OKTATÁSKUTATÓ ÉS FEJLESZTŐ INTÉZET

KUTATÁS KÖZBEN

GIVE A CHANCE ….

Case Studies of programmes from four EU Countries to help young people's social and professional inclusion

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Soft Skills Key to Employment in Europe
Transnational partnership within the framework of Equal Community Initiative

RESEARCH PAPERS
Hungarian Institute for Educational Research and Development

Give a chance …

Case Studies of programmes from four EU Countries to help young people's social and professional inclusion

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CONTENT

INTRODUCTION

The case studies presented in this book were shared and compiled in an international cooperative programme, the so-called SS-K-EE – Soft skills Key to Employment in Europe, which was established within the Equal European Social Fund Community Initiative by four partnerships of the European Union. All four partnerships deal with youngsters from disadvantaged backgrounds with the aim of helping them somehow or other to find their positions in the labour market, and in conjunction with this, in society as well. Due to space constraints, all the activities and projects of these four partnerships cannot be discussed here in detail, nor can we talk about their member organisations, because each of them relies on various professionals of different institutes in their work, so we can only briefly introduce them to the reader so that they can get some insight into the background of this cooperation.

The **CNA-CEFAG**[1] - *Centre de Formation Aux Arts Graphiques* (Training Centre for Graphic Arts) is a vocational training centre for graphic arts, multimedia and audiovisual, located in Paris and Bagnolet. It also provides , within a social inclusion programme called *Pôle de mobilisation professionnelle de l'Est parisien*, vocational and social inclusion training for disadvantaged youngsters , early school-leavers and immigrants,

The EQUAL project *Phoenix – Promouvoir l'autonomie sociale et cognitive, clé d'accès à l'emploi*, mainly focuses on encouraging low-qualified people in autonomous learning and enabling their integration in the labour market by using e-learning and multimedia pedagogical resources, and by improving their soft skills.

The *Instituto de Solidariedade e Cooperação Universitária* (Institute for Solidarity and University Cooperation – **ISU**[2]) in Lisbon is a Non-Governmental Organisation for Development (DNGO) that was founded in 1989. Its head office is in Lisbon and it has several branch offices, one of which being *Alta de Lisboa* (that works in a disadvantage area in the periphery of Lisbon), in which the project *E-re@l* was implemented. ISU works in four main areas: Social Exclusion, Foreign Students' Support, Volunteering and International Cooperation.

The *E-re@l project* was developed within the EQUAL Programme. First of all, the main problems that affect *Alta de Lisboa* youngsters in terms of employability were identified.. In order to improve the youngsters' insertion into the labour market, both formal and on-job training was implemented and a methodology called Guidance-Training-Labour Insertion that integrates the activities of various participants to establish insertion paths was created. At

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[1] See http://www.cna-cefag.org/ website.
[2] See http://www.isu.pt/ website

the same time a web site I was developed to support and facilitate connection between those who are seeking for a job, and those who would employ qualified workers, and also for those professionals who are to mediate the different needs between the unemployed and the potential employers.

Kantea S.c.r.l[3]**,** operating in Bolzano, is a private training company specialized in vocational and life-long training with the support of information and communication technologies. It is the project leader of the Italian development partnership, whose programme – called *GOING: Occupabilità E Integrazione Dei Giovani In Aree Con Disagio Sociale* – concentrates on working out a methodology for assessing and training competences which are necessary for the labour market.

The Hungarian *Országos Tranzitfoglalkoztatási Egyesület (National Transit Employment Association –* **OTE**[4]) in Debrecen is an association which coordinates civil organisations that have transit employment programmes, and also supports them in many ways with many tools, including increasing their reputation and success. Their *Második esély* (Second Chance) programme is intended to adapt the experience they gained in the civil organisations to the school environment.

The age of their target group is similar and their experiments and the implementation of improving soft skills are common in the four institutes and their programmes, and that is the basis of their cooperation, even reflected in the name *SS-K-EE – SOFT SKILLS–KEY TO EMPLOYMENT IN EUROPE.* In this book eight case studies are published on the topic, all of which show a different method of integrating disadvantaged youngsters.

We also would like to demonstrate with our selection that there is not one ideal model as a solution to help the disadvantaged. Societies and labour markets are different, as well as those who need help, and the institutes whose purpose it is to help them, and these differences are felt not only on a national level, but also within one county, sometimes even within one town or village, because students will all have different problems, from those who drop out of school, or the locals who get along with their fluent knowledge of the country's language to those who are immigrants. The aim cannot be the same in the case of those who live in big cities, as it is in the case of those who live in villages, partially because they acquired their social skills in a different environment, and partially because they have different opportunities in the labour market, but we could easily highlight the significance of their social and cultural backgrounds, or the importance of their age.

This diversity is reflected in these case studies, which all include solutions for education and training related issues, services which help the participants to study, to continue their studies or to enter the labour market. It is also a

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[3] See http://www.kantea.org/ website
[4] See http://www.resegyesulet.hu/ote/ website

common element in all these programmes and organisations that even if they principally concentrate on current issues which require immediate solution, they are always aware that these solutions should also work in the longer run, if they enable integration of their clients into society.

The first five case studies can be regarded as experimental schools or training centres. The majority of them are not typical schools in the sense of being a part of the educational system of a country as others schools are. The only exception is perhaps the Psychosocial Technical School of Lisbon, the others have educating activities which are mainly non formal, meaning that they provide a second chance for those youngsters who finish their formal education (having attained qualifications or not), but for some reasons without the necessary competences and knowledge they should have in the labour market and helps them to acquire them.

Motivating the participants is a high priority in these schools, because they recognise that learning a profession or a trade which is in demand in the labour market, and acquiring the competences which are vital for employment, by themselves are not motivating enough for those youngsters who, owing to their series of failures in their academic career, do not really find future employment attractive enough or feel that a satisfactory outcome of their studies in the very far future would be a very uncertain conclusion.

As for methodology, various different solutions can be observed. There are schools where production is emphasised (e.g. in the Hungarian Transit), others focus on productive activities realised in school environment (e.g. Il Piccolo Principe). These methodologies are both to motivate participants, and to develop their technical skills and social competences, because productive activities are carried out in a community environment, even if they are done individually by the participants. There are also some examples where common activity and its character building effects are the principles of the programme (e.g. the Drama workshop of CNA-CEFAG). Due to the characteristics of these programmes, they are mostly implemented in the form of training rather than in terms of traditional teaching methods.

Many institutes recognised that the socially disadvantaged, not very motivated youngsters should be offered knowledge, which matches the attributes the media continually transfers to them, so it is not surprising that ICT tools are incorporated into their methods, or even the profession they teach is connected to this world (e.g. STEP).

Almost all of these experimental schools (because they are pilot initiatives rather than widely spread methods) rely on active participants in the labour market, because they understand that educating in a "sterile" environment would not help their students to get familiar with the complexity of labour, which should be vital for those who, unlike their luckier peers, could not acquire the necessary life patterns due to the lack of role models at home.

Another common feature of the institutes is that they know their limitations that they are not able to fulfil successfully all the tasks on their own, so they

have to cooperate with various local or regional institutes, so that each institute can contribute to success with their expertise.

Whether declared or not, providing mental help is part of the programmes. In some cases this function is designated as a separate department of their institutes, in other cases it is part of the tools which are used to increase self-esteem. The necessity of this sort of aid is supported by the recognition that their young clients have suffered bigger-smaller mental injuries, and without treating them, they would not be able to successfully cope with the difficulties of studying, and later, of the hurdles they would meet when they try to adapt to the requirements of the labour market.

Many programmes have some sort of career guidance elements. This is partially because it is vital for successful motivation, and partially because that is how they can reduce the chances of possible future professional failures, which originates from lack of competences.

There are two examples among the educational solutions in this book (KID, RUMO), which draw attention to the fact that it is possible to improve and support formal school performance of youngsters with learning problems without establishing separate costly institutions for this task. We can even learn from the case study of RUMO that providing a "second" chance is not necessary for everybody, if, with support and help, the first chance can be beneficial enough for the client.

The eighth case study is significantly different from the others. It discusses a software programme, which provides help in career guidance, drawing attention to the fact that not only is providing the necessary competences and skills for the labour market necessary, but also, in many cases, it is enough just to discover and consciously use the existing acquired competences.

Our book will provide first information and guidance on some case studies aimed at developing soft skills. Those who might become interested in one of the methodologies and wish to implement it in their practices. They should directly contact the institute of the programme they are interested in, and get in-depth information and guidance to adapt the methodology to their local needs. That is what we would like to contribute to with this book of case studies.

IL PICCOLO PRINCIPE – THE FREE SCHOOL "THE LITTLE PRINCE" (Reggio Calabria, Italy)

Introduction

In the following pages, the case study of' the "*Free School*' and its activities established in the area of Reggio Calabria from 2003-2004 will be presented. It refers to a pilot project, which was to implement an initiative, the "Second Chance Schools" of the European Commission, using innovative methodologies for career guidance and informal training based on the job experience for three years from 1997-1999 in 14 schools in 13 countries across Europe to help young people who drop out of school, without completing their studies.

The idea is based on the findings of a principal promoter, *BBJ Consult* that – following its endeavours with the European Commission on the evaluation of Second Chance Schools'[5] pioneering work – set out to experiment with the same methodology, transferring the project to Italy to a target group of disadvantaged youths. This took place via the project Equal-PASSSO that had planned the creation of three Second Chance Schools, in Palermo, Reggio Calabria and Rome.

Of the three schools established, the School in Reggio Calabria was selected for our case study, as this particular project represents the greatest impact on the beneficiaries and the reference system as well, both clearly receptive to the proposed innovations.

The following information principally refers to the periodical reports presented by the School to BBJ, in which the activities undertaken are described in addition to the results obtained and the difficulties encountered. These reports were based on numerous interviews with both the school staff of and the participants.

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[5] EC Pilot Project that financed the organization of 13 Second Chance Schools in disadvanced areas of 13 European Members, within 1997 / 1999.

The context

In the legislative, socio-political and financial context of the programme

The Free School discussed in the following pages was created in Reggio Calabria within the PASSSO project (Partnership Settoriale Scuole Seconda Opportunità), which is one of the projects of the European Community's Equal programme, promoted by the European Union and the Ministry of Employment and Social Policy.

The PASSSO project aims to contribute to the objective of creating opportunities for the most vulnerable and exposed individuals to get integrated into the labour market. From a methodological and strategic point of view, the reference to the project is the Second Chance School which was created to offer a second chance to young people who dropped out of the formal educational system. It was clear that returning back to the same system would be of very limited use to these individuals.

PASSSO, therefore, was developed to nurture individuals for future integration into the labour market, by providing qualifications or retraining them.. Two well-distinguished groups were targeted, individuals who, for various reasons, left school without attaining any qualifications to complete their studies, and those whose "qualifications" were outdated or inappropriate to enter into the labour market; so, by considering the needs of potential employees, and trying to train well qualified and prepared personnel for them, the project was beneficial to companies as well..

The structure of the programme (the partners involved in the programme)

The core partners of the Free School, which was soon nicknamed "The Little Prince" by the students, are composed of different and diverse elements.

- The three training organizations are located in the three Project's areas, *CIOFS* in Reggio Calabria, *Demetra* in Palermo and *Officina Sociale Oesse* in Rome. These institutions are recognized as official training organizations by the Italian Ministry of Work to provide vocational training (I° and II° level) on both national and regional levels.
- BBJ Consult AG:, a consulting firm for social management, youth-related projects, vocational training and employment, equal opportunities, environmental protection and sustainable development;

- An@sin/AITECH the national association of companies providing multimedia services.
- Irecoop Veneto, a training organization focussed on cooperative studies that provides information and expertise of the targeted disadvantaged youngsters in their potential integration into the labour market
- Ergon sistemi, a consulting company that offers assistance and advice on project planning, financial management, accounting, multimedia, research and training.
- Studio Come, a company that provides services in innovation and training for civil servants, specialised in gender equality, social development
- Wnet: Internet Service Provider company, recognized as a qualified service provider by the Italian Registration Authority.

In order to facilitate the success of this initiative a partnership was made up of various participants. On the one hand the local training organizations and BBJ plus consultants and experts from the European Commission, skilled in the field of The Second Chance School and on the other, employment representatives and elements of the local public administration.

To ensure the maximum participation of all partners involved in the programme , the following was planned in the PASSSO project.

- A **national coordination network** guided by BBJ that included An@sin/AITECH, IRECOOP, *Studio Come* and the contact persons of the schools. This board met on a monthly basis in Rome in order to discuss the different partners' questions related to the project, while local meetings were organised occasionally when somebody raised an issue necessary to discuss.
- 3 bodies for local coordination (**local (? regional) coordination network**) each local network is composed of a contact person and a Project Manager of the local School and the network of local partners. In the case of Reggio Calabria:
    – The local authorities of Reggio Calabria;
    – Employers associations (Confcommercio, ConfEsercenti, CNA, Associazione degli Industriali)
    – Innovareggio, a consortium between the University, the Chamber of Commerce and 41 companies of Reggio Calabria.
    – The existing Local Centre for Adult Education.
- The **Task-Based Obiettivo Lavoro** (TOL): a transverse structure for the Partnership (PS) that supports and coordinates both the local and national networks to guarantee optimal participation and an integrated approach to the PS.

The staff

The human resources employed by the School are notable for their specific skills, particularly regarding methodology and pedagogy, plus those in the field of new technology. These are organized into three workgroups:

The COMMITTEE OF LOCAL REPRESENTATIVES has the tasks of defining strategic direction, supervising the activities, adapting the project to for a new context, and spreading awareness of the project and its results. The needs of the labour market are identified by this committee, so that they can define which skills are required and should be developed. It is their task to discuss and find a solution, which matches best the opportunities offered by the institutional and entrepreneurial local system to their project strategy. The committee keeps in touch with the local labour market collecting information about its demands and disseminating knowledge about the project and their results. It is composed of:

- A national Project Coordinator
- A national TOL director
- An -experimental workshop coordinator
- A TOL contact person
- 1 representative for each partner
- The director of the School

The TECHNICAL-OPERATIONAL COMMITTEE, has the organizational tasks of running the project for each of the phases, in addition to linking the activities managed by single work groups and linking with the other workers and national partners. It is composed of:

- A task manager who is responsible for local implementation
- A coordinator of the experimental workshop
- A monitoring contact person
- A career guidance contact person
- A task manger from Obiettivo Lavoro (TOL) as a contact person
- A multimedia sector contact person
- An administrator
- A secretary

The WORKSHOP GROUP has the tasks of planning, defining, monitoring and verifying each individual phase that the beneficiaries pass through within the workshop and the aspects of methodology and realization of objectives. Each workshop group is composed of the following figures:

- A workshop coordinator
- A career guidance person

- A career guidance Psychologist for the beneficiaries
- An operator for the welcoming spaces and training spaces.
- Teachers

The core of the group is the workshop coordinator, the career guidance person and the initial contact staff. The other staff join in and become part of the group from the moment in which they become active in the training of the beneficiary. The psychologist has a very important role , because they support the work of the staff in cases where psychological assistance is necessary.

The personal tutor who works individually with the beneficiary characterizes the approach of the School, because they use different methods that constantly stimulate the beneficiary in whatever activity they may be involved in to improve their sense to become responsible for himself/herself. .

All the staff have long work experience of dealing with individuals from disadvantaged backgrounds, to which a special training is added in the methodology by the Second Chance School, as part of the PASSSO project.

The beneficiaries

The Piccolo Principe is aimed at individuals who have abandoned formal education and its objective is to provide them with a second chance, with the help of the tutors and experts, of developing a future in employment. The majority of these are no longer under obligation to attend school and do not possess the relevant skills to enter the world of employment. Often these young people have a very low level of basic skills and their prior educational experience was negative enough to convince them to abandon formal education. Most of the beneficiaries are young women from the ages of 18-35. Often these are young women who have had to face difficulties, usually as a result of their families or of delicate social situations.

The reference employment market and identified problems

Thanks to the activities of the network of territorial coordination, the needs analysis in the area of Reggio Calabria was achieved through a continuous process during the full life span of the School. The sector identified as presenting the most employment opportunities was that of the tourism and personal care sectors.

Given the typology of the users and the flexibility of the training offered by the School, the identification of employment and the appropriate training and preparation of each user was developed case by case in relation to the individual's potential skills and existing abilities. In general, the main problems encountered by the users in their search for work depended less on their lack of qualifications and more on their poor communicational and inter-personal skills. For this reason, the attention placed on the development of these informal skills represents a concerted attempt to overcome these difficulties.

The aims and identified skills

The Free School Piccolo Principe has the aim of qualifying individuals and accompanying them into the world of employment in order to provide businesses with the choice of employing qualified and prepared workers. From a more general point of view, the School is also related to the European methodology, designed to counter the effects of the abandonment of formal education by creating an integrated approach that involves education, training and assistance in socialization.

Two types of skills have been identified in order to facilitate future integration into the employment market of the beneficiaries of the school. On one hand, informal skills that are reinforced by the adoption of methodologies of orientation and informal training based on the individual and their specific needs; aimed at re-motivating the individual and helping them to develop their self esteem through practical experience. The other type consists of the technical skills that are developed in a specific employment context and therefore vary from case to case.

The activities of the school

According to the pedagogical model of the Second Chance Schools, the users were provided with a space for welcoming and socializing in addition to formal and informal training through paths of learning that were free and personalized in order to recover formative and vocational training to prepare them for integration into employment. More precisely, the School planned four Spaces that traced a path of development adaptable to the rhythms of each individual participant. The duration of the spaces was not defined in advance and depended on the needs and on the rhythm of each student.

The *welcoming space* for those who have decided to attend the Free School: this is coherent with the pedagogical approach of the Second Chance Schools that requires the existence of an attractive and motivating space for

the users and has a determining role in multimedia plus the possibility to select training development paths that are pertinent to the local employment market. The welcoming space is designed to provide the possibility to use three specific spaces:

- The "online game Space"
- The "information and multimedia production Space"
- The "culinary production Space"

The *orientation space* is related to the coexistence of more precise spaces:

- The "Individual Space" within which it is possible to take advantage of individual coaching.
- The "Group Space" within which it is possible to take advantage of Group Orientation or the Assessment Centre
- The "Contact with the world of work Space"

The *Training Space* is based on the method of alternating between training and work; the participants can take advantage of the opportunities to gain work experience at companies within the territory in order to acquire the technical and specialist skills necessary for the development of their pre-selected individual professional profile.

Within the School, in order to fulfil the aims of the training-work space, a number of workshops have been set up in order to respond to the individual requirements of the participants. These workshops aim to endow the participants with a number of base level and transferable skills that are:

- English Language Workshop
- Basic IT Workshop
- Communication and Interpersonal skills Workshop

The pedagogical approach is one of great flexibility. The workshops (that are deliberately not called courses) are free schools and the students can participate freely in the various training initiatives offered, thus developing a genuine motivation to overcome social disadvantages. The workshops are formed based on the interests, talents and specific weaknesses of each student.

The workshops offer:

- English language
- Information and communication technology
- Communication and interpersonal skills
- Traditional scholastic lessons

The *Integration Space* has created a link between requests and offers of employment, through the activation of relationships between the beneficiaries and companies, based on the choices made by the users and the possibility of companies to assist in the pathway of training and socialization through work.

The integration space is expressed in two principal phases:

- The phase of research and strategy: such a phase aims to support the beneficiary to identify and follow an employment opportunity coherent with their own expectations, aims and skills. In this phase, the work carried out has the following objectives:
    - To elaborate a project and a planned strategy to search for work that is coherent with their own aims.
    - To determine the training requirements with respect to a pre-selected professional profile.
    - To carry out research, mediated and supported by the tutor, into potential employers in the identified sector.
    - To manage contact with the potential employment opportunities.

The research and strategy phase terminates with the identification of the company and the elaboration connected to the training pathway that becomes the basis for the planned integration of the beneficiary.

- The phase of alternation between training-work: in this phase the user has carried out – in an employment situation – the individual training pathway through the solid experimentation of skills that are both technical and interpersonal. The phase of alternation has endowed the beneficiary with the capacities to:
    - Participate in company activities within the timeframe and modality expressed by the work experience programme, respecting deadlines, rules and models of behaviour that are specific to the company.
    - Progressively develop the interpersonal and social skills necessary to move forward effectively in the world of employment.
    - Acquire the technical skills defined in the individual project.
    - Participate in the evaluation of their own training pathway.

Throughout the alternation, the user is assisted by the tutor who constantly monitors the progress of the experimentation, proposing and enacting the appropriate corrective measures and also acting as a reference with the company that, in turn, also monitors the progress of the development of skills and general learning of the user. In addition, the beneficiary combines the work experience with return visits to the classroom (two afternoons per

week), in which they continue their learning pathway based on the basic and transferable skills programme.

The work experience programmes have duration of between 4-6 months. Many of the internships designed to last 4 months were prolonged based on the evaluations that showed that the trainees had not yet achieved all of the fixed training objectives established at the beginning of the activity; for this reason the staff from the School, in conjunction with the host company, decided to extend the duration of the work experience thus offering the participant the possibility to acquire the full set of skills. The trainees have been operating particularly in the following professional fields:

- The restaurant and catering sector
- Telephone operators
- Hairdressing
- Secretarial work

The innovative aspect

The Second Chance Schools method adopted by the Piccolo Principe School is based on a specific approach towards the person, the student. Attention is focussed not so much on the didactic planning but on the individual that is there to "learn". Teachers and trainers from Second Chance Schools have, as an initial task, the responsibility to help the young person evaluate and classify their experience and to make the connections with the things that they learn. The principle is that it is not so important how much one knows about a particular subject, rather the skill of being able to utilize the right information at the right moment. The Second Chance Schools system, as it is currently structured, allows that during the process of acquiring new skills, the roles are sometimes inverted: the teachers may take advantage of their student's skills. Bearing in mind that the objective that the Second Chance School wishes to achieve is that of integrating into the world of training and employment the individuals who had previously dropped out of the "loop" of institutional education, using a solid and individualized approach, The Free School of Reggio Calabria has founded the following general principles:

- an active partnership, consisting of local authorities, social services and private companies;
- needs-based teaching and orientation that is focused on the wishes of the individual and that stimulate active participation in the learning process;
- a flexible approach to learning that allows the acquisition of basic qualifications;
- practical training provided by the company (*stage*);

- a central role for information technology and new media;
- a location that favours the social renewal of a disadvantaged urban area.

