



European Commission  
DG Employment, Social Affairs  
and Inclusion



# Best Practices Report

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PROJECT PROGRESS VS/2011/0081 "YES ME – YOUNG EMPLOYMENT SYSTEM FOR MOBILITY IN EUROPE"

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## 1. Practices

### 1.1 Methodology used to collect practices at international and European level

The YES ME project has looked for selected practices for the development of transversal and personal skills at international level, both in active labour market and training policies, targeted to unemployed youth who lack technical and transversal skills.

The concept of “best practice” in vocational training and education is variously defined in the official statements of Unesco and United Nations. Here, a “best practice” is characterized as follows:

- It develops innovative solutions to the problem;
- It has an effective impact on the quality of life;
- It involves a public-private partnership;
- It promotes a sustainable economic, social and cultural development;
- It can be transferred to other contexts (Unesco, Social and Human Sciences, “Most clearing house – Best practices”).

According to the previous definition, the YES ME project selected international cases aimed to the improvement of youth employment and mobility, through the strengthening of their transversal skills and attitudes. The main dimensions that drove the selection of cases are:

- The innovative teaching methods;
- The quality of the public-private partnership;
- The bottom-up nature of the programme;
- The portability of the know-how through on-line learning.

### 1.2 List of practices

YES-ME wants to highlight the following cases:

- 6 cases acknowledged as “best practices” by ILO in the context of “skills development and training” and “self employment and entrepreneurship”;
- 2 cases designated as “success cases” by the EU in the context of “vocational education and training”;
- 1 case well-known in Germany into the “training programmes for the long-term unemployed under the age of 25” (JOBACT);
- 4 cases in France (one of them the second chance school, has also been selected in Spain, and another one is not a training practice but a recruitment method focused on the detection of transversal skills);
- 7 cases in Italy, considered of interest for its teaching method and development of leadership skills.

	<b>Name</b>	<b>Place</b>
P1	Valutazione delle competenze	Italy
P2	Bilancio dell'esperienza	Italy
P3	Formazione residenziale	Italy
P4	Gruppo orientamento	Italy
P5	Location-specific training of volunteers in community service	Italy
P6	Groups of orientation and support for research work	Italy
P7	I volti della leadership	Italy
P8	Key competences learning workshops	France
P9	Second chance school	France
P10	Recruitment by simulation	France
P11	Mod'Emploi	Auvergne
P12	Impulsar	Argentina
P13	Job Coaching/Matching Project for Long-Term Unemployed Young People	Austria
P14	Jobact	Germany, Spain, Turkey
P15	Junior Achievement - Young Enterprises Norway	Norway
P16	Learnplay Foundation	UK
P17	Network of Insertion Enterprises of Quebec (Collectif des entreprises d'insertion du Québec)	Canada
P18	Porta 22	Spain
P19	Escuela de segunda oportunidad - Second chance school	Spain
P20	Youth Unemployment Task Force ( <i>Taskforce Jeugdwerkloosheid</i> )	Netherlands

### 1.3 Practices, transversal skills and attitudes

Transversal skills are used by each person at work, they are not specifically related to a given activity or employment status and affect the ability of individuals to express skilful or expert professional behaviours. They integrate knowledge, skills and cognitive attitudes. They are transferable from one working situation to another, from one context to another and though facilitate the mobility of workers and of young adults, towards employment, occupational activities or training. They include what are usually called basic skills but they set them on a dynamic dimension in the context of the company (tasks to perform) and on a social dimension (interaction with the other in a given context). In addition to these skills, attitudes are necessary for the expression of these skills.

#### Skills & attitudes from the descriptions

The following table summarises, for each practice, the main transversal skills and attitude targeted, as they are expressed by the promoters of the practice.

Practices	Transversal Skills	Attitudes
P1	To analyze and identify the context To identify personal needs To work in team To communicate with clients To communicate with colleagues To listen To relate with others To mediate To organise personal tasks autonomously To establish priorities To manage emergencies Problem solving	Self engagement Determination
P2	To analyze and identify the context To be able to self-assess activities performed To work in team To communicate with colleagues To listen To relate with others To be able to work through project To handle complexity	Proactivity Self engagement Enthusiasm Reliability
P3	To relate with others Communicate with clients communicate with colleagues to work in team	Creativity enthusiasm
P4	To analyse and identify the context To communicate with colleagues To communicate with clients To relate with others To collect information	Autonomy
P5	To analyze and identify the context To organise personal tasks autonomously To establish priorities To acknowledge personal criticality-mistakes To be able to self-assess activities	Proactivity Self engagement Enthusiasm Helpfulness Adaptability Reliability

	<ul style="list-style-type: none"> <li>performed</li> <li>To communicate with clients</li> <li>To communicate with colleagues</li> <li>To keep to roles</li> <li>To listen</li> <li>To relate with others</li> <li>To be able to work through project</li> </ul>	
P6	<ul style="list-style-type: none"> <li>to work in team</li> <li>to analyse and identify the context</li> <li>To be able to self-assess activities performed</li> <li>To relate with other</li> <li>to collect information</li> <li>problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Proactivity</li> <li>Determination</li> <li>self engagement</li> <li>adaptability</li> <li>helpfulness</li> </ul>
P7	<ul style="list-style-type: none"> <li>To work in team,</li> <li>To keep to roles,</li> <li>problem solving,</li> <li>To handle complexity</li> </ul>	<ul style="list-style-type: none"> <li>Determination</li> <li>Enthusiasm</li> <li>Constructive</li> <li>Proactivity</li> </ul>
P8	<ul style="list-style-type: none"> <li>Capacity to implement written communication with customers and colleagues</li> <li>Analysis and synthesis capacity</li> <li>To organise tasks in autonomy</li> <li>Capacity to use ICT to communicate with customers and colleagues</li> <li>Capacity to communicate with customers in English</li> </ul>	<ul style="list-style-type: none"> <li>Learning to learn</li> <li>Self confidence</li> <li>Motivation for learning</li> <li>Curiosity</li> <li>Creativity</li> <li>Concentration</li> </ul>
P9	<ul style="list-style-type: none"> <li>Capacity to implement written communication with clients and colleagues</li> <li>Capacity to use ICT to communicate with customers and colleagues</li> <li>Capacity to communicate with customers in English</li> <li>Knowledge of the company rules and functioning in their environment</li> <li>Team work</li> </ul>	<ul style="list-style-type: none"> <li>Punctuality</li> <li>Assiduity</li> <li>Respect of hierarchy</li> <li>Taking into account others' opinions</li> <li>Hygiene</li> <li>Curiosity</li> </ul>
P10	<ul style="list-style-type: none"> <li>Capacity of adaptation</li> <li>Capacity to organise and be organised</li> <li>Work under pressure</li> <li>Gather and analyse data</li> <li>Inform and advise</li> <li>Visualise a process or an object</li> <li>Control and check quality</li> <li>Develop a task on a long run</li> <li>Progress in a working situation</li> <li>Coordinate and control the movements</li> <li>Achieve tasks in difficult positions</li> <li>Differentiate and localise sounds</li> <li>Identify forms and colours</li> <li>Work in team</li> <li>Manage a team</li> <li>Act in a relation of exchange and help</li> </ul>	<ul style="list-style-type: none"> <li>Take initiatives</li> <li>Pronounce distinctly</li> <li>Supporting efforts</li> <li>Manipulate objects with care</li> <li>Innovate and invent</li> <li>Act in an autonomous way</li> <li>Assume responsibilities</li> <li>Understand and respect a system of norms and directives</li> <li>Creativity</li> <li>Take decisions</li> </ul>
P11	<ul style="list-style-type: none"> <li>Communication</li> <li>Self-evaluation</li> <li>Capacity to use ICT to communicate</li> </ul>	<ul style="list-style-type: none"> <li>To wear the appropriate cloths</li> <li>Respect of others</li> <li>Curiosity</li> </ul>

	with customers and clients To work in team	Capacity to take initiative Life and body hygiene Assiduity Punctuality Adaptation of the language
P12	To communicate with clients; To relate with others; To organise personal tasks autonomously; Problem solving; To optimize the resources	Pragmatism; Proactivity; Determination; Adaptability
P13	To identify personal needs; To keep to roles; To relate with others; To keep to rules To organise personal tasks autonomously	Self engagement; Determination; Curiosity, desire to learn; Self care
P14	To acknowledge personal criticality-mistakes; To analyze and identify the context; To work in team; To relate with others; To organise personal tasks autonomously; Problem solving	Creativity; Pragmatism; Self engagement
P15	To organise personal tasks autonomously; Problem solving; To optimize the resources	Pragmatism; Self engagement; Determination
P16	To analyze and identify the context; To relate with others; To organise personal tasks autonomously; Problem solving; To be able to work through project	Creativity; Pragmatism; Determination
P17	To identify personal needs; To keep to roles; To relate with others; To establish priorities To manage the stress	Proactivity; Determination; Adaptability
P18	To identify personal needs; To be able to self-assess activities performed; To relate with others; To keep to rules; Problem solving; To optimize the resources	Proactivity; Determination; Curiosity, desire to learn
P19	To collect information; To identify personal needs; To work in team; To listen To organise personal tasks autonomously	Pragmatism; Self care; Adaptability
P20	To work in team, To keep to roles, Problem solving	Determination, Enthusiasm, Constructive

## Macro classification

ISFOL (1998), considers as transversal the skills that allow to implement behaviours beyond the specific skills. They can be transferred from a job to another, from a context of study to a working one, from a situation to another, and so, for that reason, they can be considered "transversal". They can be grouped into three macro-categories:

- "Cognitive skills" include skills that allows the diagnosis of the context and of the task to achieve, the analysis and understanding of the situation and the subject. It is a condition "for the design and implementation of an effective performance".
- "Relational and communication skills" allows to relate with the others with the appropriate behavioural and communicative style.

"Strategic and organizational skills" concern the skills to act autonomously on a problem by developing strategies to solve it.

In addition to these three categories, YES-Me has added "attitudes" to integrate a key component of each of the 8 key competences as defined by the European Recommendation (2006/962/CE of 18 December). They concern the personality and appear when there is the need to know how to act in an adapted way, in performing tasks in a reliable way, in facing the job with enthusiasm as well as feeling confident and having an appropriate look

Of course some overlapping may exist between these categories depending on the component of the skill that is stressed by the operator.

The table below describes the practices selected according to the categories of the main transversal skills targeted.

Focus on (skills):					
Practices	Cognitive skills	Relational & communication	Strategic & organisational	Attitudes	Global approach
P1	To analyze and identify the context; To identify personal needs	To work in team; To communicate with clients; To communicate with colleagues; To listen; To relate with others; To mediate	To organise personal tasks autonomously; To establish priorities; To manage emergencies; Problem solving	Self engagement; Determination	X
P2	To analyze and identify the context; To be able to self-assess activities performed	To work in team; To communicate with colleagues; To listen; To relate with others	To handle complexity	Proactivity; Self engagement; Enthusiasm; Reliability	X
P3		To relate with others; Communicate with clients;		Creativity; Enthusiasm	



		communicate with colleagues; to work in team			
P4	To analyse and identify the context; To collect information	To communicate with colleagues; To communicate with clients; To relate with others		Autonomy	
P5	To analyze and identify the context; To acknowledge personal criticality-mistakes; To be able to self-assess activities performed	To communicate with clients; To communicate with colleagues; To keep to roles; To listen; To relate with others	To organise personal tasks autonomously; To establish priorities; To be able to work through project	Proactivity; Self engagement; Enthusiasm; Helpfulness; Adaptability; Reliability	X
P6	Capacity of analysis; Capacity of Syntesis; Self assessment	Work in group	Problem solving; Initiative	Flexibility; Creativity; Availability; Decision; Dynamism; Building links; Self-determination	X
P7	To keep to roles	To work in team	Problem solving; To handle complexity	Determination; Enthusiasm; Constructive; Proactivity	X
P8	Learning to learn; Capacity of analysis; Capacity of synthesis	Capacity to implement written communication with customers and colleagues; Capacity to use ICT to communicate with customers and colleagues	Learning to learn; To organise personal tasks in autonomy	Learning to learn; Self confidence; Creativity; Motivation for learning; Curiosity; Concentration	X
P9	Act in an autonomous way; Capacity of analysis and synthesis	Capacity to use written communication with clients and colleagues; Capacity to use ICT to communicate	To behave in accordance to the company rules and functioning in their environment	Punctuality; Assiduity; Respect of hierarchy; Taking into account others' opinions; Hygiene;	X

		with customers and colleagues; Capacity to communicate with customers in English; Team work		Curiosity	
P10	Identify colours and formsV Differentiate and localise sounds; Coordinate and control the movements; Visualise a process or an object; Act in an autonomous way	To act in a relation of exchange and help; To work in team; To Inform and advise	Manage a team Achieve tasks in difficult positions Progress in a working situation Develop a task on a long run Control and check quality Gather and analyse data Work under pressure Organise and be organised Capacity of adaptation	Take initiatives Pronounce distinctly Supporting efforts Manipulate objects with care Innovate and invent Assume responsibilities Understand and respect a system of norms and directives Creativity Take decisions	X
P11	Self-evaluation of potentialities	To work in team	To behave in accordance to the company rules and functioning in their environment	To wear the appropriate cloths; Respect of others; Curiosity; Capacity to take initiative; Life and body hygiene; Assiduity; Punctuality; Adaptation of the language	X
P12		To communicate with clients; To relate with others	To organise personal tasks autonomously; Problem solving; To optimize the resources	Pragmatism; Proactivity; Determination; Adaptability	
P13	To identify personal needs; To keep to roles	To relate with others; To keep to rules	To organise personal tasks autonomously	Self engagement; Determination; Curiosity desire to learn; Self care	X
P14	To acknowledge personal criticality-mistakes; To analyze and identify the context;	To work in team; To relate with others;	To organise personal tasks autonomously; Problem solving	Creativity; Pragmatism; Self engagement	X
P15			To organise	Pragmatism;	

			personal tasks autonomously; Problem solving; To optimize the resources	Self engagement; Determination	
P16	To analyze and identify the context	To relate with others	To organise personal tasks autonomously; Problem solving; To be able to work through project	Creativity; Pragmatism; Determination	X
P17	To identify personal needs; To keep to roles	To relate with others	To establish priorities To manage the stress	Proactivity; Determination; Adaptability	X
P18	To identify personal needs; To be able to self-assess activities performed	To relate with others; To keep to rules	Problem solving; To optimize the resources	Proactivity; Determination; Curiosity and desire to learn	X
P19	To collect information; To identify personal needs	To work in team; To listen	To organise personal tasks autonomously	Pragmatism; Self care; Adaptability	X
P20	To keep to roles	To work in team	Problem solving	Determination; Enthusiasm; Constructive	X

### Micro-classification

Yes-Me Partners from Canavese in Italie and Auvergne in France, have carried out a survey to identify the "transversal skills" mostly valued and required by companies. Input was taken from companies through interviews, from employment experts and from young unemployed through focus groups. Comparing and integrating all points of view, seven transversal skills & seven personal attitudes have emerged as key for the companies.

#### Main transversal skills:

- 1) To organize the work autonomously (to organize tasks and priorities and chose among several options)
- 2) Interpersonal relational skills and to be able to socially integrate in the company
- 3) To be able to act in the company's context (to keep to roles, to recognise the context, to analyse the context, to observe, to listen, to keep to rules)
- 4) To be able to work in team efficiently
- 5) Communicative skills (first of all with clients, but also with colleagues, to listen) and interpersonal efficiency (to understand intuitions, needs, others' attitudes and interact in a constructive way)
- 6) Cognitive and motivational flexibility (to be able to modify personal behaviour and personal strategies depending on situations)
- 7) Effective problem solving and skill to act in difficult situations (to solve problems, to handle the stress – or even to stand the stress)

Main attitudes:

- 1) Curiosity, motivation to learn and self-investment in achieving company's goals
- 2) Enterprising: pro-activity, skill to combine actions and behaviour in an independent way
- 3) Flexibility: skill to understand both people and situations' changes, to adapt them to one's environment in order to find the opportunities to achieve goals.
- 4) Creativity: orientation to find original and effective solutions, not related to traditional or already adopted patterns, keeping in tune with the objectives to be pursued
- 5) Reliability: ability to perform the required functions with certain conditions and in the given time
- 6) To maintain a dynamic and positive attitude
- 7) To be accurate and careful (attention to detail: ability to operate with precision and care by determining the good quality of work performed) in personal tasks and in the way to present themselves.

