



day plot

Diagnosis and actions for young people looking for
a better future

Promotion Report

Summary from all Partner Countries

Document Details:	
Reference	DAYPLOT - Diagnosis and actions for young people looking for a better future
IO1 / Activity	
Author(s)	IO6 – Promotion Report
Character	Paul Schober
Date	Summary from All Countries 30.09.2018

Co-funded by the
Erasmus+ Programme
of the European Union



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Table of content

1. The aim of the Summary Report	3
2. Quadruple Helix approach	4
3. Key findings from National Reports	5
3.1. Austria	5
3.2. Italy.....	8
3.3. Northern Ireland	10
3.4. Norway	12
3.5. Spain.....	14
4. ANNEXES	17
4.1. National Promotion Report Austria.....	17
4.2. National Promotion Report Italy	17
4.3. National Promotion Report Northern Ireland	17
4.4. National Promotion Report Norway	17
4.5. National Promotion Report Spain.....	17



Dayplot Common Promotion Plan – key findings

1. The aim of the Summary Report

All Dayplot project results (IOs) needs to be localized within the VET system and the labour market of partner countries in order to be disseminated to the general audience of potential users and stakeholders.

This common Dayplot valorisation report, therefore, will reflect on possibilities of training-business links with the tools developed by this project and other available methods to increase the opportunities for inclusion or reintegration of disadvantaged young people, possibly with the active support of the public authorities in charge.

Therefore, on the basis of the comparative analysis and the testing phase of the Diagnostic Tool Kit and the Training Modules on MOOC, this report will develop a general reference model based on the educational and labour market policies in the partner countries to enhance the usage of the project outcomes.

This Summary report combines the main results from the National reports from all partner Countries (Austria, Italy, Northern Ireland, Norway and Spain).

All of them are available in English and in the respective National Languages, while this Summary is available in all project languages.

As a common approach, the Quadruple Helix for Social Innovation¹ was used to understand the National Frameworks and relevant stakeholders for improving the situations for the project target groups.

This approach is described in the next chapter.

Following, the key results from all National reports are summarized, containing Information about the National school systems, current / planned school labelling, strategies, institutions, and resources for play, relevant stakeholders and other relevant topics in all countries.

The expected impact is seen on three different levels:

1. favouring disadvantaged individuals
2. focusing on opportunities for growth instead of a problem centred approach
3. recognizing inclusion actions as strategic activities for a better future of our society

¹ Arnkil, R. / Järvensivu, A. / Koski, P. / Piirainen, T. (2010): Exploring Quadruple Helix. Outlining user-oriented innovation models. University of Tampere, Institute for Social research.
Online available: tampub.uta.fi/handle/10024/65758 (2018/01/15)



2. Quadruple Helix approach

Quadruple Helix² as a model of innovation reflects in many ways several features common to new thinking in innovation policy.

The broad-based approach means that social innovations and creative sectors are becoming more attractive as innovation policy targets

This new innovation policy approach includes also a general shift from planning-oriented policies focusing on innovation inputs towards a more flexible, stakeholder-oriented policies focusing on societal developments. This has meant a transition from policy models looking for general 'best practices' towards more customized policies and policies supporting the development of own competencies, in both private enterprises and public organizations.

This provides a new approach for tackling the complex challenges we face in our societies. It breaks down the traditional silos between government, industry, academia, and civil participants, bringing these multidisciplinary viewpoints together in an environment that promotes team working, collaboration and the sharing of ideas. By working together, this quadruple helix approach can create new shared value that benefits all participants in what becomes an innovation ecosystem. Technology plays a key role in creating networks and connectivity. Value is characterised by a long-term view, focusing on improved social conditions as well as company performance. And success is measured for the ecosystem as a whole, rather than individual units.

