



Erasmus+



ACCESS TO VET

Brochure of Best Practices

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I. Foreword

The two-year project entitled 'ACCESS to VET' – with Competence Development and Skills Recognition' has been implemented within the frames of the European Commission's ERASMUS+ programme by the 6-members consortium led by the Government Office of Békés County. Our government office also acting as an employment body was collaborating with Irish, Italian, Spanish, Romanian and Hungarian organisations dealing with VET.

In order to handle the lack of labour force endangering the increase of economic competitiveness, satisfy the demand targeting continuous human resource development due to the rapid technological changes, and accomplish the expected number of adults participating in lifelong learning defined in the Europe 2020 Strategy, it is important to improve access of available free labour force supplies to VET and provide employed people with flexible adult learning opportunities.

Therefore the general objective of our project was to search – in a European cooperation – for solutions on how adult learning could be made attractive for adults reaching no success at school (formal education) and employed people at a risk of losing their jobs. The two key areas studied during the project are improving transversal skills and recognition and validation of prior knowledge that are both needed for taking up appropriate jobs as well as learning.

To ensure the successful implementation of the project, the partners organised international meetings in each participating country, during which the methods, best practices applied by the partner organisations in the two topics studied were introduced.

Each partner organisation applies good practices to be shared, which contributed for the organisations getting to know the new methods to become acquainted with, apply and integrate them into their own operation.

As a main result of the project, a brochure has been created by the partners – aiming at improving access to training and qualifications – to present the applied best practices.

Besides introducing the partner organisations, 2 best practices, labour market programmes per country are presented, which enhance adults to join adult learning activities, raise adults' motivation towards learning who are on the edge of labour market or are at a risk of losing their jobs, acquire new qualifications thus ultimately their labour market integration.

II. The situation of the participation in lifelong learning in partner countries

II.1. Hungary

In Hungary, we differentiate two types of educational systems in which adults can take part in. *Adult learning* and *training of adults*, however, this distinction is nonexistent in international literature. Of course, adults can acquire knowledge and gain qualification in tertiary education, as well.

Vocational programmes that are offered within the official school system is called adult learning.

- Education is organised in secondary vocational schools and adjust to the school year (from September to June).
- Learners are able to take part in this type of adult education from the age of 16. There is no upper age limit.
- Education can be organised in full-time, evening or correspondence courses, adjusting to the learners' living conditions and activities.
- The length of the courses is 2 school years.
- The learners need to apply for the courses and from the time they are accepted, they are entitled to have a student card.
- The trainings must be organised on the basis of the framework curriculum, which is a part of the schools' pedagogical programmes. The subjects and the number of the lessons are also specified.
- The qualifications accepted and acknowledged by the state in Hungary are listed in the National Training Register. The Register is issued by a government decree, the professional, theoretical and practical requirements are determined by the ministry in charge of the particular qualification and are published in a decree.
- The first 2 qualifications within the official school system are free of charge for the participants.
- At the end of the training, participants need to take a complex professional exam. It is a state exam and the requirements of the exam are assigned centrally on the basis of the professional examination rules. Exemption from any parts of the examination cannot be given to the participants.

Today, adults can acquire their knowledge and improve their skills outside the formal educational system. This is called adult vocational training.

- It is a non-formal education, organised outside the school system. It means that the trainings are not organised within the school year.

- The timetable of the trainings adjusts to the participants and takes their personal schedules into account.
- It includes a variety of general and professional training, as well as language teaching programmes.
- Learners are not in a student relation with the training providers but in a contractual relationship.
- Besides individual form of financing, courses can be claimed and ordered either by companies, businesses or by private individuals and even by the employment service who all make a contract with the training providers. The courses meet the customers' demands and also comply with the legal requirements. An act was created on the adult vocational training in 2013. Furthermore, they fit in the requirements of the European Union.
- Institutions that have the right to hold these courses provide high-level vocational training, flexibility, reliability, advanced technology. They improve their own competences to develop the customers' satisfaction. Quality insurance is of high importance. The institutions motivate their employees to take part in trainings and re-trainings and continuously monitor the effectiveness of the system.
- Besides courses, the institutions also provide their customers with preliminary survey of knowledge, and training counselling.
- At the end of the course, participants have to take a complex examination that is based on centrally designed requirements. Following the successful professional exam of the training aiming at acquiring a qualification accepted and acknowledged by the state, participating adults receive a certificate equivalent with the one received by students learning in formal education system.
- The speciality of the trainings outside the school system is that the learners have to take examinations based on modules during the training.

II.2. Ireland

Types of courses available:

Access programmes: An alternative entry route to third-level for those who missed out the first time around, this system usually involves a foundation year, in science or humanities, which helps to prepare learners for university. Contact the admissions office in the third-level institutions you are interested in attending.

Apprenticeships: The apprenticeship system is in the midst of a radical transformation with a host of new options being rolled out. Apprenticeships offer the chance to earn money while learning, and working towards a level-eight degree qualification from a third-level institution.

Community education: This form of schooling generally takes place outside the formal education sector, with the needs of learners and local communities central to the design of programmes. Learners are supported with access, childcare and mentoring. These courses often take place in more marginalised communities and can be a stepping stone to further and higher education.

Further education: Post-Leaving Cert (PLC) courses offer a valuable, vocationally oriented qualification in colleges of further education across Ireland. Courses cover areas such as business, computers, childcare, engineering, hairdressing, healthcare, and travel and tourism. There are also pre-nursing PLCs which can be an entry route to nursing; indeed, many PLC courses can be an entry route to third-level.

Interest and night courses: Adult education courses run in local schools as well as universities and colleges throughout Ireland. There's a wide range of classes – mostly held in the evening – including history, literature, digital and social media, philosophy, ecology, maths and more. At UCD, the open learning programme allows students to sit in on a range of undergraduate modules and, if they want, earn credits.

Online/blended learning: These courses offer a solution for those for those keen to learn but tied down to work and family commitments. Alongside established providers such as Kilroy's College and the Open University, most colleges and universities now offer online and distance learning courses in a range of subjects.

'Massive online open courses': MOOCs are free to anyone with internet access and include courses designed by some of the world's most prestigious universities. They are not suitable for students in search of a recognised qualification but invaluable if you simply want to upskill or expand your knowledge. At home, DIT, NUI Galway and Trinity are among those offering MOOCs.

Springboard: This government initiative offers over 200 free, part-time and intensive conversion courses in higher education at certificate, degree and postgraduate levels. The courses are open to homemakers, the unemployed or formerly self-employed, and people in employment who wish to take a course in the ICT or manufacturing sectors.

Workplace learning: A good employer will support their staff in updating their skills and learning new ones. Sometimes, this will consist of a two-day short course; other times, it will mean being subsidised for a postgraduate degree, diploma or certificate course. Education and Training Boards also facilitate workplace learning initiatives, as do some private education providers. Talk to your employer.

Grants and supports available:

Cost is the biggest barrier to adult and further education. It is not just the fees that need to be considered; it's also the impact of not working or working less. There are supports in

place, but they tend to be focused on unemployed people and can leave out, for instance, people who want to upskill or change career, women who have worked in the home and want to get back into the workplace, and older people.

Back to Education Allowance/Back to Education Initiative: Carers, people with disabilities, unemployed people and lone parents may be eligible for the BTEA scheme, which allows them to study in second-level or further and higher education while hanging on to their existing social welfare payments. Meanwhile, the BTEI scheme is targeted at over-16s – primarily those who have not completed their Leaving Cert – and allows participants to combine family and work with a part-time further education programme.

Childcare: Returning to learning is a non-starter if there's nobody to mind the kids. The Childcare Employment and Training Support (CETS) scheme provides subsidised childcare places for some applicants to vocational training courses including further education and training, Youthreach, Vocational Training Opportunities Schemes (Vtos) and BTEI, among others. Meanwhile, the Community Employment Childcare Programme can provide support for parents on community employment schemes.

Disability: Adults with physical, learning or intellectual disabilities can avail of a range of supports. For more information, prospective students should contact the Association for Higher Education Access and Disability.

Maintenance grant: Full-time mature students may qualify for the means-tested maintenance grant.

II.3. Spain

Lifelong learning has become an essential aspect of life of workers all around the world. Since the world labour market has a temporary rotational structure, the traditional culture of a 'job for life' is over. In consequence, retraining is a must.

The Spanish case demands special attention. With almost 50% of young people from 16 to 19 years old unemployed, and more than 13% of unemployment between people older than 50 years old, the need of both basic qualification and retrain of unemployed people is completely necessary to reduce such rates..

The national government has implemented some measures and actions to ensure the reduction of unemployment rates.

PLAN	TARGET GROUP	DESCRIPTION
REINCORPORATION	Long-term unemployed people	Labour reinsertion.
Emergency Plan for Youth Employment	Young unemployed people	Labour insertion.
National Referral Centres network	Professional training systems	The tool to improve the competitiveness and quality of the professional training systems.
PREPARA	Long term unemployed people and caregivers	Training + Financial assistance.
Subsidized training	Workers, unemployed people, freelance people...	Training bonused courses.
Programmed training	Employed people	Training bonused courses by the social insurance. It can be online or on-site.

As we can see, there are many approaches to start achieving the awareness on the importance of long-life learning for accessing to and maintain in the labour market.

On the side of the local administrations there are also some actions taking place, everything with a common goal: Reducing the unemployment rates existing in Spain and to place our country as a lifelong training reference.

II.4. Italy

The current public education offers to the adult population is divided in basic and secondary education.

Today the public offer is divided into two distinct areas:

- **Permanent Territorial Centers for Adult Education** (CTP, for basic education) that work in elementary or middle schools, with different offers and schedules;
- **evening courses** for upper secondary education, organized in high schools;

Both institutions organize both training activities aimed at the certification of educational qualifications and activities of shorter duration aimed at the acquisition of functional knowledge and skills.

The educational offer:

A. *The pathways to obtaining degrees or diplomas*

There are three types of educational courses which, for organizational models, duration, teaching staff and final certification are similar to traditional school courses

1. **Language integration courses** especially for foreigners, offered by CTPs (dedicated to those people in difficult alphabetical conditions, represent the most relevant part in terms of participation);
2. **Linguistic integration courses** Middle school courses - Upper secondary courses In most cases these are foreign citizens (95%);
3. **Lower secondary education courses** (to obtain a middle school certificate) offered by
CTP: these are the educational activities of the older adults (they have existed since 1974) and have for a long time represented the heart of basic adult education. The course structure has remained substantially unchanged over the years with five teachers and related disciplinary teaching (Italian, history, foreign language, mathematics and science, technical education).
4. **Upper secondary education courses** (to obtain professional qualifications of State and diplomas) **offered in evening courses** at higher education institutions. Their educational offer is divided into the study areas of technical institutes, professional institutes and art.

B. *Short courses of 'functional literacy'*

These are courses between 40 and 100 hours, operating mainly at the CTP. They are divided into three large groups:

1. Informatic,
2. foreign languages
3. other topics (self-care and free time; motor and sports activities; expressive and artistic activities; orientation and safety activities);

C. *Evening courses at higher education institutions*

The data on evening courses remained unavailable for a long time. However, it appears that the number of secondary schools managing evening courses has increased in the last few years. They are present in all the regions.

News: the **DPR n. 263/2012**, containing the general rules for the redefinition of the educational organizational structure of the provincial adult education centers (CPIA).

The system reorganization process involves the unification of the existing structures (the CTPs and the evening courses of the upper secondary) in new structures, called Provincial Centers for Adult Education (CPIA). The objective is to create an adult education system governed by specific rules.

In general, national policies implemented recently in the educational field can be framed in the broader perspective of lifelong learning (LLL). However, the implementation of lifelong learning strategies coming from the European level, which have as a point of reference the person as a learning subject, has a transversal character that involves not only the school sector but also the work sector and continuing vocational training.

Already with the **law n. 53/2003** reforming the entire education and training system, some important innovations have been introduced that can be framed in a general LLL policy. For example, law 53 established the right / duty to education and training for at least 12 years or at least until a three-year qualification is obtained by the age of 18.

In 2007 the education requirement was raised to 10 years, including the first two years of upper secondary education in the compulsory course. In conjunction with this provision, both the citizen's key competences have been identified, in analogy to the key competences defined at European level, and the skills and abilities that must be acquired by the students at the end of the compulsory education path.

Moreover, starting from the academic year 2010/2011 the reorganization of the second cycle of education was started with the reorganization of both general and technical and professional courses. According to the reform, all the courses now have a total duration of 5 years and allow direct access to the university.

The **Law of 28 June 2012, n. 92**, provisions on labor market reform in a growth perspective, contains a series of rules that for the first time give a **formal definition of the concept of lifelong learning**: "lifelong learning means any activity undertaken by people in a way formal, non-formal and informal, at various stages of life, in order to improve knowledge, skills and competences, in a personal, civic, social and occupational perspective".

In implementation of the aforementioned Law, **Legislative Decree no. 13/2013** which defines the general rules on the national system of certification of competences. The decree makes the new National Competence Certification System operational and aims to bring out and develop the professional skills acquired not only at work but also in free time, in order to promote geographical and professional mobility, favour the meeting between supply and demand in the labor market, increase the transparency of learning and the usability of national and European certifications.

As regards regional training, the educational courses and professional training, (both basic and post-qualification / post-diploma), allow the **acquisition of professional qualifications and skills that can be spent in the world of work**. In this sense, together with the other educational and training paths available in the Italian education system, they can be seen in a more general framework of LLL. Also the *recent recognition of the three-year and four-year courses of leFP* as valid paths for the purposes of fulfilling the obligation of education goes in this direction.