The following table is a trial to describe the practices selected according to their focus on these seven main skills and seven main attitudes.

On the next table, practices are analysed following a matrix of constraints. According to their promoter, or to an external reviewer, their dependence to nine factors has been rated: Age, Territorial context, Administrative context, Financial requirements, Duration, Specific material/premises, Motivation of beneficiaries, Skills or qualification of staff involved, and Other. The importance of the respective factors are rated from 1, independent from the factor to 10, strongly linked to the factor.

P r a c t i c e s	Transversal skills							Main attitudes						
	To organize work autonomously	Interpersonal relational skills	To act in the company context	To work in team	Communi cative skills	Cognitive and motivatio nal flexibility	Problem solving	Curiosity, motivatio n to learn	Entrepren eurship	Flexibility	Creativity	Reliability	Positivity	Accuracy and careful
P1	++	+		+++	+++		++	+						
P2				+++	++				+					
P3		+++		+++	+++						+			
P4	+	+	+++	+	+								+	
P5	++	+++	++	+++	+	+		+++		++		+	+	
P6	+	++		+	+	+	+					+	+	+
P7	+++	+++	+++	+++	+++	+++	+++	++	+++	+++	+	++	+++	
P8	+++	+		+	++		++	+++		+	+	+	+	
P9	+	++	+++	++	++	++	+	++	+	+	+	+	+	+
P10	++	+	+++	++	++	+	+++	+	+	+++	++	++	+	+++
P11		+	+++	+	++			++	+				+	
P12	+++					++	+++		+++		++	+	+	+
P13	+	+++	+++	+	++	+	++		++			++	++	++
P14	+	+++	+++	+++	+++	+++	+++	+++	+	++	+++	+++	+++	+++
P17	+	+++	+++	+++	+++	+	++			+		+	+	++
P18	++	++	++	+++	+++	++	++		++	++	++	++	++	++
P19	++	++	++	++	++	++	++	++	++	++	++	++	++	++

**Matrix of constraints:** The importance of the respective factors are rated from 1 to 10 (*1= independent from the factor to 10 = strongly linked to the factor*)

Factor	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20
Age	2	3	1	10	10	5	7	1	10	1	9	6	8	8	6	8	5	2	8	7
Territorial context	2	3	1	10	1	10	5	2	6	1	9	6	5	4	6	5	6	5	3	4
Administrative context	2	4	1	1	10	10	5	5	5	1	6	6	8	8	5	5	8	7	7	8
Financial requirements	6	4	1	1	6	5	6	8	9	8	3	6	8	8	6	7	6	8	7	7
Duration	8	5	10	10	8	7	5	9	9	8	3	6	7	7	7	7	6	2	6	6
Specific material/premises	7	8	1	1	8	8	6	4	5	8	7	7	5	6	6	8	6	8	8	5
Motivation of beneficiaries	8	7	10	10	10	10	7	7	9	1	8	8	8	8	6	8	8	7	8	7
Skills or qualification of staff involved	8	9	6	6	9	10	7	6	9	5	8	8	7	8	7	8	7	8	7	7
Other...	8 (a)	8 (b)						3 (c)												

(a) Organization culture on the evaluation them

(b) The presence of representatives of the project available and able to contribute positively to the path

(c) Training engineering process

## **2. Tools to identify, detect and evaluate transversal skills**

Some tools are useful to identify, detect and evaluate transversal skills. There is no unique method that would evaluate under a global approach the personal and transversal skills underlined by YES-ME partners. Below we propose a short list of tools that are extracted from the selected best practices. They can be used as such, combined or adapted, according to the context.

### **Learning to learn assessment**

This assessment focus on the transversal competence “learning to learn” includes other transversal competences like written and oral communication, the capacity to organise and to look for information. The full assessment is available on annex 1.

### **Diagnosti’competence tool.**

This tool is composed of a set of 144 questions that evaluate the 8 key competences as defined by the European framework. Most of them are considered as transversal competences. The result is shown under a diagram and the young person has the possibility to react on what is said and to discuss it with his/her employment adviser.

The questionnaire is available in French, online at <http://diagnosticcompetences.iportfolio.fr>.

### **Evaluation in companies**

During each practice period, an evaluation is done. It is based on a tripartite approach, the trainer, the tutor in the company and the young person. Here we show an example of the part that evaluates the competences in a training for people with important difficulties of integration.

### **Expert Panel**

It’s a methodology aimed to a group of 8-12 experts in human resources management in order to define their competences and to build their reference model/profile. It is forseen a catalogue of skills.

## **3. Methods and tools for the development of transversal skills**

Several practices selected provide a global approach to support young adults towards social and vocational integration. They are based on a combination of tools and contextualised methods that together develop personal and transversal skills. We have extracted some of these because they are found in several practices and can be used as such and integrated in various learning paths.

### **Practice periods**

The preparation, follow up and evaluation of practice periods are used to develop transversal skills. Several tools are used to prepare and formalise this stage of the integration path.

### **Theatre for psycho social training**

It is a flexible and innovative technique employing “theater” for the benefit of specific social groups such as elders, students, youths, and disadvantaged persons in general. It can have different goals (empowerment, socialisation etc.) and it can be used in various socio-cultural

contexts.

### **Communication courses**

Communication courses are implemented for oral and written communication. They integrate simulations and non formal exercises (based on topics like “what have you done this weekend?”). They participate to the development of self-confidence.

Interviews may be filmed and debriefed in group sessions.

### **ICT courses**

They are implemented to develop the transversal skill “Basic use of ICT tools, office tools as well as information and communication tools”. A stress should be put in arming the young person so that s/he is able to further develop his/her competences by self-learning.

### **Stress management courses**

From the side of the young workers, one of their main difficulty and a transversal skill they need is the management of stressing situation at work. Stress management seminars are organised. They could become mainstream training.

### **Elaboration of one’s portfolio**

Elaborating portfolios (and/or e-portfolios) proves the mastering of transversal competences: capacity to run a project on the medium and long term, capacity to manage information sources and present information. Portfolios are also a way to demonstrate the possession of transversal competences. Periods of practice in companies or employment may also be valorised through the portfolio.

### **Learning by stealth and breaking the ice**

Engaging young people and encouraging their ongoing attendance by creating an environment in which they feel comfortable, and then stretching them beyond their comfort zone.

Making participants feel comfortable and confident while developing an understanding of their profile and skill set. The facilitators gently challenges the young people’s perceptions of what they could and could not do.

### **Self monitoring and monitoring questionnaire**

Monitoring and self-monitoring questionnaires submitted at the end of the course, aimed to assess skills developed (skills are classified according to the ISFOL model: basic, transversal, technical and personal skills). The questionnaires are discussed with the trainer in a group work in order to plan own professional path.

### **Peer education activities**

Training persons (*peer educator*) that drive educational activities with other peer persons, similar as regards age, culture, sex, status, experiences. This activity is aimed to empower attitudes and competences.



## ANNEXES – Description of practices

### P1: Valutazione delle competenze (*Skills assessment*) (IT)

#### GENERAL INFORMATIONS

<b>Name of the practice</b>	Valutazione delle competenze (Skills assessment)
<b>Promoter</b>	“Esserci” Social Cooperative
<b>Characteristics of promoter</b>	Social cooperative with about 140 employees, including members and employees
<b>Partnership</b>	“Kairos” social consortium of cooperative
<b>Territory</b> <i>Where does (did) it take place?</i>	Turin
<b>Time of realization</b>	It is a practice that will continue during the time
<b>Contact person</b>	Daniela Ghietti
<b>Telephone</b>	+39 3351432458
<b>E-mail</b>	daniela.ghietti@esserci.net
<b>Website</b>	www.esserci.net
<b>Address</b>	Via Lulli, 8 - Torino

#### BENEFICIARIES

<b>Number</b>	All workers of the cooperative (about 140)
<b>Age</b>	18+
<b>Profile</b>	Department managers, coordinators, educators, Oss, mediators
<b>Prerequisite</b> <i>What is needed for entry?</i>	Being a worker of the cooperative
<b>Level</b>	According to the profile (qualifica, laurea)
<b>Criteria for selection</b> <i>If some please describe</i>	None

#### THE PRACTICE

<b>Objectives of the practice</b> <i>Specific problems targeted</i>	<ul style="list-style-type: none"> <li>- To make workers aware of their responsibilities, with a view to continuous improvement</li> <li>- To increase the skills of the individual profiles</li> <li>- To have an explicit, clear and objective tool for the evaluation of the management of human resources</li> <li>- To use a tool useful in defining roles and functions, based on a shared assessment</li> </ul>
<b>Which skills are addressed?</b>	<p><i>Transversal skills</i></p> <ul style="list-style-type: none"> <li>To analyze and identify the context</li> <li>To identify personal needs</li> <li>To work in team</li> <li>To communicate with clients</li> <li>To communicate with colleagues</li> <li>To listen</li> </ul>

	<p>To relate with others  To mediate  To organise personal tasks autonomously  To establish priorities  To manage emergencies  Problem solving</p>
	<p><i>Attitudes</i>  Self engagement  Determination</p>
<b>Description of the practice</b>	<p><i>Solution implemented</i>  Assessing the skills of individual workers</p>
	<p><i>Tools</i>  Using the method of Expert Panel to identify the main skills and measure the level possessed by each worker, with a view to continuous improvement</p>
	<p><i>Actions</i>  <i>Individual vs. group activities</i>  - shared elaboration of a Skills Dictionary divided into professional profiles  - Filling in a form of self-evaluation by the employee  - Filling in a form of evaluation by the responsible of HR  - Comparison between self-evaluation and evaluation form  - Setting/improvement/enhancement of goals for the year</p>
	<p><i>Innovative elements</i>  - Use of encoded tools and methodologies  - Visible, objective and verifiable results of all parties involved  - development of the care and management of human resources of the cooperative</p>
<b>Cost</b>	Working time of the staff for the preparation and use of tools and interviews
<b>Duration</b>	Experimentation during the year, annual review of the evaluation form
<b>Results for the beneficiaries</b> (diploma, certificate, certification, validation, employment...)	<ul style="list-style-type: none"> <li>- Awareness of their personal skills and areas for improvement</li> <li>- Transparency and clearness on how a worker is evaluated in the cooperative</li> <li>- Opportunities of a professional growth and enhancement of skills</li> </ul>
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	The experimentation is in start-up phase, there are not outcome data yet
<b>Dissemination</b>	None
<b>Conceptual/pedagogical framework</b>	The tool refers to the model of the Expert Panel proposed by CGM, a national consortium
<b>Additional resources</b>	Comparison with the cooperatives of the social consortium Kairos, which are carrying out the same practice

## REQUIREMENTS

<b>Specific qualification of trainer/tutor/counsellor involved</b>	HR managers of the cooperative, have to be trained in the use of the assessment tool through a special training course
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### Constraints

Rate the importance of the factor from 1 to 10

*(1= independent from the factor to 10 = strongly linked to the factor)*

Age	2
Territorial context	2
Administrative context	2
Financial requirements	6
Duration	8
Specific material/premises	7
Motivation of beneficiaries	8
Skills or qualification of staff involved	8
Other: Organization Culture on the evaluation themes	8

## P2. Bilancio dell'esperienza - BDE (*Experience assessment*) (IT)

<b>Promoter</b>	Cooperativa Sociale O.R.So.
<b>Characteristics of promoter</b>	<p>The Cooperative O.R.So. operates since 1987 as part of active labor market policies, guidance, information, training and youth policies, with particular reference to the following types:</p> <ul style="list-style-type: none"> <li>• projects and services related to the four macro-regional guidance: information for guidance, vocational guidance, guidance counseling and job placement support;</li> <li>• training in the context of higher education, and continued weak labor market;</li> <li>• projects and information services and public communication;</li> <li>• projects and education services to the citizens and the young protagonist, peace education, cultural mediation;</li> <li>• projects and services related to employment policies and local development: local networking, enterprise creation, active labor market policy initiatives.</li> </ul> <p>The cooperative O.R.SO. has received the following awards in terms of certifications, accreditations and approvals:</p> <ul style="list-style-type: none"> <li>• Quality System Certification according to UNI EN ISO 9001:2000 by AENOR Certification International;</li> <li>• accreditation at the Piedmont region for training and guidance services;</li> <li>• authorization from the Ministry of Labour and Social Policy support activities under the outplacement D. Decree 276/2003;</li> <li>• listing the first section of the Registry of associations and institutions carrying on activities in favor of immigrants (Ministry of Labour and Social Policy)</li> </ul>
<b>Partnership</b>	Municipality of Turin, Province of Cuneo, Synodal Commission for the Diaconate, ALICE Cooperative, Municipalities of Chivasso , Venaria and Giaveno
<b>Territory</b> <i>Where does (did) it take place?</i>	Province of Turin (especially metropolitan area of Turin) and Province of Cuneo.
<b>Time of realization</b>	From a minimum of 2 and a maximum of 10 months. Process divided in 4 steps.
<b>Contact person</b>	Andrea Genova (Responsible for youth policies)
<b>Telephone</b>	011.3853400 - Cell. 347.0550944
<b>E-mail</b>	genova@cooperativaorso.it
<b>Website</b>	www.cooperativaorso.it
<b>Address</b>	Via Bobbio, 21/A – 10141 Torino

### BENEFICIARIES

<b>Number</b>	between 6 and 20.
<b>Age</b>	15 -29
<b>Profile</b>	High-middle-school level
<b>Prerequisite</b>	Participation in active citizenship and /or non-formal / informal

<i>What is needed for entry?</i>	training of form the basis on which to act the way
<b>Level</b>	None
<b>Criteria for selection</b>	None

## PRACTICE

<b>Objectives of the practice</b> <i>Specific problems targeted</i>	The objectives of the BDE is offering young people who have participated in active citizenship projects the opportunity to review their experience, assisting in self-assessment of capabilities and skills acquired through participation in projects, thus improving the ability to self assessment, discover untapped potential used to identify how to transfer the skills acquired through professional turning point in other situations, attest to the acquisition of those skills and competencies
<b>Which skills are addressed?</b>	<i>Transversal skills</i> To analyze and identify the context To be able to self-assess activities performed To work in team To communicate with colleagues To listen To relate with others To be able to work through project To handle complexity
	<i>Attitudes</i> Proactivity Self engagement Enthusiasm Reliability
<b>Description of the practice</b>	<i>Solution implemented</i> The BDE consists of a series of actions and interventions (group or individual) designed primarily to accompany and guide young people in the self-assessment of the experience, and secondarily to arrive at the statement of the skills acquired by the recipient entity. Note: <i>the process and tools of the BDE are protected under the Creative Commons - cannot be marketed by third parties and may be reported, quoting the property of Creative Commons bear. Cooperative.</i>
	<i>Tools</i> "Catalogue Of Skills Acquired" provided by O.R.SO: it makes reference to the tool prepared by the Council of Europe to allow individuals to assess their own ability to understand, speak and write in a foreign language. Inside the catalogue are described and coded the main social and organizational skills, as well as a long series of specific technical skills
	<i>Actions</i> <i>Individual vs group</i> The BDE provides a minimum of 3 steps of work in group in which the recipients are accompanied by a person who orients them in the critical reading of the experience which they attended / are attending, identifying the skills acquired / developed , in self-assessment of the level of learning, in the final evaluation of the experience. At the same time young people participate to individual meetings with one or more contact person who have seen the young people at work, in order to get feedback on his work and to arrive at an informed assessment of competencies acquired.
	<i>Innovative elements</i>