The following graph shows the different stakeholders perspectives in detail:

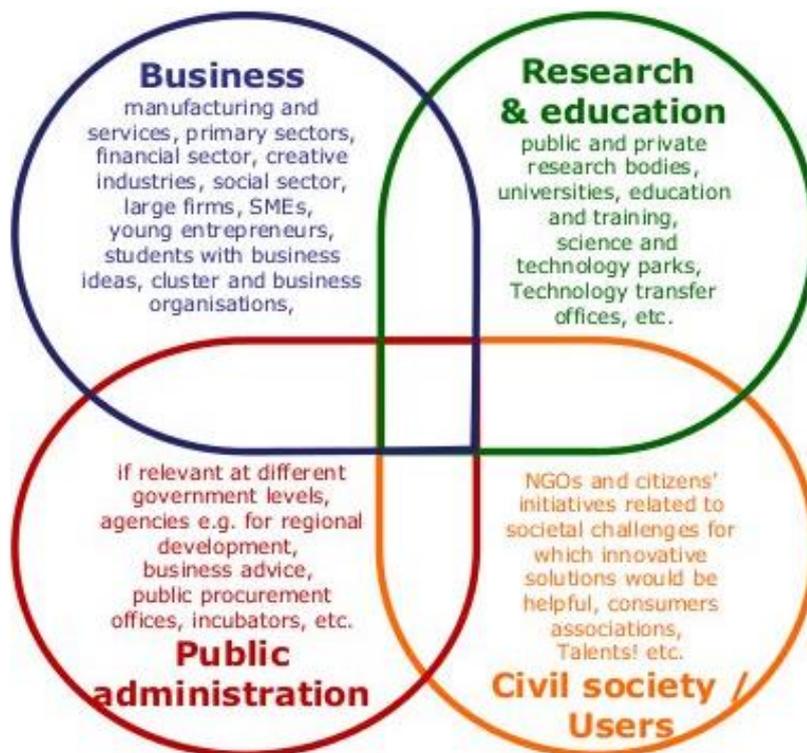


Figure 1: Quadruple Helix (see Arnkil et al. 2010)

² ibidem



3. Key findings from National Reports

The full versions of all National Reports can be found as additional documents, always available in English and the respective National Version. To give an overview on the situation in all partner countries, we hereby provide a short executive summary of all reports. This contains strengths and opportunities of Dayplot tools, other tools and methods available in respective countries and short versions of suggestions for all project stakeholders (VET-systems, enterprises, public institutions and beneficiaries, as well as general recommendations.

3.1. Austria

Strengths

The key strengths of DayPlot Intellectual Outputs are:

- The Comparative Report (IO1) can be spread out as baseline information to public institutions and VET Provider
- The diagnosis tool (IO2) has a convincing story and the games are easy to understand
- The MOOC (IO3) is a good teaching tool, it can be used for further trainings
- The project outcomes emphasizing the importance of key competencies
- The usage of the Dayplot products promotes the importance of social inclusion and therefore fights against discrimination.

Opportunities

Future opportunities may include the following points:

- Usage of the game for awareness rising on key competences and the needs of the beneficiaries
- An improved usability and an easier language could attract even more young people take advantage of Dayplot products
- The platform has the capacity to be updated and enhanced with new materials.

Other tools and Methods available in Austria to support project beneficiaries:

- **Inter-Company workshops (ÜBA)** to support disadvantaged youth to take part in apprenticeships
- **Integrative Vocational Training (IBA)** for young people with learning difficulties to prepare them for the job market



- The Austrian Model of the **production schools** as an innovative instrument of practical learning
- **Youth Coaching** to avoid early school leaving and to support the transition from school to labor market, based on an early warning system
- **The Austrian Training guarantee** for young people up to 18 years

Suggestions to the VET System:

- Even if Austria has a very low NEET rate, there are still problems with for Early school leavers and young people with migrant background.
- It's a challenge for the Austrian VET system to become more inclusive.
- A higher autonomy of the VET sector in Austria, which allows to focus on social aspects in addition to professional qualifications, is addressed above all.
- While privileged young people are well supported in Austria, there is a lack of support for disadvantaged young people. Especially in the area of vocational and educational counselling, there is still a need for further development.

