



RE-INTEGRATION

TRANSNATIONAL EVALUATION OF SOCIAL AND PROFESSIONAL RE-INTEGRATION PROGRAMMES FOR YOUNG PEOPLE

**CRIS – Collaboration, Reflexivity, Inclusiveness and Situated
Pedagogy**

**Transcultural recommendations for the improvement of the quality
of re-integration programmes**

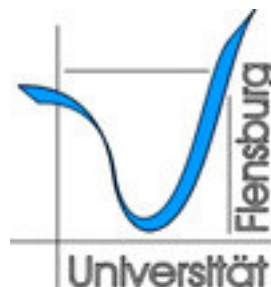
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Which lessons can be learnt from the Re-Integration project ?

The question of social integration of a growing number of young people who are in trouble with established transition routes from school to vocational training or work is of overall concern in the EU member states. The approaches to face this challenge are widespread, a variety of programs have been implemented to bridge the gap between general school and vocational education and work, to support young persons with troubled learning experiences and social disadvantage, to help them to re-engage in learning and training and to provide extra- opportunities where the mainstream is not broad enough. All these types of programs are highly differing in terms of duration, funding and pedagogical targets. They are interrelated to the respective historical, economic and political structures and the specific cultural concept of youth and education, which has emerged from these. The political and educational responsibility for re-integration programmes and moreover the pedagogical approach they promote are shaped by two main factors: the reigning welfare policy on the one hand and by the established mainstream routes of education, i. e. the system of vocational education and training before all on the other. The following table presents a model of the relation between the types of re-integration programs, the types of welfare systems and the types of VET systems.

During the Leonardo project *Re-Integration - Transnational Evaluation of social and professional re-integration programmes for young people* a partnership of researchers from Universities in Finland, Great Britain, Belgium, Portugal, Greece and Germany has in close contact with practitioners in the re-integration field engaged in a process of mutual research and learning. The aim of the project was to gain empirical evidence of the value of situated learning in learning communities centred on practice in making the support with transition from school to vocational education and training more successful from the individual's as well as from society's perspective. This included a series of follow up interviews with selected participants of the programs as well as expert discussions and a continuous process of exchange of experiences and common reflection with practitioners who are active in the field of re-integration.

However, through the analysis of the diversity of the cases chosen for field research it became obvious, that this diversity presented different cultural concepts

- of youth,
- of education and training,
- of social welfare and in consequence different cultural concepts
- of the idea of re-integration.

Welfare system and VET- structures reign on the way how alternative trajectories from school to VET and work are provided for young people who are at the risk of social exclusion. They influence the definition of disadvantages as well as the pedagogical approach of support programs. , so that the following typology of re-integration programs can be deduced (cf. Pohl/Walther and Evans/Niemeyer 2004). Considering the four aspects

1. how the programs are generally situated in the landscape of education and labour
2. how programs are legitimised, which are the prevailing paradigms of disadvantages
3. what are the dominating expectations of youth and
4. how youth-unemployment is perceived

the following types of programs can be distinguished:

- programs aiming to open up alternative individual experiences and to broaden the mainstream pathway of schooling, building on the idea of individual personal development with high options for occupational choice to be achieved by general education;
- measures aiming to compensate structural deficits and shortcomings of the apprenticeship market, ascribing individual deficits to participants and with long-term-effects on social participation because of the highly allocating function of the apprenticeship system;
- workfare programs oriented towards the improvement of employability with a varying part of general and technical education, building on the paradigm of early economic independency leading to a comparably short period of youth;
 - extension of schooling and emphasis on work placement, programs aim to address the shortage of workplaces as well as a lack of training.

Based on the key results of the project a framework of suggestions for the improvement re-integration as it is espoused on the macro level of policy and planning (1), as it is enacted on the meso-level of institutes and programs (2) and as it is experienced on the micro-level of educational practice (3) has been developed and will be summed up in the following chapters.

