



CENTRE FOR EFFECTIVE SERVICES

Competences for life and competences for labour

Challenges and possibilities for integrating policy and practice

Dr John Bamber

The 5th Inter City Youth Conference

Youth Work, Learning for Life Learning for Labour

Milan

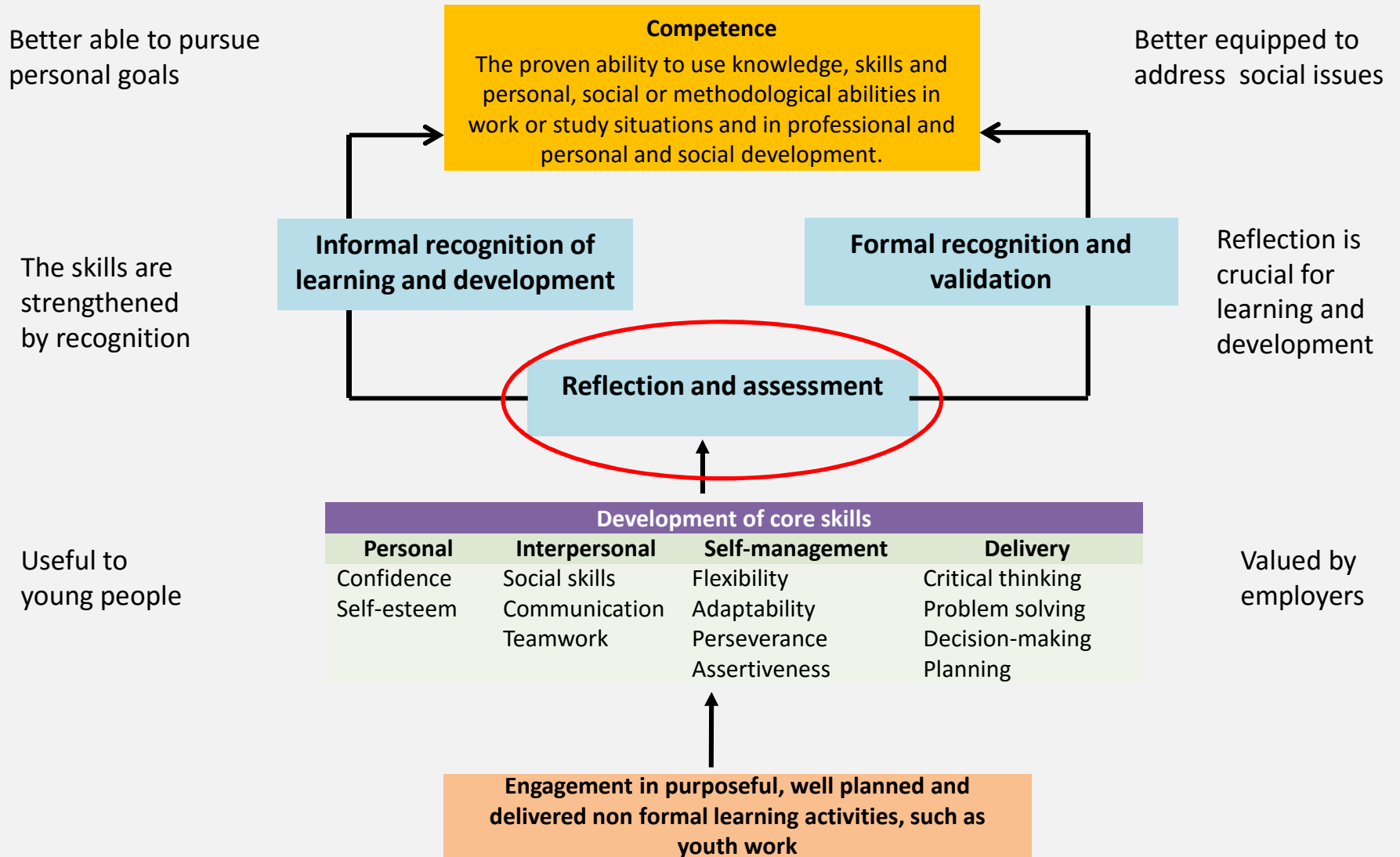
17-19 October 2016

Aim for the presentation

1. Report on the evidence-informed findings from a European Commission Expert Group
2. Consider the contribution of non-formal learning to employability
3. Outline why it is important to address employment amongst other issues
4. Provide inspiring examples of practice and policy



Theory of change





Sybil – Bernadino Luini, 1520-21
Pinacoteca di Brera

The challenge

There are 94m young people between 15 and 29 years in Europe.

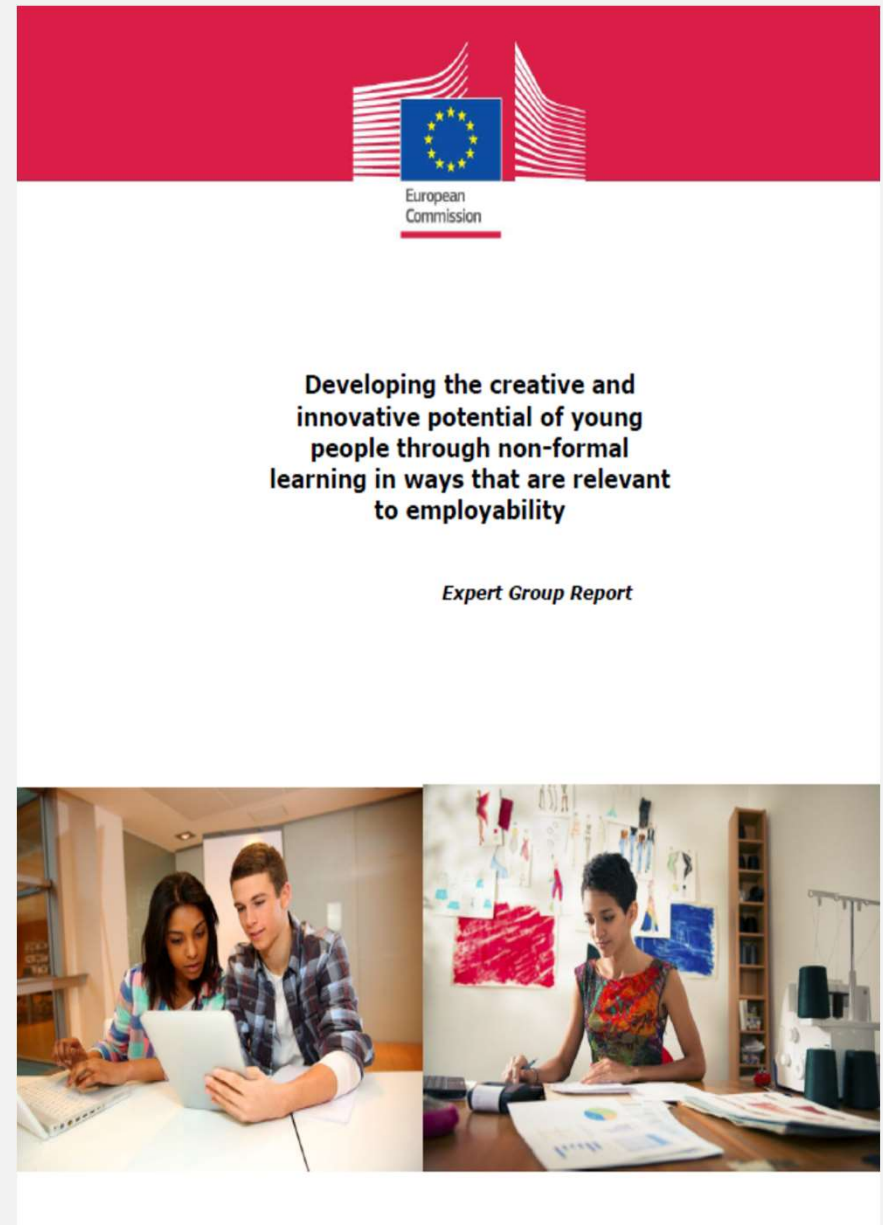
Young people are a fundamental asset of our economies and societies.