Suggestions to the Enterprises:

- Enterprises are the most crucial stakeholder for including NEETs, as they are focused on commercial success more than on long-term public welfare. So, they are critical to supporting the transitions of disadvantaged learners (in this case NEET young people and young people newly arrived such as migrants, refugees and asylum-seekers)
- Employers should see apprentices as a resource, and not as a burden. But, when students do not have the skills necessary, or are not ready for working life, it is understandable that some employers might struggle with seeing this as a positive thing. So, if they get increased financing, and mentoring in how to guide students that struggle, they should be able to give them good opportunities for completing upper secondary education with a vocational diploma.

Suggestions to Public Institutions:

- The heterogeneity of this group must be considered in measures for young NEET. It requires individualized approaches that can take account of the different needs.
- "One-Stop-Shop" solutions, where young people not only receive advice and support with regard to employment opportunities, but also with regard to their entire living environment, appear to be the most appropriate solution. In order to also reach those NEET youths who have been affected by disintegration for some time and who tend to avoid traditional



institutions, an active approach is recommended, e.g. through youth or social work that goes beyond this. This should cover information, prevention, intervention and cooperation with other organizations.

Suggestions to beneficiaries:

- Increase support level: detect, activate, accept networks
- explore one's own interests and reflect on one's own goals (self-empowering)
- Activating the driving forces of self-motivation, e.g. career orientation, recognition, positive feedback in offer structures
- Upstream or simultaneous solution of possibly existing "superficial" problem situations (housing, addiction, health), usually triggered by situations of escalation of the problems ("escalation as a turning point").

Additional suggestions:

- It is important to note that both the Neet group and the refugees are very heterogeneous groups, each of which needs specific and individual advice and support.
- Particular socio-structural risk factors include early school leaving, migrant background, families with low levels of education and low occupational status, urban environment and the pregnancy effect for women aged 18 and over.



3.2. Italy

Strengths

The main strengths of DayPlot Intellectual Outputs are:

- ✓ IO2 and IO3 both represent good teaching tools, but they can also be useful to develop a relationship between teacher and student and as a tool of inclusion.
- ✓ IO2 can be an easy and entertaining way to know better European countries and their uses.

Opportunities

The main opportunities are:

- ✓ Both IO2 and IO3 can be used by school teachers as part of their normal program, as a lesson on a specific subject (including foreign languages) or for an interdisciplinary lesson.
- ✓ IO2 and IO3 can be a good start to develop more elaborate learning tools.
- ✓ The platform can be enhanced and reused.

Other tools and Methods available in Italy to support project beneficiaries:

- ✓ **Youth Guarantee** is the European Plan for Combating Youth Unemployment.
- ✓ **Growing in digital** is a project from the National Agency for Active Labour Policies (ANPAL), to promote the employability of young NEETs through the acquisition of digital skills.
- ✓ **FAMI** (Fund for Asylum Migration and Integration) is a financial instrument set up by EU for the integrated management of migratory flows through asylum, integration and repatriation.
- ✓ **Forma.Temp** funds public and private employment agencies on Active and Passive labour policies (training, Guidance, job hunt, accompaniment to work, Mentorship, etc.).
- ✓ **Torno Subito**, from Regione Lazio, integrated paths of high education and work experience, in both international and national context.
- ✓ **Erasmus+ Project ECYP** – Extended Choices for Young People in VET: it was based on Mentorship for a training trip that touches 4 areas (learning, daily life, fun and work).

Suggestions to the VET System:

- ✓ Increase the training of teachers and practitioners on vocational skills and soft skills, and on new teaching methods and tools, through mainstreaming actions.
- ✓ Improve the network between the Education System (School, University, Training Centres) and Enterprises, as the only way to make vocational training relevant;



- ✓ Improve the network between the Education System and the Employment Centres (public and private), to enhance an open dialogue on what competences are in demand in the labour market.

Suggestions to the Enterprises:

- ✓ Company owners and Technical Department Managers could use IO3 Modules for self-training, in order to understand better how training on soft skills can be useful at work.
- ✓ We would value a feedback on the Modules from the enterprises, in order to better aim further modules.

