


# Transnational Cooperation Activity (TCA).

# Approach today:

\*Introductions

\*Opportunity for us to learn from each other  
& 'Thanks' to Leargas & NCGE 

\*My plan for the input starting with setting  
the scene to your task at the end....

\*Questions throughout ok

\*OHTs available afterwards

# THE COUNCIL OF THE EUROPEAN UNION

Along with **The European Pillar of Social Rights (COM(2017)250)**

A first principle:

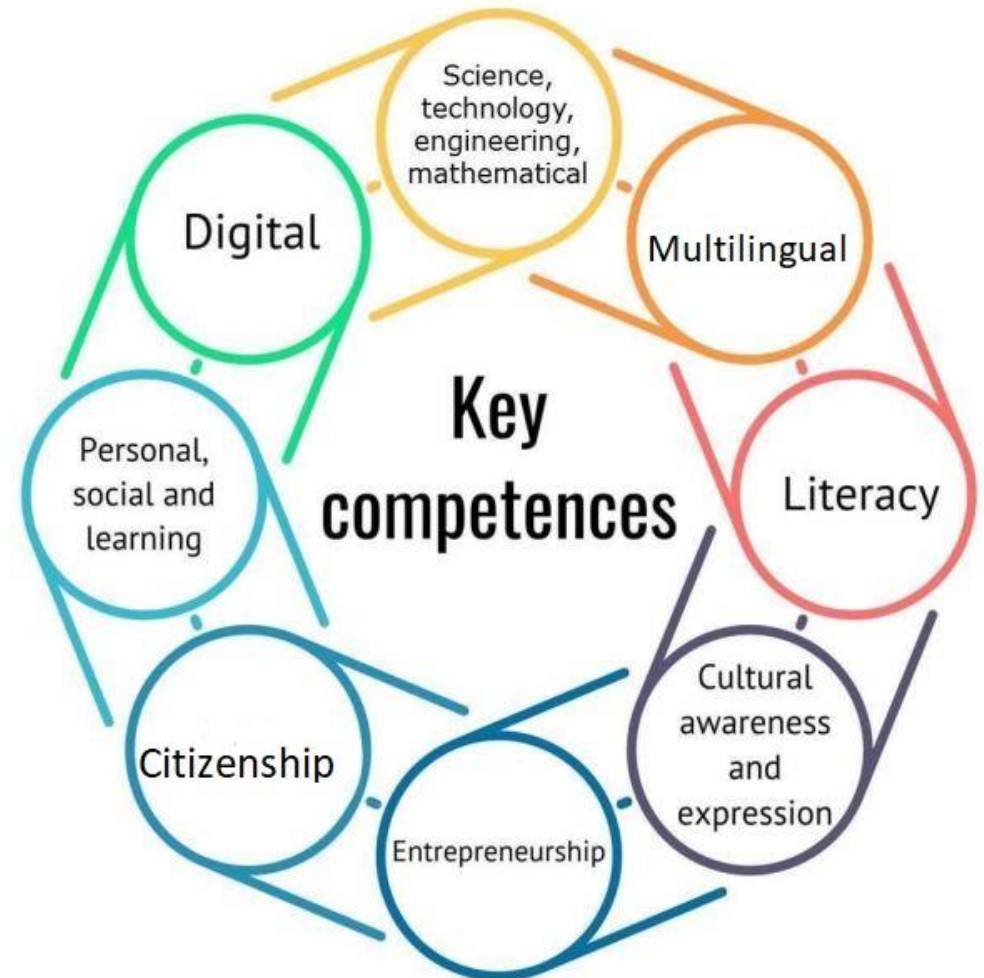
“successful transitions in the labour market”

The right of everyone:

To assistance to improve employment or self-employment prospects

# A short history lesson:

- Key Competences for Lifelong Learning (2006)
- Revised in 2018



# Lifelong Learning

The Recommendation/s on Key Competences for **Lifelong Learning**:

- collaboration between education, training and learning settings at all levels
- in different fields
- to improve the continuity of learner competence development and
- the development of **innovative learning approaches...**

## Addressing the development of key competences in a lifelong learning perspective..

- The role of continuing vocational education and training
- The role of youth work in supporting young people's development of essential life skills
- A shared understanding of these competences

# Who are we?

The logo for 'iacto' features a green circular icon with a stylized human figure inside, positioned above the word 'iacto' in a bold, green, sans-serif font. The entire logo is enclosed within a thin white rectangular border.

iacto



# IACTO

- Established 1999 & funded by SOLAS; The Further Education and Training Authority of Ireland
- Nationally IACTO supports local Community Training Centre (CTC) Boards of Management;
- Provides management support services & continuous professional development (CPD) to Directors and General Managers
- Works in collaboration with a range of key stakeholders – this NCGE/Leargas event is an example of collaboration



# Community Training Centres

- Since 1977 providing community based training for early school leavers (ESLs)
- Social Guarantee in 1985
- YOUTHREACH programme in 1988
- Providing services to Early School Leavers 16yrs - 21yrs
- & other unemployed young people under 25yrs

# Youthreach: National Picture

- There are almost 6,000 places available nationwide under the Youthreach (YR) umbrella.
  - Almost 3,700 in 113 Youthreach Centres.
  - The remainder in 33 Community Training Centres (CTCs).