Young people are a vast source of potential and talent.

[Mascherini et al, 2012](#)

What can be done to maximise this potential?

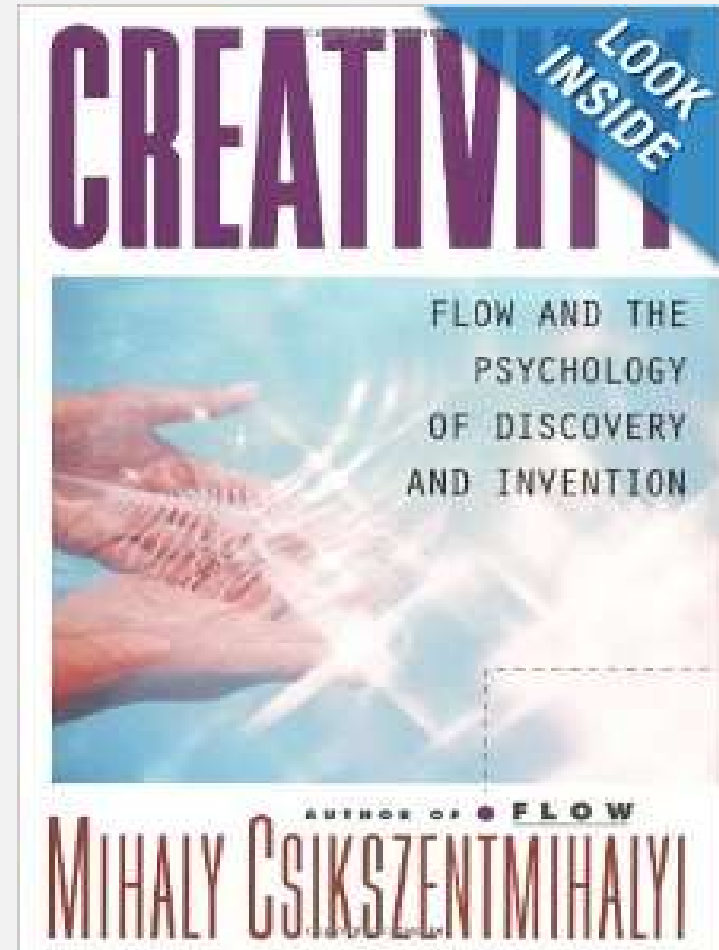
The task of the Expert Group was to examine how to promote the creativity and innovative capacity of young people, by identifying competences and skills acquired through non formal and informal learning relevant for employability.



http://ec.europa.eu/youth/library/index_en.htm


Innovation and creativity

- Innovation and creativity cannot be reduced to a purely intra-individual concept, or to the creation of something 'new and valuable'
- Instead it should be seen as the interaction between the person and the socio-cultural surrounding
- Creativity is any act, idea or product that changes the existing domain or that transforms an existing domain into a new one
- It is important to be able to cultivate this capacity in individuals, groups, communities and organisations.



This really is an innovative approach to work with young people. I'm afraid we can't do it. It's never been done before.





But Einstein said We
cannot solve our
problems with the same
thinking we used when
we created them!

a. bacall

Widely recognised issues

- Concept of non-formal learning not widely known.

Council of Europe international review team

- Lack of shared knowledge of methods.

Joint Conclusions of EU Youth Conference of Lithuanian Presidency (2013)

- Diversity of provision undermines coherence

France: Developing youth initiative culture, a key challenge for youth policies (2010)

- Need to improve recognition of youth work and non-formal learning outcomes

Rethinking Education, SOC 476, 1.3.10

- Lack of evidence to substantiate the work.....

A context of radical scepticism about NFL

House of Commons Education Committee of Inquiry into Youth Services (2011)

Despite the weight of individual testimonies, **we experienced great difficulty in finding objective evidence of the impact of services**, whether in the guise of thematic research studies by academics and independent bodies, or of evaluations of individual services. This problem plagued our investigations and was recognised by many in the youth sector itself as a historic and continuing problem.

