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start **net**

Inspiring practices  
on young people's  
**#TransitionToWork**



# Introduction

**Youth unemployment** continues to pose a crucial challenge across Europe. In spite of declining numbers, youth unemployment has severe consequences for young people, the economy and society as a whole: indeed, young people who are not in employment, education or training (**NEET**) risk losing not only the skills and knowledge they have acquired, but also confidence in themselves as well as their trust in society.

## Transitions are critical and decisive moments in young people's lives

How can we prevent young people from dropping out? How can we best empower them for the labour market and for life? The most critical and decisive moments are transitions, when young people move from education to secondary education, to vocational education, studies, internships, apprenticeships and first jobs. These are moments when persons of reference and institutions change, when – after years of prescriptive education – young people need to choose or pro-actively apply between thousands of pathways. **Without the support they need**, these are moments when young people are more likely to **drop out**. But when they successfully transition into a first job, young people become far more resilient in the face of future moments of change, thanks to the knowledge, experience and networks they have acquired<sup>1</sup>.

How can young people best be supported during their **#TransitionToWork** to prevent high youth unemployment and NEET rates?

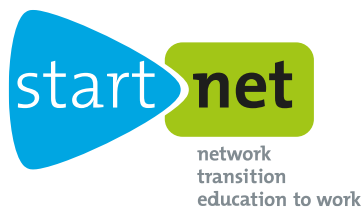
## Bringing all actors together for a collective impact

The most effective solutions bring together all relevant actors: schools, universities, employers, trade unions, public employment services, parents, civil society

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<sup>1</sup> Bertelsmann Stiftung: **An Incomplete Recovery – Youth Unemployment in Europe 2008-2016**.

<sup>2</sup> Eurofound: **Mapping youth transitions in Europe**.



from the social sector and youth organisations, politicians and administrations. When they all bundle their competences, partners and offers in a common effort to support young people holistically, they can and do have a **collective impact**.

**StartNet** has created a platform for the exchange of good practices, mutual and collective learning among 15 multi-stakeholder initiatives from 10 European countries. This publication presents some of their practices, displaying a diversity of partners, approaches, levels of action and moments of intervention.

### **Solutions are as diverse as young people's realities**

By reading through this compilation you will realise that there are no one-size-fits-all solutions, but possibilities that are as diverse as the realities of young people. However, these projects share a common success factor: they are all part of a **broader strategy** around which various stakeholders communicate and cooperate. As a result, the different targeted actions complement and reinforce each other, enabling young people to understand and easily access the information and services they need.

Bringing all stakeholders to cooperate on young people's transition to work is easier said than done. Interests, organisational cultures and perspectives are often very different, sometimes even conflicting.

A lot of **trust and relationship-building** is required for stakeholders to overcome differences and to **join forces** around the common goal of providing opportunities for young people.

The following compilation of multi-stakeholder practices for young people's transition to work aims to inspire others in their fight against youth unemployment.

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The logo consists of a white rectangular box with a thin black border. Inside the box, the text "#PROGETTIAMOCI" is written in a black, hand-drawn, uppercase font. Below it, the words "IL FUTURO" are written in a larger, orange, hand-drawn, uppercase font.

# Progettiamocilfuturo

## Vocational orientation

### Why did we decide to act?

**Skills mismatch, early school leaving** and **NEET** are frequent phenomena in Italy and are often linked to absent or inadequate vocational guidance.

There is already a discrepancy between the qualifications and skills that individuals possess, and those that are required by the labour market. As long as the educational systems and labour market continue to evolve at different speeds and in different directions, this discrepancy will only increase.

Many school-leavers find it difficult to **grasp their educational options** and how these relate to **employment prospects**. Self-awareness, understanding their own interests and attitudes in relation to all of the possibilities becomes ever more difficult.

Yet if students are not aware of future skills requirements and of training and education opportunities, if they are not self-aware, they risk making decisions that will lead them nowhere, or dropping out of unsuitable pathways.