	<p>The characteristic features are:</p> <ol style="list-style-type: none"> <li>1. The BDE is a structured path</li> <li>2. It is a "significant" experience of "not formal" education</li> <li>3. The BDE is not a "judgment" but an opportunity for reflection upon himself and the capabilities and competencies exercised</li> <li>4. The BDE: a project "close to open" (value orientation of the path)</li> <li>5. The active and conscious involvement of a third figure (referent, tutors ...) can provide feedback on the experience made by young people</li> <li>6. The centrality of social skills, relational and organizational</li> <li>7. The use of tools and shared vocabularies (the catalogue of powers ...)</li> <li>8. The issuance of a final declaration with skills acquired / developed</li> </ol>
<b>Cost</b>	850,00 € for each path
<b>Duration</b>	3 group meetings (9 hours) and individual meetings (2 hours)
<b>Results for the beneficiaries</b> <i>(diploma, certificate, certification, validation, employment...)</i>	certificate of participation in the project statement of activities and skills acquired made by Cooperative O.R.SO. Furthermore, consistent programming of several meetings, is expected to arrive at accurate and timely preparation of your Curriculum Vitae Europass by each youth, enhancing the skills and knowledge acquired
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	INTERNAL EVALUATION questionnaires of the quality perceived by youth and representatives of the projects
<b>Dissemination</b>	After a first test of the path under the Civil Service projects sponsored by the City of Turin, the BDE has been exported to other regional contexts (eg, province of Cuneo) and tested / applied within projects/other (eg . internships, volunteer civic projects). Nowadays the location of the BDE has involved over 700 young people.
<b>Conceptual/pedagogical framework</b>	ISFOL UFC
<b>Additional resources</b>	None

## REQUIREMENTS

<b>Specific qualification of trainer/tutor/counsellor involved</b>	Not available
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### Constraints

Rate the importance of the factor from 1 to 10

*(1= independent from the factor to 10 = strongly linked to the factor)*

Age	3
Territorial context	3
Administrative context	4
Financial requirements	4
Duration	5
Specific material/premises	8
Motivation of beneficiaries	7

Skills or qualification of staff involved	9
Other: the presence of representatives of the project available and able to contribute positively to the path	8

### P3. Formazione residenziale (*residential training*) (IT)

#### GENERAL INFORMATIONS

<b>Name of the practice</b>	Formazione residenziale ( <i>residential training</i> )
<b>Promoter</b>	Andirivieni
<b>Characteristics of promoter</b>	Social cooperative
<b>Partnership</b>	none
<b>Territory</b> <i>Where does (did) it take place?</i>	Residential houses in Valchiusella area
<b>Time of realization</b>	1 weekend for year
<b>Contact person</b>	Summer centers responsible M. Galati Domenico
<b>Telephone</b>	+39 0124 25281
<b>E-mail</b>	info@coopandirivieni.it
<b>Website</b>	www.coopandirivieni.it
<b>Address</b>	c.so Torino 144, Rivarolo C.se (To)

#### BENEFICIARIES

<b>Number</b>	30
<b>Age</b>	from 20 to 35
<b>Profile</b>	graduates
<b>Prerequisite</b> <i>What is needed for entry?</i>	to be members, employees, collaborators or civil service volunteers of the cooperative
<b>Level</b>	none
<b>Criteria for selection</b> <i>If some, please describe</i>	none

#### THE PRACTICE

<b>Objectives</b> <i>Specific problems targeted</i>	-to acquire skills and techniques to work in summer services operated by the cooperative -to create a sense of belonging to the team -to promote the knowledge among colleagues and the growth of a shared work
<b>Which skills are addressed?</b>	<i>Transversal skills</i> To relate with others Communicate with clients communicate with colleagues to work in team  <i>Attitudes</i> Creativity, enthusiasm
<b>Description of the practice</b>	<i>Solution implemented</i> increase skills and train a team with shared workspace mode  <i>Tools</i> -work in team -expressive activities  <i>Actions</i> <i>Individual vs. group activities</i> Individual and group  <i>Innovative elements</i> the training takes place informally through the exchange of expertise
<b>Cost</b>	1.800 euro



<b>Duration</b>	2 days
<b>Results for the beneficiaries</b> <i>(diploma, certificate, certification, validation, employment...)</i>	certificate of participation
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	Tools for evaluation of the internal practice: satisfaction questionnaires and attendance number
<b>Dissemination</b>	none
<b>Conceptual/pedagogical framework</b>	peer education
<b>Additional resources</b>	none

## REQUIREMENTS

<b>Specific qualification of trainer/tutor/counsellor involved</b>	-professional teachers -animators
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### Constraints

Rate the importance of the factor from 1 to 10

*(1= independent from the factor to 10 = strongly linked to the factor)*

Age	1
Territorial context	1
Administrative context	1
Financial requirements	1
Duration	10
Specific material/premises	1
Motivation of beneficiaries	10
Skills or qualification of staff involved	6

#### P4. Gruppo orientamento (*orientation group*) [IT]

##### GENERAL INFORMATIONS

<b>Name of the practice</b>	Gruppo orientamento (orientation group)
<b>Promoter</b>	Andirivieni
<b>Characteristics of promoter</b>	social cooperative
<b>Partnership</b>	municipalities of Rivarolo C.se, CISS 38 (social services consortium)
<b>Territory</b> <i>Where does (did) it take place?</i>	Rivarolo C.se
<b>Time of realization</b>	n. 6 meeting during three months
<b>Contact person</b>	The service coordinator Grasso Ilaria
<b>Telephone</b>	+39 0124 25281
<b>E-mail</b>	info@coopandirivieni.it
<b>Website</b>	www.coopandirivieni.it
<b>Address</b>	c.so Torino 144, Rivarolo C.se (To)

##### BENEFICIARIES

<b>Number</b>	15
<b>Age</b>	18-23
<b>Profile</b>	Situation of school drop-out young unemployed
<b>Prerequisite</b> <i>What is needed for entry?</i>	18+
<b>Level</b>	None
<b>Criteria for selection</b> <i>If some, please describe</i>	priority is given to the most problematic and disadvantaged situations

##### THE PRACTICE

<b>Objectives</b> <i>Specific problems targeted</i>	- to aid young to leave the isolation -to intervene on the development of personal and transversal skills
<b>Which skills are addressed?</b>	<i>Transversal skills</i> relational and communicative skills analytical skills knowledge of the labour market analysis of the territorial context of training and employment local offers skill to look for a job and support a job interview to collect information <i>Attitudes</i> self-esteem autonomy
<b>Description</b>	<i>Solution implemented</i> One of the following solutions: -activation of internship -employment -resumption of training aimed at employment <i>Tools</i> -team work

	<p>-group or individual interviews with psychologist and educators -peer education activities</p> <p><i>Actions</i> INDIVIDUAL AND GROUP</p> <p>The work started through the dynamic of the group and it is continuing with the activation of individualized moments, in which the psychologist collects needs and helps in the elaboration of the experiences.</p> <p>The path follows two macro goals:</p> <ul style="list-style-type: none"> <li>- To allow individuals to relate with peers who are experiencing the same condition and that are able to detect common strategies to mobilize and find solutions through the process of peer-education</li> <li>- To share experiences and think about the personal situation to detect, led by psychologist and educators, their own attitudes, the best strategies to regain an adequate training path and to get the useful tools to undertake the work process.</li> </ul>
	<p><i>Innovative elements</i> the proposal is made not by traditional institutions (school, employment center, etc.), but by a unifying center as a needs collectin and place to make young people more near the institutions.</p>
<b>Cost</b>	€ 2.200, 00 euro
<b>Duration</b>	6 meetings for 3 hours
<b>Results for the beneficiaries</b> <i>(Diploma, certificate, certification, validation, employment...)</i>	<ul style="list-style-type: none"> <li>-recovery training path</li> <li>-training internship or stage activation</li> <li>-activation for work research</li> </ul>
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	<p>Tool for the evaluation of the practice</p> <ul style="list-style-type: none"> <li>-satisfaction questionnaire</li> <li>-attendance number</li> <li>- frequency (ongoing, occasional, active/passive)</li> <li>- number of young people who become able to undertake a training/working path</li> </ul>
<b>Dissemination</b>	the municipality and social services
<b>Conceptual/pedagogical framework</b>	peer education
<b>Additional resource</b>	none

## REQUIREMENTS

<b>Specific qualification of trainer/tutor/counsellor involved</b>	<ul style="list-style-type: none"> <li>-professional educators</li> <li>-psychologist</li> <li>-orientators</li> </ul>
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### Constraints

Rate the importance of the factor from 1 to 10

*(1= independent from the factor to 10 = strongly linked to the factor)*

Age	10
Territorial context	10
Administrative context	1
Financial requirements	1

Duration	10
Specific material/premises	1
Motivation of beneficiaries	10
Skills or qualification of staff involved	6

**P5. Percorso di formazione specifica dei volontari in servizio civile (*Specific training addressed to volunteers of civil service*) (IT)**

**GENERAL INFORMATIONS**

<b>Promoter</b>	Confcooperative Torino e cooperative associate
<b>Characteristics of promoter</b>	association of protection and representation of cooperatives
<b>Partnership</b>	Turin and province
<b>Time of realization</b>	training is developed in 12 months
<b>Contact</b>	Colosso Gabriella – Orlandini Silvia
<b>Telephone</b>	+39 0114343181
<b>e-mail</b>	servizio.civile@confcooptorino.it
<b>Website</b>	<a href="http://www.torino.confcooperative.it">www.torino.confcooperative.it</a>
<b>Address</b>	Corso Francia 15 10138 Torino

**BENEFICIARIES**

<b>Number</b>	193
<b>Age</b>	18-29
<b>Profile</b>	Requirements specified in the announcement: age, Italian citizenship, no criminal convictions
<b>Prerequisite</b> <i>What is needed for entry?</i>	There are no pre-entry requirements except passing the initial selection process to access the project
<b>Level</b>	None
<b>Criteria for selection</b> <i>If some, please describe</i>	<p>The selection process is developed through two different processes:</p> <p>SELECTION INTERVIEW that evaluate the following topics to each of which is assigned by the switch a specific score in an appropriate form: Civil Service (10 points maximum); elements of social cooperation and knowledge of Confcooperative (10 points maximum); Intervention areas envisaged by the project chosen (10 points maximum); project chosen (10 points maximum); previous work and volunteering experience from a qualitative point of view (10 points maximum); third sector (knowledge and participation) (10 points maximum);</p> <p>SCORES FROM CV are calculated according to specific numerical parameters and taking into consideration the following element: DEGREE (it evaluates only the high title); POST GRADUATE TRAINING; PROFESSIONAL TITLES (scores not cumulative, it assesses the titles more relevant to the project, for a max of 4 points even if there are more than one); OTHER KNOWLEDGES (languages, informatics ...) (scores not cumulative, it assesses the presence or absence of other knowledges, for a max of 3 points even if they are more than one); PREVIOUS PROFESSIONAL EXPERIENCE (27 points maximum) (as an employee or included in the course of study (for the purpose of obtaining the title x Univ. or high school; voluntary)</p> <p>The sum of the two scores determines the position of the candidate ranking and therefore its service start-up</p>

**THE PRACTICE**

<b>Objectives</b>	Specific training give to the volunteers not only and not primarily technical
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<i>Specific problems targeted</i>	<p>tools (which are a necessary part of the professional background of social operators and that volunteers must learn in order to start their activity in the structure), but rather:</p> <ul style="list-style-type: none"> <li>- the acquisition of relational tools, indispensable to approach people with difficulties and/or in need of help and start a supportive relationship with them</li> <li>- knowledge of the world of disease, both in its most difficult aspects, and in its positive role of wealth, and positive diversity</li> <li>- the experience of interaction within and with multidisciplinary teams, where everyone, for his role/responsibilities, participates in the attainment of common goals</li> </ul>														
<b>Which skills are addressed?</b>	<p><i>Transversal skills</i></p> <p>To analyze and identify the context  To organise personal tasks autonomously  To establish priorities  To acknowledge personal criticality-mistakes  To be able to self-assess activities performed  To communicate with clients  To communicate with colleagues  To keep to roles  To listen  To relate with others  To be able to work through project</p> <p><i>Attitudes</i></p> <p>Proactivity  Self engagement  Enthusiasm  Helpfulness  Adaptability  Reliability</p>														
<b>Description of the practice</b>	<p>Solution implemented</p> <p>The training was divided into modules (total 72 hours), depending on the content, and for each module are provided tools and materials to give vision and / or distribute to volunteers:</p> <table border="1" data-bbox="547 1294 1418 2011"> <tr> <td colspan="2" style="background-color: #f4a460; text-align: center;"><b>Module 1: know your service 12 hours</b></td> </tr> <tr> <td colspan="2" style="background-color: #f4a460; text-align: center;"><b>Module A: organization of the service</b></td> </tr> <tr> <td style="width: 15%;">Content</td> <td>Reading and analysis of the service charter:  description of the service offered by the structure and guarantees offered; objectives related to service performance and quality standards (expected values); schedules and procedures for accessing the service; arrangements for admitting and discharge; organization of the day; planning of the week; identification of customers, contractors, operators</td> </tr> <tr> <td colspan="2" style="background-color: #f4a460; text-align: center;"><b>Module B: human resources</b></td> </tr> <tr> <td>Content</td> <td>roles and functions of staff; presentation and definition of the responsibilities of the various professional figures</td> </tr> <tr> <td colspan="2" style="background-color: #f4a460; text-align: center;"><b>Module c: SAP and territory</b></td> </tr> <tr> <td>Content</td> <td>territorial realities (associations, parishes, volunteers, sports facilities, schools, educational institutions, etc.) that collaborate with the service; the network of public and private services operating in the same sector and present on the territory; points of network users (the library, the stationery, the market, the public gardens, the playground, the aggregation spaces used by users, etc)</td> </tr> </table>	<b>Module 1: know your service 12 hours</b>		<b>Module A: organization of the service</b>		Content	Reading and analysis of the service charter:  description of the service offered by the structure and guarantees offered; objectives related to service performance and quality standards (expected values); schedules and procedures for accessing the service; arrangements for admitting and discharge; organization of the day; planning of the week; identification of customers, contractors, operators	<b>Module B: human resources</b>		Content	roles and functions of staff; presentation and definition of the responsibilities of the various professional figures	<b>Module c: SAP and territory</b>		Content	territorial realities (associations, parishes, volunteers, sports facilities, schools, educational institutions, etc.) that collaborate with the service; the network of public and private services operating in the same sector and present on the territory; points of network users (the library, the stationery, the market, the public gardens, the playground, the aggregation spaces used by users, etc)
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Module 2: know the institution of your service 6 hours	
Content	the organizational chart; the institution's services; the social <a href="#">social budget report</a> (mission and vision, members, interest holders, the contractual framework, economic-financial aspects)
Module 3: Toolkit – 9 hours	
Module a: technical tools	
Content	safety equipment and personal protection ; use of equipment and materials for animation and workshops; kit for care and hygiene; use of software and computer programs dedicated to practical storage and users
Module b: relational tools	
Content	use of the appropriate terminology to technical and vocational context in which the service operates; sharing a common background in the use of appropriate terminology ; behavioral observation operators as a technique of learning; coaching as formative moment
Module c: the Ethic Code	
Content	the ethic code: the principle of moral legitimacy, fairness and equality, protection of the person, diligence, transparency, honesty, confidentiality, impartiality, environmental protection, health protection
Module 4: Safety legislation and <b>privacy 4 hours</b>	
Content	proper behavior to safeguard the health and safety of others and their workplace; legislation on Privacy to enable a correct data processing
Module 5 : the receiver of the project 6 hours	
Content	who is the receiver ?; What are the possible problem areas: diseases and disorders of behavior?; The basic needs
Module 6: the relationship with the receiver 6 hours	
Content	First impressions: how to manage the approach to the receiver; involuntary but risky Attitudes; The different styles of interpersonal communication; The verbal and nonverbal; Active listening as an aid to approach the receiver; Assertiveness as a fundamental tool for successful relationships.
Module 7: <b>elaboration</b> of individual project 6 hours	
Content	Individual interview with the volunteer in which integrate objectives, role and tasks of the volunteer ; AIMS ' : define the project of community service in connection with the expectations and responsibilities of the individual volunteer
Module 8 <b>planning</b> as a business tool 6 hours	
Content	What is a project ?; The planning as a circular process; The definition of project phases; Work in teams as a method; Reading and analysis service project; The planning and implementation of a specific task with / for the receiver
Module 9: <i>L'unione fa la forza</i> - The self-help groups (A.M.A.) 5 hours	
Content	The Auto Mutual Help: a self-organized response to the difficulties and needs; The experiences of groups A.M.A. territory (family members, people with common objectives)
Module 10: skills assessment 12 hours	
Module a: le competenze acquisite	