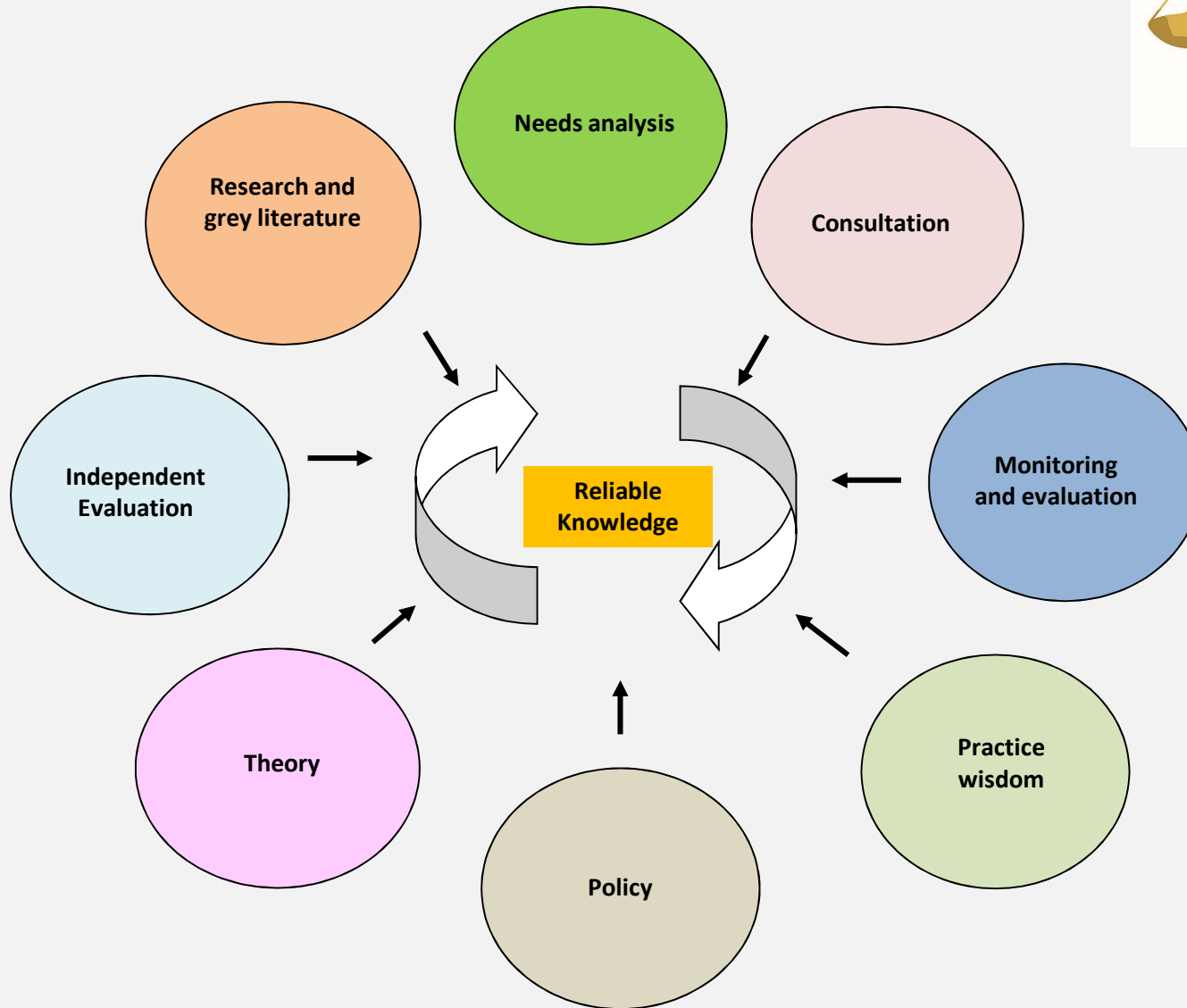


Annunciation St Anne , Bernadino Luini, 1520-21
Pinacoteca di Brera

The Expert Group could not wait for divine intervention

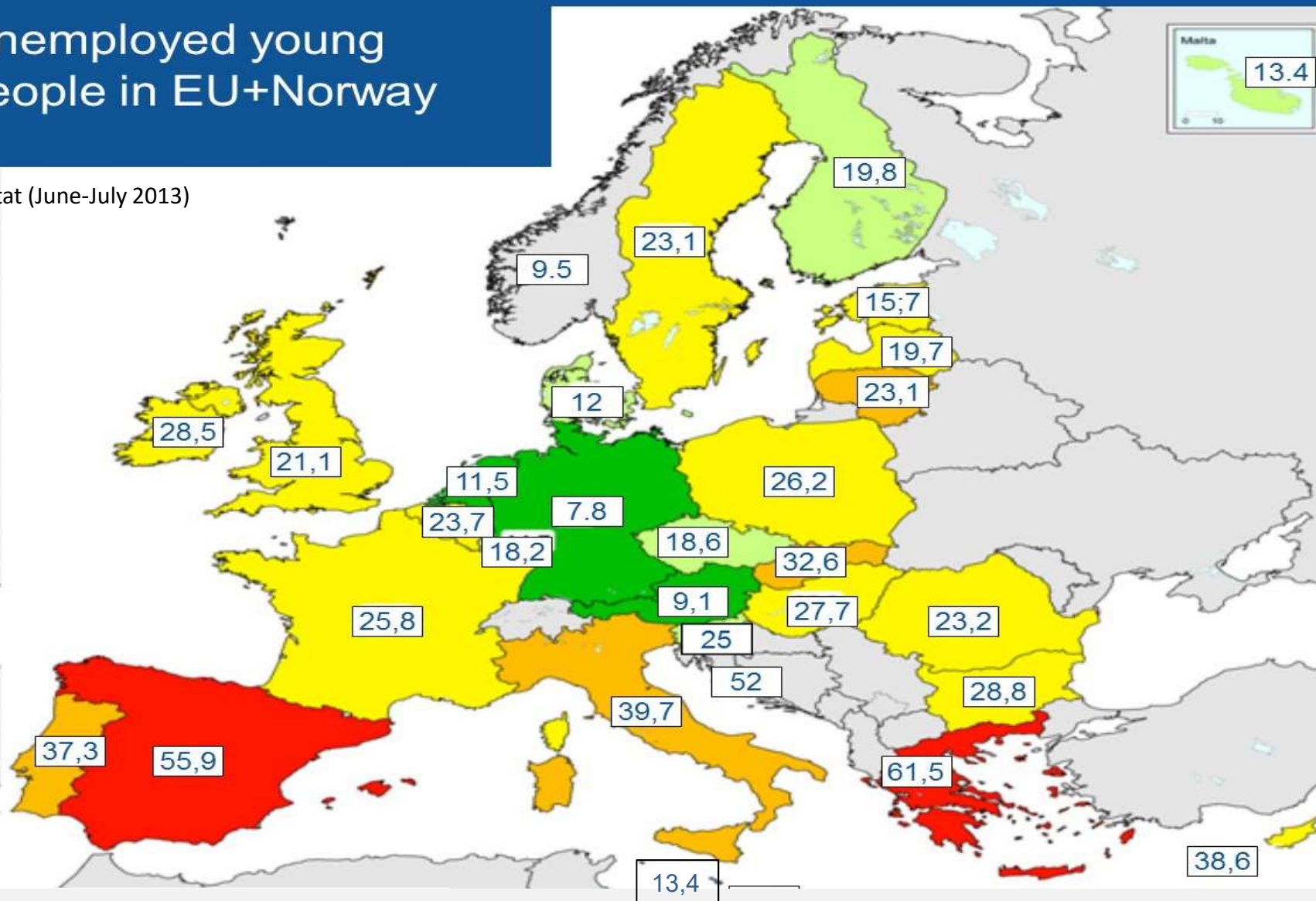
- 24 country representatives
- Wide range of experience and expertise
- Supported by The Commission
- 3 sub-groups: policy, practice, research
- Main deliverable – report
Framework for action
Recommendations
- **Evidence-informed approach**