Suggestions to Public Institutions:

- ✓ Schools should increase the number of hours dedicated to teachers' training on vocational training.
- ✓ All the schools should have a program for students on vocational skills.
- ✓ Universities should enhance inter-faculty protocols and international projects to develop new training tools and methods aimed at vocational training, for both practitioners and students. IO2 and IO3 outputs could be used as case study.

Suggestions to beneficiaries:

- ✓ Dedicate time to update your training skills in terms of new methods and tools.
- ✓ Work as a team: share ideas, experiences, teaching tools with other VET specialists.
- ✓ Assess your training needs and those of your team and ask for specific training courses for trainers.
- ✓ Choose and design carefully the vocational course for your students.
- ✓ Use IO2 and IO3 tools as a starting kit and build more advanced modules on them.

Further suggestions:

- ✓ In order to design better training tools, we suggest for future projects to break down the intended target of recipients not only in terms of age but using a whole set of indicators, and to aim at designing more sets of tools, that could be used for more target recipients.



3.3. Northern Ireland

Strengths

The key strengths of DayPlot Intellectual Outputs are:

- IO2 is a good way to introduce learners to European countries and particularly useful for teachers working with refugees and asylum seekers whose countries are outside Europe
- IO2 and IO3 are also useful in promoting trust between the teacher /facilitator; this promotes social inclusion of learners' that are representative of marginalised groups

The main opportunities are:

- Outcomes offer opportunities to extend their development through the work of practitioners/teachers in the field
- The platform has the capacity to be updated and enhanced with new materials.

Other tools and Methods available in Northern Ireland to support project beneficiaries:

- The Pathways to Success Strategy
- The NI NEET Strategy Forum (150+ organisations working with disadvantaged young people
- The NI Racial Equality Sub-Group³/and Racial Equality Champions representing all NI Government Departments
- GEMS NI CO-MENT Project; focus on supporting NEET young people to extend their choices for learning and work focusing on 4 Zones:
 - Learning, Life, Leisure and Work
- Erasmus+ Project ECYP – Extended Choices for Young People in VET led by GEMS NI and based on the CO-MENT Project

Suggestions to the VET System:

- Support and manage robust transition and progression routes for disadvantaged learners
- Enhance communications/partnership working between the key actors in education, learning and employment and social inclusion fields thus promoting the inclusion of disadvantaged learners who may be NEET or new to NI.

³ GEMS NI is a Member of the NI Racial Equality Sub-Group



Suggestions to the Enterprises:

- Key to this is awareness-raising of the pivotal role of soft skills and social competences for employees in the NI Labour Market and also the Global market we all now operate within.
- HR and Company Training Departments can utilise IO3 Modules for awareness and understanding of the importance of soft/interpersonal skills in the workplace e.g. customer care
- IO3 Modules can assist and support the induction of new staff

Suggestions to Public Institutions:

- VET providers and schools should work more closely in relation to the post-16yrs transitions of young people moving from school to vocational training
- Personal and social development activities require a stronger combined focus on skills for work and skills for life.
- Schools could use IO3 Modules as a starting kit, to assess the prior knowledge on each subject and offer a tool for training students.
- "Soft landing packages" for refugees and asylum-seekers should have a focus on working in Northern Ireland

Suggestions to beneficiaries:

- Use the tools and resources of DayPlot to support learners to practice and improve their language and communication skills as well as their understanding of the personal attributes they will require for working in Northern Ireland and Europe
- Use the materials with colleagues and associated practitioners when working target groups to enhance the offer to disadvantaged learners
- Develop additional materials to add value and to meet the needs of specific learner(s)
- Further develop IO2 and IO3 to enhance the offer to learners and develop teachers/practitioners' competences in customising learning

Additional suggestions:

- Develop the tools/resources for all learner groups



3.4. Norway

Strengths

The main strengths are:

- The material and content are a good starting point for raising awareness and reflection over important skills and competencies to succeed at education and work life.
- Both the game and the MOOC are accessible and easy to use; therefore, it should be simple to use in many settings and situations. The threshold is very low for a NEET to start using such tools as the ones developed by the Day Plot project.