	Content	Balance of skills acquired; Experience ex volunteers already included in working territory; Map of the opportunities offered by the territory
	Module b: the experience lived	
	Content	Revaluation of the experience examining objectively every personal and professional growth.
	Tools	Specific schedules administered in each training module Questionnaire of evaluation of the experience administered in the V, IX, XII month
	Actions	The training is provided mainly in coaching professional figures inside the structure. There are also times of lectures, but the most effective mode to learn technical and transversal skills is the observation and imitation. There will be specific meetings for monitoring and evaluating individual and collective experience to the fifth, ninth, twelfth month of service, to support the young person to read their experience and enhancing the positive aspects of the service and enrichment of the person, not forgetting to emphasize the weaknesses and areas of improvement on which to engrave in the following months.
	Innovative elements	The first element of innovation is the promotion of coaching as a training method, recognizing its value in providing a crucial set of skills, especially related to the report and the approach to the patient, that theoretical training alone is not able to provide Another innovation is the inclusion of a path of self-assessment skills based on the definition of the model ISFOL: volunteer with the help of the trainer is accompanied to a self-examination of the skills acquired during the 12 months of service, working on the acquisition of self-awareness and self-esteem
<b>Cost</b>	1.200 €	
<b>Duration</b>	12 months	
<b>Results for the beneficiaries</b>	Certification and recognition of skills by MESTIERI CONSORZIO DI COOPERATIVE SOCIALI scs	
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	INTERNAL EVALUATION The specific trainer and operator following the volunteer on duty to complete a monitoring questionnaire V, IX and XII month of service and the sixth month of service is carried out monitoring of a meeting involving the project manager and trainer of 'Office SCV Confcooperative Torino, the volunteer and the local operator of the project EXTERNAL EVALUATION The practice is evaluated in the phase of approval and funding of the civil service projects by the National Civil Office of the Ministry of the international cooperation. And during the 12 month of the project by periodical inspection of the National Civil Office.	
<b>Dissemination</b>	none	
<b>Conceptual/pedagogical framework</b>	The module is based on skills classification ISFOL and the training course has been structured taking into account the empirical findings of the various structures and feedback of contacts of the single responsible of the structures involved in the civil projects.	

## REQUIREMENTS

<b>Specific qualification of trainer/tutor/counsellor involved</b>	DEGREE AND / OR CURRICULUM INDICATING THE MANY YEARS EXPERIENCE IN THE PARTICULAR SERVICE WHERE THE PATH IS PROVIDED
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### Constraints

Rate the importance of the factor from 1 to 10



*(1= independent from the factor to 10 = strongly linked to the factor)*

Age	10
Territorial context	1
Administrative context	10
Financial requirements	6
Duration	8
Specific material/premises	8
Motivation of beneficiaries	10
Skills or qualification of staff involved	9

## P6. Groups of orientation and support for research work (IT)

### GENERAL INFORMATIONS

<b>Promoter</b>	The Employment Centre of Ivrea and the cache of the opportunities
<b>Characteristics of promoter</b>	S.O.= sportello opportunità born from the program of actions for fighting crisis in the local labor market CPI. = Province of Turin – PES IVREA
<b>Territory</b> <i>Where does (did) it take place?</i>	Territory relating to the Employment Centre of Ivrea: Eporediese, Calusiese and Canavese.
<b>Time of realization</b>	An average of 15 monthly meetings for the entire duration of the project that is 7 months
<b>Contact person</b>	Cpi Ivrea and Sportello delle Opportunità
<b>Telephone</b>	+39 0125/235915 – +39 01259235952
<b>E-mail</b>	opportunitaivrea@provincia.torino.it
<b>Website</b>	<a href="http://www.comune.ivrea.to.it/Comune/frontend/002/Sezione11/Elem12/Sezioni/Pagina1">http://www.comune.ivrea.to.it/Comune/frontend/002/Sezione11/Elem12/Sezioni/Pagina1</a>
<b>Address</b>	CPI Ivrea Corso Vercelli, 138 IVREA TO

### BENEFICIARIES

<b>Number</b>	about 170 people a month
<b>Age</b>	18 – 29 years; extended even more than 29 years
<b>Profile</b>	unemployed
<b>Prerequisite</b> <i>What is needed for entry?</i>	be entered in the database of cpi ivrea
<b>Level</b>	none
<b>Criteria for selection</b> <i>If some, please describe</i>	<ol style="list-style-type: none"> <li>1) individual interview made by sportello opportunità'</li> <li>2) pes preselezione</li> <li>3) basic language skills</li> </ol>

### THE PRACTICE

<b>Objectives of the practice</b> <i>Specific problems targeted</i>	increasing the capacity in search of work
<b>Which skills are addressed?</b>	<p><i>trasversal skills</i> to work in team, to analyse and identify the context, self-assessment skills, building links, to collect information, problem solving</p> <p><i>attitudes</i> creativity, proactivity, determination, self engagement, adaptability, helpfulness</p>
<b>Description of the practice</b>	<p><i>solution implemented</i> adoption of an operational mode to increase the employability of the individual who uses the services of the pes, through the analysis of both professional skills and the strengthening of the same, as well as transversal competences identified through specific paths of orientation</p> <p><i>tools</i></p> <ul style="list-style-type: none"> <li>• individual interview</li> <li>• construction of curriculum vitae and cover letter</li> <li>• simulation of job interview</li> <li>• research active of job</li> </ul> <p><i>Actions</i> <i>Individual vs. group activities</i> individual interview group orientation</p>

	<i>Innovative elements</i> the project allowed people to be proactive in finding the work , through the acquisition of a know-how on the labour market, acquisition of basic elements for the preparation of a curriculum vitae e preparation of the letter of presentation; greater capacity in addressing acquisition job interviews
<b>Cost</b>	operator in charge at the Sportello Opportunità
<b>Duration</b>	7 months
<b>Results for the beneficiaries</b> (diploma, certificate, certification, validation, employment...)	1) statement of participation in the pre-selection interview/orientation 2) updated curriculum vitae and cover letter for each beneficiary 3) update on t.r.a. 4) tools to tackle a job interview 5) professional project orientation
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	1) with the administration's assessment instrument description to three choices: emoticons with colors green (positive), yellow (judgement enough), red (negative) 2) evaluation carried out by the working group representative of the municipalities that have contributed in the creation and support of the Sportello Opportunità
<b>Dissemination</b>	Publication of the calendar of the focus group on the website of the municipality of Ivrea; on the message boards of CPI ; in decentralized branches of the municipalities of Castellamonte and Caluso
<b>Conceptual/pedagogical framework</b>	tools for guidance and t.r.a. r. n. bolles “ce l’hai il paracadute?” 2008 ed. sonda.
<b>Additional resources</b>	intervention of the operator of the pes

## REQUIREMENTS

<b>Specific qualification of trainer/tutor/counsellor involved</b>	specialist in the labour market of the pes
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### Constraints

Rate the importance of the factor from 1 to 10

(1= independent from the factor to 10 = strongly linked to the factor)

Age	5
Territorial context	10
Administrative context	10
Financial requirements	5
Duration	7
Specific material/premises	8
Motivation of beneficiaries	10
Skills or qualification of staff involved	10

## P7. I volti della leadership (The faces of leadership) (IT)

### GENERAL INFORMATIONS

<b>Name of the practise</b>	I volti della leadership
<b>Promoter</b>	Giovani Imprenditori Terziario – Provincia di Trento
<b>Characteristics of promoter</b>	<p>The organization was born in 1996. It has developed inside the 'Unione Commercio Turismo e Attività di Servizio (UCTS) of the Provincia di Trento (Province of Trento). It includes young entrepreneurs of the service sector.</p> <p>The organization promotes suggestions to the EU, as well as manages life-long learning programmes and institutional action at local and national level.</p>
<b>Partnership</b>	Provincia di Trento
<b>Territory</b> <i>Where does (did) it take place?</i>	Regione Trentino Alto Adige
<b>Time of realization</b>	2 training days + 1 training week-end
<b>Contact person</b>	Arianna Bazzanella (tel. 0461 49 43 82) <a href="mailto:arianna.bazzanella@iprase.tn.it">arianna.bazzanella@iprase.tn.it</a>
<b>Website</b>	<a href="http://www.politichegiovani.provincia.tn.it">www.politichegiovani.provincia.tn.it</a>
<b>Address</b>	Via Gilli, 3 - 38121 Trento

### BENEFICIARIES

<b>Number</b>	The program targets youth who wish to learn through outdoor experience learning.
<b>Age</b>	Age between 18 and 35 years old.
<b>Profile</b>	Age between 18 and 35 years old
<b>Prerequisite</b>	none
<b>Level</b>	none
<b>Criteria for selection</b> <i>If some, please describe</i>	none

### THE PRACTICE

<b>Objectives</b> <i>Specific problems targeted</i>	To learn communication and organizational skills. To develop group leadership skills.
<b>Which skills are addressed?</b>	<p><i>Transversal skills</i></p> <p>To work in team,</p> <p>To keep to roles,</p> <p>problem solving,</p> <p>To handle complexity</p>

	<p><i>Attitudes</i></p> <p>Determination</p> <p>Enthusiasm</p> <p>Constructive</p> <p>Proactivity</p>
<b>Description of the practice</b>	<p><i>Solution implemented</i></p> <p>The programme uses active learning through:</p> <ul style="list-style-type: none"> <li>• an initial “training pact”, which becomes the guide for the all process;</li> <li>• a practical application of the teaching methods, to build and share a common meaning with participants. The continuous link with job situations is promoted.</li> </ul>
	<p><i>Tools</i></p> <p>public speaking</p> <p>team work</p> <p>stress management</p> <p>decision making</p>
	<p><i>Actions</i></p> <p>The general aim is to teach a “meta-learning” approach, flexible and apt to cope with a variety of concrete situations. Both theoretical and practical knowledge is used in this regard, though the program is strongly oriented towards practical applications.</p>
	<p><i>Innovative elements</i></p> <p>Training is build on active work group discussion, to involve participants into the learning process. Role play, metaplan and workgroups are widely used. The larger parte of the training process uses simulations and playfull tecniques to help to experience concrete learning mechanisms.</p>
<b>Cost</b>	17.400 euro
<b>Duration</b>	Three months
<b>Results for the beneficiaries</b> (diploma, certificate, certification, validation, employment...)	Certification
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	Unknown
<b>Dissemination</b>	Unknown
<b>Conceptual/pedagogical framework</b>	Unknown
<b>Additional resources</b>	Unknown

## REQUIREMENTS

<b>Specific qualification of trainer/tutor/counsellor</b>	Unknown
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<b>involved</b>	
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Constraints

Rate the importance of the factor from 1 to 10

*(1= independent from the factor to 10 = strongly linked to the factor)*

Age	7
Territorial context	5
Administrative context	5
Financial requirements	6
Duration	5
Specific material/premises	6
Motivation of beneficiaries	7
Skills or qualification of staff involved	7
Other:.....	

## P8. Key competences learning workshops (FR)

### GENERAL INFORMATIONS

<b>Name of the practice</b>	Key competences learning workshops
<b>Promoter</b>	DIRECCTE (French Employment department) with ESF
<b>Characteristics of promoter</b>	The public administration of employment selects training providers under a public procurement procedure
<b>Partnership</b>	<ol style="list-style-type: none"> <li>1. Bodies sending the beneficiaries: Pôle emploi (for job seekers) – Mission locale (for young adults under 25) – CAP Emploi (for disabled workers looking for a job)</li> <li>2. A territorial representative from Direccte</li> <li>3. Social enterprises</li> <li>4. Resources centres (like the regional resource centre against illiteracy)</li> </ol>
<b>Territory</b> <i>Where does(did) it take place?</i>	All employment areas of France are covered (There are 4 main training sites in Haute-Loire: Le Puy-en-Velay – Yssingeaux – Monistrol – Brioude)
<b>Time of realization</b>	Recurrent with annual order from the DIRECCTE (under call for tender)
<b>Contact person</b>	Valérie Alibert
<b>Telephone</b>	+33471098022
<b>Email</b>	<a href="mailto:v.alibert@velay.greta.fr">v.alibert@velay.greta.fr</a>
<b>Website</b>	<a href="http://www.velay.greta.fr">www.velay.greta.fr</a>
<b>Address</b>	GRETA du Velay BP 40120 - 43003 Le Puy-en-Velay

### BENEFICIARIES

<b>Number</b>	Depending on the annual orders (yearly around 90 beneficiaries in Le Puy)
<b>Age</b>	From 18 to 60 years
<b>Profile</b>	Low qualification levels following an integration path
<b>Prerequisite</b> <i>What is needed for entry?</i>	Being chosen and sent by a body in charge of vocational integration (Pôle emploi, Mission locale or CAP Emploi)
<b>Level</b>	V and VI
<b>Criteria for selection</b> <i>If some, please describe</i>	<p>Express a motivated need for training</p> <p>Being a job seeker registered in the employment office</p> <p>Being a worker on a subsidised contract in an integration workshop</p>

### THE PRACTICE

<b>Objectives</b>	Reach a certain level of key competences and valorise them
<b>Skills addressed</b>	<p><i>Transversal skills</i></p> <ul style="list-style-type: none"> <li>- Written communication skills</li> <li>- Maths and sciences</li> <li>- Use of ICT to communicate with customers and colleagues</li> <li>- Use of ICT to retrieve and produce useful information on a project based approach</li> <li>- Use of English to communicate with customers and colleagues</li> </ul> <p><i>Attitudes</i></p> <ul style="list-style-type: none"> <li>- Learning to learn</li> <li>- Self-confidence</li> <li>- Creativity</li> <li>- Motivation for learning</li> <li>- Concentration</li> </ul>
<b>Description of the practice</b>	<p><i>Solution implemented</i></p> <ul style="list-style-type: none"> <li>- The action takes place in a learning space integrating a room with tables organised in islets, a room equipped with computers and a resource centre.</li> </ul>

	<ul style="list-style-type: none"> <li>- Learning hours are organised every week (on a workshop mode)</li> <li>- The tutoring team is strengthened compared to usual actions, it includes a coordinator, an administrative assistant, a reference trainer and specialised trainers</li> <li>- A regional network is set up to develop pedagogical engineering and to exchange practices</li> <li>- Regular local and regional steering groups allow follow up and readjustment of process</li> </ul>
	<p><i>Tools</i></p> <ul style="list-style-type: none"> <li>- Assessment tools (a basic one is the key competence learning to learn assessment)</li> <li>- Tool to follow the progress (and to trace the path)</li> <li>- Training modules for each key skills targeted (eg. for written communication use of Eurocordiale tools)</li> <li>- Creative workshops (eg. elaboration of a book)</li> <li>- External resources (museum, library, cinema)</li> </ul>
	<p><i>Actions</i></p> <ul style="list-style-type: none"> <li>- Group activities</li> <li>- Individualised training (each learner follows his/her own rhythm and own training plan/path)</li> </ul>
	<p><i>Innovative elements</i></p> <ul style="list-style-type: none"> <li>- The learning path starts with an introductory assessment (5 hours) to prepare the entrance in the scheme (personal interview, survey of needs, detection of potential problems, analysis of mobility skills, assessment on key competences, elaboration of tailored training plan).</li> <li>- The possibility to manage small groups of learners (the financing is based on hours/group with a minimum needed of 4 registred participants – instead of usual financing that is based on hours/person).</li> <li>- There is a real pedagogical project and the learning is oriented (project based). (Eg. books and reading, portfolio of competences, participation to FormaLab activities).</li> <li>- Strong partnership with the financers and with the orientation bodies (for follow up and for the valorisation of the training path)</li> </ul>
<b>Cost</b>	The training is paid by the State, free access for learners but they don't receive any salary
<b>Duration</b>	Maximum 300 hours on 1 year (but it is possible to undertake a second path)
<b>Certification</b>	Training certificate (certifying that the training has been accomplished) to enrich the portfolio of competences.
<b>Evaluation</b>	Internal: Qualitative aspects (self-confidence and confidence in other persons, valorisation of what has been achieved before, positive impact on social and vocational integration...) External: Qualitative and quantitative synthesis during the local and regional steering committees. Good practice underlined by the resource centre against illiteracy.
<b>Dissemination</b>	Through the departmental and regional network to all training providers (eg. networks of GRETA in Auvergne)
<b>Conceptual/pedagogical framework</b>	Key competence framework (after the EU framework) The ANCIL framework (for illiteracy)

