

ERASMUS+ KA2
STRATEGIC PARTNERSHIPS FOR VET

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ASSESS Project

“Continuous improvement of the assessment of the
employability

IO1 - Summary report of accompaniment
measures or programs in the partner countries

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Project Partners



CFPM
France



IDEProjet
France



UNIVERSITATEA PETRU MAIOR DIN TARGU MURES
Romania



Folkuniversitetet, Stiftelsen vid Lunds universitet
Sweden



Instituto para el fomento del desarrollo y la formación S.L
Spain



BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND
PERSONALTRAINING GMBH
Austria

Introduction of the project

The **ASSESS project** will contribute to the professionalization of the workers in training and professional insertion (trainers, coaches, OF, members of associations to help to return to employment, responsible and who accompany the sites of insertion, business of the social economy, etc.) by raising awareness and by equipping a shared assessment tool and a method of key skills for employment. This approach will take into account the specificities of the beneficiaries (youth and adults in training and/or job search) and the requirements of the jobs from the point of view of the company and in line with the needs of the present business sectors on the employment areas.

This process of continuous assessment, close to the continuous improvement of the quality approach, will give opportunities to advance and greater responsiveness of support players who will be able to more effectively manage the evolution of the course and propose adjustments, adapted to the individual situations of the people.

Indeed, different types of brakes block access to employment for young people and adults little or unskilled, low level of education (NEETS) often little incentive to participate in training schemes. To overcome these problems it is essential to work to reduce the gaps of learning which contribute to marginalise them by providing appropriate responses in terms of content and innovative pedagogical approaches, but especially to come to enhance their knowledge and their progress so they are invested on the duration and that they can measure the impact of their efforts on their professional future.

The purpose of the management and training remains the strengthening of "employability" and assessment formative ongoing implementation on the duration of the course will be a tool to measure the achievements and readjustment of the learning of key competences for employment particularly of informal or non-formal learning.

As advocated by the European framework of Reference of quality for education and professional training (EQAVET) agencies we want to involve all stakeholders and particularly businesses in all phases of the process. This evaluation process will be based on the method of the "spiral of improvement continues" used as part of the quality management process and will be just like the wheel of Deming (PDCA) 4 phases:

- The identification of skills and the putting into perspective with the skills expected by the company which will allow to plan (P) actions or steps to be implemented to access the job concerned.
- The implementation of activities and training both formal and informal (Do)
- The assessment of progress and measurement of filled gaps (Check)

-Action and the means to mobilize (Act) to achieve the objectives and planning of new activities knowing that this phase will be again followed by an assessment and so on way continues throughout the process of support and/or training.

Date assessment of the courses is most often in the final phase, see after the accompaniment, by measuring rates of success in terms of return to employment or effective skills training. Longer term follow-up often to identify retention in employment. Previous projects on non-formal or informal learning have shown a lack of assessment tools adapted to these types of training situation especially in a dynamic dimension on the duration of a course of training and insertion.

On the one hand, the formal learning modules offer a sequence of learning assessment with of suggestions for additional learning outcomes in general.

On the other hand, the coaches and trainers on the duration of the course of social and professional integration are today much more poor to measure the progress of social skills and employability of the beneficiaries to assess job-related technical skills.

A methodology and assessment tools in continuous of employment support courses will allow them to more precisely follow the progressions, to implement the necessary adjustments as quickly as possible and increase both their own level of professionalization and efficiency of the integration process.

Definition transversal skills

Skills that can be found and be relevant or expected mainly in all jobs (e.g. people skills like communication competences, organizational skills, motivating or leading a team, technical skills related to computer programmes, data skills like good record keeping or research, etc.) in some way or another. All employers would value

Definition specific skills

Skills that are directly job related and sometimes more technical (e.g. qualification, diploma, use of equipment, tool, method etc.)

Overview and key findings

The partners in the project have made desk research to identify different accompaniment measures or programs that are currently existing and being implemented in their own country at national or local level dedicated for young or adults clients.

To implement this task each partner have constituted a steering committee with stakeholders, employment services, in order to develop an analysis of practices with a particular focus on the dimension of skills assessment and in a second time to identify which could be possibilities of using ASSESS continuous evaluation tool.

This report is a summary and a comparison between the existing programs and measures in the project partner's countries (AT, ES, FR, RO, SE) The research has investigated the strengths and weaknesses, assessment and evaluation of employability, methods that have been used and degree of performance.

The main findings are following:

Public Employment Service and ESF are the funding's that are most represented in the compared programs.

The Duration time for the different programs vary a lot , but a common factor is that the program that are 5-6 weeks is too short, the programs need more time for mapping of competences and evaluation.

The Target groups in the different programs that the partnership have done research on you can see that it mainly are unemployed and migrants, people at risk of social and labour exclusion, low skilled youngsters.

Concerning the methods in the programs they are very different depending on the program and the participants, some of the methods that are used are mapping of competences Job coaching, Language learning, Civic orientation and Work placement.

Evaluation types depends mostly of the duration time and the focus of the program some evaluation methods occurs more than other such as continuous monitoring, feedback questionnaire, evaluation of competences/skills and self-assessment.

Weak points

Sometimes positions demanded by companies cannot be covered due to the lack of experience and preparation of the users., lack of time , needs of the participants don't match with the programs.

It could be a risk in preparing portfolios is lack of focus that can occur when applicants prepare them alone or with little mediation from a counsellor. = time-consuming

For migrants there can be some problems sometimes for example if the assessment and mapping is given in the host country language this can **led to** misunderstanding between the Trainer/teacher and the participant, so it is possible the assessment should be done in the participants' language or in a way that the participant understands the assessment.

The assessment of soft skills are mostly done theoretical, in comparison with hard skills this Could sometimes be a week point.

Strong points

Strong points that are included in the programs are:

- Individual program Coaching, workshops etc. in native language with native trainers/coaches (e.g. Arabic),
- High acceptance by participants due to inclusion of important topics for their (professional) integration/inclusion
- Reengineering of the project aim and target group after evaluation of migrants needs
- Increase employer's awareness about their role in facilitating labour and social insertion of migrants
- Focus not only in low qualification or lack of experience of target users, but in analyse and enhance their social situation, personal promotion and their basic skills.

Conclusion /Summary

Personal education plan and program that are adapted to the participant's needs and individual approach are the strong points in the programs and that is something you should strive to have in education programs.

Another aspect to consider are early building of network and better matching between users' needs and conditions, and positions demanded by companies

The use of portfolios can include evidence extracted through a combination of methods. It is argued that the kind of reflection and investigation associated with portfolio methods empowers people undergoing validation, which helps them obtain jobs or choose appropriate further education.

The methods that are used in the programs depending on the target group, they need to be adapted to the needs of the participants. For example for migrants groups the language is a important issue for assessment and to get a good results in the program.

Recourses are a crucial subject to success in the programs the most important resources in the different programs seems to be the competences and experience of the trainers/trainers and the time.

Romania's programs differs a little bit from the other partners programs, the evaluation methods are theory and practical tests while the other partners programs focus more on self-assessment, feedback questionnaires , focus on learners motivation, measures of skills and competences.

The research shows that some of the most common Evaluation methods:

- Checklist of social integration variables through individualized interview
- Qualitative analysis focusing on key elements defining employability: basis skills, social factors, learning process
- Follow up and evaluation of the job placement process
- Regular language tests
- Individual feedback
- Continuous monitoring;

The research in the partner country, which provide important information on different programs that includes assessment show the needs, realities and what improvements that can be done. This is the first phase of the project ASSESS from this the partners will identify skills and associated indicators constituting a database of resources for the construction of the two tools to ASSESS.

Analytical grids

Austria

	Program n°1	Program n°2	Program n°3	Program n°4
Country :	AT	AT	AT	AT
Funding (s) stakeholders	The Public Employment Service Austria (AMS)	The Public Employment Service Austria (AMS)	The Public Employment Service Austria (AMS)	The Austrian Integration Fund (ÖIF)
Name of the program :	Kompetenzcheck (<i>Competence Check</i>)	BBE step2job (<i>Consulting and Supporting Project step2job</i>)	Jobwerkstatt (<i>Job Workshop</i>)	Startpaket Deutsch & Integration (<i>Starter Package German & Integration</i>)
Duration :	5 weeks	max. 12 months	5 weeks	12 weeks
Target group :	Recognised refugees and beneficiaries of subsidiary protection (aged 25+) with basic German skills (min. A1-level)	Beneficiaries of the means-tested minimum income registered at the Public Employment Service Austria (AMS), long-term unemployed persons (>12 months) - especially recognised refugees and beneficiaries of subsidiary protection, elder unemployed people (aged over 50)	Job seeking persons registered at the Public Employment Service Austria (AMS) except A-level/university graduates and executives/managers	Recognised refugees and beneficiaries of subsidiary protection (aged 15+)
Organization(s) in charge of accompaniment	BEST Institut für berufsbezogene Weiterbildung und Personaltraining	BEST Institut für berufsbezogene Weiterbildung	BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH in cooperation	BEST Institut für berufsbezogene Weiterbildung