The main opportunities are:

- The game could be important in mapping essential skills for the NEET if the language and content is tweaked to be less difficult and theoretical.
- To use game-based learning for young adults and youths are incredibly important as it creates a motivating setting. Also, digital tools can be helpful for customizing content for the individual.

Other tools and Methods available in Norway to support project beneficiaries:

There are a few other tools available in Norway aimed at helping NEETs:

- GameIT – a measure aimed at combining gaming with learning necessary to pass exams at upper secondary education level
- NY GIV and the follow-up project aimed at helping youths not dropping out of school
- Mentors at the Norwegian Labour and Welfare Administration (NAV) working solely with helping young adults into formal education or work
- The follow-up service (FUS) is an obligatory state regulated county level service, aimed at following up on school-leavers and young people not applying for upper-secondary education

Suggestions to the VET System:

The idea behind the project is good. Game-based learning and interactivity should be used for the target group. Perhaps, something like the IO2 (game) can be used in combination with a realistic training where professionals can observe the NEET's practical knowledge and use of these skills. This way any informal training in important career and working skills can be focused on both the strengths and weaknesses of the NEET.

Many reports states that in the future, there will be less jobs for non-skilled people, which makes the need for formal education and training extremely important for NEETs. They have many years ahead in the labour market and must be prepared in order to meet the demands of digitalization and future jobs.



Therefore, it is essential to work on skills necessary to complete upper secondary school and be able to transition further into higher education or vocational schools, as well as prepare them to rapid changes in important job skills due to a more digital job.

Suggestions to the Enterprises:

As one of the great challenges for students is to get an apprenticeship, it should be focused on what employers need in order to facilitate more apprenticeships.

Employers should see apprentices as a resource, and not as a burden. But, when students do not have the skills necessary, or are not ready for working life, it is understandable that some employers might struggle with seeing this as a positive thing. So, if they get increased financing, and mentoring in how to guide students that struggle, they should be able to give them good opportunities for completing upper secondary education with a vocational diploma.

Suggestions to Public Institutions:

Completed upper secondary education is considered as the basis for a successful entry and subsequent career in working life.

People who have not completed secondary education have average lower income, higher unemployment and are more often dependent on public benefits.

This is why public institutions need to focus on helping the target group to be able to complete upper secondary education.

This must be seen in the context of early efforts and close follow-up of the individual student. A significant effort must be made early in the course of education. Close follow-up, and good practices for the transition between primary and secondary education are extremely important.

Suggestions to beneficiaries:

It is difficult to draw up some very clear and concrete suggestions for the beneficiaries, other than that they have to use the help from other actors in order to start and finish training or education that will lead to employment.

The first step is to get in touch with the appropriate institution (NAV, FUS, their school or similar) and get help in finding out what their opportunities and limitations are, and what they need to do to reach a solution.

The game (IO2) could be a good start, in order to figure out what they actual know and master regarding important competencies. This can be a wakeup call that helps them realize the importance of these competencies. Furthermore, they can use the modules in IO3, or similar tools, to increase their skills and help them prepare for further education.



3.5. Spain

Strengths

The key strengths of DayPlot Intellectual Outputs are:

- Comparative Report (IO1) gives the stakeholders a general overview on the topic
- Diagnostic Tool (IO2), was conceived of a “starting point” test, but can be used as a learning tool, too.

For direct beneficiaries (teachers/trainers/practitioners):

- Preforming a first approach to the concept of key competences for Lifelong Learning.
- Organizing and systematize the key concepts related to the transversal competences,
- considered the first approach to a professional training itinerary.

