

EUROPEAN SOCIAL PARTNERS<sup>1</sup>:

## FRAMEWORK OF ACTIONS ON YOUTH EMPLOYMENT JUNE 2013

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<sup>1</sup> The ETUC delegation includes representatives of the EUROCADRES/CEC Liaison Committee

## Entrepreneur's Skills Certificate® / Austria

- Learning
- Entrepreneurship

### Objective / Summary:

The Entrepreneur's Skills Certificate (ESC)® provides economic and entrepreneurial competencies in four modules. E-learning platforms, Apps as well as a standardised testing system guarantee national and international standards. The ESC® is an acknowledged path to employability.

### Description of the initiative:

The ESC® is a certified training programme consisting of four modules. It focuses on themes like our world of work/business basics (module A), national economy (module B), business administration (module C) and basic accountancy, taxation, calculation, finance and marketing (module UP). The ESC® provides economic basics and entrepreneurial competences in four independent modules. An E-learning platform, Apps for i-phone and Android as well as a standardised testing system guarantee comparable national and international standards. Economic competences and self-centred learning with modern media empower young people for their transition from education to a career -- either employed or self-employed.

Well established knowledge and competences about economic relations, labour laws, the social and financial system as well as social responsibility are of vital concern not only to business locations and companies, but to teachers, educational institutions and to the younger generation as well. This is of high relevance for Austria's success as a business location, since a high percentage of these graduates choose to be self-employed. These young entrepreneurs are the economic backbone for the years to come!

Target groups: ISCED 3 – general and VET, as well as ISCED 4 and ISCED 5. Each module ends with a standardised multiple-choice online test. The ESC® can either be integrated into on-going curricula or offered on an extracurricular basis. In order to support teachers when starting the programme, teacher training in cooperation with local teacher training institutions is offered.

The Entrepreneur's Skills Certificate® has been elected best practice example for entrepreneurship education in Oslo 2006. This was followed by international dissemination activities: Albania, Czech Republic, Germany, France, Italy/Alto Adige, Kosovo and Poland.

### Assessment / Results:

ESC® testing takes place in schools that are accredited testing centres. Each module ends with a standardised multiple-choice online test with a maximum duration of 45 min. There is automated feedback to the students. Students/schools receive certificates with their scores including a description of learning outcomes on the back in their national language and in English.

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## Transition from School to Job in the City of Vienna / Austria

Transition

### Objective / Summary:

The transition from school to job is an important pillar in the “Viennese Education Guarantee”. This transition is supported by different measures.

### Description of the initiative:

The transition from compulsory education to a continued education is supported by:

- Youth coaching: Counselling and case-management which is initiated at schools. The implementation was tested in 2010/11 and youth coaching has been expanded further throughout the City of Vienna since 2012. <http://www.neba.at/jugendcoaching/warum.html>
- Low threshold measures: Low threshold projects have been developed for youths who have left the school system and have received little professional orientation. The goal is to guide youths towards a secondary education or job training. Cooperation with youth work outside schools is important to reach this target group.
- External apprenticeship: Youths who cannot find a place as an apprentice within an enterprise are offered an apprenticeship training position through the External Apprenticeship Training (ÜBA)/supra-company apprenticeship financed by the AMS (Public Employment Service) and the City of Vienna.
- Central Coordination Unit: To improve coordination of the actors on the provincial and national level a coordination unit has been set up. Funded and commissioned by: AMS BSB (Federal Social Office), FSW (Vienna Social Fund). <http://www.koordinationsstelle.at/english-info.html>. It has 2 focuses: 1. For disabled and disadvantaged youths below age 25: objective of improving the adjustment of vocational inclusion measures and projects. 2. For improvement of transition management for youths at risk of marginalisation.
- In Vienna a Help Line for apprentices and job-starters has been set up. This is a hotline offering information and advice which helps locate the appropriate assistance. [www.kuemmer-nummer.at](http://www.kuemmer-nummer.at)

### Assessment / Results:

The measures facilitate the transition from school to work for youths. Coordination and cooperation between funding bodies/agencies could be reached, access to information improved and service providers supported. The transparency of support services has been increased and professionals in the field are better informed (counsellors, staff in youth work, teachers).

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## **Career Guidance Centres of the Economic Chambers and Institutes for Economic Promotion (WIFI) and the Austrian Trade Union/Chamber of Labour / Austria**

- Learning
- Transition

### **Objective / Summary:**

The aim is to support and advise (young) people before they choose their professional career: Support in finding out about one's own skills and interests, information on developments on the labour market, reduce skills mismatch and improve the transition from school to employment.

In Austria each social partner has their own career information centres.

Since the end of the 1980s, the **Austrian Economic Chambers and Institutes for Economic Promotion** have set up a varied range of services related to educational counselling and career guidance in the federal provinces.

The BFI vocational training institute was founded in 1959. Owned by the **Chambers of Labour and the Austrian Trade Union Federation**, its activities focus on (continuing) vocational education and training for workers as well as educational and occupational schemes for unemployed persons and workers threatened with unemployment.