For **higher education**, measures have been adopted at national level to create opportunities **for flexible paths** in order to encourage the participation of non-representative groups of students and to recognize prior learning paths. First of all, the **possibility of attending part-time studies** is introduced, reducing the annual commitment in the study - measured in 60

credits - CFU - and extending the duration of the studies. Then, there are the **telematic universities** recognized by the Ministry of Education that choose the methods to facilitate access to studies and programs for some non-advantaged categories such as student-workers, disabled students, adults, etc. Furthermore, traditional universities are allowed to offer **more flexible programs** by creating entire programs or just individual courses in e-learning mode. For access to higher education, students over the age of 25 who wish to enter such studies without being in possession of the required secondary school requirements, will be able to take the final secondary school exams without having to attend school courses. Italian universities can set up courses that fall into the category of continuing or continuing education.

Such courses of study, aimed at a deeper scientific study in some disciplinary fields or in professional training, generally last a few months.

Starting in 2004, university higher education institutions can establish their own rules for the recognition of prior learning with defined limits according to the different courses of study.

II.5. Romania

One of the major challenges facing Romania nowadays is the problem of the workforce-training.

Globalization is now imposing new rules to the national policies that need to take into account to be effective once applied in practice. In this respect it is necessary to adapt a strong social component to the requirements of this type of economy through integrating it into the national reform programs. This aspect has imposed measures such as: the qualifications and retraining of workers made redundant, the promotion of an alternative to employment. International competitiveness, apart from its influence on the overall economic strategy, has a greater impact than up to the present, as far as the national employment strategy is concerned, on the national strategy of workforce training. In this respect, globalization has brought up the problem of optimizing the career preparation pyramid by shifting the attention to the human development objective, decreasing the role of basic skills, towards the face-to-face functionality with the requirements of competitiveness and economic growth, by enlarging professional, specialised qualifications. Lifelong learning in Romania is based on both the training and development of specific skills for an activity field or qualification, as well as for the key competences. Life-long learning is carried out in both formal and informal learning contexts.

Thus, professional training in formal learning contexts is provided by two complementary systems: The initial training system and the continuous vocational training system. By initial vocational training, human resources mainly get education, i.e. key skills and qualifications which allow them for a first job and then, by continuing vocational training, they shall be active for: updating of knowledge and advanced vocational training in the basic occupation and related occupations; the change of qualifications resulting from economic restructuring,

social mobility or changes of the employment capacity, the acquisition of advanced knowledge, modern methods and processes necessary for the performance of tasks of the service; facilitate the social integration of individuals in accordance with their occupational aspirations and with the needs of the labor market.

The education and training of children, of young persons and adults are aimed mainly at skills training, being understood as a multifunctional and transferable system of knowledge, skills/abilities and attitudes necessary for:

- a) personal fulfillment and development, through the achievement of the own objectives in life, according to the interests and aspirations of every person and the desire of life-long-learning;
- b) social inclusion and active citizenship in society;
- c) being employed and participating in the operation and development of a sustainable economy;
- d) the formation of a life concept, based on human and scientific values, on a national and universal culture and stimulating an intercultural dialogue;
- e) the education in the spirit of dignity, tolerance and respect for human rights and fundamental freedoms;
- f) growing sensitivity to human problems, to moral and civic values and respect for the natural, social and cultural environment.

Given that the levels of skills and competences of adults require a continuous and thorough adjustment to the changing needs of the economy and the labor market in Romania, in the context of lifelong learning, action was taken to increase adult employability through short-term vocational training programs and workplace apprenticeship.

The Romanian vocational education and training strategy for the period 2016-2020 proposes a coherent approach to initial vocational training and continuous vocational training, leading to the development of an accessible, attractive, competitive and relevant vocational training system for the requirements of the labor market. This strategic document complements the National Life-long Learning Strategy for the period 2015-2020 and the strategy to reduce the early school leaving and proposes a global view on the development/consolidation of the entire education and training system for participants in lifelong learning.

The vision on education and training in Romania is: "In 2020 the education and training system in Romania will meet the demands of the labor market and the needs of the beneficiaries direct by capitalizing the competences and abilities of the human resources"

The strategy sets objectives and directions of medium and long-term action, so that the education and training system meets the changing needs of the economy, of society and of individuals, an increasing flexibility and guaranteeing overall consistency. The strategy of education and training is developed around the following key concepts:

1. Relevance
2. Access and participation
3. Quality
4. Innovation and cooperation

The four specific objectives are:

1. Improvement of the attractiveness and relevance of vocational training systems in the labor market.

This objective shall contribute to the local, regional and national economic development, taking into account the territorial differences existing in terms of economic possibilities, access to and participation in professional training.

To achieve this strategic objective, the following action lines are envisaged:

1. Updating of tools for describing the occupations and qualifications, curriculum and programs, on qualification levels laid down in CNC, for a better linkage between sub-systems, to facilitate mobility in education and training and to increase the relevance of the labor market
2. Developing the mechanisms for anticipating the skills requirements of the labor market, defining the professional profiles, with a view to developing/reviewing the qualifications in line with the skills and specific knowledge relevant to the needs of the labor market and adapting education programs to the needs and trends of the labor market
3. Monitoring the professional insertion of graduates into training programs
4. Improving learning at work in the frame of vocational training
5. Improvement of mechanisms of public and private financing of vocational training
6. Increasing the involvement of social partners in the development of the vocational training system.

2. Increasing the participation and facilitating access to training programs.

This objective defines the way in which the training system is intended for direct beneficiaries, either by initial training or by continuous training, by means of appropriate answers to the needs of individuals, employers and communities in the field of quality vocational training for the labor market. By the action lines related to this strategic objective, there is also a significant contribution to the achievement of the major objective of the EU 2020 strategy, namely the increase in the employment rate with the target of 75%.

To achieve this strategic objective, the following action lines are envisaged:

1. The development of marketing in training programs and of the results of such training acquired in a non-formal and informal context;
2. Improvement of career guidance and career advisors;
3. Reinforcement and streamlining mechanisms for the recognition and validation of the results of lifelong learning in a non-formal and informal context;
4. Facilitating access to training programs within the youth education system with particular emphasis on rural and low-risk environments, as well as for the Roma population.

3. Improving the quality of vocational training

The objective supports quality assurance requirements for the entire vocational training system, essential for a recognized contribution to increasing the competitiveness of the national and European economy through high-quality processes, systems and mechanisms, harmonized with European quality systems.

To achieve this strategic objective, the following action lines are envisaged:

1. Development of a national framework for EFP quality insurance at system level
2. Ensuring the quality of the certification of the learning results,
3. Improving the skills of persons concerned in providing training programs from the FPI and the FPC and in evaluating the results of training acquired in a formal, non-formal and informal context;
4. The improvement of the infrastructure of initial and continuous vocational training,
5. Promoting excellence in EFP.

4. Development of innovation and national and international cooperation in the field of vocational training

In order to achieve actions effectively and relevantly, cooperation is needed to scale creativity and innovation, within functional partnerships at all levels.

To achieve this strategic objective, the following action lines are envisaged:

1. Developing component innovation, creativity and entrepreneurial spirit within the framework of vocational training programs,
2. Improving the institutional capacity of initial and continuous training providers and the sectoral committees to access European funds,
3. The development of international mobility in vocational training;
4. Extending mutual learning and exchange of good practice with a view to assuring the premises for participation in an inclusive European labor market.

The estimated total cost of implementation of the strategy is of 1.8 billion Lei. The total costs for each action direction have been estimated on the basis of information relating to

the availability of the European Structural and Investment Funds, to the projections concerning the beneficiaries of these funds during the period 2016 to 2020 and to the forecasts of the national budget.

III. General Introduction of Project Partners

III.1. Hungary

III.1.1. Government Office of Békés County



On 1st January 2011 as the legal successor of the county's public administration body, and through the partial integration of the majority of the territorial state administration bodies, the government office was established as the top authority of territorial state administration. The government office harmonises and enhances the implementation of government tasks on territorial level – according to rules of law and government decisions. The Government Office for Békés County is made up of the core office directly managed by the government commissioner and 9 district offices. The Government Office of Békés County's Department of Social Security and Employment and its divisions of employment – which operate within district offices – play a key role in improving the labour market situation in the county, enhancing employment, in preventing and moderating unemployment. As a state organisation it has been offering labour market services, employment fostering support, and operating complex labour market programmes both for employers and job-seekers since 1991. It is a task of key importance for the organisation to satisfy the demand of employers with a labour-force having the appropriate skills and qualifications and to have job-seekers employed within the shortest period of time. For many years now the department has been implementing various projects in national and international cooperation aiming to develop a VET system better tailored to economic needs and to foster employment.

III.1.2. Békéscsaba Centre of Vocational Training



There has been a new fusion in Hungary among vocational schools since 1st July 2015. There are 44 new centres for vocational, secondary vocational schools around the country. In Békés county there are 2 centres, one in Gyula and another one in Békéscsaba.

In Békéscsaba the official name of the vocational centre is: Békéscsaba Centre of Vocational Training (short Hungarian name is BSZC). The main maintenance body of the centre is the Hungarian Ministry for Innovation and Technology. The BSZC consists of eight member schools and a headquarters unit with the operational and financial management. Every member school has its own director with own structure for the management of the VET. The schools offer more learning possibilities for young and adult people as well.

There are 7111 students and 850 staff members all together in these schools. There is a wide range of trainings under one roof with 43 different training areas and 240 professions. Békéscsaba Center of Vocational Training (BSZC) has been engaged actively in international projects in cooperation with numerous partner schools, training centres and other VET organizations over Europe. The most projects are supported by the educational programme of European Union, namely Erasmus+. Small parts of the cooperation are financed by other sources, e.g. school foundations, governmental school programmes.

III.2. Ireland

III.2.1. Ballymun Job Centre



Established in 1986 Ballymun Job Centre is a voluntary organisation with charitable status. It is a co-operative and managed by the Board of Management. Its income is generated primarily from contracts with Government and State Agencies (LESN, Jobs Club) for the provision of services and projects developed on behalf of private trust funds and EU Programmes.

Over the years the BJC has built relationships and worked closely with a wide range of public, private, European and community organisations. The BJC staff is made up of 23 full-time and four part time employees. The clients and community have the capacity to realise their labour market potential and can access employment that provides them with a quality of life free from poverty and welfare dependence.

Their mission is to raise the skills, educational levels and the labour market aspirations of our clients and community using holistic, person-centred approaches.

Strategic Goals include: to increase employability, to increase individual's labour market choices and earning potential, to maximise employment, education or training opportunities, to develop innovative approaches, to co-operate with and foster co-operation between organisations and agencies at European, national, and local level, to promote and advocate the work of the BJC and to continue to develop and implement governance and quality assurance systems across all services.

Service delivery objectives: 1. Provide an information, registration, guidance, career development, placement and support service for job seekers and job changers. 2. Nurture and develop relationships with, and provide support to employers. 3. Develop and implement special innovative programmes and research.

III.3. Spain

III.3.1. The Granada Chamber of Commerce and Industry



The Granada Chamber of Commerce and Industry is a public law corporation, which represents and defends the general interests of industry, commerce, tourism and navigation in its

constituency.

Founded in 1886, his history has experienced many ups and downs. Throughout all these years, the Chamber has become a consolidated and prestigious entity

Through its corporate activity, the Institution looks after provincial interests, improving the economic environment of Granada and its province. It also pays attention to the promotion of institutional relations at various levels, ranging from the local to the international, allowing the creation of the bases that often lead to great achievements for the Economy of Granada.

From a private point of view, Chamber's values consider professionalism, teamwork, companionship, proactivity, attention and kindness in dealing with customers, and in general with our visitors, as a distinguishing mark of the corporation.

According to the objectives of its activity, the main tasks of the Chamber consist on carrying out advisory activities, promoting and providing generic and specific services to the companies, generating synergies and improving the companies' competitiveness based on innovation, internationalization, excellence, social responsibility and efficiency.

Size and main fields of activities

The Chamber is organised in four main areas:

- Economic, financial and training department,
- Projects department,
- Internationalisation department
- Business development and Chamber club department

Every area is under the responsibility of a department's supervisor. The total amount of employees belonging to the chamber are 34, but further on, many companies are localised in the chamber's building.

The activities and services framed in the departments are about facilitating companies' management, technical assistance, training and internationalisation, about contributing to the employment of qualified professionals and about participating in the economic promotion of companies.

We should conceive the Chamber as an organisation with the capacity to analyse the economic reality of Granada and therefore capable of configuring, through its range of services, an infrastructure that responds to the needs of Granada's companies.

The needs of Granada's companies are followed by the social needs of the province. As the city demands to consolidate a technological labour market structure, the people should be

trained to be capable to work in the new market structure to ensure the success of this long-term project.

In the context described in the previous paragraphs, the Granada Chamber of Commerce and Industry is participating through some programmes focused in training people to be ready to deal with the market demands.

The role of the Chamber in improving the access to the training of adults

The Granada Chamber of Commerce offers training courses both subsidized with public and private ones. In consequence, the Chamber offers a large range of courses, master's degrees and workshops focused in different groups of people with various profiles. Regardless of the profiles, all the training offer contribute to foster long term training and share their main objective, which is to make people more competent to deal with the labour market demands.

