



cap



The
experiences
tested by
project's
partners





FROM ACTION TO RESEARCH? FROM RESEARCH TO ACTION, ETC.

The aim of our project was not just to produce new knowledge based on the realities faced by training and social and vocational inclusion centres, but also to enable these actors in the field to grasp this new knowledge and use it to make their organisational and teaching practices more “enabling”.

We have multiplied and alternated the phases of experimentation/observation, analysis and conceptualisation/generalisation in a constant dynamic circle.

In this document, you will find a “freeze-frame” of our approach. We wanted to “set” our reflexions in order to share with you how the partner training and inclusion centres set out to make use of the recommendations issuing from the research to translate them into their day-to-day practices. Our intention is to enable you, the reader, as a stakeholder in the sphere of training and inclusion, to draw inspiration from the work and to take part in this process of experimentation, analysis... in short, the joint construction of new knowledge and new practices.

We are putting forward 15 tool sheets, each presenting a practice that has been tested out by one of the partner training and inclusion centres. These sheets make explicit reference to the recommendations they relate to, setting out the modalities for implementation and provide elements for assessment and transferability, so that you may also use the approach.

We wish you good reading, good work and, especially, that you will not hesitate to share with us your own experiments, reflexions and suggestions through our web site www.t-cap.eu.

The T-Cap project team

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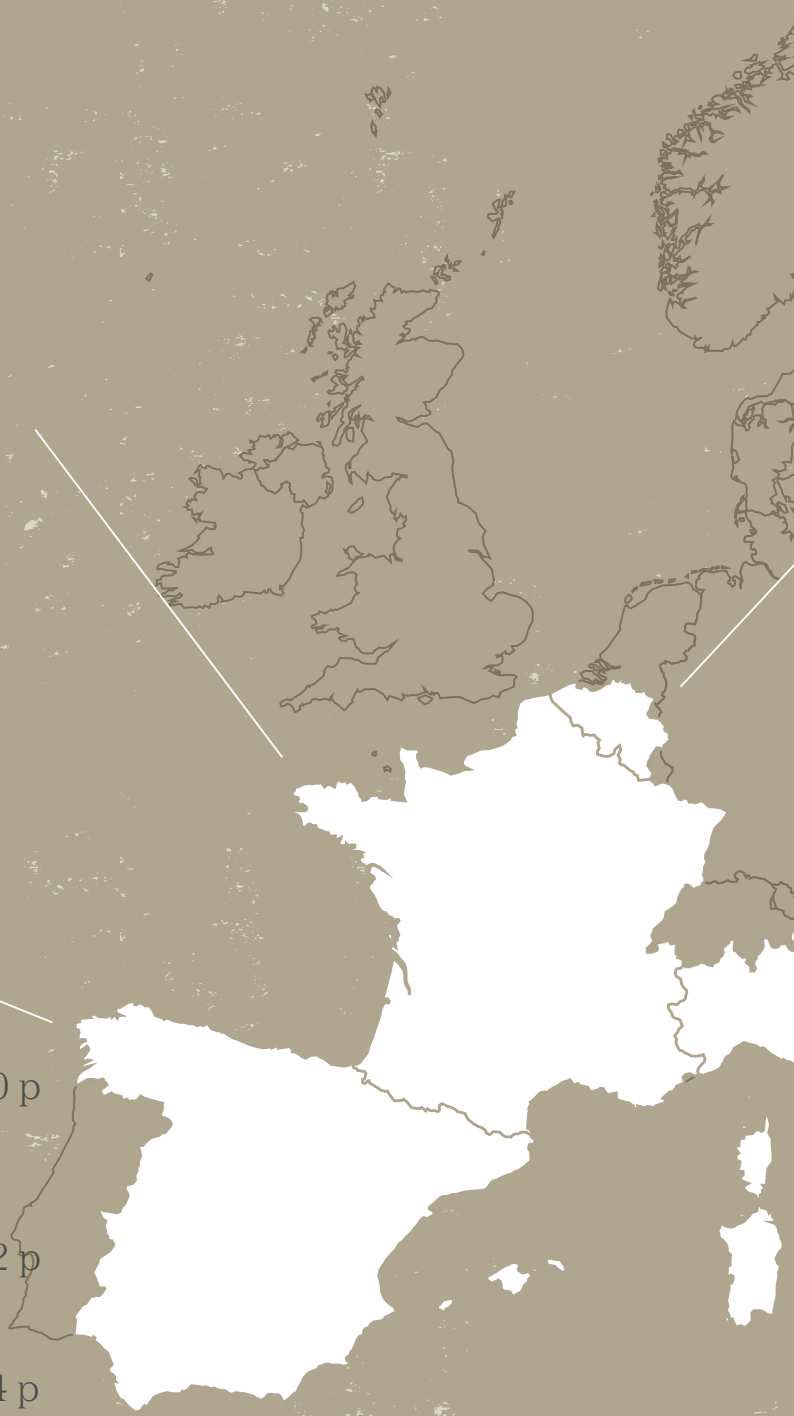
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Belgium



LEARNING OUTCOMES
(WITH REFERENCE
TO THE KEY
RECOMMENDATIONS
AND ACTIONS

Chapter 3, point 5
Chapter 3, point 3

1. Promote the trainees soft skills along with the technical skills required as part of a Healthcare Assistant training course. The actions are aimed at better combining the vocational and social aspects of the training course.
2. Offer an approach to training in and self-assessment of non-vocational skills that aims to increase the self-esteem and social and vocational integration of the trainees.

Reference to key actions in the report

In order to develop vocational training that is enabling and emancipating, the training practices should foster the development not only of vocational skills, but also of personal, social and citizenship skills. This process of empowerment is best delivered in a concrete way in several complementary dimensions.

It is a matter of strengthening the psychosocial mechanisms to increase the beneficiary's confidence and self-esteem. With this in mind, the professionals are encouraged to adopt a sympathetic attitude towards the individual, so that the latter has the feeling of being a person in their own right. This first stage is indispensable for the beneficiary to feel capable of committing fully to a training project that they value. This work on emotional and social skills benefits from being closely linked to the work on vocational skills so that it does not become disconnected from the reality of the training course and the demands it imposes.

OPERATIONAL AIMS

- Defining the soft skills relating to the trades by providing the trainers with support in implementing a four-stage methodology that can address the following issue: what are the "Behavioural Skills in a work situation" that need to be developed for the profession of care assistant.
- In collaboration with the trainees (empowerment) complete a self-assessment tool of the Soft skills that are indispensable for lasting employment.
- This observation grid (or wheel) will need to include observable indicators of the attitudes required in the care sector. These indicators will be established by the trainees in collaboration with the trainers so that each knows where they are relative to the goals to achieve. What is already acquired will help strengthen the trainee's self-esteem and clear indicators enable the latter to carry out self-assessments and gauge their progress.

DURATION OF THE ACTIVITY

Two days of “training for the trainers” on the concepts and methodology for defining the key Soft skills directly related to the profession of care assistant:

- 3 working sessions (3 X 3hours) to complete the soft skill self-assessment wheel in close collaboration with trainers and trainees.
- A session for assessing the testing in the presence of the trainers and trainees involved.

TARGET GROUP

The target group is made up of adults (over 18) who are very marginalized from the labour market. This means a low level of qualifications (at most the second cycle of secondary education) and/or a period of unemployment of at least two years.

Around 12 trainees follow the course for a period of 18 months with certification from social services if they pass the exams.

TRAINING PATHWAYS

The training sector has no bearing on the proposed tool. For information, Cid offers courses in:

- care assistant
- domestic assistant

IMPLEMENTATION OF THE ACTIVITY

Practical organisation:

- 2 Two meetings with a “trainer for the trainers” to present the tool and initial drawing up of the grid on the basis of the trainers’ experiences (the grid will only be revealed after the work with the trainees as a comparison between their representation and that of the trainers’ trainer);
- 3 meetings every three weeks between the trainees in order to inform them and create the observation grid;
- led by someone external to the training centre;
- presence of a trainer for trainers in the relevant profession;
- agenda set by the external moderator on the basis of the feedback from the previous session.

Notes:

- confidentiality of the discussions. What is said should not be repeated outside. Listen without judging or interrupting. The moderator is the guarantor of confidentiality;
- the agenda is set by the moderator but endorsed by the participants during the previous meeting (except for the first meeting where the agenda is set to the moderator and submitted to the head trainer).

Follow-up

No follow-up was put in place as part of this test, but once the grid has been completed, it can be used by the referent trainer and the trainees throughout the course, with the most appropriate timing defined by the referent trainer.

VARIOUS REMARKS
(TRANSFERABILITY)

This type of activity can be applied to all types of training course, but it should be use at the start of training in order to be able to monitor the trainees' progress in the target Soft skills.

Experimental point: the trainees appreciated the collective and individual work carried out and were pleased to note that they had themselves highlighted the same behavioural skills as the main trainer and the insertion coach. They assessed themselves using the collectively-produced grid and found it very positive to carry out this self-assessment before their last placement and end-of-course examination. Trainees and trainers all recommended that the observation wheel be created jointly from the first year of the course.

