvantaged backgrounds often find it difficult to borrow** from banks, as they can offer neither collateral nor a track record of successful repayments.

##### 4.4.1. Start-up Grants

**Grants of money are given to enable ESF beneficiaries to establish themselves in business.** These may be used to defray the cost of capital equipment, works and consultancy advice and as working capital. In Poland, 13 674 people aged 15-24 received business start-up grants of a target value of €25 000. An example of this is the AMB project, which allocated grant aid to support the development of new firms, based on a business plan assessment. Estonia has given start-up grants to 639 unemployed people, but the proportion of young people receiving these grants is unknown.

### Young Self-Employed Scientists, OAED, Greece

This scheme is managed by the Greek Manpower Employment Organisation (OAED) as part of the 'Employment and Vocational Training' OP. It supports the creation of new small enterprises to counter unemployment among young scientists. It is based on the facts that the Greek economy is heavily reliant on self-employment and that self-employment itself stimulates employment creation. Survival rates are good, and each new business creates on average an additional half a job.

This programme offers grants of €12 000 to lawyers, medical doctors, engineers and pharmacists of up to 40 years of age, to establish small enterprises relevant to their profession. Since 2006 it has involved 2 830 young scientists from all over Greece.

#### 4.4.2. Microloans

Microfinance means the provision of financial services other than grants. This includes most commonly loans, but also covers insurance and savings. The EU has defined the ceiling for loans to qualify as 'micro' as being €25 000, although this varies among countries. The use of such 'financial engineering' techniques is part of a search for greater financial sustainability, as it allows a given fund of money to be recycled several times. It also encourages a more business-like approach by the beneficiary. The Sardinia Region in Italy is the **only one to mention the use of the EU microfinance facility** that was launched in July 2009.

In Lithuania, the ESF has invested €15 million in the Enterprise Promotion Fund, which provides 90% of the funding to the national credit union federation for micro-lending. One in 10 entrepreneurs who received microcredit is aged 15-24, and up until 2010, 339 persons aged between 15 and 24 took part in business training. In Spain, the Instituto de la Mujer facilitates access to **micro-credits for women entrepreneurs** and offers technical assistance for two years. It has provided four loans averaging €15 000.

As backing for the rollout of microfinance institutions across Germany, a 60% ESF contribution has been made to the establishment of the €100m Mikofinanzfonds Deutschland. This fund guarantees the microloans made by the GLS Bank, and the 3% income stream it generates pays the 40 or so local microfinance institutions a fee of €800 per loan made, to defray management costs, which are proportionately higher for small loans.<sup>12</sup>

<sup>12</sup> Information on this programme, which is included in view of its significance, is drawn not from the survey of ESF youth measures but from other published material.





## 5. IMPROVING EDUCATION AND TRAINING SYSTEMS

### 5.1. IMPLEMENTING REFORMS

#### 5.1.1. The newer Member States

In the less-developed EU regions, the ESF is especially concerned to improve access to quality education. Thus, it is not surprising that of the 28 OPs involved, six are national OPs from the newer Member States.

As shown in the box below, the Czech Republic's Education for Competitiveness OP is supporting a 'root and branch' reform of the educational system in that country. All of the changes that are being made are being backed up by support services and quality assessment systems are being created, introduced and evaluated. One important new development is the introduction of school career guidance services that will help pupils and their parents to choose the most appropriate options in terms of careers and further education.

#### Sweeping Reforms in the Czech Republic

In **Higher Education**, innovation in study programmes is being promoted through modularisation, improving the quality of the distance learning that is offered, modernising teaching methods, providing tuition in foreign languages and supporting a spirit of entrepreneurship. Some innovations fall outside the scope of one study programme and therefore much more emphasis has been placed on increasing opportunities for inter-disciplinary study. To support these new activities, quality assessment systems are being created, introduced and evaluated.

A **framework for Further Education** is being established to provide support for curriculum reform. Again arrangements are being made for evaluation and criteria and tools have been developed to measure the level to which key competences have been attained by pupils in initial education as well as a self-evaluation system for all types of schools and educational institutions.

The reforms also included the introduction of school career guidance services that will help to identify pupils and students who are vulnerable due to poor career choices or who may leave the education system prematurely. The service will also be responsible for awareness-raising and information dissemination activities aimed at pupils and parents that will focus on rationalising the selection of a future educational path.

A framework is also being designed for **Tertiary Education and its**

## Sweeping Reforms in the Czech Republic

**developmental activities.** It is intended that this should provide more effective support for technical subjects and the natural sciences, including the vocational and research activities of young people. The overall system will also include **entrepreneurial approaches and innovative solutions** to be used in tertiary education institutions and in the field of research and development.

In addition to all this, new arrangements are being made for **Life-long Learning** and the **In-Service Training of Teaching Staff**, which are reported elsewhere in this document.

Lithuania is committed to the 'provision of formal and non-formal education services of the highest quality' and Latvia reports a series of reforms as indicated below.

## New Developments in Latvia

**The quality, effectiveness and efficiency of learning will be improved** by an international evaluation of the quality, resources and sustainability of study programmes. Existing study programmes will also be consolidated to prevent overlapping and new study programmes will be created according to the needs of national economy.

Reforms in general education are also taking place on: the optimisation of scope of natural sciences and social sciences; placing an emphasis on the practical use of knowledge; the improvement of curricula; the enhancement of the evaluation system; and the promotion of interest in natural sciences, technologies and foreign languages.

In addition, the use of external expertise, enhancing the competences of academic staff and the reform of vocational education are reported later in this chapter.

In Estonia, the important **contribution that educational and research institutions can make to industry and enterprise** is shown by the fact that OP has a Priority Axis 2 for the 'Development of Human Resources in Research and Development Activities.' This contains the following five measures:

- Measure 1 – Preferential development of key areas of research and development, innovation strategy and educational science;
- Measure 2 – Promotion of doctoral studies and internationalisation;
- Measure 3 – Open application;
- Measure 4 – Adaptation to the knowledge-based economy;
- Measure 5 – Development of research policy and improvement of the quality of higher education.

In Hungary, reforms centre on developing the system of the regional vocational training centres and creating an institutional background for helping talented young individuals.

### Hungarian Reforms

The programme, aimed at **co-ordinating the development of the vocational training and adult training systems**, has a number of objectives. These include strengthening the labour market adaptability of the vocational training and adult training systems, improving the efficiency of the education system, making effective use of the available funds and increasing the number of people participating in training.

The second programme encourages public educational institutions to recognise, select and **support gifted young people**. Thus, talented young people will have access to customised training programmes and may be transferred into the wider national network, the Hungarian Genius Network, which also organises transnational initiatives that can benefit young people.

#### 5.1.2. The EU – 15

However, it is not only the newer Member States that are using reforms but also some of the older and more experienced countries and regions. For example, in Germany one national-level initiative, JOBSTARTER CONNECT, is developing and testing **a training structure to increase the participation of disadvantaged youngsters** in vocational training. The OP from the Land of Bremen is concerned with:

- Improving cooperation and enhancing quality in the educational system;
- Optimising the transition from school education to vocational education/apprenticeship;
- Strengthening the integration of young people into vocational education/training.

Then, **Greece mentions the following four measures** that are being strengthened through the use of ESF financing:

- New School and Reforms of educational curricula;
- Application of foreign languages curricula;
- Development of digital learning material;
- Environmental Education.

The Italian OP 'Governance and System Actions' supports an apprenticeship project, which started in 2008, by the **initiation and strengthening of regional systems for apprenticeship** in the context of welfare reform, as well as a survey about implementation modalities of formal training in enterprises and the support of a new experimental phase of higher learning. Much time has been devoted to promoting apprenticeships, producing thematic analyses of training profiles and the role of bilateral bodies' apprenticeship, a research action on corporate training and monitoring and evaluating apprenticeship training and employment.

Ten Italian regions are also reforming their education and training systems, ranging from the development and introduction of reforms to the development of employability. They range from guidance and the **testing of innovative training models and e-learning** in the Friuli region, to experimenting with digital schools or 'scuola digitale' in Sardinia. Here, they are developing systems for access to, and the dissemination and use of, the information society in the education and training systems. This is in **response to the specific needs of isolated and mountainous areas**, and focuses particularly on e-learning and distance learning. The Campania region for its part, has taken a more holistic and social approach with a reform aiming to **support the emergence from conditions of old and new poverty through entry to the world of work**. It is planning activities such as training, information and cultural mediation.

A new measure in the Austrian OP focuses on a selective **increase of the transparency and permeability of the educational system**, to allow people to move between different levels, whenever they want or need to in accordance with the concept of lifelong learning.

Finally, Italy and Berlin are both implementing a type of reform that is not mentioned in any other responses. This is the **creation of data bases on vocational education and training** to improve the management and transparency of these activities.

## 5.2. CONTENT OF REFORMS

### 5.2.1. Developing Career Guidance Services

Once direct contact has been made with young people then the process of counselling can begin and, at this stage, this is largely geared to helping the young person to plan his or her route towards employment or some other form of meaningful activity. In the Czech Republic, both the OP at national level and the OP dedicated to Prague, support the entire area of career consultancy and information activity in terms of labour market needs, with **a strong focus on early guidance**. The OP for Education aims to develop a school career guidance service at the system level to identify pupils and students who are vulnerable due to poor career choices or who may leave the education system prematurely. In Prague, schools will be supported in the development of guidance services for pupils and students on their educational paths, their choices of profession and their labour market orientation.

Estonia dedicates a specific measure to the 'Development of an Information and Counselling System' emphasising the development of a system of career services. This involves making information and various types of counselling available to all those who need them. This means that uniform and user-friendly, pedagogical-psychological, professional and career guidance services must be developed. The services must collate information on the needs of the labour market and the learning opportunities, thereby **helping young people and adults to make the right decisions, from both their own and society's standpoints**.

**Even young people with high skills and qualifications need support**, as is shown in Lithuania, which is planning the improvement and development of the professional orientation system for students. This includes the development and implementation of higher school students' career education and career tracking models, the development of a qualification for professional orientation specialists working with students, and the creation of professional orientation measures for these students.

In Germany, there seems to be an emphasis on such career orientation in schools and such activities are supported by a number of the OPs, including those in Berlin and Rheinland-Pfalz. In the Campania Region, guidance and counselling are targeting **women students from the scientific and technical sector**.

In Spain, a local approach has been adopted, and Catalonia created **a local network for transition from school to work**, to cover gaps in services in the county of Vallés Occidental. This includes information and guidance for young people in the transition from school to work, as well as the provision of technical support to other municipalities that are considering starting actions aimed at young people.

Also, some other OPs have produced **a response to the Employment Committee's concerns that the Public Employment Services (PES) need to expand the scope of their services** and adapt their support to the individual needs of young people. For example, the Cyprus OP has set a target of 50% of all young people aged 15-24 who are clients of the PES Network being placed in private sector jobs. The Hungarian OP intends that the PES should provide personalised services for a wider scope of recipients, whilst in Slovakia support for job mediation and counselling services will be provided by local offices of the Ministry of Labour, Social Affairs and Family.

#### 5.2.2. The Profile of Guidance Practitioners

**The training and competence of career guidance staff make an essential contribution** to the development of high-quality career guidance services that are essential to meet the needs of European pupils and students. Career guidance services need to be both widely available and able to contribute to a range of client needs, from supported self-help through to intensive personalised support.

As already seen above, Lithuania will support the development of the qualifications of professional guidance specialists working with students. Catalonia places a special emphasis on the actions of tutoring, counselling and continuing support implying the need for skilled professional guidance practitioners. Lastly, the Euroguidance network supports guidance counsellors and provides them with information, documentation and training.

