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POLICY MAPPING AND REVIEW

'No -Threshold Guidance Centre' – *Ohjaamo*

FI-SF-1

The project YOUNG_ADULLLT (YA) focuses on lifelong learning (LLL) policies for young adults that address young people, in particular those in situations of near social exclusion. YA enquires into the specific embeddedness of these policies in different regions across the European Union. The point of departure is the assumption that it is by looking into the specific regional and local contexts that policies are best understood and assessed. The project aims both at providing a systematic overview over the highly heterogeneous policies across the participating countries *and* at yielding new knowledge about the specific local/regional forms of embedding LLL policies in the regional economy, the labour market, the education/training systems and the individual life projects of young adults.

On the basis of these conceptual considerations, the project partners selected two regions per country, which were identified as 'contrasting cases' with regard to socioeconomic indicators and/or labour markets and/or infrastructure. The adjacent map shows the selected 18 regions in the nine participating countries of the research project, in which the project partners mapped LLL policies in the education, labour and youth & social policy sectors.

The Ohjaamo No-Threshold Guidance Centre in Turku is part of the implementation of the national Youth Guarantee policy, which aims at guaranteeing all unemployed young people under the age of 25 and recently graduated 25 to 29-year-olds an active option suited to their situation and needs.

While this **policy brief** provides descriptive key data on the policy, the research project YA critically examines the embeddedness and functioning of the policy in its local/regional context and analyses its impact and implications on the life courses of young adults.



'One-Stop Guidance Centre' – What is it about?

The challenge on site

Youth unemployment and social exclusion of young people are central issues in the Southwest Finland region. Also the high rates of VET drop-out and many students not completing VET in target time are important challenges of the region where around ten per cent of VET students dropped out of education in 2014/2015. In addition, the scattered nature of services for youth and young adults has led to problems with accessibility and reduced the efficiency of the way resources are used.

Who is the addressee of this policy?

The addressees of the Ohjaamo No-Threshold Guidance Centre are all the young people under the age of 30 living in the city of Turku. However, a special emphasis is placed on those young people who have problems related to their educational pathways as well as those living in otherwise challenging situations.

What is the policy aiming at?

- The Ohjaamo Centre uses a **partner network** and existing services to develop new services for youth and young adults in collaboration with the other relevant actors. It brings the youth services together as it aims to strengthen and simplify the services available for young people and eliminate the duplication of activities.
- The **main goals** of the Ohjaamo Centre's operations include tackling youth unemployment and promoting participation in education by, for example, lowering the threshold for young people seeking their way to the services they need (by minimising bureaucracy and making services more flexible).
- The **services of the Ohjaamo Centre** can also be utilised by professionals who work with youth and young adults, such as teachers and career planners.
- The **implementation of the national Ohjaamo programme** is coordinated by the Ministry of Employment and the Economy (it is funded mainly through the European Social Fund).
- A **national coordinating Kohtaamo project** has been established to support the design and implementation of this measure, develop a common digital platform and internet-based guidance, and evaluate the results of the programme mainly on the basis of the number of visits at the Centre and the number of participants of the different services provided by the Centre.

How does it work?

- **Turku's Ohjaamo Centre** collects several **employment and rehabilitation services as well as information and guidance services** meant for people under 30-yearsold.. Young people can get help with career planning, finding a job, or a study place as well as information about hobbies and other activities.
- The **Ohjaamo Centre belongs to the administrative branch** of the Employment Services Centre of Turku; hence, it has an emphasis leaning in the direction of labour market policies and, to some extent, education policies in operations.
- A **central aspect of the Ohjaamo Centre's operations** is that young people have an active role in the design and evaluation of the centre and that they are involved in planning of the daily activities.
- There are a **number of public authorities** in the cooperation network of the Ohjaamo Centre, such as experts from public employment services, municipal social and health services, municipal youth services, the social security office, educational institutions, and workshops, but also third sector organisations and local and regional companies.