### **Description of the initiative:**

Related **services of the career information and guidance centres of the WKÖ/WIFI** include:

- information brochures about career information
- online career guidance with the tool [www.bic.at](http://www.bic.at)
- activities for students, parents, teachers and entrepreneurs
- visits by school classes to the career guidance centres - lectures and presentations in schools, parents' evenings, teacher information events, training for job applications, sector presentations
- participation in trade fairs, exhibitions, etc.
- one-on-one information, advice and counselling
- self-information areas (computer workplaces, career information folders, video libraries, brochures); counselling talks; test services (from ability checks to analysis of potential), etc.

These services address both young people and adults. Their explicit goal is to provide objective information about all relevant education pathways and career options. Career guidance and educational counselling as well as advice of the Economic Chambers can also be seen as an interface between individuals in their career selection process (and schools) and decision-makers in the business world.

Services offered by the chamber of labour/Austrian trade union/BFI

- personal information guidance
- performance tests for students (age 14+), young people after successful secondary education
- performance motivation checks
- preparing information for entrepreneurship
- competence checks/personality checks
- Information programmes for entrepreneurs (grants and subsidies, demand analysis, etc.)
- Information for vocational (re)orientation
- prepare-courses for end of apprenticeship examinations for semi-skilled or persons who have not completed or aborted an apprenticeship
- participation in vocational information fairs
- school visits

### Assessment / Results:

#### Career information and guidance centres of the WKÖ/WIFI

- 100,000 customers per year use the services of the Career Guidance.
- 10,000 customers per year use the analysis of potential.

#### Services offered by the BFI

Each year around 20,000 courses and seminars comprising a total of approximately 2.5 million lessons are held in more than 160 locations all over Austria and attended by over 225,000 persons. Some 1,700 regular staff and more than 6,000 freelancers work at the BFI.

Contacts: [www.bfi.at](http://www.bfi.at)

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## “UNIZO Foundation for Education and Entrepreneurship” / Belgium

Entrepreneurship

### Objective / Summary:

The objective is to give learners in primary, secondary or tertiary education an experience with entrepreneurship and being entrepreneurial.

### Description of the initiative:

The UNIZO Foundation for Education and Entrepreneurship is part of UNIZO, the organisation for self-employed and SMEs in Belgium/Flanders and Brussels. The Foundation has activities and tools mainly for children, teachers and school principals, which can be used in school programmes, so that learners gain an experience with entrepreneurship and being entrepreneurial. UNIZO has agreements with schools and universities for the products. Some examples:

- Learning company - starting a SME: The aim is that children and students learn how to start their own business, and learn all the aspects of running a SME. Unlike in a large business, every participant has to do all the tasks/activities that can be found in a small business, e.g. creating a business plan, finding money, communication, marketing etc.
- “Vocational Experts Route for Education” (‘Onderwijsvakmansroute’): a yearly one-day event where children aged 12 years+ can visit companies to stimulate the choice of technical and vocational education and help them make informed study decisions for secondary school and future careers. In February 2011 210 SMEs and over 6,000 students participated in this event.
- Whizzcamp: a one-week holiday camp for young persons aged 18 years+ aimed at acquiring entrepreneurial competences and qualities. Includes workshops, guest lectures, testimonials and creating an individual entrepreneurial portfolio.

### Assessment / Results:

Every year an increasing number of children and students choose to participate in one of the activities and there is also a growing interest from the teachers. UNIZO listens to what the school wants and designs a programme that fits their school curricula. Therefore the basic content of the activity or tool is the same, but it is tailor-made, which enhances the school’s interest and motivation.

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## ČEZ Group supports technical education / Czech Republic

Learning

### Objective / Summary:

ČEZ Group is one of the ten largest energy conglomerates and the strongest business entity on the electricity market in the Czech Republic. ČEZ Group, like many other industrial companies, faces the challenge of decreasing interest of youth in technical fields by showing that technical subjects are attractive and promising.

### Description of the initiative:

ČEZ Group sees its responsibility to increase the attractiveness of the technical field in the eyes of the public, to motivate young people (including through their parents) to study the technical subjects, to strengthen the loyalty of graduates to the technology and to get young technicians for energetic field. They have therefore built a network of cooperating secondary and high schools and universities, become a partner of selected schools, have initiated creation of new or modification of existing curricula focused on energy sector, implement specialised programs for students and teachers, equip schools with educational aids, have become a general partner of Olympiads in mathematics and physics and use various competitions to popularise technical and energy fields. Contact with students and teachers is facilitated by an interactive, multimedia career website including students' and teachers' zone connected with Facebook profile and new employer brand with four key messages. Their activities within partner schools are appreciated by students and also professional public.

### Assessment / Results:

ČEZ activities to support apprentices, secondary and high technical education and training are appreciated. They serve as one of the instruments to recruit new employees. These activities are developed also in cooperation with trade unions, in the framework of collective agreement as well as CSR. They bring positive results not only for the ČEZ but also for more general promotion of technical subjects in the Czech Republic.

