

# **Final report**

## **WP 2 Hands at Work**

### **Erasmus+ project HanDS.**

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# 1. Background to the project

The current economic climate in Europe contributes that youth unemployment in recent years has increased. In some parts of Italy the rate of youth unemployment is over 50% and for pupils out of the practical education the numbers are even higher. Also a change is taking place in the labour market where unskilled work in particular (east) Netherlands and Sicily decreases and is being replaced by automation, which reduces the chance of a match between school and (low graded) jobs. Teachers have the impression that they are now educating their pupils for long-term unemployment. This is for the pupils and for the teachers very frustrating.

Mismatches between education curricula and labour market needs can increase the risk of educational failure as pupils lack prospects within their chosen educational pathway. Linked to this, another phenomenon that is a risk factor for unemployment is early school leaving. High early school leaving rates not only have long-term effects on the societal developments and on economic growth; at individual level early school leavers also have an increased individual risk of unemployment, poverty and social exclusion.

The aim of the HanDS project partners is to develop an integrated innovative approach to prevent current pupils to be unemployed and get stuck at home, and to reengage people in education and training who have had their education interrupted due to various reasons. Therefore the results of this project are a right mixture of prevention, intervention and compensation measures:

The development of an integrated innovative approach had to be achieved through comparing and exchanging the teaching and trainings methods used in Italy, Germany and the Netherlands. Based on the analysis and the experiences, a joint product in which the strengths of the different approaches are exploited from one another and applied, will be developed: a suitable employment/internship programme and a connection between the (warm) school and the (cold) labour market through the development of two new labour-based school environments. Through the exchange of pupils and teachers the concepts developed will be proved and adjusted. Focus on strengths, not just weaknesses is the keyfactor for success. Linking organisations in the field of employment to schools will lead to a good synergy.

To realize the connection between education and the labour market, a new and innovative measurement system will be developed based on Social (employee perspective), Technical, Economic and Social (employer perspective) fields. In order to be able to realize a better connection between the (qualities of the) pupils and the labour market, web based guidelines to strip the jobs in tasks which are suitable for the practical education will be developed.

Long-term unemployment and early school leaving are multi-faceted and complex problems with a European dimension that need comprehensive approaches. For both the schools in the Netherlands and in Italy, comparing the Northern European with the Southern European approach is expected to be an eye opener. The most important difference is the curricula of the National Education Systems of the two countries involved. The Italian one is more concerned in the didactic aspect of education than the practical one. More specific, the differences are:

- VAKSCHOOL HET DIEKMAN is a school that only offers practical training/education. TEN R. RIGHETTI on the other hand is formed by different types of schools such as Lyceum (Gymnasium and Scientific studies), Technical on Tourism and Business Administration, Vocational School in the fields of Food and End on gastronomy.
- The students attending the vocational school TEN R. RIGHETTI obtain a degree evaluated in the 3 or 4 Level of the European Qualification Framework (EQF). The pupils at VAKSCHOOL HET DIEKMAN can only obtain certificates instead of a degree; the aim is to enlarge the opportunities at the labour market. As a result of both, TEN R. RIGHETTI is more professionalized.

Although schools play an important role in addressing these problems they cannot and should not

work in isolation. These problems need an integrated approach that should consist of a right mixture of prevention, intervention and compensation measures. Therefore two organisations with a direct link to the labour market were added to the consortium: SURPLUS, an innovative and solution focused organisation that offers and develops work opportunities for unemployed individuals, and EEPL, a project development company that aims to link the business to create more cooperation, jobs and economic power.

All project partners were convinced that the transnational cooperation between them will enhance the quality of the partners' activities, develop an innovative way of thinking and build new networks. More concrete: will lead to improved work methodologies, transfer of good practices and a new perspective on problems, solutions and methods.

## **2. Erasmus+ HanDS.**

### **The Workpackages of the project**

The HanDS project resulted in various types of results. These results consisted of both concrete (tangible) results as well as of skills and personal experiences (intangible results) that project partners and participants to the activities have acquired.