An evidence-informed approach



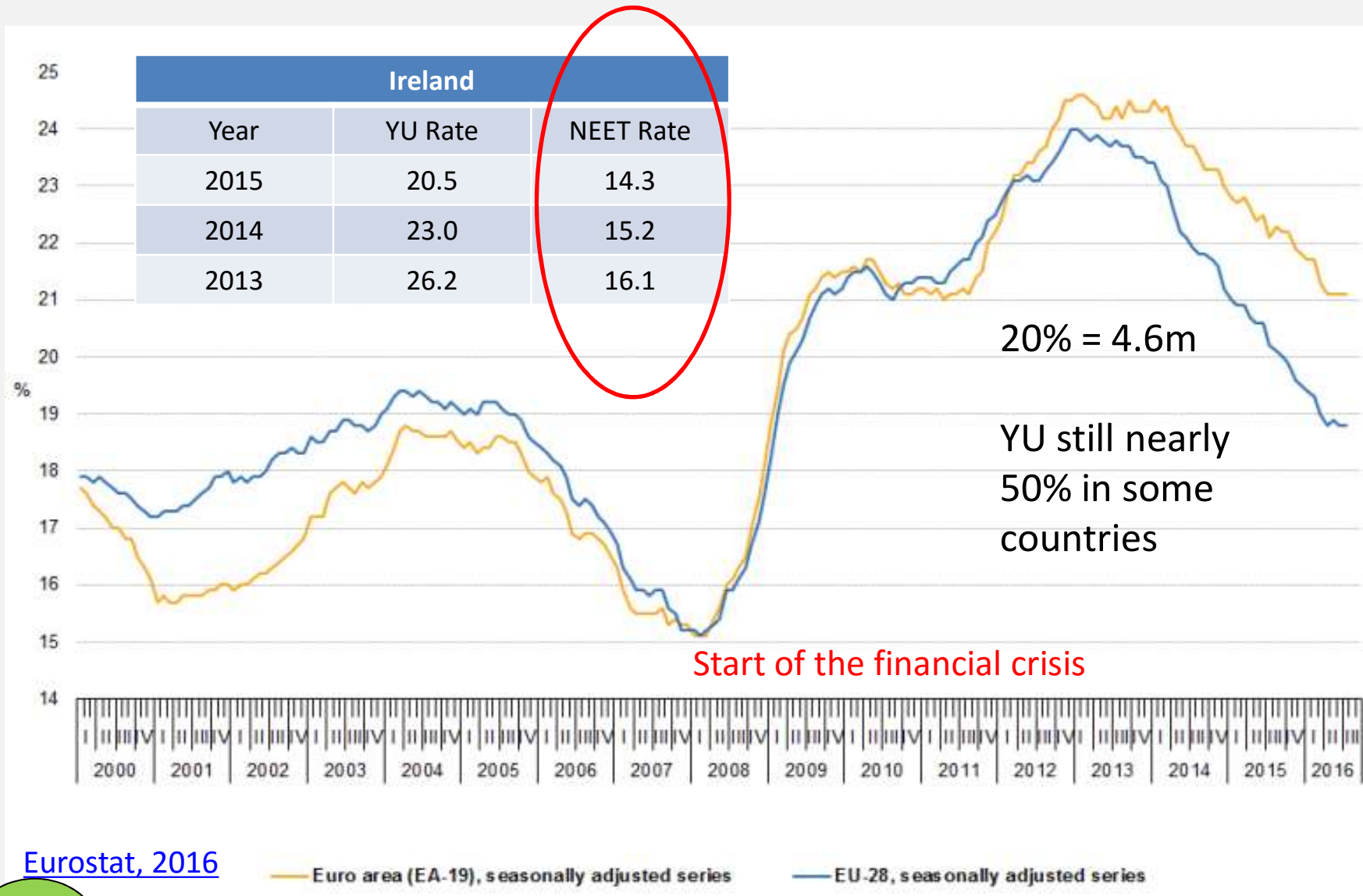
Unemployed young people in EU+Norway

Eurostat (June-July 2013)



The context of the Expert Group's work

Youth unemployment today



[Eurostat, 2016](#)

Needs analysis

Differential effects

- Low level of education means three times more likely to be without a job, or not in education or training, compared to those with tertiary education.
- Young people with an immigration background are 70% more likely to be at risk than nationals.
- Those suffering from a disability or health issues are 40% more likely to be at risk than those in good health.
- The response needs to be customised to specific groups of young people, with bespoke types of provision.
- There is a particular need to focus on the requirements of the labour market.

[Eurofound](#) (2014)

Distance from the labour market

- Just 41% of NEETs aged 15–24 years have any kind of work experience.
- Among NEETs aged 15–19 years, 82% had no work experience, compared with 51% for those aged 20–24 years, and 20% for those aged 25–29.
- More than 40% of NEETs aged 25–29 years in Greece, Italy and Romania have no work experience.
- Yet 70% of NEETs aged 15–29 years said they would like to work.

[Eurofound](#) 2016

Long term 'scarring'

Crisis

- Quality of life
- Future earnings
- Independence
- Physical health
- Mental health
- Withdrawal from politics

Reactions

Anger



Depression

Creativity

The annual cost has been estimated at over €160 billion

[Eurofound](#) (2014)

An unsurprising reaction



Riot at the Gallery, Umberto Boccioni, 1911
Pinacoteca di Brera



If we don't want wastage, hurt, and conflict to grow...