The innovative character of the School that constitutes an added value can be traced to the pedagogical approach that characterizes the PASSSO project of which the school is a part and that proposes the experimentation of an integrated model (between educational systems, vocational training and employment), flexible and personalized in the transition to employment. In particular, the young people are considered in their entirety and helped to confront problems that are not only connected to the world of education/training or integration into employment, but also problems of a psychological nature (e.g. low self esteem or eating disorders).

Within the sphere of innovation relative to the processes is also the adoption by the school of the methodology of the Assessment Centre, derived from an American model and today utilized more intensively in northern Europe; this consists of a targeted orientation in the field of abandonment of professional training, usually utilized in the case of a user who has problems expressing themselves verbally and based on simulation and observation.

Another positive aspect characterized by the School regards its capacity to relate to a network of multi-level contacts across the territory (institutional, training and productive) activated through the network of partners in the project. The innovative value of the Project is, above all, in the activation of an integrated process with the pedagogical approach of the Second Chance School, according to which the beneficiaries must be supported "wholly" in order to confront their problems of a professional and working nature, but also educational and psychological problems (low self esteem, poor motivation and eating disorders). Particular attention has been placed on methodologies and tools for orientation – above all the Assessment Centre – that have been elaborated in depth and through experimental innovations, with particular attention to the "System".

The results achieved

Short and long-term benefits

In total approximately 80 individuals made contact with the Free School Piccolo Principe: of these, 70% attended the school while 40% completed the orientation and training cycle.

At the end of the cycle, the majority of the students demonstrated a greater level of awareness of their own abilities and potential. They have also

developed a greater understanding of the world of employment and acquired markedly improved interpersonal skills. 15% of the students that completed the cycle went on to find employment.

From the analysis of the evaluations that took place at the host companies, it emerged that there was a very positive response relative to the capacities of the trainees to adapt to the style of the workplace and to the interests and attitudes therein. It also emerged that all of the host companies showed a high level of appreciation relative to the capacities of the trainees to conduct inter-personal relations with their colleagues, however it also emerged that the trainees failed to reach a satisfactory level regarding independent action, spirit of initiative and problem-solving skills. Such evaluations, where possible, resulted in the extension of the duration of the work experience programme.

At the end of their work experience, the trainees also compiled an evaluation form "Final Work Experience Report", in which they positively evaluated their work experience and a considerable majority claimed to have learned a great deal and are sure that the experience has helped them to achieve their own professional objectives. A thorough analysis of the evaluations has demonstrated that, although the work experience placements took place in a number of different companies, the overall level of satisfaction was positive and the students particularly appreciated the activities carried out in the host companies because within these contexts they have acquired new skills and have also benefited from a meaningful employment experience but often also a significant life experience.

Evaluation of the programme and the reference system (what are the benefits?)

The creation of the School in Reggio Calabria and those in Rome and Palermo represented for these young people at risk from marginalization, a space where they can be accepted and they can socialize and consequently benefit from training that is holistic and personalized with an effective programme of integrating them into the world of work.

Thanks to the creation of the territorial network and the national network, the three Free Schools have contributed to the establishment of a solid inter-institutional network that has put into practice the local action plans, above all in the region of Sicily to replace the previous 'vicious circle' of underachievement with a system of multifunctional helpdesks. In relation to the context, thanks to the constant efforts in networking amongst the diverse areas of operations, it was possible to create territorial groupings consisting of actors that developed working modalities that converged on the common objectives, in such a way as to overcome diffidence and regress.

The innovations that were pioneered, have implied changes also at a normative local level. The particular aim to contribute to and consolidate good practices and innovative methodologies that could result in the effective intervention against the phenomenon of social disadvantage linked in particular to the abandonment of formal education.

Conclusions

The experimentation of the methodology of Second Chance Schools, developed in Reggio Calabria, through the Piccolo Principe School, has demonstrated the effectiveness of the work of orientation in the training of young disadvantaged people who have dropped out of formal education; this is achieved through an integrated, flexible approach, orientated towards the individual seen in their entirety and in concert with the other actors in the process, either institutional or private, that participate in the challenging pathway towards a successful integration into the world of employment.

The attention placed on the development of informal and transferable skills, the individual coaching guaranteed to each user, the psychological support in the more difficult cases, the informal and warm welcome, the workplace-based learning, the alternation between training and work and the differentiation of the possible work experience postings according to the particular attitude and skills of each beneficiary, are all elements that characterize the service offered and that guarantee its efficacy.

The work of mainstreaming created on a local level through a network of territorial coordination has also facilitated the integration of the young users of the school into the employment market. The support provided by the various working groups created for the project, have allowed the staff to be continuously updated and supported from a methodological and strategic point of view.

The main strengths of the School and its approach can be summed up as:
- the methodology of flexible orientation and training
- the development of informal and transferable skills
- didactic experience and 'on the job' experience
- local level mainstreaming for the identification of training needs and professional integration.

It is precisely the combination of all of these elements that guarantees the integrated approach of the School, and as such may also be considered the prerequisites for the success of this type of project.

Anna SZEREPI

THE *TRANSIT EMPLOYMENT PROGRAMME* OF THE PRODUCTIVE SCHOOL IN PÉCS (Hungary)

Introduction

In this case study we would like to discuss the so-called *transit employment programme* (in short: *transit*) through the example of one institute, the Pécs Productive School[6]. Transit was launched as a pilot programme 10-12 years ago in Hungary, and since then, we can justly say, it has taken root.

Transit, started in the middle of the 1990's, was initiated when the socialist era finished and the phenomenon of unemployment appeared under the new political and economic system, because it became quite obvious that persons with low educational levels might well be excluded from the labour market not just temporarily, but in the longer term as well, and, also because this new phenomenon apparently would not be able to respond satisfactorily to the usual unemployment measures. Thus it became necessary to seek out a new solution which would support those who were permanently excluded from the labour market and also to help those who were endangered by it, to return to society by giving them a chance to get back to the labour market.

The idea of the programme originated from one of the staff of the *National Employment Foundation (Foglalkoztatási Közalapítvány*[7] *, OFA*), and in which foundation was taken up, and which for years financed civil organisations that by identifying themselves with their main targets worked out their individual programmes to help those in need in a certain region.

Besides its main target, the programme is based on recognition that members of the social class which requires support equally needs *training*, *employment* to enable them to integrate into the workplace, and *support* to overcome their mental problems. These three main principles became the

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[6] Pécs, the capital of Baranya county, is the fifth biggest cities in Hungary.

[7] The National Employment Foundation (Országos Foglalkoztatási Közalapítvány) was founded by the Hungarian government with the aim of providing programmes to extend employment opportunities and reduce unemployment.

basis of the programme, and the civil organisations that considered all these three for their programmes received financial support.

Transit was restricted to a very small group of institutes, with the participation of 10-15 civil organisations, as organising institutes. One of them was the Productive School in Pécs founded by the *Educational Centre of the Hungarian Industrial Association* (*Magyar Iparszövetség Oktatási Központja*[8], *MIOK Kft.*). Due to the fact that the school was established to implement the programme, the programme and the school will be together studied in this analysis. The reason we chose the Productive School in Pécs for our case study is that this institute has been consistently one of the most successful transit organisation for the last 10 years.

Operational System

The establishment of the operational system

As in many other cases in the formation of the programme, elements of institutional and personal interlocking between the state and civil sectors can be traced. MIOK Kft., which can be regarded as the mother institute of the programme, set up its country branch offices at the beginning of the 1990's, and as an educational centre specialised in mainly artisan and handicraft professions. On one hand this activity was a sort of stopgap, on the other hand it could be regarded as an attempt to compensate and repair the damages to the prestige of professional training institutes, which was felt throughout the country.

A factor which later became an important key was that from the very beginning the Pécs branch of MIOK Kft. established at both local and county levels a very broad, extensive and structured network of connections with the authorities and organisations concerning the labour market, and this "social capital" is based on contact equally in both personal and professional fields.

In the 1990's when the civil sector expanded rapidly after the socialist era finished, MIOK Kft. realised that a part of their activities, and particularly their adult educational and alternative employment programmes should be better done in a form of a foundation, so they set up the *Foundation*, with the main aim of founding schools. In the beginning, educational institutes connected to adult education were established in the capital, and were not typically found in the countryside.

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[8] The Hungarian Industrial Association (Magyar Iparszövetség) is a national employers' public association, and the Educational Centre of the Hungarian Industrial Association (MIOK Kft) is its educational organisation with a national network.

When the school was set up in Pécs, the pure intention of maintenance was not enough, somebody was needed who was able to generate the processes of the establishment of the school. The absolutely indispensable characteristics of this "generator person" were the following:

- Multi-faceted professional knowledge
- A person deeply involved in the local professional institutional network, and, as a result of this
- Professional authenticity
- Being open to find and look for new opportunities
- Commitment
- Courageous

The leader of MIOK branch in Pécs had all of these characteristics, and on the principle of "at the right time, in the right place" he bumped into a tender invitation by OFA, in which he was able to see the opportunity to launch the very training programme the city was missing to meet a labour market demand for positions which did not require too high educational levels. As soon as he discovered the tender invitation, he asked the MIOK Kft. whether they supported the idea, and with their positive answer, four months before the official announcement of the tender results, on the 1st of January in 1999, he founded the Productive School in Pécs.

Regarding the operational system, it is important to highlight that the school started work in a form of interlocking smaller and bigger institutes, which on one hand ensured professional prestige, and on the other hand provided economic safety, in case of contingent liquidity problems. These facilities were bound to be necessary for the stability of the operational system, and also, later, enabled the leaders of the programme to concentrate entirely on the professional content.

Financing

Financing has always been based on various tenders, most importantly those from OFA. In addition to this, we have to point to the income generated by the participants of the programme, which has always been ploughed back into the capital of the Foundation, and which also provides the funds to pay bonuses to the participants based on their achievements. One noteworthy aspect of income is that basket makers and wicker furniture makers make the best and earliest producers, because they can start commercial production at a relatively early stage. Potters are also regarded as good producers, and can interchange their products with the school, which sells them, for the discounted usage of their infrastructure. The village tourism class has their practical training in the training kitchen of the school. They contribute to the

production by organising events with the students who participate in programme financing.

The second pillar of financial stability is the *County Employment and Labour Centre*[9], which, as a member of the consortium participates in programmes that can be connected to OFA tenders, in the aspect of financing them as well.

A good example, which shows how the institute relies on many different resources and how innovative it is in tracing potential resources, is an agreement with the Pécs local authorities that the students of the school maintain the city parks, and in return for that, the city supports the school.

The connection network of the programme

Cooperation between MIOK Kft. and the employment centre has a long history. It dates back to the 1990's, when the employment centre tried to provide alternative training and employment programmes for some special groups of unemployed (permanently unemployed, those with disadvantageous social backgrounds or unemployed young career starters). As a result of their negative experiences in the past (too short training time provided to significantly change the participants attitude to life and labour, or to shift to another profession), when they had participated in other cooperative training projects they were quite inspired to take part in the common work of transit, and motivated to use this new opportunity provided by winning tenders.

Besides the employment centre, the local authorities and other professional organisations have also taken part in the programme, or have supported it. Moreover in this county, the local authorities are willing to hand over some of their tasks to a strong civil sector, which meets their interest as well, resulting in identifying various different social needs, and utilising potential opportunities.

We should highlight that their tender applications to OFA were quite different from the well established strategic practice of other Hungarian civil organisations which, for survival forces them to apply for any kind of tenders even if they have nothing to do with them, and met real professional issues for all the concerning parties in the OFA tender invitations. In other words, we can say that the operational system was set up on principles of an innovative idea, and not the opposite, when an existing organisation sweats over working out a 'new concept' to match somehow a tender invitation,

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[9] *Baranya County Employment and Labour Centre* is a local branch of the state supported and financed system for handling unemployment. Their tasks are to provide unemployment benefit, to finance retraining the unemployed, and to support investments which provide new employment opportunities.

considering how to shoehorn it into their system. However, as a result of this, tender writing was a long-winded process, with a preparatory phase in which the programme's inventor negotiated with the potential future consortium partners, and also made field trips on a national level, visiting cities where transit programmes were already in operation and in corporate their experiences to his programme.

At the moment, in parallel with another training programme financed by the Employment Centre, a second programme supported by OFA is already going on. The two programmes together provide continuity of both the institute and its professional activities.

The members and characteristics of the staff

The management of the programme is very well structured, with clear roles and well distinguished and distributed tasks. In each position there are experts with special qualifications. Besides the *members of the management* (*programme director, project manager*), there is a *leader* who is responsible for the *educational* tasks, a *production manager* who supervises the scheduled production, and there are also *arts and crafts masters* who are involved in both theoretical and practical training, a *sales manager* who coordinates the sale of the products the participants produce, and a *finance and accountancy manager* who handles the administrative tasks of the programme. Due to the fact that they have daily contact with the participants, it is the arts and crafts masters' task to report on any kind of problems which might occur (absence, losing motivation etc.), and in this aspect it is their task to provide up to date information to the staff, which is key to the success of the programme.

The members of the staff have changed quite significantly, the staff turnover rate is relatively high, which can be contributed mostly to the experimental characteristic of a pilot programme. We should emphasise here that the programme is not realised in a typical 8 am-4 pm timetable, so it requires a lot of flexibility on the part of the employees, who, in addition to working unsociable hours, when they should establish good, strong personal relationships with the participants, besides accomplishing the tasks given for a day, which is demanding enough by itself, but they should also trace new resources, of course, outside their work hours, which requires a lot of energy. To be capable of achieving all of these, it requires plenty of flexibility in both their professions and their characters of the employees, and most of all, they should be very highly committed.

In the preliminary phase of the programme it was a very difficult task to find the appropriate leaders. Many of them later recognised that they were unsuited for their positions or that the task exceeded their abilities or capacity. In retrospect, mainly the younger professionals seem to have been able to get

into gear and the fact that there was an ongoing "rejuvenation" of the staff also supports this view. Gradually people have changed in the positions of the educational leader, of the social policy leader, and many times in the position of production manager. The latter has to perform a very complex task, and should have all the necessary skills and competences to fulfil it. Although it is not essential to have any knowledge of the arts and crafts taught at the school higher than a certain level, they have to have very good management and interpersonal skills. The finance and accountancy manager has stayed the same in the midst of all these changes, which is a key factor, because it is a "confidential position" based on good terms with the project manager. The finance and accountancy manager and the project manager developed the inner administrative system of the project, which is divided into sub-programmes for the clear and easy to follow documentation.

The key factors for the success of the programme, despite the entire high staff turnover, are the clear task management and the communication between the leaders. *"The project works only when everybody is in the right place. I established it in a way that even when it is raining cats and dogs, there is still a compulsory order of meetings and forums for exchanging information."* [10]

Transit programmes, like other similar programmes, should take into account a characteristic feature of their projects that they are all just for a contracted, limited time, and when a project is accomplished, but the next has not started yet, in the intervening period the majority of employees have to find other job opportunities or odd jobs. On one hand, permanent employment would help to improve this situation, but on the other hand, in these transitional periods between projects, they would not make the most of their employees. That is why the productive school decided on permanently hiring just a few employees, and employing others on a contract basis just for certain projects.

There is another factor which decreases job security of employees, the so-called Apprentice Union (Tanonc Önkormányzat). Initially masters participate in a teacher training course to learn how to hand over their knowledge to the students, but pure professional skills are not enough, it is also important to like the apprentices. If they feel that the master does not have the right attitude towards them, they can veto cooperation with him or her.

The participants

The programme originally targeted the 18-36 age groups, but after initial experiences it was found that for those students over thirty it is quite difficult to change or modify their attitude towards work or to other aspects of life, so

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[10] Mrs Szőke Ilona programme director.

the latter programmes focussed on the 18-26 age group. Quite infrequently some older participants are also selected for the programme, mostly in cases when they show very strong motivation and commitment to study. In addition it also helps them to concentrate on preventing unemployment, rather than trying to handle it.

In a way, all participants of the transit programme are in disadvantageous positions compared to their peers, note of which is also declared in the programme's foundation document. A disadvantage might be of social characteristic (family problems, deviance, poverty, lack of cultural skills etc.), or might originate from the characteristic of one's dwelling location, the difficult accessibility of a certain geographical position (hamlets, irregular transport, depopulation etc.). In most cases these factors multiply, and together, amplify each other, contributing to a complex net effect.

Most participants live in the county, and half of them are inhabitants of Pécs city.[11] In certain programmes, the habitation distribution of the students differs, and mostly the type of the profession determines whether town or country dwellers are in majority in a group. The participants are either selected by the County Employment Centre[12], or just "walk into the school from the street", because the school has a reputation by word of mouth. The latter represents a greater part of students. The programme is not limited to the unemployed who are registered at the Employment Centre, because quite a few of those in need have never been recorded in the register of the Employment Centre.

There are three criteria for *selection*, the extent of necessity of the applicant, their learning abilities and their motivation and commitment. First of all, there is an interview, where the employees of the institute choose those for whom they think they can offer a certain helpful program. This interview is not decision-making for the individual's future prospect, because only later, based on the experiences of an initial character and community building training programme it is decided what kind of support they really need to be able to accomplish the programme. Mostly, guidance on careers helps the participants to orientate in a certain direction, but it can turn out as well that an applicant is not willing to take on the commitment that participation in the programme requires.

90% of the applicants have completed primary education (in Hungary it means finishing the 8 classes of elementary school), but quite a few of them have very patchy basic mathematical and literacy skills, including difficulties in reading comprehension. These problems do not have any role in the selection, unless it is an obstacle to acquire some minimal theoretical knowledge for a certain profession. Rejection does not mean that they

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[11] Baranya county lies on approximately 450,000 square kilometres, has 400,000 inhabitants, of which 40% live in Pécs, 25% in 11 small towns, and the rest, roughly 140,000 people in 300 small villages, most of which have just a couple of hundred dwellers.
[12] This organisation keeps a record of the unemployed.

completely abandon their clients who drop out of the programme. The programme managers try to divert them to an (either state or civil) institute, where they can find solutions to their needs, or if they have any ongoing projects in the Productive School in the arts and crafts classes, they offer admission to one of them.

There are 30 participants on average in each programme. The usual training time of a programme is 15 months, but the "output" is quite flexible, so if somebody can be released earlier, can finish it in a shorter time, and be replaced with a new applicant, it means that sometimes in one programme even 60 participants can complete their studies.

Infrastructure

When the Productive School was established in Pécs, the Foundation undertook to establish the premises and to provide the initial capital of 15 million HUF (about 60,000 €). From this money they could purchase the central premises, two huge former barracks buildings which needed complete refurbishment. The initial capital covered only the reconstruction of the basic structure of the buildings, later refurbishment was financed from other resources, mostly money from various projects. Partially because they were forced, and partially for educational considerations, the participants of the project were involved in the reconstruction job, which strengthened ties between them and the school, made them motivated and more committed to the school, and also it had a very good effect on community building. The latter should be emphasised, because in many cases this community was to take over certain functions from the family. One of the buildings was made into the headquarters of the foundation (offices, staff rooms, teaching rooms, training rooms), the workshops and the gym (functioning as a community room as well) were established in the other building.

Besides these central buildings, there are two areas in the school's use, both of them given by the local authorities for free usage for 15 years. One of them is a seven- hectare study garden for herb gardening students, and the other is the premises of the bricklayer students. In addition to their free usage, the school also has a right to pre-purchasing the plots, thus providing perspective for the programme in the longer run as well.

The operation of the transit programme

The programme itself covers a sort of transitional employment, which is connected with training. Even if it sounds like a very unambiguous task,

according to the interviews, it has not always been, because very many dilemmas occurred as soon as the programme was developed, and later on as well (mostly whenever a new tender writing period started). At the same time, the different answers of the various national transit programmes given to the same dilemmas distinguishes them from each other, because finding the right solutions to a certain area's problems, which work, can well be the key factor to efficiency and success.

The most important decision-making areas:
- Defining the target group (age, habitation, social backgrounds, gender, previous studies, characteristic features etc.), and defining the number of participants
- Defining the ratio of the two basic, the theoretical and the practical parts of the training programme, and in connection with this, defining the minimum and the maximum period of a project.
- Providing a venue for both the theoretical and practical training programmes (either within the institute or getting partners involved), and ensuring the infrastructure (where, and from what kind of resource).
- How flexible should the programme be? (In the aspects of the employees professional and personal competences)
- What range of trades and profession should be provided? On what principles should the participants be oriented towards one or another profession's direction? What kind of key competences should they provide for them? When should they finish professional training? When can a student's professional education be regarded as accomplished?
- How can success be ensured? (How they can guarantee that as many students would be employed as they (took upon?) contracted and also how it would provide permanent employment solution for the participants).
- To what extent should they consider the needs of the labour market when educating potential employees, and to what extent should they take into consideration the demands and the tendencies of the national labour market?
- To what extent can they differentiate between the participants of the programme, and in connection with it how personal and group needs can be taken into account?

The structure of the programme

The basic structure of the programme is the following: After the selection of the participants (who are all from socially disadvantaged backgrounds), they start to improve their key competences, and parallel with that they also participate in a career guidance orientation training, which helps to decide which profession or trade they should gravitate towards. After that, professional training starts gradually, and then the participants go for practical training to a designated place, and, eventually, they are placed on the primary labour market. The training programme is followed by a 6-month monitoring period, which is not only designed to measure the success of the programme, but also to provide supplementary help for them to be able to stay in the labour market. Not only in the follow up period, but during the whole training time, participants can always expect to receive social and mental care and help, because it is the third most important principle of the activities besides studying and working. The bases of this caring activity are the individual development plans, based on the initial interviews, which may later be modified by the students' activities and achievement.

At the beginning of the training, there is a one-month catch-up programme for improving basic (literacy, mathematical) skills, and to brush up their basic cultural knowledge. According to a preliminary survey, students are divided into three different levels (the white, the blue and the yellow) groups, which grouping is not based on their chosen profession or trade.

Then a career orientation course is carried out in groups, according to the chosen professions and trades, in the first month of which they are allowed to change their minds and shift to another one.

In the second month their studies continue with a preparatory course, which provides the basics of their profession or trade, and even in this phase they can decide to change their original trade choice. The most significant characteristic of the professional training is that, unlike the widespread typical Hungarian adult education practice, it is very much practice based. Even the theoretical training has a very practical approach, and is strictly restricted to provide just enough for the students to be able to pass the professional theory exam, but it also enables them to use this knowledge to cope successfully with their profession later on.

