

# young adult



## POLICY MAPPING AND REVIEW

### ‘Vocational training assistance’ – *Berufsausbildungsassistenz*

A-UA-1

The project **YOUNG\_ADULLLT (YA)** focuses on lifelong learning (LLL) policies for young adults that address young people, in particular those in situations of near social exclusion. YA enquires into the specific embeddedness of these policies in different regions across the European Union. The point of departure is the assumption that it is by looking into the specific regional and local contexts that policies are best understood and assessed. The project aims both at providing a systematic overview over the highly heterogeneous policies across the participating countries *and* at yielding new knowledge about the specific local/regional forms of embedding LLL policies in the regional economy, the labour market, the education/training systems and the individual life projects of young adults.

On the basis of these conceptual considerations, the project partners selected two regions per country, which were identified as ‘contrasting cases’ with regard to socioeconomic indicators and/or labour markets and/or infrastructure. The adjacent map shows the selected 18 regions in the nine participating countries of the research project, in which the project partners mapped LLL policies in the education, labour and youth & social policy sectors.

The objective of the LLL policy *Berufsausbildungsassistenz* (BAS) is to diminish and prevent dropouts from apprenticeships due excessive work requirements and to support the integration of young people with special needs into the dual VET system.

While this **policy brief** provides descriptive key data on the policy, the research project YA critically examines the embeddedness and functioning of the policy in its local/regional context and analyses its impact and implications on the life courses of young adults.



## ‘Vocational training assistance’ – What is it about?

### The challenge on site

Due to the missing low-threshold that training offers, there is a high dropout rate resulting in the social exclusion of young people with special needs. In 2003, an amendment to the Vocational Training Act was passed, which provides the opportunity to conduct non-standard apprenticeships, the so called “Apprenticeships according to § 8 BAG”.

### Who is the addressee of this policy?

The targeted group of *Berufsausbildungsassistenz* are young people, who 1) have attended a special need school, 2) who have not completed compulsory school or have done so without success (with no school leaving certificate), and 3) who are disabled or for whatever other reason not able to start a regular apprenticeship.



## What is the policy aiming at?

- **The policy aims at integrating disadvantaged** young people into the labour market by offering two training alternatives instead of regular apprenticeships.
- **If the apprentice is not able to complete her/his apprenticeship successfully** within the regular span of three years, the training can be extended for another year. The second alternative offers the possibility to conduct a one to three-year apprenticeship to acquire a partial qualification of a specific occupational profile. Young adults who conduct an extended apprenticeship or a partial qualification apprenticeship receive assistance from social workers and coaches via *BAS*.
- **The underlying success criterion** of *Berufsausbildungsassistenz* is to ensure the integration of young adults with special needs into the dual VET system and, subsequently, into the labour market.



## How does it work?

- **The Employment Service and the Service Department of the Ministry for Labour and Social Affairs** prove the young person's eligibility for attaining the vocational training and qualification. Additionally, their professional development opportunities are assessed by means of youth coaching. *BAS* is coordinated by NEBA (Netzwerk berufliche Assistenz).
- ***BAS* provides assistance to young people** in §8 apprenticeships and to the training companies throughout the entire period of vocational training. At the beginning, *BAS* supports the search of appropriate training opportunities and the conclusion of the training contract.
- **During the entire period of training**, *BAS* maintains contact with the participants, the training company, and the vocational school on a regular basis. Teaching aids or the involvement of special coaches may also be organized via *BAS*.
- **At the end of the training period**, *BAS* provides special offers to help young people to prepare for their final exam. The assigned social worker and an expert from the respective working field conduct a customized final apprenticeship exam for young adults, who want to attain a partial qualification. Together, § 8 apprenticeships and *BAS* offer individual customized support for disadvantaged young people to help them successfully obtain an apprenticeship certificate.
- **In 2015, almost 7.000 young people received *BAS*** in Austria. 71 % of them conducted a prolonged and 29 % a partial qualification apprenticeship. 26 % were between 19 and 24 years old.
- **The policy initiative *Berufsausbildungsassistenz*** is an intersection and a combination of education and labour market policy that was conceptualised as accompanying measure.