USEFUL RESOURCES

www.opc-sfc.eu

ORGANISATION **AID - La Calestienne**

ACTIVITY **Participatory council for the trainees**

LEARNING OUTCOMES
(WITH REFERENCE
TO THE KEY
RECOMMENDATIONS
AND ACTIONS)

**Chapter 3, points 2, 3
and 7**

1. Promote support that is comprehensive: the actions carried out are intended to meet a desire to better link the vocational and social aspects of the training course.
2. Provide an approach to training and support “alongside the other”: make clear the framework of the training course and enable trainees to position themselves individually and collectively as participatory and responsible active stakeholders.
3. Develop individual and collective practices for empowerment; to exercise freedom and freedom of choice, one must be a known and recognise actor, have a thought out, legitimate relevant and consistent discourse and, finally, be able to express it and be heard.

OPERATIONAL AIMS

La Calestienne is proud of providing trainees with an assistive relationship and favours actions to develop personal responsibility and thus enable people to choose and act in an informed and independent manner. La Calestienne wants to pursue its action in this direction. This is why the organisation wishes to equip itself with tools that clarify the training framework and enable the trainees to individually and collectively play an active, participatory and responsible role: a space for free and constructive expression for the trainees.

Experimental points:

1. setting up a cooperative council of the trainees; annual invitation of a delegation of trainees to a staff meeting to give an account of the trainees’ assessment of La Calestienne’s training scheme over the previous year;
2. writing up a charter of stakeholders in La Calestienne, jointly constructed by the trainees, the trainers and the management.

DURATION OF THE
ACTIVITY

The participatory councils are held at least once every three months. They take place in meetings lasting one-and-a-half hours. Once or twice a year, a delegation of trainees meets with the staff of La Calestienne to give a direct account of the discussions and proposals raised in previous participatory councils.

TARGET GROUP

The target group is made up solely of adults (aged over18) who are far removed from the employment market. That is to say, a low level of education (at most upper secondary education) and/or have been inactive for at least two years. Around 30 trainees take part in the participatory councils. According to the agenda, in order for the debates to proceed more smoothly, the participatory council may be divided into two groups of 15.

TRAINING PATHWAYS

The type of sector on offer has no bearing on the proposed tool. La Calestienne proposes training programmes in:

- horticulture
- catering
- eco-construction
- cleaning

IMPLEMENTATION OF THE ACTIVITY

Practical organisation:

- meeting of trainees every three months. The group may be subdivided into two groups of 15 to ensure everyone has a say;
- meetings chaired by someone external to Calestienne;
- attendance of La Calestienne social worker;
- agenda set by the participants;
- minutes of the meeting taken by the moderator and relayed to the participants and to management. The minutes are anonymous in order to ensure the confidentiality of the debates and freedom of expression.

Notes:

- confidentiality of the discussions. What is said cannot be repeated outside. Listening without judging or interrupting. The moderator is the guarantor of confidentiality;
- the agenda is set by the trainees, but must relate to the running of La Calestienne's training activities;
- for it to be communicated to management and to the staff, all ideas have to be formulated as follows:
 - objectified (concretely say what one is talking about);
 - argued (after group debate and analysis);
 - constructive (puts forward concrete proposals);
 - consensual (the group has to agree on the proposal).

Follow-up:

- the moderator carries out the follow up with the trainees; each meeting begins with a re-reading of the previous minutes. S/he then verifies progression on the points raised;
- the moderator also carries out the follow up with management. To explain ongoing debates, bring to light the trainees' expectations, ensure that there will be practical follow-up;
- once or twice a year, four trainee representatives (one per training pathway) meet with the training staff and the management to put forward their thoughts and proposals. They use the occasion to check on progression of previous decisions. This meeting is prepared at the previous participatory council. A hard copy is made to ensure the accuracy of the statements. Feedback is given to the group at the next participatory council.

VARIOUS REMARKS
(TRANSFERABILITY)

This kind of activity only seems applicable to relatively long training courses. The courses here were of 6 to 18 months duration.

Trainees are joining the courses all year round (there is no formally defined “session”, rather continuous entry). This does not pose a problem, as those who have been on the courses for longer transmit the project’s history to the new arrivals.

1st experimental point: the trainees’ participatory council has become part of the habits. The trainees expect it, they have trust in it and have seen that it could make things happen.

The trainers have also integrated this dimension into their planning. They were worried that it merely would be an occasion for the trainees to vent their frustrations, but can now see that it is rather constructive:

- the quality of reception has clearly improved;
- communication within the institution has greatly improved;
- the trainees feel that they are recognised as full stakeholders in the training course.

2nd experimental point: the meeting between staff and trainee representatives is not an easy matter. The trainees had to spend a lot of time working on giving credibility to their voice, as well as making it representative of the collective voice.

Nonetheless, it was thanks to this meeting that the participatory councils found legitimacy:

- the trainers realised that the trainees demands and remarks were relevant and constructive;
- the trainees saw in practice that their voice was heard and taken seriously.

It was from this meeting that the idea of creating a charter was born. This meeting is now formally recognised and will from now on take place once a year.

3rd experimental point: the charter is very important and gives full satisfaction. The issue now is to make its principles enter into day to day practices. There remain some large gaps between words and deeds. This charter was used as a signpost by the trainers when they reviewed La Calestienne’s system for assessment.

USEFUL RESOURCES

www.calestienne.com
www.aid-com.be/fr/conditions-de-formation

ORGANISATION **AID - AID BW, Tubize**

ACTIVITY **On-site assessment tool**

LEARNING OUTCOMES
(WITH REFERENCE TO
THE KEY RECOMMENDA-
TIONS AND ACTIONS)

Chapter 3, point 5

Develop new assessment and self-assessment tools, in collaboration with the trainees and the trainers. These tools will be developed on-site, according to the skills that are actually being worked on.

In this way, we intend to meet the following recommendations:

1. promote assessments that serve the progression of the beneficiaries;
2. assessments that are as close to the actual training as possible, but also foster critical thinking;
3. develop “rewarding and participatory teaching methods” on the one hand, and “training schemes that are connected to the occupational reality”, on the other.

OPERATIONAL AIMS

More specifically, the activity had three aims:

1. structure and improve the legibility of the training course.
In a “training through work enterprise” (EFT), where the bulk of the training takes place on-site, the training framework can appear to be very informal. However, trainees and trainers need structuring elements in order to have a clear view of the training programme on one hand, and the trainees’ progression within the programme on the other;
2. giving a meaning to the learning and assessments.
The traditional assessment systems are poorly adapted to the on-site realities and the needs of the trainees. They are outside the place and time of the worksite and thus create a sort of disconnect in time (the trainees cannot remember what is being talked about), as well as a cognitive disconnect (the trainees cannot visualise or understand what is being talked about). The aim is therefore to bring the assessment time and tools closer to the reality of the worksites. This means a weekly assessment;
3. developing the ability to self-assess in order to progress;
Within this project, assessment is no longer seen as a sanction, but as an opportunity to gauge one’s progress:
 - take stock of the progress made since the previous assessment;
 - grasping what remains to be accomplished in relation to the goal;
 - identifying what needs to be done/improved in order to reach it.

This dynamic requires the trainee to have a clear vision and understanding of his/her goal and pathway. It also, however, requires each trainee to develop a capacity for self-criticism: to positively and clear-headedly question their progression. In support of this, the trainers have a vital role to play: give them confidence and help them make the assessment objective.

DURATION OF THE
ACTIVITY

The assessments are carried out at the end of each week.
They take around 30 minutes.

TARGET GROUP

The target group in question is made up solely by adults (over 18) who are very far from the labour market. This means a low educational level (at most upper secondary education) and/or a period of inactivity of at least two years.

TRAINING PATHWAYS

- Carpentry
- Interior decoration
- Eco-construction

IMPLEMENTATION OF THE ACTIVITY

Prior:

- using skills checklists for the trades in question, the trainees created a glossary listing the key activities and linked skills that could be worked on in training;
- a weekly assessment grid was drawn up. It enables the key activities and skills worked on to be identified. It asks the trainee, on the one hand, and the trainer, on the other, to state to what extent the skill in question is mastered. It also makes it possible to identify the trainee's motivation and interest in relation to the skill in question. Finally, a comments section enables nuances, riders and remarks to be recorded.

Implementing the assessment:

- timing and place: at the end of each week (at the end of the day on Thursday, on-site or on Friday morning in the workshop);
- identify the key activity and skills: the trainee gathers his/her team for a weekly debriefing. Then they select the key activity and main skills to be assessed from the glossary;
- each trainee fills in their assessment grid individually;
- the trainer fills in his/her part of the form for each trainee. together, the trainer and the trainee write in their comments.

Follow-up:

- the forms are placed in an individual evaluation file;
- the files will be summarized in the three-monthly assessments.

Notes:

- define each trainee's training and social and occupational insertion project at the start of the course;
- involve the social worker in the activity, in order to address social and behavioural issues;
- involve the basic skills trainers so that their input is more closely related to the on-site realities.

Very important – the use of this assessment system is the result of joint work involving the learning coordinator, the basic skills trainers, the technical trainers and the trainees. The system was evaluated by each stakeholder several times to ensure it best met the expectations of all.

VARIOUS REMARKS (TRANSFERABILITY)

1st experimental point: this work “made sense” to the trainees and to the trainers. The forms were filled in at the end of each week, according to the skills genuinely activated over the week in question. Developing these forms is therefore also allowing time to step back from the training and for each to learn to formulate the processes in play in the training course in a structured and intelligible manner.