## REQUIREMENTS

<b>Specific qualification of trainer/tutor/counsellor involved</b>	Being experienced in managing individualisation of training Being trained to tutor learners Use of ICT tools
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## Constraints



Importance of the factor from 1 to 10 (*1 = independent from the factor to 10 = strongly linked to the factor*)

Age	1
Territorial context	2
Administrative context	5
Financial requirements	8
Duration	9
Specific material/premises	4
Motivation of beneficiaries	7
Skills or qualification of staff involved	6
Other: Training engineering process	3

## P9. Second chance school (FR)

<b>Name of the practice</b>	Second chance school
<b>Promoter</b>	Regional Council
<b>Characteristics of promoter</b>	Regional authority
<b>Partnership</b>	With training organisations (under public procurement)
<b>Territory</b>	Auvergne
<b>Time of realization</b>	It is recurrent since 2006 in Auvergne. Individualised paths (950 training hours of training maximum, average 7/8 months, 50 hours of tutoring at the end of the path).
<b>Contact</b>	Fabienne Vidal (for the Second chance school site of Haute-Loire), Anne-Marie Lachal for the Auvergne Second chance school.
<b>Telephone</b>	+33 4.71.02.01.37 (for the Haute-Loire delegation)
<b>Website</b>	<a href="http://www.fondatione2c.org/">http://www.fondatione2c.org/</a> <a href="http://www.e2c-auvergne.fr/">http://www.e2c-auvergne.fr/</a>

### BENEFICIARIES

<b>Number</b>	441 young persons in 2009 in the Auvergne Region. Between 12 – 15 welcomed at the same time (in Le Puy site)
<b>Age</b>	Between 18 & 30
<b>Profile</b>	Young adults without qualification
<b>Prerequisite</b>	Motivation for (re)integrating work and employment Adaptation and respect of minimal rules related to living in a group.
<b>Level</b>	No level required
<b>Criteria for selection</b>	Selection interviews following the orientation of a dedicated body (like Mission locales, social services or Pôle emploi).

### THE PRACTICE

<b>Objectives</b>	Tutor young adults (less than 30) facing big difficulties (both social and vocational) so that they can obtain a job. The process integrates: - the acquisition of basic knowledge and skills for being able to work in a company (in direct link), - the development of social competences, behavioural, citizenship and cultural, Definition of professional project (individual) in a dedicated path to discover the existing jobs and to confirm the choices (alternative period between training centre and company, 50% of the time is spent in companies).  Tutoring towards vocational integration (professional training or employment).  Further coaching after the end of the vocational path.
<b>Which skills are addressed?</b>	<i>Transversal skills</i> Work in team and integration in a group Capacity to implement written communication with clients and colleagues Capacity to use ICT to communicate with customers and colleagues Capacity to communicate with customers in English Knowledge of the company rules and functioning in their environment Team work  <i>Attitudes</i> Punctuality, assiduity, respect of hierarchy, motivation for work, taking into account others' opinions, hygiene, curiosity. More generally attitudes required by companies.
<b>Description of the practice</b>	<i>Solution implemented</i> Through an alternative period between training centre and enterprise (50/50), the young adult is enrolled in an individualised path allowing him/her to: -question him/herself about his/her behavioural and the adaptation needed to work in a company. -identify the jobs that bring some interest and acquire some skills in order to reach a

	<p>level of employability required by companies (in particular through periods of work in companies),</p> <p>-negotiate with the help of the pedagogical team a work contract.</p> <p>During their training path, the young adults are tutored by a team of trainers.</p>
	<p><i>Tools</i></p> <p>A variety of tools are used, among them, we can quote theatre forum, portfolio of competences, Citim, visits of companies, exchanges with professionals.</p>
	<p><i>Actions</i></p> <p>It is a group action with an individual path and rhythm for each learner. This allows to conciliate group dynamic and take into account the difficulties of each person.</p>
	<p><i>Innovative elements</i></p> <p>Allow young adults far from employment to re-motivate and to develop and autonomous behaviour on the job market (through quite a long path). The only criteria for selection is the motivation of the learner. A strong partnership with companies with the creation of network of companies supporting the process (the club of the 1000 companies in Auvergne).</p>
<b>Cost</b>	<p>Around 10000€ for a learner for a full path, not including the monthly allowance if s/he doesn't benefit from unemployment grant.</p> <p>The paths are financed by the Conseil Régional d'Auvergne, the Conseils Généraux et the "communautés d'agglomération".</p>
<b>Duration</b>	7-9 months
<b>Results</b>	In 2009, in Auvergne, 64 % of beneficiaries have been employed or have entered a vocational training.
<b>Evaluation</b>	<p>Feedback from the learners: <a href="http://www.fondatione2c.org/srt/e2c/flb/show?location.id:=1352none">http://www.fondatione2c.org/srt/e2c/flb/show?location.id:=1352none</a> Also on <a href="http://www.e2c-auvergne.fr">http://www.e2c-auvergne.fr</a>, feedback from the stakeholders External evaluations have been conducted: <a href="http://www.fondatione2c.org/upload/.../0801_Etude_1192526656461.pdf">www.fondatione2c.org/upload/.../0801_Etude_1192526656461.pdf</a>, <a href="http://ec.europa.eu/education/archive/2chance/evaluation_en.html">http://ec.europa.eu/education/archive/2chance/evaluation_en.html</a></p>
<b>Dissemination</b>	Through French and European networks
<b>Conceptual/pedagogical framework</b>	White Paper on education and training entitled " <i>Teaching and Learning: Towards the Learning Society</i> " presented by Mrs Cresson, EU Commissioner in 1995

## REQUIREMENTS

<b>Specific qualification of trainers</b>	Trainer in vocational integration with a knowledge of the job market and pedagogical skills.
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### Constraints

Rate the importance of the factor from 1 to 10 (1= independent from the factor to 10 = strongly dependant)

Age	10
Territorial context	6
Administrative context	5
Financial requirements	9
Duration	9
Specific material/premises	5
Motivation of beneficiaries	9
Skills or qualification of staff involved	9

## P10. Recruitment by simulation (FR)

<b>Name of the practice</b>	Recruitment by simulation
<b>Promoter</b>	Employment agency
<b>Characteristics of promoter</b>	Public service for employment
<b>Partnership</b>	Under requirement of companies
<b>Territory</b>	France
<b>Time of realization</b>	Recurrent, upon request of companies
<b>Contact person</b>	Depending on each region
<b>Telephone</b>	Depending on each region
<b>Email</b>	Depending on each region
<b>Website</b>	Pole-emploi.fr <a href="http://www.pole-emploi.fr/employeur/le-recrutement-par-simulation-@/suarticle.jspz?id=4900">http://www.pole-emploi.fr/employeur/le-recrutement-par-simulation-@/suarticle.jspz?id=4900</a>
<b>Address</b>	Direction Générale Pôle emploi - Immeuble le CINETIC 1, avenue du Docteur Gley 75987 Paris Cedex 20

### BENEFICIARIES

<b>Number</b>	Undetermined
<b>Age</b>	Undetermined
<b>Profile</b>	Persons searching for employment
<b>Prerequisite</b>	None
<b>Criteria for selection</b>	Persons searching for employment

### THE PRACTICE

<b>Objectives</b>	This practice aims at recruiting workers basing on their abilities and trying to detect their potentialities. The following elements are not taken into account: diploma, certification, experience, age, origin, sex.
<b>Skills targeted</b>	<p><i>Transversal skills</i></p> <p>The abilities evaluated are a group of capacities or skills categorised in three areas: cognitive, human relations, physical. They are transferable, may be developed in a professional frame but not only. 26 abilities have been determined and it is estimated that a job requires four or five main abilities (eg. understanding and respecting norms, working under pressure, working in team). The main are: identify colours and forms, differentiate and localise sounds, coordinate and control the movements, capacity to visualise a process or an object, act in an autonomous way, act in a relation of exchange and help, work in team, inform and advise, manage a team, achieve tasks in difficult positions, progress in a working situation, develop a task on a long run, control and check quality, gather and analyse data, work under pressure, organise and be organised, capacity of adaptation</p> <p><i>Attitudes</i></p> <p>Take initiatives, pronounce distinctly, supporting efforts, manipulate objects with care, innovate and invent, assume responsibilities, understand and respect a system of norms and directives, creativity, capacity to take decisions</p>
<b>Description of the practice</b>	<p><i>Solution implemented</i></p> <p>It is based on the identification of abilities and skills that a person has. It doesn't take into account the experience of the person, not the diploma. The traditional curriculum vitae is not used for the recruitment process.</p>

	<p>Due to the heavy process it is mainly used for jobs to which the method has already been adapted like sellers, welders or construction workers (jobs lacking workforce). It is also implemented for massive recruitment: eg. the opening of a plant or a new shop. For each job a list of abilities are determined. When it is the first time for a specific job, the method is presented to the manager who may accept it or not, giving that it is a heavy procedure to implement (especially if there is only one employment to provide). The recruitment's need is analysed and the job is analysed with its characteristics and constraints in order to identify the abilities. Tasks and exercises are then designed based on analogy principles having in mind that the person recruited doesn't need to have related qualification and that s/he will be able either to learn on the job or to benefit from a short training to acquire the specific professional skills. The exercises are then presented to the employer and tested with other workers to elaborate the reference frame, possibly resulting an adaptation. Then the recruitment in itself can start with the evaluation of the candidates. For example a real shop may be reconstructed to see how the candidates organises the shelves. Welders can be tested with a pen that they have to use to follow some lines. The ones who passed the tests will be presented to the employer.</p>
	<p><i>Tools</i> Variable in function of the competences to evaluate. Parts of the environment of the company is re-created.</p>
	<p><i>Actions</i> Group activities are taking place but each person is evaluated individually.</p>
	<p><i>Innovative elements</i> The innovation comes from the separation of transversal skills from experience and technical knowledge. It is a way to base the recruitment process on objectives factors (independent from the age, the origin, the training, the sex...).</p>
<b>Cost</b>	High
<b>Duration</b>	Long (for a recruitment practices)
<b>Results for the beneficiaries</b>	Employment The ones that are not recruited can use the results of the assessment with advisers from Pôle Emploi or the Mission locale.
<b>Evaluation</b>	This method has been awarded by the HALDE in 2007 (High authority fighting against discrimination) as a best practice of recruitment to avoid discriminations. External evaluation has been conducted by Amnyos ( <a href="http://www.amnyos.com/IMG/pdf/cahiers_n9_eval_mrs_sept_63875.pdf">http://www.amnyos.com/IMG/pdf/cahiers_n9_eval_mrs_sept_63875.pdf</a> ) and <a href="http://www.pole-emploi.org/file/mmlelement/pj/a6/c3/9c/13/r_et_a16etudes57507.pdf">http://www.pole-emploi.org/file/mmlelement/pj/a6/c3/9c/13/r_et_a16etudes57507.pdf</a>
<b>Dissemination</b>	It is disseminated through the network of employment agencies.

## REQUIREMENTS

<b>Specific qualification of trainer/counsellor involved</b>	Trainers/counsellors need to become familiar with the method.
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### Constraints

Rate the importance of the factor from 1 to 10 (*1= independent from the factor to 10 = strongly linked to the factor*)

Age	1
Territorial context	1
Administrative context	1
Financial requirements	8
Duration	8
Specific material/premises	8
Motivation of beneficiaries	1
Skills or qualification of staff involved	5

## P11. Mod'Emploi (FR)

<b>Name of the practice</b>	Mod'Emploi
<b>Promoter</b>	Partners of an EQUAL project called Terremvie including the Missions locales of Haute-Loire, representatives from companies and GRETA du Velay
<b>Characteristics of promoter</b>	Training organisations Orientation and integration structures
<b>Partnership</b>	FSE + EQUAL, Missions Locales of Haute-Loire and GRETA du Velay
<b>Territory</b>	Can be implemented anywhere, took place in Auvergne
<b>Time of realization</b>	Recurrent
<b>Contact person</b>	Céline Gibert
<b>Telephone</b>	+334.71.09.80.20
<b>Email</b>	<a href="mailto:cri@velay.greta.fr">cri@velay.greta.fr</a>
<b>Website</b>	<a href="http://conseil-recherche-innovation">http://conseil-recherche-innovation</a>
<b>Address</b>	2/4 avenue du Docteur Durand CS 10120 43009 Le Puy-en-Velay Cedex

### BENEFICIARIES

<b>Number</b>	Independent from the number
<b>Age</b>	Elaborated for young adults unemployed
<b>Profile</b>	Young adults looking for a job
<b>Prerequisite</b>	It is a tool that can be used by any trainer or tutor of vocational actions.
<b>Level</b>	Persons with little knowledge of work environments and difficulties to adapt their behaviour to the vocational world.

### THE PRACTICE

<b>Objectives of the practice</b> <i>Specific problems targeted</i>	<i>Mod'emploi</i> is a process that aims to achieve the following objectives: - create a training module before the immersion in company to prepare the young adult for a successful integration. - create links between young adults and senior-experts of jobs.
<b>Which skills are addressed?</b>	<i>Transversal skills</i> Communication, capacity of expression Self-evaluation Teamwork To behave in accordance to the company rules and functioning in their environment  <i>Attitudes</i> Clothing Respect and curiosity Capacity to take initiative Life and body hygiene Assiduity / Punctuality Adaptation of the language
<b>Description of the practice</b>	<i>Solution implemented</i> The objective of <i>Mod'emploi</i> is to facilitate vocational integration of young adults. The pedagogical process includes 7 steps: 1. Evaluate the level of job knowledge from each young (what do they know from employment and from the specificities of the jobs they are interested by). 2. Make the young people conscious of the impact that an unadapted behaviour may have in a company.