### What did we achieve?

We created a comprehensive **vocational path** named **#progettiamocilfuturo** (Let's build up our future) which is currently offered to all the schools in the Liguria Region – with a potential target group of 150,000 students. The number of students that we actually reach is increasing every year. The orientation methodology is adapted to various age groups, starting as early as the final year of primary school. The #progettiamocilfuturo vocational path promotes and supports:

- **self-knowledge** (strengths, weakness, attitudes, interests, aspirations)
- knowledge of the **labour market**, skills needed, professional roles, job search etc.
- discovery of **public services** for young people (according to their age, counteracting gender stereotypes and discrimination)
- knowledge of **study** and **training opportunities**

Our monitoring process has clearly highlighted the **positive impact** of this approach. More than 90% of parents recognised a positive impact on their children. Students who went through the vocational path significantly increased their:

- knowledge about the labour market (by 40%)
- self-awareness (by 35%)
- awareness about education and training opportunities (by 40%)

### How did we achieve positive change?

Our key to success was to create a **strong network with all actors involved**: the Regional Ministry of Education, Regional Chambers of Commerce, companies, employment services etc. We built an organic system, where everyone can contribute with expertise, knowledge and their own proposals.

### Who we are

#progettiamocilfuturo is a project of **Aliseo**, the Regional Agency for Students and Orientation for the Liguria Region (Italy) and funded by the European Social Fund.



# Jump naar werk

## School student training

### Why did we decide to act?

When we started the project in 2007, the **youth unemployment** rate in the Brussels Capital Region was persistently high (34,4% of 15-24 year olds). Together with the Flemish Community Brussels (VGC) and the Brussels Employment Office (Actiris), we decided to start a project to inform and empower school students on their path to the labour market: **Jump naar werk** (jump to work) was born.

### What did we achieve?

**Jump naar werk** consists of **5 workshops** for students in their final year of secondary school to help them with their **transition from education to the labour market**. These workshops are offered to every type of secondary education establishment in Brussels: general, technical, vocational, part-time vocational, art, special education and OKAN schools for newcomers in Belgium. We adapt our workshops to different groups. They include basic information about the labour market, public employment services, interactive exercises, trade union visits, different company visits, social media usage, CV writing, etc. Every school year, we help approximately 20 schools and over 500 students. In addition, teachers receive educational material to prepare students for the workshops.

Jump naar werk also provides:

**Infopunt Jobstudent Brussel:** an 'information point' for students. We provide individual guidance to young people to help them find a **student job**. Besides this, we organise thematic workshops and work in close collaboration with employers to match them up with students.



**Schoolverlatersdag** (school-leavers-day): a half-day event for 400 students to inform them about the labour market with several **workshops** and an **information market** to meet employers and universities.

**Brussels Train the Teacher** (BTTT): workshops for teachers, school principals, school counsellors and other stakeholders. We inform them about the labour market, young people in Brussels, their social and economic situation, as well as the possible support of public employment services. The training was created in close cooperation with the public employment service of Flanders (VDAB), Actiris and Université Libre de Bruxelles.

### How did we achieve positive change?

A network approach and a strong **cooperation with stakeholders** are essential to achieving positive results. To create, monitor and evaluate the project, we use the know-how and knowledge of social partners, the public employment services that operate in Brussels and the Université Libre de Bruxelles. Collaborating with stakeholders ensures professionalism, which is essential to convince schools to join the project. In addition to this, both informal and formal **communication with school principals and teachers** creates crucial bonds. And as there is no such thing as one-size-fits-all: we listen to the needs of each school and always try to adapt the programme accordingly.

### Who we are

Jump naar werk is a project of the non-profit organisation **Tracé Brussel** and co-funded by Actiris, the VGC and the European Social Fund. Our operations are spread geographically throughout the Brussels region with the objective of bridging the gap between school and work. Our most important target groups are students and teachers.

▶ [www.jumpnaarwerk.brussels](http://www.jumpnaarwerk.brussels)  
▶ [www.facebook.com/jumpnaarwerk](https://www.facebook.com/jumpnaarwerk)

# Cometa

## School-enterprise model

### Why did we decide to act?

Global technological changes and social challenges affect Como in Italy as much as any other area. It is essential to support young people's resilience through education and training, **providing new skills for future jobs**<sup>3</sup>. Technology is changing habits, consumption, production and ways of working. Entrepreneurial, digital skills and creative thinking are only some of the key competencies required by the labour market today and even more so in the future. This **educational paradigm** shift in turn requires a change in methods, an update of competences and innovation in learning processes. **Cooperation** and **co-creation among actors** become crucial.