	GmbH in cooperation with BFI Wien and BPI der ÖJAB	und Personaltraining GmbH	with Weidinger & Partner Wirtschaftstraining u. Organisationsentwicklung GmbH and murad & murad GmbH - Bildungsnetzwerk	und Personaltraining GmbH and other institutions
Professional profile of tutors or advisers	Professional trainers and coaches: speaking participants' language (e.g. Arabic)	Professional counsellors, trainers and business contacts	Professional trainers and coaches, counsellors, social educators, language teachers, IT-teachers, business contacts	Language teachers (German as a foreign language)
Different steps (if existing)	Competence check of knowledge, skills' /competence assessment, workshops on recognition of foreign qualifications, social/ work-life integration, professional orientation, "values and orientation" course, internships, mentored job search	Diagnostic assessment of skills and individual situation, individual development plan and evaluation, "case management", internships, further vocational training, mentored job search, integration into labour market, optional aftercare	Skill assessment and development of an individual education plan, workshops/training, internships, mentored job search, integration in labour market, optional aftercare	Information day with placement test, language course, values and orientation course, certification exam
Methods used	Individual coaching in native language, workshops in native language: biographical work, presentation, discussions, role plays etc., work-based assessment (at workplace), development of a personal portfolio	Individual coaching and mentoring ("case management") : interviews, biographical work, analysing documents, reflecting, brainstorming, motivating, giving	Individual coaching and mentoring, Work-based learning (internships), workshops: individual course plan, presentations, group works, group discussions, individual learning, role plays, "mental" fitness/well-being through physical activity, development of learning portfolios,	Language learning: CLIL-methodology, role plays, group discussions, dialogues, quizzes, presentations, integration of existing individual skills and experience, various

		feedback, listening to clients, individual support in job search, focus on individual needs, matching individual strengths with company's needs, workshops, practical Work-based learning (internships)	individual support in job search	activities, learning via different channels: watching, listening, reading, writing, reading, variation of methods, focus on "practical" and relevant topics, differentiated learning, regular evaluations and tests
Place of evaluation during the training or accompaniment step	BEST as implementing institution, workplace, the Public Employment Service Austria (AMS) as funding institution	BEST as implementing institution, the Public Employment Service Austria (AMS) as funding institution	BEST as implementing institution, the Public Employment Service Austria (AMS) as funding institution	BEST as implementing institution, the Austrian Integration Fund (ÖIF) as funding institution
Type of evaluation	During the course: practical evaluation at the workplace, evaluation of clients' IT-skills, continuous monitoring; At the end of the course: evaluation/feedback questionnaire by provider and funding body	During the course: continuous monitoring and evaluation, certification exams after training; At the end of the course: feedback questionnaire by provider and funding body, external evaluation of all the relevant data (presence, employment	During the course: continuous monitoring and evaluation, certification exams after training, evaluation of internships; At the end of the course: feedback questionnaire by provider and funding body, external evaluation of all the relevant data (presence, employment quota etc.) by funding body	During the course: regular language tests, individual feedback, continuous monitoring; At the end of the course: certification exam, feedback questionnaire by provider and funding body

		quota etc.) by funding body		
Strong points	Coaching, workshops etc. in native language with native trainers/coaches (e.g. Arabic), High acceptance by participants due to inclusion of important topics for their (professional) integration/inclusion	Long duration (max. 12 months) allows going into details and leads to sustainable results.	Flexible programme (free choice of workshops), Big offer of topics in different fields, Excellent interface to enterprises	Considering needs of refugees (practical approach), content-related and methodical flexibility, small learner groups, integration course and individual consulting by native speakers (e.g. Arabic etc.), official language certificate
Weak points	5 weeks not enough for preparing the integration into the labour market, Gender segregation (groups only male/only female), Low German skills	Sometimes participants cannot work in groups (e.g. physical impairment, illness etc.), Not all plans can be realised because lacking training courses and/or financial resources.	The flexible programme demands high flexibility from trainers and participants. Low numbers of participants (in the single workshops) due to huge variety workshop offer, Lack of networking between the participants due to varying workshops/groups	Big differences regarding education levels within the target groups (in general very low but also some very high educated participants)
Improvement possibilities	Extend the duration, No gender segregation (-> cultural integration)	More budget for further training, more multilingual consulting	Consequences in case of absence without excuse, continuous updating of programme according to changing needs of participants, admission only for members of the 'real' target group	Reduction of the bureaucratic obstacles for the admission of participants

France

Partner :	Country :	FRANCE																		
Program n°1	Funding (s) stakeholders	Region occitanie and European Social Fund																		
	Name of the program :	CAP AVENIR – Cap for future																		
	Duration :	<p>Individualized paths with a flexible duration in accordance with needs identified</p> <table border="1"> <tr> <td>Total path</td> <td>294</td> </tr> <tr> <td>MINI in training centre</td> <td>196</td> </tr> <tr> <td>In enterprise</td> <td>98</td> </tr> </table> <table border="1"> <tr> <td>Total path</td> <td>495</td> </tr> <tr> <td>Medium in training centre</td> <td>320</td> </tr> <tr> <td>In nterprise</td> <td>175</td> </tr> </table> <table border="1"> <tr> <td>Total path</td> <td>861</td> </tr> <tr> <td>MAXI in training centre</td> <td>595</td> </tr> <tr> <td>In entreprise</td> <td>266</td> </tr> </table>	Total path	294	MINI in training centre	196	In enterprise	98	Total path	495	Medium in training centre	320	In nterprise	175	Total path	861	MAXI in training centre	595	In entreprise	266
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	Target group :	<p>Unemployed clients with educational level from 1 to 3 who needs to become aware of own abilities and competences , to define or confirm a professional project being accompanied through this process</p> <p>Conditions for participation :</p> <ul style="list-style-type: none"> - To be registered in Pôle Emploi (labour office) - To have left school more than 6 months ago - To be sent and orientated by an AIO - To having achieved a qualification or prequalification training course funded by the Region in the last 12 months 																		
	Organization(s) in charge of accompaniment	<p>A group of 7 partner training Centre's.</p> <p>1 being Responsible of the network (CFPM) in charge of</p> <ul style="list-style-type: none"> ➤ Administrative and financial management for the partnership ➤ Responsible of Quality plan 																		

		<ul style="list-style-type: none"> ➤ Selection of participants and welcoming ➤ Accompaniment of client groups ➤ Visits of “technical platforms” <p>3 being core partners</p> <ul style="list-style-type: none"> ➤ Accompaniment of client group (guidance – job integration) ➤ Visits of technical platforms ➤ Basic skills training <p>3 being subscribers</p> <ul style="list-style-type: none"> ➤ Visits of technical platforms <p>All training Centre’s of this network have « technical platforms » in building and construction, Hygien, Cleaning , Assistance towards the person(elderly, disabled, children) , Business, accountancy and administration , Agriculture, Food industry , handicrafts, services , Art handcraft , Mecanics , logistics and roads.</p>
	Professional profile of tutors or advisers	<p>The professional team is composed of the following profiles working in partners organizations</p> <ul style="list-style-type: none"> ➤ ALB (CIDFF) : State Diploma of Conselor in Social and Family Education / 30 years of working experience in training- Employment adviser – Coordinator Tasks in the program : Referent for pedagogy – Designing and validation of collective project – Coaching towards enterprise – Assessment of abilities and motivations - Balance /Action plan ➤ IG (CIDFF) : Master II in practice of Social Intervention – 4 years of working experience as Counselor for job insertion Tasks in the program : to enlarge professional choices and opportunities. ➤ CC (IRFA Sud) : Licence SUT. Qualification in Key skills. 12 years working experience as teacher in Maths / Assessment and teaching in Maths and numeracy - Workshops in Logic thinking (ARL) , development of general basic skills and basic skills related to jobs . ➤ GA (IRFA Sud) : Master in French For Foreigner and French as second language didactic – Licence in communication / 1 year working experience as trainer Tasks in the program : Evaluation, accompaniment in literacy – ICT– Communication. ➤ NSD (CIDFF) : Diploma of Art therapy / 2 years of working experience as trainer in vocational training / referent for disabled clients .

		<ul style="list-style-type: none"> ➤ CC : Recruitment – Pedagogical and didactic coordination and follow up & follow up of Alternance (periods in enterprise)- Master I clinic psychology UTM Toulouse- Trainings to implement « Labour office workshops » – Spécialist in ADVP technics – Practician in « thinking and logic mind workshops » - Consultant in professional trajectories and insertion 16 years of working experience as consultant and coordinator Tasks in the program : Coordination of the program, administrative relations between trainee and core partners, referent for subscribers . ➤ DS (CFPM) : BTS in secretary and administration for managers /15 years of working experience as a job insertion adviser and 10 years as a trainer Tasks in the program : Referent for pedagogy and didactic approach Designing and confirmation of the project – Collective project – Coaching towards companies – Enterprise Referent – Balance and Action plan . ➤ EM (CFPM) : Master I in clinic psychology / 8 years of working experience as adviser in socio professional insertion /Referent for disabled clients
	<p>Differing steps (if existing)</p>	<p>The pedagogical architecture of our offer is divided into 4 main phases (cf. summary diagram attached), set up in relation with the progressive achievement of the objectives of the Cap Avenir system.</p> <p>These 4 phases are divided into 13 modules: reception, integration, positioning / project development / project confirmation / review, action plan.</p> <p>Each phase integrates pragmatic and sustained actions strongly established on the reality of jobs and working environments and conditions and promotes interactions with the professional environment.</p> <p>Phase 1 Welcoming -Integration-Positioning with a duration between 56 and 112h (average 75h) is the anchor point to identify the needs, to support the trainee in getting involved and active in his own training path, in finding learning guides and in discovering new jobs in respect of gender equality. It is divided into 4 phases:</p> <ul style="list-style-type: none"> - reception, positioning, development of the path - integration, mobility, opening of the collective project, socialization

