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SPANISH NATIONAL STUDY on strategic non-formal and informal competences of social and educational professionals



Exchanging practices to recognize and validate competences of social and educational professionals.



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Introduction

In this document we show data to contextualize the situation in Spain of NEET people. We explain the services and programs that have this target group. We also include a vision of the real situation from the point of view of the professionals that implement these services and programs. With all this information we show what are the strategic competences that these professionals learn in a non-formal and informal way and develop in their daily work with NEETs.

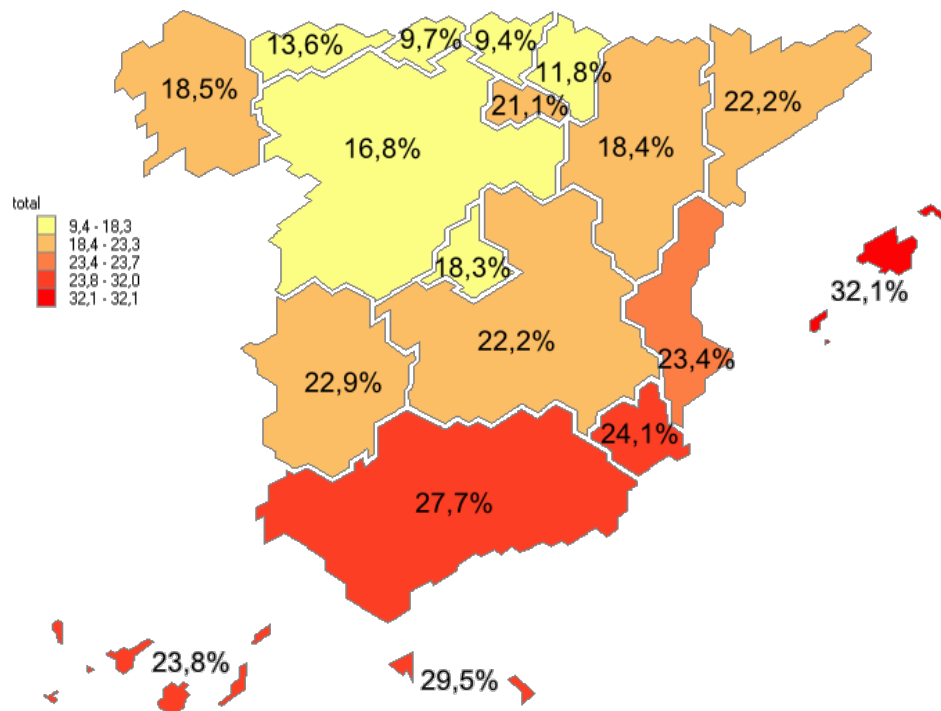
1. NATIONAL CONTEXT

The Context of Spain

Population data is a relevant source to obtain the context necessary to deal with those people who neither work nor study and whose ages are between 16 and 29 years old. Spain the fourth country of the EU in relation to population. Spain's population is 46,464,053 people according to the provisional census of July 1st, 2014. This population is divided in 50.83% of women and 49.16% of men. Since 2012, and as a consequence of the economical crisis, Spain's population is experimenting a gradual decrease. Since January 2014, the population has decreased in 48,146 people. Immigrants represent a 9.76% of the total, which corresponds to 4,538,503 people.

One of the most relevant data in Spain is the high rate of early dropout. According to the from Eurostat in May 2015, those persons between 18 and 24 years old with no secondary education represent a 21.9% of the total. These persons were not doing any training whatsoever when the survey was made in 2014. This information can be seen in the following chart comparing it with the four countries included in our study:

	Total	Men	Women
Spain	21,9	25,6	18,1
Portugal	17,4	20,7	14,1
Italy	15	17,7	12,2
Bulgaria	12,9	12,8	12,9
EU28	11,1	12,7	9,5



According to a detailed study on the Spanish regions, there is a considerable difference depending on the region. The difference between north and south can be seen in the map. The early dropout percentage is higher in the south and southeast regions, which means lower levels of qualification. On the contrary, the north regions present a lower percentage of early dropouts. Numbers vary between a 9.4% in País Vasco and a 27.7% in Andalucía or 32.1% in Islas Baleares. This percentage is higher in the case of men, which means that women are less prone to early dropout and present higher levels of training.