Students are taught in small groups, with an average group number of 12, because the school management strongly believes that malfunctioning social skills, resulting from their disadvantaged backgrounds, cannot be efficiently treated if they are in greater numbers.

In the second part of their professional training they are apprentices in workshop practice, which helps them to a great extent to adapt to a working community, and to keep to work regulations and schedules, which is usually very demanding for most participants. In this phase, the representatives of the employers also function as mentors, trying to always consider the

apprentices' special situation, so they are more patient and lenient with them than with other workers. They keep in touch with the staff of the Productive School, thus there is continuous feedback provided to the project management. This transitional period is a key factor in preparing the students to join eventually the primary labour market, and it is not only focussed on their professional development, but also on establishing and reinforcing a positive attitude towards a 'work' culture, which is believed to provide solid foundations for future employment

In the phase immediately before seeking potential employment, a training programme is provided to help them acquire job hunting techniques, to know how to prepare for a job interview (practised in situations) , which also includes important knowledge about dress and behaviour codes, and to be familiar with how to write a CV.

Improving social skills and key competences

The biggest problems of the participants and one which causes a withdrawal effect is that they lack certain social and learning skills, so improving them is a priority in the programme, which one which is believed to precede the actual professional training. Improving key competences (such as learning ability, communication skills, motivation, literacy skills, cultural knowledge, behavioural culture) was not considered initially to be as important as it turned out later it should be, so it was only incorporated into the second programme. In addition to this, as part of a transit programme it is most important to prepare potential employees for the labour market, and also to help them to acquire the competences it requires. Abilities of adaptation and flexibility, skills to meet the high quality requirements of the labour market, and accepting the rules of working time, discipline and regulations are vital, so are punctuality, reliable professional knowledge, and social skills to adapt to new staff, which are all based on recognising and understanding the meaning and value of work, then building this knowledge into their character.

One way they found efficient in improving the malfunctioning or missing social skills of the participants is to make them work at regular times, and, for the time they are in touch (which is usually 18 months) they have to keep a regular work diary. Another way to motivate them is publically to give them bonuses for their individual achievement, which, as experience shows, is extremely effective way to stimulate them to an even better performance. During their apprentice time in the workshops, they have to make a big leap in adaptation and improvement of their community responsibilities and skills. We should highlight here the significance of the fact that in this phase of the whole process, when skills are just being formed, accidental absence does not mean ending up being expelled from the programme! On the contrary,

after a day of grace, the management – usually the master accompanied by a social worker – trace the student, and take them back to the school.[13]

Because their masters know them like the back of their hands, they will suspect why the students have not arrived back at school, even though some of them are full of excuses and invent stories to disguise the truth and to support why they had to play truant[14]. Unfortunately there have been hopeless cases as well, who, although they were somehow or other pushed through the whole training programme, never really acquired the basic skills or the right attitude to work, which are absolutely necessary to be able work with others and in the longer run..

Experience shows that participants who are, for various reasons, highly motivated and forced to work, either because they have to be the breadwinners, or to keep their children or common law spouse, or because they have to support their elderly or ill parents, will come up to expectations in the longer run, because for them it is vital to keep a job that they had to struggle to get at all.

Professional training

Based on several years' experience, there are more than thirty professions and trades available to be learnt at any time in the productive school, but usually courses covering only 7-8 trades are taught at any one time. In the *building construction section* the most important trades are bricklayers and painters, and in addition to these, there is a so-called in-training type of education which does not provide a completely finished, skilled education. *Arts and crafts* represent a smaller part of the trades they teach, there are wicker furniture makers and rug weavers. In the *social work section* they train social workers and welfare workers for home care. There are *traditional women jobs*, such as tailors and cleaners. In the *catering section* mostly cooks/chefs and waiters/waitresses are educated. In the last couple of years

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[13] "Our philosophy is that if somebody becomes ill, or can't come because something has come up, then it has to be reported. If there is a deathly hush, we have to assume that they are in trouble. They have to report their absence to their master, and if they fail to do so, we wait for 24 hours, then the social worker goes to trace them. Our experience shows that if we hesitate for another 1-2 days, they start to worry, saying " What shall I say to them? They are frank, they believe what I say, and now I have to tell lies again" – and they struggle in the grip of their mixed feelings." Mrs Szőke Ilona

[14] "These clients of ours have always tried to survive so far, and frankly, that's what they have been doing, and they think that the whole society is against us, the school used to be against us, everybody in their environment, their fathers mothers keep pestering them, and nobody in the whole world, just they are right. They build up a dream world for themselves, and they try to live in there. That's why this social-mental programme is so extremely difficult, because we have to know this dream, and also, whether they can find themselves in that dream. " Mrs Szőke Ilona

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the course range has been extended with some trades in the *metal industry*. Before a decision is made on compiling a list of trades that are going to be educated in a programme, attention is always paid to the present demand in the labour market, but often it is seen that all youngsters would like to be chefs or waiters/waitresses, and none are willing to become constructional ironworkers or bricklayers, even if the programme director believes that in the latter two trades there are plenty of good job opportunities.

When selecting the trades to be taught, the school management considers the composition of a certain group. They offer different trades for those who live in urban areas (cities or in their satellite villages), and for those who live in remote villages, because their job opportunities will differ significantly. Not only do their employment opportunities differ, but also their lifestyles are like chalk and cheese, and this should also be taken into account. Youngsters living in remote villages are not very mobile, so for them acquiring a trade, which does not necessarily provide any job opportunities, but good enough to provide a sort of self-reliant/self-supporting is a better solution, such as herb growing, herb collecting, herb processing, which is also connected to a programme, the so-called Interreg[15], which is quite extended and extensive in the region. Another good choice for them is village tourism, which is a steady growing and more and more important sector in the county, but unfortunately it requires quite a lot of initial capital, which for most participating youngsters clearly is near impossible. Sadly, in Hungary furthermore, there are no bank loans available at the moment for those, who wish to start their enterprises totally from scratch with no capital. If the tourism industry develops, not only does it create a demand for the satellite industries, directly connected to it, such as catering, but it also creates a demand for traditional arts and crafts (basket weaving, wicker furniture making), which are traditionally represented as a means of making a living in the Romany communities, so they could rely on this in their training programmes.

The role of local companies

One of the most important tasks of the programme is to get potential employees involved in the programme, and to discover those who are willing and able to co-operate with youngsters who are from disadvantaged social backgrounds. Help, however, cannot just be restricted to the human area. The school desperately needs financial support, or any other kind of aid, which is not necessary financial but as a gift without any charge. Also, for the training of the students good masters are necessary, who can, additionally to being co-operative with the school staff, function as mentors.

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[15] An international programme which supports projects in the private, the state and civil sectors.

The sales manager has to track companies. Well functioning, good working relationships have been established only with small or middle-sized companies, with the exception of one multinational one, but even if they have had a long-lasting and co-operative history, and guarantees of future employment from the multinational, very few participants choose to work there, because they find monotony difficult to tolerate and working in three shifts tiring.

Contracts with the companies are made for the duration of a certain project, where the employers are obliged to provide professional training for the apprentices improving their practical skills, and to provide a further hire period for them after the initial contract expiry. At the same time, no payment is required during the training period.

We learnt from the few interviews made with the employers that are more lenient and patient with the apprentices from the productive school than with other workers, and also it was quite evident that they are well aware of the fact that just because someone has disadvantaged backgrounds it would not automatically suggest unmanageable behaviour in the workplace. On the contrary, their experience is that most youngsters, with very few exceptions, eventually fit in with their smaller-bigger mistakes.

In addition to productive and service providing companies, they also have contact with job agencies.

After the programme – indicators of success

An explicit indicator of the programme's success is the *further employment rate of former students*, which in the first instance appears in tender obligations, and it provides comparative figures when the programme is later evaluated. Normally the school contracts in the application to achieve a 70-80% employment rate, and they usually manage to reach it, but there were cases when they were able to exceed their commitment.

The leaders of the school pointed out other success indicators as well, which assess the programme from the point of view of students. One of these is the *rate of students who successfully passed their professional trade exams* (and so became skilled workers), but there are many "unofficial" indicators, which cannot really be expressed with statistical figures, because they are not very easy to measure. The programme director for example said *" that would be a real failure if it turned out after a year that they had sunk back again to the level, they came from."*

To assess the official success indicator, there is a *follow-up system*, which we mentioned before. When students complete their studies, they are given six envelopes with stamps, and the address on, so they just have to tick the boxes in the form which concerns them. The most important questions are

whether they are working, whether they work in the same place or somewhere else, and where, whether they need some help/guidance. Anyone who fails to send the questionnaire back (and there are quite a few) is visited.

Common programmes and community institutes are in part designed to provide a follow-up system, and which are also to keep up the sense of belonging and of union and community after finishing the programme. One of them is, for example, the Productive School students' club, but it is always emphasised that should students have any problems, they should not hesitate to come back to the school. Many of them use the opportunity, because partially it substitutes the safety of a family.

It is planned to extend the follow-up system with the involvement of the existing network of the local civil society and their volunteers (altruistic locals with a lot of solidarity), who would be so-called social guides to help to ease the youngsters' lives, and monitor them.

Future

Because transit programmes used to be supported by the OFA, at the moment it is a very big question for the Productive School in Pécs (as with all the other transit programmes), when the Foundation is not any longer able to provide this support.

Gradually the school has grown into a giant, complex institute, and it has a stopgap function in the city, and organically it has been built into the social-educational systems of the county. However, because the activities are project based, it endangers the safe operation of the institute, because from time to time, complex tender invitation packages disappear completely or are changed in Hungary, endangering everything which was originally the foundation. The director of the school thinks that the programme should be either integrated into the supply system of the employment system, or alternatively into the structure of the local authorities, and at the same time institutionalised. She thinks financing should provide the basics for their continuous operation, and it would also provide a safe background (hinterland) from where they could also apply for tenders. When data were collected, it was not possible to see clearly what chances they have to achieve that.

Conclusions

The key to success, observing the content of the programme from a professional point of view, is not only how elaborated the certain elements of

the programme with their continuous development are, but also how these cleverly invented, innovative elements of the programme are put together into a complex, logical chain.

We could refer to the innovation they introduced into educational methodology, or to the presence of well trained, experienced, committed staff who are willing and able to work flexibly (in unsocial hours), or in connection with professional training, to the proportion between theoretical and practical element, the latter which, unlike the traditional school education, overweighs the first.

But if we are to evaluate the programme not only from strictly professional points of view, but from other points of view as well, we can see how well this innovative initiative became embedded into the social welfare supplying system, and then we should highlight all the strategies and programme elements which enabled this organic embedment.

- The professional history of the management, specially the programme director's (whose idea the school was) is very important, and as a result of this her authenticity and reputation in both professional and civil circles.
- Strong and active civil sector, and the supportive attitude of the local authorities, furthermore their willingness and ability to co-operate, which is not a very common phenomenon in Hungary.
- Potential opportunities can only be activated, mobilised through the network of social connections, using social capital, but for recognising and consciously using this phenomenon a person is needed, who should be a good strategist, and also lucky, and far-sighted enough.
- The mother organisation behind the school seems indispensable, because besides providing the initial capital it could continuously ensure the liquidity of the programme, so with their help they were able to survive a difficult period (which was the result of the after financing system) when they temporarily, but regularly had to face lack of resources.
- The fact that the school is alternative and innovative is similarly important to financing, because they have resource tracking activities (including even bartering), which is partially based on using social capital (good agreements with the local authorities), and partially moving to a direction of self-reliance, to a social enterprise.
- Getting involved with local civic organisations is a key element in the success of the programme.
- Abilities of flexibility and adaptation to any kind of circumstances are present on both personal and institutional levels, which significantly contributed to its success (It is quite a big achievement if one knows that in Hungary the background facilities and systems – social, institutional etc.- are continuously changing.)

- Finally we should mention at how high a level the institutional communication is organised, and how clear task management is, which both enable efficient work in all aspects.

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Csaba FÁBIÁN, *Fábián Ltd*

Monika SAVIER

STEP – TERRITORIAL SCHOOL FOR EMERGENT ARTISTS (Palermo, Italy)

Introduction

The present case study analyzes the activities of the *Territorial School for New and Emergent Artists* called *STEP*, carried out in the urban area of Palermo, promoted by BBJ, in collaboration with various partners and with the support of the European Commission.

STEP's students are young people facing the risk of social exclusion who aspire to work in show-business. The School represents a successful experimentation of flexible approaches aimed at steering and training disadvantaged young people. The main innovative aspect of the School is that it aims at developing not only technical skills but also, and above all, the informal skills, considering them as the main road to enter the labour market.

The field to which the School refers is show-business and its connected professional positions. This job sector turns out particularly strategic as it exploits rarely formally recognized skills and formal education certificates to recruit its staff.

The following information is the result of the analysis of:

a. Several project's documents (application, monitoring and midterm evaluation);
b. interviews realized with staff and the beneficiaries;
c. participatory observation.

Framework and context

Legislative, political, social and financial framework

The School STEP is financed by the European Commission through the Program EQUAL.

The main intervention fields concern:

- The experimentation of integrated and personalized employment paths for discriminated categories;
- The innovation and the manipulation of vocational guidance and training offer considering the discrimination suffered by those who meet resistances to the integration in the labour market.

The Palermo Urban area, where the School is located, is characterized by a local system in which the work demand exceeds greatly the inclusion capacity. This situation creates an unmanageable imbalance through the standard welfare mechanism. At the institutional and entrepreneurial level, a traditional deficit in managerial and business culture is determined by behaviours like:

- formalism and
- discretion rather than a goal oriented culture;
- familism;
- politic influence in socio-economic relations ;
- diffuse need for `protection`;

Training objectives

The STEP objective is to support the process of social inclusion of young people living in degraded city areas, where there is a high risk of deviance. It promotes, at the same time the creation of the conditions for the job placement of disadvantaged youngsters through the improvement of their potential.

Therefore, the School aims at reducing the social disadvantage of the local young people, making them able to discover their hidden potentials, to make a conscious and responsible choice among the available job offers, to allow the development of useful skills to enter the job market.

The skills and careers that STEP proposes to develop are related to culture/event management and show business, with particular regard to:

- *Technical skills in show-business*: Lighting, acoustic and sound engineering, theatre techniques, etc.
- *Transversal skills*: marketing, multimedia, communication and organization of events. These are the key skills to the planning and realization of cultural and artistic events and include fund raising, public relations, press office; human resources, legal aspects; web marketing, graphic design and advertising production; web design, promotion on the Net.
- *Artistic skills*: The main objective is to acquire a greater self awareness and the knowledge of the one's own skills. The laboratories of dance, music, short films, etc are based on the idea of `rhythm`: these activities aim at discovering, strengthening and reinforcing ` the inner rhythm` of participants, their hidden talents, and to express them in `the external rhythm` typical of these activities.

The School aims at supporting young people coming from the degraded zones of the metropolitan area of Palermo during the difficult path towards the placement in the labour market. The key word in order to reach such objectives is *informal skill*, which means the bunch of ability that a person can have or can develop in non formal education contexts, communication, teamwork, tolerance to frustration, etc.

From this point of view, the School represents a valuable innovation in the local, regional and national context, as it implements an integrated approach to the person looked at as a whole and aims at strengthening not only the technical and artistic skills but also the informal ones considering them highly qualifying even though not formally recognized.

So, the decision to operate within the cultural/artistic sector is remarkably strategic, considering its weak reference to formal qualifications, vocational or educational certifications. Indeed, the artistic field offers the possibility to develop informal development pathways based on the professionalization of hobbies, self-entrepreneurship and creativity.

The innovative methodological approach

The School adopts an integrated approach that intends on the one hand to strengthen the beneficiaries considering them as persons and on the other hand to create – in local institutional context – the conditions for their inclusion. Therefore the School works both on vocational guidance and training as well as on mainstreaming at local level. The mainstreaming facilitates the dissemination and the recognition of the Scholl's strategies, methodologies and objectives. Combined with vocational guidance and training on the job (or in simulated concrete situations), the mainstreaming allows STEP to call on immediate feedback at local level and to connect young people both to the labour market and to the local institutions.

From a methodological point of view, the School STEP refers to the European experience of the Second Chance Schools (pilot initiative active in several EU countries since 1997), in order to test this best practice introducing also new elements linked to Palermo context.

Its main characteristics are:
- flexible vocational guidance and training
- strengthening of self-esteem
- practical training (laboratories)
- participation in real working situations
- creation of work teams.

The School offers alternative, informal, pioneering training paths oriented to the final target. These paths allow users to go along a complete, flexible

and personalized steering and motivation itinerary that combines the improvement skills/motivations with the support to the job market inclusion.

Moreover, the School adopts the *Assessment Centre Methodology* for vocational guidance. The assessment is a methodology for evaluating people potential, through the observation of behaviours during the development of so-called situational tests in which the person is asked to execute a task in a role game. In Europe and in the United States, the Assessment Centre is traditionally used by companies in order to estimate the employees' potential and to select human resources but now begins to be used also for vocational guidance by employment offices across some Northern European countries.

STEP's challenge lays in testing such a methodology in the context of disadvantaged young people living in Palermo within the artistic and cultural field. The School is based on the assumption that this instrument is particularly indicated in order to work in the above mentioned field and target, in a context characterized by strong formalism and no formal recognition of informal and transversal skills.

The staff

The partnership at the base of the STEP School includes members with different skills and experiences both at local and sectarian level. It includes 5 partners:

BBJ Consult AG Rappresentanza Italiana (The promoter) has been working in Italy for over a decade as a consulting firm for social management, youth-related projects, vocational training and employment, equal opportunities, environmental protection and sustained development. Part of an extensive active network of national and European partners, the company works for public and private entities as well as education centres, universities, consulting organisations, cooperatives and non-profit associations, within the framework of EU project proposal development, project management, research and documentation

Demetra S.r.l. is a company that offers consultancy to local bodies and enterprises, on business management, human resources management, marketing, vocational training, quality system control, administrative management.

Menphis s.a.s.: an enterprise that works in insurance field, data network, net

technology services

ANFE (Associazione Nazionale Famiglie Emigrati – Rappresentanza Regionale): regional training institution with more than 30 centres and 500 operators in the Region.

ARS Nova (associazione Siciliana per la Musica da Camera): association of chamber musicians that offers training and workshop for former artists, operator and technicians in the musical field. .

The partners can call upon a deep knowledge of the disadvantaged target and strong connections with the local institutional actors.

The partnership's competences concern both the organizational and financial management of the School as well as content and learning objectives, directly related to the final beneficiaries. In particular *BBJ CONSULT AG*, as project leader, boasts a consolidated experience with disadvantaged targets in the informal training, active vocational guidance, and skills' evaluation and strengthening.

Actually the BBJ experience in the Sicilian context within a past EQUAL initiative gave birth to the STEP idea. This Program, named PASSSO, has been also chosen as a best practice and described in this publication. PASSSO activated in Palermo a Second Chance School designed for disadvantaged young people. Such experience has evidenced the potentialities and the effectiveness of the non formal education, supporting the process of labour market integration for the above mentioned target. The School moreover is enriched by the experience of one of its partner, ANFE, which manages on behalf of the Sicily Region the multifunctional guidance counters in the whole region, thus smoothing the connection between the target group and the institutional actors.

Let's analyse in details the project's staff, roles and responsibilities:
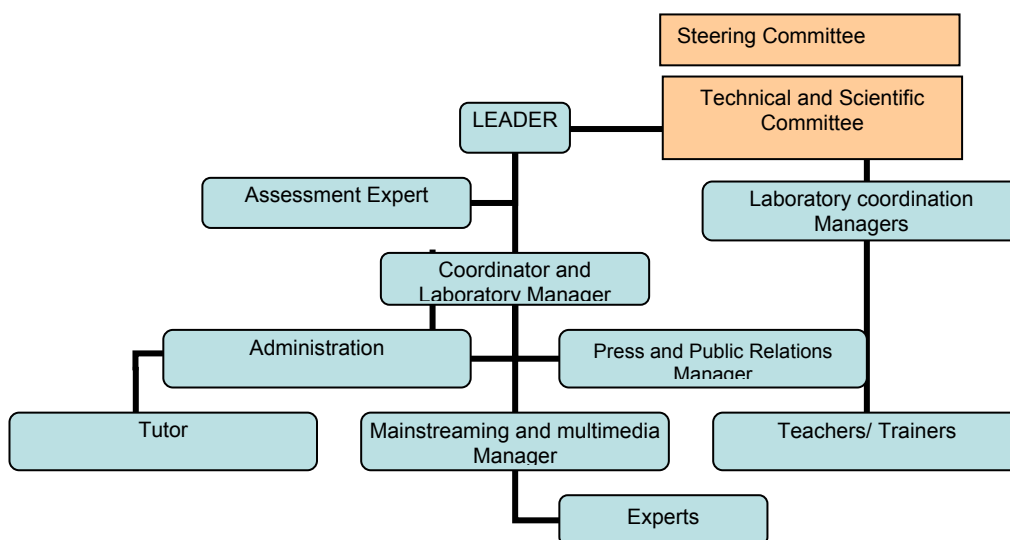
The Steering Committee, composed of representatives of each partner, defines general activity guidelines and strategies, while the Technical-Scientific Committee, composed of the same members of the Steering Committee plus two representatives of the Office of Cabinet of the Regione Sicilia and some experts, determines mostly the learning contents.

Together the two Committees define the strategies and the methodologies of the School and manage the staff. This last is composed of project management figures and thematic experts. Generally speaking this strong experience determines the basis for the School success.

In order to assure the integrated approach of the School, the teachers and the external experts have been trained on *Second Chance School methodologies* and have been supported by the other staff members throughout all their work with beneficiaries.

The beneficiaries

The project STEP is directed to unemployed young people facing the risk of social exclusion in Palermo's urban area. So far, 42 youngsters have been involved. They wish to work in show-business but they risk being excluded, having poor or no qualifications.

The group of beneficiaries is extremely varied with regard to age class, gender, educational level, social positioning and area of origin (some come from the city centre while others from the surroundings/periphery). 65% are women, whose educational level includes lower school certificate, high school diploma and some university students. The last ones come mostly from the DAMS, a faculty that aims at training show business operators.

The group is equally distributed in two age ranges: 19 – 24 years and 25 – 29 years. The first one is composed of young people with a poor awareness of their own potentials and limits and with no defined professional plans. They need strong support and guidance for defining their training path and afterwards for their job placement. Mainly, they wish to develop artistic skills such as theatre, dance, music and artistic event management.