We need to be more creative about enabling access to the labour market



Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

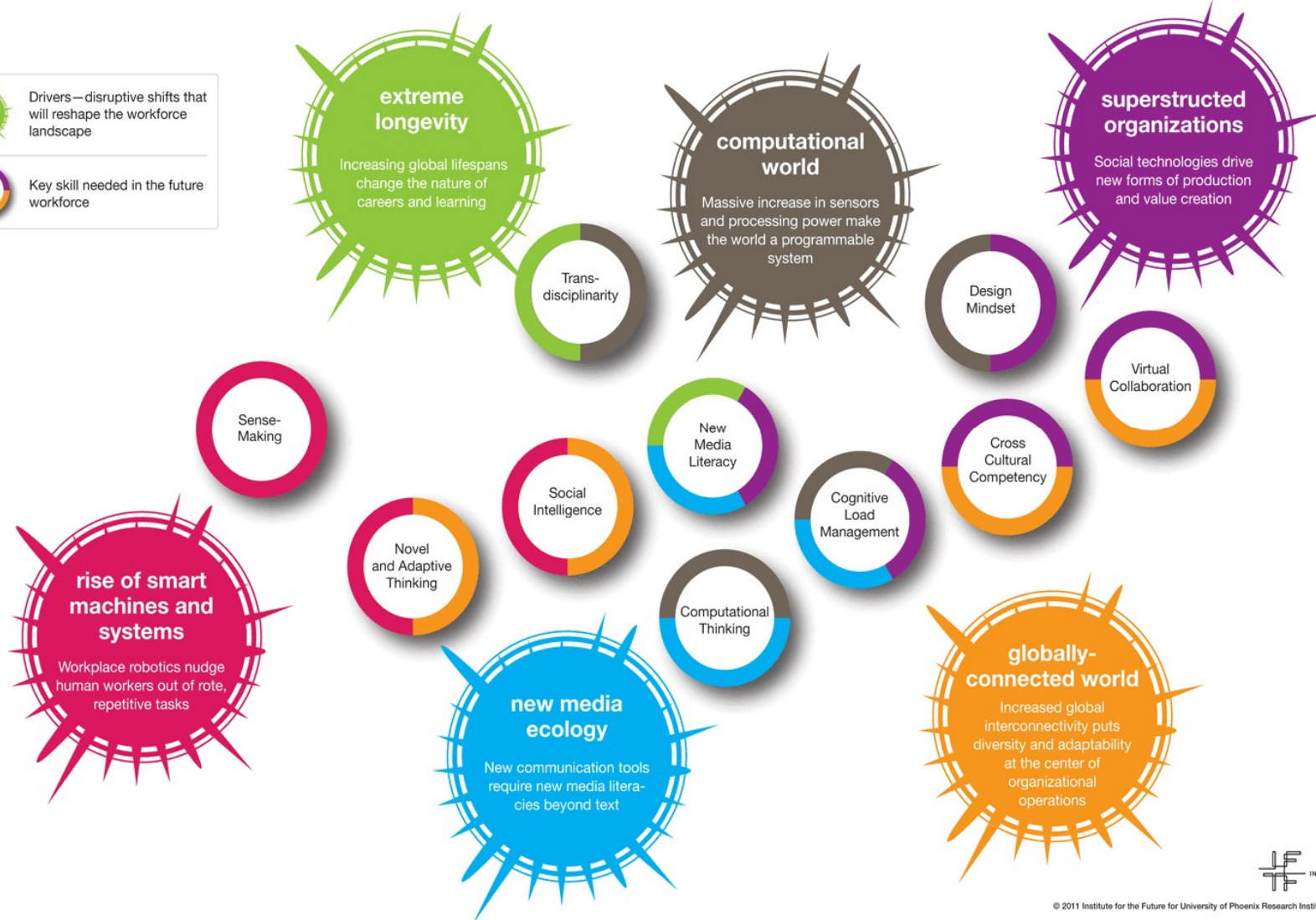
KEY



Drivers—disruptive shifts that will reshape the workforce landscape



Key skill needed in the future workforce



Overarching trends in the labour market

Future Work Skills 2020

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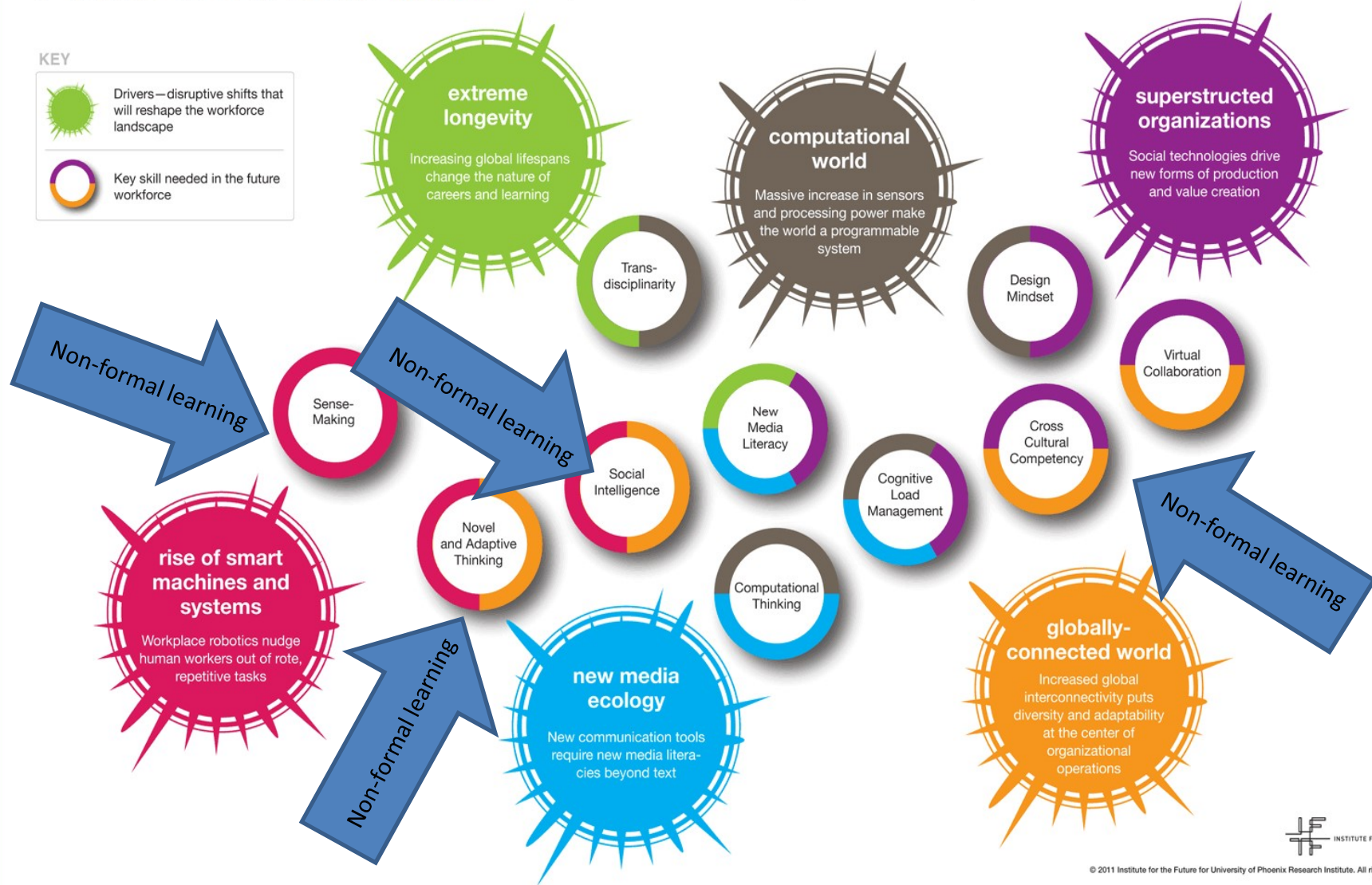
KEY



Drivers—disruptive shifts that will reshape the workforce landscape



Key skill needed in the future workforce



The contribution of non formal learning

Core skills identified by employers

Overarching skill categories			
Personal (e.g. confidence and self-esteem)			<ul style="list-style-type: none"> • Adaptability and flexibility
Interpersonal (e.g. social and communication skills, teamwork, assertiveness)			<ul style="list-style-type: none"> • Leadership • People management and teamwork • Influencing • Communication
Self-management skills (e.g. reliability)			<ul style="list-style-type: none"> • Innovation and entrepreneurship
Competences in initiative and delivery (e.g. planning, problem solving, prioritising)			<ul style="list-style-type: none"> • Change management • Project management • Decision making • Time management