But guidance is no longer the exclusive competence of specialists. Other important actors intervene at early stages of the educational path to reinforce the whole guidance system. For example, to reinforce the effectiveness and professionalization of guidance at secondary school level II, Austria took measures to **improve teachers' knowledge of qualification requirements** in future-oriented economic sectors. In Berlin and Niedersachsen decision-making on individual careers will be improved by information about professions, branches, enterprises, apprenticeships and universities.

Similarly, since 2005, there have been two successful approaches in Rhineland-Palatinate, Germany, in the form of **career advisors and youth scouts operating across the entire state**. Career advisors provide individual counselling for over 2 500 secondary school pupils a year, and the youth scouts are in contact with around 4 000 to 5 000 predominantly unemployed young people a year. These approaches could be promoted further with the use of the European Social Fund.

### 5.2.3. Up-skilling Teaching Staff

There appears to be an obvious need to train or re-train teaching staff, tutors in life-long learning and those individuals who offer more informal learning opportunities so that their educational and training provision can respond to the requirements of a knowledge-based economy and also those of the labour market. A total of only nine OPs indicated their involvement in providing such training. However, **it is to be expected that there are more countries or regions in which the ESF supports this up-skilling**. A total of 28 OPs supported reforms and it is unlikely that these reforms could have been accomplished without the further training of those people who deliver the new or improved educational and training curricula or programmes. For example, the Czech Republic is establishing a further education system for the teaching staff in schools and educational institutions to develop the competences of teachers and other employees who work with children and young people to systematically improve the quality and effectiveness of education. This is with a view to:

- Supporting the implementation of the curriculum reform in schools and educational institutions;
- Supporting the tuition in foreign languages at schools and educational institutions;
- Improving the conditions for the teaching of technical and scientific subjects and crafts, including increasing the motivation of pupils to study these subjects;
- Improving the conditions for the use of ICT in general educational and vocational subjects by pupils and teachers both in and outside classes.

Similarly, the Czech Republic OP, which only applies to Prague, and the OPs for Cyprus, the Land of Bremen, Latvia and Hungary all refer to, or imply, **the in-service or pre-service training of teachers or the upgrading of the qualifications of academic personnel**.

The Italian region of Liguria initiated **the joint training of teachers and trainers, which was reactivated** during the current 2007-2013 programming period. This intervention was inserted in the draft reform for the education and training systems, and aims for an effective exchange between operators of the systems and a sharing of the reform and operational tools, as well as practical situations related to the reality of the workplace.

## Joint Training of Teachers and Trainers of Education and Vocational Training, Liguria

The project targeted teachers in technical colleges and vocational institutes with the aim of:

- Enhancing planning and mentoring and creating the necessary competences for the implementation of the three-year training plan or reform;
- Strengthening the roles of teachers and trainers;
- Involving a large number of students with teachers of technical and vocational training;
- Experimenting with mechanisms of reflection about qualifying the training of trainers;
- Improving interaction between the various institutions operating in education and training.

The project was divided into three phases. The first one aimed at **the creation of a pilot education and training atmosphere**, conducive to mutual understanding and cooperation between different actors from the educational and training sectors. The activities were planned to identify models of educational, methodological and organisational innovation.

The second phase, while continuing to set trial dates from the first phase, has favoured and **strengthened the functions of planning and mentoring**, aiming to train professionals in the skills needed to design and manage the planned three-year experimental training course.

During the last phase, **the purpose and content of the project were slightly adjusted**. The project, in conjunction with the testing of three-year courses provided under the national legislation, has significantly contributed to the process of reforming education and training, and enabled the spread of a culture of integration as well as the development, recognition and validation of skills.

Estonia is also active in the continuing training of teachers and has one of the most convincing examples of up-skilling but, in this case, it is associated with youth work rather than secondary, tertiary or higher education.



### Developing the Quality of Youth Work in Estonia

The main aim of this programme is to support the employability of young people through high quality youth work. It is based on the premise that **youth workers may have more regular contact, and a different relationship, with young people** – a relationship that can have a greater degree of mutual trust. Training is provided in four main areas:

- Improving youth participation;
- Reducing health risks and deviant behaviour;
- Improving the competitiveness of young people in their transition to the labour market;
- Preventing and combating social exclusion.

Training is provided for both long-term and short-term periods all over the country. In parallel, a concept for this training has been developed that includes a trainer profile, and arrangements for networking and transnational experiences and this is supported by printed, electronic and audio-visual training materials. So far, the programme has been very successful and its other results include:

- An instrument to help young people recognise learning outcomes in youth work;
- A quality assurance system for youth work, with research-based evaluation;
- A youth life monitoring system with an established youth life indicators database;
- A sub-programme for all youth centres in Estonia, to support extra services to combat social exclusion.

#### 5.2.4. Promoting Second Chance Learning

The current pace of change has ensured that the employment patterns which prevailed in recent centuries are now obsolete. No longer can individuals expect to remain in the same type of job, in the same organisation or company, or even in the same sector, throughout their working lives. Thus, life-long learning or second chance education has become more important, especially for young people who are only now entering the labour market and will experience the greatest degrees of change and uncertainty in the future. However, only five responses referred to this type of provision.

The Czech Republic indicated that it was developing a System Framework of life-long learning that was a new area of intervention as previously, the constituent elements of life-long learning had been seen as aspects of other areas of education. One existing ESF project provides access to re-qualification courses for people who are at a disadvantage on the labour market.

### **The EFEKT (Through Efficient Qualification to the Labour Market) Project in the South Bohemian Region of the Czech Republic**

This is a long-term regional project that focuses on improving the qualifications of job applicants, people in danger of long-term unemployment or those that have been unemployed for a long time and finally people interested in entrepreneurship. The priority target groups are young people aged 25 and under and also university graduates below 30 years of age. There are four key activities:

- **A motivational course** to improve knowledge about the labour market and individuals' positioning in relation to the labour market leading to the formulation of targets for career development and plans for their achievement;
- **Re-qualification courses**, that are designed to reflect a coordinated form of education and these include:
  - ❖ ICT skills leading to the ECDL Start Exam;
  - ❖ A sales course covering modern knowledge and practices based on market demand in the areas of successful sales, communication with clients, business presentation and marketing;
  - ❖ A Project Manager course on all areas of project implementation;
  - ❖ Another management-oriented course that focuses on the law, finance, accounting and taxes.
  - ❖ All the courses are conceived as independent programme units, and participants can take part in more than one according to their needs and circumstances.
- **Financial consultancy** for those who want to begin with entrepreneurship.
- **Financial benefit** to find or establish a new work place.

The project is convinced that its graduates will have a better chance of finding a new job even in the current unfavourable economic conditions.

Romania indicated its intention to increase the number of participants in second chance education programme and also the number of such students receiving guidance and counselling and assistance from other services. Slovenia is also interested in increasing participation in life-long learning and the following example shows the relevance of such an approach to young people.

## Project Learning for Young Adults (PLYA) in Slovenia

PLYA is a **publicly approved programme of informal education intended for 10 500 unemployed young people** between the ages of 15 and 25 who do not have any occupational qualifications or competences. The underlying purpose of the programme is to help early school dropouts to re-enter and complete the educational process, thus acquiring occupational qualifications or the targeted level of education. The programme also equips them with skills and competences for job seeking and entry into employment. The main objectives of the programme are personal growth, general education and the formation of an occupational, social and cultural identity.

The programme aims to activate young people by delivering as many opportunities as possible to help them overcome social exclusion and enhance their social integration. The educational process is carried out in interaction with the local community. The PLYA programme does not offer school subjects and classical school lessons, as the mentors help the young people to learn from the projects in which they take part. The participants are active at all stages – from the selection of activities to their implementation and, last but not least, in their evaluation. Thanks to its **openness, its direct learning and its in/for/with the environment**, the programme can realise its social-integration potential by responding to the basic needs of its young participants.

The programme is free of charge and the participants enter it voluntarily for a period of three months to a year. The duration depends on the needs that the participant demonstrates or on his or her achievement of the set objectives.

According to an evaluation, two thirds of the participants achieve these objectives and 40.4% of them continue the educational process within a year or more, while 23.7% of the participants enter into temporary or permanent employment. The PLYA programme has also received an award in the European Regional Social Policy Champion category from the Committee of the Regions, in association with the Parliament Regional Review.

Finally, Estonia has recognised the value of second chance education by devoting its Priority Axis 1 to Life-long Learning and it includes the following eight measures:

- Measure 1 – Development of the quality of youth work;
- Measure 2 – Development of an information and counselling system;
- Measure 3 – Development of language learning;

- Measure 4 – Development of a professional qualification system;
- Measure 5 – Development of adult education;
- Measure 6 – Substantive modernisation and securing the quality of vocational training;
- Measure 7 – Open application;
- Measure 8 – Reducing dropout rates in schools, improving access to education and quality of education.

#### 5.2.5. Developing More Responsive Vocational Training

This is the most popular form of activity with 13 of the 18 OPs being concerned with the development of vocational training. In looking at this issue, it is possible to see that the term 'more responsive' applies in two different senses. In many cases, the vocational training being developed is more responsive to the needs of young people and also more responsive to the needs of business, industry and the labour market.

##### 5.2.5.1. Meeting the Needs of the Labour Market

This is certainly the case in Cyprus where **the 'New Modern Apprenticeship' project aims to provide an alternative educational and vocational training system** for young people of 14-25 years of age, who leave the official educational system, as well as to meet the needs of the labour market with regard to technical and vocational labour. Also, in Hungary there is a programme for the co-ordinated development of the vocational training and adult training systems. This aims to strengthen the labour market adaptability of the vocational training and adult training systems, to improve the efficiency of the educational system, to use the available funds effectively and to increase the number of people participating in training by operating a supporting system adjusted to the labour market demand. Another practical example of meeting labour market requirements is a project funded under one of the Czech Republic's OPs.

**Effectiveness and Demonstration – Innovation in Study programmes for Sustainable Energy Transformation, the Faculty of Mechanical Engineering at the Czech Technical University, Prague.**

There is a demand for skilled engineers in the field of energy industries. As the industry is heading towards new technologies that need to be more efficient and environmentally friendly, **companies are searching for young employees with experience** in such areas as co-generation, biomass exploitation or the

### **Effectiveness and Demonstration – Innovation in Study programmes for Sustainable Energy Transformation, the Faculty of Mechanical Engineering at the Czech Technical University, Prague.**

decentralisation of electricity production.

Such skilled professionals should be leaving the Faculty of Mechanical Engineering, after this project, which caters for 300 students, has finished. The project involves the design and construction of an educational device, which is a combined heat and power producing biomass boiler, using the Organic Rankine Cycle,<sup>13</sup> and this will be used in various courses taught at the university. Innovations will be made in ten courses and one totally new course will be introduced.

The new device will enable the students to study and practise with cutting-edge technology and it will also contribute indirectly to more sustainable energy production.

Latvia also talks about making an improvement in the quality and effectiveness of vocational education according to the needs of national economy whilst one of the major reforms in Greece is the development of a system for the identification of labour market needs. In Italy, Emilia-Romagna developed a three-year training plan aiming to offer more opportunities to young people and workers **to acquire new skills matching the high need for professionalism** of the business through the coordination of the training offers in the Region.