The training actions offered are:

TRAINING	TARGET GROUP	DESCRIPTION
General training school	All ages and conditions	Courses and workshops
Business school	All ages and conditions	Professional master's degrees and expert courses for interested people.
Integral programme of employment and qualification (PICE)	People younger than 30 years old	Focused on bringing the labour market and the young people together
Tailored training	Companies	New training courses and workshops designed in response of the companies' needs
ArtEnprise	Entrepreneurs	Qualification programme combining training on enterprise related issues with mentoring and coaching on entrepreneurship addressed to artists and people in the creative industries sector.
KeySTART2Work project	Unemployed people	Aiming to raise professionals' awareness of the value and importance of developing their TC
Trainvet4Jobs	Trainers	It tries to design a training model that serves to train, and update training professionals' knowledge

III.4. Italy

III.4.1. A Rocca Arts and Cultural Association



A Rocca is a very active non-profit organization founded in 2007, located in the northern part of Sicily (ITALY). A Rocca is a professional organization dealing with education, training and European projects.

Our main activities are:

- Providing internship for students from vocational schools: we play the role of intermediary and hosting partner mainly under the Erasmus+ programme.
- Providing training courses, study visits or job-shadowing for adults: Coordinating training courses in the frame of several programs (KA1 and KA2) by using as main methodology, a non-formal or informal approach and involving a great network of international trainers across Europe.
- Erasmus+ KA2: A Rocca is involved in several KA2 projects, working mainly on the entire lifecycle of the project including the design, project management & implementation, follow up and dissemination of results. Szakképző iskolában tanulók számára gyakornoki programok biztosítása: többnyire az Erasmus+ programok esetében a közvetítő és fogadó szervezet szerepét tölti be.

In the field of the KA1, A Rocca is committed to foster the mutual understanding among diverse cultures and to increase youth's international and employment opportunities, improving transversal skills and intercultural competences.

Our organisation has developed some successful strategies to run specific work packages such as dissemination and project's evaluation. Being aware that the dissemination is one of the main goals of the project, the Communication Plan should include community management strategies and tools to reach as many as possible people.

The staff has a vast experience in Project Management and in the development and implementation of European and national projects at private and public level. The staff has strong intercultural and language skills due to time spent studying and working abroad. The official language of the office is English; however, the staff also speaks Italian, Spanish, French, Polish, and Japanese. The staff is multidisciplinary with backgrounds including law, social problems, tourism, marketing and economics.

III.5. Romania

III.5.1. AJOFM Covasna



As a consequence of economic reforms, company requirements and important socio-economic changes which occurred after 1990, there was a need to set up an institution to deal with employment, vocational training and with the guidance of people seeking work and to make cash payments to the recipient. In 1998, the Agency for public employment with legal personality under the authority of the Department for Labour, started its activity.

Mr. Kelemen, also manager of the AJOFM, County agency for public employment has provided an experience in implementing the employment policies and strategies regarding the training of adults, for over 26 years in the activity of leading the institution.

Under his leadership the AJOFM the County agency for public employment that had turned from an enterprise that was involved with the payment of unemployment money into a service provider for people looking for a job, currently offering a wide range of services, such as: professional counseling, training courses, pre-dismissal services, counselling, consultancy for setting up a business, subsidies in which highly vulnerable jobs are placed.

The priority of the institution are objectives targeted as strategic objectives in the field of employment, in order to strike a balance between the labor market demand and the supply and aim at reducing unemployment, developing entrepreneurship, ensuring equal opportunities on the labor market, adapting the available labor force to market requirements.

The strategic vision of the AJOFM Covasna is as follows:

The development of the institution implies ensuring its competitiveness with other institutions.

In a society of rapid change, directing to the future is a key prerequisite to ensuring competitiveness. With the growing dynamism of the society, the organization must respond promptly to the situation, ensuring its ability to enhance opportunities and address issues. Therefore, being a step ahead of the future, the institution's first concern is for its current context. This way the institution will have to take an active role in creating the necessary conditions for appropriate reactions to the dynamism of the society.

The mission of the institution:

The Agency for Employment is an institution that offers diversified services in the field of unemployment insurance. The global activity of the institution is aimed at continued search for new ways of improvement of human life through full employment. The aim of employment and social policies are directed towards the combination of social protection and social assistance measures for specific categories or groups of persons with operations which will contribute to ensuring of a workplace of continuous and increasing revenue as an essential prerequisite for the improvement of living conditions.

The main targets of the AJOFM Covasna are aimed at:

- Increase of the opportunity for employment on the labor market of unemployed persons, in line with vacancies communicated by the employers.
- Increasing the chances of employment for persons from vulnerable groups such as: young people, long-term unemployed, Roma people, people with disabilities, persons released from prison, young people with a risk of social marginalization
- Implement measures to prevent unemployment and stimulate employment for the unemployed, as well as to combat social marginalisation
- Promotion of the labor market participation of young people at risk of social marginalization, by including them in active measures and by ensuring other specific forms of support
- Stimulating participation in vocational training of people seeking employment
- The short and medium-term anticipation of changes and developments in the labor market on the basis of regular analyzes, by linking labor market information to that held in their records.

In the implementation of the policies related to the labor market the agency collaborates and concludes partnerships with commercial companies, for the application of a mix of services, but just as important and with long-term effects, the protocols of partnership with the central and local public administration are applied, represented by the mayors and institutions of decentralized services in the field of education, agriculture, economy, but also of other types of research and production.

IV. Best practices applied in the field of improving transversal skills necessary to being employed and in the recognition and validation of learning outcomes acquired within non-formal learning environments.

IV.1. Hungary

IV.1.1. Presentation of the programme entitled "Training of low-skilled and public workers"

Aim of the programme

In Hungary, the persistently low level of labour market participation of those with low educational attainment is a serious problem. Therefore, the National Reform Programme treats the matter of employment as priority and- in line with the EU 2020 Strategy- aims to achieve a 75% employment rate by 2020. In accordance with the above mentioned objectives, the Hungarian Government has marked the targeted expansion of training opportunities of those engaged in the Public Work Scheme and the expansion of paths leading to employment in the open labour market as goals to be achieved.

The programme entitled GINOP-6.1.1-15 "Training of the low-skilled and public workers" serves this purpose, which is implemented in consortium by the National Vocational and Adult Training Authority, the Ministry of Innovation and Technology, the Ministry of Interior Affairs and County Government Offices in the convergence regions funded by the European Social Funds (co-financed) between 01.12.2015 and 31.12.2020.

The aim of the programme is to motivate the adult population with low educational attainment levels or those lacking competences or qualifications required in the labour market, especially those employed in the Public Work Scheme to participate in trainings and provide them with the opportunity to gain qualifications, knowledge, skills and competences relevant for the labour market

The significance and necessity of the programme is confirmed to a great extent by the fact that the rate of participation in lifelong learning of the adult proportion aged between 25 and 64 in Hungary is extremely low, and this ratio is significantly below the average not only of the European Union Member States, but it is considered low also when compared to the figures of countries in the region.

Target group of the programme

The target group of the programme in Hungary are those adults living in less developed regions, mainly low-skilled (ISCED 1-2) in active age, who are in employment or in the Public Work Scheme.

Indirectly, by improving the individual situation of those participating in the programme and by placing them in employment, the programme also contributes to improving the lives of

their families. Beyond the support of disadvantaged individuals, the programme pays special attention to the provision of equal opportunities, ensuring the equality of men and women, and people with disabilities and of Roma ethnic minority as well as individuals struggling with other disadvantages (e.g.: single parents) to promote equal opportunities.

Activities carried out during the programme

Selection in the programme and its methods:

The selection of project participants is preceded by the search for potential individuals. In the selection process those individuals who are affected by multiple disadvantages (e.g. living in the most disadvantaged micro-regions, Roma ethnic minority, single parent, etc.) take priority.

Partners collaborating with our organization (e.g. NGOs, social support services, employers, etc.) play a significant role in addressing the target group.

To promote the sign up for the programme information sessions are held for the potential target group about the programme, its success achieved so far to propagate its objectives. The mentoring network working in this programme has a great role in its promotion and introduction to its target group.

Informing about the programme is also by various promotional tools applied e.g. events, newspaper articles, news related to trainings, advertisements, posters, promotional gifts.

Selection of the professionals implementing the programme

The success of the programme largely depends on the expertise, professional knowledge and project experience of persons working in the project.⁴

Significant numbers of the implementers were also involved in the project entitled TÁMOP 2.1.6. "Learning Again!" that can be considered predecessor of the GINOP 6.1.1. project, so they are well aware of the disadvantaged clientele and the sign up for training and motivational tools for successful implementation. Project implementers continuously take part in case discussions, supervisions where they can master various customer management tools, develop their skills as well as learn about good practices of other counties. There is also a collection of best practices for mentors, showing best practices, suggested solutions grouped according to priority issues.

Currently 15 people work in the programme as administrators or mentors. To work as a mentor one must meet the statutory requirements for appropriate qualifications.

Professionals working in the project are also assisted by other programme advisors who support remaining in training by offering individual tailor-made services to customers as well as early job placement.

Client's personalised programme:

In the framework of the programme an interview is made with the client in order to uncover the individual's skills, abilities, motivations related to enrolling into training or taking up work to specify circumstances hindering training or employment. Following this, every client is to fill in a career interest questionnaire which is to establish the client's areas of personal interest and associated potential career fields.

After this procedure planned programme elements are identified together with the client in the individual training plan. These active tools help the client in competence development, based on this the acquisition of a competitive vocational qualification, which contributes to subsequent job placement.

Elements of the personalised programme:

- **Services:** Service elements of the programme are the provision of mentoring services, job counselling, career counselling, job search counselling that are available in the framework of the programme in individual or group forms.
- **Mentoring assistance:** The most common, most personal and most effective specialised service form by which the client is offered continuous personalised assistance. The client's personal mentor guides them through the implementation of their individual programme, as well as assisting them in getting into training, staying in training, removing obstacles to their employment, as well as in job search and job placement.
- **Grants:** The programme offers various options for support that are all tailor-made and jointly assist in the training success as well as the subsequent early job placement.

The main form of support in the framework of the programme is training support. In Békés county 82 different courses have already been organised, the most common of which were bio – and green waste management, chainsaw-handler, water damage troubleshooting, kitchen assistant, forklift driver, fisher, fish farming, shop assistant, hand care and artificial nail technician. Trainings were organized based on employers' needs. Professional training modules are preceded by and established on a supplementary activity "Increasing training efficiency" held in 2*8 hours and professional training modules are followed by a supplementary activity "Promoting Employment" held in 3*8 hours that is to support job placement.

In the framework of the programme clients may attend competence development or bridging trainings, and thereafter, based on this they may enrol a training providing qualification. Digital competence development is also available for clients.

As part of the training support, the programme finances the cost of the course and the associated medical aptitude tests, travel cost and the cost of childcare/babysitting, or the care of a relative upon request. In addition, clients receive Public Work Scheme pay in order to provide the cost of living for the duration of the course.

Trainings implemented in the framework of the programme



Events: Public Employment Fair and Jobfair

The effectiveness of the programme is greatly increased by the annual public employment fair and jobfair where 60 municipalities present the results of the work they undertake with added value in the framework of public employment interactively, and this is a good opportunity for direct encounter for public workers with major employers of the county.



Interactive debut of the municipalities in the Public Employment Fair

Financing the programme

The programme is implemented with the support of the European Social Fund, to meet targets 31,15 billion HUF nationally, in Békés county 1,377 billion HUF is available.

Results of the programme

The programme places great emphasis on methods applied in handling individual problems that increase the effectiveness of the programme and achieving long-term employment to a large extent. As a result of the programme, by achieving the goals set, previously unqualified persons can acquire a competitive vocational qualification, which gives them a chance in the labour market. Therefore people participating in the programme are able to generate an income to support themselves and their families. The programme gives a chance for the disadvantaged people to integrate into the labour market and to achieve long-term employment. Participation in lifelong learning contributes to workforce competitiveness and the continuous adaptation to social and economical changes.

In Békés county to this time 4 321 persons have been involved in the programme, and 3 953 people (3 501 persons of them ISCED 1-2 qualification levels) successfully gained vocational qualifications in the 291 courses organised so far. Planned involvement in the programme

nationally is 87 200 persons, of which more than 85 000 persons already involved. Mentoring assistance has been provided to 4 319 people so far in the framework of the programme. The completion of the client's individual programme is followed by an impact assessment to monitor whether the client is in employment 180 days after leaving the programme. Of the tracked clients 2 195 were in employment, 1 941 people were in public employment and 254 people in the primary labour market.

Further development opportunities of the programme:

For customer support and quality of training

- trainings launched in *smaller groups*, in which individual learning skills and needs that determine individual development may be better taken into account,
- career orientation together with *competence assessment*, *competence development* where needed,
- individual skills development through targeted *trainings* (e.g.: learning techniques, self-awareness)
- Strengthening practical trainings.
- Strengthening and expanding partnerships, sharing work between organisations.

Strengthening the motivation and the ability to act of disadvantaged individuals in the project through catching up/bridging and practical trainings must contribute to sustained labour-market presence of the clients.

For further information about the programme visit:

https://www.nive.hu//index.php?option=com_content&view=article&id=746#system-message-container, <http://www.bekesijarasok.hu/GINOP-6-1-1>

IV.1.2. Presentation of Module-Ending Exam

Aim of the programme

After the world economic crisis of 2008, the employment rate became necessary to rise and the vocational training was required to adjust to the changed market conditions. For the sake of that cause, vocational training was altered, which overall aim was to clear the organization of vocational exams, to simplify the vocational system, to improve the efficiency, to train for the labour market, to rethink the period of training and the professional content according to the principles of necessity and sufficiency, and to operate the system cost effectively. The module-ending exam belongs to that new system.