2nd experimental point: without it being explicit, it became clear that the trainees and trainers had been waiting to revise the assessment tools. It is therefore the whole assessment system that was revised:

1. the different types of assessment: informal/formal, collective/individual, self-assessment/assessment by the trainer ...;
2. the timing of assessments: stock-take on entry, weekly assessments, three-monthly progress assessments, placement assessments, end of course assessments;
3. involving the different stakeholders in assessment: trainees (bringing in self-assessment), theoretical trainers, transverse skills trainer, Psycho-pedagogical coordinator;
4. supporting tools for the assessment: assessment forms, skills glossary, assessment summary sheets.

3rd experimental point: the trainees found it rewarding that other members of the organisation were present on-site, but did not see any further dimension.

For the trainers, this new multidisciplinary approach is a novelty. The trainers have invested much hope in it, but the challenge is sizeable. It is quite organisationally demanding and impractical to organise the basic skills lessons on-site; the basic skills trainer therefore need to visit the site so that, later on, in her lessons, she can better link her content according to the realities and needs of the trainees on-site.

This kind of activity seems to us to be applicable to any type of training course, but, since it involves individual and collective work, the group of trainees cannot be too large (10/12 maximum), in order to ensure the participation of each.

Trainees join all year round (there is no “session”, but continuous arrivals); This does not pose a problem, since the system enables the goals and content of the assessments to be personalised.

USEFUL RESOURCES

www.aid-bw.be
www.aid-com.be/fr/conditions-de-formation

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Spain



ORGANISATION

Trinijove - Barcelona professional

ACTIVITY

Creating a scorecard in which the candidates assess themselves and are assessed by professionals to provide more contrast, give the candidates the means to work on empowerment individually and collectively

LEARNING OUTCOMES
(WITH REFERENCE
TO THE KEY
RECOMMENDATIONS
AND ACTIONS)

**Chapter 3, point 5.3 -
Chapter 3, point 7.1 and
7.2**

1. Favour assessments that are at the service of the beneficiaries' progress: initial, intermediate and final assessments enable the success of the learning to be gauged to improve self-confidence and self-esteem.
2. Put in place empowerment actions at the level of the individual: empowerment is the power to act that people can acquire to boost their confidence and self esteem, as well as their capacity for self-determination in pursuit of the projects they choose. Within the training practices analysed, this individual process of acquiring power is worked on as part of the psychosocial support provided by the training providers themselves, or by their partners in the field of social work. The development of emotional and social skills rests on it being closely linked to the work on vocational skills. While training has enabled them to get back on their feet from a social point of view, it is about increasing their sense of control over their vocational path and, more broadly, the direction of their lives.
3. Developing individual and collective empowerment practices.

OPERATIONAL AIMS

Improve the capacities and skills of the trainees (young people aged 16-20), who have not attained the obligatory secondary school diploma:

- enable them to obtain a diploma in initial vocational training, which enables them to continue their studies or enter the labour market.
- foster and work on their independence and empowerment and subsequently help them in practice and in work.

In order to enable the trainees to develop their personal skills and be able to decide how to proceed, they are given a questionnaire where they give account of their situation and evolution.

The next part is about working on making them independent by developing their personal competences in self-esteem, conflict resolution, decision making...

This way of working gives a better overall development and helps maintain an engaged attitude. This means that the training course is not seen as something that is imposed, but as something that one is involved in as an active player.

The self-assessment grid is divided into four key areas:

1. Cognitive area
2. Attitudinal area
3. Behavioural area
4. Vocational orientation area

Thus, with clearly measured indicators, the trainers and tutors will be able to interact jointly with the trainees to make adjustments and find areas for improvement etc.

DURATION OF THE ACTIVITY

- 4 two-hour long work sessions for self-assessment involving the trainees, the trainers and the tutors.
- Le test is carried out with the trainers and trainees.
- The questionnaires are given out and worked on individually.

TARGET GROUP

The target group for this test is made up of trainees aged 16 to 20 who are completing their training that is aimed at either obtaining employment or continuing in formal education. At the end of this course, they obtain a vocational diploma that enables them to undertake vocational training at the upper secondary education level.

TRAINING PATHWAYS

Professionalization, adjustments, support for training, mechanical fabrication and welding.

IMPLEMENTATION OF THE ACTIVITY

Practical organisation:

- 2 days for the presentation of the tool to be used with the trainers and tutors. Instructions for the use of this tool are defined for subsequent work with the trainees;
- 4 two-hour sessions are carried out to test the tool;
- feedback is taken from the trainers and tutors for further work with the trainees;
- a group session is carried out with the professionals and trainees to obtain feedback and reinforce the results.

Notes

Confidentiality of data and conversations.

Follow up

The test was applied and will be used again by the trainers and tutors for future training courses.

VARIOUS REMARKS (TRANSFERABILITY)

This experiment can be transferred to other training courses, whilst bearing in mind that, in order to obtain the best results, it should be used right at the start of the action.

This experiment enabled trainees to better understand their capacities and the limitations they might be facing. To begin with, there was a certain wariness about telling the truth in the self-assessment.

USEFUL RESOURCES

Trinijove – Programa Incorpora – Punt Formació Incorpora «de La Caixa»

ORGANISATION

ACTIVITY

Self-assessment questionnaire

LEARNING OUTCOMES
(WITH REFERENCE
TO THE KEY
RECOMMENDATIONS
AND ACTIONS)

**Chapter 3, points 5.1
and 5.3**
Chapter 3, point 7

1. Actions for empowerment at the individual level:
at the individual level, the course aims to rehabilitate the person and enable him/her to acquire the necessary security, confidence and self-esteem, self-determination and capacity to make life choices. Individual psychosocial support aims at the developing emotional and social skills that are closely linked to the development of vocational skills. The courses enable them to get themselves back on their feet socially and increase their sense of control over their lives.
2. Actions for collective empowerment:
in recognising the problems people face in the course of their path to reintegration, the need for change helped by the support of the group becomes apparent.
The experiment bears on a training course for people aged over 18 who are at risk of exclusion.
It is a specific training course to improve people's skills individually in order to enter the labour market.

OPERATIONAL AIMS

Actions for empowerment at the individual level:

- each of the trainees is assessed using a questionnaire that gauges where they see themselves at that moment;
- the data collected enables us to involve each of the persons in the project and work on one of the individual points to improve and consolidate the learning outcomes.

Actions for empowerment at the collective level:

- empowerment at the collective level is based on working on personal growth and the development of 10 key skills;
- the beneficiaries of the programme will be able to improve their skills both for personal growth and for their employability: self-esteem, positive attitude, resolving conflicts independently

This approach also fosters better cohesion and teamwork in the implementation of the technical component.
A model skills diagnostic questionnaire was designed with the aim of achieving positive results for the personal improvement of the participants.
This questionnaire is based on the skills necessary for good personal and vocational development. This enablement or coaching enables people, if they so wish, to work more effectively by personally engaging themselves. This is the aim of the whole method of personal support.
The 10 skills are easy to monitor as indicators of personal progress.

DURATION OF THE
ACTIVITY

- One 4-hour training of the trainers session in which the model is explained.

- 10 4-hour group and individual coaching sessions.
- One 1-2 hour coaching session with each participant during the course, slotted in with the technical training they are following.

TARGET GROUP

The target group for this trial is made up of trainees aged over 18 and under 60.

They are persons who are at risk of exclusion or long-term unemployed, who are qualified or not and are in a vulnerable position.

This course enables them to get work experience while also learning to give themselves the means to better face the difficulties in their lives, with much greater chances of both personal and vocational success.

TRAINING PATHWAYS

The training courses are based on the needs of the market, but the trainees choose the type of vocational training they are interested in. Before beginning the training course, the trainees are informed not only about the technical training they will undergo, but also about the experiment relating to the 10 key skills for personal improvement. The trial was carried out on women training in domestic and cleaning work.

IMPLEMENTATION OF THE ACTIVITY

Practical organisation

The activity was run as follows:

1. there was an initial cycle of 4 hours of training for the trainers in the 10 skills method.
2. a working session was held with the trainees to explain the method they would be taking part in.
3. the methodology was applied as follows:
 - group sessions lasting four hours each; 10 sessions were held with the trainees;
 - 1 session was held to explain the individual work to be done for taking personal responsibility;
 - 1 2-hour individual session was held with each trainee throughout the course to carry out self-assessment work.

Notes

Confidentiality of data and conversations (LOPD).

Follow-up

This type of support gave very good results and was adopted for other training courses as a method to help the trainees to progress and provide better training.

VARIOUS REMARKS (TRANSFERABILITY)

This kind of activity (judged a good tool) can be used for other kinds of training courses, whilst bearing in mind that, in order for it to work best, it should be used from the beginning of the training course.

RISORSE UTILI

Trinijove – Escola L'Esperança (Funcao Escoles Parroquials)

ORGANISATION

ACTIVITY

Self-assessment questionnaire

LEARNING OUTCOMES
(WITH REFERENCE
TO THE KEY
RECOMMENDATIONS
AND ACTIONS)

**Chapter 3, points 5.1
and 5.3**
Chapter 3, point 7

1. Give value to the beneficiaries' experiential knowledge. The trainees following a course are asked to carry out self-assessments in which they can compare what they think, what they know and the trainers' assessment.
2. Encourage assessments to get beneficiaries involved in their progressions. Self-assessment will be accompanied by constant evaluation by the trainers so that the trainees understand the reasons for differences between their own assessment and that of the trainers. This self-assessment questionnaire will take account of prior experience in order to improve skills and attitudes. These experiences can then be transformed into skills that are useful for employment.