### **2008-2010 Three Year Plan for High and Specialised Training Offers in Emilia-Romagna**

The three year plan provided for a reorganisation of training in the whole area of Emilia-Romagna, giving birth to the 'Poly Technical.' Technical poles or clusters are made by the network of activities offered by schools, accredited training organisations, enterprises, universities and individual initiatives, to enhance and accelerate the dissemination of results to the entire economic, social and educational system. Starting from the six technological areas identified as strategic for national development and where investment in higher education is needed, the Regional Plan identifies areas and sectors, in agreement with the provinces, and defines the

<sup>13</sup> [http://en.wikipedia.org/wiki/Rankine\\_cycle](http://en.wikipedia.org/wiki/Rankine_cycle)

### 2008-2010 Three Year Plan for High and Specialised Training Offers in Emilia-Romagna

territorial location. For example, energy and environment is located in the Province of Ravenna and logistics and transport in the region of Piacenza.

**This Regional Plan stems from the desire to avoid overlap and duplication** between the offers of high and specialised training in the territory. In brief, the offer is articulated as follows:

- IFTS courses for the acquisition of the certificate of technical specialisation;
- Higher education courses related to the Regional System of Qualifications for the acquisition of a qualification certificate or units of competences;
- ITS courses, proposed by the Technical High Schools, lasting two years to acquire a higher technical diploma.

This plan has been one of the opportunities offered by the ESF to enable people to periodically reorganise and update their knowledge and skills, especially people specialised in businesses and, in particular, SMEs. It has also allowed them to take control of their own situations and to be supported in identifying high and specialised skills, which can help to promote growth. In the context of the economic crisis, the programming of this sectoral training offer emphasises how increasing the skills of people, in addition to their employability and adaptability, is a prerequisite for the development of a regional economy based on knowledge.

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

#### 5.2.5.2. Meeting the Needs of Young People

Many OPs are concerned with tailoring their provision to the needs of young people, in general, or to the needs of specific groupings of young people. For example, at the Federal level in Germany, a contribution is being made to structural improvement in the fields of the transition from school to work and the second-chance qualification of young adults with incomplete qualifications. At the Länder level, Nordrhein-Westfalen has a particular focus on **the needs of pupils with a migrant history** and Berlin is improving the chances of immigrants getting an apprenticeship. There is even a public relations campaign called 'Berlin needs you!' to help to persuade young migrants to start an apprenticeship with public administrations and other public employers in Berlin. Other OPs are targeting **Roma young people** and the Netherlands is using its ESF funding to cater for another group with particular needs. It is offering practical

labour market training in secondary special education for **students with a disability**. Of course, a target group common to many OPs is the **young unemployed** and the following project is just one example of how ESF projects are helping these young people to find a sense of purpose in their lives.

### **Training Unemployed Young People to be IT Help Desk Specialists, Estonia**

During the preparation phase of this project, a training programme and materials were designed which took into consideration the requirements of the target group. For the innovative learning process, e-learning materials were developed and an e-learning environment was created. Special test questions were also devised to assess the abilities and qualifications of the participants.

The selection was then made in co-operation with the Estonian Unemployment Insurance Fund and altogether 200 people were chosen at the beginning on the basis of their computer skills, language and communication skills and work experience. Additional assessments were then made to see how these individuals might fit specific jobs and 100 people were finally selected for further training.

Those who are successful in their training and work practice can take a level 1 qualification standard examination and extra help and counselling is provided. After the end of their training and practice, the participants are also helped to find a suitable job as an IT specialist.

The project has a partnership with the private sector and MicroLink Estonia OÜ. It is working in a field which has a great shortage of skilled labour but also considerable development potential. This is also a field that is attractive to young unemployed people. It is envisaged that 70 of the 100 participants should find employment.

Other changes are being made to vocational training to make it more appealing to young people. Lithuania is **modularising its training** so that young people's sense of achievement is reinforced, as they finish each module rather than having to wait for a year or more to complete a final exam. In some other countries or regions, such as Romania, **access to counselling and other services is provided** to help deal with any problems that the young people face whilst they are training and this, in turn, reduces the drop-out rate.

### 5.2.5.3. Meeting both Sets of Needs together

Of course it is not a question of either meeting the needs of the labour market or meeting the needs of young people. The best vocational training projects or programmes meet both sets of needs at the same time, with employers involved in the design of the training programmes. In the Czech Republic, specialists from business have been brought in to offer their advice and expertise during the creation and implementation of innovative study programmes. Also 'Include Youth - Give and Take Scheme' from UK(ni) works closely with employers to maximise the range of employment opportunities open to project participants, resulting in a better match between job seekers and those offering employment. Then the regional SEN Transition to Employment Project, in Wales, has developed a bank of employers within each region to initially offer work experience and ultimately paid employment to young people with Special Education Needs (SEN) or Autism Spectrum Disorders for whom there are no appropriate employment opportunities.

## 5.3. NETWORKING AMONG ALL PARTNERS

### 5.3.1. Networking between Educational Institutions and Enterprises

**Cooperation between the educational sector, the vocational training sector and companies is recognised as being of mutual interest.** It reinforces both the supply of a skilled and committed young workforce to support the challenge of competitiveness and innovation faced by European enterprises, as well as the opportunities for a young generation, which is used to unemployment and crisis, to join the labour market. Earlier sections about traineeships and workplace experience provide more evidence of this mutual interest.

Despite being recognised by most Member States as a success factor for improving the transition from school to work, networking between educational institutions and enterprises is not very evident in the responses.

Networking between secondary schools, further education colleges, universities and private sector businesses is encouraged and promoted in order to support preparatory work for young people's transition into further or higher learning or into employment in Wales. In Germany, regional networks between educational institutions and companies have been established by the Ministry of Education in Niedersachsen.

**Various types of cooperation focusing on enterprises** are also planned for Prague, including the development of cooperation between schools and businesses, institutions of higher education and institutions in the area of research and development.



An interesting example of institutionalised cooperation is provided by the development and operation of **Enterprise Liaison Offices in Universities** operating in Cyprus. Links between universities and businesses are established as part of the drive to adapt higher education to the needs of the labour market and the economy in general. As a result, Enterprise Liaison Offices were created and provide for careers guidance and arrange traineeships for students, with a target of 400 students to be placed.

To ease school-to-work transitions, **schools will form partnerships in their specialist areas both with employers and with similarly oriented schools** in the Czech Republic and other Member States. The OP for Education opens doors by stating that *"there is a potential for the application of **innovative forms of cooperation** between initial educational institutions and operators in the labour market, including foreign ones."* From the point of view of Rheinland-Pfalz, the cooperation and networks active in the knowledge transfer sector and those operating at the **interactions between teaching, research and the economy are the most important from an innovation perspective.**

### **New Sustainable Cooperation between Companies in favour of Youth Employability, Orléans, France**

The Mission Locale de l'Orléanais is running a project entitled 'Development of new sustainable cooperation between companies to promote youth employability.' Their transnational partner is FOREM, a public employment and training service in Belgium. Over recent years, the Mission Locale had focused on bridging supply and demand, but this was not the answer. So now the two partners are working together to build a network of enterprises able to provide young people with what have been identified as their needs by their coaches, such as job discovery, project validation, personal development, in-company training and long-term employment. They are also hoping to change the image that enterprises have of young people and to create a closer and better connection between the young people and these companies.

#### 5.3.2. Networking with Public Sector Institutions

**Other types of cooperation**, not limited to companies but involving **stakeholders from the public sector** such as employment services, social workers and social services, local and regional authorities and, of course social, partners, contribute to smoothing transitions between education and work. The following German project shows the complex and wide range of partners that can be involved:

### **Operational Concept School and Work Life, Schleswig-Holstein, Germany**

The aim of the new operational concept 'school and work life' is to implement preventative employment and training measures throughout the region. The concept comprises innovative employment and training schemes and focuses on young people during their transition from school to work life. Students of secondary modern schools and special needs schools are helped to attain the required level of maturity to obtain further education or to take up work.

The concept was developed jointly by the Ministry of Education and the Ministry of Employment of Schleswig-Holstein and is carried out in cooperation with over 100 schools, public employment services, nearly 50 service providers of vocational training and qualification, and representatives from the economy and politics. It offers training schemes for young people during their final two years at school and after school in the transition period when looking for vocational training. The concept aims at reducing the number of school leavers without qualifications as well as at reducing the unemployment rate of young people.

The approach taken with this operational concept **integrates two stages that are usually the focus of separate measures taken by the separate ministries of education and employment, in one overarching concept and brings together all the key players involved in the education and personal development of young people.** This approach will have a lasting impact due to its structural integration into the overall system. The concept has fostered a partnership between all of the agencies involved that enables speedy and comprehensive coordination. The integrated approach of this operational concept has been taken up by other German Länder and the Federal state, thus recognising such cooperation as being a prerequisite to assisting young people in their transition from school to work life.

The work-training programme for clients of the Half-Way House project in the Czech Republic also **succeeded thanks to the involvement of numerous non-governmental non-profit organisations, authorities and municipalities.**

#### 5.3.3. Complex and Multi - Actor Partnerships

The **vast majority of projects identified as good practices** by Member States in their responses confirm that cooperation and networking is needed, most of them being **implemented through complex but successful partnerships.**

The **local anchorage** is a success factor of an holistic approach, implemented in partnership between various key stakeholders. In the Campania Region, 'Multipurpose Youth Centres' for the integration of vulnerable people into society and work are located in deteriorating urban areas and areas of exclusion. Interventions were developed in order to support and strengthen the profiles of professionals in the social sector, as well as innovative projects establishing networks to support the Multipurpose Centres in their social integration and employment activities.

### Juwel Project, Rheinland-Pfalz, Germany

The main objective of the project to reduce the long-term unemployment of young people. Due to intensive cooperation between all the local welfare and educational institutions, an individualised holistic approach can be ensured that takes account of the many different needs and situations. Also, the well-coordinated support system helps to prevent different institutions working with the same young people and trying to solve the same problems.

That is why this approach can be considered as very effective, as well as very efficient and the most appropriate or fitting help and guidance systems can be installed quickly. **A network of all stakeholders who are dedicated to the professional and social integration of young people has been built up and offers a sustainable supply structure for the target group.** With Juwel, it is possible to reach 100% of the target group and support them with a wide range of occupational, educational and other programmes in the field of youth welfare or in the case of drug abuse. **Juwel is an example of a well-managed, locally-coordinated network which provides a holistic approach covering labour market needs as well as aspects of social integration.**

[www.juwel-badems.de](http://www.juwel-badems.de)

When addressing youth at risk, social and labour market integration requires an holistic approach, which means it is necessary to coordinate different policies within a cross-sector strategy, and to deliver programmes and actions through partnerships between various structures.

#### 5.3.4. Involving the Social Partners

A total of 13 of the 67 OPs have indicated that they supported activities in which employers or sometimes trade unions are directly involved. **Reluctance on the part of employers to offer placements to vulnerable groups can be overcome by**

**building trust** in the skills and reliability of the trainees and by facilitating access to a range of services that offer support to employers and their workplace supervisors. The direct involvement of employers or employers' organisations and also trade unions has been the key to the success of many ESF projects which have worked with disadvantaged groups. There are many ways in which projects have cooperated with employers as described in the previous section but there are also some good examples of partnerships with actual employers' organisations.

### **Ausbildungsbüro der Handelskammer Bremen - Bremen Contact Point for Enterprises and Trainees), Bremen**

This project is a component of the Initiative for Apprenticeship/Vocational Training in Bremen and Bremerhaven. This initiative is the outcome of close cooperation between important organisations in the labour market including industry, in general, and several institutions such as the Chamber of Industry and Commerce, the Chamber of Trade, several federations of employers, commercial or industrial enterprises and the construction industry. They joined forces to seek additional apprenticeship training positions, especially for those young people who had not succeeded in the normal selection processes. The initiative guarantees cross-industrial, cross-sectoral cooperation.