The module-ending exam is an exam organized by the institution holding the vocational training and it is a requirement for the candidate to be admitted for the vocational exam, which is specified in the professional examination rules. With the help of this exam the training institution can make sure whether the participant has acquired or possesses the competences that are necessary for the vocational exam.

In the case of vocational trainings that are organized outside the school system, those people who haven't taken part in the vocational course also have the right to apply for the module-ending exam. This possibility gives the principle of cost effectiveness since it shortens the training time, adjusts to the theory of the 'necessary and sufficient' and complies with the demands of the labour market.

Target group of the programme

One of the most important aims of the vocational system is to make it possible for every citizen of the country to obtain the first and the second qualification free of charge. The regulation enables people to join the vocational system with different previous experiences. The system of the module-ending exams guarantees that those who have acquired a profession during work experience are also able to obtain the qualification, so they have better chances to be employed in the labour market and get higher salary.

Activities carried out during the programme

As above mentioned, vocational training is available for anyone: people can join the vocational system right after the primary school – in this case they are trained within the official school system -, or after the secondary grammar school with their GCSEs, or from the vocational education, but also as a job seeker or an employee. They can get information about the variety of the qualifications from a lot of sources, such as their school, training institutions, or from the internet (for example from the website of the government authority responsible for the vocational training). On the website of our training institution, Békéscsaba Centre of Vocational Training, it is possible to apply for these trainings: <https://bszc.hu/>

The criteria of entering these trainings are specified by the law, and the training institutions analyze these when a candidate applies for the course.

In Hungary, we distinguish two types of educational systems in which adults can take part in, adult learning and training of adults. Of course, adults can acquire knowledge and gain qualification in tertiary education, as well.

Vocational programs which are offered within the official school system are called adult learning.

- Education is organized in secondary vocational schools and adjusts to the school year (from September to June).
- Learners are able to take part in this type of adult education from the age of 16. There is no upper age limit.
- Education can be organized in evening or correspondence courses, adjusting to the learners' living conditions and activities.
- The length of the courses is 2 school years.
- The learners need to apply for the courses and from the time they are accepted, they are entitled to have a student card.

- The trainings must be organized on the basis of the framework curriculum which is a part of the schools' pedagogical programs. The subjects and the number of the lessons are also specified.
- The qualifications gained within the official school system are listed in the National Training Register. They are approved by the state and are based on professional, theoretical and practical requirements determined by the minister in charge of vocational training.
- The first 2 qualifications within the official school system are free of charge for the participants.
- At the end of the training, participants need to take a complex professional exam. It is a state exam and the requirements of the exam are assigned centrally on the basis of the professional examination rules. Exemption from any parts of the examination can't be given to the participants.

Today an outstanding majority of young people acquire their knowledge and improve their skills outside the formal educational system. This is called adult vocational training.

- It is a non-formal education, organized outside the school system. It means that the trainings are not organized within the school year.
- The timetable of the trainings adjusts to the participants and takes their personal schedules into account.
- It includes a variety of general and professional training, as well as language teaching programs.
- Learners aren't in a student relation with the training institutions, but in a contractual relationship.
- Adult vocational trainings can be provided either by companies, businesses or by private individuals. The courses meet the customers' demands and also comply with the legal requirements and they fit in the requirements of the European Union.
- Institutions that have the right to hold these courses provide high-level vocational training, flexibility, reliability, advanced technology. They improve their own competences to develop the customers' satisfaction. Quality insurance is of high importance. Institutions motivate their employees to take part in trainings and retrainings and continuously monitor the effectiveness of the system.
- Besides courses, the institutions also provide their customers with preliminary survey of knowledge, and training counselling.
- At the end of the course, the participants have to take a complex examination which is based on centrally designed requirements.
- The speciality of the trainings outside the school system is that the learners have to take examinations based on modules during the training.

Examination Based on Modules

It only exists in the adult vocational training system, in which courses are held outside the school system.

Everyone who takes part in these courses has to take these types of exams. The speciality of the system is that those who do not want to take part in the courses, since they already possess the skills and knowledge, but they do not have a qualification, are able to take these examinations based on modules. So, either you take part in the courses or not, you have the possibility to take these examinations, and you need to pass them to be capable of taking the complex exam and obtaining the desired qualification.

According to the 2011 Act on Vocational Training, the institutions that hold the training have the right to organize the examinations based on modules. The curriculum of each course consists of modules, and at the end of each module an examination must have been taken. As the Act determines, besides the institutions holding the trainings, the National Office of Vocational Education and Training and Adult Learning also has the right to organize these types of exams, but only in certain cases; if the candidate didn't take part in the courses held by the vocational institutions.

As for our centre, the National Office of Vocational Education and Training and Adult Learning has made a cooperation agreement with Békéscsaba Centre of Vocational Training, according to which our centre is entitled to organize module-ending exams both for those who have participated in the courses and for those who haven't.

Module-ending exams must be claimed by the candidate and it can be done until the 10th of each month. The institutions then have to declare these exams on a special website, at least five days before the exam.

The declared module-ending exams with the uploaded exercises must be approved by the director-general of the centre on the previously mentioned website. With their approval, general-directors confirm and certify the professionalism of the uploaded exercises.

On the basis of a centrally issued curriculum, which includes the requirements of the module-ending exams, the exercises are assembled by the teachers who educate and train the adults in the courses. Thus, candidates write different module-ending exams in different adult vocational institutions, since they are composed by other teachers. But after assembling the exam, the general-directors must approve them, as mentioned above.

Not only the exams, but the candidates' results and achievements have to be uploaded on that website, and digital module-ending certificates will be available after 3-5 days. After printing these certificates, they will be certified by the signature and the stamp of the director-general.

It is highly beneficial both in the adult learning and in the training of adults that the instructors are in possession of those pedagogical tools by which they are not only able to train the participants, but also help and mentor them effectively. Thus, the rate of their dropout can be prevented or reduced.

Results of the programme

Since the beginning of the program it has been significant to measure the effectiveness of the system and to make changes, if necessary. It turned out that at the beginning organizing an exam laid huge administrative burden on the organizers and the length of the exams was rather stressful, which brought down the cost effectiveness. So as to cancel these drawbacks, exams were simplified and administration was reduced. The effectiveness of the exams is continuously measured.

The number and the proportion of the exams acquired within this system can be queried on the website of the National Office of Vocational Education and Training and Adult Learning.

<https://vny.mer.gov.hu/statisztika/index.php?ok=1>

IV.2. Ireland

IV.2.1. EGUIDE programme

Aim of the programme

EGUIDE is an online career guidance tool which aims to assist disadvantaged jobseekers in need of career clarity to identify their interests, personality traits, and specific cognitive strengths and aptitudes. EGUIDE uses a quality framework and associated web based psychometric assessments to help clients grow their self-awareness and self-efficacy and to identify the most suitable work environment based on their preferences.



One of the challenges that many guidance counsellors/practitioners face is establishing what course or career is best for their client. This can be made more difficult when clients have been long term unemployed, left education early or have no work experience. It is known that decreased self-esteem and lack of motivation may well be barriers to clients finding work or suitable training. EGUIDE assists by focusing on clients' positive attributes, aptitudes and preferences and not on what may sometimes be negative past experiences.

Highlighting in an objective and positive way where clients' strengths lie can be very empowering and often pleasantly surprising to the person taking the tests. It can focus their mind on what they might like to do next in terms of training or work. Knowing that they do have the potential to make a positive contribution can be very motivational, may assist in raising clients' aspirations and help them to make constructive decisions about their future.

Target group of the programme

Initially developed starting in 2005 and launched in 2007 by the Ballymun Job Centre in collaboration with European partners through EU Commission funding, EGUIDE was originally designed to assist guidance practitioners to identify competencies in the following groups:

- Jobseekers disadvantaged in the job market
- Those who may not have completed education/training
- Those who may be long term unemployed with little work experience
- Junior certificate and leaving certificate pupils

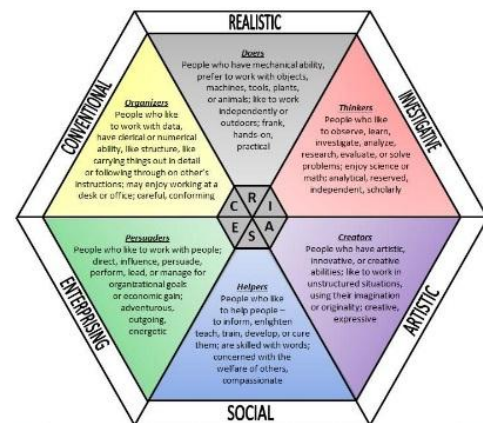
With colourful animation and clear audio instructions, EGUIDE's assessments are fun and easy to use, feeling more like games than "tests". This has shown to be particularly suited to those who may have literacy issues, a lack of confidence, or for people who feel stressed if they perceive that they are being assessed or tested.

In addition to helping clients to overcome barriers that are associated with traditional paper-based psychometric assessments, EGUIDE's audio-visual platform envelopes clients into their own personal testing world and allows them to use their interests and abilities within

an environment that both satisfies their needs and is consistent with their values. Practitioners are strongly impacted by the use of EGUIDE as it helps them to build a rapport with clients and encourages client ownership and commitment through forming a basis for an individualised career action plan.

Activities carried out during the programme

EGUIDE is designed for use by career guidance practitioners with a pre-existing caseload of clients such as national employment service staff, career guidance counsellors, and adult education services staff. The practitioners are required to have at least 1-2 years of experience in the provision of career guidance. Practitioners must then undergo a three day training delivered by qualified Ballymun Job Centre staff. Day 1 consists of the background of the EGUIDE project, an introduction to psychometrics, and the interest assessment. Day 2 covers the personality and cognitive assessments, and Day 3 covers administration guidelines, how to deliver quality feedback, and transferring assessment information to visual feedback tools.



The interest explorer is based on John Holland's Theory of Interest model (pictured here) and the personality assessment is based on McRae and Costa's Big 5 Personality Traits model. The ten cognitive assessments cover the areas of verbal reasoning, fluid reasoning, visual spatial reasoning, and perpetual efficiency. The assessments can be delivered in one day or over the course of several days depending on the timeframe the client is comfortable with. In order to access the EGUIDE assessments, the client must make an appointment with a career guidance practitioner. The career guidance practitioner would create a username and password for the client and grant them access to whichever assessments are deemed appropriate for the client to complete. Once the client has completed the assessments the practitioner will then provide them with feedback. The feedback method is an interactive and person-centred process of reporting back to clients the results of their career guidance profile. It assists and activates the self-awareness of the client. Practitioners are provided with visual tools to aid them in delivering quality feedback to their clients.

Once the feedback is provided to the client, the client and career guidance practitioner would work together to agree an individualised career action plan based on the results of their EGUIDE assessments. The client's career guidance practitioner would continue to work with them to ensure they received support in progressing the actions detailed in their career plan.

Results of the programme

On an organisational level, EGUIDE has removed barriers for practitioners in assisting their clients to identify their career goals and objectives and on an individual level it increases and

raises levels of self-awareness, motivation, self-esteem, and career clarity in clients while helping them develop realistic career development plans.

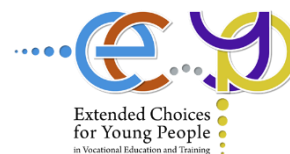
In developing EGUIDE, the project partners ensured that the assessments had strong levels of reliability and validity in line with psychometric standards and that the norm groups were suitable for disadvantaged jobseekers. To date over 5000 Ballymun Job Centre clients have completed some or all of the tool assessments. The last analysis of EGUIDE took place in 2010 and the Ballymun Job Centre are currently in the process of completing a new analysis.

EGUIDE has been translated for use in multiple languages and the Ballymun Job Centre has delivered EGUIDE training to guidance practitioners in Scotland, Greece, Cyprus, Poland, Sweden, and Slovenia. Ballymun Job Centre has also trained adult education services staff in Dublin and local employment services staff throughout Ireland and continues to deliver this training to organisations upon request. For more information contact Jennifer Hughes at hughesj@bmunjob.ie.

IV.2.2. EC-YP: Extended Choices for Young People

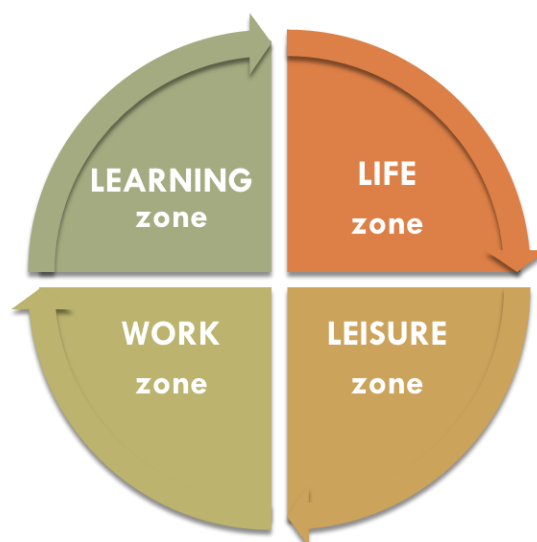
Aim of the programme

Funded by Erasmus+ under Key Action 2, Cooperation and Innovation for Good Practices, the Extended Choice for Young People in Vocational Education and Training (EC-YP) project was led by GEMS Northern Ireland alongside five partner organizations Ballymun Job Centre (Ireland), Antares (Italy), Edumark (Netherlands), Die Querdenker (Austria) and TIME Associates (Northern Ireland).