	Total	Men	Women
Balears	32,1	37,6	26,2
Ceuta	29,5	38,4	21,4
Andalucía	27,7	31	24,2
Murcia	24,1	28,3	19,6
Canarias	23,8	26,4	21,1
Comunitat Valenciana	23,4	28,3	18
Extremadura	22,9	29,29	15,5
Castilla-La Mancha	22,2	25,8	18,5

	Total	Men	Women
Cataluña	22,2	26,7	17,5
Average of Spain	21,9	25,6	18,1
Rioja	21,1	28	14,2
Melilla	19,6	25,6	14,5
Galicia	18,5	21,7	15,2
Aragón	18,4	18,6	18,2
Madrid	18,3	21	15,7
Castilla y León	16,8	21	12,4
Asturias	13,6	15,9	11,1
Navarra	11,8	13,9	9,5
Cantabria	9,7	12,1	7
País Vasco	9,4	11,8	7

There are more than four million young people in Spain between 16 and 24 years old corresponding to around a 10% of the total population. Almost one million of them are unemployed; these numbers represent a 53% of the active population with the same age. More than 800,000 young people are unemployed and they are not enrolled in any learning or training program. More than 200,000 young people under 25 years old are overqualified. More than 90% of the contracts signed with young people in 2014 were temporary contracts. Long-term unemployment affects to more than 400,000 people under 25 years old. Emancipation continues to decrease as a consequence of precarious employment and unemployment; less than 300,000 young people under 25 years old are emancipated, which means that the rate of emancipation is 7%. These numbers are closely related to those persons between 25 and 30 years old.

Thousands of unemployed are enrolled in different studies:

	Not enrolled	Enrolled: Total	Enrolled: regulated studies	Enrolled: unregulated studies
Between 16 and 19 years old	88.6	82.2	65.2	10.0

Between 20 and 24 years old	393.8	217.5	140.3	61.6
Between 25 and 29 years old	513.6	164.5	81.4	71.7
Between 16 and 29 years old	996	464.2	286.9	143.3

Thousands of unemployed seeking for a job in relation to the time they need to find it:

Less than 6 months	Between 6 months and less than a year	Between 1 year and less than 2 years	2 or more years
1,207.5	655.0	951.3	2,379.5

According to the Spanish National Statistics Institute (INE), the evolution of young NEETS goes from 620,000 NEETS in 2007 to almost 860,000 in 2012. This means a 45% increase between 2007 and 2012, reaching at its top 900,000 people. Actually, there has been a 3% decrease with a total of 830,000 people (Hernández Díez & Gentile, 2015).

Which are the characteristics of NEETS?

The phenomenon of NEET fits into this context, an acronym for "Not in Education, Employment or Training" or young people who do not participate or seek any path of training, education or work...

It is difficult to give a uniform image. We might begin by saying that they are young people who have missed their study path, or that having completed master after master course tried to enter the world of university research but did not succeed; some of them, having finished compulsory education are neither working nor attending vocational training, or work illegally and therefore are not economically "recognizable" and fall into the "category"; others, new graduates have immediately sought occupation and failing, have lost motivation and stopped trying; and finally there are graduates who have acquired competences that proved insufficient for the demands of the world of

work and who fail to define a professional project. Another variable to be reckoned with in this picture is that the NEET may be unemployed or inactive.

The characteristics of NEET people are:

- Unemployed: The main problem is the lack of job opportunities. Nowadays, 71% of NEETS are actively seeking for a job. This contrasts with 2007 where the percentage was 47, which means that there is a connection between high unemployment rates and 16-25 years old NEETS during the economic crisis.
- In 2013, 36.6% of NEETS are long-term unemployed. In 2007, the percentage was 6.5. This means a 29% increase from 2007 to 2013.
- 55% of the NEETS have prior work experience
- In 2013, 77% of NEETS state that they are registered with a public employment service. This means an increase from 2007 where the percentage was 57. Nowadays, more than 500,000 young people -62% of the total- are registered with a public employment service as job-seekers, training, or guidance. Therefore, more than 300,000 are not registered in any of the mentioned above.
- 74% of NEETS are between 20 and 24 years old. This percentage has increased a 10% since the beginning of the economic crisis. The number of NEETS less than 20 years old has decreased due to the lack of work prospects and thus, the preference to stay in the education system.
- Regarding the level of qualification of NEETS, 21.9% has not completed the compulsory secondary education while 34% has completed it. Less than 90,000 people from the 34% have completed a higher education cycle.

National Plans for Youth Employment

To decrease youth unemployment, Spain carried out in 2013 the Spanish National Youth Guarantee Implementation Plan and the Strategy for Entrepreneurship and Youth Employment. Spain is the main fund receiver from the Youth Employment Initiative and the European Social Fund for the Youth Guarantee. The reason for this fund is the high rates of national youth unemployment both in absolute and relative terms in relation to the rest of EU Member States.

The Spanish National Youth Implementation Plan appears with the Council Recommendation of April 22nd, 2013 on establishing a Youth Guarantee (2013/C 120/01) and a Youth Employment Initiative. The countries with a youth unemployment rate over 25% are the beneficiaries of this initiative, as is the case of Spain. Its focus is in those who are unemployed or who are not enrolled in studies or training (NEETS), with ages between 16 and 25 years old. Its aim is to help them to receive job offers, education, training, or work experience after finishing formal learning or after being unemployed. If the person has a recognized degree of disability equal to or greater than 33%, the age range goes up to 30 years old.