### What did we achieve?

Cometa Formazione has developed a **"school-enterprise" approach** aimed at **youth employability and entrepreneurship**. It develops students' entrepreneurial skills by involving them in producing real products for the market in workshops open to the public. School and work are thus no longer separate, but are integrated to boost essential **numeracy, literacy** and other **professional skills**. A real job experience, with the support of tutors in the school environment, significantly helps students consolidate their **soft skills** and develop an **entrepreneurial mindset**. Our **model of inclusive excellence** was awarded in 2016 by the European Training Foundation (ETF) as one of the ten best entrepreneurial programmes in Europe. In October 2018, **73% of former Cometa students were employed 5 months after obtaining a degree and 90% after 3 years**.

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<sup>3</sup> '65% of future jobs of children starting their primary school today do not yet exist [...]' (WEF, 2016).

## How did we achieve positive change?

In the model of inclusive excellence, students of Cometa carry out a 2-month **internship** each year. Cometa has developed a network of **700 companies** that collaborate on providing internships and employment. Each training period is backed by extensive planning, monitoring and evaluation carried out by a tutor. **The constant support of the tutors is one of the key elements of success.** Tutors also guide students in finding the most suitable internship experience and train students in job search activities such as writing a CV, motivational letter, interview simulation, skills assessment and registering on employment-oriented platforms. Motivation, orientation and coaching lessons form the basis of this training. The tutor creates a **strong link between the school and the companies** by setting up an **educational partnership**.

## Who we are

Cometa Formazione is a **VET centre** specifically aimed at educating students at risk of dropping out or with special learning needs. Since 2018, Cometa has been the **Italian Centre of Excellence of the UNESCO-UNEVOC international network**. Cometa is member of EfVET and implements various Erasmus+ KA2 projects.

- ▶ [www.puntocometa.org/home/english-area/](http://www.puntocometa.org/home/english-area/)
- ▶ [www.cometaresearch.org](http://www.cometaresearch.org)

# City of Turku

## Working Life Experts for science and maths

### Why did we decide to act?

We created **Working Life Experts for science and maths** in Turku (Finland), because there are too few young people interested in science and mathematics or studying in the technology field, although there is a clear current and future demand for these skills in the labour market.

Mathematics and science teachers in comprehensive and upper secondary schools are highly qualified but can lack knowledge of the requirements of the labour market. Young people in general education fail to grasp the extent to which mathematics are needed in many fields of their future academic and working life.

### What did we achieve?

The project **Working Life Experts** has been implemented since early 2018 and already shows concrete results:

- pupils and students in comprehensive and upper secondary school show **greater interest in science and mathematics**
- teachers and school heads have a deeper **understanding of the needs of the labour market**, especially in technical fields
- **new learning and career counselling methods** have been created and implemented
- new **cooperation networks** have been built
- strong support of **Finnish companies**, technology industries, construction industries and employees' union

## How did we achieve positive change?

The main goal was to **raise awareness** in general education of the possibilities of mathematics and science.

Working life experts work very closely with **teachers** and **study counsellors**, jointly planning new ways or models that make mathematics more tangible and interesting. The experts also organise **visits to companies**, involving older **students** and **employers**.

Our key to success has been to engage with young people, their parents, teachers and employers from the beginning of the project, making sure they feel included and are given the opportunity to contribute their energy and expertise.

## Who we are

Working Life Experts in general education is funded by the **City of Turku**, but is connected to numerous other projects of the Education Division of the City of Turku to make **vocational education** more attractive and to support young people's **transition to working life**.

# StartNet Italy

## Collective impact for career guidance

### Why did we decide to act?

Southern Italy still faces persistently high **youth unemployment** rates (>50%). Many young people lose hope of finding local employment and consequently migrate. The Apulia and Basilicata regions are particularly affected, but also have the economic potential to provide a better future for their youth.