EC-YP was launched in Belfast in September 2014 with aims to develop, transfer and implement a flexible model of customised support to improve VET outcomes and lifelong learning pathways for disadvantaged and vulnerable young people who experience difficulty coping in traditional vocational education and training environments and help them build confidence, self-esteem and encourage motivation which supports their personal choices and commitment

for learning and work. The innovation of EC-YP rests on the provision of a joined up approach to addressing a young person's complex and changing needs that facilitates the development of a flexible personal action plan and customised timetabled schedule that



“wraps around” each young person based on the 4 ‘Zones’ of Life, Leisure, Learning and Work. EC-YO was developed from the European Social Fund project CO-MENT – Collaborative Mentoring as a result of the acknowledgement that many young people with complex lives could not from the outset commit to a traditional 9-5 training/working day; instead each young person could “bank” their time in 30 minute slots across the 4 Zones, agreeing with their mentor the tasks and activities they would undertake in each zone.

Target group of the programme

The target group of EC_YP is Young people in the 16-24 years old age range, not in education, employment or training and who are recognised as among the hardest to reach and hardest to help. The focus of EC-YP is on priority groups of young people i.e.: living in areas of high social & economic deprivation; homeless, care/care leavers; involved with Youth Justice System; vulnerable to mental ill health/risk behaviours; substance misuse, disabilities/health condition. NEETs from partner countries and wider Europe benefit from access to a quality assured EC-YP programme that offers “customised assistance” to extend their choices for learning & work & to develop their pathways to career success. Practitioners are also positively impacted by EC-YP as it assists them in building a positive and effective relationship with their clients through the use of a client-led model that requires a strong time commitment from both the practitioner and client.

Activities carried out during the programme

The pilot study of the EC-YP model took place over 16 months during the lifetime of the EC-YP project. There were tasks and responsibilities allocated to each partner throughout the process. These included:

- Each partner was required to identify one mentor from their stakeholder to be trained as a master trainer in Belfast, UK.
- These master trainers were required to train a further three trainers in their partners country to the consistent EC-YP mentoring model
- 5 qualified EC-YP mentors from each partner country (20 across the project) piloted the EC-YP model with 15 NEET young people (60 across the project)
- Each partner was required to compile a report detailing the results of the pilot activity
- Ballymun Job Centre was then tasked with collating the findings of the partner pilot reports in order to draw together the key experiences and findings into a consolidated report for publishing.
- TIME Associates developed a framework for implementation by all partners to measure the quality of the pilot activities and results.

The methodology above was developed to ensure an effective pilot was carried out in order to draw accurate conclusions regarding the impact of the EC-YP model on NEET young people who are removed from the labour market.

Each zone was used to set goals with clients according to their current circumstances.

Weekly action plans were created with small tasks and steps towards clients' goals.

These goals were worked on at each weekly session and through other intensive forms of contact via phone, email etc. Clients logged their work on the system and could track their progression overtime. The four zones are navigated by the client and their mentor to address the challenges that are most critical to them at points in their lives.

The project is designed to be flexible to meet the needs of each young person and to assist them to gain confidence, marketable qualifications, work experience and improve employability.

The young people who participated in the EC-YP piloting were early school leavers who were already clients of each partner's service/organisation. In order to keep the young people motivated to participate in the piloting, mentors met with the young people at least once a week in person. Participation was also incentivised by the introduction of a fund that was made available to each young person that could cover the costs of fees associated with their identified goals i.e. training or a gym membership, etc.

As mentioned, each partner country had to train 5 professionals to become EC-YP mentors. These professionals were required to have experience working with young people in a youth work, career guidance, non-formal education, or VET setting.

Results of the programme

In order to assess progression for young people through the EC-YP model the partnership agreed to use Cantril's Self-Anchoring Ladder. Cantril's ladder was used with the mentees at the beginning, middle and end of the programme. Cantril's Self-Anchoring Ladder (Cantril, 1965) is a 10-point scale used in this instance to measure perceived 'distance travelled' towards employability/career goals. Overall average change across partnership was 4.01. Positive change for individuals facing multiple barriers takes a significant amount of time and flexibility, both of which are key focuses of the EC-YP model. These changes, regardless of size, signal that EC-YP is a model that has the capacity to create change for those who are often the most removed from the labour market.

The main findings of the Pilot Study report revolved around three key themes that appeared numerous occasions through the lifetime of the project;

- importance of time
- goal setting
- building on soft skills.

These three themes are the areas of the EC-YP model that worked particularly well with the mentees and have proven to create the capacity for positive change.

Other successful elements of the EC-YP Model included: Holistic Nature, Flexibility, Interactive and visual web application, Goals were attainable, Client led, Time commitment from mentor and mentee.

More information available at: www.ec-yp.eu

IV.3. Spain

IV.3.1. PICE: Integral Programme for Qualification and Employment

Aim of the programme

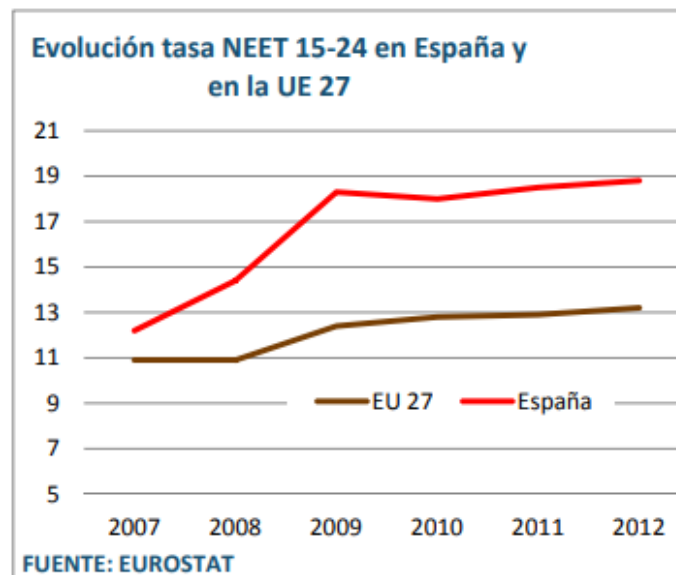
The PICE programme was designed to give an employment opportunity for young people under 30 years old, in case they're not working neither studying.

The project was designed in 2013 in the framework of the National Youth Guarantee Plan which was launched in response to the high unemployment rates between people younger than 25 years old registered since 2007. In 2012, there were 4.156.100 people between 16 and 24 years old and 945.000 of them were unemployed and at the same time, 858.000 of them were NEETs, that is, not in education, employment or training.



According to Eurostat, Spain is one of the countries with the highest youth unemployment rates in Europe, just behind Bulgaria, Italy and Greece.

Graphic 1. Evolution of the NEET ("Not in employment, education or training) people in Spain in contrast with the UE evolution.



The profile of the Spanish NEETs can be described as follows:

- 72% are unemployed but actively looking for a job
- 58% have previous labour experience
- 80% are signed up in an unemployment service
- 74% are between 20 and 24 years old

- 10% have a high educational level, a 25% doesn't have the High School finished

Target group of the programme

The initial target group of the project were young people between 16 and 24 years old. However, since 2015, the National Youth Guarantee Authorities decided to extend the scope to 29 years old until the unemployment rates in this group become lower than the 20%.

	Young people	Companies
Basic requirements	People between 16 and 29 years old, with or without experience and training.	National or international companies interested in hiring new employees
	Being registered as a citizen in the national territory.	Inclusion of technical skills linked to training specialities in the production process.
Specific Requirements	Unemployed since, at list, the day before signing into the programme.	Motivation and commitment with the plan
	Haven't done any training or educational course or activity the day before signing.	Available resources and infrastructures to pay attention to the participants in accompaniment or insertion visits.
	Submit a statement showing the interest of being part of the National young guaranteed system.	Ensure worker's stability and be positioned in its sector.

Although the direct target group of the project are Young unemployed people, there are other indirect target groups like the businesses making up the local business fabric, the training providers and ultimately, the labour market and the Spanish economy.

In the short term, the project has an impact on the young people's motivation to face the search of a job since the advice and training they received is focused on the demands of the companies looking for candidates in the labour market. The training providers are also beneficiaries of the programme in the short term since thanks to the PICE programme they are exponentially increasing their level of activity.

In the medium term, the companies of the local labour market can find more suitable candidates to cover their positions and they can also benefit of grants for the contracting of the young people who has participated in the programme.

In the long term, up skilling people means to have people more prepared to fulfil the companies needs and in consequence, it is an opportunity to decrease de unemployment rates.

Activities carried out during the programme

Criteria for selecting the professionals:

Internal staff:

- Knowing the training plan, being able to implement the procedures that are applicable to the activity to be developed.
- Understanding the methodology necessary to determine the needs of the local labour market.
- Establishing the structure of the training itineraries that are going to be done.
- Enabling the training activities of the participants and counselling the technical staff of external training providers on how to work according to the needs of the plan.

External teachers for the training delivery:

The criteria vary depending on the training they are going to teach.

- Basic training: University degree or similar plus one-year of experience in training of trainers.
- Proficiency certificates: Depending on the concrete certificate they're going to teach.
- Training of a subject considered as an employment niche: University degree, professional qualifications, proficiency certificates level 3 on the field, and at list, one-year experience teaching the subject.
- Entrepreneurship: Medium-High academic degree plus one-year experience.
- Mobility training: Medium-High academic degree plus one-year experience.

Methods used for finding and recruiting the target group:

YOUNG PEOPLE	COMPANIES
Granada Chamber of Commerce Website and databases	Chamber census of companies: Using it to call the companies to informative PICE conferences.
Social Security database of people registered in the Youth Guarantee programme	Through the training needs analysis and the recruitment assessment
Social media channels	Census property of the collaborating companies in the FCT (Workplace trainings).
Collaboration with High school and university guidance and employment services	Dissemination activities. Through the website, the social media, mass media (local newspaper and radio)
Collaboration with public employment services	
Collaboration with local associations providing counselling to young people	
Career fairs	
City council activities	

The main requisite for the participation in the programme is that the young person is registered in the National Youth Guarantee programme. The Chamber, as collaborating organisation of the Youth Guarantee Programme has access to the database of all the Young people registered in the province of Granada. This is our main tool for accessing the Young people. We use this database to send mailing with the training offer, phone calls to engage them in the programme, to send invitation to events like employment fairs.

Apart from this database, the other main tool for recruitment are social media. We post information related to the programme on a daily basis so Young people can become familiar with the programme and with the training courses that it offers.

The social media publications can be done in the Chamber's profiles or posting paid advertisements in Facebook and Instagram.

Once they are interested in the programme, they contact the Chamber for more information and all the process start in this moment.

Moreover, we also try to count on other local organisation and stakeholders as collaborators in the dissemination of the PICE programme and in the recruitment of the participants:

- Local and regional Employment Services. They attend young unemployed people and they register them in the National Youth Guarantee System and advice them to come to the Chamber to participate in the PICE programme
- Education and training centres. They collaborate with the programme by enabling us to organise workshops for explaining their students the PICE programme so they can participate when they finish their studies. They also advice their students finishing the training programmes to participate in PICE
- University of Granada is a major collaborator since they provide information about the PICE training offer to the university community since there are students on very different situations, finishing their studies, needing to find a job while finishing the last subjects, wanting a grant to make apprenticeships abroad, etc.

Training plan:

The objective of this part is to train unemployed young people in soft and hard skills in order to bring companies needs and social development together. The plan is organised around the implementation of an individual itinerary designed for every participant.

Main objectives:

- To improve the youth' basic skills
- To enhance his or her linguistic, digital and competences skills
- To promote the youth's qualification through official training in Certificates of Professionalism.
- To improve his or her employability
- To encourage his or her hiring potential:

Steps of the training plan:

1. Initial meeting and enrolment: Filling the established documents and signing in the National Youth guarantee system.
2. Vocational counselling
3. Training
 - a. *Core training*
 - ICT basic competences
 - Employability and social skills
 - Languages: Usually, the language taught is English, but it depends on the demand

The core training has a standard duration of 65 hours of in presence training and can combine some or all the above mentioned topics. After this general training, the participants choose a specific training to do.

b. Specific training:

It is a specific training on subjects suitable for a certain job position or to get some professional certificates. This specific training course can have different durations depending on the subject: 30, 60, 90, 120 or 150 hours. The method of delivery of this specific training can be face to face or online

4. Labour intermediation: The goal is to bring the companies and the youths together. It's done in two ways:
 - a. Accompaniment: It starts with an individual interview to determine the next steps to take:
 - I. Company's selection interview training
 - II. Job's functions role playing
 - III. Group visits to different companies.
 - IV. Visualization of future job situations to determine the possible participant's fails.
 - b. Non-work practices (PNL): Focused in acquiring a first labour experience and, at the same time, giving the company the opportunity to know your professional and personal skills.
5. Labour insertion:
 - a. Grants to the hiring companies: The programme gives economic grants to the companies that finally hire a participant. One of the essential requirements is to keep the employment contract for six months (180 days), eight hours per day.
 - b. Grants to entrepreneurs: These grants are conceived for those young people that after completing the programme decide to work on their own and become entrepreneurs. The grant amount to 600€ and can contribute to the entrepreneur's ideas to come to reality. The requirement to get the

grant is to be registered in the self-employment regime of social security for 12 consecutive months.

Length: 30, 60, 9, 120 or 150 hours plus the core training (65h).