OPERATIONAL AIMS

It is expected that the trainees will be able to draw on prior experience and be able to learn by themselves and value their independence. This tool should enable the trainees to be in an individual and collective position to take responsibility for their decisions. The training course should give them the freedom to express their wishes and help them in their learning. Progress in each of those areas should help improve self-esteem.

DURATION OF THE
ACTIVITY

The group activities take place every week in one-hour sessions. Each trimester, a meeting is held with the tutors, the trainers and the trainees who take part in discussion groups to talk about improvements.

TARGET GROUP

The participants are young people aged 17-20 who are enrolled in vocational training.

TRAINING PATHWAYS

The school began its educational activities in 1965. It is currently coordinated with the Education Department, it is a public-private school, i.e. jointly run. Various after school activities (run by AMPA) involve children from the Baró de Viver neighbourhood in Barcelona, Spain. The type of training provided by Esperança is: formal education and vocational education such as accountancy, information technology and others.

IMPLEMENTATION OF THE ACTIVITY

Practical organisation:

- meeting between the trainees every three months. The classroom is divided into groups of 10;
- a “moderator” is appointed among the tutors or trainers;
- the agenda is set by the participants;
- minutes are taken, ensuring confidentiality in order for trainees to participate freely;
- group work provides the trainees with the opportunity to take part in decision making, making them more independent and responsible for their actions, and value their abilities among other people.

Notes

The need to have time to carry out the assessments throughout the year to work on the trainees’ view of their skills and on their attitudes.

The practice of self-assessment and of assessment at the very start of the course enables trainers and trainees to get a first impression.

Periodic assessments enable the view of each to be improved subsequently.

Follow-up:

- the person in charge of running the session carries out a follow-up with the trainees. Each meeting begins with a review of the previous one. S/he then checks on progress made;
- it is a matter of prioritising comprehensive support. The actions are intended to satisfy the need to combine the vocational and social components of the training course;
- provide a training and support process that is “alongside the other”.

Develop individual and collective training practices.

In order to exercise freedom or freedom of choice, each must be a known and recognised actor that can express his/herself and be heard.

VARIOUS REMARKS (TRANSFERABILITY)

This experiment in which trainees can participate is carried out with groups that have difficulties in adapting. It is a matter of fostering their autonomy and encouraging the development of their learning, of giving value to their opinions and their decisions.

This helped us to make the trainees active participants in their progression, to better understand their capacities and the limitations they are faced with.

The assessments with the tutor and the trainer help guide the trainee along their path.

The added value of this approach is to work with a greater number of trainees on an individual basis and to make them more aware of their abilities and limitations in order to improve their self-esteem.

RISORSE UTILI

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France



ORGANISATION **ID Formation**

ACTIVITY **Taking ownership of one's progression and involvement in the activity**

LEARNING OUTCOMES
(WITH REFERENCE
TO THE KEY
RECOMMENDATIONS
AND ACTIONS)

Chapter 4, point 3
Chapter 6, points 1 and 2

1. The pedagogical aim is to enable the trainees to bring all the assets to bear to succeed in the entrance competitions for care assistant schools. In order for them to be able to organise their thoughts, be effective and competitive, it is indispensable that constant assessments are carried out. The trainees will then be able to take ownership of the results, their progress and work towards their success.
2. The candidates need to acquire the necessary skills, but also social and vocational competencies, such as: learning to position oneself within a group, be able to properly express themselves orally, learn to talk about oneself, manage stress, better understand their future vocation, face up to the reality of employment

OPERATIONAL AIMS

Our goal is that every trainee takes ownership of the results of his/her progression and actively works towards his/her success, through various assessments that we offer. It is a question of maintaining the motivation of each for the duration of the training course and up to the competitive examination. In order to do this, we based ourselves on some key actions put forward in the study to:

- favour assessments that were at the service of the beneficiaries' progression;
- promote actions for individual and collective empowerment.

Experimental points:

1. **individually:** use of a goals contract that is readjusted in a meeting after every assessment and takes account of the individual's progress;
2. **collectively:** correcting the assessments to highlight the gains made, monthly roundtable so that everybody gets their say;
3. adjustments to the training according to the individual goals contracts.

DURATION OF THE
ACTIVITY

Over a six month period, the trainers put in place monthly assessments (markers for progression). The lead trainer hands out the overall assessments in a group session and during monthly individual interviews lasting up to one hour. This interview enables each trainee to know where they stand given their results, gain some understanding and commit to new goals, thus making their goals contract evolve.

TARGET GROUP

The target group encountered is made up of a majority of young people aged 16 to 25 with no qualifications, jobseekers, employees, disabled workers

TRAINING PATHWAYS

The course is equivalent to a preparation for the competitive entrance examination for a qualifying course.

ID Formation has three types of preparation courses for competitive examinations in healthcare trades:

- entry to care assistant school – Level V
- entry to childcare assistant school – Level V
- entry to nursing school – Level IV

IMPLEMENTATION OF THE ACTIVITY

Practical organisation:

- at the beginning of the training course, an evaluation is made in order to determine the initial goals that will be part of the first goals contract that is jointly signed by the learner and the course leader;
- the trainers put in place monthly assessments (markers for progression);
- the course leader hands back the results of these assessments in a monthly individual interview, which should enable each trainee to understand their progression and participate in drawing up a revised goals contract. This handing back of the results is done in two stages:
 - an individual interview enables the trainee to take stock of his/her position in view of the results, understand it, and commit to new goals;
 - a group assessment of the results means that each trainee can know where they stand relative to their peers and to pass on the methods they found effective (raising the person, their capacity to progress and make use of the skills of others);
- the educational team, with support from the lead trainer, uses the trainees' individual goals to adapt its interventions. As a result, over the duration of the course, thematic workshops may be proposed (reinforcing what has been learnt, re-explanation of concepts, self-teaching workshops, IT access for research, additional training for exams). ID Formation decided to offer trainees in a same stream to take part in those workshops or choose to work independently, 2½ days per week;
- The input for the trainees is the very basis of the actions we propose. The trainee's input is sought all the way through the course, in order to assess their progression and their expectations. From the beginning, the trainee has a lead trainer, with whom they create a relationship of trust. S/he can approach them at any time during the course to discuss any problems encountered:
 - the individual interviews are a chance to take into account each trainee's concerns. Depending on the feedback, we may adjust our action plan;
 - a roundtable discussion enables each member of the group to have their say on the course content and any problems they are encountering;
- at the course half-way stage and ending, we provide an anonymous questionnaire giving the trainees a chance to rate our methods and make suggestions.

Notes:

- confidentiality of individual interviews;
- respect for what each has to say, of speaking time for each, goodwill of all participants (trainees and trainers);
- all intervening persons to be in receipt of the individual goals set at interview;
- individual and group assessment must also take place for the practical placement in order to make best use of the fruits of the vocational immersion and not create a break in the dynamic in place.

Follow-up

Over the months, the educational supervisor is in charge of ensuring the good running of the action:

- readjusting the trainees' individual goals contracts;
- readjusting the educational processes with the trainers;
- presenting those adjustments to the group;
- setting up thematic workshops according to the needs identified;
- the educational supervisor reports the evolutions to management and to the funder.

VARIOUS REMARKS (TRANSFERABILITY)

This approach is transferable to other schemes. Listening to individual and collective feedback means that certain “dropping out” situations can be avoided.

It creates a link between:

- the trainees who are individually and collectively engaged;
- the trainees and the teaching team who are jointly engaged.

1st experimental point: taking everyone into account is important in order to carry out genuinely collaborative work between the trainees and the teaching team. It is essential that the goals contract is regularly written down, signed and updated not just by the trainees, but also by the lead trainer.

The teaching team must be a stakeholder in this approach led by the educational supervisor.

2nd experimental point: this approach created a bond between the team and the trainees.

Group work organised with mutual support according to the strengths of each individual.

The monthly roundtable helped to manage conflict situations: too much noise during lessons, lateness, ... by allowing the group to put forward solutions.

3rd experimental point: teamwork around the progress made and problems encountered by the trainees meant that the organisation of the teaching could be reviewed and to suggest workshops alternating structured small group and individual workshops with independent work.

- The team was dynamized by the approach and was much more solicited in terms of time demands than had originally been envisaged to avoid informal exchanges.
- The group appreciated the adaptation of the training to their needs.

USEFUL RESOURCES

ORGANISATION

ID Formation - Petra Patrimonia

ACTIVITY

Get the trainees to participate in the construction of a social and professional network around their projects

LEARNING OUTCOMES
(WITH REFERENCE
TO THE KEY
RECOMMENDATIONS
AND ACTIONS)

Chapter 2, points 1 and 3
Chapter 6, points 1 and 2

The main goal is to give new impetus to seniors affected by unemployment. It is about validating a project for vocational inclusion and defining a plan of action.

Our aim is to enable the trainees to discover and experience the capacities that are necessary for vocational inclusion or creating an activity.

Alternance training is at the heart of the approach and work placements account for 45% of training hours. However, trainees who are distant from the world of employment are often reluctant to “make the approach towards business”.

Furthermore, the path towards employment is often hindered by social issues.

We have very little time within the training centre in which to work on those two interdependent aspects: the social and the vocational.

OPERATIONAL AIMS

In order to do so, we have developed three strands to work on:

- creating links with the world of business;
- alleviating social problems;
- developing practices for individual and collective empowerment.