### What did we achieve?

Among StartNet Italy projects with various thematic scopes, **Building Futures** stands out as an all-around programme to enhance **orientation and career guidance** in Apulia and Basilicata, targeting schoolteachers, parents and young people. It consists of:

- 30-hour **training for teachers** of compulsory and secondary schools who wish to become school/career tutors (total participants 2018-2019: c. 100 teachers coming from 45 different schools)
- **brochure** for families and young people about necessary skills and career opportunities in Apulia
- **mobile app** for young people (aged 13 and above) to discover their talents, vocations and inclinations and to receive suggestions of possible vocational or educational pathways

In 2020, we plan to establish a network of career and orientation guidance teams at schools that will gather teachers, school officers and stakeholders from local and regional communities.

## How did we achieve positive change?

The key to success is to create a **network** where **all the stakeholders** for young people's transition from education to employment are active partners and implement joint actions. Our network includes not only schools, the non-profit sector and the regional government, but also the largest Italian Employers' Federation (Confindustria) and the Chamber of Commerce, as well as student organisations. Thanks also to the **collective impact** approach, our partners feel responsible for positive outcomes and are active promoters, co-creators and implementers of joint projects.

## Who we are

StartNet Italy is a network founded in 2017 that brings together schools, institutions, companies, youth organisations and the non-profit sector in Apulia and partly in Basilicata. Together with the StartNet Europe platform, the project is funded by **Stiftung Mercator, Goethe-Institut** and additional public and private funds. The Goethe-Institut supports and coordinates the network's projects with its offices in Rome and Brussels. The network is recognised and endorsed by the Italian Ministry for Education and Research, and is active in the following fields: comprehensive school and career **guidance** from primary school to job placement; **school-business partnerships; inclusion of NEET youth** and prevention of **early school-leaving; entrepreneurship** education.

# Jugendnetzwerk Oberösterreich

## Regional multi-stakeholder network

### Why did we decide to act?

The initial idea for **Youth Networks in Upper Austria** was to fill an **information gap**. Neither young people nor their parents had an overview of the **existing job offers and opportunities**. Moreover, it was not clear which stakeholder, or how many of them, were actually working with each teenager. Therefore, the goal was to achieve a transparent and structured system in order to **save resources** and to provide the **best possible individual support** to young people.

### What did we achieve?

We have been **connecting stakeholders** who are working on the transition from school to work for more than 10 years. The Youth Networks of the Upper Austrian Chamber of Labour are an important contribution to the transition from school to work. The networks' added value consists of:

- **transparency** of heterogeneous offers
- bundling of regional resources
- **time savings** in daily work
- **informational transfer** and direct **communication** channels between partners
- **professionalism** and **motivation** through solution-based cooperation
- overcoming reservations and building **trust** through personal contacts



Ultimately, we managed to create an extensive network in Upper Austria with around 1,200 partners.

We also created the **youth employment pact** that more than one hundred companies signed and according to which they committed to offer apprenticeships to vulnerable young people.

### How did we achieve positive change?

A key component was to build **relationships and trust** with all network partners (institutions, companies, schools and numerous other organisations). More specifically, we have been doing sensitisation work in companies, offering the chance to address and break prejudices related to young people who need special support.

### Who we are

Youth Networks is self-financed and independent, but part of the programme of the **Chamber of Labour Upper Austria**.

The Federal Social Welfare Office of Austria also provided a grant to the Chamber of Labour to implement **youth coaches** in schools, because of the solid existing network structures. Further information is available on our homepage.

# KOST Tirol

## Regional platform for transition to work

### Why did we decide to act?

The Tyrol region in Austria was facing persistently high numbers of **NEET, early school leavers** and **dropouts** from the education system. Therefore, our goal at KOST Tirol was to bring these young people back into education or to integrate them in the labour market. It was essential to achieve **transparency** about the existing support systems, to identify gaps or duplications and to build a platform for networking and exchanging experiences in the field of transition from education to work.

### What did we achieve?

The “**Netzwerk Jugendchancen**” (network of youth opportunities) is a network hosted by the KOST Tirol with all regional partners for young people’s transition from education to work. All relevant **projects and initiatives** are gathered and mapped on an easy-to-use **interactive online platform** for young people, parents and others. Such mapping and centralised information is particularly important in **rural areas**, where access to services can be more difficult.