Mobility plan:

The Chamber of Commerce considers that having international life and working experiences and developing yourself outside of your comfort zone means to take the development of soft skills to the next level. That's why in our programme we leave the person to find their own internship, as they would do in real life to find a job, and although we give them a pre-training in languages, computing and employability skills, the main learning will happen in their daily life abroad.

Activities included in the mobility plan:

1. **Workshops:** They are focused in training and giving advice to the young people interested in taking part of the programme.
2. **Mobility forums:** They include courses, seminars, lectures, the opportunity to develop networking with companies of your field of work, role playing activities, job interview trainings, coaching and in the end, they try to be a meeting point between the main characters of the PICE mobility programme.
3. **Internship mobility or international work contracts:** It starts with basic training that should be accompanied with a research a company abroad adapted to their professional expectations. When they find it and they start the internship, the role of the chamber is to make sure everything is going as expected.

Length: 3 months abroad plus 65 hours of core training.

Background for financial structure

The PICE programme is co-funded by the European Social Fund, framed in the operational programme on Young Employment 2014-2020, and the Chamber of Commerce own resources. The ESF contribution amount to the 91,89% of the total budget of the programme and the remaining 8'11% of the total amount is covered by the Chamber. The budget of the programme for 2019 is 1.800.000€.

Results of the programme

Methods applied in the evaluation

The programme appointed some indicators to make sure the programme is having the expected impact.

- Social European funds indicators: Efficiency indicators, results indicators and long-term indicators.
- Communication indicators: Evaluation of the fulfilment of the European Social Fund's requirements related to information and advertisements.

- Implementation reports. They measure the chamber activity to make sure the objectives are being followed

Project impacts

Since 2015, the results of the programme are as follows:

- Young people registered in the programme in the period 2015-2018 - 2661
- Young people who received guidance sessions and a personalised itinerary for training – 2422
- Young people trained on key competences for employment 1269
- Young people trained on specific subjects demanded by the labour market – 1446
- Companies which received a grant for contracting young participants of the programme – 162

The total budget managed in the programme for the period 2015 – 2018 was 3.672.264.41€. For 2019, the yearly budget is 1.800.000 and up to August, the 75% of this budget has been already used, having trained more than 500 youngsters out of the more than 700 registered in the programme since January.

Opportunities for further development and ways of applying the method for another target group

The programme has huge intervention possibilities to be implemented in other organisms focused on reintegrate different collectives to the educational and labour world. The step by step intervention, that includes all the stages needed to achieve either the educational and the occupational objectives can be really useful as it motivates the participants as it has a clear ultimate goal: Getting a job, now, or in the future after attending the studies chosen.

Having a personal chamber tutor is also a worthwhile bet, as you can trust that someone is going to individually help you to achieve your goals, and this person is going to be as committed as you, which also helps your motivation to continue the programme.

In the end, the programme can be replied by other organisms if they have qualified staff, links with corporations and resources to engage the target group. For example, public job centres can be good candidates to implement the methodology used by the PICE programme.

Opportunities for acquiring further information on the programme

- Granada Chamber PICE website:
<https://www.camaragranada.org/subseccion/subvenciones-y-proyectos/pice>
- Spanish Chamber PICE website:
<https://www.camara.es/formacion-y-empleo/programa-integral-de-cualificacion-y-empleo>
- Youth guarantee plan website: <https://empleoygarantiajuvenil.camara.es/jovenes/plan-de-capacitacion>

Same photos of PICE programme representatives



IV.3.2. KEYSTART2WORK project

Aim of the programme

The project aims to cover an emerging European market problem: Despite the increasing of unemployment rates, still 32% of employers face difficulties with filling jobs due to the so-called “competences gap”. It means that while there are unemployed people available to work, they don’t have the required skills to fill the vacancies. The market’s claim is clear: We need to train our professionals in digital transversal skills to improve their employability, and this is the purpose of Keystart2work.



The main objectives are:

1. Raise professionals' awareness of the value and importance of developing their TK in order to improve the employability of the target group.
2. Reduce the supply of low-skilled labour demands.
3. Overcome the skills gap in the labour market.

Project background

The project was developed by 6 different public, semi-public or private partners:

1. The Chamber of Commerce, Industry and Navigation of Granada is a public law corporation that promotes and defends the general interests of the industry, commerce, tourism and navigation of its circumscription.
2. BFI OÖ is an Upper Austrian vocational training institution that meets the new requirements of labour in 21st century.
3. Militos Consulting S.A. is a unique, dynamic and innovative 360° consultancy firm, with a strong European profile, international experience and many successes and distinctions in the provision of integrated and groundbreaking consultancy services in a wide spectrum of fields.
4. PAIZ Konsulting Sp. z o.o. has been providing training and consulting services for medium and large companies since 1993. To this day almost 10 000 employees from over 900 companies from all over Poland and other European countries participated in its open and in company trainings.
5. EVTA is the European Vocational Training Association, one of Europe’s largest European networks for VET with more than 20 members in about 18 different European countries. EVTA has more than 15 years’ experiences in European projects and works mainly in the field of Lifelong learning, with specific topics as: quality assurance in VET, innovation in education, employability, qualifications development, ECVET implementation, mobility of learners and workers, entrepreneurship, anticipating restructuring processes, training of trainers and labour market involvement in vocational education and training.

6. The University of Padua, founded in 1222, is one of the oldest and largest in Italy, counting more than 70,000 enrolled students, 6,000 teachers, 8 Schools, and more than 2,500 technicians and administrative units.

The project is an EU co-funded project under the Erasmus+ programme (2015-2016). It was released publicly for the companies interested to apply. Finally, the ones selected were from the following countries: Spain, Austria, Belgium, Greece, Italy and Poland.

Target group of the programme

TARGET GROUP	SELECTION CRITERIA
a. Job seekers and learners, regardless their age.	Interest in improving their transversal skills and employability.
b. Trainer and provider professionals.	Interest in improving their know-how, by implementing new tools and training programmes
c. Enterprises or members of an enterprise association	Wish to benefit from new upskilled or re-skilled workers.
d. Political actors, training bodies and National Vocational Training Agencies.	Interest in promoting the importance of transversal skills awareness and policy adaptation.

The partners of the consortium which promoted the project are from Spain, Austria, Belgium, Greece, Italy and Poland so initially the training took place in these countries.

As the tools developed by the programme were online tools, they can be used by other groups interested in the good practices and promoting the core competences as individuals, companies or trainers.

At long term, the idea is to establish the tools developed as a reference in training and finding transversal competences in learners, jobseekers, young and adult professionals interested in making the most of them.

At the same time, enterprises can also benefit of the project tools, using them in the process of recruitment of new candidates.

Activities carried out during the programme

In order to achieve the objectives established, the project carried out the following activities:

- Identification of good practices in the development and use of transversal skills assessment tools.
- Drawing up of a map on the current situation in terms of knowledge and understanding of transversal competences by participants in vocational training actions (quantitative survey).

- Review and analysis of the key competences necessary for the employability of participants in vocational training actions, from the perspective of TC experts (qualitative study).
- Drawing up a Catalogue of key transversal Competences for the employability 2of participants in vocational training.
- Validation of the Catalogue of transversal key competences for employability through the implementation of discussion groups with employers and business representatives.
- Dissemination of the project through Training Seminars and Multiplier Events.

The tools used to achieve the objectives and to serve the users are the ICT self-assessment tool, used to determine the TC's level. VET experts, career services providers and other stakeholders can make use of this tool which enable them to improve learners' transversal competences, and a guide with the recommendations to create a support service to assess, and train on these key transversal competences.

It also includes a self-assessment tool that can be self-completed, and it works to help people discover, assess and make the most of your TCs. The evaluated TC's are:

1. Time management & organization
2. Flexibility & adaptability
3. Decision-making
4. Information collection & processing
5. Teamwork orientation
6. Negotiation skills
7. Empathy
8. Leadership
9. Critical, strategic & innovative thinking
10. Problem-solving
11. Intercultural skills & global awareness
12. Learning orientation

Through the self-assessment tool, the participant have to face 36 scenarios presenting common situations of personal and working life where the TC's will come to the fore, so the test can identify if they have the competences required to face these situations or not. The scenarios are divided in three stages called "Launch your career", "Boost your career" and "Practice in Real Life".

It is important to take into account that the project has been focused on the development of new tools and the training delivered during the project has been only a pilot training to test the tools. Therefore, the recruitment process and the whole structure of the training programme should be defined in detail by the organisation which want to implement the tools in the future according to their needs and aims.

Methods used finding and recruiting the target group:

It uses the Keystart2work website, social media (Facebook, LinkedIn, Twitter,), the six project partner's websites and seminars, events and meetings organised by the project.

Background for financial structure

The Keystart2work project was fully financed by the European Social Fund through the Erasmus+ programme. The money committed to the project amount to 250.000 euros distributed among the 6 partners making up the consortium:

- Chamber of Commerce of Granada (Spain)
- Berufsfoerderungsinstitut Oberoesterreich/BFI OÖ (Austria)
- Militos Consulting S.A. (Greece)
- PAIZ Konsulting Sp. z o.o. (Poland)
- European Vocational Training Association/EVTA (Belgium)
- University of Padua (Italy)

Results of the programme

Results and impacts of the programme on individual, organisational, local/regional and national levels.

Individual level: The programme's interview was filled by 142 students aged between 20 and 46 years old.

Country	Male	Female
Greece	7	8
Italy	19	12
Austria	8	9
Belgium	4	24
Poland	6	11
Spain	12	22

Organisational level: The partners, thanks to the programme, could share best practices between them to improve their own projects. They also had the possibility to determine what where the most needed TC's, which where:

- Intercultural skills and global awareness
- Flexibility and adaptability
- Strategical and innovative thinking
- Organization and time management
- Decision making
- Teamwork
- Empathy and ability to build relationships
- Problem solving

- Learning orientation
- Negotiation skills
- Leadership
- Collecting and processing information

Local and regional level: The partners involved, having the tools offered by the programme, could develop their own projects having in consideration the results and the needs identified thanks to the Keystart2work project.

Methods applied in the evaluation

To evaluate the programme, the people in charge would have to draft the following documents:

- A complete Synthesis Report of Good Practices and TK Evaluation Tools.
- A Catalogue of Key Cross-cutting Competencies for Employability
- An ICT self-assessment tool
- A Guide and Recommendations for the Creation of a Support Service

In addition, several Training Seminars on transversal competences have been organised in the partner countries in order to disseminate the Catalogue of Key Cross-cutting Competences for Employability and three multiplier/conference events took place in Brussels (Belgium), Granada (Spain) and Linz (Austria) to celebrate the end of the project and show its results.

Opportunities for further development and ways of applying the method for another target group

The tools offered by the KeyStart2work project have multiple options for further development, including adding another target group.

As it's an online tool, translated in seven languages, internationalize the tool and by extension, the scope of the results involve just taking the project a little step further. It only needs to disseminate the tool outside the European countries so the project can contribute to the development of transversal competences all around the world, which can be advantageous as the common world knowledge improves the growth potential of every country benefit by the shared information.

Another development opportunity could be developed if the project involves more countries that need to improve their professionals TC's. To determine what countries, need people more skilled, the project can make a need's assessment analysis.

Opportunities for acquiring further information on the programme

- Keystart2work website: <http://www.keystart2work.eu/es/>

- Granada Chamber website:
<https://www.camaragranada.org/subseccion/subvenciones-y-proyectos/keystart2work>
- Facebook keystart2work web Page: <https://www.facebook.com/keystart2work/>

KeyStart4work pictures:



IV.4. Italy

IV.4.1. Dissemination of an Erasmus+ VET project

Aim of the programme

Activities serving the dissemination and exploitation of results are a way to showcase the work that has been done as part of each Erasmus+ Vet project implemented by the “A Rocca” Association. Sharing results, lessons learned and outcomes and findings beyond the participating organisations will enable a wider community to benefit from a work that has received EU funding, as well as to promote the organisation’s efforts towards the objectives of Erasmus+, regional, public and private project. This activity is launched to improve long life learning paths since 2012. It helps participants to grow their self-awareness and self-esteem and build confidence in order to identify their work environment based on their preferences, interests, and personal traits. This activity ensure the full implementation and success through large network of more than 100 companies operating in various sectors at the local, regional and international levels.

Target group of the programme

Sharing the results with not only the stakeholders of each Erasmus+ Ka1 project, but also present and former employees, partner organizations, municipalities and other interested institutions. A wider external community from all over the world, who shows interest and the function. The secondary audience are those who just want to see updates on work and sympathize with our cause.

Activities implemented during the programme

The dissemination strategy is implemented to allow an effective transfer and exchange of the expected results. Online and offline dissemination service is offered to make each project visible. The following actions will be taken to ensure that the expected results are effectively disseminated and shared as an online:

- Broadcasting a message
- Coordination and arrangement of the public announcements and advertisements to promote the program and its activities
- Using social media to share videos, photos, the platform and the link such as Facebook, Instagram, Linkedin, Youtube, Twitter with the constant update
- All the participants can share their thoughts, comments or positive/negative feedback on social media to get more real ideas about the works.