More specifically, the requirements for being beneficiary of this youth plan are:

- To be in possession of the Spanish nationality or to be a citizen of the EU, the European Economic Area or Switzerland living in Spain with the right to move and reside freely within the territory of the Member States.
- To be registered in any regional government of Spain.
- To have more than 16 and less than 25 years old. If the person has a recognized degree of disability equal to or greater than 33%, the age range goes up to 30 years old. This recognition must to be accredited when doing the inscription in the National Youth Guarantee Scheme File.
- To present the application without having worked during the previous 30 calendar days.
- To present the application without having received learning actions with a duration of more than 40 hours per month during the previous 90 calendar days.
- To present the application without having received training actions with a duration of more than 40 hours per month during the previous 90 calendar days.
- To present an explicit declaration of interest to take part of the National Youth Guarantee Scheme. The beneficiary must acquire a commitment to participate actively in the actions developed in the framework of Youth Guarantee.

The following table shows the measures that the plan establishes distributed by levels of mediation, employability, hiring and entrepreneurship.

Measures on Spanish National Youth Guarantee / Implementation Plan	
To improve mediation	<ul style="list-style-type: none"> • Vocational guidance actions, labor information and support in job-seeking. • Modernization of Public Employment Services. • Single Portal on Employment and Self-Employment. • Actions with placement agencies. • Mobility programs. • Program for mediation between education and employment.
To improve employability	<ul style="list-style-type: none"> • Second opportunity programs. • Training with hiring commitment. • Training in languages and ICTs. • Work experiences in companies. • Promotion of Dual Vocational Training. • Training leading to certificates of proficiency. • Evaluation and accreditation of vocational skills. • Program for Workshop Schools and work and training centers.
To promote hiring	<ul style="list-style-type: none"> • Reductions and bonuses in SS contributions of up to 100% for people aged under 30 years old. • Specific reduction in SS contributions for NEETS. • Specific reduction in SS contributions for young people at risk of exclusion and/or with disability. • Aid for employment of NEETS for a period of over six months. • Training and promotion of employment for young researches.
To promote entrepreneurship	<ul style="list-style-type: none"> • Flat Rate for self-employed workers. • Aid for self-employment for NEETS. • Making unemployment benefit compatible with the start of an entrepreneurial activity. • Capitalization of the unemployment benefit. • Second Opportunity for entrepreneurs. • Promotion of a culture of entrepreneurship. • Advice and guidance through reference offices.

There is a variation in percentages of people enrolled in the National Youth Guarantee Scheme depending on the different regional governments of Spain. The table below shows the number and the percentages of people enrolled in this program.

REGION	TOTAL		MEN		WOMEN	
ANDALUCIA	16,988	35%	8,893	32.3%	8,095	38.4%
ARAGÓN	1,207	2%	729	2.7%	478	2.3%
CANTABRIA	271	1%	159	0.6%	112	0.5%
CASTILLA LA MANCHA	2,041	4%	1,179	4.3%	862	4.1%
CASTILLA Y LEÓN	2,012	4%	1,133	4.1%	879	4.2%
CATALUÑA	7,131	15%	4,504	16.4%	2,627	12.5%
CEUTA	272	1%	150	0.5%	122	0.6%
COMUNIDAD DE MADRID	2,978	6%	1,798	6.5%	1,180	5.6%
COMUNIDAD VALENCIANA	2,304	5%	1,405	5.1%	899	4.3%
EXTRAMADURA	2,723	6%	1,412	5.1%	1,311	6.2%
GALICIA	1,871	4%	1,058	3.8%	813	3.9%
ISLAS BALEARES	442	1%	253	0.9%	189	0.9%
ISLAS CANARIAS	1,971	4%	1,098	4.0%	873	4.1%
LA RIOJA	225	0%	141	0.5%	84	0.4%
MELILLA	461	1%	241	0.9%	220	1.0%
NAVARRA	935	2%	586	2.1%	349	1.7%
PAÍS VASCO	1,168	2%	602	2.2%	566	2.7%
PRINCIPADO DE ASTURIAS	2,226	5%	1,399	5.1%	827	3.9%
REGIÓN DE MURCIA	1,350	3%	767	2.8%	583	2.8%
TOTAL ESPAÑA	48,576	100%	27,507	100%	21,069	100%

National Plans for Lifelong Learning

The Spanish government established at the end of 2014 a new strategic plan for lifelong learning. Nowadays, in this plan there are several activities that they are developing in the following sense:

1. Increasing access to information, guidance and advice for all citizens to participate in lifelong learning.
2. Improving the quality of lifelong learning.