Through a **newsletter**, we keep all partners constantly updated about any changes and opportunities for young people’s transition to work in the region. Thanks to our **constant exchange** and **cooperation**, we enhanced the cohesion among all stakeholders. We quickly realised how important it is to have an operational culture that focuses on the strengths of every single player, on sharing experiences and on joining forces. KOST Tirol interacts with local authorities and public funding bodies to provide information on transition from education to work in Tyrol.

## How did we achieve positive change?

At the beginning, we met regularly in different settings and formats. It was only by working together that we were able to comprehensively **analyse** the **eco-system** of transition from education to work, to identify gaps and duplications. Through close cooperation with the local partners and dedicated meetings, we achieved compatibility of the interfaces between the individual projects and the broader chain of action. All players fully engaged to share their experiences, needs or gaps and they now know where and how to communicate them.

## Who we are

“Koordinierungsstelle AusBildung bis 18 Tirol (KOST Tirol)” is the Tyrolean regional hub for the initiative “**AusBildung bis 18**” (Compulsory education and training) and for the transition from education to work. It is financed by the Austrian Social Ministry (Sozialministeriumservice Tirol) and its Tyrolean agency. It focuses on coordination and information transfer within the broad network of players in this specific field – including coaches, trainers, project leaders, local authorities, etc. KOST Tirol is one of several projects organised by the service provider amg-tirol (Tiroler Arbeitsmarktförderungs ges.mbH).

▶ [www.kost-tirol.at](http://www.kost-tirol.at)

▶ [www.jugendchancen-tirol.at](http://www.jugendchancen-tirol.at)



# Școala de Valori

## Ecosystem for technical high schools

### Why did we decide to act?

Over the past years, Romania has faced major shifts in the educational system, especially in the technical field where the Ministry of Education closed the crafts schools and only recently reopened them. This created a void in the system, a huge **decrease in the quality of vocational education** and multiple **challenges for technical high schools** in Romania.

We noticed that there is little collaboration between teachers, students and parents and that there is a substantial gap between the current educational process and the modern pedagogical methods. Instead of resigning ourselves to the situation and blaming the circumstances, we chose to act: to bridge these gaps and contribute to developing a more practice-oriented educational model.

### What did we achieve?

Based on the saying “It takes a village to raise a child”, we acknowledged that it takes a city and an entire community to develop the **ecosystem for technical high schools**. Together with companies, authorities, teachers, coaches, other NGOs, parents and young people, we managed to generate a tailor-made reality and reengineered programmes for technical high schools. In our pilot project in Craiova, we managed to involve 13 companies, three NGOs, the Ministry of Education and the local university to upgrade the infrastructure of the local automotive high school and boost its students’ graduation and employment rate.

## How did we achieve positive change?

In order to make “Adopta un liceu” (adopt a high school) a success, we focused our approach on some key aspects:

- making a comprehensive **in-depth analysis** of the reality before starting the actual project
- having a **long-term approach** with interventions over at least 3 years
- creating the **right mix of partners** that can deliver team coaching for teachers, soft skills, technical skills, internships and infrastructure for young people as well as support for parents’ engagement
- keeping **capacity-building and sustainability** in mind as clear objectives. At the end of our intervention, the high school should be autonomous and able to generate necessary resources from the community by involving the right stakeholders without our help or guidance.

An example of our success is that in Craiova, the High School we worked with started co-founding activities with Erasmus+ funding.

## Who we are

**Scoala de Valori** is a Romanian NGO for youth empowerment dedicated to the concept of **value-based education**. We aim to equip and train young people to become active citizens, to develop social and entrepreneurial attitudes and behaviours, while preparing them for an ever-changing future. Our mission is to offer guidance to young people so that they can shape their own lives.

We have been creating our programmes mainly with the help of our sponsors, partners, donors and supported by Erasmus+ funding.