		<p>- widening of professional choices, information on jobs, equality between men and women -learn to learn</p> <p>Phase 2 is the preparation of the project and lasts from 105 to 420 hours (average is 217h). The aim here is to identify potential, to explore professions, to reinforce skills in basic transversal knowledge and to define policy assumptions. It includes the first period in company from 35 to 140h (Average is 77h)</p> <p>It breaks down into 6 steps:</p> <ul style="list-style-type: none"> - development of own professional profile - coaching towards the company - Jobs discovery (days for discovering jobs are organized and are followed by 2 days of observation in company to ensure the trainee's interest and motivation for the activity and job in itself - appropriation of the environment and working codes (collective project) - upgrading - immersion in company (organized in alternation with one day in training centre at the end of each week in order to secure the period) <p>Phase 3 is dedicated to the confirmation of the project. with a duration between 119h to 294h (Average of 182h) It integrates designing of implementation phases and steps , the development of communication tools towards companies, a updating of knowledge and competences in relation with the project and the continuation of the collective project .</p> <p>. It includes the second period of immersion in a company lasting from 63h to 126h (Average is 98h) forecasts flexibility and modulation in order to set up reinforced coaching if necessary in the case of working contract research in “alternance” or direct access to employment</p> <p>It is divided into 5 stages, with continuity of the modules initiated in phase 2:</p> <ul style="list-style-type: none"> - project confirmation workshop - coaching workshop - retraining for professional purposes - appropriation of the environment and labor codes (collective project) - immersion in company <p>Phase 4 is dedicated to individual’s balance with a duration of 14 to 35h (Average is 21h)</p>
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		<p>It integrates the capitalization of the accompaniment path, the development of an action plan and a balance sheet.</p>
	<p>Methods used</p>	<p>Our approach: a learning-based, competence-centred learning process, where the person is an actor in learning, and is placed "in a position of choice and action", or empowerment, active participation, appropriation of resources and methods, cooperation are at the heart of the process.</p> <p>The "Collective Project", the red thread of the journey, based on a "professional" scenario and the concrete implementation of an action puts participants in position for acting and doing, according to a working plan agenda (objectives, means, resources, deadlines). The trainer guides, values and promotes the development of self-confidence, the acquisition of professional knowledge and behaviours, makes qualities and abilities emerge and capitalizes the achievements of the project approach. ICT devices will be intensively used (blogs, social networks, internet, ODL platforms, video ...)</p> <p>A pedagogy that confronts the reality of the company and existing jobs on the territory through available tools at each step of the project</p> <p>- Job discovering workshops promote jobs in professional fields that are job creating but often unknown</p>
	<p>Place of evaluation during the training or accompaniment program</p>	<p>Before: The aim is to identify what has been learned to consider the training path and to define the objectives (positioning tests, interviews)</p> <p>During: The formative evaluation aims to find solutions and regulate according to the difficulties identified, (questions, exercises, observations). Intermediary and end-of-module evaluations focusing on specific knowledge and competences acquired during the training module . Scenarios and work based learning through simulations, experience reports, assessment exercises, case studies are the set of tools used in the training process.</p> <p>We make the choice to encourage learner's involvement in the assessment of their achievements; Interest is focused not on the right answer but on "how I proceed to achieve it". The trainer bring explanation sand correct errors that have not been</p>

		<p>self-corrected, he accompanies one's reasoning that leads to the identification and correction of his own error, in order to guarantee a real appropriation</p> <p>The roadmap allows the learner and his / her referrer to visualize the progress and to make the necessary readjustments throughout the course.</p> <ul style="list-style-type: none"> - At the end of the training, the summative evaluation is used to certify all the trainee's achievements during the training (exercises, return of immersion assessments, balance interview). <p>All the trainee's achievements are formalized throughout the course. The competences acquired are capitalized in the competency booklet which constitutes the red thread in the appropriation of his/her own training path. This document will be the property of the trainee.</p>
	<p>Type of evaluation</p>	<p>Evaluation of the motivation of the candidate before entering the program according to several indicators</p> <ul style="list-style-type: none"> - Information notified by the applicant's referent on the prescription form - attendance at the collective information meeting - Posture and interest perceived by the referent trainer during the presentation of the program -Recruitment interview based on a specific grid: questioning on the means implemented by the candidate to integrate the program, experience and personal history, projection of his expectations and aspirations, expression of his motivation - Accordance between the candidate's expectations and the purpose of the action - The decision regarding the selection is then proposed to the Local Monitoring Committee for validation of the recruitment <p>The following evaluation step for positioning will allow to measure the level of knowledge, skills and competences acquired or transferable, its degree of autonomy and learning abilities. The purpose and aim of these positioning tests is the designing of the individualized training path</p> <p>Evaluation during the course</p> <p>The Pedagogical Referent is the accompanying guide of the trainee throughout the course and measures the level of achievement of the objectives, allowing to adjust the course contents or validate the passage to the next step.</p>

		<p>The referent summarizes trainer’s results and progress thanks to the analysis of summative evaluations, skill grids and tutor’s in company evaluations for periods of immersion, observation in situation (collective project), capacity in developing acquirements self-evaluation approach</p> <p>These elements will be used in the final analysis, which will take the form of a roadmap for prescribers and an end-of-training certificate given to the trainee during an interview</p> <p>Evaluation in company</p> <p>Before the in company period: the negotiation of the internship autonomously constitutes the 1st stage of the evaluation in company. It is proof of the assimilation of methodological contributions.</p> <p>At the end of the period: the referent carries out the evaluation on site using an evaluation grid listing the know-how and being in the presence of the tutor and the learner</p> <p>After the practical experience in company : the learner draws up an internship report, using a matrix or reporting guide, The pedagogical referent and the trainee, exploit these conclusions together at a follow-up meeting. This interview allows to value the achievements and brings awareness about corrective actions to set up . The achievements identified are related with with the whole pedagogical progression, participating in the overall construction of the integration project.</p> <p>Customer satisfaction is also evaluated during and at the end of the program using a questionnaire validated in the Certif'LR Quality chart</p>
	Strong points	<ul style="list-style-type: none"> -The program is dealing with the global situation of the participant what allows to identify social barriers. -A personalized and individualized support -Shared resources with the involvement and competences of 7 training organizations working as partners - More flexible bridges between the different measures and process (partnership, permanent entry and exit)that allows to optimize training time to move towards employment
	Weak points	

		<p>The generalization of individualization, when neither the actors nor beneficiaries are really ready for it (adapted tools, self-directed learning, learning in total or semi autonomy ..)</p> <p>Too many similar measures or programs that make difficult for training providers to have participation of sufficient number of clients.</p> <p>Expected results (training or employment) with clients more and more disadvantaged and facing more difficult situations</p>
	Improvement possibilities	<p>In order to obtain better results regarding access to employment , we could consider the development of companies network and develop further following in order to identify and suggest continuous training courses according to company and employees needs and evolution .</p>

Partner : CFPM	Country :	FRANCE
Program n°2	Funding (s) stakeholders Prescribers/ senders	<p>Departmental Council (Aude) , State ,ESF, Communes or Community of Communes</p> <p>Departmental Council (through RSA(Minimum Social Income) Referents) , Pole employ(labor office) , Cap employ(for disabled clients) , Mission Locale Insertion I, organizations IAE (insertion through economic activity),social workers, Accompaniment organizations ...</p>
	Name of the program :	Chantier d'insertion – Insertion workshops Insertion through economic activity
	Duration :	<p>In general a 6 months' work contract that can be reconducted for 6 months extra.</p> <p>Minimum duration : 4 months</p> <p>Maximum : 24 months</p> <p>Average path : 1 year/ 1year ½</p> <p>Defined duration work contract of 26hper week</p>
	Target group :	<p>-Beneficiaries of RSA (Active solidarity Income) represent between 60 and 70% of participants to this program</p> <p>-Beneficiaries of ASS (Specific solidarity allowance), AAH (Allowance for disabled adults), ATA (Temporary Allocation), ARE (Allocation for Employment returning)...</p> <p>Youngsters</p> <p>Person with low or no education</p> <p>Person with very few or none working experience</p>

		<p>Attention : Participants have to be eligible for Defined duration contract</p> <p>The labor office decides according to criteria of eligibility of all candidates.</p>
	Organization(s) in charge of accompaniment	<p>CFPM</p> <p>Technical management and accompaniment in workshops , working situation</p> <p>Socio professional accompaniment Qualification, training on professional techniques in building and construction/ general training (everyday life , techniques for job searching)</p>
	Professional profile of tutors or advisers	<p>Technical trainer/workshop manager : professional experience in building and construction , team management , competences in pedagogy</p> <p>Socio professional tutor : counsellors in social and family economy- CESF, Social worker, Specialized educator , Counsellor in professional insertion, who benefits work experience in professional insertion</p> <p>Trainer in building and construction : experience in this professional sector, competences in pedagogy</p> <p>Trainer in employment research techniques : same profile as Socio professional tutor</p> <p>Prescribers : Labor office advisers, social workers, referent RSA, advisers from MLI ...</p> <p>They are involved in recruitment process but also during the program for steering committee meetings</p>
	Different steps (if existing)	<p>Time is shared between time dedicated for socio professional support, working time on concrete activities in building and construction for the municipality and time dedicated to qualification and professional training. Each activity having assigned objectives</p> <p><u>Socio-professional support</u></p> <p>1- Recruitment</p> <p>The number of contracted and funded jobs can be different from one project to another. It can be between 6 and 10 (male / female) participants. However on a team the number of participants can be from 5 to 13 people.</p> <p>Job offers are sent to job centre with job profile definition.</p> <p>The offers are also addressed to partners and social referents (RSA-CMS-MLI-resource-ALI)</p> <p>All candidates are welcomed for a preliminary interview. The objective is to verify that the applicants fulfill the regulatory requirements and to establish a social balance sheet in order to check if the</p>