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## Dual training / Denmark

Learning

### Objective / Summary:

In Denmark, we have a system based on dual training in our vocational training system, where two thirds of the training takes place in a company.

### Description of the initiative:

The dual training and learning system simply makes young people much more employable. The benefits of dual training are:

- It combines education with labour market needs and is demand driven
- It gives the young people a working experience which is very valuable when they are looking for their first job - also for marginalised groups
- It makes education more attractive for the many young people who learn better by combining theory and practical learning
- The young people acquire both theoretical and practical skills and learn to “stand on their own feet”. Many become innovators and entrepreneurs
- Enterprises and their employees get used to training and integrating “newcomers” and they see the importance of learning
- The young people learn how it is to be part of a labour market and they can bring to the company the newest know-how from the training institute

### Assessment / Results:

Youth unemployment in Denmark is very low among graduates of vocational education training – not least compared with other European countries.

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## The French "*Contrat de Génération*" or "*Generation contract*" And the Social partners' agreement on Youth / France

- Learning
- Transition
- Employment

### "Contrat de génération":

#### **Objective / Summary:**

The aim of the "*contrat de génération*" is to allow an older worker to transmit his knowledge and expertise to a young person, without too much cost for the company. The provisions also foresee the possibility for micro enterprises (TPE) to conclude a contract between a young person and a manager-owner of the enterprise, in view of the transfer of the enterprise, in particular for craft companies.

#### **Description of the initiative:**

All companies will have the possibility to use the "generation contract" and benefit from a flat-rate incentive or reductions in charges for at least three years. It will be a tool for the companies to promote simultaneously youth and of older workers employment, both quantitatively (hiring young people, increasing older workers' employment rate) and qualitatively (promote integration in permanent contract, skills transfer, etc.).

Its implementation will be adapted to the size of the companies, with a threshold set at 300 employees. In companies employing fewer than 300 employees, the "generation contract" is a tripartite convention concluded between a young worker hired, an older worker whose employment is maintained, and the company.

- the young worker is recruited in permanent contract (with a 3-year incentive for the company)
- the older worker is aged 57 and over (incentive will be allocated until retirement age)

In companies with 300 or more employees, the "generation contract" is implemented by the conclusion of a collective agreement called "intergenerational agreement". This agreement must be reached on the basis of a shared diagnosis (age pyramid in the company, recruitment perspectives, key skills of the company, etc.) and must include concrete and quantified commitments on hiring young and older workers in permanent contract, actions to safeguard the jobs of older workers, as well as on the transmission of knowledge and skills.

A penalty will be paid by the companies employing at least 50 employees if they are not covered by an agreement or at least an action plan. It will be possible for companies between 50 and 300 to be covered by sectoral agreements.

Reform is discussed by the French Parliament in January 2013, writing into law the national agreement reached by the French social partners on 19 October. The target-date for companies over 50 employees to implement the "*contrat de génération*" is set on 30 September 2013.

**Assessment / Results:** This reform is not yet implemented

### Social partners' agreement on Youth:

#### **Objective / Summary:**

The French social partners reached four agreements on youth employment in 2011.

#### **Description of the initiative:**

The first agreement signed in April 2011 provided more assistance and guidance for young job-seekers. For that purpose, it used € 100 million from the vocational training system and the "employment agency for professionals and managers" (managed by the social partners) to support 90,000 young job-seekers with different profiles on the period 2011-2013.

The second agreement gave objectives to the agency *Action Logement* (managed by the social partners) and planned in particular to build 45,000 new apartments for young people and to reserve 8,000 existing apartments for them. It was also agreed that 50% of the direct aid provided by this agency will be dedicated to young people.

The third agreement aimed to foster apprenticeship, in particular in sector where this system is insufficiently developed and where the level of early apprenticeship drop out is important. This text also imposed additional measures on traineeship by creating for example a waiting period between two traineeships on the same job, and allowing access for trainees to the services provided by the works council in the companies.

The last agreement reached in July 2011 defined a systematic “reception programme” for newly hired young people in the companies, a quality framework (negotiated at the branch level) for “mentoring”. It implemented also a “one-off” allowance for newly hiring young workers during the first month of their contract.

### **Assessment / Results:**

The assessment of all those measures is in progress. Thus, it is difficult to have a final evaluation of the four agreements, even if the temporary results received by the social partners on the first agreement are fairly good. However, it is still difficult to obtain results from the sectors on the transposition of the national agreements measures in their scope.

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## “Contrat de professionnalisation et Contrat d’apprentissage” / France

Learning

### Objective/summary:

Within the French context there are two forms of alternance-based training: the “Contrat d’Apprentissage” and the “Contrat de Professionnalisation”.

### Description of the initiatives:

**1/** Since July 1971, **apprenticeships** have been part of the French IVET system. According to the law, article L.6221-1 of the labour code, the apprenticeship contract is a particular type of employment contract concluded between an apprentice and an employer. The employer undertakes, apart from the payment of a salary, to provide the apprentice with complete vocational training, given in part within the company and in an apprentice training centre or apprenticeship department of an education establishment. In return, the apprentice undertakes to work for this employer for the duration of the contract and to complete this training course. The apprenticeship contract concerns young people aged 16-26 who wish to continue their initial vocational education and training with the aim of obtaining a vocational diploma or qualification.