▶ [scoaladevalori.ro/](https://scoaladevalori.ro/)

▶ [www.liceulautocraiova.ro/files/ADOPTALICEU.pdf](https://www.liceulautocraiova.ro/files/ADOPTALICEU.pdf)

# City of Mannheim

## Apprenticeships guidance

### Why did we decide to act?

As part of the demographic change in Germany and the trend towards academic education, it is becoming more difficult for companies to find applicants to fill **vacant apprenticeships**. It is in the interest of companies, but also a responsibility towards young people, to improve transitions of school leavers to vocational training and employment. Each year, a significant proportion of students **drop out** during this transition without achieving a professional qualification. To reach the goal of **successful transitions** through apprenticeships, it was necessary to strengthen **vocational orientation and guidance** in school.

### What did we achieve?

Starting in 2013, the comprehensive **counselling initiative *Ausbildungslotsen*** was implemented in all lower secondary schools (Werkrealschulen) in Mannheim. The focus of the initiative is to enable students to **start a dual vocational training or a school-based vocational education** directly after graduation. In a first step, a **counsellor** identifies students who intend to pursue a career in the vocational sector. This is followed by individual coaching that includes **vocational orientation, career planning**, preparation for assessment events and additional tailor-made training. The career counsellor also strengthens **contacts with employers** by visiting vocational trade fairs or companies in the region.

At the end of the 2017/2018 school year, 38% of the accompanied graduates from secondary school **transitioned into dual vocational training**, compared to 14.5% without counselling. Another 21% started a school-based vocational education. Thanks to counsellors, all accompanied students were able to develop a suitable vocational perspective.

## How did we achieve positive change?

Twelve schools in the city of Mannheim are currently part of the programme and an **extension to other types of secondary school** (Realschulen) is also planned. Each school is provided with a career counsellor who supports 50 students in grades 9 and 10. The implementation of the counselling services is combined with an **online monitoring system** that gathers data for the Department of Education on the number and kind of transitions from secondary schools to work. Counsellors continuously report information on participating students and in so doing enable the Regional Transition Management to perform an outcome-oriented strategic management. Yearly reports are also provided to the Municipal Education Committee in order to plan the next funding period.

The City of Mannheim works in close **cooperation** with schools, the public employment agency, chambers of commerce, industry federations, social partners, universities and local partners to plan, create and implement **vocational orientation**.

## Who we are

As part of the Regional Transition Management, the vocational orientation programme in secondary schools stands as an example of **trilateral cooperation** between the **City of Mannheim**, the **Education Authority** and **Employment Agency**. The counsellors are financed by the municipality. They offer vocational guidance in close consultation with the **teachers** in charge. Regular meetings in schools, network events and corporate trainings strengthen the operational cooperation. Multiple channels of communication are used to ensure that all students receive an appropriate support during their **transition from school to work**.

► [www.mannheim.de/de/bildung-staerken/bildungsplanungschulentwicklung/uebergangsmanagement-schule-beruf](http://www.mannheim.de/de/bildung-staerken/bildungsplanungschulentwicklung/uebergangsmanagement-schule-beruf)

# EPIC

## Vocational training for academic students

### Why did we decide to act?

Too many young people in Slovakia are at risk of **unemployment** and they are often insufficiently prepared to meet the actual requirements of the labour market. There is a clear **discrepancy between the skills that higher education provides and the needs of employers** that has to be bridged and addressed holistically.

### What did we achieve?

In cooperation with businesses, we designed a curriculum for a concise three-day **training of students** in their last year of university. This training prepares students for job interviews, employers' specific requirements and their **future in the labour market**.

So far, the project has trained 348 young people, **university students and unemployed youth**, including numerous young people with **disabilities**. The training has been included in curricula at four Slovak universities, thus creating a sustainable and scalable pedagogical tool, replicable for trainings of university students across the country.

We also developed an **online version of the training**, available free of charge, which serves as an educational tool for youth organisations and schools across the country. The online training has already had more than 30,000 views.



## How did we achieve positive change?

The initiative was implemented in close **cooperation** with five large **employer organisations**, three **human resource agencies**, the **State Administration Office**, the **Labour Office** and a **non-profit organisation** working in the field of education. The necessary visibility was provided through cooperation with a well-known online TV channel.

