

**European Commission Lifelong Learning – Leonardo Programme
Way to Learn to Work Project
Scottish Government Participation 2013 - 2015**

1. Background

The Leonardo Programme enabled organisations in the vocational learning and training sector to work with partners from across Europe, exchange best practices, encourage work-related training abroad, large-scale co-operation efforts, co-operation projects to transfer or develop innovative practices, and networks focusing on topical themes in the sector. By helping people to gain new skills, knowledge and qualifications, it was anticipated that the programme would also boost the overall competitiveness of the European labour market.

The Scottish Government Youth Transitions to Employment Team has been a partner in a 2-year (2013-15) European Commission Leonardo Programme project – Way to Learn to Work.

2. [“Way to Learn to Work \(W2L2W\)”](#)

The Project

- To explore the use and possibilities of short term vocational educational (VET) programs to improve the skills of young adults in order to participate in the labour market.
- To explore the differences, obstacles and similarities of current employment strategies focused on young adults in each partner country.
- To explore and compare local and national educational VET programs focused on (long term) unemployed young adults and to consider the viability of adapting them for other countries' use or adopting a Work First (e.g. Werkcenter Model) approach.
- To explore the barriers to starting a Work First model with VET-programs that operate within the framework of the local, national social system and laws of each partner country.
- To create new ideas for labour market policies and instruments in the participating partner countries.
- To look at how young people excluded from the labour force for long periods are encouraged to (re)engage with learning so as to be able to undertake and complete VET courses (gaining work experience) in one form or the other

The Partners

- **Countries** - The Netherlands, Belgium, Germany, Ireland, Italy, Romania, Croatia, Spain (Canary Islands) and Scotland
- **Organisations** - a mixture of local and national government, non-Government organisations, educational / training institutions, and service providers.

The Visits

Each visit offered a unique insight and perspective into interventions to support youth employment, learning, vocational education, and wider wrap around support services for young people moving towards employment. The visits offered participants the opportunity of a practical understanding of service delivery through project and learning programme delivery, and through discussion with young people who have accessed services.

Each visit was covered by members of a core team made up of policy-makers, analysts, Opportunities for All Co-ordinators, Education Inspectors and employment skills staff to ensure a broad sharing of knowledge with partners as well as the opportunity to learn from others.

The visits have provided the team with insights into how other countries are tackling youth unemployment through making use of e-learning, co-ordinated funding approaches, social enterprise opportunities, peer mentoring, vocational learning and apprenticeships, learning tailored to specific sectors, support for vulnerable groups and young people with disabilities and engaging with employers.

The Scotland Visit - 7 – 8 October 2014

This visit to Scotland provided partners with the opportunity to hear about:

- the Scottish strategic and delivery landscape;
- the changes to our school curriculum with a focus on employability and the role inspection plays in this;
- the important role of career information, advice and guidance;
- success of our modern apprenticeship and training programmes; and
- our 7-year youth employment strategy based on the Developing the Young Workforce recommendations.

Partners visited the following employability programmes to see and hear policy in action; and more importantly to meet young people involved in activities which help them to get into work.

On the first day, partners visited Kilmarnock Football Club, which works in partnership with the East Ayrshire local authority to deliver the Activity Agreement programme to young people who have become very disengaged from learning, training and employment. Young people on the programme told the visitors about the tailored learning activities they do to improve their skills and how the connection with the football club is what encourages them to participate.

The next stop was to Ayr College to let partners hear and see how the college is working closely with the local aeronautics industry to encourage young people to see the potential for future employment in this sector.

Day 2 of the visit was hosted by [Quarriers](#) Scotland who were also a partner in the project. Visitors heard about/from :

- Scotland's Children's Commissioner on the work of his office to ensure children's rights are understood and met;
- the unique stopover service that provides emergency accommodation for homeless young people;
- the life, learning and development, and job coaching activities Quarriers provides to young people; and how they encourage and engage young people in Modern Apprenticeships; and
- young people who had, and were participating on an international exchange programme with the Werkcentre in the Netherlands; and from a young man who had benefited from the support of Quarriers and had gone on to start up an organisation – Street Soccer

Scotland – which has successfully gone on to engage young people across Scotland through football and to set them on positive pathways to improving their lives.

Project Outcomes

Further information on the project and its findings can be found at the following links:

- Website <http://www.way2learn2work.eu/index.php/gb/>
- Context and Best Practices Questionnaire completed by each partner
<http://www.way2learn2work.eu/index.php/gb/home-gb/results-gb>
- A Work First Perspective - The Dutch Work First Model and its suitability/potential for delivery by project partners
<http://www.way2learn2work.eu/index.php/gb/home-gb/results-gb>
- Partnership report which includes the Top 5 “Best Practices” as chosen by the partners; The Scottish Government’s Activity Agreement programme was chosen as one of the Top 5 “Best Practices” and one which many partners felt provided them with ideas for the future.
[http://www.way2learn2work.eu/images/results/Guidelines/Way%20%20Learn%20%20Work%20Guidelines%20\(All%20Countries\).pdf](http://www.way2learn2work.eu/images/results/Guidelines/Way%20%20Learn%20%20Work%20Guidelines%20(All%20Countries).pdf)

One further outcome has been the development of a **Pilot Programme in East Ayrshire combining a school curriculum with workplace training** as a result of the learning from the visit to Belgium. In Belgium this programme has been successful in re-engaging school pupils helping to prepare them better for the world of work.

The East Ayrshire pilot will run in in one school in EA for the whole of session 2015/16 and has targeted 20 pupils with under 70 % attendance at school.

The 2+3 Initiative

The 2+3 initiative piloted by Grange Academy in session 2015/16 sees pupils in the senior phase of secondary education undertake personal learning pathways where 2 days a week are spent in full-time education (at both school and college) and 3 days a week are spent gaining experience in the world of work. Flexible timetabling means that young people are able to access their core curriculum on Tuesdays and Thursdays and gain SQA accredited awards related to both literacy and numeracy as well as completing vocational courses at college. On the remaining three week days young people will undertake a minimum of 3 workplace rotations over the course of the academic year which complement their school work, are matched to their skill sets and relate to their career aspirations. The initiative is targeted at young people at real danger of disengaging from full-time education; the programme aims to extend and enhance their employability and core skills making them more job-ready and prepared for transition into a positive progression when they leave school.