The relevant professional qualifications and diplomas are referenced and registered within the French National Qualifications Framework the “Répertoire National des Certifications Professionnelles” (RNCP).

**2/** Since May 2004, the National Inter-professional Agreement (ANI) of 5<sup>th</sup> December 2003, concerning lifelong vocational training and social dialogue introduced the “**Contrat de Professionnalisation**”. Its objective is to allow young people under the age of 26 and without professional qualification or those who wish to complete their training at any level, including job-seekers aged 26 years and over to obtain a Vocational Qualification Certificate (CQP: Certificat de Qualification Professionnelle), a title or a qualification referenced by the collective agreement and registered within the National Qualifications Framework (NQF).

The financing of this type of alternance-based placements is provided by accredited funding organisations called OPCA (Organismes Paritaires Collecteurs Agréés).

The sectors and the inter-professional organisations in charge of the OPCA, play a strategic role in defining the priorities connected with trades and required qualifications. This includes setting up the level of financial coverage and the access to the professionalisation contract.

## Assessment/Results:

On the basis of the 2012 DARES data:

1-The trends of the evolutions of alternance-based traineeship contracts signed are as follows (by flow and monthly entrants):

|  | <b>2010</b> | <b>2011</b> | <b>2012</b> |
|--|-------------|-------------|-------------|
| <b>“Contrat d’apprentissage”</b>         | 287,719     | 295,044     | 297,768     |
| <b>“Contrat de professionnalisation”</b> | 147,990     | 173,185     | 158,284     |

2-The rate of the professional integration is 86% in less than one year.

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## Youth Guarantee / Finland

Transition

### Objective / Summary:

The youth guarantee guarantees that each person under 25 years of age and recent graduates younger than 30 years of age will be offered work, a work trial, a study, workshop or labour market rehabilitation place within three months of registering as an unemployed job-seeker.

The youth guarantee also includes an educational guarantee, which guarantees a study place for each young person finishing basic education. The educational guarantee will be supplemented with the skills programme for young adults (age 20-29), which provides people without an upper secondary level qualification with the opportunity to complete a vocational qualification.

### Description of the initiative:

The Finnish Government has allocated 60 million Euros a year to enforcement of the youth guarantee and for the skills programme 27 million Euros in 2013 and 52 million every year in 2014-2016.

Youth guarantee is prepared in a working group whose members represent different ministries, the Social Insurance Institution Kela, the Association of Finnish Local and Regional Authorities, Finnish Youth Cooperation Allianssi and labour market organisations. The working group has identified society's large-scale problems related to the education, employment and participation of young people. The first report of the working group presented 21 different proposals – more training opportunities, additional resources for young job seekers in the Public Employment services and local youth work networks.

In order to reach its objectives, the youth guarantee calls for co-operation between the authorities, the business sector, organisations and young people. Finland's youth guarantee is founded on the *Public-Private-People Partnership* approach based on which young people themselves are active participants and make decisions regarding their own future.

### Assessment/results:

Realisation of youth guarantee will be followed according to different indicators. First evaluation should be ready in a summer 2013, six months after the beginning of this new youth guarantee.

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## Internship programme “Starting vocational training” BOGESTRA AG / Germany

Transition

### Objective / Summary:

The objective of the internship programme “Starting vocational training” is to facilitate the access to the regulatory dual vocational training for job applicants with a lower educational diploma (Hauptschulabschluss).

### Description of the initiative:

Since applicants with a lower educational degree are often at a disadvantage when applying for dual vocational training, BOGESTRA has initiated the internship programme “Starting vocational training” in 2010 in co-operation with secondary schools (Hauptschulen). The programme has been approved and is monitored by the works council according to the German employee participation agreement.

For this, pre-selected 10<sup>th</sup> graders undergo a year-long internship as a “specialist on vehicle operation”: one day per week instead of going to school the students get an overview of the company and learn about the different aspects of the pursued job. Through this initiative, the instructors get a thorough impression of the interns’ behaviour and skills and the students get a feel for the future profession.

The internship also entails thorough application training for both the job interview and the entry test.

### Assessment / Results

The uptake rate of the interns participating on the programme is very satisfactory, especially after some modifications have been made (such as concentrating the internships in just one profession instead of four). Due to this success the programme will be continued.

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## “Start in den Beruf” / Germany

Transition

### Objective / Summary:

The initiative “Start in den Beruf” (“passage into vocation”) of the social partners in the chemical industry (IG BCE and BAVC) in Germany was started to increase training opportunities for young people in vocational training. The goal of the initiative is to promote youths who have not yet found apprenticeship places and where the prerequisites for successful admission to vocational training are still missing.