The second group is composed of young people, with little experience, that have already defined their training and professional plans

The context and the identified problems

The Palermo urban area is characterized by high levels of youth unemployment, mostly suffered by those with little, weak or no formal qualifications. Moreover, in the same area there are considerable social

fractures between poor or wealthy neighbourhoods generating social segregation.

Risks connected to marginality, social exclusion and deviance are definitely high in such a context, where the illusion of show business, as presented by the media, could be a deadly mixture for the individual and social development. During the last years, the media increased their influence in the educational system of the young people and it has become necessary to establish some self-limiting codes for assuring a minimum quality standard to the youth television programmes. The perception that young people get from the media is based on the idea that everybody may become a `star`. In a local context where there are poor development opportunities and weak vocational guidance services, the dream to become stars remains the main objective of the majority of the young people. The main outcome of this phenomenon is the progressive disaffection toward the possibilities offered by formal education. For this kind of youngsters, the lack of basic or specialized competences undermines the possibility to access protection nets. In case of failure, the youth becomes a non-qualified unemployed.

At an individual level, the barriers to the job placement of these youngsters depend mainly on:
1. low success rates within the traditional school system;
2. economic and social limits to the individual professional fulfilment;
3. lack of awareness of soft and professional skills;
4. inadequate knowledge of the labour market, with special regard to show business.

While at local level:
1. economic lacks
2. Marginalisation of the region, evidenced by:
   a. isolation from the active artistic/cultural environment;
   b. little or no opportunities to prove and exploit artistic attitudes;
   c. high vocational training costs.

The activities

The activities implemented by the School are:

Guidance

Vocational guidance is undertaken through individual coaching during the whole assessment and skills strengthening process. Individual coaching is ensured by the tutor and other staff members working closely with the beneficiaries.

Beyond the permanent dialogue between staff and beneficiaries, there are two structured guidance initiatives:

- *Guidance in training*: this is carried out when the user registers himself with the School and it is based on individual talks with the tutor, the managerial staff and the responsible laboratory persons. .
- *Vocational guidance – Assessment Centre*: this takes place at the end of the training period and it consists of a group assessment. It lasts 4 days while students are observed by experts during practical exercises (role games, simulations, presentations and so on). Individual feedback follows in order to help the beneficiary in identifying their skill profile as a starting line for his professional future plans and strengthening his self-esteem and his self-awareness.

Training

The School training offer consists of different activities.

The permanent laboratories (artistic, technical and event management) that are implemented through the organization of artistic and cultural events, with the aim of connecting the beneficiaries to the labour market, and ensuring visibility and dissemination of their products at local, national and EU level.

The mainstreaming and multimedia laboratories that are short and intensive initiatives, lasting no more than one week, gathering all the beneficiaries and teachers/trainers in order to analyse and test different multimedia tools and products -short films, digital imaging, radio, websites, etc. These laboratories allow participants to learn, use and interpret in a suitable and conscious way, a number of multimedia forms of expression. The meetings focus on technical, artistic and transversal aspects in the selection and use of the multimedia means of communication. Mainstreaming is intended as the capacity to represents products, ideas and activities employing different means of expression, in order to stress the relevant features and transfer a message to a specific target. The media selection process and the integration of different communication methods is a crucial aspect of the entire initiative, as well as the attention given to the results presentation and dissemination to the selected target.

The informal learning that takes place in the laboratory is the main aspect of the School's methodological approach. Each laboratory aims at generating a final production, i.e. a video, a theatre pièce or a music performance to be disseminated during cultural and artistic events. The laboratory is actually a place where participants could face the challenges of the real work and discover how to overcome them. The objective is to create controlled on-the-job situations where artistic, technical, transversal and informal skills should be developed.

Each beneficiary may participate in more than one laboratory without any restriction. Those who participate only in artistic ones are required to take part in at least one technical one: event management, sound/acoustic/light engineering.

The following is the laboratories' detailed analysis

- Permanent laboratories

Laboratory title	Duration	Description
Artistic laboratories	10 months	Not compulsory
Dance	Twice a week	At the beginning, it focuses on body expression as a whole, then on modern dance and its choreographic and technical features. Closely related to the theatre laboratory.
Theatre	Twice a week	It focuses on body expression, with special regard to the use of the voice and mime, on text interpretation. Closely related to the dance laboratory.
Music	Twice a week	It focuses on percussions which do not require years of formal education. It also integrates participants who know how to play guitar, keyboard or piano in order to strengthen their individual artistic potential.
Technical laboratories	10 months	
Light management techniques	Twice a week	Technical training. The laboratories refer to technical jobs in show business, it allows learning how to design and manage lights in a theatre in order to comply with stage direction requirements.
Sound	Twice a week	Technical training. The laboratories refers to technical jobs in show business, with particular regard to the so-called sound engineer, and it allows to learn new technologies to create and manage sound in different contexts: from a concert to a theatre pièce.
Event management laboratories		
Event management		The laboratories consider transversal sectors such as marketing, multimedia, communication and event organisation. The activities are focused on the needed skills in order to plan and carried out an event: fund raising, public relations, press office, human resources, legal aspects, web marketing, and web design.

- Multimedia and mainstreaming laboratories

These laboratories aim at enabling participants to use, manipulate and interpret consciously a number of media: photos and static images, video, sounds and Internet based media. From a methodological point of view, these

laboratories work on technical, artistic and transversal aspects in the choice and use of communication means, with the aim of supporting and promoting mainstreaming capacity. Mainstreaming is intended to be the capacity to represent a product efficiently, an idea or an activity, through communication means in order to reach the target with the appropriate message. Multimedia touches different perception channels allowing the creator, the sender and the receiver to choose the best communication means. That choice depends on the product to be communicated, on the author's objective and on the professional field of reference.

Laboratory title	Dura-tion	Description
Digital images	3 days	The most important aspects in the production and manipulation of digital images are experimented, advised and discussed from the technical, artistic and transversal points of view. Moreover the portfolio is introduced as a means of development and self-evaluation. In the laboratory, participants are asked to accomplish the task of representing their background through the visualization of a product.
Film	7 days	The laboratory has been articulated into 6 days of practical and theoretical work. Part 1 / theory: 1. Cinematographic language. Main aspects and characteristics, use in different contexts, divergences with other languages and communication means (i.e. theatre, television) 2. Elements of semiotic. The general elements of the language of signs and its use in cinematographic audiovisual product. Use of the appropriate language and signs in relation with the target. 3. Cinema's grammar 4. Structure 5. Drama and novel 6. Time management in audiovisual cinematographic language Part 2 / practice Production of a 60 seconds movie, starting from the subject till the post-production. Each participant covered more than one role in the different phases of the movie production. The produced works are available on the website www.step-palermo-it.
Sound – radio	5 days	The most significant aspects of sound production and manipulation are experimented, advised and discussed from the technical, artistic and transversal points of view. The adopted mean is the radio. The practical part of the laboratory foresees the production of a radio programme to be diffused by web-streaming.
Internet	5 days	Internet is considered as the "mean of means", and represents the conclusion container of the 4 laboratories. All the multimedia aspects faced are discussed and experimented together. The practical part consists in the production of a promoting web site for the STEP's products and in its diffusion and professional usage.

- Participation to event organisation and management

Event	Date	Location	Participation typology
STEP Production: The spider strategy	7 May	Meppel (NL)	Theatre pièce at the Municipality theatre of Meppel. Methodology shared with transnational partners. Participants act as technical and artistic staff.
Participation to 3 Festival : Cinema , theatre/dance, percussions	June/October 2007	Italy (Rome, Perugia, Spoleto)	Presentation of STEP outputs and intensive training seminars
Internships and work experiences	May/December 2007	Sicily	Participation in internship and work experience, in theatres, artistic production and promotion companies, etc.
Participation to local artistic and cultural initiatives in Sicily	May/December 2007	Sicily	Presentation of performances in Sicily.

Mainstreaming

The School pursue the objective of supporting its beneficiaries in the job placement process through the organization of events and local seminars with sector associations, universities, local agencies, and through all the activities of communication and advertising. Significant results have been achieved. A strategic local institution, the Regione Sicilia, for instance, committed itself in favouring those institutions that employed STEP students for the allocation of structural funds.

Achievements

Developed skills

Taking into account the School flexibility and openness, each beneficiary can implement their potential skills, developing also his hidden abilities. He can count up a complete and structured set of competencies and an increased awareness of him selves and of his surrounding environment.

The most important result has been achieved in the field of informal competencies for the youngest beneficiaries, while an increased impact in the

technical skills has been achieved for the older ones. In both cases the work done focused mainly on the development of the work team skill that encountered a lot of resistance within the users. The target's heterogeneity and the problems related to the context of origins of the participants, generated some conflicts and lack of integration within the group. The effort undertaken in the laboratories to overcome this phenomenon, that lead to mutual respect and cooperation within the group, is a significant example on how the School adapts its offer to the needs of its target in a flexible way.

The best way in order to show the achieved results and to evaluate the developed skills is to analyze the outcomes produced in the laboratories, as described in the following list:

1. Acts of the Presentation Seminar of STEP (Palermo, Spazio Montevergini, 27 November 2006). The first public laboratory has been organized with the support of the participants themselves. The whole photographic documentation and contents, the press office, the invitations letters, the arrangements of spaces and the entertainment have been produced by the students, guided by the teachers and project's experts.
2. Short movies of 1 minute length, produced within the related laboratory titled "Ascolta il mio silenzio" (Listen my silence, ndt), "Attimi prima" (Moments before, ndt), "Interno 22" (Interior 22, ndt)
3. Performance "La strategia del ragno" (Spider's strategy, ndt). It's the first show produced within the STEP School by students who attended laboratories of theatre, dance, music, lights and events organization. The texts of "La Strategia del ragno" are excerpts by Emily Dickinson, Anton Checov, and by an anonymous Japanese person. The first representation has taken place in the "Teatro Orione" in Palermo, the past 15th of February; a video of the representation will be soon available.

Within few months a second representation, a radio programme and a promotional web site will be produced (see multimedia laboratories section).

The School impact on the local system

In order to analyse the STEP impact on the local framework, its innovative approach has to be considered. The School represents the first attempt to an integrated, informal and flexible approach to young disadvantaged people training in Palermo context. For the first time, the informal skills are strengthen and recognized in the training of show business workers.
The continuous promotion activity at institutional level and the feedback given from all the involved actors put the basis for further development STEP methodologies and strategies, even in the vocational guidance and training

activities at regional level. Even the place where the School is hosted, the Orione Theatre in Palermo, shows a considerable interest toward STEP experience and a real sharing of its objectives.

The growing interest showed by Palermo's youth towards the STEP School demonstrates its capacity of responding to a real need of its target and to reach concrete results.

Conclusion

The School for Emergent Artists STEP is an example of how the vocational guidance and training system can be innovated taking into account the characteristics of its target.

The strengths of this pilot experience can be summarized as follows:

Integrated approach: whenever a vocational guidance and training structure is created, it is fundamental to adopt a multilevel approach that should consider all the elements that can facilitate the success of such an initiative. The integration of mainstreaming activities on the local institutional framework and the personal development of the beneficiaries is crucial in order to facilitate the job placement.

Innovative teaching tools: the flexible and practical approach of the School, as well as the methodologies employed in the Second Chance Schools and the participation in real or simulated on-the-job experiences, foster the development of the needed skills necessary in order to be integrated into the labour market. In fact, the experiential teaching method allows both the development of artistic, technical and management skills and the informal skills like teamwork, problem solving, public relations, etc.

Informal skills: the attention to informal skills is to be stressed within the School methodology. Informal skills, even if not recognized, influence significantly a successful professional career. Consequently it seems very important to develop them through innovative teaching methods and tools.

Vocational guidance and potentiality development: the Assessment Centre methodology within the youth guidance activity increases the self-consciousness and awareness of the local context, as well as self-esteem. Such a methodology appears particularly suitable if applied to disadvantaged groups, as it is based on the observation of "doing" rather than on verbal interviews with beneficiaries. Hence participants are free to express their potentialities and are able to identify a conscious training and professional path.

ESCOLA TÉCNICA PSICOSSOCIAL DE LISBOA – PSYCHOSOCIAL TECHNICAL SCHOOL OF LISBON (Portugal)[16]

Introduction

This case study analyses the Escola Técnica Psicossocial de Lisboa *(Psychosocial Technical School Of Lisbon – ETPL),* which is an educational and training establishment, made more dynamic by the "Percusos" Association, with its headquarters in Telheiras, Lisbon.

This school was selected because it is a school distinguished by its difference, open to youngsters with and without problems and has great success, not only on its students employment rate, as well as the fact of it having influenced a few legislative steps taken, as the support of social employment policies, specifically the creation of a psychosocial practitioner career.

The reason why the **Escola Técnica Psicossocial de Lisboa** (PSYCHOSOCIAL TECHNICAL SCHOOL OF LISBON) was chosen was due to the fact that most graduated psychosocial practitioners from this school work essentially with youngsters; this means 'youngsters working with other youngsters'.

But it should be stressed that some of the youngsters who attend the ETPL come from unstructured and multi-problematic families (with deviant behaviour, such as substance abuse, food disorder, absenteeism, and school abandonment). Others choose a psychosocial technical course, as they are not motivated by the traditional education and don't want to pursue an academic career.

Thus, it was considered pertinent to explore the dynamics and structure of the ETPL that offer an integrated and systemic training for youngsters with social and labour insertion difficulties, qualifying them for professional practice and/or further studies.

In order to elaborate the present case study, a documental analysis was done, provided by the School and accomplished a semi-structured interview with the school director, Mrs. Paula Julião, so as to clear questions related to pedagogic practice and content.

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[16] Authors: the Portuguese Catholic University Team from the e-Re@L Project, the Lisbon Town Hall Team from the e-Re@L Project and the *Alta de Lisboa* Employment Network

The background of etpl and its activity

The Escola Técnica Psicossocial de Lisboa (Psychosocial Technical School of Lisbon) is a non-profit private organisation of professional education, integrated into the national educational system. This teaching model professionally qualifies youngsters and provides the equivalent of the secondary level as an alternative to regular secondary education (12th grade).

It's owned by "Percursos" Association – psychosocial training and education – whose activities follow public interests and autonomy through its cultural, scientific, pedagogic, technologic and administrative areas. It follows the juridical regime created by the Law – Decree nr. 4/98, of 8th of January, which established the legal framing for professional schools.

This law establishes a new financial model orientated by two principles: "the respect for freedom of initiative and public contribution expenses of public courses, in order to guarantee the students the possibility to attend them, with the same conditions as their colleagues of other secondary educational systems".

The ETPL was created under the Law-Decree nr. 26/89 of the 21st of January, in agreement with the Ministries of Education and Employment and Social Security.

The ETPL's creation is the joint result of 3 entities' will: Lisbon Town Hall, "Ares do Pinhal" (a drug addiction treatment association) and CAT Taipas (a drug addiction and treatment centre). It was materialized due to the need to fulfil the absence of specific vocational training that would intervene specifically in community and social intervention projects, in which the promoting entities were involved.

The school started its activity, in a small "palace" in Telheiras (Lisbon) donated by the Lisbon Town Hall (maintained until today), in August 1991, with the socio-cultural intervention course / psychosocial practitioners, with a minimum length of at least three years.

Later on, with the curricular revision, the ETPL became the property of "Associação Percursos – psychosocial education and training". From this date on, the ministered courses became 'Psychosocial Support Practitioner' courses.

To fight pedagogic inactiveness and the lack of articulation between school and labour contexts, they seek to promote interdisciplinary dynamics and articulation with the surrounding context and with structures that work on the social area.

Through professional training activities, it is aimed to integrate unoccupied youngsters, or those who abandon school that face social exclusion or experience risk behaviour situations.

The objectives of the ETPL are the following:

- to contribute to the youngsters' personal fulfilment, preparing them for professional life;
- to provide approaching mechanisms between school and the labour market;
- to give a complete and integrated training to youngsters, qualifying them for professional practice and for further studies;
- promoting, together with other local agents and institutions, the possibility of fulfilling a qualified human resource training project, that responds to the country's integrated development needs, particularly in regional and local scopes;
- to analyse regional and local training needs and provide adequate training solutions;
- to contribute to social, economical and cultural community development;

In a word, ETPL's objective is the integration of youngsters with the 9th grade of education, who lost interest in traditional education, and are now taught by psychosocial practitioners trained by ETPL (Local activity leaders).

Youngsters who have finished the 9th grade can apply at ETPL, and those who are looking for an alternative educational approach, aimed for labour inclusion.

ETPL does a selection exam led by a team of psychologists that use group evaluation elements (theoretical and practical), interviews and written exams. In these exams the candidate should show motivation, initiative and creativity, group integration ability, ability to deal with unexpected situations and alternative thinking.

The school is careful when choosing their teachers, they should have academic and professional skills, have interest, be available and dynamic, in order to assure their adjustment to the educational model practiced at the school, as well as to correspond to the dynamics and requests of its educational project.

For the social-cultural and scientific training component, most teachers have a large teaching experience, and on the technical, practical and technological component, they privilege teachers who work in the social intervention fields and territories, so that their vast experience may contribute not only for the quality of the training, but also for the essential 'school link to the work' context.

In this way, the elaboration of a School Plan and respective Activities Plan is possible and interdisciplinary work is promoted. Students' maturative development is valued, through individualized follow-up processes and teachers express great relational availability towards the students. Teachers privilege the educational/learning process assuming an orientating, motivating

and learning facilitator role. The school work gives the students a complete training.

The teacher's availability enables a closer relationship with the student, so that the students' centred pedagogy is implemented as a learning subject, which makes this school different from the others.

Pedagogic model

1. The Educational Project

The school's Educational Project aims to conciliate scientific rigour with responsible freedom for learning, so that each social school actor participates in the construction of the project, as an interactive subject, "*learning, know how to do and how to be.*

For ETPL, its educational project is much more than just a mere project with a beginning and an end, it is considered a dynamic and potential action system that gathers the students', teachers and school resources as a whole.

In general terms, the school seeks to approach the ministered pedagogic training in the real work context, encouraging student's direct contact with institutions. In this way it's possible for the student, not only to apply the skills acquired in school environment, as well as real work context adaptation.

Adopting the model's structure allows the development of self-learning mechanisms and knowledge integration, suiting the training to the student's specific needs. In this way, it provides the student with a better knowledge of themselves, allowing them a responsible and autonomous construction of their life project.

Consequently, the educational project followed by ETPL, besides constituting a pedagogic referential, is also an important instrument in the relationship with the whole educational community, trying to be dynamic and renewing in its training areas, in order to reflect the demands and challenges that are placed on the school as a training structure..

2. Curricular Plan

The Curricular Plan's construction and its relating programmatic contexts was the result of a strong investment from the board and teaching staff.

The Curricular Plan is composed of: a Social-cultural Component (common to all professional training courses*), a Scientific Component* and a Technical, Technological and Practical Component.

The *Social-cultural Component* is made up of the following subjects: Portuguese, a Foreign Language and Integration Subject.

The *Scientific Component* includes the following subjects: Psychology, Sociology and teenage and youth Psychopathology**.**

The *Technical, Technological and Practical Component* connects the community study area and arts subjects. The first one promotes the acquisition of knowledge and attitudes towards integration and intervention at different social groups' level, bearing in mind a healthy life promotion. Arts subjects seek to provide the students with several intervention techniques related to body expression, drama, music and handicraft. The aforementioned component also includes information technology and social-cultural group leadership that allows the students the possibility of direct contact, in traineeship regimes, with institutions, populations and territory intervention experiences with which they may come into contact with again in the course of their future professional life.

3. On-Job Training (training on a work context) – Traineeships

On-job training is a kind of training in a work context that is part of the training course of ETPL, as it is considered a privileged pedagogic approach to real work context. This experience allows the student to have a direct contact with institutions, not only allowing them to apply the basic acquired skills throughout the course to the specific technical demands of the trade, but also a dynamic relationship established between the school and the labour market. This opportunity allows the students to develop a sense of responsibility and a professional attitude.

In this context, the program's development has concentrated the technical learning on the traineeships in the 1st year of training.

The 2nd year of the traineeship comprises primary prevention development actions (deviate behaviours) and health promotion education. Normally, these traineeships are done in primary and secondary educational schools, by means of celebration of a formal statement between the two entities.

Regarding the 3rd year of traineeship, it is done in several public and private institutions, town halls, and associations of different kinds, lasting a school year. This traineeship has a strong student participation in the institution's diverse activities. The student's follow-up process is done by a traineeship supervisor at the school, as well as one where the traineeship takes place.

4. Professional skill examination

The professional skills' exam consists of accomplishing a personal project that must be undertaken during the last year of the course, having a multidisciplinary nature and know how, as well as reflecting the practice developed throughout the entire training.

In this exam, the student, with the supervising teacher's support, defines a theme, conceiving an applicable and concrete intervention project to a certain reality. For this they have to develop a theoretical basis of the theme and the technical justification to having chosen it. Finally, they will proceed with the presentation of the results of the action they have undertaken; their work conclusions and also suggestions for continuity.

This work aims to develop the student's knowledge of the reality in which they are going to intervene and in which terms their action is useful for this service.

5. Developed Activities

In the interest of the above mentioned objectives, the school seeks to engage all students, from the first year, in the organisation of internal and external activities by means of: a dynamic playful environment, the organization of the "reflection space" project and a study and training centre.

In the *"Playful Time"* it is asked that 1st year students organize more dynamic school parties in festive seasons, in order to keep traditional values alive. At the end of the school year, the whole school community collaborates in carrying out the activities (party/exhibition), seeking to present the results of the broader activities throughout the year. For this party, open to the community, entities linked to socio-cultural activities are invited (potentially future employers to these youngsters) with the school relying on students' parents' participation. This is a privileged moment of contact between different parts of this educational project, in which the school is presented to the community.

In the *Reflection Space,* along with the teachers support, a meeting should be held to reflect and question some realities, and social-cultural activity leaders' skills and practice, facing the present society's challenges.

The *Training and Study Centre* aims to assure that all students and the rest of the social area practitioners have access to complementary and continuous training, documentation and updated research results on recent social phenomenon.