The office at the Chamber of Trade is an important element in the Initiative and operates as a contact point for enterprises and trainees. The Chamber of Trade is an important institution in the apprenticeship market and its central location is very accessible, especially as the office is well-established and well-known in Bremen. Its main function is to motivate and counsel enterprises, especially the smallest, small and medium sized enterprises, to accept additional apprenticeship training positions. Being linked to the Chamber of Trade, the acquisition of new enterprises and partners is much easier.

Besides the enterprises, many pupils and parents contact the office to make use of its consultancy service. Many of these are young people who normally would not use the official vocational training counselling service but there is close cooperation between the office and this official service.

All of the labour market partners in the project offer young people an opportunity for an apprenticeship which is the basis for their subsequent vocational activity and in this way, future long-term unemployment can be prevented. Industry also benefits from the qualification of these young employees who are important in responding to its future demands for skilled personnel. So a real 'win/win' situation has been

### **Ausbildungsbüro der Handelskammer Bremen - Bremen Contact Point for Enterprises and Trainees), Bremen**

created in Bremen.

Of course it is not just employers who have a role to play in employment projects, the role of **social partners**, and, in particular the trade union that is featured in the following case, is important in ensuring a non-discriminatory transition to the labour market.

### **Trade Union Practices to combat Racial Discrimination on the Labour Market, Pays de Loire, France**

The promotion of diversity within enterprises by developing social agreements or 'accords syndicaux' on diversity and by organising recruitment days in deprived urban areas is the aim of this project. Awareness-raising actions targeted at trade union representatives resulted into the signature of two agreements on diversity by the Banque Populaire and DSIA, which is a company providing IT services. Two recruitment days were organised, that brought together 200 participants from disadvantaged urban areas and representatives of 30 enterprises. These days resulted in 201 long-term, short-term and interim contracts being signed. Other types of partnerships have been developed to promote diversity with the School of Commerce, the Centre for Young Entrepreneurs.

Another example of a representative of the social partners playing the lead role in an ESF project is given below.

### **Promoting an Influx of Young People into the Car Bodywork Sector, the Netherlands**

This project is organised by OOC, which is the Training and Development Industrial Body for the Bodywork Sector. This is an independent organisation of employers and workers in the bodywork branch. In this industry, over 2,300 companies with approximately 20,000 employees are connected with OOC. The objective of the project is to help young students to find a job in the bodywork branch by offering them a job in which they will be educated and trained. This combination of education and labour is called a BBL 'traject' and the project aims to find an appropriate job, which provides learning, for all new BBL students leaving school.

### **Promoting an Influx of Young People into the Car Bodywork Sector, the Netherlands**

It focuses on securing apprenticeships for young people. The extra capacity provided by the ESF funds is used to mediate appropriate work and study programmes by adding extra training advisors. These extra training advisors are a response to the need for additional time to encourage educational institutions to use matching tools and eventually place students in companies. This additional involvement also underpins the cooperation between R & D funds, regional colleges, local and regional stakeholders and promoters. For a small business in the bodywork industry, cooperation with external parties is the only way to maximise its regional involvement.

## 6. EXPLOITING THE BENEFITS OF TRANSNATIONALITY

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### 6.1. SHARING EXPERIENCE

#### 6.1.1. Improving the Quality of Reforms

Of the 28 OPs that are supporting reform packages, 14 are funding transnational activities to improve the quality of some of their new provision.

Latvia has involved external experts to carry out **an international evaluation of study programmes** and academic personnel have had the opportunity to take part in field studies in other countries. Transnational experiences have helped with the development of new **study programmes in other EU languages** in order to attract foreign students. In the reform of Higher Education in the Czech Republic, specialists have been brought in from both business and abroad during the creation and implementation of innovative study programmes.

Some Member States use the Structural Funds, and particularly the European Social Fund, to encourage transnational learning. The majority of the measures have a transnational dimension in the national OP for Education in the Czech Republic. Members of staff of schools and educational institutions, who are involved in curriculum reform or the tutoring of technical and scientific subjects and crafts, have the opportunity to undertake **transnational cooperation and exchanges for their professional development**. In the Czech Education for Competitiveness OP, transnational actions are included in the programmes that aim to develop the individuality of pupils and to develop career guidance at schools, as well as in those that promote cooperation between universities and primary and secondary schools.

Reduction of early school leaving includes a transnational component in France and Germany in the Programme 'Schulverweigerung,' or second chance. In the context of the European Year for Youth, Berlin initiated contacts with schools and enterprises operating in the Italian construction sector. This has proved successful and is now being transferred to Austria and Sweden, in order to pilot **new European employment opportunities for the young long-term unemployed**.

Some of the Spanish OPs, such as those for Galicia and Asturias, invest ESF money in transnational activities benefiting youth including some of the **actions for young Roma** being developed by Fundación Secretariado Gitano under the national programme 'Fighting against discrimination.' Catalonia uses transnationality in a project **to prevent early school leaving** in the city of L'Hospitalet, as well as in its **Initial Professional Qualification Programmes**.

### 6.1.2. Europeanising Studies and Research Projects

Higher education is becoming increasingly internationalised. Openness and transparency are needed to attract the best students, teachers and researchers and to create and reinforce partnerships and academic cooperation with universities from other parts of the world.

In Estonia, the hiring of foreign PhD students is useful as it **brings additional knowledge and experience into the universities**, as does the participation of Estonian doctoral students in international doctoral study networks, and study and research work abroad. Studies by Estonian students in foreign universities are promoted, particularly in fields where there is a lack of competence in Estonia, or where a course abroad is more practical because of the low number of Estonian students that are interested in the subject. Foreign students coming to Estonia to study are also supported where there is a common interest between the countries or a need on the part of businesses or where they can help with the development of academic competences or international and joint study programmes in masters' and PhD studies. The **targets for transnational activities are high** and include attracting 100 new international full-time PhD students, 800 outgoing and 400 incoming PhD students for visits or exchanges, and around 3 900 young researchers to take part in international conferences.

The Czech Republic's Education OP fosters cooperation with foreign educational and scientific institutions and **preparation for involving individuals in international projects and networks**. Conversely, one of the measures in Latvia's OP is **attracting foreign scientists to Latvia for common scientific and research projects**. Transnational applications remain open in Wales for all the activities mentioned in the OP, notably **the transnational training of researchers**.

**Comprehensive support for transnational cooperation in research activities** of scientists and other researchers has been developed in Lithuania. This covers both import and export elements, namely:

- Research conducted by Lithuanian scientists and other world-class at research and higher education institutions in Lithuania; and
- Research conducted at research and higher education institutions in Lithuania by scientists and other researchers of international excellence and world-class residing in a foreign country for longer than three years.

This programme is complemented by the opportunity for students and post-graduates to visit foreign research centres for scientific practice and students' research projects.



### 6.1.3. Strong Links with Scientists who have emigrated

Four Member States place a strong emphasis on the links with the scientists and researchers, who have emigrated from that country.

The Hungarian National Excellence Programme **makes repatriation to Hungary more attractive** by creating better career opportunities and providing higher-level positions in academia or research. It is also expanding international training and research relationships among institutions, building on their international relations and experiences. Those individuals who return receive high profile roles in national R&D programmes, and are granted additional degrees in recognition of their scientific activities. Latvia wishes to attract **both researchers returning back to Latvia, and foreign scientists** for common projects as well as to promote the involvement of young scientists in research projects, in particular, those that cover multi-disciplinary research fields.

Lithuania also wants to **strengthen the links between the researchers who have emigrated or have worked abroad and the national higher education institutions**, research institutes, other research establishments and enterprises. This linkage will increase the quality of the research in the Lithuanian R&D sector, in preparation for attracting highly-ranked researchers from abroad to Lithuania, and for re-integrating Lithuanian researchers who have emigrated. It will also enable young Lithuanian researchers to participate in international scientific events. Along the same lines, Italy underlines **the 'brain drain' phenomenon that could be stemmed** by investing in post-graduate studies and the training of young researchers, complemented by relevant employment monitoring. In the region of Friuli, the return of researchers working in foreign institutions has been encouraged through its project 'Improving human resources in research and technological development.'

### 6.1.4. Other Types of Transnational Cooperation

When sharing experience results in a joint product both the German and Spanish young people use the same name for their projects – the 'Scene of Change.'

#### **Scene of Change - a Transnational Project, involving Spain and Germany**

The Fundación Atención Integral al Menor (FAIM) runs the Spanish end of this transnational project. The potential German participants were unemployed and had no vocational training qualifications. Many of them had not found any perspective in their lives and were living on social welfare. So, on the one hand, the aim was to offer this group the opportunity to learn a new language and get some vocational

### **Scene of Change - a Transnational Project, involving Spain and Germany**

training and work experience abroad. On the other hand, the project also sought to promote the social and vocational integration of a group of Spanish young people by carrying out artistic activities with people from a different culture. This project involved intensive language training with language teachers and drama tutors, vocational training and work experience. All this led to joint rehearsals and finally joint performances of a play related to the world of work. For both groups of young people the outcomes were:

- Increased skills and self-confidence;
- Enhanced self-esteem and identity;
- An appreciation of cultural diversity and the negative effects of discrimination;
- Increased access to information and services;
- The creation of employment opportunities.

Few direct examples of transnational actions targeting young people at risk have been provided. However, in the examples of good practices, a project in Austria, the LEA School of Production, which helps young women from a migrant background to access vocational training and the labour market, was inspired by a similar ESF project in Denmark.

The Youth Action – Reach Project in Northern Ireland is the successor of a successful EQUAL project which had significant mainstreaming outcomes that were shared on a transnational basis. For the current programme, the project participates in a network comprising member states from the Balkan Region.

Lithuania's 'Promoting entrepreneurship, self-employment and job creation' programme aims to create favourable conditions for micro and small enterprises as well as individuals to start their own businesses and for social enterprises to develop. Lithuania is part of the working group on Access to Finance of COPIE, the Community of Practice on Inclusive Entrepreneurship. This network aims to produce an environment in which entrepreneurship is a natural choice for people from all walks of life. Its other partners are Germany, Spain, Asturias, Flanders, Czech Republic, Andalusia, Extremadura, Galicia, Lithuania and Wallonia. To inspire students to start their own businesses, Berlin has also organised presentations of successful international pilot start-ups, particularly from northern Europe.

## 6.2. PROMOTING MOBILITY

The Commission's aim is to **extend opportunities for learning mobility to all young people in Europe by 2020** by mobilising resources and removing obstacles to pursuing a learning experience abroad. As stated in the Youth communication, *"learning mobility is an important way in which young people can strengthen their future employability and acquire new professional competences, while enhancing their development as active citizens. It helps them to access new knowledge and develop new linguistic and intercultural competences. Europeans who are mobile as young learners are more likely to be mobile as workers later in life. Employers recognise and value these benefits. Learning mobility has also played an important role in making education and training systems and institutions more open, more European and international, more accessible and more efficient."*<sup>14</sup>

Youth on the Move will support the aspiration that by 2020 all young people in Europe should have the possibility to spend part of their educational pathway abroad, including workplace-based training. The 'Bologna' Ministers for Higher Education, representing 46 countries, set a benchmark in 2009 that **at least 20 % of those graduating in the European Higher Education Area should have had a study or training period abroad by 2020.**

Within broad reforms of the educational and training systems, **transnationality can provide additional opportunities for the young people or students participating in the new courses or opportunities offered by these reforms.** For example, participants in the 'New Modern Apprenticeship' project currently have the opportunity to go on educational visits to Greece and the opportunity of transnational cooperation with other EU Member States is under consideration. The top students on the study programmes for sustainable energy transformation in Prague are supported during their traineeships at the Massachusetts Institute of Technology and the Tokyo Institute of Technology, which are amongst the world's most prestigious schools of technology.