Experimental points:

1. creating assessment forms for developing practices for individual and collective empowerment and give a sense to the workplace immersion. Create factsheets for job-skills (the vocational and social skills that are essential to practice a trade), according to the trainees' vocational projects. These worksheets were designed by all of the trainees alongside the vocational inclusion counsellor, and were used as the basis for monitoring the work placements. It is an opportunity to come out of isolation and share problems with others in a spirit of exchanging and listening;
2. organising a roundtable to create a link with the world of business. The trainees made use of the ID formation network in their search for placements, but the roundtable could not be set up for organisational reasons;
3. carrying out individual interviews to address social issues: the vocational inclusion counsellor was designated as the “contact person”: he received the trainees for individual interviews and identified the issues hindering the search for employment (peripheral hindrances such as: mobility, childcare, medical or psychological constraints...). He was thus able to address social issues and offer to put the trainee in contact with the relevant social services.

DURATION OF THE ACTIVITY

The action took place over five months and the experiment covered the whole period.

TARGET GROUP

This “remobilisation platform is aimed at jobseekers who are over 45 years old and very remote from employment, with or without disability status.

TRAINING PATHWAYS

This is a vocational inclusion initiative.

IMPLEMENTATION OF THE ACTIVITY

Practical organisation:

- a pedagogical meeting was held prior to the training course to set the framework for the experiment and define the roles of each participant;
- first four weeks on the training course:
 - presentation of the approach to the trainees from the very beginning of the course;
 - first individual interviews from the beginning of the activity – identifying peripheral hindrances, setting up an action plan for mobilising the relevant social actors;
 - personal and vocational audit, with validation of the first vocational leads;
 - creation of job-skills factsheets by the trainees (group work);
 - trade survey to go make approaches to employers (according to the trades selected);
 - taking personal steps to meet with the social actors and put in place the action plan to address peripheral hindrances;
 - search for a placement and validation of the first workplace experience with the creation of a placement monitoring sheet, with reference to the job factsheet;
- 2 weeks on placement:
 - in-placement monitoring by the vocational insertion counsellor and the employer, with presentation and completion of the assessment sheet;
- 2 weeks in training:
 - individual interview to get an update on the peripheral hindrances, the placement follow-up, the progression of the career project and the search for employment;
 - job-search workshop;
 - validation of second vocational leads;
 - creation of job factsheets by the trainees (group work);
 - trade survey to go make approaches to employers (according to the trades selected);
 - taking personal steps to implement the action plan to address peripheral hindrances;

Job-search activities

Search for a placement and validation of the second workplace experience with the creation of a placement monitoring sheet, with reference to the job factsheet.

The same approach is repeated, with the same timetable, for the other two placement and training periods.

Notes:

- confidentiality of the individual interviews;
- respect for what each has to say and for speaking time, goodwill from all participants (trainees and trainers);
- the participant has to be willing.

Follow-up

Over the months, the “contact person” is the guarantor of the good running of the action:

- readjustment of the action plans to remove peripheral hindrances;
- readjustment of vocational projects taking account of peripheral hindrance;
- adjustment to group work so that each can find their place;
- presenting the initiative to businesses prior to the start of the training course.

VARIOUS REMARKS (TRANSFERABILITY)

Points 1 and 3 were interesting to trial; the process is given impetus and the trainees’ action is at the centre of the process, individually as well as collectively.

This experiment fosters the vocational engagement of the trainees. Some feel more confident and determined. Especially, they feel the satisfaction of having achieved a lot, met other people, encountered a supportive counsellor and interesting businesses. What emerges most strongly is the sense of learning from others.

1st experimental point: the approach enables a group dynamic to be created where each finds their place. The trainees become increasingly independent and therefore once more become active participants in shaping their own pathway. The assessment sheets carry the sense of the activity, as they enable identification of the skills acquired or to be developed and enable each participant to find their vocational identity and place.

3rd experimental point: it is essential to address the peripheral hindrances to employment to foster vocational re-integration. The individual interview enables the trainee to be taken account of in his/her totality, and for the “contact person” to optimise the social and vocational support, providing two interdependent forms of accompaniment. We see a significant benefit for the trainees, even when the social situation remains blocked. the social and vocational support fosters a relationship of trust between the “contact person” and the trainee. The feeling of being heard and having tried to progress enables the person to acquire new dynamism, satisfaction and a sense of self-determination. One condition, however, remains essential: wanting to be helped.

USEFUL RESOURCES

ORGANISATION **ID Formation - Sud Concept**

ACTIVITY **Valuing one's own experience, using the experiences of others**

LEARNING OUTCOMES
(WITH REFERENCE
TO THE KEY
RECOMMENDATIONS
AND ACTIONS)

1. Giving value to the trainees' knowledge gained through experience
2. Promote collective and peer learning.

Chapter 4, points 1 and 2

OPERATIONAL AIMS

In order to support the transition between training and social and occupational insertion, each trainees is given support by a workplace referent before, during and after the work placement. Our aim is that each trainee is able to value his/her experience, but is also able to benefit from the experiences of others. It is a question of developing one's skills by getting involved in the progression of other trainees. The aim is for each to be able to learn from the experience of others and interact with them in the acquisition of knowledge (employment sectors, trades, requirements, training courses, local businesses) and develop skills (oral expression, assessing, advising).

Experimental points:

1. put in place teamwork in support of the career project;
2. put in place group work around the work placement;
3. creation of assessment grids by the trainees.

DURATION OF THE
ACTIVITY

Over an eight-month period, the trainers accompany the trainees in their future vocational direction.

In order for the three work placements to be of educational value, they must be closely linked to social and educational support in the training centre.

Our pedagogical choice is for individual and collective support that gives value to the work experiences of all.

The workplace referent plays a "coaching" role by giving support to the beneficiaries, prior to the placement:

- to prepare for their experience in the field,

and, after:

- to assess this experience,
- to identify the difficulties encountered, areas for improvement, as well as the learning acquired and yet to be acquired.

Working collectively helps to broaden the reflexion around each participant's project.

TARGET GROUP

The target group is mainly made up of young people aged 16 to 20 who have not yet made a choice in terms of their career future, and who have no or little work experience. They are very often early school leavers, and they are not used to being involved in collective debate.

TRAINING PATHWAYS

The pathway on offer is an accompaniment in making a career choice, which aims to help the trainee define and construct a realistic and achievable career project.

It involves:

- defining a career project that is adapted to the potential of the employment market and is compatible with the trainee's aptitudes and aspirations;
- defining and organising a training pathway leading to qualifications or direct access to employment.

IMPLEMENTATION OF THE ACTIVITY

Practical organisation

2 trainers are tasked with accompanying the trainees in their progression:

- one trainer in charge of individual interviews;
- a work placement referent in charge of following up the practical placements in the field and leading the group.

Dialogue between the trainers is necessary and continuous.

As soon as they join the training course, the trainees are made to work in groups, in the form of mutual interviews. Thus, on the first day of the course, each trainee is asked to introduce another trainee around the table. Each is involved in asking questions and making the introduction. This method (dual interview) is used throughout the course and promotes collective engagement.

Thus, upon return from work placements (there are three placements scheduled), the trainees will be asked to work in pairs to present their workplace experiences: the first trainee will interview the second trainee (on the basis of a questionnaire jointly drawn up prior to the placement) and report back to the whole group. The second trainee will then present the experience of the first. During the collective report back, each of the trainees has to ask at least one question for the presentation to be complete.

Notes:

- trainer's ability to engage the group, to moderate the debates (work on preconceptions);
- teamwork is important between the individual and collective sessions;
- taking account of each in an individual setting;
- set up a monitoring grid that is accessible to the whole team;
- respect the words and speaking time of each, goodwill between participants (trainers and trainees);
- stick with this participatory method;
- need for spaces for working in sub-groups.

Follow-up

Over the months of the course, the two trainers ensure the smooth progression of each trainee. This requires strong teamwork:

- organising each workplace experience feedback meeting at the training centre: highlight the skills and competences displayed, analyse the learning progression and the experience lived, broaden career options ...;
- readjusting the individual goals throughout the course (individually and collectively);
- organising workshops alongside the feedback sessions (refining CVs, search for potential training courses, future work placements, or specific trades ...);
- the training team gives progress reports to management and to the funder (meetings at the start, half-way stage and end of the action).

VARIOUS REMARKS (TRANSFERABILITY)

This approach enables a working collective to be established around each trainee's project. The person feels valued by being given the chance to speak and be listened to.

1st experimental point: dialogue between the trainers was essential for giving a direction to the accompaniment, at the level of each individual career project, as well as at the level of the group work.

Taking each trainee into consideration in an individual setting remains necessary to support the progression and highlight the progress made.

2nd experimental point: giving the trainees an active role in the exchange of experiences enabled them to mobilise their attention and learn from others.

The trainees feel that they are taken into consideration both in their personal project and for what they can bring to others: productive mutual support.

The fact that they are also "active players" in the group enabled them to get involved and learn from the experiences of others:

- learning to know each other, knowing how to ask the right questions, listening to themselves and to others, thinking about their reactions, listening to others without passing judgement and taking ownership of the variety of experiences.

3rd experimental point: the trainee is genuinely an active player all the way through his/her journey. The construction of assessment tools under the guidance of the trainers enabled them to take on board the "expectation" of the world of work.

This work "made sense" to the trainees as well as for the trainers. the assessment grids were completed throughout the course, depending on the skills that were activated.