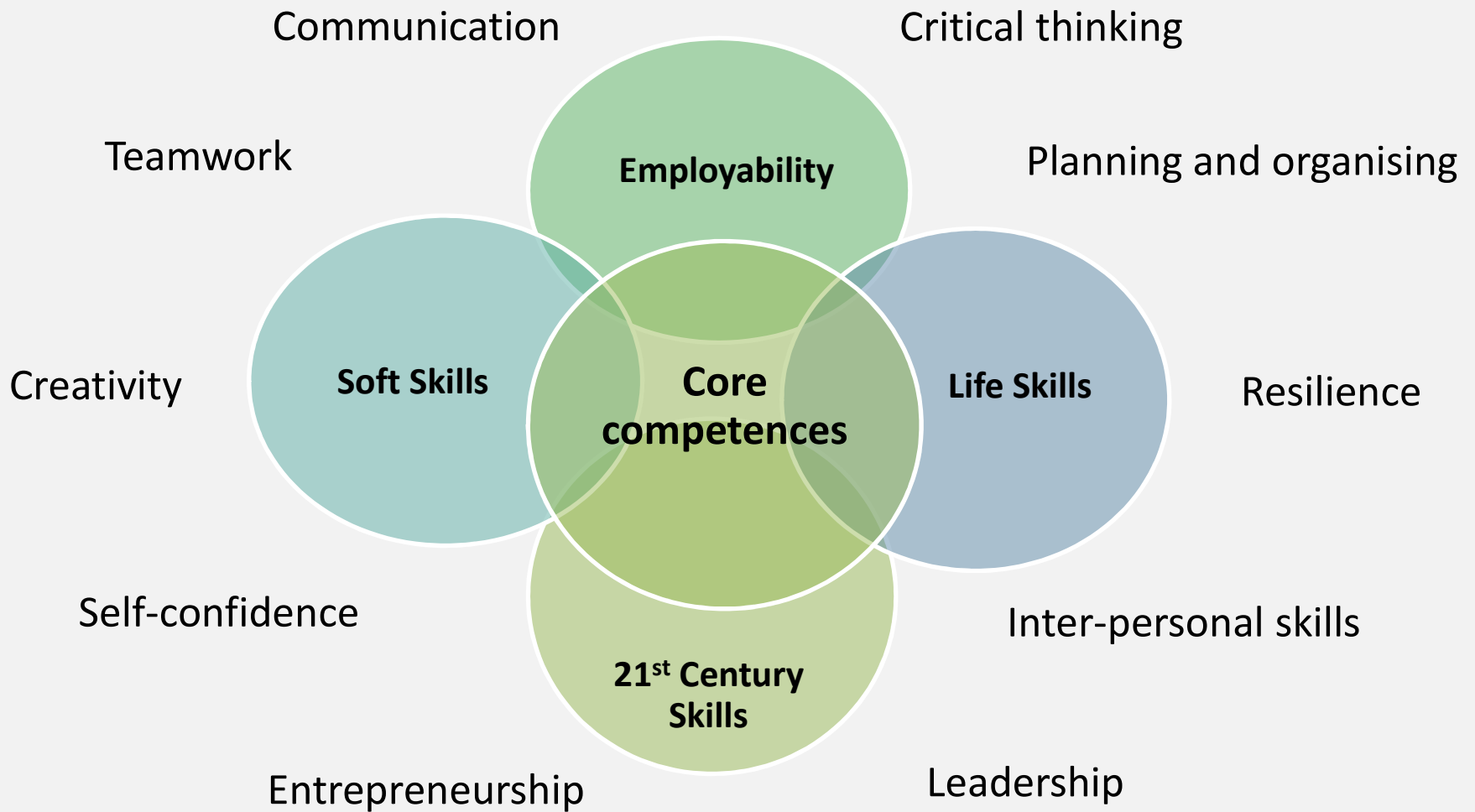
Consultation

Overlap between core skills

Overarching skill categories	Skills identified by young people	Outcomes identified in the youth work literature	Skills identified by employers
Personal (e.g. confidence and self-esteem)	<ul style="list-style-type: none"> Confidence Developed sense of self and what you want in life 	<ul style="list-style-type: none"> Increased confidence and self-esteem Self-awareness (personal and social) Readiness to take on new and more diverse experiences 	<ul style="list-style-type: none"> Adaptability and flexibility
Interpersonal (e.g. social and communication skills, teamwork, assertiveness)	<ul style="list-style-type: none"> People skills Teamwork Learn to work with different people Cooperation Tolerance in working with others Increased interaction with others 	<ul style="list-style-type: none"> Improved teamwork Increased communication Improved pro-social Behaviour More open to people from diverse backgrounds Positive peer relationships Enhanced leadership 	<ul style="list-style-type: none"> Leadership People management and teamwork Influencing Communication
Self-management skills (e.g. reliability)	<ul style="list-style-type: none"> Learning to work individually Career direction 	<ul style="list-style-type: none"> Motivation, commitment, resilience Increased life skills Developed and focused career aspirations 	<ul style="list-style-type: none"> Innovation and entrepreneurship
Competences in initiative and delivery (e.g. planning, problem solving, prioritising)	<ul style="list-style-type: none"> Research skills 	<ul style="list-style-type: none"> Critical thinking skills Planning, decision-making 	<ul style="list-style-type: none"> Change management Project management Decision making Time management



Widespread agreement about the importance of these skills





St Anthony, Paulo Caliari, 1565-71
Pinacoteca di Brera

In terms of developing the necessary social capital, the standard ways are not working for many young people...so

A stronger focus on social inclusion is needed at EU level to help all young people to become active members of society and to facilitate easier entry into the labour market.

Regarding Youth Guarantee implementation, Member States should refrain from adopting a narrow, employment-centred approach but rather adopt **a broader, holistic approach which aims to also reach those who are not job-ready and are more difficult to reintegrate.**



[Eurofound Report](#) (2015)

Ballymun Youth Guarantee Pilot Scheme, [Evaluation](#) (2015)



NEETs

Young people not in employment, education or training: Characteristics, costs and policy responses in Europe

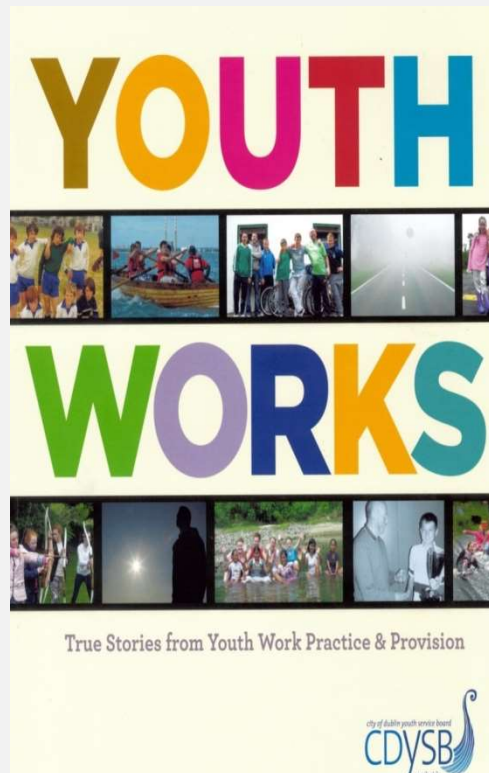


[2012 Eurofound Study](#)

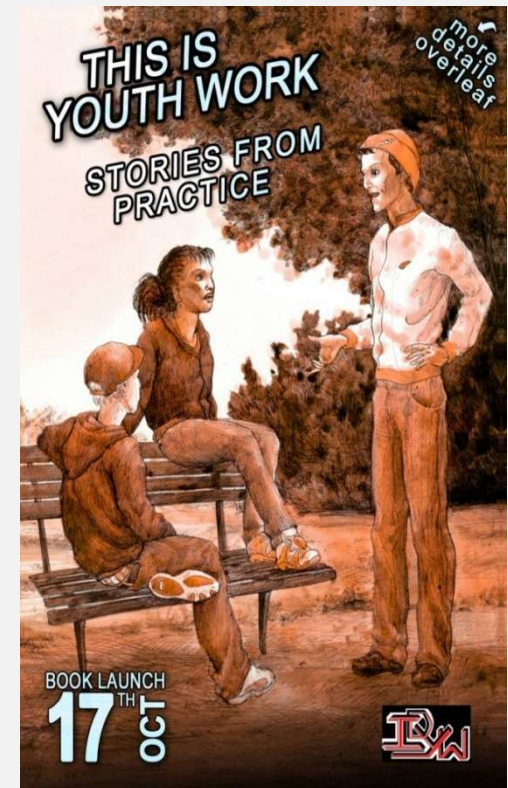
Some imperatives

- Need to address personal barriers and challenges before participating in employment programmes.
- Youth employment measures should be client centred including supported learning.
- Outreach activities are needed to engage disfranchised young people.

Non Formal Learning in Youth Work



- Works through building relationships with young people
- Purposeful conversations and engaging activities
- Personal and social development
- Empowerment through encouraging critical thinking and action
- Towards a better, fairer society



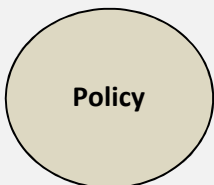
Youth work is multiform and versatile



Theory of change is recognised at international level.

- **Economic**: by reducing the direct and opportunity costs of formal learning and allowing human capital to be used more productively
- **Educational**: that can underpin lifelong learning and career development
- **Social**: by improving equity and strengthening access to both further education and the labour market, for disadvantaged groups, disaffected youth and older workers
- **Psychological**: by making individuals aware of their capabilities and validating their worth.

OECD Education and Training Policy Division (March 2010)



The benefits are certainly known within and beyond the sector...

By offering young people support, opportunities for non-formal learning, information on health and well being, opportunities for positive integration into the local community, youth workers are able to reduce the risks of further social exclusion linked to deteriorating living conditions and unhealthy life styles.