## Who we are

**EPIC non-profit organisation** (EPIC n.o.) was registered in Slovakia in **2012** by its Australian parent organisation, EPIC Assist. EPIC Assist, based in Brisbane, is one of the major non-profit organisations in Australia providing employment services to marginalised people. The ambition of the EPIC non-profit organisation in Slovakia is to influence the development of public policies for **employment and social inclusion of marginalised groups**. We initiate the development and implementation of programmes to increase employment at the local level and contribute to creating conditions for quality jobs and raise awareness about employment of persons with various kinds of disadvantages. The main programme areas of EPIC Slovakia are employment of people with disabilities, social economy, youth employment, international labour mobility and public policies.

# Fundación Secretariado Gitano

## Learning by Doing

### Why did we decide to act?

**Youth unemployment** is one of the biggest problems of the Spanish labour market, still reaching dramatic proportions: on average, 39% of those aged under 25 are unemployed, and the situation is worse for young people with low qualifications, from low-income families, or belonging to groups facing discrimination based on their country of birth or ethnic origin (Roma) etc. This puts many young people on the edge of vulnerability and social exclusion, limiting their chances of becoming citizens with full rights.

The project *“Learning by Doing, training and employment for young people”* is a response to the reality faced by young people at severe risk of vulnerability and social exclusion; an initiative to promote real and equal opportunities for the most disadvantaged youth. The project was jointly conceived and run by FSG and the Spanish Red Cross.

### What did we achieve?

“Learning by Doing” offers young Roma who experience social hardships the opportunity to become aware of and to enhance their skills through capacity-building and empowerment. It is also an opportunity for companies to contribute to breaking down barriers to employment. To achieve this, we accompany participants in the **assessment of their competences** and professional interests for the future. This is followed by a set of **training activities** to work on those basic and cross-cutting skills that the labour market demands, and to help them to enhance those skills through reflection and practical vocational training in enterprises that will qualify them for a profession or trade. We also provide **cash aid to their families** (350€ per month) to ensure that a lack of resources does not keep young eligible Roma from participating in the 6-month training programme.

Finally, we broaden their employment opportunities by forging **alliances with private companies**: they have actively co-designed this project and are key agents in the inclusion of the participants in the labour market. In its current phase (2013-2020), the project has already delivered 126 courses with 61 companies for 1912 participants, of which 1736 terminated the training, 691 got a job and 637 decided to return to complete their education.

## How did we achieve positive change?

The methodology is based on two training periods during which **tutoring** and accompaniment are essential.

**1<sup>st</sup> Building cross-cutting knowledge and skills:** deepening self-knowledge, team building and basic skills for the labour market (literacy and numeracy, digital, organisational and interpersonal skills, responsibility, etc.). Participants are also introduced to different trade sectors through visits to companies, presentations by HR professionals and basic theoretical training.

**2<sup>nd</sup> Work-based training:** After the initial classroom-based training, companies take over and provide the students with practical training. Participants can practice the skills required to do different jobs within the company. The aim is to train versatile workers and increase their likelihood of being employed. During this period, they continue with theoretical training, and cross-cutting skills are further reinforced. Individual tutoring also continues.

## Who we are

**Fundación Secretariado Gitano (FSG)** is an intercultural, social and national non-profit organisation that provides services for the **development of the Roma community in Spain and in Europe**. FSG's mission is to promote equal access of Roma to rights, services, goods and social resources focusing specifically on employment, education, living conditions and equal treatment. Additionally, FSG advocates policy-makers to design more inclusive policies for Roma and raises awareness to improve the social image of Roma in Spain and in Europe.

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

▶ [www.gitanos.org/que-hacemos/areas/employment/aprender\\_trabajando.html](http://www.gitanos.org/que-hacemos/areas/employment/aprender_trabajando.html)



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MERCATOR





## Contact

**StartNet Europe**

[www.start-net.org](http://www.start-net.org)

[jan.wilker@goethe.de](mailto:jan.wilker@goethe.de)

 [@startnetscuolalavoro](https://www.facebook.com/startnetscuolalavoro)

 [@\\_StartNet](https://twitter.com/_StartNet)