		<p>expectations of the candidate match with the objectives of the insertion workshop The candidate is informed about working context and organization and of the objectives of this specific program in terms of work, training and professional integration. The interview is formalized through a written report with CV of the applicant (identification form).</p> <p>The final decision to recruit the candidate is taken by the territorial authority after consultation with the socio-professional counsellor.</p> <p>2- Welcoming the person</p> <p>The candidate is asked to sign a work contract CDD and the internal regulations of the workshop This contract is also signed by the municipality (employer) and the service provider (CFPM). He is given a welcome booklet. The planning of the site, the internal regulations, the “diary” that will follow the employee all along the workshop. An Interview is organized</p> <p>At each interview, the method of financing the workshop , the timetable and working hours are explained, rights and obligations, the type of work to be implemented , training contents, expected behaviour are introduced to participants</p> <p>3- Implementation of a social and professional diagnosis</p> <p>Diagnosis of social situation (health, housing, income, mobility ...)</p> <p>Help with administrative procedures.</p> <p>Identify the work experience, skills and abilities of the individual</p> <p>Analyse strengths and weaknesses</p> <p>4- Action plan (accompanying booklet) in order to define the steps of the accompaniment process</p> <p>Establish an action for the next 4 or 6 months with concrete objectives to reach from social and professional point of view.</p> <p>5- Remove social barriers (mobility, housing, budget, justice, health, etc.)</p> <p>Possible orientation towards relevant partners</p> <p>6- Identification of the participant’s professional skills and abilities</p>
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		<p>7- Definition of one or more professional projects</p> <p>8- Validation of the professional project -Test inforizon / transference -Survey among enterprises -PMSMP Period of practice in a professional setting (internship). The duration of a PMSMP varies from one week to two weeks in a company. Employees have the opportunity to do several internships on a 6-month contract. -Participation in job fairs / training</p> <p>9- Initiate a job search / training / business creation process. TRE (job search technique) (CV, motivation letter, employment space on the pole employ website, cv on line) Coaching to the company or training centre. Understanding of work environment How to introduce oneself Becoming autonomous in professional integration approach</p> <p><u>At work on the "workshop"</u></p> <p>1- Getting on the job It takes place at the municipal technical centre. The beneficiary is received by the technical supervisor of the site. It is presented to the other employees and it is specified to him the modalities of organization of the site, rules of safety and behaviour.</p> <p>2- learning and knowing "how to be" (punctuality, assiduity ...) Aims to lead the employee towards employability. Through the workshop and concrete working situation the participant will learn attitudes and behaviour expected at work such as :</p> <ul style="list-style-type: none"> • Assiduity / punctuality • Interest / participation • Respect for others • Teamwork • Autonomy • Ability to learn <p>3- Acquisition of technical skills at the workplace <u>Detail of planned tasks:</u></p>
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		<p>Taking simple measurements / calculations / using levels / knowing how to read a simple plan and translating it into the field / knowledge of tools, postures, safety rules, implementation of materials (concrete, cement, plaster, paint, lime) / Learning rules of working life, respecting schedules, team work, autonomy and initiative, responsibility.</p> <p><u>Technical and professional skills to be acquired at the workplace:</u></p> <ul style="list-style-type: none"> ▪ Knowledge of the sector ▪ Ability to transfer ▪ Ability to take initiatives ▪ The ability to learn ▪ The sense of organization ▪ Autonomy ▪ Adaptation to the position ▪ Mastery of professional gestures ▪ Efficiency and speed ▪ Physical resistance ▪ Interest and participation ▪ Relationship to orders ▪ Building technology ▪ Reading plans ▪ Application of reading ▪ Safety and security on the work place ▪ calculation of areas and volumes <p><u>on Training</u></p> <p>1 - Technical add-on module 104h / year Reinforcing professional know-how</p> <p>2- Complementary module Getting ready for the labor market and improve knowledge regarding social and professional life.</p>
	Methods used	<i>See above</i>
	Place of evaluation during the training or accompaniment step	<p>On recruitment: The main objective is to identify whether the candidate will be able to meet the expectations required by the project and to integrate easily with the team already in place</p> <p>During : In the form of formative evaluation 3 evaluations per year on average presented in the form of a situation assessment (social and professional) and an evaluation of the work on the site. It is a written report drawn up by the coach for</p>

		<p>the social and professional part and by the technical supervisor for the building site. The purpose of these evaluations is to promote the involvement of the person and to identify whether the objectives set at the beginning of the contract have been respected or not. These evaluation grids make it possible to visualize the progress and to make adjustments if necessary.</p> <p>At each end of work contract, an assessment is organized involving the three parts (employer, employee and stakeholders) It will consist in evaluating his 6 months spent on the program, his involvement, his motivation, his progress</p> <p>All the skills acquired by the employee in insertion are formalized in the competency booklet each one will get at the end of the course.</p> <p>At the end: In the form of a formative evaluation The accompanying person completes an overall assessment concerning his / her course on the site. This report has been requested by Pole Emploi since 2016. It enables to make a point on the accompaniment and the project. It also identifies the next steps to be taken when leaving the workshop.</p>
	Type of evaluation	<p>On recruitment The evaluation is focusing on the candidate's motivation, taking into account the orientation of the prescribers through the FROP (Regional Orientation and Prescription Form) or the LC (order letter). During the recruitment interview, the coach and / or the local authority evaluate the interest and the motivation of the person for the offered job This recruitment interview also allows to identify the social barriers and the positioning of the person facing his / her professional insertion. The territorial collectivity is the only one to choose the candidate who will integrate the program as he's going to become its employee through the work contract</p> <p>During the program : Positioning (Literacy / Numeracy): measures the person's level of knowledge, skills and competences. In this way, it is possible to evaluate the type of action</p>

		<p>that can be proposed in order to help it, always with a view to autonomy (key competencies, basic knowledge workshop).</p> <p>3 times a year the ASP and the technical supervisor draw up evaluations to evaluate the person both socially and professionally.</p> <p>This tool is also a way to reconsider the objectives and readjust if needed.</p> <p>In the form of a formative evaluation, the ASP gives an assessment of the situation, whether or not the person is moving forward and how he or she is involved.</p> <p>The technical supervisor assesses skills acquired or in the process of acquisition.</p> <p>The supervisor also evaluates the professional posture of the person.</p> <p>In external company, during a training course</p> <p>The research phase of the internship makes it possible to evaluate whether the employee in insertion has acquired all the bases necessary to present his project and his course in order to negotiate his internship in company.</p> <p>At the end of the traineeship period, the counsellor carries out an evaluation using a grid listing the employee's knowledge and skills.</p> <p>This evaluation is always done in conjunction with the internship tutor.</p> <p>At the end of the course or at the end of the contract, an evaluation is carried out by the ASP of the yard and underlines point by point, the strong points of the person during the course but also its weak points.</p> <p>It allows, when necessary, to fix future work objectives.</p>
	Strong points	<p>The insertion workshop “ chantier d’insertion” is really a complete accompaniment tool which allows as well to work on the social insertion as well as professional one for a person while developing a concrete economic activity</p> <p>The person is being taken care of as a whole.</p> <p>Since 2015, the SPAs have created a quality charter, thus making it possible to standardize practices and pooling the means and professional skills of each one in order to better accompany the public.</p> <p>The integration project is also a professional activity. People feel useful and valued.</p>

		<p>Knowledge of the partnership network is also a strong point of this device.</p> <p>It thus makes it possible to accompany the person in the best way possible.</p>
	Weak points	<p>The pressure of funders in relation to the results to be achieved (fully in line with current realities of economic activity in France and in the light of the public received).</p> <p>The lack of time in the pedagogical work with the technical supervisor in order to move towards an evolution and a continuous improvement of the accompanying work</p>
	Improvement possibilities	<p>To improve and develop enterprise network</p> <p>To improve communication tools and support promoting this insertion approach through economical activity</p> <p>To improve our Quality chart created 2 years ago in order to answer better stakeholders expectations but also to provide a better service towards client groups</p>

Partner :CFPM associated with MLOA	Country :	FRANCE
Program n°3	Funding (s) stakeholders	State and ESF
	Name of the program :	GARANTIE JEUNE / GARANTEE FOR YOUNGSTERS
	Duration :	<p>Compulsory 12 months duration program possibility of renewal for 6 months extra for young people starting a SCV (Voluntary Civic Service)during the Garantie Jeune program/process</p> <ul style="list-style-type: none"> - 4 weeks of " coaching" in group (promotion of 14 to 16 participants) - Individual follow up at the end of the first 4 weeks, focusing on multiplication of experiences (employment or internship periods et/ou stages), key factor for autonomy and access to employment. This support and accompaniment process is mainly characterized as being global in the sense that it will allow to overcome surrounding barriers that prevents from employability (accommodation, health, financial problems.. <p>=>Every month at least on individual interview is organized + daily meetings for clients with low autonomy + attendance to all actions and activities organized by MLI on job research / training offer opportunities (the main purpose is to bring young people into action everyday)</p>
	Target group :	- Young people between the 16 and 25 years .old, meeting the eligibility criteria of the Garantie Jeune:

		<ul style="list-style-type: none"> - be NEET - not to exceed the income of 470,95 € / pers/month , = calculated according to the resources received by the young person during the last 3 months before the GJ application - being "without family support" - commit themselves to respect the commitments of the process
	Organization(s) in charge of accompaniment	<ul style="list-style-type: none"> - Support for the constitution of required application folder provided by MLOA and associated partners (CIAS-Pôle Emploi-PJJ-SPIP-CD-Social Associations) - Information meeting and motivation interview, implemented the CIP (Adviser in Professional Insertion) Garantie Jeune, with young people who have applied for entry in GJ (monthly) - Checking of the criteria and folders by the MLI (coordination) and the Commission of attribution and follow-up, presided over by the DIRRECTE (Ministry in charge of employment, competitiveness and vocational training) - Accompaniment of the young people for 12 months, by 2 teams of CIP dedicated to Carcassonne; 5 dedicated CIP binomials for the MLOA altogether - Orientation at the end of the program towards further support or organizations according to needs identified and at least towards the referent CIP from the MLI -=> CIP are supported by a coordinator who can assist them when behavioural difficulties among youngsters and sanctions to be taken , who can organize and develop activities and workshops , answer training needs identified among CIP and who is in charge of evaluation of activity and required adjustments .
	Professional profile of tutors or advisers	<p>10 CIP in MLOA are dedicated to the GJ program: The CIP's background and diplomas can be different , although at least university level is expected 5 3 Years after BAC)</p> <p>CIPs work in pairs: 1 CIP more focused on the collective dynamics of the accompaniment, the other on the individual dynamics.</p> <p>Knowledge and competences requested:</p> <ul style="list-style-type: none"> - Knowledge of the sector of professional integration and possible professional network on the territory (partners) - Techniques of interview and accompaniment individual and collective - Knowledge of the local labor market , enterprises, jobs and qualifications