	<p>3. To develop self-knowledge to know how to present oneself.</p> <p>4. To know the jobs.</p> <p>5. To prepare an interview with an expert of the job and mo prepare a job interview.</p> <p>6. Exchange with a “senior-expert” professional.</p> <p>7. Observing and understanding the job through job enquiries and practice periods in companies.</p>
	<p><i>Tools</i></p> <p>Methodological guide “Mod'Emploi” integrating a set of tools:</p> <ul style="list-style-type: none"> <li>- grid to evaluate the knowledge of jobs</li> <li>- “I question myself on my behaviour within the company”</li> <li>- Skills analysis grid</li> <li>- Grid for job analysis</li> <li>- List of information sources on jobs</li> <li>- Document to prepare an interview</li> </ul>
	<p>Mod'Emploi can be used in group or on an individual base.</p>
	<p><i>Innovative elements</i></p> <p>The senior-expert or the resource person is a main added value of the scheme. S/he uses her/his experience to transmit a knowledge of the job.</p> <p>The behaviour in the company is worked through role plays.</p>
<b>Cost</b>	No cost for the tools (available under Creative commons licensing)
<b>Duration</b>	30-35 hours
<b>Evaluation</b>	Participants like to discover the behaviour in a company on a “funny” way. They also appreciate to have the opportunity to exchange with professionals in face to face meetings.
<b>Dissemination</b>	The guide is disseminated through internet
<b>Conceptual/pedagogical framework</b>	Denis CASTRA : « L'insertion professionnelle des publics précaires » (Vocational integration of precarious workers)

## REQUIREMENTS

<b>Specific qualification of trainer/tutor involved</b>	<p>Knowledge of companies.</p> <p>Capacity to develop a network of “senior-experts”</p>
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## Constraints

Rate the importance of the factor from 1 to 10 (*1 = independent from the factor to 10 = strongly dependant*)

Age	9
Territorial context	9
Administrative context	6
Financial requirements	3
Duration	3
Specific material/premises	7
Motivation of beneficiaries	8
Skills or qualification of staff involved	8



## P12. Impulsar (AR)

### GENERAL INFORMATIONS

<b>Promoter</b>	Fundacion Impulsar - Argentina
<b>Characteristics of promoter</b>	<p>Fundación Impulsar was established in 1999 to assist young people in overcoming unemployment through entrepreneurship. It now operates in four regions throughout Argentina and has supported a wide range of ventures.</p> <p>Fundación Impulsar is a member of Youth Business International. It receives support from major local and international companies in Argentina and works with a series of partners in developing young entrepreneurs and promoting support for disadvantaged young people. It has received significant support from the Inter-American Development Bank and USAID, among others.</p>
<b>Partnership</b>	Youth Business International
<b>Territory</b> <i>Where does (did) it take place?</i>	<p>Argentina.</p> <p>The Foundation has been able to expand its operations with the support of local companies in each region: Borax in Salta, Pan American Energy in Tartagal, Diageo in Mendoza and Arcor in Cordoba. These cities were selected due to a combination of their economic importance and relatively high youth unemployment rates. Another office was opened in May 2006 in the city of Tucumán in conjunction with the Fundación Tucumán. The expansion rate of one office per year will continue for the next three years.</p>
<b>Contact</b>	Phone: +54-11-4312-4606 - info@fundacionimpulsar.org.ar
<b>Website</b>	<p><a href="http://www.fundacionimpulsar.org.ar">http://www.fundacionimpulsar.org.ar</a></p> <p>Youth Business International: <a href="http://www.youth-business.org/">http://www.youth-business.org/</a></p>
<b>Address</b>	Fundacion Impulsar - Av. L.N. Alem 661 Piso 1 C1001AAB Buenos Aires Argentina

### BENEFICIARIES

<b>Number</b>	Unknown
<b>Age</b>	18 to 35 years
<b>Profile</b>	Unemployed; disadvantaged young people
<b>Prerequisite</b> <i>What is needed for entry?</i>	Age 18-35 years.
<b>Level</b>	Unknown
<b>Criteria for selection</b>	<p>Interview;</p> <p>Presentation of project idea</p>

### THE PRACTICE

<b>Objectives</b> <i>Specific problems targeted</i>	<p>(1) Focuses on disadvantaged youth</p> <p>(2) Combines business mentoring with financial assistance</p> <p>(3) Guides youth through the process of establishing a business</p>
<b>Which skills are addressed?</b>	<p><i>Transversal skills</i></p> <p>To communicate with clients; To relate with others; To organise personal tasks autonomously; Problem solving; To optimize the resources</p> <p><i>Attitudes</i></p>

	Pragmatism; Proactivity; Determination; Adaptability
<b>Description of the practice</b>	<i>Solution implemented</i> A pool of more than 100 mentors help to ensure that each entrepreneur is given the necessary guidance at each stage of the business. The Foundation provides free training courses for potential entrepreneurs on subjects such as how to conduct market research and refine business plans before presenting them to the approving body. Through such training courses the Foundation can reach far more young people than the previous system of one-to-one interviews.
	<i>Tools</i> 1. Combines business mentoring with financial assistance 2. Guides youth through the process of establishing a business
	<i>Innovative elements</i> Combines business mentoring with financial assistance
<b>Cost</b>	Unknown
<b>Duration</b>	Unknown
<b>Results for the beneficiaries</b> (diploma, certificate, certification, validation, employment...)	1999-2011: - 1032 new micro-companies; - 4.500 Young entrepreneurs
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	ILO BEST PRACTICE
<b>Dissemination</b>	The Foundation has been able to expand its operations with the support of local companies in each region: Borax in Salta, Pan American Energy in Tartagal, Diageo in Mendoza and Arcor in Cordoba. These cities were selected due to a combination of their economic importance and relatively high youth unemployment rates. Another office was opened in May 2006 in the city of Tucumán in conjunction with the Fundación Tucumán. The expansion rate of one office per year will continue for the next three years.
<b>Conceptual/pedagogical framework</b>	Unknown

### Constraints

Rate the importance of the factor from 1 to 10 (1= independent from the factor to 10 = strongly dependant)

Age	6
Territorial context	6
Administrative context	6
Financial requirements	6
Duration	6
Specific material/premises	7
Motivation of beneficiaries	8
Skills or qualification of staff involved	8

### P13. Job Coaching/Matching Project for Long-Term Unemployed Young People (AT)

#### GENERAL INFORMATIONS

<b>Promoter</b>	Austrian Federal Chamber of Commerce (Wirtschaftskammer Österreich - WKÖ)
<b>Partnership</b>	The Austrian Federal Chamber of Commerce (WKÖ) and the Public Employment Service Austria (AMS) jointly provided funds for this project (one-third of the costs are covered by the WKÖ and two-thirds by the AMS). The company AUFLEB (Agency for Unemployed People) is in charge of the organization and implementation of the project.
<b>Territory</b> <i>Where does (did) it take place?</i>	Austria
<b>Time of realization</b>	In December 2005 the WKÖ launched the project, which was designed to run until mid 2007.
<b>Contact</b>	+43 (0)5 90 900 4286
<b>E-mail</b>	sp@wko.at
<b>Website</b>	<a href="http://wko.at/sp/jugendchance/english-version.htm">http://wko.at/sp/jugendchance/english-version.htm</a>
<b>Address</b>	Austrian Federal Chamber of Commerce Wiedner Hauptstraße 63 A-1045 Vienna - Austria

#### BENEFICIARIES

<b>Number</b>	Since 2005, 2.012 young people have participated in this project.
<b>Age</b>	Young persons (15-25 years old)
<b>Profile</b>	Young persons (15-25 years old) in particular from disadvantaged groups, who have been unemployed for more than 180 days, and for whom all other projects aimed to integrate them into the labour market have previously failed.
<b>Prerequisite</b> <i>What is needed for entry?</i>	Young persons (15-25 years old) in particular from disadvantaged groups
<b>Level</b>	Unknown
<b>Criteria for selection</b> <i>If some please describe</i>	Interview

#### THE PRACTICE

<b>Objectives of the practice</b> <i>Specific problems targeted</i>	(1) Involves the employers' organization (WKÖ) and Public Employment Service, thereby bridging supply and demand; (2) Combines training on core skills for employability, personal coaching and job placement.
<b>Which skills are addressed?</b>	<i>Transversal skills</i> To identify personal needs; To keep to roles; To relate with others; To keep to rules  To organise personal tasks autonomously  <i>Attitudes</i> Self engagement; Determination; Curiosity, desire to learn; Self care

<b>Description of the practice</b>	<i>Solution implemented</i> It provides for a personal coach, who helps the adolescent to deal with relevant government institutions (i.e. the Public Employment Service) and employers, and helps them to retain a job or job placement. The coaches are in constant personal contact with the young people and accompany the young people to job-interviews with suitable employers.
	<i>Tools</i> 1. The project starts with a “qualification unit”, an eight-week period during which the young participants are trained in communications, social skills, mathematics and other core employment skills that improve their chances at job applications and job interviews. Additionally, the adolescents become used to a stable, daily routine and social structure in order to help them integrate into the world of work. 2. The second step is the placement. The coach acquires adequate job offers for the adolescent and makes appointments for interviews. The coach accompanies the adolescent to the interview and takes part in the job interview if necessary. 3. When adolescents are accepted for the job, the coach accompanies them in the first two months. This measure is expected to help stabilize the employer-employee relationship. The experience gathered in pilot projects shows that the first two months are critical and if employees stay in their job for two months, they will normally stay for a longer period.
	<i>Actions</i> Career guidance Apprenticeship
	<i>Innovative elements</i> It is an innovative project for long-term unemployed young people aims at giving adolescents aged between 15 and 25 a chance to get a job or, alternatively, access to education.
<b>Cost</b>	Is co-funded by the employers' organization and the Public Employment Service. The Austrian Federal Chamber of Commerce (WKÖ) and the Public Employment Service Austria (AMS) jointly provided funds for this project (one-third of the costs are covered by the WKÖ and two-thirds by the AMS). The company AUFLEB (Agency for Unemployed People) is in charge of the organization and implementation of the project.
<b>Duration</b>	Generally, a young people is coached for a period of 9 months.
<b>Results for the beneficiaries</b> (diploma, certificate, certification, validation, employment...)	Since 2005, 2,012 young people have participated in this project. About 65 per cent have found a job. As a result of the success of the job coaching project a follow-up project started in June 2007.
<b>Evaluation of the best practice</b> Internal or external evaluation	ILO best practice
<b>Dissemination</b>	Unknown
<b>Conceptual/pedagogical framework</b>	Unknown

#### Constraints

Rate the importance of the factor from 1 to 10 (*1= independent from the factor to 10 = strongly dependant*)

Age	8
Territorial context	5
Administrative context	8
Financial requirements	8
Duration	7
Specific material/premises	5
Motivation of beneficiaries	8
Skills or qualification of staff involved	7

## P14. Jobact (DE)

### GENERAL INFORMATIONS

<b>Name of the practice</b>	Jobact®
<b>Promoter</b>	PROJEKTFABRIK
<b>Characteristics of promoter</b>	<p>A registered association, PROJEKTFABRIK is an independent educational establishment based in Witten, in the German state of North-Rhine Westphalia. Founded by businesswoman Sandra Schürmann, who is now CEO in 2005, PROJEKTFABRIK runs training programmes for the long-term unemployed under the age of 25. In the past two to three years, the organization's JobAct® program has started to diversify by also including older participants (JobAct® to Connect) as well as migrants (LinguaSzena) in certain projects. The programmes are based on a training technique first developed by Schürmann and now offered under a scheme called "JobAct®".</p> <p>The clients of PROJEKTFABRIK are primarily local employment consortia and other training centres. Services provided by PROJEKTFABRIK range from project management to the acquisition of suitable training partners, public relations work, and bringing together local consortia, educational institutions and businesses.</p>
<b>Partnership</b>	Federal Ministry of Labour and Social Affairs (BMAS) and the Federal Employment Agency (BA).
<b>Territory</b> <i>Where does (did) it take place?</i>	There are currently 28 projects underway throughout the whole of Germany. PROJEKTFABRIK has also already expanded its operations to Spain and the Turkey. Further PROJEKTFABRIK operations are in the pipeline in other countries like the Netherlands.
<b>Time of realization</b>	One shot
<b>Contact person</b>	Lukas Harlan (Tel. 0049 (0)2302 – 914 55 0) Marketing and Communication
<b>E-mail</b>	<a href="mailto:harlan@projektfabrik.org">harlan@projektfabrik.org</a> ; <a href="mailto:kontakt@projektfabrik.org">kontakt@projektfabrik.org</a> ;
<b>Website</b>	<a href="http://www.projektfabrik.org/">http://www.projektfabrik.org/</a>

### BENEFICIARIES

<b>Number</b>	Unknown
<b>Age</b>	Under the age of 25.
<b>Profile</b>	Long-term unemployed.
<b>Prerequisite</b> <i>What is needed for entry?</i>	The projects are targeted specifically at unemployed adults
<b>Criteria for selection</b> <i>If some please describe</i>	Interview
<b>Level</b>	Unknown

### THE PRACTICE

<b>Objectives of the practice</b> <i>Specific problems</i>	To prepare young adults for career and life challenges
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<i>targeted</i>	
<b>Which skills are addressed?</b>	<i>Transversal skills</i> To acknowledge personal criticality-mistakes; To analyze and identify the context; To work in team; To relate with others; To organise personal tasks autonomously; Problem solving
	<i>Attitudes</i> Creativity; Pragmatism; Self engagement
<b>Description of the practice</b>	<i>Solution implemented</i> The aim of the JobAct®scheme is to offer training to the young long-term unemployed. Based on a ground-breaking method developed by social entrepreneur Sandra Schürmann, JobAct® uses theatrical teaching techniques to prepare young adults for career and life challenges.
	<i>Tools</i> Most JobAct® training actually takes place on stage. As part of their joint challenge to produce a play, the young adults not only learn practical skills (ranging from stage design to lighting, costume, marketing and PR), they also develop key soft skills. The underlying emphasis, however, is on stimulating participants' intrinsic creativity, thus empowering them to take control of their lives, their learning and their work.  The projects last ten months and also include training on submitting job applications, plus an industrial placement at a potential future employer or a company offering training.
	<i>Actions</i> The projects are targeted specifically at unemployed adults and are based on a three-block educational method of JobAct®. Participants learn professional skills (Block 1) in combination with social skills (Block 2). These are underpinned by individual, creative approaches to boost self-confidence (Block 3). This is achieved by drawing on techniques used in theatrical teaching and personal development.
	<i>Innovative elements</i> The underlying emphasis is on stimulating participants' intrinsic creativity, thus empowering them to take control of their lives, their learning and their work.
<b>Cost</b>	120.000 per year
<b>Duration</b>	10 MONTHS
<b>Results for the beneficiaries</b> (diploma, certificate, certification, validation, employment...)	65% OF PARTICIPANTS HAS FOUND A JOB WITHIN 10 MONTH
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	The PROJEKTFABRIK association first received recognition for its JobAct® programme in 2006, when it was awarded the first National Award For Youth And Work (the "Deutscher Förderpreis Jugend in Arbeit") by the Federal Ministry of Labour and Social Affairs (BMAS) and the Federal Employment Agency (BA).  In 2008, PROJEKTFABRIK directors Sandra Schürmann and Simon Rieser were finalists for the Social Entrepreneur prize awarded by the Schwab Foundation and the Boston Consulting Group.  Since 2009, the Private Equity Foundation has been helping to expand processes and systems to support the expansion of Sandra Schürmann's training technique

	through JobAct® projects. Numerous accolades have followed in the meantime such as the grant of the Federal Cross of Merit in 2010.
<b>Dissemination</b>	PROJEKTFABRIK has expanded its operations to Spain and the Turkey. Further PROJEKTFABRIK operations are in the pipeline in other countries like the Netherlands.
<b>Conceptual/pedagogical framework</b>	

### Constraints

Rate the importance of the factor from 1 to 10 (*1= independent from the factor to 10 = strongly dependant*)

Age	8
Territorial context	4
Administrative context	8
Financial requirements	8
Duration	7
Specific material/premises	6
Motivation of beneficiaries	8
Skills or qualification of staff involved	8



## P15. Junior Achievement - Young Enterprises Norway (NO)

### GENERAL INFORMATIONS

<b>Promoter</b>	Junior Achievement - Young Enterprises Norway
<b>Characteristics of promoter</b>	Junior Achievement - Young Enterprises Norway is an organization that teaches business skills to students of all ages within school time. Through their programmes, students are given the opportunity to run their own company and to develop their business skills in cooperation with other students.  The organization is represented in all 19 counties of Norway.
<b>Partnership</b>	Junior Achievement – Young Enterprise International, Junior Achievement - Young Enterprise Norway and Ungt Entreprenørskap.  Main sponsors are the Norwegian Government, Oracle, Ferd, Nordea, Directorate of Taxes, Manpower and Enova.
<b>Territory</b> <i>Where does (did) it take place?</i>	Norway.
<b>Contact</b>	Phone: +47-23-088210 Fax : +47-23-08 77 81 - ue@ue.no
<b>Website</b>	<a href="http://www.ue.no/">http://www.ue.no/</a>
<b>Address</b>	Junior Achievement - Young Enterprise Norway Essendropsgt 3 PO Box 5250 Majorstua 0303 Oslo - Norway