Table 1 – Typology of re-integration programs in relation to VET and welfare contexts in the participating countries

type of welfare state	principles of welfare policy and social security	structure of VET system	responsibility	risks or challenges	perception of youth	perception of youth unemployment	approach of re-integration programs	relation to education and training
universalistic	social protection as a citizenship right	school based	VET as part of the educational system with a general integrative approach	school-to-work transition school weariness	personal development as civil right	paradoxon – not existing, because of youth participating in education not in labour market	broadening of individual alternatives	broadening the mainstream
employment based	provision of social security strongly linked to gainful employment and work positions	dual system	shared responsibility between economy and education legislation	high access thresholds high drop-out rate shortage of places	preparation for social and vocation position (allocating function)	resulting from individual deficits in education and from individual social disadvantages	compensate structural deficits	institutionalisation of parallels
liberal	free individual working in a flexible economy, high potential risk of social exclusion, social justice instead of social equality	market based	market driven	little education for citizenship risky transition	aiming at early economic independency	culture of dependency	- improve employability	bridging function
less-institutionalised	fragmented system of income guarantees related to work position high importance of informal structures like families for social inclusion	strong non formal		relatively little formal VET lack of formal supporting structures	without clearly defined and accepted status	resulting form a lack of formal VET-structures and specific structures of labour market	extension of schooling promoting job placement	introduction of formal structures

This model serves as an analytical framework for further transnational considerations, but it should be kept in mind that it presents an abstract typology and that in practice mixtures of all types are more likely to occur. Furthermore re-integration programmes aiming to support transition from school to vocational education and training are situated in a field of educational policy and practice that is in constant change and development.

The transcultural dimension of learning does not come to an end with the completion of a research project. It is in itself an ongoing practical process, that allows learning from each others experiences while it is avoiding simple copying as well as strict imposing of norms and structures without consideration of the context. As national integration practices are rooted in their typical cultural contexts this needs adequate identification and consideration, it's specific value shall be acknowledged. The recommendations for the improvement of programs therefore thoroughly

- consider these cultural differences
- meet practitioners needs and
- consider the national peculiarities of the educational and welfare policies approach.

The Leonardo-RE-Integration project was not only directed towards the improvement of re-integration programs with regard to their cultural context, but took as a decisive precondition for the improvement of quality the implementation of sustainable modes and methods of reflection – which finally lead to the development of the *QSED – quality through self-evaluation and development*, which is a tool for self-evaluation of practitioners and planners of re-integration programmes. The implementation of such an instrument for self-evaluation again has to be context-sensitive and cannot be recommended without regard for the cultural embeddings of evaluation. According to our studies the perception of evaluation ranges from control to improvement and the experiences are heterogeneous and based on diverging approaches. Based on the research completed during the Re-Integration project the following contexts of evaluation can be related with the elaborated typology:

Table II Typology including the contextualisation of evaluation

type of welfare state	structure of VET system	responsibility	perception of youth unemployment	approach of re-integration programs	context of evaluation
universalistic	school based	VET as part of the educational system with a general integrative approach	paradoxon – not existing, because of youth participating in education not in labour market	broadening of individual alternatives	established culture of self-reflection, but little formal evaluation tendency to adapt EU-evaluation approaches
employment based	dual system	shared responsibility between economy and education legislation	resulting from individual deficits in education and from individual social disadvantages	compensate structural deficits	implementation of outcome oriented evaluation instruments in the social work practice little experience with evaluation of schools
liberal	market based	market driven	culture of dependency	- improve employability	tradition of outcome oriented measuring of hard indicators in the field of VET, which is not transferred to the Re-Integration practice
under-institutionalised	strong non formal		resulting from a lack of formal VET-structures and specific structures of labour market	extension of schooling promoting job placement (Arbeitsbeschaffungsmaßnahmen)	evaluation gaining importance in the context of accreditation of nonformal and informal achievements

Re-integration programs are situated in the interrelated three levels of policy and planning, the level of institutions and structures and the level of practice. Any reflection on the improvement of programs' quality therefore will refer to these three levels in a multidimensional perspective, which also includes the transcultural dimension as well in a context-sensitive way, as far as they adapt the transcultural conclusions to the specific cultural context and take into consideration national peculiarities.

CRIS – Collaboration, Reflexivity, Inclusiveness and Situated Pedagogy

Based on the project's findings we recommend CRIS – Collaboration, Reflexivity, Inclusiveness and Situated Pedagogy - as a framework for multi-level and transcultural assessment of the quality of re-integration policies and practices. CRIS combines the double focus of the Re-Integration project, since it relates the improvement of learning processes in programs with the improvement of evaluation by stressing the impact of a collaborative framework and the importance of self-reflection.