For final beneficiaries (NEETs, migrants, newcomers, ESL):

- The tool can become an open door to be reintegrated into education/training, a first step towards a learning course.
- The fact that the IO2 can be used online from a computer and an Smartphone gives the product the added value of flexibility in use. It can be used in a class as well as at home.
- MOOC (IO3) courses are a further insight into the contents presented in the Diagnostic Toolkit questions and answers. The fact that they are structured in different modules gives the same flexibility that has the IO2

Main strengths for direct beneficiaries:

- Materials on the IO3 are interactive and attractive, hence more likely to get the students’ attention than other tools.
- The courses are already structured and guided so there’s no need for extra preparation hours

Other tools and Methods available in Austria to support project beneficiaries:

- **Entrepreneurship and youth employment strategy:** considered a good practice for two main reasons, first of all because it analyses the youth unemployment and it is included as one of the main State challenges. It also establishes a general framework of action that integrates and coordinates the different legal measures
- **Dual Professional Training Impulse:** Dual Professional Training is the fundamental initiative in the field of education aimed at structurally combating the problem of the lack of specialized training, which distances young people from the labor world



- **"Espelt Viticultors"** experience, Public Institute of Llançà: This is a concrete experience of the Dual Professional Training Impulse.
- **FOTEL project:** Forum Theatre Against Early School Leaving⁴ is a project promoted by 5 organizations from different countries of the European Union
- **Transform@ project:** Transform@ project is a KA2 line Erasmus+ financed project. It is led by the Foral Government of Alaba. Its main goals are: enhancing people digital and e-business related skills; increasing employability and entrepreneurship in rural areas

Suggestions to the VET System:

- For the VET-system suggestions, it is considered important to make a brief summary of the different VET programs existing in Catalonia. These VET programs are divided in three categories:
 - PFI (Training and Insertion Programs), Middle degree, Higher degree
- Due to their intended beneficiaries and their main goals, the PFIs would give the best fit, regarding the Catalan VET-System, to the implementation of the Intellectual Outputs of this project.
- The concrete suggestions about how to use the product can be found stated below:
 - Make an individual use of the product, each student working with his/her own user in the MOOC platform. This method can be used to assess the students' autonomy in learning, as well as their competencies (strengths and needs).
 - Make a collective use of the product, using a projector to share the screen with the class, so that the answers are found in a collective and collaborative way. This kind of use can help doing a general initial assessment of the class and their initial level as well as the roles and relations established between the students.

Suggestions to the Enterprises:

- If the training is given directly by the enterprise:
 - Making a first assessment of the students' competencies, needs and strengths in order to train them in an appropriate way, according to their level.
 - Relating the training (examples, exercises, ...) to the future tasks the candidates will perform.
 - Using the training activities to build a united working group.
 - Tracking the candidates' competencies during their training.

⁴ <http://www.fotel-project.eu/node/2>



- If the training is given by a training institution/school/...:
 - Creating more opportunities for the final beneficiaries to find a job offer, having the competencies training as an added value.
 - Creating a competencies X-Ray to add in the curricula of the students.
 - Adapting the training to the enterprises feedback / needs focusing on the competencies that need to be stimulated in order to enter the labor market properly.

Suggestions to Public Institutions:

- The concrete suggestions for public institutions will be focused on high schools, teachers' training centers and occupation and orientation centers.
- In high schools the products could be included in the tutoring program as well as in the "Ethics and Values" one. The uses that could be given to the IO2 and IO3 products are the following:
- Using the IO2 products in occupation and orientation services, of the project to assess the competences and give an added value to the curricula of the person looking for new opportunities as it will show an improvement of their competences as well as a real interest for learning and improving their skills.
- Teaching the IO3 modules to the people seeking for employment, improving their lifelong learning, since working requires learning how to perform new activities.

Suggestions to beneficiaries:

For individual empowerment:

- Understanding of education/training as a key to improve their lives and the world that surrounds them. A tool to become masters of their own future.
- Trying to see competencies importance not only in the academic development but also to their labor and daily life.
- Thinking about the new learning methods and contents as a challenging opportunity instead of as an obligation.

For group empowerment:

- Organizing the game presentation in a collective way. Working in the first phases of the game with the group in order to empower not only the individuals but the whole class instead, compensating the different levels of motivation and knowledge within the group.
- Creating a general feeling of interest in the group to get a positive outlook on the use of this new methodology.



4. ANNEXES

(available in English and in respective National Language each)

4.1. National Promotion Report Austria

4.2. National Promotion Report Italy

4.3. National Promotion Report Northern Ireland

4.4. National Promotion Report Norway

4.5. National Promotion Report Spain