		<p>Feel comfortable in relationships with young people and with the economic world.</p> <p>The strongest CIP's skills:</p> <ul style="list-style-type: none"> - Organizational capacities - Relational and communication skills, team work abilities - Editorial capacities - Adaptability, management of new situation, creativity, problem solving capacity, rigor and autonomy. <p>Associated partners</p> <p>Association running a training course about "Rescuers First Aid at Work" (SST for young people):</p> <p>2 trainers :</p> <p>1 first aid instructor PSC1, SST, PSE 1 and 2, trainer of trainers</p> <p>-1 First Aid Instructor</p> <ul style="list-style-type: none"> • Trainers and consultants from National Navy and the Gendarmerie (to raise awareness about Citizenship) • Specialist of health issues • A representative of Interim agency
	<p>Different steps (if existing)</p>	<ol style="list-style-type: none"> 1. Application Form and motivation interview 2. Committee for validation of the application 3. Entry into the Garantie Jeune program for 12 months <ul style="list-style-type: none"> - Collective Phase (4 weeks): coaching towards employment / self-knowledge / / visiting training centre's in order to identify and know better sectors offering jobs opportunities / health interventions (vaccination-sexuality-self-esteem), budget, housing, citizenship -culture) - Individual phase (11 months) - implementation of internships - Access to employment - Access to training. 4. End of the participation to GJ program - Relay for further steps through a Socio professional integration structure.
	<p>Methods used</p>	<p>The young and the CIP co-signed contract of commitment, what allows to design the path and to activate "the putting into action" process</p> <ul style="list-style-type: none"> - Collective accompaniment: varied activities based on young people' speech and verbal communication , exchanges within the group, cooperation but also self-knowledge, skills and abilities ("our strong skills" tool, ICEA)

		<ul style="list-style-type: none"> - Youngster's involvement and actions via PMSMP (internships with targeted objectives, link CIP-employer-young individual) - "Active mediation" approach: recruitment advices, identification of needs for companies; skills and abilities based (and not qualification) - Mobilization of the MLOA's service offer + link with the Business Unit (mobilization of a GJ Enterprise referent) - Monthly allowance of about 470 € allowing to overcome barriers for the socio-professional integration of young people
	Place of evaluation during the training or accompaniment step	<p>Evaluation of the progress of the young person all along the GJ path, based on a diagnosis of the needs-definition of the steps and actions-evaluation:</p> <ul style="list-style-type: none"> - Progress sheets, assessing the needs and progress in the course, on the "social skills", "key competences" and "professional skills" <p>=> Evaluation via these forms, at least at entry - at 6 months - at the end of the program.</p> <ul style="list-style-type: none"> - Evaluation grids for the internship reports, to be used for each internship, in priority in the Company, with the CIP, the young person and the company tutor.
	Type of evaluation	<ul style="list-style-type: none"> - Qualitative evaluation of the young person's progress regarding autonomy - Quantitative evaluation, on the number of placements carried out, days spent in employment, employment (and types of contracts), access to training
	Strong points	<ul style="list-style-type: none"> - Group dynamics (collective) which stimulates young people's action (+ social link, and cooperation) - The dedicated CIP pair that accompanies young people's promotions together (added value in accompaniment, cross-eyes, complementarity) - The monthly allowance to remove the barriers to integration / but also tool to work on the appropriation of the paths by young people (commitments and possible suspension of the allowance) - The enterprise approach and active mediation facilitating young people's access to initially unaccessible offers (business relations / skills and capacities) as well as the PMSMP tool - The "multiplication of professional experiences" approach as an element facilitating access to stable employment (self-confidence / professional project / business network)

		<ul style="list-style-type: none"> - A non-sequential accompaniment that proposes a direct professional action and the opportunity of overcoming barriers in parallel - Mobilization of MLOA service offerings / specific clusters (assisted contracts, training, health, social ...) - Mobilization of a broad partnership for a global accompaniment (housing-mobility, leisure, citizenship, culture ...) - Partnership work in accompanying young people (CIAS-PJJ-SPIP-FJT-CMS)
	Weak points	<p>Heavy administrative burdens impacting the time devoted for accompanying young people</p> <ul style="list-style-type: none"> - A constrained system that does not necessarily match with the needs of any young person who considers himself or herself in search of a job - Need for a particular organization and an investment in terms of premises.
	Improvement possibilities	<p>Possible areas of improvement</p> <ul style="list-style-type: none"> - Broad communication on this support program towards the target audience but also to professionals - Developing the company relationship (actions to accompany young people / Social Charter) => Co-animation with the MLOA business unit - To develop actions of commitment in the life of the city) - To develop the activities of "jobs discoveries" / links with training programs.

Romania

Partner : PMU	Country : RO		
Program n°1	Funding (s) stakeholders	Self-financing	
	Name of the program :	Risk assessor and auditor in health and safety at work	
	Duration :	252 hours	
	Target group :	Adult graduates eager to acquire knowledge about compliance of the work place with the health security Law	
	Organization(s) in charge of accompaniment	Petru Maior University of Tirgu Mures	http://cip.upm.ro/Curs-postuniversitar-Evaluator-riscuri-auditor-domeniul-securitatii-sanatatii-munca_c0019

	Professional profile of tutors or advisers	Labor inspectors in safety and health at work	
	Different steps (if existing)	192 hours for theoretical and practical preparation 60 hours for elaboration of graduation work, that is a project for evaluation of risks in a company	
	Methods used	Lectures Discussions Case Studies Practical work Drafting the graduation	
	Place of evaluation during the training or accompaniment step	University Work placement	
	Type of evaluation	Assessment of a project elaborated on a case study on which it is evaluated the risks in a workplace	
	Strong points	Personal education plan that are adapted to the market needs on this job; Completion of the program allows graduates to start their own business who offers a new chance in the labor market.	
	Weak points	Only for high educated graduates	
	Improvement possibilities	On-line development of course for a national selection of participants	

Partner : PMU	Country : RO		
Program n°2	Funding (s) stakeholders	European Social Fund - Sectoral Operational Programme Human Resources Development - PRO-HEALTH - Increasing access of medico-social workers from Romania to continuous training programs	http://www.crucea-rosie.ro/anunt-privind-beneficiile-programului-de-formare-profesionala-ingrijitoare-batrani-la-domiciliu-cod-nc-5133-1-2/
	Name of the program :	Caretaker for the elderly	The objective is to increase the qualification level for employee's unskilled and / or low-skilled medical-social, contributing to facilitating /

			improving access and participation in programs of continuous professional training in the 8 development regions of Romania.
	Duration :	360 hours (3 month)	
	Target group :	Unskilled employees (aged 18 and 64) to their line of work or with low qualifications, graduates of compulsory education – 10 classes, namely: Level 1 qualification - Caretaker children, babysitter, caretaker for the elderly, stretchers. Level 2 qualifications - Nurse, Nanny sick at home, Health mediator.	
	Organization(s) in charge of accompaniment	Chamber of Commerce and Industry Mures	http://cciams.ro/cursuri/index.html
	Professional profile of tutors or advisers	Specialists in social work, nursing	
	Different steps (if existing)	120 hours theoretical training, 240 hours practical training	
	Methods used	Lessons, practical training in: filling sheet of the assisted person, ensure sanitary conditions, management of allocated resources, first aid, assisting nutrition and food management, mobilization and transport of assisted persons.	
	Place of evaluation during the training or accompaniment step	Chamber of Commerce and Industry Mures National Red Cross Society in Romania	
	Type of evaluation	Theoretical – test Practical	
	Strong points	Counselling in order to fill a job, Scholarship: 600 lei / month, is given to all those who obtain the diploma; Awards based on results from a competition; Visits inter-regional for exchange of best practices; Qualification certificates issued by the National Authority for Qualifications;	

		Catering free lunch for each day of the course.	
	Weak points	Young people aspire to occupy jobs in technical fields, construction or transport, for men and for production or services for women. Some of them want to go to work abroad to receive higher wages.	
	Improvement possibilities	Counselling of young possible candidates in order to motivate and grow interest to occupy a job in social care. During qualification participants should benefit from a comprehensive program of professional and motivational counselling, where they should learn to set goals and professional objectives, to write cover letter, curriculum vitae, to come to an interview. They also should receive useful and relevant information regarding rights under the Labor Code, labor relations, and responsible institutions, collaborating with colleagues and with the employer.	