For Re-Integration programmes addressing young people with a troubled transition from school to vocational education and training collaboration is a crucial issue in multiple respects. In view of the young persons participating in re-integration processes partner's experiences have shown that a diversity of learning contexts allowing meaningful and authentic work experiences are most adequate to rebuild the will to learn and to give evidence to the intention of social and vocational inclusion. In all of the partner countries re-integration activities combine learning arrangements and supporting activities of multiple institutions such like vocational schools, companies, social/youth services, counselling agencies etc. These programs usually are judged against their effects on youth unemployment rates. This approach however neglects educational effects which only become evident in subjective biographies. Therefore evaluation should be implemented as a continuous process of self-reflection on the policy as well as on the practice level. Evaluation is considered as a continuous process of improvement, which is in command of the acting practitioners: self-evaluation through common regular reflective procedures. Inclusiveness as an indicator for re-integration quality reminds of the general aim to open up perspectives and to provide pathways for *all* young persons to actively participate in the society and in vocational training. It presents an overall criterion against especially activities on the macro-level of policy and planning need to be judged. Situated pedagogy describes the overall educational approach which sees learning as a process of becoming, belonging, doing and understanding, thus integrating the four dimensions of identity, community, practice and meaning. this again implies a change in the perspective on learning, learners, teachers, trainers and on learning contexts, which affects all levels of the educational system related to re-integration.

Table III Multidimensional transcultural framework of recommendations

				Situated Pedagogy	
		Reflexivity		Inclusiveness	
Cooperation					
	Macro – Level (Policy and Planning)	Meso – Level (Institutions and Structures)	Micro – Level (Individuals and Activities)		
northern					
employment based					
liberal					
southern					

Table III combines the framework of CRIS with the multidimensional reference levels of the transnational analysis. In relation to this square-model for each of the four types of welfare/VET systems recommendations could be formulated as how to improve collaboration, reflexivity, inclusiveness and situated pedagogy on the micro-, meso and macro-level of re-integration activities. However, not all aspects are of the same relevance in all of the countries. The following considerations therefore concentrate on those points which have

Transcultural recommendations for re-integration programmes

been identified during the research and reflection process as being typical and relevant for the respective cultural context.

Collaboration

Since re-integration programs are no isolated islands but per se have a intermediating function and present trajectories from school to the labour market they build on collaborative networks of actors and institutions surrounding them, like general and vocational schools, counselling agencies, agents of social support, funding institutions, youth organisations, sports clubs etc. The idea of building networks of interinstitutional collaboration has become very prominent. In the field of re-integration it is supposed to optimise the support at offer – for the young individuals who might profit from adjusted support plans and educational approaches as well as for the sponsors who are interested in placing financial support most effectively. Still collaboration in re-integration often suffers from the fact that the different institutions responsible for integrative programs fall under the legislacy and financial responsibility of different branches of government. Although they are addressing the same target group programmes can be ruled either by the ministry of education or the ministry of labour or the ministry of economy. On the institutional level collaboration is of importance since the variety of learning and training contexts which is needed to allow for a broad vocational orientation and preparation usually cannot be offered by one single institution and cannot be provided by one single person. Within institutes providing re-integration programmes persons from different professional backgrounds work together building a supportive framework for the young participants aiming at a holistic personality development process.

Collaboration therefore is a central issue, which is mentioned as a goal of improved re-integration activities and as a central indicator for programs' quality in many of the national re-integration regulations. We see collaboration as an essential element of learning communities centred on practice, which can be identified on all levels of re-integration activities and which altogether form the framework that allows for successful participation in learning, development and labour.

However, in practice as in theory collaboration often remains a distant aim. Regular structures for collaboration barely exist and communication tends to be difficult among the representatives of different political fields as well as among the actors from different institutional or different professional backgrounds.

Transcultural recommendations to improve collaboration

1. on the macro level – to be espoused by policy and planning

- On the policy level an attempt to improve re-integrative politics would include to develop strategies and policies of coordination between the different sectors holding the responsibility for this field of education, e. g. by introducing a standing committee. The aim should be a shared responsibility and this would imply to avoid the installation of competing programs, as it has been the case in the countries with a liberal and also in those with an employment based VET system.
- Social actors should participate actively in the design of Re-integration measures
- There must be open communication channels between educational and economic systems.
- Planning and calculation should acknowledge the fact that successful collaboration needs adequate resources and time for communication and development.