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- For more information on the LLL policy Ohjaamo, please consult: <https://www.turku.fi/en/business-services/employment-services/guidance-and-services-youth-ohjaamo>
- For further information and reading on the LLL policies mapped and analysed in the Young_Adullt project, please consult the YA project website under: www.young-adullt.eu
- This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 693167 (YOUNG_ADULLLT)
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- COORDINATOR: Prof. Dr. Marcelo Parreira do Amaral · parreira@uni-muenster.de · University of Münster (WWU) · Münster, Germany

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POLICY MAPPING AND REVIEW

'The *Lighthouse Arrears Workshop*' – *Majakka-rästäpaja*

FI-SF-2

The project YOUNG_ADULLLT (YA) focuses on lifelong learning (LLL) policies for young adults that address young people, in particular those in situations of near social exclusion. YA enquires into the specific embeddedness of these policies in different regions across the European Union. The point of departure is the assumption that it is by looking into the specific regional and local contexts that policies are best understood and assessed. The project aims both at providing a systematic overview over the highly heterogeneous policies across the participating countries *and* at yielding new knowledge about the specific local/regional forms of embedding LLL policies in the regional economy, the labour market, the education/training systems and the individual life projects of young adults.

On the basis of these conceptual considerations, the project partners selected two regions per country, which were identified as 'contrasting cases' with regard to socioeconomic indicators and/or labour markets and/or infrastructure. The adjacent map shows the selected 18 regions in the nine participating countries of the research project, in which the project partners mapped LLL policies in the education, labour and youth & social policy sectors.

The arrears (i.e. unfinished study tasks that have already been due) workshop called the *Lighthouse* is organised in and by the Salo Region Vocational College located in Southwest Finland, and it is aimed at reducing the rate of VET drop-out and facilitating the completion of vocational studies in target time.

While this **policy brief** provides descriptive key data on the policy, the research project YA critically examines the embeddedness and functioning of the policy in its local/regional context and analyses its impact and implications on the life courses of young adults.



'The *Lighthouse Arrears Workshop*' – What is it about?

The challenge on site

At a national level, high rates of VET drop out and many students not completing VET in target time are central issues in the field of education policy. This is also the case in Southwest Finland, where around ten per cent of VET students dropped out of education in 2014/2015. The growth of marine, metal, and construction industries in the region ask for an increasing demand of skilled labour a demand that has not yet been met.

Who is the addressee of this policy?

The *Lighthouse Arrears Workshop* is targeted at the students of the vocational institution in question. It has been developed to cater to the needs of young adults attending the education in terms of creating an environment that supports and helps them with the execution of the schoolwork on a daily basis and getting the vocational degree completed in time.

What is the policy aiming at?

- **The Lighthouse Arrears Workshop** aims at reducing the rate of VET dropouts and facilitating the completion of VET in target time by providing vocational students with support for completing unfinished study tasks as well as by improving their studying and learning skills through multi-professional support.
- **The services available at the Lighthouse workshop** replace remedial instruction given previously to students by their individual vocational teachers. This has been done in order to improve the efficiency and coverage of provided support.
- **The Lighthouse workshop is part of the special needs education** of the vocational institution. This expands the scope of the more in-depth support from students with special educational needs to all the students of the institution: as the special needs teachers participate in the workshop, the support can be more easily tailored to fit the needs of the individual students. From the students' perspective, this means the support they need with their studies is more accessible. From the perspective of the vocational institution the special needs education resources are more efficiently utilised.
- **The successfulness of the workshop** is evaluated by monitoring the dropout rate and the rate of students completing their studies in target time at the vocational institution.

How does it work?

- **The Lighthouse workshop is an open learning environment** provided within the vocational institution. It is open every school day, and it gives the students the opportunity to do unfinished school work (such as hand-outs and exams) with subject teachers and special need teachers who offer guidance and support.
- **When necessary** the Lighthouse workshop is open at nights and during summer. In the summer, the Lighthouse workshop operates every weekday in June with the aim of giving the students a place to complete unfinished school work from the previous school year so that they can catch up the other students and start the next semester in the fall with everything done.
- **Attendance in the Lighthouse workshop is voluntary** for the students, and they do not need any referrals or such to attend the workshop, but many times vocational subject teachers and guidance counsellors working at the vocational institution recommend attending the workshop to students who are falling behind and need support for their studies.
- **The primary actors of this policy** include subject teachers, special needs teachers, school social workers, and guidance counsellors. In addition to the cooperation within the institution, the Lighthouse workshop collaborates with other educational institutions, job coaching workshops, local and regional employment officials, and outreach youth work.