Many German OPs such as Hessen, Sachsen-Anhalt, and Niedersachsen have transnationality measures like those of Baden-Württemberg. Here measures to create additional training places and increase the attractiveness of the dual system include foreign stays funded by the Mobility Centre. In Berlin, **Europe has been recognised as a learning field** that offers support for transnational training and job opportunities for young people, which can enhance their vocational and personal skills and offer new perspectives on the domestic labour market.

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<sup>14</sup> See COM(2009) 329 for references to studies and research

### 6.2.1. Language Skills

To overcome one of the first barriers to mobility, some Member States are improving the foreign language competences of academic staff and other university employees as in the Czech Republic's Education OP, the expansion of foreign language study in Estonia, or, more globally, the Eurodyssey transnational exchange programme in Valencia. Eurodyssey<sup>15</sup> is a programme between the regions from the Assembly of European Regions that are participating in the programme. The programme includes language training, cultural immersion activities and training in companies from the hosting region, based on the reciprocity principle. Young Europeans from other countries are hosted for a period of six or seven months for training in the companies and, in return, young trainers from Valencia go to other European Regions for work experience. Between 2008 and 2010, 232 young foreigners were hosted, while 232 Spanish students went to another European region.

### 6.2.2. Mobility of Students

The promotion of mobility for students and researchers is by far the most developed aspect of ESF provision. University students' mobility can be used to offer practical training and traineeships with future European employers, which is also the case for other specific vocational training for employees in research and development. The popularisation of science and research, translating scientific and research results into practice, technology transfer, and protecting the intellectual property of R&D employees are all topics that can be reinforced by transnational cooperation. Quite naturally, the creation of quality teams in R&D and their further development often implies international teams.

### 6.2.3. Mobility of Disadvantaged Youth

In Hamburg, contact points for increasing mobility in education offer national and international traineeships, whereas at federal level transnational exchanges and mobility activities are used to increase the labour market opportunities for disadvantaged youth.

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<sup>15</sup> <http://www.eurodyssee.eu/>

## **IdA – Integration through Exchange, Germany**

Disadvantaged youth and young people are absolutely under-represented in transnational mobility schemes and in measures promoting stays abroad for learning and qualifying purposes. The transnational programme 'IdA – Integration durch Austausch' or Integration through exchange aims to increase the employment opportunities of up to 10 000 disadvantaged and unemployed young people by promoting transnational exchange and mobility activities.

The core of the programme is the implementation of transnational activities such as traineeships, study visits, job camps and short-term qualifications in another EU Member State. These stays abroad last for at least one month, up to a maximum of six months. In Germany, job centres, employment agencies, educational institutions and charitable associations have joined forces to cooperate with transnational partners from other EU Member States. A very important decision was undertaken along with the job centres in Germany. As soon as unemployed young people go abroad for a traineeship within the IdA programme, they will not lose their entitlement to social security benefits, such as unemployment or housing benefits.

The Mission Locale de Picardie-Maritime coordinates the ESF project on 'Transnational action encouraging the mobility of young people facing difficulties and willing to work in the craft industry.' The goal is to foster greater mobility, motivation and autonomy of the target group of trainees. This is realised through periods of work experience in a business or training centre, provided in a gradual three-stage approach:

- Regional level - Région of Picardie in the very north of France;
- National level - Région of Midi-Pyrénées in the very south of France;
- European level - Germany or Hungary.

As a result, the majority of the young people have taken a train or an aeroplane for the first time. Also by acquiring new self-confidence and new skills, through their inter-regional and transnational experience, they were able to make plans for their integration into the labour force. A number of the participants have already gained apprenticeship contracts with local businesses.

## 7. IN CONCLUSION

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*Whilst European education and training systems differ from country to country, the ESF has consistently attempted to help Member States and regions to make adjustments to their systems, which will ensure that young people have the best possible chance of achieving their full potential. With the involvement of the ESF, the educational and training systems have been given the opportunity to build interconnecting bridges between the various levels, which provide young people with a smooth transition towards better qualifications, practical skills and entrepreneurial attitudes.*

*However, getting a first job is difficult even for those with good qualifications, skills and attitudes, and so perhaps the most vital link in the vocational integration chain, which the ESF has helped to forge, is that between the education and training systems and real world of work. The ESF, with its emphasis on employment, has helped to guarantee that the views of business and commerce inform the development of education and training and that together more opportunities for traineeships and full-time work have been created.*

*With the ESF's strong emphasis on transnationality, a range of different stakeholders have also been able to work in concert to establish additional possibilities for trainees and university students to train and study abroad and to discover more about Europe's rich tapestry of languages, cultures and traditions.*

*In 2010, 10 million people were involved in ESF-funded projects and figures in Annexe 2 suggest that from 2007 to date over 4 million, and more likely given the non-returns from 45 OPs, 6 million young people have participated in ESF youth measures, since 2007. Through its ability to touch the everyday lives of so many EU citizens, the ESF is both an expression of European solidarity and an instrument that can really advance the EU's employment and inclusion policies.*

## ANNEXES

The following tables present the figures provided by Member States in their replies to the questionnaire.

### ANNEX 1 - OVERVIEW OF THE REPLIES TO THE QUESTIONNAIRE

Member States	Operational Programmes	Questionnaires received		Case studies
		Yes	No	N°
Austria	2007AT052PO001 "Employment "	x		3
	2007AT051PO001 Phasing Out ESF Burgenland	x		1
Belgium	2007BE052PO004 Brussels Capital Region	x		
	2007BE051PO001 Hainaut		x	
	2007BE052PO001 German-speaking Community		x	
	2007BE052PO002 Compétitivité régionale et emploi - Troïka Wallonie (hors Hainaut) Bruxelles (COCOF)		x	
	2007BE052PO003 Regional Competitiveness and Employment Federal OP		x	
	2007BE052PO005 Flanders		x	
Bulgaria	2007BG051PO001 Human Resources Development	x		3
	2007BG051PO002 Administrative Capacity		x	
Cyprus	2007CY052PO001 "Employment, Human Capital and Social Cohesion"	x		1
Czech Republic	2007CZ052PO001 Prague - Adaptability	x		2
	2007CZ05UPO001 Human Resources and Employment	x		3
	2007CZ05UPO002 Education for Competitiveness	x		
Denmark	2007DK052PO001 "More and Better Jobs"	x		3
Estonia	2007EE051PO001 Human Resource Development	x		2
Finland	2007FI052PO001 Mainland Finland		x	
	2007FI052PO002 Åland	x		1
France	2007FR052PO001 Regional competitiveness and Employment	x		5

Member States	Operational Programmes	Questionnaires received		Case studies
		Yes	No	N°
	2007FR051PO001 Martinique		x	
	2007FR051PO002 Guadeloupe		x	
	2007FR051PO003 Guyana		x	
	2007FR051PO004 Ile de la Réunion		x	
Germany	2007DE05UPO001 Federal (Bund)	x		2
	2007DE052PO006 Hessen	x		3
	2007DE052PO009 Rheinland-Pfalz	x		6
	2007DE051PO005 Sachsen-Anhalt	x		1
	2007DE052PO001 Baden-Württemberg	x		3
	2007DE052PO003 Berlin	x		2
	2007DE052PO011 Schleswig-Holstein	x		1
	2007DE052PO010 Saarland	x		2
	2007DE052PO004 Bremen	x		1
	2007DE052PO005 Hambourg	x		2
	2007DE052PO008 Nordrhein-Westfalen	x		1
	2007DE052PO007 Niedersachsen	x		1
	2007DE051PO001 Brandenburg		x	
	2007DE051PO002 Mecklenburg-Vorpommern		x	
	2007DE051PO003 Niedersachsen-Lüneburg		x	
	2007DE051PO004 Freistaat Sachsen		x	
	2007DE051PO006 Thüringen		x	
	2007DE052PO002 Bayern		x	
Greece	2007GR05UPO001 HRD	x		3
	2007GR05UPO003 Public Admin Reform		x	
Hungary	2007HU05UPO001 Social Renewal Operational Programme (SROP)	x		7
	2007HU05UPO002 State Reform		x	
Ireland	2007IE052PO001 Human Capital Investment (HCI-OP)	x		1
Italy	2007IT051PO006 "Governance and System Actions"	x		2
	2007IT052PO017 "Systemic Actions"	x		



Member States	Operational Programmes	Questionnaires received		Case studies
		Yes	No	N°
	2007IT051PO005 Puglia Region		x	3
	2007IT051PO001 Campagna	x		
	2007IT052PO001 Abruzzo	x		
	2007IT052PO002 Emilia Romagna	x		2
	2007IT052PO003 Friuli	x		1
	2007IT052PO004Lazio	x		
	2007IT052PO005 Liguria	x		3
	2007IT052PO009 Bolzano	x		
	2007IT052PO010Trento	x		3
	2007IT052PO011 Piemonte	x		3
	2007IT052PO012 Toscana	x		
	2007IT052PO014 Valle D'Aosta	x		
	2007IT052PO015 Veneto	x		
	2007IT052PO016 Sardegna	x		
	2007IT051PO007 Development of competences		x	
	2007IT51PO002 Calabria		x	
	2007IT051PO003 Sicily		x	
	2007IT051PO004 Basilicata		x	
	2007IT052PO006 Lombardy		x	
	2007IT052PO007 Marche		x	
	2007IT052PO008 Molise		x	
	2007IT052PO013 Umbria		x	
Latvia	2007LV051PO001 Human Resources and Employment	x		1
Lithuania	2007LT051PO001 Development of Human Resources	x		3
Luxembourg	2007LU052PO001 National ESF OP		x	
Malta	2007MT051PO001 Empowering People for more Jobs and Better Quality of Life		x	
Netherlands	2007NL052PO001 National ESF OP	x		3
Poland	2007PL051PO001 Human Capital	x		3
Portugal	2007PT05UPO001 Human Potential		x	

Member States	Operational Programmes	Questionnaires received		Case studies
		Yes	No	N°
	2007PT051PO001 Azores		x	
	2007PT052PO001 Madeira		x	
Romania	2007RO051PO001 Sectoral OP Human Resources Development (SOP HRD)	x		4
Slovakia	2007SK05UPO002 Employment and Social Inclusion	x		2
	2007SK05UPO001 Education	x		1
Slovenia	2007SI051PO001 Human Resources Development	x		3
Spain	2007ES05UPO001 Adaptabilidad y Empleo	x		
	2007ES05UPO002 Lucha contra la discriminacion	x		1
	2007ES051PO002 Castilla la Mancha	x		
	2007ES051PO004 Galicia	x		
	2007ES051PO006 Asturias	x		
	2007ES051PO008 Mellila	x		
	2007ES051PO009 Murcia	x		
	2007ES052PO002 Castilla y Leon	x		
	2007ES052PO003 Valencia	x		
	2007ES052PO007 Catalunya	x		
	2007ES052PO010 Pais Vasco	x		
	2007ES05UPO003 Multiregional OP Technical Assistance and Transnational and Interregional Co-operation		x	
	2007ES051PO003 Extremadura		x	
	2007ES051PO005 Andalucia		x	
	2007ES051PO007 Ceuta		x	
	2007ES052PO001 Canarias		x	
	2007ES52PO004 Aragon		x	
	2007ES052PO005 Baleares		x	
	2007ES052PO006 Cantabria		x	
	2007ES52PO008 Madrid		x	
2007ES052PO009 Navarra		x		
2007ES52PO011 La Rioja		x		

Member States	Operational Programmes	Questionnaires received		Case studies
		Yes	No	N°
Sweden	2007SE052PO001 Regional Competitiveness and Employment	x		3
UK	2007UK051PO001 Highlands and Islands of Scotland	x		1
	2007UK052PO002 Lowlands and Uplands Scotland	x		
	2007UK05UPO001 England & Gibraltar	x		2
	2007UK051PO002 West Wales and the Valleys	x		1
	2007UK052PO001 East Wales		x	
	2007UK052PO003 Northern Ireland	x		3
	<b>TOTAL</b>	<b>67</b>	<b>46</b>	<b>108</b>

ANNEX 2 – PHYSICAL IMPLEMENTATION: NUMBER OF YOUNG PEOPLE BY OPERATIONAL PROGRAMME AND BY MEASURES

- 1 - Reforms in education and training systems
- 2 - Increased participation in education and training including reduction of early school leaving
- 3 - Postgraduate studies and training of young researchers
- 4 - Improving transitions from education to work /Networking activities between education institutions and enterprises
- 5 - Access to employment and prevention of unemployment
- 6 - Supporting youth at risk
- 7 - Supporting young entrepreneurship and self-employment

**NB** These data are neither comprehensive, nor fully comparable. Only 67 questionnaires were completed, not all with statistical data.  
Data are not always complete, not always by measures (hence the higher total) and not always at 31.12.2010.