6. Extra-Curricular Activities

Aiming at creating a closer approach between students and institutions that work in the field, the school has associated itself with diverse initiatives:

- **Interdisciplinary Actions** that consist in the organisation of an interdisciplinary week – " Laboratory School" – where debates and exhibitions on several topics related to the social-cultural activity leader intervention areas take place;
- **Activities organisation by the youngsters** – this enables the 2nd year students to put previously acquired knowledge into practice, through the organisation of a weekly activity within primary prevention scope, dedicated to students of the regular educational system from different schools, mostly from the Lisbon area – "Youngsters to Youngsters Prevention Week";
- **P.A.T.O Project– Prevention, Alcohol, Tobacco and Others,** allows 1st year students to develop and acquire basic social skills, so that they learn to identify risk situations (tobacco, alcohol and psychoactive substances use/abuse among others) and develop adequate response and means to fight them.
- **Transnational Educational Contacts,** in the scope of a European research framework, on a political prevention axis of youth drifting behaviour. The social-cultural activity leader's intervention areas defined, regarding what has already been experimented in other European countries. The teachers participate and collaborate in seminars on the plurality of educational functions, emphasizing the relationship between school and the surrounding environment. Notwithstanding, we are trying to analyse the adequacies and inadequacies of the schools as to these drifting behaviours.

7. Employment Results and Rates

Since the implementation of ETPL the offer has been larger than the demand, this is, the institutions themselves contact the school asking for recent trained professionals.

Currently the employment rate is positioned at 90%. Still, it's important to report that there are a considerable percentage of students that decide to pursue academic education.

Considerations

The data that emerged from this research shows that, applying methodologies that promote a close teacher-student relationship, contribute to substantial change accomplishments, not only at an interpersonal relationship level, but also at the level of the student's perception of the labour market. The student's involvement, not as an object but as a learning subject, allows autonomy development and the acquisition of new social, intellectual and professional skills. Undertaking on-job traineeships allows the trainee to have their first contact with real work contexts supported by a training and tutorial structure which is supported by training-educational and traineeship-job.

The fact that ETPL fits training to the specific trainee's needs provides them with a better knowledge of themselves, as well as the development of a range of attitudes, behaviours and transversal skills that allow them to accomplish their life project in an autonomous manner and with responsibility. The training centred on the trainee's life choices and expectations enlarges their motivation and personal investment on the skills acquired.

Conclusion

In the UNESCO International Commission on Education for the XXI Century report, UNESCO confirms that "to be able to respond to its set of goals, education should be organised around four fundamental learning statements that will be knowledge pillars, throughout life, for each individual: learning "to know", i.e. acquiring comprehension tools; learn "to do", being able to act in the surrounding environment; learning how to live together participating and cooperating with others in all human activities; finally, learning "how to be", i.e. the essential course that integrates the three mentioned above".

By facing unemployment as a structural problem in current societies, professional training structures such as schools, training centres, inclusion networks, will have to function as "learning organisations", in which people include themselves in learning groups, orientated to produce knowledge during the work process, to aim at achieving a global perspective of the problems and to overcome them through community skills, integrated on a certain territory and society.

Training schools and inclusion networks need to be established in interactive communities that integrate beneficiaries and practitioners seeking better individual and collective results, considering that all the beneficiaries' participations are legitimate, whether while constructing the knowledge process for work application, or defining the strategy and decision making, making it possible for each and everyone to occupy their place on the

collective construction process and to set out paths to accomplish one's wishes..

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www.empregoapoiado@.org

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www.fecap.br/adm_online/art11/flavio.htm

Appendix

Organization identification and contacts

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Céline FLACZYK– Amélie ARMAO

DRAMA WORKSHOP – PÔLE DE MOBILISATION PROFESSIONNELLE DE L'EST PARISIEN (France)

Introduction

CNA-CEFAG, a vocational training non profit organisation has, since its creation in 1996, been responsible for the Eastern Paris mobilization platform made up of seven training organisations partners. This platform is dedicated to 16 – 25 year-old young people facing social and professional integration difficulties, to offer them support in developing a professional project and following a training to acquire basic knowledge in order to access a qualification or/and a job.

The integration path, between 6-12 months, within the mobilization platform is made up of five steps:

- Welcoming and positioning (to design the path)
- Development of the professional project
- Work placement
- Strengthening the professional project
- Job issues workshop

During each individual path, trainers use different tools and methods to enable young people to acquire appropriate attitudes : personal review and self-knowledge, socialization and team dynamic, professional situation and relationship within the company, diverse workshops (health, multimedia) and know-how : upgrading, personal positioning, study in areas looking for crafts, information and job research tools, work placements.

During their training, trainees have to complete two internships. The first one lasts three weeks and takes place within the professional project development in order to give young people intending to deepen the previous experience they completed within a company as well as to validate their professional project.

From the beginning, trainers have noticed that most of the trainees feel embarrassed in starting their training and steps because of the lack of expression, communication, self-confidence, teamwork. Thus in 1998, CNA-CEFAG suggested the drama association *Théâtre de l'Imprévu* to carry on a drama collective project with young people entering the mobilization platform. This drama activity enables young people to implement so called « soft

skills » that are required to help them to access a job. The drama workshop is included in some youngsters' paths only, according to their length, from 6 up to 12 months. For "linguistic" beneficiaries (cf. page 4 – targeted audience), about five more initiation days are necessary to work French language fluency. Thus 12 to 25 trainees have the opportunity to follow the drama workshop each year.

Framework and context

Legal, social and financial framework

In the Ile-de-France area (Paris region), « mobilization platforms » offer each year to thousands 16 to 25 year-old young people without any qualification a personalized training path to develop and test within a company a realistic professional project.

Age and gender distribution of the Eastern Paris mobilization platform trainees (2005)
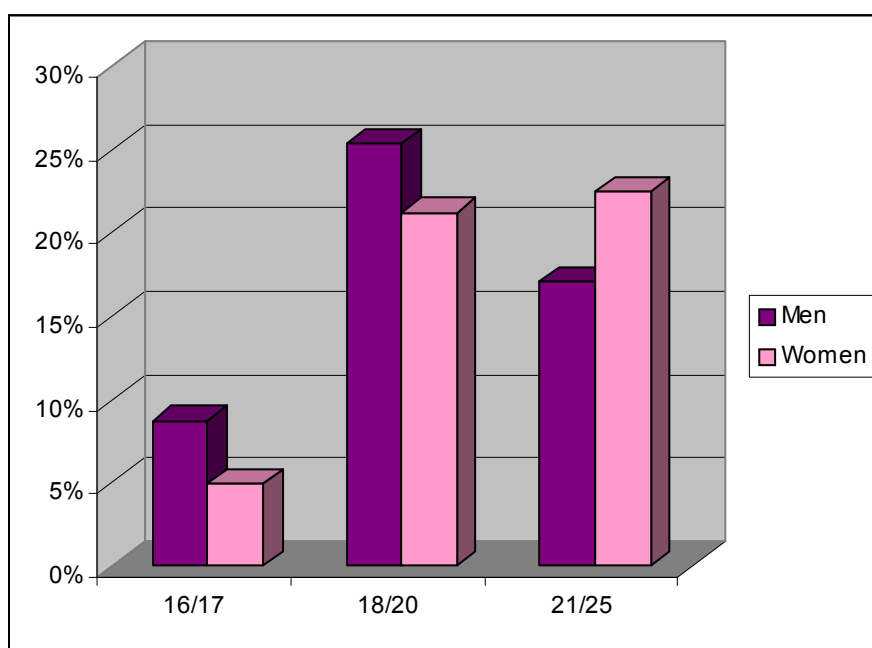
The Ile-de-France Regional Council, regional authority of Ile-de-France region, in charge of young people vocational training, gives the financial

support needed for training paths within mobilization platforms. As indicated in the agreement signed between the Regional Council and CNA-CEFAG, training paths have to be made up of three steps:

- Step 1: welcoming and diagnostic.
- Step 2: help and support to develop a professional project (definition of a professional project, work placements and professional project's strengthening).
- Step 3: development of soft skills that can be transferred to the labour market. The drama workshop is included in collective project initiatives and is thus funded by the annual subsidy given by the Regional Council to CNA-CEFAG to follow mobilization trainees.

During this third and last step, young people have to implement team projects and take part in several workshops. Team projects are based on pedagogical innovation putting young people in practical situations and favouring initiatives as well as a team dynamic. These activities (team projects and workshops) are intended to give young people the opportunity to develop soft skills such as mobility, socialization, know-how that they will be able to transfer in the labour area and help them to access the labour market.

Participating organisations and staff involved

CNA-CEFAG

CNA-CEFAG is a vocational training centre with status of non-profit association, implemented since 1989 in the Ile-de-France area. It offers initial and further vocational training in the fields of visual communication and multimedia for young and adults, unemployed persons or salaried, prisoners and also the disabled in partnership with the Ile-de-France Regional Council, Employment and Vocational Training Ministry and local authorities.

CNA-CEFAG is responsible for the Visual Communication and Multimedia Apprentice Training Centre -CFA'com- that welcomes every year about 350 apprentices.

CNA-CEFAG is then managing the Eastern Paris mobilization platform, i.e. training platform welcoming about 450 trainees each year experiencing professional integration problems, to offer them 6 to 12 months individualized training paths (behavioural exercises, upgrading, development of a professional project, internships, and job search).

Trainers

About 150 trainers and freelance partners are working for CNA-CEFAG in all its training fields. Trainers of the mobilization platform have a strong experience in working with low qualified people and young people facing social and professional integration issues.

Théâtre de l'Imprévu

Théâtre de l'Imprévu is a non profit organisation created in 1993 dedicated to sharing drama practices, in an open-minded atmosphere, and especially for people feeling far from drama. Gérard Gallego, the founding member of the association and drama director, developed its drama practice via drama courses and trainings. Since 1997, drama activities have been also developed by Amélie Armao with improvised actors who feel alien to the drama area : inmates, young people facing integration problems, job seekers, ….To create shows with unusual actors in the framework of trainings, *Théâtre de l'Imprevu* has learned to work and implement actions in partnership with mobilization platforms, socialization spaces, training centres, social centres, with the support of the president, Jérôme Spick and the staff.

The organisation associates artistic and social steps working from the individual and collective memory to value the expression of participants in front of a wide and varied audience.

Théâtre de l'Imprévu has four vocations :
- To implement shows with « occasional actors» and drama trainings leading to personal open-mindedness.
- To organise projects combining drama and personal involvement.
- To make this drama approach gain recognition first with visual, sound and text (video, articles, Internet website) evidence and then with questions.
- To disseminate this practice in training new stakeholders.

Amélie Armao drama director

She wants to give people who cannot access drama the opportunity to discover this practice. Thus, she implements shows dealing with individual and collective memory to enable participants to take part in the implementation of the show, to find their place, to exchange, to make suggestions, to decide together.

In shows, she combines drama, photography, tale art and clown.

Since 1999, she has led workshops relating to improvisation and tales at the Daniel Sorano Theatre in Vincennes (children, teenagers, adults). She is also responsible for drama activities for young people (pedagogy and shows).

Goals of the drama workshop

This partnership between CNA-CEFAG and Théâtre de l'Imprévu is born in observing behaviours of CFA'com apprentices. These young people have technical competences but lack appropriate attitudes that are required to enter and grow within a company.

The drama workshop focuses on social integration respect and citizenship exercises for low-qualified young people who entered the mobilization platform. Many have expression and communication problems resulting from their previous failures. The workshop is intended to develop soft skills that young people cannot acquire within courses or other workshops but that are also required by employers. Speech fluency, self-confidence, adaptability, conviction ability are all points required to be able to call companies, to come to recruitment interviews, to convince employers and grow within a company.

The drama workshop follows the following goals:

- To make young people aware of their way to introduce themselves, to communicate with the others (vocabulary, voice, behaviour, gestures…), to manage stress ;
- To help young people to have ambition;
- To develop concentration, self-listening, listening to others, self-confidence;
- To help young people to express themselves and giving them recognition
- To develop respect of differences, especially within a group;
- To involve young people within an exacting teamwork leading to recognition.

The drama workshop also helps to improve cohesion, favour respect and cooperation between all members of the group.

Targeted audience

The Eastern Paris mobilization platform welcomes mainly three kinds of audience classified according to the categories below, i.e. school levels as well as social and professional problems encountered :

1. Audience studying French as a Foreign Language (identified in France with FLE): people that have a good education level in their country of origin but who have problems integrating into the labour market because of the language.
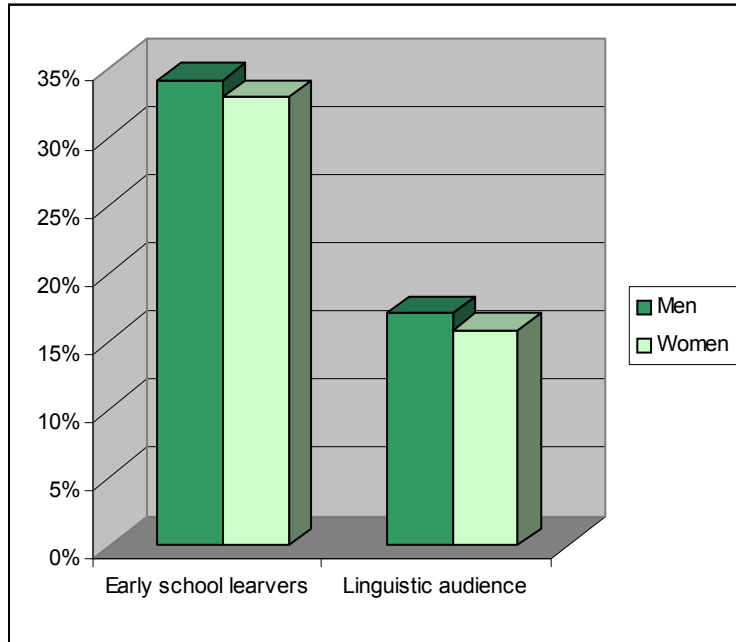
2. "Post-Alpha" Audience (Post-Alphabétisation): people who didn't go to school or very few in their country of origin and facing oral and written problems.
3. Early school leavers (Public non spécifique): people that have been in France for a long time but who left the school system early.

Post-Alpha and FLE (1 and 2) audiences are so called "linguistic beneficiaries".

Countries of origin of the mobilization platform trainees (2005)

Europe	Africa	America	Asia
Albania	Algeria	Cuba	Bangladesh
France	Angola	Haiti	China
Georgia	Burkina Faso	Mexico	India
Iran	Cameroon		Indonesia
Macedonia	Comoros		Sri Lanka
Portugal	Congo		Tibet
Serbia	Ivory Coast		
The Ukraine	Mali		
	Morocco		
	Niger		
	Rwanda		
	Senegal		
	Somalia		
	Sudan		
	Tunisia		
	Turkey		

Gender distribution of the mobilization platform beneficiaries (2005)

Education level of the mobilization platform trainees (2005)

Technical High school level (1st year)

College level (general education)

Technical High school level (2nd year)

Have passed the technical High school diploma

Technical secondary school level

High school level (general education)

Scholarship abroad
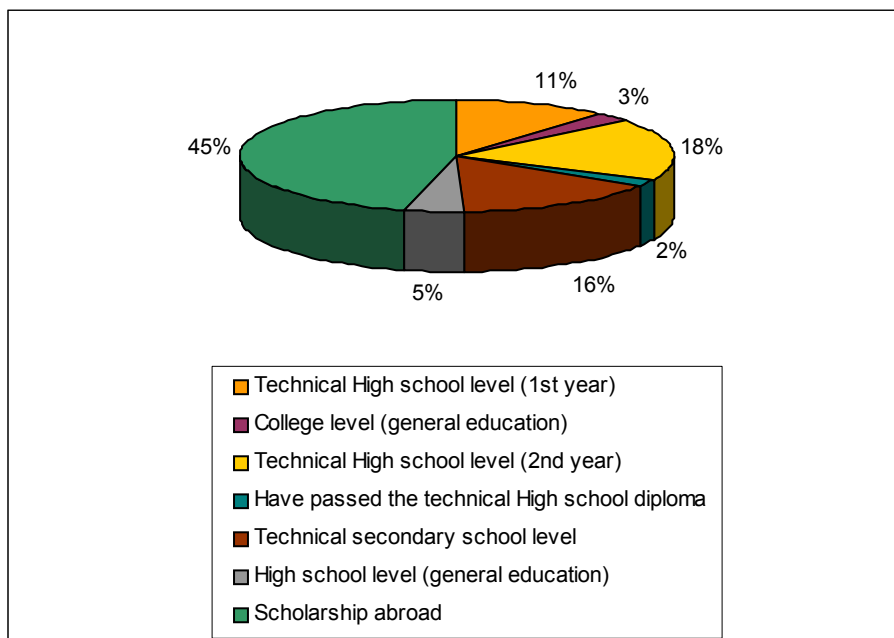
These beneficiaries, including many immigrants, have several difficulties :

- Financial issues : unbalanced diet, not enough money to pay transport cards, lack of experience to manage a budget.
- Accommodation issues: nearly 40% of the mobilization platform beneficiaries experience accommodation issues (living in hotels, emergency residences…).
- Personal and family issues: difficult relationship with parents, young women having problems finding baby-sitting services, marital violence.
- Contacts with the law: integrating a mobilization platform is a way to show that young people want to find solutions for their future and favour their social integration, i.e. they may have a chance if the judge pronounces a less severe verdict.
- Psychological problems in a lesser extent.

Jobs sectors recruiting mobilization trainees

Generally, the education level of mobilization platform trainees is low, except for the FLE beneficiaries. Professional ambitions are often discussed and adapted with trainers according to skills and motivation of young people.

How long have mobilization platform trainees left school (2005)
%

Have left school system for	Men	Women	Total
More than 1 year	13	8	21
2 years	8	13	21
3 to 5 years	17	16	32
6 years and more	14	12	26

Working fields able to welcome these young people are fields such as the building business, trade and selling, childcare, hotel industry, home help services, large-scale distribution (cashier, storekeepers….). Some young people are sometimes offered the opportunity to be recruited after their internship.

Fields of activity recruiting mobilization platform trainees (2005)
%

Fields of activity concerned (for job access)	Men	Women	Total
Large-scale distribution	9,8	12,2	22,0
Home help services	0,0	4,9	4,9
Secretaries	2,4	7,3	9,8
Selling	7,3	17,1	24,4
Reception	2,4	4,9	7,3
Security	2,4	0,0	2,4
Handling	2,4	0,0	2,4
Mechanics	2,4	0,0	2,4
Horticulture	2,4	0,0	2,4
Catering	12,2	0,0	12,2
Building	4,9	0,0	4,9
Cleaning	2,4	2,4	4,9
TOTAL	**51,2**	**48,8**	**100,0**

Recruitment of young people after finishing the mobilization platform (2005)

Direct jobs			
Type of contracts	**Men**	**Women**	**Total**
Term contract (the employer receives a subsidy once hiring)	**0**	**1**	**1**
Term contract (< 6 months)	10	4	**14**
Term contract (> 6 months)	2	5	**7**
Open-ended contract	7	10	**17**
Temporary work contract	2	0	**2**
TOTAL	**21**	**20**	**41**

Activities

The platform coordinator prepares, at the beginning of each year, schedules of all groups taking into account compulsory hours required for each step of the training path. Once schedules have been set, the platform coordinator gathers trainers who will intervene within the groups to get their opinion on schedules that may sometimes adjust according to the problems of the groups. If the training path within the platform is long enough, the coordinator

can implement a collective drama project and plan then a meeting with Théâtre de l'Imprévu, to define drama workshop and final show dates.

Basic drama training – initiation (4-5 days)

Participants start practicing drama from the beginning of the training path with progressive and play exercises based on improvisation.

These sessions are carried out two hours per month for the first two months of the path. Exercises are intended to make young people work on listening, concentration, and body relaxation.

The contributor of the Théâtre de l'Imprévu defines first a working topic in which trainees are invited to express themselves, tell real or fictive stories that will serve as a basis for the play. The drama workshop will then lead to a final show that is generally played in a show room (Espace Daniel Sorano) in front of a varied audience made up of professionals, trainers, family members and other mobilization platform trainees.

Drama workshop – implementation of the play (11 days)

The drama workshop takes place on three days per week during four weeks. It is planned in a key period in the young people's schedule, i.e. between the end of the first internship and the beginning of a new training period, in which many young people often lack motivation. The drama workshop offers young people a new experience. Théâtre de l'imprévu give young people the opportunity to write roles that will be played by the other members of the group. Drama sessions will lead to a final show that will be played in a show room (Espace Daniel Sorano in Vincennes or in CFA'com in Bagnolet) in front of a real audience. The drama project is a team project taking into account suggestions of all participants. Two to three groups, i.e. 12 to 24 young people every year follow the drama workshop.

Performance and evaluation (2 days)

The half hour show is played once or twice in a show room in front of an audience made up of professionals from the artistic area, friends, counsellors, family members, other trainees…..

The show is an opportunity to overcome stress, experience generosity and solidarity as well as having a feedback from the audience that is very important and considered as a real recognition. The show is followed by

interviews recorded on video. The day after the show an evaluation meeting is organised that helps everyone to be aware of what they did and the lessons they learned.

Comments of trainees

At the beginning, many trainees were reluctant to take part in a drama workshop because most of the time they did not understand the link with their professional project. This reaction also expresses the fear and apprehension they felt. CNA-CEFAG and the drama contributor have to convince young people, to explain the opportunity for them to take part to such activity as well as the competences they will be able to develop.

Nevertheless, very few renunciations have been noticed since the drama workshop has been implemented in 1998.

> **Comments of young people that took part to the drama workshop and the final show**
>
> *Better self-confidence*
>
> L.C. : "At the beginning, I thought that it was not possible, because I had never experienced drama. I had never done drama and I was told :
>   - we have got twelve drama sessions to implement a play
> I thought that it was not possible. But now, I would really want to implement a play again."
>
> H .T. " Everything we have done, will help me in my life, I hope. At the beginning, I was reluctant. I didn't know that it was possible.
>   - Amélie Armao (drama director) : Why did you work on the play if you thought that it was not possible ?
>   - H.T. : I hoped. "
>
> *Better expression and presentation*
>
> N.F. : " I think that drama is a good experience for young people. In my point of view, drama helped me to gain self-confidence especially concerning the language. Drama helped me to improve my speech fluency and expression. And I think that it is an advantage in finding a job. In a recruitment interview, it is important to have a good expression. This is a great experience."
>
> A.R. : " I recovered my courage, because it is very very difficult to speak alone in front of a French speaking audience."