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- For more information on the LLL policy the Lighthouse Arrears Workshop, please consult: <http://www.koulutustakuu.fi/tuotetori/majakka-toiminta/>
- For further information and reading on the LLL policies mapped and analysed in the Young_Adullt project, please consult the YA project website under: www.young-adullt.eu
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POLICY MAPPING AND REVIEW

'Work Life Coaching' – *Työelämävalmennus*

FI-SF-3

The project YOUNG_ADULLLT (YA) focuses on lifelong learning (LLL) policies for young adults that address young people, in particular those in situations of near social exclusion. YA enquires into the specific embeddedness of these policies in different regions across the European Union. The point of departure is the assumption that it is by looking into the specific regional and local contexts that policies are best understood and assessed. The project aims both at providing a systematic overview over the highly heterogeneous policies across the participating countries *and* at yielding new knowledge about the specific local/regional forms of embedding LLL policies in the regional economy, the labour market, the education/training systems and the individual life projects of young adults.

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The Work Life Coaching is a LLL policy measure provided by the Turku Vocational Institute in the Southwest Finland region. On-the-job learning periods, which are part of all vocational studies, are challenging for many students, and work life coaches provide support to ensure a successful completion of the learning periods.

While this **policy brief** provides descriptive key data on the policy, the research project YA critically examines the embeddedness and functioning of the policy in its local/regional context and analyses its impact and implications on the life courses of young adults.



'Work Life Coaching' – What is it about?

The challenge on site

At a national level, high rates of VET drop-out and many students not completing VET in target time are central issues. This is also the case in Southwest Finland, where around ten per cent of VET students dropped out of education in 2014/2015. The growth of marine, metal, and construction industries in the region implies an increasing demand for skilled labour of which there is a shortage.

Who is the addressee of this policy?

The Work Life Coaching is targeted at all the students of the vocational institution in question. While it has a special emphasis on students with different special educational needs or other challenges related, for example, to (mental) health or language skills, coaching is available to all students who feel that they could benefit from it.

What is the policy aiming at?

- **The most important objectives of the Work Life Coaching** provided by the vocational institution include reducing the rate of dropouts from VET and facilitating the completion of vocational studies in target time.
- **As on-the-job learning periods included in vocational studies are often critical for students** in terms of whether they continue their studies or drop out of education, the Work Life Coaching has been developed to guide and support students through these critical periods in their studies.
- **A work life coach working in the vocational institution helps students** to find a suitable on-the-job learning position from local companies by using their cooperation networks and connections with the labour market, and gives them individualised support through the whole of the on-the-job learning period.
- **By doing this, the work life coaches facilitate** the successful completion of the learning period and prevent dropping out of education, hence promoting the timely completion of the studies. In addition, successfully completed on-the-job learning periods are related to finding employment after vocational studies.
- **The effectiveness of the measure** is evaluated by monitoring the dropout rates and the study completion times at the vocational institute.

How does it work?

- **Vocational subject teachers do not have enough time and resources** to give each student individual support for finding a position for the on-the-job learning periods or to help them with the problems that might occur during the learning periods. The work life coaches' act as support persons for the students in all matters related to on-the-job learning.
- **While the main focus of the Work Life Coaching** is, of course, on issues related to studies and on-the-job learning, the work life coaches have a holistic approach to the lives of the students. This means that those challenges and problems of the students that are not directly related to studying and working, such as mental health issues, circadian rhythm problems, and financial problems, are also addressed by the work life coaches and other relevant experts working in a cooperation network with the Work Life Coaching.
- **The logic behind this approach** is that young adults have to reach a certain level of functional abilities, skills, and wellbeing before the main goal of the policy measure, successfully completing VET and entering the labour market, can be reached.
- **The work life coaches offer support** to the vocational subject teachers and to the on-the-job learning tutors working at companies where the students are provided with on-the-job learning in any challenges they may face during the learning period.

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- For more information on the LLL policy Work Life Coaching, please consult: <http://www.koulutustakuu.fi/tuotetori/tyoelamavalmennus-kannattava-panostus-opiskelijan-tyollistymiseen/>
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