MS	OPs	Measures (when specified)							TOTAL
		1	2	3	4	5	6	7	
v3									<b>5.208.668</b>
	<b>Total</b>	<b>356.319</b>	<b>2.003.319</b>	<b>114.671</b>	<b>533.563</b>	<b>692.248</b>	<b>254.688</b>	<b>108.491</b>	
AT	Employment 2007AT052PO001 and 2007AT052PO001		21.784			8.280	31.413		<b>61.477</b>

MS	OPs	Measures (when specified)							TOTAL
		1	2	3	4	5	6	7	
v3									<b>5.208.668</b>
	2007AT051PO001 Phasing Out ESF Burgenland				91	256	61		<b>408</b>
BE	Brussels Capital Region 2007BE052PO004					5.305	10.495	374	<b>16.174</b>
BE -nl									<b>0</b>
BE -fr									<b>0</b>
BG	Human Resources Development 2007BG051PO001		162.071			7.359	13.753		<b>183.183</b>
CY	Employment, Human Capital and Social Cohesion 2007CY052PO001								<b>0</b>
CZ	Prague - Adaptability 2007CZ052PO001								<b>7.531</b>
	Human Resources and Employment 2007CZ05UPO001					1.288	8.409		<b>9.697</b>
	Education for Competitiveness 2007CZ05UPO002								<b>127.504</b>
DK	2007DK052PO001 "More and Better Jobs" - No target groups								<b>0</b>
EE	Human Resource Development 2007EE051PO001		3.139	1.966	10.603	6.497	639		<b>22.844</b>

MS	OPs	Measures (when specified)							TOTAL
		1	2	3	4	5	6	7	
v3									<b>5.208.668</b>
FI	Åland CCI 2007FI052PO002		93						<b>93</b>
FR	Regional competitiveness and Employment, 2007FR052PO001		28.855			13.767			<b>999.956</b>
DE	Federal (Bund) 2007DE05UPO001		10.000		60.116				<b>70.116</b>
	Hessen 2007DE052PO006 Prioritätsachse B		23.999						<b>23.999</b>
	Rheinland-Pfalz 2007DE052PO009		10.449		13.542	15.571	9.218		<b>48.780</b>
	Sachsen-Anhalt 2007DE051PO005		6.384		1.360				<b>7.744</b>
	Baden-Württemberg 2007DE052PO001 Prioritätsachse B		44.633	26				73.024	<b>117.683</b>
	ESF OP Berlin 2007DE052PO003	10	108.128	4.301	870	9.856	2.730		<b>125.895</b>
	Schleswig-Holstein 2007DE052PO011 (until 31.12.2009)		39.739		17.993	4.642	1.964	3.399	<b>67.737</b>
	Saarland 2007DE052PO010				13.847	1.780			<b>15.627</b>
	Bremen 2007DE052PO004	2.853	468		1.099		709		<b>5.129</b>
Hambourg 2007DE052PO005		7.000	150	1.200	1.100	2.000		<b>11.450</b>	

MS	OPs	Measures (when specified)							TOTAL
		1	2	3	4	5	6	7	
v3									<b>5.208.668</b>
	Nordrhein-Westfalen 2007DE052PO008	1.877	7.323		200.454	10.168	93.174		<b>312.996</b>
	Niedersachsen 2007DE052PO007		284.330			80.300			<b>364.630</b>
GR	HRD 2007GR05UPO001								<b>0</b>
HU	Social Renewal Operational Programme (SROP) 2007HU05UPO001		300.000			13.336	9.769		<b>323.105</b>
IE	Human Capital Investment (HCI-OP) 2007IE052PO001		71.915			55	2.668		<b>74.638</b>
IT	Governance and System Actions 2007IT051PO006								<b>0</b>
	Systemic Actions 2007IT052PO017								<b>0</b>
	Campania 2007IT051PO001								<b>0</b>
	Abruzzo 2007IT052PO001	88	2.491	824	4	611	146	4	<b>4.168</b>
	Emilia-Romagna 2007IT052PO002			2.430	2.070	20.661	3.954		<b>29.115</b>
	Friuli 2007IT052PO003	16.930	683	259	207	5.000			<b>23.079</b>
	Lazio 2007IT052PO004	191	3.933	33	21	4		42	<b>4.224</b>
	Liguria 2007IT052PO005	190			20	7.200	2.300	400	<b>10.110</b>

MS	OPs	Measures (when specified)							TOTAL
		1	2	3	4	5	6	7	
v3									<b>5.208.668</b>
	Bolzano 2007IT052PO009	2.406	2.572	172			87	235	<b>5.472</b>
	Trento 2007IT052PO010	637	242	176	4.140	277	221		<b>5.693</b>
	Piemonte 2007IT052PO011	13.000	6.225	2.000	21.500	10.000	2.000	4.500	<b>59.225</b>
	Toscana 2007IT052PO012	2.025	3.156	2.028	8.600		786	93	<b>16.688</b>
	Valle d'Aosta 2007IT052PO014			88	3	28		71	<b>190</b>
	Veneto 2007IT052PO015		3.414	5.170	1.450	770			<b>10.804</b>
	Sardegna 2007IT052PO016			2.438		135	795	80	<b>3.448</b>
LV	Human Resources and Employment 2007LV051PO001	30.458	31.983			2.235	2.270		<b>66.946</b>
LT	Development of Human Resources 2007LT051PO001		542	480	5	11.824	83		<b>12.934</b>
LU									<b>0</b>
MT									<b>0</b>
NL	ESF OP 2007 - 2013 2007NL052PO001	incl in 4	3.578		45.696	78.999	5.722		<b>133.995</b>
PL	Human Capital 2007PL051PO001	82.488	325.605	83.279	41.346	196.216	36.536	13.674	<b>779.144</b>



MS	OPs	Measures (when specified)							TOTAL
		1	2	3	4	5	6	7	
v3									<b>5.208.668</b>
	Sectoral OP Human Resources Development								<b>0</b>
PT									<b>0</b>
RO	Sectoral OP Human Resources Development (SOP HRD) 2007RO051PO001	792	316	3.164	15.909	1.046	2.892	4.206	<b>28.325</b>
SK	Employment and Social Inclusion 2007SK05UPO002					45.094			<b>45.094</b>
	Education 2007SK05UPO001								<b>0</b>
SI	Human Resources Development 2007SI051PO001	202.374	3.488		2.252	6.401	29	492	<b>215.036</b>
ES	Adaptabilidad y Empleo 2007ES05UPO001								<b>0</b>
	Lucha contra la discriminacion 2007ES05UPO002								<b>0</b>
	OPs not identified in the replies (Roms, Women, other)		22.220	5.440	46.673	25.632		644	<b>100.609</b>
	Castilla la Mancha 2007ES051PO002		2.876	9		1.879	78	166	<b>5.008</b>
	Galicia 2007ES051PO004		27.178	208		745	236	303	<b>28.670</b>
	Asturias 2007ES051PO006			1.695			2.396		<b>4.091</b>
	Mellila 2007ES051PO008						110	5	<b>115</b>

MS	OPs	Measures (when specified)							TOTAL
		1	2	3	4	5	6	7	
v3									<b>5.208.668</b>
	Murcia 2007ES051PO009 (until 31.12.2009)		906			37.477	2.347	865	<b>41.595</b>
	Castilla y Leon 2007ES052PO002					261		1.769	<b>2.030</b>
	Valencia 2007ES052PO003		15.616	30	461	17.232	2.486	124	<b>35.949</b>
	Catalunya 2007ES052PO007		47.474		3.102	3.475	2.674	1	<b>56.726</b>
	Pais Vasco 2007ES052PO010 (until 31.12.2009)				16.898	13.609	912	1.766	<b>33.185</b>
SE	OP2 2007SE052PO001								<b>0</b>
UK	England & Gibraltar 2007UK05UPO001		347.816						<b>347.816</b>
	Wales 2007UK051PO002 and 2007UK052PO001		19.000		2.031	7.500			<b>28.531</b>
	Scotland 2007UK051PO001 and 2007UK052PO002								<b>53.000</b>
	Northern Ireland 2007UK052PO003					15.871	1.132	2.254	<b>19.257</b>

ANNEX 3 – FINANCIAL ALLOCATION BY OPERATIONAL PROGRAMME AND BY MEASURES

- 1 - Reforms in education and training systems
- 2 - Increased participation in education and training including reduction of early school leaving
- 3 - Postgraduate studies and training of young researchers
- 4 - Improving transitions from education to work /Networking activities between education institutions and enterprises
- 5 - Access to employment and prevention of unemployment
- 6 - Supporting youth at risk
- 7 - Supporting young entrepreneurship and self-employment

**NB** These data are neither comprehensive, nor fully comparable. Only 67 questionnaires were completed, not all with financial information. Data are not always complete, not always by measures (hence the higher total) and not always at 31.12.2010. Cells remain blank in the absence of figures and/or when figures include non-youth participants.