### Description of the initiative:

The social partners established the collective institution UCI (Unterstützungsverein der chemischen Industrie). The initial aim was to financially support employees who of no fault of their own have lost their jobs or are threatened with losing their jobs. Since the collective bargaining round in the year 2000 UCI supervises the social partner initiative “Passage into Vocation” (Start in den Beruf) and supports it financially. The main aim is to increase prospects (to commence an apprenticeship) for young people (up to age 25) who had faced exceptional difficulties in obtaining apprenticeship positions in the past due to not meeting certain preconditions.

For this purpose the undertakings of the industry are highly committed (socio-politically) providing apprenticeship places and funding the support programmes that usually run over 6 – 12 months. The programme is a combination of operational experience, theoretical instructions, and social-pedagogical maintenance in order to prepare the youths to prospectively get into vocational training. The companies may request (in writing) an allowance of 230 € per month from the UCI who then decides on that request. Otherwise it is the companies that pay a wage to the participants (450 € per month).

Recently the programme has been developed further for small and medium-sized enterprises. By cooperation arrangements with regional educational institutions and a higher financial support “STARTplus” enables small and medium-sized enterprises to participate in the programme.

### Assessment / Results

This combination leads to the success of Passage into Vocation. Many of the participants have problems with the theoretical learning in school. On Passage into Vocation their promotion takes also place in the companies. So the youths are able to learn on the operational level as well. 80% of the participants of the programme are placed in an apprenticeship or in a job.

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## Start Card / Hungary

- Transition
- Employment

### Objective / Summary:

“**START CARD**”- offering tax incentives for companies employing graduates/entrants

### Description of the initiative:

Available since 2004 for job-seekers (under 25, or under 30 if they have a degree, long-term unemployed people, mothers going back to work), the cardholder gets advantage at application, for employers employing graduates/entrants with this card get incentive.

Incentive is that the employer pays social contribution tax only on 10% of the gross salary of cardholder in the first year, and only on 20% of the gross salary in the second year.

### Assessment / Results:

In Hungary “social contribution tax” is the tax paid on gross salaries to the state by employers. Its rate is 27%. So getting incentives from this tax makes employees more attractive for employers.

| <u>Statistics about the Start Card:</u>                                 | 2007   | 2008   | 2009   | 2010     |
|---|--------|--------|--------|----------|
| Wage subsidy and wage cost support (annual number of concerned persons) | 43 073 | 52 668 | 42 365 | 59 502   |
| Start Plusz and Start Extra card (annual number of concerned persons)   | 1 012  | 8930   | 28 036 | 48 970   |
| Start Card allowance (million HUF)                                      |        |        |        | 1 472,60 |

Since January 2013 the START Card system has been transferred into the new “Save jobs action plan” and gives now incentives – without a special card, automatically – after employees under 25 years and over 55 years of age and non-qualified workers between 25-55 years.

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## The Italian System of Apprenticeships / Italy

Learning

### Objective / Summary:

The Italian apprenticeship system – reformed in 2011 on the basis of the agreement signed by social partners, national government and regions - is based on a mixed model that includes work, on-the-job and off-the-job training. There are three distinct types of apprenticeships and all of them are based on both training and work.

### Description of the initiative:

The apprenticeship contract is the only employment contract combining work and training. It is an effective tool to ease transitions of young people in the labour market. In order to promote this employment contract, reduced social security contributions are provided for apprenticeships. There are 3 types of apprenticeship contracts:

- **A contract to accompany youngsters (*Contratto per la qualifica e il diploma professionale 15-25 y.o.*)** aimed at the achievement of a qualification or a vocational qualification and certification of having achieved compulsory education level.
- **A qualifying contract (*Apprendistato professionalizzante; 18-29 y.o.*)** aimed at the achievement of a vocational training qualification at the workplace that can be signed by employers of all productive sectors.
- **A contract to achieve high qualification (*Apprendistato di alta formazione e ricerca; 18-29 y.o.*)** such as: high school diploma, university and higher education degrees, technical specialization and access to the professions regulated by Roles and associations.

Italian legislation states that apprenticeship is a permanent employment contract. After an initial training, the contract continues unless the apprentice or employer decides to terminate it. According with the training to be provided - lasting from 6 months up to 3 years - collective agreements can set the apprentice's wage maximum two levels lower than the wage of skilled employees. Wages can gradually increase up to 100% of the wage paid to a skilled worker according to the regulations set by national collective agreements. At work, apprentices must be assisted by a company tutor. They work the same hours as normal workers, must be trained and enjoy social security benefits including unemployment insurance, in the event of dismissal. Regions are in charge of the regulation of vocational training of the first and third type of apprenticeships, while collective bargaining sets rules for both apprentices' wages and training of the second type.

### Assessment / Results:

In 2011 about 574 thousand youngsters in Italy were employed with apprenticeship programmes, even though in the two-year period 2010/2011 an overall fall by 7% was recorded. In 2011, the apprenticeship contract was reformed, jointly by Government, Social Partners and Regions, so as to enhance this type of contract, with the objective of making it become the main transition contract into the labour market for young people.