Achievements

Innovative approach

This type of project uses and develops soft skills taking the opposite expectations and fears of the trainees. Most of them do not understand the benefits of such a project and were not sure whether we would be able to carry it on. This is the opportunity for them to discover that :

- they are able to learn.
- they can be self-confident and trust the others in the framework of teamwork.
- they have things to say/express and show and that they can be recognized by an audience representing for them the whole society they're used to having an unfriendly image of.
- trainees discover advantages and possibilities they would have never imagined.

All this in the framework of an "action-training" – drama play – without any direct link with their professional project but that enable each young people to develop soft skills to transfer their future job.

Skills developed and impact on job access

Main skills developed	Transfer on the labour market
Speech fluency	A better understanding for clients and colleagues
Self-confidence	Efficiency, professional ambition, better oral expression, conviction ability
Better concentration	Efficiency, ability to work and move in different departments of a company
Responsibility management	Confidence, ambition
Teamwork	Less tension and conflicts, solidarity, easier communication
Stress management	Calmness, accuracy
Adaptability	Integration ability within a team or a company, ability to grow and move in different departments
Respect for others	Respect of differences, politeness
Respect for working time and deadlines	Punctuality, efficiency

Limits of the drama workshop

Three main limits have been noticed relating to the following:

Length of the training path within the mobilization platform

Not all trainees of the mobilization platform can be offered the opportunity to follow the drama workshop. As training paths can vary from 6 to 12 months, it is easier to plan a drama activity in a longer path than in a path of trainees staying only a few months.

Limits relating to the recognition of skills young people developed in the framework of the drama workshop

CNA-CEFAG lacks, for the moment, visibility on skills young people acquired during the drama activity as the association has no tracking possibilities once young people leave the mobilization platform.

Limits relating to financial means

Implementing such a drama project requires human means and equipment (camera, sound…). During each drama session, two contributors of Théâtre de l'Imprévu are necessary : the first person works and implements exercises with trainees while the second person takes pictures, makes short videos, and prepares all equipment. Moreover, we have to take into account the price for renting the show room as well as communication costs (posters, flyers….).

Conditions of transfer to other audiences

CNA-CEFAG is now requested to welcome a new type of audience so called MGI (General Mission of Integration). They are14-16 years old young people drops out or about to switch off school. These young people are all still under the responsibility of the Ministry of Education. Many of these young people, as they are still young, do not have yet any professional projects and are not motivated, especially because they don't not receive any financial help unlike the elderly trainees of the mobilization platform.

Until now, the drama workshop has not been yet tested with the MGI people but trainers should use it soon, especially to captivate their interest and give birth to motivation.

Conclusion

Fifteen drama projects have been carried out since 1998. All trainees are strongly encouraged but nobody feels compelled to go on stage, as the artistic requirement has a key role in the work. Projects have always led to much appreciated shows and have been considered as recognition for trainees. Renunciations are very rare even if the implementation of the project is often difficult because it is not easy to be involved at the beginning and then because of the stress when approaching the show. Most of the participants would have never hoped such a result and consider it as encouraging. Nobody expressed regrets. Many trainees notice that they improve their communication, their self-confidence, especially to start steps and projects.

RUMO, A SOCIAL SOLIDARITY COOPERATIVE (Portugal)[17]

Introduction

This case study is enrolled in a task that is to be done, in the scope of the e-re@l project with the intervention of IV axis, of the Transnational Partnership, and its object is Organização Cooperativa de Solidariedade Social, a RUMO (*Social Solidarity Cooperative Organisation*) with its head office in Barreiro and intervention in the Barreiro, Moita and Seixal councils, in the southern bank of Tejo, in the Metropolitan Area of Lisbon.

It was our objective to get to know the RUMO programs for employment and inclusion of youngsters in a socially disadvantaged situation, with the purpose of understanding which are the necessary competencies, skills and training necessary for the practitioner's inclusion that works with youngsters in exclusion territories.

The reason for having chosen RUMO, as a study case, is due to a previous experience, in the Loures council: the Supported Employment Project, included in the EQUAL Community Initiative, in 2001-2003.

Likewise, in 2005 and 2006, two e-re@l practitioners did the training on the Supported Employment Model, implemented by RUMO, and afterwards this was the adopted methodology for the construction of the guidance, training and inclusion set, in Alta de Lisboa.

It was our purpose to identify the inherent characteristics of the inclusion practitioners' performance profile and understand the advantages of the Supported Employment Model as a guide and acquired skills process model for employment on behalf of the youngsters in social and learning disadvantaged situations.

Our study is based on documental research, from the available information of RUMO and of the Portuguese Network of Supported Employment web pages, in distinctive documents that were provided to us by the Cooperative itself and in two interviews made, one to the director of RUMO, Mr. Augusto Sousa and another to the coordinator of the "*Escolhas*" Programme (a national programme to support youngsters at risk of exclusion), in Vale da Amoreira Primary School in Moita, Mrs. Cristina Gonçalves.

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[17] Athors: the Portuguese Catholic University Team from the e-Re@L Project, the Lisbon Town Hall Team from the e-Re@L Project, the *Alta de Lisboa* Employment Network

We visited the RUMO facilities in Barreiro, the "Escolhas" office and the Multimedia Centre, at Vale da Amoreira School, in Moita. The time limitations did not allow us to carry out a participant observation as programmed, which would have allowed us wider conclusions.

In our presentation, in the first part of this work, we will start by characterising the RUMO Cooperative and relate its work with other programs, and afterwards will characterise the supported employment model and finally underline the innovative employment references of this model.

The background of rumo ant its activity

RUMO – Cooperativa de Solidariedade Social, Crl (Social Solidarity Cooperative) is a non-profit organisation, created in 1981, that started working on the educational area, with children and youngsters with learning difficulties and has as its goals social solidarity and development.

RUMO started its activity in October 1981. From 1982, it promoted training for trainers[18]. Since 1988, it supports orientation and guidance training programs for people with disabilities, for mentally ill and people at risk of social exclusion. Between 1990 and 1996, it participated in the PROISET Program, promoted by the Employment and Professional Training Institute (national one), in the Setúbal peninsula, in the area of vocational training and labour market access. Since 1992, it has collaborated with the Moita Regional Group[19] for the inclusion of children and youngsters at risk. They also maintained a partnership with the Ministry of Justice.

In 1992, they created an inclusion residency for youngsters referred to by Portuguese Law. Since 1995, they have collaborated with the Barreiro municipality in the regional network for inclusion of children and youngsters at risk. In 1996, they collaborated with the Ministry of Education on the trainers' training that followed the transition of youngsters from school to the labour market.

From 1997, they have been working with schools on projects related to Transition to Professional Life, promoting the transition of youngsters to the labour market. Since 2000 they have collaborated on projects for inclusion of persons with disabilities or in situations of social disadvantage. From 1997 to 2005, they collaborated on drug addiction prevention programs, in cooperation with the local authorities and Schools.

At an international level they have participated in several Programs, some of which they still collaborate with, such as Horizon I and II, Youthstart, Helios, ECOS, Nautilus, Equal, etc.

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[18] The Appendix contents a detailed participation list of RUMO in several projects.
[19] (local organisation located in Moita, a council near Setúbal)

In 2006, they developed activities on different fields, supporting people in disadvantaged or unprotected situations, aiming to defend individual and citizenship rights, namely promoting equal opportunities and educational, professional and community rights inclusion.

RUMO's mission is to fight for the inclusion of unprotected people, in terms of their educational, professional and community situation, according to the Supported Employment Model, in an open labour market. For RUMO, the social inclusion of people in disadvantaged situations and exercising their citizenship imply the participation at all levels, in a self-determination and community development perspective, in a society that aims to be more inclusive, fraternal and not discriminatory.

The *core objective* of RUMO is to undertake direct actions for persons without protection and to intervene on inclusion/exclusion systems.

The **core principles** are the following:

- **Inclusion principle**: social inclusion is a human right, whatever its specification.
- **Individuality principle**: an integrated education and professional training, through individualized programs, in order to achieve employment, stimulating self-esteem, self-image, a more functional and productive identity.
- **Normalization principle**: the average/ standard spaces include and normalize. The contrasting spaces exclude and marginalize.
- **Articulation principle**: the interaction favours economic means and constitutes a constant system efficiency validation process.

According to the *methodological principles* of RUMO, intervention is centred on the person; a participated life Project for each individual; to stimulate self-determination processes; provide support structures in integrated atmospheres – relational structure, mobilization of communitarian resources, skills acquisition; promotion of quality and satisfaction levels; implementing networks of planned guidance and evaluation at a territorial intervention level from small intervention units.

RUMO's *main intervention areas* have been the following:

- At risk youngsters transition to adult life (with regular primary and secondary schools);
- Professional training and employment for people in unprotected situations.
- Post-contract follow-up.
- Community Intervention within social networks of cooperation
- Training for practitioners on Supported Employment Model
- Inclusion companies in the food service area and kindergarten and primary school children support.

- Residential support for children and youngsters at serious risk.
- Participation in the local Social network.

The *innovation* of RUMO's activities consists of the following seven elements**:**

- Integration of tutored traineeship within a working context, during the training period. Supported employment model used for the inclusion of unprotected persons in disadvantaged situations (youngsters with learning difficulties or looking for their first job, long-term unemployed, ethnic minorities, women victims of violence).
- Construction of a Basic Skills Referential for employment.
- Establishing which skills need to be acquired and the profile performance of the individual and specific placement and needs of the workplace.
- Establishing the skills profile of the training and insertion practitioners'.
- Negotiated intervention between trainee, insertion practitioner, and tutor and employment entity.
- Training Program for Supported Employment Practitioners fulfilled.
- Insertion of Active design policies, with territorial implementation.

RUMO programs have focused mainly on the following skills:

Youngsters skills: primary schooling, ICT domain, domain of the mother language and national language, autonomy to search for information and support, ability to work in a team or partnership, specific training choice, self-control, empathy, assertiveness, responsibility, assiduity.

Practitioners skills: higher academic training, experience in terms of direct contact with youngsters, ability to establish empathy and closeness, strategic flexibility, ability to mediate and negotiate whether interpersonally or at an institutional level, domain of animation techniques and group dynamics, ICT domain, specific training on the supported employment model, ability to communicate in multicultural contexts and partnership work.

The supported employment model

The expression "supported employment" *characterises* a movement that emerged in the USA, at the beginning of the '80s. It is an intervention model that helps people in socially disadvantaged situations to access, or excludes easier, an open and competitive work market. This model has been conducted mostly among mentally ill people or disabled people. Its main characteristic is to provide expert support in the work place.

The model intends to draw and follow "individualized and integrated pathways to employment and integration", through individual support plans and programs, developed with an empowerment perspective, according to each person's skills, interests and needs.

Professional Qualification is promoted through flexible learning, combined with training in the work context, with a close relationship with the enterprises. Starting from a "Life Project" definition – professional insertion project – applies recognition mechanisms and validation skills (based on an evidence portfolio.)

Social skills assessment, whether as one's own life project, or as the ability to comply with community resources, overruns a whole lot of quality indicators and report tools, used by the supported employment movement. Among others, for social skills evaluation *Alan Hoffman's, Sharon Fields and Shlomo Sawilowsky's Self-Determination Scale* are used*. (Quality indicators for individuals in Supported Employment/Individual Choice and Control of Resources and Supports-Association for Persons in Supported Employment-APSE, EUA).*

Skills validation and recognition, in terms of professional or academic skills, is considered to be an important step in an individualized path design. The validation of professional skills is in these four areas:

- *Skills matching tools*
- Evidence tools (*skills portfolio*)
- Advisory tool on supported employment for technical staff (*advisory tool*)
- Complementary training tools in scopes previously identified (*training tool*).

Professional orientation is developed, in most cases, from school, when youngsters are studying.

Professional orientation that is now predominantly taking place, started by being carried out in the scope of a project that supports the transition from school to adult life – "Transitar" project – a project presented by RUMO and approved by the Ministry of Education, conducted at primary schools as well as secondary schools.

The guidance and orientation process is part of an individual transitional construction plan (PIT) for professional and social insertion; this one considers experiences undertaken in companies and in the community, as a way of validating the candidate's professional choices.

Since 2004, this orientation has been taking place at the school and has also enrolled as a project activity, Active Life Transition, integrated in the "Escolhas" Program (E2G).

Alongside the professional orientation, new technologies for communication and information learning are done, aiming at exchanging skills

on the online communication and computer area. ICT are today's basic skills of employment and implemented through digital inclusion centres.

Professional training seeks to conciliate each person's skills according to the labour market's needs. Vocational training is developed starting from individual training programs (PIF), which are the result of the candidates' evaluation and enterprise evaluation. Vocational training is fundamentally developed in the companies. These should ensure a permanent link to the job, not separating training activity evaluations from social interaction skills and employment analysis, motivated by the former. The support of the trainees, later employees, should be done in a permanent manner, if necessary, according to their needs, bearing in mind that the target population has fragilities that does not have the support of the local organizations, as a network.

Supported employment practitioners training *(Employment Practitioners*) seeks to qualify practitioners from several organizations to follow social and professional insertion pathways, of excluded people or people in disadvantaged situations according to the supported employment model. The methodology of the trainers' training is assured by an action-training process: introducing perspectives, technical tools, techniques, and includes the development of projects for territorial improvement, systematic evaluation (hetero and self-evaluation).

A training package is being prepared (nearly ready) with attendance or distance training, (may assume an online-training design), and projects development, in partnership with Oxford University, Cheshire County Council (U.K.) and Open Training College (Ireland).

The promotion of business networks to sustain the supported employment methodology, *intends to study an easier professional integration*, by combining training flexibility with job stability and conciliating professional support with social support. In Barreiro and Moita, there is a company network that integrates traineeships in job context, conceived according to specific cases, according to the trainees profile and required skills for a specific function.

The Portuguese Association for Supported Employment[20] was then created.

The territorial interventions seek the promotion of cooperative networking, between private and public entities, as a means to support the professional and social inclusion of the target group, from the incorporation of regular insertion procedures. Barreiro and Moita´s social networks are now working regularly.

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[20] After an EQUAL project on the subject of Supported Employment ended, the Portuguese Association for Supported Employment was created with the purpose of continuing the dissemination of this methodology, by investing on training, investigation and on quality certification.

Multiculturality became an orientating principle of field intervention practise, and is found in the Diversity Forum[21], where Immigrant Associations that represent the communities are based in the territories where there are inclusion activities.

Practise characterisation innovative

The Equal Program has defined a well succeeded practice as "a critical activity or a set of activities, processes, methodologies, where the partners intervene, if not totally, at least a significant part of them, in a complementary skills logic, from where value is produced, that became an adequate product or service to the clients, beneficiaries and users necessities (…) able to be transferred, totally or partly, by other organizations" (Equal, 2003, p.15).

Apart from what was mentioned above, we can summarize the supported employment practice and its characterizing elements, using the EQUAL Program (2003) characterization guide of well succeeded practices.

Practise Characterization:

I – Identification

Title: Supported Employment
Practice's objectives and aims: supporting insertion and training paths through a balance of competencies, training according to the labour context and guidance, individually and in a network, in the insertion path.
Beneficiaries: youngsters and adults in exclusion situations or social disadvantage situations; education, community mediators and social insertion practitioners.
Partners implicated with practice: schools, councils, organizations and Social Solidarity associations, community locals representative associations, the beneficiaries' families, social security and justice public services and companies.

II – Practice Construction

The Supported Employment model aims to support public insertion of people in disadvantaged situations into the competitive and open work market. This model proposes, beyond training, support given by the company

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[21] This is a forum where immigrants associations can work together, discus the problems they face, and solutions to overcome them.

– with a tutor – and support in the community – the supported employment practitioner and its institutional network resources.

The supported employment practitioner's skills abide to specific training, from which the practitioners learn to operate the whole orientation path, training and work market insertion. These contain: the follow-up process and attending youngsters and adults in exclusion situations, carrying out a balance of competencies process, the support and use of the ICT, skilled orientation option, a tailor-made training design, negotiation with the companies, cooperation with the tutor and trainer, social and personal support of the beneficiaries, during and after insertion, and the work developed within the network through participation of all institutions in a territorial partnership.

To create this practice, there were accumulated experiences of diverse projects implemented with youngsters and socially and economically unprotected groups, as well as projects done at schools with low educational rates of success, among the disabled and network of exclusion.

Beneficiaries' involvement is done firstly through informal meetings, as well as in other diverse moments, interviews, balance of competencies, leisure or formative ateliers, training sessions, performance and practice in a company context, during insertion. The practitioner establishes a close relationship with the beneficiaries, so that a trust bond and mutual compromise is established, respecting the beneficiary's self-determination, through negotiation that seeks to adjust the choices and needs of the youngsters to the insertion and training responses that exist in the community.

The methodologies of implementation follow the supported employment model. They essentially use skills matching tools, portfolio skills, and advisory tools for supported employment practitioners, training tools in previously identified fields.

The main difficulties found before the training, were related to schools in terms of ensuring educational success and compulsory education accomplishment (9th grade) by the youngsters; decrease in the possibility of "stable" work placing, since companies accept traineeships but it doesn't always correspond to a future job. Another difficulty lies in the receptiveness towards new policies of training and insertion, for several positive experiences could outline legal perspectives for inclusion if these were institutionalized and deliberate. The introduction of a competent method requires the latter to normalize and disseminate, while it could be adapted by others, as it is legally regulated.

As critical factors: the practitioners and institution's "bureaucratic routines" are pointed out, which often lead them to produce inadequate intervention formats towards target groups. Neither in schools, nor in social services and guidance are there theoretical or evaluative procedures to implement insertion of excluded or unprotected groups. The popular practise is a "speech kit" that is not even perceptible for these public insertion program beneficiaries, that are in a social and economical disadvantaged situation,

and for that reason, do not know or understand the institutional speech and paths. We could say that there are communication difficulties between teachers and students with learning difficulties, as there are understanding difficulties between RSI22 beneficiaries and social reinsertion specialists.

The first contact between practitioner and citizen is crucial, so that a dynamic interaction is developed to foster their insertion in society through an active and responsible citizenship.

The international contributions for the construction of this practice derives from diverse dynamic practise programs carried out over recent years (Horizon I e II, Youthstart, Helios, ECOS, Nautilus, Equal, Supported Employment, etc).

Practise Value and Results, as to the products, the Supported Employment Practitioner's skills and performance profile are being defined along with the Insertion Practitioner and there is also a Training Package for these Practitioners. These products are validated by EQUAL'S Managing entity. At a daily practice level. At the moment different projects are being carried out in neighbourhoods and schools, and also trainings are happening in RUMO facilities. Apart from belonging to several international networks, it is also important to emphasise the assiduous participation in the local social network,

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[22] The Rendimento Social de Inserção (Social Insertion Pension) is a special social support subsidy given by the state to families that prove to have serious economical difficulties and its aim is to help their social, community and labour insertion through a minimum financial grant that is part of a wider social insertion state programme.

Final considerations

The supported employment model, implemented and released by RUMO in Portugal in 2000 is based on a set of insertion principles, quality and equity that seeks the insertion of the disabled in the open and competitive market. RUMO applied this model to the unprotected public (as for professionally or academically unqualified youngsters, immigrants and refugees, women victims of violence and with low level of schooling, amongst others) and was able to design a training program for insertion and supported employment practitioners.

Insertion and supported employment practitioners have specific training and a set of skills, such as: being able to elaborate the candidate's balance of competencies, collaborating in the organisation of their *portfolio*, participating in the elaboration of the professional insertion project, negotiating with companies, following training development, cooperating in the training evaluation within the company context. This practitioner uses *Skills matching tools*, *portfolio skills*, *and advisory tools for supported employment specialists*, *training tools* in previously identified fields and *assessment tools*. Nowadays the training package already includes these components.

Besides the individualized follow-up, a person must depend on community context and family intervention, and that demands teamwork skills, either through group dynamics or through partnership implementation. Individualized support is intensified by partnership work, articulated with the local social network, understanding employment as an insertion component, which integrates a structural dimension that demands intervention in the territory and with the community.

The employment dimension is integrated into a larger partnership network, including family intervention, and intervention with schools and teachers, with local representatives, as municipalities and residents and immigrant associations, with public social security and justice organisations, and with a close articulation with companies.

This is a "territorial" approach, which articulates the individual dimension with primary and secondary networks for insertion and places the traineeship within a company during the training. The social insertion issues are included in a vast context concerning the construction of a responsible citizenship, as for participative democracy support and local sustainable development.

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www.empregoapoiado@.org
www.rumoinsercao.org
Www.efdeportes.com/efd65/caso,htm
www.fecap.br/adm_online/art11/flavio.htm

Appendix

I. Identification and contacts of Rumo

THE RUMO SOCIAL SOLIDARITY COOPERATIVE
Caixa Postal nº 5063, Rua 19, nº 13 –   Quimiparque
2831-904 Barreiro
Tel: 212 064 920 / Fax: 212 064 921
E-mail: rumopent@mail.telepac.pt
WEB: www.rumoinsercao.org
Person of contact:
Dr. Augusto Sousa (Technical co-ordination)
augusto.sousa@netvisao.pt

II. Projects in progress

- *They implement and cooperate in the following projects, in 2006: "Formar" Project* – Labour Insertion of people with disabilities or mental illness – since 1988
- "AMA" Project – *Professional insertion of people with disabilities or mental illness – since 2002*
- *Partners in Policymaking Project, Leadership for Change* – Self-determination – 1999
- "Transitar" Project – *Transition from school to adult life – 1997*
- Insertion enterprises – *7 insertion companies, supporting kindergarten and primary schools of the Barreiro Municipality public network – 2000 –*
- *Residential Project* – 1992
- *Students' house and Autonomy Apartments Project* – since 2005 .
- **"***Transitar" Project, TVA* – Transition from school to active life – since 1997
- **"***Escolhas" Programme* **–** 2004 – 2006.
- *Supported Employment Project (Equal Initiative)* – since 2001.
- *Nautilus Project (Equal Initiative)* – since 2005.
- *Intervention in Critical Neighbourhoods* – Vale da Amoreira – 2006.
- *"Vale da Esperança" Project – An inclusion community* – Vale da Amoreira (Progride Programme) – 2006 – 2009.