→ **The work done by the team made for better cohesion in both the trainer group and the trainee group. All are working towards a common goal: making the trainee an active player in his/her training course and turning them towards the world of employment.**

USEFUL RESOURCES

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Italy



ORGANISATION **SCF – Centro Solidarietà Giovani**

ACTIVITY **Reception and guidance service**

LEARNING OUTCOMES
(WITH REFERENCE
TO THE KEY
RECOMMENDATIONS
AND ACTIONS)

Chapter 3, point 1.2

1. Ensuring reception and guidance services respect the freedom of choice of people suffering from mental disorders by avoiding models that are overly prescriptive.
2. Develop flexible and realistic reception and guidance models that provide the individuals with the possibility of trying out experiences that are more or less protected according to their needs.
3. Foster the search for personal wellbeing through a development and empowerment process that values individual potentials and directly involve the supported person in actively taking part in the construction of their life project by giving them transparent information about opportunities and offers.
4. Foster personal development, resocialisation, independence, career guidance by offering the chance to experience group or individual training experiences that can also be a preparation for employment.
5. Enhance the capacities the abilities to differentiate between tools and methods for guidance and support for vulnerable people by continuing to experiment without creating “rigid vehicles for action”, but rather making use of practices shared between training centres and care services.
6. Improving training centre staff competencies, in particular to increase their capacity for networking with local services, especially those that are not part of the training sector. The aim is to establish stable collaboration networks with those services.

OPERATIONAL AIMS

The “Inoopendesign” project aims to respond to a critical moment during the guidance and selection of vulnerable target groups: the candidates have confused motivations, make arbitrary choices, have an “idealised” vision of the computer graphics sector that is far from the reality. The project wants to give this target audience a sort of “guidance in practice” that can give an understanding of the professional skills required in the sector, and therefore enable them to make a free and informed choice about their training and/or vocational pathway. The goal is to design and carry out training activities that are ever more personalised according to the needs of the target group, by taking account of the candidates’ abilities and by fostering self-esteem.

The points of experimentation:

1. provide guidance in a work situation within the Training centre to people who are being supported by the Mental Health Centre, structured into personalised pathways.
Enable these people to take part in training modules for the abridged Qualification, without them necessarily being officially enrolled, but through a specific project and with dedicated financial support (study/work bursary) from Public Services for the beneficiaries;

2. trial the involvement of the participants in small graphic design projects so that they can apprehend the working processes and procedures involved to obtain the final product.

DURATION OF THE ACTIVITY

The experimental implementation for the project is planned over 10 months, from September 2015 to July 2016.
Access to the centre is organised over three afternoons each week, each session lasting three hours, in the presence of a professional educator from the services in charge of the beneficiary and at least one trainer from the centre.

TARGET GROUP

The service is aimed at a group of young people and adults (at least 18 years old) with mental disorders and who are interested in multimedia, design, the arts, music and the visual arts in general, and who are far from the labour market.
The selection of candidates is carried out upstream by the local Mental Health Service which is in charge of the target group. The project intends for the beneficiaries to be able to spend a certain amount of time in the Training Centre thanks to financial support from a “study/work bursary” that is paid for by the referring service (Department of Mental Health).

TRAINING PATHWAYS

Computer graphics, digital printing, Web design, video and animations, 3D graphics.

IMPLEMENTATION OF THE ACTIVITY

Practical organisation:

- before insertion into the project, each candidate fills in a “reception form” with a guidance counsellor from the centre (motivation, personal history, work experience, training experience, attitudes, personal resources);
- access is planned for three afternoons per week (Monday/Wednesday/Friday) from 14:00 to 17:00 in the presence of at least one educator from the public services and one from the centre;
- activities: access to the classroom to take part in the trainers’ interventions without being required to join the class group; analysis of the material produced by the centre, either on paper or multimedia; participation in small projects, such as an advertising card or a web page for events that the Centre is taking part in;
- during access hours, the candidates have a digital classroom at their disposal with 16 iMac computers equipped with the Mac Osx 10.6 operating system and up-to-date computer graphics software. There are also 15 new generation iPads for viewing the work done by previous trainees;

- the candidates also have a screen printing and digital print workshop at their disposal for printing on T-shirts and bags, as well as window-stickers and stickers, so that the candidates can see the different phases of the work, from conception to production of the finished product.

Notes

The activity is carried out in close collaboration between an educator from the Mental Health Centre and at least one training/guidance counsellor from CSG.

Follow-up

At least once a month, there is a meeting between the Mental Health Centre educator, the training centre's manager for relations with local services and at least one of the centre's trainers involved in the project to monitor the progress of the project and address any possible problems arising.

VARIOUS REMARKS (TRANSFERABILITY)

1st experimental point: the main added value brought by the project resides in the possibility of substituting or integrating the “classic” guidance interview with on-site guidance activities within the teaching group. In this way, the participants can, on the one hand, verify themselves, and directly, whether the type of activity really is close to their expectations and aspirations and, on the other hand, whether being part of a classroom group is an advantage or an insurmountable obstacle. The fact is that an individual suffering from mental problems might manifest moments of anguish over relationships or environments that are not immediately detected by the support staff and that can lead to the collapse of the training or work initiatives. The relationship of trust and familiarity that develops between the beneficiaries and the operators is very important for spotting those obstacles and working out whether they are the result of a “context” issue or whether they are a result of a lack of interest in training, and can therefore take the most appropriate measures.

2nd experimental point: producing, with support from the staff, real products enabled the beneficiaries to rebuild a positive relationship with activity and work. As they are people who have been removed from the employment market for a long time, it was important at this time to intervene not just on knowhow, but on the “ability to do”. The lack of self-esteem in people suffering from a mental condition often leads them to give up before they have started, to consider themselves as incapable. The project enabled a small group to feel that they were an active and participating party, gave them the chance to “try” without fears, to make mistakes without seeing them as irrecoverable, of seeing their finished product and thus to rebuild their personal and vocational identity.

→ On the point relating to strengthening local networks of activities for the promotion of social inclusion, the project intends to develop a stable collaboration network that aims to build a form of differentiated action around the phenomenon of social suffering, where institutions, training centres and social workers play different roles in increasing the capacity of the system for responding to need.

On the basis of the experiment carried out over the last year, we believe that it is more useful for a person suffering from psychiatric issues who is starting on a path towards the employment market should be guided by people who know this field, rather than just local services. The latter tend to position themselves in a protective and prescriptive way towards the supported person, seeking experiences or situations that can contain the “ill” part, without being able to assess the genuine possibilities for moving closer to training or employment.

USEFUL RESOURCES

ORGANISATION	SCF - Fondazione Opera Sacra Famiglia
ACTIVITY	Listening/support helpdesk and “Placement” service
<p>LEARNING OUTCOMES (WITH REFERENCE TO THE KEY RECOMMENDATIONS AND ACTIONS)</p> <p>Chapter 3, points 1 and 2 Chapter 3, point 7</p>	<ol style="list-style-type: none"> 1. Develop individual and group empowerment practices: in order to exercise freedom of choice or freedom of will, people must be an actor that is conscious of their own condition, their skills and aims to be able to create a life and career project that is consistent, relevant and legitimate. 2. Support the transition from training to social and vocational integration in order to develop skills and provide tools that ease an effective vocational integration for trainees on vocational courses.
<p>OBIETTIVI OPERATIVI</p>	<p>Provide a psychosocial support service to professionals to help disadvantaged adults who are taking part in the training centre’s courses.</p> <p>Provide a listening helpdesk and an employment guidance helpdesk to which the beneficiaries have free access in order to improve the quality of their own personal, professional, training and social lives.</p> <p>Experimental points:</p> <ol style="list-style-type: none"> 1. provide the trainees, who already have group empowerment activities, with a freely accessible individual helpdesk to listen to and support their life choices and projects; 2. provide the participants who have already completed their course with a Placement Support Service to ease their social and vocational integration.
<p>DURATION OF THE ACTIVITY</p>	<p>The helpdesks are open one afternoon per week for individual one-hour sessions. At the request of the beneficiaries, the process can be structured into a series of several weekly meetings in order to enable them to take on board and put into practice the actions put forward in the meetings.</p>
<p>TARGET GROUP</p>	<p>The helpdesks receive people who are having problems activating their own resources to improve their social and employment condition (unemployed, elderly, poorly educated).</p>
<p>TRAINING PATHWAYS</p>	<p>The services are aimed at all of the trainees attending the training centre. During the trial phase, the services were addressed at trainees from the following pathways in particular:</p> <ul style="list-style-type: none"> • agriculture and food; • mechanics.

IMPLEMENTATION OF THE ACTIVITY

The activity is promoted through several channels of communication:

- information provided by the course tutor
- telephone contact with trainees who have just completed their course
- promotion through the institutional channels: mailing list, Website.

Practical organisation

Access to the helpdesks is through pre-set appointment, on one of the opening days; the beneficiary can have an individual one-hour meeting with the specialist according to their need, and this can be repeated over the next weeks.

The helpdesk personnel is part of the training centre's staff and is trained in psychology and guidance.

Notes

In accordance with the project's recommendations, the service is open to all participants, but attendance is on a purely voluntary basis.

The helpdesk must be organised to provide one-meeting sessions or several, according to the person, their needs and their availability.

Follow-up

The experiment was presented at regional work sessions as a group guidance tool and as an alternative to current guidance practices.

The experiment was funded to a maximum of four hours per person.

VARIOUS REMARKS (TRANSFERABILITY)

This experiment is transferable to the unemployed, young people (Youth Guarantee Programme), to beneficiaries who are going through difficult (even temporarily) situations in their personal and professional lives.