2. on the meso level – to be enacted by institutes and programs

- The gap between general education and vocational education can be reduced by promoting a closer collaboration of institutes on this level. This includes a closer collaboration between general schools and any institution providing vocational education and training.
- It should be possible to allow participants a flexible transition from school to programs and back, which presupposes a constant flow of communication between these institutes and a shared responsibility as well as a basic agreement of the educational aims of the practitioners. This is a general aim for all countries in the project, but needs special emphasis in countries with a weak or little institutionalised VET-system.
- In countries with a strong school component of vocational education and training, the Nordic countries as well as Germany with its strong formal structures and in-built hurdles collaboration between schools and out-of-school- institutes should be encouraged in order to open up broader options of choice and to adjust supportive approaches to individual participants' demands.
- Successful approaches are very much dependent on local networks and coordinated actions. In the southern countries with an economy strongly shaped by SMEs and self-employment coordinating local actions also means to open communication channels between education and economy.

3. on the micro-level of educational practice

- Practitioners can profit from cross-professional collaboration in developing a common body of experience knowledge. This presupposes a systematical, continuous and structured process of collaboration instead of occasional meetings depending on the private engagement of some key actors.

Reflexivity

The establishment of a culture of self-reflection aims at giving all actors in the field of re-integration – young participants, trainers, teachers, youth workers, as well as planners and politicians - a feed back on what are the effects of their actions. Systematic self reflection is a valid means for the improvement of educational processes, and the extent to which pedagogical actions are subject to reflective meetings of professionals is an important quality indicator. Self-reflection can be conceived as a means of self-evaluation, however, there is no unique way to perform it and the methods applied must be sensitive to subjective needs and fears. But there is an overall need for structures and methods which allow to make self-reflection a regular part of pedagogical practice. A major presupposition to this is to put the implementation of evaluation processes and the development of adequate methods as well as the agreement on criteria into the hand of the actors concerned. Methods need to be developed so that they do not add more work or detached administrative tasks, but rather can be integrated into the routine of a learning community in practice.

On the macro-level reflexivity also means to address general problems related to re-integration and discuss the social dimension and long term strategies. this also includes to care for relevant data, to promote research projects and to keep up the dialogue between policy, research and practice.

In the transcultural perspective the general importance of self-reflexive processes needs diversification to meet the diverse cultural settings of re-integration practices. While in countries with a strongly structured VET-system the emphasis of reflection is rather on an internal perspective aiming to value the educational work of the practitioners, in countries with less institutionalised VET structures reflection as part of evaluation also has an important legitimising function for the general acknowledgement of the educational field of VET and re-integration.

Transcultural recommendations to enhance a continuous process of reflection

1. on the macro level – to be espoused by policy and planning

- The effects of integration policies, hard and soft outcomes, should be regularly assessed by adequate means and reflected in meetings of the collaborative network of actors, e. g. a standing committee.

- In countries with an employment-based social security system (Germany) so far the key indicator for re-integration quality has been the success rate of transition into VET or gainful employment. Considering the limited number of training places this perspective should be broadened – other criteria including the development of biographical competences and the ability to manage one’s own biography through periods of unemployment need to be acknowledged, too.
- The perspective on countries with a liberal welfare system and a market led VET-system points to the general contradiction between the two policy approaches which aim at the empowerment of the individuals to manage their biography while at the same time chances to do so in a “normal” way are constantly reduced by a limited job market, short term employment and being unemployed or dependent on social benefits is stigmatised. Actors in the field of re-integration should be aware of how this basic contradiction affects their actions and decisions.
- while VET as well as Re-integration structures are still fragile in Greece and Portugal reflexivity also is of high importance on the policy level, responsible for planning and establishing sustainable structures for social and vocational integration of the young generation. In this context also hard indicators matter, e. g. the social costs of exclusion.

2. on the meso level – to be enacted by institutes and programs

- In the Nordic countries evaluation is perceived by practitioners very critically, there is a dominant fear of control and power abuse connected to procedures of evaluation. In this context it will be important to strengthen evaluation approaches which lead to a growing self-awareness and improvement of practitioners and which promote self-reflexivity as integral part of practice, e. g. in a protected team environment. The fear of control should not be neglected and the related power mechanisms need to be deconstructed.
- Structures and procedures of reflexive processes should be implemented in a way that they take the actors as experts for their situation and do not impose norms and control. Practitioners should stay in command of their experiences and knowledge and reflective meetings should allow them to grow a common body of know-how, i. e. of professional re-integration knowledge.
- This presupposes the provision with adequate resources, in terms of time, financial support and expertise.
- While in the field of social work in those countries with a strong structured vocational system after initial criticism evaluation has become “normal”, it still remains important to work towards the acknowledgement of integration achievements, which are not measurable, e. g. the development of biographical competences to cope with severe social problems. Qualitative indicators and soft outcomes are often underestimated and need to be systematically valued.
- While there is a long experience with measuring hard outcomes and technical assessment procedures in the UK, in many re-integration programs leisure activities and youth work are an important factor. Self-reflection of participants and trainers / teachers in this field needs to be further developed. The paradigm of the independent individual has led to a rather functional but complex feed-back for learners, from the practitioners side however educational processes should be better valued.