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## **“Talento delle Idee” and “LATUAIDEADIMPRESA®” Confindustria Young Entrepreneurs / Italy**

- Learning
- Entrepreneurship

### **Objective / Summary:**

Rethinking the role of young people as leading figures for overcoming the crisis and for implementing adequate actions aimed at enhancing young people's opportunities by means of two projects: “Talento delle Idee” and “LATUAIDEADIMPRESA®”.

### **Description of the initiative:**

The two case studies were presented by Mr Ilario Benetti, Confindustria Young Entrepreneurs – Member of the Committee on Education and Employment. Both of them are Entrepreneurship Projects. Il Talento delle Idee is a Start Up Project launched by Confindustria Young Entrepreneurs and Unicredit Bank to support those young entrepreneurs able to produce innovative ideas working in cooperation with the economic actors present in each territory (university, bank, entrepreneurs' organisations, investors). It follows the mechanisms of a competition, envisaging the awarding of national and local prizes. Il Talento delle Idee last edition (2012) has reached excellent results: 436 projects recorded at national level, of which 70 presenting high potential. The age groups were composed by 48% young people aged 18 to 30, 29% 31 to 35, 23% 36 to 40. The national awards ceremony was held in Capri during the Confindustria annual meeting (26-27 October 2012).

LATUAIDEADIMPRESA® is a Business Culture Project dealing with the spread of the business culture between young people, coordinated by the Sistemi Formativi Confindustria in cooperation with the Young Entrepreneurs, under the patronage of The Italian Ministry of Education, Universities and Research. It is a Business Idea Competition for students, played on the [latuaideadimpresa.it](http://latuaideadimpresa.it) website, access to which is free for students, teachers and entrepreneurs. Each group of students has to develop a competitive business plan, fulfilling the online form and publishing some videos on the [www.latuaideaimpresa.it](http://www.latuaideaimpresa.it). These will be evaluated by the Entrepreneurs belonging to the participating associations. Those winning the competition in each area will be allowed to participate to the national competition, at the end of which only the three best business ideas will be awarded. Until now the Project released 3 national editions, with the latest having recorded 17 participating industrial associations, 300 entrepreneurs having the right to vote, 2,500 students coming from 130 schools, 10,000 young people joining the web community, 200 teachers involved in the project, 600,000 contacts via the web platform.

### **Assessment / Results:**

Both projects concretely helped to promote entrepreneurship as well as to develop business for the new generation, creating job opportunities for the new generations, strengthening the dialogue between firms and educational institutions.

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## The Dutch Internship and Apprenticeship Scheme 2012-2013 / The Netherlands

- Learning
- Transition

### Objective / Summary:

Education and industry come in action together in order to tackle bottlenecks in the internship and apprenticeship market as much as possible. The aim is to make it possible that 500,000 students within the VET system will be provided adequate training and apprenticeships, despite the crisis.

### Description of the initiative:

SBB, using the infrastructure between the VET and the social partners, tries to maintain the number of existing internships and apprenticeships, also for the time to come. Using the experience from the Youth Unemployment Action Plan there will be prevented that students cannot start or complete their education due to shortages of internships and apprenticeships. The campaign also allows the strengthening of such initiatives of industries/sectors, regions, educational institutions and municipalities.

### Assessment / Results:

SBB publishes information through [www.kansopwerk.nl](http://www.kansopwerk.nl) and [www.kansopstage.nl](http://www.kansopstage.nl) and the folder "Basic Youth Figures" three times a year for all the 30 labour market regions showing to young people in which sectors opportunities lie. Also, four times a year, SBB offers through the leaflet 'SBB Barometer' information about the current state of affairs concerning the internships and apprenticeships market. Through SBBs' website [Stagemarkt.nl](http://Stagemarkt.nl), students can find all the training opportunities made available by 220,000 approved training companies. SBB and the collaborating centres also make an active call on accredited training companies and potential training companies to offer an internship or apprenticeship to vocational students even if the economic climate is grim, trying to assure 500,000 internships and apprenticeships in 2013.

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## Polish Craft Association's Education and Training Fund / Poland

Learning

### Objective / Summary:

The Education and Training Fund (Fundusz Oświatowy) established and managed by the Polish Craft Association (ZRP) enables to adapt craftsmen's skills and their learning pathways to the requirements of the VET modernisation process driven by the Education Ministry. Learning in craft companies has its own specificities and ZRP is committed to keeping the system effective in line with training and labour market needs and for that adequate financial means are required. For these reasons the fund was set up.

### Description of the initiative:

ZRP's Governing Board created an education and training fund in 2009. Funding is generated by all craft chambers associated with ZRP, which is empowered to supervise the education and examination processes in 112 craft professions. Every year craft chambers conduct 35,000 exams for journeymen and craft master titles for which they make payments into the fund. The fund is used for the creation of examination standards for journeymen and craft master titles, to develop examination tasks and assessment criteria for craft professions, as well as to conduct analysis and research on the dual system. It helps to train staff from education and training departments from craft chambers and to improve quality of the system.