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									15.695.925.145
v1	<b>TOTAL</b>	1.642.252.671	4.408.033.605	830.051.203	3.155.891.966	3.113.460.320	1.195.122.304	1.180.668.059	
AT	"Employment" 2007AT052PO001								
	Phasing Out ESF Burgenland 2007AT051PO001				797.206	1.024.548	163.714		1.985.467

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>15.695.925.1</b> <b>45</b>
BE	Brussels Capital Region 2007BE052PO004								
BE-nl									
BE-fr									<b>0</b>
BG	Human Resources Development 2007BG051PO001 - <b>ESF</b>		16.629.559	5.810.531	2.990.773	19.770.975	14.855.614	8.691.962	<b>68.749.415</b>
	Human Resources Development 2007BG051PO001 - <b>National</b>		2.934.628	1.025.388	527.783	3.488.995	2.621.579	1.533.876	<b>12.132.250</b>
CY	Empl, Human Capital, Social Cohesion 2007CY052PO001 - <b>ESF</b>	16.405.000	14.865.000		2.975.000	15.900.000			<b>50.145.000</b>
	Empl, Human Capital, Social Cohesion 2007CY052PO001 - <b>National</b>	2.895.000	4.035.000		525.000	5.100.000			<b>12.555.000</b>
CZ	Prague - Adaptability 2007CZ052PO001								<b>302.000.000</b>
	Human Resources and Employment 2007CZ05UPO001					2.552.653	19.052.559		<b>21.605.212</b>
	Education for Competitiveness 2007CZ05UPO002	654.807.619	633.049.834	32.272.058	660.727.237	633.049.834	271.627.176	490.985.017	<b>3.376.518.77</b> <b>5</b>
DK	2007DK052PO001 "More and Better Jobs"								

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>15.695.925.1 45</b>
EE	Human Resource Development 2007EE051PO001 - <b>ESF &amp; National</b>		1.323.475	14.467.580	4.975.390				<b>20.766.445</b>
	Human Resource Development 2007EE051PO001 - <b>National</b>			1.702.067	0				<b>1.702.067</b>
FI	Åland CCI 2007FI052PO002 - <b>ESF</b>		200.869						<b>200.869</b>
	Åland CCI 2007FI052PO002 - <b>National</b>		200.869						<b>200.869</b>
FR	Regional competitiveness and Employment, 2007FR052PO001		35.500.000				53.700.000		<b>89.200.000</b>
DE	Federal (Bund) 2007DE05UPO001		60.672.082		28.133.282	53.961.691			<b>142.767.055</b>
	Hessen 2007DE052PO006 Prioritätsachse B	6.656.304	118.217.261		94.257.047				<b>219.130.612</b>
	Niedersachsen 2007DE052PO007 - <b>ESF</b>		1.500.000			114.616.600			<b>116.116.600</b>
	Niedersachsen 2007DE052PO007 - <b>National</b>					105.921.800			<b>105.921.800</b>
	Rheinland-Pfalz 2007DE052PO009		3.930.103		3.228.606	33.905.035	3.136.552		<b>44.200.296</b>
	Sachsen-Anhalt 2007DE051PO005		28.000.000		20.300.000		8.600.000	NA	<b>56.900.000</b>
	Baden-Württemberg 2007DE052PO001 Prioritätsachse B - <b>ESF</b>		29.349.000	2.976.000		29.349.000		5.140.000	<b>66.814.000</b>

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>15.695.925.145</b>
	Baden-Württemberg 2007DE052PO001 Prioritätsachse B - <b>National</b>		26.444.000	2.980.000		26.444.000		3.745.000	<b>59.613.000</b>
	Berlin 2007DE052PO003 - <b>ESF</b>	4.303	41.501.661	2.857.149	1.802.872	10.086.957	2.352.445	3.499.899	<b>62.105.286</b>
	Schleswig-Holstein 2007DE052PO011								<b>43.231.000</b>
	Saarland 2007DE052PO010 - <b>ESF</b>				14.527.420	814.773			<b>15.342.193</b>
	Saarland 2007DE052PO010 - <b>National</b>				21.393.206	2.862.256			<b>24.255.462</b>
	Bremen 2007DE052PO004	1.278.990	651.707		2.129.316		703.674		<b>4.763.687</b>
	Hambourg 2007DE052PO005 - <b>ESF</b>		3.600.000	850.000	2.200.000	3.500.000	2.175.000		<b>12.325.000</b>
	Hambourg 2007DE052PO005 - <b>National</b>		4.700.000	850.000	2.500.000	3.500.000	3.575.000		<b>15.125.000</b>
	Nordrhein-Westfalen 2007DE052PO008	46.903.694	13.301.900		544.726.283	18.461.969	308.717.967		<b>932.111.813</b>
GR	HRD 2007GR05UPO001								
HU	Social Renewal Operational Programme (SROP) 2007HU05UPO001	189.071.339	182.655.795	28.034.825	182.655.795		6.210.407		<b>588.628.161</b>
IE	Human Capital Investment (HCI-OP) 2007IE052PO001 - <b>ESF</b>		64.370.000			340.000	6.208.000		<b>70.918.000</b>

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>15.695.925.145</b>
	Human Capital Investment (HCI-OP) 2007IE052PO001- <b>National</b>		77.170.000			560.000	6.208.000		<b>83.938.000</b>
IT	National OPs "Governance and System Actions" 2007IT051PO006 "Systemic Actions" 2007IT052PO017								<b>2.286.699</b>
	Campania 2007IT051PO001	500.000	5.000.000		1.000.000	1.000.000	3.000.000	22.000.000	<b>32.500.000</b>
	Piemonte 2007IT052PO011	100.785.245	141.959.909	incl in 4	192.375.114	194.804.915	12.094.230	34.918.056	<b>676.937.469</b>
	Abruzzo 2007IT052PO001	195.000	471.767	7.483.089	100.000	9.868.500	407.800	9.150.186	<b>27.676.342</b>
	E-Romagna 2007IT052PO002	30.403.842		103.473.517	230.810.849	incl in 4	96.778.814		<b>461.467.022</b>
	Friuli 2007IT052PO003 - <b>ESF</b>	3.261.894	135.720	1.819.819	1.691.655	17.538.793		690.853	<b>25.138.734</b>
	Friuli 2007IT052PO003 - <b>National</b>	5.390.344	224.280	3.007.288	2.795.494	28.983.205		1.141.648	<b>41.542.259</b>
	Lazio 2007IT052PO004	4.089.910	86.172.610	4.500.000	4.000.000	3.702.115		2.500.000	<b>104.964.635</b>
	Liguria 2007IT052PO005	29.630.480	15.802.922	incl in 4	33.581.209	47.408.768	12.642.338	15.802.922	<b>154.868.639</b>
	Bolzano 2007IT052PO009	12.317.690	23.036.241	12.836.330			12.817.638	1.602.205	<b>62.610.104</b>
	Trento 2007IT052PO010 - <b>ESF</b>	264.063	91.939	956.500	2.305.228	1.444.866	311.592		<b>5.374.188</b>

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>15.695.925.145</b>
	Trento 2007IT052PO010 - <b>National</b>	679.020	236.415	2.459.571	5.927.729	3.715.369	801.236		<b>13.819.340</b>
	Toscana 2007IT052PO012	4.534.005	24.976.190	15.109.809	incl in 5	26.664.105	3.614.545	912.707	<b>75.811.361</b>
	Valle d'Aosta 2007IT052PO014 - <b>ESF</b>		216.568	874.000	380.051	261.381	201.598	62.866	<b>1.996.464</b>
	Valle d'Aosta 2007IT052PO014 - <b>National</b>		324.852	1.311.000	570.077	392.071	302.397	94.299	<b>2.994.695</b>
	Veneto 2007IT052PO015		126.126.596	22.100.000	7.737.080	10.200.000		16.884.374	<b>183.048.050</b>
	Sardegna 2007IT052PO016	61.000.000	4.000.000	224.331.540	11.232.000	7.600.000	8.371.833	50.400.000	<b>366.935.373</b>
LV	Human Resources and Employment 2007LV051PO001 - <b>ESF</b>	18.872.998	37.329.083	48.700.000	6.437.534	2.390.000	8.550.000		<b>122.279.615</b>
	Human Resources and Employment 2007LV051PO001 - <b>National</b>	1.487.558	6.587.484	8.556.618	1.136.035	200.000	0		<b>17.967.695</b>
LT	Development of Human Resources 2007LT051PO001 - <b>ESF</b>	2.454.664	2.357.774	38.882.556	23.221.066	10.520.620	2.040.000	388.333	<b>79.865.012</b>
	Development of Human Resources 2007LT051PO001 - <b>National</b>	433.176	416.078	716.538	3.972.326	732.462	0	0	<b>6.270.580</b>
LU		2.887.839							
MT									



MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>15.695.925.145</b>
NL	ESF OP 2007 - 2013 2007NL052PO001 - <b>ESF</b>	106.721.001	268.001.422		215.721.001	443.465.831			<b>1.033.909.255</b>
	ESF OP 2007 - 2013 2007NL052PO001 - <b>National</b>	177.868.335	446.669.036		359.535.001	739.109.718	253.333.351		<b>1.976.515.441</b>
PL	Human Capital 2007PL051PO001 - <b>ESF</b>		874.305.429		358.275.000		42.500.000	340.720.168	<b>1.615.800.597</b>
	Human Capital 2007PL051PO001 - <b>National</b>		154.289.194		63.225.000		7.500.000	60.127.088	<b>285.141.282</b>
PT									
RO	Human Resources Development 2007RO051PO001 - <b>ESF</b>		80.478.950	125.748.375					<b>206.227.325</b>
	Human Resources Development 2007RO051PO001 - <b>National</b>		11.125.029	22.184.525					<b>33.309.554</b>
SK	Employment and Social Inclusion 2007SK05UPO002								
	Education 2007SK05UPO001 - <b>ESF</b>				6.860.956				<b>6.860.956</b>
	Education 2007SK05UPO001 - <b>National</b>				1.210.757				<b>1.210.757</b>
SI	Human Resources Development	160.453.358	37.682.614	81.694.116	20.664.978	132.685.439	2.000.000	55.498.500	<b>490.679.005</b>

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>15.695.925.145</b>
	2007SI051PO001								
ES	Adaptabilidad y empleo 2007ES05UPO001								
	Lucha contra la discriminacion 2007ES05UPO002								
	OPs not identified in the replies (Roms, Women, other)		9.607.007	899.762	498.000	2.879.517		21.471.310	<b>50.805.173</b>
	Castilla la Mancha 2007ES051PO002 - <b>ESF</b>		42.828.811	5.226.455	4.365.685	51.870.868	3.391.522	6.037.845	<b>113.721.186</b>
	Castilla la Mancha 2007ES051PO002 - <b>National</b>		10.707.202	1.306.614	485.077	12.361.374	847.881	1.509.461	<b>27.217.609</b>
	Galicia 2007ES051PO004								<b>0</b>
	Asturias 2007ES051PO006		4.971.734		125.482	12.933.994			<b>18.031.210</b>
	Mellila 2007ES051PO008				167.975	3.189.152		922.607	<b>4.279.734</b>
	Murcia 2007ES051PO009		847.595			8.902.565	1.987.152	3.211.253	<b>14.948.565</b>
	Castilla y Leon 2007ES052PO002 - <b>ESF</b>					1.158.957		2.897.390	<b>4.056.347</b>
	Castilla y Leon 2007ES052PO002 - <b>National</b>					14.186.043		13.972.445	<b>28.158.488</b>

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>15.695.925.145</b>
	Valencia 2007ES052PO003 - <b>ESF &amp; National</b>			2.047.583	1.794.095	29.115.503	4.480.000	680.000	<b>38.117.181</b>
	Valencia 2007ES052PO003 - <b>National</b>					6.247.584	1.120.000	170.000	<b>7.537.584</b>
	Catalunya 2007ES052PO007		10.690.410		2.317.297	18.860.000	3.235.674	411.905	<b>35.515.286</b>
	Pais Vasco 2007ES052PO010								<b>0</b>
SE	OP2 2007SE052PO001								<b>0</b>
UK	England & Gibraltar 2007UK05UPO001		491.600.000						<b>491.600.000</b>
	Wales 2007UK051PO002 2007UK052PO001		123.960.000						<b>123.960.000</b>
	Scotland 2007UK051PO001 and 2007UK052PO002								<b>0</b>
	Northern Ireland 2007UK052PO003					183.855.519	2.885.016	2.893.884	<b>189.634.419</b>

ANNEX 4 – FINANCIAL IMPLEMENTATION BY OPERATIONAL PROGRAMME AND BY MEASURES

- 1 - Reforms in education and training systems
- 2 - Increased participation in education and training including reduction of early school leaving
- 3 - Postgraduate studies and training of young researchers
- 4 - Improving transitions from education to work /Networking activities between education institutions and enterprises
- 5 - Access to employment and prevention of unemployment
- 6 - Supporting youth at risk
- 7 - Supporting young entrepreneurship and self-employment

**NB** These data are neither comprehensive, nor fully comparable. Only 67 questionnaires were completed, not all with financial information. Data are not always complete, not always by measures (hence the higher total) and not always at 31.12.2010. Cells remain blank in the absence of figures and/or when figures include non-youth participants.