Zoltán GYÖRGYI – Anna SZEREPI

KID PROGRAMME IN HUNGARY

Introduction

KID, originally a pilot programme initiated by OFA *National Employment Foundation (Foglalkoztatási Közalapítvány[23], OFA)* is now operating in a more extended field, and is now supported from another resource, but still preserving the initial aim of financing projects. The transit employment programme[24] can be regarded as the predecessor of KID. The main target of the programme is to enable the workplace and social integration of youngsters aged 16-25, which is similar to the principle of transit programmes, thus lots of common elements can be traced in their methodologies, and also there is overlapping with some of their implementing institutions. They differ in the age groups they are aiming at (KID programme is specially designed for the very young, between 16-25), who are believed to be in a different mental status (being very young, they are less likely to have well fossilised deviant or antisocial behaviour, and if they show any signs of becoming excluded from society, the process is hopefully only just at the beginning), and in the type of help and guidance they provide. These are the reasons we decided to discuss KID programmes separately from transit programmes.

In our case study, the experiences of three civil organisations are summed up to discuss the programme. These organisations are three of the eight, which for three years, with OFA support, could realise their own special programmes, which were all based on the core curriculum. On one hand these three organisations were chosen for this case study because they were amongst those which implemented most successfully their programmes, and on the other hand because maybe through their examples we can show the two different main activities of the KID programme. The above-mentioned three organisations ("KID organisations" in the following are the Rés Egyesület in Debrecen (http://www.resegyesulet.hu), the Eger branch of the

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[23] The National Employment Foundation (Országos Foglalkoztatási Közalapítvány) was founded by the Hungarian government with the aim of providing programmes to extend employment opportunities and reduce unemployment.

[24] See the other Hungarian case study.

Konszenzus Alapítvány (http://www.konszenzus.hu/pages/alapitvanyrol/ hevesmszerv.htlm), and the Változó Világért Alapítvány in Szombathely (http://www.valtozovilagert.hu).[25]

KID programme has two branches (in the aspect of their different targets), but they operate in parallel with each other, but in one organic unity. Youngsters who commit themselves to getting higher education or to attaining professional qualifications participate in preparatory courses, and those who do not want this commitment are provided with catch up courses, where they can acquire the necessary competences, armed with which they can hopefully enter the labour market, where they can stay in the longer run as well. Of course both groups have the same target, because the first way also leads to the labour market, but it takes longer, on the other hand it provides more substantial foundations.

The name of the programme has a reference to the age of the participants, but it is actually a blend word, which refers to the methodology all participating organisations are obliged to follow,

"The sponsor organisation supports initiating developing programmes, if they have a complex **K**it of tools, if they can co-ordinate the organisations working in different sectors and areas in an **I**ntegrated cooperation to provide **D**ifferentiated help according to the needs of the individual or a special social group."

The implementation of the programme imposed quite a few challenges on the experts, first of all, because they had to deal with an age group which is difficult to reach and difficult to find the right tone of voice to talk to, secondly, because they have various problems (social, mental, health), and thirdly because to all of these, other problems – originated in a disadvantageous geographical location of a habitation; restricted labour market, one-sided training provision – were added.

In this case study, the pilot programme – the first three experimental years – will be studied. The facilities of continuation have changed a bit, and at the moment we do not have the empirical knowledge of the effect of these changes, that is why we use "past tense" in this study. At the same time we should emphasise that the programme has not ground to a halt, and experiences of the first phase will be built into the present activity.

The KID programme was realised in annual circles by the participating organisations, and it was supplemented by a 6-month follow-up period, which – in many cases – was accompanied by providing extra support to the participating youngsters. From the point of view of the participant, the individual, the one-year period gave only an orientation point, the actual time always depended on the personal pace of development, and on the

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[25] These three towns are in very different regions of Hungary, approximately 140-220 kms from Budapest. Two of them are small towns with 60-80 thousand inhabitants, but the third, Debrecen, is the second biggest city in Hungary with a population of 230 thousand inhabitants.

characteristic of their problems. It was allowed to skip the programme before it finished, but it also happened that organisations did not send some participants away when the programme was completed, and continued educating them, even if this was not financed by anyone.

The programme itself included different training programmes, catch-up courses and free-time activities, and they always had a sort of guidance service for giving advice to youngsters on all sorts of personal issues, which social institute to turn to for solving their problems. Then the civil organisations realising the programme turned to the institutes, which seemed to have been able to solve a certain problem, and if there was no relevant institute, they tried to find a solution themselves with the involvement of the appropriate expert.

The background

Two of the three KID organisations (Konszenzus, Rés) had been familiar with both the aims and the target group, because they had been operating a similar profile for years before the KID programme started. They had contact with the target group; although not exclusively with them (they had permanently unemployed or homeless clients as well). Konszenzus Alapítvány and Rés Egyesület both participated in transit employment programmes, which brought a lot of experience to them. This experience also meant that they had already had a lot of professionals from various fields (e.g. social workers, teachers, mental hygiene professionals) in their own organisations, or they had an established network of connections, which enabled them to find the appropriate professionals. However, the new needs that occurred during the KID programme tested their systems, and sometimes it proved not to be capable enough to solve all the issues with either their permanent or their contract-based staff (e.g. lack of a PR expert or a psychologist).

For the Változó Világért Alapítvány, the whole field was brand new, so they had to cope with the "children's diseases" as well.

Besides their professional experience, all three institutions had the infrastructure necessary to accomplish the tasks of the programme to which they had committed themselves, which is relatively unusual, if one realises that the civil sector is not as strong in Hungary as it is in other well-developed countries.

OFA prescribed that the tender applicant organisations should co-operate with other organisations, and they should record these co-operations in a written contract as well. The majority of organisations that had co-operated with the civil organisations for decades joined the consortia. Most co-

operations had been constituted informally before. Mostly educational institutes, university and college departments, town and county institutions, family and children protecting welfare institutes, other civil institutes, and the concerning county employment centres joined these consortia.

Besides incorporating the old connections, they established new ones as well. One of the new ones was, for instance, the local authorities in Eger, which is not accidentally the smallest town of the three.

Principal partners, those who participated in all programmes, and who took the most active part in the job were the following,

- Employment centres[26], which took some part in tracking the potential participants of the programme, and partially by providing a retraining benefit for them, and in some cases, they even had a role in finding employment opportunities.

- Local authorities, which in some cases helped by providing infrastructure (e.g. in Verpelét and Bélapátfalva[27] they obtained a room for the programme), or supported it in an indirect way (e.g. in Szombathely with public tender applications). The contact with the local authorities was not always meaningful, and just restricted to the official formal minimum. At the same time, in other cases, the KID programme resulted in subsequent job offers from the local authorities, though with a different character.

- Characteristic elements of the social connection networks are the Evening Course Schools for Adults, which are observed both in Debrecen and Eger. These schools helped partly by helping the students to obtain the missing educational qualifications, and partly, in cases where the formal educational attainment was enough for starting to learn a profession, by providing aid to catch up with the missing knowledge, and acquiring the necessary learning competences.

- In each case the local authorities' family supporting welfare services 28were amongst the partners. A very special situation was created in Eger, where the Konszenzus Foundation had completely grown together with the local family support welfare institute, meaning that the director and most workers worked for both organisations. The Eger family support welfare institute, and professionals of villages with similar functions knew the youngsters well who needed help, so

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[26] County Employment and Labour Centres, state supported and financed institutional system for handling unemployment. Their tasks are to provide unemployment benefit, to finance retraining the unemployed, and to support investments which provide new employment opportunities

[27] Two small villages in the neighbourhood of Eger

[28] Local authorities are legally obliged to establish and maintain this type of service, but their official name and institutional structure vary. Their tasks are to look after and monitor families with disadvantageous social backgrounds, and to contribute to settle the most principle family problems (financial difficulties, alcoholism, family feuds/conflicts)

they could draw their attention to the KID programme, and vice versa, they could show to the staff of the KID organisations those who were the neglected youngsters in need.

- Although acquiring labour market competences requires strong ties with the economic sector, these connections were rarely recorded in an official, institutionalised form. An exception is a project, cooperation with the Savaria Rehab Kht, but we have to add that this company is mostly maintained by the local authorities, and has to provide social tasks as well. None of the organisations managed either directly or indirectly to get their youngsters into the labour market with the contribution of strong financial partners. It reflects the general situation in Hungary, where companies, unlike those in many other countries, do not have any significant charitable activities, and consequently they do not support charity initiatives with capital either.

It is not worth listing all participating institutes by their names, because mostly they have supplementary roles, and both the concept and the implementation were basically in the hands of the KID organisation.

In the majority of the cases, the connection networks established by the organisations worked properly, and they became even more meaningful due to professional discussions and to local and national KID forums.

Of course during the three years of the KID programme, adapting to the new type of tasks completely restructured the previous operational system of the organisations. From time to time, old members of the staff changed as well, because they could not rely on those professionals who could not come up to expectations of the new requirements. However, participation in previous transit employment programmes proved to have been useful for records, and a professional who worked through them got invaluable experience of the pitfalls, so could more easily adapt to the new tasks that the KID programme exposed. We should mention that the high professional staff turnover was no different from the general situation in Hungary, where working in the civil sector did not provide job security, so quite a few of them were driven to find steadier job opportunities. Although the KID programme provided a three year job perspective for the workers, it was not at all clear how it was to continue, so those who were not as committed as others, and who could not cope with the extra workload decided to leave the programme whenever they were offered a better job opportunity. Even so, at the end of the third year of the programme, there were long-term, reliable professional staff everywhere who were able to fulfil their tasks, and perform at a very high quality level.

The establishment and the reinforcement of the institutional structure were helped by supervision and by the monitor surveys carried out by OFA. Supervisions, which were set up by the organisations on their own decisions,

proved to have been necessary to discuss all the problems which occurred in the progress of operation, but the monitor surveys were compulsory.

Activities and methodology

The involvement of participants and the first steps

The different KID organisations developed different techniques, adapting to local customs, to trace and involve potential participants for the programme. Some of them put advertisements (billboards), or offered their services on their websites, and others went to pubs and clubs which were frequently visited by youngsters with problems to track their clients, or used the local media. Quite a few clients were introduced to the programme through one of the threads of the social connection network, for example, from an employment centre, or were sent by one of the staff of the social welfare supplying institutes. A significant number of new clients were taken to the organisations by one of their acquaintances or friends. All of this required a very high level PR activity.

In case of youngsters who were difficult to mobilise, using the expression of one of the organisations, they had to use the "dangle the carrot in front of the donkey" techniques. One of them was to provide free internet usage, or to organise night disco parties, providing table tennis and table football facilities, and a very wide range of free time activities. In quite a few cases, this represented the first incentive to get involved in the programme, and only later on was it followed by official participation in the programme, which meant making a cooperation agreement and starting actual work.

The initial phase had two functions, to motivate the youngsters, and to get to know them. That is when the first interview was made with the client, which was a complex report on their life, mapping all the possible problems, such as factors of their disadvantageous backgrounds, social problems, breaking points in their school career, family problems, and mental disorders. It was followed by an aptitude test to establish their abilities, their affinity for certain professions or trades, the most important malfunctions in their behaviour, lack of certain communication skills, and of course, what future perspective they had. This phase was the so-called *individual status definition* in the programme, with the compulsory elements of identifying the client's individual state and problems.

Participation in the programme was voluntary of course, but partially for educational considerations (to increase their individual responsibilities for their own progress), and partially for the safety of the programme, KID organisations made *cooperation agreements* with the participants.

At the beginning of their cooperation, individual *development plans* were made, which were, after a while, replaced with the *final career plans*, and in that phase they made the participant decide on the type of outcome, which they reported on. Both plans were obligatory to prepare in KID programme. Career plans summed up all the necessary steps, tasks and targets the youngsters had to accomplish, and they were actively involved in preparing them. Then information about these was handed to the mentor of the client. Unlike development plans, which were for the professionals to summarise the tasks to do, final career plans were based on bilateral discussion. In the KID programme in Eger, the so-called *case consultation* method was used, which meant to get outsider professionals involved in a discussion with the client, with the aim of identifying the origins of their problems, and of agreeing on things to do.

The above-mentioned elements were realised in different schedules in each programme.

Clients were transferred to their own mentors, who could ideally follow through the whole development of the youngster in their care, and then during the follow-up period as well. The strength of the ties developed between a client and their mentor depended on the programme. In some cases informality, in others keeping distance to a certain extent would characterise their relationship.

Development

The development period was to improve or develop various skills with a wide range of training programmes. These were supplemented by other measures to put the clients' lives right, meaning to help organise and improve their financial situation (depending on their needs, and on the capacity and regulation of the local institutional systems) in the form of social benefits or finding odd jobs, to settle their family conflicts/feuds (in cooperation with the family supporting welfare services or just by finding digs for the client to free them of their family background), and to provide appropriate treatment for their health and mental problems. These were mostly achieved by getting the state institutional system involved, and with the financing of the social supply system. The financing organisation of the KID programme realised that the clients' educational attainment levels, social backgrounds, ambitions, and the labour market situation significantly varies from region to region, so they gave a free hand to the local programme organisers to use a methodology they found best suited in their situation. As a result of this, a very wide range of methodologies was established, which were also modified by the needs of their clients, and of course by the available competences of their professional staff. In each KID programme the content of their training programmes differed, they used different tools to track and motivate clients, and of course,

the composition of the programme staff was also different, as well as their relationship with their clients. Even so, there are still quite a lot of common points in the programmes, in their project methodologies, in their competence developing methods, and in the way they kept in touch with their clients. Mostly because the financing organisation of the KID programme found it very important to have an official national body (Országos KID Egyesület) for the formal cooperation of the different local KID programmes, which enabled them to get familiar with each other's methodologies, and to adapt them for their own benefit and local usage.

There were training programmes, which helped them to prepare how to get a job or acquire learning methods, and also some, which gave guidelines for personal life and career management. The following elements were common in the training programmes of the certain KID organisations.

- Job hunting methods (how to talk on the telephone, how to write a CV, appearance and dress code for a job interview),
- Preparation for aptitude tests (logic and memory tests) used for applicant selection
- Personality and character building training
- Career orientation (how to prevent bad decisions, and new career orientation based on labour market demands and personal preferences)
- Conflict handling methods
- Improving communication skills
- To become familiar with the employers' requirements (punctuality, personal hygiene, following regulations) were considered very important, because these youngsters – for lack of appropriate role models in their families to copy – did not even have a reliable knowledge about them.

In addition to these, the certain programmes offered individual, but also developing training programmes, such as drama and psychodrama courses in Debrecen, healthy lifestyle and personal life management guidance course in Szombathely, which indirectly helped them to find a job in the labour market.

In that phase, if it was possible, they tried to treat behavioural problems as results of inappropriate socialisation. It quite commonly meant making contact with the families involved (in Eger they visited them), in other cases they discussed the programme with the parents, or they talked to them about parent-kid relationships. If it was necessary, the KID organisations got other professionals involved (quite often speech specialists or psychologists), or turned to the family supporting welfare services or to the social supply institutes to help.

Before the training programme started, quite often very basic issues, such as where to live or what to live on, at least from hand to mouth, had to be solved with the assistance of the mentors.

To prevent dropping out of school, they found it vital to provide extra tuition and catch-up courses for the youngsters in the programme. In Eger, they killed two birds with one stone, they agreed with trainee teachers to do these tasks, who could then incorporate it into their training programme as "teacher training practice". In Szombathely, they got help from the local Public College, and in Debrecen, they hired experienced teachers for extra tuition.

Mentors had a principle role in the programmes. A mentor normally dealt with 10-15 clients. We found examples, which show that a programme staff member tried to match the mentor's and the client's personalities, to prevent future conflicts and arguments, in order to work together in an optimum way.

Although youngsters were not forced to participate in the programme, neither were they highly motivated to learn either, and lack of motivation is very likely to be the reason in the background for their previous school failures. As a result of series of failures at school, kids were more motivated to work than to study. Sometimes it was extremely difficult to make them study, especially for a longer period. At the same time, if somebody has not finished their studies, it makes it even more difficult to find any job opportunities, or to keep a position. This motivated the KID organisations to orientate their clients towards studying, but realistically their maximum target would be to make them participate in 3-6 month professional training programmes, which at least provided a skilled profession. It was much more infrequent that somebody got into a secondary school, and then it was hardly ever followed with university studies.

In some cases, work and working were not amongst the aims that youngsters wanted to achieve, but they tried to disguise it by claiming that they would work just by saying an unrealistically high sum. These attitudes were successfully changed with some training programmes, where they could also acquire some basics of workplace behaviour and communication (how to talk to a superior, how to have a break, how to handle conflicts). Participants were prepared for the characteristic problems of a certain profession, and also how to keep work schedules and regulations, how to finish tasks, and how to stand monotony, so that they would expect them, not just face up to them when they actually started to work.

All training sessions (including the catch-up ones) were with 10-20 member group sizes. Many youngsters, however, are not able to work in groups, so they were either selected for one-to-one tuition or scooped up from a group at the beginning.

The development period for an individual was limited to a year in the programme, after that they had to achieve their goal, so either had to enrol in the selected educational institute or to start to work. For six months after finishing the programme, their progress was followed up, when, if needed,

they could receive further help from the KID organisations. For KID organisations, besides their strong commitment to help their clients, which resulted in giving more support to them than they should have, it was also important to reach the success numbers they originally contracted themselves at the beginning of the programme, so they were also motivated to keep their clients at school or at their workplaces.

Contact with the labour market

During the programme, the KID organisations had a strong relationship with the employment centres, because they recognised that they provide a stopgap activity that they do not have either capacity or money for. Employment centres represented a bridge between the KID organisations and the commercial enterprises, but what we experienced was that with the latter mostly friendly, rather informal connections were established, perhaps with some personal backgrounds. These connections helped to find jobs for the youngsters. Owing to the fact that the staff of the KID organisations had to find themselves the companies that were willing to employ the participants of the programme, we cannot really talk about serious labour market analysis.

Typical employers are small local companies (e.g. restaurants, smaller industrial premises) and multinational companies (some of them employ loads of unskilled workers), and there is a company in Szombathely supported by the local authorities, which has both profit-oriented and social aims. In addition to good personal contacts, it was also important to find some socially sensitive leaders in the companies, who could think about not just the immediate economic results.

The employers who employed the youngsters knew, at least from the personal contacts with the KID organisation staff, that they are in difficult situations, but bad experiences occasionally broke up some of these working relationships. The KID organisations could not afford to lose their cooperating company partners, because losing them endangered their ability to achieve their targets, and they did not want to feel satisfied with purely formal, statistical results, but really wanted to prepare them for the requirements of the labour market.

Some companies made contracts with the KID organisations, in which they contracted themselves that in the case where there are two applicants for the same position with the same education, they would select the one from the KID programme. Experience and information gained from continuous contact with the employers were built into the training structure and content of the KID organisations, and also helped them to provide highlights of the professions to the participants, and those which were in demand in the labour market, and in which direction they should move.

Despite all the above-mentioned, this is the area where they should really develop their methodology, because the special needs and requirements of the employers are not always arrived at entirely by the KID organisations. It seems to be one of the main problems that charity activities of companies are not supported by legal regulations, financial stimuli, so they are not very motivated to hire employees, who arrive (even after completing their KID programme) with not very good qualifications and professional training, etc. The Szombathely model seems to be a very good local solution, because for certain jobs financed by the local authorities, they make contract with only those companies which contract themselves to employ socially disadvantaged workers (e.g. participants of the KID programme).

In the phase right after employment, the mentors followed up their clients' success and adaptation. This did not create a lot of problems in small companies, but in multinational companies where there are a very great number of employees, it seemed hopeless. In these cases, they used the telephone or personal meetings for consultation. Mentors had very important roles to help their clients if problems occurred during the adaptation period in a workplace, either they would try to mediate between the different points of view, or to solve an established conflict. In case of employment failure, the previous participants got back to the programme, where they did not start to develop from the beginning, but tried to find the roots of the problems, and then, when they seemed to have been solved, they try to find another job opportunity.

The biggest problem with these employments is that they were very temporary, and even when the probationary period finished, they made contracts with the youngsters only for 1-2 weeks or a month, which was very far from permanent employment. Furthermore, there was no guarantee that after this 6-month follow-up time, even this temporary employment would last. Most youngsters however managed to find a steady job, so the KID programme appeared to be an authentic solution to the target group.

Results

According to the financing organisation's requirements, a programme was successful if the participants found a job or started to study. These two aims had the same weight when the tender of the programme was made public, but in the majority of the programmes the training part was dominant. This might be partially due to the demands of the labour market, and partially due to the possible connection network between the labour market and the KID organisations, which made it more difficult for the participants to find a job directly. We could hardly see any shifting tendencies towards employment in any of the discussed three programmes. In the Szombathely programme, the

contacts with the company we have already mentioned provided direct employment and in the Eger programme there was a very high rate of those who were hardly motivated to work.

The compulsory (the financing organisation prescribed it) follow-up period expired after six months. Up to that point, the KID organisations did everything to keep the youngsters in education, or to help them keep their jobs. The average success indicator of all eight organisations is around 63% compared to the data of those who had individual development plans. However, it wasn't the period of unexceptional achievement, but the subsequent years, when former participants were not under the helping guidance of any KID organisations. According to an effect study carried out in 2006, 2-3 years after finishing the programme, 15% of former participants were still studying, and the 63% unemployment rate dropped back to 33%. 20% of those who started to study were still studying when the survey was carried out, which shows that they have chances to attain a higher educational level. About one-third of them did not manage to achieve the same goal, just got some sort of professional qualifications. Before the survey, 10% of the interviewees had already had some professional qualifications, and then this rate rose to 53%. Data also shows that for many of them the pure fact that they were studying gave stimuli to continue their studies, so they were not satisfied with the qualifications they attained when they participated in the KID programme.

The three organisations tried to get approximately 1000 youngsters involved in the programme within three years. In nearly 75% of them, this involvement was successful, so they started the serious task (development plans were made). 70% of these 800 persons successfully finished the programme, two-thirds of them got into education, and one-third directly to the labour market. We have no valid information about their later career, but relying on the results of the effect study of 2006, and on the events of the three programmes, we can assume that these three programmes were as successful as the whole programme.[29]

The success indicators of the three programmes are very different in the three programmes. According to the above-mentioned criteria, they assess it at 90% in the Eger Foundation, the Szombathely organisation estimates it between 60-70%, and in Debrecen they think it is "only" 50%. We should highlight here that this latter organisation paid the most attention to development and training programmes, and they had the most extended activities and the biggest professional staff (emergency drug service, youth advisory offices, lifestyle guidance experts, outsider psychologists), which also shows their orientation not to direct goals (education, labour market), but to personal development, which will provide returns for the individual in the longer run.

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[29] Data of youngsters who participated in the effect study are not representative in any aspects in connection with the certain programmes.