As described, HandS was structured into a number of Work Packages, units of work with clearly defined goals and deliverables. Every individual Work Package contained essential steps involved in completion of the Work Package along with a deadline by which each of the steps had to be completed. The expected results during the project and on its completion were:

**WP1 Aim at Work (Workpackageleader: Stichting Surplus)**

• Tangible results:

- A research report on 'Mikken op Werk' and 'Presentis' measurement methods as well as 'STEM principle' - Technical and functional specifications - Concept measurement method - Concept measuring system, according to the STEM principle, to categorize pupils and job seekers in order to offer them the rightful attention and guidance - Test results - Final measuring system

• Intangible results:

- Detailed knowledge on 'Mikken op Werk' and 'Presentis' measurement method as well as the 'STEM principle' - Knowledge and experience gained by participants and learners on how to use the measuring system and interpret the results

**WP2 Hands at Work: (Workpackageleader: Vakschool het Diekman)**

• Tangible results:

- Needs assessment on what businesses can offer and need regarding internships - Research (literature study) and analysis of current internships (or similar programs) as well as supporting methods used by the project partners - Specifications and requirements - Concept internship programme - Test results - Final internship carousel: internship programme for pupils to gain practical work experience, as much as possible within a short time period.

• Intangible results:

- Detailed knowledge on different types of internships and their impact/effect. - Knowledge and experience gained by participants and learners on the internship carousel

**WP3 Get Linked: (Workpackageleader: Ten R. Righetti)**

• Tangible results:

- Needs assessment on target group and labour market - Inventory and analysis of existing knowledge on different kinds of training centres and evening schools concepts - Specifications and requirements - Training centre pilot (training programme including facilities) and evening school pilot, both on demonstration scale - Test results - Final training centre and evening school concept

• Intangible results:

- Detailed knowledge on different types of training centre and evening school concepts - Knowledge and experience gained by participants and learners on the training centre and evening school

**WP4 Carf the Carving: (Workpackageleader: EEPL)**

• Tangible results:

- Market research to gain insight in market demand and analysis of needs as well as the capacities of the target group - Research on the job carving method and analysis of good practices - Requirements and functional and technical specifications - Concept web based guidelines based on the job carving principle - Test results - Web based guidelines based on the job carving principle

• Intangible results:

- Detailed knowledge on the job carving method and similar principles (such as 'Industrial Worker 2.0) and good practices - Knowledge and experience gained by participants and learners on

the use of the web based  
guidelines

**WP5 Project management: (Workpackageleader: Stichting Surplus)**

- Minutes of project meetings - Quality assurance plan - Risk mitigation plan - Progress report(s), interim report and final report (including cost statements) - Final evaluation report

**WP6 Dissemination and exploitation: (Workpackageleader: EEPL)**

- Project logo - Dissemination and exploitation plan - Sustainability plan - Newsletters/Flyers/Presentations - Project website/Social media

### **3. WP2 Hands at Work**

## **Responsible organisation Stichtig Surplus**

Stichting Surplus (hereafter: SURPLUS) is a regional oriented, innovative and solution focused organisation that offers and develops work opportunities for (long-term) unemployed individuals. Our mission goes to the heart of matching the supply of (long-term) unemployed individuals with the demand for labour, skills and capacity amongst employers. Businesses need employees and (long-term) unemployed individuals need a fresh start at the labour market. SURPLUS is convinced that there is a job match for everyone because we have the positive vision that everyone is able to contribute to labour and/or society with their own specific skills, personalities and experience. We believe that every individual counts and has something to offer! Therefore SURPLUS is focusing on

the individual. Success is achieved when we've placed an individual in the best suitable workplace. We give highly qualitative and positive support to unemployed individuals in every step on their way to reach their full potential.

SURPLUS is not just another classic reintegration organisation; we also manage our own work-projects. We combine unemployment with social entrepreneurship and offer a variety of work placements. This means that we are always able to offer a trajectory that suits the skills, personality and experience of the to be placed individual. We are constantly safeguarding the quality of our projects and shaving our methods in order to create perfect work opportunities.