### BENEFICIARIES

<b>Number</b>	In the school year 2005/2006, around 11,500 students from upper secondary school took part in the Company Programme and around 9,000 students took part in the Pupils Enterprise Programme.
<b>Age</b>	School students from 6 to 25 years old
<b>Profile</b>	Students, immigrants and refugees
<b>Prerequisite</b> <i>What is needed for entry?</i>	Young people (6-25 years old); disadvantaged groups
<b>Level</b>	Unknown
<b>Criteria for selection</b> <i>If some please describe</i>	

### THE PRACTICE

<b>Objectives</b> <i>Specific problems targeted</i>	The main goal is to give young people: <ul style="list-style-type: none"> <li>• The opportunity to gain personal experience of how businesses operate.</li> <li>• An understanding of the role business plays in providing employment and creating prosperity.</li> <li>• The inspiration to improve their own prospects</li> <li>• Knowledge of the importance of Norwegian competitiveness</li> <li>• The inspiration and tools to learn and succeed through enterprise.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The opportunity to create links between education and business and industry</li> </ul>
<b>Which skills are addressed?</b>	<i>Transversal skills</i> To organise personal tasks autonomously; Problem solving; To optimize the resources
	<i>Attitudes</i> Pragmatism; Self engagement; Determinationn
<b>Description</b>	<i>Solution implemented</i> What makes JA-YE Norway stand out from many other graduate programmes is the fact that students, supported by their professors and business volunteers, are given an opportunity to establish a real company. Participants of the Company Programme are invited to start up their own business, run it, and then close it down at the end of the school year.
	<i>Actions</i> JA-YE Norway offers students the opportunity to participate in a variety of programmes: <ul style="list-style-type: none"> <li>• Our Community (9-10 year olds)</li> <li>• SMART (6-12 year olds)</li> <li>• Our Europe (11-12 year olds)</li> <li>• Company Programme (15-19 year olds)</li> <li>• Enterprise in Action (13-15 year olds)</li> <li>• Pupils Enterprise (13-15 year olds)</li> <li>• Job Shadow day (18+)</li> <li>• Graduate Programme (19+)</li> <li>• Introductory Enterprise (immigrants and refugees)</li> </ul>
<b>Cost</b>	Unknown
<b>Duration</b>	For a school-year
<b>Results for the beneficiaries</b> (diploma, certificate, certification, validation, employment...)	The organization was founded in 1997 and since then a rapidly increasing number of students have been given the opportunity to participate in the programmes. Research published in 2002 showed that 20 per cent of the students who engaged in the programmes had then gone on to start a real business of their own. The normal rate of business start-ups in the general population in Norway is around 4 per cent.
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	ILO- BEST PRACTICE
<b>Dissemination</b>	In 2002, JA-YE Norway expanded its activities to involve lower secondary schools and universities. Over a 4-year period, JA-YE Norway has developed material, arranged courses for teachers, and promoted contact between educational institutions and the business sector.
<b>Conceptual/pedagogical framework</b>	Unknown

#### Constraints

Rate the importance of the factor from 1 to 10 (*1 = independent from the factor to 10 = strongly dependant*)

Age	6
Territorial context	6
Administrative context	5
Financial requirements	6
Duration	7
Specific material/premises	6
Motivation of beneficiaries	6
Skills or qualification of staff involved	7

## P16. Learnplay Foundation (UK)

### GENERAL INFORMATIONS

<b>Promoter</b>	Learnplay Foundation
<b>Characteristics of promoter</b>	<p>LearnPlay Foundation was established as a not for profit company with charitable &amp; social objectives in early 2007 in order to continue and further develop the previous five year's work. It is pioneered by the founding directors in supporting engagement into education, personal and soft skills development and augmentation and community cohesion through carefully customised programmes. It uses games and games based technologies.</p> <p>LearnPlay Foundation programmes support schools, communities and alternative education establishments with their engagement, learning and developmental needs.</p>
<b>Partnership</b>	<p>Many young people respond to gaming technology, and LearnPlay Foundation has capitalised on this interest to engage some of the hardest-to-reach in deprived areas of the Black Country. With an ESF community grant co-financed by the Skills Funding Agency and West Midlands Councils, LearnPlay delivered innovative sessions utilising gaming consoles, creating a safe environment for even those most removed from education, employment or training.</p> <p>The organisation has well established links with Sony and Apple, using source development kits to develop games for a particular platform or console. Working business to business, they developed learning games, purposely-designed for an individual participant. For example, LearnPlay could take a week of lessons from the school curriculum and develop it into a game.</p>
<b>Territory</b> <i>Where does (did) it take place?</i>	The Black Country area of the West Midlands - England
<b>Contact person</b>	It's necessary to fill out a form (+44 01922 641885)
<b>Website</b>	<a href="http://www.learnplayfoundation.com/contact/">http://www.learnplayfoundation.com/contact/</a>
<b>Address</b>	West Bromwich

### BENEFICIARIES

<b>Number</b>	<p>LearnPlay has a long and successful track record of providing engaging and impactful programmes to and within communities. It develops and delivers programmes to all communities, groups and individuals and to all age groups.</p> <p>It has engaged and augmented personal, soft and technical skills of over 8,000 people during this last year.</p>
<b>Age</b>	18- to 21-year-olds
<b>Profile</b>	NEET; Schools; Local communities.
<b>Prerequisite</b> <i>What is needed for entry?</i>	Young people and adults(15-25 years old); disadvantaged groups
<b>Level</b>	Unknown
<b>Criteria for selection</b> <i>If some please describe</i>	Interview

### THE PRACTICE

<b>Objectives of the practice</b> <i>Specific problems targeted</i>	<p>Working with local centres, LearnPlay Foundation facilitators delivered sessions to 600 learners, helping them to identify their talents and skills and to recognise their potential for further learning that could lead to employment. Varied backgrounds within the team meant that a facilitator who was suited to the participant group could be chosen to deliver the training; LearnPlay found that many participants responded better to those from a similar background. Engagement and training was tailored to identifiable progression routes.</p> <p>The project was designed to help participants recognise their potential talents, and transferable skills that would offer a pathway forward into further training, education or employment.</p>
<b>Which skills are addressed?</b>	<p><i>Transversal skills</i></p> <p>To analyze and identify the context; To relate with others; To organise personal tasks autonomously; Problem solving; To be able to work through project</p> <p><i>Attitudes</i></p> <p>Creativity; Pragmatism; Determination</p>
<b>Description</b>	<p><i>Solution implemented</i></p> <p>LearnPlay Foundation delivered its programme through the use of technology familiar to the target age group of 18- to 21-year-olds. They created games according to the needs of a particular participant group or client, making learning more accessible. With the support of an ESF community grant from the Black Country Consortium, as part of the West Midlands Councils and Skills Funding Agency’s ESF programme, the project targeted young people who were not in education, employment or training (NEET), inviting participants to attend sessions they hosted through local community centres. The project was designed to help participants recognise their potential, talents, and transferable skills that would offer a pathway forward into further training, education or employment.</p> <p><i>Tools</i></p> <p>LearnPlay’s strategy is ‘learning by stealth’ – engaging young people and encouraging their on going attendance by creating an environment in which they feel comfortable, and then stretching them beyond their comfort zone.</p> <p>The first session of the project is based around ‘breaking the ice’ – making participants feel comfortable and confident while developing an understanding of their profile and skill set. The facilitators gently challenges the young people’s perceptions of what they could and could not do.</p> <p><i>Innovative elements</i></p> <p>LearnPlay delivered innovative sessions utilising gaming consoles, creating an environment that felt safe for even those most removed from education, employment or training.</p>
<b>Cost</b>	<p>Unknown</p>
<b>Duration</b>	
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	<p>EU best practice</p>
<b>Results for the beneficiaries</b> <i>(diploma, certificate, certification, validation,</i>	<p>Unknown</p>

<i>employment...)</i>	
<b>Dissemination</b>	Unknown
<b>Conceptual/pedagogical framework</b>	Unknown

### Constraints

Rate the importance of the factor from 1 to 10 (*1= independent from the factor to 10 = strongly dependant*)

Age	8
Territorial context	5
Administrative context	5
Financial requirements	7
Duration	7
Specific material/premises	8
Motivation of beneficiaries	8
Skills or qualification of staff involved	8

## P17. Network of Insertion Enterprises of Quebec (Collectif des entreprises d'insertion du Québec) (CA)

### GENERAL INFORMATIONS

<b>Promoter</b>	Network of Insertion Enterprises of Quebec. A network of 43 non-profit insertion enterprises that subsidize jobs for people, and in particular young people, who would otherwise be excluded from the labour market.
<b>Characteristics of promoter</b>	A network of 43 non-profit insertion enterprises that subsidize jobs for people, and in particular young people, who would otherwise be excluded from the labour market. The enterprises operate in seven sectors: food, retail and wholesale trade, culture, manufacturing, services and tourism.
<b>Partnership</b>	<p>The network and its enterprises work in partnership with Emploi-Québec – an agency of the provincial Labour and Social Solidarity Ministry (Ministère de l'Emploi et de la Solidarité sociale).</p> <p>The insertion enterprises self-finance the expenses that are not covered by the Government (e.g. structure, administrative staff) with the income generated by the enterprise (i.e. selling of goods and services). The Government finances in part training, psycho-social intervention and the participant's salary. Several other financial partners at local, provincial and federal levels provide support to both the network and the insertion enterprises.</p> <p>The enterprises also count on a solid network of partners that have been developed among grassroots community organizations, the social sector and private sector enterprises.</p>
<b>Territory</b>	Canada/Quebec
<b>Contact</b>	Phone: +1-514-270-4905 Fax: +1-514-270-0926
<b>E-mail</b>	ceiq@collectif.qc.ca
<b>Website</b>	www.collectif.qc.ca
<b>Address</b>	Collectif des entreprises d'insertion du Québec 4100, André-Laurendeau St., office 200 Montreal, H1Y 3N6 Canada

### BENEFICIARIES

<b>Number</b>	Unknown
<b>Age</b>	The enterprises of the network target socially marginalized people excluded from the labour market. Seventy per cent of beneficiaries are youth aged between 16 and 35 years who face difficulties integrating into the labour market.
<b>Profile</b>	Young people and disadvantaged and marginalized youth
<b>Prerequisite</b> <i>What is needed for entry?</i>	Exclusion from the labour market
<b>Level</b>	Unknown
<b>Criteria for selection</b> <i>If some please describe</i>	Low level of education, absence of work history.

### THE PRACTICE

<b>Objectives</b> <i>Specific problems</i>	The objective of the network, established in 1995, is to promote and support its member insertion enterprises in their efforts to facilitate social and labour market inclusion of
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<i>targeted</i>	<p>marginalized people, in particular, youth. Services offered to member enterprises focus on:</p> <p>Exchange of information</p> <ul style="list-style-type: none"> <li>• Representation with government in the policy-making process</li> <li>• Raising public awareness of services offered</li> <li>• Training of permanent staff</li> <li>• Networking</li> <li>• Development support</li> </ul>
<b>Which skills are addressed?</b>	<p><i>Transversal skills</i></p> <p>To identify personal needs; To keep to roles; To relate with others; To establish priorities</p> <p>To manage the stress</p> <hr/> <p><i>Attitudes</i></p> <p>Proactivity; Determination; Adaptability</p>
<b>Description of the practice</b>	<p><i>Solution implemented</i></p> <p>The uniqueness of the network lies in the specific nature of its member enterprises, which combine an insertion/training function with a non-profit economic activity. As insertion enterprises, they facilitate social inclusion through training in a real business environment. Profits are re-invested in the enterprise activities. As businesses, they manage human, financial and physical resources and they also market the goods or services produced.</p> <hr/> <p><i>Tools</i></p> <p>Vocational training</p> <p>Work experience</p> <p>Life skills training (in real business environment)</p> <hr/> <p><i>Actions</i></p> <p>The enterprises play a “bridging” role – that is, they offer in-training workers a training programme of approximately 27 weeks while supporting and accompanying participants in their paths of professional and social integration.</p> <p>The process is divided into many steps that are followed at a pace respecting the individual’s needs. Vocational training is provided in 66 different fields, such as property and building maintenance, bicycle manufacture and repair, cook assistant, delivery helper, assistant welder, and industrial painter. Gradual integration allows participants to measure their willingness to take part in the work environment, while developing self-confidence and trust in others.</p> <p>Psycho-social support allows participants to meet on a regular basis with social workers to identify and address personal problems that interfere with professional issues. Group sessions are also held on different subjects such as conflict, stress and emotion management, and personal skills assessment.</p> <hr/> <p><i>Innovative elements</i></p> <p>Programme’s features:</p> <ol style="list-style-type: none"> <li>(1) Combines holistic training (i.e. life, vocational and social skills) for disadvantaged and marginalized youth, while supporting and accompanying them in their professional and social integration</li> <li>(2) Includes follow-up once the youth has finished the programme and is hired by an enterprise</li> <li>(3) Is based on partnerships with a number of participants, including grassroots</li> </ol>



	community organizations as well as social, private and public sectors
<b>Cost</b>	Unknown
<b>Duration</b>	For 27 weeks
<b>Results for the beneficiaries</b> ( <i>diploma, certificate, certification, validation, employment...</i> )	In 2006, the insertion enterprises of Quebec offered training to more than 2,700 beneficiaries. Of the latter, 2,000 (or 75 per cent) were successfully integrated or reintegrated into the labour market.
<b>Evaluation</b> <i>Internal or external evaluation</i>	ILO- BEST PRACTICE
<b>Dissemination</b>	Unknown
<b>Conceptual/pedagogical framework</b>	Unknown

### Constraints

Rate the importance of the factor from 1 to 10 (*1= independent from the factor to 10 = strongly dependant*)

Age	5
Territorial context	6
Administrative context	8
Financial requirements	6
Duration	6
Specific material/premises	6
Motivation of beneficiaries	8
Skills or qualification of staff involved	7

## P18. Porta 22 (ES)

### GENERAL INFORMATIONS

<b>Promoter</b>	PORTA 22 - Barcelona
<b>Characteristics of promoter</b>	<p>Porta22 is Barcelona Activa's employment facility, bringing together a whole range of services and resources for the professional career development of people (workers and unemployed, young and adults). Measuring 2000 metres squared, it is a free walk-in centre, the first of its kind in Spain and Europe. Porta 22 provides answers to following questions:</p> <ul style="list-style-type: none"> <li>- Do you want to assess and enhance your professional potential?</li> <li>- Do you want to grow and to improve your key aptitudes and skills?</li> <li>- Do you want to prepare yourself for a career change?</li> <li>- Do you want to keep in touch with all of the opportunities emerging in the job market?</li> </ul> <p>A team of experts is there to help define the professional strategy. It offers the following services:</p> <ol style="list-style-type: none"> <li>1. personalised advice;</li> <li>2. professional development activities;</li> <li>3. work space.</li> </ol>
<b>Partnership</b>	<p>From the outset, Barcelona Activa's <b>Porta22 Professional Development Centre</b> has pursued a collaborative knowledge model.</p> <p>Thus, in order to provide an effective platform for a constantly evolving job market, economic sectors with future potential and a range of professional opportunities, Porta22 deals with the key players in the area, entering into collaborative relationships with them.</p> <p>As such, <b>The Porta22 Knowledge Network</b> is a forum bringing together a series of organisations with a marked commitment and desire to contribute to investigating and disseminating trends and opportunities in the job market. All of these companies share the same mission, aims, strategies and target audience as Porta22.</p> <p>This Knowledge Network is made up of a list of Knowledge Partners organised according to their area of experience or operation:</p> <ul style="list-style-type: none"> <li>- Knowledge Partners from the Academic World</li> <li>- Knowledge Partners from the Different Sectors</li> <li>- Knowledge Partners from the World of Work</li> <li>- Knowledge Partners from the Business World</li> </ul> <p>Each of these partners collaborates with Porta22 in those areas or fields in which it can provide specialized knowledge. The relationship established between the two parties always takes on the form of a collaboration, with the aim of finding strategies which foster joint operations in order to achieve shared or complementary goals.</p>
<b>Territory</b> <i>Where does (did) it take place?</i>	Barcelona
<b>Contact</b>	+34 934 019 899 – mail: <a href="mailto:porta22@barcelonactiva.cat">porta22@barcelonactiva.cat</a>
<b>Website</b>	<a href="http://www.bcn.cat/treball">www.bcn.cat/treball</a>
<b>Address</b>	Centro para el desarrollo profesional Porta22 - Llacuna, 162-164 / 08018 Barcelona