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- For more information on the LLL policy *Berufsausbildungsassistenz*, please consult: <https://www.neba.at/berufsausbildungsassistenz>
- For further information and reading on the LLL policies mapped and analysed in the Young\_Adulllt project, please consult the YA project website under: [www.young-adulllt.eu](http://www.young-adulllt.eu)
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- COORDINATOR: Prof. Dr. Marcelo Parreira do Amaral : [parreira@uni-muenster.de](mailto:parreira@uni-muenster.de) · University of Münster (WWU) · Münster, Germany

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## POLICY MAPPING AND REVIEW

'You can do something!' – *Du kannst was!*

A-UA-2

The project **YOUNG\_ADULLLT (YA)** focuses on lifelong learning (LLL) policies for young adults that address young people, in particular those in situations of near social exclusion. YA enquires into the specific embeddedness of these policies in different regions across the European Union. The point of departure is the assumption that it is by looking into the specific regional and local contexts that policies are best understood and assessed. The project aims both at providing a systematic overview over the highly heterogeneous policies across the participating countries *and* at yielding new knowledge about the specific local/regional forms of embedding LLL policies in the regional economy, the labour market, the education/training systems and the individual life projects of young adults.

On the basis of these conceptual considerations, the project partners selected two regions per country, which were identified as 'contrasting cases' with regard to socioeconomic indicators and/or labour markets and/or infrastructure. The adjacent map shows the selected 18 regions in the nine participating countries of the research project, in which the project partners mapped LLL policies in the education, labour and youth & social policy sectors.

The LLL policy *Du kannst was!* seeks to facilitate the official recognition of informally acquired skills and help young people to attain official certificates by means of funded training courses and subsequent practical tests.

While this **policy brief** provides descriptive key data on the policy, the research project YA critically examines the embeddedness and function of the policy in its local/regional context and analyses its impact and implications on the life courses of young adults.



## 'You can do something!' – What is it about?



### The challenge on site

*Du kannst was!* attempts to improve the situation of people who have only completed a compulsory school and may, therefore, face greater risk of unemployment, in comparison to higher educated or skilled workers. Furthermore, it is directed towards immigrants, whose educational attainment has not been officially recognized in Austria. The policy is perceived as a counteraction to the shortage of specialized workers on the Upper-Austrian labour market.

### Who is the addressee of this policy?

The participants of *Du kannst was!* are adults in Upper Austria at a minimum age of 22, who possess sufficient professional experience, but have not gained an apprenticeship certificate or have not been employed in a trained profession for more than five years. Due to a gender bias in the policy (offered profession-profiles are dominated by males), two thirds of people attending are male participants, where as only one third are female participants.

## What is the policy aiming at?



- **Du kannst was!** was implemented to formally acknowledge the existing skills of people without an apprenticeship certificate. The objective is to allow people who have conducted specialized tasks, but are employed as auxiliary staff, to officially gain the status of a specialist. These participants may face a higher risk of unemployment in comparison to higher educated or trained people. Official qualifications increase their chances on the labour market. This is especially true for migrants whose education and training achievements are often overlooked; therefore, they often work in underqualified positions.
- The policy aims at facilitating **the official recognition of informally acquired professional skills to diminish unemployment and social exclusion**. The covered working areas have been selected due to the high number of semiskilled people employed in the respective working fields.
- **The underlying success criterion of Du kannst was!** is the acquisition of formal training attainments beyond compulsory school.

## How does it work?



- **People interested in participating** have to contact the department for educational coaching at the Chamber of Labour. During the first interview they will receive information on opportunities, requirements, and alternatives, unless the project fits to their needs.
- **If the participants are eligible**, they have to attend the first “Quali-Check”, an informal oral-exam held by skilled trainers who evaluate their professional knowledge, skills, and capabilities. The participants can get directly approved. If they have to enhance some of their skills, they can participate in targeted training courses or acquire them on their own. Once the required skill level is reached, a second “Quali-Check” takes place.
- **In the last step** the department for apprenticeships, institutionally located within the Chamber of Economy, verifies training achievements and issues the participants with an apprenticeship certificate.
- **The project offers courses for the following 17 professions:** backer, operating logistic, retail, electrical engineering, operating electrical technology, disposal/recycling sewage, heating engineering, IT, cook, landscape gardening, painter, bricklayer, metalworking, metal and welding technology, process technology, restaurant service employee, and carpenter.
- **Du kannst was!** was conceptualised as a labour market policy based on the cooperation of a broad network of actors, which is necessary as it cuts across many fields of competences. Involved actors include the social partners (Chamber of Labour and Economic Chamber), the regional government, and additional educational institutions.