SURPLUS developed a variety of work programs and methods in which personal coaching and support is advocated. We offer the possibility to combine different trajectories in order to meet the individual needs.

Some facts:

- SURPLUS is a not for profit organization that was founded in 1996.
- Our foundation has 29 professional employees: administrative and financial staff, trajectory counsellors, work supervisors and project developers.
- Currently we have 358 clients (trajectories) in Twente (620.000 inhabitants).
- Our foundation is unique because we combine social entrepreneurship and our own work-projects connected/adapted to the target group.
- We have 7 businesses (work-projects) where clients (participants) can work in.
- We are continuous working on new projects and innovations for our target group.
- We are developing our own methodologies to improve and to measure the skills of our clients.
- We are (inter)national recognized and are often asked for know-how and sharing information.

Within the HanDS project, SURPLUS not only had an important role in the development of the connection between education and the labour market through its involvement in the different Work Packages, SURPLUS is also the Project Coordinator.

SURPLUS has a lot of experience in matching the supply of (long-term) unemployed individuals with the demand for labour, skills and capacity amongst employers. We offer a variety of work placements which means that we are always able to offer a trajectory that suits the skills, personality and experience of the to be placed individual. In order to be able to determine, guide and improve the skills of our participants, we have been developing our own methodology "Mikken Op Werk". The aim of this methodology is to, in the shortest amount of time, "upright" the position of (long-term) unemployed people and make them suitable for transfer to either a different trajectory (wage dispensation, temporally regular job, regular job), voluntary work or work in our own work-projects. By measuring every three months we are able to see and fine-tune the improvements made by the participant. We also want to measure work: how can we make a match between people and work?

## 4. WP2 Hands at Work Activities

**Development of a suitable employment/internship programme for pupils to gain as much as possible practice work experience in a short period as possible (internship carousel)**

The activities concerned:

- Execution of needs assessment on what businesses can offer and need regarding internships and the
- Execution of a literature study and analysis of current internships (or similar programs) as well as supporting methods (such as strength-oriented competence balance) used by the project partners and
- Research on the specifications

Labor market research and opportunities was done for low educated people (A1,2,3). In addition to the literature study we interviewed on a periodic basis the municipality of Enschede. They are in close contact with the companies and are well aware of the different learning processes that exist in the different sectors and at which companies.

We have researched the effectiveness of internships (Source B2). This shows that the right match in different areas, along making with clear appointments, is the second key success factor.

We have looked at various methods such as Boris (A4) and industry-approved certification schemes of the SLO (B3) that match the needs of companies in the different sectors.

A1<https://www.enschede.nl/nieuws/aantal-banen-enschede-groeit-ook-in-2016-harder-dan-landelijk>

A2<https://www.enschede.nl/nieuws/historisch-hoog-aantal-banen-in-enschede>

A3<https://www.waarstaatjegemeente.nl/dashboard/Werk-en-inkomen--c19/>

A4<https://www.borisbaan.nl/>

A5<http://www.rvo.nl/subsidies-regelingen/subsidieregeling-praktijkleren>

B1[http://www.kortlopendonderzoek.nl/organisatie\\_pdf/PO91\\_Stages%20in%20het%20Praktijkonderwijs.pdf](http://www.kortlopendonderzoek.nl/organisatie_pdf/PO91_Stages%20in%20het%20Praktijkonderwijs.pdf)

B2[https://www.platformpraktijkonderwijs.nl/files/media/Reflectie\\_op\\_stages\\_in\\_het\\_praktijkonderwijs.pdf](https://www.platformpraktijkonderwijs.nl/files/media/Reflectie_op_stages_in_het_praktijkonderwijs.pdf)

B3<http://downloads.slo.nl/Repository/bewijzen-certificeren-en-kwalificeren-in-praktijkonderwijs>

We planned to do a demonstration pilot with a duration of 6 months in which two full-scale tests to be executed. One internship carousel programme would consist of 4 internships in 3 months (3 weeks internship of one pupil within the same company). By doing a first test of the internship carousel programme, we learned that such an approach was not workable. When we checked the employers' observations we learned that would be needed much more day to day guidance of the teachers to make it working (what would conflict with the teachers' agenda's). It was decided to adapt the model and to work with a group of students within the same company for one week only and to act in the rest of the pilot accordingly.