Despite the strong tradition, the apprenticeship system in Poland is currently not so popular among young people, but it concerns 54% of IVET students (85.000). Therefore the fund is also used for promoting the image of VET and for making the learning in crafts professions more attractive, such as through a film entitled "I choose a craft profession" and other publicity campaigns for youngsters.

Furthermore, strategic partnerships have been developed for new craft initiatives consisting of social partners, research institutes and wider government. As a result of such cooperation, including with the Leonardo National Agency, the Polish craft diplomas can be supported with a Europass supplement from 2013.

### Assessment / Results:

Although the education system has been changed from time to time, ZRP managed to maintain an adequate level of standards for journeymen and craftsmen titles, supported strongly by this ZRP fund. Results of a pilot survey on the employability of apprentices made by 3 craft chambers and one regional labour market observatory demonstrate that only 10% of qualified crafts apprentices is neither in employment or training after 3 months of completion of IVET, compared to about 20% of "school-VET graduates". Thanks to the fund ZRP intends to assess more broadly employability and effectiveness of the system for young journeymen.

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## Professional Traineeships / Portugal

- Learning
- Transition

### Objective / Summary:

The traineeships aim at supporting and facilitating the transition between the education system and the labour market and also the reconversion of the productive structure by complementing and improving the skills of young people (up to 30 years of age) and, in some cases, young unemployed people (more than 30 years of age).

### Description of the initiative:

The measure is not directly managed by the social partners. This is a measure created within the scope of the active labour policies, with public financing and is managed by the National Institute for Employment and Vocational Training (IEFP). However, social partners, beside their involvement in the elaboration of the legal framework of the measure, participate in the follow-up of the measure through the management Board of IEFP, in which they take part.

The policy measure promotes the improvement of qualifications and the adaptation of the Portuguese economy to the challenges of the global economy.

The regular traineeships have a maximum duration of 9 months. However, under the recently created Initiative for Youth "Impulso Jovem", traineeships have a duration of 6 months and are directed to young people from 18 to 35, according to the different areas. In the case of disabled citizens the age limit does not apply.

The traineeships must comply with some requirements: A tutor must be designated – preferably a worker of the company - who will assist up to 5 trainees at the same time. The company must develop an Individual Traineeship Plan establishing the objectives that the trainees must attain at the end of the traineeship. Moreover, the tutor must complete the "Trainee Follow-up and Evaluation Report" and the trainee must also evaluate the traineeship.

Both the employer and the trainee are entitled to financial assistance. The employer's expenses with the trainee are co-paid by the State. The trainee is entitled to a monthly scholarship financed by the IEFP (the amount is determined according to the qualification level of the trainee), to a food allowance and to insurance for occupational accidents, both paid by the enterprise.

### Assessment / Results:

The employability rates are fairly positive: around 72.5% obtained an employment contract with the promoting enterprise after completing their traineeship or found employment within 3 months of completing the traineeship (data until 2010).

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## Never give up / Spain

Employment

### Objective / Summary:

The initiative “Never give up on Youths with Disabilities” has been designed in order to combat youth unemployment and promote collective labour integration of people with disabilities. The overarching objective is to improve the employability of young people with disabilities who are unemployed, of working age and under 30 years, in order to support the increase of their employment rate and enable better inclusion. This initiative is driven by Fundación Once, the Spanish government, and the many companies which are supporting it, but it is not the outcome of social dialogue.

### Description of the initiative:

A set of five inclusive and coordinated lines of action have been implemented to improve the strengths and abilities of young people with disabilities to find employment. Related to the **Attraction** of beneficiaries through the campaign itself, participation in events, identifying options for youths, among other measures, is intended to attract young people to plan and involve target companies in their participation and commitment. Obtaining information, trends and data that reveal the reality faced by this target group and relating this to the improvement of youth employment opportunities is the objective of the second line of action (**Analysis, Assessment and Evaluation**), to be implemented through studies and identifying best practices generated on the national and transnational level, etc.

Attracting young people with disabilities into the labour market cannot be achieved without proper **Guidance and Training**, the third line of action of the initiative. By providing the tools to actively seek job offers, developing actions to improve employability, promoting specific training in emerging economic sectors, higher education programmes and their academic practices, among others, these measures aim to obtain a better fit between the youth profiles and the reality of the labour market and increase their self-confidence.

To introduce **Entrepreneurship** as an alternative is the purpose of the fourth line of action. Measures intend to encourage self-employment by giving them the necessary tools and accompanying them in the creation of their business ideas. Consulting projects that contribute to the consolidation and sustainability of the business and the creation of an Entrepreneurs Network are examples of the actions initiated to promote this positive mind-set towards self-employment.

Both for those who opt for entrepreneurship and those who prefer to work for others, the final line of action, the **Promotion of On-going Employment**, aims to increase the quality and retention of employment through the development of manuals for disabled people and business training sessions to promote the integration of employees in the company.

### Assessment / Results:

Given the early stage of implementation of the initiative, the results are not yet available.