**Some data of the KID programmes of the Konszenzus Alapítvány, Változó
Világért Alapítvány and the Rés Egyesület between 2002-2004**

	Individual status definition	Development plan	Got into education	Got employment	Worked and studied
Number of participants	1085	800	361	197	8
Proportion		100	45.1	24.6	1.0

These success indicators just indicate their aims, and as the leader of the Debrecen programme said, the essence of the programme is to develop the participants' personalities into a direction when they are able to cope with the recurring problems (which can be connected to the labour market or otherwise), and to learn self management. Permanent employment cannot be ensured even after a six-month period of employment.

Conclusions

The KID programme was a stopgap in Hungary for Hungarian circumstances to help the integration of a significant group of youngsters into society, and also, besides extending the participating organisations' professional knowledge and connection network, to found the basis of a future, complex system.

Within the first three pilot years the Kid programme received its form. Their aims, methodology, their operating principles proved to be right, and also, that a programme network like that is necessary in Hungary. Details became sophisticated in this period, and each programme found the solutions best suited to their region and possibilities, and the appropriate staff for the right positions.

The biggest achievement of the programme is that it connects labour market integration with the issue of social integration. In order to do that, it approaches in a complex way the problems of youngsters. It does not separate the competences of labour market from the competences that are necessary for social integration, realising the fact that without dealing with the malfunctions and missing skills as results of inappropriate socialisation, neither steady employment nor participation in longer educational training can be achieved. These two problems and two goals are handled simultaneously, but at the same time, individual problems are not ignored either.

Another strength is that it is organically embedded in the local circumstances, so it has the necessary information to give relevant career orientation for the participants. That is why the connection network between

the KID organisations and the local labour market participants and with the educational and social institutes is so vitally important.

We should list amongst the achievements the methodology development of invoking and motivating the target group. The methods were experimented with in the certain programmes, for "home usage", and used them till they found more ideal solutions. The certain programme's methods cannot be used directly, but some of their elements can be adapted to different circumstances, organisations, venues and programmes.

The KID programmes represented in many fields a very important turning point in the history of the organisations we discussed here, such as their connection network, partners, their professional staff development, methodology knowledge, and of course, their professional experience. It is especially true about the Szombathely organisation, which initially, before the project started, had negligible experiences in the fields the KID programme covered.

The elements of the programme, which need further developing took shape during the three-year operation, such as

- Improving PR activities
- Extending the follow up period
- Getting involved with other types of institutes (churches, ethnic minority local authorities, companies)
- Improving the connections with the labour market

Also, extending the one year period of the programme could be put on the list, because this time is not enough to make significant progress and achievement with those youngsters who have severe problems. Another option is to extend the target group, because not only the unemployed or those with low educational attainment levels need this sort of intervention, but others as well, but without doubt, these two groups are the most endangered in the society.

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Evelyne DERET

EPICEA METHOD – *P.E.R.I.S.C.O.P.* EQUAL PROJECT (FRANCE)

Introduction

The following practice deals with the concerted development and management of career paths for low qualified people facing integration difficulties on the labour market.

The concerted management developed by all participants involved in the integration and qualification field (French National Job Agency – ANPE, Local Job Agencies – ALE, National Association for the Adult Vocational Training – AFPA, Temporary work agencies, Temporary work agencies for people facing great difficulties – ETTI) is based on the implementation of the EPICEA software which has a double goal :

- to help in building beneficiaries' career paths and facilitate their tracking process involving several participants.
- to suggest a new approach and analysis of professional experience using the Proximal Professional Growth Area (PPGA)[30].

Framework and context

French context justifying the choice of this practice

Human resources professionals have nowadays a growing interest[31] in experience and professional paths concepts. The latest French social modernization law and especially its Validation of Acquired Vocational Skills chapter prove that skills acquired within professional, even extra-professional

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[30] This concept transfers in the professional growth field the concept Vygotski (1934/1985) proposed for children's intellectual development. This concept is defined as "the area next to the current experience and whose exploration will enable to enrich experience and develop skills".

[31] Cf. article "Identifying experience and building career paths: Principles and tests of the EPICEA method", Even Loarer and Isabelle Loss.

activities have to be taken into account besides training skills. Stakes for unqualified or low qualified people are crucial, as we can easily understand, as for anybody wanting to know the range and nature of its skills, for instance to adapt training modules, to plan professional growth or a better positioning in the labour market.

From a technical point of view, it is not easy to identify acquired experience, especially because acquired skills have been gained progressively during a professional path and are linked to job and transition specificities. Evaluation sessions such as « assessment centres » can help highlight skills people have been able to build during their professional experiences. But these evaluation methods imply time availability and enough means as they are highly target-focused and can only identify a part of the competences. Moreover, a wider assessment of practiced skills requires generally systems helping people to restore their experiences.

Tests conducted by several skills balance centres, companies (traditional and temporary work agencies), professional integration and guidance centres on many methods and practices developed for experience analysis or professional mobility management including a number of conclusions based on psychology and industrial sociology researches, led to the identifying of principles that helped to develop the E.P.I.C.E.A method. This method was experimented in the framework of a European project entitled P.E.R.I.S.C.O.P.

The enduring interest for soft skills32 that are processed within EPICEA as transversal poles coming from the stock of information that is capitalized for a person from three areas of investigation:

- Activities conducted.
- Context in which activities are conducted: EPICEA enables access to very detailed elements of the context in which the experience has been carried out (rhythm sources, pressure sources, degree of structuration or initiative, relationship with the others …). For qualified jobs at lower qualification levels, looking for transversal elements in the activity's context is relevant and efficient. Professional gestures and tasks can be learned in a few hours.
- Interests of the person (what they want to do and what they don't want to do anymore).

They are thus made up of information relating to a person and its experience that can provide recurrences on three points: Activities/context/interests and open new career growth opportunities.

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32 Soft skills : this general skill, know-how or attitude required to start an activity or a learning process. Sometimes called professional behaviour, soft skills are neither specific nor technical : they are linked to a particular activity. They are generally relating to the relational or social field.

The EPICEA method was intended to make easier and reliable coaching steps in experience analysis and career growth advice.

The method, resulting from the European Equal project entitled P.E.R.I.S.C.O.P., is not an ex nihilo process but an implementation of methodological principles and elements created and tested progressively. These principles and elements are the fruit of 15 years computer-based projects and are intended to strengthen professional mobility in order to improve employability. Projects were carried out by promoters only or in partnership[33], on one hand with the Employment and Vocational Training Branch (DGEFP), the National Job Agency (ANPE) and on the other hand with INETOP and Université Paris X.

These principles were first tested within TRACE (system able to identify vocational acquired skills) before their integration in the P.E.R.I.S.C.O.P. project and the EPICEA method.

The EPICEA method is an innovation as it overcomes limits noticed in several practices of experience's analysis and justifies the selection of the following methodological goals:

- Help for experience restoration: this option is based on cognitive psychology results showing advantages of recognition-based methods compared to evocative processes.
- Optimization of software usage and time spent by the counsellor in coaching periods.
- Enlargement of the basis of experience taken into account, improvement of the adaptation forecast. Interviews were conducted for work analysis in order to identify the activity and its process but in particular implementation conditions and contexts.
- The investigating[34] process took into consideration two job classes (industrial and logistics positions) and similar context elements were identified (cf. table 1).
- Facilitated and open reflection on path via the « Proximal Professional Growth Area » concept based on the aforesaid experience analysis.

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[33] Mobility management tool, adaptation of the PAQ (Position Analysis Questionnaire of McCormick & col.), Leonardo project «MAPS» with ICEREQ and Trivium, project on the « Paths» option of the Adecco's skills management software, skills certification for youth job, audit on the simulation recruitment method of the National Job Agency (ANPE), development of the ANPE position study method, audit on "skills balance" (DE and employees), audit on the "validation" service, Adecco path booklets...)

[34] DEA (Research Master) of Anne Pignault – University Paris X Nanterre.

Context range selected and similar to both job classes

Time organisation	- Work pace source - length of work cycle for each unity produced / intervention - number of work cycles completed - frequency, work break source and type - possibility to be ahead and consequences - access to time and performance indicators
Organisation structure and relationship with the others	- relationship with the supervisor - relationship with peers group - relationship with clients / interlocutors - proportion and nature of individual work / proportion and nature of team work - work team organisation - conflicts - competition - source of the help in solving problems
Range or « routine » stage	- tasks number and range - number of operations completed in one cycle - information range - instruction changes frequency
Prescription or autonomy stage	- goals and means monitoring - instructions number and shape - hazard management - initiative opportunity
Complexity range	- complexity of equipment / tools used - product and topic in question sophistication - change frequency (tools, materials, mediums, information)
Pressure source	- work break number, source and type - any quota to complete - conflicts - competition - hitch number and type of solutions in case of incident
Physical, equipment and security environment	- location / space - trips, gestures et attitudes - used and protection equipment - security rules - risk of injuries

In that case too, coaching is essential in that stage where people discover something new from the situation they experienced during their previous positions, in the same way Vygotski gives a key role to social mediation in individual development. Failure reasons are similar to these mentioned in the Vygotski model: people do not receive appropriate help to solve a problem located in their proximal development area or the problem to solve is outside

this zone. Many suggestions and comments were done on the navigation rules in the EPICEA software.

Regarding conception, several evaluation and feature rules of the "Proximal Professional Growth Area" were discussed. It is easy to explore the "Proximal Professional Growth Area" taking into account the activities/contexts couple as two legs moving alternatively, for instance keeping the activity and changing context or the contrary.

Legal, social and financial context

EPICEA has been developed in the framework of a European project: Equal P.E.R.I.S.C.O.P. that aimed at improving conditions of low qualified people. Coaching and building career paths for disadvantaged people is essential to favour their progressive integration changing compelled mobility and precariousness into an opportunity to enrich experiences and improve gradually skills and employability. Beneficiaries are temporary workers, i.e. temporary work remaining an important way to access the labour market for victims of temporary exclusion.

Coaching recommended in the framework of the project is a concerted management between vocational integration and training actors (ANPE, ALE, AFPA, Temporary work agencies, ETTI…). This management focused on the implementation of the EPICEA software intended to build and follow-up career paths.

Organisations implementing the EPICEA method and staff involved

The EPICEA practice was developed by the National Association for the Adult Vocational Training (AFPA), Employment and vocational training public body offering several services: qualifying training, validation of acquired vocational skills, vocational guidance, and consultancy for companies and targets low qualified people that need sustainable integration.

The AFPA received support of three partners:

- The National Association for the Promotion of Interdisciplinary Recognition of Research in Human sciences and Society for the Companies (ANVIE) that was responsible for capitalization and communication on experiments and results.
- ORENOK: specialist for developing tools and methods to vocational guidance and development. This partner designed and developed the EPICEA methodology and computer tool.

- Paris Dauphine University – Lifelong Learning Department that was responsible for the evaluation of the project.

Partners on the ground were local employment bodies, temporary work companies of big groups (Adecco, VediorBis, and Manpower) and companies offering temporary integration work.

The EPICEA method was tested between 2004 and 2006 with professionals in different contexts on 3 main job groups: in the first time, industrial and logistics jobs, in a second time for tele-operators (remote customer counsellor), i.e. 450 beneficiaries between 2002 and 2004[35].

- In 2004 in Lyon with Adecco – Orenok – AFPA – ANPE
  ADECCO was the leader. The main area of activity is vocational training optimization of temporary workers and their missions. Resumption of employment was highlighted during this experiment.

- In Soissons and in Amiens with AREAF – Orenok – ANPE – Adecco – Emploi 02
  AREAF was the leader. AREAF is a body specialized in vocational guidance steps (CIBC), the test focused on this type of use.

- In 2004 and 2005 in Creil with Orenok – Local Delegation of Employment and Vocational Training Ministry – Company group MEDEF – 4 temporary work agencies.
  Epicea is used to answer recruitment and integration difficulties experienced by employment pool. This project brings various professionals the opportunity to work together with a similar methodology.

- For the company Evian: Danone Eaux France – Orenok – AFPA – National Job Agency – Adecco – Vediorbis.
  An engineering method was developed to build long term professional paths. Regional business actors were requested.

- For the Job office (Maison de l'emploi) in Bohain en Vermandois – vocational integration and training associations (PLIE, APP) - Integration company – ANPE – 3 temporary work agencies – Chamber of Commerce and Industry – local companies.
  EPICEA was implemented for very disadvantaged people in order to identify in detail their problem. Systems offered to these people take into account this analysis.

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[35] Above-mentioned data are in accordance with the length of the P.E.R.I.S.C.O.P. project. The EPICEA method is still implemented in some companies (DANONE), temporary work agencies (ADECCO) and the National Job Agency (ANPE).

Goals

Goals are intended *to improve employability and lead to recognized qualifications* if possible. These goals are based on the recognition of "vocational skills" that people acquired as well as on the traceability of previous paths. They increase the visibility of the global and "tailor-made" approach of people, including coaching completed by professionals and beneficiaries of the experiment.

These goals are intended to reach a human resources management within a concerted leading of integration and vocational qualification paths.

Contractualisation is a way to involve people in the building of their path and develop their autonomy and self-confidence in order to improve, if possible, their ability to make plans for the future.

Tools have been given to partners such as shared concepts, a methodology and a common tool. This was a production goal as a part of a more general one, i.e. working together on the basis of new « good practices ».

EPICEA beneficiaries

Regarding goals, targets are, above all, people needing a strong coaching to improve their job access. Beneficiaries of the project are disadvantaged people that might be discriminated against.

They are women and men enrolled in temporary work companies and in job centres experiencing problems in vocational integration especially because they are low-skilled. A reintegration step will be offered thanks to the collaboration of temporary work companies and employment and vocational training state bodies.

Activities

Introduction to the EPICEA method

The EPICEA method has been implemented within the P.E.R.I.S.C.O.P. project with the help of a computer tool to meet the goal: "To develop common working methods and tools to build, implement and coach career paths".

The ORENOK Company developed EPICEA adapting its analysis method of experience for three job classes and for lower-skilled jobs: industry area, logistics, call centres.

EPICEA is a computer-based tool describing the previous career path with details and experience recognition. If results are relevant, EPICEA has to find an equivalent among employment or certification repositories.
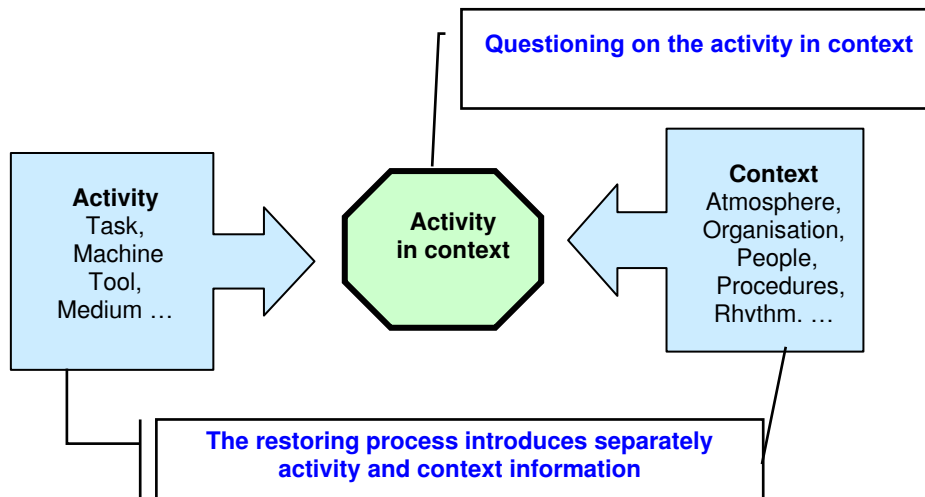
The goal is to structure and facilitate reasoning on the future path steps in order to increase employability.

> - *The steps, led by a counsellor, are guided by computer-based tree questionnaires suggesting closed-ended questions written in the insiders' terminology. It is developed and used according to the above-mentioned principles.*
> - *The EPICEA software enables access to information on a part of the experience (job, mission) and/or vocational paths (several parts) and to restore information organising them in ways to facilitate the exploitation. The information deals with tasks and activities done but also conditions and contexts in which these tasks and activities took place. The recording module enables access to information concerning interests and easiness of people towards different elements that make the experience.*
> - *The EPICEA software gives restorations adapted to the needs of the professionals on the ground (appropriation and use made by the counsellor) and to facilitate and open the reflection on paths.*

The EPICEA method is made up of alternative questioning sequences on experiences already acquired by people. Questioning is managed by the software and based on a structured information (restoring document).

Then, this information can be completed in 2 ways: "management level" and "interests".

The EPICEA process

The EPICEA process diagram:

- **Activity** — Task, Machine Tool, Medium …
- **Activity in context**
- **Context** — Atmosphere, Organisation, People, Procedures, Rhythm. …
- Questioning on the activity in context
- The restoring process introduces separately activity and context information

Restorations

The EPICEA software suggests several types of restoration:

- *Restoring the part of experience,* showing distinctly what people did in which context as well as the information relating to management and interest level.
- *Restoring career path* presents a short presentation of the activity and the context.
- *Restoring with a repository* (Rome code, reference given by the Ministry of Employment, company repository) to highlight what the person has already made or not, compared to the to the employment or training repository.

The restoring interview is intended to guide the reflection on activities and contexts – not yet experiences – but very close to the acquired experience. These activities and elements are the basis for evolution hypothesis.

« Proximal evolution areas » are thus progressively built according to the activity and/or the context.

Validation of Acquired Vocational Skills

For a Validation of Acquired Vocational Skills approach, a second type of restoration enables the positioning of this experience according to the job or position repository.

Repositories must first be integrated in the EPICEA software. In the case of this target, activities are positioned in accordance to the skills of the repository. Thus, for each Vocational Skills Certificate of the title, the restoration indicates:

- Activities carried out by the person (and the name of the experience during which they have been carried out).
- Activities that people have not yet had the opportunity to carry out (or to describe with EPICEA).

These restorations help in preparing the Validation of Acquired Vocational Skills (VAVS) file. They identify "gaps or lacks" that will have to be replaced by experiences (missions, position change…) or trainings.

These restorations are interview mediums to view the appearance and depth of acquired skills and/or adaptation to plan:

- Part « professional/vocational interview» of a validation
- Interview to prepare the VAVS file
- Deepened evaluation mission

Achievements

Innovative approach

- A shared tracking process between the different professionals involved in coaching job seekers.
- A concerted management of paths.
- Building the path and ensuring capitalization.
- Suggest methodological and operational principles to base the experience analysis also on activities' contexts besides activities.

Impact on beneficiaries' skills

Three types of impacts:
- To improve the image of experiences and make restoring easier.
- To improve and enrich the image of previous experiences.

- To enlarge career growth prospects and put the beneficiary in a job-seeking dynamic of sustainable employability.

Effects and contribution of EPICEA

- Effects for all professionals
  - To answer the needs to speak the same language to describe the experience and acquired skills.
  - To enlarge the possibilities to develop competences and adaptation ability.
  - To prepare the mobility and/or VAVS file combining the description of the experience with the repository of the corresponding positions.

- Effects and advantages of EPICEA
  EPICEA enables the counsellor to "ask relevant questions", focus on and strengthen the relationship with the beneficiary, underlining and structuring acquired skills to prepare the next steps.
  EPICEA gives the beneficiary opportunities to valorise experiences and facilitate their description, to evolve and enrich the representation of previous experiences. For everybody, EPICEA offers the possibility to speak the same language to describe experiences and acquired skills and open possibilities to develop competences and adaptation abilities.

Final mains uses[36] selected

- Better integration of EPICEA within practices and services
  It seems for testers easier and more interesting to use EPICEA within a wider step (for instance skills balance) in order to exploit all information. In some cases, without this integration, they don't know what to do with « so much information ». Moreover, some counsellors feel embarrassed to not be able to propose anything after EPICEA.
  In accordance with the conclusions of the ANACT report, several uses of EPICEA can be considered:
- Help for labour market integration
  - Improving the visibility of experience (with details and arguments).
  - Putting into question the skills of someone in a work environment (before starting a position).
  - Identifying coaching needs in arriving in a position.

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[36] Inventory coming from a National Agency evaluation on the Improvement of work conditions.

- Better understanding the reasons why people cannot adapt to positions or jobs.
- Use for entering a training
    - Using the document as an argument to convince someone to enter training.
- Use for vocational guidance
    - Reworking guidance.
    - Giving a better image of previous experiences.
    - Clarifying the project.
    - Explaining potential transfers.
- Use for coaching towards Validation of Acquired Vocational Skills
    - Identifying gaps between training contents and acquired skills (Validation of Acquired Vocational Skills upstream).
    - Preparing the application package (structure of steps) and jury presentation.

Conditions of transfer of the EPICEA method

In the framework of the P.E.R.I.S.C.O.P. project, the goal was to test the method that was not yet developed as a finished product but rather as a contribution to the development of the software as well as the global coaching approach.

Several tests notice the following to be modified:

1. To maintain and make the experience restoration easier.
2. To enlarge the basis of experience taken into account and improve the adaptation forecast considering the context.
   Test's results highlight two aspects:
   - The importance to take into account the context besides the task to think of the mobility prospects for the beneficiary and the counsellor.
   - The concept of « context » requires a more appropriate definition because professionals have several definitions and did not agree on the content of the context and the borders between activity and context.
3. To restore information to favour the appropriation by the beneficiary.
4. To facilitate and open the reflection on paths.

Main prospects planned after the EPICEA tests:

- Improvement in software's ergonomics.
- Improvement in the prior preparation of the beneficiary before using the software to help for the transition. Progress can be made on the upstream communication relating to the approach, goals, requirements, and results.
- Improvement in paths' restorations: more concentrated and better targeted restorations compared to the approaches in which EPICEA is used.
- Improvement in the training of counsellors.

Uses under consideration

- A better integration of EPICEA within French practices and services.
- An extended use of EPICEA that was tested in three fields of activities: guidance, training and Human Resources management in companies.

Conclusion

EPICEA conception, development and experiments within the P.E.R.I.S.C.O.P. program enabled to test and validate some hypothesis and innovative principles. This is considered as a progress.

The methodology was adopted by all involved professionals : National job agency, temporary work agencies, companies, training centres.

Nonetheless, a newer module concerning vocational navigation is still to be developed and will lead to better articulation of paths with the available information on the labour market : job information, current training offers.

The different prospects under consideration prove that the method can apply to many diverse practices but also give an idea of the remaining work to develop this approach of experience analysis and mobility help.

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