Partner :	Country :	RO	
Program n°3	Funding (s) stakeholders	European Social Fund HRD - Human Resources Development Operational Programme Priority Axis 2 - Linking lifelong learning and labor market Key Area of Intervention 2.2 -Prevent and correcting early school leaving - strategic type	
	Name of the program :	Integrated educational services for Roma communities. Training courses in the fields of: - trade workers and	

		- leather / leather substitutes producers	
	Duration :	3 month	
	Target group :	Roma population	
	Organization(s) in charge of accompaniment	“Together” Agency Alba-Iulia	http://agentiaimpreuna.ro/?page_id=1403 http://old.fonduri-ue.ro/posdru/images/downdocs/povesti_de_succes.pdf
	Professional profile of tutors or advisers	Social-professional mediators	
	Different steps (if existing)	Social and professional counselling and mediation. Meetings with companies interested in employment of Roma ethnics	
	Methods used	Training course; Counseling and social and professional mediation; Meetings with companies interested / involved;	
	Place of evaluation during the training or accompaniment step	“Together” Agency Alba-Iulia	
	Type of evaluation	Competence test	
	Strong points	-Organization of training mentors; -Development of methodology for mentoring; -The inter-regional platform for the education of disadvantaged groups.	
	Weak points	- Real problems of the Roma community in qualified hiring; - Support for beneficiaries after completion of financing.	
	Improvement possibilities	- Organizing information and awareness campaigns for stakeholders in the prevention and correction of early school leaving by Roma pupils;	

		<ul style="list-style-type: none"> - Facilitating the employment of persons who benefited from social and professional mediation; - Creating a network of Centres of Vocational Inclusion. 	
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Spain

Partner: INFODEF	Country : SPAIN		
Program n°1	Funding (s) stakeholders	European Social Fund	
	Name of the program :	EQUAL LAMEGI	
	Duration :	2 years (2005-2007)	
	Target group :	People at risk of social and labour exclusion: long-term unemployed, migrants, low skilled youngsters, ex-offenders, others...	
	Organization(s) in charge of accompaniment	Berriztapen association for social integration, Cáritas, SARTU foundation, Basque Country Regional Government	
	Professional profile of tutors or advisers	Social workers, trainers and educators from Public Administrations	
	Different steps (if existing)	<ul style="list-style-type: none"> - Analysis of the implemented strategies for social insertion (How?) - Analysis of key internal and external factors of success (Why?) - Analysis of activities carried out in each organization (What conditions?) 	
	Methods used	- Participative evaluation method (based on the participatory action research methodology). This means the involvement of local stakeholders and relevant actors on the assessment process: definition, implementation and application of results	

		- Qualitative techniques with assessment focused on 4 areas: Personal development, Education level, Labour insertion, Future expectations	
	Place of evaluation during the training or accompaniment step	Social sector organizations Work placement	
	Type of evaluation	Based on the “change theory”: assessment approach to explore and graphically represent the expected change pathway, identifying key steps. Consists on a systematic and cumulative analysis of links between activities and results.	
	Strong points	- Project aimed at producing changes in beneficiaries, but especially in Public Administration by means of: increase awareness, produce up-skill, provide experience, introduce instruments for social inclusion, generate regulation to support the process - Best practice EQUAL 2008	
	Weak points	The process of increasing awareness and the capacity building training is focused on workers from public administrations (professional profiles with strong formal requirements). , but not	
	Improvement possibilities	New developments can be done for non-formal and informal agents	

Partner: INFODEF	Country : SPAIN		
Program n°2	Funding (s) stakeholders	General Directorate of Immigration (Madrid Regional Government) + ESF	
	Name of the program :	Development of basic skills for professional insertion	
	Duration :	2 years 2012-2014	
	Target group :	Long term unemployed at risk of social exclusion, low skilled. Migrants, mainly men from construction sector and women housewives without labour experience	
	Organization(s) in charge of accompaniment	CAS San Rafael (Social Action Center)	
	Professional profile of tutors or advisers	Social workers, psychologists, lawyers, career counsellors	
	Different steps (if existing)	1. Reception, initial diagnosis and preparation of the Intervention Itinerary 2. Provide resources to meet job demands and basic needs 3. Monitoring and control of the intervention process 4. Ex post follow-up (3 months) and end of intervention	
	Methods used	Training in Spanish language Gerontology course (including 100hrs of work practice in senior rest homes) Social mediation Psychological support Basic needs support (food, clothes, welfare flat)	
	Place of evaluation during the training or accompaniment step	Social organisation Work placement	
	Type of evaluation	Individual tutoring process, based on a participatory methodological approach: involvement of participants in the evaluation in tow steps: 1. Elaboration of an agreed custom itinerary of labour insertion.	

		2. Periodically review, evaluation and modification the itinerary (agreed with participant)	
	Strong points	<ul style="list-style-type: none"> - Their motto is: “recovering the dignity of people in times of crisis”, so the process start by improving the basic conditions of unemployed people to regain their dignity, as a basis for strengthen of their basic skills. - Participatory approach, involving migrant in the decision making process for their professional insertion 	
	Weak points	Training is too specific: basic level of geriatric assistant	
	Improvement possibilities	The same approach can be applied to a range of different sectors or professional qualifications	

Partner: INFODEF	Country : SPAIN		
Program n°3	Funding (s) stakeholders	General Directorate of Immigration (Madrid Regional Government)	
	Name of the program :	Project for Social integration of the migrant population of Madrid Region	
	Duration :	Active since beginning of 2016	
	Target group :	Migrants living in Madrid Region: legally and non-legally (without work permit)	
	Organization(s) in charge of accompaniment	Guaraní association (Paraguay-Spain Cooperation Association)	
	Professional profile of tutors or advisers	Social workers and lawyers	
	Different steps (if existing)	- Individual labour intermediation and job placement	

		<ul style="list-style-type: none"> - Legal advice in matters of migration laws and labour rights and duties - Group activities related to employment - Group workshops on migration laws and labour rights and duties 	
	Methods used	<ul style="list-style-type: none"> - Social mediation and labour inclusion - Legal advice on Labour rights and duties, Social Security and Spanish migrants laws and regulations - Legal advice on domestic service for migrants and employers (modification included as a result of the mid-term evaluation of the project) 	
	Place of evaluation during the training or accompaniment step	Social organisation	
	Type of evaluation	<p>Individual evaluation (interview) and group evaluation (focus group) in two moments:</p> <ul style="list-style-type: none"> - during labour intermediation and job placement (initial) - during legal advice phase (mid-term) <p>As a result of this evaluation, specific needs of migrants emerge: access to domestic service jobs allow to obtain the work permit (specific regulation of Spanish migrants' law). Hence, irregular migrants need legal advice on this matter, so do the employers. Due to this, legal service provided and target group addressed have been reengineered.</p>	
	Strong points	Considering employer as beneficiary of the	

		intervention project, not only as a stakeholder. Reengineering of the project aim and target group after evaluation of migrants needs Increase employers awareness about their role in facilitating labour and social insertion of migrants	
	Weak points	Domestic service is a sector with strong difficulties: employers are citizens (not companies), there is a lot of informal economy (to avoid taxes), regulation have been developed only 3 years ago.	
	Improvement possibilities	Methodological approach: increase employability with a focus on legal conditions	

Partner: INFODEF	Country : SPAIN		
Program n°4	Funding (s) stakeholders	Valladolid Regional Government (Diputación), Castilla y León Regional Government, European Social Fund	
	Name of the program :	Programme for labour counselling and advice for groups in situation or risk of social exclusion	
	Duration :	Since 2010	
	Target group :	Groups in situation or risk of social exclusion, due to a wide range of factors: socio-economic, geographical, ethnic, disability, health disorder, lack of professional qualifications, long term unemployed.	
	Organization(s) in charge of accompaniment	Valladolid Provincial Government, by means of 13 Social Action Centers (CEAS) located in cities and villages around the province	

	Professional profile of tutors or advisers	Social workers, family educators, family support counsellors, psychologists.	
	Different steps (if existing)	<ul style="list-style-type: none"> - Occupational interview (initial evaluation and diagnosis) - Individualize counselling (to determine the needed pathway for insertion) - Training: specific (sector) and transversal (basic skills, environment, entrepreneurship) - Active job search (guidance) - Job placement (work practice in companies) - Follow-up and evaluation 	
	Methods used	<ul style="list-style-type: none"> - Professional orientation and follow up of job placement process - Design of individualized pathway for insertion - Up skill in key competences and social skills (motivation, self-esteem, problem-solving) - Training in specific sector skills, in most demanded sectors (Dependent persons care, home care assistant, hotel maids, elderly care, etc.) - Involvement of social stakeholders - Labour mediation for job placement (network of companies) 	
	Place of evaluation during the training or accompaniment step	<p>Social organisation</p> <p>Work placement</p>	
	Type of evaluation	<ul style="list-style-type: none"> - Checklist of social integration variables through individualized interview - Qualitative analysis focusing on key elements defining employability: basis skills, social factors, learning process - Follow up and evaluation of the job placement process (similar as WBL: cooperation 	

		between training tutor and in company tutor)	
	Strong points	<ul style="list-style-type: none"> - Focus not only in low qualification or lack of experience of target users, but in analyse and enhance their social situation, personal promotion and their basic skills. - Training process carried out in companies. - Assessment of job placement rely on cooperation between training tutor and in company tutor 	
	Weak points	Sometimes positions demanded by companies cannot be covered due to the lack of experience and preparation of the users.	
	Improvement possibilities	Better matching between users' needs and conditions, and positions demanded by companies	

Sweden

Partner : FU	Country :	Sweden	
Program n°1 Korta vägen	Funding (s) stakeholders	Labour office	
	Name of the program :	<p>Korta vägen – Fast forward towards the employment you are trained for.</p> <p>Korta vägen is an initiative of the Swedish Public Employment Service (Arbetsförmedlingen, AF) and Swedish universities. The aim is to help foreign academics establish themselves professionally as soon as</p>	

		possible after their arrival in Sweden.	
	Duration :	26 weeks	
	Target group :	Adult migrants	
	Organization(s) in charge of accompaniment	Folkuniversitetet and Lund University	
	Professional profile of tutors or advisers	Counsellors Language teachers	
	Different steps (if existing)	2 weeks for competence mapping and development of an individual education plan 24 weeks for Assessment and education	
	Methods used	Mapping of competences Job coaching Language learning Civic orientation Tests Assessments Work placement Further education Internship	
	Place of evaluation during the training or accompaniment step	Education organisation Work placement University	
	Type of evaluation	Assessment of work experience-knowledge Assessment of language skills	
	Strong points	Personal education plan that are adapted to the migrants needs. Early building of network, not only for employment but also contact useful. Stockholm university has done a study showing that 95% of the participants received a qualified internship (<i>praktikplats</i>) and that 59% of the participant got a job within their field after finishing Korta vägen.	
	Weak points	You need to have an academic degree, or at least three years of academic studies.	