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									7.208.596.358
v1	<b>TOTAL</b>	550.660.84 1	2.304.750.53 4	480.770.19 2	848.679.01 7	1.843.153.94 7	813.274.50 4	188.199.52 3	
AT	Employment 2007AT052PO001								

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>7.208.596.358</b>
	Phasing Out ESF Burgenland 2007AT051PO001				797.206	1.024.548	163.714		1.985.467
BE	Brussels Capital Region 2007BE052PO004								
BE-nl									
BE-fr									
BG	Human Resources Development 2007BG051PO001 - ESF		9.454.398	1.841.216	1.906.677	1.398.802	5.640.203	114.115	20.355.411
	Human Resources Development 2007BG051PO001 - <b>National</b>		1.668.423	324.920	336.472	246.847	995.330	995.330	<b>4.567.323</b>
CY	Empl, Human Capital, Social Cohesion 2007CY052PO001 - <b>ESF</b>	8.400.000	2.500.000		79.919	2.100.000			<b>13.079.919</b>
CZ	Empl, Human Capital, Social Cohesion 2007CY052PO001 - <b>National</b>								<b>7.400.000</b>
	Human Resources and Employment 2007CZ05UPO001					566.857	1.288.580		<b>1.855.437</b>
	Education for Competitiveness 2007CZ05UPO002	49.448.398	47.552.416	28.507.692	23.257.382	47.552.416	26.750.327	28.402.800	<b>251.471.431</b>

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>7.208.596.358</b>
DK	2007DK052PO001 "More and Better Jobs" - No target groups								<b>NA for youth</b>
EE	Human Resource Development 2007EE051PO001 - <b>ESF &amp; National</b>		557.843	2.357.340	2.174.413				<b>5.089.596</b>
	Human Resource Development 2007EE051PO001- <b>National only</b>		95.760	277.334	0				<b>373.094</b>
FI	Åland CCI 2007FI052PO002 - <b>ESF</b>		82.458						<b>82.458</b>
	Åland CCI 2007FI052PO002 - <b>National</b>		82.458						<b>82.458</b>
FR	Regional competitiveness and Employment 2007FR052PO001		16.300.000				38.000.000		54.300.000
DE	Federal (Bund) 2007DE05UPO001	18.000.000	80.953.683		63.476.041	48.270.982		1	<b>210.700.707</b>
	Hessen 2007DE052PO006 Prioritätsachse B		3.436.842	104.858.836	16.943.306				<b>125.238.984</b>
	Niedersachsen 2007DE052PO007 - <b>ESF &amp; National</b>		1.500.000		4.923.400	98.570.900			<b>104.994.300</b>
	Niedersachsen 2007DE052PO007 - <b>National only</b>			NA	5.031.400	206.777.100			<b>211.808.500</b>
	Rheinland-Pfalz 2007DE052PO009		2.675.672		2.521.745	20.287.946	2.219.619		<b>27.704.982</b>

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>7.208.596.358</b>
	Sachsen-Anhalt 2007DE051PO005		6.300.000	NA	7.250.000	NA	2.700.000		<b>16.250.000</b>
	Baden-Württemberg 2007DE052PO001 Prioritätsachse B - <b>ESF</b>		15.251.000	827.000		15.251.000		1.970.000	<b>33.299.000</b>
	Baden-Württemberg 2007DE052PO001 Prioritätsachse B - <b>National</b>		12.564.000	831.000		12.564.000		1.623.000	<b>27.582.000</b>
	Berlin 2007DE052PO003	6.023	65.126.382	2.590.528	1.375.316	7.864.996	2.178.515	0	<b>79.141.760</b>
	Schleswig-Holstein 2007DE052PO011								<b>22.933.000</b>
	Saarland 2007DE052PO010 - <b>ESF</b>				9.079.611	574.967			<b>9.654.578</b>
	Saarland 2007DE052PO010 - <b>National</b>				13.883.525	1.962.426			<b>15.845.951</b>
	Bremen 2007DE052PO004	999.000	385.765		1.740.620		747.115		<b>3.872.500</b>
	Hambourg 2007DE052PO005 - <b>ESF</b>		3.200.000	220.000	1.000.000	3.500.000	1.400.000		<b>9.320.000</b>
	Hambourg 2007DE052PO005 - <b>National</b>		2.100.000	190.000	750.000	2.000.000	600.000		<b>5.640.000</b>
	Nordrhein-Westfalen 2007DE052PO008	23.774.157	5.854.500		219.698.413	12.652.513	177.754.252		<b>439.733.835</b>

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>7.208.596.358</b>
GR	HRD 2007GR05UPO001								
HU	Social Renewal Operational Programme (SROP) 2007HU05UPO001	5.686.204		5.136.564			6.853.738		<b>17.676.506</b>
IE	Human Capital Investment (HCI-OP) 2007IE052PO001 - <b>ESF</b>		107.360.000				3.024.000		<b>110.384.000</b>
	Human Capital Investment (HCI-OP) 2007IE052PO001- <b>National</b>		126.850.000				3.024.000		<b>129.874.000</b>
IT	National OPs "Governance and System Actions" 2007IT051PO006 & "Systemic Actions" 2007IT052PO017								
	Campania 2007IT051PO001								
	Piemonte 2007IT052PO011	80.000.000	68.000.000	3.000.000	37.000.000	90.000.000	6.000.000	10.000.000	<b>294.000.000</b>
	Abruzzo 2007IT052PO001	0	399.480	2.510.161	0	1.120.356	344.233	9.053.251	<b>13.427.481</b>
	E-Romagna 2007IT052PO002	8.727.195		44.100.152	26.309.035	186.175.553	49.399.689		<b>314.711.624</b>
	Friuli 2007IT052PO003 - <b>ESF</b>	1.244.386	0	1.455.457	872.719	17.538.793			<b>21.111.355</b>
	Friuli 2007IT052PO003 - <b>National</b>	2.056.373	0	2.405.172	1.454.533	28.983.205			<b>34.899.283</b>



MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>7.208.596.358</b>
	Lazio 2007IT052PO004	7.044.000	84.081.080	3.081.582	3.397.472	1.066.099		2.473.540	<b>101.143.773</b>
	Liguria 2007IT052PO005	3.900.000	1.300.000	incl in 4	6.000.000	71.600.000	4.140.000	2.200.000	<b>89.140.000</b>
	Bolzano 2007IT052PO009	6.319.835	16.957.510	308.002			1.367.348	318.896	<b>25.271.591</b>
	Trento 2007IT052PO010								
	Toscana 2007IT052PO012	2.106.083	11.514.918	6.729.530	incl in 5	19.129.510	2.194.458	654.800	<b>42.329.299</b>
	Valle d'Aosta 2007IT052PO014 - <b>ESF</b>			421.600	155.710	44.101			<b>621.410</b>
	Valle d'Aosta 2007IT052PO014 - <b>National</b>			632.400	233.584	66.151			<b>932.136</b>
	Veneto 2007IT052PO015		114.393.948	21.864.806	6.803.132	9.848.655		14.761.715	<b>167.672.256</b>
	Sardegna 2007IT052PO016	0	0	191.466.651	0	0	4.544.917	41.772.093	<b>237.783.661</b>
LV	Human Resources and Employment 2007LV051PO001 - <b>ESF</b>	4.274.209	16.076.683	19.235.601	1.179.451	2.390.000	2.075.044		<b>45.230.988</b>
	Human Resources and Employment 2007LV051PO001 - <b>National</b>	726.532	2.837.061	3.394.518	208.138	200.000	0		<b>7.366.249</b>
LT	Development of Human Resources 2007LT051PO001 - <b>ESF</b>	4.471	1.114.894	1.629.813	1.099.196	1.403.462	1.210.000	1.289	<b>6.463.124</b>

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>7.208.596.358</b>
	Development of Human Resources 2007LT051PO001 - <b>National</b>	789	196.746	287.614	171.744	62.376	0	0	<b>719.269</b>
LU									
MT									
NL	ESF OP 2007 - 2013 2007NL052PO001 - <b>ESF</b>	106.455.362	174.017.763		151.049.172	277.300.076	178.797.613		<b>887.619.986</b>
	ESF OP 2007 - 2013 2007NL052PO001 - National	159.683.043	261.026.645		226.573.758	415.950.114	268.196.420		<b>1.331.429.980</b>
PL	Human Capital 2007PL051PO001 - <b>ESF</b>		514.384.211						<b>514.384.211</b>
	Human Capital 2007PL051PO001 - <b>National</b>		90.773.685						<b>90.773.685</b>
PT									
RO	Human Resources Development 2007RO051PO001 - <b>ESF</b>		596.839	8.626.955					<b>9.223.794</b>
	Human Resources Development 2007RO051PO001 - <b>National</b>		82.468	1.522.404					<b>1.604.872</b>
SK	Employment and Social Inclusion 2007SK05UPO002				2.428.519				<b>2.428.519</b>

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>7.208.596.358</b>
	Education 2007SK05UPO001								
SI	Human Resources Development 2007SI051PO001	61.804.782	9.485.674	11.317.933	2.077.780	59.728.536	668.320	29.011.363	<b>174.094.388</b>
ES	Adaptabilidad y empleo 2007ES05UPO001								
	Lucha contra la discriminacion 2007ES05UPO002								
	OPs not identified in the replies		1.212.980	1.320.957		4.964.246		21.613.593	<b>29.111.777</b>
	Castilla la Mancha 2007ES051PO002 - <b>ESF</b>		5.441.295	170.399		3.723.614	217.140	619.047	<b>10.171.495</b>
	Castilla la Mancha 2007ES051PO002 - <b>National</b>		1.485.324	42.600		930.904	54.285	154.762	<b>2.667.875</b>
	Galicia 2007ES051PO004		30.991.398	6.967.332	577.000				<b>38.535.730</b>
	Asturias 2007ES051PO006		3.977.387		100.386	10.347.195			<b>14.424.968</b>
	Mellila 2007ES051PO008				103.476	1.289.584		44.600	<b>1.437.660</b>
	Murcia 2007ES051PO009		680.534			9.011.366	2.086.080	2.418.255	<b>14.196.235</b>
	Castilla y Leon 2007ES052PO002 - <b>ESF</b>					1.158.904		2.897.356	<b>4.056.260</b>

MS	OPs	Measures (when specified)							TOTAL - €
		1	2	3	4	5	6	7	
									<b>7.208.596.358</b>
	Castilla y Leon 2007ES052PO002 - <b>National</b>					14.136.112		13.334.839	<b>27.470.951</b>
	Valencia 2007ES052PO003 - <b>ESF &amp; National</b>			316.122	1.542.468	34.030.357	9.240.000	650.000	<b>45.778.947</b>
	Valencia 2007ES052PO003 - <b>National</b>					7.710.000	2.310.000	160.000	<b>10.180.000</b>
	Catalunya 2007ES052PO007		10.690.410		2.317.297	18.860.000	3.235.674	411.905	<b>35.515.286</b>
	Pais Vasco 2007ES052PO010				799.003	629.924	1.958.293	881.933	<b>4.269.152</b>
SE	OP2 2007SE052PO001								
UK	England & Gibraltar 2007UK05UPO001		262.100.000						<b>262.100.000</b>
	Wales 2007UK052PO001 and 2007UK051PO002		109.080.000						<b>109.080.000</b>
	Scotland 2007UK051PO001 and 2007UK052PO002								<b>148.774.800</b>
	Northern Ireland 2007UK052PO003					70.588.452	1.895.598	1.661.041	<b>74.145.091</b>