[EACEA Publications](#)

Research

Youth Social Exclusion and Lessons from Youth Work

Evidence from literature
and surveys

Report produced by the Education,
Audiovisual and Culture Executive Agency
(EACEA)

Youth work and employability



Research

- Young people who fill in the Youthpass tend to increase their ability to reflect on and articulate better their own learning experiences
- The increase in self confidence in those whose skills were recognised through the Youthpass process is an asset in terms of employment prospects.

European Commission (2009) Impact Study



Policy

- Competences that youth gain through non-formal learning in youth organisations are crucial for developing entrepreneurial skills.

European Youth Forum (2011: 5)



Policy

- Increasing awareness of entrepreneurship as a career option and developing a set of knowledge, skills and attitudes that are conducive to entrepreneurial behaviour, is an important goal.

OECD and European Union (2012: 12)



Persistent challenges

1. Support non-formal education workers, who work directly with young people in a 'catalytic' way, to raise the quality of provision.
2. Provide accessible and user-friendly tools and resources based on innovative approaches to improve non-formal education and youth work, to share good practice.
3. Recognise and validate non-formal learning in business and in the formal education sectors to help providers and employers appreciate the learning and development that occurs.
4. Develop effective partnerships between all stakeholders to provide a favourable operating context for the work, to optimise resources and coordinate provision.
5. Embed NFL approaches in significant well funded policy initiatives.

Irish projects supporting employability



The Network for Teaching Entrepreneurship is a cutting edge, world recognised youth entrepreneurship education and development programme.

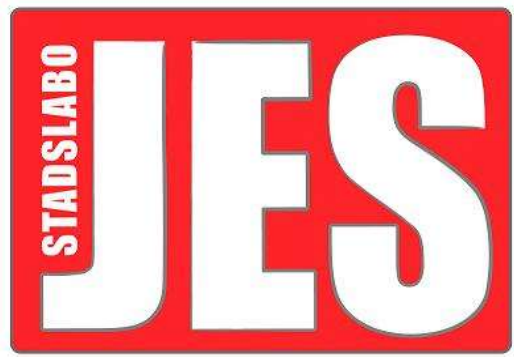


Digital film training and production centre offering practical training programmes, to work at broadcast standards with professional digital equipment to make films.



Promotes the personal development of young people and raises environmental awareness through practical environmental projects

European projects supporting employability



These Youth Competency Centres work on the common ground between free time, work and competence development. The intention is to recognize, acknowledge and further develop the competences of young people acquired in an informal way during their free time in order to improve their self-esteem and eventually also their educational and labour market position.



Nefiks is a project that has been promoting the values of volunteering and non-formal education in Slovenia for over 10 years. It has been doing so by motivating young people to educate in different fields and persuading employers to consider non-formal education as a reference when getting a job.

Partnership

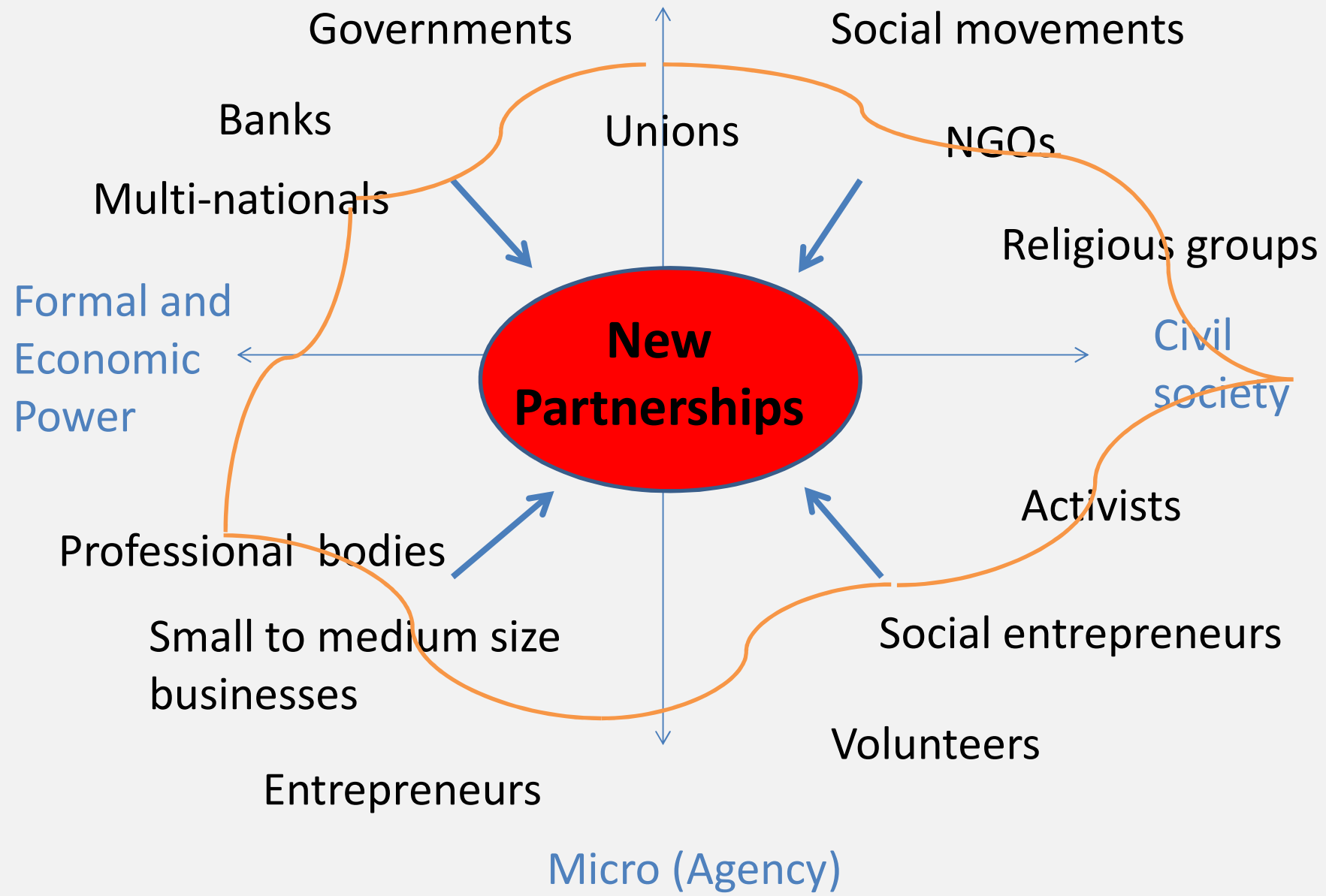
- 12 European cities
- Outreach activities to disadvantaged youth
- Education to employment transitions
- How to coordinate actions between major stakeholders in an urban context
- Learning captured in user-friendly tools.