		You need to be unemployed to participate.	
	Improvement possibilities	<p>Could include low skilled migrants</p> <p>It could be a more personalized, groups for different professions.</p>	

<http://kortavagen.nu/#top>

<http://www.umu.se/samverkan/kompetensutveckling/aktuella/kortavagen/>

<http://www.su.se/samverkan/samh%C3%A4lle/korta-v%C3%A4gen/kursbeskrivning-korta-v%C3%A4gen/samh%C3%A4llsmomentet-1.115872>

https://www.svensktnaringsliv.se/migration_catalog/Rapporter_och_opinionsmaterial/Rapporter/utbildningsfallan_597231.html/BINARY/Utbildningsf%C3%A4llan

<http://www.umu.se/english/about-umu/news-events/news/newsdetailpage/korta-vagen--a-shortcut-to-a-profession.cid265709>

Appendix 2: **Guidelines for Portfolio of Qualifications** - example – academic staff

Partner :	Country :	Sweden	
Program n°2 Portfolio – self assessment	Funding (s) stakeholders	Adult education organisations through the labour office	
	Name of the program :	Self-assessment with support from counsellors	
	Duration :	Depends on the extent of the portfolio 1 – 6 month	
	Target group :	Unemployed	
	Organization(s) in charge of accompaniment	Adult education or vocational education organisations	
	Professional profile of tutors or advisers	Counsellor Teacher	
	Different steps (if existing)	Self-assessment Evaluation and support from education organisation	
	Methods used	Portfolio self-assessment	
	Place of evaluation during the training or accompaniment step	Adult education or vocational education organisations	
	Type of evaluation	Tests or self-assessments (e.g. to determine the level in a foreign language) (e.g. to evaluate the “learning to learn” key competence) (e.g. to evaluate learning styles) Self-assessment and assessment done by education organisation about the 35 “basic or general skills” Identification of strengths/weaknesses Evolution of the CVs	
	Strong points	Provides a rich data source, Compiling portfolio may be a valuable learning experience for the learner	

	Weak points	Influenced by other factors, e.g. written fluency of author, which may limit content validity. Lack of comparability among individuals (low reliability) Time-consuming to extract information from.	
	Improvement possibilities	Evaluation and support from employers during the assessment. Possibilities to internship and visits to working places, to gain experience about the labour market in Sweden.	

Partner :	Country :	Sweden	
Program n°3 Industry model	Funding (s) stakeholders	Labour office / The government	
	Name of the program :	Industry model	
	Duration :	Depends on the profession For example for the cleaning sector – 3-4 days	
	Target group :	Unemployed adults , migrants	
	Organization(s) in charge of accompaniment	Labour office and the company were the assessment is done	
	Professional profile of tutors or advisers	Counsellor Representative from the cleaning sector	
	Different steps (if existing)	Mapping Self-assessment Workplace assessment https://youtu.be/6nL2p3XWAg	
	Methods used	Self-assessment Assessment of competences	
	Place of evaluation during the training or accompaniment step	Mapping and self-assessment at education organisation or labour office Assessment of competences at a company	

	Type of evaluation	Self-assessment Competence assessment at a workplace	
	Strong points	<p>There are industry models for around 20 industries and for around 140 vocations. The aim is to help unemployed what is required to practise your vocation in Sweden.</p> <p>The industry models have been developed by the industries themselves and give you an opportunity to take theory and practical tests, which are assessed.</p> <p>It is possible to get certifications and licenses needed as for example welders</p>	
	Weak points	There are fees for the assessment of some vocations.	
	Improvement possibilities	Possibilities of vocational guidance, to find out what opportunities are available with the existing competence.	

<https://www.arbetsformedlingen.se/Globalmeny/Other-languages/Languages/English-engelska/Self-assessment-sectors.html>

Appendix 1 : Example on self-assessment – cleaning sector

Partner : FU	Country :	Sweden	
Program n°4 Vocational skills assessment	Funding (s) stakeholders	The Labour office / The government	
	Name of the program :	Vocational skills assessment	
	Duration :	3 weeks	
	Target group :	Unemployed people	
	Organization(s) in charge of accompaniment	The Labour office	
	Professional profile of tutors or advisers	Supervisor that provides support and evaluation	
	Different steps (if existing)		
	Methods used	Evaluation of vocational skills	
	Place of evaluation during the training or accompaniment step	On a workplace	
	Type of evaluation	Evaluation of competences and experience	
	Strong points	The assessment is done at a workplace. The employer get an opportunity to get in contact with migrants, possible future employees. The migrants get an opportunity to get in contact with employers, and first insight into the Swedish labor market.	
	Weak points	The assessment is an isolated action and focuses exclusively on practical knowledge.	
	Improvement possibilities	Possibility to be assessed at several workplaces. Combine with professional vocational guidance.	

Partner : FU	Country :	Sweden	
Program n°5 Meritportföljen	Funding (s) stakeholders	The Labour office / The government	
	Name of the program :	Meritportföljen integrated as part of Swedish for Immigrants or/and Swedish as a second language teaching	
	Duration :	3 – 7 weeks (as a part in SFI)	
	Target group :	migrants	
	Organization(s) in charge of accompaniment	Hermods, ABC-kraften, Länsstyrelsen Västmanland	
	Professional profile of tutors or advisers	Coaches, Counsellors, Supervisor that provides support and evaluation Teachers	
	Different steps (if existing)	SFI provides basic knowledge in Swedish and knowledge about Swedish society. Meritportföljen is a process embedded in the learning of Swedish. The process involves a structured documentation of skills and competencies, regardless of how they were acquired. The newly arrived prepares faster on a professional life in Sweden through the work of Meritportföljen. They learn Swedish not only for ever day use, but also get a 'glossary' they need for work in general and in particular for their own profession.	

		<p>SFI has different professional specialisations for occupations such as child care, retail workers or truck drivers.</p> <p>Module 1: 1-2 weeks for mapping education, work experience, other competences and skills gathered in a portfolio.</p> <p>Module 2: 1-4 weeks Validation and assessment of professional skills. Mapping of certificates, certificates and licenses, etc.</p> <p>Module 3: 1-2 weeks Assessment on a workplace</p> <p>Skills for which you do not have any grades from a school or university, can be assessed and validated. It is also possible to receive a certificate or grade regarding to skills and competencies.</p> <p>Module 4: 1-2 days Study and vocational guidance to get information of further education, courses to study and/or possible vocations.</p>	
	<p>Methods used</p>	<p>Mapping of competences Job coaching Language learning Civic orientation Tests Assessments Work placement Further education</p> <p>Mapping of education and the portfolio can be adjusted to the level of language learning. It is possible not only to use words, but also use pictures in the portfolio.</p>	

	Place of evaluation during the training or accompaniment step	On a workplace by a supervisor that provides support and evaluation	
	Type of evaluation	Assessment of work, experience and knowledge. Evaluation of competences and experience.	
	Strong points	Meritportföljen is a process embedded in the learning of Swedish. Preparation for work is going on in parallel with learning the host language. Participants get a greater awareness of their knowledge and skills and get the vocabulary that facilitates contacts with employers and co-workers.	
	Weak points	Teachers and supervisors need a good understanding of Swedish working life. This can be seen as an additional burden on teachers.	
	Improvement possibilities	More lectures and visits to workplaces, not only within their own work area / profession.	

<http://www.lansstyrelsen.se/vastmanland/SiteCollectionDocuments/Sv/manniska-och-samhalle/integration/regionalt-samarbete/2010-317-lilla-handboken-low.pdf>

<http://www.hermods.se/utbildning-tjanster/meritportfolj/>

<http://abckraften.se/arbetsokande/meritportfolj>

<http://malmo.se/download/18.76105f1c125780a6228800028620/1383645613712/Meritporf%C3%B6lj+%E2%80%93+SFI.pdf>

Appendix

Appendix 1

Example on self-assessment – cleaning sector

Your personal characteristics	1-5 (No experience – Substantial experience)				
1. I am good at meeting customers	1	2	3	4	5
2. I can remain calm in a difficult situation	1	2	3	4	5
3. I can work under stress	1	2	3	4	5
4. I know and understand the implications of being in a workplace environment	1	2	3	4	5
5. I can conduct myself according to the rules of a workplace	1	2	3	4	5
6. I keep my workplace clean and tidy	1	2	3	4	5
Experience					
7. I have experience of working independently and of making decisions by myself	1	2	3	4	5
8. I have experience of working together with others	1	2	3	4	5
9. I have experience of cleaning in private homes	1	2	3	4	5
10. I have experience of cleaning in workplaces	1	2	3	4	5
11. I have experience of cleaning in offices	1	2	3	4	5
12. I have experience of cleaning in health facilities	1	2	3	4	5
13. I have experience of cleaning in public premises	1	2	3	4	5
14. I have experience of cleaning stairwells	1	2	3	4	5
15. I have experience of vacuuming	1	2	3	4	5
16. I have experience of dusting	1	2	3	4	5
17. I have experience of washing floors	1	2	3	4	5
18. I have experience of cleaning toilets and washbasins, and of emptying wastepaper baskets/bins	1	2	3	4	5

Appendix 2

Guidelines for Portfolio of Qualifications - example – academic staff

University of Borås Reg. nr. 227-07-10

2007-10-19, approved by the Research and Education Committee

2008-05-14, approved by the Committee for artistic development work and the Teacher training committee

Guidelines for Portfolio of Qualifications

For applicants seeking positions on the academic staff at the University of Borås, the following model has been worked out to help them organise their documents and other information into what is called a Portfolio of Qualifications. In addition to scientific, artistic, teaching, and administrative qualifications, the University of Borås also emphasizes the applicant's professional qualifications, i.e. qualifications acquired by the applicant outside of universities and university colleges.