- Creating short videos by one of the participants to attract social media and upcoming participants
- Using the institutional LinkedIn account to spread the active participation and help them to find new opportunities
- Using the institutional channel on youtube
- Sharing explanatory videos and visualized program information
- Sharing the videos the experience of people who have already participated

Social Media: FaceBook



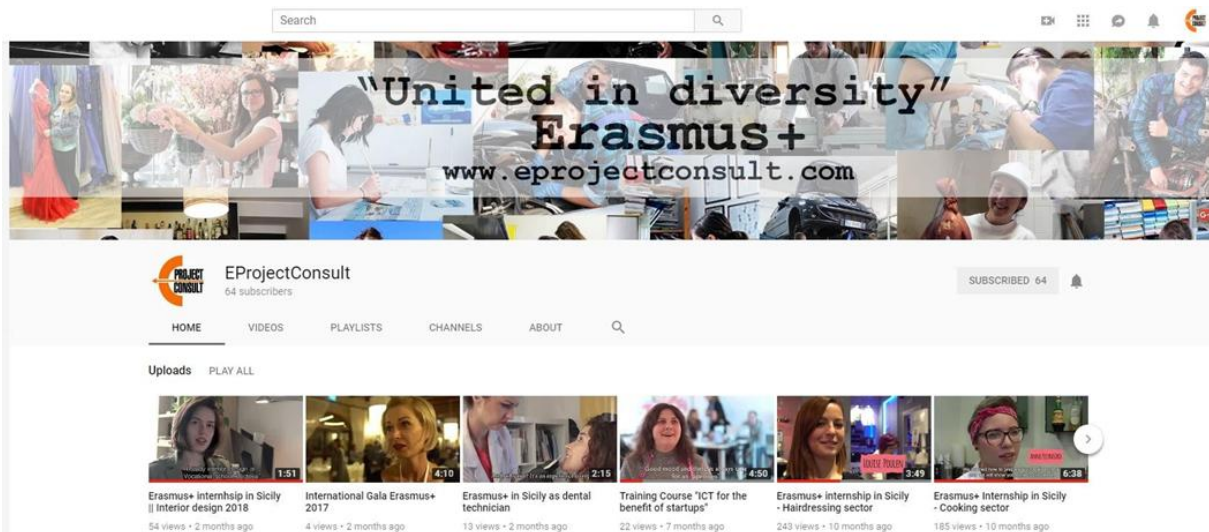
Social Media: Instagram



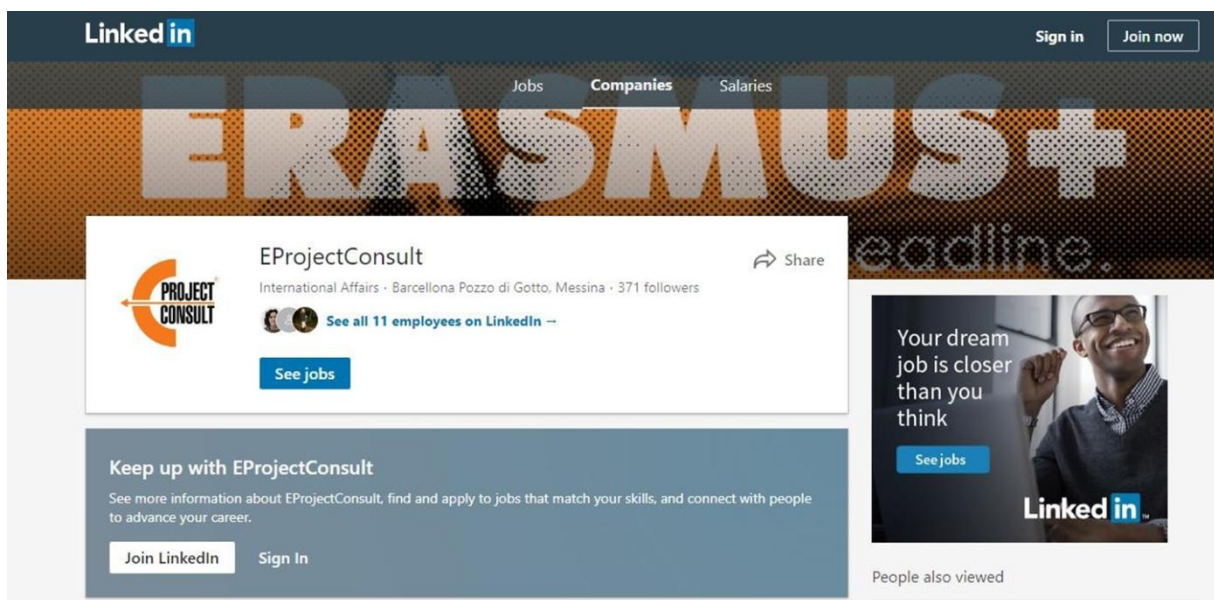
Social Media: Twitter



Social Media: Youtube



Social Media: LinkedIn



Dissemination activity implemented on institutional website of A Rocca

- Using of a web platform
- Publishing research products such as web reports and articles
- Using of blogpost platform such as sharing blogs of participants
- Brochures
- Sharing information about the Erasmus+ programme
- Constant update on the website and social channels to promote the project and disseminate the intermediate and final results
- Using metatags to make the website stand out on search engines when users search for the website



In addition to its online dissemination plans, each dissemination activity also applies offline dissemination plans. Because using offline channels, the dissemination can reach the locals including people who don't have access to the internet.



- Promoting the research products via:
 - Brochures
 - Flyers
 - Posters
 - Newspaper

These posters, and flyers will be attached to advertising walls, uploaded to the online media to reach more people and sent to organizers, offline newspapers.

The first picture below shows the sample CV of an Erasmus KA1 participant before his internship. And the second picture shows the sample CV after his internship. This means that the internship helps the participants to gain experience, develop their foreign language and acquire new skills and interests.

Example of CV before an internship

JD

JOHN DOE
HAIRDRESSER

WHO AM I?

My name is John Doe and I am a hairdresser since 2016. I am a creative hairdresser with a good sense for the latest trends.

SKILLS

- Giving head massages
- Painting hair
- Cutting hair
- Shaving hair
- Schedule appointments for clients
- Computer skills

EXPERIENCE

HAIRDRESSER • COMPANY: KAPPER • 01-01-2017 – 01-01-2018
 Weekend help at a local hair salon. I gave hair massages, assisted the other hairdressers and I was in charge of keeping the floor clean.

EDUCATION

SECONDARY SCHOOL • 01-01-2010 – 01-01-2015 •

HAIRDRESSING SCHOOL • 01-01-2016 - PRESENT • VET

Example of CV after an internship

WHO AM I?

My name is John Doe and I am a hairdresser since 2016. I am a creative hairdresser with a good sense for the latest trends and I have a strong intercultural sensitivity due to my experience of haircutting abroad.

SKILLS

- Giving head massages
- Painting hair
- Cutting hair
- Shaving hair
- Schedule appointments for clients
- Computer skills
- Intercultural communication
- Speaking foreign languages (English and Italian)

EXPERIENCE

HAIRDRESSER • COMPANY: KAPPER • 01-01-2017 – 01-01-2018
 Weekend help at a local hair salon. I gave hair massages, assisted the other hairdressers and I was in charge of keeping the floor clean.

HAIRDRESSER • COMPANY: PARUCCHIERE • 01-02-2018 – 01-06-2018
 Intern at a Sicilian hairdresser in Barcellona Pozzo di Gotto. I was involved in all the activities at the salon. During this internship I learned a lot about the differences between hairdressing in Italy and at home. I also learned a lot about intercultural communication and foreign languages. For a further explanation, please watch the following video and take a look at the web report: <https://www.youtube.com/watch?v=zuTFH3iu2s&t=166s>
<https://eprojectconsult.com/erasmus-kal-2017-france-hairdressing-pastry-sales-pharmacy-and-car-mechanic/>

Video & Web report

- Each coordinator will evaluate and prepare a short report about participants' experience, duration of their internship, the field and topic of their internship.

- Uploading the final project results and an update of the Erasmus+ project description on the web platform.

Below, there is an example of a video and web report:

- <https://www.youtube.com/watch?v=zuTFff3iu2s>
- <https://eprojectconsult.com/erasmus-ka1-2017-france-hairdressing-pastry-sales-pharmacy-and-car-mechanic/>

The dissemination activity is part of the daily activities implemented by A Rocca NGO as part of its monitoring activity in the frame of the Erasmus+ programme. As the organization operates as an intermediary and hosting organization in cooperation with European sending institutions, once it gets involved into such type of projects, its monitoring fee includes the dissemination activity.

Results of the programme

The dissemination activity pays attention to the dissemination of the Erasmus+ projects both at a national and international level in order to increase project awareness. Lots of online and offline dissemination plans are implemented in order to reach a wide audience. It evaluates achievements and generates recommendations for future improvements. Developing and combining the dissemination strategy according to participants' aims, targets and desires.

It is fundamental that the dissemination plan is realistic and relevant to the size and scope it intends to reach. The web platform will create a multiplier effect among a wider audience beyond those directly involved in the project activities as it will have open access to anyone, e.g. acquaintances of the participants.

Assistance is provided to build the content and the framework of evaluation according to the sector of internships.

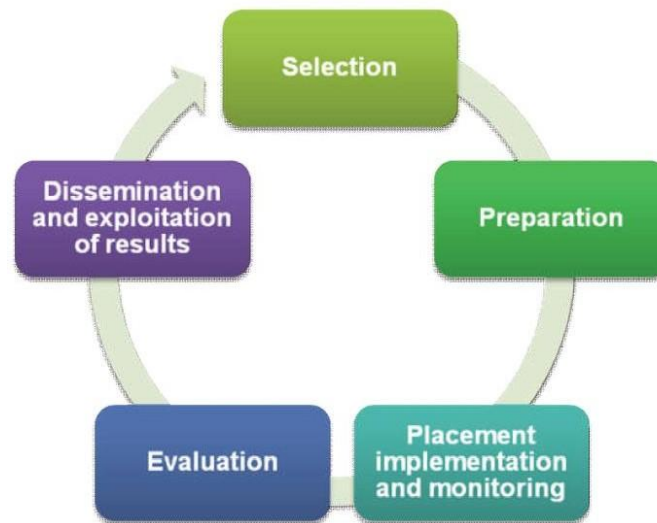
After completing their internship, all the participants will receive the certificates about their field from organization for their works.

The dissemination plan helps participants to:

- raise awareness;
- extend the impact;
- engage stakeholders and target groups;
- share solutions and know how;
- influence policy and practice;
- develop new partnerships.

Further development of the dissemination activity provides to spread of multinationality, cultural awareness and building an integrated European Union. It has many chances to disseminate and engage a wider audience. For further development, one of the main objectives is using as less paper as we can. In order to spread this activity, we use the online methods by following new trends. Being more active on Instagram stories is an example.

IV.4.2. Erasmus+ Mobility KA1 projects lifecycle



Aim of the programme

The aim of an Erasmus+ Mobility project Lifecycle is to describe the key points that should be considered when implementing an Erasmus Mobility KA1. The Erasmus+ project Lifecycle program was created and is implemented by A Rocca NGO and its scheme is used to host international vocational projects in Sicily. A Rocca coordinates international as well as national projects in the spheres of education, placement, transfer of innovation and vocational trainings since 2010. The implementation of the Erasmus Mobility KA1 brings positive and long-lasting effects on the participants and participating organizations involved, as well as on the policy systems in which such activities are framed. The programme goal is also to foster the mutual understanding among different cultures and to increase youth's skills at international level. The Erasmus+ programmes raise participants' awareness of the importance of developing their skills to improve their employability as well as their lifelong learning pathways. Moreover, each Erasmus+ program helps the participants to encourage their motivation and build their self-confidence.

Target group of the programme

The target group selected:

- organizations operating in the VET sector
- any other organization that could adapt the project lifecycle to other sectors

The Erasmus+ Mobility project Lifecycle shows the participants different prospective and help people to share their ideas and culture. It helps to broaden their choice of learning and study and to develop their path to career success. In addition, a positive and effective relationship will be built in the short and long run.

Selection

The Erasmus participants are usually selected by partners schools, NGOs, foundation, public or private institutions, the coordinator of the mobility project.

The criteria for selecting the participants:

- Have socio-economic background, experience and interest
- Have a good grade in their schools
- Interest in getting better for their skills, knowledge and employability
- Be enthusiastic and motivated with the desire to learn
- Enable to attend the activities
- Be enrolled in a Vocational path at school (preferably VET)

They are selected through their CVs, application forms and via Skype call.

Activities carried out during the programme

‘A Rocca’ implements its projects in cooperation with Eprojectconsult NGO to help students involved to build their own destiny through the almost endless possibilities founded by the Erasmus+ national Agencies. And these cooperation also assist to develop a range of training courses and study visits and to promote history and culture. In order to achieve its objectives, each Erasmus+ Mobility project consists of the following activities:

Preparation

- Identify good practices in the development and use of transversal skills assessment tools.
- Understand of participants’ knowledge and transversal skills
- Sharing the information tools with the schools
- Preparation of schools and students who are selected for the program. “A Rocca” will send an info-pack to the schools for upcoming mobility to inform the students
- Students will have a presentation on the first day after their arrival in “A Rocca” premises, about the culture, the program, expectations
- Getting to know Barcellona P.G (a city tour) with a staff member
- Weekly action plans monitoring



Placement implementation & monitoring

- Delivering of an Infopack, to create a support service to participants in their first days.
- Meeting of participants and tutors: to keep participants motivated, tutors meet with them at least once a week in person.
- Personal introduction of participants to their hosting organizations (where participants will implement their internship).
- A tutor will assist the participants in their work placement by training and giving advice.
- During participants' internship there is 24 h/7 problem-solving support.
- At the end of their internship, feedback will be provided from both sides. The feedback method is an interactive process of the results of their career guidance profile.