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- In the southern countries emphasis is put on the raising of awareness for the learning environment in communities of practice. This includes to develop an understanding of local needs as well as stimulating young people's economic impact as contributors.

3. on the micro-level of educational practice

- Reflexive procedures of self-evaluation should value and reward competences required for affective teaching of this target group.
- Pedagogical evaluation as a crucial element for the improvement of vocational measures means the support and the development of appropriate VET in order to meet the local market needs – especially in the southern countries.
- The success of the projects can be evaluated by the attendance of trainees/or students. This is a criterion of inclusiveness. Not only teachers and trainers but also participants need to have a voice in reflective meetings!

Inclusiveness

Re-Integration of young people who are in trouble with transition from school to vocational education and training can be perceived as a structural problem, which is indicating barriers, hurdles or holes in the established mainstream pathways. To ask about inclusiveness transcends the predominating perspective on individual deficits of the young and asks for the reasons of drop-out and how it could be prevented.

While programs so far mainly have been valued from a single perspective with the focus being on hard outcomes such as placement or funding rates the transcultural perspective highlights the importance of educational support for a holistic personality development and a sustainable social integration. The criteria of inclusion leads to a thorough re-definition of pedagogical quality. As has been explained in the context of collaboration and reflexivity this starts with the co-ordination of the policy fields concerned. In the context of re-integration programs it could aim at an integration of social and vocational learning approaches leading to a joint further development of methods, didactics and supportive frameworks.

This includes in practice: the implementation of a situated learning approach as it is has been elaborated in the re-enter context and is expressed in the criteria of the QSED; in planning: establish training or further training for practitioners, valuing the educational perspective of training and aiming at an integration of social and vocational approaches and in policies: value soft outcomes, provision of pathways, which open up perspectives.

Transcultural recommendations to improve inclusiveness

1. on the macro level – to be espoused by policy and planning

- Since drop-out is a general problem for all countries it is of importance to provide stable funding, that allows for secured supportive structures.
- In systems of vocational education and training which strongly depend on the labour market – liberal and/or less institutionalized – it is important that the occupational orientation in the programs matches the needs of the local or regional labour market. Policy makers should take into account regional and or national contexts in order to meet the regional/national needs of the labour market.
- Structures change in a slow way since innovative ideas and initiatives are not sufficient to respond to the social demands for a better social cohesion and jobs for all. Therefore the southern countries claim that re-integration schemes should be designed according to the labour market demands on the one side. That means that occupations which are highly demanded from the labour market should receive special support and promotion in Reintegration schemes.
- Especially in countries with a strongly structured Vet system there is an inherent risk of dropping out because of the in-built hurdles: entrance standards and tests are limiting access, examinations determine further progress into employment, etc. To improve the inclusiveness presupposes more flexibility on the macro- level. The establishing of ever more and different types of integration programs rather results in further segregation and does not improve the inclusiveness of the educational system.
- Guidance and counselling is seen as a key element for a successful transition from school to training and working life, which needs to be further elaborated and diversified in a professional way.
- In the Nordic countries the perspective on education as a citizenship right signifies a real inclusive approach – however after compulsory education there remains a high risk of unemployment. At this threshold guidance and counselling as well as additional support are demanded.

2. on the meso level – to be enacted by institutes and programs

- In the Nordic countries as well as in the UK and in Belgium and Germany aftercare is important, since living conditions are influencing further development after programs, and support needs to be provided not only in finding a job or apprenticeship at the end of the program but also in staying in the job. This aspect might be less relevant for the southern countries where family structures still are an important part of the social network providing both individual support and interim solutions in times of unemployment.
- Another aspect of general importance to avoid drop out of young persons on their school to VET trajectories is to create closer links between schools (general and vocational) and economy. School based programs should aim to provide more authentic work experience and thereby close the gap between the school and the working world. To learn more about each other and to communicate could help to bridge the gap which is still existing in all countries, although it might be a bit smaller in the market led VET system.