# Our YR Model

- Department of Education and Skills
  - SOLAS
    - Education and Training Boards
    - CTCs
- Annual business planning process
- A needs - based approach:
  - Individual needs basis
  - Individual learning plan (ILP)
  - Guidance support
  - Career Path Plan (CPP)
- Further education, training and/or employment
- CTCs locally managed

# IACTO's Strategic Statement

- Enhance CTCs management capability
- Support CTCs to provide service to learners
- Support learners through a guidance service



# Our CTC Programmes

- Learners offered an integrated training programme
- Determined by the needs of the individual
- 9 options:
  1. Youth Choices;
  2. Foundation Training (Induction/Skills Sampling tasters);
  3. Progression Training (QQI Level 3);
  4. Linked Work Experience;
  5. Work Experience;
  6. Workplace Training;
  7. Bridging Training(QQI Level 4);
  8. Customised Training
  9. Tracking

# Our CTC Programmes

- Bridging stage at the earliest possible time
- Tracking supports for a minimum of 6 months
- Learners requiring intensive support referred to the Advocacy (Guidance) Service
- Innovation Projects in development

# From dependence to independence

## 'Distance Travelled' by Learner

Instability

Disorder

Dysfunction

Detachment

Dependency

Stability

Integration

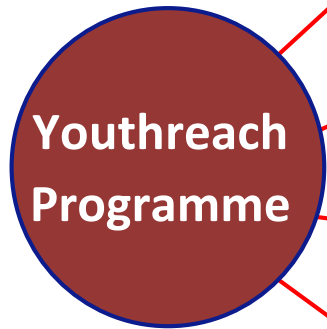
Independence

Engagement and  
attachment

Foundation  
(L3)

Progression  
(L3/4)

Transition  
(L4→)



ESRI Evaluation (2019)

forms a key part of 'second chance' education provision

delivered via two strands under ETB management, by Youthreach centres and by Community Training Centres (CTCs)

Facilitates learner progression



# SOLAS - ERSI Evaluation 2019:

Pathways to other further education and training, higher education and employment opportunities need to be enhanced...

## Learner Pathways and Outcomes

Learner pathways to other education and training opportunities should be enhanced via PLC/traineeship/apprenticeship taster modules etc

There is also a need to consider ways in which **soft skills** outcomes can be measured and acknowledged

Annual reporting and multi-annual tracking to ETBs on employment and progression outcomes

# Take a breath



# Evaluation & Planning

The Cycle of Reflection and Improvement Planning continues every year in CTCs



- What we are doing after Evaluation?



# **“In consideration of ‘meaningful guidance’ and managing ‘career security’ in an insecure world”**

- Innovation in collaboration with partners
- Guidance support for learners in relation to ‘Life Skills/ Soft Skills development’
- Meeting the challenges of integration and provision of Life Long Guidance
- Planning for the future.....

# IACTO supporting 3 x CTC 'pilots'

(1) Quality Framework Initiative with YR partners (QFI)

Internal Self-Assessment process evaluating all aspects of the CTC

(2) Blended Learning with ETBs

12 x CTCs to date involved in 'pilot' (2017/2018/2019)

(3) New Workplace Entrants (NWE) project in collaboration with 5 partners, including NCGE

# Innovation 'pilot' no. 3

## New Workplace Entrants (NWEs)

- 2019 – research a 'pilot', develop Terms of Ref
- For CTC learners progressing into work
- Option to continue their training to complete awards
- Option to also complete modules
  - Life Skills
  - Soft Skills
  - Career Decision-Making
  - Conflict Resolution
  - Leadership

# Partner agencies/Project collaboration

Project team formed with partners to:

- develop a range of continued support to workers progressing into the labour market
- build on existing induction supports



# What's it all about?

Project will look at a range of Vocational Educational Training (VET) lifelong 'skills' for workers to continue developing

- Soft skills
- Conflict Management
- Career planning and decision making skills
- Leadership skills
- Share experiences & Peer learning
- Use of ICT & on-line learning



# Nearing the end



# What else is planned?

- Link in with interested employers and other service providers
- Develop a suite of Induction 'modules'
- Link to Further Education and Training (FET) & ETB strategies
- Measure the 'distance travelled' by NWEs in lifelong work-related and personal development skills

# Questions?



# Group Activity

- At your tables please discuss:

*What you are doing in your own Country/Organisation in relation to preparing young people for the transition to work and in supporting them afterwards?*

- Appoint a scribe to record points discussed and a spokesperson to feedback to the room (if time permits)



# References

- The Council of the European Union:

<https://ec.europa.eu/transparency/regdoc/rep/1/2017/EN/COM-2017-250-F1-EN-MAIN-PART-1>

<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018>

- Department of Education and Skills: Statement of Strategy:

<https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/statement-of-strategy-2019-2021>

- National policy framework for children and young people, developed by the Minister for Children and Youth Affairs:

<https://www.gov.ie/en/publication/775847-better-outcomes-brighter-futures/>

- SOLAS:

<http://www.solas.ie/SkillsToAdvance/Documents/SupportingWorkingLivesEnterpriseGrowthBackgroundPaperSept2018>

- IACTO - internal documents
- Literature on Soft Skills – internal YR papers