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- For more information on the LLL policy Du kannst was!, please consult <http://www.dukannstwas.at/>
- For further information and reading on the LLL policies mapped and analysed in the Young\_Adullt project, please consult the YA project website under: [www.young-adullt.eu](http://www.young-adullt.eu)
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## POLICY MAPPING AND REVIEW

### 'Production school' – *Produktionsschule*

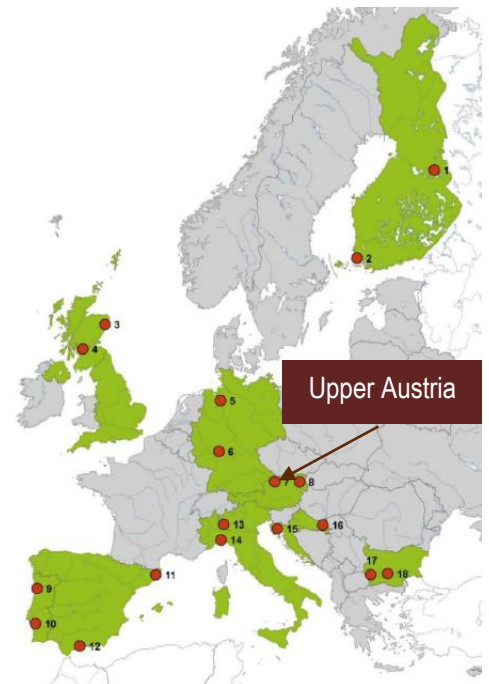
A-UA-3

The project **YOUNG\_ADULLLT (YA)** focuses on lifelong learning (LLL) policies for young adults that address young people, in particular those in situations of near social exclusion. YA enquires into the specific embeddedness of these policies in different regions across the European Union. The point of departure is the assumption that it is by looking into the specific regional and local contexts that policies are best understood and assessed. The project aims both at providing a systematic overview over the highly heterogeneous policies across the participating countries *and* at yielding new knowledge about the specific local/regional forms of embedding LLL policies in the regional economy, the labour market, the education/training systems and the individual life projects of young adults.

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The LLL policy *Produktionsschule (Production school)* aims at supporting the successful transition of young adults from compulsory school to the VET system (vocational school, apprenticeship, or work).

While this **policy brief** provides descriptive key data on the policy, the research project YA critically examines the embeddedness and function of the policy in its local/regional context and analyses its impact and implications on the life courses of young adults.



## 'Production school' – What is it about?



### The challenge on site

*Production schools* tries to improve the situation of young people who face difficulties in finding or staying in vocational training due to demands they cannot live up to. Failing in after-school transition greatly affects the risk of dependency on social subsidies, thus underlining the importance of the policy.

### Who is the addressee of this policy?

The focus of *Production schools* are teens and young adults aged between 15 and 21 (or 24 if disabled) years who have completed compulsory school but have to compensate a backlog regarding basic skills or social competences before choosing an option for their next training or education steps. Their slogan "Wir machen Jugendliche ausbildungsfit!" ("We make young people fit for vocational training!") puts this in a nutshell.

## What is the policy aiming at?



- **Production schools aim at reducing the dropout rate** in vocational training and vocational schools.
- **The policy does not offer education or training** that is completed with the attainment of a certificate, but rather serves as a support for further decisions regarding training or employment. Young adults, who have successfully attended production school, could do an “extended apprenticeship” as further training step if recommended by their coaches.
- **The underlying success criterion of Production school** is opting young people for further vocational training, education or employment according to their skills and abilities.

## How does it work?



- **Participating in youth coaching and the registration** in the Employment Service are the two necessary prerequisites for a successful enrolment in the *Production school*. The participation is voluntary, free of charge, and possible for a period between three months up to one year. The Employment Services covers the participants’ living costs (*Deckung des Lebensunterhalts*).
- **The curriculum of Production schools consists of four different modules.** Within the training modules, the focus is on activation, exercise, skills specialization, and career guidance. During knowledge workshops, participants enhance basic skills, and media competences.
- **Following an integrated approach**, physical activities and coaching during the entire period of participation complement the skills modules. Throughout all modules *Production schools* focus specifically on the work place (e.g. ability to concentrate, diligence, punctuality, independence), contact with others (e.g. good manners, outer appearance, handling of criticism and conflicts) and career choice maturity (assessment of own skills and abilities).
- **Young adults finish their participation in production schools** with a recommendation from a coach regarding the subsequent engagement in education, training, or work.
- **The policy initiative** is an intersection and a combination of education policy, social youth policy and labour market policy. Therefore, a broad network of actors is involved in the project. In 2015, nine different training providers coordinated by NEBA (Netzwerk berufliche Assistenz) offered 223 available places in production schools distributed over 15 locations in Upper Austria. Around 414 people have been enrolled in production schools (around 40 % of them had already been enrolled before 2015).

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### IMPRESSUM

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