This document replaces the previous Portfolio of Qualifications (reg. nr. 205-98-10).

1. Scientific qualifications

1.1 Scientific background

Academic degrees, research educational courses, relevant previous employments in research environments.

Examples of documentation: testimonials, certificates, letters of appointment.

1.2 Scientific productivity

Extent of publication of own research results in printed or other forms.

Examples of documentation: complete list of publications and, where relevant, shown in separate lists for dissertations, books, chapters in books, articles in scientific journals, articles in specialist/technical journals, conference papers/presentations (at scientific conferences/symposia). Other writings e.g. specialist/technical works, textbooks, reviews.

Extent of research supervision.

Examples of documentation: a list on doctoral dissertations and current thesis work by doctoral students supervised by the applicant.

Research and development results such as patents, international standards, own computer programmes that others are using, products or constructions that have resulted in industrial application.

Examples of documentation: certificates testifying granted patents and standards; reports.

1.3 Scientific competence

Quality aspects, originality, capacity for innovation and change.

Examples of documentation: statements expressing expert opinions e.g. regarding teaching appointments and in judging suitability for positions such as associate professor/research Page 2 of 6

fellowship; certificates and assessments of a scientific character; reviews and citations in publications; national and international awards and honours.

Appointment as guest researcher or guest professor in a foreign country, or acting as a host for foreign researchers at own institution.

Examples of documentation: certificates, letters of appointment, agreements, invitations.

Innovation and qualitative improvements of postgraduate studies and of research environments.

Examples of documentation: certificates, testimonials from heads of departments etc., reports.

1.4 Scientific leadership

Experience in leading research projects, in applying for and managing research funds and in being a supervisor.

Examples of documentation: decisions on funding; project assessments concerning project participants' work; head of department testimonials; external evaluations.

Experience in assuming responsibility for, and directing, postgraduate studies and research meetings; experience in initiating new courses and postgraduate programmes; in organising research conferences, research schools, international exchanges and study tours.

Examples of documentation: course curricula, programmes, testimonials; assessments/evaluations.

1.5 External contacts and research information

National and international assignments. Membership in and assignments for national and international research organisations; conference organisation, editorship and refereeing commitments for research journals; conference proceedings.

Examples of documentation: appointments, certificates, programmes and invitations.

Commissions as faculty opponent at public dissertation presentations; assignments as expert in staff appointments and in assessing qualifications for associate professorship or research fellowship (docent competency).

Examples of documentation: minutes, official records.

Research information for the benefit of society outside of the university/university college in the form of e.g. texts, lectures, courses, seminars, adult education.

Examples of documentation: conference programmes, reports, articles in professional media, reviews, course programmes, invitations, and media debating.

1.6 Professional development work

Participation in qualified development work in co-operation with public and/or private institutions, organisations, business and industry.

Examples of documentation: contracts, joint research applications.

2. Artistic qualifications

2.1 Artistic background

Attendance in art schools and continuing education courses. page 3 of 6

Examples of documentation: certificates and testimonials.

2.2 Artistic production

Extent of exhibiting own works in public.

Examples of documentation: lists and photographs of works and products which are produced, published or displayed in public contexts; separate or joint exhibitions and fairs. Design assignments, designing of exhibitions.

Extent of research supervision.

Examples of documentation: lists of artistic development/creative work supervised.

Results of development/creative work. Innovative products and constructions that have resulted in artistic or industrial applications.

Examples of documentation: documentation in the form of texts, pictures or audio recordings.

2.3 Artistic skills

Quality aspects, originality, ability to innovate.

Examples of documentation: certificates, testimonials and referee pronouncements of an artistic nature; reviews and citations/mention in art and design publications.

Appointment as guest teacher.

Examples of documentation: certificates, testimonials.

Innovation and qualitative improvements of education in art.

Examples of documentation: evaluations; assessments.

2.4 Artistic leadership

Experience in leading and directing artistic development work.

Examples of documentation: decisions on funding; project assessments concerning project participants' work; statement of opinion by head of department; external evaluation.

Experience in assuming responsibility for, and leading, artistic development programmes and staff meetings; experience in initiating new courses and artistic programmes.

Examples of documentation: course curricula, programmes, statements of opinions, evaluations.

2.5 External contacts and information about artistic development work

Membership in national and international art and designers' organisations.

Examples of documentation: programmes, certificates.

Information about artistic development work.

Examples of documentation: programmes, reviews.

2.6 Professional development work

Participation in qualified development work in co-operation with public and/or private institutions, organisations, businesses and industry.

3. Teaching qualifications

3.1 Teaching background

Practical teacher training; academic studies in pedagogy; courses in teaching at the university level (the University College of Borås requires 10 weeks of full-time studies in teaching at the university level or a similar level of experience acquired during employment as senior lecturer or lecturer); other kinds of education in teaching.

Examples of documentation: Certificates, testimonials, diplomas.

3.2 Development/production of educational materials

Authoring of textbooks: books, compendiums, video/audio programmes, film, computer programmes etc.

Examples of documentation: products, reviews.

Participation in educational developmental work; international teacher exchanges; educational conferences; research in didactics.

Examples of documentation: decisions on funding, reports, articles, teaching material, conference programmes, travel reports.

3.3 Experience and skilfulness in teaching methods

Skilfulness in teaching methods demonstrated through course development, teaching, supervision and examination. Diversity in teaching experience in relation to differing levels: undergraduate and postgraduate levels, continuing education, commissioned education. Experience of different teaching forms: lectures, seminars, group-work, project work, PBL, laboratory exercises, supervision, examination, mentoring. Experience of co-operation with the surrounding community in undergraduate and postgraduate education.

Examples of documentation: testimonials by heads of department; peer-group evaluations; external evaluations; statements issued by educational experts; compilation of student evaluations covering a succession of years; teaching material and course curricula; course reports; educational prizes and scholarships.

Explain your view of knowledge, learning and the purpose of education. Describe forms of education and examination you find beneficial to students' learning. State what you find to be most important within your own subject. Explain your idea about the roles of teacher and student in education. State goals for your own teaching development in the foreseeable future. Present a reflection on your own teaching methods. This may be done e.g. starting out from a course evaluation, education, supervision or examination. Topics to address include what you did, how you did it, why you chose to use a certain method, what results you achieved and how you developed as a teacher. Also, where relevant, present reflections on other parts of your educational activities.

3.4 Educational leadership

Assignment as director of studies or its equivalent; assignment as head of department; being responsible for a subject area/courses; director; directorship for a study-programme; faculty assignment.

3.5 External contacts and information about education

National and international assignments. Membership in and assignments for national and international research organisations; conference organisation, editorship and refereeing commitments for research journals; conference proceedings.

Examples of documentation: appointments, certificates, programmes and invitations.

Scientific information produced for the lay public outside of the confines of academia in the form of textual material, lectures, courses and seminars.

Examples of documentation: reports, course programmes, invitations, media debates.

3.6 Professional co-operations

Co-operations with departments, organisations and corporations regionally, nationally and internationally: texts, lectures, courses, seminars in co-operation with public and/or private organisations.

Examples of documentation: contracts, course material.

4. Professional qualifications

4.1 Background

Practical experience of working life outside the university/university college sector, especially experience of the profession the employment is meant to train students for.

Examples of documentation: certificate of service, testimonials by employers.

4.2 Productivity

Written or other kinds of production within the boundaries of the profession. Extent of publication of own research results in printed or other forms.

Examples of documentation: books, chapters in books; patents, international standards, own computer programmes that others are using, products or constructions that have resulted in industrial application; reports.

4.3 Skilfulness

Quality aspects, originality, ability to innovate.

Examples of documentation: prizes; own innovations regarding methods, arrangements and products.

Present a reflection on your own professional development. Also present the role of research and education in your professional development.

4.4 Leadership

Experience as director of projects and work supervisor.

Examples of documentation: project evaluations, testimonials from co-workers.

4.5 External contacts and information

National and international assignments in your own profession. Membership in and assignments for national and international organisations; conference organisation, editorship and refereeing commitments for journals; conference proceedings.

4.6 Co-operation

Regional, national or international co-operation with the university/university college sector.

Examples of documentation: contracts, joint research applications, joint educations.

Co-operation with other professions: co-operation with other professions outside of the university/university college sector.

Examples of documentation: contracts, evaluations, joint research applications.

5. Administrative qualifications

5.1 Administrative background

Education/courses in: economics, crisis management, equality of opportunity; leadership training; work in bringing about change and innovation.

Examples of documentation: Testimonials, certificates.

5.2 Productivity in relation to administrative work

Own or joint investigations, reports, writings on the activities of a university/university college and its environs. Participation in inquiry and investigative studies. Membership in councils and boards.

Examples of documentation: Investigations, reports, writings, references, certificates

5.3 Administrative skills

Experience of quality development and innovation through own involvement. Skills in strategic planning and entrepreneuring (investigations, organisation of corporations and centers). Ability to represent one's employer in public.

Examples of documentation: Investigations, minutes of meetings, reports, referee statements, writings, appointments, certificates, and decisions.

5.4 Administrative leadership

Overall administrative responsibility for an organisation at different levels; responsibility for activities at a university or in the world around. Assignment/position as rector, pro-rector, dean, head of department, director of studies etc. (See educational leadership). Executive or board assignments in the business community, public authorities and national or international organisations.

Examples of documentation: Appointments, certificates, referee statements.

6. Other qualifications

6.1 Voluntary, non-profit work

Experience of voluntary, non-profit work.

Examples of documentation: Certificates and testimonials.

6.2 Any other qualifications