3. Promoting innovation in lifelong learning.
4. Adapting the training to the personal, social and employment needs of the citizens.
5. Making flexible and connect the systems and training pathways.
6. Increasing the percentage of citizens who participate in educational training activities and skill levels of these.
7. Promoting the effective stay of citizens in different forms of training.

In this plan, it has been established criteria which will be indicators of the good practice of this strategy. As you see, in these actions the Spanish Government is completely aware of necessity of adaptation the educational system and look for ways to connect possibilities of training for adults with low skills or under-skilled.

There is also a national plan (2014-2016) to reduce early school leaving through cooperation of regional educational administration, according the Europe 2020 strategy. In this plan were adopted the following strategic actions:

1. To create conditions that guarantees the permanence and success in the education system, especially those vulnerable citizens.
2. To promote the conditions that promote the effective permanence in training leading to levels at least equal to the necessary training in accordance with European standards.
3. To promote second chance systems and mechanisms to support the incorporation of lifelong learning habits into adulthood.
4. To identify, analyze and intervene early in the factors affecting academic failure.
5. To expand the access to information, guidance and quality academic and professional counseling, to facilitate citizens making personal and thoughtful decisions about their training, education and professional qualification process.
6. To raise the awareness and to train professionals who can intervene with citizens at risk of early school leaving.
7. To promote the recognition systems key competencies for learning throughout life.

8. To make flexible forms of access to education and training.

The Spanish Ministry of Education started a web portal named “Lifelong Learning” <<http://www.aprendealolargodelavida.es>> with information and resources to promote this learning in adults and re-entry to the educational system of early school leavers.

The Spanish system of vocational training has a double path of getting a profession. In one hand the Vocational Education Training, depending on the Ministry of Education, and in the other hand, the Professional Certificate developed by the Ministry of Employment. The first one is the official path for young students who are interested in this training, and the second one is usually study by adult learners in the both context of the improving of employment or unemployment context as well.

The National Qualifications Framework

In Spain the European Qualifications Framework is still under construction. The Spanish proposal of EQF distinguishes among the Higher Education and the formal, non-formal or informal education/training which is learned across the lifespan. The new Spanish Framework of Qualification in Higher Education was approved in 2015 (Real Decreto 22/2015) as a modification the rule that was established in 2011 (Real Decreto 1027/2011). This proposal is named MECES¹.

In the other hand, there is another name for the Spanish Framework called “MECU”². In this context the qualifications acquired by experience will be included in a next future. Nowadays, the MECU System is adapting the titles in VET and Professional Certificates. But still is not enough. In the case of the new skills acquired in the NEET context they are not recognized and probably they will be accepted as transversal skills for educators and social workers.

1. SERVICES AND PROFESSIONALS

¹ Marco Español de Cualificaciones de la Educación Superior.

² MECU: Marco Español de CUalificaciones.

2. SERVICES AND PROFESSIONALS

Your opinion on the NEET phenomenon (do you think it exists?)

In Spain, the concept of NEET is conditioned by a perspective in which youth's individual aspects are linked with this condition. At the beginning of the current situation, this condition had a social explanation and it was linked to young people who "did not want" to do anything; that is, neither work nor study. It was understood as a "free will option".

This condition is a consequence of a system unable to adapt itself to the outlayers' demands and the situations of social vulnerability. The mechanisms needed to provide a service to this sector lack an effective coordination because of the crosscutting work by the different departments -for example, education, employment or social services- or the different institutional levels - local or regional administration, etc.

There is such condition as NEET. Basically, it refers to young people, between 16 and 25 years old, who neither work nor study. We could establish a distinction between:

Young people who have failed and have dropped out the compulsory education. As a result, it is impossible for them to incorporate to the labor market, and they are in a situation of vulnerability and social exclusion.

Young people without and with professional qualification and even higher education. Because of the current economical crisis, they do not find a job and they do not even look for it. Their family provides them with whatever they need to live without any concern about their future. These young people are in despair, and the lack of motivation stops them from improving their professional qualification, as they believe it is not worth the effort because they are not going to leave that situation.

There is an objective condition affecting 800,000 young people in Spain who neither work nor study. Being said this, the use of the term NEET is pejorative

and journalistic, hiding a heterogeneous reality with a huge diversity in terms of individual situations: more than 60% of NEETS are active population enrolled in employment services. Another sector, not reflected, is that of women carrying out care work not regulated within the dependency law. Finally, another vulnerable sector is that of minorities (migrate population, for example) who, though they want to work, do not have the resources to access the labor market or the educational system.

This means that in front of a stereotyped vision of NEET as a young person who does not want to work or study and who is inactive in his/her house, there is a reality showing that the social and economical context is the one that leads this group to be in that situation. We should be careful when using this label or term.