At **financial level**, this type of mobility program needs to be supported by the Erasmus+ or any other ESF program financing the experience abroad of the VET students coming to Italy.

Results of the programme

The Erasmus+ Mobility KA1 implemented by A Rocca aims to ensure that education, training and youth policies further contribute to achieving the Europe 2020 objectives of smart, sustainable and inclusive growth and its education and employment headline targets through better labour market integration and mobility. It assists to identify their career goals and on an individual level it improves self-awareness, and motivation. In addition, having a tutor is going to help the participants to achieve their goals.

Through this process, we ensure that skills and qualifications can be more easily recognised and are better understood, within and across national borders.

In addition to these, after the program, the participants will have:

- improved learning performance;
- enhanced employability and improved career prospects;
- increased sense of initiative and entrepreneurship;
- increased self-empowerment and self-esteem;
- improved foreign language competences;
- enhanced intercultural awareness;
- more active participation in society;
- better awareness of the European project and the EU values;

The tools created to implement the Erasmus+ Mobility project Lifecycle has many possibilities for further development. In fact, the A Rocca NGO uses to make the needed changes as soon as it is needed (or recommended by partners, evaluators, peers, etc).

It is also feasible to use these tools including another target group.

IV.5. Romania

IV.5.1. The Job Club - The career plan

The operational objective of the work is to increase the likelihood of a job corresponding to career aspirations, vocational training and the availability of jobs which exist in the labor market

Aim of the programme

Unemployment has various negative consequences, including: Tense family relationships, social isolation, lack of confidence of the persons in themselves, as they are unable to keep up with the problems of job competence, low moral, lack of confidence in themselves.

As the lack of work is a powerful frustration generator, the loss of work is being lived and worked up personally by the individual. The manner in which those affected live on the short or long term unemployment is determined by their life experiences and the conflicting trends specific to their personality. For many of us to have a job means more than a constant source of income. To have a job has become a social status, the means of distinguishing us in society and of completing our profession and personal achievements.

There are also another series of problems, such as:

- the possession of skills, abilities and qualifications which are no longer required on the labor market,
- people are not willing to move - relocate on a geographical basis;
- the decrease of the interests of potential employers toward those who have long been unemployed
- the absence of information on vacancies on the market, employment requirements, in the conditions of acquiring new qualifications;
- the lack of legislative knowledge;
- not enough knowledge required to draw up a CV and a letter of intent, of quick a presentation at the deadline.

The major problems are clearly separated from the need for a job (much more relevant in the case of unemployed people), and for those who already have a job, the need for a job which is stable and paying. And to solve this problem, you need to stimulate self-discovery, motivation, and decision planning.

For this purpose in the frame of the Job Club there are necessary activities such as:

- Supporting the individual in his efforts to b himself, to explore his occupational potential,
- The provision of labor market information by presenting market trends and an analysis of occupations;
- Career counseling aimed at professional reintegration.

Inside the Job Club the increase of chances of employment for non-working persons is achieved. The aim of this work is for:

- a) the providing of information on the labor market and the development of occupations;
- b) personality evaluation and self-assessment for professional orientation;
- c) developing of self-confidence and ability of persons seeking a job and making their own career decision.

Target group of the programme

Depending on the actual market conditions, it is increasingly difficult for those who want to obtain a job suited to their aspirations to achieve their goals without increasing the quality of their own offer, or their own skills and abilities to the new demands.

The need for group consultancy - individual counseling is illustrated by the fact that although hiring / getting a job seems an individual problem it can also become a group problem. Sometimes not only by group but also by mass, as the mass redundancy program in some major groups has taken place.

The career reflects the development path of a person, through education and work, as such it is an important component in the development of their personality.

Therefore career counseling can no longer be confined to assisting at times of career choice, but it should become a way to develop the skills necessary to build one's own career.

The beneficiaries of the services/program may be:

(A) for the purposes intended:

- Persons who are to make decisions concerning their own career,
- Persons still employed in the educational system: high-school pupils, students, apprentices,
- Persons who can influence making such decisions: parents, teachers, mongers, the family,



(B) according to the position on the labor market:

- persons who have lost their jobs or are not employed,
- young people who could not find work after the graduation of an educational school system,
- single persons or families receiving social aid, on the minimum guaranteed income,
- persons benefiting from the law upon preventing and combating social marginalization,
- individuals at social risk: without an income,
- disabled persons,
- young people who leave the institutionalized system for the protection of children and who are looking for a job,

- Roma ethnics subject to social exclusion,
- persons in prison who are preparing for release,
- persons previously in detention in search for employment,
- drug-dependent persons who have undergone rehort treatment and who need support for social integration,
- Refugees or repatriated persons,

(C) persons employed but in case of whom:

- unemployment is threatened,
- they have a wish to change their profession or requalification,
- they want to update their knowledge,
- who have specialized or have improved it,
- persons having a job but wanting to change it.

Activities carried out during the programme

Career is a unique phenomenon and is built according to each person's choices. It is a dynamic construct that stretches throughout the life and not only includes occupations but harmoniously integrates work and other social roles such as family and community.

Career development is a continuous process of self-discovery, decision-making, planning. In this context, the development of the career of a person in search of a job implies within the counseling activities a series of interventions such as:

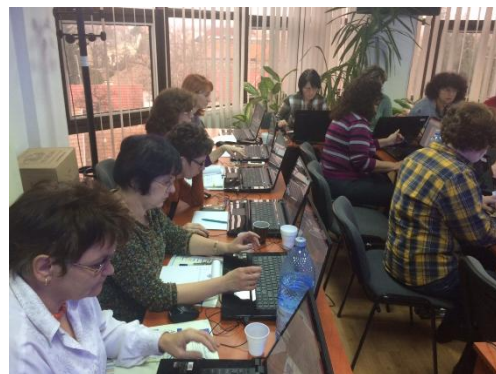
Career guidance

- In terms of information on labor market issues, in relation to activities to support the beneficiary in his effort to get better known, to explore his professional potential;
- Career information for persons by contributing to the participation of specialists/fields of activity or potential employers in group meetings;
- Labor market information by presenting market trends and an analysis of occupations;
- Career counseling aimed at the professional reintegration of persons.

Job-guidance and counselling

The job of the Club comprises a number of activities and programs for applicants who benefit on request, services, and are supported in assimilation, integration of knowledge into correlation with:

- understanding the working mechanisms of society, the factors contributing to change;
- understanding the need for information and skills in obtaining success and satisfaction in the work;



- learning the decision-making process in choosing and developing a career ;
- establishing the compatibility between the level of vocational training, the aspirations of the person and opportunities for employment in the labor market; discover the role and importance of information in finding alternative solutions ;
- the awareness of the role play free time in personal life;
- development of the ability to promote his own image (drawing up a CV, a letter of intention, offering a presentation in an interview);
- assuming responsibility and promoting a positive attitude.

Professional information (vocational orientation)

- it presupposes the provision of information on the development of the labor market, including, in addition, any training, in addition to the use of self-assessment tests, etc.;
- identify customer information needs;
- setting up information on the labor market: Employment, occupation and occupation, growth dynamics of the occupations;
- providing information on the requester person (psychological profile, professional interests), the identification of the strengths as basic elements in the establishment of the professional route.

Results of the programme

- the personal fulfillment and development, by achieving their own goals in life, according to the interests and aspirations of each one and the desire to learn throughout life (ex: 50 young people/year);
- social integration and active citizen participation in society (150 pers/year);
- employment and participation in the functioning and development of a sustainable economy (approx. 1500 pers/year);
- forming a life-concept, based on humanistic and scientific values, on national and universal culture and on stimulating intercultural dialogue (approx. 2000 pers/year);
- education in the spirit of dignity, tolerance and respect for human rights and fundamental freedoms;
- cultivating sensitivity to human issues, moral-civic values and respect for nature and the natural, social and cultural environment.

The agency highlights, through its own databasis, an average number of 3500 pers/month (2017, 2018, 2019), which through the active measures specific to the Romanian legislation, corroborated with the European one based on the Community acquis, offers real rights in increasing the chances of being developed and specialised for the trades acquired in the school education system, or by certifying the competences to recognize the knowledge acquired from other sources and the occupation of a job that offers an implication in the field of work, the creation of extra value and the income generation necessary for a decent living.

IV.5.2. Balance of competencies/skills - Recognition of competences acquired in different ways

The balance is a self-ctive tool whose effectiveness is much higher than the orientation based exclusively on information, even when on a very high level. It is a method focused on the individual, considered in his wholeness, who is guided and becomes, at the same time aware of his capabilities on personal empowerment. His skills are under review, based on the potential of the person of one or more projects that he belongs to, while skill-based assessment aims at judgment skills required for a current job or a future one.

The balance of competences allows:

- identifying, analyzing and understanding skills and potentialities that the users can invest in projects for outplacement professional and social
- acquiring capacities of the autonomous self, their activation and choice
- development, according to themselves and labor market contexts of socio-cultural and emotional states adequate to deal with situations of transition and to reinvest in their own project
- developing of a professional project and an individual plan of action, according to personal skills identified that contain operational objectives of reinsertion in the labor market.

The Individual Action Plan describes the services that will be involved in the development of professional project (eg basic services of reception and information services meeting the offers and requests of the labor market and to support insertion, training services, dedicated services businesses and services in support of business start-ups).

Aim of the programme

The Balance of competencies is a personalized methodology guidance that aims to facilitate awareness of professional skills and personal, the potentialities of a person in order to build a project of professional development and / or format necessary for a better outplacement labor market and awareness skills acquired.

Target group of the programme

- adults with previous professional experience, people in need of reintegration into the labor market
- people who want to change or relocate into socio-professional occupational areas
- people looking for a job.

Activities carried out during the programme

The Balance of competencies is a complex process of evaluation and certification of professional activity and acquisitions acquired through work, knowledge resources and professional skills, and compared with a standard, we get "gaps competence" (gap) because "balanceing" must brought back into balance. Any differences found are those that give us

"training needs", often defined by the very contents of training to be followed by people to fill that gap. Balance skills relate primarily to analyze the skills required for a particular professional profile. In the analysis we have a benchmark of professional skills that serve to conduct activities normally in that profession, but support and personal growth and professional development of those working in that field ("standards of competence" for the job that). Subsequently, there are measure differences in competence of those seeking to conduct business in that area, and any missing competent (knowledge and skills)are identified because they are needed to get closer to the ideal profile ("existing profile" persons).



The main activities performed are:

- an identifying and personalizing path
- the enabling of the person in the process of reconstruction, assessment and awareness of its own responsibilities
- the use of self-exploration phase
- the creation of a mediation involving activation of network services
- the relationship between a counselor and client considered binding element of the entire process.
- portfolio skills

Depending on the beneficiary the balance was:

- pozicionálás, mely a munkatapasztalat, szociális élet és a jövőben megvalósuló projektötlet erősségeire és gyengeségeire irányuló tanulmányok során felhalmozott képességek, készségek feltárása és alkalmazása;
- orientáció, mely a sikeres eredményekhez vezető erőforrások és módszerek beazonosítása céljából a kompetenciák kiemelésére szolgál.

The main tools used in the balance are the interview and the group work.

The interview is not a psychological strictly speaking, but a tool to deepen the client resources and conditions of feasibility of the project (from just the defining characteristics of the person, including motivation and availability to change, and background characteristics and professional situations) . The Group Workshops are made up of different people each time, depending on the goal of each workshop.

They may have different functions:

- Acquisition interpretative instruments, recording and description of professional competence
- Expanding representatives on the labor market

- Acquisition and sharing of information relating to sectors or professional roles specific
- Creating a role playing to highlight strengths, potentialities and developing psychosocial skills.

The difficulty in interpreting the results and planning activities lies in the fact that each candidate is unique.

The minimum level of assessment is the unit of competency.

The skills assessment can be carried out independently for each unit of competency, for a group of units of competency or even for the entire occupation, the decision is however taken for each unit of competency.

Results of the programme

On the basis of the final report the synthesis of the skills was carried out to establish which skills the beneficiary lacked so that it was possible to plan those specific measures of development. This way the candidates were helped to define achievable projects according to possibilities

Conclusions: An important element in the life of an active man, who must know himself as in says in Greek: Gnothi seauton! In Latin Nosce te ipsum! - is one of the most well-known thought that has been accepted in the special bibliography with noted effects, so inside this step consisting of the preparing of the balance it becomes vital. The aspect that aims to end up the research leads us to highlight some remarkable results, even if from the point of view of the figures it does not reflect this aspect, here we tend to highlight the quality of work faced to the quantity of work.

The balance of competences as life itself is subject to a dynamic process, so that it does not cease to bring new data and implicitly results that can be valued and used throughout life.

V. Afterword

This brochure is brief to present the intense work in full detail what has been done during a two-year period in this project therefore the methods, from which the reader can benefit the most are highlighted.

We would also like to raise the attention of experts and emphasise the importance of the professional material presenting the project impact developed on the experiences applying the methods acquired during the project.

During the implementation, we paid special attention to measure the impact. In the second half of the project, each member of the partnership selected some of the best practices seen, through the testing and later application of which they considered to significantly improve the professional work of its own and its stakeholders' national partnership network. The partners carried out measuring the project impact on a pre-defined system of criteria, through which they described what acquired methods and in what ways they had been integrating them into their organisational operation, what the experiences of testing are, and what amendments they would suggest to improve the method.

The study summarising the experiences of integrating the methods seen and acquired during the project into the organisational operation is also available for all people interested.

For further information you can contact the partner organisations:

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