

Good Practice: IT GP1

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"VET for Young Unemployed"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Non-formal , vocational, orientation	Non-profit	Vocational training, counselling and guidance, validation	Regional	24 hours	Continuous	100% subsidised by regional authority

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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1. What – Focus (theme, orientation)

The course aims to provide participants with useful tools and knowledge for a focused and targeted research of job opportunities. The structure of the modules is as follows: MODULE 1 - Techniques and tools for job search - Rules for access to employment and employment services - Analysis and market strategies; MODULE 2 - How to formulate a curriculum vitae and an effective letter of introduction - Personal branding - How to deal with a selection interview; MODULE 3 - Rights and duties of the workers administered.

2. For whom – Target group(s)

Addressed only to young unemployed and it was fully subsidised by the Lazio Region.

3. Requirements and access

Only individuals who are currently in a state of unemployment are considered. Registration takes place through an online platform. Region residents have a priority.

4. Elements of good practice

APC is not the focus of this programme but there is a strong element of critical thinking, decision making and entrepreneurship in the courses' learning outcomes as the trainers suggest. The trainees also mention that they receive good knowledge with the use of examples regarding the legal requirements for applying to a job, compiling their CVs in a manner that highlights their skills and competences with the use of examples from their training, as well as material that guides them through the process of decision making for selecting the best employment opportunity for them based on their competence profile.

The programme employs two very interesting methods to deliver its purpose. The first is called "Training Gym" and it is used in the first module. This is an innovative classroom form where at least 80% of the time is dedicated to experience and training of critical skills. The remaining 20% is dedicated to the operating instructions and to the performance commentary by the expert teacher. The other method that is used in module #2 is called "Smart Agent". This is a learning facilitation tool. It has the function of personal tutor that helps to find updating content, which supports in training and that monitors the achievement of the goal.

Gender diversity is not considered an issue; men and women are equally welcome. Nonetheless, the majority of participants are always men. This leaves much space for women's outreach.

The authority responsible for assessing the programme is the Region. There is a lack of a unified national quality system for all adult education and training activities. Public activities fall under the control of the ministry of education, while the supervision of vocational training activities like this programme falls under the responsibility of regions. Accreditation of organisations providing training and, in

some regions of the trainers, constitutes to date the main instrument for ensuring quality of the training offered, financed with public funds. Regarding training, the region has progressively invested in refining the accreditation system by increased selectiveness of the providers. However, training structures are undersized, understaffed and underfunded. Quality control is mainly focused on the compliance with the administrative rules and does not guarantee and control the continuous improvement of the programme.

5. Perceived challenges

Although APC is not the focus in this case, the delivery of activities that are very much related to transversal skills like decision-making and critical thinking are crucial for engaging trainees with demands of the regional economic life. The programme applies some interesting and quasi innovative training methods, in order to create relevance to the realities of the regional labour market. This is not necessarily a disadvantage, but the programme eventually does not create an added value for those trainees who wish to seek employment opportunities outside the region. In addition to the elements of good practice what can also be noted is the persistence in attracting more young people in short training programmes like this one.

There are some structural disadvantages that do not directly relate to the actual programme but affect its value. The systems for monitoring and evaluating programmes like this one are weak and rely mainly on ex-ante accreditation measures. The problem is further compounded by the complexity of a national context characterised by 20 different regional systems.

The low qualified young adults (ISCED 1-2) are under-represented with respect to participation. The programme needs to be more open to a wider audience of young unemployed as well as young unemployed women. Overall, the resources are insufficient to activate participation levels that produce a significant impact on increasing the participation of vulnerable groups in adult education. The first problem that reduces the effectiveness of public policies is the low volume of investments. The remaining problem is that of disparity between public and private investment for training that reduces the chances of the former to play a redistributive role in favour of vulnerable groups.

6. Testimonials

Public investments in order to improve teaching methods have focused primarily on the field of remote learning. "Today there are numerous publicly funded platforms. However, there is no national system for remote training".

Some VYAs also suggest that the guidance services are managed independently by education and training providers, who are often in competition with each other. This

carries the risk of guidance being distorted by marketing. The case of services that accompany the flexicurity measures is different. These services should have an independent character with respect to the training offer.

One trainee also mentioned that the supply of introductory learning is slowly spreading. "...it is part of "formative orientation" services. With the spread of e-learning platforms, the introductory activity is done online".

"Formative orientation" is short term training designed to attract learners onto further programmes. In addition one VYA also mentioned that innovation and flexibility in the delivery of learning in programmes like this one is reflected principally in regional policies that over the past 15 years have developed regional, remote training systems and structure models of training paths. These modules are connected to the regional analysis databases of the skills of the various professionals. A national database is not currently in place however. Trainees therefore can only seek employment opportunities within their own region.

VYAs seem to be fonder of the method "Digital training pills". As some of them suggest it is a new way to find out about how to organise your skills and competences around the demands of the labour market. One trainee in particular noted that it is a method that makes "...all other methods and tricks look boring and outdated. This is because we can have access to the pills not only in the classroom but anywhere we want, through our computers and smartphones, and because we can communicate the material among us".

7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)