According to you, what are the features of the NEET condition? (What do you think they have in common?):

They have in common:

- Internal
 - Teenagers
 - Lack of general motivation and academic motivation
 - Little knowledge on the culture of effort
 - Without a clear sense of reality
 - Lack of abilities and skills
 - They are not aware of the steps they have to follow to achieve things; they do not have a culture of a process, they want the results.
 - Lack of knowledge regarding the resources
 - Lack of mentors
 - Lack of mentors between equals
 - Despair regarding the future, and disillusionment
 - External guilt
- External
 - Young people do not have the possibility to work and/or study

- Lack of public and efficient mechanisms of attendance
- Deficient coordination of the existing mechanisms
- Services with a lack of funding and continuity of projects

Basically, young people have no possibility to work and/or study. However, the majority of young people pass through this situation at any moment and now there are more and more adults in the same situation. Moreover, this situation derives from different reasons and personal contexts. We should make a distinction between the NEET condition (population who needs help and support) and the NEET situation in a specific moment of his/her life.

Negative/positive features of compulsory education and higher education systems, which reflect on the NEET phenomenon

- Positive
 - The inclusion of competence training and not only the acquisition of knowledge
 - The inclusion of gender perspective in training
 - The inclusion of subjects in compulsory education and higher education to improve an "entrepreneurial initiative" leading to youth employability
 - The effort carried out to improve training in foreign languages
- Negative
 - Students fail basic subjects of compulsory education such as language and/or mathematics producing them a feeling of inefficiency and lack of motivation.
 - There is a lack of incentives rewarding the effort. They do not repeat a year even if they have not achieved the objectives and there are no tools to avoid this situation.
 - Compulsory and post-compulsory educations are wide apart from the labor market. A lot of teenagers do not understand how certain knowledge acquired in compulsory and post-compulsory educations could be useful.
 - There are difficulties with the employability of future social workers

- There is a lack of professional attention on tutoring
- There is a lack of an effective system of School to Work Transitions (TET) mechanisms
- There is a lack of practicum
- Teaching resources are decreasing
- The professional educational offer is limited
- Scholarships are decreasing
- Compulsory education is very limited in terms of mobility between specializations within high school. Students choose their future path in the last year of compulsory education making a decision that may be the wrong one for them.
- Students between 14 and 16 years old who do not want to study. These students will enroll in Vocational Education and Training, which do not prepare students for the labor market, feeling that they belong to the educational system but in a "marginal" way.
- The lack of equal opportunities, specially during the last years, together with the economical crisis have made that a lot of young people cannot restart their studies and the labor market is not easy for them either.
- There is a correlation between early dropout and the lack of access to the labor market and to continue studying.
- The compulsory education up to 16 years old, and above all the existence of a single path, means a lack of motivation by young people with other skills that the formal training does not develop in the curriculum.
- Among people with higher education, the percentage of NEETS is lower. However, they are in a situation of precarious employment, underemployment, and overqualification.

Reasons and social conditions that may prevent or change the NEET condition (have you noticed influence from the circle of friends or family?)

We consider that there is a type of NEET closely related to marginal contexts. Therefore, their context does not favor the change (gipsy ethnic minority, for example).

- Levels of education of their parents
- Family's income
- A permissive and/or over-protective parents-to-children education may influence in the condition of NEET.

On the other hand, there are NEETS, who because conformity or lack of motivation, leave the academic sphere and do not need a job, as their family can afford that situation.

Young people from a more problematic sociocultural environment present more probabilities of drop out and more difficulties to enter the labor market. Specially, taking into account that the redistribution of social measures is decreasing. An example would be the access to higher education. If we said above that the population with higher education is less prone to be a NEET, we see how the rise of the fees are now a barrier for those whose families have a low socioeconomic level.

Nowadays, the crisis is so deep rooted in the social discourse that the younger people in this condition are being excluded. "It is like harm caused by the crisis."

What activities have you undertaken to cope with the NEET condition? (Activities on the level of organization, connections, and cooperation with other organizations, etc.)

We do not directly work with this collective from the Spanish Youth Counsel (CJE). In any case, the member organizations are the ones that can have a specific program.

Nonetheless, the CJE tries to denounce the increasing lack of access to the labor market and the lack of equity in the educational system for young people. However, we do not use the NEET label.

The Spanish university Facultad de Educación y Trabajo Social (Education and Social Work University) tries to prevent failure and dropout of higher education favoring positive attitudes such as creativity, excitement, self-efficiency, and hope through tutoring and accompaniment of students with higher difficulties. The goal is that students learn to learn.

In the case of the organization “Fundacion Ciees - EPSJ Cecap”, there are network measures both for the different departments and also the different levels of the administration. Likewise, the Third Social Sector is also included.