## 5. WP2 Hands at Work

### Interim results

The following interim results have been achieved.

**0. Monitoring visit** The outcomes of the visit were taken into account. Referred is to enclosure 5.0. *Monitoring 2016-1- NL01-KA201-022904 Stichting Surplus.*

**1. Progress Report** On the basis of the recommendations of the Agency we adapted our way of working wherever pinpointed. Referred is to enclosure 5.1 *Interim\_Report\_20170601\_102303* and 5.1B *Externe beoordeling interim rapportage.*

**2. Support to WP 6 Communication/dissemination** The link to the webpage developed:

<https://www.erasmushands.nl> The link to the facebook page developed:

<https://www.facebook.com/erasmus.hands.9> For the logos see enclosure 5.2C *Logos* For the three newsletters see the following enclosures: 5.2D1 *Project HanDS Newsletter 1. April 2018*, 5.2D2 *Project Hands newsletter 2. December 2018* and 5.2D3 *Project HanDS Newsletter 3. August 2019.*

For the project brochure see enclosure 5.2E *HanDS Project Brochure* For the dissemination seminar see 5.2F1 *Minutes Dissemination Seminar 23052019* and 5.2F2 *Dissemination seminar presentations.*

**3. Quality assurance plan** For the quality plan made see enclosure 5.3A *Quality Assurance Plan*, for our updates see 5.3B *Interim Report on the Quality Assurance Process 19022018*

**4. Risk Mitigation plan** For about the Mitigation plan is referred to enclosure 5.4 *HanDS Mitigation plan 14.10.2017.*

**5. Sustainability plan** For about the Sustainability plan is referred to enclosure 5.5 *HanDS Sustainability Plan July 2017*

#### **6. Gantt Charts**

The original Gantt chart is shown in enclosure 5.6A *HanDS Original Gantt chart in application*, the

latest version is provided in enclosure *5.6B Gantt-chart*.

**7. Transnational Project meetings** The minutes of the four TPM's are provided in the following enclosures *5.7A Hands TPM 1 Minutes 09-2016 Enschede* *5.7B HanDS TPM 2 Minutes 09-2017 Finsterwalde* *5.7C HanDS TPM 3 Minutes 05-2018 Melfi* *5.7D HanDS TPM 4 Minutes 05-2019 Enschede*

**8. Provision of SharePoint project database** Access is provided to all partners of the cooperating consortium. Further details are provided in enclosure *5.8 Access information Sharepoint database*

## 6. Final remarks

### Our goals

We are focused on development of students during their period at school where they are prepared to enter the job market. This in cooperation with local companies. We want students to be able to make a good choice for their profile so they have a better chance succeeding on the job market.

### The value of the international cooperation

We have learned that it is very important to listen closely and pay attention how others are organized. We have concluded that we all have a common challenge and that this challenge is too big to be resolved by an individual school. It was because of this project that we have been able to cooperate and find a possible solution for our common challenges. Also, we had new ideas come to light because of this project and our cooperation.

For instance, in Italy we have seen that students can follow additional courses outside school in order to be better prepared for the job market. This is considered to be a great benefit for the motivation of the students, after all, when they see results of their work they will have better motivation.

At Surplus, we have seen a measuring instrument that allows teachers to better follow the development of labor skills from students. This measuring instrument gives us a better indication as to why there are dropouts at internships.

With our German colleagues, we have seen what it means to work in modules. This has allowed them to make the distance between school and the job market much shorter. This could potentially be a very good addition to our product. Once this project is closed, we will take a look at how we can implement this in our internship programs.

### What have we learned

We have learned there are no borders in education, the same challenges occur in various locations in Europe. It is good to be able to brainstorm jointly, not only products can be developed that way, also enlightening insights and ideas come to life. In addition, these types of projects will keep you focussed. Why are others working in a certain way? Would this also work at our school?

You are not on your own, by working jointly and cooperate closely certain things can be achieved.