3. on the micro-level of educational practice

- In all countries it is evident that there will be no one-fits-all-solution, since the target groups are very heterogeneous. They may range from persons with severe learning disabilities or those from a migrant family background with “only” language difficulties and others with various kinds of social disadvantages. Resulting from this heterogeneity is the outstanding importance that programs’ aims match participants needs and competences. Therefore procedures of intake diagnosis including a holistic competence assessment need to be elaborated. Individual support plans and career steps are to be elaborated and vocational orientation should match the job market as well as participants’ abilities and interests.
- In countries with a strong formal vocational training the focus of integration programs should shift on personality development to reduce the effect of social allocation. E. g. cultural and sports activities could be systematically offered.
- Where there is still a strong tradition of informal learning this offers good opportunities for young people who have difficulties in formal settings of teaching and training. It is often small enterprises where these young people can start to become more and more engaged. A still rather strong culture of self-employment, especially in the countryside, will also often provide much family support, that is “parenting” in the sense of surroundings which are safe, but also normative and disciplining, possibly sometimes with too little tolerance for non-traditional behaviour which is typical for the target group. But with the perspective on the southern countries with their strong role of the family in social support to improve social inclusion could also mean to allow for economic and social independency.
- Further related to the issue of inclusiveness is the question how programs are linked to the mainstream and how they fit into the respective general system of VET. To improve inclusiveness for the participants’ perspective means to avoid revolving doors and to care for progress in a career instead. With the perspective on Germany this means that it is important that re-integration projects provide the participants with certificates on learning progress valid for further VET. small steps of progress should be acknowledged, modular programs should be offered.

Situated Learning

Situated learning essentially builds on providing learning contexts that allow for legitimate participation of learners in a community centred on practice. This implies that learners are enabled to perceive their activities as meaningful and to identify themselves as important participants belonging to a community engaged in a useful process of action. On the micro-level the essentials for this goal are to allow for practical action, the understanding of its meaning and for the presentation and valuing of its results. A well situated learning environment allows a participant

- to fulfil a work task by him/herself or together with the community of co-learners
- to work on something that makes sense to him/her
- to present the results of the work process to the community and have their feedback on it.

Learning which is understood as continuous social process can thus be well situated practically, but also needs to be well situated socially and culturally (Hoffmann 2004).

Socially well situated learning happens in a supportive and motivating context built by teachers, trainers or other experts and enhances self-responsible development of learners.

Culturally well situated learning is supported by a structural framework in which the relevant actors on all levels – practice, planning, decision making – define themselves as significant members of a learning community centred on practice. On the meso level this requires teachers and trainers who are prepared to allow this type of experiences, which presupposes a revision of the roles and functions they hold in the learning arrangement as well as a revision of the methodologies applied.

Transcultural recommendations to enhance situated learning

1. on the macro level – to be espoused by policy and planning

- The overall perspective on learning as an ongoing social process changes the view on education and re-integration as a whole. It affects the established learning institutions as well as the teaching cultures.
- In countries with a strong school based VET system situated learning challenges the established institutional barriers. Re-integration activities are to provide more authentic working experience and reduce the impact of classroom learning.
- In countries with a strong non formal VET system and little institutionalised VET learning seems to be closer situated in communities centred on practice. However

competence assessment and acknowledgement of informal learning need to be further developed.

- Furthermore educational policy could aim to develop training provisions and improve training programs especially, but not only in those countries with less developed systems of vocational education and training.

2. on the meso level – to be enacted by institutes and programs

- Before all further training programs need to be implemented which promote the changed role of teachers and trainers as counsellors. Training should focus to change the perspective on the young participants of the programs to see them as “experts-to-be” and to allow them to take on the responsibility for their learning success, which again presupposes the individual (re-)definition of success criteria.

3. on the micro-level of educational practice

- There must be balance between vocational and individual qualifications
- In a general perspective it will be important to strengthen learners’ self-responsibility, to „discover“ them as personalities and also to accept unusual solutions. Since very often social problems are inhibiting learning success it will be of importance to value the social conditions and the individual coping strategies, which includes to identify social problems as learning/support aims and to take them serious, to encourage the learners and to enable them to grow up.
- Especially in countries where certificates and examinations are crucial entrance attributes to the labour market it is of importance to value also small steps and to encourage by documenting success instead of failure.
- Situated approaches of learning essentially build on action orientation, they make learning productive. Learning is embedded in a working environment. The usability of the outcomes secures trainees to continue the vocational curriculum and to become more responsible. The participation of the trainees in planning, performing and controlling/evaluating of work is essential.

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