Some activities are carried out through the Colegio de Profesionales de Educadores y Trabajadores Sociales (Professional School for Social Educators and Social Workers) or through Social Education including sociocultural animation and street education in juvenile centers. There is no special way to treat with them because they are considered NEETS. They have this distinguishing mark, so to speak, but they have others through which they can be guided.

What are the educational and labor market orientation aspects of the NEET phenomenon

There is a lack of professional in Vocational Training and Guidance in compulsory education due to cutbacks.

There is a lack of connection between the educational system and the labor market; also, a lack of collaboration between both institutions.

The employment services are not an example for young people. They are general services. Young people do not use them. There should be a reformulation regarding the behavior of this collective: these services are not attractive for young people with low levels of education; these services are basic for those with higher levels of education.

There should be reinforcement on a good academic dossier, or this collective should achieve compulsory education to start an individualized itinerary for the incorporation in the labor market.

Motivation is important, trying to look for useful knowledge.

What are the required competencies of the separate staff member, which help avoid/change the NEET condition (technical skills, basic competencies, combination of personal and professional competencies, contacts, etc.)?

- Learning to learn
- Knowing how to work individually and in a group of people
- Creativity, trying to look for new solutions to problems and new needs
- Ability to establish aims and goals in a realistic way
- Sense of humor
- Positive attitudes: curiosity to learn
- Technical competences and to be able to prove you are a good professional
- Empowerment and work

Also, the majority of the interviewees point out as essential competences the eight key ones for lifelong learning, covered in the Recommendation of the European Parliament and of the Council of 18 December 2006:

- Communication in the mother tongue
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn (already mentioned)
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression
- Communication in foreign languages

Please, describe your experience on successful and failed cases (describe real cases, how they became or creased to be NEET, what strategies were applied).

The absenteeism program tries to avoid young early drop out from compulsory education. Through this program, gypsy minors and their families were taken care of. The idea was to make them aware of the importance of their children's education. These were the strategies:

Family's motivation with the help of gypsy intermediaries.

Creating individual itineraries of social intervention through which the families signed a contract to take part in the process. In this contract, the families agree to enroll their children in the school and the administration agrees to help with educational, social and/or economic support to fulfill the objective.

Monitoring and control.

Other organizations denounce the increase in the lack of labor market access and equity in the youth educational system. However, the label NEET is never used.

In your opinion, what are the needs for adaptation of the formal and informal educational systems (changes needed in the compulsory educational system high/higher education/professional education and training)?

- To increase the flexibility of high school itineraries
- To reinforce Vocational Education and Training.
- To support labor market insertion during the last year of compulsory, high and higher education.
- To contribute with equal opportunities.
- To decrease higher education's fees.
- To promote scholarships in the educational system.

- To include non-formal education within the school: open-door school, local school, where the local government includes formal and non-formal education giving the same importance to both for a complete personal development.
- To check the syllabuses and to support subjects such as arts and philosophy.
- To develop other competences and skills, other than educational, from the first years of compulsory education.
- To prevent: working with families with the help of mentors in schools and high schools under the average ratio.
- To provide with more educational resources.
- To copy the examples of good educational models in the public education (new methodologies such as the one carried out by Jesuits in a school named Claver de los Jesuitas located in Raimat -Lleida, Spain-).
- To give professional status to School to Work Transitions.
- To motivate students trying to fulfill their needs, interests and expectations; and to facilitate the use of their creativity.
- To include in the field of future social workers' training working with NEETS the following:
 - The analysis of new social realities.
 - The motivation of users.
 - The creativity as a tool for creating new solutions to needs and/or problems.
 - The communication with immigrant population including foreign languages in Vocational Training and Learning.

What do you think is the professional profile of the employee working in the field of social services? Is it suitable for communication with discouraged young people?

The suitability of professional profiles is not so much the professional profile per se but the acquisition of other skills and sensibilities towards the collective. In some cases, depending on the project or the NEET's profile, the empathy and

closeness with the collective is more valued than a previous formal training, since the methodological tools can be acquired through other paths.

The professional profile working with this collective should be related with Human Science: psychologists, teachers, and social and community workers. They are all perfectly valid in their own sphere. The important aspect is the good coordination between the different services and the networks created between institutions, entities and their professionals.

All these profiles are capable of working with NEETS, though the basic competences already mentioned should be included in the lifelong learning of these workers.

We emphasize two important aspects: the idea of street educator should be recovered. Also, the projects should have continuity; stops, because of problems with funding, damage the relation with young people, eliminating the idea of mentor or model. It could also be interesting the encouragement of mentoring with young NEETS who have been in that situation and they have found a way to leave it.

Are there any references to the set of competencies developed and implemented in Europe; were any additions made in compliance with the European Guidelines?

A lot of the interviewees have not answered this question with confidence because of the lack of information. The only positive answer has been the implementation of the Youth Guarantee program.

Youth Guarantee Information Service.