### BENEFICIARIES

<b>Number</b>	In 2010, the Porta22 Professional Development Centre hosted over 73,000 participants, with notable figures including the more than 22,500 users who took part in activities, over 4,100 personal advice queries dealt with by our technical team and more than 20,200 people who participated in group sessions.
<b>Age</b>	Young people and adults

<b>Profile</b>	workers and unemployed, young and adults
<b>Prerequisite</b> <i>What is needed for entry?</i>	workers and unemployed, young and adults
<b>Criteria for selection</b> <i>If some please describe</i>	<p><b>Personalized advice</b> → In order to ensure an organised service numbers are given upon arrival to Porta22. The quantity of numbers given depends on the availability of the staff.</p> <p><b>Professional development activities</b> → to <a href="#">sign up in advance on the relevant section of the website</a>. Registration opens at 08:30, seven days before the session is due to take place.</p> <p><b>Work space</b> → to book through website</p>
<b>Level</b>	None

## THE PRACTICE

<b>Objectives</b> <i>Specific problems targeted</i>	<p>Porta22's professional orientation system has the following aims:</p> <ol style="list-style-type: none"> <li>1. To discover, bring out and help develop people's professional potential.</li> <li>2. To identify and to disseminate the opportunities provided by the job market.</li> <li>3. To raise awareness about job hunting and professional change and improvement tools and strategies.</li> </ol>
<b>Which skills are addressed?</b>	<p><i>Transversal skills</i></p> <p>To identify personal needs; To be able to self-assess activities performed; To relate with others; To keep to rules; Problem solving; To optimize the resources</p>
	<p><i>Attitudes</i></p> <p>Proactivity; Determination; Curiosity, desire to learn</p>
<b>Description of the practice</b>	<p><i>Solution implemented</i></p> <p>In pursuit of goals, Porta22 bases its activity on a series of principles which are present throughout the services and resources it offers:</p> <ol style="list-style-type: none"> <li>1. Comprehensive vision: which never loses sight of individuals, in all of their diversity and complexity: their interests, attitudes, academic background, expectations, vocation and professional potential. In this regard, professional orientation helps to spot, develop and manage talent properly.</li> <li>2. Autonomy: With the individual actively leading the process. In this vein, the model places particular emphasis on people's ability to make decisions relating to their orientation and job hunting processes.</li> <li>3. Lifelong orientation: Starting at school and in educational centres, in order to help design educational paths with a view to the future, and continuing throughout people's professional life, taking in professional reorientation processes, which are increasingly common and "natural" in today's labour market.</li> </ol>
	<p><i>Tools</i></p> <p>Developing soft skills.</p> <p>Job hunting strategies.</p> <p>Professional change management.</p> <p>Diálogos con el mercado de trabajo.</p>
	<p><i>Actions</i></p> <p>Individual vs. group activities</p> <p>Coaching; tutoring.</p> <p>Group activities.</p> <p>Porta 22 offers to young students and adults in training a range of the most</p>

	<p>innovative resources, as well as a team of experts in the world of education and work, who will identify interests and vocations of each participants and help everybody brings out their full professional potential. Porta 22 offers 9 different specialised courses which can be tailored to suit the needs of the group. Each specialised course lasts 2 hours and combines individual work with a computer, using cutting-edge tools, with dynamic participative group exercises.</p> <p><i>Innovative elements</i></p> <p>It is a free walk-in centre, the first of its kind in Spain and Europe.</p>
<b>Results for the beneficiaries</b> <i>(diploma, certificate, certification, validation, employment...)</i>	In 2010, the Porta22 Professional Development Centre hosted over 73,000 participants, with notable figures including the more than 22,500 users who took part in activities, over 4,100 personal advice queries dealt with by our technical team and more than 20,200 people who participated in group sessions.
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	EU BEST PRACTICE
<b>Dissemination</b>	<p>The tools and services of Porta22's services are available at different points in the city: Professional Associations, Universities and other Organisations have installed Porta22's "Antennas" equipment - spaces from which you can consult Porta22's contents and receive advice for career guidance and employment searches.</p> <p>However, Porta22 participates in fairs, forums, conferences and other events related to the world of work and employment guidance, making their services and resources available, breathing energy into conferences and offering training capsules adapted to the different participating publics.</p>
<b>Conceptual/pedagogical framework</b>	unknown

### Constraints

Rate the importance of the factor from 1 to 10 (*1= independent from the factor to 10 = strongly dependant*)

Age	2
Territorial context	5
Administrative context	7
Financial requirements	8
Duration	2
Specific material/premises	8
Motivation of beneficiaries	7
Skills or qualification of staff involved	8

## P19. Second chance school (ES)

### GENERAL INFORMATIONS

<b>Promoter</b>	Second Chance Schools (i.e. Leganes- Madrid - SPAIN; Leeds- UK)
<b>Characteristics of promoter</b>	The European Association of Cities for Second Chance Schools was established in 1999 as an independent, non-profit organisation. The aim was to address employment and social problems experienced by young people throughout Europe who lacked the social skills and basic qualifications to access either higher education or employment
<b>Partnership</b>	The Second Chance School is considered to be a product of combined efforts involving at least the following local parties: <ol style="list-style-type: none"> <li>1. Local authorities</li> <li>2. Partners in firms</li> <li>3. Youngsters</li> </ol>
<b>Contact person</b>	In Spain: Mar Ortiz (+ 34 91 248 96 30/40) mar.ortiz@tomillo.org
<b>Website</b>	www.tomillo.org
<b>Address</b>	<b>Sede Central</b> Albuñuelas, 15 28041 Madrid

### BENEFICIARIES

<b>Number</b>	I.e: In UK 'East Leeds Family Learning Centre': 300 students aged 16-25 studying "Skills for Life."  The school has 6 instructors (not 'teachers') and the students are 'trainees'. Students select their courses and workshops, and may take such vocational courses as Hairdressing, Catering and Childcare, leading to nationally recognised qualifications, as well as Literacy, Numeracy and IT. Students' progress is monitored through a supportive tutor programme. This school was one of nine opened in Europe in 1998. It has good links with local employers, such as Tesco and Fabergé.
<b>Age</b>	Second Chance Schools are for students aged 16-24 years old who did not respond well to compulsory schooling and would like another chance to gain skills and qualifications.
<b>Profile</b>	Age (16-25 years)
<b>Prerequisite</b> <i>What is needed for entry?</i>	Young people and adults drop out from the school
<b>Level</b>	none
<b>Criteria for selection</b> <i>If some please describe</i>	Drop out from schools

### THE PRACTICE

<b>Objectives</b> <i>Specific problems</i>	To combat unemployment.  Second Chance Schools are for students aged 16-24 years old who did not
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<i>targeted</i>	<p>respond well to compulsory schooling and would like another chance to gain skills and qualifications.</p> <p>This second opportunity is intended to ease the social exclusion of adults who did not benefit from normal education and obtain adequate qualifications to succeed in the job market. Second Chance Schools are situated in cities and are intended to help resolve the social problems associated with urban ‘ghettos’ through a second chance at education and training.</p>
<b>Which skills are addressed?</b>	<p><i>Transveral skills</i></p> <p>To collect information; To identify personal needs; To work in team; To listen To organise personal tasks autonomously</p> <p><i>Attitudes</i></p> <p>Pragmatism; Self care; Adaptability</p>
<b>Description of the practice</b>	<p><i>Solution implemented</i></p> <p>The curriculum is developed co-operatively between the school and local companies, to ensure that training and qualifications offered by the school meet the needs of the workplace and ease the path into employment. A Second Chance School’s curriculum will include mathematics and language skills, plus workplace behavioural skills such as group work and self respect. Students approach the Second Chance School directly or by being referred by a Social Worker or other professional. Students can enter a Second Chance School at any time of year and may take part in taster sessions before enrolling</p> <p><i>Tools</i></p> <p>Vocational training Work experience Life skills training</p> <p><i>Actions</i></p> <p><b>Individual approach</b></p> <p>The ambition of the Second Chance Schools is to offer high-quality personal training programmes, orientated towards the individual needs of the young people. It is thus important to take care of each youngster individually, considering his/her abilities and his/her deficiencies, whatever they might be.</p> <p><b>Multidisciplinary approach</b></p> <p>The candidates are all individuals with their specific background and problems. To be able to reply to the various problems concerning the candidates a co-operation within a variety of competencies on a local/regional level should be worked out in a multidisciplinary team.</p> <p><b>Innovative approach</b></p> <p>Software and multimedia should play an important role within the learning methods of Second Chance Schools. Experience showed that these tools constitute a new and motivating environment for young people who failed within the traditional learning situations.</p> <p><i>Innovative elements</i></p> <p>The basic idea is to reintegrate youngsters of the target group by offering them an additional chance through a new type of school. Because of the aversion of these youngsters for the traditional education systems, the Second Chance Schools should operate in a totally different way.</p> <p>It is essential that the “school” in itself offer a motivating environment. Further, the schools ought to be locally based with strong links with partner firms to</p>

	ensure the right training and employment prospects for students.
<b>Cost</b>	Unknown
<b>Duration</b>	
<b>Results for the beneficiaries</b> <i>diploma, certificate, certification, validation, employment...</i> )	diploma
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	UE- BEST PRACTICE
<b>Dissemination</b>	
<b>Conceptual/pedagogical framework</b>	

### Constraints

Rate the importance of the factor from 1 to 10 (*1= independent from the factor to 10 = strongly dependant*)

Age	8
Territorial context	3
Administrative context	7
Financial requirements	7
Duration	6
Specific material/premises	8
Motivation of beneficiaries	8
Skills or qualification of staff involved	7

## P20. Youth Unemployment Task Force (*Taskforce Jeugdwerkloosheid*) (NL)

### GENERAL INFORMATIONS

<b>Promoter</b>	Youth Unemployment Task Force has been set up by the State Secretaries for Social Affairs & Employment and for Education, Culture & Science.
<b>Characteristics of promoter</b>	The national initiative was established to combat rising youth unemployment. Youth unemployment has been rising significantly since 2000. The Youth Unemployment Task Force aims at offering young people job opportunities and thereby supporting them to become active participants in society.
<b>Partnership</b>	The Task Force was established by the Ministries of Social Affairs and Education but operated independently. It collaborated with all stakeholders involved in the labour market and education, in particular VNO-NCW (Confederation of Netherlands Industry and Employers), the Centre for Work & Income (CWI), the Small and Medium Sized Enterprises (MKB) Action Teams, employment agencies and employers from all across the Netherlands.
<b>Territory</b> <i>Where does (did) it take place?</i>	Netherlands
<b>Contact</b>	Phone: +31-70-333-4444 <a href="mailto:info@minszw.nl">info@minszw.nl</a>
<b>Website</b>	<a href="http://www.jeugdwerkloosheid.nl">www.jeugdwerkloosheid.nl</a> <a href="http://www.youth-employment-inventory.org/inventory/view/567/">http://www.youth-employment-inventory.org/inventory/view/567/</a>
<b>Address</b>	Ministry of Social Affairs and Employment P.O. box 90801 - 2509 LV The Hague - The Netherlands

### BENEFICIARIES

<b>Number</b>	Unknown
<b>Age</b>	Young people aged 16 to 23
<b>Profile</b>	Young people unemployed
<b>Prerequisite</b> <i>What is needed for entry?</i>	LONG TERM UNEMPLOYED
<b>Level</b>	Unknown
<b>Criteria for selection</b> <i>Specific problems targeted</i>	The Intervention targets primarily individuals with low levels of education and/or drop-outs

### THE PRACTICE

<b>Objectives of the practice</b> <i>Specific problems targeted</i>	To combat youth unemployment, offering young people job opportunities and thereby supporting them to become active participants in society.
<b>Which skills are addressed?</b>	<i>Transversal skills</i> To work in team, To keep to roles, problem solving,  <i>Attitudes</i> Determination, Enthusiasm, Constructive
<b>Description of the practice</b>	<i>Solution implemented</i> In 2003 the State Secretaries for Social Affairs & Employment and for Education, Culture & Science established the <b>Youth Unemployment Task Force</b> to tackle more efficiently youth unemployment at the local, regional and sectoral levels. Participants include representatives of employers (Confederation of Netherlands Industry and Employers - VNO-NCW), education (ROC) and trade unions (FNV).  <i>Tools</i> The Task Force promotes cooperation between all stakeholders involved in the labour market and education. Together they organize several initiatives aiming to include young people in the labour market through regular employment, or alternatively internships, to enable them to acquire practical work experience.



	<p>Services provided are:</p> <ul style="list-style-type: none"> <li>• School-based technical and vocational education and training</li> <li>• Enterprise-based technical and vocational training</li> <li>• Cooperative technical and vocational education and training (enterprise and other training provider, e.g. school)</li> </ul> <p><b>Other services and incentives for skills training:</b></p> <ul style="list-style-type: none"> <li>• Financial incentives to employers to cover workplace training and/or subsidize labor costs</li> <li>• Access to certification / accreditation</li> </ul>
	<p><i>Actions</i></p> <p>The Task Force advocates the need to create youth employment by making employers aware of the advantages and importance for them to hire young people. Employers are encouraged to make jobs available for youth and to register vacancies. Further contacts between young people and companies are promoted and matchmaking by mediators is supported.</p> <p>At <b>national level</b> the Task Force is able to increase knowledge sharing by promoting <b>best practice examples</b>. The Task Force also conducts valuable research on youth employment. <b>Through special events</b> (TV shows, competitions, activity days, etc.) the initiative is able to bring the youth employment challenge not only to the political agenda but also to the attention of the public. <b>At regional, local and sectoral level</b>, the Task Force joins and supports existing cooperation between stakeholders.</p>
	<p><i>Innovative elements</i></p> <p>The Task force has collaborated with all stakeholders involved in the labour market and education.</p>
<b>Cost</b>	<p>The task force's budget for 2007 in total = €2,900,000: (i) Staff costs total = €1,200,000 (Task force project team = €950,000; Task force = €200,000; Training = €25,000; Expenses = €25,000). (ii) Event = €250,000; (iii) Book = €100,000, (iv) Meetings = €100,000; (v) Innovation = €150,000; (vi) Communication = €1,000,000; (vii) Contingency reserve = €100,000.</p>
<b>Duration</b>	2003-2007
<b>Results for the beneficiaries</b> (diploma, certificate, certification, validation, employment...)	<p>The Task Force aimed at creating 40,000 jobs from 2003-2007. However, during this period, the Task Force actually managed to create 44,000 jobs for youth under 23 years.</p> <p>Major findings of research on unemployed youth:</p> <ul style="list-style-type: none"> <li>• The study confirmed that the greatest proportion of unemployed young people (about 2/3) who were registered with the CWI went to school or found work within a few months.</li> <li>• A core group of 35,000 unemployed young people had been seeking work for over six months. This group represents the greatest challenge.</li> <li>• Information on choice of profession is important since 30 per cent of young people who have been long-term unemployed indicated that they had no idea what jobs they were looking for.</li> </ul> <p><b>The Task Force was dissolved in June 2007.</b></p>
<b>Evaluation of the best practice</b> <i>Internal or external evaluation</i>	ILO- BEST PRACTICE
<b>Dissemination</b>	Unknown
<b>Conceptual/pedagogical framework</b>	Unknown

### Constraints

Rate the importance of the factor from 1 to 10 (*1 = independent from the factor to 10 = strongly dependant*)

Age	7
Territorial context	4
Administrative context	8
Financial requirements	7
Duration	6
Specific material/premises	5
Motivation of beneficiaries	7
Skills or qualification of staff involved	7

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