USEFUL RESOURCES

ORGANISATION **SCF - OPIMM**

ACTIVITY **Selection and assessment tools**

LEARNING OUTCOMES
(WITH REFERENCE
TO THE KEY
RECOMMENDATIONS
AND ACTIONS)

Chapter 3, points 1 and 2
Chapter 3, point 5.3

1. Develop non-discriminatory selection practices and foster an informed choice of training course.
2. Select the most appropriate candidates (based on objective and subjective criteria) whilst also taking account of the person's chance of success in the course and in vocational insertion at the end of the process.
3. Enable the participants to gain awareness of the learning process through being accompanied throughout the course, with the goal of increasing the effectiveness of the training.
4. Create the conditions necessary for the success of the participants on the training course in order to maximize their chance for vocational insertion.
5. Foster the emergence of positive and negative factors from the group context in order to create a situation that promotes the effective acquisition of skills and the development of transversal skills.

OPERATIONAL AIMS

Experimental points:

1. develop selection tools that take into account multiple factors such as: personal aptitudes and characteristics, acquired skills, aspirations and the vocational development project (including the life changes brought about by the disability), creating group situations that facilitate learning;
2. develop a self-assessment tool for the learning process and assessment of the course setting, to be submitted to the trainees at different stages of the course, in order to:
 - increase participants' awareness;
 - provide the trainers and the coordinator with useful feedback so that the action can be matched to the requirements and characteristics of the group (in terms of content, methodology, communication style and relationships).

DURATION OF THE
ACTIVITY

The selection phase lasts for one month in all.
The duration of the full self-assessment and assessment experiment is 5 months, since it includes the entire training centre phase and, in parallel, the workplace placement phase.
Programming is based on a compilation during and after each training module.

TARGET GROUP

People aged over 18, unemployed and registered at the Employment Centre on the lists reserved for the disabled (L. 68/99).

TRAINING PATHWAYS

Qualifying higher vocational training course in the administration-accountancy sector.

IMPLEMENTATION OF THE ACTIVITY

Practical organisation

Implementation is different for the selection and the assessment:

1. the selection took place as follows:
 - presentation of the activity (information): average of 2 hours in a group;
 - written test to assess competences on entry: average of 2 hours in a group;
 - individual motivation and orientation interview: at least 30 minutes, at most 60 minutes.

The new tool created for the experiment is used by the orientation counsellor and the coordinator during the motivation interview.

This tool enables all of the elements believed to be significant to select the most appropriate candidates on the one hand and, on the other hand, to weigh up the various factors under consideration (objective and subjective dimensions);

2. the self-assessments and assessments take place all the way through the training course. They relate either to the learning or the environmental setting using the new tool created. These assessments are carried out individually by each trainee at the half-way stage and end of the module (for longer modules, the assessment can take place in three phases). The coordinator collects the assessments and uses them in two different ways:
 - to transmit observations and suggestions to the trainers;
 - to provide help to the participants, through individual interviews, if they are encountering difficulties.

Notes

The weight of various objective and subjective factors has to be established in a balanced way. It may be necessary to add an assessment of the overall characteristics of the group being formed, since the classroom atmosphere is crucial for leading a good training course.

The development of a selection tool that is as detailed and complete as possible helps in the process, since it enables several factors to be taken into account and considered in a careful manner.

Follow-up

It was possible to take into account all (subjective and objective) factors that could have a bearing on the positive outcome of the training (resilience, skills acquisition ...) and, in terms of the group as a whole, select trainees that could create a group that is as balanced as possible and able to foster a positive environment for learning.

VARIOUS REMARKS (TRANSFERABILITY)

The tools developed for selection and assessment can be used, with the necessary adjustments, for other training courses or target groups.

USEFUL RESOURCES

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Slovakia



ORGANISATION	M-Promex – Slovakian Red Cross (SRC), Čadca territorial Union
ACTIVITY	Transitional support towards vocational integration
LEARNING OUTCOMES (WITH REFERENCE TO THE KEY RECOMMENDATIONS AND ACTIONS) Chapter 3, point 7 Chapter 3, point 8	<ol style="list-style-type: none"> 1. Develop individual and collective empowerment practices 2. Support the transition between training and social and vocational integration.
OPERATIONAL AIMS	<ol style="list-style-type: none"> 1. Integrate individual and collective empowerment practices into the training for “homecare assistant” training, whilst taking account of realities: the helper is most often working alone in the assisted person’s family setting. 2. Develop relationships with the stakeholders who have an influence on employment opportunities for the trainees and use the information to favour the vocational insertion of the beneficiaries.
DURATION OF THE ACTIVITY	The experiment lasted for three months, covering the preparation period for the training course and the experiment.
TARGET GROUP	Beneficiaries – trainees taking part in the “homecare assistant” training course. These are adults (aged 18-60), mainly women, who wish to acquire carer skills and abilities, either to be able to use them within their own family or, especially, with a goal of vocational entry into social work. The trainers for this course, as well as the management of the organisation are also target groups for the experiment.
TRAINING PATHWAYS	<p>Social work – care assistance. Supporting people who are physically dependent on another person's help.</p> <p>Note: according to Slovakian legislation, this training course is accredited by the Slovakian Ministry for work, social affairs and the family. It meets the basic training standards for working as a carer. The certificate granted to graduates of this course provided by the Slovakian Red Cross is also recognised in some EU countries, particularly Austria.</p>

1. Participants who have completed the course

IMPLEMENTATION OF THE ACTIVITY

Activity 1 (boosting individual empowerment).

A workshop (trainers and the organisation's director) on increasing individual empowerment made it possible to formalise an approach that will be put in place for the next "homecare assistant" training course. This approach rests on practical exercises, feedback and positive assessments that enable the development of personal, social and citizenship skills.

During the training course, in which 11 beneficiaries took part, the relevant elements were applied to foster the development of a sense of personal responsibility and confidence in one's own abilities. The trainees received support in grasping the social and citizen context of the carer's role.

The implementation was monitored by the organisation's director in consultation with the participating trainers.

Activity 2 (support in the transition between training and integration). Responsibility for this activity was given to the director of the Čadca territorial Union of the SRC.

During the first stage, the director organised three working meetings with the organisations that can help with the integration of the trainees who have completed the course: the Čadca employment, social affairs and family bureau, representatives from an agency that works to promote the integration of carers in Slovakia, and the Slovakian branch of a similar Austrian agency.

In a second stage, an "exchange of meetings and information" was held at the launch of the "homecare assistant training course".

This involved:

- improving the transmission of information about their opportunities for social and vocational integration to the trainees,
- developing cooperation and relations with regional bodies: the information relating to support for graduates by the Čadca employment, social affairs and family bureau was presented by a representative from the bureau. Information about the opportunities for vocational integration by the contacted agencies was presented by the director of the Čadca territorial Union of the SRC.

Notes:

- all of the training courses for carers will be organised and set up in a way that will also develop personal skills and increase individual empowerment;
- when future training courses are organised, ensure the trainees are helped in the transition into employment and that they are informed and put into relation with employment offers;
- cooperation and relationships need to be built with the organisations that influence employment for the trainees;
- respect the beneficiaries' personality and needs during the preparation and implementation of the training courses for carers.

Follow-up

Follow up will take place on two levels:

- the relationship between the trainers and the trainees: the trainers will continuously monitor the trainees needs and adapt their interventions;
- follow-up at management level: regular meetings between management and the trainers will enable the latter to make those adaptations.

The organisation will also monitor the vocational integration of its graduates once they have completed the course.

VARIOUS REMARKS (TRANSFERABILITY)

1st experimental point: the nature of a carers function (working alone, often in unknown surroundings, requires personal responsibility and the ability to carry the workload) requires an increase in personal empowerment.

The accredited training course for carers is mainly aimed at developing vocational skills. The added value of the experiment for the trainers is the time given over to also improve personal skills, notably the ability to handle pressure, self-awareness, self-assessment, self-confidence and the ability to make oneself heard.

2nd experimental point: broaden the carers' knowledge about vocational integration and involving the Employment Bureau as well as the agencies that recruit carers, both in Slovakia and abroad. Having extensive information gives the trainees greater opportunities and freedom of choice in their vocational integration.

The information was transmitted at the right time during and at the end of the training course.

We were able to get into contact with a foreign company that is involved in providing care for dependent persons in Austria, which is very interested in recruiting trained carers.

The new practices were presented to the Čadca employment, social affairs and family bureau. Over the last 3-4 years, this bureau had restricted funding for this type of action. Its representatives expressed their interest for the new practices and decided to once again provide funding for jobseekers to be trained as carers.

Basing ourselves on the positive feedback from the trainees and other participants in the experiment, we are considering transferring the practices to the next training courses for family carers.

The director of the Čadca territorial union intends to transmit the information about the experiment to the heads of other SRC territorial unions that provide the same course for carers.

USEFUL RESOURCES

ORGANISATION **M-Promex**

ACTIVITY **Innovation in reception**

LEARNING OUTCOMES
(WITH REFERENCE
TO THE KEY
RECOMMENDATIONS
AND ACTIONS)

Chapter 3, point 1
Chapter 3 points 2 and 7

The action plan within the M-PROMEX, s.r.o. organisation is aimed at the two following areas:

1. improve the reception and first contact with candidates for training and integrate the training course into a comprehensive plan for the integration of the beneficiaries.
2. promote comprehensive support for the beneficiaries in a way that also takes into account the empowerment dimension – in the sense of combining the development of both vocational and social skills.