In order to give support and to facilitate information to young people regarding the National Youth Guarantee Scheme, the SIJ + Youth Guarantee project was developed. It is part of an agreement established between the Ministry of Employment and Social Security and the Youth Institute. It covers 200 services

distributed among the different regional governments of Spain involved in the project.

Operational program for Youth Employment

This program was created as a contribution to the EU strategy on a smart, sustainable and inclusive growth and the achievement of an economic, social and territorial cohesion.

It is addressed to:

- Young people between 16 and 25 years old who are unemployed. Also, they must not be enrolled in any learning or training system no matter their level of education -NEETS.
- People under 30 years old with a recognized degree of disability equal to or greater than 33%. They must fulfill the pertinent requirements as laid down in the Real Decreto 8/2014 from July 4th ratified in the Spanish law Ley 18/2014 from October 15th on the approval of urgent measures for growth, competitiveness and efficiency, through which the National Youth Guarantee Scheme is established.

Young people between 25 and 30 years old will be attended in the framework of regional operational programs ESF (European Social Fund); the Operation program of Employment, Training and Learning; and the Operational program of Social Inclusion and Social Economy. They will be attended according to the type of action and territorial competence.

The aim of the program is to help to decrease the rate of youth unemployment in Spain through the improvement of qualifications and the promotion of youth hiring and self-employment. This program aims to fulfill the European 2020 strategy, including its objectives and priorities.

The objectives are:

- To reinforce learning and training appropriateness in labor market, and to promote Dual Vocational Training.

- To use efficiently the financial resources from the Youth Employment Initiative. This will allow the effective implementation of the National Youth Guarantee Scheme.
- To develop the measures from the Spanish National Program of Reform in 2013 and 2014 to improve youth employability and to solve social difficulties due to the economic crisis. These measures will improve youth professional integration and promote labor integration through training, with special attention to gender.
- To fulfill the n.6 Council Recommendation for Spain 2013 and the n.6 Council Recommendation for Spain 2014, which go as follows: To adopt and apply the measures needed to decrease the number of population at risk of poverty or exclusion, among others.
- To promote an improvement in the labor market and in the prospects for the hiring of young people in line with the provisions of the Position Paper from the European Commission.

Tasks TO DO:

- To improve guidance
 - Personalized counseling, vocational guidance, labor information and support in job-seeking.
- To improve employability
 - Second opportunity programs
 - Training with a hiring commitment
 - Training: languages and ICT
 - Dual Vocational Training promotion
 - Workshop Schools; Work and Training Centers; and Training-Learning programs
 - Non-employment work experiences
 - Etc.
- To promote entrepreneurship
 - Entrepreneurship training and promotion of entrepreneurial culture
 - Advisory services for self-employment and business creation

- Aid for self-employment
- Etc.
- To promote hiring
 - Bonuses in Social Security contributions and aids for employment for hiring young people during a minimum period of time
 - Promotion of Social Economy
 - Promotion of employment for young researchers
 - Actions with job-placement agencies

Collaborating entities: European Investment Bank, Spanish National Research Council (CSIC), Youth Institute, Spanish Chamber of Commerce Council, Fundación Secretariado Gitano (Gypsies Foundation), Cruz Roja (Red Cross), Fundación ONCE (National Blind Foundation), Fundación Incyde, Instituto de Comercio Exterior, Spanish Confederation of Schools (CECE), and University-Enterprise Foundation.

One example of an entity that collaborates daily with NEETS is “la Casa de Juventud Aleste” (*House of Youth Aleste*). It is a nonprofit entity that collaborate providing social services. This entity is developing a program called “Punto de Inserción Sociolaboral Don Bosco” (Labour Integration Point). It is a Spanish national program aiming at improving youth entrepreneurship and adolescent/youth employability with special attention to those at risk of social exclusion.

To achieve this objective, different activities are developed: pre-employment workshops, compensatory education, languages, employability courses, guidance and information, youth entrepreneurship workshops, social skill workshops...

Another entity that collaborates with NEETS is the Spanish Chamber of Commerce with a program called “Programa Integral de Cualificación y Empleo” (PICE). It is a personalized program to guide and accompany NEETS in their personalized training path. Its aim is the integration of NEETS in the labor market and self-employment. This program is adapted according to the

companies' needs. Taking as a starting point the training of each individual, this program tries to improve qualification to facilitate access to the labor market.

This program is part of the Spanish National Youth Guarantee and thus its addressee is people under 25 years old who are unemployed and not studying.

The actions carried out in this program try to: improve the professional profiles; improve qualification through official training depending on each individual's experience and needs; extend networking and knowledge; receive abroad training or work to improve the CV.

The time that each NEET is dedicated depends on his situation. They attend the program about four months. During this four months the NEETs receive formation and career guidance. They have about one personal session every two weeks in which a social or educational worker work with him or her.