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## Agreement on employment integration / Sweden

Employment

### Objective / Summary:

Social partners within industry and in the public sector in Sweden have signed agreements with the aim of safeguarding the need for competent employees as well as to make the entry to the labour market easier for young persons. The objective of the agreement is to enable young persons (15-25 years) to get work experience and work-based education within the relevant profession.

### Description of the initiatives:

In 2010, Teknikföretagen (the employer's association for technical and engineering companies and member of The Confederation of Swedish Enterprise) and IF Metall (the metal workers' trade union and member of The Swedish Trade Union Confederation (LO)) and Unionen, a white-collar trade union in the private sector, member of TCO (The Swedish Confederation for Professional Employees) agreed to implement a work introduction agreement, intended to safeguard the long term skills supply in a range of industries. The agreement is also aimed at stimulating industrial companies to offer special introductory employments to young people 25 years old or younger. The employment is on fixed-term and the time length of the contract depends on the nature and the complexity of the work in mind. The more complex and hard to learn the work tasks is, the longer the contract. 12-month contracts are the recommendation, with the possibility of extending it with a maximum of 12 months. Each work introduction employed shall be supervised and are to have an individual curricula stipulating work duties, training and introductory initiatives. The maximum time spent in training and introduction is limited to 25 % of the working time. The employee receives remuneration according to *the industry national agreement* for the time spent working, but receives no remuneration for the time in training and introduction.

*In 2012 SALAR and the Swedish Municipal Workers' Union have reached agreement on two new forms of employment;*

Training and introduction employment - a form of employment that will link school and work. The agreement aims to provide special education and introductory positions to those that have undergone health- and/or social care education and who lack relevant work experience an opportunity to develop their skills and make it easier for them to work and develop their careers in the Swedish labour market. These positions are intended to lead to long-term employment and will begin with a one-year probationary period. Employment can be terminated at any time during this year without call for specific reasons. The position includes 25% training and introduction activities. For the time work is done, namely 75% during the probationary year, the employee will receive normal contractual salary. For employment, an introduction plan shall be prepared and an advisor/coach appointed. After a year, the employment automatically continued for an indefinite period.

Work introduction employment - a form of employment targeted at unemployed youth 19-25 years of age. The agreement aims to provide introductory employment in health- and social care activities to unemployed youth 19-25 years of age and therefore an opportunity to enter the labour market. The agreement may also be appropriate to apply in other activities, but this requires a local collective agreement. This employment form is temporary and the employee hired for a maximum of one year. Employment may be terminated during the year without specific reason with one month's notice of termination. Conditions of employment are essentially the same as for other workers in municipal employment, with the exception of extra collective agreements holiday/vacation and parental leave benefit. The position includes 25% training and introduction efforts. For the time work is done, namely 75%, the employee receives normal contractual salary. For employment, an introduction plan shall be prepared and an advisor/coach shall be appointed.

**Assessment / Results:**

These agreements has stood as an example of how to better integrate young people in to the labour market and is currently spreading to other sectors. On company level the prime example is AB Volvo who has pledged to hire 1,200 young persons over three years within the frame of work introduction agreement.

|  |   |
|--|---|
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## National Health Service Cadet (Apprenticeship) Programme – NHS North West/ Skills for Health Academy North West / United Kingdom

- Learning
- Transition
- Employment

### Objective / Summary:

The Cadet programme, through partnership working, contributes to the development of a skilled healthcare workforce in the North West by providing highly supported opportunities for young people seeking a career in the health care sector to undertake vocational learning programmes.

### Description of the initiative:

Historically the NHS has experienced difficulties in employing 16 to 18 year olds. The Skills for Health Academy North West (SFHANW) was established to overcome the perceived and actual barriers that were preventing the sector from working with and employing this age group. This was achieved by running/supporting, in partnership with local Further Education Colleges, 1 and 2 year vocational training programmes, including apprenticeships, that offer these additional support/outcomes:

- The provision of a specialist and knowledgeable team to support the sector in engaging with young people. These are sector-specific professionals who support both the individuals on programmes and the partners in order to ensure that all activity is employer-led;
- Development of bespoke programmes of activity that align to the sectors workforce requirements and support regional regeneration;
- The opportunity to study for nationally recognised qualifications whilst at the same time 'working' and learning alongside health professionals in an NHS setting;
- Year on year investment from NHS North West, the region's strategic health authority;
- Strategic and operation support for NHS organisations in order to increase the uptake of Apprenticeships/work with 16 – 18 year olds, as a preferred method of recruitment/training;
- The development and accreditation of an Apprenticeship Training Agency;
- Annual targets within NHS North West's Widening Participation Strategy are agreed to ensure further growth of activity and alignment with sector requirements.

The programmes are run in partnership with local NHS organisations and endorsed at board level, with union support and representation provided through the individual organisations. The programmes supported by Academy also build in UnionLearn representation.

### Assessment / Results:

Annually the programme has recruited over 400 young people. Each participant receives 6 months dedicated post programme support in order to assist them in moving into sustainable employment and or onto Further/Higher Education. Annual success rate is around 89%, including early leavers who secure employment whilst on the course and programme completers.

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