OPERATIONAL AIMS

Point 1: the aim is to analyse the current reception procedure in order to develop and formalise (write down the key points) an innovating procedure that, from reception onwards, includes working on the candidate's personal integration project.

Point 2: the aim of the experiment will be to strengthen the positive attitudes of the educational team towards the putting in place of comprehensive support and promote the development of individual and collective empowerment as an integral part of the training activities.

DURATION OF THE
ACTIVITY

The experiment lasted for around three and a half months. Several short-term activities were implemented during this period. They are described in the "running of the activity" section.

TARGET GROUP

1. The employees and volunteers that work with the M-PROMEX, s.r.o. firm who are in charge of the reception of training candidates.
2. Candidates for training.
3. The trainers who lead the training courses provided by M-PROMEX, s.r.o..

Note

When writing up the action plan, we envisaged also working with participants in the training courses. The last training activities ended in November 2015 and there was no opportunity to start a new course in the first trimester of 2016. It is the lack of funding going to training jobseekers that explains this fact.

TRAINING PATHWAYS

The firm M-PROMEX, s.r.o. provides training courses in the following areas:

- developing skills in communications;
- developing managerial skills;

- developing skills in computer use and IC technologies;
- preparing business leaders;
- developing the social skills necessary for vocational integration;
- practical application of legal standards (employment law, social and health insurances, legislation relating to business creation and operation, protection of personal data...).

IMPLEMENTATION OF THE ACTIVITY

Activity 1 (changes to the reception of candidates for training).

A three-member working group was established. It was tasked with analysing the current procedure for the reception of candidates for training and drafting a proposal for a new reception procedure that would include the point on the candidate's personal project for inclusion. Towards the end of 2015, this working group drew up the project for a new procedure that was then approved by the company's manager.

A workshop was set up for five of the company's employees who are involved in the reception of candidates for training.

Trialling the new procedure on candidates for training began at the start of February 2016. The trial lasted for five weeks. Over this period, 11 candidates for training enrolled with the centre, six of whom accepted to take part in trialling the new procedure.

Each candidate was given a one to two-hour interview: the candidate's personal project for vocational integration was at the heart of the interview, along with his/her development and the search for links between the training course applied for and future integration.

The assessment of the new procedure took place in March 2016. The main conclusion was that candidates for training courses do not have a clear idea of their vocational integration or the training site when they search out information on training opportunities. All the participants rated the exchanges about their vocational integration project as positive.

Activity 2 (promote the provision of comprehensive support services for the beneficiaries).

Two workshops were prepared and organised for this activity.

- First workshop: take ownership of the T-Cap project, its recommendations and the action plan envisaged by M-PROMEX, s.r.o..
- Second workshop: respond to the genuine questions relating to the implementation of comprehensive support and empowerment activities within the training activities of M-PROMEX, s.r.o..

The individual work done by all of the educational workers over the two workshops was very significant. The aim of the work was to propose concrete ways to implement activity 2. The results of this individual work were used for the second workshop. Our aim was to engage the selected trainers as much as possible and to involve them in this activity as the creators and bringers of change.

Notes:

- respect for the dignity of participants in the training courses and adaptation to their needs;
- implementation of the principle of taking the personal vocational project into account beginning with the reception of the candidates for training (the innovating reception procedure);
- taking into account of the needs and interests of the beneficiaries when designing the content and timetable for new training courses;
- reinforcing the use of comprehensive support as a tool for improving vocational integration.

Follow-up:

- continuous monitoring of the process for the reception of candidates by the organisation's personnel;
- follow-up by the trainers during the implementation of the training courses;
- follow-up by the beneficiaries: increase in their participation in progress evaluation, promoting and increasing feedback;
- monitoring by the organisation's management during and after the training course;
- at least once a year, organise a workshop for the organisation's staff to reinforce the points made in the notes.

VARIOUS REMARKS (TRANSFERABILITY)

1st experimental point: the aim of the experiment was to trial the innovating reception procedure for the reception of candidates for training.

The current procedure is aimed at testing the candidate's capacity to successfully complete the course, taking account of his/her initial training, experience and motivation to undergo training.

This approach did not take the candidate's personal project into account. When we implemented the training courses for jobseekers; we led the participants towards self-assessment and formalising their personal project.

The aim of the innovating procedure is to work on the personal aspects right from the reception phase.

The candidates/participants, along with the trainers noted the benefits of this approach..

This innovating procedure will also be applied in future.

2nd experimental point: the added-value was noted by the educators (trainers, counsellors) for whom the scheme was designed.

Any approach is mainly aimed at changing the attitudes of some trainers in support of comprehensive accompaniment.

The main added-value resides in becoming familiar with the principles of support for individual and collective empowerment in our organisation's educational activities.

We did not consider the transfer of the approach to another environment during the experiment. We promoted a broadening of ideas for action plans among the employees and educationalists in our organisation. We plan to make use of all of the experience acquired over the course of the experiment with the action plan and involve future candidates and trainees on our courses in future activities.

USEFUL RESOURCES

www.mpromex.sk

M-Promex – STIMULUS Kysucké Nové Mesto citizens' association

ORGANISATION

ACTIVITY

Relationship development - networking

LEARNING OUTCOMES (WITH REFERENCE TO THE KEY RECOMMENDATIONS AND ACTIONS)

Chapter 3, point 5
Chapter 4, point 2

The Stimulus citizens' association decided to implement two key actions as part of the experiment:

1. offer rewarding and participatory methods to the trainees, notably in the assessment process for training courses;
2. promote actions aimed at increasing the autonomy of training bodies and the development of relationships (networking) between actors in the field across the territory.

OPERATIONAL AIMS

Experimental points:

1. Involve the beneficiaries in their training process by asking them to participate in the assessment of their vocational, social and personal skills.
This tool would have a positive effect by rewarding the development of skills;
2. Make trainers in other organisations aware of this innovating method of "rewarding assessments".
Share the new vision of assessment by networking regional organisations and training centres. This would help encourage them to also initiate a new collective approach to better respond to the individual needs of each participant.

DURATION OF THE ACTIVITY

The activity was run over a three-month period.

PUBBLICO

There were three target groups:

- the trainers involved in the training course;
- 8 trainees: as part of its projects, the Association works with disadvantaged adults (long-term unemployment, physical disability, seniors);
- the Kysuce regional stakeholders: networking regional stakeholders, such as adult training organisations, secondary schools and organisations involved in vocational integration were part of our experiment.

TRAINING PATHWAYS

The training courses to prepare for vocational insertion are short (5 days, 20 hours).

The priority aim is to develop personal skills, improve self-awareness and self-confidence.

IMPLEMENTATION OF THE ACTIVITY

Activity 1 (participatory and rewarding assessment).

6 trainers from the Stimulus Citizens' Association organisation were selected and a workshop was organised on the theme of the T-CAP project, its aims, its recommendations, as well as Stimulus Citizens' Association's action plan

During the workshop, the benefits of involving and valuing the trainees in the assessment process were highlighted.

Next, a training course was organised, aimed at the preparation for occupational integration of the trainees, which enable the two trainers and eight trainees to test the new approach to assessment in practice.

Activity 2 (networking and developing cooperation across the region).

As part of this activity, a joint workshop was organised with the aim of developing mutual knowledge and cooperation between certain regional actors was a highly important stage. During this stage, Stimulus Citizens' Association made their partners aware of the joint workshop. It organised a series of bilateral meetings and identified 20 relevant stakeholders for the cooperation.

The second stage involved the preparation of the content and organisation of the workshop.

The third stage was the actual organising of the workshop. Even though all of the invited stakeholders did not attend (20 invitees, 10 attendees), we can judge the event to have been positive. The participants expressed their interest in taking part in this kind of workshop.

Notes:

- participatory and rewarding assessments must be put in place in all of the training courses run. This helps sustain the beneficiaries' motivation and create conditions for open communication between the trainees and the trainers. It also fosters an atmosphere of trust and respect;
- in the case of networking and developing regional cooperation, the partners have to be encouraged to participate;
- running a workshop on coordinating the exchange of information at least once a year enables this cooperation to be sustained and the network to grow.

Follow-up:

- the trainers will monitor the beneficiaries' participation in the assessment process;
- at least once every semester, a coordination and monitoring meeting will be held, involving the trainers, the staff and the volunteers;
- the Citizens' association's management will put permanent monitoring of the progression of the benchmarks on the agenda;
- the management will also monitor the evolution of the regional cooperation and will also attempt to involve the other partners in this monitoring;
- once a year, a meeting will be held, in which the issue of following up the process will be dealt with.

VARIOUS REMARKS
(TRANSFERABILITY)

1st experimental point

The added-value can be found:

- for the trainees: the assessment enables them to know themselves and to more effectively develop their knowledge and skills;
- the trainees' feedback was positive, and they expressed their satisfaction at having had the opportunity to take part in the assessment. They liked the trainers' approach towards their learning progress during the training course.
- for the trainers: the rewarding assessment enables them to better know the trainees' needs and to better adapt the running of the course.

2nd experimental point

From the available data, the feedback was positive. In terms of the participatory and rewarding assessment, the association will create the conditions for the transfer of the positive experiences to other training courses and target groups.

In the networking and development of relationships, we noted two positive effects:

- the willingness of stakeholders to participate, cooperate and meet again in the future;
- the interest shown by the stakeholders for this workshop, which was initially organised to network, for providing information relating to the T-CAP project, its aims and recommendations.

In this way, ideas for innovating approaches to training and the recommendations arising from this project can be passed on to the participating organisations.

USEFUL RESOURCES



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