They evaluate the success with a personal follow-up in a qualitative and quantitative way.

Usually no one gets a job, but most of them start studying a training course.

3. RECOGNISE STRATEGICAL COMPETENCES

The interviews with educational and social workers: points of view

The profile of the individuals that have been interviewed is a social worker and social care worker who are daily in direct contact with young people. All interviewees have experience in this area.

Training and Employment Staff from the Official Chamber of Commerce, Industry and Services from Valladolid: they are including the program above mentioned.

Technician in Social Integration studying last year of the "Educación Social" grade with a two-year experience in "Casa de Juventud Aleste" coordinating the "Punto de Inserción Don Bosco" program.

Also, the staff from entities such as "La asociación cultural Gandlaf", the organizer of the "Centro Cauces", which belongs to the "Asociación TAS", or a collegiate who works with young people in a Mensajeros de la Paz's home, which is a home adapted to the needs of young people.

- To develop social skills from infancy to adulthood; to increase youth's self-esteem and to create habits and principles regarding effort, work, dedication, excitement; etc.
- Likewise, it is necessary to focus in each person individually taking into account his/her knowledge and characteristics to create a personalized path. It is important to contact, monitor and follow them on a daily basis; this process should be planned.
- We need to know the business context to train young people according to the professional and cross-curricular competences that the company will require.
- Workshops such as encouragement to read, Photoshop or scientific experiments arouse a positive impact in young people.
- The program developed by "Punto de Inserción Laboral Don Bosco" is innovative per se carrying out actions related to the new technologies or the development of social skills. Through this program, people can work and debate about different aspects of everyday life as for example the resolution of disputes, family, diet, hygiene, etc. Some practices could be:
 - Prevention and encouragement from street education and participation in activities in the neighborhood from the Social Council.
 - Long-term presence and accompaniment between the individual and the reference entity.

Interviewees emphasize in the necessity of using creativity, self-adaptation and flexibility to adapt themselves constantly to new situations, changes and diversity of people.

It is important to meet them and let them to meet us. Likewise, other important aspects are the ability to dialogue; participation; improvement of interest and concerns; and detection of challenges. Professionals should Act-Reflect-Act-Reflect to keep in contact with the needs and give to the people answers, as best as possible.

It is also important the ability to motivate with a positive attitude because of the lack of motivation among NEETS.

The social worker should be pragmatic, which means that the activities performed by the social worker should be useful for the individual and it should help him/her to be a self-sufficient citizen and they should help.

Other relevant aspects:

- To be aware of the personal and cultural situation of the individual from a tangible perspective.
- Empathy to create self-motivation and motivation in the individual.
- Sociopolitical knowledge and interest.
- To get the individual's trust through a process of integration in his/her life in a constant and patient way.
- To be able to apply the trial and error method using different strategies for one situation.

The autonomy that the education and social care workers have is big. This is the reason why these workers have to take in mind the competences that make them develop their own project in each situation, locating the problem, looking for solutions, establishing objectives and carrying out initiatives. Finally, the technological competences should be included to fit in the current situation. All interviewees state that their competences have been acquired through experience. Though they are all graduate in education and social work and some of them still in a process of training, they consider reality as the best scenario to learn. For them

Formal, non-formal and informal learning should coalesce. There should be a rotation between these ways of learning, which are never satisfied, since our target audience and reality are in constant change.

When one finishes a degree, one has the theoretical information, namely, one has the formal learning but working on a daily basis is what makes people able to give a real answer and an alternative in the real world.

For some of our colleagues, the enrollment in the Escuela de Educadores Especializados en Marginación (School of Educators specialized in Margination) has been important. This is a place to reflect with different entities and work areas that help in an in-depth tutoring -lawyers, psychologists, teachers, pedagogues, etc.

All interviewees say that the formal education system should guarantee that the social worker has acquired the competences mentioned before.

Teaching methodology should train professionals to work in team; to learn to dialogue; to listen actively and with empathy; to schedule; to understand the rhythms of each person; to adapt each strategy; to encourage people; to guide them in groups; or to be specialized in the resolution of disputes.

These tasks could be carried out through:

- Peer learning
- Professional experiences explained by the professionals themselves
- Students should have competences to improve a patient and close attitude towards people
- Professionals should practice during training using a trial and error method
- Students should have competences to improve their capacity to listen and to create communicative strategies to obtain information
- The most important task is that students can practice in real situations by themselves. Therefore, they are considered fundamental competences to perform the daily work and they are demanded in a high-quality work.

It also represents an important value added since we live with a constant learning attitude in terms of everyday life and also a comparison attitude with the rest of the colleagues.

Personal reflection, readings, knowledge of the reality, generic and specific training, all these make our job active and dynamic. This job takes care of each individual in the real world.

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