<http://urbact.eu/?id=121>



Partnerships

Macro (Structure)





Republic of Ireland



SkillsSummary.ie

- A self-assessment tool to assist young people in identifying and articulating skills acquired through non-formal learning
- Initiated by youth sector, developed in partnership with private sector (Accenture) and funded by Government (DCYA).
- Users self-assess their skill level in 12 competencies across three levels
- The tool allows people to assess skill levels over time and build up their profile
- Users can add examples of where they demonstrated competencies and have endorsements and feedback added to a private summary by youth workers
- Users can download their completed summary as a PDF file to act as an aide memoir when attending job interviews



United Youth Programme

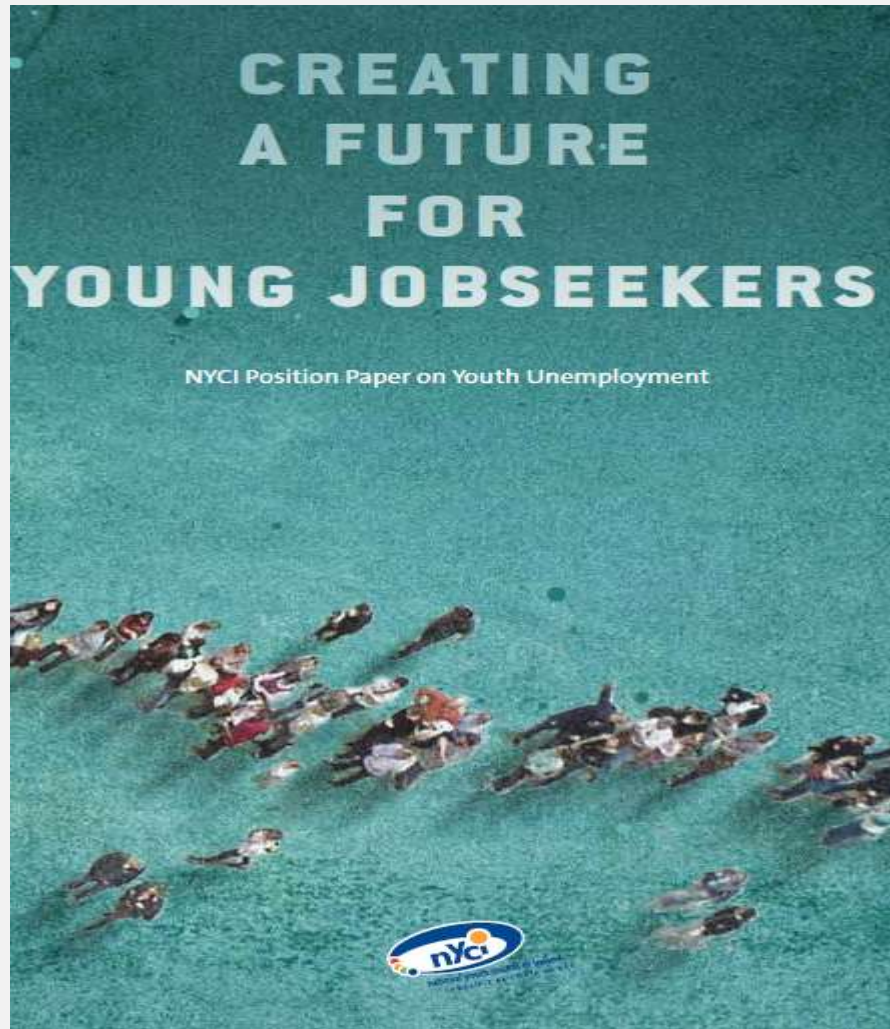
12 Projects – 300 participants



New Public Policy

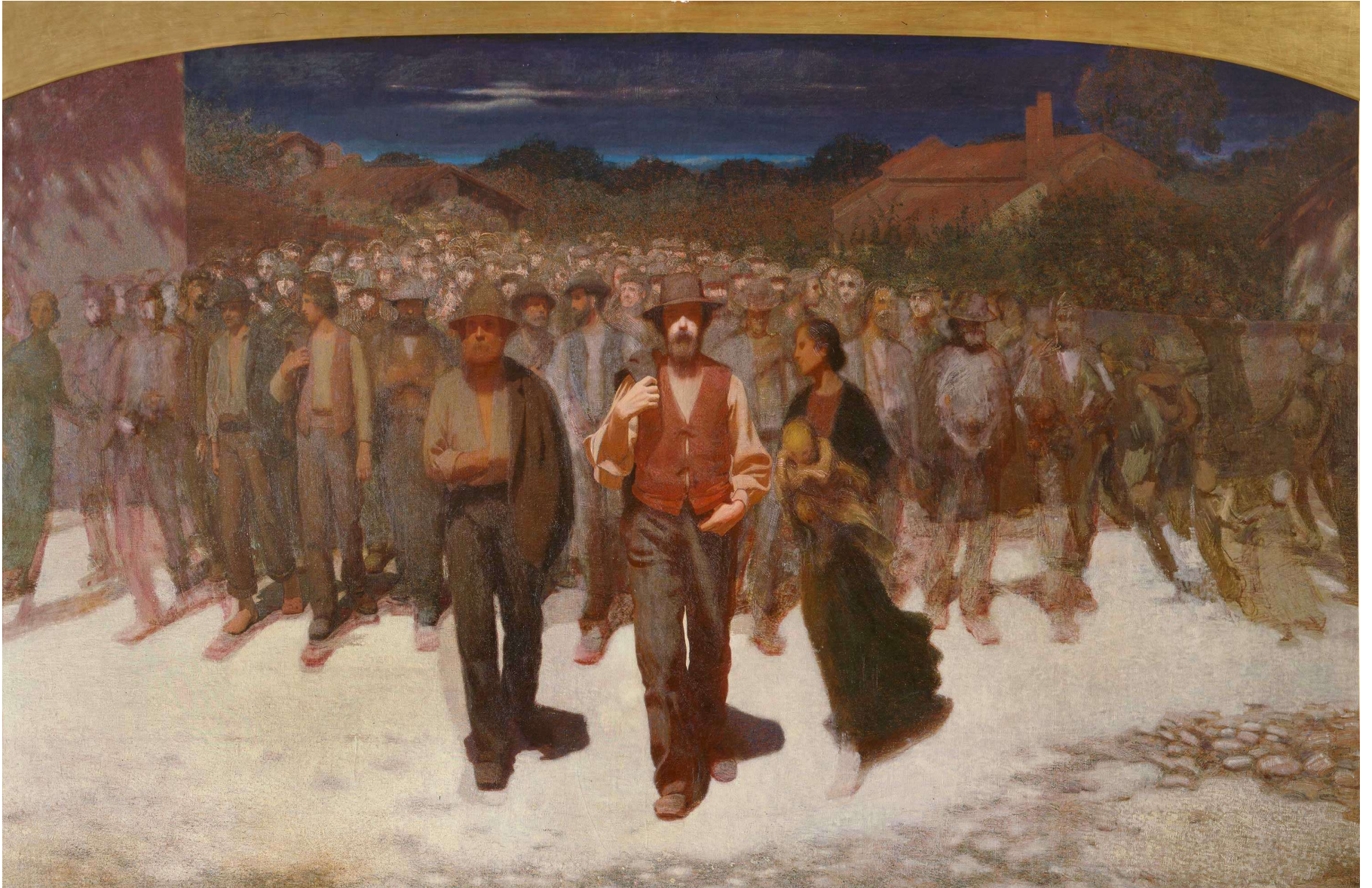
- Goals – active citizenship, employability, personal development, good relations
- Youth work principles and NFL outcomes framework
- Co-design with providers
- Co-production with young people
- Clear reporting requirements
- Autonomy of method
- Support integral
- Evaluation built-in
- Lessons for bigger programme

A final word...



The point is that in maximising the potential of young people, we are not starting from scratch. What we have to do is to **come together** to build on the knowledge and the practices that we already have.

Coming together to challenge inequality and injustice



Human Flood, Pelizza da Volpedo, 1895-6
Pinacoteca di Brera



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Supper at Emaus, Michelangelo Caravaggio, 1601
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